





AY 2025-2026

Extension Trainings/Programmes that Provide Basic Services for all

1.4.3 Programmes for services access

1.4.3 Programmes for services access

NARRATIVE REPORT

Title of the Activity	:	Component I: SUPPLIES OF HOPE: SCHOOL SUPPLY OUTREACH Component II: NOURISH AND SERVE DAY Component III: READ AND COUNT DAY
Title of the Project	:	Project Leader: N/A Lead Extensionist: Component I: Janet R. Uyangoren Component II: Karen May Lagumbay Component III: Josephine H. Mendoza Administrative Staff: **Component I:** Josephine H. Mendoza Karen Lagumbay Mark P. Laurente Nancy Gemarino Judalyn Forro Johnmark Lapuz **Component II:** Josephine H. Mendoza Janet R. Uyangoren Jerson Renegado Eileen Charity Libron Jake Andrew Colindres Leonelle Samentar **Component III:** Christine Joyce Sierte Karen May Lagumbay Jonavelle Subradil Karesha Faith Canetan Jeric Suguis John Kenny Rafon Janet Uyangoren Michelle Emia
Implementer	:	*Bachelor of Elementary Education- Main Campus*
Responsiveness to GAD Agenda, UN Sustainable Development Goals,	:	The **"SUPPLIES OF HOPE: SCHOOL SUPPLY OUTREACH, NOURISH AND SERVE, AND READ AND COUNT DAY"** initiative aligns with the Gender and Development (GAD) agenda by promoting inclusive education and equal opportunities for all children, regardless of gender. Providing lessons for literacy

AmBisyon Natin 2040, and Future Proofing Principles		and numeracy is a step toward reducing educational disparities that may arise from gender-based socio-economic differences. Moreover, this outreach program is directly responsive to Goal 4: Quality Education: The event emphasizes the importance of quality education for all, particularly for young learners in daycare. By equipping them with the necessary tools, the program supports their cognitive development and lays a strong foundation for future learning, thereby contributing to the goal of inclusive and equitable education. Additionally, the aforementioned event supports the vision of AmBisyon Natin 2040, which envisions a "matatag, maginhawa, at panatag na buhay" for all Filipino particularly supporting Education by providing essential educational resources, the program helps ensure that young learners are well-prepared for their academic journey. This aligns with the long-term goal of creating a well-educated and skilled workforce that can contribute to national development.
Location	:	*BLGU-Poblacion, Purok 15, Poblacion, Compostela, Davao de Oro*
Duration	:	*May 23, 2025* *8 hours/ 1 day*
Cooperating Agencies	:	*BLGU-Poblacion, Purok 15, Poblacion, Compostela, Davao de Oro*
Target Beneficiaries/Participants	:	The target beneficiaries of this outreach activity are: • The thirty (30) kids of Purok 15, Poblacion, Compostela, Davao de Oro, • NSTP – LTS students • BEED Faculty and Staff
Rationale	:	The course National Service Training Program (NSTP) is mandated by Republic Act No. 9163, also known as the NSTP Law, which recognizes the vital role of the youth in nation-building. Under this law, the youth are encouraged and trained to actively participate in military, literacy, civic welfare programs, and other similar endeavors in service to the nation. One of the core components of the NSTP is the Literacy Training Service (LTS), which is a required component for students under the Teacher Education Department of Davao de Oro State College (DDOSC). The LTS is designed to equip students with the skills to teach literacy and numeracy to schoolchildren, out-of-school youth, and other sectors of society in need of educational support. In compliance with the NSTP Law, all enrolled students are required to engage in an extension activity or community service totaling 32 hours. This particular extension activity will be conducted in collaboration with the Extension Services Division, reinforcing the institution's commitment to community involvement. Moreover, the activity reflects the values of patriotism, social responsibility, and compassion for the community and the nation.
Objectives	:	The primary objective of this extension activity is to holistically support the well-being and foundational learning of young community learners by providing essential school supplies, nutritious meals, and engaging educational sessions in literacy and numeracy. Through this outreach initiative, the activity aims to:

		• Support Access to Education: Provide learners with necessary school supplies to enable active and meaningful participation in academic activities, reducing material barriers to learning. • Promote Health and Learning Readiness: Offer nutritious meals to help improve children's concentration, energy, and overall readiness to learn during the activity. • Enhance Foundational Skills: Facilitate interactive and age-appropriate sessions focused on basic literacy and numeracy to strengthen learners' academic foundations in a fun and supportive environment. Foster Community Involvement: Build strong relationships between the academic institution and the community by responding to local educational and nutritional needs through service and collaboration.
Expected Output	:	The expected outputs of this extension activity are: • Promote Educational Readiness – Learners will be equipped with school supplies that support their participation in class, thereby improving their preparedness and confidence in engaging with academic tasks. • Improve Learning Engagement – Through interactive literacy and numeracy sessions, learners are expected to demonstrate increased interest and active involvement in foundational academic skills. • Support Nutritional Needs – Learners will benefit from a feeding activity that enhances their physical well-being, contributing to better focus and participation during learning sessions. • Establish Stronger Community Linkage – This activity will help foster a positive relationship between Davao de Oro State College Main Campus and the local community, encouraging continued collaboration in promoting education and child development.
Narrative	:	To promote academic engagement and community service, a one-day outreach program was successfully conducted on May 23, 2025, at the Barangay Gymnasium. The initiative was led by the Bachelor of Elementary Education (BEED) first-year students in coordination with the Extension Office, and was attended by 30 children from Purok 15, Poblacion, Compostela. The program began with an Opening Prayer presented through an audio-visual presentation (AVP), followed by the Philippine National Anthem, also played via AVP. These opening elements established a respectful and unified atmosphere. Mr. Jerson Renegado, MAEE and Head of the Extension Unit, delivered the Welcome Remarks, commending the spirit of volunteerism among the students and underscoring the importance of reaching out to the grassroots level.

