

Graduate School

# *E-LAMP 4RD*



*Extension Program*

*2019-2022*





Republic of the Philippines

Mountain Province State Polytechnic College

Bontoc, Mountain Province

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**RESEARCH DEVELOPMENT AND EXTENSION SECTOR**

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November 21, 2019

**ELMER D. PAKIPAC**

Director, Extension Unit

*Mountain Province State Polytechnic College*

*Bontoc, Mountain Province*

Sir:

This is to respectfully transmitting to your office the Graduate School Extension Program for 2019-2022: **“Enriching Leadership, Administrative, and Managerial Proficiency for Rural Development (E-LAMP 4RD)”** for your perusal and approval.

Thank you very much.

Respectfully yours,

  
**SYLESIA KATING K. PANGESFAN**

Extension Coordinator, Graduate School

## **I. CONTEXT OF EXTENSION**

The Graduate Extension Program commenced as a result of three things:

First, it is in response to the needs of the community. E-LAMP 4RD is primarily needs-based. Its program components are ensured to be dynamic, relevant, and responsive to ever-changing community needs.

Second, the institution, mandated by its fourfold function, is committed to offer extension services. For any institution of higher learning which claims to be the repository of information, knowledge and skills, the extension program is the vehicle to enlarge the community of that organization. It is the avenue by which colleges and universities extend their services to other segments of society outside of the institutional community. It is one of the most viable ways by which institutions of higher learning could do their part in bringing about development to communities and other individuals other than students (Graduate School Code, 2015).

The Graduate School finds it inherent in its mandates to continually explore new avenues towards the enhancement of human potentials but the goal can only come about within the context of a changing social and economic environment.

To balance the academic stream of the Graduate School, the extension program shall aggressively pursue the crafting and development of an extension program that is aimed not only in launching community-based projects but also in transferring the skills and information the Graduate School has (Graduate School Code, 2015). In E-LAMP 4RD, the programs are exclusively for public school teachers and school heads, barangay officials, and livelihood program owners.

Third, the extension program benchmarks on the major thrusts of the College coined in HERITAGE. Specifically, it hinges on H-hearty approach to management and governance, and transformational leadership; and E-excellent researches and relevant extension programs. These two thrusts drive the Graduate School extension program.

While the college maintains its Extension Services Unit that is largely involved in both in – and off – campus skills training programs, the Graduate School aims to cater to professionals, harness and enrich their leadership, managerial and administrative skills for the development of their respective communities.

## **II. PROGRAM DESCRIPTION**

### **A. Goals and objectives**

The E-LAMP 4RD aims to mold and produce effective and efficient teachers, able local officials, and competent livelihood owners.

Specifically, the following are the objectives of the program:

1. Capacitate teachers and school heads to develop their own Knowledge Products as necessary under the five thematic areas;
2. Enable barangay officials to effectively perform duties vis-à-vis the 4 areas; and
3. Equip local livelihood program owners to manage and propagate their livelihood programs.

All activities of the Graduate School are guided by its over-arching theme, **“E-LAMP 4RD”** which stands for **Enriching Leadership, Administrative and Managerial Proficiency for Rural Development**. The theme encapsulates the concept of the Graduate School as a prime education center in the Cordillera, which is to produce leaders in the fields of education, business, public governance, and technology, for rural development. The enrichment of leadership, administrative, and managerial proficiencies of businessmen, teachers and educators, political leaders is imperative if only to propel rural development in the Philippines. The goal of enrichment is imperative since enlightenment in the rural areas is tantamount to empowerment, and empowerment results to development.

