



INNOVATING ENTERPRISING *Graduates*



Enhancement of Curricula for Agriculture with a focus on specialization in commercial production of Philippine native chicken as a response to ASEAN integration challenges



<https://phlnativechicken.com/>

The soft copy of this report with the appendices can be found in the link below. You could paste the link below to access the flipbook version of this report:

<https://heyzine.com/flip-book/2c9a38f9ac.html>

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Introductory **MESSAGE**



We at Central Philippine University would like to express our sincerest gratitude to Commission on Higher Education for allowing us to enhance the PSG for the Bachelor of Science in Agriculture based on the priority commodity of Western Visayas.

The enhanced curricula will equip graduates with the necessary entrepreneurial minds and skills and increase the availability of the supply of various products of native chickens.

Teodoro C. Robles • PRESIDENT

The packages of technology developed at Central Philippine University promote synthetic-chemical-free native chickens. With the support of CHED, we were able to establish the findings of our research into curricula that will benefit more.

We thank CHED for their support and look forward to continuing our partnership.



Central Philippine University

Vision

A University committed to Exemplary Christian Education for Life (EXCEL) and responsive to the needs of the total person and the world.

Mission

The mission of Central Philippine University is to carry out a program of spiritual, intellectual, moral, scientific, technological, and cultural training and allied studies under the influences which strengthen Christian faith, build up character and promote scholarship, research, and community service.

About the Curriculum

The Bachelor of Science in Agriculture with micro-specialization in the commercial production of native chicken is ideal for learners who have innovating and enterprising mind. The learners will gain a comprehensive understanding of raising this local fowl in larger scale. They will learn through the innovative curriculum that integrates the regional commodity of Western Visayas. Furthermore, the students could develop the skills and knowledge to prepare for the challenges brought about by ASEAN integration.

Why CPU?

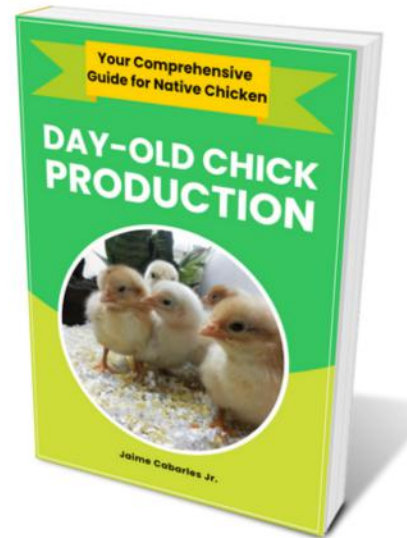
It has a complete line of facilities for production and research. It enables the students to gain hands-on experience both in innovating ideas and performing the commercial production. This will not only benefit the agricultural sector, but also the local economy, as the University will serve as hub for the development of the industry.



Project Target Output

Modular Courses

It is perfect choice for those looking to quickly and efficiently learn the specialized skills they need to succeed. Not only are they designed to be short and simple, but they also allow the learners put their newly gained knowledge into practice. These courses are designed to equip the learners with the skills in far less time.



Vocational Courses

It provides a great opportunity for those who are interested in focusing on a specific skill set. By taking part in a vocational course, the learner will gain valuable knowledge and experience that will help them to excel. These courses are designed for in-depth learning and can usually be completed in one or two years. Through this time, the learner will be able to master the chosen skill and have the confidence to take any challenges.

Bachelor Degree

A bachelor degree is designed to provide the learners with all the skills and knowledge necessary to succeed in the workplace. It gives the students the opportunity to learn more about the field of micro-specialization and build the technical knowledge and practical skills needed to succeed in the selected endeavor. It is a great way to gain the confidence and knowledge to prosper.



INTRODUCTION

Rationale

Western Visayas is noted for its mouth-quenching delicacies of Philippine native chickens. This region comprised 16.41% of the country's 78,398,957 total population of this group of chickens. Also, this place became the center of various research, which started as early as 1989. The previous studies suggest technology packages suited for more significant flock sizes of our local fowl. In 2011, a research program on "Development of Sustainable Production System for the Darag Chicken (*Gallus gallus domesticus* L) in Western Visayas, Philippines" was conducted. It aimed to simulate the scenario of commercial production of native chicken in this region. This study was a collaboration between the Aklan State University, West Visayas State University, Central Philippine University, Capiz State University, Iloilo State College of Fisheries, and selected raisers of Darag native chicken. It was the task of the CPU to "Formulate and Distribute Supplemental Feeds for Free-Range Native Chicken."

CPU's pivotal contributions were the determination of the native chicken supply and demand in Iloilo City and the production practices of raisers in the top three producing municipalities of Iloilo in 2002. These opened up opportunities in various sectors to bridge the gap between raisers and niche markets. In 2013, the CPU Research Station for Philippine Native Chicken raised 1,200 hens and had a monthly population inventory of around 10,000 chickens. These production scales stretched to 2018 to establish the necessary data on the probable causes of successes and failures in venturing into this industry.



Sustainability Indicator

The enhancement of curricula of the CMO 23 series of 2021 led to the offering of the following:

A. Short-Modular Courses

- Good Animal Husbandry Practices with a Focus on the Organic Production of Philippine Native Chicken
- Starting a Project on Commercial Production of Philippine Native Chicken
- Day-Old Chick Production
- Production of Philippine Native Chicken for the Market
- Experiential Learning in Raising Philippine Native Chicken on a Commercial Scale

B. Technical Vocational Education Training (TVET)/Ladderized Program

- National Certificate II (NC II) for Animal Production - Poultry Production with focus of Commercial Production of Philippine Native Chicken

C. Bachelor Program

- Bachelor of Science in Agriculture with Micro-Specialization on Commercial Production of Philippine Native Chicken

D. Continuing Professional Development Program

- Diploma in Poultry Production with Micro-Specialization in Commercial Production of Philippine Native Chicken



METHODOLOGY

Curriculum Mapping and the Core Group

Based on the CMO 14 series of 2008 and with the latest CMO 23 series 2021 as the basis in integrating the courses to be included in infusing the competencies leading the knowledge in commercial production of native chicken. The consultation was done through a series of meetings with the stakeholders directly engaged in this local fowl's commercial production. This core group belongs to a non-governmental organization, overseas Filipino workers, homemakers, and alumni who attended training and implemented the commercial production scale. The participants in the various seminars were requested to assess the information shared during the training. Also, the project team solicited the attendees on the additional topics they wanted to add to make the learning experience more meaningful. The CARES faculty, farm personnel, and research station staff participated in sharing their experiences on subject areas deliberated. These undertakings identified the subjects or topics included in the effective learning delivery toward the intended competency.



