

BENGUET STATE UNIVERSITY EXTENSION BRIEFER



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**BENGUET STATE UNIVERSITY
EXTENSION BRIEFER**

**OFFICE OF
EXTENSION SERVICES**

**Benguet State University
La Trinidad, Benguet, Philippines**



MESSAGE

Benguet State University continues to pursue its commitment of providing extension services that are research results aligned with quality education and sustainable development practices. This year's University Foundation theme "Creating milestones toward Global Engagements: BSU @102" makes this extension briefer timely and relevant. It concretizes important steps to bring to fruition our vision of delivering quality education and client satisfaction that promotes sustainable development.

Through this extension briefer, BSU has upscaled research-based initiatives and technologies for use by extension service providers with varied audiences - from farmers, to homemakers, to fieldworkers, organizations, teachers, learners among others. By using this as a guide, the development of a critical mass of clientele who adopt and champion BSU technologies will be facilitated effectively and support sustainable development and continuing innovations from the field. It is our fervent hope that in the long run, this will contribute in improving quality of life and increasing income of our communities and clients.

I congratulate the Office of Extension Services' team for producing this as one of its knowledge products which is a testimony of BSU's prolific knowledge generation and continuing commitment to serve its communities. This should encourage other knowledge holders to work on translating their knowledge to tangible KPs. Mabuhay tayong lahat!

FELICIANO G. CALORA JR.

University President
Benguet State University
27 September 2018



MESSAGE

The Research and Extension (R&E) sector's goal explicitly states the development of "relevant and gender sensitive research and extension programs for institutional development, sustainable communities, climate resilience, industry innovation and partnerships." To do this, there is a need to share research results in different platforms for BSU R&E outputs to reach the widest audience possible. The knowledge products produced by the Office of the Extension Services is a step towards addressing the different client needs in this increasingly competitive and changing world. With many years of extension work, there is an increasing recognition to capacitate Extension Service Providers and one way is to produce KPs tailored to answer this emerging need. Hence this extension briefer will serve as a guide to the extension efforts of the University.

I congratulate the Extension sector for facilitating the development of this knowledge product which is a timely response to the very fast changing and challenging prospects of the times. Being a regional University, it is but proper that we have a clear blueprint of our extension engagements, while working for excellence, innovation and client satisfaction.

CARLITO P. LAUREAN
Vice President for Research and Extension
Benguet State University
27 September 2018

The left margin of the page features a vertical green bar. Along this bar, there are repeating decorative icons. At the top, there are three black silhouettes of houses. Below them is a group of black silhouettes of people standing together. This pattern of icons repeats down the page.

PREFACE

The need for an Extension Primer was almost an afterthought. During the process of engaging in Knowledge Product (KP) development, the OES team together with representative extension coordinators from Colleges and Centers/Institutes, realized the need to come up with a mother document – to serve as reference document for essential guidelines and regulations.

This primer was produced through the combined efforts of the OES staff and Division heads from the different Colleges as well as inputs from a knowledge management consultant. Inputs from the Deans and Directors Council and the Research and Extension Committee (REXECOM) were also taken, which further enhanced the material. This primer also builds on previous works and documents under the different extension directors.

The primer begins with the vision, mission and goals and core values of the University Extension sector. It provides the University Extension Framework from which Colleges, Campuses, Institutes and Centers can draw general outline while drawing their own specific extension programs and projects. The primer also provides thematic areas or agenda – the so called HERALDS++ that include climate action, gender sensitivity, health, nutrition and well-being. Extension banner programs are also highlighted. The ISO forms and other extension forms used to evaluate and monitor extension activities and projects form part as annex.

This primer however is not intended to be all inclusive – while meant to be an extension reference, it is to be used in conjunction with the Research and Extension Manual of Operation (REMO) and other relevant extension materials both published and unpublished. This primer shall be evaluated and revisited to its responsiveness and relevance.

TABLE OF CONTENTS

	Page
Preface	ix
Table of Contents	xi-xii
The Context of Extension	1-2
Extension Agenda and Clientele	3-4
Extension Framework	5
Figure 1. The BSU Extension Framework	6
Extension Banner Programs	
A. BSU On-station Learning Site for Organic Agriculture and Good Agriculture Practices	9-10
B. Participatory Technology Adoption Program	11
C. BSU CAPACITATES	13
D. BSU sa Barangay	14
E. Knowledge and Experiences of Extension Practice (KEEP) Sharing Program	15
F. BSU-on-Air	16
G. Documentation and Evaluation of good extension practices	17
BSU On-Station Learning Site for Organic Agriculture and Good Agriculture Practices Learning Curriculum	19-26
Implementation Plan for Technology Demonstration and Commercialization	27-28
Other Extension Projects and Activities	29
Implementation	
A. Implementation Structure	31
Figure 2. Office of Extension Services Organizational Structure	32
Figure 3. Implementation structure of OES banner programs	32
Figure 4. Functional flow chart for college/campus	33
Figure 5. Functional flow chart for institutes/centers	33

Monitoring and Evaluation	35-36
Figure 6. The University Extension M&E framework	35
Annexes	
BSU Extension ISO Forms	
QF –CDI -02 Master list of Internally Generated Documents.....	37
QF –OES -01 Extension Activity Requests	38
QF – OES -02 Extension Activity Design [BSU Funded]	39
QF –OES -02-01 Extension Activity Design [Externally Funded]	40
QF –OES -03 Extension Proposal	41-42
QF –OES -04 Extension Project/Activity Registration	43
QF –OES -05 Extension Activity Attendance	44
QF –OES -06 Extension Activity Evaluation	45
QF –OES -07 Extension Activity Accomplishment Report	46
Community-based Participatory Technology Adoption Project (CBPTAP)	
Proposal Format	47-48
Process Flow of Extension Proposals	49
Call for Extension Proposals	51
References	53

THE CONTEXT OF EXTENSION

Extension is one of the most crucial services in agriculture as it equips farmers of the needed knowledge, skills and attitude (KSA), aside from technological provision. As the Philippine Platform for Agricultural Extension claims, extension makes possible the mainstreaming of farmers and fishers into a process of giving them more options. Considering that the Benguet State University (BSU) sits at the heart of indigenous communities, it boasts of its unique history among peoples with territorial integrity and cultural heritage. The region's agricultural economy and its rising industries including complex development issues provide the context of work. Specifically, BSU as a regional university is increasingly involving itself in the wider community issues while at the same time catering to the educational and practical concerns of its clientele.

Provision of extension services emanates from the recognition that it is one of BSU's fourfold functions with the recognition of the dynamism and pluralistic character of the services it is to deliver. Guided by its vision, the need to contribute to the achievement of four of the 17 Sustainable Development Goals (SDGs), and the need to draw the "roadmap" of the University Extension Services, the challenge is for various sectors to simultaneously deliver relevant extension services.

Considering that the service areas of the University are indigenous communities, the unique character of the region and its cultural dynamism will define the blueprint of development work. Central to the "extension commitment" then is focused on addressing specific SDGs and these include the following goals: good health and well-being, quality education, climate action, and gender equality. Gender equality is given emphasis the fact that the research and extension (R&E) sector's goal takes on gender and development as a cross cutting theme in its engagements.

As per the Research and Extension Manual of Operation (REMO) of 2015, there are four divisions under the Office of Extension Services (OES) namely, Technology Diffusion and Commercialization, Training and Outreach, Technology Packaging and Information Dissemination, and Monitoring and Evaluation. Anticipating some changes in the R&E organizational structure,

“banner programs” in relation to the BSU’s vision, mission and goal (VMG) have been created flexible enough to be carried on with the new structure which is a modified version of the four divisions. The banner programs of each division will define the direction of each. It is expected that “good practice” to be mainstreamed in all the functions and responsibilities of the division (or even as an office) can only be facilitated with the culture of “process documentation” of all events/activities. With the knowledge economy being recognized as the next bottleneck of development, the need to capture “knowledges being created” and translating them into knowledge products (KPs) for extension work becomes imperative.

Core values as guiding principles in applying strategies to fulfil the extension agenda have also been defined, towards achieving the desired outcome.

