

PROJECT TULONG ARAL EDUCATION CARAVAN AS AN OUTREACH PROGRAMME FOR COMMUNITY EXPERIENCE AND SERVICE AMONG STUDENTS OF JOSE RIZAL UNIVERSITY

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Abstract

True to its mission in community service and in connecting the intellectual and spiritual selves in understanding experiences of service and advocacy in education, the Community Development Office of Jose Rizal University has extended its outreach programs to the underprivileged communities of the metropolis. Project Tulong Aral Education Caravan is bringing education to the communities. Students of Jose Rizal University are assigned to the communities to teach reading and writing, basic math and technology enabled learning skills. The Community Development Office also distributes school supplies to several barangays during the in several parts of the Philippines in coordination with the local governments of areas identified for school supplies distribution. Computer units, textbooks, educational materials, tools, and paraphernalia are also being distributed. Teacher trainings and workshops are also being conducted to empower teachers in the community to develop holistic educational curriculum. At its heart of community development and community experience is rooted in the belief that all children should have access to health, wellbeing, education, justice and opportunity. Students of Jose Rizal University are being encouraged to live up to the core values of a Rizalian, being responsible, courteous, being considerate towards others, and living in utmost integrity, channeling these values towards community experience in community development and service through education. Values clarification exercises were given to the students and the students of Jose Rizal University are also to develop community service programs as part of their student and campus organizations' mission and objectives.

Keywords: Campus Sustainability, Social Sustainability, Leadership and Empowerment, Outreach Programmes, Community and Education.

1.0 INTRODUCTION

Community development is human development, as well. The pattern of human qualifications are attributed firmly in action plans and programs of developed and developing countries in the world. From a sociological perspective, it is assumed that there is a great relationship between educational policies and social expectations and ideals (Türkkahraman, 2012).

Education involves all experience that an individual acquires inside or outside the school. In this respect, education is a quite significant process generating the basic foundations of socio-economic development. It is not sufficient to evaluate the value of education in terms of vocational knowledge and skill. The economic value of education relies upon attitudes, values, social and communicative skills rather than productive norms and technical knowledge. No matter whether it is national or local, any project regarding social development is to be considered within the framework of social relationships (Türkkahraman, 2012). Community experience is an essential strategy in community organizing work that entails understanding of community concerns, process, dynamics, and lifestyle through exposure and engaging activities. According to Vidal (2008) community immersion is devised as a social strategy in molding and "conscientizing" students so that they can be socially aware and responsible to their communities.

Jose Rizal University established in 1919 is one of the premier universities in the Philippines. The vision of the university is to be a market leader in the use of technology for innovation in teaching and learning to produce graduates of social importance. Its aim is to develop its students to become useful and responsible citizens through the effective transfer of relevant knowledge and desirable values.

The Community Development Office, an affiliate of the Student Development Office of Jose Rizal University launched the Project Tulong Aral or Project Education Caravan in 2013. As the word caravan suggests, the staff and students travel across the Philippines serving the remotest barangays distributing school supplies, textbooks, books, educational materials. The staff and students also conduct education programs, training and development, seminars and workshops to students and teachers.

The aim of this paper is to provide a clear view of the program in its pursuit for campus sustainability and engaging the students of Jose Rizal University the community experience and service for them to be of social importance to society.

2.0 LITERATURE REVIEW

Community development develops students the concept of service and empowerment as they reach out to deprived, depressed, and underprivileged communities and the marginalized segments of society.