Figure 1. The core group meeting

Preliminary Subject Assessment through the Core Group

The starting point for the deliberation was modular courses in the TESDA Technical-Vocational Education and Training (TVET). From the group mentioned above, the project team requested several individuals to be part of the core group in assessing the possible courses to be part of the mini-specialized course. The group convened and revisited the various subjects in the CMO 14 series of 2008 for the necessary topics to include in the proposed mini-specialized course. The contents were modified using the PSG in the CMO 23 series of 2021. Based on their experience raising the native chicken commercially, the group presented the potential issues or areas of concern they found necessary. It was the team who evaluated the content of each subject that was included in each specialization. The collected information was processed and packaged to develop topics for expected competencies.

Convening and Presenting the Processed Outputs of Preliminary Subject Assessment of the Core Group

The processed and packaged information from the preliminary subject assessment was presented to the core group for comments and suggestions to enhance the contents. The possible platforms for the sharing of learning processes were also considered. The media could disseminate the learning experiences to a broader audience where they could reach.



Figure 2. Presentation of processed outputs to the core group

Processing of Information and Enhancing the Minimum Content of Identified Subjects from the Core Group Consultations

The outputs of the consultations with the core group were processed and incorporated to enhance the identified subject/s. With the packages of technology for commercial production of native chicken as an emerging technology, the project team did not limit to the suggestions of the core group but, at the same time, the observations in research station and field verification trials. The engagement of co-operators for the field verification tests was introduced. The concentration of commercial producers as the co-operators specialized in fertile egg production, hatchery operation, contract growing, and marketing was considered to strengthen the curricula. The field trial lasted nearly two years, and the experiences were added to enhance the curricula content.



Figure 3. On-station and on-field technology packages verification

Identifying and Establishing the Required Facilities and Equipment as a Support System for the Delivery of Learning Process

The corresponding facilities and equipment required for effectively delivering the learning process were identified and established within the campus. These are the hatchery, the feed mill, the native chicken production area, phytobiotics processing, and dressing facilities. The recordkeeping and marketing activities are embedded in respective operations. The development is ongoing to make the learning experiences more engaging.



Figure 4. Brooder-grower house and feed mill facilities



Figure 5. Breeder house and hatchery facilities

Presenting the Enhanced Curricula with Learning Materials to Stakeholders for Comments and Suggestions

The enhanced curricula and the learning materials were presented to the stakeholders for comments and suggestions. It was to verify the enhancement's authenticity that met the minimum requirement of the PSG for Agriculture and incorporated the industry's demand in the region. The outputs of the consultation with the stakeholders were processed and incorporated into the final revision of the curricula.

Finalizing and Seeking the Approval of the University for the Enhanced Curricula

After completing the undertakings enumerated above, the project team completed the enhanced curricula. Then, the documents with supporting evidence were submitted to the University for approval. It followed the University procedural steps stipulated in the Design and Development of the Curriculum. Some steps were omitted because the contents followed those stipulated in the Policies, Standards, and Guidelines for BS in Agriculture.

CPU-ACA Form 01
Rev 1 Apr. 22, 2005

CURRICULUM DESIGN AND DEVELOPMENT MONITOR

Note: Cur. Com.=Curriculum Committee

Required Stages	Responsible	Record	Status	Date
1. Identification of inputs at Unit or Dept	Unit or Dept Cur. Com.	Minutes of meeting of Unit or Dept Cur.Com. (w/ timeline, validation against min. reqts)		
2. Submission of Curriculum Proposal to College Dean	Unit or Dept Cur. Com.	Letter of Transmittal to Dean		
3. Review and Approval of College Dean	Dean or Principal	Signature of Dean on Letter of Transmittal (if disapproved, with reason)		
3a. Revision 1	Unit or Dept Cur. Com.	Minutes of meeting of Unit or Dept Cur.Com. (w/ timeline, validation against min. reqts)		
3b. Submission of Curriculum Proposal to College Dean	Unit or Dept Cur. Com.	Letter of Transmittal to Dean		
4. Review and Approval of College Dean	Dean or Principal	Signature of Dean on Letter of Transmittal (if disapproved, with reason)		
5. Submission to Univ Curriculum Committee	Dean or Principal	Letter of Transmittal to Univ Curriculum Committee Chairman		
6. Review and Approval of Univ Curriculum Committee	Univ. Curriculum Committee Chairman	Signature of Chairman and Registrar (validation) on Letter of Transmittal (if disapproved, with reason)		
7. Review and Approval of Academic Council	VPAA	Minutes of Academic Council Meeting		
8. Submission to Board of Trustees	VPAA	Letter of Transmittal to Board of Trustees		
9. Review and Approval of Board of Trustees	BOT Secretary	BOT Resolution copy		
10. Implementation	Dean or Principal	Curriculum as reflected in the prospectus		
11. Review/ Validation	Dean or Principal	Record of class observation		

Notes:

Curriculum verification – confirmation that the output meets the design and/or development inputs

Curriculum validation – confirmation through the provision of objective evidence that the requirements for a specific intended use or application have been fulfilled

Figure 6. Curriculum design and development monitor

OUTPUTS

Convening Core Group, Subject Assessment, and Deliberations

The core group comprises those raising native chickens of not less than 100 hens for the last two years. Some members were those who experienced losses in operating their projects and shared the missing learning experiences that needed to be incorporated into the enhancement of the proposed curricula. Participants from non-governmental organizations were invited to solicit their concepts of how the enhancement could benefit the marginal farmers/raisers. Marginal and mid-level farmers were included to solicit their views about the enhancement. Likewise, the weekend farmers/raisers and investors participated in the deliberations to present their perspectives about the learning experiences in the curricula. The view of a college student taking a Bachelor of Science in Entrepreneurship joined the group. The complete list of the Core Group Members is presented in Appendix A.