VISION, MISSION AND CORE VALUES

Vision

Self-reliant and resilient communities enjoying quality life

Mission

To promote knowledge innovations good practices and technologies

Core Values

Participatory
Pro-active
Inclusive

EXTENSION AGENDA AND CLIENTELE

The Extension agenda, captured by the acronym HERALDS, build on the BSU R&E agenda that are in turn informed of national research and extension agenda. With new developments, the four SDGs, namely climate action, gender equality, quality education and good health and well-being have been included, hence it is now referred to as HERALDS++. In including these additional agenda, it has also become inclusive of the other University interests as well as the extension agenda of the colleges, centers and institutes.

Extension Agenda (Heralds++)

The acronym HERALDS⁴ stands for the older version of the Extension agenda (see full meaning below) and the “plus sign” (HERALDS++) speaks of its expanded version, which also serves as extension strategies. The expanded agenda was a product of a review and assessment conducted by the OES with several extension coordinators from the colleges.

Holistic entrepreneurship and livelihood services

Education and information trading

Responsive technology promotion and rural advisory services

Advocacy and policy support

Linkage, networking and partnership

Development delivery support and training services

Social and resiliency services

++ Sustainable Development Goals: climate action, gender equality, quality education, good health and well-being

⁴ HERALDS as it originally stands was coined during CT Sudaypan’s Directorship at the OES.

Clientele: CAPACITATES

The concept CAPACITATES has a two-fold meaning: first as an acronym, representing the extension clienteles:

Community Organizations

Agencies, GOs, NGOs, LGUs

Policy makers and professional groups

Agricultural households and disaster victims

Children and youth

Indigenous communities and other vulnerable sectors

Technicians, development workers and other service providers
(trainers)

Adopters

The women

Entrepreneurs

Schools

In its second meaning, “capacitates” also refers to capacity building which is a main program of the OES. Training and education needs to build on needs analysis, research findings as well as community/client initiated or requested education or trainings.

EXTENSION FRAMEWORK

The Kankanaey phrase, *Man-alluyon tako* (Let us help each other) emphasizes on mutual cooperation. In the context of extension, it now serves as a “call to action” within the frame of volunteerism. *Man alluyon tako* is a counterpart of the Tagalog’s *bayanihan*. The root word is *alluyon* (Kankanaey) or *aduyon* (Ibaloy), a noun, now taken as a verb hence, *Man alluyon tako*. It can now be used not only in addressing existing needs but also in “learning together” to encompass social and education extension goals, values and skills enhancement, and in transferring generated technologies.

Extension work is guided by the University VMG, the CHED Harmonized Research Development Agenda as well as the National Extension Agenda and Programs (NEAP) where the roles of SUCs have been spelled out. At the University level, an average of 1.14% of the University budget is allocated for the University Extension⁵.

There are seven University Extension banner programs. First is the BSU On-station Learning Site for Organic Agriculture and Good Agricultural Practices. The technology demonstration cum validation is in partnership with the scientist in charge of producing the technology. This is conducted on-site (in this case at the Balili demonstration site). To maximize the techno validation implementation, it also becomes a “learning site” for farmers and students. It is mandatory that this program will have to come up with its own learning plan, which would be useful for its clientele as this will serve as the basis for clientele to schedule their farm visits or learning cycle that utilizes the BSU technology demonstration farms.

Once the technology is mature, that is validated and pilot-tested (based on REMO 2015 definition), it is now ready for off-site demonstration. A field-level demonstration is mandatory in any extension engagement, hence the Participatory Technology Adoption Program or PTAP. The second banner program is a semblance of a modified Farmers Field School and that it will utilize existing structures and institutions and aims to be participatory in

⁵ For 2018 base on total allocation, PS, MOOE & CO where STF 319,713.02/550,843,000 (0.90%); GAA at 4,833,000/550,843,000= 0.90%. Grand total is 8,743,713.02/766,680,758.82=1.14%. Report of S V. Basquial of the Budget Office, BSU.

orientation. It being structure/facility-based is in consideration of the many agricultural support structures built through BSU research and development projects usually with outside funding assistance. An example is the BSU-World Food Program greenhouse structures built in Buguias, Atok, Bokod, and Kabayan. This now makes PTAP structure-based with the greenhouse serving as common service facility with BSU Technology and Innovation Menu (TIM-BSU) being demonstrated. The scheme also includes a return demonstration to ensure the learning and adoption of the technology. Like the on-site demo, the PTAP will have to be packaged as a curriculum for it to be useful for its current clientele.

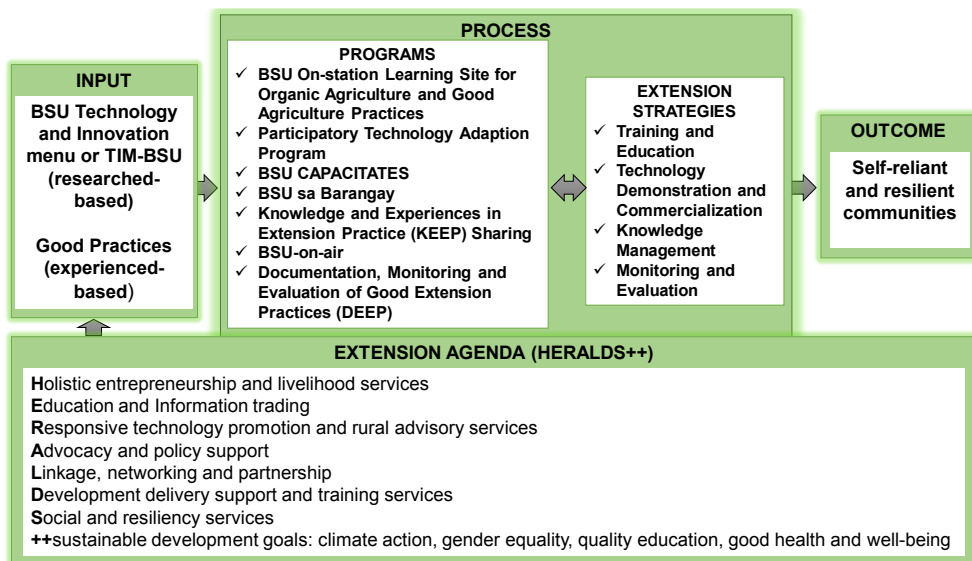


Figure 1. The BSU Extension framework

The BSU CAPACITATES is another important program where the voices of colleges/campuses will come in. The CAPACITATES is taken here both as an acronym (see meaning on the previous page) as it spells out the Extension clientele, but is further broadened to also mean capacity-building. From the word “capacitates,” the CAPACITATES program will include training and education extension projects of each of the colleges and campuses. It also includes BSU-sa-Barangay program, a community-based project, which is a revival of the BSU-sa-Barangay. In the history of BSU extension, BSU-sa-Barangay was launched in 1998, carrying the concept “Help people help themselves” by bringing BSU to the barangays (Balaki, 1999). The program ran

from 1998 to 2002, making its mark as part of the institutional memory.

The Knowledge and Experiences in Extension Practice (KEEP) Sharing program encompasses all information dissemination, knowledge management and development communication aspects of Extension work. Also, extension literature shows that gains in the sector are maximized through regular meetings and sharing of extension experiences (LGUs, national government agencies such as CHED, DepEd, NNC, etc.), hence the Information and Knowledge Congress. This aims to keep the extension spirit alive, certainly opening windows of opportunities and innovations.

Another communication medium is the *Rangtay* which remains as the official publication of the OES. *Rangtay* is an Iloko word translated as “bridge” which structurally connects communities and eventually promotes access among people. *Rangtay* is now being reconfigured as publication for success stories and lessons learned. Further to expand and keep up with the trend, *Rangtay* will also be published online through the BSU website and social media and in order to broaden its reach. The main goal is to document and publish lessons learned in extension and success stories of clientele. It aims to bridge researches with development partners along with the University’s goal of providing quality and client-responsive research and extension services.

