



PHILIPPINE NORMAL UNIVERSITY
EXTENSION MANUAL



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Philippine Normal University Manila
The National Center for Teacher Education

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THE PRESIDENT'S MESSAGE



Networking is an integral aspect of building the educational system of a nation. The Philippine Normal University, as the National Center for Teacher's Education, is driven by a compelling vision to raise a new generation of education leaders for the ASEAN nation. The University operates with a specific mandate to revolutionize the educational context of the country and has its foundational objectives premised on a powerful and compelling vision of pioneering excellence in all areas of Teacher Education. In line with this, PNU has expanded and built new links with other universities, government agencies, NGO's, even private sectors locally and internationally; rendered extension services to fellow institutions; and mapped out

projects for future development.

As holder of CHED's Centre of Excellence (COE) in Education, the PNU has seriously taken its commitment to nourish the needs of the TEI's (Teacher Education Institutions) by sharing available resources and expertise in teacher education, a responsibility carried out by the Center of Linkages and Extension Services. This unit of the university has stepped out of the box and started adopting measures to implement necessary changes in the areas of global community service, capacity building, and networking for continuous relevance. This is to ensure that the best practices are upheld and to enable that the best graduates, facilities, and facilities emerge from the institution.

Moreover, this interdependence of academic culture and pedagogy of universities across nations is not only about student mobility but also about our distinguished faculty involvement in academic and research partnerships around the world. At the same time the academe has partnered with renowned institutions to provide our students the opportunity to see first-hand the economic, political, and cultural factors that influence Philippines educational practice globally. Furthermore, it provides the opportunity for strengthening academic resources, while retaining the university's distinct identity.

The pursuit of this kind of agenda bolsters the institution's ability to create a rich and fulfilling experience for our academic and student communities, and builds bridges between PNU and the rest of the world.

ESTER B. OGENA, PhD

President, Philippine Normal University

FOREWORD

COOPERATION, COLLABORATION, and NETWORKING are considered as enabling mechanisms for extension services in a higher education institution. As one of the main functions of a university, extension plays a paramount role for social transformation, particularly in underserved and marginalized communities.

Extension has been regarded as strong force in bringing about individual and social transformation, professional growth, and development. It brings about new knowledge and technologies discovered through collaboration, cooperation, and networking. An extension program is also deemed as a set of activities aimed to transfer knowledge or technology, if not provide services to the community, in consonance with the programs offered by the academe.

The PNU Extension Manual responds to the challenge of the academe's role in contributing to sustainable community development efforts of the society through advocacy, academic linkages and community partnership, and services. Equally, the extension programs of the University attempt to realize its commitment to a culture of sharing and service.

Intended to provide frameworks and guidelines in conducting university extension activities, the Manual presents the duties, responsibilities and expectations, and processes on extension programs involving the faculty, administrative staff, alumni, and the students.

This manual has five main parts: The first part consists of basic information about the Philippine Normal University –its philosophy, vision, mission, structure, and strategic directions; the second part consolidates the legal and other foundations in conducting university extension activities; the third part focuses on the extension framework, as well as the offices and units that facilitate it; and the fourth, fifth, sixth, and seventh parts enumerate and discuss the specific guidelines on establishing partnerships, as well as planning, executing, and evaluating extension projects, programs, and activities.

The Extension Manual is designed to institutionalize the university's commitment to a culture of sharing, caring and services through advocacy, academic linkages and community partnerships and services.



THE PHILIPPINE NORMAL UNIVERSITY

The Philippine Normal University, then known as the Philippine Normal School and the Philippine Normal College is the first institution of higher learning in the country established under the American regime. Created by Act No. 74 of the Philippine Commission to give Filipinos training in the science of teaching, it formally opened on September 1, 1901. During this period, professionally trained American teachers known as the “Thomasites” governed the school.

The conversion of the Philippine Normal School to Philippine Normal College concretized upon the signing of the institution’s Charter. Republic Act No. 416 authorized the College to grant undergraduate and graduate degree programs in Elementary Education on July 18, 1949. Subsequently, Republic Act No. 6515 in the 1970’s amended the Charter and authorized the College to grant advanced degrees like PhD, EdD and other academic programs relevant to the training of the teachers, school supervisors, administrators, researchers, and other educational leaders.

In 1957 Dr. Macario Naval was installed as the first Filipino president of the institution. Dr. Emiliano C. Ramirez succeeded in 1958, then Dr. Gregorio C. Borlaza 1971, followed by Dr. Bonifacio P. Sibayan in 1972, and Dr. Edilberto P. Dagot in 1981. Dr. Fe T. Otones served as Officer-in-charge in 1990-1991 before the first woman president of the College, Dr. Gloria G. Salandanan took over the helm. On December 26, 1991, the Philippine Normal College was granted full-fledged University status through the Republic Act 7168. After six years, another lady, Atty. Lilia S. Garcia, became president of the University. She was succeeded by Dr. Nilo L. Rosas, then by Atty. Lutgardo B. Barbo. Dr. Ester B. Ogena is the incumbent president.

During Dr. Ogena’s administration she initiated the following noteworthy undertakings: development of a New Teacher Education Curriculum; convened the National Network of Normal Schools (3NS) where PNU has been designated by CHED as lead shepherd of 3NS and the Center for Teaching Excellence; led the University to achieve the AACUP Level III Accreditation; developed the PNU NCTE Master Plan and initiated a university-wide systems review; converted the four campuses into their specific hubs such as PNU Mindanao – Multicultural

Education, PNU North Luzon - Indigenous People's Education, PNU Visayas - Environmental and Green Technology and PNU South Luzon – Technology and Livelihood Education; launched the new PNU slogan, Nurturing Innovative Teachers; cultivated a rich culture of research in the University; and reformed the PNU's organizational structure to strengthen its functions and fulfil its mandate as National Center for Teacher Education.

PHILOSOPHY, VISION, AND MISSION

The philosophy of the University is anchored on “Education for Personal Renewal and Social Transformation”.

Personal renewal and empowerment is necessary to bring back the mantle of consciousness that is positive and healthy for Filipinos. Let there be an education in which the Filipinos would believe in themselves, and be confident in their future. Empower them by their heritage, legacy and landmarks to make them stand on an equal footing with other people so that they can contribute to a society that is driven to transform.

PNU shall become internationally recognized and nationally responsive teacher Education University. As the established producer of knowledge workers in the field of education, it shall be the primary source of high-quality teachers and education managers who directly inspire and shape the quality of Filipino students and graduates in the country and the world.

PNU is dedicated to nurturing innovative teachers and education leaders.

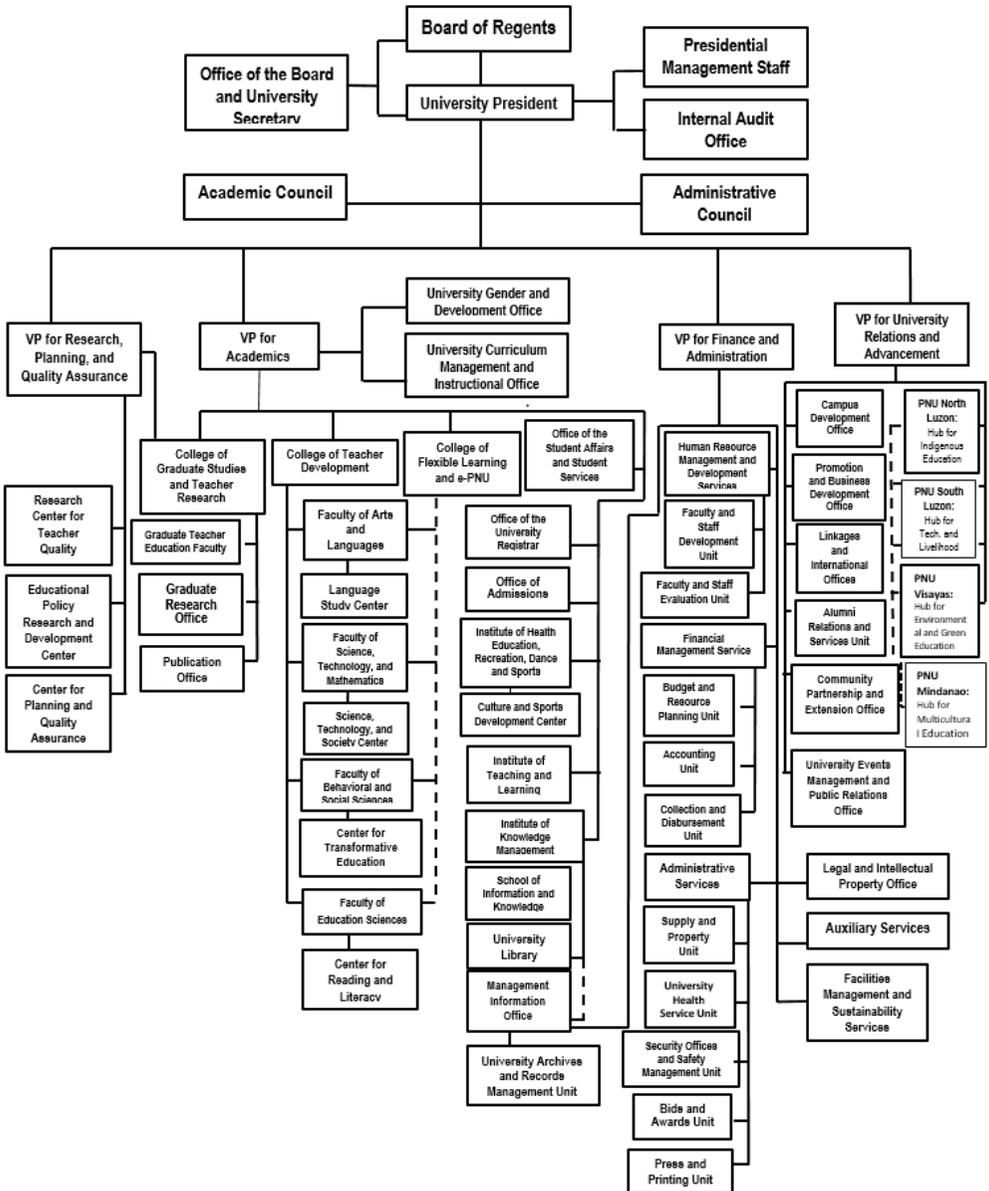
QUALITY POLICY OF THE UNIVERSITY

As the National Center for Teacher Education, the Philippine Normal University commits to provide leadership in teacher education and nurture innovative teachers and education leaders imbued with the values of truth, excellence, and service. We commit to the continual growth of the University through compliance with International Quality Standards and statutory and regulatory requirements. We shall achieve this through our core functions of instruction, research, extension, and production.

STRATEGIC DIRECTIONS



PNU ORGANIZATIONAL STRUCTURE



Source: <http://www.pnu.edu.ph/forms/Organizational-Structure-BOR-APPROVED-2013.pdf>



PNU'S COMMITMENT TO EXTENSION

Extension has been regarded as a strong force in bringing about individual and social transformation, professional growth, and development. It generates new knowledge and technologies discovered through collaboration, cooperation and networking. Extension is also viewed as a discipline that utilizes knowledge that passes through the prism of sociology, economics, anthropology, psychology, management and other disciplines for transfer of appropriate technologies, values, attitudes, knowledge and skills that will ultimately improve the social practice or lives of its clientele, partners or cooperators.

EXTENSION DEFINED

Extension is an important function of a higher education institution. The Commission on Higher Education of the Philippines defines extension as the interrelated processes of “communicating, persuading, and helping specific target clientele to enable them to effectively improve production, community and/or institutions, and quality of life” (Higher Education Act of 1994; CHED Memorandum No. 8, s.2008). CHED CMO No. 35 Series of 2010 defined this as a set of activities aimed at transferring knowledge or technology or providing services to the community in consonance with the programs offered. Extension, as the Philippine Normal University views it, is the institution’s arm in fulfilling its social responsibility by putting knowledge to work for various adopted communities in their pursuit of improving situations and lives. The Philippine Normal University (PNU) started implementing all these efforts in 2005 through establishing the Center for Linkages and Extension Services (CLES). CLES served as the main coordinator of all the national and international linkages of the university and in the implementation of the institution’s extension programs.

