



ISABELA STATE UNIVERSITY

The University for People, Nature, Entrepreneurship and Innovation

EXTENSION SERVICES MANUAL OF OPERATIONS



Sharing knowledge and technologies, Empowering people and communities

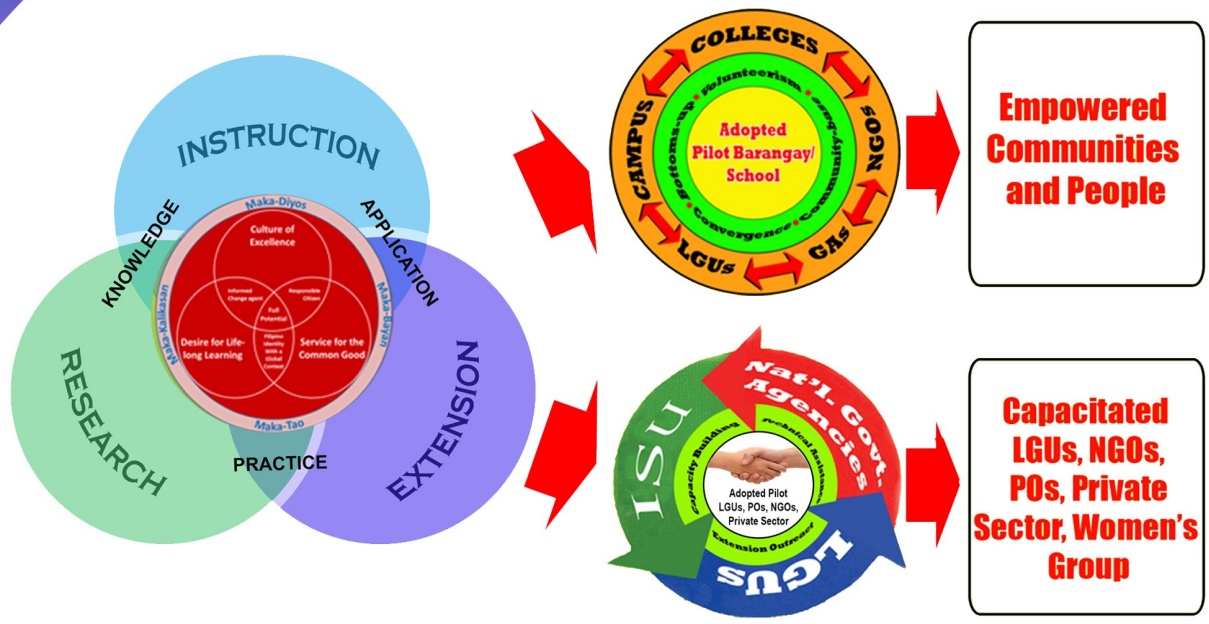


Table of Contents

PREFACE	i
FOREWORD	ii
MESSAGE	iii
I. HISTORICAL BACKGROUND	1
II. LEGAL MANDATES	1
Constitutional Provision	1
The Philippine Medium-Term Development Plan (2011-2016)	2
Republic Act 8292	2
Republic Act 7722	2
Republic Act 8435	2
III. UNIVERSITY VISION, MISSION, AND CORE VALUES	3
Vision	3
Mission	3
Core Values	3
Excellence	3
Public Engagement	3
Environmentalism	3
Accountability	3
Collaboration	4
Efficiency	4
Innovation	4
Integrity	4
IV. UNIVERSITY EXISTING ORGANIZATIONAL STRUCTURES FOR EXTENSION SERVICES	5
Organizational Structure	5
Functions and Responsibilities	5
URDET Council	5
VP for RDET	7

University Director for Extension	8
Campus Director for Extension	9
College Extension Coordinators	9
V. UNIVERSITY EXTENSION SERVICES STRATEGIC GOALS AND OBJECTIVES	9
University Extension Strategic Goals	9
Strategic Objectives	10
VI. UNIVERSITY EXTENSION SERVICES GUIDING PRINCIPLES AND PHILOSOPHY	10
VII. UNIVERSITY EXTENSION THRUST, DIRECTION AND AGENDA	11
Extension Thrust and Direction	11
Extension Agenda	12
VIII. EXISTING UNIVERSITY EXTENSION AND TRAINING MODALITIE AND PROGRAMS	13
Adopt-A-Barangay Program: A Community Outreach and Volunteerism	13
LGU Extension Delivery Capacity Building Program	16
Gender and Development	18
IX. UNIVERSITY POLICIES AND GUIDELINES GOVERNING EXTENSION SERVICES	18
Funding Sources and Mechanism	18
Guidelines for the Preparation of Extension Proposals	19
Faculty Workload for Extension Involvement	24
Incentives and Awards	25
Income Management	25
X. FINANCIAL MANAGEMENT FOR EXTENSION SERVICES	27
Financing	27
Budgeting	27
Accounting and Auditing	27
XI. MONITORING AND EVALUATION	28

XII. ANNEXES

Extension and Training Proposals Review and Evaluation Flowchart	30
University Extension and Training Services Proposal Format (ISU-ETS FORM 1)	34
University Extension and Training Services Work and Financial Plan Format (ISU-ETS FORM 2)	35
University Extension and Training Services Monitoring and Evaluation Form (ISU-ETS FORM 3)	36
University Extension and Training Services Monitoring and Evaluation Form (ISU-ETS FORM 3a)	37
University Extension and Training Services Monitoring and Evaluation Form (ISU-ETS FORM 3b)	38
University Extension and Training Services Monitoring and Evaluation Form (ISU-ETS FORM 3c)	39
University Extension and Training Services Monitoring and Evaluation Form (ISU-ETS FORM 3d)	40
University Extension and Training Services Monitoring and Evaluation Form (ISU-ETS FORM 3e)	41
University Extension and Training Services Monitoring and Evaluation Form (ISU-ETS FORM 3f)	42
University Extension and Training Services Monitoring and Evaluation Form (ISU-ETS FORM 4)	43
Performance Indicators (PIs) for SUCs PBB and Leveling	44
Training Evaluation Form	45
University Extension and Training Services Full-Time and Part-Time Personnel	47
University Extension and Training Services Equipment and Facilities	48
List of Existing Extension Linkages and Partnerships	50
Guidelines for the Search for Best Extensionist Award	51
Rating for Technical Advisory Services Rendered	53

HISTORICAL BACKGROUND OF ISU

On June 10, 1978, Philippine President Ferdinand E. Marcos signed P.D. 1434 creating the Isabela State University (ISU), the first university in Region 02. The decree merged two state colleges - the Cagayan Valley Institute of Technology (CVIT) in Cabagan, Isabela and the Isabela State College of Agriculture (ISCA) in Echague, Isabela and transferred the college level courses of the Isabela School of Arts and Trades (ISAT) in Ilagan; San Mateo Vocational and Industrial School in San Mateo, and Jones Rural School in Jones to a new State University. The merger identified Echague Campus as the main campus and administrative site. The University was mandated to establish an effective and efficient institution of higher learning that will provide better professional and technical training in agriculture, the arts, sciences, humanities, and technology and the conduct of scientific research and technological studies.

In 1999, the CHED Memo Order no. 18, series of 1999 which provides the guidelines for the integration of CHED institutions to State Universities and Colleges was issued. Pursuant to this order, the Cauayan Polytechnic College at Cauayan, the first CHED supervised institution, Isabela was integrated into the University. In 2002, two more CHED Supervised Institutions integrated to the system were the Roxas Memorial Agricultural and Industrial School (RMAIS) in Roxas, Isabela, the Delfin Albano Albano Memorial institute of Agriculture and Technology (DMIAT) in San Mariano, Isabela and the Angadanan Agro-Industrial College (AAIC) in Angadanan, Isabela. Later on, through the collaborative efforts of ISU and the local governments of Palanan and Santiago City, two extension units were added to the system, the ISU Palanan and ISU Santiago.

The decree has mandated the University to provide effective education and training for the needed work force resources in the arts, agriculture, and natural sciences as well as in the technological and professional fields through its four major functions: instruction, research, extension and production.

Through its educational leadership and pioneering roles, along with its strategic location in the region, its vast human and natural resources and the technological and financial assistance of various local, national, and international agencies, the University has been successfully achieving its mission. Along with its growth are its significant contributions to the development of the region's human resources that have gradually and invariably uplifted the quality of life of the people in the area through their expertise in the fields of agriculture, science, technology, education, and the arts.

Today, the Isabela State University stands as a credible partner for development. Together with the dedication and commitment of the people behind its success, the future will see it grow even more.

LEGAL MANDATES

The Isabela State University (ISU) Extension Program is promulgated pursuant to the policies related to extension as a university function based on four mandates : 1.) The United Nation Sustainable Development Goals (SDGs) for 2015-2030; 2.) Republic Act No. 8292, known as the “Higher Education Modernization Act of 1997”; and 3.) Republic Act 7722 known as the Higher Education Act of 1994; and 4.) Republic Act No. 8435 or Agriculture and Fisheries Modernization Act (AFMA) of 1997.

CONSTITUTIONAL PROVISION

ARTICLE XIII: SOCIAL JUSTICE AND HUMAN RIGHTS

Section 5.

The State shall recognize the right of farmers, farmworkers, and landowners, as well as cooperatives, and other independent farmers' organizations to participate in the planning, organization, and management of the program, and shall provide support to agriculture through appropriate technology and research, and adequate financial, production, marketing, and other support services.