An important thread in communicating extension is the BSU-on-air program where *Boses ti BSU* also being ran as *Allamugan Dagiti Experto* meaning “echoes of experts”. This is where questions from listeners, mostly from farmers are answered by the experts. Education of listeners by the BSU experts happen through the anchor person serving as “echo” of expert’s knowledge. Also, it is through the BSU-on-air program that BSU School-on-Air (SOA) is channeled.

Finally, an important aspect of extension is monitoring and evaluation, hence the so-called Documentation, Monitoring and Evaluation of Experiences and Practices (DEEP) program. This is undertaken to oversee the conduct of planned/targeted outputs/deliverables and the results of which shall serve as input to planning, policy recommendation and decision making. In the Research and Development continuum, results of monitoring can also input to project evaluation.

EXTENSION BANNER PROGRAMS

A. BSU On-station Learning Site for Organic Agriculture and Good Agriculture Practices

Projects/ Activities	Objectives	Key Performance	Extension Outcome
Preparation and maintenance of Learning Sites	1. Establishment of Learning Site for Agriculture (LSA)	1. Inventory and status of facilities and equipment in the area	Model Learning Site for Agriculture (LSA)
	2. Application to applicable certification	2. Certificate from third party	
Identification of Needs/Gaps thru participatory extension methods/ appraisal	Identify development needs/Gaps	Participatory identification of Needs/Gaps for OA and GAP	Gaps in technology promotion and adoption
Participatory addressing of needs/gaps or matching process with BSU-TIM	Match the identified development needs/gaps with available BSU technology and innovation menu of options	Priority technologies and innovations endorsed for demonstration	Number of endorsed technologies

Planning and Implementation of Techno-Demo Farm	<p>1. Curriculum development of the technology/innovation-based intervention</p> <p>2. Promote the curriculum to intended clients</p>	<p>1. Technically sound and client oriented curriculum</p> <p>2. Number of guests who visited the learning site</p>	Functional demo and learning sites
Monitoring and Evaluation	Monitor and evaluate progress, efficiency and effectiveness of the Techno-Demo Farm	Planned activities are efficiently implemented	Number of effective technologies promoted
Farmers field day/harvest	<p>Conducts orientation/briefing on the activities of the Learning Site for Agriculture</p> <p>Participants will do hands-on harvesting and yield assessment</p>	Feedback of participants on Learning Site as effective	Number of participants who rated the Learning site as effective
Techno validation, data gathering, process documentation, KP Publication	Appropriate technology intervention and production practices documented and validated Publication of KP	Participatory assessment of validation of the technology	Increased techno-adoption

B. Community-based Participatory Technology Adoption Program (CBPTAP)

Projects/ Activities	Objectives	Key Performance	Extension Outcome
Identification of Needs (Gaps following the community-based participatory approach	Identify production practices, issues and concerns that may have contributed to low productivity or high cost of production	Identification of needs and gaps	Gaps identified with proposed Science and Technology interventions
Participatory Planning and Implementation of off-site Techno-Demo Farm	Establishment of Techno-Demo Farm Integration of Science and Technology in comparison with Farmers Practices	Efficient planning and implementation of Tech-Demo Farm Integration of Science and Technology Techno-Demo Farm	Improved Techno-Demo Farm Effective technologies promoted
Capability Building on Crop Production Technologies, crop programming and enterprise development	Conduct trainings on Science and Technology interventions and other production practices. Conduct cross visits	Effective crop production technology trainings and complementary cross visits	Improved hands-on training

Monitoring and Evaluation

Showcased results of the demonstration

Evaluation rating of the activity

Number of participants who rated the Techno-Demo Farms as effective

Feedback

Process documentation and Knowledge product publication

Appropriate Science and Technology interventions and improvement of productivity are documented and validated

Participatory assessment and validation of the technology

Increased technology adoption

Publication of Knowledge Product

C. BSU CAPACITATES

Projects/ Activities	Objectives	Key Performance Indicators	Extension Outcome
BIGS Qualifying Course	<p>Provide a venue for farmers to learn principles, methods and other processes of natural farming.</p> <p>Increase the number of farmers/adopters that can produce and supply the BSU organic market</p>	<p>Number of trainees weighted by length of training.</p> <p>Percentage of beneficiaries who rate the training course/s and advisory services as satisfactory or higher in terms of quality and relevance.</p>	<p>Increased number of organic practitioners and/or advocates of organic agriculture</p>
Global and National Advocacy Campaigns	<p>Provide a venue for the promotion of various advocacies and heighten awareness for these causes</p>	<p>Number of trainees weighted by the length of training</p> <p>Percentage of beneficiaries who rate the training course/s and advisory services as satisfactory or higher in terms of quality and relevance</p>	<p>Increased awareness for specific advocacies</p>

Capacitating Extension Service Providers	Equip extension service providers on the different aspects of program planning, implementation, and monitoring and evaluation. Disseminate products of research particularly on advocacies, experiences and technologies generated in project implementation	Number of trainees weighted by the length of training Percentage of beneficiaries who rate the training course/s and advisory services as satisfactory or higher in terms of quality and relevance	Accessible and easy transfer of knowledge
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D. BSU sa Barangay

Projects/ Activities	Objectives	Key Performance	Extension Outcome
Quick Service Response	Provide technical assistance upon the request of barangays Maximize the different expertise and technologies of the University in capacitating communities	Number of satisfied end-users Number of experts/ technologies delivered	Quick and efficient access to technical expertise at the barangay level

Dispersal	Transfer generated technologies by the University to agricultural households	Percentage of beneficiaries who were able to sustain the generated technologies.	Easy access of technologies generated by the University.
NSTP	To provide students community to immerse	Number of community students immersed	Instruction related module
Profiling	To generate baseline data	Number of baseline data	Easy access on the community profile

E. Knowledge and Experiences in Extension Practice (KEEP) Sharing Program

Projects/ Activities	Objectives	Key Performance	Extension Outcome
Knowledge Product Development	Document, package and promote BSU technologies and good practices	Number of KPs developed	Increased number of technologies and good practices disseminated
Information and Knowledge Congress	Gather extension workers and policy makers to exchange lessons learned and best practices	Evaluation rating from clients	Increased awareness regarding innovations and best practices in the field of extension

Rangtay	Document and publish lessons learned in extension, and success stories of clientele	Number of success stories and learning briefs published	Increased number of informed beneficiaries
IEC Materials Development (Brochures, Flyers, Posters)	Promote BSU technologies and good practices	Number of IEC materials developed	Increased level of awareness among the clients
Press release of extension activities updates	Promote BSU-OES activities and accomplishments	Number of likes from FaceBook friends	Increased visibility on social media

F. BSU-on-Air

Projects/ Activities	Objectives	Key Performance	Outcome
School-on-air	Promptly disseminate technologies and information on agricultural information services	Number of courses aired Number of graduates	Increased knowledge gains among the student listeners
Timek ti BSU		Number of technologies discussed	Increased level of awareness among the listeners on the Agriculture, health, social, nutrition, environment and policies and governance

SamSung
(Saludsod mo
Sungbatak)

Percentage
of relevant
questions
answered

Increased
knowledge level
of the listeners
on Agriculture

G. Documentation and Evaluation of Good Extension Practices (DEEP)

Projects/ Activities	Objectives	Key Performance	Extension Outcome
Initial evaluation (format, budget, alignment to University extension agenda) and endorsement of extension project/activity proposals	Work with college/campus extension coordinators in the implementation of their extension projects/activities	Number of college/campus extension projects/activities endorsed and supported by the OES	Improved extension service delivery
Operations and results based monitoring	Document implementation of extension projects and activities and determine best practices in extension service delivery	Number of documented practices of BSU extension workers	Improved extension service delivery
Seminar/fora on extension service delivery	Promote documented best practices in extension services delivery	Number of seminars/fora conducted with Colleges/ Campuses and other University extension workers	Improved extension service delivery

BSU ON-STATION LEARNING SITE FOR ORGANIC AGRICULTURE AND GOOD AGRICULTURE PRACTICES

Learning Curriculum Organic Demonstration Farm

Crop to be planted: Lettuce (Grand Rapid, Romaine, Red Rapid)

Estimated Area: 500 sq. meter

Activities	No. of days	Needed Materials	Estimated Budget	Strategies
Learning objective: To allow learners to have an experience of seed sowing and seed pricking through hands-on method.				
1. Seed sowing (Mixing of soil, carbonized rice hull and alnus compost with 1:1:1 ratio)	½ days	a. ½ sack soil b. ½ sack carbonized rice hull c. ½ sack alnus compost d. 2 seed trays e. 1 sachet lettuce seeds	415.00	Lecture, Demonstration, Hands-on training
2. Seedling pricking (Mixing of soil, carbonized rice hull and alnus compost with 1:1:1 ratio)	2 days	a. 2 sack soil b. 2 sack carbonized rice hull c. 2 sack alnus compost d. 40-45 seedling trays	2, 445.00	Lecture, Demonstration, Hands-on training

Learning Objective: 1. To allow learners to have a hands-on experience on seed caring and maintenance.