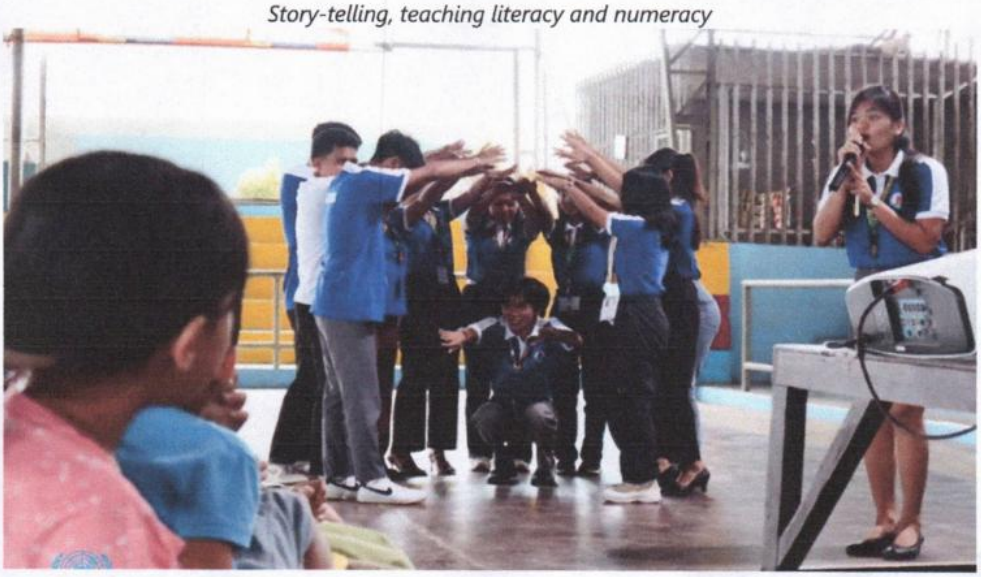
		This was followed by Mr. Mark P. Laurente, BEED Program Head, who gave the Program Orientation and Objectives Overview. He emphasized that the event was designed to uplift the children through literacy development, provision of basic educational needs, and physical nourishment—all aligning with the values of compassionate and responsive education. Component I: Read and Count – Literacy & Numeracy Sessions Spearheaded by BEED 1A and 1B, this session focused on developing basic literacy and numeracy among the young participants. Interactive stories, alphabet and number games, and hands-on activities were used to make learning engaging and fun. Component II: Supplies of Hope – School Supply Distribution Led by BEED 1C, this segment aimed to address educational needs by distributing essential school supplies including notebooks, pencils, crayons, and papers. The children's excitement reflected their appreciation for the much-needed materials. Component III: Nourish and Serve – Feeding Program The BEED 1D students facilitated a feeding program that provided nutritious meals to all the child participants. Beyond alleviating hunger, the activity promoted healthy eating habits and community care. Before concluding, key Announcements and Post-Activity Submission Reminders were shared, particularly concerning documentation and reflection outputs for academic purposes. Ms. Judith R. Tudy, Head of the Student Affairs and Services Division (SASD), delivered the Closing Remarks, recognizing the students' dedication and highlighting how community service enriches their preparation as future educators. A Group Photo was then taken to commemorate the success of the activity, followed by an organized Exit of all participants and volunteers. The outreach program held on May 23, 2025, was a meaningful demonstration of academic social responsibility and youthful compassion. The BEED students not only applied their knowledge in real-life settings but also made a tangible impact on the lives of 30 children from Purok 15. Through literacy, service, and nourishment, the activity successfully bridged education with community development—fulfilling its goal of holistic, community-centered learning.

PHOTO DOCUMENTATION

(Insert all the relevant photo documentation of the conducted activity with proper caption and citation. If your activity was supported with meals and snacks, materials, and other resources, please provide also photo documentation on separate page for the liquidation.)

**Note: Submit the Narrative Report together with the Attendance and Evaluation of the Activity Conducted.*

Story-telling, teaching literacy and numeracy





Giving of school supplies



Prepared by:

KAREN MAY LAGUMBAY, LPT
Project Leader
Date: 05/28/25

Approved by:

RONA C. APOLINARIO, PhD
Director, Extension Services Division
Date: 05/29/25

NARRATIVE REPORT

Title of the Activity	:	**"Starting Strong: Tutorial Series for Mastering Basic Literacy and Numeracy**
Title of the Project	:	Title: PROJECT BRIDGE Project Leader: LOREN P. SANGCO Lead Extensionist: RIESHIA P. VALE DEJIE MIKE ANTHONNIE N. FAILAGAO PROSPERO III B. GENOSAS Technical Staff: RENIEL S. PABONITA
Implementer	:	DDOSC-Montevista BACHELOR OF ELEMENTARY EDUCATION
Responsiveness to GAD Agenda, UN Sustainable Development Goals, AmBisyon Natin 2040, and Future Proofing Principles	:	This activity promotes gender inclusivity in the access to education by encouraging participation from all genders. Also, this activity helps to address SDG 4: Quality Education by providing tutorial session on basic literacy and numeracy, SDG 5: Gender Equality by ensuring inclusive participation and representation of all genders. Lastly, this extension activity is anchored on AmBisyon Natin 2040. This supports "Matatag, Maginhawa at Panatag na Buhay" since tutorial sessions play a crucial role in contributing to this vision by ensuring that the younger generation is equipped with the necessary skills to thrive in society. By addressing early learning gaps and giving children the tools they need to succeed, such sessions contribute directly to the nation's vision of stability, comfort, and security. It ensures that every Filipino, regardless of background, has the opportunity to build a better and more prosperous future for themselves and their families.
Location	:	May 22, May 29, June 5, 2025 at New Dalaguete Elementary School, Montevista, Davao de Oro
Duration	:	3 day/s
Cooperating Agencies	:	**Department of Education Montevista District** – They shall guide the volunteers on what instructional materials to use during the tutorial sessions. **Local Government Unit of Montevista** – They shall provide transportation for the volunteers