A pre-developed curriculum map for the enhancement of curriculum toward the commercial production of native chicken as a specialization was drafted with the help of the College faculty (Appendix B – Poultry Production with Specialization in Philippine Native Chicken). The contents were based on the subjects prescribed in the CHED Memorandum Order No. 14 series of 2008 (Appendix C). The competencies were aligned with the TESDA Training Regulation for Animal Production (Poultry – Chicken) NC II (Appendix D).

Then, the core group convened to deliberate the drafted curriculum map. The comments and suggestions of the group were processed and packaged to translate them into a more technical perspective in the development of course content. The contents' presentation was simplified, making the technical terms more straightforward and understandable to the core group. It means that the presentations and discussions of the contents were simulated to reflect the possible contents of the lectures or seminars.



Figure 7. The core group deliberation

Processing of Information and Enhancing the Minimum Content of Identified Subjects from the Core Group Consultation

The consultations generated topics to enhance the curricula for the commercial production of native chickens. The issues were grouped into four, being of significant concern among the raisers who raised native chickens in greater flock sizes and those in backyard-scale production. It was clustered into more extended growing periods, expensive feeds, higher mortality, and losing farm operations. It was further sequentially developed into short courses for raisers who wanted the learning experiences pertinent to such a concern area.

Longer Growing Period. Figure 9 shows topics for the longer growing period leading to curricula development for Day-old Chick Production (Appendix E) and Production of Native Chicken for Market (Appendix F). The answer to the concern is cyclical in manner. It will all start from the packages of technology that could answer the needs of the raisers and the quality demanded by the niche market. The market feasibility follows to determine the enterprise to engage in the area where the raiser is planning to establish the project. The short course on How to Start the Philippine Native Chicken Project (Appendix G) is developed on these premises. The expected output for this course is the Business Plan. It will be a complete guide for the interested raiser as to the enterprise to engage and the potential risks and opportunities behind such engagement.

The appropriate methods, from brooding to growing, natural means of preventing and controlling infections, and feeding techniques will answer for the quality of native chicken products demanded by the niche market. It will lead to a quality one-day-old chick with the raisers' opted characteristics. In addition, the topics on genetics and livestock improvement through breeds and breeding techniques are necessary for establishing the breeding flock to answer the concerns of a longer growing period.



Figure 8. The native chicken in the research station and those in free-range condition

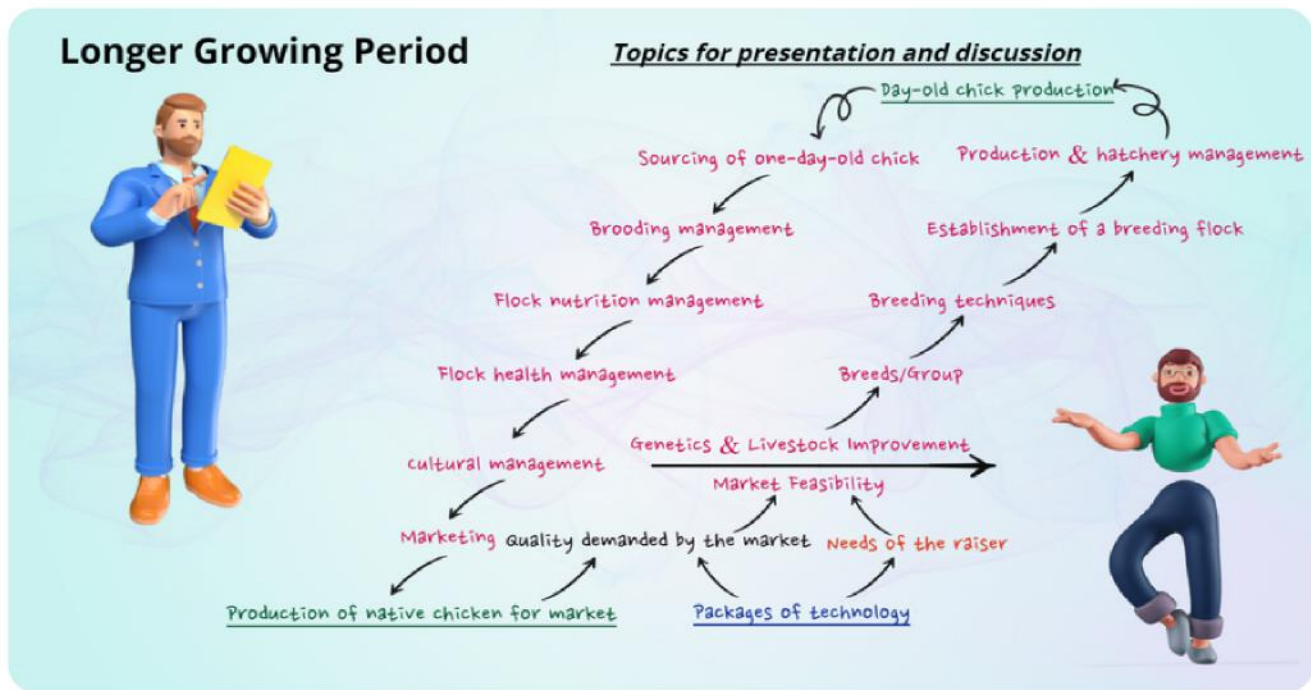


Figure 9. The topics for the longer growing period leading to the development of curricula for Day-old Chick Production and Production of Native Chicken for the Market

Expensive Feeds. The concern about expensive feeds for native chicken is a phenomenal problem among the raisers (Figure 10). It is not only a problem for the raisers of native chickens but almost all those raising farm animals for the market. The technicality of producing the supplemental feeds is tackled in the AS 3103 – Animal Nutrition and Feeding as one of the major courses in BSA Curricula adopted from the CMO 23 series of 2021 (Appendix H). The preliminaries, such as the anatomy and physiology of the chickens and feedstuffs' nutrient content profile, are discussed in AS 1101 – Introduction to Animal Science (Appendix I). Flock Nutrition Management is discussed in Appendices F and J (Introduction to Livestock and Poultry). The in-depth discussion on feedstuff nutrient content profile, feed milling, and recordkeeping for efficient farm operations is presented in Appendix K (AS 2203 – Poultry Production with an emphasis on Philippine Native Chicken). Techniques in feeding and giving drinking water to native chickens are discussed in this subject. The specific topic of Animal Feeding and Watering is presented in Appendix L (Good Animal Husbandry Practices with a Focus on Organic Production of Native Chicken). Furthermore, a detailed recordkeeping discussion is on AEcon 1301 – Farm Bookkeeping and Accounting (Appendix H).



