



COMMUNITY EXTENSION SERVICES MANUAL

# THE JOURNEY TO COMMUNITY DEVELOPMENT



**Technology Driven By Innovation**

#TheSchoolofInnovation



# FEU INSTITUTE OF TECHNOLOGY

## Community Extension Services Unit Manual

### FOREWORD

Volunteering has a long, rich, and varied cultural legacy in the Philippines. Volunteerism continues to be a part of the shared helpful heritage which comes in many different names, guises, and dimensions among cultures. Various indigenous terms used to describe volunteerism in the Philippines, including Bayanihan, Damayan, Kawanggawa, Pahinungod, and Bahaginan, can be translated to mean a variety of volunteer activities, including those supported by corporations, government, nongovernmental organizations, and foreigners. In the Philippines, volunteering has a positive impact on both individuals and communities. It can also foster and preserve the social fabric of our society, which is vital to its stability, as well as a strong feeling of mutual trust and togetherness.

FEU Institute of Technology [FEU Tech] as a vibrant community of scholars and professionals commits itself in the promotion of Sustainable Development. Its exceptional ability to cultivate knowledge and create creative skills allows it to allocate its resources and offer educational opportunities to diverse populations.

As the backbone of community development, FEU Tech, has a social responsibility to participate in building the communities. As a partner of change too, FEU Tech through its community-oriented programs and services continuously extends programs that are humane and socially responsive to the needs of society and its people.

## **FACTS AND HISTORY**

The original company, Asia Pacific Computer Technology Center (APCTC), was setup as early as July 1991 by SM Foundation and IBM Philippines. In January 1992, APCTC joined forces with Far Eastern University (FEU) and Intelligent Wave, Inc. (IWI), and set up a computer school, which was subsequently called East Asia Institute of Information Technology.

Initially, the only course offered was leading to the degree of Bachelor of Science in Computer and Information Science (BS CIS). In 1994, East Asia Institute of Information Technology started to offer courses leading to the degree of Bachelor of Science in Computer Engineering (BS COE).

On September 30, 1998, the Commission on Higher Education (CHED) noted the change in the name of East Asia Institute of Computer Technology (EAICT) to East Asia College of Information Technology.

On February 24, 2000, East Asia College of Information Technology was identified by CHED as a Center of Development for Excellence in Information Technology Education.

In 2001, CHED approved the proposal of East Asia College of Information Technology to offer additional courses leading to Bachelor of Science in Information Technology and Bachelor of Science in Information Management. Also in 2001, FEU reopened its College of Engineering offering a trimestral (4 years and one term) program, which prepares students for a career in the engineering industry.

In 2003, the FEU-College of Engineering merged with East Asia College of Information Technology's College of Computer Studies to form FEU-East Asia College.

## **VISION, MISSION AND QUALITY POLICY**

### **Vision**

FEU Institute of Technology aims to be one of the top five technology educational institutions in the Philippines.

### **Mission**

FEU Institute of Technology is dedicated to providing quality, relevant, innovative and industry-based education producing competent and principled professionals with greater sense of responsibility, social awareness and high competitiveness contributing significantly to the betterment of the society.

### **Quality Policy**

FEU Tech is a school of innovation that provide unique, quality learning experiences for every learner. Through its innovative, globally relevant academic programs at the helm of highly qualified, competent educators, we equip our students with technical and critical thinking skills that prepare them to be leaders in their chosen fields. Guided by the core values of Fortitude, Excellence, and Uprightness, we mold socially responsible and morally conscientious next generation of change-makers and nation builders.