LEGAL AND OTHER FOUNDATIONS OF UNIVERSITY EXTENSION

The enactment of RA No. 9647, otherwise known as the "Philippine Normal University Modernization Act of 2009", named PNU as the National Center for Teacher Education (NCTE) and broadened the functions of the university to be the country's primary generator of knowledge and information in the field of teacher education. Along with the expanded and comprehensive mandate as NCTE, PNU, as an institution of higher learning, is expected to play a significant role in responding to the call for societal transformation through established extension programs. The expanded mandate of PNU as NCTE necessitated separating the functions of CLES to better serve the demands of the new status of PNU, and consequently led to the creation of two offices, the Community Partnership and Extension Office (CPEO) and the Linkages and Internationalization Office (LIO).

Philippine Normal University (PNU) rests upon the core values of truth, excellence, and service. As the National Center for Teacher Education, it promotes the creation, the validation, and the sharing of knowledge to everyone. Its Extension Agenda is therefore anchored on international and local legal frameworks for social development that encourage sharing and service. The objective of having an agenda is to provide opportunities for the faculty, staff, and students where they can extend their value for volunteerism and service towards the benefit of various communities.

The United Nations encourages all its members to act towards safe, inclusive, and sustainable development through its Transforming our World: the 2030 Agenda for Sustainable Development. In this agreement among countries, seventeen (17) sustainable global goals were identified. These goals intends to (1) end poverty, (2) end hunger, (3) ensure good health and well-being, (4) ensure quality education, (5) achieve gender equality, (6) ensure availability of clean water and sanitation, (7) ensure access to affordable and clean energy, (8) promote decent work and economic growth, (9) build industry, innovation, and infrastructure, (10) reduce inequality, (11) make sustainable cities and communities, (12) ensure responsible consumption and production, (13) take urgent climate action, (14) conserve life below water, (15) protect life on land, (16) promote peace, justice and strong institutions, and (17) build partnerships for the goals.

The 1987 Philippine Constitution assures that the State shall encourage non-formal, informal and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond “to community needs and provide adult citizens, the disabled and out-of-school youth with training in civics, vocational efficiency, and other skills” (Article XIV, Section 2). Republic Acts 7168 and 8292 both states the roles of the Philippine Normal University and other State College and Universities (SUCs) in extending services to local communities. The Education Act of 1982 makes it clear that the educational system shall “reach out to educationally deprived communities”, in order to give meaningful reality to their membership in the national society, to enrich their civic participation in the community and national life, and to unify all Filipinos into a free and just nation (Part I General Provisions, Chapter 2, Section 4). The Education Act of 1982 also obliges “teachers to participate as an agent of constructive social, economic, moral, intellectual, cultural and political change in his school and the community” within the context of national policies (Part II Educational Community, Chapter 3, Section 6). Moreover, the Code of Ethics of Professional Teachers emphasizes the significant role of teachers in community development. It states that “every teacher shall provide leadership and initiative to actively participate in community movements for moral, social, educational, economic and civic betterment” (Article III, Section 2).

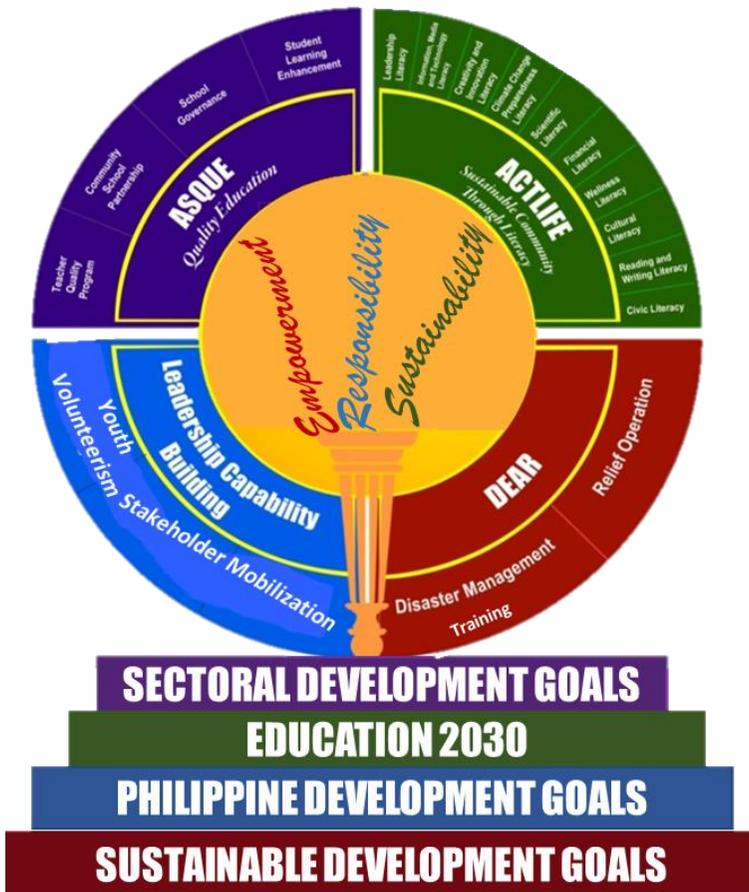
EXTENSION GOALS

The mission of the Philippine Normal University is primarily “to provide higher professional and special instructions for special purposes, and to promote research and extension service, advance studies and progressive leadership in education and other fields as may be relevant”. With the enactment of RA No. 9647, otherwise known as the “Philippine Normal University Modernization Act of 2009”, PNU is designated as the National Center for Teacher Education (NCTE), thus broadening the functions of the university to be the country’s primary generator of knowledge and information in the field of teacher education.

Along with the expanded and comprehensive mandate as the NCTE, PNU, as an institution of higher learning plays a significant role in responding to the call for societal transformation through established extension programs. To better serve the community, extension programs should complement the curricular

offerings of institutions so that PNU can provide technical assistance to all its adopted community and empower the people through literacy programs and services related to teacher education and research.

The extension projects, programs, and activities aim to develop its adopted communities to become empowered, responsible, and sustainable. Towards the end of each program, PNU looks forward to see that communities are able to help themselves in solving their own problems and addressing their own needs emulating or innovating from what the institution has provided them. PNU hopes to build and help local communities that are inclusive, safe, resilient and sustainable through its extension projects, programs, and activities.



EXTENSION PROGRAMS

The Extension Framework of Philippine Normal University is approved by the Board of Regents (BOR) during their 58th Regular Meeting held last 18 September 2013 through BOR Resolution No. U-1996, series of 2013. It therefore aims to set the direction of Extension to provide more effective, accountable and results-oriented extension programs. The PNU Extension has four major programs, namely: Adopt-a-Community through Literacy Initiatives for Empowerment (ACTLIFE); Adopt-a-School for Quality Education (ASQUE); and Leadership Capability Building and Disaster Emergency and Relief (DEAR).

Adopt-a-Community through Literacy Initiative for Empowerment (ACTLIFE)

Adopt-a-Community through Literacy Initiative for Empowerment (ACTLIFE) is designed for the adopted community of the University, such as local government unit or barangay. This program envisions a sustainable community which can be achieved through varying context of literacy. ACTLIFE aims to empower the vulnerable members of the community through personal and societal development, equity, human rights awareness and good governance, social networking and organization, and economic and environmental security. ACTLIFE includes ten (10) dimensions of literacy.

1. Reading and Writing Literacy. This dimension of literacy is for the improvement of the learners' retention skills obtained from the classroom. It aims to support the knowledge gained by the learners who are attending regular classes. This dimension also aims to assist learners who are not able to complete basic education. It provides a non-formal learning that will enable the reintegration of the learners into mainstream society. Another objective of this dimension is to bridge the intergenerational gap in literacy between adult and today's generation that can lead to employability, social inclusion and active citizenry.
2. Cultural Literacy. This dimension of literacy will promote equity, respect and appreciation of culture and history. Learners are taught to respect and

appreciate Filipino culture in relation with other cultures and inculcate the learners with deep sense of nationalism.

3. Civic Literacy. The dimension of literacy aims to develop a community that participates effectively in civic life through understanding government processes. Members of the community are also informed on how to exercise the rights and obligations to their local community and eventually to our country.
4. Wellness Literacy. This dimension of literacy aims to develop a community with members who are able to manage their own and their family's well-being, both physical and psychological aspects. Community members realize the importance of good health with an end goal of achieving optimal health and become productive community members in return.
5. Information, Media and Technology Literacy. This literacy aims to develop a community whose members use media and technology tools to access, create, analyze, evaluate and communicate information responsibly and ethically. Members of the community should know to use online resources to improve their education, enhance job skills and fully participate in digital society.
6. Climate Change Preparedness Literacy. This dimension of literacy aims to increase the awareness and understanding of human and environment relationship. It develops the attitudes of appreciation and care for the environment. The end goal is to strengthen the community's resilience and preparedness to the local impacts of climate disruption.
7. Financial Literacy. This dimension of literacy develops a community whose members are informed consumers and individuals who contribute to the economic vitality of the community through innovation, entrepreneurship and economic development.
8. Scientific Literacy. This dimension of literacy is defined as "the capacity to use scientific knowledge, to identify questions and to draw evidence-based conclusions in order to understand and help make decisions about the natural world and the changes made to it through human activity."

Scientific literacy implies that a person can identify scientific issues underlying national and local decisions and express positions that are scientifically and technologically informed.

9. Creativity and Innovation Literacy. This dimension of literacy encompasses skills and the dispositions to create new and innovative things that are of value to the person, individual, family and community. It involves openness and responsiveness to new ways of thinking. It consists of appreciation for innovation. It also includes the kind of thinking skills that give value to foresight and anticipation of future trends.
10. Leadership Literacy. This dimension of literacy aims to support and strengthen the capacities of community leaders, barangay officials and volunteers to be effective initiators and managers of plans of actions that promote continuous improvement in the community. It involves commitment, focus and the pursuit of a common goal.

Adopt-a-School for Quality Education

Adopt-a-School for Quality Education program strengthens the link between home education and school education. Community development can be better achieved if there is collaboration between the school and the community. This program involves all the stakeholders which are part of the whole system –the teachers, the administration, the students, as well as the parents.

1. Teacher Quality Program. This program is designed for teachers, para-teachers and other teaching staff. It aims to update teachers' knowledge of subject matter, teachers' skills with new teaching techniques, and educational research and other developments in the field.
2. Community-School Partnership. This program will enhance students' learning at home, in the school and in the community. When families work in partnership with the school, they can set goals and identify issues and priorities. Likewise, it aims to empower parents with child-rearing skills and capacitate them to be the first teacher of their children.

3. School Governance. This program aims to enhance school governance. It provides guidance information and direction to school officials on performance evaluation and prioritizing concerns.
4. Student Learning Enhancement. This program involves an intervention and improvement of students' basic skills in Science, Mathematics, Language and Arts, Reading and Writing, History and Social Science, ICT, etc.

Leadership Capability Building

This program aims to strengthen the leadership capabilities of volunteers to be able to serve the community better. It follows the knowing-doing-being leadership model which advocates that leadership development starts with knowing about leadership, proceeds with doing leadership, and ultimately results in being the leader.

Likewise, this program aims to enhance the students' civic competence by developing the ethics of service and patriotism. It is also a means for the students to value their significant role in nation building by having a deep sense of involvement in real life situations in the community.

Disaster Emergency Assistance and Relief

This program focuses on meeting people's immediate emergency needs through relief and distribution. It also includes disaster management to improve community's preparedness and response before, during, and after disasters.