Topics for presentation and discussion

- Animal nutrition and feeding
- Flock nutrition management
- Feedstuff nutrient content profile
- Chicken digestive system
- Animal feeding and watering
- Organic agriculture
- Feed milling
- Community-based feed milling
- Home-based feed milling
- Recordkeeping and accounting
- Recordkeeping for efficient farm operations

Figure 10. The topics needed to answer the concern on expensive feeds for native chicken

Higher Mortality. Another concern of the raisers was the higher mortality of the native chickens when raised commercially (Figure 11). It was a more significant constraint among those who grew the local fowl in free-range or confined conditions. The biosecurity measure should be adopted as a standard operating procedure if a commercial production scheme is implemented. The possible losses can be meager among the raisers in the backyard. Still, it may bring more significant consideration among those raising in bigger flock sizes. To answer the concern, Biosecurity and Flock Health Management topic is integrated with Appendix L.

The common diseases, cultural management, and the general recommendation to control internal parasites and prevent diseases or infections are all included in AS 2203 (Appendix K). In addition, the concept of raising the native chicken organically, the Ag 3204 – Introduction to Organic Agriculture (Appendix H), presents the dynamic of this production scheme. It is supplemented with the Good Animal Husbandry Practices with a Focus on the Organic Production of Native Chicken (Appendix L). After completing this module, the learner could develop a Farm Operation Manual for implementation in the proposed or existing native chicken project.



Topics for presentation and discussion

- Biosecurity measures
- Flock health management
- Introduction to organic agriculture
- Good animal husbandry practices
- Commonly occurring diseases
- Cultural management
- General recommendations to control internal parasites
- General recommendations to prevent diseases or infections

Figure 11. The summarized topics for the identified constraints on higher mortality

Lossing Farm Operation. The sustainability of the project operation highly depends on the profit level it could generate over time. It was the bottleneck of raisers of native chicken on how they could sustain the activities without taking additional money from their pocket. Most of the topics to answer this concern are taken from Appendix H. The list of topics for presentation and discussion in this problem is presented in Figure 12. The Principles of Agricultural Entrepreneurship and Enterprise Development (AEcon 3102), Farm Bookkeeping and Accounting (AEcon 1301), Farm Management Economics (AEcon 4106), and Supply/Value Chain Management (AEcon 3204) are listed in the revised BSA Prospectus (Appendix H).

On the other hand, raisers who may not attend formal schooling can enroll in a modular course on Starting a Project on the Commercial Production of Native Chicken (Appendix G). The modular courses on Day-old Chick Production (Appendix E) and the Production of Native Chicken for Market (Appendix F) can complement the learning experiences. Post-harvest Processing and Marketing can be supplemented by short training from the course on AS 4205 – Slaughter of Animals and Processing their Products (Appendix H).

Lossing Farm Operation



Topics for presentation and discussion

- Principles of agricultural entrepreneurship and enterprise development
- Farm bookkeeping and accounting
- Farm management economics
- Supply/value chain management
- Starting a project on commercial production of native chicken
- Economics of producing native chicken products
- Post-harvest processing and marketing

Figure 12. The summarized topics for the identified constraints on higher mortality

Sustainability Plan

The potential of raising the Philippine native chicken on a commercial scale is detected. Thus, the following programs will be offered:

Modular Courses. The short courses were developed to cater to the needs of raisers who wanted to learn to grow native chicken on a commercial scale. These courses are Good Animal Husbandry Practices with a Focus on Organic Production of Native Chicken, Starting a Project on Commercial Production of Native Chicken, One-Day-Old Chick Production, Production of Native Chicken for Market, and Experiential Learning (Appendix M). The respective competencies for these courses are listed in Appendix N. The delivery of these modules will be blended (online and face-to-face) except for Experiential Learning. It may take one to two days to complete such topics. There is a specified number of hours of exposure for experiential learning. One-Day-Old Chick Production and Production of Native Chicken for Market are included in the actual immersion in the CPU Philippine Native Chicken production site. More will be added as the need arises during the implementation.

The minimum standard of competencies for the National Certificate II program for Poultry Production is embedded in the short courses. The difference between this training and the existing NC is raising native chicken instead of commercial breeds. The integration of GHAP and OA further enriched the learning process of producing native chicken, having a quality demanded by its niche market.

Technical Vocational Education Training (TVET). The development of this curriculum is based on the guidelines of CHED Memorandum Order No. 43 Series of 2008 (Appendix O). This CMO allows HEIs like CPU to offer a ladderized program without issuing permits from CHED and TESDA. Furthermore, the curriculum map for the ladderized program on NC II – Poultry Production with Emphasis on Philippine Native Chicken is shown in Appendix P. The subjects included in this program are taken from the revised curriculum for BS Agriculture as prescribed in the CMO No. 23 series of 2021 (Appendix Q). This ladderized program has all the competencies required for the learners, from basic to core competencies. The listed competencies are adopted from those defined by the TESDA for NC II (Appendix D).

Bachelor Program. The curriculum for this course is adopted from the Policies, Standards, and Guidelines for the Bachelor of Science in Agriculture (Appendix R – CMO No. 23 Series of 2021) released by CHED. The Bachelor of Science in Agriculture with micro-specialization in commercial production of Philippine native chicken is an innovative course that promotes entrepreneurial skills and, ultimately, sustainable employment for the graduates. The course is designed to provide the learners with the knowledge and skills necessary to establish and operate a successful native chicken business. The course covers all the aspects of production, from breeding and genetics to marketing and sales. The course is designed to give the students a well-rounded education in all aspects of the native chicken industry to succeed in any business area.