Target Beneficiaries/Participants	:	The target community partners are the teaching personnel and learners of New Dalaguete Elementary School, Barangay New Dalaguete, Montevista, Davao de Oro.
Rationale	:	The **"Starting Strong: Tutorial Series for Mastering Basic Literacy and Numeracy"** will be conducted alongside the National Learning Camp initiated by the Department of Education on May 19-June 6, 2025. This activity will support primary learners in gaining the essential skills needed for academic success, contributing to their overall development and readiness for future educational challenges.
Objectives	:	a. Improve Literacy Skills - Enhance students' ability to read fluently and comprehend texts through targeted activities focused on phonics, vocabulary building, reading comprehension, and writing exercises. b. Enhance Numeracy Skills - Strengthen foundational numeracy skills by focusing on basic mathematical operations such as addition, subtraction, multiplication, and division. c. Address Learning Gaps - Identify specific areas where individual learners are struggling in literacy and numeracy and provide targeted instruction to address these gaps and use differentiated teaching strategies to accommodate learners at varying levels of ability, ensuring all students receive the support they need to progress. d. Prepare for Future Learning - Equip students with the foundational skills and confidence they need to excel in future academic subjects and activities.
Expected Output	:	At the end of this activity, elementary learners may show immediate improvements in recognizing letters, sounds, and words. They might begin to read simple sentences or understand the relationship between letters and sounds. Learners are also expected to better understand basic math concepts such as counting, number recognition, addition, and subtraction. They may also start to grasp simple word problems and how to solve them.
Narrative		**Narrative Report: "Starting Strong: Tutorial Series for Mastering Basic Literacy and Numeracy"** May 22, May 29, and June 5, 2025 | New Dalaguete Elementary School, Montevista, Davao de Oro In support of the National Learning Camp initiated by the Department of Education, the "Starting Strong: Tutorial Series for Mastering Basic Literacy and Numeracy" was successfully implemented at New Dalaguete Elementary School, Montevista, Davao de Oro. Conducted on May 22, May 29, and June 5, 2025, this three-day initiative aimed to address the foundational learning needs of primary learners, with a strong focus on strengthening their literacy and numeracy skills. The activity primarily targeted learners who were struggling with reading and basic mathematical operations. Through a series of well-structured tutorial sessions, learners were given opportunities to enhance their ability to read fluently, understand simple texts, and write basic sentences. In addition, numeracy sessions focused on improving skills in number recognition, counting, addition, subtraction, multiplication, and division. The sessions were conducted in a learner-friendly environment, making use of engaging teaching strategies that catered to the learners' individual levels of ability.

	The first day of the tutorial series, held on May 22, served as the orientation and initial assessment day. Learners underwent basic literacy and numeracy tests to identify their current learning levels. Based on the results, they were grouped accordingly to ensure that differentiated instruction could be effectively delivered. Volunteers, with guidance from the Department of Education – Montevista District, used appropriate instructional materials and strategies to conduct the sessions. On this day, learners participated in fun and interactive activities such as phonics games, letter recognition drills, and basic counting exercises. The Local Government Unit of Montevista also played a vital role by providing transportation for the volunteers, ensuring the smooth execution of the program. On May 29, the second day of the tutorial series, sessions became more focused and skill- specific. In literacy, learners were taught how to identify beginning and ending sounds, blend letters into words, and read simple sentences with comprehension. They were also encouraged to write short sentences using common vocabulary words. Meanwhile, numeracy activities involved solving simple arithmetic problems using visual aids and games. Learners practiced addition and subtraction using objects, number charts, and problem-solving exercises that related to everyday situations. The final day, June 5, was dedicated to the reinforcement of previously learned skills. Learners participated in group reading sessions, story retelling, and sentence-building games to build reading fluency and comprehension. In numeracy, they solved basic word problems, practiced multiplication through skip counting, and reviewed all four fundamental operations using fun challenges and interactive exercises. A short post-assessment was also conducted to track learners' progress and identify further areas for improvement. By the end of the three-day tutorial series, noticeable improvements were observed in the learners' performance. Many students showed increased confidence in recognizing letters and sounds, reading simple sentences, and answering questions about short stories. In numeracy, learners demonstrated a stronger grasp of basic operations and were able to solve simple problems with minimal assistance. The program successfully addressed learning gaps by tailoring instruction to the individual needs of the learners, creating a positive and supportive learning environment. Overall, the "Starting Strong" tutorial series not only strengthened the foundational academic skills of the learners but also helped build their confidence and readiness for future academic challenges. The collaborative efforts of the Department of Education, the Local Government Unit, and the school community contributed greatly to the success of this initiative. It is hoped that similar programs will continue to be implemented in the future to support learners who are at risk of falling behind and to ensure that no child is left behind in the journey of learning.

Republic of the Philippines
Davao de Oro State College
Poblacion, Compostela, Davao de Oro Province

PHOTO DOCUMENTATION








Prepared by:

ARNEL T. SERENTAS, MAED
Project Leader
Date: 06/25/26

Approved by:

RONA C. APOLINARIO, PhD
Director, Extension Services Division
Date: 06/26/25

NARRATIVE REPORT

Title of the Activity	:	*Title of the Activity Conducted* *Extension Activity with IP Groups – in celebration of the 12th Founding Anniversary*
Title of the Project	:	*Title* *Extension Activity with IP Groups* *Project Leader: N/A* *Lead Extensionist: Judith R. Tudy* *Technical Staff: (if applicable/delete if not applicable)* *Administrative Staff: (if applicable/delete if not applicable)*
Implementer	:	*ESD and SASD Main Campus*
Responsiveness to GAD Agenda, UN Sustainable Development Goals, AmBisyon Natin 2040, and Future Proofing Principles	:	*Responsiveness to GAD* *This activity can help raise awareness about gender inequalities, traditional gender roles, and discriminatory practices within IP communities. By promoting discussions and dialogue, they can challenge these norms and facilitate social change.* *Responsiveness to UN SDGs* *1. SDG 1: No Poverty: Extension activities can help indigenous communities reduce poverty among them.* *2. SDG 2: Zero Hunger: This activity can contribute to improving nutrition and reducing hunger among indigenous peoples.* *3. SDG 3: Good Health and Well-being: Extension activities can promote health awareness, disease prevention, and access to healthcare services, thereby improving the overall health and well-being of indigenous communities.* *4. SDG 4: Quality Education: Extension programs aimed at promoting education and knowledge-sharing among indigenous peoples can help enhance their access to quality education and bridge the knowledge gap.* *5. SDG 5: Gender Equality: Extension activities can empower indigenous women by providing them with knowledge, skills, and resources, hence promoting gender equality and women's rights.*

