MAPÚA UNIVERSITY

CIVIC WELFARE TRAINING SERVICE
[MAPÚA-CWTS]

PROGRAM MODULE 2
2026 EDITION

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Introduction to MAPÚA-CWTS

Support and Delivery System

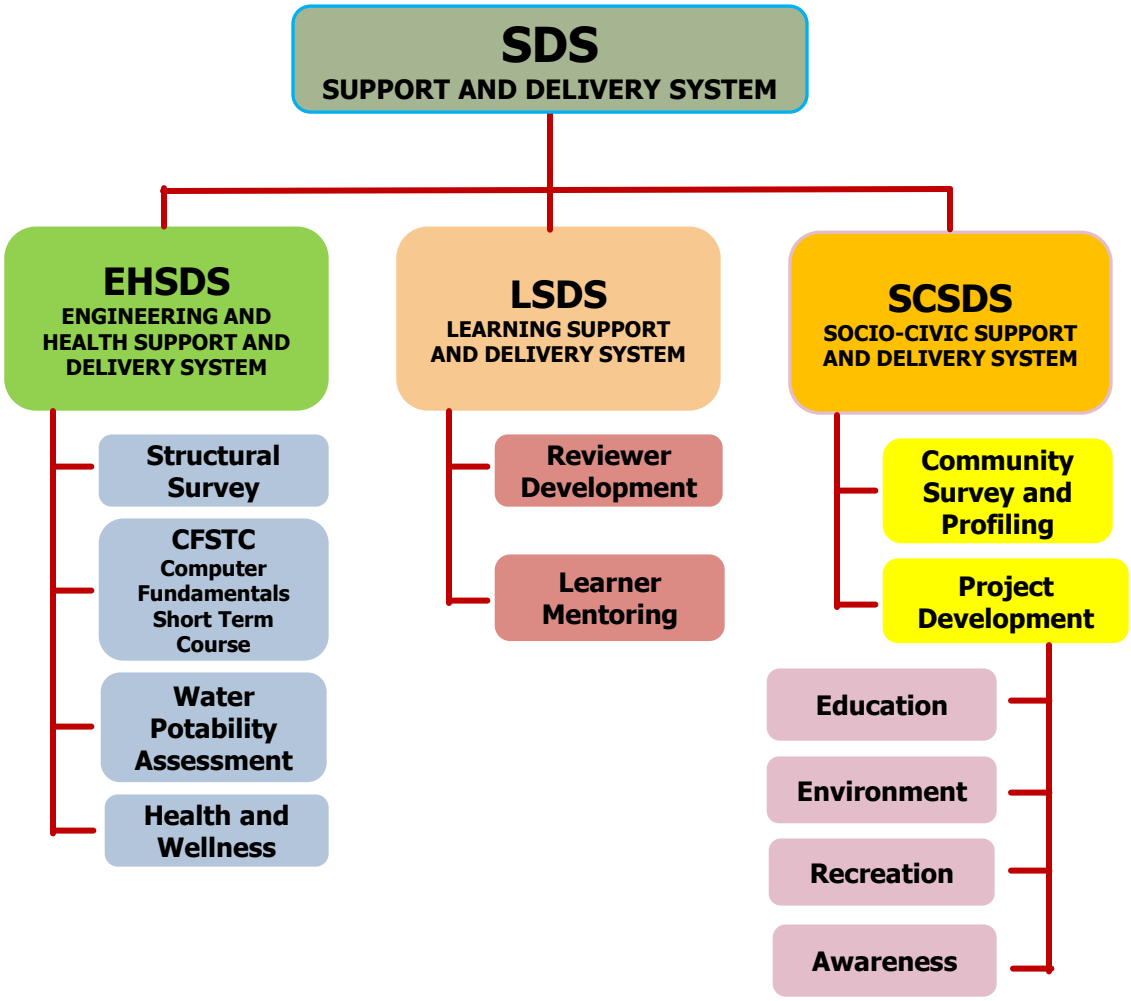
CHAPTER 1

THE SDS COMPONENTS & NSTP SLAB

MAPÚA-CWTS SUPPORT AND DELIVERY SYSTEM

In working with the community, the University has long been using the Support and Delivery System (SDS) Components in providing avenue for students' outreach activities. There are three (3) components that targets specific needs of the community. In the previous years, when the classes are arranged according to their programs, the classes are categorized according to their program expertise. This is also supplemented with a facilitator that could guide them through the technical needs of the project as well as enrich their experience. In the recent years, with classes having a more diverse students with different programs, the classes are categorized according to the expertise of their facilitators.

The SDS Components give direction to the class programs and community activities to put into practical application the concepts and principles discussed during their NSTP General Course and CWTS Basic Course. The activities for these components are done in two (2) terms. Although each term is mutually exclusive and independent, through the facilitators, the initiatives are continued with different classes. Below is the SDS Program Chat, it presents the programs and activities under each SDS. However, take note that not all programs are offered on a regular basis as some of the programs have technical needs that may not be available.