Community immersion programs are designed to get prospective or existing college or university students acquainted with issues in their local communities. Students usually do some volunteer work on service projects that deal with environmental,

social or economic issues the community faces. Field trips, meetings with local leaders and social activities with those in the community are also common. (Moralde, 2018)

Community immersion programs can fulfill different purposes. Some of them are designed to help students adjust to the new community and make connections with each other and other residents. Some schools also offer the programs as a research opportunity or as a mandatory course requirement. There are others that are designed for students to visit another country and experience the life of another culture. (Vidal 2018)

Rivera (2015) believes that education is very important, not just in our community but worldwide. Many believe they are going to have a good education, many want to have a great education, but there are several reasons that not all do. Community engagement pedagogies, often called "service learning," are ones that combine learning goals and community service in ways that can enhance both student growth and the common good. In the words of the National Service Learning Clearinghouse, it is "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." Or, to quote Vanderbilt University's Janet S. Eyler (winner of the 2003 Thomas Ehrlich Faculty Award for Service Learning) and Dwight E. Giles, Jr., it is "a form of experiential education where learning occurs through a cycle of action and reflection as students seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development.

Bandy (2017) in his blog published on <https://wp0.vanderbilt.edu/cft/guides--sub--pages/teaching--through--community--engagement/>, cited student benefits of community development. These are positive impact on students' academic learning, improves students' ability to apply what they have learned in "the real world, positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem--solving, critical thinking, and cognitive development, and improved ability to understand complexity and ambiguity. In terms of personal outcomes and social outcomes, the students develop a greater sense of personal efficacy, personal identity, spiritual growth, and moral development, greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills, reduced stereotypes and greater inter--cultural understanding, improved social responsibility and citizenship skills, and greater involvement in community service after graduation. In terms of career development and relationship with Jose Rizal University, the students develop connections with professionals and community members for learning and career opportunities, greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity, stronger relationships with faculty, greater satisfaction with college, and improved graduation rates.

In bringing education to the communities, the Project Education Caravan seeks to provide students education needs. The Community Development Office believes that learning is grounded in local communities. Symposium presentations connected to the

fundamental constructs of communities (ecological, political, economic and social lenses). The Community Development Office also shares a project that connects an elementary school inquiry into food scarcity in social studies and science classes with local research and work with the barangay halls and community centers to understand the concept locally and globally. Project Education Caravan programs shares projects they conduct with visiting schools to connect sciences and home economics to practical living, water quality testing and scientific research through actual field research, social students using socially relevant issues, reading and language to develop communication skills. All curricula enable personalized, student--centered learning projects around student interests in the community.

In formulation of a project, the project involves a series of continuous phases. The coordinator of community development must assist the community in identifying, analyzing, prioritizing the concerns and needs of the community. (Rendorio, 2008). Using the project cycle as shown on Figure 1, this serves as a paradigm to keep track of the project.

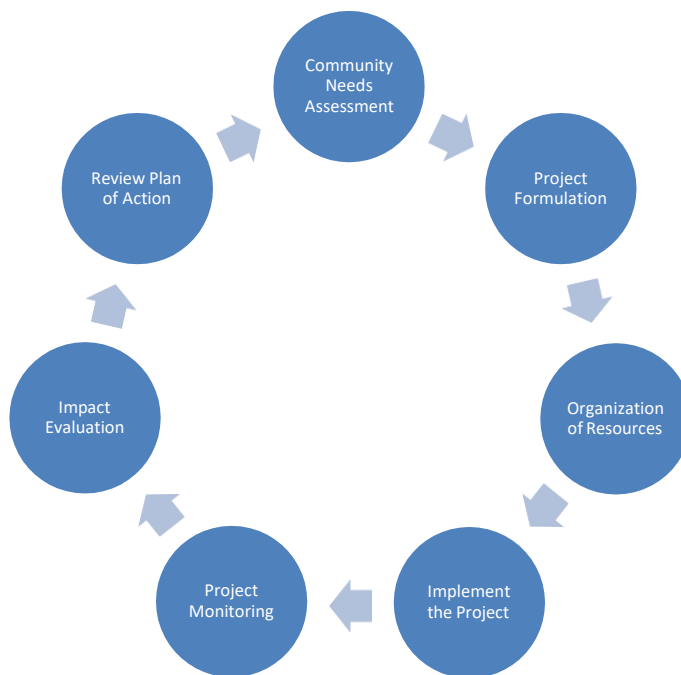


Figure 1: Project Cycle

Vidal (2008) asserts that this guideline will facilitate work for the students in their immersion activities. This will also provide them the proper opportunity to prepare right data and direction in the implementation of the education caravan activities and programs while they will actually be doing their tasks. Measuring the success of the project as in impact evaluation will serve purpose in revisiting the plan of action.