Section 11.

The State shall adopt an integrated and comprehensive approach to health development which shall endeavor to make essential goods, health and other social services available to all the people at affordable cost. There shall be priority for the needs of the underprivileged sick, elderly, disabled, women, and children. The State shall endeavor to provide free medical care to paupers.

Section 13.

The State shall establish a special agency for disabled persons for their rehabilitation, self-development and self-reliance, and their integration into the mainstream of society.

Section 14.

The State shall protect working women by providing safe and healthful working conditions, taking into account their maternal functions, and such facilities and opportunities that will enhance their welfare and enable them to realize their full potential in the service of the nation.

The State shall recognize the rights of farmers, farmworkers, and landowners as well as cooperatives, and other independent farmers' organizations to participate in the planning

The significant role of Science and Technology and the importance of Research is emphasized in Section 10 of Article XIV of the 1987 Constitution of the Republic of the Philippines which provides –

“Science and Technology are essential for National Development and Progress. The state shall give priority to Research and Development, Invention, Innovation and their Utilizaion; and to Science and Technology Education, Training and Services. It shall support indigenous, appropriate and self-reliant scientific and technological capabilities, and their application to the country’s productive systems and national life.”

THE UNITED NATION SUSTAINABLE DEVELOPMENT GOALS (SDG 2015-2030)

The Sustainable Development Goals (SGDs,2015-2030) also known as the Global Goals were adopted by all United Nations Member States in September 2015 as a universal action to end poverty, hunger and malnutrition, enable sustainable development in agriculture, fisheries and forestry, protect the planet and to ensure that all people enjoy peace and prosperity by 2030. The Philippines joins the other 192 united nations member states committed to achieve the 17 SDGs by 2030.

Republic Act 8292

Republic Act No. 8292 known as the Higher Education Modernization Act mandates the State Colleges and Universities (SUC’s) to promote the establishment and development of research and extension centers and to ascertain guidelines and procedures for participative decision-making and transparency within the institution.

Republic Act 7722

Moreover, Section 8 (I) and (J) of Republic Act No. 7722, otherwise known as the Higher Education Act of 1994, the law that created CHED, also includes among the powers and functions of the Commission to:

“Develop criteria for allocating additional resources such as Research and Program Development Grants, Scholarship and other similar programs” and, “Direct or redirect purposive research by institutions of Higher Learning to meet the needs of Agro-industrialization and Development.”

Republic Act 8435

Republic Act 8435 or The Agriculture and Fisheries Modernization Act (AFMA) of 1997 under Chapter 2, Section 86 and 90, states :

Section 86. “It is hereby declared the policy of the State to promote science and technology as essential for national development and progress. The State shall give priority to the utilization of research results through formal and non-formal education, extension and training services”.

Section 90. Under section 90 of R.A. 8435 or AFMA of 1997, it has provided new mandate for ISU. More specifically, it states that ISU as a state university is mandated to primarily focus its extension services on the improvement of the capability of the LGUs in the delivery of extension services.

Republic Act 1434

Through its four major functions of instruction, research, extension and production, the University is mandated by the decree to provide effective education and training needed by the work force resources in the arts, agriculture, and natural sciences, as well as in technical and professional fields.

Section III

UNIVERSITY VISION, MISSION, GOALS AND OBJECTIVES

The aspiration of the University as the University of People, Nature, Innovation and Entrepreneurship is geared towards strengthening further its capabilities to respond to the demands for advancement in the local, regional, national, and international levels. Its development efforts are focused on the attainment of its articulated vision, mission, goals, and objectives.

Vision

A leading research University in the ASEAN Region.

Mission

The Isabela State University is committed to develop globally competitive human, technological resources and services through quality instruction, innovative research, responsive community engagement and viable resource management programs for inclusive growth and sustainable development

Core Values

THE CORE VALUES OF THE ISABELA STATE UNIVERSITY

ONE ISU FOR QUALITY AND RELEVANCE

- O** - **Outcome-Oriented University.** We put importance on outcomes on the University wants to achieve not just the outputs. As a University, we must look into the consequences or the product .
- N** - **Nationalism.** As we develop professionals, we must see to it that sense of nationalism and patriotism are imbibed in their hearts and minds and these should be put into practice. Nationalism, patriotism and national discipline are the keys to our county's development and progress.

- E - Environmentalism, Efficiency and Effectiveness** . We put prime value to our living planet or Mother Earth .We must accept the responsibility to protect and manage our environment.

- I - Imbibing Integrity**. We must uphold the highest degree of integrity as a state institution of higher learning. We can do this if we always invoke quality and excellence as a culture under good and transparent governance. We believe in the value of respect and subscribe to the highest ethical standards of honesty, fairness, truth, and justice in all our engagement as we pursue our mission and vision.

- S - Spirituality, Social Responsibility and God** shall be the center of all things that we do. We will never go wrong if we always seek the divine guidance and intervention of the almighty God. As a University, we have the social responsibility to help our deprived clients in the community and stakeholders.

- U - Unity** towards Unity is the strongest foundation to attain stability and progress. We shall advance and grow if united; we are weak and fall if divided. We must move with concerted efforts as ONE ISU.

- Q - Quality and Relevance**. We must make quality and excellence as a habit and eventually a tradition in all the things that we do. Quality, relevance and excellence makes a university soar to greater heights.

ORGANIZATIONAL STRUCTURE OF THE UNIVERSITY EXTENSION AND TRAINING SERVICES

Organizational Structure

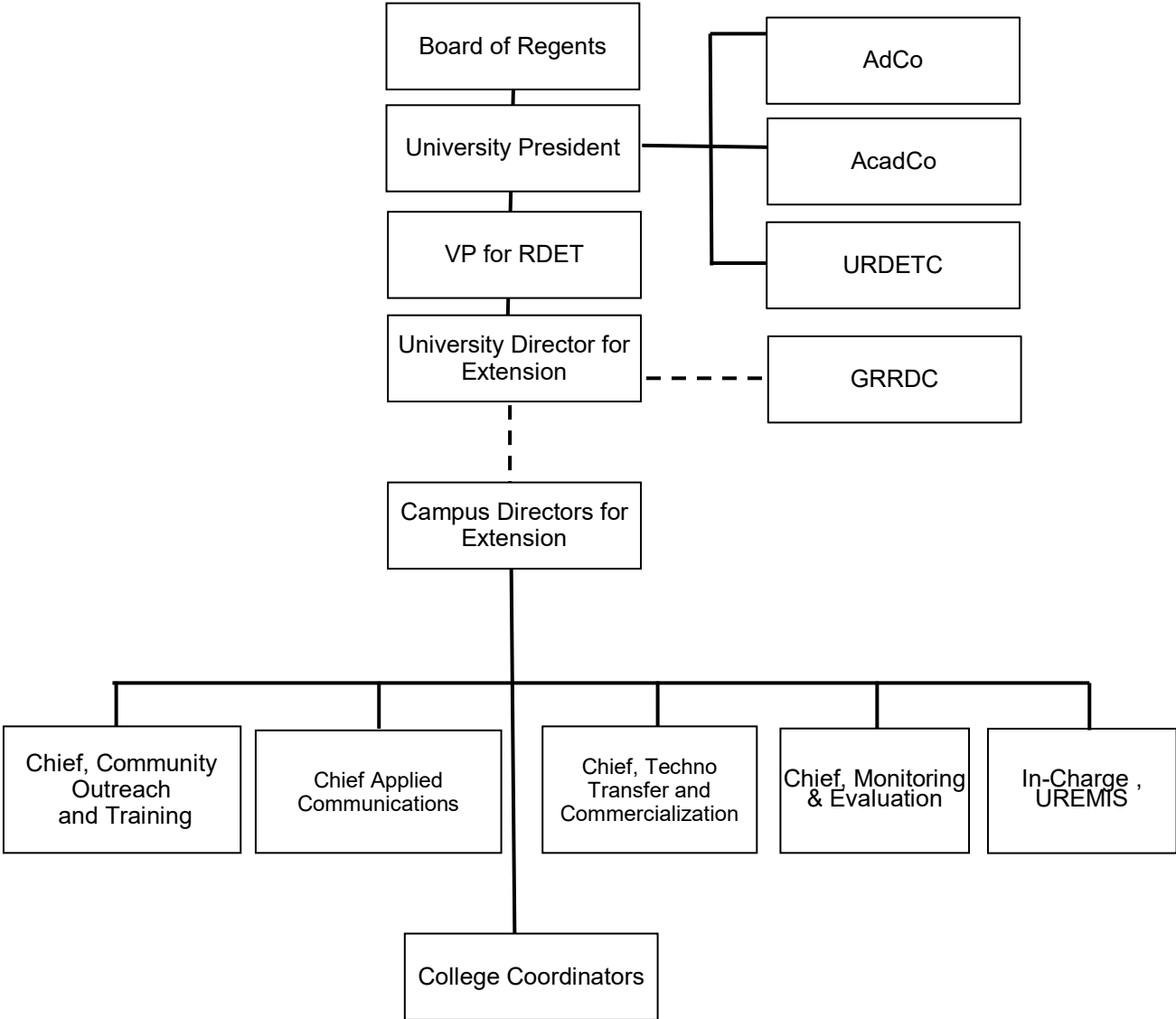


Figure1. Organizational Structure of the University Extension Services

A. Board of Regents

B. University President

The President is the Chief Executive Officer of the University system whose powers and duties are specified in P.D. 1434 and 1437 as amended by RA 8292. The President is supported in the structure by the URDET Council. The overall R&D Program is headed by the President who executes University R&D policies and guidelines approved by the BOR.