## B. Framework

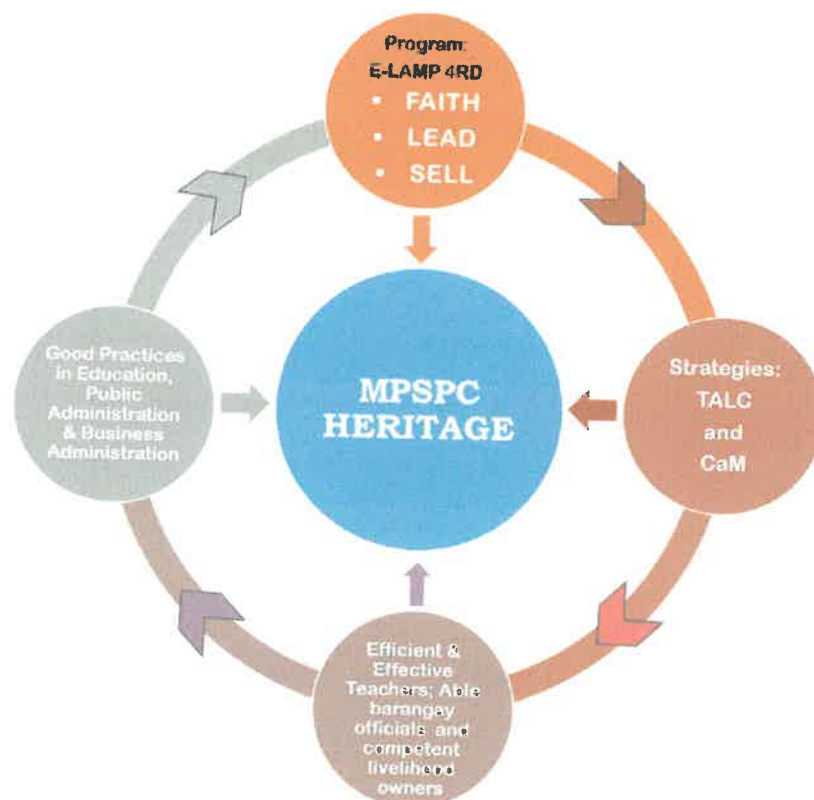


Figure 1. The Extension framework of the E-LAMP 4RD program

Generally, the Graduate School framework is grounded on the college thrust summarized in the acronym HERITAGE. As a repository of knowledge and skills, the Graduate School benchmarks on its good practices in all aspects of Education, Public Administration and Business Administration as

the input. From this, the Graduate school, through **E-LAMP 4RD** shall implement its program components – **FAITH, LEAD** and **SELL**. Each program is congruent to Education, Public Administration and Business Administration, respectively. The implementation of the programs shall utilize strategies in the form of **TALC** – Trainings, Adopt, Linkages, and Convergence; and **CaM** – Coaching and Mentoring. All these are geared towards having empowered and capacitated extension partners, i.e. efficient and effective teachers and school heads, able barangay officials and competent livelihood program owners.

### C. Strategies

To maximize transfer of knowledge and skills to the extension community, the following strategies will be adopted:

#### **TALC**

- **Trainings.** A series of trainings are the actual mediums for the transfer of knowledge and skills.
- **Adopt-a-District.** A district/community/group will be adopted to delineate scope clearly and have focus for a smooth transfer of knowledge and skills from extensionists to extension community.
- **Linkages.** Linkages with various agencies which can help directly deliver services will ensure effective implementation of the activities.
- **Convergence.** The Graduate School will work with other departments and agencies during the implementation of the activities.

#### **CaM**

- **Coaching and Mentoring.** These two are integrated in the workshops and trainings. Coaching and mentoring the extension community further establish their understanding. This may be in terms of one-on-one or group coaching and mentoring.

### III. PROGRAM COMPONENTS

Figure 2 shows the program components of E-LAMP 4RD – **FAITH, LEAD** and **SELL** – for Teacher Education, Public Administration and Business Administration, respectively. These programs have been created in due recognition to the needs identified by the extension community themselves. Following procedure, the programs are ensured to be needs-based.



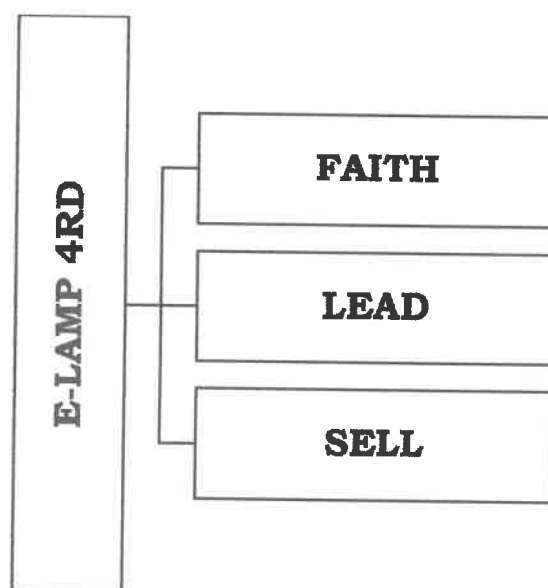


Figure 2. Program components

Under the aforementioned umbrella theme, the Graduate Teacher Education, which includes Doctor of Education, Master of Arts in Education, Master of Arts in Teaching English, and Master of Arts in Science Education, follows a program encapsulated in the acronym **FAITH** with each letter standing for a specific theme.

