I. Educational events that are free and open to the public

A. CIVIC EVENTS
1. Community-Based Forum on the Rights of the Indigenous Peoples
2. HIV/ AIDS Awareness and Education Seminar
3. Project CARE: Climate Adaptation and Resilience through Education (A Webinar)
4. SAB-STEH Financial Literacy Seminar: Empowering Financial Wellness for A Secure Future (Part 1)
5. Personal Finance Seminar (Part 2)
6. Seminar on Empowering Financial Awareness: Building a Secure Future through Smart Money Management
7. Project BUKLAT: Books to Uplift Knowledge, Literacy, and Transformation and Feeding Program
8. Literacy and Values Formation Activities for IP Learners
9. Pinta Eskwela: Mural Painting and Feeding Program
10. Interfaith Service and Literacy

B. PUBLIC SERVICE
1. SMU-HTM Book Donation Drive
2. Project Kamay-Aral: Sign Language Caravan
3. SHANS Medical Mission
4. FosterSHANS: Where kids flourish (Health Education and Outreach Activity)
5. Feeding Program at Villa Par Pale Elementary School
6. Blood Typing Drive: Collaboration in Action
7. Nourishing Hearts, Planting Futures (Tree Planting and Feeding Program)
8. Adopt a Tourist Site: Clean-up Drive and Assessment
9. Adopt-a-Tourist-Site Program: Donation of Solar Street Lights
10. Project *Punhog* (Water Tank Donation and Installation)

II. Events that are charged or involved minimal fees and open to the public

A. PUBLIC PERFORMANCE
1. ADAMO Marian Music Festival: A Concert for a Cause

B. INTER-SCHOOL QUIZ BEE
1. 3rd Nueva Vizcaya History Quiz Bee

I. Educational events that are free and open to the public

A. CIVIC EVENTS

1. Community-Based Forum on the Rights of the Indigenous Peoples

NARRATIVE REPORT

SDG: 4 – Quality Education
16 – Peace, Justice and Strong Institutions
Title of Activity: Community-Based Forum on the Rights of the Indigenous Peoples
Date/Time: October 22, 2024
Venue: Sacred Heart Center, Saint Mary's University
Organizers: CEIPSC: Dr. Christopher Allen S. Marquez (CEIPSC)
SSPD: Dr. Kenneth L. Maslang (SSPD)
Objectives: 1. To facilitate dialogue between Indigenous communities and Marian employees and students regarding the local challenges, particularly regarding land rights, cultural preservation, and access to social services;
2. To highlight the role of the academe in preserving and revitalizing Indigenous cultures to ensure the transmission of cultural heritage to future generations.
Beneficiaries (if any):
Participants: Indigenous community members, Representatives from the National Commission on Indigenous Peoples (NCIP), Indigenous Peoples Mandatory Representatives (IPMRs), culture bearers and 250 SMU Students and 10 Faculty Members

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A. Highlights of the Activity:

The Community-Based Forum on the Rights of Indigenous Peoples, held on October 22, 2024, at the Sacred Heart Center, was a successful and meaningful event that brought together Indigenous community members, representatives from the National Commission on Indigenous Peoples (NCIP), Indigenous Peoples Mandatory Representatives (IPMRs), culture bearers, and the academic community of Saint Mary's University. The forum focused on increasing awareness of Indigenous struggles and rights, particularly in areas such as land ownership, human rights, and cultural preservation, while providing a venue for dialogue and mutual understanding.

Key presentations and storytelling sessions were delivered by Indigenous leaders and advocates who shared their cultural experiences, heritage, and ongoing challenges. These discussions emphasized the importance of enforcing legal protections for Indigenous communities and highlighted the role of educational institutions in fostering inclusivity and cultural pride through curricula and support for Indigenous students. The interactive nature of the forum allowed participants to engage directly with community leaders, raising questions about practical legal enforcement and academic involvement.

The forum successfully enhanced awareness of Indigenous rights, strengthened relationships between Saint Mary's University and Indigenous communities, and reaffirmed a collective commitment to advocacy and cultural preservation. It concluded with a call to action, encouraging continued collaboration, dialogue, and educational efforts to protect and uplift Indigenous voices. The organizers expressed gratitude to all participants and pledged to sustain the momentum for future initiatives promoting inclusivity and Indigenous empowerment.

B. Summary of the Activity Evaluation

c/o CEIPSC

C. Appendices

1. **Attendance Sheet (scanned)**

   c/o CEIPSC

2. **Program of Activities**



3. Photo Documentation







Prepared by:

DR. KENNETH L. MASLANG
SoGS Faculty In-Charge

2. HIV/ AIDS Awareness and Education Seminar

NARRATIVE REPORT

SDG: **SDG (3) Good Health and Well-being**
Title of Activity: **HIV/AIDS AWARENESS AND EDUCATION SEMINAR**
Date/Time: February 1, 2025 8:00 - 11:00 AM
Venue: Fr. Tonus Gymnasium
Organizers: NSTP Office
Objectives: To educate participants about the nature, transmission, and prevention of HIV/AIDS.
To encourage advocacy and support for people living with HIV/AIDS.
Beneficiaries (if any):
Participants: NSTP Facilitators, Students, PHO Officers

A. Highlights of the Activity

In compliance with Republic Act 11166, also known as *An Act Strengthening the Philippine Comprehensive Policy on Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) Prevention, Treatment, Care, and Support, and Reconstituting the Philippine National AIDS Council (PNAC)*, and CHED Memorandum Orders No. 16, Series of 2000, and No. 37, Series of 2001, which mandate the integration of HIV/AIDS education into the tertiary education curriculum, we aim to incorporate education on HIV/AIDS and other sexually transmitted infections (STIs)—including prevention, treatment, and health promotion—into the National Service Training Program (NSTP).

In this regard, the NSTP Office organized an HIV/AIDS Awareness and Education Seminar to equip students with essential knowledge about this pressing societal issue.

The seminar commenced with a solemn prayer, followed by the singing of the National Anthem and the Saint Mary's University Hymn. Mr. Renz Gabriel R. Iubay warmly welcomed the guest speakers, Madam Clavel Subayno and Sir Bryan Voltaire Iannu.

Madam Clavel Subayno delivered an insightful discussion on sexually transmitted infections (STIs). She elaborated on the different types of STIs, including gonorrhea, syphilis, herpes, and other related infections. She explained how these diseases are acquired, emphasizing the modes of transmission, such as unprotected sexual contact, sharing of contaminated needles, and mother-to-child transmission during childbirth. Furthermore, Madam Subayno highlighted the preventive measures, such as practicing safe sex, regular STI screenings, maintaining proper hygiene, and the importance of early diagnosis and timely treatment to prevent complications.

The significance of Madam Clavel's discussion lies in raising awareness about the serious health risks posed by STIs if left untreated. By providing accurate information and addressing common misconceptions, she empowered students to make informed decisions regarding their sexual health. Her talk served as a crucial reminder of the role of education in reducing stigma, promoting healthy behaviors, and encouraging responsible practices among the youth.

On the other hand, Sir Bryan Voltaire Iannu focused on HIV/AIDS awareness, prevention, and treatment. He provided a brief yet comprehensive explanation of what HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immune Deficiency Syndrome) are, detailing how these conditions are transmitted. He emphasized that HIV can be acquired through unprotected

sexual contact, sharing of contaminated needles, transfusion of infected blood, and from mother to child during pregnancy, childbirth, or breastfeeding.

Sir Bryan highlighted key preventive strategies, including the consistent use of protection during sexual activities, regular HIV testing, avoiding the sharing of needles, and promoting awareness about safe practices. For individuals already living with HIV, he discussed available treatment options, particularly antiretroviral therapy (ART), which helps manage the virus, improve the quality of life, and prevent the progression to AIDS.

Importantly, Sir Bryan also discussed the legal protections for individuals living with HIV, referencing laws that safeguard their rights. He underlined the importance of access to healthcare services and government support, stressing that HIV treatment is free in the Philippines. Moreover, he reassured participants that individuals receiving treatment can maintain their anonymity and confidentiality, reducing the stigma often associated with the condition.

The seminar also included an open forum, where students had the opportunity to raise their questions and express their opinions regarding the topics discussed. This interactive segment allowed for a deeper understanding of HIV/AIDS and STIs, as students actively engaged with the speakers, clarifying their concerns and sharing their insights.

To formally recognize the valuable contributions of the guest speakers, a Certificate of Appreciation was presented to Madam Clavel Subayno and Sir Bryan Voltaire Iannu by Mr. Renz Gabriel R. Iubay.

The seminar concluded with a solemn prayer led by Mrs. Rose Marie Paned, fostering a reflective and heartfelt end to the meaningful event.

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	4.72	0.52	Very Satisfactory
2. Relevance of the Topics:	4.73	0.53	Very Satisfactory
3. Trainers/Facilitators/Speakers Effectiveness 1	4.68	0.56	Very Satisfactory
Trainers/Facilitators/Speakers Effectiveness 2	4.73	0.53	Very Satisfactory
Trainers/Facilitators/Speakers Effectiveness 3	4.66	0.61	Very Satisfactory
4. Management	4.62	0.63	Very Satisfactory
5. Venue conduciveness	4.59	0.64	Very Satisfactory

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)

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

- The majority expressed that all topics covered in the seminar were important or most important to them.
- Many specifically emphasized Disaster Risk Reduction and Management (DRRM) as crucial.

- Commonly highlighted topics include disaster preparedness, mitigation and prevention, and what to do before, during, and after disasters.
- Specific disaster types frequently mentioned were floods, landslides, earthquakes, cyclones, and storms, especially those relevant to their local area or personal experience.
- Several respondents valued learning about disaster causes, risks, and safety measures.
- Some found the real-life experiences of rescuers and emergency management phases (mitigation, preparedness, recovery) particularly impactful.
- A few noted the importance of learning about relevant laws such as Republic Act 10121 related to disaster management.

Overall, the focus was on practical knowledge that helps individuals and communities be better prepared and protected during natural disasters.