C. University Research and Development, Extension and Training Council (URDET)

With the Academic Council (ACO) and Administrative Council (ADCO) of the University, the URDET Councils serves as the policy-determining body and clearing house of the University as far as research extension and training services are concerned.

1. Functions of the URDET Council

- a. Assists the President through the VP for RDET in the formulation of University policies relative to research extension and training, capacity building and policy advocacy.
- b. Approves new R&D and extension and training projects for funding from the University;
- c. Provides advice in setting priorities, planning and formulation of R&D and E&T framework, programs and projects;

2. Composition of the URDET Council

- a. University President, as Chair;
- b. University Vice President for RDET as Vice Chair;
- c. University Vice President for Academic and Related Affairs, Member;
- d. University Vice President for Finance and Business Affairs, Member;
- e. University Director for Research and Development Services, Member
- f. University Director for Extension and Training Services, Member
- g. University Director for Knowledge and Technology Management Services, Member
- h. University Director for Planning and Development, Member;
- i. Campus Executive Officers, Members;
- j. Campus Administrators, Members;
- k. Chairpersons, University Priority Thematic Thrusts Commodity R&D Clusters, Members; and

I. University Director for Gender and Development

The University RDET Council shall be supported by a Technical Working Group (TWG) to formulate and recommend guidelines and policies to the Council relative to the overall projects. The TWG shall be composed of the following:

- a. University Vice President for RDET, Chair
- b. University R&D Director, Vice Chair
- c. University E&T Director, Member
- d. University KTM Director, Member
- e. Campus RDET Coordinators, Members
- f. Cluster RDET Chairpersons, Members, and
- g. Campus GAD Focal Persons

In the Cluster/Campus level, a cluster/campus RDET committee shall be organized and shall be composed of the following:

- a. Cluster Executive Officer/Campus Administrator, Chair;
- b. Cluster/Campus R&R Coordinator, Vice-Chair;
- c. Cluster/Campus E&T Coordinator, Member;
- d. Campus KTM Coordinator, Member; and
- e. University Priority Thematic Thrust R&D Clusters chair/members on campus, Members.

D. Vice President for RDET

The second Executive Officer is the VP for RDET who is under the direct supervision of the President. The VP for RDET directly supervises the University Directors for R&D, E&T and KTM services. He is in charge with the overall management and supervision of these services. He manages the RDET resources for an effective and efficient execution of R&D, E&T and KTM in the University. Specifically, he/she shall perform the following duties and responsibilities:

- Provide leadership in the development of university system RDET framework for effective planning and implementation of the comprehensive R&D, E&T and KTM plan and programs;
- Develop and implement a University-wide effective monitoring and evaluation of R&D, E&T and KTM programs and activities to determine the overall performance of the university;
- Spearheads the policy formulation needed to strengthen R&D and Extension capability

and provision of a healthy and conducive environment for researchers and extension faculty and staff;

- Establishes long-term mutually enriching RDET linkages and partnerships between the university and other academic research institutions, both local and foreign;
- Spearheads an aggressive resource generation and mobilization to support more D&D, E&T and KTM programs, human resource development, infrastructure and facilities development and acquisition of scientific information/ literature materials;
- Implements a comprehensive capacity building program to enhance research culture and productivity among university faculty and students; and,
- Develops and implement innovative approaches to improve governance thereby increasing the overall performance of the University RDET system.

The following units of Centers are directly under or attached to the Office of the VP for RDET:

- Research and Development (R&D) services;
- Extension and Training (E&T) services;
- Knowledge and Technology Management (KTM) services;
- ISU-CHED Higher Education Regional Research Center (HERRC), affiliate;
- RDET Management Information System and M&E unit; and,
- Special Project Unit

E. University Director for Extension

The University Director for Extension extends full assistance to the VP for RDET in the direct management and supervision of the University Extension and Training (E&T) programs. Like the University Director for R&D, he/she assumes the duties and responsibilities of the VP for RDET in his/her absence. Other specific duties of the University Director for Extension are as follows:

- Plans, directs and supervises the extension program/ activities of the University and coordinate field operations of the campuses;
- Monitors and evaluates on-going and completed extension activities and programs implemented of all campuses;
- Establishes linkages and collaborations with other units, government agencies as well as private institutions for the advancement of the extension program of the University;

- Generates funds and utilize the same for approved extension activities;
- Submits periodic reports on the impact of extension work the quality of life in the service area to the VP for RDET;
- Renders periodic report to the VP for RDET;
- Coordinates with the Director for GRRDC in Mainstreaming GAD in all levels of undertakings of the Extension unit
- Performs other functions as may be assigned by the higher authorities.

F. Campus Extension Director

In big campuses like Echague, Cabagan, Ilagan and Cauayan, they have Campus Extension Director who reports directly to the Campus Executive Officer. He/She is directly responsible to the day-to-day management and supervision of the Extension and Training (E&T) programs of the campus where he/she belongs. Moreover, he/she shall:

- Plans, directs and supervises the extension program/ activities of the Campus and coordinate field operations of the campuses;
- Establishes linkages and collaborations with other units, government agencies as well as private institutions for the advancement of the extension program of the Campus;
- Coordinates with the Director for GRRDC in Mainstreaming GAD in all levels of undertakings of the Extension unit
- Generates funds and utilizes the same for approved extension activities;
- Submits periodic reports on the impact of extension work and the quality of life in the service area to the University Director for Extension and Training;
- Renders periodic report to the University Director for Extension and Training;
- Performs other functions as may be assigned by the higher authorities.

G. College Extension Coordinator

There shall be an Extension Coordinator to be assigned in each College. The College Extension Coordinator shall:

- Plans, develops, prepares and implements extension program of the College;
- Coordinates with the Director for GRRDC in Mainstreaming GAD in all levels of undertakings of the Extension unit
- Liaises between the College and the Extension Department and all linkages on matters pertaining to the operation of the extension program of the College;

- Represents the College in all extension functions involving the college as may be called for by Extension Directorate;
- Keeps records, manage data and information and prepare consolidated reports regarding the extension program of the College;
- Conducts trainings as identified during the conduct of the Needs Assessment in coordination with the Campus Training Unit of the College;
- Provides the GRRDC and SDD; GDD; and
- Perform other functions related to extension as may be assigned by the College Dean.

H. Section Chief, Training and Community Outreach Unit

- Assists the Campus Extension and Training Director in identifying and conducting the training needs of the faculty extensionists, Adopt-a Barangay households, LGU technicians and other stakeholders;
- Prepares training designs based on the identified needs and problems of various clients and stakeholders;
- Coordinates the conduct of trainings reflected in the work place among the College Extension Coordinators and Faculty proponents with the College Extension Coordinator and faculty proponents, conduct the trainings as reflected in the Work Plan;
- Assists the College Coordinator in packaging and implementation College-based extension and training proposals;
- Plans and implements projects in collaboration with the different Colleges as reflected in the BIDP of the adopted barangays;
- Participates in the meetings, conferences and other extension activities required by the Director;
- Conducts evaluation activity after the conduct of a training;
- Distributes and collects the filled-up evaluation forms after the conduct of a training;
- Prepares and submits accomplishment report to the Director related to the assigned tasks; and
- Performs other jobs as directed by the Director and other officials of the University .

I. Section Chief, Applied Communication Unit

- Coordinates with Campus faculty researchers and experts in gathering/collecting developed and matured technologies for IEC preparation;
- Packages IEC technology materials in coordination with the researchers being the source of the technology developed;

- Translates IEC technology materials in coordination with the researchers being the source of the technology for IEC preparation;
- Prepares and lay-outs the articles for the regular Campus/ University Newsletter;
- Prepares the minutes of the Campus meetings;
- Responsible in the preparing and packaging of the Campus Extension Annual Report;
- Performs other functions and jobs as directed by the Director and other officials of the University;

J. Section Chief, Technology Promotion and Commercialization Unit

- Establishes In-Campus and community based Demonstration Project showcasing matured technologies from outputs of research for farmers and other stakeholders for adoption;
- Assists the College Coordinator particularly the College of Agriculture in the establishment of their College demonstration farm/project;
- Establishes on-farm and community-based science and technology demonstration project developed by the University and other research agencies in the adopted barangays and partner LGUs;
- Responsible in the promotion and participation of ISU in the exhibit and agro-industrial trade fair in national, regional and local levels;
- In-Charge of the “One Campus, One Product ”;
- Supervises the Project Staff and laborers/workers relative to the implementation of the STBF Demo farm, both In-Campus and Community- based as well as the operation of the OCOP;
- Prepares Cost and Return Analysis with ROI in all demonstration and income generating projects of the Department;
- Consolidates and submit reports to the Director related in all activities of the Demo projects and OCOP;
- Performs other necessary jobs as directed by the Director and other officials of the University.

K. Section Chief, Monitoring and Evaluation

- Prepares monitoring forms for all extension projects/activities;
- Coordinate closely with College Coordinators in monitoring the various College extension activities;
- Coordinate with the Special Project Directors and get Evaluation results after trainings and other extension related activities conducted in the Campus.