EXTENSION AGENDA

The table below shows the relationship of the Sustainable Development Goals (SDG) and the framework of the Philippine Normal University Extension. The table also enumerates the extension agenda aligned with the framework.

FRAMEWORK DIMENSION	(SDG)	THEMES	EXTENSION AGENDA
<p>I. Adopt-a-Community through Literacy Initiative for Empowerment (ACTLIFE)</p>	<p>(1) end poverty</p> <p>(3) ensure good health and well-being</p> <p>(4) ensure quality education</p> <p>(5) achieve gender equality</p> <p>(10) reduce inequality</p>	<p>A. Literacy Programs</p>	<p>a. Basic literacy programs and activities for children that provide fundamental skills in writing, reading and computing to help them get started in life.</p> <p>b. Supplementary literacy for public and private school students that provide advance knowledge and skills in all subject areas in order to develop holistic learners.</p> <p>c. Literacy program and activities that provide learning opportunities for differently-abled learners and learners with special needs in order to maximize their potentials as members of the community.</p> <p>d. Literacy programs and activities that provide necessary social skills for the members of the community for them to become gender and culturally sensitive.</p> <p>e. Literacy programs for the unprivileged and underserved members of the community that aim to open them up to more opportunities to uplift their socio-economic status.</p> <p>f. Literacy programs and activities that provide alternative learning for the members of the community of all ages in circumstances when formal education is not accessible to them.</p>

FRAMEWORK DIMENSION	(SDG)	THEMES	EXTENSION AGENDA
<p>II. Adopt-a-School for Quality Education</p>	<p>(4) ensure quality education</p> <p>(8) promote decent work and economic growth</p> <p>(9) build industry, innovation and infrastructure</p> <p>(16) promote peace, justice and strong institutions</p> <p>(17) build partnerships for the goals</p>	<p>A. Training Programs</p>	<p>a. Programs and activities that train public and private school basic education teachers to provide them with advanced knowledge and skills, as well as to update them about local and international trends in teaching and learning.</p> <p>b. Programs and activities that train public and private school basic education heads of teachers, supervisors, and other middle managers, in order to equip them with the necessary knowledge and skills in making the workplace favorable to all and in ensuring inclusive and quality education for all.</p> <p>c. Training programs and activities for non-teaching personnel of educational institutions that aim to make available advanced knowledge and skills in providing quality support services to educational institutions.</p>
		<p>B. Technical Assistance and Advisory Services</p>	<p>a. Projects and activities that encourage the experts from the institution to extend their services to the community, through technical assistance, consultancy work, and advisory services.</p>
<p>III. Leadership Capability Building</p>	<p>(2) end hunger</p> <p>(3) ensure good health and well-being</p>	<p>A. Community Outreach Programs</p>	<p>a. Outreach program and activities that share food supply and other products, nutritional information, and responsible production and consumption to the community to contribute to its goal to end hunger and achieve food security.</p> <p>b. Community outreach programs and activities that provide avenues for the community to achieve healthy lives and well-being for all ages.</p>

FRAMEWORK DIMENSION	(SDG)	THEMES	EXTENSION AGENDA
<p>III. Leadership Capability Building (Continuation)</p>	<p>(6) ensure availability of clean water and sanitation</p> <p>(7) ensure access to affordable and clean energy</p> <p>(10) reduce inequality</p>	<p>A. Community Outreach Programs (Continuation)</p>	<p>c. Outreach programs and activities that introduce and educate the community, and make available to them affordable, reliable, sustainable, and modern sources of energy.</p> <p>d. Outreach programs and activities that engage the community towards the protection and conservation of terrestrial and marine flora and fauna, through education and climate action.</p>
	<p>(12) ensure responsible consumption and production</p> <p>(13) take urgent climate action</p> <p>(14) conserve life below water</p> <p>(15) protect life on land</p>	<p>B. Technology Transfer, Utilization, and Commercialization</p>	<p>a. Projects and activities that create encourage innovations on teaching and learning to be able to help in promoting inclusive societies and institutions.</p> <p>b. Programs and activities that create and share new technologies on teaching and learning to the community</p>
<p>IV. Disaster Emergency Assistance and Relief</p>	<p>(2) end hunger</p> <p>(3) ensure good health and well-being</p>	<p>A. Disaster Relief as well as Risk Reduction and Mitigation Programs</p>	<p>a. Programs and activities that educate the community about disaster risk reduction and mitigation towards building inclusive, safe, and resilient communities.</p>

FRAMEWORK DIMENSION	(SDG)	THEMES	EXTENSION AGENDA
IV. Disaster Emergency Assistance and Relief <i>(Continuation)</i>	(6) ensure availability of clean water and sanitation (7) ensure access to affordable and clean energy (11) make resilient, safe and sustainable cities and communities.	A. Disaster Relief as well as Risk Reduction and Mitigation Programs <i>(Continuation)</i>	b. Programs and activities that facilitate preparations before, during, and after different disasters to equip the community with the necessary knowledge and skills in saving lives and properties. c. Programs and activities that respond to the immediate needs of communities that have been hit by natural and man-made disasters, to give them hope and help them rebuild their lives once again.

INVOLVEMENT OF UNITS /CENTER/ FACULTIES IN EXTENSION

All units, centers, and faculties of the Philippine Normal University shall take part in its extension services. These are all suggested alignment but this does not hinder them to participate in other worthwhile extension.

ACTIVITY	UNIT / CENTER / FACULTY	
Adopt-a-Community thru Literacy Initiatives for Empowerment		
Reading and Writing	Center for Reading and Literacy; Language Study	FES / FAL / ITL
Cultural Literacy	Culture and Sports Development Center	FAL / ITL/ IPHERDS / FBESS

ACTIVITY	UNIT / CENTER / FACULTY	
Civic Literacy	Center for Transformative Education	FBESS / ITL
Wellness Literacy	Culture and Sports Development Center Center for Transformative Education	IPEHRDS / FBESS / ITL
Information, Media and Technology Literacy	Science and Technology and Society Center	FBess/FSTM/ ITL / SIKM
Literacy for Creativity and Innovation	Center for Reading and Literacy Center for Transformative Education	CGSTER / CTD
Adopt-a-School for Quality Education		
Teacher Quality Program	All Centers and Unit	
Parent-School Partnership Program	All Centers and Unit	
School Governance Program	All Centers and Unit	
Student Learning Enhancement Program	All Centers and Unit	
Leadership Capability Building	All Centers and Unit	
Disaster Emergency Assistance and Relief	All Centers and Unit	



UNIVERSITY EXTENSION UNIT

The organizational structure of the Philippine Normal University extension unit is composed of the Research and Extension Services Coordinating Committee (RESCC) and of the Community Partnership and Extension Office (CPEO). Research and Extension Services Coordinating Committee is the council that reviews and approves extension proposals while the Community Partnership and Extension Office is the unit that coordinates with the planning, implementation, and evaluation of these extension projects, programs, and activities.

RESEARCH AND EXTENSION SERVICES COORDINATING COMMITTEE

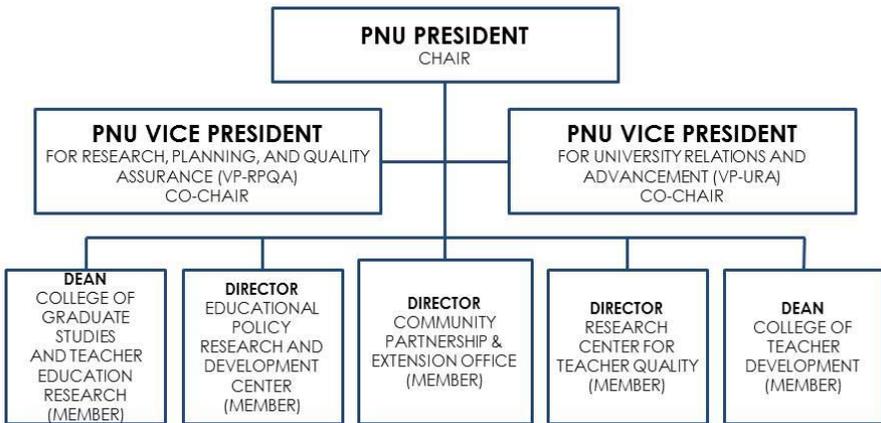
As the policy-making body on extension programs of the university, the Research and Extension Services Coordinating Committee (RESCC) provides the overall framework in setting up the university's extension structures, priorities, directions and programs.

Functions include:

- to develop the university's extension agenda relevant to advocacy, community services, and media relations;
- to set the structures for the extension programs of the university;
- to identify and coordinate with the university personnel – financial and technical resources among centers, faculties, institutes, units and provosts.
- to define the mechanics for evaluation and approval of individual, unit based and university-wide extension proposals based on identified priorities and logistical prerequisites;
- to set up the mechanism for monitoring and evaluating the extension projects of the various groups in the university;

- o to regularly review the university’s extension thrusts and priorities and identify yearly extension agenda.

The President shall be the Chair of Research and Extension Services Coordinating Committee. The Chair is responsible for the overall management and evaluation of the university’s research and extension programs.



Vice President University Relations and Advancement shall be the Co-Chairs of the Research and Extension Services Coordinating Committee. The Co-Chairs shall coordinate and monitor the implementation of the university’s activities relevant to research and extension.

The Deans of College of Graduate Studies and Teacher Education Research and College of Teacher Development, the Directors of Educational Policy Research & Development Center, Research Center for Teacher Quality and Community Partnership and Extension shall be the members of Research and Extension Services Coordinating Committee. As member, they shall provide the Committee with research and extension-related inputs from their respective colleges, centers, and offices. They are responsible for implementing and evaluating the university’s research and extension agenda in their units.

OFFICE OF THE VICE PRESIDENT FOR UNIVERSITY RELATIONS AND ADVANCEMENT

The Office of the VP for University Relations and Advancement is primarily responsible for the extension and linkages (Knowledge sharing and Exchange) functions of the University and the efficient operation of the campuses. The VPURA is responsible in reaching out to various agencies/groups in need of technical assistance. Likewise, this office is the main arm of the university to partner with other institutions for mutual benefits.

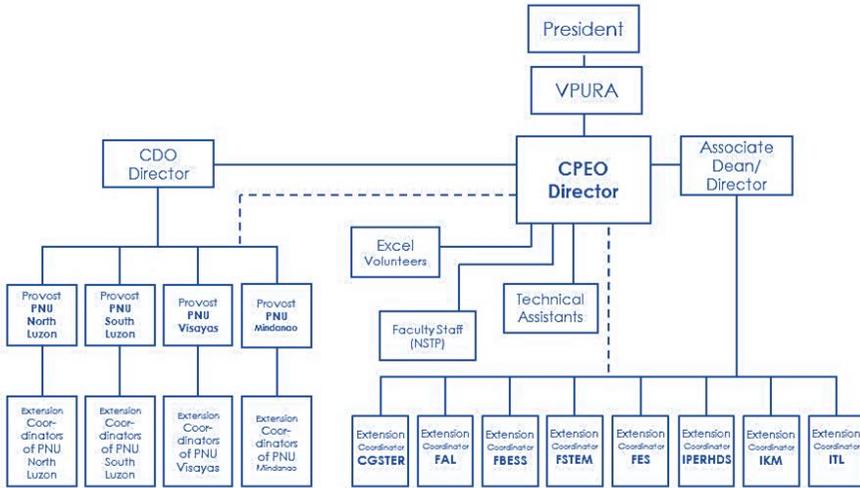
To ensure that PNU operates as ONE system, the OVPURA is tasked to oversee and coordinate the smooth run of business, strategies and operations in the campuses. The office is also tasked to assist the campus management team in transforming the campus into their designated hubs.

PNU SYSTEM EXTENSION PROGRAM ORGANIZATIONAL STRUCTURE

The various campuses of the Philippine Normal University System are also active in planning, implementation, and evaluation of their respective extension projects, programs, and activities. Each campus has their own extension unit that coordinates with the Community Partnership and Extension Office in the main campus.