In developing the students towards a responsive community action, Manalili 1990, outlined the values as presented on Figure 2. Values driven response to community action as a passion for creating vibrant and sustainable communities within all of their

developments in the university (Marasigan, 1992). The strength of Jose Rizal University's vision lies in the clarity of its core values. The purpose, which describes a meaningful endeavor—and values to accomplish that endeavor—are the heart of the university's vision. To have impact, the organizational vision must have a meaning-based perspective. In other words, meaning must precede action. As Jose Rizal University "cares for good education," Project Education caravan lives in the hearts of its employees, students, staff, alumni, and stakeholders.



Figure 2: Values Driven Response to Community Action

3.0 METHODOLOGY

This study uses the mixed method. Mixed methods research is a methodology for conducting research that involves collecting, analysing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. (http://resourcecentre.foodrisc.org/mixed--methods--research_185.html). A community needs assessment questions formulated by Cuyugan (2012) during the focus group discussions were also being used in this study. The results were considered by the Community Development Office for planning, developing, and prioritizing community development programs, services, and activities for the people that reside in our neighborhoods and communities. The questions cover a variety of community interests;; employment, education, child care, infrastructure, housing, health and public safety. The needs assessment questions takes approximately 15 minutes to complete. The questions are mostly multiple choice;; yes, no and unsure. There are some questions near the end of the survey that are a typed response. A post evaluation program questions discussed during focus group discussions developed by Agus (2012) seeks to gather accurate information representative of the needs of a community particularly and in cooperation with the local government and

barangay officials. Assessments are performed after taking action and are used to determine current situations and to identify issues for action, establishing the essential foundation for vital planning in the future to identify education needs. The process is an invaluable tool for involving the students and community members in solving problems and developing goals.

4.0 FINDINGS AND DISCUSSION

Findings and discussion involve the different programs implemented for the Project Education Caravan.

Tulong Aral Caravan in Zamboanga City brought about Bringing Education to the Communities

The Jose Rizal University Community Development Office and the Graduate School Division conducted teachers training workshop in Zamboanga City with the cooperation of the Department of Education Region IX. Teachers of St. Joseph School, Lumayang Elementary School, Putik Elementary School and Maria Clara Lorenzo Lobregat National High School were participants of the training--workshop. Courses conducted are Grammar and Composition, Business Writing and Effective Presentations and Global Business Communication.

I. Grammar and Composition

Dramatic Grammatics' has been designed to make the process of learning (or re--learning in some cases) grammar fun and user--friendly. The course uses the metaphor of theatre to teach the fundamental grammar needed to write well for business. Participants will learn how to improve business writing skills by understanding grammatical rules and where to apply them.

II. Business Writing and Effective Presentations Effective Business Writing

This course offers effective strategies to sharpen your writing skills by structuring your ideas logically, exercising diplomacy in letters and reports, and shaping your arguments.

III. Effective Presentations

In this course, students and teachers will learn how to develop effective and persuasive presentations.

IV. Global Business Communication

This course presents communication as integral to management strategy and as a critical component for success in the workplace. In this class, you will develop a foundation for designing effective messages, both written and oral, from concept to delivery. You will use a strategic communication model to identify objectives, analyze audiences, choose information, and create the most effective arrangement and channel for that message. Particularly, the course emphasizes elements of persuasive communication: how to design messages

for diverse and possibly resistant audiences and how to present that information in a credible and convincing way.

KALUSUGAN MO, ALAGA KO BARANGAY DAANG BAKAL (Caring for your Health Campaign)

RATIONALE AND OBJECTIVES

Malnutrition is one of the major problems identified in many communities and this affects a great deal of vulnerable groups, the preschool age children, pregnant and lactating women.