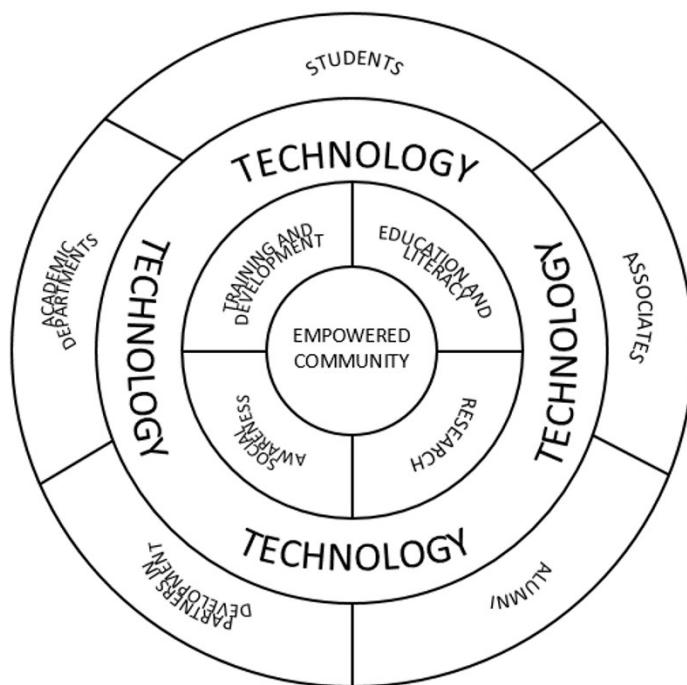
### **These will be achieved by:**

1. Offering industry-relevant and globally competitive academic programs
2. Introducing a student-centric, individualized learning methodology with MILES
3. Providing access to highly qualified teachers/instructors
4. Equipping students with entrepreneurial skills and mindset via FTIC
5. Establishing connections to local and international industry partners with intensive internships
6. Commitment to continual improvement of the quality management system

## THE COMMUNITY EXTENSION SERVICES UNIT (CESU)

### FRAMEWORK

The Community Extension Services Unit [CESU] manages the social responsibility initiatives of the FEU Institute of Technology. Mobilizing innovative technologies and modern approaches in developing the communities through its Community Oriented Programs which operate on three (3) principles of Social Responsibility, Integrity, and Ethics. It is an act of fulfilling the Institute's mission of helping people to uplift not only the quality of living of those underprivileged but also provide a greater impact on the character and values of the beneficiaries as well as students and associates of the Institute who take part in these worthy undertakings.



The Community Extension Services Unit collaborates with local officials of the marginalized sector to deliver inclusive culture sensitive relevant and demand-driven programs while promoting sustainability.

## **COMMUNITY-ORIENTED PROGRAMS**

The Community-Oriented Programs of CESU are based on three (3) fundamental principles a. Social Responsibility, it ensures that the community-oriented programs focus on the development of the community. This includes economic development, infrastructure improvement, education, and healthcare initiatives that benefit the entire community. b. Integrity, all CESU programs are designed to promote integrity. It serves as a cornerstone of effective and ethical community-oriented programs. It builds trust, credibility, and accountability, fostering an environment where the community can actively participate, benefit, and thrive over the long term. c. Ethics is vital for improvements in community development. This guides the students, associates, alumni, partner communities, and other stakeholders to determine what they should do. Standards of ethics include accepted basic rights, obligations, value to society, objectivity, justice, and specific moralities. CESU ensures the promotion of values such as honesty, compassion, and loyalty while upholding human rights to attain equality and improve social functioning.

Community Extension Services Unit supports entrepreneurship and creativity as it looks for relevant approaches to tackle the problems faced by communities. CESU is committed to a set of values that will raise leadership potential, competencies, self-assurance, and ambitions during community growth.

Moreover, the CESU Programs are designed to support the achievement of the Philippines Ambisyon Natin 2040 which aims to describe the kind of life that people want to live and how the Philippines will be by 2040.

## **COMMUNITY-ORIENTED PROGRAMS**

### **I. iTamMakakalikasan**

This is an iTam practice in improving, protecting, preserving and restoring the natural environment. It is an activity involving the entire College community. Pursuant to Executive Order No. 193 Series of 2015 Declaring Interdepartmental Convergence Initiative for a National Greening Program. The program was strengthened to support SDG 13 Climate Action, Target 13.1: Strengthen resilience and adaptive capacity to climate related disasters, Target 13.2: Integrate climate change measures into national policies, strategies and planning, and Target 13.3: Build knowledge and capacity to meet climate change. SDG 14 Life below Water, target: 14.2: Protect and restore ecosystems, and Target 14.5: Conserve coastal and marine area. SDG 15 Life on Land, Target 15.1: Conserve and restore terrestrial and freshwater ecosystem, Target 15.2: End deforestation and restore degraded forest, Target 15.4: Ensure conservation of mountain ecosystems, and Target 15.5: Protect biodiversity and natural habitats. Target 15.9: integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts.

#### **Activities:**

- Environmental Advocacy
- Tree Planting
- Clean and Green Projects
- Waste Management

### **II. iTamBayani**

This is an iTam means of recognizing the spirit of volunteerism. This week-long activity unites the College in charity work and showcases the College community involvement accomplishments. This is geared to strengthen the volunteerism spirit of FEU Tech community towards successful implementation of extension programs. This is also an opportunity to recognize the valuable contributions of our associates, students, alumni and partners in extension.