PNU Manila Extension Program Organizational Structure

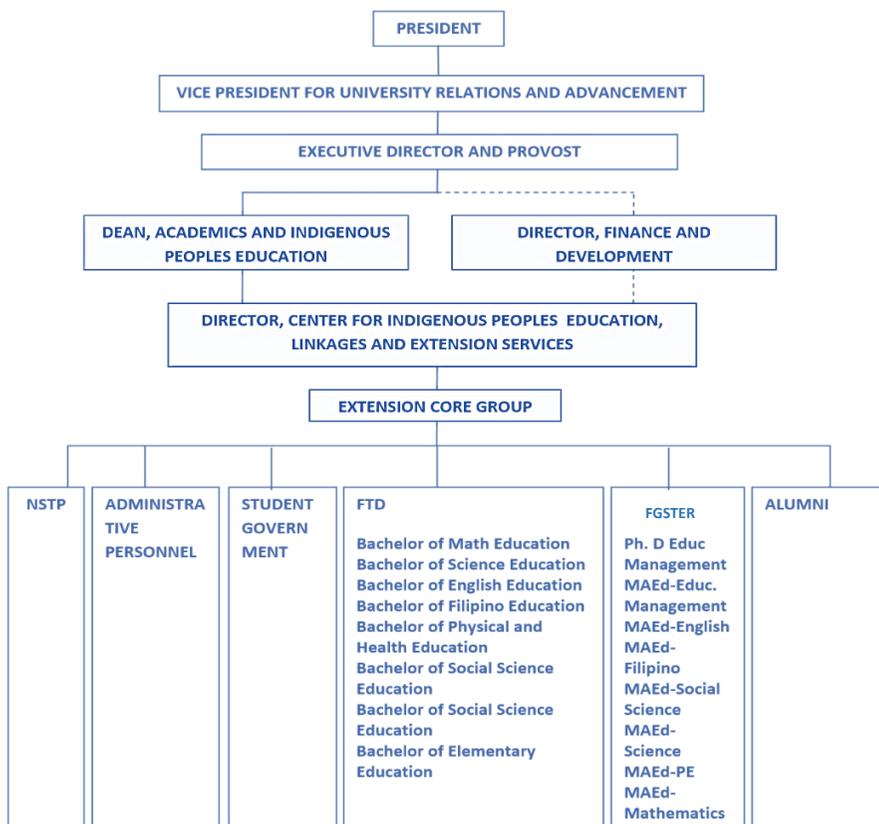
The Philippine Normal University Manila is the main campus of the system where most of decision-making activities transpire, including most of the setting up of guidelines for, as well as planning, implementing, and evaluating the extension projects, programs, and activities. Along with the expanded and comprehensive mandate as the NCTE, the PNU as an institution of higher learning plays a significant role in responding to the call for societal transformation through established extension programs. To better serve the community, extension programs should complement the curricular offerings of institutions so that PNU can provide technical assistance to all its adopted community and empower the people through literacy programs and services related to teacher education and research.



PNU North Luzon Extension Program Organizational Structure

Philippine Normal University- North Luzon is committed to perform and implement the University agenda as hub for Indigenous Peoples Education. It is geared towards initiating extension/outreach services and activities in the community primarily in the literacy, nurture and enrichment of indigenous peoples/communities (IPs/ICCs). It also extends its services to both teachers and parateachers by providing assistance in the form of material development, pedagogy or research capability training and other activities leading to their empowerment as educational practitioners. It also promotes culture of shared responsibility by linking with government and non-government organizations like the National Commission on Indigenous Peoples (NCIP) for the development of IPs/ICCs, documentation of languages and cultures for perpetuation and the Commission on Human Rights for the promotion, education and massive information dissemination on the promotion and respect of human rights.

The Organizational structure reflects the commitment and responsibility of the Hub in the fulfilment of the mission, vision and goals in Extension, one of its major functions as a full-fledged University. Each unit of the University (NSTP, Administrative Personnel, Student Government, FTD, FGSTER and Alumni) is committed to perform extension works and community outreach activities whose proposals and activities shall be evaluated and duly approved accordingly using the PNU organizational structure.

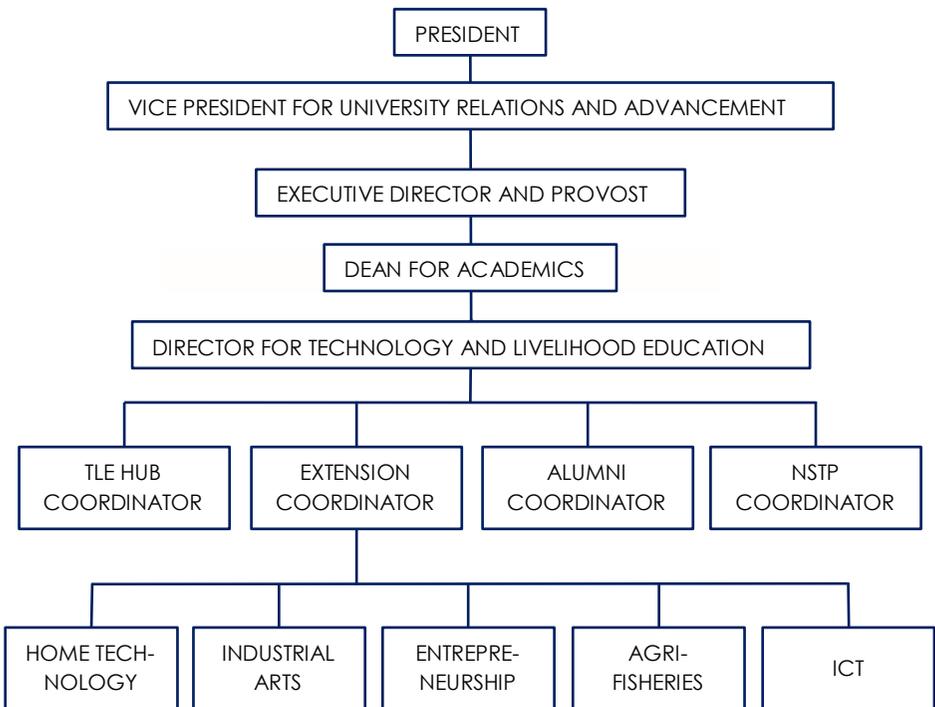


All project proposals and extension/outreach activity concerns shall be submitted to the Office of the Director of the Center for Indigenous Peoples Education Hub which chairs the Extension Core Group (ECG). The ECG shall be responsible for the evaluation of project proposals and related issues and concerns in all of the University’s extension/outreach activities and shall make appropriate recommendations to the Office of the Dean for Academics and IPED and corollary to the Director for Finance and Administration for the logistic aspect of the project proposal. After which, the Dean shall forward the proposal to the Office of the Executive Director and Provost (EDP) for approval. The Office of the EDP shall forward a copy of the project proposal to the office of the VPURA for comments and suggestions and finally the VP URA shall transmit to the Office of the President for the final approval before the commencement of its implementation.

PNU South Luzon Extension Program Organizational Structure

The Extension Program Organizational Structure of PNU South Luzon is headed by the President; Vice President for University Relations and Advancement; Executive Director and Provost; Dean for Academics; and the Director for Technology and Livelihood Education.

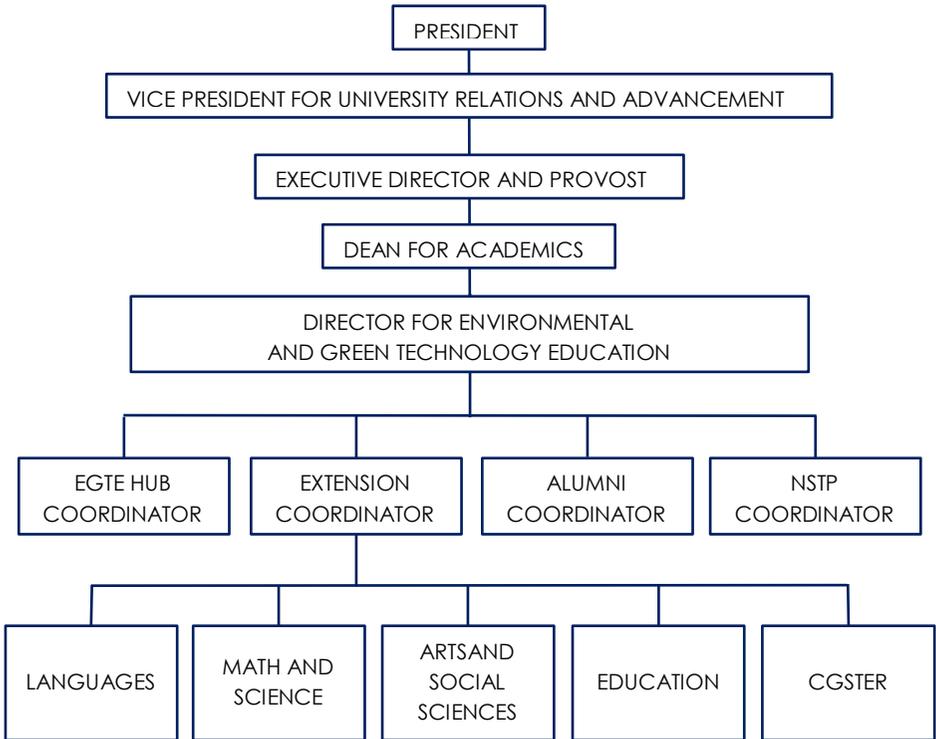
Both the Extension Coordinator, TLE Hub Coordinator, Alumni Coordinator, and the NSTP Coordinator directly reports to the Director for Technology and Livelihood Education while the Extension Coordinator manages the Home Technology, Industrial Arts, Entrepreneurship, Agrifisheries, and ICT.



PNU Visayas Extension Program Organizational Structure

The PNU Visayas Extension Organizational Structure shows the flow of responsibility, line of function and communication of the different offices. Extension as one of the offices under the supervision of the Director of the Center

for Environment and Green Technology Education (CEGTE) directs different projects, programs, and activities.



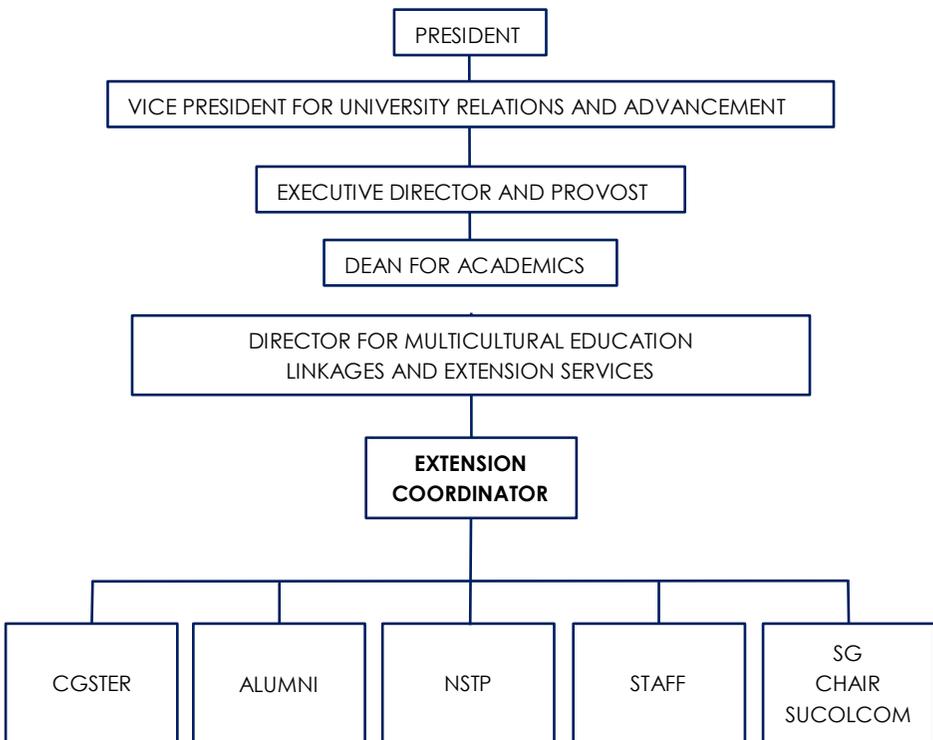
PNU Mindanao Extension Program Organizational Structure

The Extension Program Organizational Structure of PNU-Mindanao comprises the President of the PNU-System, the Vice-President of University Relations and Advancement, PNU-Mindanao Executive Director and Provost, Dean for Academics and Multicultural Education, Director for Finance and Administration, Director for Multicultural Education, Linkages and Extension Services. The Extension Coordinator directly facilitates and works with the respective Program Extension Coordinators in the extension activities that each program has to conduct.