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

- The vast majority of respondents said none or N/A, meaning all topics were important to them.
- Many emphasized that every topic is relevant and useful, especially because the seminar focuses on saving lives and disaster preparedness.
- A few mentioned specific disaster types like tsunami, flood, typhoon, tropical cyclone, earthquake, and duck cover and hold, but only in passing or as something less important — yet still recognized as relevant.
- One comment highlighted discomfort with graphic images shown without warning, but still found the overall seminar okay.
- A few expressed being already familiar with some risks due to prior learning, but still did not discount their importance.

Overall, the consensus is that no topic should be considered least important since all parts contribute to understanding disaster risks and preparedness.

Suggestions:

- Most people said "None" or "N/A" — many felt the program was good or already perfect.
- Some asked for better organization, like:
  - Coordinating student seating and program flow.
  - More organized seating arrangements.
  - Informing participants ahead about possible conflicts (e.g., venue availability).
- Improving visuals and readability:
  - Larger font sizes and clearer text on slides.
  - Use both projector screens.
  - Better color contrast for fonts.
- Requests for more engaging activities and enthusiastic emcees.
- A few suggested providing snacks.
- Giving out flyers or handouts for better note-taking or review.
- Comments encouraging the team to keep up the good work.

Overall, the main actionable points are about clarity of presentation, better coordination, and some added engagement — but mostly positive feedback!

C. Appendices

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



Document Code	EOMS-QAO-FO-010, Rev. 00
Effectivity Date	2024/12/08
Page/s	Page 5 of 5

3. **Photo Documentation**






Prepared by:

MRS. REJEAN ANN P. VALENTIN
Staff, NSTP Office

Noted by:

MR. DOMINGO T. GUNTALILIB JR.
Head, NSTP Office

3. **Project CARE**: **C**limate **A**daptation and **R**esilience through **E**ducation (A Webinar)

NARRATIVE REPORT

SDG: 4: Quality Education; 13: Climate Action
Title of Activity: **Project CARE**: **C**limate **A**daptation and **R**esilience through **E**ducation (A Webinar)
Date/Time: May 4, 2024 – 10:00am to 12:30pm
Venue: Saint Mary's University via Google Meet
Organizers: Doctor of Philosophy in Science Education
Issues and Trends in Science Education
(EDSC 303)
Objectives:

Climate change is one of the most pressing challenges worldwide, affecting ecosystems, economies, and human well-being on multiple aspects. Regarding this, education is crucial for addressing these effects and equipping future generations, as it helps raise awareness, encourages adaptive strategies, mitigations, and builds resilience. Hence, this report details the initiatives and results of a recently concluded webinar that focused on enhancing climate adaptation and resilience through education.

This program entitled, *"**Project CARE**: Climate Adaptation and Resilience Through Education"* was conducted on May 4, 2025 (Sunday), targeting students, teachers, the community, and other stakeholders. Furthermore, this webinar served as a platform to spread awareness and information about climate change in the hope to integrate it in education.

Specifically, this webinar aimed to:

1. increase awareness and understanding of the causes of climate change and its environmental impacts;
2. highlight the role and importance of education in climate change adaptation and building resilience;
3. share best practices and innovative strategies in integrating climate change in community or school programs; and
4. uphold sustainable practices within schools and communities.

Beneficiaries:

The webinar participants were the beneficiaries from this activity through the shared knowledge by the speaker regarding climate change adaptation and resilience.

Participants:

Participants of this webinar were the PhD Science Education major in Mathematics and Biology students, teachers, stakeholders, community members.

A. Highlights of the Activity:

Considering the increasing climate-related challenges affecting communities worldwide, the students of Doctor of Philosophy in Science Education in Mathematics Students of Issues and Trends in Education (EDSC 303) course, led by Dr. Analyn A. Guevarra, Head of the Health & Natural Sciences and Mathematics Cluster in the School of Graduate Studies, hosted a timely and informative webinar titled, "**Project CARE: Climate Adaptation and Resilience Through Education**", on May 4, 2025, via Google Meet, in celebration of the Earth Day 2025. This online event aimed to deepen understanding of climate change impacts and promote education as a tool to empower individuals and communities to adapt, respond, and build resilience.

The activity started with the singing of the National Anthem and the Saint Mary's University Prayer, through an audio-visual presentation. Ms. Jaycee D. Udanga, the moderator of the webinar, warmly welcomed the participants and introduced the session's objectives. Dr. Mayvelyn S. Covita, the Dean of the School of Graduate Studies, delivered her Opening Remarks, highlighting the importance of education in adapting and building resilience to climate change. She then encouraged everyone to be informed about the topic to recognize the risks that may be faced and take actions to reduce vulnerability. Indeed, education plays a crucial role to respond to climate change.

Ms. Udanga introduced the keynote speaker, Dr. Bondee L. Peñaflor of Isabela State University Cabagan-Garitas Campus. He gave an insightful overview of climate change, emphasizing the science of climate change, its impacts, responses and actions, and shared the best practices in ISU Cabagan Campus. Dr. Peñaflor stressed that the earth is now experiencing the *"global boiling"* because of the emission of greenhouse gases that are trapped in the earth's atmosphere. He gave a comprehensive information about how man-made sources contribute to the increase of temperature. After giving the details of the causes of climate change, the speaker introduced the global and local trends, how climate change is being felt in the Philippines, its adverse impacts to the biodiversity, and what mitigations or solutions to offer to reduce the risks of vulnerability of climate change. He then highlighted how schools can be catalysts of change by fostering climate awareness and resilience-building habits. To end his talk, the speaker presented his composed poem conveying how we partake in the preservation of the planet.

The open forum was participated by Ms. Grethen C. Tuquilar, Mr. Jayson Joe P. Salamida, Mr. Somerson J. Kis-ing, and Ms. Lynjane C. Tabelisma. In summary, they agreed that climate change is felt in different ways. In uplands and lowlands, changes in temperature are evident, causing problems among humans, plants, and animals. In some ways, their schools lay out mitigation plans to be prepared for the typhoons, floods, and other natural disasters. Schools manifest that they build a foundation for long-term resilience such as clean-up drives, tree planting, and proper waste management. However, it cannot be denied that there are still problems regarding waste management or disposals, especially in urban schools.

The webinar went on smoothly. The meaningful topic gave the participants motivation to actively engaged in the discussions. The speaker left a significant learning through his comprehensive delivery of the topic. Everyone agreed on the urgency to unite for the preservation of the planet. As ways forward, the topic delivered was subjected for sharing in the participants' respective schools and for sustainable development.

Indeed, the webinar was successfully conducted and ended with a Closing Remarks by Mr. Christopher D. Julian, commending the active participants and able speaker, followed by a closing prayer by Ms. Jaycee D. Udanga, the moderator of this webinar.

B. Summary of the Activity Evaluation

Monitoring and Evaluation (M & E) Analysis

Satisfaction Level of Participants of the Session
Scale of Evaluation: 1.00 – 1.50 – Very Dissatisfied; 1.51 – 2.50 – Dissatisfied; 2.51 – 3.50 – Neither Satisfied nor Dissatisfied; 3.51 – 4.50 – Satisfied; 4.51 – 5.00 – Very Satisfied

Table 1
Level of Satisfaction of the Participants of the Session

Indicators	Mean	SD	Description
1. Mastery of Subject Matter	5.00	0.00	Very Satisfied
2. Time Management	4.69	0.48	Very Satisfied
3. Appropriateness of Learning Methodologies	4.62	0.77	Very Satisfied
4. Clearly defined objectives	4.77	0.44	Very Satisfied

5. Usefulness of training in current jobs	4.92	0.28	Very Satisfied
6. Relevance of the topics	4.92	0.28	Very Satisfied
7. Professional Conduct	4.69	0.63	Very Satisfied
Overall	**4.80**	**0.34**	**Very Satisfied**

As shown in Table 1, the participants were very satisfied with the speaker's mastery of topic/ subject matter (M=5.00, SD=0.00), time management (M=4.69, SD=0.48), appropriateness of learning methodologies (M=4.62, SD=0.77), clearly defined objectives (M=4.77, SD=0.44), usefulness of training in current jobs (M=4.92, SD=0.28), relevance of the topics (M=4.92, SD=0.28), and professional conduct (M=4.69, SD=0.63).

Overall, it yielded an average of 4.80 (SD=0.34) or qualitatively described as "Very Satisfied". This also implies that the speaker has met the session's objectives and facilitated the session very well.

Agreement Level of Participants of the Session

Scale of Evaluation: 1.00 – 1.50 – Strongly Disagree; 1.51 – 2.50 – Disagree; 2.51 – 3.50 – Neutral; 3.51 – 4.50 – Agree; 4.51 – 5.00 – Strongly Agree

Table 2 revealed the evaluation of the participants to the management of the session.

Table 2
Level of Agreement of the Participants of the Session

Indicators	Mean	SD	Description
1. The seminar workshop met my expectation.	4.85	0.38	Strongly Agree
2. The information was important.	4.69	0.63	Strongly Agree
3. I will be able to apply the knowledge learned.	4.69	0.63	Strongly Agree
4. The speaker is knowledgeable in his/her topic.	4.85	0.38	Strongly Agree
5. The used medium of discussion throughout the lecture is good and understandable.	4.85	0.38	Strongly Agree
6. There is an adequate time provided for questions and discussions.	4.69	0.63	Strongly Agree
Overall	**4.85**	**0.48**	Strongly Agree

It can be seen from Table 2 that the participants strongly agreed that the webinar met their expectations (M=4.85, SD=0.38), the information was important (M=4.69, SD=0.63), they will be able to apply the knowledge learned (M=4.69, SD=0.63), the speaker was knowledgeable of the topic (M=4.85, SD=0.38), the used medium of discussion throughout the lecture was good and understandable (M=4.85, SD=0.38), and there was an adequate

time provided for questions and discussions (M=4.69, SD=0.48). The webinar obtained an overall rating of 4.85 (SD=0.48), also indicating that the webinar was excellent.