Program component **FAITH** aims to provide expertise in various areas to teachers who are the first implementers of education. Each letter in FAITH stands for a theme where relevant activities will be crafted. **F**inancial Empowerment will specifically deal with capability building of teachers and school head on the financial aspect. As they are often given appended tasks to prepare school-related financial reports, teachers and school heads must have to have the knowledge and skills necessary to do these. The activities under **A**ministration and Leadership shall zoom into how teachers and school heads discharge duties directly under this theme. **I**ndigenous Knowledge System & Practices includes activities that focus on IKSP Documentation. Several activities fall under **T**eaching and Learning Process as several of the needs that arose from the Training Needs Assessment fell under this theme. Finally, **H**ealth & Climate Change takes on activities that aim to strengthen the community's resilience to climate change.

**Program component: FAITH**

Table 1. The component FAITH of the E-LAMP 4RD Extension Program

Theme	Trainings
<b>F</b> Financial Empowerment	Bookkeeping Basic Accounting Financial Literacy Workplace Protocol
<b>A</b> Administration and Leadership	Management of Meetings Resolution Making Stress Management Records Management
<b>I</b> Indigenous Knowledge System and Practices	IKSP Documentation
<b>T</b> Teaching – Learning Process	Action Research Phase II Scientific Investigatory Project Innovative Classroom Teaching Methodologies & Strategies Qualitative Research Research Journal Review
<b>H</b> Health and Climate Change	Advocacy on Community People’s Resilience on Climate Change

The Graduate School strives to provide expertise not only in Graduate Education, but also in Public Administration and Business Administration. This extension program for MPA and MBA aims to empower barangay officials and officers, as well as owners of livelihood programs of the target extension community.

Through continuing education, the Graduate School is inclined to enhance job generation and economic advancement which shall ultimately lead to self-reliance and sustainable development. Other than that, the Graduate School also strives to empower members of the barangay council from the seemingly menial tasks to the more complex tasks that would help them discharge their duties effectively and efficiently.

All these are undertaken in the hopes that by empowering and capacitating the marginalized members of the society, they learn to be independent and shall become productive members of the society which then leads to rural development.

Program component **LEAD** aims to capacitate barangay officials and officers across four areas which are directly related to their functions as leaders of the community.

**Program component: LEAD**

Table 2. The component LEAD of E-LAMP 4RD Extension Program

Theme	Trainings
<b>L</b> Leadership	<ul style="list-style-type: none"><li>• Leadership Training</li><li>• Workplace Protocol</li></ul>
<b>E</b> Effective Communication	<ul style="list-style-type: none"><li>• Gender and Development</li><li>• Stress Management</li><li>• Technical Communication Skills</li><li>• Records Management</li><li>• Management of Meetings and Writing the Minutes</li></ul>
<b>A</b> Administration	<ul style="list-style-type: none"><li>• Resolution Making, Project Protocols, Training Designs and Action Plans</li><li>• Basic Bookkeeping for Treasurers</li></ul>
<b>D</b> Disaster and Environment	<ul style="list-style-type: none"><li>• Disaster Risk Reduction Management in the Barangay</li><li>• Solid Waste Management</li></ul>

Program component **SELL** is designed specifically for the owners of livelihood programs in Bauko, the selected extension community. This program aims to strengthen their soft and hard skills across four areas, detailed in the themes below.

**Program component: SELL**

Table 3. The SELL component of the E-LAMP 4RD Extension Program

Theme	Extension Activities: Trainings
<b>S</b> Sales and Food Safety	<ul style="list-style-type: none"><li>• Sales Training</li><li>• Food Safety Training</li><li>• Food Safety Management Certificate</li></ul>
<b>E</b> Effectual Marketing	<ul style="list-style-type: none"><li>• Marketing Management</li><li>• Social Responsibility</li><li>• Management Leadership Training</li></ul>
<b>L</b> Leadership and Administration	<ul style="list-style-type: none"><li>• Records Management</li><li>• Safety in Workplace</li><li>• Project Management</li><li>• Sources of Financing</li></ul>
<b>L</b> Literacy on Financing and Others	<ul style="list-style-type: none"><li>• Energy Cost Management and Sustainability</li><li>• Basic Bookkeeping with Payroll Accounting</li></ul>