Continuing Professional Development Program. In addition to modular courses, the Diploma in Poultry Production with Micro-specialization in Commercial Production of Philippine Native Chicken (Appendix R) is considered. The offering is based on the regular offering of subjects in Appendix H. The requirement for enrolling in this diploma program is at least a graduate from Senior High School regardless of the strands they took. Those who graduated from other courses are also welcome to take this course. The delivery of the classes is a blended process. It means that the students can attend classes in person and online. However, all students must participate in the Experiential Learning in Raising Philippine Native chicken on a Commercial Scale (Ag 3210a).



Figure 13. The OJT student preparing the feeds and feeding it with native chickens in the station

LEARNING FACILITY AND EQUIPMENT

The production site for breeding and growing, the hatchery, the feed mill, the processing of phytobiotics, the mini-dressing plant, and the waste processing are the learning facilities and tools required to achieve the intended skills. The Breeding Facility is where the roosters and hens (breeder stocks) are housed (Figure 14). It delivered the minimum competencies of breeding, trimming the beak, and performing pre-lay and laying activities. On the other hand, the Brooder-Grower House imparts knowledge on brooding and growing native chicken (Figure 15). These facilities added lessons on flock health and nutrition management. The learners may experience and learn the advanced technique of raising the native chicken from brooding to laying. The presence of the Hatchery Facility allows the learners to learn to operate the incubators necessary for hatching one-day-old chicks artificially.

Furthermore, it is in the Feed Mill in the learning site where the processing of supplemental feeds for the flock is done (Figure 17). Various equipment in producing plant extracts into Phytomedicines enriches learning. It enables the learners to be self-reliant on the production inputs required in growing the native chicken (Figure 18). To further increase the potential income, the availability of a Mini-Dressing Plant enables the learners to perform dressing of their native chicken for the market. The Waste Processing Facility is needed to properly dispose of litter materials, dead chickens, and other biomass generated from the project.



Figure 14. The breeder stocks in their housing



Figure 15. The brooder-grower houses

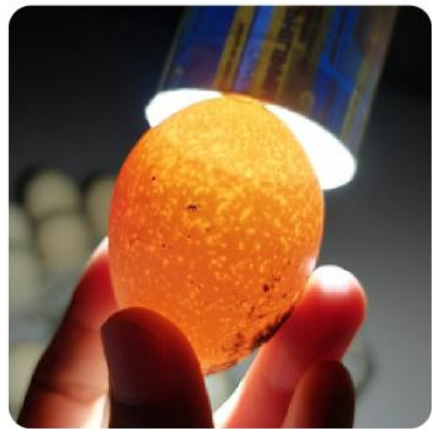
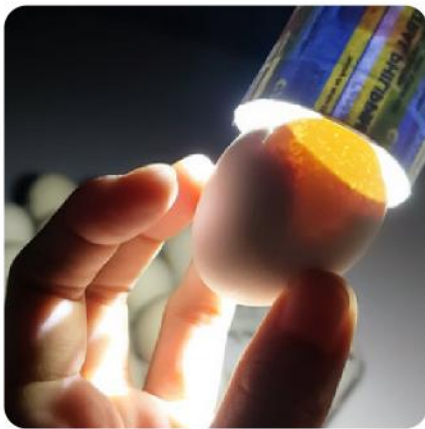


Figure 16. The hatchery facility and the OJT student candling eggs



Figure 17. The feed mill facility

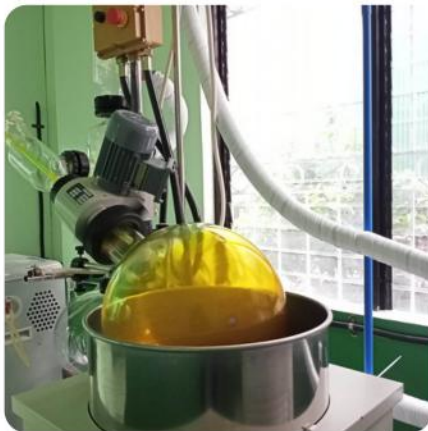
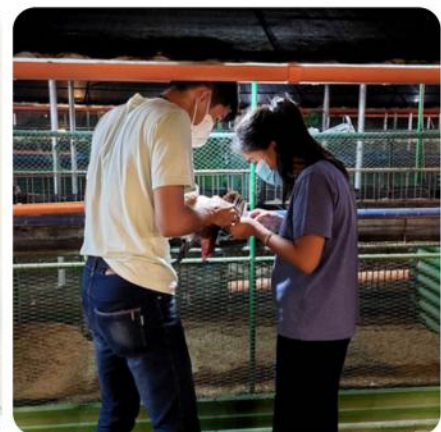


Figure 18. The CPU phytomedicine development and processing area

TECHNICAL AND OTHER SUPPORT SYSTEM

Welcome to CPU Philippine Native Chicken. We are the one-stop shop for all the technical support services for the commercial production of native chicken. With years of studies and development in this industry, we have established a reputation for delivering quality solutions and reliable customer service. Our team is dedicated to helping the raisers find the best solutions for their unique situations. We are assisting the raisers in taking their projects to the next level with our comprehensive technical support services. Our station is open to all enthusiasts, helping them succeed in their projects.



Facebook Page

Welcome to the Philippine Native Chicken Facebook Page! Our mission is to provide technical support and the latest developments in research and technologies related to the commercial production of local fowl. You can find links to websites about Philippine Native Chicken and ask questions and receive answers through our live stream program. We also offer a private messaging feature so that you can get help with any questions.



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Philippine Native Chicken

Philippine Native Chicken

Feed formulation for breeders of native chicken

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5 comments 12 shares

Write a comment...

Ray Dennis G Galas Paanu mag order doc? Jordan guimaras lang ko doc.thnx

James Cabarles Ray Dennis G Galas please contact 09108030148 and look for Ms Danna Gabasa.

Reply to Ray Dennis G Galas...

Philippine Native Chicken

Sa mga Kanative natin dyan sa Ozamis City, please check the link below if you are interested.