Furthermore, the participants' comments for the sessions are as follow:

What do you like the MOST about the webinar

- *I liked how informative and comprehensive the session was.*
- *I liked the discussion and the talk of the speaker (as a whole).*
- *I liked the indicated programs to mitigate climate change.*
- *I am enlightened about the scientific explanation on climate change.*
- *What I liked most about the webinar was how informative and engaging it was. The speaker explained real-time issues in a clear and practical way, and I appreciated the opportunity to learn new insights that I can apply not only on my work but in my daily life.*

What do you like the LEAST about the webinar?

- *The technical difficulty/ glitches, which are usual during webinar.*
- *Although time management, because it extends beyond lunch time, I was well-informed about climate change.*

Other Takeaways/Comments/Suggestions

- *I commend Dr. Bondee for such an inspiring speaker. His sharing was very timely and impactful. Kudos!*
- *It's not Global Warming, it's already global boiling.*
- *The speaker shared very informative facts about the topic.*
- *Congratulations! Excellent speaker!*
- *Thank you so much for this relevant webinar!*
- *More webinars to be conducted*
- *Global Boiling is alarming.*

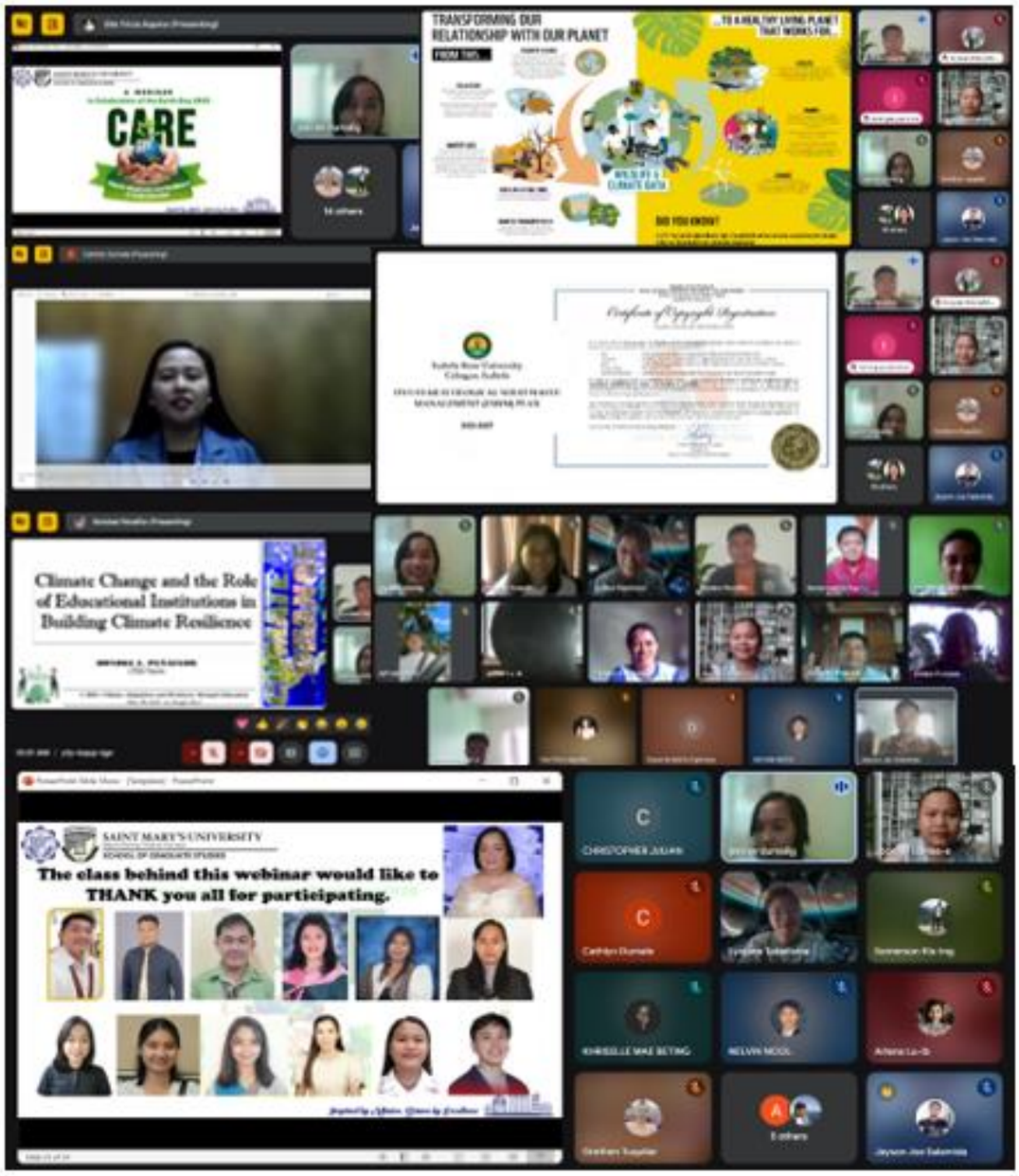
C. Appendices

1. Attendance Sheet
2. Program of Activities



Date	Activity	Person/s Involved
I. Pre-Implementation		
March to May 2025	*Planning and Conceptualization of the Webinar*	**Dr. Analyn A. Guevara EDSC 303 Students**
March 22, 2025	*Meeting and Orientation*	**Dr. Analyn A. Guevara MATH 331 Students**
April 10 to May 2, 2025	*Meeting and Preparation of Materials*	**MATH 331 Students**
April 21 to May 2, 2025	*Invitation of Participants and Dry run*	**Dr. Analyn A. Guevara EDSC 303 Students**
II. Implementation		
May 4, 2025	*Webinar*	**Dr. Analyn A. Guevara EDSC 303 Students**
	Evaluation and Distribution of E-Certificates	**Participants EDSC 303 Students**
III. Post-Implementation		
May 2025	*Completion and Submission of Narrative Report*	**Dr. Analyn A. Guevara EDSC 303 Students**

3. Photo Documentation



Prepared by:

EDSC 303 Class

4. SAB-STEH Financial Literacy Seminar: Empowering Financial Wellness for A Secure Future (Part 1)

SMU - Community Engagement and Indigenous Peoples Studies Center's Post

SMU - Community Engagement and Indigenous Peoples Studies Center
November 6, 2024 ·

SAB-STEH Financial Literacy Seminar: Empowering Financial Wellness for a Secure Future

A collaborative seminar-workshop, titled Empowering Financial Wellness: Building a Secure Future through Smart Money Management, was successfully organized by the School of Accountancy and Business (SAB) – Department of Business and Office Administration and Entrepreneurship, in partnership with the School of Teacher Education and Humanities (STEH) – Mathematics Department last October 16, 2024. The event took place in Barangay Osmeña, Solano, Nueva Vizcaya, with a total of 51 residents in attendance.

The seminar was led by students currently enrolled in the Personal Finance course, with support from the Students United Mathematics Organization (SUM), who facilitated interactive activities for each topic. The primary goal of the seminar was to raise awareness about the significance of personal financial management and its impact on daily life, empowering participants to make informed decisions for a secure financial future.

The event featured insightful lectures and practical workshops aimed at providing residents with essential knowledge and tools for effective budgeting, saving, investing, and debt management. By the end of the seminar, attendees gained a deeper understanding of the key principles of financial literacy, helping them take the first steps toward achieving long-term financial wellness.

This initiative not only underscored the importance of financial education in empowering communities but also highlighted the collaborative efforts of the SAB and STEH Departments to support and uplift the local community through knowledge transfer and skill-building.

#SDG1NoPoverty
#SDG11SustainableCitiesandCommunities
#SDG17partnershipsforthegoals
#ServiceAboveSelf
#InspiredByMission
#DrivenByExcellence




SAINT MARY'S UNIVERSITY
Benefits of Budgeting
Inspired by Mission, Driven by Excellence


SAINT MARY'S UNIVERSITY
BUDGETING
Inspired by Mission, Driven by Excellence


SAINT MARY'S UNIVERSITY
Inspired by Mission, Driven by Excellence
1 NO POVERTY
11 SUSTAINABLE CITIES AND COMMUNITIES
17 PARTNERSHIPS FOR THE GOALS


SAINT MARY'S UNIVERSITY
Inspired by Mission, Driven by Excellence
1 NO POVERTY
11 SUSTAINABLE CITIES AND COMMUNITIES
17 PARTNERSHIPS FOR THE GOALS

5. Personal Finance Seminar (Part 2)

Narrative Report on the Personal Finance Seminar at Brgy. Uddiawan, Solano, Nueva Vizcaya

Project Title:	Personal Finance Seminar at Brgy. Uddiawan, Solano, Nueva Vizcaya Theme: "Empowering Financial Wellness: Building a Secure Future through Smart Money Management."
Date:	December 4, 2024 (Wednesday)
Time:	7:30-11:30 AM
Team Composition:	
Lead Organizer:	Mrs. Gayle R. Mercado
Project Staff/Members:	5 Faculty of SAB and STEH 21 Students enrolled in FM 1BA and MM 102Ba (Personal Finance) 8 Officers of Students United in Mathematics
Beneficiaries	64 4Ps Beneficiaries of Barangay Uddiawan, Solano, Nueva Vizcaya

Narrative

Introduction

On December 4, 2024, the 1st-year Business Administration and Student United in Mathematics students of Saint Mary's University conducted a lecture-seminar on personal finance for the 4Ps beneficiaries of Barangay Uddiawan, Solano, Nueva Vizcaya, with the guidance of Mrs. Gayle R. Mercado, and Dr. Rowena A. Rivera. The event aimed to help the community make informed financial decisions for a secure future. The presentation covered three essential topics: Investing for Beginners, Emergency Funds, and Retirement Planning. The seminar started with a prayer; everyone sang the National Anthem and the university song. This set a respectful mood for the event.

