4.3.4 Educational Outreach Activities Beyond Campus

Davao Oriental State University (DOrSU) extends its educational mission beyond the university through community-based learning initiatives, outreach programs, lectures, demonstrations, and extension activities conducted in local communities and schools. These initiatives promote knowledge sharing, skills development, and community empowerment while providing opportunities for students and faculty to contribute to inclusive and sustainable development.

Sudlon Elementary School

Davao Oriental State University through their Project C.H.I.L.D (Community to Household Initiatives through Learning Development: A School-Based Extension Project). This initiative provided invaluable training and orientation for students, teachers, and parents, equipping them with essential skills to manage stress and effectively navigate any challenges we encounter. We eagerly anticipate working with them once more, as their guidance in this project has made a significant positive impact.



Source: https://www.facebook.com/share/p/1BzRkNRYuk/

MEMORANDUM OF AGREEMENT

This agreement is made and entered into this 11th day of June 2024 in Sudlon Elementary School, Mati City, Davao Oriental, Philippines by and between:

The **SUDLON ELEMENTARY SCHOOL**, a primary school, one of the 13 schools under Mati Central District, Division of Mati City with office address at Sitio Banahaw, Sudlon, Brgy. Central, Mati City, Davao Oriental, represented by **DR. MICHELLE A. GUIBAO**, School Head, herein referred to as "SEC DepEd Davao Oriental" "SES".

and

The **DAVAO ORIENTAL STATE UNIVERSITY** (DOrSU), a higher education institution chartered under RA 11033 with principal address at Guang-guang, Brgy. Dahican, City of Mati. Davao Oriental, represented by its president, **DR. ROY G. PONCE**, hereinafter referred to as "DOrSU".

The parties hereby bind themselves to undertake a memorandum of agreement under the following terms and conditions.

SECTION 1: DESCRIPTION OF THE PROJECT

WHEREAS, SUDLON ELEMENTARY SCHOOL seeks to implement Tutorial in Reading, Numeracy, and Literacy, a campaign that aims to help Filipino children become functionally literate in Reading, love numbers, improve numeracy and literacy skills through empowering education stakeholders.

WHEREAS, The **BACHELOR OF ELEMENTARY EDUCATION** of the Faculty of Teacher Education of Davao Oriental State University, herein referred to as **BEEd** will plan, implement, evaluate extension activities indicated in Project **C.H.I.L.D.**

WHEREAS, to fully implement Project **C.H.I.L.D.**, Bachelor of Elementary Education Program of Davao Oriental State University has initiated the Project: Community to Household Initiatives Through Learning and Development (C.H.I.L.D.). This project aims to bridge the gap between school and home by fostering collaborative learning environments that extend beyond the classroom. Through C.H.I.L.D., the school seeks to engage both the community and households in the educational development of students, ensuring that learning is a continuous process supported by all stakeholders. The project will be implemented with a focus on holistic child development, involving parents, teachers, and community members in creating a nurturing and supportive educational ecosystem.

WHEREAS, Project 1**: Stress Debriefing for Teachers and Parents** aims to provide mental and emotional support to educators and parents, equipping them with coping mechanisms to manage stress, and includes the following components: This initiative seeks to provide support through structured debriefing sessions, offering coping strategies and mental health resources. The project aims to enhance the well-being and resilience of teachers and parents, enabling them to better support students' educational experiences. The implementation of this project will be a collaborative effort between BEEd

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Program of DOrSU and Sudlon Elementary School, ensuring a comprehensive approach to mental health and well-being.

Component 1: **Psychosocial Support with Storytelling for Learners**, which offers emotional care through engaging storytelling sessions.

Component 2: **Donation Drive**, focused on gathering and distributing school supplies, clothes, and toys to students in need; Thus, **Donation Drive** will be practice in response to the ongoing socio-economic challenges faced by many communities, particularly in times of crises such as natural disasters, pandemics, or economic downturns. The necessity for collective action through donation drives becomes paramount. The donation drive aims to address the immediate needs of individuals and families who are disproportionately affected by these crises. By organizing a donation drive, we not only extend material support but also foster a sense of solidarity and community resilience. It provides an avenue for individuals to contribute meaningfully to the well-being of others and to promote empathy and altruism within our community.

WHEREAS, Project 2: **Learning Enables Ability in Reading and Numeracy (L.E.A.R.N)** is designed to directly address literacy and numeracy issues among students, featuring: This initiative is designed to provide targeted support to students who may be struggling in these fundamental areas, thereby improving their academic performance and overall confidence. The project will be implemented in collaboration with Bachelor of Elementary Education Program of Davao Oriental State University, Sudlon ES, and other cooperating agencies, leveraging the expertise of educators and volunteers to create an engaging and effective learning environment.

Component 1: **Tutorial in 3Rs (Reading, wRiting, and aRithmetic)**, which provides focused tutoring to enhance students' fundamental skills in reading, writing, and mathematics;

WHEREAS, Project 3: **Knowledge Pulse: Spreading Awareness, Sparking Change** seeks to promote the exchange of knowledge and best practices in education, featuring:

Component 1: **Insight Exchange: Enhancing Learning through Information Sharing**, which fosters collaboration and information sharing among educators, parents, and community members to improve educational strategies;

WHEREAS, Project 4: **Bring Up Innovative Learning and Development (B.U.I.L.D)** is aimed at fostering creativity and innovation in education by developing new learning strategies and tools to enhance student engagement and learning outcomes;

WHEREAS, the implementation of these projects reflects the shared commitment of the Bachelor of Elementary Education (BEEd) of Faculty of Education and Teacher Training (FTEd), Davao Oriental State University, and partner organizations to uplift the quality of education and address the holistic needs of both learners and educators;

SECTION 2: RESPONSIBILITIES

WHEREAS, the parties shall have the following responsibilities:

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BACHELOR ELEMENTARY EDUCATION (BEED) UNDER THE FACULTY OF TEACHER EDUCATION (FTED) OF DAVAO ORIENTAL STATE UNIVERSITY (DORSU) shall:

2.1 Provide Expertise and Resources: Offer the necessary academic expertise, teaching materials, and other resources required for the successful implementation of the project. This includes the development of instructional materials, assessment tools, and other educational resources that align with the objectives of the project.