Johann Dagandara

Good Day mga KANATIVE. Super Delicious...Super Yummy NATIVE LECHON MANOK Available Soon @Right Place at the Right time IN GOD'S PERFECT TIME. All natural feeds Tru da CPU FEEDS and CPU TECHNOLOGY...Daghang Salamat Philippine Native Chicken

YouTube Channel

Welcome to the Philippine Native Chicken YouTube Channel! Here, we provide technical support through videos showcasing our station's latest developments. With our channel, you can watch the videos of interest and even download them. We hope you find our channel helpful and enjoy the content!

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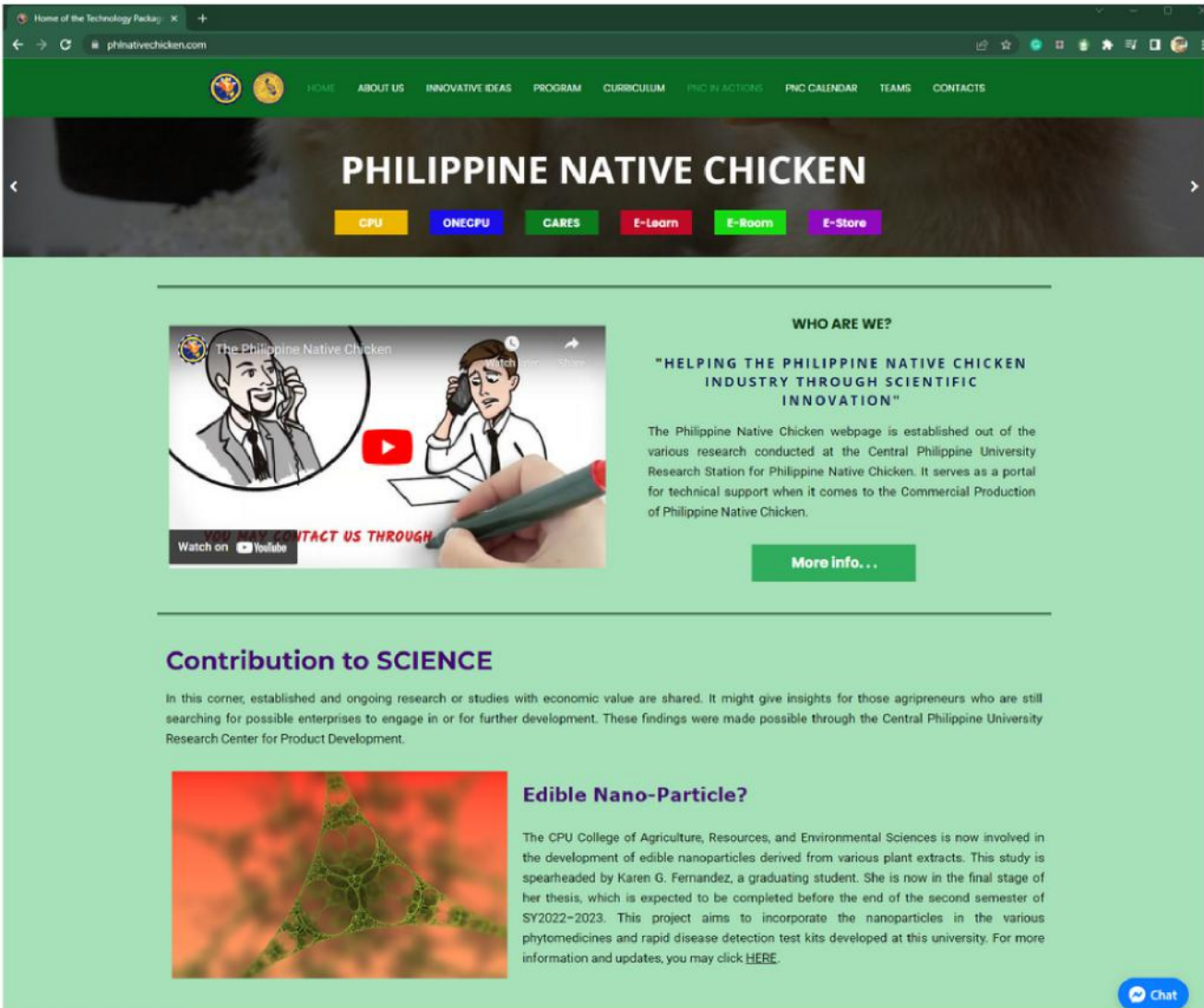
Created playlists

Ang Panguma Subong 28 episodes
PharCARES 1 video
Common diseases of farm animals 7 videos
Methods of Agricultural Research Animal Nutrition 3 videos
Trivia 5 videos

PNC Website

Welcome to the Philippine Native Chicken website! Here, you will find the latest news and updates on native chicken technologies, research, and other resources. Our team is dedicated to providing visitors with the most up-to-date information and support to ensure you can make the most of your experience. We also offer a variety of technology packages for native chicken so you can find the best solution for your specific needs. Through our website, you can easily access these packages and benefit from the expertise of our team. If you have any questions or questions, please feel free to contact us through our contact form, and we will get back to you as soon as possible.

 <https://phlnativechicken.com/>



The screenshot shows the homepage of the Philippine Native Chicken website. The browser address bar displays "phlnativechicken.com". The navigation menu includes: HOME, ABOUT US, INNOVATIVE IDEAS, PROGRAM, CURRICULUM, PNC IN ACTIONS, PNC CALENDAR, TEAMS, CONTACTS. The main header features the text "PHILIPPINE NATIVE CHICKEN" and a row of buttons: CPU, ONECPU, CARES, E-Learn, E-Room, E-Store. Below the header, there is a section titled "WHO ARE WE?" with the tagline "HELPING THE PHILIPPINE NATIVE CHICKEN INDUSTRY THROUGH SCIENTIFIC INNOVATION". A video player shows a cartoon illustration of two men talking on the phone, with a hand holding a pen over a document. The video player includes a "Watch on Youtube" button and a "CONTACT US THROUGH" link. To the right of the video player is a "More info..." button. Below this section is a section titled "Contribution to SCIENCE" with a paragraph of text. Underneath is a section titled "Edible Nano-Particle?" with a paragraph of text and a small image of a green, fractal-like structure. A "Chat" button is located in the bottom right corner.