2. To allow learners to synthesize insight through sharing with inputs from the lecturers.

<p>3. Seedling care and maintenance</p> <p>a. watering</p> <p>b. spraying of organic pesticides and liquid fertilizers</p>	<p>15-20 days</p>	<p>a. 2 watering cans (8 L)</p> <p>b. Plastic drum (200 L)</p> <p>c. battery operated sprayer</p>	<p>5, 280.00</p>	<p>Lecture, Demonstration, Hands-on training</p>
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Learning Objective: 1. To allow learners to synthesize insight through sharing with inputs from the lecturers.

2. For learners to apply learned concepts in land preparation.

<p>4. Land preparation</p> <p>a. Cleaning/ Mowing of weeds</p> <p>b. tilling of land</p> <p>c. Lay-out/plot preparation</p> <p>d. Basal fertilizer application (Mixing and hilling up)</p> <p>e. Mulching and making of holes</p>	<p>8-10 days</p>	<p>a. grass cutter</p> <p>b. hired tractor</p> <p>c. grub hoe</p> <p>d. cultivator</p> <p>e. measuring tape</p> <p>f. plastic pail</p> <p>g. 2 plastic mulching</p> <p>h. G.I Wire</p> <p>i. gasoline and 2T</p> <p>j. Trimmer line</p> <p>k. Diesel</p> <p>l. Organic Fertilizer</p>	<p>20, 140.00</p>	<p>Lecture, Demonstration, Hands-on training</p>
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5. Planting	1-2 days	a. 5 pcs. Steel trowel	500.00	Lecture, Demonstration, Hands-on training
6. Plant care and maintenance a. watering b. weeding c. spraying d. fertilization/ Fertigation	30-35 days	a. water tank b. electric pump c. watering hose d. trowel e. battery operated sprayer f. plastic pail g. organic pesticides h. organic liquid fertilizers	38,080.00	Lecture, Demonstration, Hands-on training
Learning Objective: For learners to perform actual packaging and labeling of products				
7. Harvesting, Packaging and Labeling	5-7 days	a. weighing scale b. clear plastic c. cellophane d. stickers e. puncher f. clean rugs	3,525.00	Lecture, Demonstration, Hands-on training
		TOTAL	70,385.00	

Crop to be planted: Broccoli

Estimated Area: 500 sq. m

Activities	No. of days	Needed Materials	Estimated Budget	Strategies
Learning objective: To allow learners to have an experience of seed sowing and seed pricking through hands-on method.				
1. Seed sowing (Mixing of soil, carbonized rice hull and alnus compost with 1:1:1 ratio)	2 days	a. 2 sack soil b. 2 sack carbonized rice hull c. 2 sack alnus compost d. 40-45 seedling trays e. 3 sachet	2, 970.00	Lecture, Demonstration, Hands-on training
Learning Objective: 1. To allow learners to have a hands-on experience on seed caring and maintenance. 2. To allow learners to synthesize insight through sharing with inputs from the lecturers.				
2. Seedling care and maintenance a. Watering b. spraying of organic pesticides and liquid fertilizers	20-25 days	a. 2 watering cans (8 L) b. Plastic drum (200 L) c. battery operated sprayer	5, 280.00	Lecture, Demonstration, Hands-on training

Learning Objective:

1. To allow learners to synthesize insight through sharing with inputs from the lecturers.
2. For learners to apply learned concepts in land preparation.

<p>3. Land preparation</p> <p>a. Cleaning/ mowing of weeds</p> <p>b. tilling of land</p> <p>c. Lay-out/plot preparation</p> <p>d. Basal fertilizer application (Mixing and hilling up)</p>	<p>8-10 days</p>	<p>a. grass cutter</p> <p>b. hired tractor</p> <p>c. grub hoe</p> <p>d. cultivator</p> <p>e. measuring tape</p> <p>f. plastic pail</p> <p>g. 2 plastic mulching</p> <p>h. G.I Wire</p> <p>i. gasoline and 2T</p> <p>j. Trimmer line</p> <p>k. Diesel</p> <p>l. Organic Fertilizer</p>	<p>16, 140.00</p>	<p>Lecture, Demonstration, Hands-on training</p>
<p>4. Planting</p>	<p>1-2 days</p>	<p>a. 5 pcs. Steel trowel</p>	<p>500.00</p>	<p>Lecture, Demonstration, Hands-on training</p>

5. Plant care and maintenance a. watering b. weeding c. spraying d. Fertilization/ Fertigation	55-60 days	a. water tank b. electric pump c. watering hose d. trowel e. battery operated sprayer f. plastic pail g. organic pesticides h. organic liquid fertilizers	37, 980.00	Lecture, Demonstration, Hands-on training
Learning Objective: For learners to perform actual packaging and labeling of products.				
6. Harvesting, Packaging and Labeling	7-10 days	a. Knife b. weighing scale c. Clean wrap d. stickers f. clean rugs	3, 525.00	Lecture, Demonstration, Hands-on training
		TOTAL	66, 395.00	

Learning Curriculum
Good Agricultural Practices (GAP) Demonstration Farm

Crop to be planted: Indeterminate cherry tomato

Estimated Area: 500 sq. meter

Activities	Duration	Materials	Strategies
Learning objective: For learners to be equipped with the materials and processes in seed sowing and seed care maintenance.			
1. Seed sowing (Mixing of soil, carbonized rice hull and alnus compost with 1:1: ratio)	2 days	1 sack soil 1 sack carbonized rice hull 1 sack alnus compost 18 seedling tray 2300 cherry seeds	Lecture and hands-on training
2. Seed care and maintenance a. watering b. shoots pinching c. fertilizer application	42-56 days	sprayer fertilizer	Hands-on training
Learning Objective: 1. For learners to have actual experience of lay-outing			
3. Land preparation a. weeding b. tilling c. lay-out/plot preparation	8-10 days	Grass cutter Nylon wire Gasoline and 2T	Lecture and hands-on training

4. Transplanting	1-2 days	Trowel	Hands-on training
5. Trellising	8-10 days	15 kg tie wire (#12) Nylon wire (#3)	Hands-On training
Learning Objective: To allow learners to gain knowledge and informed actions in fertilization and harvesting.			
6. Plant care and maintenance a. watering b. weeding c. spraying d. fertilization (side dressing) e. pruning *sucker thinning *leaf cutting	210-360 days	Water reservoir Water pump Hose Sprayer Fertilizers Pruning shares	Lecture and hands-on training
7. Harvesting *once a week	28-50 days		Lecture and demonstration

IMPLEMENTATION PLAN FOR TECHNOLOGY DEMONSTRATION AND COMMERCIALIZATION⁴

I. Learning Site

- a) OES Demo Farm in Balili GAP and Organic Agriculture demo site as learning site.
- b) Visit of inspectors to the farm.
- c) Endorsement and Approval of the learning site.
- d) Continuous planting of available seeds and seedling of different crops.
- e) Showcase available organic technologies specific to the crop
- f) Cater to walk-in clients, visitors and other stakeholders

II. On-station validation of completed studies/project

- a) Call for completed studies/project to be validated on-station
- b) Approved completed studies/project to be validated on-station
- c) Memorandum of Agreement signing of the researcher/scientist and the Office of Extension Services
- d) Conduct validation of completed studies/project on-station.
- e) Gathering of data and recording
- f) Interpretation and evaluation of results
- g) Submission of reports

III. On-farm trial of matured technologies

- a) Identification of alternatives to the present crop production system
 - a.1. Choice of the area in which on-farm research is to be conducted.
 - a.2. Study of the present crop production system. What really is going on.