The first speakers talked about Investing for Beginners. They explained how investing can make money grow over time with careful planning. They introduced basic investments like stocks and mutual funds. They also advised starting small and being careful with risks. The participants, which included children, adults, and seniors, were very interested in taking notes and asking questions. To make this part more fun, the Math Department organized a game about investing, and winners received gifts, making everyone happy. Snacks were also provided, making the session both fun and informative. Before the next part, one student sang a song, adding energy to the program. A talk on Emergency Funds followed this. The presenters described an emergency fund as money for unexpected medical bills or urgent repairs. They suggested saving enough to cover three to six months of living expenses and gave tips on saving even on a tight budget. After this, the participants danced together, which made the atmosphere lively and joyful. Even the teachers and DSWD staff joined in, creating a sense of fun and togetherness.

The last speakers discussed Retirement Planning. They highlighted the need to prepare for the future to ensure financial security in older age. Key points included starting early, having clear goals, and using retirement accounts to create a comfortable life later. The audience was keen to learn, realizing that planning now can lead to a relaxed and secure future. After the talks, they handed out evaluation forms to get feedback from the participants. Some people, especially those who had trouble reading, needed help, like the lady with poor eyesight, and received assistance. Thanks to the presenters and the Math Department, everyone got their needed help. They held a Christmas gift raffle for those who filled out the evaluation forms to wrap up the seminar. Winners were thrilled to receive prizes like soaps and food packs, adding excitement to the day and encouraging more people to participate.

In conclusion, the seminar was a great success. It gave participants useful knowledge and tools to handle their finances better, helping them make smart choices about investing, saving for emergencies, and planning for retirement. The smiles and gratitude from the attendees showed how much they appreciated the information they shared. Even with challenges, like helping those with the evaluation forms, it was heartwarming to know they made a positive difference in the lives of people in Barangay Uddiawan.

Documentation







SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
COMMUNITY ENGAGEMENT AND INDIGENOUS PEOPLES STUDIES CENTER

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Revision	03
Effectivity Date	2024/08/01
Page/s	Page 3 of 4





Prepared by:	**Mrs. Gayle G. Mercado, MPA, MBA** *Instructor, FM 1BA and MM 102Ba (Personal Finance)*
Date Submitted:	December 11, 2024

Note:
*Append the list of extensionists/participants
*Append the list of absences

6. Seminar on Empowering Financial Awareness: Building a Secure Future through Smart Money Management

Junior Financial Executives - SMU's Post

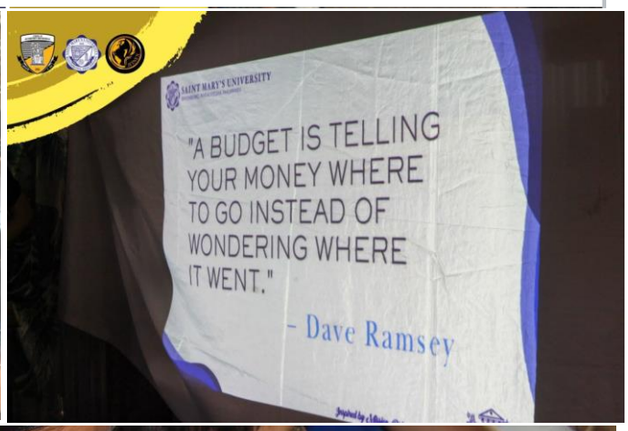
Junior Financial Executives - SMU
April 2, 2025 ·

"Empowering Financial Awareness: Building a Secure Future through Smart Money Management"

Held in Kakilingan, this impactful seminar was led by passionate Financial Management and Marketing Management students who shared their knowledge and expertise on managing finances wisely. Through insightful lectures and practical tips, participants were equipped with the essential tools to make informed financial decisions, achieve stability, and secure a brighter future. Together, we are building a financially literate community, one step at a time!

#budgeting
#MagIPON
#FinancialSuccess
#financialfreedom












SAINT MARY'S UNIVERSITY
ANO ANG UTANG?
- Ito ay isang pinansyal na obligasyon sa ibang tao o institusyon.
• Inutang sa tindahan
• Pautang sa kaibigan o kamag-anak
• Utang sa banko
• Hindi pa bayad na bills
Inspired by Mission, Driven by Excellence

7. Project BUKLAT: Books to Uplift Knowledge, Literacy, and Transformation and Feeding Program

SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
SCHOOL OF TEACHER EDUCATION AND HUMANITIES
DEPARTMENT OF PROFESSIONAL EDUCATION

Narrative/Documentation Report

Project Title:	Project BUKLAT: Books to Uplift Knowledge, Literacy, and Transformation and Feeding Program
Date:	March 26, 2025
Time:	1:00 pm – 5:00 pm
Team Composition:	
Lead Organizer:	Education Central Board of Students and BEEd 137 Class
Project Staff/Members:	Education Central Board of Students Officers BEEd 137 Class Professional Education Faculty
Prepared by:	Jamie Lee Carlos, BSED 3
Beneficiaries:	86 pupils of Gov. Juan Manzano Sr. Elementary School

Narrative

The Education Central Board of Students (ECBS), in collaboration with the BEEd 137 class from the Professional Education Department of the School of Teacher Education and Humanities, successfully conducted the third Project BUKLAT (Books to Uplift Knowledge, Literacy, and Training), along with a feeding program, at Gov. Juan Manzano Elementary School, a multigrade institution located in Unoc, Naghtin, Villaverde, Nueva Vizcaya, on March 26, 2025.

The joint outreach projects aimed to support the literacy and learning needs of pupils. Specifically, the initiatives sought to establish a book donation drive to provide pupils with additional reading materials, promote literacy and learning engagement, conduct a feeding program, and encourage community involvement in supporting education.

This activity also provided an avenue for the BEEd 137 (Teaching Multigrade Classes) class to gain firsthand experience and knowledge about organizing and managing a multigrade class through classroom observation and interviews with the multigrade teachers.

The beneficiaries of the projects were the 86 pupils of Gov. Juan Manzano Sr. Elementary School. The multigrade teachers, the head teacher, parent officials, and parents were also present.

A significant number of books and school supplies were donated and distributed to the pupils. The feeding program was successfully carried out, ensuring that the learners received proper nourishment. The project fostered a sense of community service and highlighted the importance of collective efforts in enhancing the educational experience of pupils in a multigrade learning environment.

The BEEd students had classroom observation. They also interviewed the teachers regarding their work as a multigrade teacher. This allowed them to gain insights into the unique classroom setting of the school, highlighting the challenges and innovative approaches employed by the teachers.

To foster literacy and support young learners in a multi-grade setting, the BEED students engaged the pupils in a storytelling session. Beaulah Pascua and Daureal Valera, actively involved the pupils by asking questions related to the story They asked the children to read with them and emphasized value-laden questions in the interaction.

Before the program commenced at 3:00 PM, the BEEd students and ECBS officers distributed macaroni soup and juice to the pupils. With the assistance of Madam Diana, the BEEd students provided the necessary ingredients, while she coordinated with some parents to prepare the meal.

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DEPARTMENT OF PROFESSIONAL EDUCATION

Documentation





Group Picture of Project BUKLAT Organizers and Beneficiaries













Classroom Observation and Storytelling Session

8. Literacy and Values Formation Activities for IP Learners

SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
COMMUNITY ENGAGEMENT AND INDIGENOUS PEOPLES STUDIES CENTER

Document Code	SUMS-EIP-FO-007, Rev. 00
Effectivity Date	2024/12/08
Page/s	1 of 2

Narrative/Documentation Report

Project Title:	Literacy and Values Formation Activities for IP Learners	
Date:	April 30, 2025	
Time:	8:00am-12:00nn	
Team Composition:		
Lead Organizer:	Laurice Kaye P. Laguinday	
Project Staff/Members:	Guisanne Sapinoso	Mary Ramos
	Hajjie Ferrer	Ruthie Mae Padilla
	Irish Luansin	Code 4100 GPIC students

Narrative

A Morning of Learning and Community Care in Masina, Bagabag

Students from various departments embarked on a community outreach activity to Masina, Bagabag to provide valuable services and engage with residents.

The day began around 8 AM with the nursing students promptly taking vital signs of parents and elders, ensuring their well-being was a priority.

Simultaneously, education and engineering students gathered the children for a storytelling session. The children were divided into two groups, primary and intermediate, to accommodate different reading levels, with engaging stories read from two separate books. As the stories unfolded, instructors from the STEH Department prepared snacks for the participating children. Meanwhile, the nursing students shifted their focus to the elders, discussing crucial topics such as proper hygiene and proper waste segregation.

Around 9 AM - 10 AM, everyone gathered for a community snack, enjoying porridge prepared by the local residents – a true testament to community spirit. After the refreshing break, the nursing students distributed hygiene kits to everyone, further promoting health and well-being. The successful and enriching morning concluded around 11:30 AM as the students traveled back to Bayombong, leaving behind a positive impact on the community of Masina, Bagabag.

Documentation



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Prepared by:	*Guisanne P. Sapinoso*
Date Submitted:	*May 15, 2025*

9. Pinta Eskwela: Mural Painting and Feeding Program

Narrative/Documentation Report

Project Title:	Pinta Eskwela: Mural Painting and Feeding Program
Date:	March 5, 2025
Time:	7:00-12:45 PM
Team Composition:	
Lead Organizer:	Ar. Giancarlo Cenon C. Mendoza, UAP
Project Staff/Members:	Ar. Maerjtz U. Lachica, UAP Ar. Romeo C. Romero, Jr. Ar. Joshua Eliz Hernandez, UAP Ar. Rino Franz U. Gumayagay, UAP Alynna Cassandra L. Morales Mark Dave M. Miranda Gilyn Maraiah Rose V. Cadiente

Narrative

The PintaEskwela is community-driven initiative conducted by the Architecture Department-UAPSA-SMU aimed at enhancing the learning environment through art and creativity. Recognizing the impact of a visually stimulating and school setting, this project aimed to uplift students' morale and promote school learnings, specifically in Math and Science subject. Additionally, the activity emphasized the importance of community engagement, student nutrition, and sustainability to create a holistic approach to educational support.