2.2 Conduct Training and Workshops: Facilitate training sessions and workshops for teachers, parents, and other stakeholders involved in the project. These sessions will focus on enhancing pedagogical skills, introducing effective teaching strategies, and providing guidance on supporting student learning both in and out of the classroom.

2.3 Monitor and Evaluate: Regularly monitor and evaluate the progress of the project, ensuring that it meets its goals and objectives. This includes collecting data, conducting assessments, and providing feedback to improve the implementation process.

2.4 Collaborate with Partner Organizations: Work closely with Sudlon Elementary School and other involved parties to ensure a smooth and coordinated effort. This collaboration will involve regular communication, joint planning sessions, and shared responsibilities in project execution.

2.5 Provide Stress Debriefing for Teachers and Parents with the help of Registered Psychologist.

2.6 Organize a donation drive to supply school essentials to students affected by disasters, crises, and weather disturbances like easterlies.

2.7 Offer bi-monthly tutorial sessions focusing on improving numeracy and literacy skills, held every Friday.

2.8 Appoint dedicated personnel to liaise with Sudlon Elementary School DepEd in Davao Oriental for Project (C.H.I.L.D).

2.9 Ensure that all educational materials and modules used in tutorials are of high quality and tailored to meet the specific learning needs of students.

2.10 Support SUDLON Elementary School with remedial reading programs

2.11 Provide psychological support to students through storytelling sessions using big books and inspirational videos covering major subjects in BEEd.

2.12 Conduct stress debriefing sessions for teachers and parents with the assistance of a licensed psychologist.

SUDLON ELEMENTARY SCHOOL shall:

2.13 Facilitate Implementation: Ensure the smooth implementation of Project C.H.I.L.D. within the school by coordinating with teachers, parents, and the community. This includes scheduling activities, allocating resources, and providing the necessary logistical support to execute the project effectively

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2.14 Engage Stakeholders: Actively involve parents, guardians, and community members in the project's activities. The school shall organize and promote participation in workshops, meetings, and other events that are part of the initiative, fostering a collaborative environment for student development.

2.15 Provide Access to Facilities: Offer the necessary facilities and learning environments for the conduct of training sessions, workshops, and other project-related activities. This includes making classrooms, meeting spaces, and other school resources available as needed to support the Bachelor of Elementary Education facilitators and staff at Davao Oriental State University (DORSU) in successfully carrying out the activity.

2.16 Compile a list of students who require remedial reading, numeracy tutorials, and school supplies. Inform parents and teachers about the scheduled psychosocial support sessions and stress debriefing sessions.

2.17 Support Monitoring and Evaluation: Assist in the collection of data and the assessment of the project's progress by providing access to relevant records and facilitating communication between stakeholders. The school will cooperate with BEEd monitoring and evaluation efforts to ensure the project achieves its intended outcomes.

2.18 Distribute the necessary modules created by the Bachelor of Elementary Education program at Davao Oriental State University to the students in need. Educate parents, teachers, stakeholders, and partners on the significance of participating in activities and utilizing learning materials as part of the (C.H.I.L.D.) program.

2.19 Promote Sustainability: Work towards the sustainability of Project C.H.I.L.D. by integrating its principles and practices into the school's regular operations. The school shall explore ways to maintain and expand the project's impact even beyond the initial implementation period.

SECTION 3: OWNERSHIP

The SUDLON Elementary Schools of Davao Oriental and the Bachelor of Elementary Education of Faculty of Teacher Education of Davao Oriental State University shall have **co-ownership rights** over the crafted learning materials, videos, and modules.

Both parties shall have exclusive rights to produce, distribute, and utilize the learning materials, videos, and modules.

Consent shall be sought from both parties should there be production, distribution, and utilization of the learning materials, videos, and modules other than for the purpose of the implementation of Project C.H.I.L.D.

SECTION 4: PROJECT EFFECTIVITY

This Memorandum of Agreement shall take effect upon its signing and shall remain in full force and effect during the entire project duration from March 2023 to March 2028.

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SECTION 5: CAPACITY AND AUTHORIZATION

The parties herein warrant that they have the capacity, power, and requisite authorization to enter into this Agreement. Each party affirms that it possesses the necessary legal standing, institutional authority, and organizational capability to fulfill the obligations and responsibilities outlined in this Agreement. Furthermore, the individuals signing on behalf of their respective institutions are duly authorized to execute this Agreement and to bind their institutions to its terms and conditions.

SECTION 6: SEPARABILITY CLAUSE

Should any part of this Agreement be judicially declared null and void, such nullity shall not affect the validity of the remaining provisions hereof. The parties agree that the unaffected provisions shall continue to be in full force and effect, and they commit to negotiate in good faith to amend or replace the invalidated section with a provision that closely reflects the original intent of the Agreement, to the extent permitted by law.

SECTION 7: BREACH OF CONTRACT

This Memorandum of Agreement is automatically rescinded if this document is used to commit fraud or any act that is contrary to law, moral, good customs or public policy. Also, the violation or omission of any of the provisions of this Agreement shall be ground for the cancellation or rescission of the same without need for legal or court action.

SECTION 8: RENEWAL AND AMENDMENTS

This Agreement may be renewed, revised, amended, or modified only through a written instrument duly executed and signed by all parties involved. Any changes or extensions to the terms of this Agreement must be mutually agreed upon and documented in writing, ensuring that all parties consent to the adjustments. Such modifications shall become effective only after being signed by the authorized representatives of each party.

IN WITNESS WHEREOF, the parties hereto have signed this MOA on the date and at the place first above written.

For Sudlon Elementary School

MICHELLE A. GUIBAO, EdD
School Head, Sudlon ES

For Davao Oriental State University

ROY G. PONCE, EdD
SUC President III

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SIGNED IN THE PRESENCE OF:

JORAH M. SANCHEZ, MAEd Faculty, Sudlon ES	**CARLOS JAE B. SOLIVEN, MAEd** Program Head, BEEd
CAMEL JASMIN C. BASADRE, LPT BEEd, Faculty	**ESTELA MARIE LIBREA, MAEd** BEEd, Faculty
CHRISTIAN D. TAGHOY, LPT BEEd, Faculty	**RONALD F. ALONZO, LPT** BEEd, Faculty

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ACKNOWLEDGEMENT

REPUBLIC OF THE PHILIPPINES }
CITY OF MATI }

BEFORE ME, a Notary Public for and in CITY OF MATI, on this _____ day of 10 DEC 2024 appeared the following:

Name	ID Number	Date Issued	Place of Issue
ROY G. PONCE	P3090154b	Sept 5, 2019	City of Mati
MICHELLE A. GUIBAO	7307340	01/20/2011	Dahican, Mati City

This instrument consisting of six (6) pages including this page on which the acknowledgment is written, all of which are signed by the parties and their instrumental witnesses, sealed with my notarial seal.