⁴ Ref.: *On-farm Potato Research in the Philippines (1983)*
The International Potato Center in collaboration with Republic of the Philippines, Ministry of Agriculture
Philippine Council for Agriculture and Resources Research and Development

a.3. Diagnosis of the hypothetical limiting factors. These limitations might be identified as low physical yields per unit area, poor quality of the product and/or high production costs.

a.4. Identification of the matured technological alternatives to be tested. Should be simple low costs alternatives if possible. Comparison between the farmer's present production system and proposed modification that could increase yield and income.

b) On-farm testing of these alternatives in comparison with the farmers current practices.

b.1. Choice of farmer co-operators and number of trials

b.2. Execution of on-farm trials

b.3. Follow-up of the trials and data recording

b.4. Participation of the farmer

c) Evaluation of the alternatives in terms of improvements in yield and income derived from the crop.

c.1. Analysis of the trials

c.2. Farmer's Evaluation

d) Submission of reports

OTHER EXTENSION PROJECTS AND ACTIVITIES

Center-/Institute-based Extension

As the research arm of the university, research activities of centers and institutes are conducted with the end-goal of extending BSU expertise to various clients towards community development. As an agricultural university situated in the Cordillera Region, BSU endeavor to uplift the lives of farming community through knowledge products and technologies generated by its experts on ; rootcrops, horticulture, highland farming system, climate smart agriculture, organic agriculture and apiculture, as well as on education and social science.

College-/Campus-based Extension

Colleges and campuses, guided by the University extension agenda, are expected to be at the forefront of extension service delivery based on their expertise and on the needs of their target clients. Partnerships formalized through memoranda of agreement allows the colleges and campuses to make lasting impact on their partner communities, organization or agencies.

IMPLEMENTATION

A. Implementation Structure

The following are the divisions of the Office of the Extension Services as modified from the 2015 Research and Extension Manual of Operations (REMO) – structured in such a way that they capture on-going activities and processes. What is new here is a more defined clientele (see CAPACITATES) that ensures extension linkage with service areas through the BSU-sa-Barangay modality or the Community-based Participatory Technology Adoption Program (CBPTAP). The BSU-sa-Barangay program can serve as one mechanism for mature technologies to be demonstrated coupled with training and education. The CBPTAP is a more specific program that captures mature technology and links it to service communities through a modified Farmer Field School or science and technology-based community farm. These various activities and processes will be turned to the Knowledge Management Division where they are channeled into various information sharing platform such as the Rangtay and the BSU-on-Air. Given the well-defined extension indicators, the Monitoring and Evaluation Division comes in purposely to track project implementation and measures the effectiveness of the intervention vis-à-vis extension goals.

At the center or institute level, extension projects will have a shortened functional chart but has to ensure that all extension endeavors are registered at the Office of the Extension Services for proper tracking and monitoring. The same is true with the College or Campus level extension projects, where extension activities/projects are to be registered at the OES. Corresponding monitoring will also be conducted in coordination with the M&E Division of the OES, which has to work also with College/Centers/Institutes extension coordinators.