		6. SDG 10: Reduced Inequalities: Extension efforts can address the socio-economic disparities faced by indigenous peoples, promoting inclusive development and reducing inequalities. *7. SDG 16: Peace, Justice, and Strong Institutions: Extension initiatives can promote indigenous rights, cultural preservation, and inclusive governance, thus supporting peace, justice, and strengthening institutions.* *Responsiveness to AmBisyon Natin 2040* *By recognizing and integrating the contributions and needs of IP groups into Ambisyon Natin 2040, the Philippines can achieve a more inclusive and sustainable future for all its citizens.* *Responsiveness to Future Proofing Principles* *Conducting extension activities can support future-proofing principles for IP groups by enhancing knowledge, facilitating collaboration, fostering innovation, promoting continuous professional development, providing access to resources, and building capacity.*
Location	:	*Purok 6, Mangayon, Compostela, Davao de Oro*
Duration	:	*Eight (8) hours*
Cooperating Agencies	:	*BLGU Mangayon Tribal Council*
Target Beneficiaries/Participants	:	*Indigenous Peoples of Purok 6, Mangayon, Compostela*
Rationale	:	*Poor nutrition is one of the health issues that most affects indigenous people around the world. In addition to circumstances of extreme poverty, indigenous people suffer from malnutrition because of environmental degradation and contamination of the ecosystems in which indigenous communities have traditionally lived, loss of land and territory and a decline in abundance or accessibility of traditional food sources.* *With this, the Davao de Oro State College thru the Students Affairs and Services Division in partnership with the Extension Services Division will be conducting a Community Outreach Program to the IPs of the community regardless of gender, religious belief, race, or age.* *There will be a symposium/seminar which will be focusing on the health of our IP community as the main topic. Also, recreational activities will be participated by the IPs. These activities will help our IP community in order for them to be knowledgeable enough on how to manage themselves in terms of health and giving them value as part of society.*

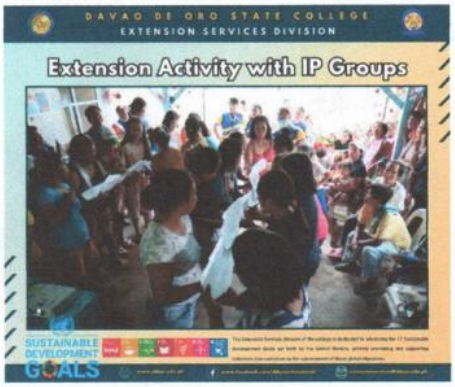
Objectives	:	• *To provide knowledge and understanding on how to manage their health as IP community.* • *To provide feeding program for the Indigenous People.* • *To enjoy and build rapport with the co-IPs thru recreational activities.*
Expected Output	:	*At the end of the activity the participants will be provided with the knowledge on how to manage their mental health, and will be able to mingle and enjoy with each other thru recreational activities.*
Narrative	:	*In alignment with the mission of Davao de Oro State College (DDOSC) to promote inclusive, transformative, and service-oriented education, the Extension Services Division, in collaboration with the Student Affairs and Services Division, the Executive Committee, faculty, and staff, successfully conducted a Community Outreach Activity with the Indigenous Peoples (IP) community of Purok 6 Pillar, Mangayon on June 3, 2025. This outreach program aimed to strengthen community ties, uplift marginalized groups, and promote emotional and educational well-being among IP youth and families.* *The activity began with an opening prayer and the singing of the Philippine National Anthem, setting a solemn and respectful tone. A warm welcome message was delivered by Indigenous Peoples Mandatory Representative (IPMR) Rolando Danlo, who expressed his appreciation for the college's continued support and partnership with the local IP community. This was followed by the presentation of the activity's rationale by Dr. Rona C. Apolinario, Director of the Extension Services Division, who highlighted DDOSC's unwavering commitment to serving underserved communities through meaningful and sustainable initiatives.* *One of the main highlights of the program was the facilitation of a Mental Health Awareness Seminar by Ms. Judalyn J. Forro, RPm, MSPsy, RPsy, the adviser of the IP Club. The seminar emphasized the importance of mental and emotional well-being, particularly among indigenous youth, and served as a platform for promoting resilience, self-care, and community support. To further engage the participants, recreational games were conducted, bringing joy, laughter, and a sense of camaraderie to both children and adults.* *Following the interactive sessions, the college distributed donations consisting of packed lunches and essential school supplies to the children of the community. This symbolic act of care underscored the institution's advocacy for education and its holistic support to community development. The event concluded with an inspiring message from Dr. Gloryjean C. Altamera, Vice President for Academic Affairs, who expressed her heartfelt gratitude to the community and reiterated the college's dedication to public service, equity, and partnership with all sectors of society.*

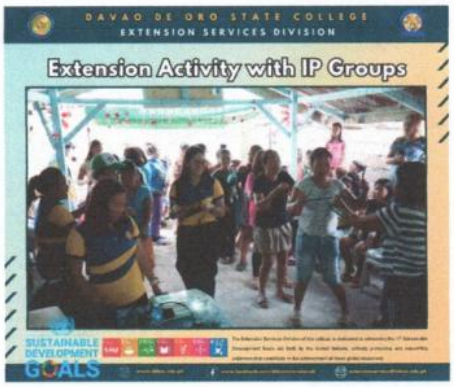
		Through this outreach activity, Davao de Oro State College continues to embody its mission of serving with purpose and empowering communities—one meaningful act at a time.