The growth and development of a child depends on the amount and variety of foods given during his growing up years. Pregnancy and lactation, as a specialized stage in human life, demands an increase in the requirements in terms of nutrient intake to support the growing fetus and produce better quality of breast milk.

In the event that there is an adequacy intake of food and nutrients by the body, a decrease in the lean muscle and stunting among preschool children is manifested. This result is to increase susceptibility to infection and increase in morbidity and mortality among these children. Likewise poor nutritional status during pregnancy and lactation predisposes a woman to malnutrition, iron deficiency anemia and iodine deficiency disorder. These may result to goiter, anemia and excessive blood loss during natal delivery, mental retardation in infants, Poor quality and production of milk, miscarriage and maternal death.

The primary responsible of mother is to give care, to provide protective environment and nutritious food in terms of food preparation. Food choices and cooking skills compared to men and basic health care to their children. In reality, the mother is not well educated in terms of health and nutrition, some are educated but they do not focus and prioritize the food intake of their family. The reason behind this are large family, limited skill, low level of education attainment so that they have a low income and adequate food supply, a poor support to family because of a working mothers. That is why the food they serve to their children is not nutritious and not--well prepared like buying a home made food in carinderia, a ready to eat and more preservative foods. So, the overall outcome of this is malnutrition.

To help lessen and eventually eliminate the problems of malnutrition, The Barangay and JRU committed the implementation of Kalusugan mo, Alaga ko project A comprehensive Nutrition package for Malnourished Preschool Children and their families.

OBJECTIVES

- 1) To improve and or rehabilitate the nutritional status of the identified malnourished children, in Barangay Daang Bakal, Mandaluyong City.
- 2) To provide micronutrients supplementation among target preschool children.

- 3) To improve the knowledge, attitudes and practices of identified malnourished children and mothers on proper health and nutrition through conduct of nutrition education classes.
- 4) To provide livelihood assistance and income generating projects to families with underweight children.

ACTIVITIES

Implementation Phase

- a) Launching of the activity – The project was launch at Barangay Daang Bakal last August 18, 2016 headed by the Barangay nutrition committee spearheaded by the Barangay captain.
- b) Actual distribution of foods – hot meals will be provided to underweight preschool children with at least 1/3 of the recommended Energy and nutrient Intake (RENI). A weekly menu cycle will be provided by the Nutritionist in charge.
- c) Monthly weighing – This activity will be conducted every last week of the month to monitor the weight of identified malnourished children if there is an improvement to their nutritional status.

INPUTS AND BUDGET

Funding of the program was provided by JRU, CDO and all units of the University.

FOLLOW--UP, IMPACT AND SUSTAINABILITY REPORT

PROJECT/PROGRAM TITLE: KALUSUGAN MO, ALAGA KO
DATE OF ACTIVITY : November 4--24, 2016
VENUE : Barangay Daang Bakal, Mandaluyong City
IMPLEMENTORS : All Units
EVALUATION METHODS : Interviews, Discussions

On the part of the individuals and units of the University who participated in the program, their sense of fulfillment for having been part this community project and to share in this cooperative effort confirms the JRU spirit of responsibility, respect, consideration and integrity. On the part of the student volunteers, the experience has exposed them the realities of life and be more appreciative of the blessing they have in life.

Tulong Aral Caravan in Zamboanga City

Tulong Aral Caravan in Zamboanga City. The Community Development Office has now extended its outreach to the island of Mindanao. Hence, the Lumayang Elementary School in Barangay Putik, Zamboanga City was identified to be its recipient for the Tulong Aral Caravan in May 2018. The Community Development Office coordinated

with the school administration and officials for the covered court to be used for the distribution of school supplies. During the project implementation, some of the school and barangay officials assisted us in distributing the school supplies. There were 450 students who took part in the activity. The Representative of the Second Congressional District of Zamboanga City, Cong. Manuel Jose Dalipe is also present. Games were also conducted for the children to enjoy.

