

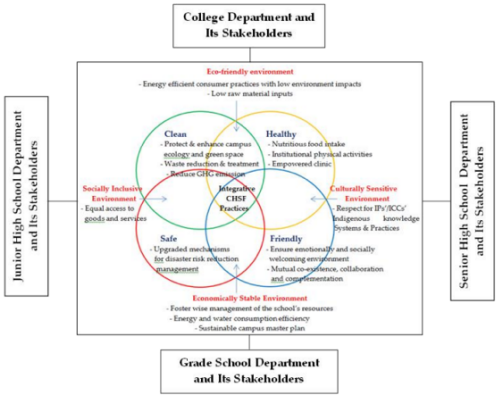


Figure 1. The CHSF Framework

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.

SMU unit(s) or office(s) that coordinate sustainability on campus with focus on SDG 13

At Saint Mary's University (SMU), the coordination of sustainability initiatives is carried out through an integrated network of institutional offices that work collaboratively under the university's mission of "responsibly taking the lead and participating in community building". The Community Engagement and Indigenous Peoples' Studies Center (CEIPSC)—formerly the Lingkod Maria Community Development and Advocacy Center—serves as the lead office for sustainability engagement in communities. Guided by its Community Engagement Framework, the Center promotes inclusive, participatory, and sustainable development through environmental education, capacity-building programs, and partnerships with local communities, including Indigenous Peoples' groups. This framework ensures that all outreach and extension initiatives align with the UN Sustainable Development Goals (SDGs) by fostering ecological awareness, livelihood sustainability, and community empowerment.

Other contributing offices and their roles in sustainability coordination include:

- **Office of the Vice President for Administration:** Provides leadership in campus sustainability operations and chairs the Campus Safety and Disaster Preparedness Committee, which oversees risk assessments, safety drills, and disaster risk reduction initiatives. Through responsible resource management, occupational safety, and continuity planning, the VPA ensures institution-wide sustainability practices are aligned with SDG 3, SDG 11, and SDG 13.
- **Center for Natural Sciences (CNS):** Coordinates scientific research and manages academic laboratories in biology, chemistry, and medical laboratory science. It supports sustainability through SDG-related research, environmental monitoring, and documentation of campus initiatives on biodiversity conservation, waste reduction, and sustainable resource management.
- **Safety and Pollution Control Office (SPCO)**: Ensures a safe, healthy, and sustainable campus environment by overseeing waste management and pollution control. The office also champions the Clean, Health, Safe, and Friendly (CHSF) Environment Program, which is the university's lead program for a sustainable environment. It contributes to SDG 3, 12 and SDG 13 by maintaining compliance with safety and environmental regulations.
- **Physical Plant and Properties Development and Maintenance Office** (PPPDMO): Implements green infrastructure strategies, including energy-efficient systems, water conservation, waste segregation, and landscaping that promotes biodiversity. Its efforts directly support SDGs 7, 9, and 13.
- **Internationalization Office (IO)**: Expands SMU's global sustainability footprint by developing academic partnerships, exchange programs, and joint research projects centered on the SDGs. Since August 2025, this unit has been responsible for consolidating SDG initiatives. It advances SDG 17 through collaboration with international institutions and networks that promote sustainable development.
- **Publications and Information Office (PIO):** Communicates SMU's sustainability initiatives and SDG achievements through digital platforms, newsletters, and institutional reports. It enhances transparency and awareness of sustainability practices among students, staff, and the public, contributing to SDGs 4, 12 and 13.
- **Institutional Development and Quality Assurance Office (IDQAO):** Integrates sustainability into institutional policies, academic outcomes, and quality assurance processes. It ensures that sustainability is embedded in performance indicators, accreditation criteria, and the strategic plan, contributing to continuous improvement aligned with SDGs 4, 11, 13, and 16.
- **Academic units** advance the SDGs through instruction, research, and community engagement, while **non-academic units** support them through sustainable operations and administrative systems. Each unit has a community engagement coordinator who assists in implementing and monitoring sustainability initiatives aligned with SDGs 3, 11, and 13.

ANNUAL REPORT

A.Y. 2024-2025

June 2024 - May 2025

Signature Page

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Office Vision-Mission

I. VISION

The Community Engagement and Indigenous Peoples Studies Center envisions to become a leading center for the empowerment of diverse populations regardless of ethnicity, religion, gender, and socioeconomic status, and in the preservation of Indigenous cultures and promotion of care for the common home through respectful engagement and transformative partnerships.

II. MISSION

The Community Engagement and Indigenous Peoples Studies Center is committed to foster inclusive and transformative relationships in facilitating community-driven initiatives to empower diverse populations and in the promotion of care for the common home. It is committed to the promotion of understanding, respect, and collaboration through the study and celebration of Indigenous peoples' culture, history, and contributions.

Office Objectives

1. Relentlessly foster critical and creative thinking, and academic rigor in all community-based programs, project and activities that are locally and globally relevant and responsive; *(Excellence)*
2. Persistently encourage interdisciplinary collaborations that bring new perspectives and initiatives to community challenges; *(Innovation)*
3. Steadfastly build partnerships and mutual learning among the University, indigenous cultural communities and local organizations in the preservation of indigenous knowledge systems and traditions and promotion of social justice and care for the common home; *(Communion)* and,
4. Conscientiously engage students and employees in community-based projects that embody Christ's mission of compassion for the historically marginalized and underrepresented groups. *(Passion for Christ's Mission)*

Office History

The expansion in nature and scope of LMCDAC in 2024 resulted in the renaming of the Center as the Community Engagement and Indigenous Peoples Studies Center (CEIPSC). The Community Engagement captures its function as the clearing house of all advocacy programs and outreach activities of the different University schools and offices. The Indigenous Peoples Studies embraces the University's apostolate for the indigenous cultural communities, which is one of the Congregation's priority concerns. Hence, the University now directly supervises community engagements, the Museo de Maria, and the Indigenous Knowledge and Learning Hub. These developments took place in AY2024- 2025. The CEIPSC is under the direct supervision of the Vice President for Mission and Identity.

The Indigenous Knowledge and Learning Hub, launched last October 2024 during the opening of the Indigenous Peoples and Museum Month, was previously a desk that assisted with knowledge and technology transfers to various Indigenous cultural communities. As a separate office, it serves as a learning space for Indigenous students to come together and learn, including non-IP students and other stakeholders interested in conducting cultural studies. Therefore, the *Pansin-uuh'mu-an*, an *Isinai* word for gathering or to gather or come together, was adopted to capture the purpose of the Hub. It is a repository of books and other materials about Indigenous cultural communities and a socialization area for stakeholders on IP-related advocacies and projects. It takes the lead in the conduct of cultural studies and Indigenous Peoples Education. The IKL Hub also took the lead in crafting the general education course syllabus on Philippine Indigenous Cultures (GPIC), which was already offered during the second semester of 2024-2025.

The Museo de Maria, on the other hand, showcased its first institutional exhibit regarding the contributions and accomplishments of CICM and SMU in October and December 2024, respectively. It also organized an exhibit for local artists to exhibit their artworks, and an artifact exhibit was also organized as one of the activities during the Fourth International Conference on Cultural Studies, which was held last February 26-28, 2024.

Personnel

Name	Designation	Highest educational attainment
Christopher Allen S. Marquez	*Director*	*PhD Educational Management*
Heidee L. Lamoste	*CEIPSC Staff*	*BS in Public Administration*
Laurice Kaye P. Laguinday	*IPS Coordinator*	*BSEd Religious Education*
Edwin B. Aduca	*Museum Staff*	*MA History*
Louvelyn Jade A. Gacuan	*Museum Staff*	*B Fine Arts*

HIGHLIGHT ACCOMPLISHMENT

I. INNOVATION

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
A. Research Initiatives				
a. Research Production	Gender Responsiveness of the Community Development of a Private Catholic Educational Institution in the Philippines	This paper analyzed the gender-responsiveness of the LMCDAC, the former name of CEIPSC, as the extension arm of Saint Mary's University. It revealed that the Center is still at the foundational level. The Center has promising GAD projects in terms of project identification and design. However, it is invisible in the project implementation, and monitoring and evaluation.		Evidence- Gender Responsiveness of the Community Development of a Private Catholic Educational Institution in the Philippines
B. Faculty, Staff, and Student Development				
a. Faculty and Staff Training/ Seminar/ Activity				
a.1. International	Fourth International Conference on Cultural Studies	This international conference, with the theme Indigenous Solutions for Global Challenges, was organized by CEIPSC together with SHANS-CNS, CICT, PERIO, and PDPO. It was held on February 26-28, 2025, at SMU, and the cultural immersion was held at Imugan, Sta. Fe. It was participated in by researchers from the		Evidence- Fourth International Conference on Cultural Studies

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		Philippines, Indonesia, Canada, Australia, Nepal, and New Zealand. The CEIPSC Team is composed of Christopher Allen S. Marquez, Laurice Kaye P. Laguinday, and Heidee L. Lamoste.		
a.2. Regional	Indigenous Knowledge Research Studies Forum 2025	This research forum highlighted indigenous knowledge systems and local research initiatives. It provided a venue for scholars and cultural workers to present research findings, share methodologies, and advocate for the preservation of local languages and traditions.		Evidence- Indigenous Knowledge Research Studies Forum 2025
a.3. Institutional	Serving with Purpose: Aligning Our Work with the CICM Mission and Values	This seminar was attended by Ms. Louvelyn Jade A. Gacuan. It was organized by SMU-HRDO on March 23, 2025, at the SMU Sacred Heart Center.		Evidence- Serving with Purpose: Aligning Our Work with the CICM Mission and Values
	SMART: Spreadsheet Management and Analysis for Reliable Trends (April 2 & 30, 2025)	This training-workshop was attended by Mrs. Heidee L. Lamoste. It was organized by HRDO on April 2-3, 2025, at George de Busschere Function Hall, SMU. their respective roles and departments.		Evidence- SMART Training: Spreadsheet Management and Analysis for Reliable Trends

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	ISO 21001:2018 Internal Audit Training	This training was organized BY SMU IDQAO with Angel G. Fernandez Jr as the trainer. It was held on January 16 and 17, 2025. It was attended by Christopher Allen S. Marquez.		Evidence- ISO 21001:2018 Internal Audit Training
	Google Sites Training-Workshop (February 4, 2025)	On February 4, 2025, the Human Resource Development Office (HRDO) held a Google Sites Training Workshop at Debusschere Hall for secretaries and staff from various units and departments. The goal was to teach them how to create and manage a Google Site for their respective offices. These sites will help make information sharing and access easier and more convenient. Mrs. Heidee Lamoste represented CEIPSC at the training. Participants learned how to build simple websites that their teams can use to stay updated, share documents, and improve communication within their departments.		Evidence- Google Site Training Workshop
	Project STIR: Specialized Training on Indigenous Research	This training was organized by SMU-CEIPSC and SOGS to capacitate teachers in conducting research with indigenous cultural communities. It was held on April 26, 2025, at San Pedro Calungsod Hall, SMU. The CEIPSC Team is composed of Christopher Allen S. Marquez and Laurice Kaye P. Laguinday.		Evidence- Project STIR: Specialized Training on Indigenous Research

II. COMMUNION

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
A. Linkages				
a. International Partnerships	Partnership with the Center for Indigenous People Research and Development, Nepal	This partnership between CIPRED and SMU was held on March 5, 2025, at Saint Mary's University. It was attended by Dr. Pasang Dolma Sherpa, the Executive Director of CIPRED. The SMU Team was composed of the four Vice Presidents, Academic Deans of STEH and SHANS, CEIPSC Director, PERIO Head, and Indigenous Peoples Studies Coordinator.		Evidence- MOU with CIPRED
B. Institutional Facts and Figures (3-year comparisons)				
a. Percentage of faculty with community engagement (c/o CEIPSC)	1. GSD-100% 2. JHS-100% 3. SHS-100% 4. SAB- 100% 5. SEAIT- 100% 6. SHANS-80.82% 7. STEH- 100% 8. SoGS- 100% 9. NAP- 100%	Most faculty members have a strong community engagement, with all but one achieving 100% participation. The high percentage of faculty engagement across most departments reflects a strong institutional commitment to community involvement, highlighting the importance of real-world learning and social responsibility.		Evidence- Percentage of faculty with community engagement
b. Percentage of students with community	1. GSD- 100% 2. JHS-100% 3. SHS-80%	Student involvement in community engagement activities is one of the most crucial with regard to participation. One of		Evidence- Percentage of students with

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
engagement (c/o CEIPSC)	4. SAB- 50.05% 5. SEAIT- 36.80% 6. SHANS-33.18% 7. STEH-62.41% 8. SoGS- 8.62%	the strategies to increase student participation is to tie up with the Student Affairs and Services Office. In the higher education department, a total of 2,255 students were involved (tertiary and graduate students) of the 5,509 officially enrolled students, or 40.93%, during the second semester.		community engagement
c. (NEW) **Number of beneficiaries of community engagement** (by type – e.g. elderly, children, Ips, etc.) (c/o CEIPSC)	**1. GSD** Male- 85 Female- 224 IP- 68 Senior-134 **2. JHS** Male- 110 Female- 135 IP- 20 **3. SHS** Male-66 Female- 77 LGBTQIA+ - **4. SAB** Male- 10 Female-96 Senior- 7 IP- 24 PWD-1	The different schools/departments have delivered community engagement activities to various communities, including Indigenous Cultural Communities and IPEd Schools. The number of beneficiaries is classified based on their gender (male, female, LGBTQI) and population categories (IP, Senior Citizen, PWD, Pregnant). There is a total of 1,187 beneficiaries in AY2024-2025, Second Semester.		

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	Pregnant-5 **5. SEAIT** Male- 135 Female- 132 LGBTQIA+ - 1 IP- 14 Senior- 15 Pregnant- 1 **6. SHANS** Male-12 Female-14 **7. STEH** Male- 27 Female- 23 **8. SoGS** Male-9 Female-1 IP- 41 Children- 32			
d. (NEW) **Total Amount of Donations/ Funds Raised for Community**	GS- Php 5,400.00 JHS- Php 36,150.00	Other than the extension fee as the source of funds or budget for community engagement activities, community extensionists also voluntarily contribute to augment their needed funds. This AY 2024-2025, a total of		

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
Engagement (c/o CEIPSC)		114,200 was raised for the community engagement activities of the different schools/units in the university.		
	SHS- Php 10,070.00			
	SEAIT- Php 9,690.00			
	STEH- Php 1,500.00			
	SoGS- Php 51,890.00			
e. **Impact Study Results** (c/o CEIPSC, or academic deans, and principals)	Community Feedback Survey	After each conducted activity, the lead organizer/ CE Coordinators facilitate the community feedback survey form to determine the level of satisfaction of the recipients and extensionists with the delivered community engagement activities. The recipients and extensionists evaluate the CE Activities along the dimensions of product/service (usefulness, quality, and delivery) and representatives (responsiveness, friendliness, preparedness, and gender sensitivity). The following are the overall. • GS- 3.87 *(Very Satisfactory)* • JHS-3.91 *(VS)* • SHS-3.95 *(VS)* • SAB- 3.90 (CE Activities); *(VS)* 4.20 (Seminars) *(VS)*		Evidence- Impact Study Results

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		• SEAIT-3.88 *(VS)* • SHANS-3.85 *(VS)* • STEH- 3.89 (CE Activities) *(VS)*; 4.89 (Seminars) *(VS)* • SoGS-3.93 (CE Activities) *(VS)*; 4.90 (seminars) *(VS)* • NAP- 4.00 *(VS)* • NSTP- 3.98 *(VS)*		
f. Number of Scholars/Grantees	CBCP-ECIP Scholarship	In AY 2024-2025, a total of nine indigenous scholars were given/granted full scholarships by the CBCP-ECIP. There are three new first-year scholars who are enrolled in the professional education program. The following were paid by CBCP-ECIP. Tuition Fees: Midyear 2024: 69,594.00 First Semester 2024-2025: 171,780.00 Second Semester 2024- 2025: 168,063.00 Lodging Fees: Midyear 2024 and First Semester 2024-2025: 71,180 Second Semester 2024-2025: 61,100.00		**Evidence- Number of Scholars/Grantees**

III. CHRIST'S MISSION

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
A. Community Engagement				
	Health and Well-Being Program			
a. Flagships Programs	1. SHANS- Health Assessment (BP Taking) before Zumba, Nursing 30th Anniversary *(SDG 3, SDG17)*	In celebration of the Nursing Department's 30th anniversary, a Health Assessment (BP Taking) activity was held on February 8, 2025, at the SMU Tonus Gymnasium. BSN students, together with their faculty, conducted blood pressure screenings for attendees, promoting health awareness in the community. Following the assessment, a vibrant Zumba event took place, encouraging physical fitness and well-being. The event successfully combined health education and active participation, reflecting the department's commitment to community service and holistic health promotion	Narrative- SHANS- Health Assessment (BP Taking) before Zumba, Nursing 30th Anniversary	Evidence- SHANS Health Assessment (BP Taking) before Zumba, Nursing 30th Anniversary
	2. SHANS- FlouriSHANS: Where Kids Flourish *(SDG 3, SDG 17)*	On February 9, 2025, the Local Student Central Council of the School of Health and Natural Sciences went to Appad, Bonfal, Bayombong to conduct an outreach activity for the kids. The team also conducted interactive sessions centered on the importance of personal hygiene, lessons that extended far beyond handwashing and cleanliness	Narrative- SHANS- FlouriSHANS: Where Kids Flourish	Evidence- SHANS- FlouriSHANS: Where Kids Flourish
	3. SHANS- Zumba for Life: Dance for a Kidney *(SDG 3, SDG 17)*	The "Zumba for a Cause" event, organized by the School of Health and Natural Sciences (SHANS) Nursing Department on March 2, 2025, at the SMU Oval, aimed to support the	Narrative- SHANS Zumba for Life: Dance for a Kidney	Evidence- SHANZ Zumba for Life: Dance for a Kidney

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		kidney transplant of Miss Princess Gem Hernandez, a valued nursing faculty member. With the unwavering support received, the activity successfully raised ₱85,150.00 to contribute to Miss Hernandez's kidney transplant.		
	4. SEAIT-SHANS Ocular Inspection for the Construction of Water Reservoir at Sitio Masina *(SDG 3, SDG 6, SDG11, SDG 17)*	On February 19, 2025, four BSCE-4 students, accompanied by Engr. Candido Rosario and Mr. Regidor Almendral, conducted an ocular inspection at Sitio Masina for the construction of a water reservoir. The team assessed the site's accessibility, safety, and cleanliness of the water source, ensuring it meets the community's needs. This initiative reflects a proactive approach in addressing the residents' essential requirements, fostering collaboration between students and faculty to support sustainable infrastructure development in the area.	Narrative- SEAIT-SHANS Ocular Inspection for the Construction of Water Reservoir at Sitio Masina	Evidence- SEAIT-SHANS Ocular Inspection for the Construction of Water Reservoir at Sitio Masina
	5. JHS- Water Hose Donation to Pawak *(SDG 3, SDG 6, SDG 11, SDG 17)*	On March 23, 2025, the SMU JHS team visited the Pawak Community to formally hand over a water hose donated by the NSTP office. This donation aims to ensure proper distribution and equitable access to water for all households in the area. The initiative underscores the community's commitment to improving local infrastructure and promoting sustainable water usage. Through this collaboration, the SMU JHS team continues to support the welfare of the community,	Narrative- JHS Water Hose Donation to Pawak	Evidence- JHS Water Hose Donation to Pawak

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		enhancing essential resources for residents' daily needs.		
	6. JHS- Pawak Community Outreach: Dental Kit Donation *(SDG 3, SDG 17)*	On March 23, 2025, the Saint Mary's University Junior High School faculty and staff, in partnership with the Languages PLC, Sarita-Litera Club, and JHS CE Coordinator, organized "Araw ng KaiNgiti" for the residents of Sitio Pawak, Masoc, Bayombong, Nueva Vizcaya. The event focused on promoting proper oral care, educating the community on maintaining good dental hygiene. As part of the initiative, 21 families received oral hygiene kits, empowering them with the tools needed for healthier smiles. This activity exemplifies the school's dedication to community well-being and health education.	Narrative- JHS Pawak Community Outreach: Dental Kit Donation	Evidence- JHS- Pawak Community Outreach: Dental Kit Donation
	7. JHS- Anti-Rabies Vaccination for Dogs at Pawak Community *(SDG 3, SDG 17)*	On March 23, 2025, the Non-Academic Personnel of the Junior High School led an Anti-Rabies Vaccination activity for dogs and cats in Pawak, in collaboration with the Department of Agriculture, Nueva Vizcaya State University, and the Provincial Veterinary Services Office. OJT Clinician students donated syringes and assisted with the vaccination process, while the Provincial Veterinary Services Office provided free vaccines. A total of 26 dogs and 1 cat were vaccinated. This initiative plays a vital role in safeguarding both animal and community health, reducing the risk of rabies transmission to residents.	Narrative- JHS- Anti-Rabies Vaccination for Dogs at Pawak Community	Evidence- JHS- Anti-Rabies Vaccination for Dogs at Pawak Community