UNIVERSITY EXTENSION SERVICES STRATEGIC GOAL AND OBJECTIVES

1. University Extension Strategic Goal

The long term goal of the University is to sustain its active role in the realization of the socio-economic development that enhances the quality of life of the people in the province of Isabela and Cagayan Valley, in particular, and the country in general. To sustain this role, the University Extension Services shall package and disseminate appropriate and matured technologies generated by research to increased productivity and income geared towards the improvement of the quality of life of partner communities. To attain its goal, the following objectives have to be realized.

The Isabela State University has maintained strong programs for extension and training. In the course of time, it has gained positive and satisfactory reputation with regard to its program innovation and management. It is composed of a group of trained extension managers and experts, backed up by strong group of faculty trained in innovation facilitation for extension services. Thus far, as identified by the Commission on Higher Education (CHED), ISU is the frontrunner in terms of extension services in the entire region of Cagayan Valley. It is further intensified by its strong leadership not only in the region but also in the national and international networks for extension support.

The university is currently engaged in international program linkages for community-based innovation to business start-ups modality.

It has established strong collaboration and networks with other agencies in research and extension initiatives and we are continuously and consistently attracting more support for our community engagement services which is ably reinforced by our strong culture of research and innovation.

2. Strategic Objectives

The strategic goals for extension and training is aimed to achieve the following objectives:

- 2.1 Enhanced services to the community;
- 2.2 Developed and promote effective and integrated need-based and demand-driven

- empowered and progressive communities;
- 2.3 Developed and promote climate change and disaster-resilient communities;
 - 2.4 Implemented extension trainings and outreach programs that will address the needs of stakeholders;
 - 2.5 Implemented Gender and Development (GAD) programs in extension service communities/LGUs, and other agencies;
 - 2.6 Intensified information, utilization and commercialization of appropriate matured information and technologies for livelihood development;
 - 2.7 Sustained a continuous strengthen the One-Campus-One-Product Program (OCOP);
 - 2.8 Sustained and intensify existing active linkages/partnership with government line agencies, LGUs, NGOs and POs in developing disaster resilient communities;
 - 2.9 Established international linkages on Climate Change and Disaster Risk Reduction Management in the ASEAN communities;
 - 2.10 Provided assistance to LGUs in strengthening their extension capabilities;
 - 2.11 Provided support policies that will mobilize and empower faculty and non-teaching extensionists;
 - 2.12 Conducted periodic monitoring and evaluation of extension projects; and
 - 2.13 Conducted impact assessment studies of completed extension projects.

Section VI

UNIVERSITY EXTENSION SERVICES GUIDING PRINCIPLES AND PHILOSOPHY

As a state institution, ISU Extension and Training services shall be anchored on a philosophy that we must always be open and ready for the services to the people especially the underserved, deprived and marginalized people. This philosophy shall be reinforced by well-chosen set of guiding principles as follows:

- **Volunteerism** – First and foremost, volunteerism shall always be the tagline and guiding principles in all extension endeavor of every faculty and personnel in the university.

Volunteerism is an action given freely and voluntary by an individual without an expectation for a return or benefits from it. This has been the guiding principle enshrined in the Adopt-A-Barangay Program of the University which ensured success. Faculty and staff from the colleges depending on their core strength and mandate have been immersed in selected communities extending various kinds of services and outreach activities.

- **Partnership and Convergence** - It is accepted that the university is lacking in some resources especially financial, however, we have our internal strength that can be shared and to be used to exploit and maximize potentials and opportunities from external environment. On the other hand, no person or institution has the monopoly of resources, nor has all the strength with no weaknesses. It is on these premises that our university extension services shall be served in partnership and convergence with ever willing individuals and institutions to complement resources and match others' weaknesses. Partnerships and convergence are the keys to mutually achieve a common goal and create greater impact on the lives of the people we ought to serve.
- **Need-Based and Problem-Oriented** – Resources are always limiting and therefore the need to focus, streamline and prioritize activities/services. Extension services should always take cognizant of the most prevalent and serious problem of clients and address it head on. The need of the poor people must always be put forward for action first before other concerns.

- **Community-based Approach for People Empowerment** – Broadly, community-based is conceived as the process by which people themselves are provided by an opportunity and, or responsibility to manage their resources, define their needs, goals and aspiration and make decisions affecting their well-being. Extension services and technical assistance from the university also requires active participation of the people in the community to ensure sustainability.
- **Participatory and Bottoms-Up Approach** – In planning and decision making for the community a multi-stake holders approvals is being implemented in order to gain full-participation of all concerned — their insights, perception are included in the mainstream . Community officials and institutions must also be recognized and consulted in the process. Consultations and dialogues are always the effective medium by which participatory approach is effective to achieve an end goal of people empowerment.

Section VII

UNIVERSITY EXTENSION THRUST, DIRECTION AND AGENDA

A. Extension Thrust and Direction

Extension programs articulate the social relevance and conscience of the Isabela State University as a facilitator of countryside development. The extension team thereby anchors its effort on the communities to uplift their living conditions through the realization of the full potential of every person it works with and in harnessing rural folks capabilities in effectively and efficiently utilizing the gamut of community resources. To be more functional and more relevant, extension services primarily aimed at reaching out to the poorest local government units and rural communities and help them build up their capabilities to become self-reliant and empowered. Moreover, the University is envisioned to develop effective extension modalities and strategies with great focus on social mobilization and development of viable S & T and rural-based enterprises.

The University extension program thrust has been implemented in consonance with DA-AFMA of 1997, DA-ATI guidelines for the National Extension System for Agriculture and Fisheries (NESAF), CHED's NHERA, PCARRD's Technology Management Promotion and Commercialization Enhancement Program and NEDA Regional Extension Agenda. Guided by the abovementioned programs, ISU has pursued four-pronged umbrella programs as follows: a) Adopt A Barangay Volunteerism Program; b) LGU Extension Capability Strengthening Program; and c) Gender and Development; d) Community Outreach and Support Services.

B. Program Thrusts and Agenda

A. Adopt-A-Barangay Volunteerism Program

- a. Food Security through Plant Plant Program
- b. *Gulayan Sa Barangay*
- c. Barangay Integrated Development Planning (BIDP)
- d. Livelihood and Rural Enterprises Development

- e. Community Organizing and Mobilization
- f. Reproductive Health, Nutrition Education and Sanitation
- g. Values Education/Formation
- h. Spiritual Development
- i. Literacy Training
- j. Climate Change Policy Advocacy and Training
- k. Disaster Risk Reduction Management Program
- l. One Campus-One Product (OCOP)
- m. Science and Technology-Based/ Demonstration Farm
- n. Environmental Management and Sustainability (Waste Management, Disaster Preparedness and Risk Management)

B. Adopt-A-School Program

- a. Literacy Training
- b. Values Education/Formation
- c. Remedial Teaching
- d. Capability Building for Teachers

C. LGU Strengthening and Capability Building (As Provided by AFMA, RA 8435)

- a. Provision of Non-Degree Training
- b. Technical Assistance
- c. Capacity Trainings
- d. Production/ Packaging of Information Education and Communication (IEC) Materials
- e. Provision of Communication Support Multi-Media Campaign
- f. Conduct of Impact Evaluation/Assessment of Projects
- g. School-On-The-Air

D. Community Outreach

- a. Relief Distribution
- b. Masayang Pasko and Gift Giving
- c. Medical and Dental Mission and Blood Letting

- d. Supplementary Feeding Program
- e. Peace and Security Enhancement
- f. Rabies Vaccination
- g. Consultancy Services

E. Gender and Development (GAD)

- a. Capability Building through Advocacy, Gender Awareness and Sensitivity Trainings/ Seminars
- b. Mainstreaming GAD in Instruction, Research and Extension programs
- c. Livelihood Skills Training and Enterprise Development
- d. Health and Wellness Program
- e. Policy Initiatives/Change
- f. Support to End-Violence Against Women and Children (VAWC)
- g. Support to End Sexual Harassment

F. Scaling Up Agriculture and Fishery Extension (AFE) Innovations

This is a new direction and agenda in extension by way of developing new extension modalities, methodologies, and approaches that are fit to the changing extension contexts. This modality shall be implemented by the University in close partnership with the Department of Agriculture Agricultural Training Institute in Region 02. This can be implemented by way of the following;

- a. Develop extension services with business models that link farmers to markets
- b. Adapt applicable S & T based farm models from other agencies and countries
- c. Promote farm family agripreneurship
- d. With DA-ATI partnership, assist to establish Learning Sites, Farm Business Schools and Schools for Practical Arts
- e. Adopt a- barangay project on organic based production landscaping and land management
- f. Food in Every Home
- g. *Palayamanan*
- h. Popularize significant research findings through extension forums, conferences and compendium of research results (Ex. Extension Journal)

Section VIII

ISU EXTENSION AGENDA FORMULATION

The new ISU Strategic Plan for Extension was formulated in 2017 in response to the call of the new University President. It was the result of a series of consultations and dialogues conducted with various stakeholders. It is a product of a collaborative efforts of many individuals to include the university officials from the nine (9) campuses of the university as well as top management officials to include the University President, Vice President for Academic, Vice President for Finance and Vice President for Research Development Extension and Training. The Development Academy of the Philippines (DAP) Executive Development Program Flagship Course on the Management of SUCs Extension Managers held in 2017 that was attended by the University Extension Director was very timely and relevant considering that the EDPS Extension Framework and significant learnings have been articulated and incorporated which greatly enhanced and improved the plan. The amended and adjusted EDPS Extension framework with the integration of ISU existing framework is presented in Figure 1.