Objectives:

- 1) To provide much needed supplies to students, thereby enabling them to better prepare for the academic challenges they would face in the coming school year.
- 2) To take the financial burden from teachers who used their personal funds to purchase school supplies for needy children.

The following supplies were distributed: 500 packs of Jollibee food and drinks, 500 pairs of jeans, 500 pairs of socks, 800 textbooks 500 packs of school supplies containing:

- wide ruled notebook paper
- 8 or 10 packs of markers -- chisel tip
- Fisker blunt tip scissors
- Expo dry erase markers -- chisel tip
- 12 pack of colored pencils
- Mongol #2 pencils
- 24--piece crayon box
- glue sticks, backpacks, 2 pcs notebook and 1 pad paper eraser

Bloodletting Activity in Barangay Daang Bakal

The Department of Health (DOH) intensifies its advocacy on voluntary blood donation to provide and allocate safe blood supply, sustaining its adequacy and ensuring accessibility. Saving the lives of millions of Filipinos in need of blood transfusion, the State through the Republic Act 7719, also known as the National Blood Services Act of 1994 promotes voluntary blood donation. This is parallel with upgraded blood service facilities and organization into a National Blood Transfusion Service Network for rational provision of adequate and safe blood supply in the country. However, the task of recruiting voluntary blood donors remains one of the major challenges. Thus, strengthening multi--sectoral collaboration, creating opportunities to donate and raising public awareness on the need for safe blood and blood products are fundamental keys to achieve a community with committed blood donors that tender voluntary non--remunerated year--round blood donation.

Launched some five years ago, the yearly bloodletting program with the Philippine National Red Cross (PNRC) aims to contribute to blood--banking efforts and to promote healthy lifestyle among donors.

The Community Development Office of Jose Rizal University in cooperation with the Department of Health and the Philippine National Red Cross launched the activity. The program reminds all donors who donate to keep themselves healthy. The program also promotes a sense of responsibility and awareness among the citizens and members of the community. Such activities represent part of the social responsibility programs of Jose Rizal University. Ana Belen Cuyugan, director of the Community Development Office said, "This activity also encourages our students in realizing the value of helping others."

Blood letting is beneficial to both;; recipient and the donor. Donating blood is a noble cause to save lives. Blood donation burns the extra calories and cholesterol level. It stimulates the production of new blood cells and refreshes the system. Regular basis of donating blood will help your body regulates the level of iron and can reduce the risk of heart diseases especially among young people. Life is precious, blood is life, donate blood and SAVE LIVES!

RIZAL in Sagada

The faculty members of Jose Rizal University went to Sagada, Mountain Province to enjoy the break and to have sightseeing. It was the initiative of each one of them to visit elementary school in the area and to give some school materials to make them happy. Snacks were also served to the kids to complete the fun. Together with the gift giving is a small talk on the values formation and the importance of education and the Core values of the University. That is how the "Tulong Aral Caravan of JRU" started.

The Tulong Aral Caravan is just one among the other programs of JRU--SOCI (Social Orientation and Community Involvement), which is a collaborative responsibility of the university with the community. The call for a voluntary service has a great benefit to the group:

1. R e--tooling of faculty development
2. I ntegration of expertise at it is an interdisciplinary
3. Z eal. Spirit of voluntereeism
4. A wareness of cross culture, environment, economics and social issues
5. L imitless learning experiences