On March 5, 2025, the Architecture Department, in collaboration with UAPSA-SMU, successfully organized the Pinta Eskwela: Mural Painting and Feeding Program at Cabinuangan Elementary School in Quezon, Nueva Vizcaya. The event was part of the university's Architecture Week 2025 and aimed to promote creativity, positive values, and encourage student and community involvement.

The day commenced with a call time at 7:00 AM, followed by travel to the venue. Upon arrival, the event formally began with an opening prayer led by Ms. Jaimella Claire Sanchez, BSAR5, followed by opening remarks from Ms. Alynna Cassandra L. Morales, Chapter President of UAPSA-SMU. Ms. Jenny Damaso, the school principal of Cabinuangan Elementary School, also delivered a message, welcoming the volunteers and highlighting the significance of the initiative in improving the school environment.

The mural painting commenced at 9:05 AM, engaging 36 participants from the Architecture Department, particularly fifth-year students. Alongside the mural painting, a series of interactive games were facilitated by UAPSA-SMU officers and student leaders, including Ms. Gilyn Cadiente and Ms. Jaimella Claire SanchezThese activities helped create a lively and engaging atmosphere for the elementary students.

At 10:30 AM, the feeding program commenced, organized by UAPSA officers. This initiative aimed to promote better nutrition among students, reinforcing the connection between a healthy diet and academic performance. The program concluded with closing remarks from Ar. Giancarlo Cenon C. Mendoza, UAP-NV Chapter Director for Education and UAPSA-SMU Adviser, followed by a photo opportunity led by Mr. Mark Dave M. Miranda. The participants departed the venue at 12:00 PM, marking the successful completion of the event.
Despite its success, the project encountered some challenges, including logistical constraints related to material availability and time management. Weather conditions also posed minor setbacks, affecting the painting schedule. To address these concerns, follow-up activities will include periodic maintenance of the artwork and potential expansions, such as interactive murals

and student involvement in future designs. Additional efforts will also be made to continue advocating for sustainable feeding programs within the school community.

The data summary for the event is as follows: a total of 36 participants and 6 faculty, all from the Architecture Department. Information regarding the number of donors, recipients, and donations, as well as expenditure details. Overall, the Pinta Eskwela initiative proved to be a meaningful and impactful project, leaving a lasting contribution to the school community. Through continued collaboration and support, similar initiatives can further enrich the learning environment and promote holistic student development.

Documentation



Image 1. Participants and Faculty at the Semi-Finished Mural Painting



Image 2-3. Participants Painting the Science and Directory Wall



Image 4. Participants Painting the Science and Math Wall



Image 5. Faculty and Participants with Students of Cabinuangan ES with their Gifts



Image 6. Faculty and Lead Participants with the Principal (3rd from the Right) of Cabinnuangan ES



Image 7. Participants and Students during the Program



Image 8. Architecture Students Preparing for the Mural Painting



Image 9. Faculty and Architecture Student Participants for the Outreach Program



Image 10. Finished Directory Wall for Cabinnuangan ES



Image 11. Finished Science and Math Mural Painting

Prepared by:	Alynna Cassandra L. Morales
Date Submitted:	March 12, 2025

10. Interfaith Service and Literacy

Narrative/Documentation Report

Project Title:	**Interfaith Service and Literacy**
Date:	May 21, 2025
Time:	7:30 – 11:30 AM
Team Composition:	
Lead Organizer:	Marian Sowers Organization
Project Staff/Members:	15 CFED Faculty Members 9 Marian Sowers Organization Officers
Narrative	

On Wednesday morning, May 21, 2025, we, the MSO officers, together with the CFED faculty of Saint Mary's University, embarked on a mission deeply rooted in love, faith, and service - to bring joy, connection, and learning to the community of Sitio Masina through an outreach program centered on interfaith dialogue.

As we arrived, the peaceful air of Baretbet welcomed us, and the gentle smiles of the people reminded us of Christ's call: "Abide in me as I abide in you. Just as the branch cannot bear fruit by itself unless it abides in the vine, neither can you unless you abide in me" (John 15:4). With this verse as our guiding light, we began the program with an opening song that lifted our spirits and prepared our hearts. The Gospel reading followed—an invitation for all to dwell in love, no matter our faith traditions.

The heart of the outreach came alive in our moments of **sharing**. While some engaged in warm and honest conversations with the adults about their faith and lives, the MSO officers joyfully facilitated activities for the children and high school students. It was beautiful to see laughter and learning bloom under the trees and humble roofs of the sitio. Using a vibrant Big Book Parable, we shared the message of God's love with the children in a way they could see, hear, and feel. We also introduced them to basic **sign language**, teaching them that communication transcends words—and so does love. Their little hands formed signs of praise, and their voices echoed in songs of Christian joy, creating a harmony that touched even the quiet corners of Sitio Masina.

One of the most touching moments came as we handed out school supplies—simple tools, yet powerful seeds of hope and possibility. Their eyes lit up not because of what they received, but because of how they were remembered and loved.

As we said our goodbyes, there was a quiet understanding that something sacred had taken place. "We are not called to do extraordinary things, but to do ordinary things with extraordinary love," said Mother Teresa. And that's what this day was—a collection of small acts done in Christ's love. We left Sitio Masina not just with empty bags, but with hearts full of gratitude and renewed commitment to serve. Indeed, as the theme says, **"Abide in my love, and you shall bear much fruit."** And on this day, we saw the fruits of compassion, connection, and community grow before our very eyes.

SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
COMMUNITY ENGAGEMENT AND INDIGENOUS PEOPLES STUDIES CENTER

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Effectivity Date	2024/12/08
Page/s	2 of 2

Documentation








Prepared by:	*Maple Kaye Bandol*
Date Submitted:	*June 06, 2025*

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

C. PUBLIC SERVICE

1. SMU-HTM Book Donation Drive

Narrative/Documentation Report

Project Title:	SMU-HTM Book Donation Drive
Date:	November 23, 2024 (Saturday)
Time:	11:00 AM-12:00PM
Team Composition:	
Lead Organizer:	Mr. John Michael C. Ibarra, HTM Department Head
Project Staff/Members:	JTHMAP SMU-Chapter Adviser Mr. Neil Aldrin S. Cacal JTHMAP SMU-Chapter Officers 1. Governor: Almyra Joy B. Garcia 2. Vice Governor for External and Extension Services: Nicole Ann A. Belmil 3. Board Member for Tourism Management 3: Luis Arvin G. Mendoza

Narrative

On November 23, 2024, from 11:00 AM to 12:00NN at the Bua Integrated School, Kasibu, Nueva Vizcaya, Mr. John Michael C. Ibarra, SMU-HTM department head, and Mr. Neil Aldrin S. Cacal, CGSP, JTHMAP-SMU Chapter adviser along with the JTHMAP-SMU Chapter officers: Mr. Luis Arvin G. Mendoza – Board Member for Tourism Management 3, Ms. Nicole Ann A. Belmil – Vice Governor for External and Extension Services, and Ms. Almyra Joy B. Garcia – Governor, generously led a meaningful contribution by participating in the book donation drive which aimed to provide reading materials to emerging communities, fostering a love for learning and knowledge.

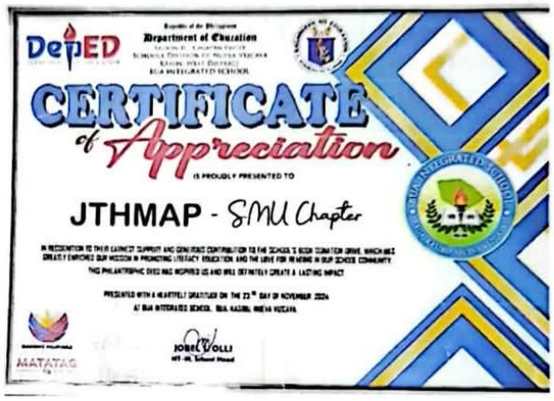
In preparation for the book donation drive, the HTM department, together with its students, actively sought additional donors outside the department to maximize the impact of the initiative. They explored various avenues to identify potential donors, including local businesses, alumni, and other organizations. Furthermore, the department expanded its focus beyond books to include other essential materials that could benefit the students. They identified items such as maps, globes, and whiteboards. These additional materials were carefully selected to enhance the students' learning experience and provide them with valuable tools for exploration and creativity.

The SMU community generously donated over 130 books, carefully selected to cater to various age groups and educational needs. These included grade school textbooks, college references, magazines, maps, and globes. SMU volunteers actively participated in organizing, sorting, and distributing the books, showcasing their commitment to the cause. A memorable highlight of the event was the interaction between JTHMAP SMU-Chapter officers and the teachers from Bua Integrated School. The heartfelt gratitude expressed by the teachers and the awarding of certificates emphasized the significant impact of the initiative. This experience provided the volunteers with a deeper appreciation for the importance of education and community engagement. Other than that, the HTM department also realized a deeper need within the community of Bua Integrated School: the desire for more joy and a stronger sense of community. To address this need, the department, led by Governor Almyra Joy B. Garcia, made arrangements with the school head to organize a Pamaskong Handog event in December. This event aims to bring holiday cheer to the students, promote volunteerism, and foster a sense of belongingness within the community.

The book donation drive was a resounding success, thanks to the generous support of the SMU community, including the Office of the SMU-HTM Department, Mrs. Dorilyn C. Tiongson, Dr. Monaloufel Rosario F. Jasmin, Mrs. Jesusa Ana Maria F. Jacalne, and Mrs. Arianne Daran. By participating in this initiative and planning the upcoming Pamaskong Handog, SMU reinforces its commitment to community service and its mission to inspire, innovate, and influence. The university looks forward to continuing such meaningful endeavors and making a positive impact on the lives of young learners.