#### IV. IMPLEMENTATION PROCESS

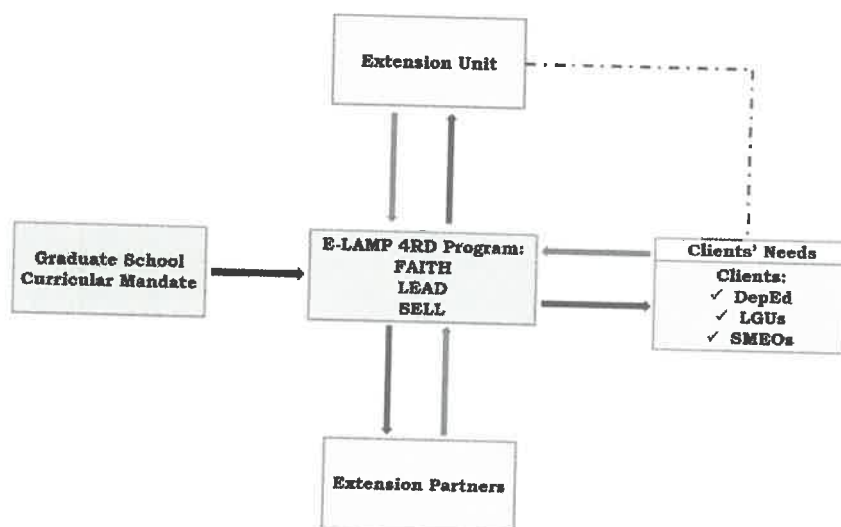


Figure 3. Structure of the Implementation Process

The implementation process commences from the Graduate School's mandate which frames the E-LAMP 4RD Program into three sub-programs: FAITH, LEAD, and SELL. The program aims to be the answer to clients' needs which may come in trainings, advocacies, and others. Moreover, the clients' needs shape the program, as it may be modified to suit their dynamic needs. Expectedly, the program is carried out with the help of extension partners in and out of the institution.

Client's needs which are not reflected under the programs may directly be referred to the Extension Unit where they can feedback to the GS through the programs so that it would be externalized to the clients. The Extension Unit mediates the needs of clients which may not be necessarily under the three identified clients, and relays it to the Graduate School for action.

##### Stages of the Implementation Process

###### 1. Conduct of Training Needs Assessment to target school

The Graduate School conducts a TNA to the identified extension communities for the identification and prioritization of their needs.

###### 2. TNA Validation and Manifestation of Commitment

The TNA validation follows after the assessment. The results will be presented to them and the extension community will validate and prioritize the series of activities that will be conducted.

###### 3. Preparation and Packaging of Extension Activities

Training designs will be crafted and submitted for approval. The stakeholders themselves may give suggestions in the activities that will be carried out.

###### 4. Capability Building of Graduate School Extensionists

The Graduate School faculty shall be capacitated through a series of workshops, trainings and seminars conducted by the college or other institutions.

#### **5. Development of Intervention**

Interventions to be extended to the community will be developed as this is part of the extension services. The Graduate School Faculty will be involved in the preparation. The technologies will be in print or non-print form.

#### **6. Linkages and Partnership**

The Graduate School will collaborate with the respective undergraduate departments in the college, as well as with other concerned agencies to address the needs of the stakeholders.

#### **7. Implementation of Activities**

The activities will be implemented thereafter the designs have been approved.

Training, seminars and workshops will be the principal types of activities to be conducted.

#### **8. Monitoring and Evaluation**

Evaluation will be done after the conduct of the activities. Monitoring will be done throughout the activity up to the end of the school year to assess utilization of skills and knowledge.

#### **9. Impact Assessment**

An impact assessment study will be conducted to establish the impact made by the trainings, seminars and workshops doled out to the extension stakeholders.

### V. MONITORING AND EVALUATION

The table below shows that the service deliveries of all components, which come mostly thru trainings, are monitored and evaluated through a number of tools provided by the Extension Unit. The tools will ascertain whether or not the goals and objectives of the activities conducted have been achieved. Monitoring and evaluation will be conducted during and after the conduct of the service deliveries.