A sequel to Sagada was planned in a new venue in Apayao, with a theme "KKK sa Apayao" (Kalamam, Kalinisan at Kapaligiran). The group conducted Computer Literacy by Ms. Mary Ann Taduyo, Tulong Aral in Math by Ms. Nora Claricia, Story Telling by Ms. Gina Agus, Film Showing by Ms. Myrna Nidea and Proper Hygiene by Mr. Edmongino Camacho. There was so much fun for the Elementary pupils of the three Central Schools of the Municipality of Apayao. During the courtesy call, the town Mayor introduced the team to all the employees of the municipal hall. Mrs. Agus, (formerly Marketing, Coordinator) mentioned the Graduate school and the possibility of an Open University if they are interested. We proceeded to Mataguisi Elementary School, other two central schools will join them as they have a bigger space to accommodate us. 354 pupils are waiting for the team that morning. At the entrance was a poster mistakenly looked as a tarpaulin, but a printed paper carefully pasted to

show appreciation of our visit. " Welcome Jose Rizal University, Thank You, Sana'y Maulit Muli".

The team was touched on how the small kids welcome us, they were waiving "banderitas" with 'Mabuhay JRU' written on it. They went out of their rooms (it was raining) and some of them hugged us, showing smiles and excitement as they were already informed of our visit. The activities were given simultaneously and even if it is already 12:00 noon, all the pupils were inside the room, still craving for more knowledge. The school has no electricity yet, so most of them had their first experience watching a movie. The activities ended at 2:00 pm, the kids received some gifts before they take a lunch break. The Principal, Ms. Cherry Ann Baira, reads the Certificate of Appreciation given to Jose Rizal University. "It was an inspiring and heartwarming community activity to the people of Brgy. Pudtol, Apayao especially to the school children of the Mataguisi Elementary School...bring SMILES to children." --Ms. Mary Ann Bernadette Tadyo

EDUKASAN--Education for the Future

An outreach project initiated by the Young Rizalian Servant Leaders (YRSL), a non-academic student organization under JRU Ministry on Campus in 2016. The Minister on JRU Campus, Sr. Teresita "Tess" C. Saludaes, FMA, a Salesian Sister serves as the Adviser of YRSL.

EDUKASAN means Edukasyon para sa Kinabukasan, Education for the Future

The said project which is tutorial in nature started in September 2016 with 30 Grade 1 pupils of Ilaya Barangka Integrated School (IBIS) Mandaluyong City. The tutoring is on a one-on-one approach to learning. In one of the meetings of YRSL in 2015 school year, the plan to launch a project that would benefit the poor kids was seriously discussed. The first target was the street children. Sr. Tess suggested that the group make an ocular visit to the street children of the nearby Laura Vicuña Foundation @ V. Mapa St. Sta. Mesa. The said foundation is run and managed by the Salesian Sisters of Don Bosco a.k.a FMA. The YRSL officers visited the place and talked to the Sisters about the planned project. However, the plan was not materialized that year due to some difficulties on the part of the YRSL group mainly the conflict with their schedule of classes in college and the time of the children's availability.

YRSL, however, was passionate to push through with the project the following school year 2016. This time the group thought of going to the public school where they could help the poor children in the elementary. One of the members knew IBIS and she proposed to the group to visit IBIS. Sr. Tess with her YRSL group of student volunteers met with the school Principal and presented the project EDUKASAN which was wholeheartedly accepted and worked out immediately in proper coordination with the teachers. The first 30 recipients were selected from the last three sections of grade 1 pupils. The kids were the least and the last in class. They were either slow in writing and reading or not knowing at all how to read and write. They were the perfect target of the enthusiastic student tutors eager to start teaching the children. Ilaya Barangka Integrated School is a 45-minute jeepney ride from JRU. This is when there is no

traffic. When there is traffic the journey to IBIS can take them more than an hour. Every Friday the student tutors take the ride with all the teaching aids they carry to be at IBIS before 9:30 in the morning. The school head of IBIS was generous enough to allot for us enough time till 11:00 a.m to finish our work.

One thing about Edukasan project is that it runs through the entire school year with an hour of one-on-one encounter with the children, once a week tutoring.

The budget allotted to the project includes food for the children. The student tutors bring snacks for the children before starting their lesson. It helps a lot to pacify the restless pupils once their empty stomach is full. The teachers can engage them in any activity once their hunger is satisfied.