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	8. SHS- Anti-Rabies Vaccination for Dogs at Ipil-Cuneg *(SDG 3, SDG 17)*	On March 15, 2025, the Science and Technology Department of Saint Mary's University Senior High School, in partnership with the GREEN Warriors Society, organized an anti-rabies vaccination outreach in Barangay Ipil-Cuneg, Bayombong, Nueva Vizcaya. Collaborating with the Provincial Veterinary Services Office, which supplied the vaccines and veterinary personnel, the team successfully vaccinated 17 dogs and cats. In addition, pet food and shampoos were distributed to promote overall animal care. This initiative reflects the university's commitment to community health and animal welfare, fostering a safer environment for both pets and residents.	Narrative- SHS Anti-Rabies Vaccination for Dogs at Ipil-Cuneg	Evidence- SHS Anti-Rabies Vaccination for Dogs at Ipil-Cuneg
	9. NSTP Blood Typing Activity for NSTP Students *(SDG 3, SDG 17)*	On March 8, 2025, students from the Literacy Training Service (LTS) and Civic Welfare Training Service (CWTS) participated in a blood typing activity organized by the National Service Training Program (NSTP) office, in collaboration with the Medical Laboratory Science Department of SHANS. Held at the SMU Tonus Gymnasium, the event saw 1,354 students—534 male and 820 female—undergo blood typing. This hands-on activity not only allowed students to learn their blood types but also highlighted the importance of blood typing in medical care	Narrative- NSTP Blood Typing Activity	Evidence- NSTP Blood Typing Activity

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		and emergency response, enhancing their understanding of health and safety practices.		
	10. SHANS-Healthcare Outreach: Sitio Masina *(SDG 3, SDG 17))*	On April 30, 2025, students and faculty from Saint Mary's University's School of Health and Natural Sciences (SHANS) arrived in Sitio Masina with essential medical supplies to conduct a medical mission for the community. A total of 37 adults and 28 residents received much-needed care, showing visible relief. The mission's success was further supported by 20,700 pesos in donations, ensuring the availability of necessary medical resources. This initiative demonstrated SHANS' commitment to community health and the importance of collaboration in providing vital healthcare services to underserved areas.	Narrative- SHANS-Healthcare Outreach: Sitio Masina	Evidence- SHANS-Healthcare Outreach: Sitio Masina
	11. SEAIT- Project *Punhog* at Sitio Masina (Delivery of Water Tank) *(SDG 3, SDG 6, SDG 11, SDG 17)*	On April 23, 2025, the School of Engineering, Architecture, and Information Technology (SEAIT), led by Engr. Rosario and volunteer CE students, visited Sitio Masina, Baretbet, Bagabag, Nueva Vizcaya, to deliver a water tank to the community. The team provided hands-on guidance to the residents on how to properly install and maintain the tank. This initiative aimed to improve the local water supply, ensuring easier access to clean water. It also empowered the community with the knowledge to manage the new resource, demonstrating SEAIT's commitment to	Narrative- SEAIT Project Punhog at Sitio Masina	Evidence- SEAIT-Project Punhog at Sitio Masina

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		sustainable solutions and community development.		
	12. SCC Paw Patrol *(SDG 3, SDG 17)*	The Student Central Council, in collaboration with the Executive Council of Teacher Education and Humanities, spearheaded Marian Paw Patrol—an outreach initiative for rescued cats and dogs at Furever Homes Animal Shelter in Brgy. Curifang, Solano, Nueva Vizcaya, on May 17, 2025. The project included a donation drive for pet food and care essentials, running from May 7 to 17, 2025. Beyond providing aid, Marian Paw Patrol aimed to raise awareness and educate the community on responsible pet care and the humane treatment of animals, reflecting a commitment to animal welfare and ethical practices.	Narrative- SCC Paw Patrol 2025	Evidence- SCC Paw Patrol 2025
	13. STEH Project SHINE: Safe Hygiene and Improved Nutrition for Every Children *(SDG 3, SDG 17)*	The Social Work students organized a community-based program entitled "Project SHINE" (Sustaining Health through Information, Nutrition, and Education) at Bonfal Children's Home, Inc. in Bayombong, Nueva Vizcaya on May 23, 2025. The purpose of the program was to raise awareness about healthy eating and proper hygiene practices among the children. The recipients were a total of 24 children comprising of children from orphanage and from church ages from one (1) to sixteen (16) years old; fifteen(15) of them are male and nine (9) are female	Narrative- STEH Project SHINE: Safe Hygiene and Improved Nutrition for Every Children	Evidence- STEH Project SHINE: Safe Hygiene and Improved Nutrition for Every Children

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	Education For All Program			
	1. STEH Project BUKLAT: Books to Uplift Knowledge, Literacy and Training *(SDG 4, SDG 17)*	The Education Central Board of Students (ECBS), led by Mr. Gerome H. Bautista, in collaboration with the BEEd 137 class of Miss Federicia C. Calauagan, successfully conducted the third installment of Project BUKLAT (Books to Uplift Knowledge, Literacy, and Training) on March 26, 2025, at Gov. Juan Manzano Elementary School, a multigrade institution in Umoc, Nagbitin, Villaverde, Nueva Vizcaya. The project aimed to address the literacy and learning needs of the school's pupils, providing essential resources to foster a better learning environment and support academic growth in the community.	Narrative- STEH Project BUKLAT: Books to Uplift Knowledge, Litrecay and Training	Evidence- STEH Project BUKLAT: Books to Uplift Knowledge, Literacy and Training
	2. SEAIT Alay Kapwa at Talino at Sta. Rosa, Bayombong *(SDG 4, SDG 17)*	This activity was an initiative of the Civil Engineering Department, which divided the program into two main segments: the School Supplies Distribution and Game Activities under Alay Kapwa, and the Teaching Program under Alay Talino. The event was held on February 25, 2025, at Sta. Rosa Elementary School. A total of 219 pupils and 8 teaching staff from Sta. Rosa Elementary School benefited from the outreach activity.	Narrative- SEAIT Alay Kapwa at Talino at Sta. Rosa, Bayombong	Evidence- SEAIT Alay Kapwa at Talino at Sta. Rosa, Bayombong
	3. GSD Ocular Visit for	On March 20, 2025, the Grade School team, including faculty and staff, along with volunteer Civil Engineering students from	Narrative- GSD Ocular Visit for Baguingey Mini Library	Evidence- GSD Ocular Visit for Baguingey Mini Library

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	Baguingey Mini Library *(SDG 4, SDG 17)*	SEAIT, visited Baguingey Elementary School for an ocular inspection of the area designated for the construction of a mini-library. The visit aimed to assess the site's suitability for the project, ensuring that the space will meet the needs of students and enhance their learning environment. This initiative reflects a collaborative effort to support educational development and provide the school with valuable resources for its students' academic growth.		
	4. JHS MSL-ICT Literacy *(SDG 4, SDG 9, SDG 17)*	On February 5, 2025, six teachers from the JHS iMath Professional Learning Community conducted an ICT Literacy activity for the pupils of Pawak Elementary School. The team taught the students fundamental skills in Paint, Microsoft Word, and PowerPoint, enabling them to creatively express their ideas, prepare basic documents, and design engaging presentations for both academic and personal development. A total of 92 pupils from Pawak Elementary School benefited from this activity.	Narrative- JHS MSL-ICT Literacy	Evidence- JHS MSL-ICT Literacy
	5. JHS Reviving of Pawak Elementary School Library *(SDG 4, SDG 17)*	This initiative took place on February 15, when the JHS team visited Pawak Elementary School to reorganize and enhance the library's facilities and resources. The activity aimed to align the library's resources with the school's curriculum while equipping pupils with	Narrative- JHS Reviving of Pawak Elementary School Library	Evidence- JHS Reviving of Pawak Elementary School Library

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		essential skills to locate, evaluate, and use information effectively.		
	6. JHS MSL Functional Literacy Program *(SDG 4, SGD 16, SGD 17)*	The JHS team, specifically the MAPEH Department and LIKHA Club, organized this activity on March 6, 2025, to provide interactive educational sessions and health advocacy, promoting well-being and quality education at Pawak Elementary School. A total of 92 students from Grades 1 to 6 benefited from the activity.	Narrative- JHS MSL Functional Literacy Program	Evidence- JHS MSL Functional Literacy Program
	7. JHS Exhibit Viewing, DIY Dishwashing Liquid making & Experimental Design making for Science Investigatory Project *(SDG 4, SDG 17)*	On March 17, 2025, the JHS team conducted an outreach for the Grade 6 students of Bayombong Central School to enrich their learning experiences through engaging and interactive sessions beyond their standard curriculum. The activities included a dishwashing liquid-making session and an introduction to science research concepts. A total of 35 Grade 6 pupils participated in this activity.	Narrative- JHS Exhibit Viewing, DIY Dishwashing Liquid making & Experimental Design making for Science Investigatory Project	Evidence- JHS Exhibit Viewing, DIY Dishwashing Liquid making & Experimental Design making for Science Investigatory Project
	8. SHS Project NUMERO (Numeracy Enhancement and Remediation Opportunity) *(SDG 4, SDG 17)*	The SHS team, spearheaded by the Math teachers and members of the Society of Individuals Gathered by Mathematics (SIGMA), launched Project Numeracy Enhancement and Remediation Opportunity (NUMERO) to support Grade 5 and 6 learners at Ipil-Cuneg Elementary School. The project aimed to enhance students' mathematical skills and provide remediation for those facing challenges in the subject. Through	Narrative- SHS Project NUMERO (Numeracy Enhancement and Remediation Opportunity)	Evidence- SHS Project NUMERO (Numeracy Enhancement and Remediation Opportunity)

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		interactive lessons and targeted support, NUMERO sought to improve the learners' confidence and proficiency in mathematics, fostering a strong foundation for their academic growth.		
	9. SHS Project BUKLAT *(SDG 4, SDG 17)*	This initiative was led by the SHS Languages teachers and members of the Senior High School Enthusiasts of Languages and Literature (SHELL), who visited Ipil-Cuneg Elementary School to implement Project BUKLAT ("Bukas na Ugnayan para sa Karunungan, Lakas, at Talino") for Grades 1 and 2 learners. The team conducted storytelling sessions, dynamic reading activities, and public speaking exercises. The project aimed to ignite a love for learning while fostering students' confidence and self-expression.	Narrative- SHS Project BUKLAT	Evidence- SHS Project BUKLAT
	10. SHS Likhang Kamay *(SDG 4, SDG 17)*	The SHS, through the initiative of the Arts & Design and HOPE Department, along with the officers of the Circulo ARTISTICO club, conducted the Likhang Kamay activity for the learners of Ipil-Cuneg Elementary School on January 22, 2025. A total of 20 pupils attended the activity, where they were taught origami-making. The students then presented their creations to their parents as a symbol of love and appreciation.	Narrative- SHS Likhang Kamay	Evidence- SHS Likhang Kamay

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	11. SHS Science Mobile Laboratory *(SDG 4, SDG 17)*	On March 15, 2025, the Saint Mary's University Senior High School Department, in partnership with the GREEN Warriors Society, organized a Science Mobile Laboratory Outreach Activity for Grades 5 and 6 pupils at Ipil-Cuneg Elementary School in Bayombong, Nueva Vizcaya. This initiative aimed to provide hands-on science learning to students, particularly those with limited access to laboratory facilities. The outreach focused on Biology, Chemistry, and Physics, offering engaging, practical experiences that enhanced the students' understanding of scientific concepts and inspired curiosity in the sciences.	Narrative- SHS Science Mobile Laboratory	Evidence- SHS Science Mobile Laboratory
	12. SoGS 3rd NV Historical Quiz Bee *(SDG 4, SDG 17)*	The School of Graduate Studies, specifically the MATTS students, conducted the 3rd Nueva Vizcaya History Quiz Bee on March 12, 2025, at the SMU Tonus Gymnasium. The event was participated in by five student representatives from 10 schools across different municipalities in the province. This initiative was organized to deepen the understanding and appreciation of Nueva Vizcaya's rich historical and cultural heritage.	Narrative- SoGS 3rd NV Historical Quiz Bee	Evidence- SoGS 3rd NV Historical Quiz Bee
	13. SHS Reaching Out, Sparking Hope: A Humanities and Social Sciences	The SHS, particularly the HUMSS 12 students, initiated this activity for 60 nursery and elementary students of Ipil-Cuneg Elementary School on February 8, 2025. The activity aimed to improve literacy, provide	Evidence- SHS Reaching Out, Sparking Hope: A Humanities and Social Sciences Initiative for	Evidence- SHS Reaching Out, Sparking Hope: A Humanities and Social Sciences Initiative for Literacy,

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	Initiative for Literacy, Resilience, and Well-Being *(SDG 4, SDG 17)*	educational resources, ensure children's physical comfort, enhance nutrition, foster creativity, and promote road safety.	Literacy, Resilience, and Well-being	Resilience, and Well-Being
	14. STEH Literacy and Values Formation Activites for Masina Learners *(SDG 4, SDG 17)*	On April 30, 2025, STEH students from various departments conducted an outreach activity for children in Sitio Masina, Bagabag. Education and engineering students organized a storytelling session, dividing the children into two groups—primary and intermediate—to match their reading levels. Engaging stories were read from two separate books, fostering literacy and creating an enjoyable learning experience for the kids. This initiative not only aimed to promote reading skills but also provided a meaningful connection between students and the community.	Narrative- STEH Literacy and Values Formation Activities for Masina Learners	Evidence- STEH Literacy and Values Formation Activites for Masina Learners
	15. SoGS Leading with Impact: Practical Executive Strategies for MSMEs' Greater Success *(SDG 4, SDG 17)*	On May 3, 2025, COM 334 (Executive Leadership and Management) students, under the guidance of Professor Dr. Mayvelyn S. Covita, conducted a lecture-seminar titled "Leading with Impact: Practical Executive Strategies for MSMEs' Greater Success" at AVR 1, John Van Bauwel Building. The event was attended by 15 owners and representatives of MSMEs in Nueva Vizcaya. The seminar aimed to share practical leadership and management strategies to help MSMEs enhance their operations and achieve sustainable success. The session	Narrative- SoGS Leading with Impact: Practical Executive Strategies for MSMEs' Greater Success	Evidence- SoGS Leading with Impact: Practical Executive Strategies for MSMEs' Greater Success

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		provided valuable insights into effective leadership for small and medium-sized enterprises in the region.		
	16. CoL Run for the Bar 2025 *(SDG 4, SDG 17)*	On May 17, 2025, the Run for the Bar 2025 fundraising event was successfully held at the Nueva Vizcaya Sports Complex in Bayombong. Organized by the Saint Mary's University College of Law, the event aimed to support the graduating class—the 2025 Marian Barristers—as they prepare for the upcoming Bar Examinations. This initiative not only raised funds but also fostered community spirit, bringing together the Marian law community and its partners in a shared effort of support and solidarity for the future legal professionals.	Narrative- CoL Run for the Bar 2025	Evidence- CoL Run for the Bar 2025
	Hunger Alleviation Program			
	1. JHS NAP Feeding Program *(SDG 2, SDG 17)*	On March 7, 2025, the Non-Academic Personnel of the Junior High School conducted a Feeding Program at Pawak Elementary School. A total of 101 pupils, from Grade 1 to Grade 6, benefited from the initiative. This activity aimed to address the nutritional needs of the students, ensuring they had a healthy meal to support their learning and well-being. It also reflected the school's commitment to community service and	Narrative- JHS NAP Feeding Program	Evidence- JHS NAP Feeding Program

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		fostering the overall development of young learners.		
	2. JHS Pawak Community Outreach: SST (Salu-Salo Together) *(SDG 2, SDG 17)*	On March 23, 2025, the Languages PLC of the JHS organized a Salu-Salo Together activity for the residents of Pawak, Masoc, Bayombong. The team provided nutritious snacks to 21 recipients from the community, fostering a sense of unity and care. This initiative aimed to promote community well-being by offering a simple yet meaningful way to connect with and support local residents. It also highlighted the JHS's commitment to enhancing the quality of life in surrounding communities through collaborative efforts and outreach programs.	Narrative- JHS Pawak Community Outreach: SST (Salu-Salo Together)	Evidence- JHS Pawak Community Outreach: SST (Salu-Salo Together)
	3. SHS Busog-Lusog: Feeding the Future of Barangay Ipil-Cuneg *(SDG 2, SDG 17)*	On February 8, 2025, the Senior High School faculty and staff, led by the Research Department, along with student volunteers, conducted the Buosg-Lusog Teaching-Feeding Outreach Activity for the children of Ipil-Cuneg Elementary School. A total of 60 elementary pupils and 21 pre-school pupils benefited from the event, receiving nutritious snacks to support their health and well-being. This initiative aimed to promote proper nutrition while providing an opportunity for teaching and fostering a positive learning environment for the children, demonstrating the school's commitment to community outreach and student welfare.	Narrative- SHS Busog-Lusog: Feeding the Future of Barangay Ipil-Cuneg	Evidence- SHS Busog-Lusog: Feeding the Future of Barangay Ipil-Cuneg

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	4. SHANS Together We Feed: A MedTech Feeding Mission *(SDG 2, SDG 17)*	The officers of the Philippine Society of Medical Technology Students, led by Medical Laboratory Science Head Maria Sheila D. Mendoza-Ramos and PHISMTES adviser Christian M. Sanuco, along with medical laboratory science staff and third-year students, conducted a feeding program in Barangay Masoc, Bayombong, Nueva Vizcaya. The program benefited 15 to 30 children, ages 4 to 5 years old. This initiative aimed to support the nutritional needs of young children in the community, fostering a sense of care and responsibility among the students while making a positive impact on the health and well-being of local	Narrative- SHANS Together We Feed: A MedTech Feeding Mission	Evidence- SHANS Together We Feed: A MedTech Feeding Mission
	5. GSD POPSAD Feeding Activity *(SDG 2, SDG 17)*	On February 11, 2025, the Grade School St. Ignatius class conducted a feeding activity for POPSAD patients in observance of the Feast of Our Lady of Lourdes and World Day of the Sick. The activity was attended by 30 pupils from the St. Ignatius class, along with 5 parents/guardians and 3 faculty members. The event began with the Holy Eucharist and the Sacrament of the Anointing of the Sick. It concluded with the distribution of snacks to the patients and other elders, benefiting a total of 250 attendees.	Narrative- GSD POPSAD Feeding Activity	Evidence- GSD POPSAD Feeding Activity
	Disaster Risk Reduction Program			

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	1. SHS Project Ligtas *(SDG 11, SDG 16, SDG 17)*	The Senior High School Emergency Response Team (SHERT) conducted an outreach activity titled "Project Ligtas" in Ipil Cuneg, Bayombong, Nueva Vizcaya, on March 28. The team provided training on essential first aid and basic life support skills. Additionally, they distributed necessary medical equipment, including oximeters, glycometers, and other medicines requested by the barangay. This initiative aimed to enhance the community's preparedness and response to health emergencies, ensuring access to critical resources and knowledge for residents in need.	Narrative- SHS Project Ligtas	Evidence- SHS Project Ligtas
	Socio-Pastoral and Evangelization Program 1. STEH-CJED Jail Visitation *(SDG 16, SDG 17)*	The Criminal Justice Education Department of the School of Teacher Education and Humanities spearheaded a jail visitation on March 13, 2025, at BJMP, Curifang, Solano. This meaningful initiative aimed to bring hope and positive change to the Persons Deprived of Liberty (PDLs). Through heartfelt conversations, encouragement, and interactive activities, the students connected with the inmates, reminding them that they	Narrative- STEH-CJED Jail Visitation Activity	Evidence- STEH-CJED Jail Visitation Activity

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		are not forgotten and that there is always hope for a better future.		
	2. STEH Gender and Development Seminar *(SDG 5, SDG 16, SDG 17)*	The GAD seminar is part of an annual tradition aimed at addressing key issues related to Gender and Development (GAD). This year, the GAD seminar-webinar was held at SMU-AVR 1 on March 5, 2025. It focused on upskilling and enhancing the research and reading (literacy) capabilities of teachers, students, and other interested individuals. The seminar featured two speakers from the University of the Philippines System, who shared valuable insights and expertise on the topic.	Narrative- STEH Gender and Development Seminar	Evidence- STEH Gender and Development Seminar
	3. TAKBOKASYON *(SDG 16, SDG 17)*	Spearheaded by the Christian Faith Education Department, TAKBOKASYON 2025 was held on March 26, 2025, with nearly 2,000 students participating. The participants followed a designated route within Bayombong, where drinking stations were strategically placed along the way.	Narrative- STEH TAKBOKASYON	Evidence- STEH TAKBOKASYON
	4. JHS Jail Visitation at NVPJ *(SDG 16, SDG 17)*	The Marian Student Government Organization, in partnership with various student-led organizations such as the Marian Spectrum, Marian Peer Counselors Club, and the Marian Coalition of Sons and Daughters of OFWs, along with support from the Rotary Club, Interact Club, and the Employees	Narrative- JHS Jail Visitation at NVPJ	Evidence- JHS Jail Visitation at NVPJ