### **Activities:**

- Volunteer Formation
  - Training and Exposure Visits
- Volunteerism Week
  - Project Ekwela, NGO Fair, Volunteerism Talk, Bloodletting Drive
- iTamBayani Recognition
  - Best Departmental Outreach, Best RSO Outreach, Best Outreach Director

### **III. iTamKalinangan**

This iTam program focuses on the empowerment of students, associates, and alumni of FEU Tech as well as the partner communities to the learnings that are aligned with UN's Sustainable Development Goals. The program also supports Goal 4 Quality Education, target 4.4: Increase the number of people with relevant skills for financial success, Target 4.5: Eliminate all discrimination in education, Target 4.6: Universal literacy and numeracy, and Target 4.7: Education for sustainable development and global citizenship. SDG 5 Gender Equality, target 5.1: End discrimination against women and girls. SGD 8 Decent Work and Economic Growth, target 8.4: Improve resource efficiency in consumption and production, and Target 8.6: Promote youth employment, education, and training. This program is committed in enhancing their capacity to act as citizens and realize their ability to contribute effectively to the community in meaningful ways.

It involves the academic departments and Recognized Students Organization. Each academic department and Recognized Student Organizations designed the activities according to the needs of the clientele and the department/Organizations specialization.

### **Activities:**

#### Academic Departments

- In-House Training
- Personality Development
- Career Management
- Mentoring Sessions
- Academic Writing Workshops
- Literacy Programs

- Skills Transfer/Training
- Capacity Building
- Action Research Programs
- Livelihood and Income Generating Programs

Recognized Student Organization:

- Outreach activities in line with the organizations vision-mission goal.

#### **IV. iTamKaalaman**

This is a campus-based/and or off-campus iTam activity that aims to provide an opportunity to associates, students, community partners, non-government organizations and or general public to share their thoughts and insights on current social issues and concerns. It is the duty of the Community Extension Services Unit of the Student Services Office to conduct programs and activities that are offshoot Sustainable Development Goal No. 1 No Poverty, target 1.5: Build resilience to environmental, economic, and social disasters. SDG No. 3 Good Health and Well-Being, target 3.3: Fight communicable diseases, Target 3.4: Reduce mortality from non-communicable diseases and promote mental health, Target 3.5: Prevent and treat substance abuse, and Target 3.7: Universal access to sexual and reproductive care, family planning and education.

#### **Activities:**

- Seminars and FORA on Current Social Issues
- Emergency Care Workshops/First Aid Seminar
- Disaster Preparedness and Management

#### **V. iTamBahaginan**

This is an iTam action that demonstrates the Bayanihan spirit among the Filipinos in times of crisis. This provides a venue for the College to respond to the needs of the communities displaced by natural or man-made disasters through generation of resources from associates, students, alumni and other stakeholders. On the other hand, Community Extension Service Unit sees the need to provide avenues for Associates, Students and Alumni to help in mobilizing resources for our partner community not only in times of crisis or disaster and in fellowship during Holiday season, but also in sharing the College resources to our partners when needed.

**Activities:**

- Christmas Party/Gift-giving
- Relief Goods Donation Drive/Relief Goods Operation
- Library Access for partner communities
- Fund raising campaigns.
- Linkages and Partnerships

**iTamTeknolohiya**

This is an iTam way of sharing expertise of the College in the field of engineering and technology. The College provides opportunities to heighten the technological knowhow of our partner communities, school institutions and NGO's to serve as major tool for development in this modern age of technology. This program is anchored to the Sustainable Development Goals No. 7 Affordable and Clean Energy, target 7.2: Increase global percentage of renewable energy. SDG 9 Industry, Innovation and Infrastructure, target 9.5: Enhance research and upgrade industrial technologies. SDG11 Sustainable Cities and Communities, target 11.4: Protect the world's cultural and natural heritage, Target 11.5: Reduce the adverse effects of natural disasters, Target 11.6: Reduce the environmental impacts of cities. SDG 17 Partnerships for the Goals, target 17.6: Knowledge sharing and cooperation for access to science, technology and innovation, Target 17.7: Promote sustainable technologies to developing countries, and Target 17.8: Strengthen the science, technology, and innovation capacity for least developed countries

More than that, the program ensures that it is in line with the vision of the FEU institute of Technology to be one of the top learning institutions in Asia and is dedicated to providing quality, relevant, innovative, and industry-based education to the future nation builders.

**Activities:**

- Technology FORA
- Technology Transfer
- Technology Empowerment
- Systems Development
- Technical Assistance and Free Consultancy Services

## ORGANIZATIONAL STRUCTURE



The **CESU Coordinator** is responsible for the overall organization, management, and control of the operations of the unit. The coordinator formulates, implements, and evaluates plans, programs, and projects of the Unit, as well as the corporate social responsibility functions of the Institute.