I have hereunto set my hand and seal this 10 DEC 2024 day of _____, 2024 in the City of Mati, Davao Oriental, Philippines.

ATTY. GILBERTO M. MABUAY
Notary Public
Roll of Attorney's No. 53371
Notarial Commission No. 2023-02-2024- / Until 12-31-24
PTR No. 1595886 / 01-03-2023 / Mati City
IBP Lifetime No. 19669 / Manila
MCLE Compliance No. VII-0008262 / Until 04-14-25
Address: 2/F Almario Bldg., Rizal St., Central, Mati City, Davao Oriental

Doc No. 55
Page No. 11
Book No. 203
Series of 2024

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DAVAO ORIENTAL STATE UNIVERSITY
OFFICE OF THE PRESIDENT

DAVAO ORIENTAL STATE UNIVERSITY
OP
RELEASED
Date: 07 APR 2025
By: ROGELYN P. MALIT
3:23PM
CITY OF MATI

Special Order No. 14-D, s. 2025

To:

MR. CARLOS JAE D. SOLIVEN	Program Leader/Project Leader 2/Facilitator
MS. ESTELA MARIE LIBREA	Program Leader/Project Leader 1/Facilitator
DR. HELINA JEAN P. DUPA	Project Leader 3/Facilitator
DR. ROSE ANELYN V. CENIZA	Project Leader 4/Facilitator
MR. CHRISTIAN D. TAGHOY	Assistant Project Leader 1/Facilitator
DR. NELSON P. PASTOLERO	Assistant Project Leader 2/Facilitator
MS. CAMEL JASMIN C. BASADRE	Assistant Project Leader 3/Facilitator
MR. CHRIS LLOYD A. CENIZA	Assistant Project Leader 4/Facilitator
MR. RONALD F. ALONZO	Facilitator
MS. FAME CHARITY P. GRANADA	Facilitator
MR. NIÑO M. PLAZA	Facilitator
MR. RESTY N. APILAN	Facilitator
This State University	

RECEIVED
FTED Dean's Office
05 MAY 2025
JERLYN S. PALMA

Subject: **DESIGNATION AS PROGRAM LEADER, PROJECT LEADER, ASSISTANT LEADER, AND FACILITATOR OF THE EXTENSION PROJECT TITLED, "COMMUNITY TO HOUSEHOLD INITIATIVES THROUGH LEARNING AND DEVELOPMENT (C.H.I.L.D): A SCHOOL-BASED EXTENSION PROJECT."**

Date: **February 10, 2025**

In the interest of service and urgency, the following personnel are hereby designated as Program Leader, Project Leader, Assistant Leader, and Facilitator for the extension project entitled, **"Community to Household Initiatives through Learning and Development (C.H.I.L.D): A School-Based Extension Project"** which include the four (4) following projects and components, to wit:

Project 1: Learning Enables Ability in Reading and Numeracy (L.E.A.R.N)
Component 1: Tutorial in 3rs (Reading, wRiting, and aRithmetic)
Project 2: Knowledge Pulse: Spreading Awareness, Sparking Change
Component 2: Insight Exchange: Enhancing Learning through Information Sharing
Project 3: Bring Up Innovative Learning and Development (B.U.I.L.D)
Component 3: Capability Building and Speaking Engagement
Project 4: Psychosocial Support for Teachers, Parents and Students
Component 4: Crisis Intervention and Mental Health Support

As such, you are expected to perform the following duties and responsibilities, to wit:

As **Program Leader**, you shall:

1. Head and supervise the entire implementation of the extension program;
a) Develop and implement research strategies/action plans for the extension program;
b) Develop and extension guidelines (procedures, capacity development, budget);
c) Ensure the timely implementation of the extension program based on the approved work plan;
d) Initiate planning and meeting to coordinate activities of the various project components;

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e) Integrate results of the different components of the extension program;
f) Facilitate collaborations with partner institutions of this extension program;
g) Ensure that the timely delivery of the expected output of the extension program;
h) Submit the required reports for the extension program;
i) Represent the program team in coordination meetings, conferences, trainings and meeting with stakeholders; and
j) Perform other functions deemed necessary to the extension program.

As **Project Leader**, you shall:

a) Spearhead and supervise the entire implementation of the project;
b) Develop and implement research strategies /action plans for the project;
c) Develops research guidelines (Procedures, capacity development, budget);
d) Ensure the timely implementation of the project based on the approved Work plan;
e) Initiate planning and meetings to coordinate activities of the project;
f) Integrate results of the different components of the project;
g) Supervise all project staff and manage the hiring of needed additional work force (field assistants, divers, consultants, etc.) of the project;
h) Facilitate collaboration with partner institutions of this project;
i) Ensure that the timely delivery of the expected output of the extension project;
j) Submit the required reports for the project;
k) Represent the project team in coordination meetings, staff meetings, conference, trainings and meetings with stakeholders; and
l) Perform other functions deemed necessary to the project.

As **Assistant Leader**, you shall:

a. Support the Project Leader in overseeing the implementation of the program/project by assisting in day-to-day coordination and management tasks;
b. Assist in Strategy Implementation by helping develop and refine strategies, action plans, and timelines in alignment with the Project Leader's vision;
c. Prepare and Maintain Documentation including guidelines, procedures, budgets, and progress reports to ensure efficient communication and tracking;
d. Monitor and Report Progress by gathering data on project activities, identifying issues, and providing timely updates to the Project Leader;
e. Facilitate Meetings and Coordination by organizing and preparing agendas for planning sessions, team meetings, and check-ins, ensuring all relevant information is accessible;
f. Strengthen Collaboration with Partners by liaising with stakeholders and partner institutions under the Project Leader's guidance to foster a supportive network;
g. Ensure Quality Control by reviewing outputs and deliverables before final submission to maintain standards; and
h. Represent the Project as Needed by attending relevant meetings, conferences, and stakeholder events in the Project Leader's absence or as directed.