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		Association of the JHS, organized a Jail Visitation on April 5 at the Nueva Vizcaya Provincial Jail. This initiative aimed to provide emotional and spiritual support to Persons Deprived of Liberty (PDLs) through student-led engagements, as well as offer essential items and small gifts to uplift their spirits.		
	5. SHS CICM CMV Outreach program *(SDG 16, SDG 17)*	The SHS CICM Campus Mission Volunteers embarked on a meaningful outreach program in Ipil-Cuneg on January 17, 2025. They conducted basic catechism sessions, sharing stories of faith, hope, and God's love in ways that were both engaging and age-appropriate for the children.	Narrative- SHS CICM-CMV Outreach Program	Evidence- SHS CICM-CMV Outreach Program
	6. CFED Interfaith Service and Literacy *(SDG 4, SDG 16, SDG 17)*	On May 21, 2025, the MSO officers, , hand in hand with the CFED faculty went to Sitio Masina, Baretbet, Bagabag to conduct an interfaith service to the residents and literacy activity to the children. The team gave out school supplies to the children in time for the back to school on June.	Narrative- CFED Interfaith Service and Literacy	Evidence- CFED Interfaith Service and Literacy
	Poverty Alleviation Program			
	1. SAB Financial Literacy & Entrepreneur-ship Program at barangay Sta. Rosa, Bayombong	The School of Accountancy and Business Central Council (SABCC), in collaboration with SAB faculty members, conducted a Financial Literacy and Entrepreneurship Seminar at the Barangay Hall of Sta. Rosa, Bayombong, Nueva Vizcaya, on February 7, 2025. The seminar featured informative sessions on managing	Narrative- SAB Financial Literacy & Entrepreneur-ship Program at barangay Sta. Rosa, Bayombong	Evidence- SAB Financial Literacy & Entrepreneur-ship Program at barangay Sta. Rosa, Bayombong

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	(SDG 1, SDG 11, SDG 17)	finances, practical budgeting skills, and the principles of entrepreneurship.		
	2. SMU SAB & TESDA Training Program *(SDG 1, SDG 8, SDG 11, SDG 17)*	On April 5, 2025, the JTHMAP SMU-Chapter Officers and JPIA Officers of SAB, in partnership with TESDA, conducted a Candle Making Training Program for the Mungkol Ladies Organization in Mangkelleb, Ibung, Villaverde. TESDA trainers guided the participants through the step-by-step process of making candles. In addition, accountancy students taught the members how to record financial transactions when managing a business. A total of 21 recipients benefited from the training.	Narrative- SMU SAB & TESDA Training Program	Evidence- SMU SAB & TESDA Training Program
	3. SAB Empowering Financial Wellness: Building a Secure Future through Smart Money Management *(SDG 1, SDG 11, SDG 17)*	The Business Office Administration and Entrepreneurship Department of SAB, in collaboration with the Students United in Mathematics (SUM), visited Sitio Kakilingan, Buenavista, Bayombong, to conduct a seminar-workshop titled "Financial Wellness: Building a Secure Future through Smart Money Management" on April 2, 2025. A total of 23 4Ps beneficiaries participated in the activity.	Narrative- SAB Empowering Financial Wellness: Building a Secure Future Through Smart Money Management at Sitio Kakilingan	Evidence- SAB Empowering Financial Wellenss: Building a Secure Future Through Smart Money Management at Sitio Kakilingan
	4. JHS Pawak Community Outreach- Livelihood	On February 23, 2025, the Science and Technology and Research Department of the JHS and Science HS conducted a livelihood training on making dishwashing liquid in the	Narrative- JHS Pawak Community Outreach- Livelihood Training	Evidence- JHS Pawak Community Outreach- Livelihood Training

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	Training (Dishwashing Liquid Making) *(SDG 1, SDG 8, SDG 11, SDG 17)*	Pawak community. A total of 9 families participated in this outreach activity, which aimed to provide valuable skills for creating a household product. The session not only equipped participants with practical knowledge but also empowered them with the potential for economic improvement through sustainable, home-based business opportunities.	(Dishwashing Liquid Making)	(Dishwashing Liquid Making)
	5. JHS DIY Hand Sanitizer *(SDG 1, SDG 8, SDG 11, SDG 17)*	The AP-TLE Department of JHS/ScieHS implemented a Hand Sanitizer Production Activity at Sitio Pawak on February 23, 2025. This initiative aimed to combat poverty, improve the community's health and hygiene, and enhance their ability to thrive socially and entrepreneurially. By providing participants with the necessary skills, the activity supported their personal growth and learning, empowering them to succeed in both their health practices and entrepreneurial endeavors.	Narrative- JHS DIY Hand Sanitizer	Evidence- JHS DIY Hand Sanitizer
	6. SHS Ipil-Cuneg's Light Along Ways Project (ILAW Project) *(SDG 1, SDG 7, SDG 11, SDG 17)*	On February 8, 2025, the Research Department of SHS, in partnership with the Innovative Researchers and Inquirers Society (IRIS), launched a community project in Ipil-Cuneg. The team donated and installed 10 solar-powered lights along roads and communal pathways, enhancing safety, visibility, and mobility in the area. This initiative not only improved the community's	Narrative= SHS Ipil-Cuneg's Light Along Ways Project (ILAW Project)	Evidence- SHS Ipil-Cuneg's Light Along Ways Project (ILAW Project)

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		infrastructure but also contributed to the residents' well-being, ensuring safer travels during the night and fostering a sense of security within the locality.		
	7. SAB Wine Production Brand Label Development *(SDG 1, SDG 8, SDG 11, SDG 17)*	The BOEA Department of SAB conducted a service-learning activity on product label development and pricing strategies for the Masina Women Wine Production in Sitio Masina, Baretbet, Bagabag, Nueva Vizcaya, on April 30, 2025. This activity was a key initiative to support the livelihood of the Masina wine production group. A total of 14 women participated, gaining valuable skills in product labeling and pricing, which are essential for enhancing the marketability and success of their wine products.	Narrative- SAB Wine Production Brand Label Development	Evidence- SAB Wine Production Brand Label Development
	8. SEAIT-CICT & CETSO PC & Printer Rescue: Practical Solutions for Common Problems and Google Applications Essentials Workplace Workflow *(SDG 8, SDG 9, SDG 17)*	On May 21, 2025, the Center for Information Communication Technology (CICT) and the Computer and Electronics Technical Services Office (CETSO) responded to a request from the LGU of Lamut, Ifugao, to conduct a technical proficiency training. A total of 22 LGU personnel attended, learning how to handle basic IT issues and effectively use Google applications to streamline their daily workflows. The session also included hands-on activities, allowing participants to apply their newly acquired skills, ensuring they can better manage technological tasks in their work environment.	Narrative- SEAIT-CICT & CETSO PC & Printer Rescue	Evidence- SEAIT-CICT & CETSO PC & Printer Rescue

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	Indigenous Peoples Advocacy and Development Program 1. Project STIR: Specialized Training on Indigenous Research *(SDG 4, SDG 10, SDG 17)*	On April 26, 2025, the School of Graduate Studies, in partnership with the Community Engagement and Indigenous Peoples Studies Center, launched Project STIR: Specialized Training on Indigenous Research. Held at SMU San Pedro Calungsod Hall, the event gathered 30 faculty members from both tertiary and basic education departments. The training aimed to empower educators with essential skills for conducting research within Indigenous contexts, fostering a deeper understanding of culturally sensitive methodologies.	Narrative- Project STIR: Specialized Training on Indigenous Research	Evidence- Project STIR: Specialized Training on Indigenous Research
	Sustainable Environment Program *1.* STEH-CJED Clean-up Drive in front of Debusschere Hall (along oval, back of Apo Pilo and CNS) *(SDG 15, SDG 17)*	The Criminology 2B class conducted a clean-up drive on April 6 at the SMU college campus, specifically at Debusschere and behind the Apo Pilo building. Twenty-three students participated in the initiative, clearing weeds, leveling the soil, and transforming the area into a cleaner, healthier, and safer environment.	Narrative- STEH-CJED Clean-up Drive in front of Debusschere Hall	Evidence-STEH-CJED Clean-up Drive infront of Debusschere

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	2. STEH MSO Site Clearing at Masoc *(SDG 15, SDG 17)*	On April 5, 2025, the Christian Faith Education Department (CFED) organized a clean-up drive titled "Sagip Kalikasan: Alay sa Kababaihan Site Clearing/Restoration" in Masoc, Bayombong, Nueva Vizcaya. The event was held in coordination with the Marian Sowers Organization (MSO), the Education Central Board of Students (ECBS), and the Marian Interlocutors Society (MIS) officers. The objective of the activity was to remove unwanted roots that hinder tree growth and support environmental restoration.	Narrative- STEH MSO Site Clearing at Masoc	Evidence- STEH MSO Site Clearing at Masoc
	3. JHS Environmental Advocacy Program- Clean-up Drive by Languages and Grade 8 students *(SDG 15, SDG 17)*	Grade 8 students conducted a series of clean-up drives as part of the Environmental Advocacy Program on January 22, February 10, and 20, at the JHS grounds and St. Dominic Cathedral. The students used their own cleaning materials during the sessions. The goal was not only to transform the areas into cleaner spaces but also to cultivate a sense of responsibility in the students.	Narrative- JHS Environmental Advocacy Program- Clean-up Drive by Languages and Grade 8 students	Evidence- JHS Environmental Advocacy Program- Clean-up Drive by Languages and Grade 8 students
	4. JHS Clean-up Drive by APTLE *(SDG 15, SDG 17)*	The APTLE Department of the JHS spearheaded a clean-up drive from February 17-22, with Grade 7 students from the sections 7 Mahinahon, Masigasig, Masikap, Earth Savers, and Environmentalists participating in cleaning the JHS and Science HS grounds, as well as the St. Dominic Cathedral Chapel. The event not only	Narrative- JHS Clean-up Drive by APTLE	Evidence- JHS Clean-up Drive by APTLE

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		improved the physical environment of the school but also reinforced the students' commitment to environmental stewardship.		
	5. JHS MSL Grade 8-Cleaning of laboratory classrooms by STaR Department *(SDG 15, SDG 17)*	A collaborative clean-up drive was held on February 21, 2025, between the Star Department and the Grade 8 sections—Ecologists, Nature Lovers, Maagap, Mabait, and Magalang. The students cleaned and organized the laboratory rooms of the JHS, recycling materials and identifying potential hazards. This collaboration between students and teachers played a key role in achieving the activity's objectives, while also reinforcing the importance of ongoing efforts in cleanliness and environmental care.	Narrative- JHS MSL Grade 8-Cleaning of laboratory classrooms by STaR Department	Evidence- JHS MSL Grade 8-Cleaning of laboratory classrooms by STaR Department
	6. JHS MAPEH Department Clean-up Drive *(SDG 15, SDG 17)*	The MAPEH classes of the JHS conducted a clean-up drive on Capt. Dela Cruz St. on March 10-11, 2025. The students were divided into teams, with some collecting litter, others cleaning the sidewalk canals, sweeping the roads, and segregating waste. The activity concluded with a brief reflection session, where students shared their insights about the experience and the importance of maintaining a clean and healthy environment.	Narrative- JHS MAPEH Department Clean-up Drive	Evidence- JHS MAPEH Department Clean-up Drive
	7. JHS Site Clearing at Masoc *(SDG 15, SDG 17)*	On April 5, 2025, the JHS conducted a Site Clearing Activity in Masoc, Bayombong. A total of 27 faculty and staff members participated in the event, working together to clear the area of overgrown grass. This initiative not	Narrative- JHS Site Clearing at Masoc	Evidence- JHS Site Clearing at Masoc

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		only helped improve the site's appearance but also demonstrated the collective effort and commitment of the school community to maintain a cleaner and more organized environment.		
	8. SHS Tree Planting Activity: One Tree, One Student Project *(SDG 15, SDG 17)*	The One Student, One Tree Project of the SHS was held on February 1 and 8, and March 8, 2025, with faculty and Grade 12 students actively participating in tree planting activities at Ipil-Cuneg and Masoc, Bayombong, Nueva Vizcaya. Rambutan seedlings were planted in these areas. In addition to the planting, participants received an orientation on basic tree care techniques, the importance of native species, and the role of trees in climate mitigation.	Narrative- SHS Tree Planting Activity: One Tree, One Student Project	Evidence- SHS Tree Planting Activity: One Tree, One Student Project
	9. SHANS Site Clearing at Jamboree Site in Masoc *(SDG 13, SDG 15, SDG 17)*	On March 29, 2025, the SHANS spearheaded a Site Clearing Activity at the Masoc Reforestation Site in Bayombong as a vital preparatory step for an upcoming tree-growing initiative. The effort focused on removing invasive plant species, overgrown weeds, excessive vegetation, and scattered debris to ensure optimal conditions for future planting. A total of forty-two (42) dedicated extensionists, including faculty members and students, actively participated in the activity.	Narrative- SHANS Site Clearing at Jamboree Site in Masoc	Evidence- SHANS Site Clearing at Jamboree Site in Masoc
	10. MedTechs Go Green	On April 12, 2025, the Philippine Society of Medical Laboratory Students (PHISMETS), together with third-year Medical Laboratory	Narrative- MedTechs Go Green	Evidence- MedTechs Go Green

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	(SDG 13, SDG 15, SDG 17)	Science students, organized a meaningful tree-planting activity at Barangay Pawak, Masoc, Bayombong. A total of 32 enthusiastic participants joined forces to contribute to environmental conservation efforts. During the activity, they successfully planted 30 seedlings, aiming to promote ecological sustainability and enhance the area's green landscape. This initiative not only fostered teamwork and social responsibility among students but also highlighted their commitment to environmental stewardship, demonstrating how future healthcare professionals can play an active role in preserving and nurturing the natural environment.		
	11. STEH Project DALISAY: Drive for a Cleaner, Greener Community *(SDG 13, SDG 15, SDG 17)*	On April 30, 2025, the students of CFE 104, Section 6549 at Saint Mary's University in Bayombong, Nueva Vizcaya, conducted a school-based outreach program focused on environmental sustainability. Held behind the Joseph Van den Daelen Building, the activity aimed to enhance the university's green spaces through urban gardening. The students successfully planted a total of 50 vegetable seedlings—25 eggplant and 25 chili plants, demonstrating their commitment to sustainable practices and community engagement. This initiative not only supported the university's environmental	Narrative- STEH Project DALISAY: Driver for a Cleaner, Greener Community	Eviden- STEH Project DALISAY: Drive for a Cleaner, Greener Community

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		goals but also promoted agricultural awareness and teamwork among the participants.		
	12. NSTP Site Clearing (Riverbank Clean-up Drive) *(SDG 6, SDG 11, SDG 12, SDG 14, SDG 17)*	On April 26, 2025, the LTS students carried out a Riverbank Clean-up Drive at Lingay, Bayombong, demonstrating their commitment to environmental protection and community service. Working collaboratively, they collected litter, sorted recyclable materials, and cleared accumulated waste along the riverbanks. Their collective efforts significantly improved the river's cleanliness and aesthetic appeal, contributing to healthier ecosystems and safer water sources. Beyond enhancing the local environment, the activity reinforced key values such as civic responsibility, teamwork, and environmental stewardship. It also supported broader initiatives focused on public health, water conservation, and sustainable living within the community.	Narrative- NSTP Site Clearing (Riverbank Clean-up Drive)	Evidence- NSTP Site Clearing (Riverbank Clean-up Drive)
	13. NAP-NSTP Clean-Up Drive for the School-in-a-Garden Project *(SDG 15, SDG 17)*	On April 26, the Non-Academic Personnel (NAP) of Saint Mary's University conducted a clean-up activity at the Apo Pilo area within the SMU campus. The activity was part of the School-in-a-Garden Project, a collaborative effort with the NSTP Office. NAP volunteers worked together to clean and prepare the area	Narrative- NAP-NSTP Clean-Up Drive for the School-in-a-Garden Project	Evidence- NAP-NSTP Clean-up Drive for the School-in-a-Garden Project

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		for vegetable planting. Various vegetables will be planted and maintained by the NAP as one of their ongoing projects. The clean-up aimed to support environmental sustainability and enhance the university's green spaces through hands-on gardening and community involvement.		
	14. SAB Linis Bayanihan: Campus Care Drive *(SDG 15, SDG 17)*	The community extension activity titled "Linis Bayanihan: Campus Care Drive" was successfully conducted on May 21, 2025, at the backyard of the JVD Building. A total of 42 Marian students actively participated in the initiative. They cleaned the area and planted vegetable seedlings intended to support future feeding programs, benefiting individuals in need both within and potentially beyond the school community.	Narrative- SAB Linis Bayanihan: Campus Care Drive	Evidence- SAB Linis Bayanihan: Campus Care Drive
b. Community Engagement Published in Google News				
C. Outreach Activities	1. SEAIT Moving More and Sharing Better: An Outreach Activity	The IT Department of SEAIT conducted an outreach activity for the 4Ps families of Bintawan Sur, Villaverde, Nueva Vizcaya. Faculty members from STEH PE Department joined the activity where they energized the participants through Zumba and morning exercise. A total of 40 residents benefitted from this activity. The team gave out family	Narrative- SEAIT Moving More and Sharing Better: An Outreach Activity	Evidence- SEAIT Moving More and Sharing Better: An Outreach Activity

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		gift packs, snacks and they also donated used used clothes for everyone.		
	2. SEAIT PintaEskwela and Feeding Program	On March 5, 2025, the Architecture Department, in partnership with UAPSA-SMU, conducted the Pinta Eskwela: Mural Painting and Feeding Program at Cabinnuangan Elementary School in Quezon, Nueva Vizcaya. The activity was part of Architecture Week 2025. Volunteers painted educational murals on the school walls and provided meals to 50 students.	Narrative- SEAIT PintaEskwela and Feeding Program	Evidence- SEAIT PintaEskwela and Feeding Program
	3. GSD Linis-Simbahan (Gr. 6 St. Andrew)	On June 15, 2025, the Grade 6 pupils of St. Andrew organized a Linis-Simbahan activity at St. Dominic Cathedral. The concerted effort showcased cooperation and dedication, with teachers guiding the students to ensure the activity was both fruitful and meaningful	Narrative- GSD Linis-Simbahan (Gr. 6 St. Andrew)	Evidence- GSD Linis-Simbahan (Gr. 6 St. Andrew)
	4. GSD Linis-Simbahan (Gr. 6 St. John)	The Grade 6 pupils of St. John conducted a Linis-Simbahan activity at St. Dominic Cathedral on January 22, 2025, remembering their class patron saint. The pupils devotedly cleaned the church by sweeping the floor, dusting the pews, and keeping the cleanliness of the altar.	Narrative- GSD Linis-Simbahan (Gr. 6 St. John)	Evidence- GSD Linis-Simbahan (Gr. 6 St. John)
	5. GSD Gifted to Give Activity (St. Dominic Class)	On January 22, 2025, the St. Dominic class conducted an outreach activity aimed at spreading joy and support to the 32 pupils of Salvacion Child Development Center. The	Narrative- GSD Gifted to Give Activity (St. Dominic Class)	Evidence- GSD Gifted to Give Activity (St. Dominic Class)

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		recipients of this activity were 14 boys and 18 girls with a total of 32 pupils in the Salvacion Child Development Center. Each pupil received a snack and school supplies placed in an envelope (1 writing paper, 1 pencil, 1 sharpener, and 1 box of crayons).		
	6. GSD Gifted to Give Activity of St. Anne	On February 4, 2025, the St. Anne class conducted an outreach activity aimed at spreading joy and support to the pupils of Don Tomas Maddela Child Development Center. The recipients of this activity were 10 boys and 15 girls with a total of 25 pupils. Each pupil received a snack and school supplies placed in an envelope (1 writing paper, 1 pencil, and 1 box of crayons).	Narrative- GSD Gifted to Give Activity of St. Anne	Evidence- Gifted to Give Activity of St. Anne
	7. ODSAS Alagang Reyna: Isang araw na Pag-aalaga at Pagpapahalaga sa Kababaihan	The Office of the Dean of Student Affairs and Services, in collaboration with the Human Resource Department and the University Health Clinic of Saint Mary's University, conducted an outreach activity in celebration of Women's Month on March 29, 2025. Twenty-five women from Sitio Masina, Baretbet, Bagabag, Nueva Vizcaya were treated to a well-deserved day of empowerment, relaxation, and appreciation.	Narrative- OSAS Alagang Reyna: Isang Araw na Pag-aalaga at Pagpapahalaga sa Kababaihan	Evidence- ODSAS Alagang Reyna: Isang araw na Pag-aalaga at Pagpapahalaga sa Kababaihan
	8. TAO Conducting review of Financial record and assisting in the preparation of FS	The SMU Finance and Treasury and Accounting Office, represented by seven members who conducted an onsite audit, and three additional team members conducted an audit review of the financial records of the	Narrative- TAO Conducting review of Financial record and assisting in the preparation of FS of	Evidence- TAO Conducting review of Financial record and assisting in the preparation of FS of