The Languages Program Extension Coordinator facilitates the extension activities of the Languages faculty and student extensionists (BEE and BFE); the

Mathematics and Science Program Extension Coordinator facilitates the extension activities of the Math and Science faculty and student extensionists (BME, BMSEE and BSCIEPHY); as well as the Social Science Program Extension

The Arts and Social Sciences Coordinator facilitates the extension activities of the Social Science faculty and student extensionists (BSSE and BSPHE); the Early Childhood Education (ECE) Program Extension Coordinator facilitates the extension activities of the ECE faculty and student extensionists (BCED); the Education Program Extension Coordinator facilitates the extension activities of the Education faculty and student extensionists (BEED); the Faculty of Graduate Studies and Teacher Education Research (FGSTER) Program Extension Coordinator facilitates the extension activities of the GSTER faculty and student extensionists (MA-ELT, Fil, Educ. Mgt., Gen.Sci., PE, SPED and Math); the Alumni, NSTP and Staff Extension Coordinators facilitate the extension activities of the Alumni, NSTP and Staff extensionists; and the Student Government (SG); and the Chair of the Sociocultural Committee (SOCULCOM) facilitates the extension activities of the SG officers.



COMMUNITY PARTNERSHIP AND EXTENSION OFFICE

The Community Partnership and Extension Office (CPEO) is the focal unit that initiates, coordinates, and facilitates extension projects, programs, and activities of the Philippine Normal University.

Quality Objectives of CPEO

The Community Partnership and Extension Office (CPEO) is committed to:

1. expand the impact of PNU extension service program thru cascading leadership in the network of TIE extension services;
2. inculcate the value of community extension service and spirit of volunteerism to promote national development;
3. develop a hand book for extension services; and
4. manage the National Service Training Program (NSTP) of the University to intensify the volunteers.

Director of Extension Services

A full-time faculty is designated as Director of Community Partnership and Extension Office. He/she renders forty (40) hours a week of service with full release from teaching assignments. The Director is responsible for the management, operations, and other activities of the center and reports directly to the Vice President for University Relations and Advancement.

A. Terms of Reference as Member of The VPURA Management Committee and of the Administrative Council

1. Observe generally accepted ethical standards and principles in handling management decision making process.
2. Adhere at all times to the provisions of the University's Code of Ethics, particularly on integrity, avoidance of conflict of interest, and protection of the University's institutional reputation.

B. Management Functions and Responsibilities

1. Manage the approved University Extension Program.
2. Serve as the University's focal person for disaster response.
3. Establish partnership with various agencies, groups and communities and create an extension services core group to coordinate and monitor extension

programs.

4. Prepare extension program proposals for funding support.
5. Coordinate, support and strengthen the extension activities of the different Faculties, Centers and Units of the University.
6. Manage the national Service Training program (NSTP) of the University to intensify the volunteers program.
7. Monitor, evaluate and measure the impact of the extension programs through the conduct of research with partner communities in coordination with PNU faculty, administrative staff and students.
8. Create an Extension Core Group to coordinate and monitor the extension program and implement responsibilities stated in Memorandum of Agreement with partner communities.
9. Develop an extension operations manual.
10. Facilitate and strengthen the extension research with partner communities and PNU Faculties.
11. Maintain functioning community partnership and extension services database that will serve as basis for accreditation, research and policy formulation.
12. Prepare the annual plan and submit the accomplishment report to the Office of the President through the Vice President for University Relations and Advancement.
13. Perform other related tasks as may be required by the VPURA and other officials of the University Executive Committee.

C. Strategic Development Functions and Responsibilities

1. Implement the comprehensive community partnership and extension program based on the PNU Vision, Mission, Goals and Objectives to ensure their translations into expected behaviours, and ensure that PNU VMGO and Strategic Directions are disseminated through different means.
2. Coordinate with the VPPRQA and EPRDC to ensure the implementation of the university research program.
3. Promote compliance with University system within the CPEO domain.
4. Comply with the PNU branding program to promote the CPEO through extension agenda to institutional, national, and international audiences.
5. Initiate public-private partnership for the university's growth and advancement in the area of community partnership and extension.
6. Design and implement strategic actions relative to community partnership and extension to realize the university's projected development.

7. Plan, organize and supervise the implementation of the university extension agenda;
8. Develop extension agenda in coordination with the office of the Vice President for university Relations and Advancement and Extension Council;
9. Prepare university proposals for submission to government and other funding agencies/institutions, both national and international;
10. Coordinate extension activities in the different Centers, Faculties, Offices and University Hubs;
11. Conduct extension activities in collaboration with/or funded/ commissioned by other government and civil societies, both national and international;
12. Prepare and submit report on the university extension activities to the Office of the president through the Vice President for University Relations and Advancement.

Extension Coordinator

Full-time permanent faculty members may be assigned at the Center as full time extension workers. They compose the Centre's staff and are under the direct supervision of the CPEO Director. The CPEO Faculty members are given one (1) non-teaching load.

A. Duties and Responsibilities

1. Assist the Director in planning, developing and implementing extension program;
2. Develop extension proposals relevant to academic and non-academic linkages, community extension services, alumni relations and media relations;
3. Coordinate with College Extension Unit Coordinators on implementation of various extension activities, be they university wide and/or college-wide;
4. Participate in extension activities in collaboration with the partner institutions of the university;
5. Submit periodic monitoring reports of accomplishment including annual report to their respective Dean, copy furnished the Office of the Vice President for University Relations and Advancement.

B. As Part of the Community Partnership and Extension Office

6. Perform other functions as assigned by the Vice President for University Relations and Advancement.
7. The Office is assisted by a secretarial/administrative unit whose duties include all clerical jobs, taking charge of all communications, records and other related functions.
8. Develops/Prepares extension agenda/priorities of the center/ office aligned with the University Extension Agenda set by RESCC.

As Part of the University Extension Council;

9. Assist the faculty of the Center/Office in the planning, implementation and evaluation of extension programs;



EXTENSION PROCEDURES

Extension has been regarded as a strong force in bringing about individual and social transformation, professional growth and development. It carries new knowledge and technologies discovered through collaboration, cooperation and networking. An extension program is also deemed as a set of activities aimed to transfer knowledge or technology, if not provide services to the community in consonance with the programs offered by the academe.

The following guidelines shall be used by the unit (College/Faculty/Center/Institute) seeking to establish partnership. It also includes guidelines in planning, implementation, monitoring and evaluation of extension programs and services.

FUNDAMENTAL PROVISIONS

As the policy making body on extension programs of the university, the University Extension Council provides the overall framework in setting up the university's extension structures, priorities, directions and programs.

1. Extension is one of the four-fold functions of the University along with instruction, research and production
2. Faculty members, staff, students, and alumni of the university are encouraged to be involved in community extension activities for their personal and professional growth and development
3. Extension programs of the University should cater to the needs of specific community or schools adopted by PNU. Adopting a community or school requires a memorandum of agreement.
4. The PNU extension activities should be in line with the programs stated in the University Extension Framework namely: Adopt-a-Community for Literacy Initiatives for Empowerment, Adopt-a-School for Quality Education, Disaster Emergency and Relief and Leadership Capability Building.

UNIVERSITY-WIDE INITIATED PROGRAMS

University-wide extension projects, program, and activities are spearheaded by the Community Partnership and Extension Office. These programs and activities encourage the participation of the each and every member of the Philippine Normal University. CPEO follows the same guidelines and provisions prescribed by the university as reflected in this manual. CPEO submits requests to the President upon recommendation of the Vice President for University Relations and Advancement (VPURA). CPEO coordinates with different units and/or centers for their involvement in the project or activity.

GUIDELINES ON ESTABLISHING EXTENSION PARTNERSHIP

Initial undertakings should be done by the Faculty/Staff to the community officials prior to the consultation meeting of which the following are to be discussed or presented:

1. Purpose and objectives of the partnership
2. Range of agencies that could be engaged (i.e. NGO within the community)
3. Agreement (responsibilities/ tasks/deliverables)
4. Assessment of needs and actualities to direct PNU extension services

Criteria for the Selection of Partner Community/ Organization

The following points should be considered in selecting a partner community and/or organization.

1. Proximity to PNU for easy supervision, communication and the provision of technical assistance;
2. Other locations may be considered provided that the sustainability and impact of the program is ensured.
3. Underserved Barangay with low literacy rate;
4. Peace and order situation for faculty/staff/students' safety during implementation;
5. High degree of cooperation and interest of the community officials and leaders;

6. Available transportation facilities to facilitate faculty/staff/ student's movement within and outside the Barangay for resource linkages

ESTABLISHING PARTNERSHIP

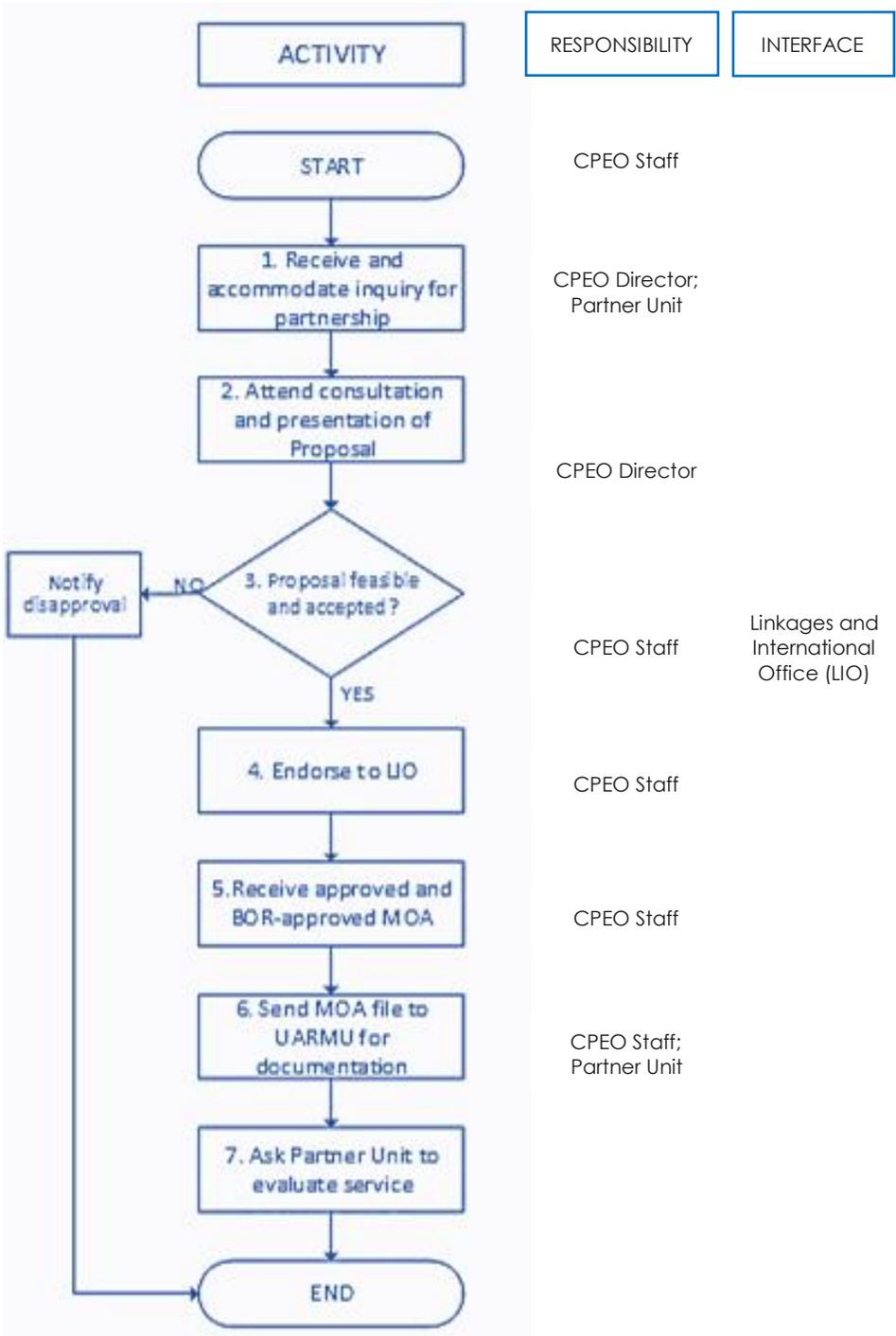
After the community has been identified, a draft of the MOA (to be prepared by the requesting group) and proposal (Appendix B) for partnership should be prepared. These documents shall be submitted to both parties for review and initial approval.