As **Facilitator,** you shall:

a) Supervise the implementation of their respective assignment in the project;
b) Plan the schedule and activities under their component;

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c) Write the activity proposal;
d) Prepare progress report and final report on their assigned component;
e) Assist the Project Leader in the project's implementation to accomplish the target output;
f) Ensure the timely delivery of the expected output of their assigned task;
g) Plan and manage the monitoring of activities of their assigned task;
h) Assist in admin work such as preparation of the travel order, procurement of the materials, PR, PPMP, etc.;
i) Provide support and clerical staff work; and
j) Perform other duties as required.

The designation shall take effect immediately and shall remain enforced until the conclusion of the project or unless revoked by the undersigned or any higher authorities. Further, you are entitled to a **service credit of 6 units** (Program Leader/ Assistant Program Leader/Project Leader/Assistant Project Leader) and **3 units** (Study Leader/Co-Study Leader/Project Members). The said credits can only be claimed after the submission of the terminal report.

Previous issuances that are inconsistent with this Special Order are rendered repelled and superseded.

ROY G. PONCE, Ed.D.
SUC President III

Copy furnished:

All concerned

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Republic of the Philippines

DAVAO ORIENTAL STATE UNIVERSITY

A university of excellence, innovation, and inclusion

RECEIVED
BY: A. PLENDS
DATE: 22 JAN 2025
2:20pm

DAVAO ORIENTAL STATE UNIVERSITY
OP
RECEIVED
Date: 23 JAN 2025
By: ROGELYN AVALA
2:55PM
CITY OF MATI

OFFICE OF THE DIRECTOR FOR EXTENSION

ENDORSEMENT
January 22, 2025

Favorably endorsing to the higher office the proposed Extension Program of the Bachelor of Elementary Education under the Faculty of Teacher Education titled: Community to Household Initiatives through Learning and Development (CHILD): A School-Based Extension Program, which aims to address literacy, numeracy, and other fundamental learning needs of learners with partner-community. The proposed extension program, which consisted of 4 project components already conducted needs assessment with partner-community – the Sudlon Elementary School of the Department of Education (DepEd) – City of Mati Division. A signed Memorandum of Agreement (MoA) is herein attached.

MARY FIL M. BAUYOT, Ph.D.
Director for Extension

Recommending approval.
MISAEL B. CLAPAN
VP

APPROVED

ROY G. PONCE, Ed.D.
SUC President II
27 JAN 2025

11/22/25
Costan

P. 152 (1065)

Davao Oriental State University
Guang-guang, Dahican, City of Mati,
Davao Oriental, 8200
Republic of the Philippines

website: www.dorsu.edu.ph
phone: +63 (087) 3883 195
e-mail: op@dorsu.edu.ph
Facebook: @dorsuofficial

SOCOTEC ISO 9001

PAB PAB-ACCREDITED QMS CERTIFICATION BODY

15

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Republic of the Philippines

DAVAO ORIENTAL STATE UNIVERSITY

A university of excellence, innovation, and inclusion

January 10, 2025

DR. ROY G. PONCE
SUC President III
This State University

Thru: Channels

Dear Dr. Ponce,
Madayaw!

I am writing to seek your approval and support for our proposed extension activity, Community to Household Initiative through Learning and Development (C.H.I.L.D), which aims to address literacy, numeracy, and other fundamental learning needs among young learners in our community. As part of the Faculty of Education and Teacher Training, we believe this initiative will contribute significantly to our university's outreach programs and, more importantly, to the overall development of children and their families.

The C.H.I.L.D. program is designed to bring learning directly into school community, empowering parents and caregivers to actively participate in the education of their children. Through a series of workshops, learning sessions, and resource distribution, we aim to strengthen the support system for children's learning outside the classroom. This initiative aligns with the university's mission to foster inclusive education and community development.

I would like to request approval for the implementation of this program, as well as project support to cover essential expenses such as learning materials, transportation, and facilitators purchase expenditures. We believe that with the university's backing, this initiative can create a lasting impact on the community, especially in underserved areas.

I would greatly appreciate the opportunity to discuss the project in detail and how it aligns with the university's strategic goals in extension and outreach. Thank you for your time and consideration of our request. We look forward to your positive response.

Sincerely,

ESTELA MARIE LIBREA, MAEd
BEEd Faculty

CARLOS JAE D. SOLIVEN, MAEd
BEEd Program Head

Davao Oriental State University
Guang-guang, Dahican, City of Mati,
Davao Oriental, 8200
Republic of the Philippines

website: www.dorsu.edu.ph
phone: +63 (087) 3883 195
e-mail: op@dorsu.edu.ph
Facebook: @dorsuofficial

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EXTENSION PROGRAM/PROJECT PROPOSAL

I. PROGRAM/PROJECT PROFILE

(1) **Program Title: Community to Household Initiatives Through Learning and Development(C.H.I.L.D.): A School-based Extension Project**

Project 1: Learning Enables Ability in Reading and Numeracy (L.E.A.R.N)
Component 1: Tutorial in 3rs (Reading, wRiting and aRithmetic)
Project 2: Knowledge Pulse: Spreading Awareness, Sparking Change
Component 1: Insight Exchange: Enhancing Learning through Information Sharing
Project 3: Bring Up Innovative Learning and Development (B.U.I.L.D)
Component 1: Capability Building and Speaking Engagement
Project 4: Psychosocial Support for Teachers, Parents and Students
Component 1: Crisis Intervention And Mental Health Support

(2) **Program Leader/Proponent/s Leader: Carlos Jae D. Soliven, MAEd/Estela Marie Librea, MAEd**

Project 1 Lead: Estela Marie Librea
Component 1 Assistant Lead: Christian D. Taghoy
Project 2 Lead: Carlos Jae D. Soliven, MAEd
Component 1 Assistant Lead: Dr. Nelson P. Pastolero
Project 3 Lead: Dr. Helina Jean P. Dupa
Component 1 Assistant Lead: Camel Jasmin C. Basadre
Project 4 Lead: Dr. Rose Anelyn V. Ceniza
Component 1Assistant Lead: Chris Lloyd A. Ceniza