Documentation









For more pictures, please check this publication link: https://smu.edu.ph/smu-htm-conducts-book-donation-drive-to-support-literacy-advocacy/?fbclid=IwY2xjawHp3m5leHRuA2FlbQIxMQABHXL8NkTBvkOGwQIeThpk7gN7J0GE82EJqMiMuGrKEpT6og9IQDItxlOqKg_aem_dAYADHQpjgf8MenLS1RSqA

Report by:
ALMYRA JOY B. GARCIA
November 29, 2024

2. Project Kamay-Aral: Sign Language Caravan

Marian League of Pre-Service Teachers's Post

Marian League of Pre-Service Teachers added to the album: **Project KAMAY-ARAL** (...
July 31, 2025 ·

Project KAMAY-ARAL: Sign Language Learning Caravan in collaboration with Marian Voice of



3. SHANS Medical Mission

SMU School of Health and Natural Sciences - SHANS's Post

SMU School of Health and Natural Sciences - SHANS
October 14, 2024 ·

SHANS Hosts Medical Mission at Saint Mary's University

On October 12, 2024, Saint Mary's University hosted a medical mission at Pedro Calungsod Hall, bringing together the School of Health and Natural Sciences (SHANS), the Center for Natural Sciences, healthcare professionals, and volunteers. Dr. Ryan Christopher Buccat stood out for his tireless efforts, embodying the mission's spirit of compassion.

The mission provided free medical consultations, medications, laboratory services, and meals to community members, addressing immediate health concerns and promoting the well-being of the Gonggongob community in Villaverde.

This initiative highlights SMU's commitment to global health goals, particularly SDG 3 (Good Health and Well-being) and SDG 10 (Reduced Inequality). Through collaboration and compassion, the SHANS community extended care and support to those in need.

📷: Dr. Ryan Buccat, Ma'am Melchora Bautista, and Dr. Joman Baliton





4. FosterSHANS: Where kids flourish (Health Education and Outreach Activity)

The Health and Natural Sciences Central Council with the support of the **SMU - Community Engagement and Indigenous Peoples Studies Center** proudly launched FosterSHANS—an initiative dedicated to empowering young minds with proper hygiene and health education through activities and outreach.

To kickstart this mission, the HNSCC, alongside the reigning Mr. and Ms. School of Health and Natural Sciences 2024, engaged with the children of Apad, Bonfal Proper, Bayombong, Nueva Vizcaya on February 9, 2025, through interactive activities and informative sessions.

We extend our heartfelt gratitude to everyone who contributed to this collective effort in shaping a healthier youth. The HNSCC is committed to expanding this initiative, fostering a future where every child thrives—one healthy habit at a time.

#SHANS
#HNSCC
#FosterSHANS












FosterSHANS
Where kids flourish

5. Feeding Program at Villa Par Pale Elementary School

Narrative/Documentation Report

Project Title:	Feeding Program at Villa Par Pale ES
Date:	November 23, 2024
Time:	9:00 AM
Team Composition:	
Lead Organizer:	
Project Staff/Members:	NAP SMU Alumni Batch 1974 STEH
Beneficiaries	Pupils of Villa Par Pale Elementary School

Narrative

On November 23, 2024, the Non-Academic Personnel (NAP) and SMU Alumni Batch 1974 collaborated with the School of Teacher Education and Humanities (STEH), conducted a meaningful outreach activity at Villa Par Pale Elementary School. The event aimed to provide educational support to the pupils of the school, aligning with the United Nations Sustainable Development Goals (SDG) of Quality Education (SDG 4) and Zero Hunger (SDG 2) and Partnership to Achieve the Goals (SDG 17).

The STEH team facilitated engaging activities focusing on Literacy, Numeracy, and Values Formation promoting academic growth and development. In parallel, the NAP and SMU Alumni Batch 1974 organized a feeding activity, providing nutritious meals and snacks to 46 learners. These efforts were designed to enhance the students' well-being and ensure they were physically energized to actively participate in this day's educational sessions.

This outreach initiatives not only addressed the academic needs of the students but also emphasized the importance of their health and values. It was a clear demonstration of the collaborative spirit between the school, alumni, and non-academic personnel, as they worked together to positively impact the lives of the young learners at Villa Par Pale ES, contributing to the achievement of SDG 2, 4 and 17.

Documentation





6. Blood Typing Drive: Collaboration in Action

Philippine Society of Medical Technology Students - SMU's Post

Philippine Society of Medical Technology Students - SMU
March 8, 2025 ·

LOOK: *BLOOD TYPING DRIVE: COLLABORATION IN ACTION*

Today's NSTP Blood Typing Activity was a powerful reminder of what teamwork can achieve! 💪 MedTech students brought their expertise, PHISTMETS officers rallied support, and NSTP participants embraced lifesaving knowledge—proving that unity fuels preparedness.

From swabs to solutions, every step empowered our community to turn awareness into action. Knowing your blood type isn't just science—it's a shield for tomorrow. 🛡️

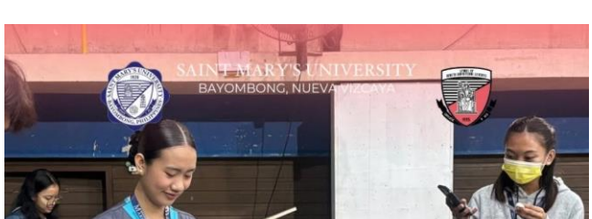
A heartfelt thank you to NSTP and the Medical Laboratory Science Department for partnering in this mission. Together, we build a safer, stronger future. 🌟

Prepared today. Ready for tomorrow. 🩸✨

#phismets_smu
#smu_medlabscie
#bloodtypeheroes
#NSTPforHealth
#CommunityStrong








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ANTI - D
10 ML
SLIDES


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BLOOD TYPING
Hi, I am _____
and my blood type is:
"A small drop of blood holds the power to connect, protect, and save lives-know your type!"


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MICROSCOPE SLIDES
SLIDES

7. Nourishing Hearts, Planting Futures (Tree Planting and Feeding Program)

Philippine Society of Medical Technology Students - SMU's Post

Philippine Society of Medical Technology Students - SMU
April 28, 2025 ·

Nourishing Heart, Planting Futures!

What an unforgettable day as we came together for our dual mission of nourishment and sustainability! Our feeding program brought smiles and filled bellies, while our tree planting initiative allowed us to invest in a greener future.

We believe in the power of community—every meal served and every tree planted represents our commitment to caring for one another and the planet. It was inspiring to see so many people join forces, sharing kindness, knowledge, and laughter.

A heartfelt thank you to all the volunteers, donors, and participants who made these events possible. Your dedication and spirit truly make a difference! Let's continue to support our community and nurture our Earth together. 🌎💚

#FeedingProgram #TreePlanting #CommunityLove #TogetherWeThrive"




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Philippines Society of Medical Technology Students- SMU

8. Adopt a Tourist Site: Clean-up Drive and Assessment

Narrative/Documentation Report

Project Title:	Adopt a Tourist Site: Clean-up Drive and Assessment
Date:	October 19, 2024
Time:	0700H-1200H
Team Composition:	
Lead Organizer:	Mr. Neil Aldrin. S. Cacal, CGSP
Project Staff/Members:	Mr. Mark Ian J. Soriano, CGSP, MSTM, Mr. John Michael C. Ibarra, CGSP, CHP, MSHRM, Mrs. Gayle R. Mercado, Tourism Management 2, Tourism Management 4 and Junior Tourism and Hospitality Management Association of the Philippines- Saint Mary's University Chapter

Narrative

Objectives of the activity:

To assess the site using the DOT Assessment Form and plan for its sustainable development. In Addition, to conduct a clean-up drive on the site during the visit.

Narrative:

The project, "Adopt a Tourist Site: Clean-up Drive and Assessment," was organized to promote environmental stewardship and community engagement by cleaning up Our Lady of Victory and Calvary Hill or also known as Mangkelleb Hill, a local tourist spot in Barangay Ibung, Villaverde. This drive supports the program's goal of fostering eco-friendly tourism and preserving natural attractions. Before departing for Mangkelleb, the entire class of TM2 and TM4, together with their class advisers and JTHMAP-SMU officers, gathered at 7:00 AM for instructions, followed by a prayer led by Mr. John Michael C. Ibarra asking for guidance and safety throughout the activity.

At 8:30 AM, the team departed for the site, utilizing five jeepneys as transportation. Upon arrival at Mangkelleb, the group took class photos to document the event. Participants were then divided into smaller groups, and each was assigned to a specific area of Mangkelleb to clean, ensuring thorough site coverage. After cleaning the designated areas, the team took a short break to rest and enjoy the provided snacks around 10:30 AM. While having the snacks, the TM4 students were tasked to do the TRA or Tourism Rapid Assessment of the Site.

The Adopt-a-Tourist Site: Clean-up Drive and Assessment project aimed to achieve several objectives. It focused on improving the cleanliness and overall appearance of the Mangkelleb site to make it more attractive to visitors and tourists. Additionally, the project sought to evaluate and assess the environmental effects of tourism in the area while providing recommendations for better site maintenance. Furthermore, it emphasized the importance of proper monitoring by the officers of JTHMAP-SMU and those in charge of the area, encouraging them to support sustainable tourism practices actively.

Lastly, it aimed to inspire others to take responsibility for preserving the site for future generations. Furthermore, snacks and transportation were provided as part of the event. Attendance rules required participants to bring cleaning materials, and signed waivers were also necessary to join the activity. After the clean-up, the team performed an environmental assessment to identify areas needing further attention and recorded recommendations for future upkeep.

