COMMUNITY EXTENSION PROGRAM

COMMUNITY

- Derived from the Old French word *communité* which is derived from the Latin *communitas* (cum, “with/together” + munus, “gift”), a broad term for fellowship or organized society.

- It involves relationships between a specific group of people. These relationships are fused by their common values, goals, and a way of life.

- German sociology:
  - *Gemeinschaft* – an association in which individuals are oriented to the large association as much as, if not more than, to their own self interest
  - *Gesselschaft* – describes associations in which, for the individual, the larger the associations never take precedence over the individual’s self interest

- Every community formed out of common values, goals, and purposes is different and distinct from others. Communities vary as do the individuals who organized them.

- “A group of individuals who have learned how to communicate honestly with each other, whose relationships go deeper than their masks of composure, and who have developed some sufficient commitment to rejoice together, mourn together, and to delight in each other, make others’ conditions our own.” (Peck)

- Sense of Place

- The concept of community is commonly associated with a place/territory because people usually attach their emotion, attitude, faith, or belief to the physical space that it represents.

- The popularity of this particular sense continues to drop because of the rise of the Internet. Since the advent of this technological phenomenon, the concept of state boundary and territory were eradicated because it empowers people to gather virtually through online “community” and share common interests regardless of physical location.

- Sense of Community

- It is natural for an individual to have a sense of belonging, a feeling of being connected and accepted within one’s family and community.

- Four aspects:
  - Sense of membership
  - Influence
  - Integration and fulfillment of needs
- Shared emotional concern

- **Characteristics**
  - It can be limited to a specific task or action.
  - Often the result of a community disaster where individual and group differences that might separate people during normal times are overlooked in order to assist/help their fellow community members who are in need.
  - Evident among ethnic groups, especially newly arrived immigrants, who “stick together” often settling with others from their ethnic group who proceeded them in an effort to survive in a strange and new country.

- **STI MISSION**
  - We are an institution committed to provide knowledge through the development and delivery of superior learning systems.
  - We strive to provide optimum value to all our stakeholders – our students, our faculty members, our employees, our partners, our shareholders, and our community.
  - We will pursue this mission with utmost integrity, dedication, transparency, and creativity.

- **STI VISION**
  - To be the leader in innovative and relevant education that nurtures individuals to become competent and responsible members of society.

- **COMMUNITY EXTENSION**
  - It is a means of expanding students’ horizons and aspirations beyond the campus through the provision of enrichment activities.

**INSTITUTIONAL AND LEGAL UNDERPINNINGS OF CEP AND STI’s CEP**

**Social Responsibility**

It refers to one’s duty and obligation to perform actions that are focused on giving concern and sensitivity for the benefit of others, especially the disadvantaged.

**Corporate Social Responsibility**

Social responsibility of business/school is the result of the essential function it performs for a variety of stakeholders and the immense influence it has over the lives of stakeholders.

**PAASCU**
“The college or university in educating for citizenship operates not just intramuros, through the academic and professional programs and through the pursuit of the fundamental objectives of total human formation which include a necessary social dimension. It must also operate extra-muros, beyond its walls. A college or university enhances its dignity and integrity, extends its identity beyond its walls and achieves a larger goal.”

Executive Order No. 117

Section 3: Declaration of Policy. – It is hereby declared as a basic State policy that the education system shall make a maximum contribution to the attainment of national development goals; that the State shall promote and maintain equality of access to education and enjoyment of the benefits thereof by all citizens, and that the State shall use education as an instrument for the development of the cultural communities of the nation and the deprived community to enrich their participation in the community and national life and to unify all Filipinos into a free and just nation.

Letter of Instruction No. 606

Whereas, there is a need for the State colleges and universities to intensify their efforts in their present endeavors to transfer to the community their expertise, scientific and technological knowledge so that the barangays will be able to benefit from these expertise and advance scientific and technological knowledge relevant to their communities.

Letter of Instruction No. 607

Whereas, private schools, colleges and universities, in view of their altruistic and public service orientation, may find it propitious to join cause with the government in these programs for our least fortunate communities and share with them the expertise and technology which is available in these educational institutions.

Article XIV Sec. 2 Par. 4 (1987 Constitution)

“Encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs.”

STI’s CEP (Program Objectives)

- Develop competencies as students involve themselves in community extension activities in order to better understand their community.

- Productively channel emotions as they interact positively with other people in the community.

- Develop mature interpersonal relationships as they learn to understand the reality and dynamics of the community.

- Establish identity as they learn to value and have a clearer perception of their community.

- Match personal values with socially responsible behavior.
STI’s CEP (Program Advocacy)

- Illegal logging, unsupervised mining and even littering have been identified as potential causes of diseases, flash floods, and other calamities.
- These man-made activities have indeed directly and indirectly affected our environment.
- STI recognizes this alarming reality and has therefore chosen to be an advocate of care and protection of the environment.

The CEP Committee

- **Program Enabler**
  - S/he recognizes and accepts that participation to the Community Extension Program, whether required or not, is part of one’s education at STI.
  - S/he is expected to:
    - identify and collaborate with the selected community,
    - formulate CEP activities together with the chosen community,
    - create a timeline for CEP activities,
    - suggest a working budget to the Program Champion,
    - take the lead in the implementation of the CEP activities,
    - evaluate CEP activities and prepare progress reports, and
    - provide relevant inputs to the CEP committee for the effective implementation of the CEP.

- **Program Facilitator**
  - S/he recognizes and accepts that participation to the Community Extension Program is part of one’s professional and personal commitment to the academic profession.
  - S/he is expected to:
    - promote CEP to all students,
    - identify student volunteers,
    - assist Program Enablers in community consultations,
assist Program Enablers in the formulation of CEP activities,

- ensure that CEP activities are in line with the Program’s objectives,
- conduct processing for Program Enablers before, during and after all CEP activities, and
- assist Program Enablers in the evaluation of CEP activities.

Implementing Guidelines

- Program Enabler should (before the project):
  - identify existing issues within the school that affect the CEP advocacy,
  - conduct preliminary research on the causes and effects of identified issues,
  - discuss possible activities that would help address the identified issues,
  - draft the project proposals to be presented to the Program Facilitator,
  - if needed, revise the proposal per Program Facilitator’s advice,
  - secure a permit to conduct activities which are indicated in the project proposal on campus,

- Program Enabler should (before the project):
  - create a project checklist to monitor progress,
  - confirm attendance, tasks, and responsibilities assigned,
  - make sure all contact information of all involved members is shared,
  - create a way to measure the project’s success based on its purpose (feedback or evaluation forms), and
  - monitor all expenses, income, or both.

- Program Enabler should (during the project):
  - double-check the venue and materials to be used,
  - start all activities on time,
  - if applicable, distribute evaluation of forms,
  - take pictures, videos or necessary documentation for future reference, and
  - pay attention.
Program Enabler should (after the project):

- thank all participants,
- acknowledge efforts made by the members of the CEP,
- ensure that the venue and other resources are in proper condition before leaving,
- return all borrowed materials immediately,
- if applicable, collect and collate all evaluation forms,
- settle all payables,
- file all evaluation results in proper condition before leaving, and
- schedule a general meeting with all committee members for the processing.

Program Enabler should (throughout the project):

- take every opportunity to experience new things,
- do not compromise academic responsibilities,
- consult and coordinate with members,
- adhere to the final activity plan,
- monitor the status of the project, and
- update program facilitator.