Pool of Experts/Facilitators: Carlos Jae D. Soliven, Estela Marie Librea, Christian D. Taghoy, Camel Jasmin C. Basadre, Ronald F. Alonzo, Fame Charity P. Granada, Chris Lloyd A. Ceniza, Dr. Rose Anelyn V. Ceniza, Dr. Nelson P. Pastolero, Dr. Helina Jean P. Dupa, Niño M. Plaza, Resty N. Apilan

(3) **Implementing Program/Center: BEEd, FTEd**

(4) **Site/s of Implementation:** (Sitio/Brgy./Municipality)
- Sudlon Elementary School, Mati City, Davao Oriental

(5) **Cooperating Agency/ies/Organization:** (NGAs,NGOs,POs)

(6) **Target beneficiaries:** (ex. farmers, teachers)
- Teachers, Students and Parents

(7) **Program/project Duration:** (36 months)
Project Start: February 01, 2025
Project End: February 01, 2028

(8) **Total Program/Project Cost:** *(indicate source/s of funds, counterpart funds; include non- monetary contributions of the pax/agencies, if any)*

Source/s of Funds	PS	MOOE	Total
DOrSU		***Supplies and Materials:*** ***10,000.00*** *Notebooks, pencils;Bond Paper – 4 reams; Ink -1 set, Vellum Board-15 packs; Pins – 2 packs; Thumbtacks-5 packs; Tarpaulin – 2, Certificate Frame-1; colored papers; flash cards; and the like*	15,000.00
		Food/Snacks for the Participants ***20,000.00*** *Elementary Schools Teachers (20)* *Elementary Schools Learners (118)* *BEEd Faculty (12)* *BEEd Students (3)*	20,000.00

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		Transportation ***-DOrSU Van*** *Faculty members every activity* ***DOrSU Pool of Experts & Staff***	15,000.00
		Venue, Instructional Materials, School Supplies, Clothes and Toys for Elementary Schools Learners	-
Total			**50,000*3 years**
GRAND TOTAL:			**Php 150,000.00**

(9) **Sustainable Development Goals Addressed:**
- Good Health and Well-being
- Provide Quality Education
- Reduce Inequality
- Zero Hunger

(10) **Ambisyon Natin 2040 National R&D Agenda Addressed:**
- Food and Nutrition Security
- Inclusive Nation-Building

(11) **Regional Development Plan (2017-2022) Addressed:**
- Inequality-Reducing Transformation

(12) **DOrSU-RIE Regenerative Agenda Addressed:**
- Regenerative Futures
- Gender Equality, Disability, and Social Inclusion
- Risk Reducation, Resiliency, and Psycho-social Well-being
- Transformative Education, Communication, and Policy Development
- Values and Spirituality

II. PROGRAM/PROJECT SUMMARY

(13) **Introduction/Rationale/significance** (not to exceed one page)

****Introduction****

Education is a fundamental right and a powerful tool for community development. However, various barriers can hinder access to quality education, particularly in underprivileged communities. The "Community to Household Initiatives Through Learning and Development (C.H.I.L.D.)" is a school-based extension project designed to address these barriers and support the holistic development of students, teachers, and parents.

****Community to Household Initiatives Through Learning and Development (C.H.I.L.D.): A School-based Extension Project**** is a comprehensive outreach initiative aimed at fostering holistic growth and development within the community, particularly focusing on the educational needs of learners, the well-being of educators, and the empowerment of parents. This project is designed to address the multifaceted challenges faced by both students, Parents and educators, particularly in the post-pandemic era, where academic performance and mental health have become critical areas of concern.

Community Needs Assessment Result for Sudlon Elementary School

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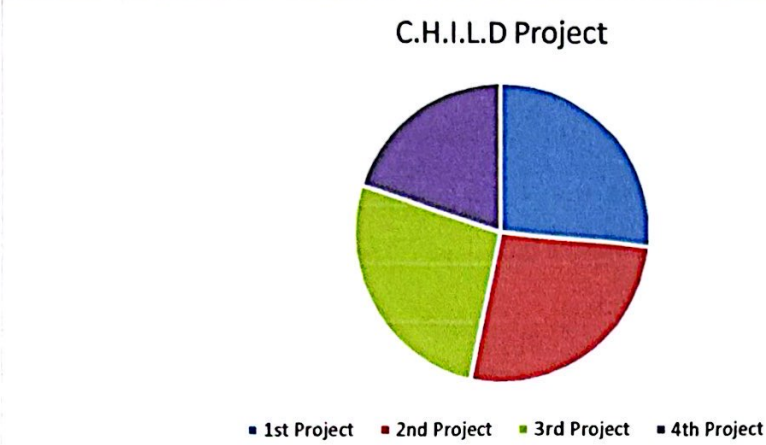

Education remains a cornerstone of community development and individual empowerment. However, for SUDLON Elementary School, a geographically isolated and resource-limited community in Sitio Banahaw, Sudlon, City of Mati, significant barriers hinder access to quality education. These barriers affect not only the learners but also their families and educators, creating a cycle of limited opportunities and unmet potential.

The **Community to Household Initiatives Through Learning and Development (C.H.I.L.D.)** project is a school-based extension initiative designed to address these challenges by implementing targeted interventions to enhance educational outcomes, improve well-being, and strengthen community engagement. The following are the summative results and intervention after the needs assessment implementation.

1. Literacy and Numeracy Challenges
Learners face substantial gaps in foundational literacy and numeracy skills. Limited access to effective tutorials and individualized instruction exacerbates these learning deficiencies.
Intervention: The project will implement the **L.E.A.R.N. Initiative**, focusing on tutorials in reading, writing, and arithmetic to bridge these gaps and foster academic growth.

2. Scarcity of Educational Resources
Both learners and educators lack access to essential materials, including books, visual aids, and digital tools. This shortage hinders effective teaching and learning.
Intervention: Donation drives will provide much-needed supplies such as notebooks, storybooks, and educational aids. Additionally, low-cost technological solutions will be explored to improve learning access.