The requesting group (faculty and staff) coordinates with the CPEO to conduct an ocular visit to meet the officials and leader and to gather baseline information or data on the community.

The faculty/staff shall submit a formal request for partnership addressed to the University President through proper channels (Head/Institute Directors/Dean/Associate Dean/VP URA/Research and Extension Coordinating Committee). All documents pertinent to the partnership shall be attached.

FORGING OF MEMORANDUM OF AGREEMENT

Once the proposal has been approved by the university president, forging of Memorandum of Agreement (MOA) shall be done. Memorandum of Agreement shall be signed by authorized representative of the Philippine Normal University and of the (potential) partner institution/s prior to full implementation of the extension activity. The Memorandum of Agreement is among the most important documents needed to conduct any extension projects, programs, and activities. In this document, the duties and responsibilities of each party, are stipulated and described in detail. The Memorandum of Agreement should also be notarized.



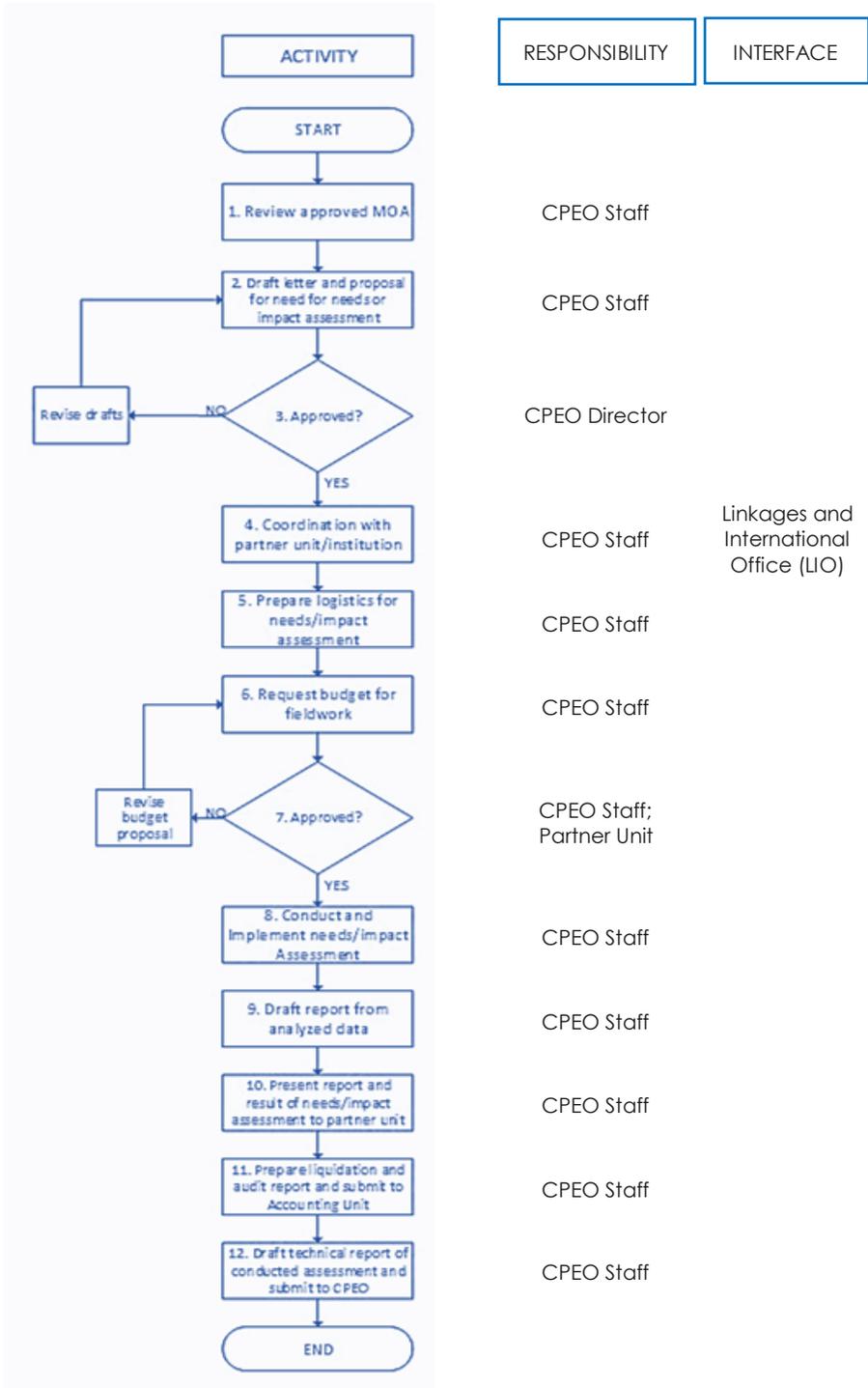
PROCEDURES IN ESTABLISHING A PARTNERSHIP

Step	Details
1	CPEO Staff receives and accommodates inquiry for partnership from (potential) partner unit.
2	CPEO Director, together with the representatives of the (potential) partner unit, attends the consultation and presentation of the proposal for partnership.
3	CPEO Director reviews the proposal and decides if the partnership is feasible and accepted. If not, the CPEO Director/Staff notifies the partner unit of the disapproval.
4	If the proposal is feasible and accepted, the CPEO Director/Staff endorses the partner unit to the Linkages and International Office (LIO) for the drafting and signing of the Memorandum of Understanding/Agreement.
5	After LIO has finalized the signing of the MOU/MOA, CPEO Staff receives the signed BOR-approved MOA/MOU.
6	CPEO Staff sends a copy of the MOA/MOU file to the University Archives and Records Management Unit (UARMU) for documentation.
7	CPEO Staff issues an evaluation form to the partner unit.

NEEDS ASSESSMENT AND COMMUNITY PROFILING

The Community Partnership and Extension Office spearheads the needs assessment and community profiling in the adopted communities of the university with the assistance of the faculty researchers of the Educational Policy Research and Development Center (EPRDC) and the proponent, if it is a college and faculty-wide adopted community.

With regard to university wide adopted community, CPEO will choose the relevant unit/center to carry on the extension project/activity



PROCEDURES IN PROPOSING FOR A NEEDS ASSESSMENT / PROFILING

Step	Details
1	The CPEO Staff reviews the approved MOA/MOU.
2	The CPEO Staff drafts letter and proposal for the need of a needs and impact assessment for the project.
3	The CPEO Director reviews and approves the draft. If the draft is disapproved, the CPEO Director asks the CPEO Staff to revise the drafts.
4	If the drafts are approved, it is sent to the partner unit/institution for coordination.
5	The CPEO Staff prepares the logistics plan for the needs/impact assessment.
6	The CPEO Staff requests the budget for fieldwork.
7	The CPEO Director, together with the partner unit/institution, assesses the requested budget. If budget is not approved, Community Partnership and Extension Office Director asks the CPEO Staff to revise the budget proposal.
8	If the budget is approved, the CPEO Director/Staff, together with the partner unit/institution, conducts and implements the needs/impact assessment.
9	After the needs/impact assessment, the CPEO Staff drafts a report from the analyzed data.
10	The Community Partnership and Extension Office Staff present the report and results of the needs/impact assessment to the partner unit/institution.
11	The CPEO Staff prepares the liquidation and audit report and submit it to the Accounting Unit.
12	The Community Partnership and Extension Office Staff or Partner Unit/Institution drafts a technical report of the conducted assessment and submits it to the CPEO.

DEVELOPING A PROJECT PROPOSAL

In order to carry out the aspiration of the University to advance extension agenda of the University, a proposal should be developed and anchored on the University Extension Framework.

Criteria for Developing Extension Project

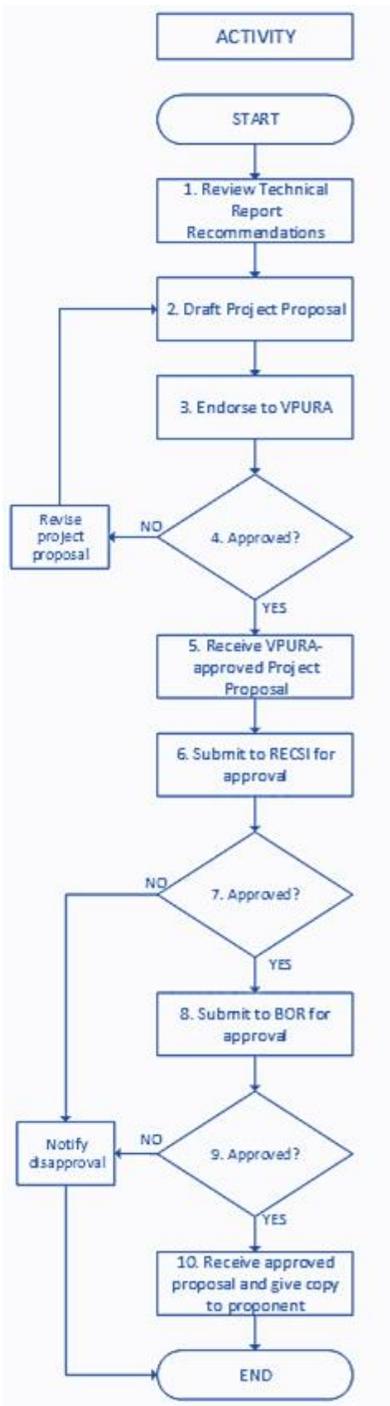
The PNU extension program sets the following criteria for planning an extension programs/project:

1. Extension programs and projects are in line with the university vision/mission.
2. Extension programs/projects are relevant and effective. It must be based on a comprehensive analysis of the problem in the community. The impact and contribution to empowerment, economic security and ecological integrity and its contribution in achieving a better quality of life are the determinants of an effective extension program.
3. Scope of program/projects/ community involvement

Processing of Project Proposals:

To facilitate the processing of project proposals, the following guidelines shall follow:

1. The proposal shall follow the prescribed format for project proposals (Appendix C).
2. Proponent shall prepare the proposal and submit to the unit head. All proposals must have the endorsement of the unit head and the notation of college dean/head/ institute director of the proponent.
3. CPEO shall evaluate the proposal and endorse it to VPURA, otherwise, it is returned for improvement or compliance with certain requirements to the proponent together with the comments/suggestions/recommendations.
4. VPURA shall endorse the proposal to the Research and Extension Services Coordinating Committee (RESCC) for evaluation. The RESCC



RESPONSIBILITY	INTERFACE
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CPEO Staff

CPEO Director;
Partner Unit

CPEO Director

VPURA

Office of the Vice President for University Relations and Advancement

OVPURA Staff;
CPEO Staff

CPEO Director;
RESC Committee

RESCC

RESC Committee

CPEO Director

Board of Regents

Board of Regents

CPEO Staff

shall return the proposal to the VPURA if there are recommendations after its evaluation. If the proposal is approved but needs improvement, the VPURA shall return the proposal back to the College with comments and suggestions. After all the refinement, the proposal will be resubmitted to RECC thru the VPURA.