SDS Program Chart

A. Engineering and Health Support and Delivery System [EHSDS]

This SDS involves students in community work in terms of engineering expertise and health services. Students will plan and implement simple projects related to their fields that are beneficial to the partner communities. These simple projects to be implemented will have duration of two terms. Students pursuing this SDS will serve all the partner communities handled by MAPÚA-CWTS. EHSDS includes the following:

- ESDS CHE-CHM, BT
- ESDS ME
- ESDS CE-AR
- ESDS IT
- ESDS EE-ECE-COE
- HSDS NURSING

Other EHSDS will be implemented according to community needs. Each EHSDS will render services on alternate schedules to accommodate all partner communities.

Separate Manuals of Instructions is provided for specific EHSDS.

Note: Majority of the EHSDS Programs are currently being carried out by the University Community Engagement.

See Appendices for the EHSDS Programs.

B. Learning Support and Delivery System [LSDS]

In response to the education thrust of the SERVICE Components program, the MAPÚA-CWTS develops the *Alternative Learning Equivalency and Accreditation Program-Learning Support and Delivery System*. The ALEAP-LSDS is offered to the out-of-school youths and adults of the adopted communities of the Mapúa University.

The program aims to help the out-of-school youths and adults continue and finish their education. Unable to participate in formal education, recipients of the program can gain knowledge and skills important to their everyday lives. The lessons are put into practical application for better appreciation of the subjects. A classroom-based approach is used to create an atmosphere similar to a regular classroom session. Class sessions are held during the weekends, specifically Sundays, in consideration to the participants who are working.

In terms of the University's contribution, it involves enhancement of institutional support materials containing basic literacy skills for preschoolers, alternative learning system for out-of-school youths and adults, mathematics and science tutorials and extended services of skilled students.

This SDS involves students in community work in terms of literacy programs. Students pursuing this SDS will help Instructional Managers (IMs) facilitate learning process of the OSY and adults. Students will be learning aides of the participants as well as monitoring recipients of the program using modular method.

Specifically, this module aims to address the following:

- develop a compilation of review pamphlets for elementary and secondary level;
- provide a one hundred-item reviewer per level; and
- assist the Instructional Managers in their class session with the learners.

Note: LSDS Programs are currently being carried out by the University Community Engagement.

See Appendices for the ALEAP-LSDS Program Phase.

C. Socio-Civic Support and Delivery System [SCSDS]

The Socio-Civic Support and Delivery System (SCSDS) involves students in community work in terms of socio-civic programs. Some of the programs include:

- community surveying;
- awareness programs or info dissemination on health, environment, safety and security and other relevant issues;
- recreational activities for the youth and
- support group for the EHSDS and LSDS

Students pursuing this SDS will serve one partner community. They act as ambassadors of the MAPÚA-CWTS. Building rapport and strengthening relationships between the University and the communities.

This SDS is responsible for performing two activities namely Community Survey and Profiling and Project Development.

1. Community Survey and Profiling

Classes under the SCSDS performing community survey and profiling are tasked to gather community data that could present the different facets of the barangay. Students are assigned to conduct a house-to-house interview using a survey instrument. Data are consolidated and processed to provide the general description of the community. Community Profile Report is the main output of this endeavor.

See Appendices for the Community Survey and Profiling.

2. Project Development

The main objective of this activity is for the classes to create projects as well as implement them in their assigned community. Community projects are guided with both the SERVICE Components and NSTP-Slab.

See Chapter 3 for the SCSDS Project Development

NATIONAL SERVICE TRAINING PROGRAM (NSTP) SLAB

In line with its Mission and Vision, Mapúa University addresses community needs based on its expertise. For the longest time, the University has been offering various programs which caters demands globally.

The NSTP Slab serves as the heart of the extension service which guides the Department in the implementation of variety of programs that are beneficial to both the University and its partner communities.

Education

The University shall develop programs in education which shall empower the community to make intelligent decisions. It shall in its capacity, address the needs of out-of-school youths and adults. It shall foster teaching and learning by conducting trainings, seminars or workshops that are current in content especially for public school teachers and students.

Environment

Global environmental issues has become alarming. Such issues and concerns shall be addressed through the technical capabilities and human resources of the University. Modes of prevention, assessment and solutions shall be done to promote a healthy community and clean environment.