3. Limited Parental and Community Engagement
Economic demands and limited awareness reduce parental involvement in their children's education. Similarly, there are insufficient platforms for collaborative efforts among parents, educators, and community leaders.
Intervention: Through **Parent-Teacher Engagement Workshops**, the project will empower parents with strategies to support learning at home while fostering a culture of shared responsibility for education.

4. Health and Emotional Well-being Barriers
Health challenges, including malnutrition and a lack of clean water, impede children's ability to focus on learning. Emotional well-being is further compromised by the absence of structured psychosocial support.
Intervention: Psychosocial support activities, such as storytelling and play therapy, will address emotional needs, while partnerships with health providers will facilitate nutritional and medical support.

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Community Strengths and Opportunities

SUDLON ES benefits from a strong tradition of volunteerism and community cohesion. The success of previous initiatives like Donation drive and Psychosocial support highlights the potential for collective action.

Intervention: Leveraging these strengths, the project will encourage community participation through **Insight Exchange Sessions**, where stakeholders can collaborate, share best practices, and co-create solutions.

Conclusion

The findings from the needs assessment provide a clear and actionable roadmap for addressing the challenges in Sitio Taganilao. Focusing on literacy, resources, engagement, health, psychosocial support and community strengths, the C.H.I.L.D. Project is designed to empower children, engage families, and uplift the entire community. The BEEd Programs' initiative aligns with the university's vision of fostering excellence, innovation, and inclusion, while contributing to the Sustainable Development Goals of quality education, reduced inequalities, and good health and well-being.

C.H.I.L.D. seeks to create a supportive ecosystem where learning, emotional well-being, and community engagement are prioritized. The project encompasses four key initiatives:

1. **Project 1: Learning Enables Ability in Reading and Numeracy (L.E.A.R.N)**

Focused on enhancing foundational skills in reading, writing, and arithmetic, this project directly addresses the academic gaps that have widened in recent years.

- **Component 1: Tutorial in 3Rs (Reading, wRiting, and aRithmetic)** – Offering targeted tutorials to help learners strengthen their fundamental skills, ensuring that no child is left behind in their educational journey.

2. **Project 2: Knowledge Pulse: Spreading Awareness, Sparking Change**

This initiative emphasizes the importance of information sharing and community education.

- **Component 1: Insight Exchange: Enhancing Learning through Information Sharing** – Facilitating knowledge exchange sessions where educators, parents, and community members can share insights, best practices, and strategies for improving educational outcomes.

3. **Project 3: Bring Up Innovative Learning and Development (B.U.I.L.D)**

This project is dedicated to promoting innovative educational practices that cater to the diverse learning needs of students, encouraging creativity, critical thinking, and problem-solving skills.

Component 1: Capability Building and speaking engagement

Capability building initiatives provide educators with the resources, support, and training required to meet these demands. They are crucial for ensuring that teachers not only keep pace with change but also feel empowered and motivated to deliver quality education to students.

4. **Project 4: Psychosocial Support for Teachers, Parents and Students**

This project focuses on the mental and emotional well-being of educators and parents, recognizing their pivotal role in the educational journey of students. The initiative includes two vital components:

- Component 1: Crisis Intervention And Mental Health Support –

The **Crisis Intervention and Mental Health Support** extension project aims to provide immediate psychological first aid, emotional support, and mental health awareness to individuals experiencing distress due to various life challenges.

Rationale

The Community to Household Initiatives Through Learning and Development (C.H.I.L.D.): A School-based Extension Project is designed in response to the growing need for comprehensive support systems within the educational community. In the wake of disruptions caused by the pandemic, both students and educators face unprecedented challenges, including academic gaps, emotional stress, and resource limitations.

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C.H.I.L.D. seeks to address these challenges through a multifaceted approach that not only enhances academic skills but also provides emotional and psychosocial support. By engaging teachers, parents, and community members in collaborative initiatives, the project aims to create a nurturing environment where every child can thrive. The integration of stress debriefing, tutorial programs, and knowledge-sharing activities reflects a commitment to holistic development, recognizing that academic success is deeply intertwined with emotional well-being and community support.

This project serves as a vital bridge between the school and the community, ensuring that education extends beyond the classroom and empowers every stakeholder to contribute to the growth and development of the next generation.

Significance

The Community to Household Initiatives Through Learning and Development (C.H.I.L.D.): A School-based Extension Project holds profound significance in addressing the immediate and long-term needs of the educational community. By focusing on holistic development, this project is instrumental in fostering an environment that supports academic achievement, emotional well-being, and community resilience.

- **Supporting Learners' Academic and Emotional Growth:**

The project directly impacts learners by enhancing their reading, writing, and arithmetic skills while also addressing their emotional needs through psychosocial support. This dual approach ensures that students are not only academically prepared but also emotionally resilient, which is crucial for their overall success in school and life.

- **Empowering Educators and Parents:**

By providing stress debriefing sessions and creating platforms for knowledge exchange, C.H.I.L.D. empowers teachers and parents to better support their children's education. Educators receive the emotional support they need to continue their essential work, while parents are equipped with tools and strategies to actively engage in their children's learning.

- **Building a Stronger Community:**

The project promotes community involvement through donation drives and collaborative initiatives, reinforcing the idea that education is a shared responsibility. By mobilizing resources and encouraging participation, C.H.I.L.D. strengthens community bonds and creates a network of support that benefits everyone involved.

- **Promoting Innovative Learning Practices:**

Through initiatives like B.U.I.L.D., the project fosters creativity and critical thinking, encouraging the adoption of innovative teaching and learning strategies. This not only enhances educational outcomes but also prepares students for the demands of the future.

Overall, C.H.I.L.D. is significant because it goes beyond traditional educational methods, addressing the broader needs of the community and ensuring that every child has the opportunity to succeed. Its holistic approach makes it a model for school-based extension projects, with the potential to inspire similar initiatives in other communities.

(14) Objective (General and specific)

This activity aims to:

Project 1: Learning Enables Ability in Reading and Numeracy (L.E.A.R.N)

Major Objective:

- To improve foundational literacy and numeracy skills among learners, ensuring they meet the required academic standards.

Component 1: Tutorial in 3Rs (Reading, wRiting, and aRithmetic)

Specific Objectives:

- To provide targeted tutorials in reading, writing, and arithmetic to enhance learners' foundational skills.
- To identify and address individual learning gaps in students through personalized instruction.
- To improve learners' academic performance in core subjects, thereby boosting their confidence and engagement in school.