In February 2017 before the school year ended, the student tutors from the YRSL, Golden Zonta and JP organized a sort of Recognition Day for the deserving pupils. The awarding ceremony was held at IBIS.

The following awards were given to deserving pupils:

- Best in Writing, Best in Attendance
- Best in Reading, Best in Drawing
- Best in Math, Most Behaved
- Neatness Award, First in Spelling
- Most Active, Most Helpful
- Most Diligent, Most Attentive
- Most Cooperative, Most Cheerful
- Most Grateful, Most Kind

At year 2 of Edukasan (School Year 2017--18) , with Campus Ministry the officers and members of YRSL resumed the tutorial project with the pupils they handled the previous year in Grade 1 and this time have been promoted to Grade 2. Two student organizations: the Golden Zonta and the Young Educators Society (YES) and other education students joined the YRSL to continue the project all the way through the end of the school year. As in the previous year, the student volunteers designed the year-end activity that featured the "OUTREACH 'S BEST 2017-- 2018" of the EDUKASAN/ LUNAS BASA Project to award the deserving pupils. All 25 pupils who persevered received awards with medals and prizes.

IMPACT of the Outreach EDUKASAN / LUNAS BASA

The following pages contain some of the reflections, feedbacks, reactions from those who got involved in the year-long experience.

5.0 CONCLUSION

Project Education Caravan resulted to Jose Rizal University's integrated community advancement program outreach framework and sustainable integrated community advancement. The framework for the University Community Involvement Programs shall be referred to as the SUSTAINABLE INTEGRATED COMMUNITY ADVANCEMENT PROGRAM (SICAP). It is based on the formulated 3 Core Goals of JRU

Community Development Programs;; the CHED's Integrated Components of Extension Programs, the Academic and Service Units' areas of competency;; and the various program stakeholders. Currently, Jose Rizal University Community Development Office works with 10 provinces in the Philippines, 8 barangays, and 7 public elementary schools for its Project Education Caravan.

Sustainability in the context of the framework refers to programs that the community and stakeholders are capable of maintaining to ensure that the desired change or impact is not only achieved but preserved and even enhanced. The principle of **integration** not only aims to ensure the inclusion of all possible stakeholders but pursues a unified or holistic approach towards addressing change is also made possible. **Communities** in the context of the framework can refer to barangays, institutions, and organizations that can be considered stakeholders of the Community Development Office programs. Finally, the framework refers to **advancement** not only to the development or moving forward of the community or its stakeholders but also contributing to the field of community development through best practices, success stories and research.

The SICAP Framework and its various components are as follows:

CORE GOALS

Engagement – this first level goal goes beyond awareness, participation, and even involvement. Community development programs must seek to create advocates among its stakeholders by being proactive initiators, creators and movers of change.

Empowerment – this second level goal of community development programs creates stakeholders and communities that are empowered such that they are able take charge of the change

Enrichment ---- this third level goal of community development programs aims to provide opportunities for stakeholders and communities to expand, diversity, and share their experiences with other communities and by contributing to the field of community development through their best practices and success stories.

INTEGRATED CD PROGRAM COMPONENTS (Based on CHED (Commission on Higher Education Memoranda):

- Training programs
- Technical assistance and advisory services
- Communication/ information services
- Community outreach activities
- Technology transfer, utilization and commercialization

PROJECT OR COMPETENCY AREAS:

- Kaalaman (Literacy)
- Kabuhayan (Livelihood)
- Kalusugan (Health)
- Kalikasan (Environment)
- Kahusayan sa Pamamahala (Good Governance)

STAKEHOLDERS:

COMMUNITY

Officers/Officials/Organizations/Institutions
Individuals/Families
Jose Rizal University
Students
Faculty
Employees/Staff
Officers
Student Organizations
Alumni