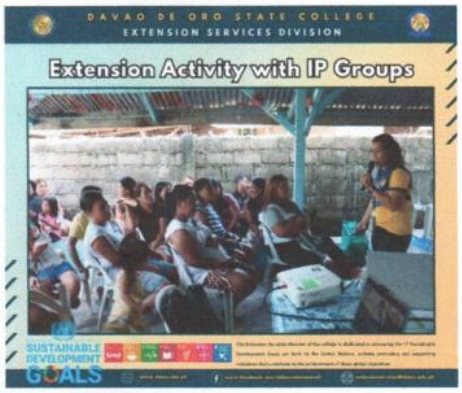
PHOTO DOCUMENTATION

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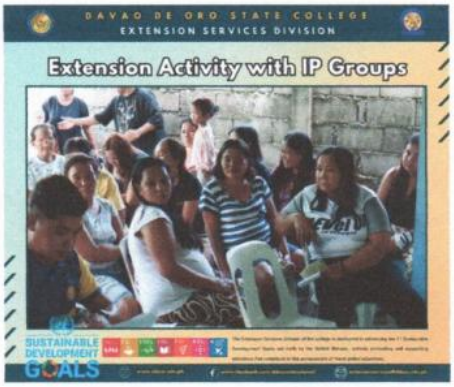
















Prepared by:

JUDITH R. TUDY, MAED
Lead Extentionist
Date: June 5, 2025

Approved by:

RONA C. APOLINARIO, PhD
Director, Extension Services Division
Date: 06/24/25

NARRATIVE REPORT

Title of the Activity	:	*Chicken Farming Livelihood Training*
Title of the Project	:	*Project ADVANCE (Advancing Livelihood for Identified Needs and Gaps)* *Project Leader: Karren Gay S. Redoblado* *Lead Extensionist(s): Jade Vincent D. David* *Deisy R. LLanto* *Technical Staff: Priendhel P. Rodriguez* *Mark Anthony G. Balaba*
Implementer	:	*Extension Services Section - Montevista*
Responsiveness to GAD Agenda, UN Sustainable Development Goals, AmBisyon Natin 2040, and Future Proofing Principles	:	1. ***Gender and Development (GAD) Agenda*** • *Promotes women's active participation in economic activities, particularly in small-scale backyard farming.* • *Ensures inclusivity by empowering women alongside men in livelihood initiatives.* 2. ***Sustainable Development Goals (SDGs)*** • ***SDG 1: No Poverty*** *– Provides livelihood opportunities that can improve household income.* • ***SDG 2: Zero Hunger*** *– Supports food security through sustainable backyard farming.* • ***SDG 5: Gender Equality*** *– Advances women's involvement in economic and agricultural ventures.* • ***SDG 8: Decent Work and Economic Growth*** *– Encourages entrepreneurship and livelihood for community sustainability.* • ***SDG 12: Responsible Consumption and Production*** *– Promotes sustainable farming practices.* 3. ***AmBisyon Natin 2040*** • *Contributes to the vision of a* ***"matatag, maginhawa, at panatag na buhay"*** *by ensuring food security and financial stability.* • *Strengthens the foundation of a healthy and productive society through sustainable livelihood programs.* 4. ***Future Proofing Principles*** • *Equips communities with resilient and adaptive livelihood strategies that can withstand future challenges.* • *Fosters sustainability by promoting eco-friendly and long-term agricultural practices.* • *Builds financial security and reduces vulnerability to economic and environmental risks.*

Location	:	*New Dalaguete, Montevista, Davao de Oro*
Duration	:	*September 24, 2025 – 9:00 AM to 12:00 NN*
Cooperating Agencies	:	*BLGU – New Dalaguete*
Target Beneficiaries/Participants	:	• *Davao de Oro State College (DDOSC) Montevista Branch – Researchers and Extensionists* • *DOPE Communities of Barangay New Dalaguete* • *DDOSC – Faculty, Staff, Extensionists*
Rationale	:	*Establishing a chicken farming business is to address the growing demand for affordable and sustainable sources of protein in the local community. Poultry, particularly chicken, is one of the most consumed meats due to its nutritional value, versatility, and relatively low production cost compared to other livestock. By engaging in chicken farming, the project aims to provide a reliable supply of fresh meat and eggs, contribute to food security, and create livelihood opportunities for the community. Furthermore, chicken farming has a short production cycle, which allows for quicker returns on investment, making it a practical and profitable venture for small-scale and aspiring entrepreneurs. The business also has the potential to contribute to job creation, skill development, and economic activity in the community, supporting both livelihood enhancement and rural development.*
Objectives	:	• *Provide training and education for farm workers to ensure best practices in farming operations.* • *Develop the skills of the community about chicken farming.* • *Enhance the productivity and sustainability of chicken farming.*
Expected Output	:	1. ***Enhanced Knowledge on Chicken Farming*** *– Community partners acquire essential knowledge and skills on proper poultry management and production techniques.* 2. ***Promotion of Sustainable Livelihood Practices*** *– Participants are introduced to sustainable chicken farming methods that can support long-term food security.* 3. ***Strengthened Community Engagement*** *– The activity reinforces the partnership between DDOSC faculty, students, staff, and the local community through livelihood-oriented extension services.* 4. ***Opportunities for Income Generation*** *– Community partners are encouraged to explore small-scale poultry farming as an alternative source of household income.*
Narrative	:	*On September 24, 2025, the DDOSC – Montevista Extension Services Section conducted a Chicken Farming Livelihood Training for community members in Barangay New Dalaguete, promoting sustainable livelihood opportunities in rural areas. The activity was formally opened with remarks by Mrs. Karren Gay S. Redoblado, Project ADVANCE Leader, who welcomed the participants and emphasized the importance of livelihood development.* *The program was guided by Ms. Deisy R. Llanto as the emcee, who facilitated the flow of the training and introduced the different segments and resource persons. The training was conducted under the DILAAB Program, led by Mr. Arnel T. Serentas, DILAAB Program Head, in coordination with the local government of Barangay New Dalaguete. The team also included Ms. Sharmine Faith A. Mahumas, Extension Services Section In-Charge; Mr. Jade*