Figure 1. ISU Extension Framework/ Model

The EDPS extension framework considers the basic assumption/ consideration that the goals of HEIs especially the SUCs is to develop its constituents and stakeholders their full potential to be well-informed change agents, proactive and responsible citizens with a distinctive Filipino identity but with a global perspective. To be able to achieve these, the HEIs/SUCs must be able to instill in the hearts and minds of its constituents the culture of excellence, desire for a lifelong learning and the natural impetus or commitment to do service for the common good. All these must be anchored or guided by the values of *Maka-*

Diyos, Maka-Tao, Maka-Kalikasan and Maka-Bansa.

The EDPS extension framework suits very well the mandated roles and functions of ISU which are the instruction, research, and extension. The three functional expertise which are also considered as the three pillars of higher education shall be webbed together to be able to effectively respond to the needs and requirements of its various stakeholders/ clients: students, community people, agencies, and organizations. The Instruction function shall share and impart knowledge to people and organization while research shall generate new knowledge, information, and technologies to be shared and disseminated to stakeholders/ clients through instruction and extension. Moreover, extension shall execute purposive extension agenda through effective modalities to target communities and other clients and help practice the knowledge and information as well as the commercialize the technologies that will ultimately empower them to improve their living conditions.

The amended EDPS extension framework shall provide all the necessary input and processes to implement the various ISU extension program thrust that corresponds the extension agenda themes and activities/actions. Ultimately, it is expected that ISU extension program thrust, and agenda shall produce outputs and create impacts such as: empowered pilot communities and people; capacitated and empowered LGU extension services; capacitated peoples' organization, NGOs, private and industry sectors.

Section IX

EXISTING UNIVERSITY EXTENSION AND TRAINING MODALITIES AND PROGRAMS

1. ADOPT-A-BARANGAY PROGRAM: A COMMUNITY OUTREACH AND VOLUNTEERISM APPROACH

With the desire to develop a more relevant and effective modality and strategy/approach, ISU has conceptualized the “Adopt-a-Barangay Program/Approach” integrating the BIDANI model in 1999. The program is an integrated, inter-college extension strategy/approach towards transforming a selected poor pilot barangay into a self-reliant, empowered and progressive community. It pools experts from various colleges in the Campus/University who are capable of analyse the needs of the community and eventually help them find solutions and assisting them realize their goals. The program was designed to cater to the recommendations of AACCUP accreditation requiring college-based extension activities. Under this program, all college-based extension activities are implemented in one pilot barangay under participative and collaborative arrangement involving interdisciplinary teams. The pilot barangay serves as the convergence of services and technical assistance from the colleges based on their strengths, expertise and mandate which were planned and implemented collaboratively.

Strategies of Implementation

1. Identification of pilot barangay for adoption:

Each campus of the University is required to choose or adopt a pilot barangay using the following criteria:

- Poorest barangay from a fourth or fifth class municipality
- Willingness of the barangay officials and people
- Accessibility of the target area
- Economic potential/availability of untapped resources
- Favourable peace and order situation
- Support and Commitment from the Municipal Officials

2. Social Preparation/Community Organizing

The social preparation stage is critical to the development of the long term relationship

of the community and the University. Participatory Rural Appraisal (PRA) is conducted where relationship building is undertaken while the community dynamics is understood vis-a-vis the external environment of the community. The results of the PRA and relationships building are then integrated into the Community Organizing process.

3. Participatory Planning

ISU extensionists and barangay officials conduct action planning to serve as guide for projects that would accomplish the goals of the barangay. The planning takes off from the component areas tackled in the workshop. Officials of the LGU especially the Municipal Planning and Development Council (MPDC), Municipal Agricultural Officer (MAO) and Municipal Human Resource Officer (MHRO) are invited as resource persons/facilitators in the planning. After a series of planning workshops facilitated by university officials, it is expected that a Barangay Integrated Development Plan (BIDP) is formulated and presented to municipal officials and other government agencies. This is a way of getting commitments as well as strengthening linkage with them. Projects that are approved in these processes are expected to become more implementable and sustainable.

4. Trainings

Training needs should have been identified during the planning stage. The whole training program shall be packaged and implemented by the university with the participation of all experts from the colleges. Various trainings such as livelihood development, technology skills, leadership and values formation shall be implemented by the colleges under close coordination and supervision of the university extension department. On-site training is preferred to reinforce actual learning and ultimately the adoption of a particular appropriate technology and practices. Cross-visit to other extension-related projects are undertaken to gain more knowledge and are programmed based on the needs.

5. Development Support Communication

Any technology disseminated will be complemented with print, broadcast and video materials. The packaging of development support communication materials will be undertaken. The type of development support communication depends upon the situation. Movies are usually integrated in the trainings to emphasize specific value critical to the success of an intervention. Technologies are given in print but are normally demonstrated depending on their feasibility. For greater effects, these are introduced in the Rural Enterprise Development stage.

7. Rural-based Enterprise Development

Through this process, commercialization of technologies is established in the pilot

barangays. Technologies that are chosen base on the available resources will be commercialized in the barangay. Gradually, the community is trained and exposed to the development of the rural enterprises. Hence, to generate resources for the community, experts from the University shall extend technical assistance in the preparation of the feasibility studies and project proposal for submission to local and foreign funding institutions.

8. Monitoring and Evaluation

Periodic monitoring and evaluation shall be conducted by the University under the Extension Monitoring and Evaluation Unit. The barangay officials and women leaders are trained to be observant and analytical, hence, they serve as key informants of the program. The information is used to supplement the results of the M&E. A pre- assessment is conducted before a major intervention is undertaken, which is the basis for the assessment of the project's output, effects and impacts in the evaluation of the project. During and after the evaluation is undertaken with the barangay officials. Experiential learning shall be introduced in this phase to strengthen the action-reflection-action abilities of the officials.

9. Process Documentation

Implementing Guidelines

- a. Each Campus shall select its pilot barangay where all the colleges shall converge in the delivery of their assigned extension activities.
- b. Each College assigns an Extension Coordinator to assist the Dean in the implementation of the college-based extension activities.
- c. Every faculty member involved with appointment is given appropriate credit workload equivalent to 3 credit units or a maximum of 108 hours per academic term.
- d. Funding of activities is charged to 10 % of the supplemental budget of the Campuses.
- e. Faculty members who are under load in the instruction and research are given tasks and responsibilities in the program.
- f. The Dean is responsible in the implementation and success of assigned activities in the program. A quarterly accomplishment report is submitted to the Campus Extension and Training Office. After which, the said office will consolidate all reports coming from the Colleges and submit these to the office of the University Extension Director.
- g. The University Extension Monitoring and Evaluation Unit is responsible in the overall monitoring and coordination of the program. There shall be annual review and planning workshop to be conducted by the University RDET.
- h. Pilot barangays are used as social laboratory for students in the university.

- i. An ISU-LGU MOA is forged prior to implementation of the program.
- j. Each campus of the university establishes its own adopt-a-barangay site.
- k. The University must establish strong linkage with other government agencies, NGOs, and private sector to generate resources to be poured in the adopted pilot barangays.

2. LGU STRENGTHENING AND CAPACITY BUILDING PROGRAM

This program is designed to improve the delivery services and increase the work force resource productivity of the LGUs towards good governance.

This program was evolved and implemented by the University pursuant to the provision of R.A. 8435 otherwise known as the Agriculture and Fisheries Modernization Act or AFMA of 1997. As provided under Section 90, the University is mandated to focus its extension services on the improvement of the LGUs' capability in the delivery of extension services. These services are in the forms of degree and non-degree trainings, technical assistance, establishment of demonstration projects cum research activities, monitoring and evaluation of LGU extension projects and information support services. This program also involves establishing good working relationship with LGUs at the provincial, municipal and barangay levels.

A. Techno Gabay Unlad- Buhay Program

This program is a banner program of PCARRD-DOST in 2005 and is being implemented by ISU as the base agency of the Cagayan Valley Agricultural Research Resources and Development Consortium (CVARRD) under the National Agricultural Research Resources and Development Network (NARRDN). The Techno Gabay modality has been institutionalized and adopted under the extension program of the University to provide technical assistance to the LGUs. This program is in partnership with LGUs who provide facilities and other logistics in the implementation of the program. The *Techno Gabay Program* was initiated by PCARRD and implemented nationwide through the regional consortia. This program was conceived to provide information and technology services in agriculture, forestry and natural resources via an effective mechanism. It aims to strengthen the link among the technology adaptors. The program is implemented with the following components: a) Farmers Information and Technology Services (FITS); b) Farmer Scientists Bureau (FSB) or Magsasaka Siyentista; c) Information, Education and Communication (IEC); and d) Information Communication Technology (ICT). At present, the Techno Gabay Program is being implemented under the Department of Agriculture-Agricultural Training Institute (DA-ATI) in partnership with State Universities and Colleges (SUCs) as Partner Member Agency (PMA) of the program. ISU as Partner Member Agency of the TG program assist the LGUs in improving their capabilities in the delivery of LGU extension services.