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
	of the Diocese of Bayombong	Diocese and assisted them in the preparation of the financial reports for the calendar year 2024 on February 27, 2025. A certificate of appreciation was received by the office on May 30, 2025, in recognition of the invaluable assistance provided to the Roman Catholic Diocese of Bayombong.	the Diocese of Bayombong	the Diocese of Bayombong
	9. NAP Distribution of School Supplies with Hygiene Kit at Bangaan Solano	On March 23, 2025, volunteer Non-Academic Personnel from Saint Mary's University conducted a meaningful outreach activity in Bangaan, Solano, Nueva Vizcaya. As part of their commitment to community service, they distributed school supplies and hygiene kits to 50 children from the local community. Each child received essential learning materials along with basic hygiene items to support both their education and well-being. The activity aimed to promote the importance of schooling and personal care, while also fostering a spirit of compassion and solidarity. The event was warmly received and left a positive impact on both the children and the volunteers.	Narrative- NAP Distribution of School Supplies with Hygiene Kit at Bangaan Solano	Evidence- NAP Distribution of School Supplies with Hygiene Kit at Bangaan Solano
	10. GSD *Linis Simbahan* of St. Clare	On February 19, 2025, the Grade 5 students from St. Clare's class participated in a "Linis-Simbahan" (church cleaning) activity, honoring their patron saint at Saint Dominic Cathedral. This act of service, concluding with a brief reflection led by Mrs. Elona, fostered	Narrative- GSD Linis Simbahan of St. Clare	Evidence- GSD Linis Simbahan of St. Clare

Subarea	Title	Brief Description (Limit to 100 words indicating Who, What, When, Where)	Link to Narrative Report	Link to Evidence (photos, certificates, etc.)
		responsibility, community engagement, and a deeper appreciation for sacred spaces.		
	11. SoGS-STEH Baddang 4.0: Giving of School Supplies and Cultural Tongtongan	On March 17, the MAT Social Studies students, led by Dr. Kenneth L. Maslang, in partnership with the Social Science and Philosophy Department and supported by the Barangay Imugan Council, Imugan elders, and the IPMR, held an outreach activity in Imugan, Sta. Fe, Nueva Vizcaya. The event, Baddang 4.0: Giving of School Supplies and Cultural Tongtongan, provided school supplies to 32 elementary pupils and included fun, interactive games. A cultural dialogue was also held with five Imugan elders to promote heritage awareness and community connection.	Narrative- SoGS-STEH Baddang 4.0: Giving of School Supplies and Cultural Tongtongan	Evidence- SoGS-STEH Baddang 4.0: Giving of School Supplies and Cultural Tongtongan
	12. STEH Kwento at Kultura: Sharing Stories, Dances and Kindness	On May 21, 2025, the CBCP-ECIP scholars, together with the STEH Social Work students under the guidance of Dr. Allen Marquez, conducted an outreach activity in Purok Gonggongob, Cabuluan, Villaverde, Nueva Vizcaya. The team donated school supplies to around 50 learners from Villa Par Pale Elementary School, bringing joy and encouragement as they prepared for the new school year. In addition to the donation, engaging activities such as storytelling sessions and fun games were held to foster learning and creativity among the children. Dr. Marquez also led a meaningful dialogue with community leaders and members to	Narrative- STEH Kwento at Kultura: Sharing Stories, Dances and Kindness	Evidence- STEH kwento at Kultura: Sharing Stories, Dances and kindness

Subarea	**Title**	**Brief Description** (Limit to 100 words indicating Who, What, When, Where)	**Link to Narrative Report**	**Link to Evidence** (photos, certificates, etc.)
		collaboratively plan future development initiatives.		

Narrative/Documentation Report

Project Title:	Site Clearing
Date:	March 29, 2025
Time:	8:30-11:30 AM
Team Composition:	
Lead Organizer:	Ms. Leeana Pauline B. Alap
Project Staff/Members:	Dr. Elsa Cajucom Ma'am Cathelyn Mariano Ma'am Alicia Jubay

Narrative

The site clearing activity aims to uphold environmental responsibility by establishing a clean, safe, and efficient environment. This activity is crucial to prepare the area for a tree-growing activity. It entailed removing undesired weeds, invasive plant species, excessive vegetation, and small debris to create a suitable foundation. The students, faculty, and staff were able to make a safer, more organized, and more functional place.

The site clearing activity was attended by forty-two (42) extensionists with five (5) donors that contributed for the snacks of the extensionists. We gathered an amount of PHP 1,200 in which we added for the transportation fee of PHP 3,000.

Documentation





Ma'am Alicia Jubay orienting the extentionists, discussing a brief history and reminders before clearing the area.





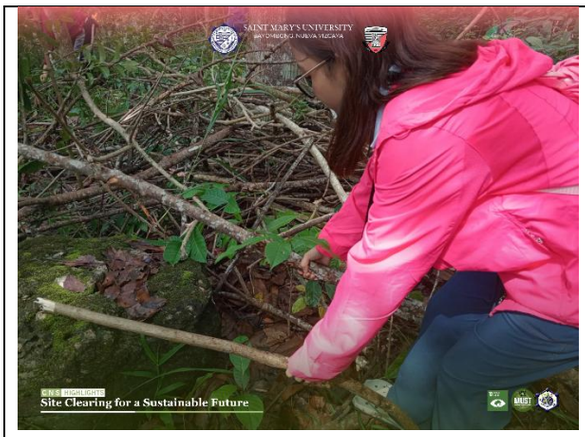




Biology students, faculty, and staff at SMU Reforestation Project and Ecological Station in Jamboree, Masoc.






SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA
CNS HIGHLIGHTS
Site Clearing for a Sustainable Future


CNS HIGHLIGHTS
Site Clearing for a Sustainable Future


CNS HIGHLIGHTS
Site Clearing for a Sustainable Future















Site Clearing Activity proper

Prepared by:	Leeana Pauline B. Alap
Date Submitted:	April 8, 2025

Note:

**Append the list of extensionists/participants*
**Append the list of donors*

NARRATIVE REPORT

SDG: 11, 12, 13, 15

Title of Activity: Site Clearing Activity 2025

Date/Time: April 05, 2025, 8:00 am

Venue: SMU Restoration and Ecological Station Site, Brgy. Masoc

Organizers: Center for Natural Sciences (CNS)

Objectives:

1. Ensure that the planting site is clean and accessible for all participants involved in the upcoming tree planting activity.
2. Engage faculty and staff in hands-on conservation efforts to foster environmental stewardship and community involvement.

Participants:

Faculty, Staff, Safety and Pollution Control Officer, and BS Biology students

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A. Highlights of the Activity:

On April 5, 2025, the faculty, staff, and BS Biology students of the Center for Natural Sciences conducted a site clearing activity in preparation for a tree planting project at the SMU Reforestation Project and Ecological Station, Brgy. Masoc, Bayombong, Nueva Vizcaya. This activity aimed to prepare the designated area to ensure a successful planting event that will contribute to environmental conservation and community greening efforts.

The event began early in the morning with a briefing by Mrs. Alcia Z. Jubay, CNS Faculty, outlining the objectives and safety protocols. Participants were divided into teams to efficiently clear the site of debris, unwanted vegetation, and other obstacles. Tools were utilized to prepare the ground.

Throughout the day, the faculty and staff worked collaboratively, demonstrating strong teamwork and dedication to the environmental cause. The cleared site now provides a suitable foundation for the upcoming tree planting activity, which will further promote ecological balance and awareness in the area.

The activity not only fostered camaraderie among the participants but also reinforced the Center's commitment to environmental stewardship. The successful site clearing marks an important step toward the Center's ongoing tree planting initiative.

B. Appendices

Photo Documentation









Prepared by:

HANSON T. VILLANUEVA
SPCO Head

Narrative/Documentation Report

Project Title:	One student, One tree project
Date:	February 1 and 8,2025 @Ipil-Cuneg March 28,2025@Masoc
Time:	7:30am-11:30 am
Team Composition:	
Lead Organizer:	Mrs. Lady Valen Charon Dela Peña
Project Staff/Members:	Mrs. Michelle B. Pagaduan Mrs. Luzviminda C. Palecpec Mr. Vergil S. Santullo Jr. Miss Kristel Joy Dapiawen Miss Eloisa Barbieto Miss Shiellah Mae Barsicula

Narrative

Objective:
To contribute to the environmental sustainability and disaster resilience of the adopted community through tree planting and capacity-building initiatives.

Target Outcomes:

1. To actively involve Grade 12 students and faculty in environmental stewardship activities.
2. To increase the forest cover and biodiversity in the adopted community.
3. To establish a sustainable monitoring program for tree growth and maintenance.

Narrative:
The tree planting activity is a significant initiative aimed at promoting environmental sustainability and building resilience in the face of growing ecological challenges. This undertaking not only benefits the natural environment but also serves as a meaningful learning experience for students. It fosters a deeper sense of environmental responsibility among the youth while empowering them to take part in real-world efforts that address pressing concerns such as deforestation, biodiversity loss, soil erosion, and climate change.

The activity emphasizes community engagement and awareness-building on environmental stewardship. It integrates practical learning with social responsibility, encouraging students to become active agents of change within their communities.

This tree planting initiative was conducted in three batches. The first batch took place on February 1, 2025, involving six Grade 12 classes who planted rambutan seedlings in Ipil-Cuneg, Bayombong, Nueva Vizcaya. The second batch occurred on February 8, 2025, where another group of Grade 12 students and faculty planted rambutan seedlings in the same area as part of their outreach program. The third batch was held on March 8, 2025, with the remaining nine Grade 12 classes participating in the same tree planting activity in Masoc, Bayombong, Nueva Vizcaya. These locations were chosen for their potential for ecological restoration and alignment with the development goals of the adopted community

Students were accompanied by their Inquiries, Investigations, and Immersion (III) subject teachers, class advisers, and Senior High School faculty and staff. The collaborative nature of

the activity fostered a sense of unity and shared purpose among students, educators, and community members.

Beyond planting, participants were oriented on basic tree care techniques, the importance of native species, and the role of trees in climate mitigation. Plans for follow-up visits and the establishment of a monitoring system were also discussed to ensure the healthy growth and survival of the seedlings. This ensures that the initiative transcends a one-time event and becomes a sustainable project that the school community can continue to support and nurture.

In essence, this tree planting activity is more than just an environmental project—it stands as a living testament to the school's commitment to education for sustainable development, youth empowerment, and community partnership.

Documentation




Tree planting activity of Grade 12 students at Masoc,Bayombong, Nueva Vizcaya





Tree planting activity of Grade 12 students at Ipil Cuneg, Bayombong, Nueva Vizcaya

Prepared by:	MRS. MICHELLE B. PAGADUAN
Date Submitted:	*4/8/25*

Note:

**Append the list of extensionists/participants*
**Append the list of donors*

NARRATIVE REPORT

SDG: (13) Climate Action

Title of Activity: Site Clearing

Date/Time: October 12 and 19, 2024

Venue: Masoc Reforestation Site at Masoc, Bayombong, Nueva Vizcaya

Organizers: NSTP Office

Objectives: To promote environmental sustainability, enhance community health, and support ecosystem resilience.

Beneficiaries (if any):

Participants: NSTP Facilitators and Students

A. Highlights of the Activity

The CWTS Site-Clearing Activity took place on October 12 and 19, 2024, at the Masoc Reforestation Site in Masoc, Bayombong, Nueva Vizcaya. This collaborative initiative involved students and faculty members working together to prepare the site for future activities, such as tree planting, while promoting environmental sustainability.

This effort highlighted the importance of teamwork and a shared sense of responsibility among students, faculty, and other stakeholders. It fostered community spirit and underscored the significance of sustainable practices. Through experiential learning, students applied theoretical knowledge to real-world scenarios, deepening their understanding of environmental stewardship.

The success of the event demonstrated the value of detailed planning and organization, showcasing how unity and careful preparation can lead to meaningful accomplishments.

To ensure the safety of all participants, every batch was accompanied by two MERT officers and ROTC officers, providing guidance and assistance during the activity. Students were instructed to be at school by 7:30 AM for attendance checking and waiver collection, handled by the class president and secretary. By 8 o'clock, the class was ready to head to the site, equipped with their cleaning materials. The jeepney ride provided by the university was both enjoyable and an opportunity for the class to bond as they traveled through Brgy. Masoc.

Upon arriving, participants were met with the sight of an overgrown area, which initially seemed impossible to clear. However, with perseverance, the group made great strides, and the task

became achievable. The activity not only allowed everyone to bond but also became a fun and manageable experience, embodying Marian core values such as teamwork and resilience.

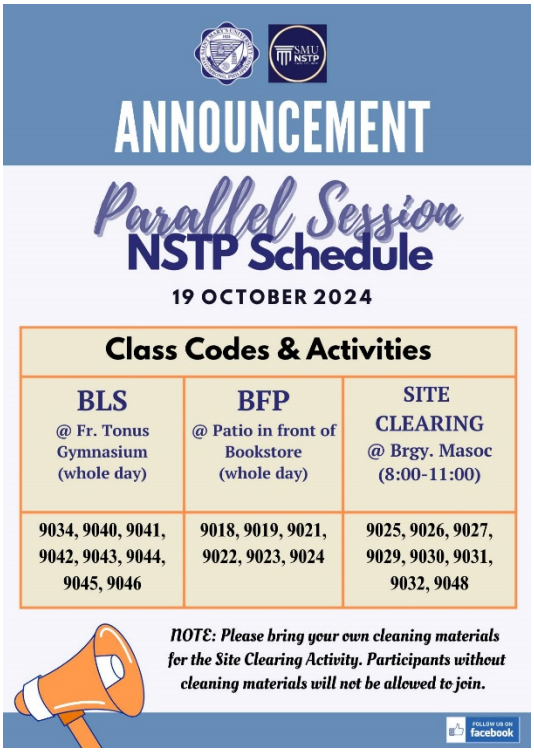
What began with doubts and complaints gradually turned into a fulfilling experience. The once overgrown site, where avocado trees were planted, was transformed into an open and clean area, symbolizing the fruits of hard work and unity.

B. Summary of the Activity Evaluation

C. Appendices

1. Attendance Sheet (scanned)
2. Program of Activities





3. Photo Documentation

October 12, 2024 (Batch 1)















October 19, 2024 (Batch 2)













Prepared by:

Mrs. Rejean Ann P. Valentin
Faculty/Staff
Designation

Noted by:

Mr. Domingo T. Guntalilib Jr.
Supervising Head
Position

NARRATIVE REPORT

SDG: **(3) Good Health and Well-being**

(4) Clean Water and Sanitation

Title of Activity: **Project L.I.N.I.S.: Learning Initiatives for Nutrition and Improvised Sanitation at Brgy. Don Mariano Marcos**

Date/Time: April 5, April 26, May 3, and May 17, 2025 | 8:00 AM – 11:00 AM

Venue: Brgy. Don Mariano Marcos

Organizers: SMU-NSTP in partnership with Bgry. DMM Local Government Unit

Objectives: To promote children's health and hygiene in Brgy. Don Mariano Marcos, through a feeding program, hygiene education, and the distribution of hygiene kits.

Beneficiaries (if any): Selected children from Brgy. Don Mariano Marcos

Participants: CWTS 2 Code 9034 students and Brgy. Don Mariano Marcos clienteles

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A. Highlights of the Activity

Project L.I.N.I.S. (Learning Initiatives for Nutrition and Improvised Sanitation) was a community health initiative implemented by the CWTS Code 9034 class under the NSTP program of Saint Mary's University. The project was conducted in Brgy. Don Mariano Marcos, with the support of OIC Barangay Captain, Hon. Ronald Ramos. The project was led by Class President Ms. Abigail Paringit and facilitated by Mr. Christian Nel R. Dominguez, NSTP-CWTS facilitator. It aimed to address the urgent needs of children in the community by improving their nutrition, hygiene, and sanitation practices. A total of 33 children participated in activities held on April 5 and May 3, 2025.

The project included several key components: a feeding program, a community clean-up drive, and a hygiene education session called *Clean Hands, Clean Home*. These activities were designed to instill sustainable, healthy habits and environmental responsibility. The culminating event last May 17 involved the distribution of hygiene kits and certificates of participation, reinforcing the project's impact. The initiative supports SDG 3 and SDG 6 (Clean Water and Sanitation), and SDG 12 (Responsible Consumption and Production).

Funded with a budget of ₱11,200.00, the project spent ₱9,462.75, with the remaining ₱1,737.25 donated to the school's Centennial Building Project. Feedback from 10 child recipients showed overwhelming satisfaction (*Napnek unay*) with the project's services, representatives, and impact. The results of this feedback were formally disseminated to the

barangay officials and community on May 20, 2025, fostering transparency and continued support.

B. Summary of Evaluations

Summary of Community Feedback Survey

Name of Partner Barangay/School: Brgy. Don Mariano Marcos

Criteria		**N**	**(Average)**	**Qualitative Description**
Product/Service	**Usefulness**	10	3.90	Very Satisfied (Napnek unay)
	Quality	10	3.85	Very Satisfied (Napnek unay)
	Delivery	10	3.70	Very Satisfied (Napnek unay)
Representatives	**Responsiveness**	10	3.95	Very Satisfied (Napnek unay)
	Friendliness	10	4.00	Very Satisfied (Napnek unay)
	Preparedness	10	3.80	Very Satisfied (Napnek unay)
Overall Experience		10	3.90	Very Satisfied (Napnek unay)
Overall Average		10	3.87	Very Satisfied (Napnek unay)

Legend: 3.50 to 4.00 - Very Satisfied 2.50 to 3.49 – Satisfied 1.50 to 2.49 – Unsatisfied 0.50 to 1.49 - Very Unsatisfied

The community feedback on Project LINIS: Learning Initiatives for Nutrition and Improvised Sanitation at Brgy. Don Mariano Marcos revealed high satisfaction among the 10 recipients, with an overall average rating of 3.87, categorized as "Very Satisfied (Napnek unay)." All aspects of the project, from the usefulness (3.90), quality (3.85), and delivery (3.70) of services and hygiene kits to the representatives' responsiveness (3.95), friendliness (4.00), and preparedness (3.80) were rated very positively. This affirms the project's success in addressing the community's improved nutrition and sanitation needs. The overwhelmingly positive response supports the narrative that Project LINIS: Learning Initiatives for Nutrition and Improvised Sanitation was well executed and impactful, contributing meaningfully to the health and well-being of children in the partner barangay and advancing key Sustainable Development Goals.

Summary of Student Satisfaction Survey on NSTP Immersion/Integration

Class Code: **9034 (Brgy. Don Mariano Marcos)**

Evaluation Criteria	Survey Items	N	Mean	SD	Qualitative Description
General Experience	How satisfied are you with the overall immersion experience?	32	4.09	0.65	Satisfied
	How well did the immersion help you apply your acquired skills in the community?	32	4.19	0.58	Satisfied
	How relevant was the immersion experience to your personal and academic growth?	32	4.16	0.61	Satisfied
Preparation & Organization	How satisfied were you with the orientation and guidance provided before the immersion?	32	3.97	0.72	Satisfied
	How effective was the coordination between facilitators, partner agencies, and the community?	32	4.00	0.67	Satisfied
	Was the assigned barangay/community appropriate for the activities planned?	32	4.13	0.59	Satisfied
Implementation & Support	Were the resources (budget, materials, and support) sufficient for the activities?	32	4.25	0.54	Satisfied
	How well did the facilitators support and monitor students during the immersion?	32	4.13	0.63	Satisfied
	How satisfied were you with the level of community engagement and participation?	32	4.00	0.66	Satisfied
Post-Immersion & Feedback	How effective was the post-conference in addressing concerns and feedback?	32	4.16	0.62	Satisfied
	How likely are you to recommend this immersion program to future NSTP students?	32	4.34	0.52	Satisfied

Rating Scale: 5 – Very Satisfied 4 – Satisfied 3 – Neutral 2 – Dissatisfied 1 – Very Dissatisfied

The NSTP-CWTS immersion project evaluation results, titled *Project L.I.N.I.S.: Learning Initiatives for Nutrition and Improvised Sanitation*, implemented in **Brgy. Don Mariano Marcos** reflects a generally positive experience among the **32 student participants**. Across all areas assessed, the participants consistently rated their experience as "**Satisfied**" across all regions, indicating the project's success in delivering meaningful community engagement and skill application.