OTHERS

Organizations
Business and Industry
International Community
Donors, etc

SICAP FRAMEWORK

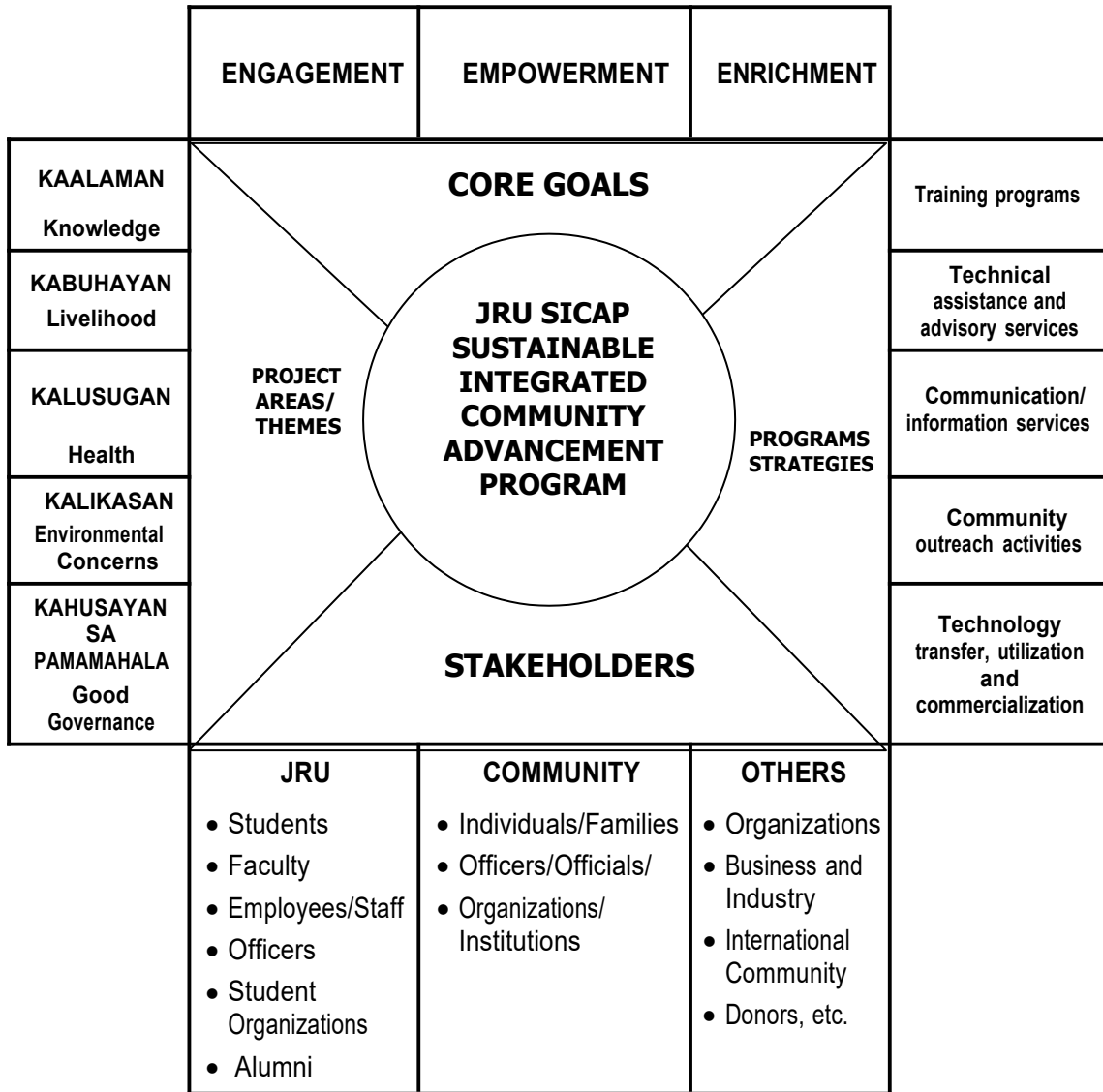


Figure 3: SICAP Framework

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