A.1. Farmer Information and Technology Services (FITS)

More popularly known as Techno Pinoy, the FITS is an information and technology delivery service facility which is aimed at improving access of farmers, traders, processors, entrepreneurs and other stakeholders to information and technologies in agriculture and natural resources. As a provider of information service, FITS provides IEC materials in different formats such as print (primer, comics, leaflets and bulletins), audio-visual, broadcast, and e-based media. These centers could also be a good back-up facility for on-farm research.

A.2. Farmer Scientists Bureau (FSB)

This approach is premised on the idea that progressive farmers are more effective change agents in technology transfer. The Farmer-Scientists Bureau (FSB) or *Magsasaka-Siyentista* is composed of outstanding farmers who demonstrate successful application of Science & Technology-based and indigenous technologies. These farmers are active participants, enablers, facilitators or initiators of technology development and transfer processes. The Science and technology Based farm component of the Magsasaka Siyentista has proven to be an effective mechanism for technology transfer and utilization. Under this modality, the farmer scientist will showcase his/her technology.

A.3. Information, Education and Communication (IEC)

Information, Education and Communication (IEC) strategies is a need-based communication process aimed to hasten adoption of technologies by FITS and FSB clientele. Among others, IEC activities involve information needs assessment, objective setting and communication planning, design and production of prototype testing and dissemination of IEC materials in print, audio-visual, broadcast and other electronic formats, impact evaluation, and interpersonal approaches such as information caravan and technology exhibits.

A.4. Information and Communications Technology (ICT)

The ICT activities under the Techno Gabay Program are basically directed at strengthening information services. These include the establishment of user-friendly databases for the FITS centers, development of web pages, and production of CD-based multimedia featuring IEC materials as well as the technologies being adopted by the *Magsasaka Siyentista*.

The FITS database contains seven component databases: farmers' profile, experts profile, contact firms, technology, publications, video materials and trade/production statistics.

3. BIDANI PROGRAM

The program was conceptualized and initially called Nutrition Improvement Model (NIM), a practical and effective model for improving and maintaining nutrition of the

Barangay Integrated Development Approach for Nutrition Improvement of the Rural Poor (BIDANI) was developed from Nutrition Improvement Model (NIM) Project tested and replicated by the University of the Philippines Los Baños in 1978. From 1984 it developed into a network program dubbed as BIDANI. ISU is one of the six original SUCs in the country which pioneered the implementation of the program. It is institutionalized under the extension program of the university in partnership and support with the local government units. This program is one of the seventeen (17) areas of concern under the United Nation Sustainable Development Goals specifically on health and nutrition.

Prevalence of malnutrition manifested by incidence of poverty, illiteracy tantamount to unemployment, poor health, and short life expectancy. It infuses nutrition as an objective, a component, an outcome, and an indicator of development. It is a holistic, comprehensive, integrated, multi-sectoral strategy and operates by means of a bottom-up approach.

Goals and Objectives

Goal: The program endeavors strong and sustainable partnership with SUCs and local/city government geared towards good governance, food and nutrition security and nutrition improvement of community catchment areas through participative and integrated local management plan.

Objectives:

1. Reinforce the capabilities of city/municipal line agencies and non-government organization in support with barangay development activities;
2. Establish a Barangay Management Information System for profiling and planning;
3. Enhance the capability of the people (female and male) in the barangay in planning and in implementing, monitoring and evaluating development projects/ activities; and
4. Increase the food availability in the household level and prevent malnutrition on children (boy and girl).

General Description of BIDANI Program Component Innovative Strategies/ Approaches

1. Barangay Integrated Development Approach (BIDA)

This component creates awareness and empowers the stakeholders to participate actively in the development efforts as embodied in the Barangay Integrated Development Plan. It enhances the capacity of local leaders in planning, implementing, monitoring and evaluating development programs.

2. Barangay Management Information System (BMIS)

BMIS facilitates the needs of the barangays essential for nutrition and development planning as well as project implementation, monitoring and evaluation. It also promotes capacity development of Barangay Development Councils in e-governance using BMIS software.

3. Participative Nutrition Enhancement Approach (PNEA)

PNEA is utilizing a participative strategy in preventing malnutrition among 0-24 months old children (boy and girl) via the life cycle approach. It promotes food production and market-driven activities at the household level.

4. GENDER AND DEVELOPMENT PROGRAM in EXTENSION PROGRAMS AND PROJECTS

CHED Memorandum Order No. 1 Series of 2015 of the mandating all HEIs to mainstream and incorporate gender issues and concerns in the major functions of the University: instruction, research, and extension. This is also aligned in the provision of Republic Act 9710 or the Magna Carta of Women recognizing the equal contribution of women and men in all aspects of community development, women empowerment, and equality.

5. COMMUNITY OUTREACH AND SUPPORT SERVICES

This program aims to empower partner agencies by providing technical assistance, consultancy, and other support services in the form of training, technology promotion and production of IEC materials particularly on Cooperatives and rural-based organizations.

UNIVERSITY POLICIES AND GUIDELINES GOVERNING EXTENSION SERVICES

A. Funding Sources and Mechanism

The University Extension and Training Services are implemented with funding support from three various sources: a) the Annual Regular Budget from national government part of the General Appropriations Act (GAA) otherwise known as Fund 101; b) share from the Supplemental Budget derived from internally generated income; and c) external sources which include other government agencies, LGUs, NGOs, POs, civil societies, and others. The first source category is made available under the GAA annually, however, huge amount is allotted and spent for Personnel Services. The second source is a result of a policy breakthrough on the part of the university with an approved resolution by the Board of Regents automatically allocating ten (10) percent of the Supplemental Budget (internally-derived annual income) for the implementation of extension services programs and activities. Moreover, the third source which is externally generated forms bulk of extension funds considering the good track record and good performance of the university in implementing externally funded projects.

The biggest source of funding for extension services is the Supplemental Budget. College-based extension programs and activities are given priority on the use of the 10% share from Supplemental Budget. To ensure effective and efficient utilization of the said budget, the following percent allocation and expenditures are hereunder prescribed:

- a. Direct Cost – 65%
 - Support to the university’s priority extension agenda
 - Conduct of multi-disciplinary research cum extension projects
- b. Support to Faculty-Extensionists for Attendance to Conferences, Seminar-Workshops and Trainings and for Papers Presentation – 10%
- c. Capacity Building – 15%

Support shall be given to faculty and staff in the attending trainings and seminars in regional, national and international levels in order to capacitate and enhance the faculty to conduct their extension works. In-house training, seminars and meetings shall be conducted locally to further enhance the capacities of extension workers in preparing high quality proposals, conduct writeshops in producing publishable extension papers especially in a referred journals. With Covid-19 pandemic, all meetings, seminars and

training shall be conducted through virtual modalities or using On-line via Zoom, Webinar and others. In cases where meetings and trainings will be done on face to face settings, social distancing, wearing of face masks, wearing of face shields and other IATF required protocols shall be strictly implemented and followed.

d. Incentives for Extension Awards - 5%

This refers to cash incentives for outstanding faculty-extensionists and staff who garnered prestigious awards, published articles in refereed journals and secured approval for copyrights. A separate guideline is provided for entitlements and claims of incentives.

e. Overhead/Operations Support – 5%

Five percent (5%) of the budget shall be allotted to support the operation of the University Extension and Training Services. The budget allocation for the General Appropriation Act or GAA for extension services is minimal and limited, hence, there is a need to augment it from the Supplemental Budget.

In addition, the alumni of the university can also contribute to either generate funds or finance extension projects aside from being tapped as Resource Persons.

Guidelines on the approval of the Budget of Allocation from the Supplemental Budget (SB 164) .

Only Approved College –based extension program and projects presented during the Proposal Review with no external funding support shall be funded from the ten percent (10%) Supplemental Budget of extension.

B. Guidelines for the Preparation of Extension Proposals

In preparing the extension project proposals the proponent is mandated to mainstream the concept of gender and development in the project documents and must be subjected to assessment using the HGDG Instrument. In order to consider the program/project proposal it must reach a score of 15% above. Take note that the proposal can be in a nature of a program, project or activity. However, the proponent must be reminded that a program is a long term and the duration is 3 year to 5 year term, while a project is good for 1-2 years only, and, if the proposal will be due in less than a month then, it's an activity. The following guidelines should be considered:

1. Title

A brief but clear title of the proposal is required. It must be specific and as concise. It must reflect the main theme of the proposal and should be informative enough to alert the reader and give him an idea of the direction of the project or activity.

2. Proponent (s)

This item consists of indicating the campus, college, and names of faculty community extension providers specifying their expertise involved in the project.

3. Cooperating Agencies

If the project is being done in cooperation with other agencies, state the roles and the contribution of these agencies to the project.

4. Rationale/Justification

This section should contain the importance or significance of the extension project to the current needs of a community or stakeholders. It also contains the problems felt or identified by the communities. It must answer the HGDG's Elements No. 1 to 3.

5. Objectives

This must specify the general and specific objectives of the proposal. Narrow the objectives down to attainable objectives under reasonable conditions. The title of the proposal is often a broad statement of the objectives. Make them consistent. It must answer the HGDG's Elements No. 4.