Table 4. Checklist of monitoring and evaluation tools

PROGRAM COMPONENTS		ACTIVITIES	EXTENSION SERVICE DELIVERY	PRE-WORK ADMINISTRATIVE FORMS	IMPLEMENTATION RESULTS MONITORING TOOLS	OUTCOME EVALUATION TOOLS
F A I T H	Financial empowerment	<ul style="list-style-type: none"> <li>• Bookkeeping</li> <li>• Basic accounting</li> <li>• Financial literacy</li> </ul>	Adopt-a-District	<ul style="list-style-type: none"> <li>• MOA</li> <li>• TNA</li> </ul>	<ul style="list-style-type: none"> <li>• Terminal report</li> <li>• Progress report</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Sessions</li> <li>• Success Story</li> <li>• Sustainability Plan</li> <li>• Field Monitoring and Evaluation Form</li> </ul>
	Administration and leadership	<ul style="list-style-type: none"> <li>• Workplace protocol</li> <li>• Management of meetings</li> <li>• Resolution making</li> <li>• Stress management</li> <li>• Records management</li> </ul>	Training	<ul style="list-style-type: none"> <li>• Training needs analysis</li> <li>• Training design</li> <li>• Module delivery plan</li> </ul>	<ul style="list-style-type: none"> <li>• Registration sheet</li> <li>• Attendance form</li> <li>• Profile sheet of speaker</li> <li>• Capture tool</li> <li>• Summative Evaluation Tool</li> <li>• Terminal Report</li> </ul>	<ul style="list-style-type: none"> <li>• Field monitoring and evaluation form</li> </ul>

Indigenous knowledge system and practices	<ul style="list-style-type: none"> <li>• IKSP documentation</li> </ul>				
	Teaching-learning process <ul style="list-style-type: none"> <li>• Action research</li> <li>• Scientific investigatory project</li> <li>• Innovative classroom teaching methodologies and strategies</li> <li>• Qualitative research</li> <li>• Research journal review</li> </ul>	Training	<ul style="list-style-type: none"> <li>• Training needs analysis</li> <li>• Training design</li> </ul>	<ul style="list-style-type: none"> <li>• Registration sheet</li> <li>• Attendance form</li> <li>• Profile sheet of speaker</li> <li>• Capture tool</li> <li>• Summative evaluation tool</li> <li>• Terminal report</li> <li>• Feedback form from DepEd division office</li> </ul>	
Health and climate change	<ul style="list-style-type: none"> <li>• Community people's resilience on climate change</li> </ul>	Coaching & Mentoring	<ul style="list-style-type: none"> <li>• Mentoring plan</li> <li>• Completion form</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring progress report</li> </ul>	<ul style="list-style-type: none"> <li>• Success story</li> <li>• Field monitoring and evaluation form</li> </ul>
		Technical advisory	<ul style="list-style-type: none"> <li>• Intake form</li> </ul>	<ul style="list-style-type: none"> <li>• Referral form</li> <li>• Feedback form</li> </ul>	<ul style="list-style-type: none"> <li>• Field monitoring and evaluation form</li> </ul>
		Training	<ul style="list-style-type: none"> <li>• Training needs analysis</li> <li>• Training design</li> </ul>	<ul style="list-style-type: none"> <li>• Registration sheet</li> <li>• Attendance form</li> <li>• Profile sheet of speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Field monitoring and evaluation form</li> </ul>

					<ul style="list-style-type: none"><li>• Capture tool</li><li>• Summative evaluation tool</li><li>• Terminal report</li></ul>		<ul style="list-style-type: none"><li>• Field monitoring and evaluation form</li></ul>
L E A D	Leadership	<ul style="list-style-type: none"><li>• Leadership training</li><li>• Workplace protocol</li><li>• Gender and development</li><li>• Stress management</li></ul>	Training	<ul style="list-style-type: none"><li>• Training needs analysis</li><li>• Training design</li></ul>	<ul style="list-style-type: none"><li>• Registration sheet</li><li>• Attendance form</li><li>• Profile sheet of speaker</li><li>• Capture tool</li><li>• Summative evaluation tool</li><li>• Terminal report</li></ul>		
	Effective communication	<ul style="list-style-type: none"><li>• Technical communication skills</li></ul>					
	Administration	<ul style="list-style-type: none"><li>• Records management</li><li>• Management of meetings</li><li>• Resolution making, project protocols</li><li>• Basic bookkeeping for treasurers</li></ul>					
	Disaster and environment	<ul style="list-style-type: none"><li>• Disaster risk reduction</li></ul>					

		management in the barangay					
		<ul style="list-style-type: none"> <li>• Solid waste management</li> </ul>					
S E L L	Sales and food safety	<ul style="list-style-type: none"> <li>• Sales Training</li> <li>• Food safety training</li> <li>• Food safety management certificate</li> </ul>	Training	<ul style="list-style-type: none"> <li>• Training needs analysis</li> <li>• Training design</li> </ul>	<ul style="list-style-type: none"> <li>• Registration sheet</li> <li>• Attendance form</li> <li>• Profile sheet of speaker</li> <li>• Capture tool</li> <li>• Summative evaluation tool</li> <li>• Terminal report</li> </ul>	<ul style="list-style-type: none"> <li>• Field monitoring and evaluation form</li> </ul>	
	Effectual Marketing	<ul style="list-style-type: none"> <li>• Marketing management</li> <li>• Social responsibility</li> </ul>					
	Leadership and administration	<ul style="list-style-type: none"> <li>• Management leadership training</li> <li>• Records management</li> <li>• Safety in workplace</li> <li>• Project management</li> </ul>					