5. The RECC shall endorse proposal to the University President and return the proposal to the proponent once approved through the college deans for implementation. Copies shall be furnished to CPEO.
6. The proponent, with approved funded project proposal, shall enter into a contract with the funding unit before funds are released for the project.

PROCEDURES IN APPROVING AN EXTENSION PROJECT PROPOSAL	
Step	Details
1	The CPEO Staff reviews the technical report recommendations from the needs/impact assessment.
2	The CPEO Director, together with the Partner Unit/Institution, drafts the project proposal.
3	The CPEO Director endorses the draft of the project proposal to the Vice President for University Relations and Advancement (VPURA).
4	The VPURA checks the draft. If draft is disapproved, the VPURA returns the draft to the CPEO Director for revision.
5	If proposal is approved, the CPEO Staff receives the VPURA-approved proposal.
6	The CPEO Director submits the proposal to the Research and Extension Services Coordinating Committee (RESCC) for approval.
7	The RESCC reviews the proposal for approval. If not, the CPEO Director is notified of disapproval.
8	If project is approved, the CPEO Director submits the project to the University and Board Secretary, for approval of the Board of Regents (BOR).
9	The Board of Regents (BOR) reviews the project for approval. If not, the CPEO Director is notified of disapproval.
10	The CPEO Staff receives the approved proposal and sends a copy to the proponent/partner institution.

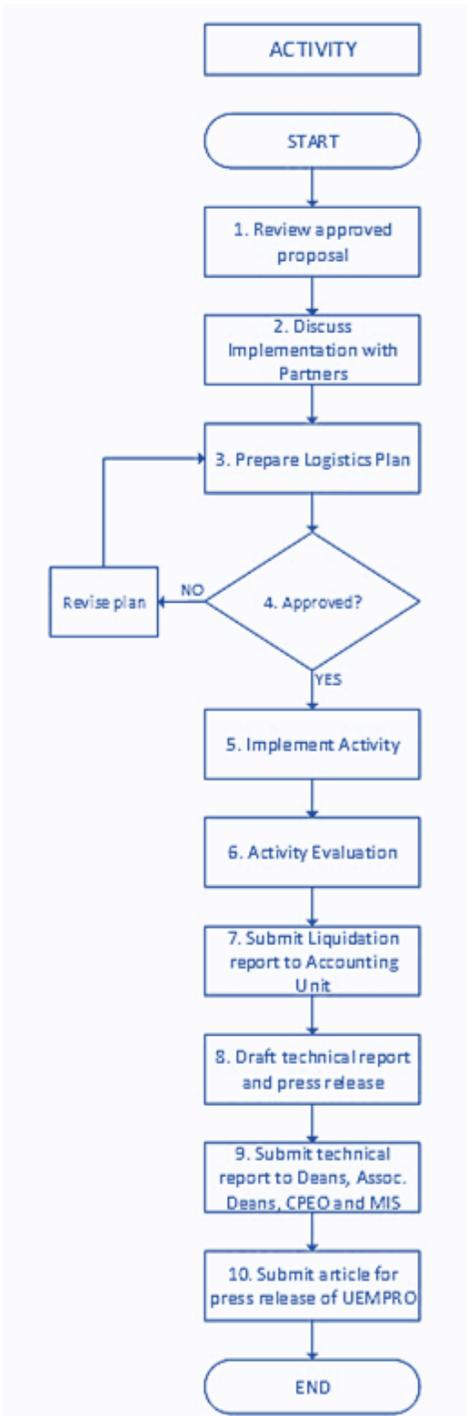
IMPLEMENTING AN EXTENSION PROJECT

The plans and preparations organized during the conduct of needs assessment and the production of project proposal should equip the concerned unit/ center/ faculty the necessary measures to implement the extension project. The key in a successful implementation of an extension activity are adequate preparations and ample support. The following steps serve as guidelines in conducting an extension project, program, or activity, and finally actualizing the goals of the extension thrust:

1. Implementation proceeds as per proposed and approved by the approving council/committee. The project implementers are composed of faculty/staff/ students.
2. The existing guidelines is followed on requesting the release of funds and on liquidation of funds released. Liquidation report shall be furnished to CPEO for accreditation purposes.
3. The project implementer shall document the course of implementation of the extension activity (e.g. attendance, pictures, videos, letters, invitation, modules)
4. The project implementer in coordination with the CPEO shall make sure that the set targets are met.
5. At any time during the conduct of the project, the implementers may report and discuss with the CPEO and VPURA the development and problems directly affecting the conduct of the project.
6. Coordination with the local or community leaders shall be done to ensure the security and safety of faculty-volunteers, student-volunteers and staff volunteers.
7. Student-volunteers should always be accompanied by a faculty and/or staff in conducting the extension project/activity.

Monitoring and Evaluation of Extension Program/Project

1. The project implementer/s shall submit a progress report within the period specified in the timetable to the Associate Dean/College Dean/Institute Director/ CPEO as to the extent of project implementation, fund utilization and resource generation.
2. Project visits shall also be done regularly to actually see the how the project runs.
3. Evaluation of the project shall be done at the end of every activity. Participants evaluate the activity in terms of goals met, process and outcomes.
4. A project technical report shall be accomplished in the prescribed format to include all the necessary documents.



RESPONSIBILITY	INTERFACE
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CPEO Staff

CPEO Director;
Partner Unit

CPEO Staff

VPURA

Office of the Vice President for University Relations and Advancement

CPEO Director;
CPEO Staff;
Partner Unit

CPEO Director;
RESC Committee

CPEO Staff;
Partner Unit

CPEO Staff;
Partner Unit

CPEO Staff

CPEO Staff; Partner Unit; UEMPRO Staff

University Events Management and Public Relations Office

PROCEDURES IN PROPOSING FOR A NEEDS ASSESSMENT / PROFILING

Step	Details
1	The CPEO Staff reviews the approved proposal.
2	The CPEO Director discusses the implementation with the partner unit/institution.
3	The CPEO Staff prepares the logistic plan for the implementation of the project.
4	The VPURA reviews the logistic plan for approval. If not, return to CPEO Staff for revision.
5	If plan is approved, the CPEO Director/Staff, together with the partner unit/institution, implements the activity.
6	The CPEO Director/Staff, together with the partner unit/institution, evaluates the activity.
7	The CPEO Director/Staff, together with the partner unit/institution, submits a liquidation report to be submitted to the Accounting Unit.
8	The CPEO Staff, together with the partner unit/institution, drafts a technical report and press release on the conducted activity.
9	The CPEO Staff submits the technical report to the Deans, Associate Deans, CPEO and MISO.
10	The CPEO Staff submits article for press release to the University Events Management and Public Relations Office (UEMPRO)

Appendix A

ABBREVIATIONS

ABBREVIATION	MEANING
ASQUE	Adopt-a-School for Quality Education
3NS	National Network of Normal Schools
AACCUP	Accrediting Agency of Chartered Colleges and Universities in the Philippines
ACTLIFE	Adopt-a-Community through Literacy Initiatives for Empowerment
ASEAN	Association of Southeast Asian Nations
BECEd	Bachelor of Early Childhood Education
BEE	Bachelor of English Education
BEED	Bachelor of Elementary Education
BSSE	Bachelor of Social Science Education
CGSTER	College of Graduate Studies & Teacher Education Research
CHED	Commission on Higher Education
CMO	CHED Memorandum Order
COE	Center of Excellence
CPEO	Community Partnership and Extension Office
CTD	College of Teacher Development
DBM	Department of Budget and Management
DEAR	Disaster Emergency Assistance and Relief
DSWD	Department of Social Welfare and Development
ECE	Early Childhood Education
EGTE	Environmental and Green Technology Education
EPRDC	Educational Policy Research and Development Center
FAL	Faculty of Arts and Languages
FBeSS	Faculty of Behavioral and Social Sciences
FES	Faculty of Education Sciences
FGSTER	Faculty of Graduate Studies and Teacher Education Research
FSTeM	Faculty of Science, Technology and Mathematics
FTD	Faculty of Teacher Development

ABBREVIATION	MEANING
ICT	Information and Communication Technology
IPEHRDS	Institute of Physical Education, Health, Recreation, Dance and Sports
ITL	Institute of Teaching and Learning
LCB	Leadership Capability Building
MAEd	Master of Arts in Education
ME	Master of Education
MA-ELT	Master Arts in Education with specialization in English Language Teaching
MOA	Memorandum of Agreement
NCTE	National Center for Teacher Education
NSTP	National Service Training Program
OP	Office of the President
OSASS	Office of Student Affairs and Student Services
OVRPQA	Office of the Vice President for Research, Planning and Quality Assurance
PBDO	Promotion Business Development Office
PhD	Doctor of Philosophy
PNU	Philippine Normal University
RCTQ	Research Center for Teacher Quality
RESCC	Research and Extension Services Coordinating Committee
SG	Student Government
SOCULCOM	Sociocultural Committee
TLE	Technology and Livelihood Education
URA	University Relations and Advancement
VMGO	Vision, Mission, Goals and Objectives
VP	Vice President
VPA	Vice President for Academics
VPFA	Vice President for Finance and Administration
VPURA	Vice President for University Relations and Advancement

Appendix B

**ESTABLISHING PARTNERSHIP
PROPOSAL FORMAT**

Title	e.g. Proposed Partnership with Barangay																	
Proponent	Who is/are involved in the partnership																	
Locale of the Study	Describe the situation and setting as quantitatively as possible What resources, values, ecological context, human activities or other factors which are relevant? Describe the problem in the community.																	
Overview of Possible Project	Description of the project																	
Rationale	Why this project/activity is important or useful within the concerns of the discipline or course? Why does this project need to be done?																	
Tasks / Deliverables of the Project Proponents and Recipients	Responsibilities of both parties in MOA																	
Details	<table border="1"> <thead> <tr> <th>Activity</th> <th>Objectives</th> <th>Target Performance</th> <th>Strategy</th> <th>Target Clientele</th> <th>Time Frame</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>						Activity	Objectives	Target Performance	Strategy	Target Clientele	Time Frame						
Activity	Objectives	Target Performance	Strategy	Target Clientele	Time Frame													
Projected Budget																		
Monitoring and Evaluation																		
Projected Budget																		
Prepared by:			Date															
_____			_____															
Name and Signature																		

Appendix C

**EXTENSION PROJECT
PROPOSAL FORMAT**

Title																			
Date of Submission																			
Duration of Project																			
Involved Unit/ Center/ Faculty																			
Proponent	Who is/are involved in the project?																		
Project Overview	Description of the project																		
Rationale	Why the project/activity is important or useful within the concerns of the discipline or course? Why does this project need to be done?																		
Rationale	What SDG does this address? What are the major goal(s) and objectives of the project? Describe the expected outcomes of this project and how success will be measured in the project																		
Details	<table border="1"> <thead> <tr> <th>Activity</th> <th>Objectives</th> <th>Target Performance</th> <th>Strategy</th> <th>Target Clientele</th> <th>Time Frame</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Activity	Objectives	Target Performance	Strategy	Target Clientele	Time Frame												
Activity	Objectives	Target Performance	Strategy	Target Clientele	Time Frame														
Monitoring & Evaluation																			
Line Item Budget																			
Prepared by: _____	Date _____																		
Name and Signature																			