6. Expected Outputs

Expected outputs are tangible end product of the proposal and must be clear and specific and in consonance with the set objectives.

7. Procedure/Methodology

This is the process in attaining the desired objectives. Discuss the procedures clearly and with sufficient detail to be understood by prospective reviewers, upon seeing a well-written, comprehensive and specific procedures are opt to conclude that the proponent is fully equipped and thoroughly prepared for his/her project. It must include a Risk Assessment Plan and the conduct of periodic Impact Assessment during the implementation, management and evaluation of the project.

8. Duration and Schedule of Activities

The duration would depend on the nature of the project. For the various stages of the project, however, time should be earmarked and a schedule adhere to as strictly as possible. A single timetable maybe presented in a Gantt Chart. A certain degree of flexibility must be allowed for the revision or adjustment of an activity without substantial alteration the project.

9. Budgetary Requirements

Rates per item or object of expenditure.

a. Personal Services (PS)

Under this item are salaries of full time staff/assistants, technicians, interviewers, etc. Salaries and wages shall be based on the proponent (s)' salary grade. The computation for the salary of the proponents follow:

DBM 2007-01

Ex. SG/22 days = per day rate

Per day rate/8 hours = per hour rate

b. Maintenance and Operating Expenses (MOE)

This includes travel, supplies and materials, and sundry expenses. Any expenses amounting to P 2,000.00 or more must be itemized. In making estimates, be as realistic as possible. In itemizing travel, it is important to indicate the numbers of days required for the survey and the places covered. Standard government rates are allowed. Itemize the travel expenses indicating mode of travel, places to be visited, number of trips, purpose, number of people and approximate dates.

c. Equipment Outlay (EO)

Unless extremely necessary for the successful conduct of the project, avoid requesting equipment. If requests are made, it is construed that the request is made because those available in the station are extremely inadequate for the purpose. Try to avoid asking for equipment like electric fans, refrigerators, or air conditioners. Indicate if part of or whole amount for an equipment will be shouldered by the institution or by another agency.

10. Personnel Requirements

Indicate the names of existing personnel who will work on the project which includes their position, salaries, expertise and the percentage of time to be devoted to the project.

The position of additional personnel to be hired for the project must be indicated together with their salaries. If the fund for these additional personnel comes specifically from the funding agency, then they are expected to work full time in the project.

C. Faculty Workload for Extension Involvement

To rationalize the functions of the faculty members with respect to their extension functions, a workload scheme serves as a guide in assigning extension loads.

1. A faculty member with designations to extension function shall be given equivalent teaching units as governed by the university workload policy guidelines.
2. University Experts Pool for Extension shall be tapped to provide technical services to evaluate extension and training proposals, programs and projects. The given

3. It shall be the responsibility of the Department Chair and the College Dean to identify faculty who are under load who must have additional workload in both extension or research.
4. The individual performance target and commitment rating of faculty without administrative designation must strictly follow the criteria as approved by the Board of Regents. The following criteria are as follows:

Instructor Level - 18 Teaching Assignment; 3 FTE

Assistant Professor - 15 Teaching Assignment; 6 FTE

Associate Professor - 12 Teaching Assignment; 9 FTE

Professor - 9 Teaching Assignment; 12 FTE

5. Any extension programs shall be implemented based on the principles of integrated development approach, resource sharing, participatory multi-disciplinary and college based. It shall develop the skills and capabilities of faculty extensionist needed in becoming effective and efficient community worker.
6. A faculty member who shall conduct an extension program for one year or more shall be entitled to the workload equivalent as approved in the workload policy for Instruction and approved by the Board as follows :

Program Leader

5 FTE units with 3 years

duration or more and the faculty will handle 1 big project)

Project Leader

4 FTE units (with 2 years duration and the faculty will handle at least 1 study)

Study Leader

3 FTE units (with 1 year duration)

D. Incentives and Awards

1. Each Faculty is required to conduct an extension project at least 7 project a year to be qualified for promotion, refer his/her receipts of his/her assessment. No faculty shall be promoted if he /she is not involved in research and extension activities.
2. Faculty members can claim faculty teaching equivalent in extension as provided in the University Workload Policy Guidelines.
3. A faculty researcher must conduct an extension activity and must implement an extension program or project.
4. Excess load of faculty must include his/her research and extension project/activity. However, a Progress and Accomplishment Report shall be attached to support the claim. This shall be endorsed by the College Dean, noted by the Campus Extension Director and Campus Executive Director, recommended by the University Director for Extension and Training and approved by the Vice President for Research and Development, Extension and Training.
5. A faculty member who can publish a completed extension program/project in an ISI, Scopus Index and other recognized and accredited journals shall receive Two Thousand Pesos (Php 2000 .00). In case the said published output is cited, the faculty member shall receive One Thousand Pesos (Php 1,000.00) per citation.
6. A faculty member who shall be elected as President in a national Association/Organization of Extension and Research recognized by CHED shall receive a Plaque of Recognition and a Cash Incentive of Five Thousand Pesos (Php 5,000.00) in recognition of her/his outstanding performance and contribution in the fields of extension and community engagement as well as in research. The said award shall be given during the annual celebration of the ISU Founding Anniversary.
7. To sustain and encourage the conduct of quality extension projects and to support accreditation of curricular programs, the University shall institutionalize an Annual Award for Outstanding Extensionist Award for faculty and non-teaching staff conducted either individually or by a group of faculty members which are College-based or University extension based project duly approved by the University shall be provided with incentives in the form of Plaques of Recognition and cash award of Ten Thousand Pesos (10,000 .00). Conferment of awards shall be done during the ISU Foundation Day.
8. A faculty member or staff who can generate resources or can establish strong linkages with local, national and foreign funding institutions shall be given due recognition or appreciation.
9. A faculty member designated to special projects without honorarium or incentives shall be given corresponding teaching equivalent credit units in accordance with the existing approved University Faculty Workload Policies for Instruction.

10. To support the claims for extension overload/ excess pay, a detailed Accomplishment/ Progress Report following the prescribed format shall be submitted by the faculty. The said report shall be endorsed by the Campus Extension Director, noted by the Campus Executive Officer, recommended by the University Extension Director for final approval by the Vice president for RDET.

11. A Faculty member who is involved in any extension and training activities shall be given a corresponding faculty teaching equivalent per Board approval as follows:

WORKLOAD ASSIGNMENT		FTE DETERMINATION			
EXTENSION AND TRAINING		Contact Hours	Weight	FTE	REMARKS
Conferences/Symposium/Seminar/ Workshop/ Forum /Training					
a	Coordinator / Chairperson	1.00	0.03	No. of hours times the weight not to exceed 3 FTE	
b	Member	1.00	0.02	No. of hours times the weight not to exceed 3 FTE	
c	Moderator	1.00	0.02	No. of hours times the weight not to exceed 3 FTE	
d	Technical Secretariat	1.00	0.02	No. of hours times the weight not to exceed 3 FTE	
e	Discussant/Reactor	1.00	0.03	No. of hours times the weight not to exceed 3 FTE	
f	Resource Person	1.00	0.03	No. of hours times the weight not to exceed 3 FTE	

g	<i>Rapporteur</i>	1.00	0.02	<i>No. of hours times the weight not to exceed 3 FTE</i>	
h	<i>Extension Programs/ Activities</i>	1.00	0.03	<i>No. of hours times the weight not to exceed 3 FTE</i>	<i>Involvement in various extension programs/ activities [not to exceed six (6) FTE.]</i>
i	<i>Quasi Assignment</i>	<i>Teaching Assignment</i>			
		<i>National/ International</i>	<i>Regional & Below</i>		
1	<i>Extension Program Leader [not to exceed two (2) programs at a time] without honorarium with accomplishment/terminal report</i>	6.00	6.00	<i>No. of programs times the weight not to exceed 9 FTE</i>	<i>Based on the provisions of the Extension Operations Manual</i>
2	<i>Extension Project Leader [not to exceed two (2) projects at a time] without honorarium with accomplishment/terminal report</i>	4.00	4.00	<i>No. of projects times the weight not to exceed 9 FTE</i>	
3	<i>Extension Project Staff [not to exceed two (2) studies at a time] without honorarium with accomplishment/terminal report</i>	3.00	3.00	<i>No. of studies times the weight</i>	
<p>Note: <i>Time engagement in extension activities must be determined and assessed through the extension proposal</i></p>					

Program – consists of 2 or more projects.. The Program Leader must handle at least 1 project.

Project – consists of 2 or more sub-project/ study components. The Project Leader must handle at least 1 sub- project/ study component.

Study – consist of 1 or 2 studies per project. The Study Leader must handle 1 study per project.

12. Researches in extension funded by other agencies shall be covered by a Memorandum of Agreement (MOA) or its equivalent between ISU and the funding agency.