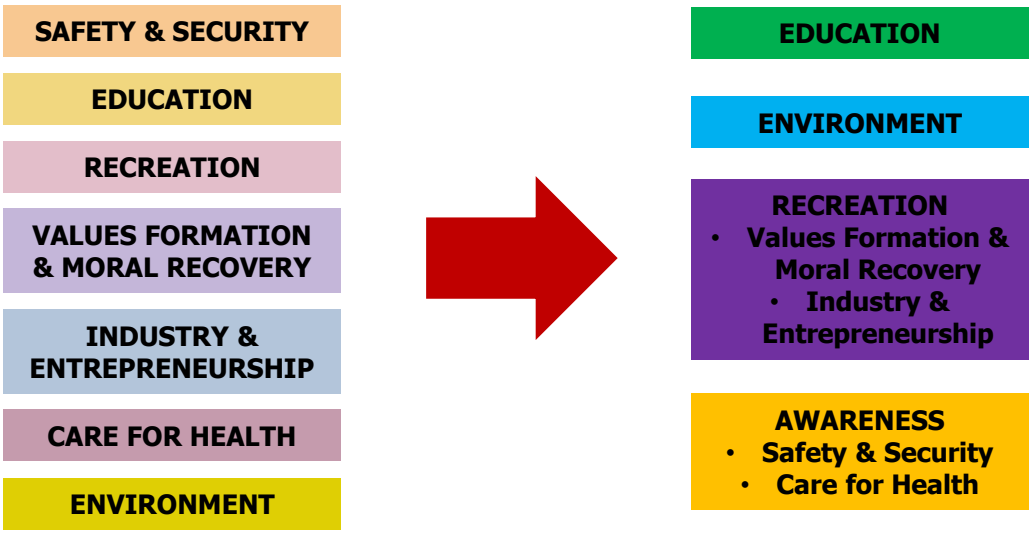
Recreation
Recreational programs shall be developed to help the communities spend their leisure time in worth-while and relevant activities which promotes strong camaraderie while learning and enjoying.

Awareness
Building awareness towards issues and problems is one of the NSTP Slabs which seeks to educate communities and its people on how to understand and properly address certain issues that they are facing.

SERVICE COMPONENTS & NSTP SLAB

Since the conceptualization of the SDS initiative of the Mapúa-CWTS, the SERVICE Components have provided the direction and nature of the projects done by the classes. With the seven (7) components, a variety of projects are initiated to answer the request of the community and their needs. However, in the recent years, it has evolved into the NSTP Slab to give specific focus in consideration to the implementers and their capacity to carry out the projects.

SERVICE Components are still incorporated in the NSTP Slab. It was re-categorized as such:



The four (4) NSTP Slab centers on children as their beneficiaries. Projects are designed to be implemented by students regardless of their program or field of expertise. For the Industry and Entrepreneurship component, it is treated as recreation since the technical aspect of the project was removed such as marketing and advertising strategies. In terms of Values Formation and Moral Recovery, it is usually presented using creative means such as role play, puppetry and storytelling. Two (2) components – safety and security and care for health are clustered together to create the awareness slab.

Looking at Society

through Public Issues

CHAPTER 2

RELEVANT SOCIETAL CONCERN

RELEVANT SOCIETAL CONCERN

Relevant Societal Concerns deals with current issues or problem of a community or the country. It uses factual data to investigate the issue and to analyze the root, cause and effect of the problem. Through news clippings, articles, documentary films and other materials, a clearer picture of the society's problems is created.

The objective of this endeavor is the following:

- to provide a comprehensive view of a social issue;
- to present the factors that influence the social issue as well as areas that it affects;
- to show the complexities and relationship of the key players of the social issue;
- to cite the positive and negative aspects of the social concern; and
- to create probable solutions or propose a plan to remedy the problem.

COMPONENTS OF RELEVANT SOCIETAL CONCERNS

In looking at the issues of the society, there are several components that need to be inspected to fully understand its dynamics. These are important information to have a good grasp of the issue and to come up with better solutions or plan of actions.

1. **Background of the Issue**
   All things have a beginning. Issues can be based on the occurrence of certain situations or events. Looking at how the issue started can provide insight on the root cause of the problem and how it develops into the existing phenomenon. It is the baseline information in investigating the problem.

2. **Key Players**
   These are the personalities connected to the problem. They can be the victim, initiator, advocate, contributor and spectator. These are people who influence, support, combat/resist or are affected by the issue. They play different roles in the issue and influence its development. It is also important to know their relationships and how it interplays in relation to the issue.

3. **Characteristics of the Issue**
   The issue can be categorized into a public concern or a sectoral issue. With public concerns, regardless of personal background, status or other classification, people are affected by the problem. All citizens can relate and fully understand the problem. For sectoral issues, only a segment or portion of the society experiences the problem. It can be related to culture, beliefs or circumstances.

4. **Effects of the Issue**
   These are the consequences brought about by the issue. These can be classified into areas such as economic, social, political and others.

PROCEDURES IN INVESTIGATING A SOCIAL CONCERN

Step 1 Select a social concern or problem currently happening either to your community, organization or the country.