Appendix D

**APPLICATION FOR EXTENSION
FUNDING FORMAT**

Lead Proponent:	
College/Faculty/Institute	
Title of the Program/ Project for Extension	
Target year of implementation	
Classification of Program/Project	(ACTLIFE, ASQUE, LCB, DEAR)
Partner School/ Community	
Location/Address	
Target Beneficiaries	
Submitted Attachments	<input type="checkbox"/> Approved Proposal <input type="checkbox"/> Endorsement letter from Unit Head <input type="checkbox"/> Draft MOA noted by VPFA
Amount being applied:	<input type="checkbox"/> 30,000 <input type="checkbox"/> 50,000
Endorsed by: _____ Name and Signature Noted by: _____ Name and Signature of Head	Lead Extensionist: _____ Name and Signature Date _____

Appendix E
**MONITORING
 REPORT FORMAT**

Date of Submission	
Project Information	Title, Date started and expected completion, amount, proponent
Project Overview	Briefly describe the purpose and the underlying need of this project
Progress Summary	Describe report period progress, the preliminary results, any concerns that may exist
Progress Status	Provide a brief assessment of how the overall project is progressing in terms of accomplishing the objectives and adhering to overall timeline.
<p style="text-align: center;">Prepared by:</p> <hr/> <p style="text-align: center;">Name and Signature</p> <p style="text-align: center;">Noted by:</p> <hr/> <p style="text-align: center;">Name and Signature</p>	<p style="text-align: center;">Date</p> <hr/> <p style="text-align: center;">Date</p> <hr/>

Appendix F

SAMPLE EVALUATION FORM (FILIPINO)

Pagtataya sa Programa				
Programa / Gawain: _____ Petsa: _____ Lugar: _____				
Pangalan (<i>opsyonal</i>) _____ Kasarian: _____ Edad: _____ Hanapbuhay: _____				
Panuto: Lagyan ng tsek (✓) ang bilog na tumutugon sa inyong kasagutan batay sa sariling pagtataya ng mga Gawain sa programang naganap.				
Aytem	Lubhang Mahusay (4)	Mahusay (3)	Katamtamang Husay (2)	Hindi (1)
A. KABUUAN NG PROGRAMA				
1. Pagkakasunodsunod ng mga gawain ng kabuuang programa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Pamamaraan ng pagsasagawa ng programa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Malinaw, kumpleto at pagkakaugnay ng mga gawain ng buong programa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Kalidad ng kabuuang program naisakatuparan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aytem	Lubhang Sumasang-ayon (4)	Sumasang-Ayon (3)	Hindi Sumasang-ayon (2)	Lubhang hindi sumasang-ayon (1)
B. LAYUNIN				
1. Nakamtan ang layunin ng programa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Nadagdagan ang aking kaalaman sa isinagawang programa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. May malinaw na layunin at sukatan ng tagumpay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Aytem	Lubhang Sumasang-ayon (4)	Sumasang-Ayon (3)	Hindi Sumasang-ayon (2)	Lubhang hindi sumasang-ayon (1)
C.KAHALAGAHAN				
1. Naaayon sa mga prayoridad at layunin ng komunidad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Nakaambag sa pagtupad ng mga simulain at tungkulin ng komunidad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Tumugon sa pangangailangan ng bawat kalahok	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Maisasagawa at magagamit ang bagong kaalaman sa pang-araw-araw na gawain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. MGA TAGAPAGSALITA				
1. Payak, akma at diretsong pananalita	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Maayos at malinaw ang paglalahad ng mga ideya	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Interaktib ang pamamaraan ng pagbabahagi ng ideya	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Gumamit ng angkop na istratehiya upang epektibong maibahagi ang paksa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Nagsimula at natapos sa takdang oras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Aytem	Lubhang Sapat (4)	Sapat (3)	Hindi Sapat Husay (2)	Lubhang Hindi Sapat (1)
E. KAGAMITAN / KAAYUSAN				
1. Lugar na pinagdausan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Kagamitang ginamit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Oras ng pagsasagawa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Araw ng pagsasagawa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>1. Sa papaanong pamamaraan makakatulong ang programa isinagawa? Paano nyo ito ilalapat sa araw-araw na pamumuhay?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>2. Anong maimumungkahi upang lubusang mapabuti ang pagsasakatuparan ng programa?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>3. Ano pa ang nais ninyong gawin sa susunod na ekstensyon ng PNU?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>				

SAMPLE EVALUATION FORM (ENGLISH)

Program Evaluation																	
Title of the Program: _____																	
Date: _____ Venue: _____																	
Name (<i>optional</i>) _____																	
Gender: _____ Age: _____ Occupation: _____																	
<p>As part of our efforts to make this type of training activities functionally useful and as planning input for future training, we would like to gather some feedback or viewpoints regarding the activities.</p> <p>Instructions: Please rate the following program components using the scale below:</p> <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 10px;">Scale</td> <td>Description</td> </tr> <tr> <td style="padding-right: 10px;">5</td> <td>Outstanding/Excellent</td> </tr> <tr> <td style="padding-right: 10px;">4</td> <td>Very Good/Very Adequate</td> </tr> <tr> <td style="padding-right: 10px;">3</td> <td>Good/Adequate</td> </tr> <tr> <td style="padding-right: 10px;">2</td> <td>Fair/Satisfactory/Average</td> </tr> <tr> <td style="padding-right: 10px;">1</td> <td>Poor</td> </tr> </table>						Scale	Description	5	Outstanding/Excellent	4	Very Good/Very Adequate	3	Good/Adequate	2	Fair/Satisfactory/Average	1	Poor
Scale	Description																
5	Outstanding/Excellent																
4	Very Good/Very Adequate																
3	Good/Adequate																
2	Fair/Satisfactory/Average																
1	Poor																
ITEM	5	4	3	2	1												
A. PROGRAM DESIGN																	
1. Order of Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>												
2. Organization of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>												
3. Time Allotment for every Topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>												
4. Attainment of Training Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>												
5. Coverage of Expected Topics/ Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>												
B. PROGRAM PREPARATION																	
1. Information Dissemination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>												
2. Invitation and programs of activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>												
3. Materials for each activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>												

ITEM	5	4	3	2
C. LOGICAL / SEQUENTIAL				
1. Knowledgeable about the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Preparedness about the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Motivates, inspire, and instill confidence to the participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>1. What have you learned/acquired from this training?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>2. How can you apply this when you go back to your respective school/class?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>3. Comments and Suggestions</p> <hr/> <hr/> <hr/> <hr/> <hr/>				

Appendix H
**TECHNICAL REPORT
FORMAT**

- Cover page (reflecting PNU Header and Logo, Unit/ Center/ Faculty and the program details such as title, date and venue)
 - I. Front Matter
 - A. Project title
 - B. Proponent
 - C. Date, time, and venue
 - D. Participants
 - II. Rationale of the project/activity
 - III. Goals and objectives
 - IV. Narrative report of the actual project/activity
 - V. Appendices
 - A. Attendance of Participants
 - B. Attendance of PNU Implementers
(faculty and students)
 - C. Evaluation Form
 - D. Pictures in action with caption
 - E. Sample certificate
 - F. Sample program
 - G. Sample lesson plan/ lecture notes

Appendix I

**UNIVERSITY RESEARCH AGENDA
PROVISION ON EXTENSION**

I. TEACHER EDUCATION RESEARCH

- The Context of Teacher Education – these are the variables and conditions that shape, direct or dictate the nature of teacher education, process and perhaps even the outcomes.
 - Factors Affecting Teacher Migration
 - Utilization of Information Communication Technology in Teacher Education
 - State of Teacher Education Institutions in the Philippines
- Input to Teacher Education – examines the relationship between the antecedent conditions and the process of teacher education; the available resources and conditions that determine program options.
- Counselling Needs of Public Elementary Schools
- Process of Teacher Education - these refer to any factor associated with the intervention of a teacher education program, both pre-service and in-service.
 - Training of Teachers for Alternative Learning System/ Multigrade Instruction
 - Infusion of Multi-Cultural Education in Teacher Education Curriculum
 - Analysis of Current Practices of Traditional and Non-traditional Assessment Tools and Rating System
 - Gender and Women Studies
 - Peace and Human Rights, and Values Education Studies
 - Strategies in Handling Children with Special Needs
- Impact of Teacher Education – generally, covers contribution of the graduates to human welfare and socio-economic betterment. It also includes socio-cultural transformation partly traceable to the program
- Impact of the Extension Services of Teachers Education Institutions
- Impact of Teacher Education Institution in Community Development

II. BASIC EDUCATION (topics that relate to elementary and secondary education)

- On Teacher Preparation/Pre-service and In-service Training
 - Teachers' Preparedness on Conflict and Risk Management
- On Teaching Methodologies
 - Innovative Teaching Strategies and Interventions to Improve Learner's Performance in Different Learning Areas
 - The Effect of Project-Based Learning on all Subject Areas Achievement
 - Teachers' and Parents' Strategies in Enhancing Reading Interest and Practices
 - Profile and Teaching Methodologies/Techniques of Teacher from Low and High Performing Schools
 - Use of Alternative Delivery Modes
- On Curriculum
 - Development of Alternative Curriculum to DepEd K to 12 Basic Education
- On school Management
 - Alternative Delivery Systems and Innovations
- On Alternative Learning System
 - Approaches, Strategies and Methodologies in Functional Literacy
 - Development of Instruments to Measure Literacy Levels
 - Sustainability of Non-Formal Education Programs and Projects

III. POLICY RESEARCH ON TEACHER EDUCATION AND HIGHER EDUCATION (researches on many dimensions of policy on higher education, such as those dealing with policy formulation, policy implementation and policy evaluation (CHED, NHERA))

- Sources and Uses/Allocations of Fund or Resources in Higher Education Institutions
- Studies on Accreditation of Higher Education Institutions

IV. DEVELOPMENT RESEARCH (a problem oriented and interdisciplinary research methodology which is performed in order to optimize and gain a sound basis for development activities in education. It may include case study, experiment and action research or evaluation study)

- Curricular Adaptations to Indigenous Communities
- Extent of Community Participation in Resource Mobilization
- Relationship and Impact Education to Sustainable Development



ALPHEUS E.V. FERRERAS
University and Board Secretary

REPUBLIKA NG PILIPINAS
Republic of the Philippines
PAMANTASANG NORMAL NG PILIPINAS
Philippine Normal University
ANG PAMBANSANG SENTRO SA EDUKASYONG PANGGURO
The National Center for Teacher Education
Manila

EXCERPTS FROM THE MINUTES OF THE 69th (2nd QUARTER) REGULAR MEETING OF THE PNU BOARD OF REGENTS HELD ON 07 JUNE 2016 AT THE CONFERENCE ROOM, 4TH FLOOR, HEDC BLDG., COMMISSION ON HIGHER EDUCATION, C.P. GARCIA AVE., U.P. DILIMAN, QUEZON CITY.

PRESENT:

Hon. PATRICIA B. LICUANAN	Chairperson
Hon. ESTER B. OGENA	Vice Chairperson
Hon. PIA S. CAYETANO	Member
<i>Represented by Atty. Clemens Angeli B. Sabitsana</i>	
Hon. ROMAN T. ROMULO	Member
<i>Represented by Atty. Deneesse Lou T. Cortez</i>	
Hon. ERLINDA M. CAPONES	Member
Hon. LUTGARDO B. BARBO	Member
Hon. JOSE M. OCAMPO, JR.	Member
Hon. MELITO S. SALAZAR, JR.	Member
Hon. EDILBERTO C. DE JESUS	Member
Hon. JOMAR A. FELIX	Member

On motion duly seconded, the Board passed –

BOR RESOLUTION NO. U-2504, s. 2016

Approving the University Extension Manual which serves as the basic document on the processes, duties, responsibilities, and expectations on conducting extension programs involving the faculty, staff and students.

APPROVED

Certified correct:


ALPHEUS EUGENIO V. FERRERAS
University and Board Secretary