The **CESU Assistant** helps the organization and operations of the department. The CESU Assistant handles several functions of the unit including but not limited to preparation of activity proposals, implementation, and assessment and evaluation of community-oriented programs.

## **VISION AND MISSION STATEMENT**

### **CESU Mission**

Provide the highest quality of extension services focused on inclusive learning opportunities that will serve as a platform for students, associates and alumni to develop demand-driven solutions to the social problems.

### **CESU Vision**

The Community Extension Service Unit aims to facilitate civic and community engagement through relevant, sustainable, and inclusive initiatives that will inspire the spirit of volunteerism among students, associates, alumni and other stakeholders.

### **CORE VALUES**

FEU Tech CESU is committed to:

#### **Advocacy**

We continuously support local and national concerns in the form of social forums and promotions of personal responsibility in nation building.

#### **Compassion**

We endeavor to provide services to meet the changing needs of our partners' community and or NGO. We listen attentively to their concerns and are non-judgmental and open to their opinions and points of view. Embracing and celebrating the rich dimensions of diversity contained within each individual.

#### **Empowerment**

We work towards Clientele Efficiency in solving problem with Utmost skills.

## CORE ADVOCACIES

### **Lifelong Learning**

This advocacy promotes a culture of continual growth, fostering a society where individuals are not only equipped with the skills needed for the present but also empowered to shape their future by embracing the endless possibilities that ongoing learning affords.

### **Sustainability**

Sustainability as a core advocacy embodies the profound commitment of the CESU to fostering a harmonious coexistence between humanity and the planet. This goes beyond a mere environmental concern, encapsulating a holistic approach that encompasses economic, social, and environmental dimensions. As one of the core advocacies, sustainability becomes a guiding principle that helps the CESU in shaping plans and policies, fostering a collective responsibility to preserve the delicate balance of our planet for the benefit of the present and future generation.

## GOALS

**Empowerment and Capacity Building:** Promoting the empowerment of community members by providing them with the knowledge, skills, and resources needed to actively participate in decision-making processes and take control of their own development.

**Social Inclusion and Equity:** Fostering a sense of community and social cohesion by addressing issues of inequality and promoting inclusivity. This involves ensuring that all community members, regardless of background or circumstance, have equal access to opportunities and resources.

**Environmental Stewardship:** Implementing initiatives that promote environmental sustainability, such as conservation programs, waste reduction efforts, and the promotion of renewable energy sources. These initiatives aim to ensure that development is carried out in a way that minimizes negative environmental impacts and preserves natural resources.

**Economic Development:** Supporting initiatives that contribute to the economic well-being of the community, often through the creation of sustainable livelihoods, local entrepreneurship, and job creation. This can involve skills training, microfinance programs, and support for small-scale enterprises.

**Health and Well-being:** Prioritizing the improvement of community health through access to healthcare services, health education, and the promotion of healthy lifestyles. A healthy community is better equipped to pursue sustainable development goals.

**Cultural Preservation:** Recognizing and preserving the cultural identity of the community by supporting initiatives that celebrate local traditions, languages, and customs. This can contribute to a sense of pride and community cohesion.

**Infrastructure Development:** Investing in and upgrading essential community infrastructure such as roads, water supply, sanitation, and energy. Infrastructure development is critical for improving the overall quality of life and supporting sustainable growth.

**Participatory Decision-Making:** Fostering a culture of participatory decision-making where community members actively engage in the planning, implementation, and evaluation of development initiatives. This ensures that programs are tailored to the specific needs and aspirations of the community.

**Resilience Building:** Helping communities build resilience to external shocks and stresses, such as natural disasters or economic downturns. This involves developing strategies that enable communities to adapt and bounce back from challenges.

**Measurable Outcomes and Impact Assessment:** Establishing clear indicators and metrics to assess the success and impact of community-oriented programs. Regular evaluations help ensure that the initiatives are on track and making a positive difference in the community.

By aligning community-oriented programs with these goals, organizations and communities can work together to foster sustainable development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

## CESU CLIENTS

The Community Extension Service Unit basically serves two types of clients: the internal clients and the external beneficiaries:

**Internal Clients** refer to those persons or departments who will conduct extension programs. They could be Associates, Students or Alumni. As for organization, they could be any one of the Recognized Student Organization (RSO) or Program Departments.

**External Clients** refer to extension program beneficiaries of the College. They could be our partner community; or our partner NGOs; or our partner Schools; it could also be any other agency, who has requested the assistance of the College (like activities in crisis intervention, environmental awareness, social forum, among others).

## POLICY FRAMEWORK

The FEU Institute of Technology is a private higher educational institution that commits itself to be an institution of quality education and relevant partnership with the larger community, producing competent and principled professionals with greater sense of responsibility, social awareness and high competitiveness contributing significantly to the betterment of the society.