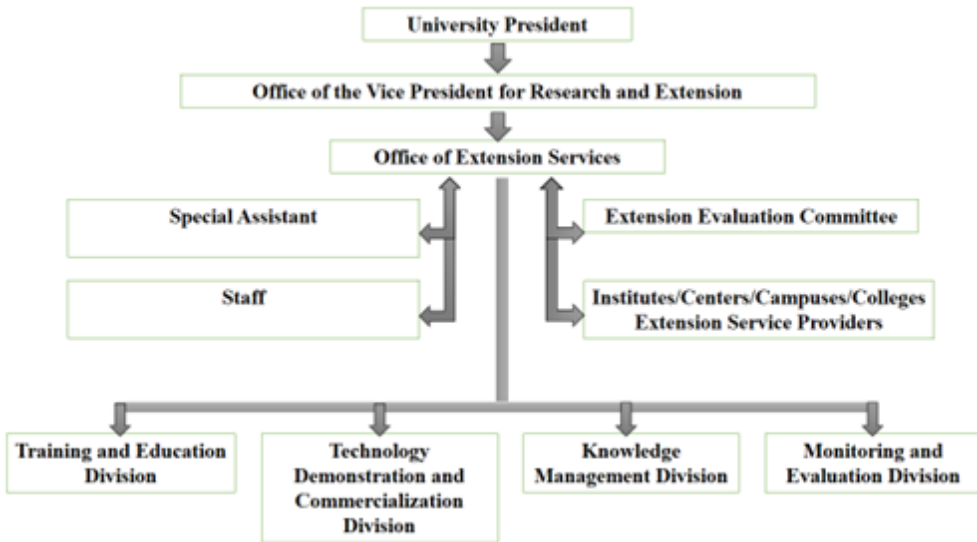


Figure 2. Office of Extension Services Organizational Structure

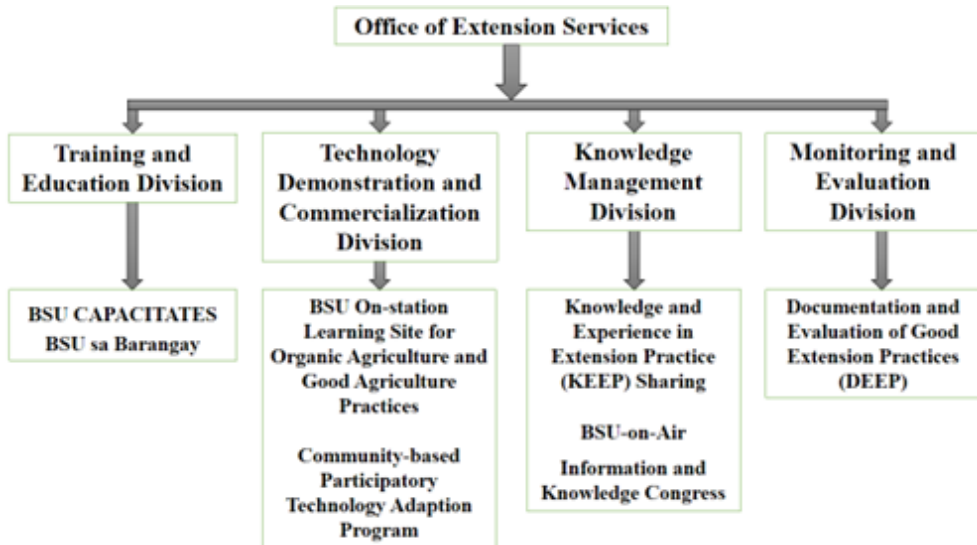


Figure 3. Implementation structure of OES banner programs

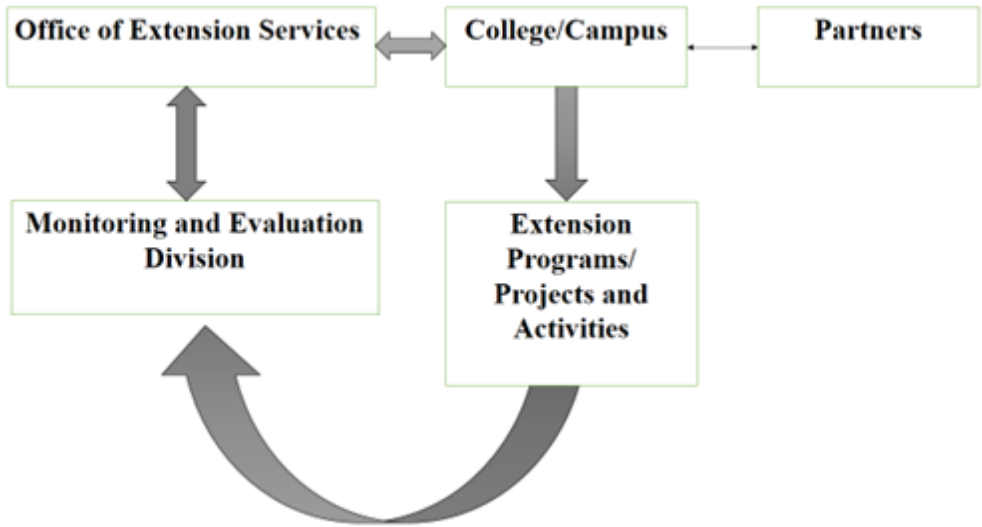


Figure 4. Functional flow chart for college/campus

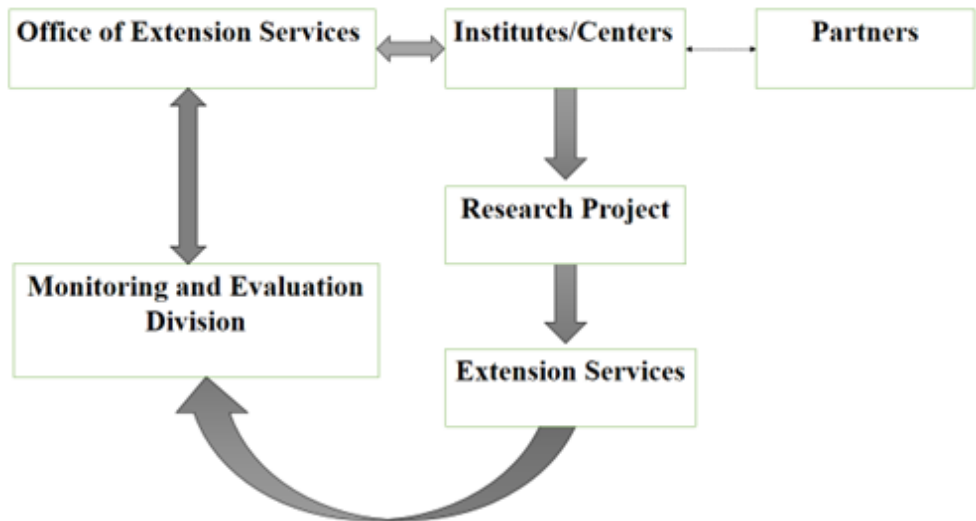


Figure 5. Functional flow chart for institutes/centers

MONITORING AND EVALUATION

The M&E framework is an avenue where all the activities and processes work together in synergy. Extension project always emanate from client needs or if at the project level, a situation analysis. Research activity is therefore embedded in the extension continuum and this can be in the form of baseline data gathering or situation analysis documentation. From the results of client situation analysis, this is now handled by respective centers or institutes and college or campus through their Extension Coordinators who will have to define specific targets. This is now translated as “inputs” which can be in the form of technology, practice or knowledge innovations. These knowledge innovations are academe-based hence their character can be in the form of new concepts or emerging concepts that can guide practice aside from technologies coming from the technical field. For funded R&D projects or activities, the project leaders take on the task of defining their inputs including extension strategies. Overall, extension projects are based on research results.

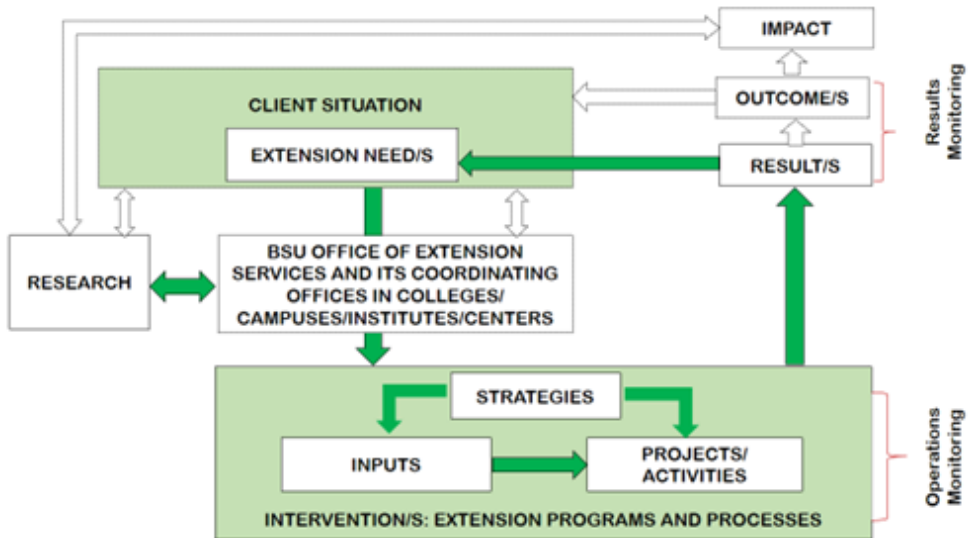


Figure 6. The University Extension M & E framework

Monitoring comes in two forms: results monitoring which is directed to the clients/communities which ultimately aims at addressing knowledge, skills and attitude. This is captured as ‘extension outcome.’ The second form of monitoring is operations monitoring which basically tracks the implementation of the project.

Operations Monitoring

This includes checking conformity of extension project/activity proposals to the institutional format and alignment to the extension agenda. It also includes compliance of the project/activity proponent/s to the submission of accomplishment reports and liquidation documents within the prescribed time after the implementation of the project/activity.

This likewise tracks the utilization of inputs (resources) in the implementation of an extension project/activity. Resources shall include finances, equipment and other materials as well as human resources. It ensures that implementation is conducted within the time frame, within the approved budget and with sufficient equipment and materials. Operations monitoring also examines the appropriateness of the extension technique/s employed.

Results Monitoring

This tracks the outputs and outcomes. It determines if the objectives of the project are met by identifying success indicators for each objective.

Evaluation

This is a reflection on the over-all implementation of the extension project/activity hence, it is conducted after the completion of the project/activity. Evaluation often merges with results monitoring in determining if the activities conducted, particularly the extension technique/s applied, are on target towards the intended outcomes of the project/activity. Evaluation questions are provided.

ANNEXES

BSU Extension ISO Forms



MASTERLIST OF INTERNALLY GENERATED DOCUMENTS (MIGD)

Document Code:	QF-CDI-02	Revision Number:	02
Effectivity:	July 25, 2018		

Office/ College: OFFICE OF EXTENSION SERVICES

Series No.	Document Code	Document Title	Revision Status			
			0	1	2	3
1	QF-CDI-02	QF-OES-01 – Extension Activity Request		x		
		QF-OES-02 – Extension Activity Design [BSU Funded]		x		
		QF-OES-02-01 – Extension Activity Design [Externally Funded]		x		
		QF-OES-03 – Extension Proposal		x		
		QF-OES-04 – Extension Project/Activity Registration		x		
		QF-OES-05 – Extension Activity Attendance		x		
		QF-OES-06 – Extension Activity Evaluation		x		
		QF-OES-07 – Extension Activity Accomplishment Report		x		

Prepared by:

Reviewed by:

NATIVIDAD R. DEMOT
Document/ Records Custodian
August 23, 2018

RUTH S. BATANI
Head of Office
August 23, 2018



**EXTENSION
ACTIVITY REQUEST**

Document Code:	QF-OES-01	Revision Number:	01
Effectivity:	August 10, 2018		

_____ Date

A. Client Information:

Name: _____

Address: _____

Contact Number: _____ Civil Status: _____ Age: _____

B. Request for:

<input type="checkbox"/> Trainings	<input type="checkbox"/> Community Outreach
<input type="checkbox"/> Technical Assistance and Advisory Services	<input type="checkbox"/> Linkage and Partnership
<input type="checkbox"/> Technology Packaging	<input type="checkbox"/> Field visits
<input type="checkbox"/> Technology Demo, Piloting, and Commercialization	<input type="checkbox"/> Trade and Exhibits
<input type="checkbox"/> Communication and Information	<input type="checkbox"/> Technology Impact Assessment
<input type="checkbox"/> Monitoring and Evaluation	<input type="checkbox"/> Nutri-Clinic
<input type="checkbox"/> Community Home Based Enterprise	<input type="checkbox"/> Advocacies that are issued-based
<input type="checkbox"/> Development Communications	<input type="checkbox"/> Continuing Professional Development [CPD]

