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DRIVING INNOVATION AND EMPOWERING 1 COMMUNITIES:

PAEPI CONGRESS 2025

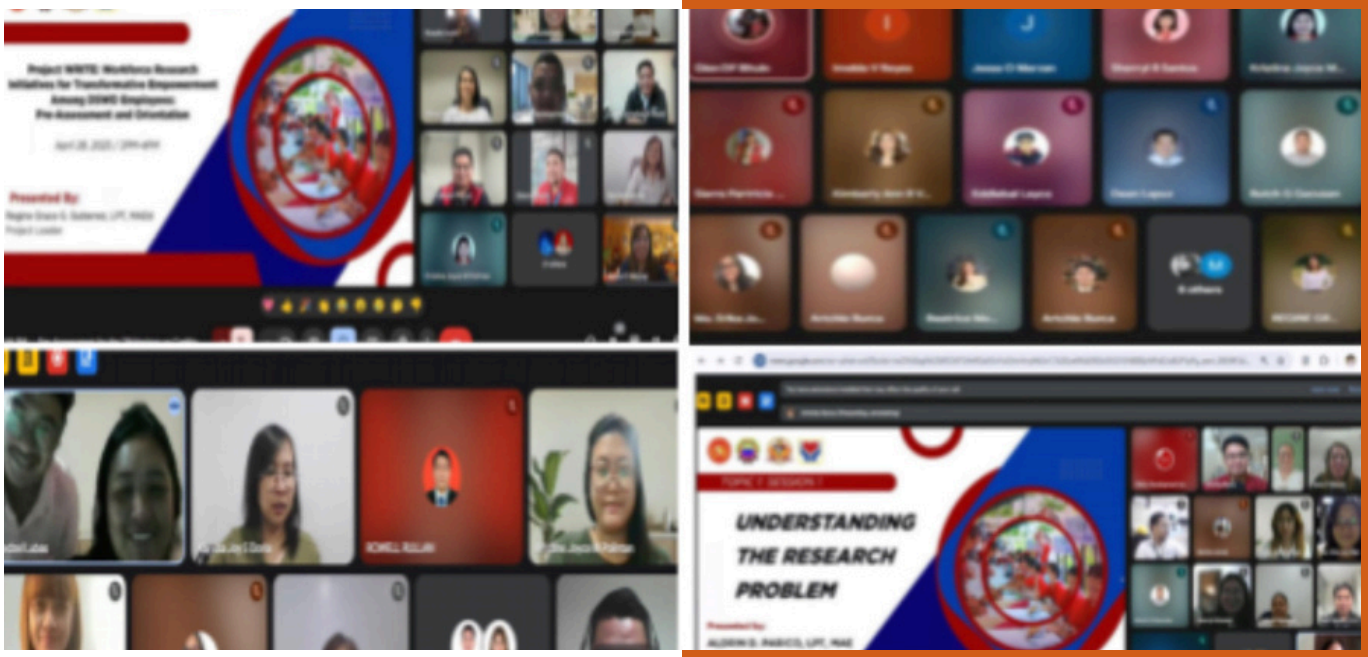
The **PAEPI World Conference on Extension** *2025* took place on *June 10–13, 2025*, at the **Provincial Convention Center, Siargao Island, Surigao del Norte,** and it attracted around *500* extension workers coming from local and international organizations. Under the slogan **"Embracing Science and Technology-Driven Extension Platforms for Sustainable and Inclusive Communities,"** the congress showcased tenacity, teamwork, and the role of science and technology in community welfare.

Surigao del Norte State University, with North Eastern Mindanao State University (NEMSU), the **SAFE Network** and other academic and government partners, was the congress organizer and included *190* research paper presentations from six major themes from agriculture and environment to **ICT** and entrepreneurship across the globe, thus demonstrating the collective endeavor for building sustainable and inclusive societies.