Under the **General Experience** category, students expressed satisfaction with the overall immersion (M=4.09, SD=0.65), affirming that the project allowed them to apply their acquired skills meaningfully within the community (M=4.19, SD=0.58). Additionally, the experience was viewed as relevant to their personal and academic development (M=4.16, SD=0.61).

Regarding **Preparation and Organization,** the orientation and guidance provided before the immersion (M=3.97, SD=0.72) were helpful, while coordination among facilitators, partner agencies, and the community (M=4.00, SD=0.67) was positively noted. Furthermore, Brgy. Don Mariano Marcos was regarded as an appropriate setting for implementing activities (M=4.13, SD=0.59), reinforcing the suitability of the chosen community for the project's objectives.

Regarding **Implementation and Support**, students agreed that the necessary resources—including budget, materials, and logistical support—were sufficiently provided (M=4.25, SD=0.54). Facilitators also received commendation for their active presence and monitoring during the immersion period (M=4.13, SD=0.63). The level of community engagement and participation (M=4.00, SD=0.66) was viewed positively, highlighting effective collaboration between the students and residents.

Finally, under the **Post-Immersion and Feedback** category, participants indicated that the post-conference effectively addressed their reflections and concerns (M=4.16, SD=0.62). Notably, a high number expressed their willingness to recommend the program to future NSTP students (M=4.34, SD=0.52), further demonstrating satisfaction with the overall implementation and outcomes of the project.

In summary, the findings underscore the successful execution of Project L.I.N.I.S., which offered students a well-structured, impactful, and community-relevant NSTP-CWTS immersion experience at Brgy. Don Mariano Marcos.

Evaluation Criteria	Survey Items	N	Mean	SD	Qualitative Description
Social Responsibility	I actively participate in community service activities and believe that my involvement contributes to the betterment of society.	32	4.38	0.55	Satisfied
Civic Awareness	I understand the importance of my role as a citizen in addressing social issues and am willing to take initiative in helping my community.	32	4.41	0.50	Satisfied

Rating Scale: (5) Strongly Agree (4)Agree (3)Neutral (2)Disagree (1)Strongly Disagree

Based on the data collected from 32 respondents, the evaluation of the CWTS immersion experience at Brgy. Don Mariano Marcos, under *Project L.I.N.I.S.: Learning Initiatives for Nutrition and Improvised Sanitation*, reflects positively on the dimensions of Social Responsibility and Civic Awareness.

For **Social Responsibility**, students reported a mean score of 4.38 with a standard deviation of 0.55, indicating that they were highly satisfied with their involvement in community service and believed

their participation had a meaningful impact on society. Similarly, the **Civic Awareness** item received a slightly higher mean score of 4.41 and a standard deviation of 0.50, suggesting that students strongly recognized their role as proactive citizens and were willing to contribute to addressing community concerns.

These results suggest that the immersion program successfully fostered both a sense of responsibility toward community development and a deeper understanding of civic duty among the student participants.

C. Appendices

1. Attendance Sheet (see attached copy)

2. Program of Activities (see attached copy)

Photo Documentation

April 5, 2025: Feeding Program for Nutrition



Feeding smiles and nutrition! Children enjoy a hearty meal during the Feeding Program under Project L.I.N.I.S. at Brgy. Don Mariano Marcos

April 26, 2025: Community Clean-Up for Sanitation



Sweeping for a cleaner tomorrow! SMU-NSTP CWTS Code 9034 unite for a Community Clean-Up Drive under Project L.I.N.I.S. at Brgy. Don Mariano Marcos.

May 3, 2025: Clean Hands, Clean Home: Hand washing & Waste Disposal Talk



Clean hands, healthy lives! Children learn proper hygiene and waste disposal during the Clean Hands, Clean Home talk under Project L.I.N.I.S. at Brgy. Don Mariano Marcos

May 17, 2025: Project L.I.N.I.S. Culminating Program



Keeping clean and healthy together! Children recipients happily receive hygiene kits and certificates during the Project L.I.N.I.S. celebration at Brgy. Don Mariano Marcos.

Insights from the Activity

Project L.I.N.I.S., implemented by the CWTS Code 9034 class, embodied excellence and innovation through its well-executed activities that addressed children's health and sanitation needs in Brgy. Don Mariano Marcos. The project's feeding program, clean-up drive, and proper hygiene education session promoted sustainable habits, directly contributing to the achievement of SDG 3 (Good Health and Well-being), SDG 6 (Clean Water and Sanitation), and SDG 12 (Responsible Consumption and Production). Despite limited resources, the students creatively maximized their impact, demonstrating their commitment to quality service and effective community engagement.

At the heart of the project was communion seen in the strong partnership with barangay officials, active involvement of community members, and the transparent sharing of results during the feedback dissemination on May 20. More importantly, the initiative reflected a passion for Christ's mission by uplifting the lives of vulnerable children through care, education, and compassion. CWTS served as a platform for the students to participate in nation-building, transforming academic learning into meaningful service that nurtures character and community development.

Prepared by:

Mr. Christian Nel R. Dominguez
NSTP-CWTS Facilitator

Noted by:

Mr. Domingo T. Guntalilib Jr.
NSTPO Head

NARRATIVE REPORT

SDG: (13) Climate Action (2) Zero Hunger

Title of Activity: Run for the Forest 2024

Date/Time: November 23, 2024 6:00 - 10:00am

Venue: SMU Main Campus to Masoc Reforestation Site,

Brgy. Masoc, Bayombong, Nueva Vizcaya

Organizers: NSTP Office, CEIPSC, SPCO, DSAS

Objectives: The "Run for the Forest" fundraising event, part of the Hunger Alleviation Project under the Clean Healthy Safe and Friendly (CHSF) Environment Week, is to raise funds for the "Feed My Lambs" project, which provides nutritional sustenance to students in need, while simultaneously promoting environmental awareness and physical wellness through a community-focused activity.

Beneficiaries (if any): Feed My Lambs Project

Participants: SMU Employees, Students and other Stakeholders

A. Highlights of the Activity

On November 23, 2024, after a five-year hiatus, Saint Mary's University (SMU) hosted the highly anticipated "Run for the Forest," a fundraising event that was part of the Hunger Alleviation Project under the Clean Healthy Safe and Friendly (CHSF) Environment Week. This event saw active participation from the faculty, staff, and students across the university's various departments. The route for the run stretched from the SMU Main Campus to the Masoc Reforestation Site, where a cacao tree planting activity would take place.

The preparation for the event began early, with the setup of registration venues starting at 5:00 AM. With the help of the SMU ROTC, registration began promptly at 5:30 AM. Upon registration, participants received a baller from the students of the Nursing Department, as part of a necessary health check-up, including blood pressure and vital sign measurements, before they could begin the run.

As the sun began to rise, the participants were energized by a lively Zumba session led by the BPED faculty and students, which served as a perfect warm-up for the event. The atmosphere was filled with excitement and camaraderie as participants got ready for the challenge ahead.

To ensure the safety of everyone involved, the organizers sought the assistance of local police officers to help manage traffic along the route. This measure ensured the smooth flow of vehicles and provided a safe environment for participants. Additionally, four sets of MERT officers, with two stationed at each water station, were deployed to respond to any medical concerns and to monitor the participants' well-being throughout the event.

Hydration was prioritized, with four water stations strategically established along the route to provide much-needed refreshment during the run. In line with the university's commitment to environmental stewardship, participants were encouraged to collect trash during the run. Those who gathered the most litter were rewarded, further emphasizing the importance of environmental responsibility. The run culminated in a heartwarming tree planting activity at the Masoc Reforestation Site, where participants planted cacao trees as part of the university's sustainability efforts. This final activity not only contributed to environmental conservation but also highlighted the participants' collective effort in making a positive impact on both the community and the environment.

The proceeds from the event went towards the university's "Feed My Lambs" project, which provides nutritional support to students in need. This initiative brought together the SMU community in a fun, meaningful, and impactful way, further strengthening the spirit of service and solidarity that defines the Marian identity.

The "Run for the Forest" event was a resounding success, marking a memorable return after five years and setting the stage for future activities that continue to nurture both the environment and the community.

B. Summary of the Activity Evaluation

How would you rate the seminar in terms of the following?	Mean	SD	QUALITATIVE DESCRIPTION
1. Attainment of the Activity's objectives	4.84	0.77	Very Satisfactory
2. Relevance of the Topics:	4.58	0.50	Very Satisfactory
3. Trainers/Facilitators/Speakers Effectiveness	na	na	na
4. Management	4.47	0.68	Satisfactory
5. Venue conduciveness	4.47	0.61	Satisfactory
A. Which of the topics/activities do you think is the most important to you?	See attached answers (verbatim)		
B. Which of the topics/activities do you think is the least important to you?	See attached answers (verbatim)		
C. Suggestions:	See attached list of comments and suggestions (verbatim)		

Legend: 4.5-5.0 Very Satisfactory (VS); 3.5-4.49 Satisfactory (S); 2.5 3.49 Good (G;) 1.5-2.49 Fair (F); 1.0-1.49 Needs Improvement (NI)

A. Which of the topics/activities do you think is the most important to you?

- Many participants considered tree planting as the most important activity because of its long-term benefits for the community and the environment.
- The combination of physical fitness achieved through the fun run and the contribution to nature by planting trees was highly valued.
- Participants appreciated the unity and collaboration fostered during the activities, emphasizing the care for nature and its significance for future generations.
- Activities such as the fun run were seen as a motivating way to involve the community in environmental efforts.
- The tree planting activity was especially appreciated for its tangible impact and its focus on sustainability.

B. Which of the topics/activities do you think is the least important to you?

- Most respondents did not identify any least important activity, as all were viewed as meaningful and relevant to the program's goals.
- Some participants mentioned that even activities they could not personally attend, like the fun run, were still significant for others.
- There was a consensus that all activities served a purpose and contributed to the overall success of the initiative.
- No specific part of the program was singled out as being less important, reinforcing the perception that every activity added value.

C. Suggestions:

- Ensure timely communication and announcement of event schedules, like the start time for the fun run, to avoid confusion.
- Consider distributing event materials, such as shirts, ahead of time to streamline on-site preparations.
- Increase the supply of seedlings during tree planting activities to accommodate more participants.
- Provide clear categories or recognition for top finishers in the fun run to encourage competitive spirit.
- Expand the distance for jogging activities to cater to those seeking a more challenging experience.

C. Appendices

1. Program of Activities





🌳 **RUN FOR THE FOREST 2024**

Run for the Forest 2024 is part of the CHSF Week 2024 line of activities where Marian students, faculty, and staff are most encouraged to take part in the cause for sustaining mother nature.

The route of the Run stretches from the SMU Four Pillars to the Masoc Reforestation Site, through Petron, San Nicolas, and the Bayombong Public Market. The event begins with a Zumba activity on the assembly area in the SMU Main Campus, and concludes with a Tree Growing Activity at the end of the route.

Prizes will be awarded to the Top 5 runners. Those who opt not to engage in the running competition can support the activity by participating in the plogging competition, which will also award the Top 3.

Water Stations will be stationed throughout the route (La Torre, Masoc Elementary School, Pisay, and the Masoc Reforestation Site).

Participants can avail two registration options: P400.00 for event participation with the event shirt, and P150.00 for event participation without the event shirt. Both registration options include water and certificates.

2. Photo Documentation




Participants undergo registration and health check-ups, assisted by the ROTC and Nursing Department.







An energizing Zumba dance, led by the BPED faculty and students, served as the perfect warm-up for the event.













Participants make their way to the Masoc Reforestation Site, smiling and enjoying the meaningful activity.








The highlight of the activity was the tree planting at the site, where participants actively contributed to reforestation efforts.

Prepared by:

Mrs. Rejean Ann P. Valentin
Staff, NSTP Office

Noted by:

Mr. Domingo T. Guntalilib Jr.
Head, NSTP Office

NARRATIVE REPORT

SDG: 11, 12, 13, 15

Title of Activity: Site Clearing Activity 2025

Date/Time: April 05, 2025, 8:00 am

Venue: SMU Restoration and Ecological Station Site, Brgy. Masoc

Organizers: Center for Natural Sciences (CNS)

Objectives:

1. Ensure that the planting site is clean and accessible for all participants involved in the upcoming tree planting activity.
2. Engage faculty and staff in hands-on conservation efforts to foster environmental stewardship and community involvement.

Participants:

Faculty, Staff, Safety and Pollution Control Officer, and BS Biology students

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A. Highlights of the Activity:

On April 5, 2025, the faculty, staff, and BS Biology students of the Center for Natural Sciences conducted a site clearing activity in preparation for a tree planting project at the SMU Reforestation Project and Ecological Station, Brgy. Masoc, Bayombong, Nueva Vizcaya. This activity aimed to prepare the designated area to ensure a successful planting event that will contribute to environmental conservation and community greening efforts.

The event began early in the morning with a briefing by Mrs. Alcia Z. Jubay, CNS Faculty, outlining the objectives and safety protocols. Participants were divided into teams to efficiently clear the site of debris, unwanted vegetation, and other obstacles. Tools were utilized to prepare the ground.

Throughout the day, the faculty and staff worked collaboratively, demonstrating strong teamwork and dedication to the environmental cause. The cleared site now provides a suitable foundation for the upcoming tree planting activity, which will further promote ecological balance and awareness in the area.

The activity not only fostered camaraderie among the participants but also reinforced the Center's commitment to environmental stewardship. The successful site clearing marks an important step toward the Center's ongoing tree planting initiative.

B. Appendices

Photo Documentation









Prepared by:

HANSON T. VILLANUEVA
SPCO Head

Narrative/Documentation Report

Project Title:	Tree planting activity
Date:	April 12, 2025
Time:	7:30am - 12:00 pm
Team Composition:	
Lead Organizer:	Mr. Christian Sanuco
Project Staff/Members:	**Staff:** 1. Mrs. Sheila Mendoza-Ramos 2. Ms. Sophia L. Ragasa 3. Ms. Larise Julian 4. Mr. Leonard Bulan **Extensionalist/Members:** 1. Anique Tacadena 2. Cheska Agmata 3. Vener Eslava 4. Albrei Magquilat 5. Hannah Sabado 6. Rheina Balcita 7. Kahna Gratis 8. Myko Galang 9. Shakira Campo 10. Janice Bermas 11. Faye Eblahan 12. Diane Pasuiquin 13. Dahren Ramos 14. Ysabelle Fiesta 15. Vilmarie Javien 16. Ashlyn Tolentino 17. Riezza Dupale 18. Christine Tapia 19. Andrea Aquino 20. Clarence Ortiz 21. Lyka Mamuric 22. Hannah Buyacco 23. Xiaochin Amawan 24. Leith Buenaventura 25. Jasmine Rico 26. Micheal Galera 27. Joy Campol 28. Mary Joy Hernandez 29. Janine David 30. Jewel Abubo 31. Kathleen Corpuz 32. Rheamaeanne Delim 33. Hannah Montilla 34. Alliane Dayuwan 35. Joice Tolentino

	36. Mary Tuguinay 37. Lharina Patani 38. Arundel Alay-ay 39. Angeline Amin 40. Jupiter Calibuso 41. Rhenzyl Gano

Narrative

On April 12, 2025, a tree planting activity was successfully conducted at Barangay Pawak, Masoc, Bayombong, Nueva Vizcaya. This activity conducted by the **Philippine society of Medical Laboratory Students** (**PHISMETS**) including the Medical Laboratory Science third year students. This aims to advocate the preservation and protection of our natural resources. A total of 30 seedlings were planted during this event.

The activity began at 7:30 am where 4 jeepneys are used for transportation. After arriving at the barangay gymnasium of Pawak, Masoc, we immediately proceed for the preparation of the venue and appointed each officers their individual tasks. Two of the officers distributed foods to everyone present at that time of events including children and parents. Thirty-four participants were appointed in the tree planting facilitated by four MLS professors where in one seedling is given to each of the participants. We used three jeepneys to reach the site of planting area instructed to us. After reaching the site a brief orientation led by Mr. Christian Sanuco, who explained the areas where we should be planting the seedlings. The group worked together to prepare the soil, dig holes, and plant the seedlings in a proper way to ensure healthy growth.

Throughout the activity, safety protocols were observed, and tools were provided to assist in the planting process. The enthusiasm and cooperation among participants created a positive and motivating atmosphere. Before leaving the area, we made sure to collect the plastic molds of the seedlings to maintain CHSF and the facilitator had given us headcount even before entering and leaving to ensure the safety of everybody. After less than an hour we went back to the barangay hall, then we were given food and drinks by the officers. A 30 minutes health break was given to everyone to have their food and water break.

We have successfully planted 30 seedlings, the only challenge we encountered was the area were full of stones which made it difficult for us to break through and dig soils. However, with the great teamwork of the groups we manage to plant the seedlings without any concerns.

The tree planting activity was a meaningful and productive event that not only contributed to environmental sustainability but also fostered a sense of responsibility and camaraderie among students. Continued care and monitoring of the seedlings will be essential to ensure their growth and long-term benefits.

Documentation



Figure 1. Planted seed



Figure 2. After the tree planting activity

Prepared by:	Dugong, Bavilyn May P. *Secretary Internal* Mercado, Feigh Ann K. *Secretary External*
Date Submitted:	April 25, 2025

Narrative/Documentation Report

Project Title:	Site Clearing(Riverbank Clean-Up Drive)
Date:	April 26, 2025
Time:	8:00-11:00
Team Composition:	
Lead Organizer:	Mr. Domingo T. Guntalilib Jr.
Project Staff/Members:	Member: Ms. Nizza Vivienne B. Pugong, Ms. Romalyn L. Bacsa, Mrs. Rejean Ann P. Valentin, LTS Students

Narrative

Together for Clean Waters: A Successful Riverbank Clean-up Drive Advancing SDG 6—Clean Water and Sanitation for All and SDG 13 Climate Action.

Last April 26, 2025, LTS students gathered for a riverbank clean-up drive aimed at restoring a vital natural waterway and promoting environmental responsibility in a shared effort to improve the condition of the river and its surroundings.

Throughout the morning, they worked hand-in-hand to collect litter, sort recyclables, and clear waste that had accumulated along the banks. The activity helped rejuvenate the river's appearance and supported broader goals of public health, water preservation, and environmental sustainability.

The cleanup served as a reminder of the importance of caring for natural resources and ensuring that water systems remain clean, safe, and accessible. It also reinforced the role of community participation in building a more resilient and environmentally conscious society.

As the riverbank once again flows a little cleaner, so too does the NSTP community's commitment to a healthier environment.

Documentation



Students from Code 9019 during the riverbank clean-up drive.



Students from Code 9017 during the riverbank clean-up drive.

Prepared by:	*Rejean Ann P. Valentin*
Date Submitted:	*May 5, 2025*

Note:

**Append the list of extensionists/participants*
**Append the list of donors*

NARRATIVE REPORT

SDG: 13, 15, 17

Title of Activity: 2025 Annual PLGU Investment

Date/Time: October 2024

Venue: PLGU, Capitol Site, Bayombong, Nueva Vizcaya

Organizers: PLGU NV

Objectives:

1. To promote forest conservation and biodiversity

2. To preserve indigenous knowledge, systems, and practices (iksps)

3. To support community empowerment

4. To enhance environmental education and awareness

5. To promote innovation in environmental governance

6. To align the project with the ecological priorities of Nueva Vizcaya, particularly in its role as part of the Cagayan north watershed region.

Participants: Dr. Elsa L. Cajucom

Mrs. Alicia Z. Jubay

A. Highlights of the Activity:

On August 28, 2024, Saint Mary's University (SMU), through Dr. Elsa L. Cajucom, Director of the Center for Natural Sciences, formally re-submitted a proposal to Forester Tito A. Tanguilig, Provincial Environment and Natural Resources Officer (PENRO) and co-chairperson of the Provincial Environment and Natural Resources Office (PENARO) in Nueva Vizcaya. The proposal, titled Establishment of a 2-Hectare Vernacular Ecological Station, was submitted in response to the Call for Applications for the 2024–2025 Annual Investment Program of the Provincial Local Government Unit of Nueva Vizcaya.

The project aims to support the Provincial LGU's agenda of environmental protection, with a special focus on the role of indigenous communities. Specifically, it seeks to enhance the use of their Indigenous Knowledge, Systems, and Practices (IKSPs) in forest conservation

and natural resource management. The proposal involves the conversion of a 2-hectare reforestation area at the Jamboree site, granted to SMU through a Memorandum of Agreement with the Provincial LGU, into a vernacular ecological station. This station will simulate the natural environments of selected indigenous communities in Nueva Vizcaya, serving as a resource for education, research, and community engagement.