Others [please specify] _____

Purpose: _____

[Signature Over Printed Name]
[Requesting Party]

Received by:

[Signature Over Printed Name]



**EXTENSION
ACTIVITY DESIGN
[BSU Funded]**

Document Code:	QF-OES-02	Revision Number:	01
Effectivity:	August 10, 2018		

I. Basic Information:

Activity Title:
Date and Venue:
Target Participants:
Estimated Cost:
Fund Source:
Proponents/Implementors:
Cooperating Agencies/Units:

II. Rationale*:

III. Objectives:

IV. Target Participants:

V. Management:

Names	Roles

VI. Date and Venue:

VII. Training Mechanics:

VIII. Expected Output:

IX. Budgetary Requirements

Breakdown of Budgetary Requirements

Item Description	Estimated Cost [PhP]

*For continuing projects on extension, please attach situation analysis, baseline data

Prepared by:

[Proponent]

Recommending Approval:

Director, OES

Funds Appropriated:

Budget Officer

Approved:

University President

Endorsed by:

Institute/Center Director/
College Dean

Vice President for Research and Extension

Funds Availability:

Chief Accountant



**EXTENSION
ACTIVITY DESIGN
[Externally Funded]**

Document Code:	QF-OES-02.01	Revision Number:	01
Effectivity:	August 10, 2018		

I. Basic Information:

Activity Title:
Date and Venue:
Target Participants:
Estimated Cost:
Fund Source:
Proponents/Implementors:
Cooperating Agencies/Units:

II. Rationale*:

III. Objectives:

IV. Target Participants:

V. Management:

Names	Roles

VI. Date and Venue:

VII. Training Mechanics:

VIII. Expected Output:

IX. Budgetary Requirements

Breakdown of Budgetary Requirements

Item Description	Estimated Cost [Php]

*For continuing projects on extension, please attach situation analysis, baseline data

Prepared by:

[Proponent]

Endorsed by:

Institute/Center Director/
College Dean

Recommending Approval:

Director, OES

Vice President for Research and Extension

Approved:

University President



EXTENSION PROPOSAL

Document Code:	QF-OES-03	Revision Number:	01
Effectivity:	August 10, 2018		

Title of Extension Project Proposal:

Location of the Project Proposal:

Proponent [Center/Institute/College]:

Type of Clientele/Community Extension Service:

Who are target group/ beneficiaries and stakeholders of these extension programs?

Please check all that apply.

- Community Organizations
- Agencies, GOs, NGOs, LGUs
- Policy makers and professional groups
- Agricultural households and disaster victims
- Children and youth
- Indigenous communities and other vulnerable sectors
- Technicians, development workers and other service providers (trainers)
- Adopters
- The women
- Entrepreneurs
- Schools
- Others:

Has your college/institute/centers conducted a needs assessment of the target community beneficiaries?

- Yes
- No

Are there existing formal partnerships with any of these target groups?

- Yes *If Yes, please cite examples (i.e. LGU, industry, other National Government Agency) and describe engagement.*
- No
 - Partnerships with LGU/NGA
 - Partnership with private industries /small business organizations
 - Engagements with civil society groups, people's organizations, business and development partners, NGO's

What are the Extension service/public service/community engagement programs of your college/institute/centers?

Please check **ALL** applicable extension/public service/community engagement activities:

- Transfer and utilization of technology
- Trainings on livelihood and entrepreneurship
- Trainings on health
- Trainings on local governance for LGU leaders
- Trainings on food production
- Trainings on conservation and biodiversity
- Advising community organizations (women, youth, farmers fisherfolks)
- Involvement in research to inform policies
- Provision of non- degree and non-credit courses
- Information, Education and Communication and awareness campaigns on social-development issues
- Cultural engagements/couratorship
- Partnership with MSMEs or industry
- Documentation -- related extension project (validity of technology, pilot testing, different extension related good practices/success stories)
- OTHERS:

Instruction and Research-related Extension Projects

- Generation of learning materials, case studies, teaching guides produced for classroom use as a result of the extension project
- NSTP related and other community immersion activities
- Generation of Extension Publications
- Conference/Knowledge sharing
- Patents (invention/ utility model)
- Generation of formalized agreements
- Series of capability building
- OTHERS (Specify):

Extension Leader:

Other Team members:

Rationale:

Objective:

Methodology:

Proof of Concepts/Baseline Data:



**EXTENSION
PROPOSAL**

Document Code:	QF-OES-03	Revision Number:	01
Effectivity:	August 10, 2018		

Implementation Plan:

ACTIVITIES	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Planning												
Implementation												
Request of Supplies												
Land Preparation												
Lay-Outing												
Maintenance												
Data Gathering												
Analysis and Discussion												
Reporting												

Budgetary Requirements:

ACTIVITIES	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Operating Expenses												
Material Inputs												
Planting Materials												
Fertilizer												
Bio Pesticide												
Others [specify]												
Labor Inputs												
Land Preparation												
Planting												
Maintenance												
Weeding												
Harvesting												
Travel Expenses												
Documentation												
Field Day												

Prepared by:

[Signature Over Printed Name]
Requesting Party

Endorsed by:

[Signature Over Printed Name]
Chair/Dean/Director/Extension Coordinator

Recommending Approval:

Director, Office of Extension Services

Vice President for Research and Extension

Funds Appropriated:

Budget Officer

Funds Availability:

Chief Accountant

Approved:

University President



**EXTENSION
PROJECT/ACTIVITY
REGISTRATION**

Document Code:	QF-OES-04	Revision Number:	01
Effectivity:	August 10, 2018		

R & E Center/Institute/College: Department: _____ Classification: <input type="checkbox"/> Project <input type="checkbox"/> Activity <input type="checkbox"/> BSU Funded <input type="checkbox"/> Outside Funded <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional		Date Submitted: Duration: _____ Start [mo/yr.] _____ End [mo/yr] _____ Status: <input type="checkbox"/> New <input type="checkbox"/> On-going <input type="checkbox"/> Others [pls. specify] _____																									
Project/Activity Location: _____																											
Project Title: _____	Project Leader: Name: _____ Signature: _____ Institute/Center: _____ Division: _____ College: _____ Department: _____																										
Activity Title: _____	Project Leader: Name: _____ Signature: _____ Institute/Center: _____ Division: _____ College: _____ Department: _____																										
Budget Summary: Total Approve Budget: _____ <table border="1"> <thead> <tr> <th>Item</th> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Personal Services</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>MOOE</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Capital Outlay</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Item	Q1	Q2	Q3	Total	Personal Services					MOOE					Capital Outlay					Total					Other Extensionists: _____	
Item	Q1	Q2	Q3	Total																							
Personal Services																											
MOOE																											
Capital Outlay																											
Total																											
Expected Final Output/s: _____	Collaborating Researcher/s/Agency/ies, if any: _____																										
To be filled-up by OES Checklist before issuance of SO: Final Approved Extension Proposal Workplan Schedule MOA/MOU	Verified by: _____ Date Signed _____ Recommending Approval: _____ Date Signed _____																										
Institute/Center/ College Code: _____	Project/Activity Code: _____	Approved for Implementation: _____ Date Signed _____ [Vice President for R &E]																									



EXTENSION ACTIVITY EVALUATION

Document Code:	QF-OES-06	Revision Number:	01
Effectivity:	August 10, 2018		

Title of Extension Activity _____

Date: _____ Venue _____

Implementing Units: _____

Name of respondent (optional) _____ Gender male female LGBT

Age: 20-25 26-35 36-45 46-55 56+

Agency Affiliation:

Gov't. sector: Academe Nat'l Gov't Agency Other GO's, pls. specify _____

Private Sector Academe Research Institution Professional Org

Industry People's Org Int'l Org Others, pls specify _____

In our desire to enhance the conduct of upcoming extension activities, we are modestly soliciting your honest feedback of this particular activity by indicating your rating on the different activity components using the following rating scales: [please check]

5=Outstanding, 4=Very Good, 3=Good, 2=Poor, and 1=Very Poor

Extension Activity Components	Rating				
	5 	4 	3 	2 	1
1. How satisfied are you with the pre-event organization of the activity? (communication, coordination etc)					
2. Activity components					
Timeliness [for topics discussed]					
Relevance of topic[s] to Participant's Job					
Contribution of Topic[s] to Participant's Knowledge/Skills					
Contribution Knowledge Sharing Among Participants					
Answers to Questions					
3. How satisfied are you with the extension activity in terms of					
Organization of the Training					
Duration of Training					
Appropriateness of Audio-Visual Aids Used					
4. Resource Person					
Punctuality					
Mastery of Topic					
Clarity and Orderliness of the Delivery of Lecture					
Modulation of Voice					
Interaction with Participants					
Time Management					
4. Physical Facilities					
Conduciveness of the Venue/Proximity of Restrooms					
Functionality of Sound System					
5. Facilitator/Moderator					
6. Food					

What is your overall assessment of this activity?

Excellent Very good Good Fair Poor

If you were dissatisfied with any aspect (i.e. you rated 2 or 1 in the grid above), please indicate reason: _____

What changes or improvements should be made in future events?

Any future extension activities you wish to suggest? _____

Please return accomplished form to: OES Secretariat



**EXTENSION
ACTIVITY
ACCOMPLISHMENT
REPORT**

Document Code:	QF-OES-07	Revision Number:	01
Effectivity:	August 10, 2018		

BASIC INFORMATION

1. Title of Extension Project
2. Implementors/Extensionist/s
3. Location of the Project
4. Duration of the Project
Date Started:
5. Budget
6. Source of Funds

REPORT

1. Rationale
2. Objectives
3. Type of Clients
4. Methodology
5. Brief Summary of Accomplishment [Please include photos of the project]
6. Problems Met
7. Recommendation

Prepared by:

[Signature Over Printed Name]
Project Leader

Endorsed by:

[Signature Over Printed Name]
College Dean

Recommending Approval:

[Signature Over Printed Name]
Director, Office of Extension Services

Approved:

[Signature Over Printed Name]
Vice President for Research and Extension

COMMUNITY-BASED PARTICIPATORY TECHNOLOGY ADOPTION PROJECT (CBPTAP)⁴ PROPOSAL FORMAT

Project Title: Community-Based Participatory Technology Adoption on _____ (Enterprise and commodity) in _____ (location).

Proponent:
Coordinating Agencies:

Project Site:

Project

Beneficiaries:

Proposed Budget:

Project Duration:

Rationale: Statement of the project's significance to the current needs of the community. It shall contain the gaps identified and the proposed Science and Technology intervention to be introduced.

Objectives: Statement of the specific purpose in addressing the gaps identified.

Expected Output: Indicate the specific outcome/impact that the project is expected to come up with and how it can be further utilized in the undertakings.

Methodology: **Pre-implementation Phase**

- Organization of CBPTAP Team
- Reconnaissance of the proposed site and focused group with concerned entities.

⁴ This CBPTAP Proposal Format is adopted from the Science and Technology-based Farm (STBF) and Science and Technology Community-based Farm (STCBF) – Technology Transfer Program Division, DOST-PCARRD.

This format can also be used for the On- station Learning Site Project with some indications. (E.g. revising the pre-implementation phase).

- Recommended Farmer-partners/beneficiaries.
- Meeting with the beneficiaries.

Implementation Phase

- Identification of farmer's practices and gaps.
- Description of S & T interventions including package of Technology.
- Monitoring and Evaluation
- Project Documentation (Technical and Financial)

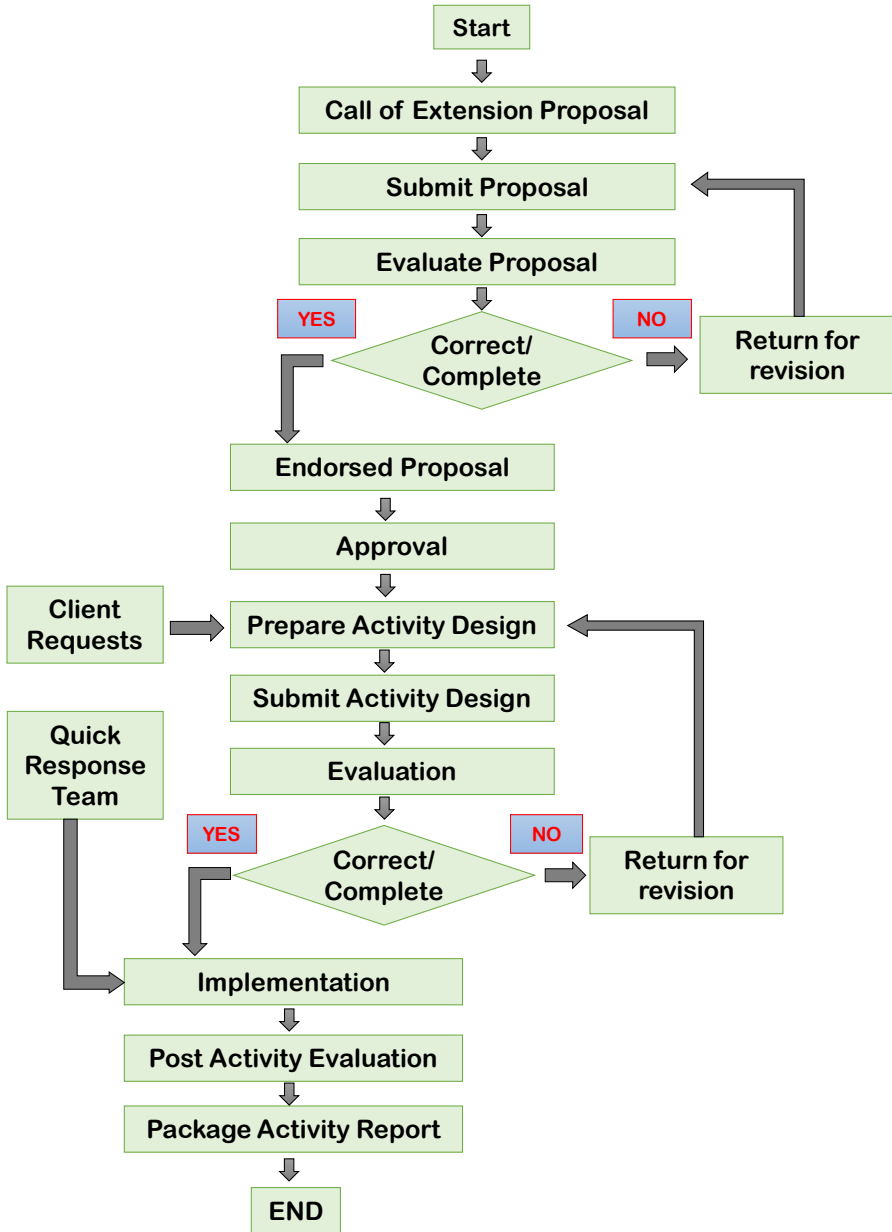
Work and Financial Plan by Activity

- a. Direct support to the Community farm
- b. Coordination of Local Team

Budgetary Requirements by Line Item Budget

- a. Direct support to CBPTAP Farm
- b. Coordination Cost.

PROCESS FLOW OF EXTENSION PROPOSALS



CALL FOR EXTENSION PROPOSALS

FIRST CALL: August - September

October - November: Evaluation of proposals

December: Approval and issuance of Special Order

January – May: Implementation

SECOND CALL: January – February

March - April: Evaluation of proposals

July: Approval and issuance of Special Order

August – December: Implementation

REFERENCES

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This primer is developed and produced
by the Office of Extension Services