Therefore, the College conducts its extension programs within the ambit of this vision mission. That as a private Educational Institutions its basic duty is to help provide education and training, in the same vein offering primarily extension programs which are within the scope of skills and resources of the College.

As a Community Extension Service Unit, we offer extension and outreach programs that can showcase our expertise. As a common adage in development work goes, "Begin with what you have."

The College, however, always takes into consideration the needs and requests of the community. A regular dialogue and meeting are conducted with the community partners as part of strengthening the rootedness of CESU's programs and to constantly be apprised by the social climate in the community. There is at least once every term visit to the partner community and an annual evaluation and assessment with them.

## **APPROACH TO IMPLEMENTATION**

Each program of CESU is designed to follow Developmental Approach. In Social Work, such approach was developed by Emmanuel Tropp, 1997, where people are not seen as sick or problematic but rather moving from one phase of development to another towards self-realization.

According to this theory, though people may have several issues or social dysfunction, practitioners try to help them in reaching self-realization by tapping vast unused potential. Social functioning (or dysfunction) is the total of all the social roles performed by a person. In social roles, the practitioner tries to develop the people so they can be able to function and perform well in their roles.

This approach has been used by the United Nations since the 1960's in aiding developing countries. In the same way, CESU sees its partner communities not as problematic groups but people who want to further develop themselves, as a group of people, for the betterment of the community.

## **PARTNERSHIP APPROACH**

CESU subscribe to the view that our communities are "partner communities" and not "adopted communities". To form a partnership means each partner contributes a share into each activity, whether financially or in industry.

## CESU LOGO



The CESU logo has three elements: the circle, semicircle with starting point which represent its core advocacies; four (4) heads; and the six (leaves). These components stand for the aspects that help the institution achieve its goals and objectives, which solve societal issues by mobilizing its expertise and resources.

Sustainability is represented by the **Big Circle**. By helping to spread sustainable practices throughout their communities, CESU programs and services make sure to equip their partners to perform better as citizens.

The **Semicircle with Starting Point** represent the Lifelong Learning. The starting point represent the entry or participation of the people in the initiatives of the CESU. Staying competitive in today's ever-changing global marketplace requires innovation and adaptation. To achieve this, CESU strengthened its programs to allow students, associates, alumni and other stakeholders to embrace continuous learning – the ongoing expansion of knowledge and skill sets.

The **Four Circles** represent students, associates, alumni and partners of CESU in development.

The **Six Leaves** represent the CESU Core Programs: iTamMakakalikasan, iTamKalinangan, iTamKaalam, iTamTeknolohiya, iTamBahaginan and iTamBayani.

## **FUNCTIONS OF CESU**

The Community Extension Services Unit offers an avenue for the implementation, monitoring, evaluation, and ongoing improvement of the Unit's different activities. As a result, CESU's activities and services are designed to promote and instill its three basic values—advocacy, compassion, and empowerment—in students, associates, alumni, and other stakeholders. The growth of the values is made easier by:

### **Training and Development**

These initiatives enhance community members' capacity to address local challenges, fostering adaptability, innovation, and resilience. Training and development contribute to the long-term success of programs by promoting effective community engagement, conflict resolution, and cultural sensitivity. Additionally, it establishes measurable indicators for impact assessment, ensuring that initiatives align with local needs and values.

### **Education and Literacy**

Education empowers individuals with the knowledge and skills needed for economic self-sufficiency, healthcare awareness, and informed decision-making. Literacy enhances communication, enabling community members to actively participate in the planning and implementation of initiatives. By prioritizing education and literacy, communities can break the cycle of poverty, enhance overall well-being, and build a foundation for long-term social progress.

### **Social Awareness**

CESU highlights the importance of social awareness to create programs that resonate with the community's values, aspirations, and socio-cultural context, thereby enhancing the overall impact and sustainability of community-oriented initiatives.

### **Research**

Research serves as the foundation of CESU for informed decision-making, enabling us to identify the specific needs, challenges, and opportunities within a community. Through rigorous research, CESU can tailor interventions to the unique context of the community, ensuring that initiatives are relevant and responsive.

## **COMMUNITY ENGAGEMENT**

CESU seeks to encourage FEU Tech students including administrators, faculty members, and staff to actively participate in community service and development initiatives. This would promote collaboration and further enhance experiential learning in the context of social responsibility and the nation-building process. Community engagement is an outcomes-based strategy which focuses on the practical application of the principles of community service and development. Under community engagement are the following components:

### **Institutional Initiatives**

CESU operates as the corporate social responsibility arm of FEU Tech. In this capacity, the Unit handles initiatives that allows the FEU Tech Community to collaborate with various stakeholders and external partners both in the public and private. CESU participates in initiatives, programs, research, partnerships, and other cooperative activities that would demonstrate FEU Tech's dedication producing competent and principled professionals with greater sense of responsibility, social awareness and high competitiveness contributing significantly to the betterment of the society.