WHO ARE WE?

"HELPING THE PHILIPPINE NATIVE CHICKEN INDUSTRY THROUGH SCIENTIFIC INNOVATION"

The Philippine Native Chicken webpage is established out of the various research conducted at the Central Philippine University Research Station for Philippine Native Chicken. It serves as a portal for technical support when it comes to the Commercial Production of Philippine Native Chicken.

[More info...](#)

Contribution to SCIENCE

In this corner, established and ongoing research or studies with economic value are shared. It might give insights for those agripreneurs who are still searching for possible enterprises to engage in or for further development. These findings were made possible through the Central Philippine University Research Center for Product Development.

Edible Nano-Particle?

The CPU College of Agriculture, Resources, and Environmental Sciences is now involved in the development of edible nanoparticles derived from various plant extracts. This study is spearheaded by Karen G. Fernandez, a graduating student. She is now in the final stage of her thesis, which is expected to be completed before the end of the second semester of SY2022-2023. This project aims to incorporate the nanoparticles in the various phytomedicines and rapid disease detection test kits developed at this university. For more information and updates, you may click [HERE](#).

[Chat](#)

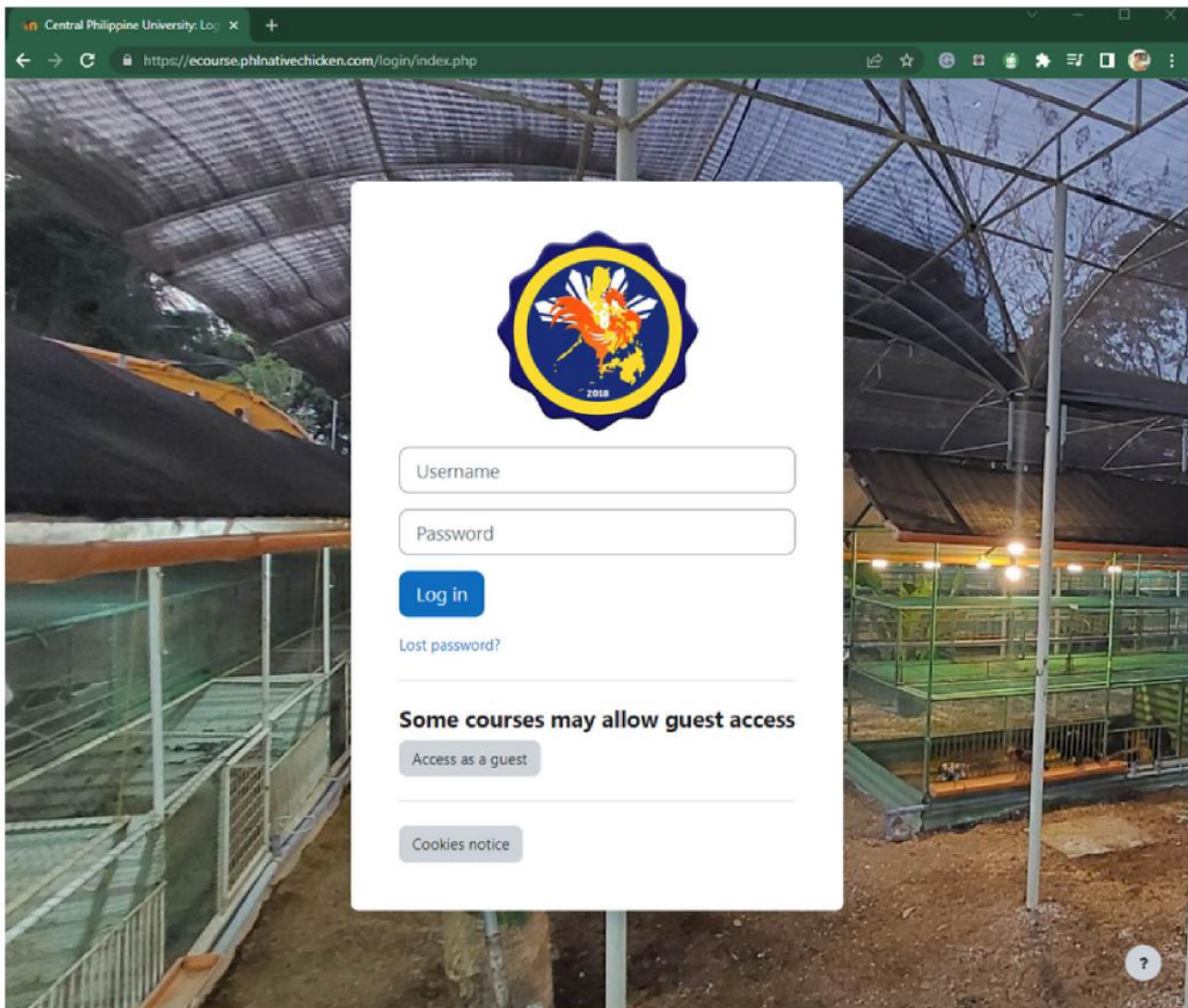
Online Courses

We are introducing an innovative learning platform for raisers and learners interested in raising native chickens commercially! Our platform is accessible to raisers around the globe, allowing them to learn at their own pace. With this platform, raisers can access educational content whenever and wherever they can access the internet. Once the learning experience is complete, we provide an extensive technical support system through various other platforms. If desired, input, processing, and marketing support is also available to our learners.

We are proud to offer this platform to those interested in becoming experts in raising native chickens on a commercial scale. With decades of research output processed into our curriculum, you can trust you will get the best educational experience.



<https://ecourse.phlnativechicken.com/>



Online Store

Welcome to the Central Philippine University Research Station for Philippine Native Chicken online store – your one-stop-shop for all your Philippine native chicken needs! Our innovative platform provides access to various production inputs developed in our research station. We understand that the raiser/learner need quality products, so we test them right on the production site to ensure their efficacy. The online store also provide baseline pricing for native chicken products and various payment options to make the checkout process more accessible. Plus, our store manager is always available to answer any questions or concerns you may have through our messenger service. Start shopping now and enjoy the convenience of having everything you need right at your fingertips!