	Literacy on financing and others	<ul style="list-style-type: none"> <li>• Sources of financing</li> <li>• Energy cost management &amp; sustainability</li> <li>• Basic bookkeeping with payroll accounting</li> </ul>				
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Table 5. Program component FAITH: Financial empowerment training guide

Training Series	Series Title	Number of Sessions	Training Goal	Delivery Method	Assessment	Resources Needed
1	Bookkeeping	8 hours	Participants to know how to prepare financial reports.	Training: Lecture-Discussion	Pre-test  Post-test	PowerPoint Presentation  Projector
2	Basic Accounting	8 hours	Participants to know how to prepare papers such as, but not limited to, liquidation reports, vouchers, and others.	Workshop  Demonstration	Actual Sample of Financial Reports (Workshop Results)	

3	Financial Literacy	8 hours	Participants to imbibe the value of becoming financially literate and practice it on their financial decisions.			
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Table 6. Program component FAITH: Administration and leadership training guide

Training Series	Session Title	Number of Sessions	Training Goal	Delivery Method	Assessment	Resources Needed
1	Workshop protocol	8 hours	Participants to have acquired knowledge on what should be observed in the workplace.	Training: Lecture-Discussion  Workshop	Pre-test  Post-test	PowerPoint Presentation  Projector
2	Management of meetings	8 hours	Participants to be able to manage meetings confidently.	Demonstration	Return Demonstration	

3	Records management	8 hours	Participants to design school plans on records management.	Actual sample of Papers (workshop outputs)	
4	Resolution making	4 hours	Participants to prepare samples of resolutions.		
5	Stress management	4 hours	Participants to assimilate techniques on how to manage stress.		

Table 7. Program component FAITH: Indigenous knowledge system and practices training guide

Training Series	Session Title	Number of Sessions	Training Goal	Delivery Method	Assessment	Resources Needed
1	Understanding IKSP and its role in Education	8 hours	Participants to familiarize themselves with the basic knowledge about IKSP and in documenting IKSP.	Training: Lecture-Discussion	Pre-test	PowerPoint Presentation
				Workshop	Post-test	Projector
				Demonstration	Presentation of Initial Outputs	

2	IKSP Documentation	8 hours	Participants to commence documenting IKSPs in their localities which may be integrated in the teaching-learning process.	(Workshop Output)	
3	IKSP Documentation (Continuation)	8 hours			

Table 8. Program component FAITH: Teaching- learning process: action research phase II training guide

Training Series	Session Title	Number of Sessions	Learning Objective	Delivery Method	Assessment	Resources Needed
1	Writing the Results and Discussion	8 hours	Participants to write the results and discussion of their research.	Training	Pre-test	PowerPoint Presentation
2	Writing the Conclusions & Recommendations	8 hours	Participants to write the conclusions and recommendations basing from the results and discussion.	Mentoring	Post-test	Projector
3	Writing the other parts of the Action Research	8 hours	Participants to write the other parts of the research such as	Coaching	Action Research Outputs (Workshop Output)	

			Abstract, References, and others.			
4	Packaging the Action Research	8 hours	Participants to package their paper for a draft final paper for critiquing.			

Table 9. Program component FAITH: Teaching- learning process: Scientific Investigatory Project (SIP) training guide

Training Series	Session Title	Number of Sessions	Training Goal	Delivery Method	Assessment	Resources Needed
<b>Phase I</b>						
1	Introduction to SIP: What it is and Parts of a Scientific Investigatory Project	2 hours	Participants to know the standard parts of the SIP.	Training	Pre-test	PowerPoint Presentation
2	Coming up with a Problem	6 hours	Participants to come up with possible SIP problems.	Mentoring	Post-test	Projector
3	Writing the Chapter I (Introduction) of the SIP	16 hours	Participants to write drafts for Chapter 1 & 2.	Coaching	Scientific Investigatory Project Proposals	
4	Writing the Chapter II (Methodology) of the SIP with emphasis on the	16 hours	Participants to conceptualize a concrete experimental procedure.			