### **Departmental Initiatives**

FEU Tech through its Community Extension Services Unit seeks to proactively contribute in addressing social needs through its academic departments. These kinds of engagements allow academic departments to provide extension activities for a particular community or organization, with a focus on technology transfer, technology empowerment, system development, technical assistance and consultancy services, training, personality development, career management, mentoring sessions, literacy programs, skills transfer, action research programs, and similar activities in order to achieve sustainability.

### **Student Organizations Initiatives**

Initiatives of Recognized Student Organizations are put into place to enable students to give back to the communities. In terms of volunteerism and social responsibility, these extracurricular projects are designed to meet certain student outcomes and, in some cases, program outcomes.

## **ASSESSMENT AND EVALUATION TOOLS**

### **The Needs Assessment**

To ensure that all the activities given to the partner community are aligned with their current needs, CESU employs the Needs Assessment and Baseline Survey to gather relevant and important information that will be utilized as reference in preparation of possible extension projects.

The needs assessments are performed by CESU to collect accurate data that represents the needs of a certain group or organization. Prior to acting, CESU conducts assessments to ascertain present situations and identify concerns that need to be addressed, laying the groundwork for critical planning. This method is extremely useful for involving the public in problem-solving and goal setting. A needs assessment is a great way for CESU to engage the group or organization and contribute to the desired outcomes.

### **The Baseline Survey**

CESU hopes to gain a better understanding of local communities, particularly their social and economic contexts, through this method. The CESU baseline survey will identify project issues as well as the potential positive and negative outcomes that a project may have. This aids CESU in avoiding a variety of challenges, such as underestimating project risks, community repercussions, and failing to contribute to social and economic growth which is a goal of every CESU program and service.

The baseline survey assists CESU in establishing and concretizing goals as well as identifying the type of support the community needs. It also aids in the identification of specific activities that will achieve these goals. The data gathered is utilized to track progress and make any necessary adjustments during the implementation phase. The baselines are based on program or project-specific benchmarks and indicators, and the data can be utilized by CESU to assess the program or service's success and impact.

## The Evaluation

This guideline lays out the roles and responsibilities of CESU in the process of the assessment and evaluation. This covers activities from coordination to presentation of results.

IV. FLOW CHART

ACTIVITY	RESPONSIBLE	DETAILS	INTERFACE
<pre>graph TD; START([START]) --&gt; Step1[1. Coordinate with Partner Community/Academic Institution/Agency]; Step1 --&gt; Step2[2. Conduct of Monitoring and Evaluation]; Step2 --&gt; End((A))</pre>	CESU Associates CESU Associates	<p>1. CESU will coordinate with the program recipient (community/NGO/academic institution) on their available schedule for the monitoring and periodic evaluation.</p> <p>2. CESU Associates will conduct regular fieldwork monitoring once every term after the activity to assess the status and effect of the program. This could be through interview, group discussion, meeting, etc.</p> <p>2.1 CESU Associates will conduct program evaluation every last term of the school year, to document the effectiveness and impact of the program, establishing accountability and identifying areas needing change and improvement. Evaluation methods could be interview, use of questionnaire, group discussion, meeting, etc.</p>	Program Recipients/ CESU Partners  Program Recipients/CESU Partners

ACTIVITY	RESPONSIBLE	DETAILS	INTERFACE
<pre> graph TD     A[A] --&gt; 4[4. Analyze the result of the fieldwork monitoring and evaluation]     4 --&gt; 5[5. Present the result of the evaluation]     5 --&gt; END([END])   </pre> <p>4. Analyze the result of the fieldwork monitoring and evaluation</p> <p>5. Present the result of the evaluation</p>	CESU Associates	<p>4. Result of the monitoring and evaluation will be analyzed.</p> <p>5. CESU Associates will present the result of the Evaluation to the community/NGO/academic institution representatives together with the CCI members to assess areas for improvements and continuity of the program, if necessary.</p>	<p>Program Recipients/CESU Partners</p> <p>CCI</p>

The goal of this assessment and evaluation is to help the unit to improve its programs and services. The information acquired through assessments and evaluations aids the unit in identifying problems and detecting weaknesses in the programs and services. Community Extension Services Unit uses assessment and evaluation as crucial tools for tailoring methods to beneficiaries' requirements and establishing overall program and service effectiveness.