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Project 2: Knowledge Pulse: Spreading Awareness, Sparking Change
Major Objective:

- To foster a culture of knowledge sharing and community involvement in education through awareness programs and information exchange.

Component 1: Insight Exchange: Enhancing Learning through Information Sharing
Specific Objectives:

- To create platforms for teachers, parents, and community members to share insights and best practices in education.
- To increase awareness of effective educational strategies and resources available within the community.
- To facilitate open dialogue and collaboration between stakeholders to address educational challenges and improve learning outcomes.

Project 3: Bring Up Innovative Learning and Development (B.U.I.L.D)
Major Objective:

- To promote innovative teaching and learning practices that cater to diverse learning needs and encourage critical thinking and creativity among students.

Specific Objectives:

- To introduce and integrate innovative teaching methods and tools into the classroom environment.
- To empower teachers with the skills and knowledge to implement creative and student-centered learning approaches.
- To enhance students' problem-solving and critical thinking abilities through hands-on, experiential learning activities.

Component 1: Capability Building and speaking engagement
Specific Objectives:

- To develop and strengthen teachers' pedagogical skills by providing training on contemporary teaching strategies, classroom management, and effective assessment techniques that align with current educational standards.
- To foster emotional resilience and well-being among teachers by offering stress management workshops and psychosocial support sessions, equipping them to handle the challenges of the teaching profession with confidence and a positive mindset.
- To encourage collaborative learning and peer support by creating a platform for educators to share best practices, engage in mentorship opportunities, and build a network of support that promotes continuous professional growth and innovation.

Project 4: Psychosocial Support for Teachers, Parents and Students

Major Objective:

- To enhance the mental and emotional well-being of teachers, parents, and learners through targeted support initiatives and community engagement.

Component 1: Crisis Intervention and Mental Health Support
Specific Objectives:

- Equip individuals with techniques to build emotional strength and adapt to challenging situations effectively.
- Conduct structured stress debriefing sessions for teachers, parents, and learners to help them manage emotional distress and develop coping strategies.

(15) **Methodology** (Technology description, training strategies)
The **Community to Household Initiatives Through Learning and Development (C.H.I.L.D.): A School-based Extension Project** will be implemented using a structured and collaborative approach that involves various stakeholders, including educators, parents, learners, and community members. The methodology for each project and its components is designed to ensure effective delivery and measurable outcomes.

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Project 1: Learning Enables Ability in Reading and Numeracy (L.E.A.R.N)
Component 1: Tutorial in 3Rs (Reading, wRiting, and aRithmetic)

1. Initial Assessment
2. Curriculum Development
3. Tutorial Sessions
4. Progress Monitoring
5. Outcome Evaluation

Project 2: Knowledge Pulse: Spreading Awareness, Sparking Change
Component 1: Insight Exchange: Enhancing Learning through Information Sharing

1. Stakeholder Engagement
2. Session Design
3. Facilitation and Implementation
4. Documentation and Dissemination
5. Follow-Up and Feedback

Project 3: Bring Up Innovative Learning and Development (B.U.I.L.D)

1. Needs Analysis
2. Training and Capacity Building
3. Implementation in Classrooms
4. Evaluation of Innovation Impact
5. Scaling and Sharing Success

Component 1: Capability Building

1. Needs Assessment
2. Workshops and Training Sessions
3. Psychosocial Support and Resilience Training
4. Mentorship and Peer Collaboration:
5. Mentorship and Peer Collaboration:

Project 4: Psychosocial Support for Teachers, Parents and Students
Component 1: Crisis Intervention and Mental Health Support

1. Planning and Organization
2. Promotion and Awareness
3. Evaluation Phase
4. Feedback Sessions
5. Sustainability Planning

This methodology ensures that each project component is systematically implemented, allowing for active participation, continuous monitoring, and evaluation to achieve the desired outcomes. (The activity will be conducted through face-to-face and it will be facilitated by the BEEd Faculty. After, evaluation will be conducted to assess the strengths and weaknesses of the activity.

(16) **Expected Outputs:**

- (1) Memorandum of Agreement/Understanding
- (1) Developed Module
- Donated Instructional Material/s (Interactive Game/ Manipulative)
- (118) recipients trained/students/teachers/parents

(17) **Potential Outcomes:**

- Each extension activity has the potential to yield meaningful outcomes that address immediate needs, promote well-being, build resilience, and foster community empowerment and solidarity.

(18) **Potential Impacts:**

- These extension activities have the potential to generate positive impacts at individual, community, and societal levels, contributing to resilience, well-being, empowerment, and social change.

(19) **Workplan**

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Projects/Activities to be Conducted (Major Activities Monthly)	Schedule of Monthly Activities for SY: 2025-2028													
	PROGRAM	J	F	M	A	M	J	J	A	S	O	N	D	Total No. of Months/Year
Community identification														
Community needs assessment (project identification)														1
Project 1: Learning Enables Ability in Reading and Numeracy (L.E.A.R.N) **Component 1: Tutorial in 3rs (Reading, wRiting and aRithmetic)** Creation of Modules (English, Science and Math) Tutorial Workshop Teaching Arithmetic in Intermediate Level														9
Project 2: Knowledge Pulse: Spreading Awareness, Sparking Change **Component 1: Insight Exchange: Enhancing Learning through Information Sharing** Preparation of Materials for Implementation														9
Project 3: Bring Up Innovative Learning and Development (B.U.I.L.D) **Needs assessment** **Preparation of Tools/ Materials for Implementation** **Component 1: Capability Building and speaking engagement**														9
Project 4: Psychosocial Support for Teachers, Parents and Students														9

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Component 1: Crisis Intervention And Mental Health Printing Distribution of Psychosocial Tools Story Telling Realizations														
Project Inception and MOA signing														2
Conduct of trainings														1
Packaging of Reports														
Submission of Reports														

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(20) Project Management

Prepared and submitted by:

ESTELA MARIE LIBREA, MAEd
Proponent's Name
BEEd Faculty

CARLOS JAE D. SOLIVEN, MAEd
Proponent's Name
BEEd Program Head

Reviewed and Endorsed by:

ANTHONY E. AMORES, MAED SE
RIE Coordinator / Center Director

Recommending Approval:

MARY FIL M. BAUYOT Ph.D
Director for Extension

MISAEL B. CLAPANO, Ph.D
Vice-President for RIE

Approved:

ROY G. PONCE, Ed.D
SUC President III

Note: Font Style: *Calibri body*, Font Size: *11*, Spacing: *Single*, Paper Size: *A4*, Orientation: *Portrait*, Margins: *0.5'' (Right, Top, Bottom), 1'' (Left).*

☐ Attach document:
☐ PPMP (from Extension Office)
☐ Proposed Program/project Evaluation Rating
☐ Other necessary documents required by higher offices

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PROPOSED PROGRAM/PROJECT LINE-ITEM BUDGET _____

Program Title:	**Community to Household Initiatives Through Learning and Development(C.H.I.L.D.): A School-based Extension Project**		
Project Title:	**Project 1: Psychosocial Support for Teachers and Parents** Component 1: Donation Drive (School Supplies/Clothes and Toys) **Project 2: Learning Enables Ability in Reading and Numeracy (L.E.A.R.N)** Component 1: Tutorial in 3rs (Reading, wRiting and aRithmetic) **Project 3: Knowledge Pulse: Spreading Awareness, Sparking Change** Component 1: Insight Exchange: Enhancing Learning through Information Sharing **Project 4: Bring Up Innovative Learning and Development (B.U.I.L.D)** **Component 1: Capability Building**		
Implementing Program/Center:	**Bachelor of Elementary Education**		
Project Duration:	**January 2025-January 2028**		
Program/Project Leader:	**Carlos Jae D. Soliven/ Estela Marie Librea**		
Monitoring Unit:	**Monitoring and Evaluation Unit**		
	DOrSU	**Collaborating Agency**	**Total**
I. Personal Services (Honorarium)			
II. MOOE			
• **Travelling Expenses**	**15,000**		**15,000**
• **Supplies and materials**	**25,000**		**25,000**
• **Training Expenses (food)**	**3,000**		**3,000**
• **Rent Expenses**	**2,000**		**2,000**
• **Communication Expenses**	**3,000**		**3,000**
• **Representation Expenses (program/project review)**	**2,000**		**2,000**

Sustainable Development Goals	Ambisyon Natin 2040 National R&D Agenda	Regional Development Plan (2017-2022)	DOrSU RD&E Agenda
GOAL 1: No Poverty GOAL 2: Zero Hunger GOAL 3: Good Health and Well-being GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 6: Clean Water and Sanitation GOAL 7: Affordable and Clean Energy GOAL 8: Decent Work and Economic Growth GOAL 9: Industry, Innovation and Infrastructure GOAL 10: Reduced Inequality GOAL 11: Sustainable Cities and Communities GOAL 12: Responsible Consumption and Production GOAL 13: Climate Action GOAL 14: Life Below Water	1. Water Security 2. Food and Nutrition Security 3. Clean Energy 4. Health Sufficiency 5. Sustainable Communities 6. Inclusive nation-Building	1. Enhancing the Social Fabric 2. Inequality-Reducing Transformation 3. Increasing Growth Potential	1. Food Security and Safety 2. Education and Policy Development 3. Social Development 4. Information and Communication Technologies (ICT) 5. Business, Entrepreneurship and Hospitality Services 6. Maintenance of Environmental Integrity

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GOAL 15: Life on Land GOAL 16: Peace and Justice Strong Institutions GOAL 17: Partnerships to achieve the Goal			7. Engineering and other Industrial Technologies

Operational Definition of Terms:

1. **Title-** the identification of the Program and the component projects.
   Program- refers to a group of interrelated or complementing projects that require an interdisciplinary or multidisciplinary approach to meet established goal(s) within a specific time frame.
   Project- refers to the basic unit in the investigation of specific problem/s with predetermined objective/s to be accomplished within a specific time frame.
2. **Project Leader-** refers to a project's principal implementer.
3. **Cooperating Agency/ies-** refers to the agency that support/s the project by participating in its implementation as collaborator or through other similar means.
4. **Implementing Center/Program** - the primary academic program/center involved in the execution of a program/project.
   Site/s of Implementation- location/s where the project will be conducted. Indicate the sitio ,barangay, municipality, district of province.
5. **Project Duration-** refers to the grant period or timeframe that covers the approved start and completion dates of the project, and the number of months the project will be implemented.
6. **Project Cost-** refers to the amount or budget requested approved by the University President.
   Sustainable Development Goal (SDG) Addressed- indicates which among the 17 SDGs adopted by the United Nations Members States are addressed by the project
7. **Introduction-** a formally written declaration of the project and its idea and context to explain the goals and objectives to be reached and other relevant information that explains the need for the project and aims to describe the amount of work planned for implementation; refers to a simple explanation or depiction of the project that can be used as communication material.
   Rationale- brief analysis of the problems identified related to the project
   Significance- refers to the alignment to national regional, local and University priorities, strategic relevance to national development and sensitivity to Philippine political context, culture, tradition and gender and development.
   Objectives- statements of the general and specific purposes to address the problem areas of the project.
   Methodology- discusses the strategies for implementation.
   Expected Outputs- deliverables of the project based on the People Service, Place and Partnership, and Product).
   Product- invention with a potential for commercialization.
   People Service- people or groups of people, who receive technical knowledge and training.
   Place and Partnership- linkage forged because of the study.
   Technology provided/adopted- refers to technology provided and adopted by the beneficiaries.
   Potential Outcomes- refer to the result that the proponent hopes to deliver three (3) years after the successful completion of the project.
   Potential Impacts
   Social Impact- refers to the effect or influence of the project to the reinforcement of social ties and building of local communities.
   Economic Impact- refers to the effect or influence of the project to the commercialization of its products and services, improvement of the competitiveness of the private sector, and local, regional, and national economic development.
8. **Target Beneficiaries-** refers to groups/persons who will be positively affected by the conduct of the project.
   Sustainability plan- refers to the continuity of the project or how it shall be operated amidst financial, social, and environmental risks.
9. **Workplan-** refers to the plan of completing the project within a given time and in compliance to the set budget.

adopted from DOST

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