	Methods/Procedures of the Experiment						
<b>Phase II (to be conducted after data-gathering)</b>							
5	Writing the Chapter III (Results & Discussion) of the SIP		Participants to write the results of the SIP.	Training	Scientific Investigatory Project Final Papers	PowerPoint Presentation	Projector
6	Writing the Chapter IV (Conclusions & Recommendations) of the SIP		Participants to write the conclusions and recommendations of the paper.	Mentoring			
7	Writing the other parts of the SIP & Packaging the SIP		Participants to write other parts; and package the paper.	Coaching			

Table 10. Program component FAITH: Teaching- learning process: Innovative classroom teaching methodologies & strategies training guide

Training Series	Session Title	Number of Sessions	Training Goal	Delivery Method	Assessment	Resources Needed
1	Innovative Teaching Strategies in Elementary Education	8 hours	Participants to be updated on innovative teaching strategies.	Training: Lecture-Discussion	Pre-test  Post-test	PowerPoint Presentation
2	Demonstration	8 hours	Participants to demonstrate	Workshop	Demonstration	Projector



			various teaching strategies in an actual demonstration.	Demonstration		
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Table 11. Health and climate change: community people’s resilience on climate change training guide

Training Series	Session Title	Number of Sessions	Training Goal	Delivery Method	Assessment	Resources Needed
1		8 hours		Training: Lecture-Discussion	Pre-test	PowerPoint Presentation
2		8 hours		Workshop	Post-test	Projector
				Demonstration		
3		8 hours				

Table 12. Program component LEAD: Leadership training for barangay officials training guide

Training Series	Series Title	Number of Sessions	Training Goal	Delivery Method	Assessment	Resources Needed
1				Training:	Pre-test	PowerPoint Presentation
2				Lecture-		
3				Discussion	Post-test	
				Workshop		Projector

Table 13. Program component LEAD: Leadership and administration training guide

Training Series	Series Title	Number of Sessions	Training Goal	Delivery Method	Assessment	Resources Needed
Phase 1						
1	Workplace Protocol	8 hours	Participants to have acquired knowledge on what should be observed in the workplace.	Training: Lecture-Discussion	Pre-test	PowerPoint Presentation
				Workshop	Post-test	Projector
2	Gender and Development	8 hours	Participants to have imbibed knowledge in	Demonstration	Actual Sample of Papers (Workshop Results)	

				observing and practice gender equality.			
3		Stress Management	8 hours	Participants to assimilate techniques on how to manage stress.			
<b>Phase 2</b>							
4		Management of Meetings	8 hours	Participants to be able to manage meetings confidently.			
5		Records Management	8 hours	Participants to design plans on records management.			
6		Resolution Making	4 hours	Participants to prepare samples of resolutions.			
<b>Phase 3</b>							
7		Basic Bookkeeping for Treasurers	16 hours	Participants to prepare financial reports and other basic accounting papers.			

Table 14. Program component LEAD: Leadership Training for Barangay Officials training guide

Training Series	Series Title	Number of Sessions	Training Goal	Delivery Method	Assessment	Resources Needed
Phase 1						
1	Disaster Risk Reduction Management in the Barangay	24 hours	Participants to acquire skills in DRRM	Training: Lecture-Discussion  Workshop	Pre-test  Post-test	PowerPoint Presentation  Projector
Phase 2						
2	Solid Waste Management	8 hours	Participants to acquaint new techniques in SWM.	Demonstration		

APPENDICES

Appendix A

Training Needs Assessment for Barangay Officials

Dear Respondent,

Mountain Province State Polytechnic College, through the Graduate School, aims to empower the members of the society from rural to urban communities with its extension services. To be able to identify which are truly needed by the society, we are conducting this **Training Needs Assessment for Barangay Officials**. Identifying the needs of the said extension community will help us craft the most relevant and responsive trainings to be conducted in the future.

May we then seek your participation by honestly and completely answering the questionnaire below?

Thank you very much for your contribution and we look forward to future partnerships.

Sincerely,

Graduate School

I. Personal Information. Please fill in the blanks completely and legibly.

Name: \_\_\_\_\_

Barangay: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Details: \_\_\_\_\_ (for future validation)

II. Training Needs. Please check the level of your needs on the listed topics which are directly related to your duties as officials in the barangay. Be guided by the scale below:

- 4
- I need this immediately (NI)
- 3
- I need this within the next quarter (NQ)
- 2
- I need this within the next year (NY)
- 1
- I don't need this (NN)

Training Topics	4 (NI)	3 (NQ)	2 (NY)	1 (NN)
Records Management (How to keep and manage all documents for easier access)				
Management of Meetings & Writing the Minutes (What processes to follow during meetings and how to write the minutes of meeting)				
Leadership Training (Training on leadership skills)				