Community Extension Services Unit employed assessment and evaluation to collect data from a number of sources (by field visits, spot-checks, interviews, focused group discussion, and surveys) to know the effects/impacts of the extension services of FEU Tech demonstrated in terms of technical skills development, social awareness, livelihood programs, literacy training, and environment management. The findings highlight the data gathered from among the recipients of extension services.

## **IDENTIFICATION OF PARTNER COMMUNITIES, STAKEHOLDERS, AND OTHER EXTERNAL PARTNERS**

In identifying partner communities, stakeholders, and other external partners, CESU undertakes the following procedures:

1. CESU coordinates with agencies, non-government organizations, communities, etc., for possible partnership.
2. CESU together with concerned RSOs and academic department/s sets meeting to possible partners to discuss and assess areas for partnership based on the identified needs.
3. Draft MOA/MOU will be prepared by CESU Coordinator for initial review of Senior Director for Academic Services. Revision will be made by CESU Coordinator, when needed.
4. Reviewed/revised MOA/MOU will be forwarded to Senior Director for Administration, for review. Revision will be made by CESU Coordinator, when needed.
5. MOA/MOU will be forwarded to the other party (NGO/community/institution/agency) for review and comments. Revision will be made by CESU Coordinator, when needed.
6. If both parties agreed on the contents of the MOA/MOU, official signing ceremony of the agreement will be scheduled by CESU.
7. In such cases that MOA/MOU signing ceremony will not be conducted due to conflict of schedules, the agreement will be sent to both parties for signature.
8. Once signed by both parties and approved by Senior Executive Director, CESU Associate will facilitate the notarization of MOA/MOU.
9. Copy of the notarized MOA/MOU will be sent to partner NGO/community/institution/agency for their reference.
10. MOA/MOU will be renewed if agreed by both parties and/or if needed.

## CONDUCT OF EXTENSION ACTIVITIES (INSTITUTIONAL)

This procedure lays out the roles and responsibilities of CESU and academic departments in conducting extension activities. This covers activities from data gathering to evaluation.

IV. FLOW CHART

ACTIVITY	RESPONSIBLE	DETAILS	INTERFACE
<pre>graph TD; START([START]) --&gt; DataGathering[1. Data Gathering]; DataGathering --&gt; PresentResult[2. Present result of baseline data]; PresentResult --&gt; PrepProposal[3. Prepares activity proposal]; PrepProposal --&gt; A[/A/];</pre>	CESU Associates CESU Coordinator Academic Departments	<ol style="list-style-type: none"><li>The CESU gather data with partner communities, organizations, or agencies through any of the following means: survey, interview, distance group discussion, consultation and/or meetings.</li><li>The CESU will report the assessment to CCI though meeting to help the academic departments to plan-out possible extension program/activities in response to the expressed needs.<ol style="list-style-type: none"><li>Activities/Programs shall be but not limited to the expertise of the department.</li></ol></li><li>The Academic Departments prepares activity proposals through their Community Extension Adviser which should be duly noted by their Program Director.</li></ol>	Partner Communities, NGO's, Organizations CCI Program Director

ACTIVITY	RESPONSIBLE	DETAILS	INTERFACE
<pre> graph TD     A((A)) --&gt; 4[4. Submits Proposal]     4 --&gt; 5[5. Coordinate with partner communities/NGOs]     5 --&gt; 6[6. Assist academic departments on other needs]     6 --&gt; B((B))   </pre> <p>4. Submits Proposal 5. Coordinate with partner communities/NGOs 6. Assist academic departments on other needs</p>	Academic Departments  CESU Associates  CESU Associates	<p>4. The Academic Departments submits proposal that shall be duly noted by Senior Directors (Engineering/College of Computer Studies/Academic Services), and budget reviewed by Senior Director of Finance (if necessary) and approved by the Senior Executive Director.</p> <p>5. The CESU coordinates with Partner Communities/NGO on the details of the activity.</p> <p>6. The CESU assists department on other needs such documentation of the whole activity.</p> <p>6.1. Academic department who initiates the activity will be in-charge on the overall facilitation.</p> <p>6.2. Academic department shall be responsible for the consolidation of documents and preparation of the post-activity report.</p>	Senior Directors and Executive Directors  Partner Communities or NGO's  Academic department