The project envisions several outcomes, including:

- An increase in forest cover and biodiversity to support income generation and ecological balance.
- Enhanced community participation in conservation efforts, particularly through the integration of IKSPs.
- A platform for environmental education and showcasing innovative approaches to sustainable resource management.

The vernacular ecological station will also serve as a learning venue, promoting the ingenuity of indigenous communities and their contributions to environmental sustainability. As Nueva Vizcaya is part of the Cagayan North watershed region, comprising a significant portion of forest lands, the initiative is strategically aligned with the region's conservation priorities.

Dr. Elsa L. Cajucom, Director of the Center for Natural Sciences and SMU's representative to the Provincial Education and Environmental Awareness Team (PEAET), expressed optimism about the project's impact and provided contact details to facilitate further discussions. On October 2024, during the Regular Meeting of the PEAET thru PENARO announced the acceptance of the proposal. The MOEE Fund transfer amounting to PhP 500,000.00 is currently being processed by the PENARO this January 2025 and a MOA signing is set by March 2025.

Through this initiative, SMU reaffirms its commitment to collaborative environmental stewardship, emphasizing the value of local knowledge and sustainable practices in addressing ecological challenges.

B. Appendices

1. Approved Investment for 2025 PLGU Funding

Survey, Demarcation and Mapping of Barangay Watersheds	8	Sub-watershed		-		Fund Transfer (MOOE)
Establishment of Arboretum for Trees Providing Non-Timber Products	1	arboretum		0.00		Fund Transfer (MOOE)
	1	greenhouse with misting set-up				Fund Transfer (MOOE)
Establishment of Nursery Facility for seedling Production (MLGU Diadi)				300,000.00		Fund Transfer (MOOE)
Establishment of Vernacular Ecological Station	2	hectares		500,000.00		Fund Transfer (MOOE)
- Laying of Perimeter Fence				100,000.00		100,000.00
- Landscaping including Construction of Prototype IP House				350,000.00		
- Construction of Water System						0.00
- Collecting/ Propagating Indigenous Plant Species				50,000.00		50,000.00
- Planting and Maintenance				0.00		0.00
Plantation Development of Threatened Premium Hardwood Forest Tree Species for Environmental and Biodiversity	10	hectares		1,000,000.00		By admin (PENARO-NVWMC/DENR-PENRO/ERDB-WWRRDEC/MLGUs

2. Communication

August 28, 2024

Forester Tito A. Tanguilig
Provincial Environment and Natural Resources Officer/PENRC Co-chairperson
Provincial Capitol, Bayombong, Nueva Vizcaya

Dear Forester Tanguilig:

A blessed day to you!

In connection to the Call for Applications for the 2024-2025 Annual Investment Program of the Provincial Local Government Unit of Nueva Vizcaya, this is to respectfully resubmit to your office the crafted proposal project entitled, ***Establishment of a 2-Hectare Vernacular Ecological Station***, under the Forest Conservation and Development and Environmental Management Programs. Please see the attached document for the details.

Thank you, Forester, for your time and consideration. I am looking forward to speaking with you about the details of said partnership opportunity. I can be reached anytime through the following contact details: email, cns@smu.edu.ph or mobile number, (977) 8033684.

Best regards,

Dr. Elsa L. Cajucom
Director, Center for Natural Sciences
SMU Official Representative,
Provincial Education and Environmental Awareness Team (PEAET) –
Provincial Environment and Natural Resources Office (PENARO)

Noted by:

Dr. Jomari L. Baliton
Academic Dean, School of Health and Natural Sciences

Dr. Moises Alexander T. Asuncion
Vice President for Academic Affairs

Dr. John Octavious S. Palina
University President

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Driven by Excellence

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Establishment of a 2-Hectare Vernacular Ecological Station

Project Description

The proposed establishment of a vernacular ecological station intends to advance the Provincial Local Government Unit's agenda on protecting the environment highlighting the relevant role of indigenous communities thru their knowledge, systems, and practices.

The 2-hectare reforestation area at the Jamboree site granted to SMU though a Memorandum of Agreement with the PLGU will be improved and converted into a vernacular ecological station. The vernacular station will be designed to simulate the natural environments of selected indigenous communities in Nueva Vizcaya with consideration of their IKSPS on forest conservation and natural resources management.

The project sees as its outcome the increase in forest cover and enhanced biodiversity that will eventually provide opportunities for income generation. The project also sees a significant outcome in terms of providing opportunity for educating communities and enhance their capabilities and participation in the greening program and managing the natural resources on hand by adopting applicable and effective IKSPs.

The vernacular ecological station to be established can become a learning resource and a venue to showcase innovativeness in environmental governance as it recognizes and promotes the ingenuity of our indigenous communities in Nueva Vizcaya towards environmental sustainability.

Rationale

Nueva Vizcaya is a watershed haven of the Cagayan North region. Forest lands comprise three-fourths (349,880 hectares) of the province's total land area which is 390,410 hectares. From these forests spring the waters that provide irrigation to the whole region and to Nueva Ecija, Benguet, Isabela, as well as Quirino. The Nueva Vizcaya watersheds are

3. Photo documentation





Prepared by:

Dr. Elsa L. Cajucom

CNS Director

NARRATIVE REPORT

SDG: 4, 13

Title of Activity: South Intensive Program

Date/Time: February 10-21, 2025

Venue: NVSU-Bayombong, SMU, & ISU-Echague

Organizers: NVSU, SMU, ISU-Echague, Howest University, & VIVES University

Objectives: To foster interdisciplinary learning and international collaboration among students and faculty by equipping them with knowledge and practical skills in sustainable agriculture, climate change adaptation, and entrepreneurship, while promoting cultural exchange and global academic partnerships.

Participants:

1. Shemaiah Josh Misanes (BS Bio 2)
2. Jon Raven Tambo (BS Bio 1)

A. Highlights of the Activity:

Saint Mary's University (SMU) proudly served as one of the host institutions for the South Intensive Program (SIP) 2025, a dynamic academic and cultural exchange initiative that brought together 96 faculty coaches, facilitators, and students from partner universities in the Philippines and Belgium. Running from February 10 to 21, 2025, the program featured a range of interdisciplinary activities across three campuses: SMU and Nueva Vizcaya State University (Bayombong), and Isabela State University–Echague.

This year's SIP included participants from two Belgian institutions—Howest University of Applied Sciences and Vives University of Applied Sciences—and six Philippine higher education institutions: Saint Mary's University, Isabela State University, Central Bicol State University of Agriculture, Bicol University, and Camarines Norte State College.

The program culminated on February 21 at the Climate Change Center, ISU-Echague, with a case presentation on Agri-tourism farms. The presenting team featured international and local student participants: Lise De Vuyst (Howest), Michael De Turck (Vives), Angelica Socito (CBSUA), Jhoanna Joy Aquino (Bicol University), and BS Biology student Jon Raven Tambo

from SMU. Their work was guided by mentors Engr. Jefrie Alindayu (SMU) and Francis Loberanes (CBSUA), whose mentorship played a vital role in their success.

The South Intensive Program serves as a platform for global collaboration, focusing on sustainable agriculture, climate change, and entrepreneurship. It not only enhances academic engagement but also fosters cross-cultural understanding, innovation, and leadership among the next generation of global changemakers.

B. Appendices

1. Photo Documentation









Prepared by:

Dr. Elsa L. Cajucom
CNS Director

NARRATIVE REPORT

SDG: 4, 6, 9, 11, 13, 17

Title of Activity: International Conference on Research, Innovation, and Investment (ICRII)

Date/Time: September 16-17, 2024

Venue: Limketkai Luxe Hotel, Cagayan De Oro City, Philippines

Organizers: University of Science and Technology of Southern Philippines (USTP)

Objectives:

1. To share information and gain developmental opportunities for research scientists, innovators, and investors from the scientific exhibits, lecturers, presentations, as well as practical workshops;

2. To bring together researchers, innovators, and investors from the academe, industry and government agencies to share new trends, methods as well as innovative solutions to problems; and

3. To provide participants opportunity to know more about USTP as an institution of science and technology: its vision and mission strategic goals, social responsibility, flagship programs, expertise as well as role in the society and innovation eco-system.

Participants:

1. Dr. Elsa L. Cajucom, LPT
2. Dr. Darwin Don M. Dacles
3. Mr. Samuel Damayon
4. Dr. Kenneth L. Maslang
5. Dr. Felipe V. Nantes, Jr.
6. Dr. Harrison M. Villanueva

A. Highlights of the Activity:

Saint Mary's University (SMU) was represented by six distinguished faculty researchers during the International Conference on Research, Innovation, and Investment (ICRII) held on September 16–17, 2024, at Limketkai Luxe Hotel in Cagayan de Oro City, Philippines.

Notably, Dr. Darwin Don M. Dacles received the prestigious Best Paper Award in the track for Language and Communication, Social Sciences, and Humanities for his groundbreaking study titled "Body Image Conceptions of Young Professionals and the Associative Dynamics of their Self-Concept, Self-Optimism, and Self-Outcomes."

Other SMU faculty presenters—Dr. Elsa L. Cajucom, Mr. Samuel Damayon, Dr. Kenneth L. Maslang, Dr. Felipe Nantes Jr., and Dr. Harrison T. Villanueva—showcased their innovative research, reflecting the university's dedication to advancing knowledge, fostering innovation, and contributing solutions to societal challenges.

The conference, organized by the University of Science and Technology of Southern Philippines (USTP), featured diverse sessions designed to promote collaboration and knowledge exchange among researchers, innovators, and industry leaders. Participants also explored opportunities for publishing their research in the Mindanao Journal of Science and Technology (MJST), a highly regarded scientific journal indexed by Scopus and Clarivate Analytics.

An important milestone for SMU during this conference was the publication of Dr. Elsa L. Cajucom's research paper, "Assessing Nitrate and Phosphate Contaminants in Agricultural Soils and Groundwater: Implications for MLGU Restoration and Eutrophication Management," in the MJST Vol. 22 Special Issue No. 1 (2024), pp. 100–114. The paper was made available online on December 2, 2024, cementing SMU's role in addressing pressing environmental issues through scientific research and publication.

This activity highlights SMU's commitment to promoting research excellence, fostering innovation, and expanding its reach through strategic collaborations and impactful contributions to the global academic community.

B. Appendices

1. Certificate of Presentation



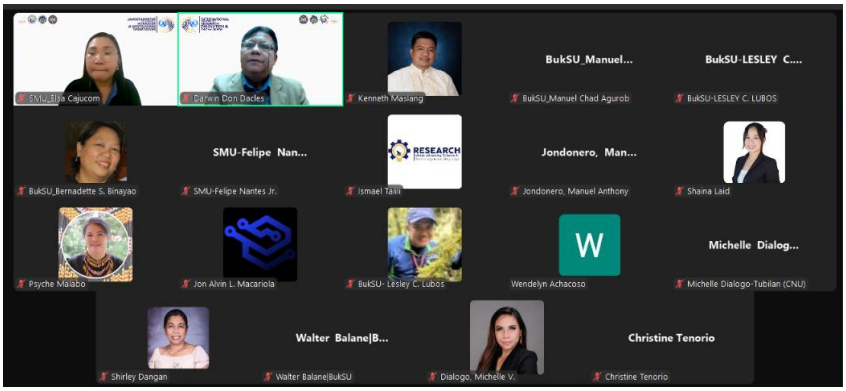


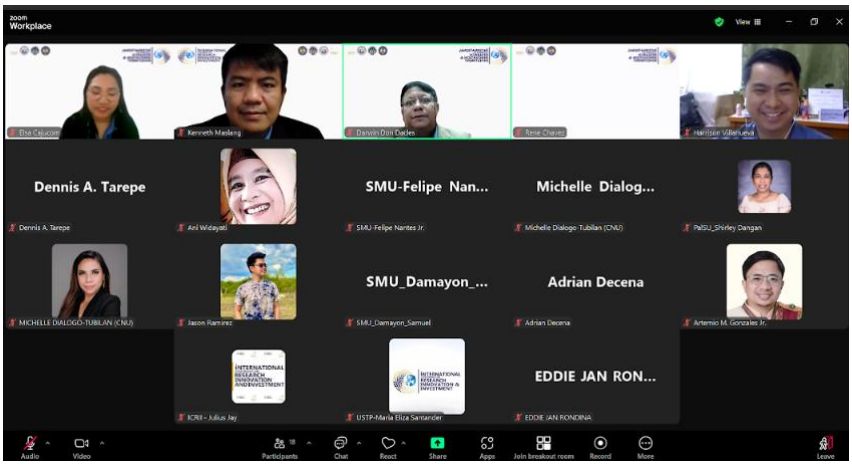
2. Program of Activities



3. Photo Documentation







Prepared by:

Dr. Elsa L. Cajucom

CNS Director

NARRATIVE REPORT

SDG: **4, 11, 13, 15, 17**

Title of Activity: Imugan Enviro-Culture Encounter

Date/Time: November 29-30, 2024

Venue: Imugan, Sta. Fe, Nueva Vizcaya

Organizers: CNS Biology Faculty and students

Objectives: This Imugan Enviro-Culture Encounter was guided by several objectives that include: enhancing understanding of forest ecosystems through direct observation, promoting awareness of indigenous communities' sustainable practices, and raising consciousness about biodiversity conservation. It also aimed to foster an appreciation for the cultural practices of the Indigenous peoples (Kalanguya); develop practical skills in field research and ecological documentation; inspire advocacy for environmental sustainability; and, support community education through the conduct of lectures and hands-on sessions for the students and teacher of Kalahan Academy.

Beneficiaries (if any): Junior High School students and teachers of Kalahan Academy, IMugan, Sta. Fe, Nueva Vizcaya

Participants: CNS Biology faculty (Ms. Leeanna Alap, Ms. Vivien Almendra, Ms. Gregg Austin Balanag, Mrs. Alicia Jubay, Mr. Jason Arnold Maslang and 25 BS-Biology students

A. Highlights of the Activity:

Saint Mary's University, as a Catholic University and a CICM institution, is committed to promoting a sustainable environment through environmental education. Thus, the University has invested in creating academic programs and community engagement activities to achieve such a goal. One of the curricular programs that serve as a forerunner in promoting a sustainable environment is the BSBiology program under the direction of the Center for Natural Sciences. The core and major subjects under the program provide the students the opportunity to learn *about* the environment, *in* the environment, and *for* the environment. Learning about the environment in the natural setting proved to be effective and meaningful. Students are given the opportunity to learn on site through field studies that are integrated in a number of subjects.

The two-day Imugan Enviro-Culture Encounter was an engaging field study aimed at highlighting the critical importance of biodiversity conservation. For students, studying

pristine environments like Imugan is essential to understanding complex ecological interactions, assessing ecosystem health, and shaping effective conservation strategies. Beyond the ecological concepts learned in a natural setting, the enjoyment and awe of the beauty of the place, the encounter fostered meaningful engagement with the indigenous Kalanguya (IKalahan) community, whose sustainable practices and traditional ecological knowledge play a vital role in preserving Imugan's natural resources.

The academic community of SMU represented by the CNS faculty and students has demonstrated its support for community education by conducting lectures and hands-on sessions for the junior high school students and teachers of Kalahan Academy of Imugan, Sta. Fe. One-hundred (100) students and eight (8) teachers participated in the lecture sessions and hands-on activities provided by the SMU faculty and students through the Mobile Classroom Laboratory during the first day of the Enviro-Culture Learning Encounter.

In the evening of November 29, the SMU team and community members came together for a vibrant socio-cultural encounter. The event featured traditional dances, songs and traditions that highlighted the Kalanguyas'/Imugan heritage. The performances, led by the local residents created a sense of camaraderie and appreciation for the local traditions. The night ended on a celebratory note, reinforcing the connection between education and cultural preservation.

The second day was devoted to the immersion of students and the faculty in the forest ecosystem of Imugan. As an important academic activity, students were expected to accomplish a number of tasks relative to the competencies laid in the identified course syllabi. The immersion activity was facilitated by two local foresters who are serving as consultants in the Committee on Environment of the Kalahan Educational Foundation, Imugan. The students and faculty were introduced to the diverse flora and fauna of the place. The two resource persons highlighted the importance of ecological sustainability and explained how biodiversity is maintained in its ecosystem. An added highlight of the immersion activity was the visit to the demonstration farm where a funded project on seed banking of indigenous crop species is on-going. Through the brief lectures provided, the participants gained knowledge and insights on maintaining indigenous crop species in the ecosystem, traditional farming methods and other practices relative to sustainable farming.

Throughout the day, the participants engaged in reflective discussions about their experiences in the immersion activity. Majority of the students including the faculty expressed a newfound appreciation for the interplay between the natural environment and cultural heritage. It is with hope that the encounter will be inspired to adopt sustainable practices and actively contribute to the promotion of environmental sustainability.

B. Summary of the Activity Evaluation

Day 1. (November 29, 22024) Mobile Classroom Laboratory

The activities held in Day 1 consisted of a brief opening program and briefing on the conduct of the Mobile Classroom Laboratory for the high school students of Kalahan Academy including their teachers. A total of ninety-two (92) students and five (5) teachers participated in the day's activities that included lecture sessions on the following topics: 1) Pteridophytes by Ms. Gregg Austin Balanag; 2) Bryophytes by Ms. Vivien Junelle Almendra, and, 3) Protozoa and Associated Diseases by Ms.Leeanna Alap. Practical work utilizing the microscope and basic laboratory procedure in preparing soil and water sample for microscopic examination were facilitated by both the Biology students and their faculty members. Educational games were also played by the students. A summary of the feedback of the beneficiaries is presented in the table below. As shown in the table, about 84% of the recipients/beneficiaries who were able to evaluate the activity expressed a very satisfactory experience with the services that were offered in the planned activity; only five (5) expressed a satisfactory overall experience. About 62% appreciated the usefulness of the activity as very satisfactory. Other items in said feedback survey form can be considered in the enhancement of future services that will be offered to clienteles.

	Very Satisfactory		Satisfactory		Unsatisfactory		Very Unsatisfactory	
	N*	%	N*	%				
Product/Service								
Usefulness	20	62.5	12	37.5				
Quality	16	50	16	50				
Delivery	12	37.5	10	62.5				
Representatives/ Implementers								
Responsiveness	21	65.6	11	34.4				
Friendliness	24	75	8	25				
Preparedness	19	59.4	13	40.6				
Gender Sensitive	20	62.5	12	37.5				
Overall Experience	27	84.4	5	15.6				

*The team was not able to get the feedback of the participants/recipients due to a remiss in the reproduction of documents.

Day 1. (November 29, 2024) – Socio-cultural sharing-learning.

The socio-cultural sharing learning held in the evening consisted of storytelling and conversations on Kalanguya social practices and traditions and their practices in

managing the natural environment as part of their culture. The traditional dances that the culture bearers performed with pride were heartwarming to witness. The performances of the community members and the students from SMU created a sense of camaraderie. The night's activity conveyed the importance of integrating cultural expression with academic activities to foster a sense of community and appreciation for heritage. The parties evidently enjoyed the socio-cultural sharing and the night ended on a celebratory note, reinforcing the connection between education and cultural preservation.

Day 2. (November 30, 2024) – Guided Forest Walk/Forest Exploration, Biodiversity Studies and other Field Tasks.

Day 2 was dedicated to immersing the students and faculty in the forest ecosystem of Imugan. The activity was facilitated by 2 experienced foresters,For. Tina Omas and For. Patricio Cosep II, as resource persons. The two professionals introduced to the participants the diverse flora and fauna of the place, highlighted the importance of ecological sustain- ability and explained how biodiversity is maintained within the ecosystem. The students including the faculty learned to identify native species, some of which are used in traditional medicine and food preparation. Following the forest exploration, the group visited local farms where the foresters discussed about traditional farming methods. The participants gained insights into how these practices contribute to biodiversity conservation, economic sustenance, and eventually, environmental sustainability. The two resource persons also discussed the importance of balancing traditional farming methods with modern techniques to address contemporary environmental challenges.

Throughout the day, participants engaged in reflective discussions about their experiences. Many expressed a newfound appreciation for the interplay between ecosystem conservation and protection and cultural heritage. By the end of the encounter, the participants were inspired to adopt sustainable practices and contribute to the preservation of nature and culture.

Overall, the Imugan Enviro-Culture Learning Encounter has provided an opportunity to combine academic learning, practical application, and cultural immersion, leaving participants with valuable knowledge and memorable experiences.