		Vincent D. David, Lead Extensionist; and Mr. Priendhel P. Rodriguez and Mr. Mark Anthony G. Balaba, Technical Staff. *Mr. Nickson C. Zolina, the resource speaker, shared his expertise on poultry farming, covering basic management, sustainable practices, and strategies for starting and maintaining small-scale chicken ventures. Participants gained practical knowledge on improving productivity, ensuring food security, and developing entrepreneurial skills.* *The activity concluded with closing remarks by Mr. Arnel T. Serentas, reinforcing the importance of chicken farming as a viable livelihood option. Overall, the training highlighted sustainable poultry production as a means to enhance skills, support economic activity, and strengthen food security, while fostering strong community engagement between DDOSC Montevista and the local residents.*

PHOTO DOCUMENTATION









Prepared by:

PRIENDHEL P. RODRIGUEZ, LPT
Staff, Extension Services Section
Date: September 26, 2025

Noted by:

SHARMINE FAITH A. MAHUMAS, MM
In-Charge, Extension Services Section
Date: September 26, 2025

NARRATIVE REPORT

Title of the Activity	:	**FINANCIAL EMPOWERMENT WORKSHOP FOR MSME AND COMMUNITY MEMBERS**
Title of the Project	:	N/A
Implementer	:	DDOSC Maragusan, Entrepreneurship Department
Responsiveness to GAD Agenda, UN Sustainable Development Goals, AmBisyon Natin 2040, and Future Proofing Principles	:	The program supports the GAD Agenda by promoting equal access to livelihood skills for both men and women, fostering gender-responsive economic empowerment. It contributes to UN SDG 1 (No Poverty), SDG 5 (Gender Equality), and SDG 8 (Decent Work and Economic Growth) by providing participants with practical income-generating skills. The workshop aligns with AmBisyon Natin 2040 by enhancing community livelihood capacity and supporting the vision of resilient and financially secure Filipino families. Future-proofing principles are integrated by teaching adaptable, low-cost craft skills and entrepreneurial thinking that can be sustained despite economic shifts.
Location	:	DDOSC Covered Court, Maragusan Branch
Duration	:	December 15, 2025
Cooperating Agencies	:	PWD and Womens
Target Beneficiaries/Participants	:	29 participants, both men and women, who want to earn extra income and are residents of Barangay Pamintaran, Maragusan, Davao de Oro.
Rationale	:	The "Financial Empowerment Workshop for MSME and Community Members" is designed to address the growing need for financial literacy and capability within local communities, particularly among micro, small, and medium enterprises (MSMEs). Many individuals and business owners struggle with managing personal and business finances due to limited knowledge of budgeting, saving, investing, debt management, and the proper use of financial services. Recognizing this gap, the third-year students aim to contribute to community development by sharing practical financial knowledge and skills gained from their academic training. Through this workshop, participants will be empowered to make informed financial decisions, access and utilize financial products responsibly, and set achievable financial goals. By strengthening financial awareness and promoting sound financial practices, the activity supports long-term economic stability, fosters

		entrepreneurial growth, and enhances the overall well-being of community members.
Objectives	:	• To enhance the financial literacy of MSME owners and community members by providing essential knowledge on budgeting, saving, investing, and managing debt. • To increase participants' awareness and understanding of available financial services and products, including bank accounts, loans, insurance, and retirement plans, to help them make informed financial decisions. • To equip participants with practical tools and strategies for setting and achieving personal and business financial goals, promoting long-term financial stability and well-being. • To empower MSMEs and community members to improve their financial management practices, contributing to sustainable business growth and stronger community economic resilience.
Expected Output	:	The expected outputs of the activity include improved financial literacy among MSME owners and community members, demonstrated by their enhanced understanding of budgeting, saving, investing, and debt management. Participants are also expected to demonstrate greater awareness and a more informed use of financial products and services, such as bank accounts, loans, insurance, and retirement plans. Additionally, they will be equipped with practical financial planning tools that help them set and work toward their personal and business goals. The activity is expected to enhance financial management practices within local MSMEs, leading to improved record-keeping and informed decision-making. Active engagement of participants, as demonstrated through their attendance and feedback, is also expected, along with comprehensive documentation of the workshop through attendance sheets, photographs, evaluations, and summary reports.
Narrative	:	On December 15, 2025, the Third-Year students enrolled in ENT 109 – Financial Management successfully conducted an extension activity entitled "Financial Empowerment Workshop for MSME and Community Members." The activity was implemented as part of the course requirements and aimed to extend financial management knowledge to the community. The extension activity specifically identified Persons with Disabilities (PWDs) and women as the primary recipients. These groups were selected to promote inclusive development and to support their participation in micro, small, and medium enterprises (MSMEs) and other income-generating activities. The workshop focused on essential financial management topics, particularly financial statements and cash flow analysis. The students discussed the purpose and components of basic financial statements, including the income statement and balance sheet, and explained how these reports help in assessing business performance. Additionally, the students introduced cash flow analysis, emphasizing the importance of monitoring both cash inflows and outflows to maintain business sustainability.

		The discussions were delivered through simplified lectures, examples, and guided explanations to ensure that the participants could easily understand and relate the concepts to their own financial or business situations. The students actively facilitated the sessions, encouraged participation, and addressed questions raised by the recipients. The activity was successfully conducted through the cooperation of the students and the active engagement of the participants. It enhanced the financial awareness and decision-making capacity of the PWDs and women beneficiaries, while also allowing the students to apply theoretical knowledge in a real-world setting. Overall, the extension activity entitled "Financial Empowerment Workshop for MSME and Community Members" was a meaningful initiative that strengthened community engagement, promoted financial literacy, and reinforced the students' sense of social responsibility and professional development.