A remarkable moment of the congress was the plenary lecture of **NEMSU** *President, Dr. Nemesion Loayon*, who presented a talk on ***"Sustainability and Strategic Mechanisms of NEMSU Community Extension Programs."*** He brought to light the four pillars of the university: **Food Security, Environmental Conservation, Literacy and Education, and Digital Empowerment** and by the way of example, he presented the **Danggit Ice Cream** and **Banana Loaf**, which are the symbols of both creativity and sustainability, as successful community outputs.

The opening of congress was an event that kicked-off on *June 11, 2025,* at the **Del Carmen Convention Center,** bringing extension leaders, educators, and government partners together with a common goal and in a spirit of unity. The event was a partnership of faith and shared vision; the participants not only celebrated but also demonstrated the power of collaboration—through the innovative and compassionate approaches of science and technology, communities could be empowered and lives transformed.

Among the recognized speakers were *Engr. Inla Diana C. Salonga*, who talked about ***"PROGRAM AQUA: Water Access Through Innovation,"*** a project that through the use of technology is supporting sustainable solutions for water, and *Dr. Dean B. Lapuz* who illustrated ***"Reflection on Extension Works Initiatives: Success or Mess?"***, a deep and stimulating assessment of the results of extension works and their persistent influence on the community.



ADVANCING KNOWLEDGE: DSWD STRENGTHENS STAFF THROUGH RESEARCH TRAINING

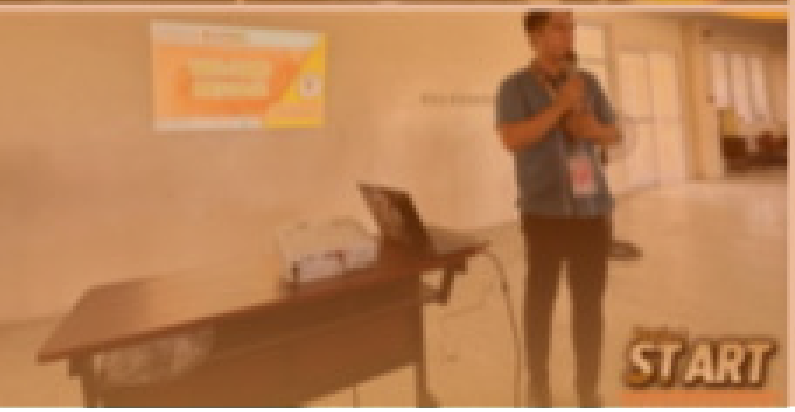
The College of Social Science and Philosophy, in partnership with the **Department of Social Welfare and Development (DSWD)**, successfully conducted the **DSWD Research Capacity Program (RCP)** from *January to May 2025*. This program aimed to improve the research and professional skills of **DSWD** staff by teaching them how to design studies, write research papers, and follow ethical research standards.

Through fun and interactive workshops, the participants learned the basics of writing research papers, planning research projects, and following proper ethics when using data. The sessions were lively and engaging, giving **DSWD** staff the chance to share their own experiences, ask questions, and connect what they learned to their everyday work.

The main goal of this training was to help **DSWD** employees use research as a tool to improve their programs and services. By gaining these skills, they can now produce data-based reports and studies that help create better and more effective social welfare projects.

At the end of the program, participants showed greater confidence and ability in conducting research. Many of them were able to create their own research projects that aim to make social welfare programs in their communities better and more helpful for the people.

The **DSWD Research Capacity Program** shows the agency's strong dedication to learning and innovation. By guiding its staff to think critically and use reliable information in their work, **DSWD** ensures that every program they develop genuinely serves and supports the Filipino people.



EMPOWERING EDUCATORS: PROJECT START TRAINS MAPEH TEACHERS IN ACTION RESEARCH

The College of Education held another successful phase of ***Project START (Specialized Training on Action Research for Teachers)*** in *April 2025* at Pampanga High School. The program aimed to help **MAPEH teachers** improve their research skills by guiding them in finding research problems and reviewing related studies. A total of teachers *43* **MAPEH** teachers joined the training to build their confidence and ability to do meaningful action research.