9. Adopt-a-Tourist-Site Program: Donation of Solar Street Lights

Narrative/Documentation Report

Project Title:	Adopt-A-Tourist-Site Program: Donation of Solar Street Lights
Date:	December 19, 2024
Time:	10:00 am
Team Composition:	
Lead Organizer:	Mark Ian J. Soriano
Project Staff/Members:	Neil Aldrin S. Cacal John Michael C. Ibarra TPC 3- Sustainable Tourism Class (TM2) TMPE 5- Ecotourism Class (TM4) JTHMAP-SMU Chapter Officers
Beneficiaries	Our Lady of Victory-Calvary Hill (aka Mangkelleb Hill)
Narrative	

Saint Mary's University Donated Solar Streetlights to Our Lady of Fatima Parish

On December 19, 2024, the HTM Department of Saint Mary's University made a significant contribution to the community by donating eight (solar streetlights to Our Lady of Fatima Parish in Villaverde. This donation is part of the university's ongoing efforts to support the 'Adopt-A-Tourist-Site' program, specifically benefiting the Our Lady of Victory-Calvary Hill (aka Mangkelleb Hill), a popular tourist and pilgrimage site in the province. Solar streetlights will be installed in the said area to improve the safety and accessibility of the many devotees and pilgrims who visit the site. This initiative aims to provide better lighting along the pathways, creating a more secure and welcoming environment for all who visit.

The initiative was a collaborative effort between two classes: TPC 3 - Sustainable Tourism (BSTM-2) led by Mr. Mark Ian J. Soriano, and TMPE 5 - Ecotourism (BSTM-4) under the guidance of Mr. Neil Aldrin S. Cacal. A total of 84 students worked together on this project, contributing both financially and in terms of time and effort to ensure its success. Right after the turn-over ceremony of solar lights, a round table discussion on future projects such as candlelight making, and other related product development has taken place. The total cost of the solar streetlights amounted to approximately Php 15,000.00, which was raised through the collective efforts of the students.

Rev. Fr. Crispin Costales, parish priest of Our Lady of Fatima Parish, received the donated solar streetlights alongside Mrs. Josefina Esteves, Mrs. Marivic Guadayo, Bro. Johnattan Valdez, and Mrs. Nimfa Martin. The handover ceremony was led by Mr. John Michael C. Ibarra, head of the HTM department, with faculty members Mr. Mark Ian Soriano, Mr. Neil Aldrin S. Cacal, and Mr. John Rey C. Piñera in attendance. Also present were representatives from the Sustainable Tourism and Ecotourism classes and JTHMAP-SMU, including Mr. Giane Mark Serapion, Ms. Mikee Angelique Florendo, and Ms. Sharlene Shayla Opeña.

This donation reflects Saint Mary's University's dedication to sustainable tourism and community development, aligning with the United Nations Sustainable Development Goals specifically SDG 7, SDG 11, and SDG 17. The successful completion of this project is a testament to the department's commitment to the newest HTM tagline; "*We Inspire, We Innovate, and We Influence*".



Picture taken during the exchange of thoughts and ideas about the different projects that can be conducted this coming 2025.



Sir John Rey and Mr. Ibarra opened 1 Solar Street Light for the participants viewing and testing.

Prepared by:	*Mr. Mark Ian J. Soriano and Mr. Neil Aldrin S. Cacal*
Checked by:	*Mr. John Michael C. Ibarra*
Date Submitted:	*December 19, 2024*

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

10. Project *Punhog* (Water Tank Donation and Installation)

SAINT MARY'S UNIVERSITY Bayombong, Nueva Vizcaya, Philippines LINGKOD MARIA COMMUNITY DEVELOPMENT AND ADVOCACY CENTER	Department /Unit Code	LMC-FO-015
	Revision	00
	Effectivity Date	2022/07/01
	Page/s	1 of 2

NARRATIVE/DOCUMENTATION REPORT

Project Title:	Project Punhog
Date:	April 23, 2025
Time:	8:00 AM to 12:00 PM
Team Composition:	ACES-JPICE
Project Leader:	Engr. Candido Joseph T. Rosario Jr.
Project Staff/Members:	Mark Batarao, Adriel Jahaziel Hernaez, and Rachel Ceril
	Residents of Sitio Masina, Barethet, Bagabag, Nueva Vizcaya

Narrative

One of the activities of the Linggo ng Likha at Lingkod 2025 celebration is the he *Project Punhog*, by the School of Engineering, Architecture, and Information Technology (SEAIT) led by Engr. Rosario and volunteer Civil Engineering students, Mark Batarao, Adriel Jahaziel Hernaez, and Rachel Ceril. They visited Sitio Masina, Barethet, Bagabag, Nueva Vizcaya on April 23 to deliver a water tank that will help the residents have a sustainable source of potable water. They also instructed the residents on how the water tank is installed.

Engr. Rosario, gave some instructions to the residents on how and what to do with the water tank. On the other hand, volunteer CE students interviewed some of the residents on how the project will affect their community. They all gave similar answers, *"Mayat tapno maggaka ti panaggala iti danum, para iti ikinaduan"*, "it's good for it will be easier to get water, for everyone".

After instructing the residents on how the water tank works and answering their queries, the team went back to Bayombong(SMU), to conclude and give the report to *SMU - Community Engagement and Indigenous Peoples Studies Center.*

Documentation







Prepared by:	*Engr. Candido Joseph T. Rosario Jr.* *SEAIT Extension Coordinator*
Date Submitted:	*April 28, 2025*

II. Events that are charged or involved minimal fees and open to the public

A. Public Performance

1. ADAMO Marian Music Festival a Concert for a Cause

SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
NATIONAL SERVICE TRAINING PROGRAM OFFICE

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NARRATIVE REPORT

SDG: **(3) Good Health and Well-Being**
Title of Activity: **ADAMO Marian Music Festival a Concert for a Cause**
Date/Time: April 25, 2025
Venue: SMU Oval
Organizers: SMU Student Central Council, OVPA, ODSAS, SPCO, NSTP Office, UHS, CICT, PPPDMO, GSO
Objectives: To assure the safety and well-being of the students.
Beneficiaries (if any):
Participants: Open for all

A. Highlights of the Activity

On April 27, 2025, at exactly 0600H, the officers of the Marian Emergency Response Team (MERT), assisted by their juniors, gathered to prepare the necessary materials for the ADAMO Concert for a Cause. Their collective efforts were focused on ensuring that all medical and safety equipment were ready and in place before the start of the event.

By around 0730H, the MERT trainees arrived at the designated command center—a tent set up specifically for the event. Under the guidance of the Vice President for Operations (VPOPS) and the MERT President, the trainees were formed and briefed about their areas of responsibility. To effectively manage the crowd and respond to emergencies, the officers, juniors, and trainees were divided into four groups. Team Alpha was designated as standby medics. Team Bravo was stationed at the front of the tent, while Team Charlie was positioned in front of Apo Pilo. Team Delta, on the other hand, was assigned to the back of the crowd to ensure the general safety and security of the audience.

At 0930H, the officers allowed the trainees to take a short 15-minute break. Around 1000H, the trainees returned as the sound check began, and they were immediately deployed in front of the tent to secure the safety of VIP guests. By 1200H, the officers, juniors, and trainees paused their duties to eat lunch together.

At approximately 1330H, students began arriving at the SMU Oval. The trainees remained stationed at the front of the tent to manage the growing number of attendees. By 1530H, the concert officially began, and the crowd gradually increased in size. MERT officers swiftly deployed all teams to their assigned areas to maintain order and ensure the well-being of the participants.

The first medical case was reported around 1400H. A student approached the tent with symptoms of an allergic reaction caused by an itch-inducing caterpillar that had landed on her shoulder. The fine hairs of the caterpillar had spread to her face, causing irritation. The patient was administered an antihistamine and treated promptly and gently by the MERT team.

At around 1630H, a second patient was brought to the tent by Team Charlie, who had assisted in carrying her from the front of Apo Pilo. The student was experiencing shortness of breath and a headache. Team Alpha, along with MERT officers and the assistance of Fire Officer Ligue from the Nueva Vizcaya Bureau of Fire Protection (NVBFP), provided immediate care and ensured the patient's condition was stabilized.

Another incident occurred at 1800H at the front of Apo Pilo, where Team Charlie encountered a student with a minor leg abrasion. The injury was treated on the spot with care and efficiency.

From 1900H to 2100H, no additional patients were reported at the command center by any of the deployed teams. Finally, at around 2130H, as the concert concluded, all teams received instructions via radio to begin packing up. All materials and equipment were returned to the MERT office, marking the end of a successful and well-managed event.

B. Appendices

1. Program of Activities



2. Photo Documentation





SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
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Prepared by:

Mr. Earl Marcus Aniel V. Bacud
VP for Operations, MERT

Noted by:

MR. DOMINGO T. GUNTALILIB JR.
Head, NSTP Office

B. INTER-SCHOOL QUIZ BEE

1. 3rd Nueva Vizcaya History Quiz Bee

Narrative/Documentation Report

Project Title:	3rd Nueva Vizcaya History Quiz Bee
Date:	March 12, 2025
Time:	8:00 am – 11:00 am
Team Composition:	
Lead Organizer:	Kenneth L. Maslang, PhD.
Project Staff/Members:	MATSS Students: SSPD – STEH: Mr. Ernest L. Esmeralda Dr. Felipe V. Nantes

Narrative

I. Rationale

History serves as the foundation of a community's identity, preserving its collective memory and shaping its values over time. It fosters a deep sense of pride by highlighting the achievements, struggles, and cultural heritage that define a people. By understanding the past, individuals gain valuable insights into how historical events have influenced the present and how they continue to shape the future. Through this awareness, communities can honor their heritage, learn from past experiences, and build a more informed and connected society.

The 3rd Nueva Vizcaya History Quiz Bee was organized to deepen the understanding and appreciation of Nueva Vizcaya's rich historical and cultural heritage. In an era where modernization had led to a decline in historical consciousness among the youth, this event aimed to reignite interest in local history and instill a sense of pride in one's heritage. By engaging students in a dynamic and intellectually stimulating competition, the quiz bee reinforced historical knowledge while encouraging critical thinking, teamwork, and academic excellence. Furthermore, the event served as a testament to the importance of collaboration between academic institutions, local government agencies, and historical organizations in preserving and promoting historical narratives that shaped the province's identity.

The competition was spearheaded by the MAT Social Studies students of the School of Graduate Studies of Saint Mary's University, in partnership with the Nueva Vizcaya Historical Society, the Social Sciences and Philosophy Department, the Provincial Tourism Office, the Office of the Governor of Nueva Vizcaya, and the Community Extension and Indigenous Peoples Studies Center of Saint Mary's University.