PHOTO DOCUMENTATION








Prepared by:

MARIBETH B. SALUDO, LPT, MBA
Date: December 15, 2025

Approved by:

NICK ALVIN G. ASIDOY,MExED
ESS-In-Charge
Date: December 16, 2025

NARRATIVE REPORT

Title of the Activity	:	**COMMUNITY VISIT AND EXTENSION OUTREACH TO INDIGENOUS PEOPLE COMMUNITIES IN MARAGUSAN, DAVAO DE ORO**
Title of the Project	:	Title: N/A Project Leader: N/A Lead Extensionist: N/A Technical Staff: N/A Administrative Staff: N/A
Implementer	:	Teacher Education Department- DDOSC Maragusan
Responsiveness to GAD Agenda, UN Sustainable Development Goals, AmBisyon Natin 2040, and Future Proofing Principles	:	**Relevant SDGs:** SDG 4: Quality Education – by integrating GED 10 experiential learning, promoting inclusive education, and supporting IP youth learning needs. SDG 5: Gender Equality – by ensuring equal participation of IP women and recognizing their vital role in community development. SDG 17: Partnerships for the Goals – Strengthening partnerships between DDOSC Maragusan and the IP community of Maragusan. **GAD Mainstreaming:** The activity ensures gender balance by encouraging participation from both male and female employees, while providing equal opportunities for leadership and coordination to strengthen gender inclusivity in environmental extension work. It also responds to practical needs by offering safety guidance and protective equipment reminders, thereby reducing barriers to participation for all genders.
Location	:	Sitio Sapawan, New Albay and Kurigsaw, Poblacion, Maragusan, Davao de oro
Duration	:	December 12, 2025
Cooperating Agencies	:	Davao de Oro Scholarship Program (DDOSP) and College Student Council (CSC) Maragusan
Target Beneficiaries/Participants	:	IP Students of Sapawan Elementary School and IP learners of Kurigsaw Day Care Center
Rationale	:	The Indigenous Peoples (IP) communities of Maragusan, Davao de Oro such as the Mansaka and Mandaya, represent rich repositories of cultural heritage, ecological knowledge, and ancestral traditions that form part of the Philippines' cultural and historical identity. As outlined in GED 10: Philippine Indigenous Communities, higher education institutions play a vital role in promoting cultural sensitivity, critical understanding of Indigenous lifeways, and the preservation of Indigenous Knowledge Systems and Practices (IKSPs). The course emphasizes field exposure, contextual learning, and authentic engagement with Indigenous cultural communities to bridge academic instruction with real-world understanding.

		In support of this mandate, the Community Visit and Extension Outreach Program seeks to immerse faculty and students in lived IP contexts, allowing them to observe, document, and learn from Indigenous communities within Maragusan. The activity reinforces the principles of inclusive, respectful, and participatory engagement, strengthening awareness of IP rights under RA 8371 (Indigenous Peoples Rights Act), and deepening appreciation of Indigenous ecological stewardship, customary laws, and social structures. This initiative also supports the institution's extension mission to foster community development, cultural preservation, and knowledge cocreation. By engaging directly with IP elders, leaders, youth, and community representatives, the program provides opportunities for collaboration in education, environmental conservation, health, and livelihood. Through this approach, the extension program not only enriches the academic competencies of students taking GED 10 but also strengthens partnerships toward sustainable, culturally responsive, and equity-based community development in Maragusan, Davao de Oro.
Objectives	:	To provide students authentic field exposure aligned with GED 10 outcomes on understanding Philippine Indigenous cultures, histories, and lifeways; To promote respectful knowledge exchange, recognizing the expertise of Indigenous communities in environmental conservation, traditional crafts, medicinal practices, agriculture, and heritage preservation
Expected Output	:	Reflective Learning Journals of students demonstrating cultural understanding, critical insights on IP rights, and appreciation of Indigenous Knowledge Systems and Practices (IKSP). Accomplished Community Visit / Outreach Documentation (attendance sheets, minutes, photos, certificates, activity proceedings).
Narrative	:	On December 12, 2025, a Community Visit and Extension Outreach Activity was successfully conducted in selected Indigenous Peoples (IP) communities in Maragusan, Davao de Oro, specifically at Sapawan Elementary School in Barangay New Albay and Kurisgaw Day Care Center in Poblacion. The activity ran from 8:00 AM to 11:00 AM and aimed to promote meaningful community engagement, support early childhood education, and strengthen the spirit of service and volunteerism among students. The outreach program was facilitated by Ma'am Juliet T. Cervantes and Sir Francis Balaba, with the active participation of students from BEED 3A, BSED Mathematics 3A and 3B, and BSED Social Studies 3A and 3B. The activity was designed to bring joy, encouragement, and learning opportunities to children from Indigenous Peoples communities through interactive and child-friendly engagements. The program commenced with action songs, which immediately created a lively and welcoming atmosphere. These songs encouraged children to participate actively, express themselves freely, and build confidence while learning through movement and music. This was followed by a series of games that fostered cooperation, enjoyment, and social interaction among the children. The games were carefully facilitated to ensure inclusivity and fun, allowing learners to feel valued and engaged.

		One of the highlights of the outreach was the giving of school supplies and gifts to the children. These materials were provided to help support their educational needs and to motivate them to continue attending school with enthusiasm. The children received the supplies with visible excitement and gratitude, making the moment meaningful both for the beneficiaries and the volunteers. Throughout the activity, the students demonstrated strong teamwork, patience, and compassion while engaging with the learners. The activity not only benefited the children but also allowed the participating students to apply their knowledge and values beyond the classroom setting. Overall, the Community Visit and Extension Outreach Activity was successfully implemented and achieved its objectives of fostering community partnership, supporting Indigenous Peoples learners, and promoting social responsibility among future educators. The experience strengthened the commitment of the institution and its students to community service and inclusive education. Continued outreach initiatives of this nature are highly encouraged to further extend assistance and educational support to marginalized communities in Maragusan and nearby areas.