The *Modules 2 and 3* of **Project START** officially began with a heartfelt Opening Prayer led by Assoc. The program began with a prayer led by *Prof. Mary Chantelle O. Carlos*, followed by a welcome message from *Mr. Richard C. Agustin*, the principal of Pampanga High School, welcomed everyone to the event.

Before start the event, *Assoc. Prof. Julius Ceazar G. Tolentino, Area Chairperson of the Bachelor of Physical Education Program and Lead Coordinator of Project START*, gave his Opening Remarks. He talked about how action research is important in helping teachers improve their teaching and in making students learn better.

Ms. Luwy R. Valenzuela, Instructor II, introduced the day's speakers—*Ms. Paula Mae Q. Fernandez and Ms. Stephanie G. Dizon* led *Modules 2 and 3* about **Problem Conceptualization** and **Review of Related Literature.** Through easy-to-follow lessons and activities, the teachers learned how to identify real problems in their classrooms and use research to find ways to solve them.

During the **Workshop Proper**, the participating teachers shared their draft research problems, which served as the foundation of their future action research projects. **Assoc. Prof. Tolentino** shared helpful advice with the teachers, guiding them to make their research questions simple, clear, and easy to work on.

The program ended with Closing Remarks from *Mr. Mark David M. Jaime, Head of the MAPEH Department*, who thanked the teachers for joining and showing their dedication to learning.

By working together, the teachers improved their research skills and felt more confident doing action research. The training helped them think about their teaching, spot problems, and find ways to make learning better for their students.

The success of **Project START** shows the College of Education's strong commitment to helping teachers improve and grow. By giving **MAPEH** teachers the skills and knowledge to do research, the program promotes creative and reflective teaching, making every classroom a place for learning and positive change.

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IGNITING LITERACY:

COLLEGE OF EDUCATION ENHANCES READING FLUENCY THROUGH MARUNGKO PROGRAM

The intervention program aimed to improve the reading fluency and comprehension of the struggling *Grade 1* pupils at **Bacolor Integrated School** through a five-week reading program. The education college took the lead in this very emotional and positive endeavor to raise the literacy skills of young learners. The activity that started in *February* and finished in *April 2025*, not only demonstrated the College's commitment to teaching young children to love reading through the **Marungko method**, a systematic phonics-based approach, but also the college's involvement in the project of that period.

The literacy program which was the project of the College of Education students included an intensive letter sound recognition and reading short stories with comprehension. In the *first* week the students were given a presentation on the fundamental sounds of the letters which was making the way for their reading process. At the end of the *second* week, they were already being able to make and read easy words from the letters they had just learned.

During week *three* of the program, the kids absorbed two- and three-syllable words and got into reading very short sentences formed of those words. The week's activities were excellent for children to build their decoding skills and consequently up their reading self-confidence. The *fourth* week saw the children reading simple sentences that were made up of familiar and basic sight words—an important transition that made their understanding of the sentences and comprehension better.

In the end, the *fifth* week was the time when the learners started reading short stories. These stories did not only speed up their reading but also increased their vocabulary and comprehension as well. It was through very patient and skilled teachers in reading drills that the student extensionists decoded and made available to each learner the support necessary for him/her to grow and succeed.

The outcomes of the intervention were truly inspirational. The greater part of the students who were initially classified as non-readers and were taking part in the program could now acknowledge words, read out loud short sentences, and even grasp simple stories. The evident improvement of the *24* students showcased the efficacy of the **Marungko method** and the dedication of the student extensionists who cooperated intimately with each kid.

The project was a real proof of the College of Education's aim of developing literacy and lifelong learning. Besides, it was an indication of the close collaboration between the **College and Bacolor Integrated School** in giving young readers the opportunity to experience the joy and power of reading.