B. Appendices

1. Attendance Sheet (scanned)

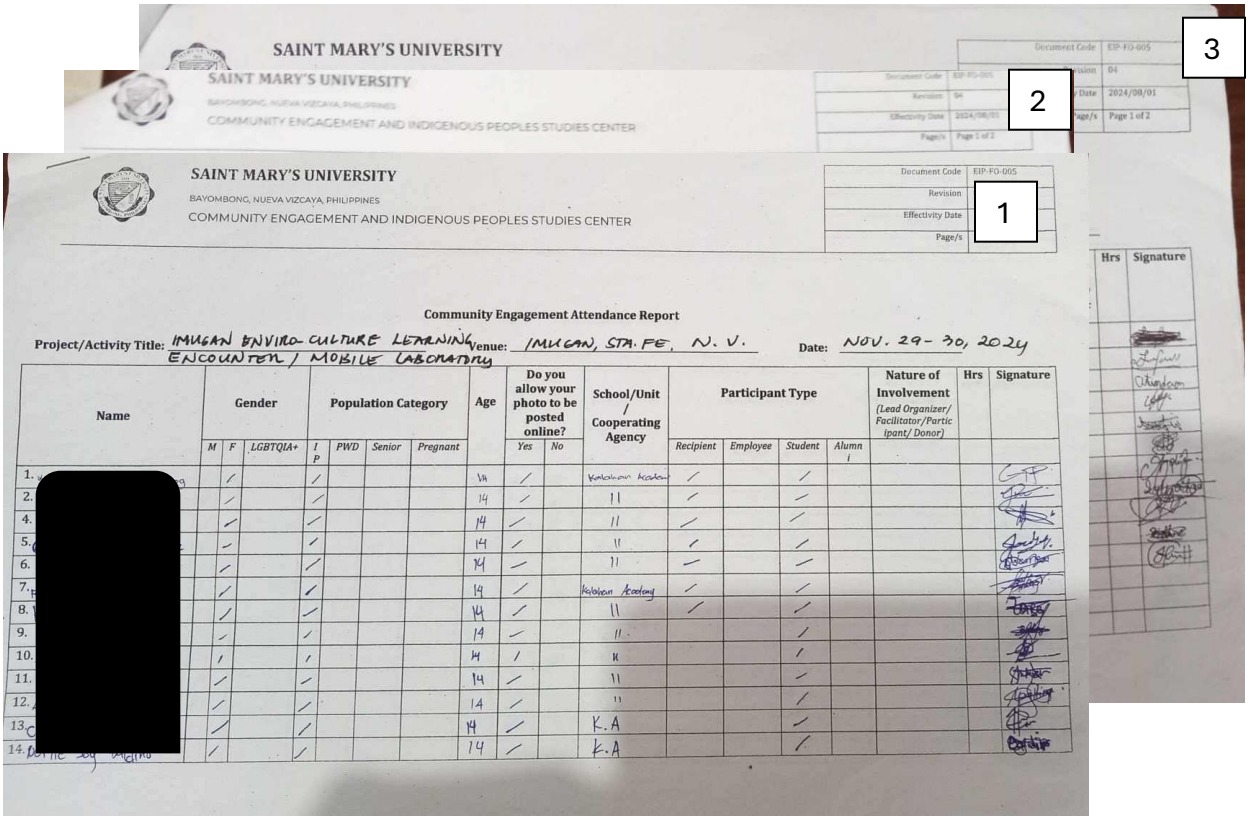
Summary of participants, beneficiaries/recipients of the Imugan Enviro-Culture Learning Encounter.

Implementers'/Extensionists' profile:

Category	Male	Female	Total
Faculty	1	4	5
Students	6	19	25

Beneficiaries/Participants' Profile

Category	Male	Female	Total
Community leaders/Culture bearers	6	1	7
Kalahan Educ'l. . Foundation Staff	2	1	3
Teachers (Kalahan Academy)	0	5	5
Technical Staff	0	3	3
Students	37	55	92
	45	65	110



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Community Engagement Attendance Report

Project/Activity Title: _____ Venue: _____ Date: _____

Name	Gender			Population Category				Age	Do you allow your photo to be posted online?		School/Unit / Cooperating Agency	Participant Type				Nature of Involvement (Lead Organizer/ Facilitator/Participant/ Donor)	Hrs	Signature
	M	F	LGBTQIA+	IP	PWD	Senior	Pregnant		Yes	No		Recipient	Employee	Student	Alumni			
1. [redacted]		✓		✓				13		✓				✓				Bumacas
2.		✓		✓				12		✓				✓				Bumacas
4.		✓		✓				13		✓				✓				
5.	✓			✓				12		✓				✓				
6.	✓			✓				13		✓				✓				
7.	✓			✓				14		✓				✓				
8.	✓			✓				12		✓				✓				
9.	✓			✓				12		✓				✓				
10.		✓		✓				12		✓				✓				
11.		✓		✓				12		✓				✓				
12.	✓			✓				12		✓				✓				
13.	✓			✓				12		✓				✓				
14.																		

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Community Engagement Attendance Report

Project/Activity Title: _____ Venue: _____ Date: _____

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	M	F	LGBTQIA+	IP	PWD	Senior	Pregnant		Yes	No		Recipient	Employee	Student	Alumni			
1. [redacted]		✓		✓				15	✓		K.A.			✓				
2.		✓		✓				14	✓		K.A			✓				
4.		✓		✓				15	✓		K.A			✓				
5.	✓			✓				15	✓		K.A			✓				
6.	✓			✓				15	✓		K.A			✓				
7.		✓		✓				15	✓		K.A			✓				
8.		✓		✓				15	✓		K.A			✓				
9.		✓		✓				15	✓		K.A			✓				
10.		✓		✓				15	✓		K.A.			✓				
11.	✓			✓				15	✓		K.A.			✓				
12.		✓		✓				15	✓		K.A			✓				
13.		✓		✓				14	✓		K.A			✓				
14.		✓		✓				15	✓		K.A			✓				

2. Program of Activities





3.Photo Documentation

Photos below showing activities accomplished during Day 1 (November. 29. 2024)
Lecture sessions and hands-on activities facilitated by faculty and students.





Day 1. Opening program: Mr. Maslang with his opening remarks and brief orientation on the 2-day activity













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Day 1 (November 29, 2024): 6:00pm – 10:00pm – Socio-cultural sharing



Conversation with the IP elders/culture bearers



Culture-bearers sharing some Kalanguya traditions and practices expressed through their dances







BSBio 2 in their show of talent! Dancing the Carinosa



BSBio 3 rendering a Christmas song



BSBio4 – dancing with the beat of the gongs



Biology faculty learning how to play the djembe



Faculty members'turn to dance



Team SMU and Team Imugan

Day 2 (November 30, 2024) Guided Forest walk/exploration: Biodiversity study and indigenous knowledge and practices on natural resources conservation.



CNS faculty with Forester Tina Omas in a discussion on indigenous practices in protecting and conserving forest resources



The Biology Forest Explorers





Forester. Tina Omas and Forester. Patricio Cosep delivering a brief lecture on preservation of indigenous crop species



SMU-CNS Team @ IMUGAN ENVIRO-CULTURE LEARNING ENCOUNTER

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Land and Groundwater Vulnerability to Leachate and Heavy Metals: HEI-MLGU Environmental Risk Assessment of a Landfill Site

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Michael S. Catacutan, Vivien Junelle R. Almendra, & Shiela G. Gilo

Abstract

A sanitary landfill must be legally established to manage solid waste safely and environmentally. It is built and operated using engineering principles for efficiency. Mismanagement can lead to significant environmental risks, including groundwater and soil contamination, air pollution, and harmful gas emissions. This study assessed the physico-chemical properties of soil, groundwater, and leachate at the Bayombong Sanitary Landfill in Purok 7, Barangays Magsaysay and Busilac, Bayombong, Nueva Vizcaya, to inform a localized remediation plan. Soil samples from four landfill cells were analyzed for pH, nitrogen, phosphorus, and heavy metal content. Groundwater and leachate samples were examined for ammonia and nitrite concentrations. Results showed slightly acidic soil pH (5.2–6.0), which may limit nutrient availability. Nitrogen levels varied, with Cell 1—closed the longest—showing the highest concentration (106.65 kg/ha), suggesting accumulation through vegetation over time. Phosphorus levels fluctuated, with Cell 3 below optimal range. Cadmium (11.26–15.66 µg/kg) and lead (0.42–0.99 mg/kg) concentrations remained below EPA hazardous thresholds, indicating minimal industrial pollution. Groundwater and leachate samples revealed decreasing ammonia levels (4.2 to 2.0 mg/L) and reduced nitrites, reflecting microbial degradation. However, post-treatment ammonia concentrations still exceeded DENR Water Quality Guidelines. The landfill's clay-loam soil structure likely facilitated heavy metal immobilization, mitigating health risks. The study concludes that while the landfill poses low heavy metal risks, uneven nutrient distribution and residual ammonia require remediation. Recommendations include soil enrichment with compost and green manure, pH correction using lime, establishment of a wastewater treatment facility, enhanced ground, water protection, and ecological rehabilitation using native and nitrogen-fixing plants. Regular monitoring and community awareness programs are also essential. These interventions aim to support sustainable landfill operations in compliance with national environmental standards.

Keywords: ecological Rehabilitation, environmental monitoring, remediation, soil contamination, waste management

INTRODUCTION

Rationale

The increasing generation and accumulation of waste pose serious environmental, economic, and social challenges. Solid waste by-products deposited in landfills negatively impact the surrounding environment and the health of nearby residents.

Landfilling remains a common waste management method due to its capacity for safe waste disposal across different municipalities. Major landfill types include municipal solid waste, industrial waste, hazardous waste, and the emerging "green waste" landfill (Siddiqua et al., 2022).

In the Philippines, the Ecological Solid Waste Management Act of 2000 (RA 9003) mandates the construction of sanitary landfills. However, only 245 operational facilities currently serve 478 out of 1,634 local government units (NSWMC & COA, 2021). Weak implementation, limited funding, rapid urbanization, and low public awareness contribute to the country's ongoing solid waste management issues. Inadequate municipal SWM practices can worsen environmental conditions and hinder residents' ability to live healthy, sustainable lives (Ferronato & Torretta, 2019).

Landfills present three major concerns: leachate, greenhouse gases, and toxic emissions. Leachate, rich in harmful physicochemical substances, can contaminate soil and groundwater—threatening a critical resource essential to human health. Additionally, the decomposition of waste generates significant amounts of methane (CH_4) and carbon dioxide (CO_2), which contribute to global anthropogenic greenhouse gas emissions (Kumar et al., 2004).

The Bayombong Sanitary Landfill Facility (SLF), established in 2009, plays a crucial role in managing solid waste for the municipality's 25 barangays. In 2023 alone, the facility recorded a total waste generation of 1,421.019 tons, according to the Municipal Environment and Natural Resources Office (MENRO) – Environmental Management Division.

This study assessed the impact of leachate percolation from the landfill site on groundwater and soil quality in Barangays Magsaysay and Busilac, Bayombong, Nueva Vizcaya. Groundwater, leachate, and soil samples were collected and analyzed for key physical and chemical properties, including pH, temperature, nitrites, phosphates, and heavy metals (Cd and Hg), using UV-visible spectrophotometry and Atomic Absorption Spectroscopy. The findings aimed to support local officials and urban planners in developing effective waste management and health risk prevention strategies. Aligned with the Sustainable Development Goals (SDGs), the study contributes to SDG 6 by promoting clean water and sanitation, SDG 13 by addressing climate-related water quality changes, and SDG 11 by informing sustainable urban development through the proposed Sustainable Remediation Plan. Through this collaborative effort between SMU, MLGU-Bayombong, and the community, the study fosters environmental protection and advances global sustainability.

History of Bayombong Sanitary Landfill

The enactment of RA 9003 was intended to establish a systematic, comprehensive, and ecological approach to solid waste management in line with the country's commitment to sustainable development. Among its key provisions, Section 37 mandated the closure of open and controlled dumpsites, while Section 41 outlined the criteria for the establishment of sanitary landfills. In response to these directives and the increasing volume of solid waste generated by the municipality, a sanitary landfill was established in Purok 7 of Barangays Busilac and Magsaysay, under the leadership of then Municipal Mayor Hon. John Severino G.

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Bagasao. Prior to its establishment, the site underwent a though Environmental Impact Assessment (EIA), which included an environmental risk assessment, the formulation of an environmental monitoring and management plan, and the conduct of a public hearing to ensure community involvement and transparency. Upon securing all necessary regulatory approvals, the project was issued an Environmental Compliance Certificate (ECC) by the Environmental Management Bureau (EMB) Region II in 2008. Following this, construction of the 8.0296-hectare sanitary landfill commenced, and the facility officially began operations in 2009-marking significant milestone in the municipality's efforts to address the growing challenges of solid waste management.

Environmental Contamination and Pollution

Municipal solid waste includes materials such as plastic, glass, food scraps, metals, and paper from households, offices, commercial, and industrial sources (Umutesi et al., 2018). As defined in RA 9003, it comprises non-hazardous household, commercial, institutional, and industrial waste, as well as street sweepings, construction debris, and agricultural residues—excluding hazardous and infectious waste.

Despite efforts in scientific understanding and rational planning, solid waste management remains a critical challenge for administrations, unable to mitigate its environmental impact fully. Landfill operations are associated with issues like volatile organic compounds, odors, and surface and groundwater contamination, despite meticulous planning and management to prevent environmental and public health risks (Environment Victoria, 2017). Leachate from landfills, containing toxic elements like heavy metals and persistent organic pollutants, poses a significant risk of soil and water contamination. Moreover, hazardous substances such as dioxins and polycyclic aromatic hydrocarbons are produced by landfills, exacerbating environmental pollution (Njoku et al., 2019).

Water and soil pollution are major threats to the planet, often interconnected as disruption in one sphere affects the other. While sanitary landfilling is a widely used waste disposal method designed to minimize environmental and health risks, leachate contamination remains a concern due to construction and operational flaws. Additionally, landfills produce hazardous substances like dioxins and PAHs, contributing to pollution. Addressing these issues requires interdisciplinary collaboration and sustainable practices.

Health and Ecological Implications

Siddiqui et al. (2022) highlighted the environmental and health risks associated with waste landfilling, stressing the need to assess its broader impacts—particularly the dangers of illegal and uncontrolled dumpsites in developing countries. Palomeras et al. (2020) called for consistent, efficient sanitary landfill management and strict compliance with RA 9003 to prevent adverse public health and environmental outcomes in nearby communities. Saha et al. (2023) reported elevated heavy metal levels in the Mid-Brahmaputra Valley, India, due to landfill leachate, emphasizing the need for regular monitoring and government action. Similarly, Hussein et al. (2020) found that non-sanitary landfills in Malaysia posed greater environmental and health hazards compared to sanitary ones. Collectively, these studies

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highlight the urgent need to address soil and groundwater contamination through strict monitoring and effective waste management to safeguard public health and biodiversity.

Heavy metal contamination from leachate poses risks to water quality, human health, and ecosystems, particularly for communities near landfills, requiring rigorous monitoring and government action to ensure sustainable waste management. Addressing environmental contamination and pollution necessitates interdisciplinary collaboration, technological innovation, and sustainable practices to safeguard ecosystems and human health against global challenges.

Despite the significant steps taken to address solid waste management in the Philippines, particularly through the establishment of the Bayombong Sanitary Landfill, critical gaps in the understanding of its environmental and social impacts remain. Although the landfill underwent thorough regulatory processes, including an Environmental Impact Assessment (EIA) and the issuance of an Environmental Compliance Certificate (ECC), there has been no subsequent, comprehensive study evaluating its long-term effects on groundwater and soil quality in the surrounding communities. The lack of empirical data on the environmental contamination caused by leachate percolation—especially its impact on the local ecosystem and public health—presents a significant gap in both policy and scientific knowledge. Additionally, while national laws like RA 9003 and studies from other regions emphasize the importance of proper landfill management, there is insufficient localized research to guide effective mitigation strategies for the Bayombong SLF's environmental challenges. This study aimed to fill these gaps by providing data-driven insights into the contamination risks associated with the landfill, thus enabling better-informed decisions for local waste management practices and community health protection.

Objectives of the Study

The study aimed to assess the environmental impact of pollutants, particularly heavy metals and organic compounds, at the Sanitary Landfill Facility site in Bayombong, Nueva Vizcaya. The primary objectives were to characterize the physicochemical properties of soil, groundwater, and leachate samples from various landfill cells, focusing on their composition and contamination levels. Specifically, the study sought to analyze the concentrations of lead and cadmium in the soil samples and evaluate the potential risks to both human health and the ecosystem. Additionally, the study aimed to develop a Sustainable Remediation Plan tailored to minimize the environmental impact of the landfill and ensure its long-term sustainability.

METHODOLOGY

Design

The study utilized a quasi-experimental research design to assess the physico-chemical characteristics of soil, groundwater, and leachate samples collected from within the landfill site in terms of heavy metals and organic compounds in Bayombong Sanitary Landfill.

Study Site and Sample Collection

The Sanitary Landfill Facility (SLF) and Materials Recovery Facility (MRF) in Bayombong, Nueva Vizcaya are situated at Purok 7 of Barangays Magsaysay and Busilac, with coordinates approximately 16°29'14.51"N, 121°06'30.69"E (Lat/Long, WGS 1984 datum). This location spans 8.0296 hectares within the Timberland/Forest Zone owned and managed by the Local Government Unit of Bayombong. The ownership is supported by an Approved Survey Plan Swo–(aff–02–000052 dated September 28, 2007). The Environmental Compliance Certificate (ECC) issued by the EMB R02, with ECC Reference No. ECC–R02–0812–250–9999 on December 12, 2008, validates its compliance with environmental regulations.

The groundwater, leachate, and soil samples were collected at the landfill site at Barangay Upper Magsaysay, Bayombong, Nueva Vizcaya, as shown in Figure 1 below.

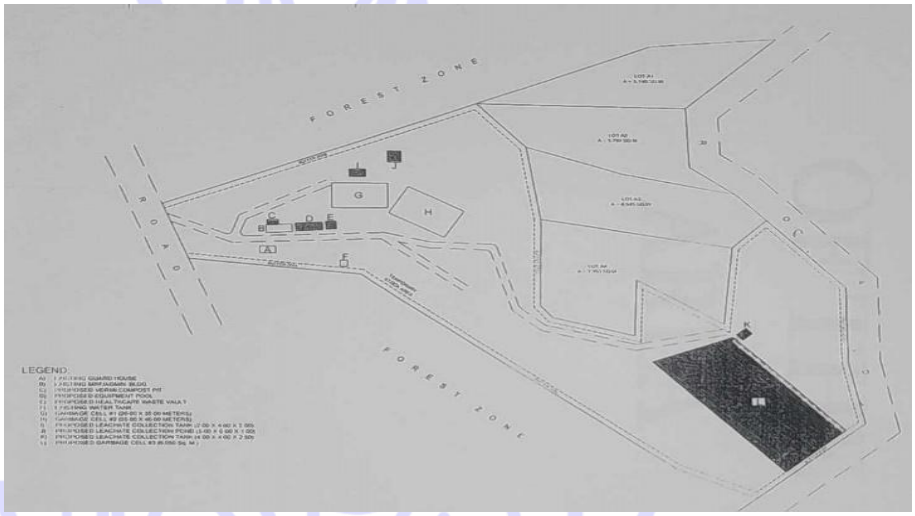


Figure 1.
Vicinity Map of the Bayombong Sanitary Landfill Facility

The facility comprises seven cells, with Cell 4 currently in use, covering an area of 2,592 m^2 and an estimated 12,960 cu.m capacity. The SLF/MRF complex includes various components such as Garbage Cells, a Gate, a Water Tank, a Fruit Tree Plantation, a Guard House, an Interior Road, Buffer Zone, Windrows/Heap Type Composting Facility, Leachate Pond, Bambusetum, Administration Building with Septic Tank, Multi-purpose and Livelihood Building, Equipment Pool, Perimeter Fence, Filter Pond, Monitoring Wells, Leachate Conveyor Pipe, Roadway Drainage, Special Waste Vault, and Toxic and Hazardous Waste Facility.

These components collectively facilitate efficient waste management, ensuring proper segregation, collection, recycling, and disposal of solid waste while adhering to environmental standards and regulations. Additionally, the strategic location, approximately 7 kilometers from the central business district, minimizes the impact on populated areas while serving the municipality's waste management needs.

The physicochemical characterization (Test for nitrite and phosphate) was conducted at the Center for Natural Sciences Research Laboratory of Saint Mary's University. Heavy metals were tested at the National Institute of Molecular Biology and Biotechnology, University of the Philippines-Los Baños using Atomic Absorption Spectroscopy (AAS).

1. Sample Collection and Preparation

Soil samples were collected from four quadrants within each of the four accessible landfill cells to ensure representative coverage. On-site assessments documented physical properties such as soil type and general environmental conditions. Chemical samples were taken from a depth of 15–20 cm using a clean trowel, stored in sterile polyethylene bags, and oven-dried at 40°C for 24 hours in the laboratory. The samples were then cleaned and homogenized for analysis.