PHOTO DOCUMENTATION







Prepared by:

JULIET T. CERVANTES
Date: 12/13/2025

Approved by:

NICK ALVIN G. ASIDOY, MExED
ESS-In-Charge
Date: 12/13/2025

NARRATIVE REPORT

Title of the Activity	:	Faith In Action: Outreach Program for Indigenous Children
Title of the Project	:	GED 10 Philippine Indigenous Community Outreach Activity *Project Leader:* ***N/A*** *Lead Extensionist:* ***JEAN DESERIE A. ALCISTO, MAED*** ***ALREN JOHN D. DABON, MED-ECE***
Implementer	:	Davao de Oro State College - Montevista Branch faculty and staff with coordination of the students of the Bachelor of Secondary Education - Major in Filipino and Mathematics 3 , and the Bachelor of Elementary Education 3
Responsiveness to GAD Agenda, UN Sustainable Development Goals, AmBisyon Natin 2040, and Future Proofing Principles	:	***SDG 5****: Promotes gender equality by ensuring inclusive participation of boys, and girls in activities* ***SDG 4:*** *Quality education,* ***SDG 3:*** *Good health and well-being* ***SDG 10:*** *Reduced Inequalities*
Location	:	Barangay Lebanon, Montevista, Davao de Oro.
Duration	:	December 12, 2025 start at 8am – 12nn
Cooperating Agencies	:	Municipal Tribal Chieftain, IPMR IP Mandatory Representation, Barangay Tribal Chieftain, IPMR Lebanon, Ancestral Domain Management Officer, Montevista Manguangan Dibabawon Tribal Association , and the DDOSC Extension Services Section - Montevista Branch.
Target Beneficiaries/Participants	:	Indigenous People of the Manguangan and Dibabawon Tribe approximately 100 students from the Manobi Elementary School ranging from Kinder 1 - Grade 6 and IP Members
Rationale	:	*Indigenous communities often face challenges in accessing quality education and resources that are essential for holistic development. As future educators, it is our responsibility to extend learning opportunities beyond the classroom by immersing ourselves in their context and guiding children through literacy, numeracy, and values-based activities. This outreach program, which involves both children and their families, seeks to bridge educational gaps, foster cultural respect, and strengthen community ties. Through this initiative, we seek not only to teach but also to*

		empower, ensuring that indigenous children are equipped with foundational skills and confidence to thrive in an ever-changing society.
Objectives	:	*At the end of the activity, the participants should be able to:* • *Understand the importance of literacy, numeracy, and values formation in their daily lives.* • *Identify ways to preserve and appreciate their cultural heritage while engaging in learning.* • *Develop confidence, skills, and spiritual growth through guided activities led by future educators.* • *Strengthen community partnership by involving parents and elders in the learning process.*
Expected Output	:	*At the end of the outreach program, children are expected to demonstrate improved literacy and numeracy skills through guided learning activities, while also experiencing strengthened values formation and spiritual growth that nurture their character. The program will foster enhanced cultural appreciation and community solidarity by encouraging mutual respect and exchange between educators, children, and families. Moreover, parents, and elders will be actively involved in the learning process, ensuring that the knowledge and values imparted during the immersion are sustained and reinforced within the community.*
Narrative	:	The word solidarity perfectly encapsulated the spirit of the GED 10 Philippine Indigenous Community Outreach Activity conducted by the Davao de Oro State College – Montevista Branch on December 12, 2025, at the gym of Sitio Manobi, Barangay Lebanon, Montevista, Davao de Oro. The successful implementation of the activity was made possible through the collective efforts of students, faculty members, and staff, in partnership with the Indigenous Peoples (IP) community. The program was formally opened and led by Bae Shirly D. Espera, ADMO / BTC Lebanon, who emphasized the importance of preserving, nurturing, and taking pride in the Indigenous tribes with love and respect. She highlighted that unity and cultural appreciation are essential in sustaining the identity and heritage of the Indigenous Peoples amidst societal changes. Following this, Bae Jelyn A. Geolagon shared insights on the traditional food of the Mangguanan and Dibabawon tribes, known as Nilutlut. She underscored the vital role of IP leaders in guiding the youth to actively participate in and appreciate the traditional cooking process, which remains one of the most significant cultural highlights of the tribe. Moreover, Maniguon Bernardo Manabit, SB IPMR / BTC Tapia, delivered an informative discussion regarding the rights of Indigenous Peoples and the laws that protect them, particularly the Indigenous Peoples' Rights Act (IPRA Law – RA 8371). He stressed the importance of legal awareness in safeguarding the welfare and rights of Indigenous communities. In terms of educational engagement, the BEED 3A and 3B students spearheaded

		literacy activities by teaching reading skills and storytelling through fables, aimed at enhancing the children's comprehension and imagination. Meanwhile, the Math 3 group facilitated lessons on numeracy skills, incorporating simple and practical mathematical concepts that were easily understood by the young learners. In addition, the BSED Filipino 3 students actively participated in the distribution of Christmas gift packages for the children and their parents. These packages included snacks, rice, canned goods, noodles, coffee, milk, and other basic necessities, symbolizing compassion and generosity during the holiday season. Towards the conclusion of the program, Mr. Alren Dabon, MAEd, expressed his heartfelt gratitude to everyone who contributed to the success of the outreach activity. He acknowledged the collective commitment and dedication of all participants, emphasizing that the event was a meaningful expression of service and community partnership. Overall, the outreach activity served as a clear manifestation of unity, cooperation, and love, which embody the true spirit of Christmas. Although the material contributions may not have been substantial, they were given with sincerity and genuine care by the students of DDOSC–Montevista Branch to the Indigenous People. This initiative fostered mutual respect, cultural appreciation, and a strengthened bond between the academic institution and the IP community.

PHOTO DOCUMENTATION

(Insert at least two relevant photos of the conducted activity.)



Prepared by:

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Lead Extensionist
Date: 12-16-2025

Approved by:

SHARMINE FAITH A. MAHUMAS, MM
In-Charge, Extension Services Section
Date: 12-16-2025