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HARNESSING THE SUN:

CEA INSTALLS SOLAR STATIONS TO EMPOWER STUDENTS AND TEACHERS

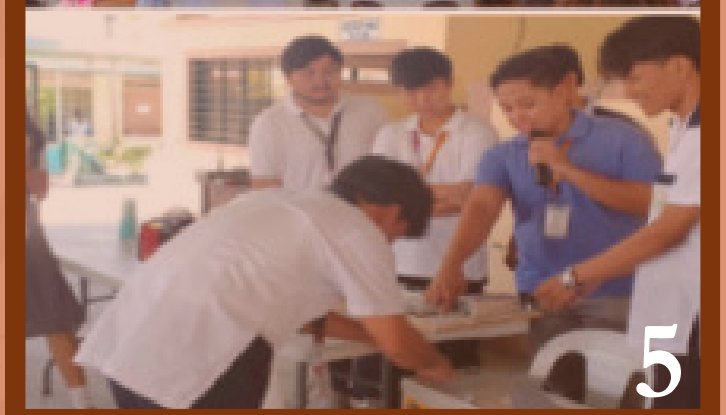
In *March 2025*, the College of Architecture and Engineering, together with **Betis National High School**, started a project to promote clean energy and help students work and learn more easily. The program set up solar-powered charging stations and held workshops for students and teachers, combining practical energy solutions with lessons about the environment.

The project placed solar charging stations around the school so students and teachers could easily charge their tablets, laptops, and smartphones. This made it easier for students to do their schoolwork without worrying about batteries running out and helped them keep learning digitally, even in places with unreliable electricity.

Along with setting up the solar stations, workshops were held to teach students and teachers about using solar energy, taking care of the equipment, and protecting the environment. At the same time, workshops and orientation sessions were held to teach students and teachers about solar energy, how to take care of the systems, and the importance of protecting the environment. These activities helped students and staff learn how to take care of the solar hubs. They also made students and teachers more interested in green technology and motivated them to protect the environment.

A total of *85* students and teachers participated in the program, benefiting from both the improved access to digital resources and the increased understanding of sustainable energy. By combining practical solutions with educational workshops, the project not only improved learning opportunities but also raised awareness about renewable energy and the importance of protecting the environment.

This project shows the College of Architecture and Engineering's dedication to creating sustainable learning spaces, helping students with practical solutions for their studies, and teaching the responsible use of renewable energy for the future.



ELEVATE

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ELEVATE PROGRAM INSPIRES STUDENTS AND TEACHERS IN STEM LEARNING

From *January to June 2025*, **Bacolor Integrated School** was full of excitement as students and teachers took part in **ELEVATE**. The program's name stands for **Educators and Students in Electronics and Robotics Advancement through Training and Engagement.** It was made to help everyone enjoy and learn electronics and robotics easily.

The program had two main parts. The first part focused on students, letting them work with **ECE** lab tools, project models, and electronic parts. They learned by doing projects and practicing skills, and tests before and after showed how much they improved. Students really enjoyed seeing how what they learned in theory worked in real life, which helped them understand electronics better.

Students were also encouraged to join local and international robotics competitions. This helped them be creative and try new ideas. Older students showed their projects, which made the lessons more fun and easier to follow.

The second part of **ELEVATE** was for teachers. They learned new skills and easier ways to teach electronics and robotics. With help, discussions, and practice, teachers got better and felt more confident teaching **STEM**.

ECE faculty members guided and supported students and teachers throughout the program. Feedback from participants was collected to improve future sessions. To recognize their hard work, the **ECE Extension Team** received certificates of appreciation, while all participants were awarded certificates showing what they had learned.

To make the program more fun, participants were given meals and small prizes. Students also learned about **Electronics Engineering** as a possible career, showing them what opportunities they could have in the future.

ELEVATE inspired students to explore **STEM** careers and deepen their knowledge of electronics and robotics. Teachers learned useful ways to teach, helping both their current and future students. The program also encouraged creativity, learning, and interest in engineering careers.

This initiative was made possible through the collaboration between the College of Architecture and Engineering and Bacolor Integrated School. By combining hands-on learning, mentorship, and career guidance, **ELEVATE** provided a strong foundation for students and teachers to thrive in the world of electronics and robotics.