Technical Communication Skills (Ex. Making Communication letters, and others)				
Resolution Making, Projects Protocols, Training Designs, and Action Plans (What the documents are and how to write the documents)				
Stress Management (How to cope with stress in the workplace)				
Basic Bookkeeping for Treasurers (How to do proper accounting of funds including how to prepare financial statements)				
Workplace Protocol (What to expect to be done in the workplace from each of the members)				
Solid Waste Management (Provisions on SWM and ideas on its implementation)				
Gender and Development (Updates on GAD and how it is integrated in the workplace)				
Disaster Risk Reduction Management in the Barangay (Disaster preparedness, response and recovery)				
Others, please list here:				

1. What are the top two challenges that you will need to overcome in the next 12 months?

- a. \_\_\_\_\_
- b. \_\_\_\_\_

**III. Training Delivery**

2. How do you prefer to access the training sessions?

- \_\_\_\_\_ Face to Face
- \_\_\_\_\_ Self-Guided through written materials
- \_\_\_\_\_ others please specify:

3. Would you like to conduct the trainings in house (in MPSPC)?

- \_\_\_\_\_ Yes
- \_\_\_\_\_ No

**Please return the survey form on or before \_\_\_\_\_.**

**Thank you!**



Appendix B

Training Needs Assessment for owners of the various livelihood programs

Dear Respondent,

Mountain Province State Polytechnic College, through the Graduate School, aims to empower the members of the society from rural to urban communities with its extension services. To be able to identify which are truly needed by the society, we are conducting this **Training Needs Assessment for owners of the various livelihood programs** given out by the local government. Identifying the needs of the said extension community will help us craft the most relevant and responsive trainings to be conducted in the future.

May we then seek your participation by honestly and completely answering the questionnaire below.

Thank you very much for your contribution and we look forward to future partnerships.

Sincerely,

Graduate School

I. Personal Information. Please fill in the blanks completely and legibly.

Name: \_\_\_\_\_ Barangay: \_\_\_\_\_

Type of Livelihood Program: \_\_\_\_\_

Number of Years in the Program: \_\_\_\_\_

Contact Details: \_\_\_\_\_ (for future validation)

II. Training Needs. Please rate the extent to which the following training needs could affect your business sustainability and growth in the next 12-24 months. (1 being little affect; 5 being large affect that could significantly help your business if you have access to high-quality training).

Training Topics	5	4	3	2	1
Tax Compliance					
Marketing Management:					
**4 Ps: Product, Price, Place Promotion					
**Marketing Strategies as to the 4 Ps					
**Advertising and Online Marketing					
**Ethics in Marketing					
**Social Responsibility					
Retail Management					
Succession Planning					

Sources of Financing					
Record Keeping / Records Management					
Regulatory Issues					
Home – based business issues					
Environmental Compliance					
Government Marketing (Doing business with the government)					
Management leadership training					
Communications, Team Building and Conflict Management					
Project Management					
Energy Cost Management and Sustainability					
Basic Bookkeeping with Payroll Accounting					
Accounting software					
Using Social Media for Results					
Sales Training					
Safety in the Workplace					
Food Safety Training					
Food Safety Management Certificate					

**Others, please list here:**

1. What are the top two challenges that you or your business will need to overcome in the next 12 months?

- a.
- b.

**III. Training Delivery**

2. How do you prefer to access the training sessions?

- Face to Face
- Self-Guided through written materials
- Others please specify:

3. Would you like to conduct the trainings in house (in MPSPC)?

- Yes
- No

**VI. RECOMMENDATION AND APPROVAL**

Prepared by:

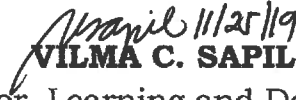
Noted:

  
**SYLESIA KANING K. PANGESFAN**  
Extension Coordinator, Graduate School


  
**JOHNNY F. CAYABAS, Jr.**  
Dean, Graduate School

Reviewed:


  
**ELMER D. RAKIPAC**  
Director, Extension Unit

  
**VILMA C. SAPIL**  
Coordinator, Learning and Development

Recommending Approval:

  
**ANNIE GRAIL F. EKID**  
Vice President for RDE

Approved:

  
**REXTON F. CHAKAS**  
SUC President III



Mountain Province State Polytechnic College  
EXTENSION UNIT  
2616 Bontoc, Mountain Province

This briefier is developed by the Graduate School in  
collaboration with the Extension Unit.