<https://store.phlnativechicken.com/>

The screenshot shows the website interface for 'The Philippine Native Chicken'. The header includes the site name, navigation links (Home, Depot of Learning, Contacts), and social media icons. A paragraph describes the Golden Sprout Corp. as a commercialization hub for Philippine Native Chicken products, funded by various government agencies. Contact information for Ms. Danna, Ms. Luchin, and John is provided. Below this is a search and filter section with a dropdown menu, a text search box, and price range filters (From, To). The main content area displays a grid of product listings:

- Production of Day-old Chick**: P800.00
- CPU Native Chicken Breeder Feed**: P370.00
- CPU Native Chicken Breeder Feed**: P185.00
- CPU Native Chicken Breeder Feed**: P37.00
- CPU Chick Grower Feed**: P360.00
- CPU Chick Grower Feed**: P180.00

A 'Chat' button is visible in the bottom right corner of the product grid.



SERVICES

After years of development, the Central Philippine University has positioned the technology packages for the commercial production of Philippine native chicken. Establishing these facilities and equipment has become our strength as a technical support institution for commercial production of this local fowl.

Consultancy

For raisers looking for an institution to guide them in establishing their project, the experts from CPU are very much willing to extend our support services through a consultation.

Laboratory Services

We are extending the services on parasitological, hematological, and microbial studies for researchers with limited equipment. Currently, the station is developing our undertakings toward molecular biology intended for native chickens.

Technology Transfer Services

Central Philippine University is extending our support services as technology providers for institutions that would like to seek our expertise.

Affiliate Marketing

CPU is expanding our support services up to selling their native chicken through affiliate marketing. It is critical for raisers who need the proper channel to sell their chickens.

Toll Services

With the presence of our various equipment, the station is accepting tolling to individuals or raisers who want to avail these services we are offering.

Veterinary Services

Our laboratory has the complete line of the state-of-art-equipment that could carry tests in relation to the well-being of native chickens. We are offering these services to those who might be interested.



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Feed Milling

The commercial production of the local fowl requires feed supplementation. The offering of scavengeable feed resources may be limited according to the season when it is abundant and with the flock grazing on it. Thus, the CPU Feeds for Philippine native chicken were developed for this purpose.

Standardized Housing Design

One of the limitations in the commercial production of Philippine native chicken is its standardized housing. The Central Philippine University developed practical and cost-wise housing for this purpose. It evolved for over a decade before being finalized and gaining the raisers' confidence.

Phytomedicine Processing

The common practice among the raisers in giving medication among their native chickens is either they acquired the commercially-available antibiotics or any veterinary drugs in the market or some prefer to prepare the herbal plants extracts. At CPU, the alternative to synthetic veterinary drugs is the phytomedicines. These extracts are standardized and processed into users-friendly preparation. It is developed to reduce the drudgery of preparation or possibly with the limitation of equipment to be used in processing.

Our RESEARCH TEAM



J. Cabarles Jr.
Project Leader

Dr. Jaime C. Cabarles Jr. is the overall incharge of the project for the enhancement of curriculum for BS Agriculture



J. Capilastique
Research Asst.

John Capilastique is the Research Assistant for the Native Chicken Production Area and is responsible for collecting data on production.



D.M. Gabasa
Research Asst.

Danna Marie Gabasa is incharge of the Phytobiotics and Feed Mill Production Area. She is incharge in collecting in her assigned area.



L.M.J. Pastrana
Bookkeeper

Luchin Mia Jay Pastrana is the bookkeeper of the whole project. She is in charge of the preparation of financial statements and economic analyses.

Our RESEARCH TEAM



H. Patricio
Project Member

Prof. Hope G. Patricio is a project member and faculty of the CPU-CARES.



M.V. Seredrica
Project Member

Prof. Ma. Victoria C. Seredrica is a project member and faculty of the CPU-CARES.



H. Nono
Project Member

Prof. Harlene P. Nono is a project member and faculty of the CPU-CARES.

Get in TOUCH

As part of the project output, aside from the enhancement of curricula, the social media platforms are expanded into websites with the Philippine Native Chicken as the official name. The recent developments in the research station are also posted. It is where the technology packages are written and accessible to those who want to learn more about them. In addition, interested raisers could reach us via the communication lines listed below.



+33-033-3307244



admin@phlnativechicken.com



<https://phlnativechicken.com/>



CPU, Jaro, Iloilo City

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APPENDICES

A - Core Group

B - Poultry Production with Specialization in Philippine Native Chicken

C - CMO No. 14 series of 2008

D - Training Regulation - Animal Production (Poultry -Chicken) NC II

E - Modular Course on Day-Old Chick Production

F - Modular Course on Production of Native Chicken for Market

G - Starting a Project on Commercial Production of Native Chicken

H - BSA Prospectus - Approved Version

I - Introduction to Animal Science

J - Introduction to Livestock and Poultry Production

K - Poultry Production with Emphasis on Philippine Native Chicken

L - GAHP with a Focus on Organic Production of Native Chicken

M - Experiential Learning in Raising Philippine Native Chicken on a Commercial Scale

N - Competencies for Short Courses Leading to Commercial Production of Native Chicken

O - CMO No. 43 Series of 2008

P - Curriculum Mapping for NC II

Q - CMO No. 23 series of 2021

R - Diploma in Poultry Production

Note:

For online viewers, please click the corresponding title for each of the Appendix. It is in the flipbook manner which needs to be click for it to change the pages your are viewing. Thank you.

ADDENDUM

1 - Project Proposal

2 - Minutes of Meeting for the Enhancement of Curricula

3 - Overall Accomplishment Report

Note:

For online viewers, please click the corresponding title for each of the Addendum. It is in the flipbook manner which needs to be click for it to change the pages your are viewing. Thank you.



Thank you



The College of Agriculture, Resources, and Environmental Sciences of Central Philippine University here in Jaro, Iloilo City, is grateful to the Commission on Higher Education for allowing us to be part of the research on the enhancement of curricula for BS Agriculture.