The event took place on March 12, 2025, at the Fr. Tonus Gymnasium, Saint Mary's University in Bayombong, Nueva Vizcaya, and was a resounding success. A total of ten schools from different municipalities across the province participated in the competition, with each school represented by its brightest students and accompanied by their dedicated ten coaches. The competition was intense, as students showcased their impressive historical knowledge and analytical skills. The atmosphere was electric as participants engaged in a battle of wits, answering challenging questions about Nueva Vizcaya's history, culture, geography, and notable figures.

One of the highlights of the event was the presence of esteemed guest speaker, Dr. Ruth R. Padilla, Chairperson of both the Region 2 Cagayan Valley Tourism Council and the Nueva Vizcaya Provincial Tourism Council. In her inspiring speech, she emphasized the critical role of education in fostering historical awareness and the responsibility of the youth in preserving their cultural heritage. Her message resonated with the participants, reinforcing the significance of learning and safeguarding their local history.

Beyond promoting knowledge, the event aimed to encourage academic excellence, critical thinking, and teamwork among students. By engaging in a friendly yet

intellectually stimulating competition, participants were able to hone their research and recall skills while also developing sportsmanship and camaraderie. The quiz bee also sought to highlight the relevance of local history in shaping personal and national identity, fostering a deeper appreciation for Nueva Vizcaya's contributions to the country's historical landscape.

The event also served as a practical learning experience for the MAT-SS 1 students, allowing them to apply their skills in planning, organizing, and executing an academic event. It provided an avenue for them to develop leadership, communication, and project management skills, which are essential in their field of study.

As part of the province's commitment to education, cultural preservation, and youth development, this annual competition serves as a platform to bridge historical education with experiential learning, allowing students to see history not as a mere subject to memorize but as a dynamic and integral part of their lives. The event also provided a venue for schools to showcase the academic capabilities of their students while strengthening partnerships between educational institutions in the promotion of historical literacy.

With the growing need to preserve and promote local history in an era of fast-paced modernization, activities like the Nueva Vizcaya History Quiz Bee become even more significant. By celebrating the past, the competition ensures that future generations will continue to cherish and uphold the legacy of Nueva Vizcaya and its people.

II. Objectives

The specific objectives of the activity were:

- To assess and enhance students' understanding of Nueva Vizcaya's historical events, key figures, and cultural heritage.
- To encourage critical thinking and quick recall skills through a competitive yet educational platform.
- To provide an avenue for schools to showcase their students' historical knowledge.
- To inspire students to become more engaged in studying history and its relevance to contemporary society.
- To give MAT-SS 1 students hands-on experience in organizing an academic event related to their field of study.

III. Targets

- **Participants:** High school students from various public and private schools in Nueva Vizcaya 4 participants each school
- **Number of Teams:** A total of 10 schools participated, each represented by a team of three students.
- **Organizers:** MAT-SS 1 students, with guidance from their professors and partner institutions.
- **Judges and Facilitators:** History teachers and experts from different institutions, including Saint Mary's University and the Nueva Vizcaya Historical Society.
- **Audience:** Coaches, students, and teachers.

The event involved high school students from various public and private schools in Nueva Vizcaya, with each school sending four participants. A total of 10 schools participated, each represented by a three-member team. Organized by MAT-SS 1 students under the guidance of professors and partner institutions, the

competition was judged and facilitated by history teachers and experts from institutions like Saint Mary's University and the Nueva Vizcaya Historical Society. The audience included coaches, students, and teachers.

IV. Accomplishments

The quiz bee was successfully conducted, achieving the following:

- **Successful Organization by MAT-SS 1 Students**: The event was well-planned and executed, demonstrating the students' ability to handle a large-scale academic competition.
- **Smooth Execution of the Program:** The competition started on time and followed the prepared guidelines and format.
- **Active Participation:** All 10 schools actively engaged in the quiz bee, demonstrating impressive knowledge and enthusiasm.
- **Fair and Transparent Scoring:** A panel of judges ensured the accuracy and fairness of scoring throughout the rounds.
- **Recognition of Winners:** The top three teams were awarded certificates, medals, and trophies, while all participants received certificates of participation. The winners were: Champion: Bintawan National High School, 2nd Runner-Up: Saint Mary's University, and 3rd Runner-Up: Aldersgate College Incorporated
- **Positive Feedback:** Both students and teachers expressed appreciation for the event, citing it as a valuable learning experience.

The MAT-SS 1 students successfully organized and executed the event, ensuring a smooth competition that followed the planned guidelines. All 10 schools actively participated, showcasing enthusiasm and knowledge. Scoring was fair and transparent, overseen by a panel of judges. The top three teams—Champion: Bintawan National High School, 2nd Runner-Up: Saint Mary's University, and 3rd Runner-Up: Aldersgate College Incorporated—received certificates, medals, and trophies, while all participants received certificates of participation. The event received positive feedback from students and teachers, highlighting its value as a learning experience.

V. Challenges Encountered

Despite the overall success of the 3rd Nueva Vizcaya History Quiz Bee, several challenges were encountered during the event. These difficulties, while manageable, provided valuable lessons for improving future implementations of the competition.

- **Time Constraints:** Some quiz rounds took longer than expected due to the need for additional clarifications on certain questions and occasional delays in transitioning between rounds. While the organizers had a structured timeline in place, adjustments were necessary to ensure that each team had sufficient time to respond while maintaining the event's momentum.
- **Technical Difficulties:** One of the most pressing challenges was technical issues with the LCD projector and the sound system.
    - LCD Projector Malfunctions: The projector encountered connectivity problems, causing interruptions in the display of questions and visuals. At times, the device failed to properly project the slides, requiring the technical team to reset connections or switch to alternative display methods. These delays momentarily disrupted the flow of the quiz bee, necessitating quick troubleshooting by the organizers.

- Sound System Issues: The microphone system experienced occasional glitches, including sudden audio dropouts, feedback noise, and low volume levels. In some instances, questions had to be repeated to ensure clarity for all participants and judges. The organizing team had to frequently adjust the reposition speakers to maintain audibility throughout the venue.

- **Varying Levels of Preparedness:** While some teams exhibited outstanding knowledge and readiness, others appeared less prepared for the competition. This discrepancy highlighted the need for enhanced preparatory materials or review sessions to ensure a more level playing field for all participating schools.
- **Logistical Concerns:** Coordinating an event of this scale required meticulous planning, yet some last-minute adjustments were necessary:
  - Seating Arrangements: Due to the small number of participants, minor modifications had to be made to ensure that all teams, judges, and guests were comfortably accommodated.

Despite these challenges, the event remained well-organized, engaging, and fair, with the organizing team demonstrating resilience and problem-solving skills to address issues as they arose. Moving forward, these experiences will serve as valuable insights to refine technical preparations, logistics, and support for participants in future quiz bees.

VI. Recommendations and Follow-up Activities

- Improvement in Time Management: A stricter time limit per question and round should be implemented in future quiz bees.
- Better Technical Support: Ensuring proper sound system checks and backup microphones will help avoid disruptions.
- Workshops and Review Sessions: Organizing pre-event seminars or study materials for participants to help level the playing field.
- Expansion of Scope: Consider opening the competition to junior high school students or including a regional history category.
- Enhancing Organizer Training: Future MAT-SS students should undergo preparatory workshops on event management to ensure smoother execution.

For future improvements, implementing stricter time limits per question and round can help manage the schedule more efficiently. Using visible timers or assigning designated timekeepers will support fair play and ensure a smoother flow. Strengthening technical support is also essential—this includes conducting sound system checks, preparing backup microphones, and assigning a tech team to address potential technical issues during the event.

To better prepare participants, review sessions and workshops prior to the competition can be organized. These can feature practice quizzes and interactive discussions to enhance the students' knowledge and confidence. Broadening the competition by including junior high school participants or adding a category focused on local or regional history may also boost engagement and deepen students' appreciation for the subject.

Moreover, providing event management training for future MAT-SS students can improve planning, coordination, and the overall execution of the event. With guidance, they can gain valuable hands-on experience and ensure smoother operations. Strengthening partnerships with local schools and historical institutions can further increase the competition's credibility and educational value. Inviting guest speakers or historians can also enrich the experience for everyone involved. Promoting the event through social media, school networks, and local media can help attract a wider audience, while offering certificates or small prizes can recognize

student efforts and boost motivation. With these enhancements, the quiz competition can continue to grow as a dynamic platform for historical learning and academic excellence.

Documentation



A glimpse into the intense and inspiring atmosphere of the **3rd Nueva Vizcaya History Quiz Bee**, held at the Fr. Tonus Gymnasium, Saint Mary's University. With minds sharp and spirits high, students from across the province gathered not just to compete but to honor the rich history and cultural legacy of Nueva Vizcaya.



A heartfelt moment during the 3rd Nueva Vizcaya History Quiz Bee as our distinguished guest speaker, Dr. Ruth Padilla, is awarded a Certificate of Appreciation by Dr. Kenneth L. Maslang and Mr. Ernest Esmeralda.

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At the prestigious awarding ceremony of the 3rd Nueva Vizcaya History Quiz Bee, the top-performing schools were celebrated for their remarkable achievements. Bintawan National High School was declared the Champion, with Saint Mary's University earning the distinguished title of First Runner-Up, and Aldersgate College securing a well-deserved Second Runner-Up position. The outstanding teams were honored with trophies and certificates, a testament to their excellence, dedication, and exceptional mastery of historical knowledge.



Acknowledging the remarkable participation of schools in the event, we proudly present the recipients of the consolation prizes. Their dedication, perseverance, and teamwork have been invaluable, and we commend them for their efforts. These awards are a testament to their hard work and commitment to excellence

Prepared by:	Mark Wilson F. Brasuela Gielliane Guillermo Lyka May A. Tumacder Dr. Kenneth L. Maslang