<pre> graph TD     B((B)) --&gt; 7[7. Facilitate Evaluation]     7 --&gt; 8[8. Prepare liquidation and Post-Activity Report]     8 --&gt; 9[9. Conduct monitoring]     9 --&gt; END([END])   </pre> <p>7. Facilitate Evaluation 8. Prepare liquidation and Post-Activity Report 9. Conduct monitoring</p>	CESU Associates  CESU Associates  CESU Associates	<p>7. After the activity, CESU immediately facilitates the online evaluation through google form to assess the level of understanding and learning of the participants, and to identify gaps or areas for improvement.</p> <p>8. The CESU prepares liquidation &amp; post-activity report within 15 days after the activity. (only if the activity requires budget)</p> <p>8.1. Post-Activity Report will be forwarded to Senior Director for Academic Services for review and approval.</p> <p>8.2. Post-Activity Report will be filed at CESU once approved by the Senior Director.</p> <p>9. The CESU Coordinator conducts monitoring on the activities conducted or program annual evaluation at the end of the school year. Monitoring will be either through virtual interview or field monitoring once prohibition of mass gathering is lifted.</p>	Participants  Senior Director for Academic Services
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## CONDUCT OF EXTENSION ACTIVITIES (DEPARTMENTAL)

This procedure lays out the roles and responsibilities of CESU in conducting institutional extension activities/programs. This covers activities from coordination with partners to preparing Post Activity Report.

IV. FLOW CHART

ACTIVITY	RESPONSIBLE	DETAILS	INTERFACE
<pre>graph TD; START([START]) --&gt; 1[1. Coordinate with partner community/organizations/ NGOs/Agencies]; 1 --&gt; 2[2. Submit Activity/Project Proposal]; 2 --&gt; 3[3. Request for Poster, Invitation layout and e-bulletin announcements]; 3 --&gt; A{A}</pre>	CESU Associates	<ol style="list-style-type: none"><li>1. CESU Associates coordinates with partner communities, NGOs, organizations, institutions, agencies, etc., for the conduct of institutional extension activities such as but not limited to the following programs: iTamBayani, iTamKaalam, iTamMakalikasan, and iTamBahaginan.</li><li>2. CESU Associates submits a proposal to the Senior Director for Academic Services which should be reviewed and approved by proper authorities based on current Accounting requirements on Activity/Program Proposal.</li><li>3. CESU Associates will submit a Job Order Form to the Communications Office for layout of posters and invitations, and online announcements, when necessary.</li></ol>	<p>Partner Community and NGO's</p> <p>Senior Director for Academic Services, Accounting, Executive Director</p> <p>Communications Office</p>

ACTIVITY	RESPONSIBLE	DETAILS	INTERFACE
<pre> graph TD     A((A)) --&gt; 4[4. Request for Logistical Needs]     4 --&gt; 5[5. Provide announcements to offices and departments]     5 --&gt; B((B))   </pre> <p>4. Request for Logistical Needs</p> <p>5. Provide announcements to offices and departments</p>	CESU Associates	<p>4. CESU Associates forward request for equipment and other logistical needs (e.g: medical assistance and vehicle) to Health Services Unit and Senior Executive Directors Office with the recommendation of Senior Director for Academic Services.</p> <p>5. CESU Associates will forward announcement to different offices and departments of the Institute.</p>	Facilities Office/ Executive Directors Office  Accounting Office & CESU Coordinator  Academic Departments/ Offices

ACTIVITY	RESPONSIBLE	DETAILS	INTERFACE
<pre> graph TD     B((B)) --&gt; 7[7. Conduct of Activity]     7 --&gt; 8[8. Evaluate Activity]     8 --&gt; 9[9. Prepare Liquidation]     9 --&gt; 10[10. Prepare Post Activity Report]     10 --&gt; END([END])   </pre> <p>7. Conduct of Activity</p> <p>8. Evaluate Activity</p> <p>9. Prepare Liquidation</p> <p>10. Prepare Post Activity Report</p>	CESU Associates  CESU Associates  CESU Coordinator  CESU Associates	<p>6. CESU Associates facilitates the conduct of the Institutional extension activity/project. Depending on the type of activity, this will be participated by Associates, students, alumni, community and/or partner organizations, institutions and the general public.</p> <p>8. CESU Associates conducts evaluation at the end of the activity wherein at least 50% of the audience evaluation form must be retrieved.</p> <p>8.1. Electronic certifications are provided to the participants after the activity. (if applicable)</p> <p>9. The CESU Coordinator prepares the expense liquidation (if requires budget) in accordance to Accounting requirements. This must be noted by the Senior Director for Academic Services and approved by Finance.</p> <p>10. The CESU Associate prepares a Post - Activity Report in accordance with its own procedure.</p> <p>10.1. CESU will file the report.</p>	Associates, students, alumni, community and/or partner organizations and institutions.  Participants  Senior Director for Academic Services, Finance  Senior Director for Academic Services



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