13. Faculty members who are designated as Section Chief in the Campus Extension and Training Units shall be given workload equivalent as provided in the University Workload Policy Guidelines as approved by the Board of Regents.
 - University Extension and Training Director -15 FTE
 - Campus Extension Director (*Cluster Campuses (Echague, Cabagan, Cauayan, Ilagan Campuses)*) – 12 FTE
 - Component Campus Extension Director ((*Angadanan, Roxas, San Mariano, Jones Campuses*)) - 9 FTE
 - College Extension Coordinator – 3 FTE
 - Chief, Community Outreach and Training Unit - 6 FTE
 - Chief, Applied Communication Unit - 6 FTE
 - Chief, Technology Transfer and Commercialization Unit – 6 FTE
 - Chief, Monitoring and Evaluation Unit - 6 FTE

14. A separate Extension In-House Review shall be conducted annually and papers presented during the University Agency-In-House Review that meet the criteria and judged by the panel of evaluators to deserve an Award shall be given financial reward as follows:

Prize (Rank)	Financial Reward (₱)
Best Paper Award (Champion)	₱ 10,000
Second Best Paper Award	₱ 7,000
Third Best Paper Award	₱ 5,000

The set criteria for the Best Paper Award is shown in the Annexes.

15. A faculty member or staff who conducts and involves in extension projects and activities during Saturdays and Sundays is entitled to Compensatory Time Off (CTO) or Service Credit whichever is applicable subject to CSC rules.

E. Income Management

The income derived from extension shall constitute a special fund for the use of the extension project/activities for the University.

SOURCES

Source of Income in the extension maybe derived from the following extension activities: training, technology demonstration pilot project, rental of equipment and other extension-related activities. The income to be derived shall be in the form of fees, rentals, payment of input assistance, sales, grants, donations and others.

FEES

These are amounts fixed and collected for extension services rendered, i.e. training fee, seminar fee, workshop fee, and others.

RENTALS

These are amounts paid for the use of extension equipment, i.e. computers laptop, and audio-visual equipment and others.

PAYMENTS OF INPUT ASSISTANCE

These are amounts paid requesting the cost or value of supplies, materials and equipment granted as part of or in support to an extension services delivered, i.e. demonstration projects, pilot projects, and others.

PRIZE

These are payments received in the name of extension program of the University representing awards in competitions or contest.

GRANTS AND DONATIONS

These are awards named as such in any form conveyed to extension projects, operating units into the extension program of the University.

SALES

These are payments received for sold products or items produced from income generating projects in extension training.

FINANCIAL MANAGEMENT FOR EXTENSION SERVICES

A. Financing

The types of extension funds according to financing arrangement are classified as regular funds coming from the General Appropriation Act (GAA) and the Supplemental Fund derived from the income of the University.

B. Budgeting

The annual Approved Research and Extension Budget is provided in the General Appropriation Act (GAA). The research and extension budget dialogue is usually conducted by the University headed by the President and the Budget Officer. As a result of the budget dialogue, a Work and Financial Plan (WFP) for RDE of the University is submitted to the President thru the Budget Officer for approval. Therefore, approved WFP shall be strictly followed as far as RDE budget is concerned.

The Finance Director and Budget Officer must consult the University Vice President for R&D, Extension and Training before the realignment of Research and Extension budget is prepared. Allocation of budget for extension comes from the ten (10%) percent allocation coming from the Supplemental Budget which is derived from income of the University. All college-based extension projects shall be given corresponding budget campus allocation upon the submission of the extension proposal/s duly approved by the University Extension. Review Committee chaired by the University Extension Director.

The following guidelines on the approval of the budget allocation from the Supplemental Budget are as follows :

1. Only approved college-based extension program/project with no external funding shall be funded from the 10% allocation;
2. Extension program and project proposals duly approved by the University Pool of experts or Committee during the University Proposal Review and Evaluation shall be funded from the 10% Supplemental Budget.
3. Only 2 faculty members are allowed per sub-project component.

C. Accounting and Auditing

For accounting and auditing procedures, the Accounting and Auditing Manual for Research Operation (AAMRO) Book 1 shall be strictly enforced.


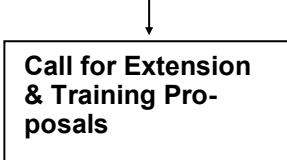
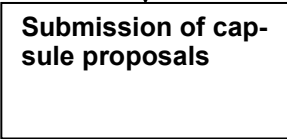
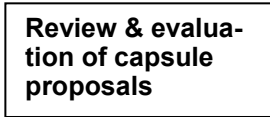

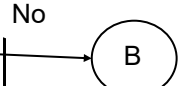
Research and Extension funds (A-7) are generally handled by the Central Administration. Books of Accounts shall be kept by the accounting Division. However, a separate book of accounts shall be kept by the office of the Director of RED. At the end of the month the two books of accounts shall be tallied for a more effective financial management. A copy of the NCA shall be furnished to the office of the RED for information and monitoring purposes.

Pursuant to DBM issuance dated February 10, 1992, fund allocations for training and research projects in the University shall be treated as continuing appropriations with the condition that the unutilized funds for the said activities at the end of the year of release shall be valid only up to the end of the month of the ensuing year and the disbursement therefrom shall be subject to usual accounting and auditing rules and regulations.

For special projects, the bookkeeper of the Office of the Vice President for RDET shall handle such funds, subject to accounting and auditing rules and regulations.

PROCESS OF SUBMISSION, APPROVAL, IMPLEMENTATION MANAGEMENT AND EVALUATION OF PROPOSALS

The figure below shows the Extension and Training Proposals Review and Evaluation Flowchart which will serve as a basis in the implementation of an extension project.

Activity	Person/s Responsible	Details/Function	Period Covered/ Frequency	Reference/s
 Start				
 Call for Extension & Training Proposals	<ul style="list-style-type: none"> VP for RDET 	<ul style="list-style-type: none"> Issues memo to all campuses to submit Extension & Training proposals for funding Disseminates information to faculty 	<ul style="list-style-type: none"> 1st week of July One (1) week 	<ul style="list-style-type: none"> Memorandum Letter RDET Manual BIDP RIDE Strategic / Action Plan
 Submission of capsule proposals	<ul style="list-style-type: none"> College RDET Coordinator Faculty/ Proponent 	<ul style="list-style-type: none"> Prepares proposal by faculty/proponent 	<ul style="list-style-type: none"> 1st week of August One (1) month 	<ul style="list-style-type: none"> Memorandum RDET Manual
 Review & evaluation of capsule proposals  Approved? Yes 	<ul style="list-style-type: none"> Campus Extension and Training Director Subject Specialists (as needed) 	<ul style="list-style-type: none"> Evaluate campus capsule proposals as to format and substance Distribute to evaluators 	<ul style="list-style-type: none"> Within 2nd week of August to 3rd week (15 working days) One (1) week upon receipt of the proposal Received with 15 days with HGDG Checklist Assessment 	<ul style="list-style-type: none"> RDET Manual Minutes of meeting
	<ul style="list-style-type: none"> 7 days to revise 			

<p>Inform and advise proponents to prepare detailed proposals</p> <p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> • Campus Director for Extension & Training 	<ul style="list-style-type: none"> • Informs proponent through the College Dean/ RDET Coordinator to prepare detailed proposal 	<ul style="list-style-type: none"> • 1st week of September • One (1) day 	<ul style="list-style-type: none"> • Memorandum • RDET Manual
<p>Review & evaluation/presentation</p> <p>Approval proposals for implementation</p> <p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> • University Director for Extension & Training • University Extension & Training Review Committee • University Director/ Campus Director for GAD 	<ul style="list-style-type: none"> • Evaluates the detailed project proposal by University Committee • Endorse approved proposals for funding 	<ul style="list-style-type: none"> • 2nd week of November • One(1) month 	<ul style="list-style-type: none"> • Notice of approval
<p>Prepare legal agreements and issue appointments of implementer/s</p> <p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> • VP for RDET/ • President 	<ul style="list-style-type: none"> • Issue appointment of proponents • Prepares legal agreement for the President's signature 	<ul style="list-style-type: none"> • 3rd week of December • One (1) week 	<ul style="list-style-type: none"> • Appointment
<p style="text-align: center;">C</p> <p>Implement approved extension program/ project</p> <p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> • EO/CA • Proponent • College Extension Coordinator 	<ul style="list-style-type: none"> • EO/CA allocates and ensure availability of funds • Proponent implements approved proposals involving students, faculty and other stakeholders. 	<ul style="list-style-type: none"> • As per approved schedule of activities of proposal 	<ul style="list-style-type: none"> • Approved extension proposal

<p>Monitor and evaluate implementation approved extension program/ project</p>	<ul style="list-style-type: none"> • Campus Extension and Training Director • EO • Dean/Asso. Dean • College Extension Coordinator • GAD 	<ul style="list-style-type: none"> • Field visit Submission of quarterly accomplishment Report Presentation in AIHR 	<ul style="list-style-type: none"> • As per approved schedule of activities of proposal 	<ul style="list-style-type: none"> • Approved extension proposal • Monitoring and evaluation forms
<p>Submit Terminal Accomplishment Report</p>	<ul style="list-style-type: none"> • Campus Extension & Training Director • EO • Dean/Asso. Dean • College Extension Coordinator • Proponents • GAD 	<ul style="list-style-type: none"> • Issues notice to submit accomplishment report • Proponents prepare accomplishment report • Disseminates results in newsletters, AIHR, radio, community fora, brochures, & trade fairs 	<ul style="list-style-type: none"> • Upon completion of the activities/ project 	<ul style="list-style-type: none"> • Approved extension proposal • Monitoring and evaluation forms
<p>Conduct impact assessment</p>			<ul style="list-style-type: none"> • After 3 years of project implementation 	
<p>End</p>				

Figure 2. Extension and Training Proposals Review and Evaluation Flowchart