Groundwater and leachate samples were collected in plastic bottles, which were first rinsed with a representative sample to avoid contamination. The bottles were filled to the brim to prevent air space and oxidation, then tightly sealed to maintain sample integrity. These samples were transported to the research laboratory for comprehensive chemical characterization, including tests for nitrates and phosphates.

2. Data Gathering Procedure:

2.1 Determination of pH

The pH of the soil was measured using a Takemura Soil pH Tester by directly inserting the probe into multiple locations within each landfill cell. Readings were recorded once the needle stabilized to ensure accuracy. For leachate samples, pH was determined by collecting samples from the designated leachate collection area within the landfill. These were then analyzed using an ATAGO digital pH meter.

2.2 Determination of Nitrogen

2.2.1 Nitrogen in the Soil

A Kjeldahl distillation was conducted to determine the nitrogen content of the soil. Twenty grams of soil were weighed and transferred to a Kjeldahl flask, moistened with 10 mL of distilled water, and rinsed down the neck. To this, 100 mL of 0.32% $KMnO_4$, 100 mL of 2.5% NaOH, and glass beads were added to prevent bumping. The flask was stoppered, and a distillation apparatus was set up. A receiving flask containing 25 mL of 0.01 M H_2SO_4 with 3–4 drops of methyl red was prepared, and the delivery tube was immersed in it. The mixture was heated to distill approximately 100 mL of ammonia over 30 minutes. The remaining acid in the receiving flask was then titrated with 0.02 M NaOH to determine the amount of ammonia distilled.

2.2.2 Nitrogen in Leachates

Nitrogen determination in leachates was performed using two methods. The first method utilized the chromotropic acid technique to measure available nitrite, with modifications to the standard procedure. A standard curve was prepared by diluting a 1 mg/mL sodium nitrate stock solution in 0.1 mg/mL increments (0 to 1.0 mg/mL). Both the standard and 10 mL of each leachate sample were acidified with sulfuric acid, followed by the addition of chromotropic acid. After a 6-minute development period, absorbance at 410 nm was measured for both the standard and leachate samples, and the results were recorded.

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The second method employed a HANNA reagent set to measure available ammonia. Two drops of EDTA solution were added to 10 mL of each leachate sample, followed by eight drops of Nessler's solution. The mixture was shaken until an orange color developed, and the intensity of the color was compared to a provided cuvette to estimate ammonia concentration, with a maximum detection limit of 2.5 mg/mL.

2.3 Determination of Phosphates in the Soil

The available phosphorus in soil was determined using Bray's P-1 extraction method. A 2g soil sample was combined with 20 mL of Bray's P-1 reagent in a 50 mL vessel and shaken for 5 minutes. A blank was prepared with only the reagent. The mixture was filtered through Whatman No. 1 filter paper, and the filtrate was collected. For color development, 5 mL of the filtered extract was mixed with ammonium molybdate and stannous chloride solutions, then diluted and the absorbance measured at 660 nm using a UV-VIS spectrophotometer. A calibration curve was prepared using standard solutions with known phosphorus concentrations, and the absorbance data was used to determine the phosphorus concentration in the soil samples.

2.4 Determination of Heavy Metals

Before heavy metals analysis, the samples were digested in aqua regia (a 3:1 ratio of 35% HCl and 70% high-purity HNO_3) and filtered. Atomic Absorption Spectroscopy (AAS) was then used to determine the concentrations of heavy metals, as outlined by Uddin et al. (2016) for its efficiency. AAS operates on the principle that excited atoms absorb energy at specific wavelengths, resulting in a decrease in signal energy proportional to concentration. Each element has unique sensitivity characteristics, with the calibration curve range defined by noise and linearity. The optical system was configured with a hollow cathode lamp for the target element, and the appropriate slit and wavelength were selected. A standard solution of known analyte concentration was aspirated, and the sample concentration was determined by interpolating from the absorbance reading. The concentrations of Cd and Hg in the samples were successfully analyzed using AAS.

Treatment of Data

Measures of central tendency were employed to analyze the collected data, specifically the arithmetic mean. The mean value was used to summarize and represent the general trend of the values obtained from the various sampling sites and conditions. This statistical approach allowed for a simplified comparison between different data sets, providing insight into the overall behavior or characteristics of the measured parameters.

Ethical Considerations

This study, approved by the Saint Mary's University Research Ethics Board (SMUREB 2024 0678), involved measuring nitrate and phosphate levels in groundwater and soil from a landfill site, without involving human or animal participants. Strict safety protocols were followed due to the hazardous chemicals used, ensuring all procedures generating potential aerosols were conducted in controlled laboratory environments. The intellectual property

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of the research output belongs to Saint Mary's University, with the researchers recognized as the authors. In accordance with the SMU Project WEALTH 2.0 guidelines and university policies, the final results will be shared during the Linggo ng Likha at Lingkod event and through national and international publications and conferences, reflecting the commitment to contributing valuable insights to the academic community and advancing environmental risk assessment.

RESULTS AND DISCUSSIONS

Section 1. Characterization of Physico-Chemical Properties of Soil Samples from Landfill Site

This section presents the physical and chemical characteristics of soil samples collected from various cells of the landfill site.

Table 1 summarizes the physical properties of soil samples collected from four cells of the landfill site. The parameters assessed include soil temperature (°C), soil color, and soil type.

Table 1. Physical Properties of Soil Samples from Various Cells of the Landfill Site

Parameters	Average per Cell			
	Cell 1	Cell 2	Cell 3	Cell 4
Soil Temperature (°C)	30.5	28.3	28.5	28.5
Soil Color	Dark brown	Dark brown	Dark brown	Dark brown
Soil Type	Clay-loam	Clay-loam	Clay-loam	Clay-loam

The soil across all four sampling cells in Barangay Upper Magsaysay, Bayombong, and Nueva Vizcaya displayed a consistent clay-loam structure and dark brown coloration. This suggests a uniformity in soil texture and organic matter throughout the site; clay-loam soils are recognized for their balanced sand, silt, and clay composition, which offers good water retention and aeration.

Ambient temperature readings ranged from 28.5 °C to 30.5°C, with Cell 1 recording the highest temperature (30.5°C), while Cells 3 and 4 shared the lowest temperature at 28.5°C. Although Cells 1 and 2 had the most plant cover, ambient temperature was recorded close to midday; hence, temperature readings were slightly higher. Cell 1 had a lot of plant biodiversity because it had been closed for the longest time, while cell two was recently closed but had been planted with bamboo and fruit-bearing Guyabano trees.

Table 2 presents the average chemical properties of soil samples collected from four different cells within the landfill site. The parameters measured include soil pH, nitrogen (kg/ha), and phosphorus (kg/ha) levels.

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Table 2. Chemical Properties of Soil Samples from Various Cells of the Landfill Site

Parameters	Average per Cell			
	Cell 1	Cell 2	Cell 3	Cell 4
pH	5.6	5.2	5.7	6.0
Nitrogen (kg/ha)	106.65	75.264	75.264	56.448
Phosphorus (kg/ha)	3.270	4.550	1.170	3.085

Each cell's soil pH level exhibited a slightly acidic pH range (5.2-6.0). Cell 4 has an acceptable pH level since it falls within the optimum pH described by Dewangan et al. (2023) for most plants, while Cells 1, 2, and 3 had slightly lower pH levels. This indicates that most of the sites may experience nutrient availability limitations due to suboptimal pH levels; acidic conditions are known to limit phosphorus availability and can alter microbial communities critical for nutrient cycling.

The average soil nitrogen concentrations for each cell were tested, which showed that among the cells, cell 1 had the highest amount of nitrogen content, 106.65 kg/ha, while cells 2, 3, and 4 had 75.264, 75.264, and 56.448 kg/ha, respectively. While there is no standardized acceptable range for nitrogen concentration in soil (Kitpakornsanti et al., 2022), the significant variation suggests uneven nutrient distribution, possibly linked to the differences in human intervention, microbial activity, or organic content. Site-specific supplementation may be necessary to ensure optimum growth of plant cover across the landfill sites.

Furthermore, this result also supports the study of Adame et al. (2018), which found that total nitrogen increased with forest age. Cell 1 had been closed for the longest time; hence, plant vegetation was able to develop significantly. This result confirms that nitrogen accumulation on the surface layer reflects the soil and biomass deposition with time, as nutrient content is primarily stored in the surface soil (Ngaba et al., 2020). In other parameters, phosphorus content for cells 1 and 4 is within the acceptable range. In contrast, cell 2 slightly exceeded the acceptable range, while cell 3 is below the acceptable range, according to Xe et al. (2023). This deficiency may restrict root development and energy in plant covers if not addressed. Cells 1, 2, and 4 displayed phosphorus levels within/near the acceptable range, indicating sufficient availability except cell 3. Localized phosphorus enrichment is suggested for this site.

Section 2. Characterization of Chemical Properties of Groundwater and Leachate Samples from Landfill site

The characterization of chemical properties of water samples obtained from Bayombong Ecological Park and Sanitary Landfill, Magsaysay, Bayombong, Nueva Vizcaya is shown in Table 3.

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Table 3. Chemical Properties of Groundwater and Leachate Samples from Landfill site

Site of Collection	Ammonia	Nitrite
Leachate Treatment Well 1 (L1): *Obligate-anaerobic Bacteria*	>2.5 mg/L	0.8 mg/L
Leachate Treatment Well 2 (L2): *Facultative-anaerobic Bacteria*	2.5 mg/L	0.6 mg/L
Leachate Treatment Well 3 (L3): *Obligate-aerobic Bacteria*	2.0 mg/L	0.2 mg/L
Tap Water (H): *Groundwater Representative*	1.0 mg/L	<0.2 mg/L

Water samples were collected from sequential effluent treatment wells (L1, L2, L3) at a landfill site and from an on-site tap water source (H). The treatment process progresses from anaerobic (L1) to facultative-anaerobic (L2) and aerobic (L3) stages, followed by filtration prior to discharge.

Ammonia concentrations decreased progressively across treatment stages: 4.2 mg/L in L1, 2.5 mg/L in L2, and 2.0 mg/L in L3. The tap water sample (H) contained ammonia at <1.0 mg/L. Nitrite was detected in all treatment wells but not quantified due to its instability, while nitrate persisted in post-treatment effluent. Compliance testing against DENR standards (DAO No. 19, s. 2021) confirmed that L3 met the General Effluent Standard (GES) ammonia limit (2.0 mg/L) but exceeded the Water Quality Guideline (WQG) for safe discharge into natural water bodies. Post-filtration effluent sampling was precluded by system inaccessibility. The observed ammonia reduction (L1 to L3) aligns with microbial degradation dynamics documented in landfill leachate treatment systems (DAO No. 19, s. 2021). Elevated ammonia in L1 (4.2 mg/L) likely originates from anaerobic hydrolysis of organic nitrogen compounds, a process consistent with findings by Smith et al. (2020). The modest reduction in L2 (2.5 mg/L) under facultative-anaerobic conditions suggests limited nitrification activity, whereas the aerobic environment in L3 promotes ammonia oxidation via nitrifying bacteria.

Section 3. Analysis of Heavy Metals in Soil Samples from Landfill Site

Section 3 presents the results of heavy metal analysis in soil samples collected from the four accessible landfill cells. Table 4 summarizes the average concentrations of cadmium (in µg/kg) and lead (in mg/kg) detected per cell.

Table 4. Heavy Metals in Soil Samples from Landfill Site

Parameters	Average per Cell			
	Cell 1	Cell 2	Cell 3	Cell 4
Cadmium (µg/kg)	11.26	15.26	14.91	15.66
Lead (mg/kg)	0.42	0.73	0.82	0.99

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As shown in Table 4, soil samples from all landfill cells exhibited low concentrations of cadmium and lead, suggesting minimal deposition of industrial or manufacturing waste. The analysis revealed lead and cadmium levels below 5 mg/kg, well beneath the hazardous waste thresholds set by the EPA, as noted in ACTenviro (2024). These low heavy metal concentrations indicate a reduced risk of environmental contamination. Both lead and cadmium are persistent toxins that can leach into groundwater or accumulate in ecosystems; however, the observed levels imply that the landfill primarily contains residual wastes and that household hazardous wastes, such as batteries and electronics, have been effectively contained.

Additionally, the landfill cells are equipped with HDPE liners, and the clay-loam soil texture likely aids in metal immobilization. Clay particles bind to cationic metals, limiting their migration into the surrounding environment (Luo et al., 2025).

This finding has important implications for human and ecological health. The reduced leaching of heavy metals decreases the risk of groundwater contamination, which is a major exposure pathway for lead and cadmium in humans. For ecosystems, the threat of bioaccumulation is minimized within the landfill, reducing the likelihood of terrestrial species ingesting toxic amounts through soil, water, or food chains.

Section 4. Bioremediation Plan

Essential soil nutrients, including nitrogen and phosphorus, were present at trace levels, reflecting a nutrient-poor environment. Field observations identified uneven nutrient distribution, likely exacerbated by human-induced erosion. Despite these conditions, vegetation such as bamboo and fruiting trees like Guyabano thrived in closed landfill cells. The landfill manager confirmed the recent implementation of initial phytoremediation strategies targeting these species. The low heavy metal concentrations suggest limited industrial waste influx, reducing immediate contamination risks. However, the nutrient-deficient soil underscores the challenges of ecological restoration in landfills, particularly when compounded by erosion-driven heterogeneity. Colonizing bamboo and hardy fruiting species in closed cells highlight their adaptability to degraded environments, aligning with the landfill's nascent phytoremediation efforts.

Bamboo's success in nutrient-poor soils reinforces its documented role in stabilizing degraded landscapes and sequestering trace pollutants (Emamverdian et al., 2017). Similarly, the resilience of Guyabano and Guava—species known for tolerating marginal soils—supports their inclusion in bioremediation frameworks. However, the utility of fruiting species requires caution: while they may aid soil stabilization, their produce risks bioaccumulation of contaminants, even at low heavy metal levels. Comprehensive testing of heavy metals, organic pollutants, and nutrient content is essential before considering these fruits safe for human consumption. The findings from the previous sections of the study validate the landfill's focus on bamboo as a priority species for micro-environmental restoration, given its dual capacity for soil stabilization and low contaminant uptake. Future efforts should expand monitoring to assess long-term phytoremediation efficacy and quantify risks associated with fruiting species to balance ecological and public health goals.

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Compliance with regulatory standards for heavy metals confirms the landfill's commitment to safe waste management. However, ongoing monitoring is critical, as even trace concentrations may accumulate over time—especially if waste inputs trend toward industrial sources. Proactive strategies, such as improving waste segregation or introducing phytoremediation to absorb metals, could mitigate potential long-term risks.

CONCLUSIONS AND RECOMMENDATIONS

The environmental assessment of the Barangay Upper Magsaysay landfill shows a landscape shaped by human activity and natural conditions. The clay-loam texture and dark brown color suggest moderate organic matter, balanced water retention, and aeration. However, slightly acidic pH (5.2–6.0) may limit phosphorus availability, affecting plant growth. Cell 1, closed the longest, has the highest nitrogen level (106.65 kg/ha), while Cell 3 shows phosphorus deficiency, requiring enrichment. Heavy metal levels, particularly cadmium and lead, are below hazardous thresholds, indicating minimal industrial input and effective containment. The soil composition reduces metal leaching risks, protecting groundwater.

Leachate treatment shows effective ammonia reduction, though the final effluent exceeds discharge standards, indicating the need for further treatment. Vegetation, including bamboo and guyabano trees, shows potential for phytoremediation, with bamboo being a strategic choice for soil stabilization. However, fruiting species pose bioaccumulation risks and require testing before consumption.

Recommendations include addressing pH imbalances, supplementing nutrients, optimizing wastewater treatment, and prioritizing non-food phytoremediation species. Long-term monitoring of heavy metals, nutrients, and vegetation health is essential for balancing ecological recovery with public safety. With sustained interventions, this landfill could serve as a model for rehabilitating degraded environments while prioritizing community health.

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STRATEGIC PLAN (aligned to SDG 13) – On Local Education Program on Climate Change Adaptation, Mitigation and DRR

STRATEGIC PLAN 2025-2030

CENTURY OF MISSION, A FUTURE OF IMPACT



Strategic Program/ Project	KRA	BSC	Partner Units	Y1	Y2	Y3	Y4	Y5	KPI	Budget
a. Rainwater Harvesting System Project									shall have been installed.	
b. Campus Energy Consumption Reduction Project	IEGE	IBP	PPPDMO GSO SPCO Finance IMO	Solar panel installation	5-10% energy reduction compared to previous year	5-10% energy reduction compared to previous year	5-10% energy reduction compared to previous year	5-10% energy reductioncompared to previous year	By the end of Year 5, a cumulative reduction in total campus energy consumption of at least 20% (based on Year 2 baseline level) shall have been achieved.	
c. Green Campus Project	IEGE	IBP	PPPDMO GSO	1	1	1	1	1	By the end of Year 5, 5 instagramable sites shall have been developed.	
Consolidation of SDG Initiatives	IEGE	CUS	PERIO	1	1	1	1	1	By the end of Year 5, 5 reports on SDG initiatives shall	

Strategic Program/ Project	KRA	BSC	Partner Units	Y1	Y2	Y3	Y4	Y5	KPI	Budget
									have been made and published.	
Waste and Emissions Management Program a. Waste Electrical and Electronic Equipment (WEEE) / e-waste Reduction	AD	IBP	SPCO CETSO	300kg reduction	300kg reduction	300kg reduction	300kg reduction	300kg reduction	By the end of Year 5, WEEE shall have been reduced to 1500kg	
b. Waste Segregation	AD	IBP	SPCO PPPMDO (GSO)	1000 bags segregated	1000 bags segregated	1000 bags segregated	1000 bags segregated	1000 bags segregated	By the end of Year 5, 5000 bags shall have been segregated.	
c. Recycling	AD	IBP	SPCO PPPDMO (GSO)	300 kg recycled	300 kg recycled	300 kg recycled	300 kg recycled	300 kg recycled	By the end of Year 5, 1500kg shall have been recycled.	
Enhanced CHSF Program	AD	IBP	ADSAS DSAS	2 meetings with PDEA or other government	100% provision of the legal requirement,	Completed and sustained	Completed and sustained	Completed and sustained	By the end of Year 5, the university is accredited by at	Php 10,000

GOAL 4:
Bolstered transformative engagement with the local and global communities (SOCIAL RESPONSIBILITY)

Strategic Objective 4.1: Transform communities by supporting CICM advocacies

Strategic Program/ Project	KRA	BSC	Partner Units	Y1	Y2	Y3	Y4	Y5	KPI	Budget
Hunger Alleviation Program 1. Feed My Lambs Project	MI	CUS	CEIPSC HRDO NSTP GTO	5	5	5	5	5	By the end of Year 5, 25 recipients of the Feed My Lambs Project have been identified.	
2. Complementary Feeding Program	MI	CUS	CEIPSC NAP NSTP Basic Ed		1		1		By the end of Year 5, at least two complementary feeding projects with partner communities / schools shall have been conducted	
Ecological Protection and Sustainability Program (Integrity of Creation) 1. Ecological Education	MI	CUS	CEIPSC NSTP Basic Ed	1	1	1	1	1	By the end of Year 5, five ecological education activities shall have been conducted with partner communities/schools	
2. Adopt-a-River Project	AA	CUS	CNS CEIPSC NSTP SPCO	1	1	1	1	1	By the end of Year 5, at least five river conservation, monitoring, and	

Strategic Program/ Project	KRA	BSC	Partner Units	Y1	Y2	Y3	Y4	Y5	KPI	Budget
									community engagement activities shall have been implemented.	
3. Clean Water and Sanitation	MI	CUS	CEIPSC NSTP SPCO JHS	1	1	1	1	1	By the end of Year 5, at least 5 clean water and sanitation-related activities shall have been conducted.	
4. Tree-growing and site clearing activities	MI	CUS	CEIPSC NSTP PPPDMO SPCO GSD JHS	GSD=175 JHS=660 College=327	GSD=175 JHS=660 College=327	GSD=175 JHS=660 College=327	GSD=175 JHS=660 College=327	GSD=175 JHS=660 College=327	By the end of Year 5, 5,810 trees shall have been planted and sustained/maintained	
Disaster Risk Reduction Program	MI	CUS	CEIPSC SHS NSTP SPCO	1	1	1	1	1	By the end of Year 5, at least five extension activities on DRRM trainings/capacitation shall have been conducted	
Health and Wellbeing Promotion Program	MI	CUS	CEIPSC SHANS NSTP	1	1	1	1	1	By the end of Year 5, at least five extension activities on medical mission activities shall have been conducted	