Note: Refrain from choosing a private concern or personal issues. These are problems only selected people or individual are experiencing.

Step 2 Research on the social concern. Gather materials such as news clippings, articles and other **factual** sources related on the problem. Be sure to verify the data and other information.

Step 3 Gather and process your data. Know the different components of the problem. Draw a timeline for events. Show the relationships of the key players. Provide a diagram for the causes and effects of the issue.

Step 4 Analyze and interpret the data. From the root of the problem to its most evident effects, inspect the meaning and importance of these components to the issue. *What is its significance? What does it mean?*

Step 5 Provide solutions and concrete plan of action to stop or prevent the problem or to improve the situation. It can be in different levels such as in government, organizations and citizen. It has to be realistic, feasible and executable.

POLICY EVALUATION

DEFINING POLICY

Following rules and instructions are common occurrence in our daily lives. Written or unwritten rules that give directions to our actions are observed and properly maintained. People conform to these regulations to avoid conflicts and preserve order. This is true in a micro setting such as our own homes and in a macro level such as our country or in society.

For the government, policies are important to keep the country in harmony and peace. One may say that policies are laws or rules and regulations implemented by a certain authority. In the case of the country, it can be the laws, proclamations, memorandums and administrative order issued by the government.

To provide an extensive definition of policy, Birkland (2005) cited the description of Anne Schneider and Helen Ingram. It states that:

> *Policies are revealed through text, practices, symbols and discourses that define and deliver values including goods and services as well as regulations, income, status and other positively or negatively valued attributes.*

He further explains this definition as:

> *Policies are not just contained in laws and regulations; once a law or rule is made, policies continue to be made as the people who implement policy – that is, those who put policies into effort – make decisions about who will benefit from policies and who will shoulder burdens as a result.*

Source: Birkland, Thomas A. (2005). An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making 2nd edition. M.E. Sharpe, Inc.

PHILIPPINE LEGISLATIVE PROCESS

In the Philippines, a law undergoes a certain process before it is passed. It can begin from an idea, an observation or a problem that arises in our daily situations. It is then conceptualized and formulated into a proposal. The legislative branch of the government is responsible for this task namely the House of Representatives or the Congress and the Senate. Here is a summary how laws are made:

1. **Filing/Calendaring for First Reading**
   A bill is filed in the Office of the Secretary where it is given a corresponding number and calendared for First Reading.

2. **First Reading**
   Its title, bill number, and author's name are read on the floor, after which it is referred to the proper committee.

3. **Committee Hearings/Report**
   Committee conducts hearings and consultation meetings. It then approves the proposed bill without an amendment, approves it with changes, or recommends substitution or consolidation with similar bills filed.

4. **Calendaring for Second Reading**
   The Committee Report with its approved bill version is submitted to the Committee on Rules for calendaring for Second Reading.

5. **Second Reading**
   Bill author delivers sponsorship speech on the floor. Senators engage in debate, interpellation, turno en contra, and rebuttal to highlight the pros and cons of the bill. A period of amendments incorporates necessary changes in the bill proposed by the committee or introduced by the Senators themselves on the floor.

6. **Voting on Second Reading**
   Senators vote on the second reading version of the bill. If approved, the bill is calendared for third reading.

7. **Voting on Third Reading**
   Printed copies of the bill's final version are distributed to the Senators. This time, only the title of the bill is read on the floor. Nominal voting is held. If passed, the approved Senate bill is referred to the House of Representatives for concurrence.

8. **At the House of Representatives**
   The Lower Chamber follows the same procedures (First Reading, Second Reading and Third Reading).

9. **Back to the Senate**
   If the House-approved version is compatible with that of the Senate's, the final version's enrolled form is printed. If there are certain differences, a Bicameral Conference Committee is called to reconcile conflicting provisions of both versions of the Senate and of the House of Representatives. Conference committee submits report on the reconciled version of the bill, duly approved by both chambers. The Senate prints the reconciled version in its enrolled form.

10. **Submission to Malacañang**
    Final enrolled form is submitted to Malacañang. The President either signs it into law, or vetoes and sends it back to the Senate with veto message.

SOURCE: http://www.senate.gov.ph/about/legpro.asp

POLICY EVALUATION

According to an article by Shane Hall, policy evaluation is described and discussed as an essential step in developing our society and its welfare. This is the content of the article:

Public policy making does not end with the passage of legislation and the implementation of programs authorized by the new law. The next questions are whether the initiative achieved its objectives, what the effects were and whether any policy changes are needed. Policy evaluation answers these and related questions.

Identification

Policy evaluation is a systematic process for assessing the design, implementation and outcomes of public policies. Evaluation uses social science research methods, including qualitative and quantitative techniques, to examine the effects of policies. Some policy scholars, such as political scientist James Anderson, describe policy making as a sequential process marked by distinct steps, such as agenda-setting, policy formulation, adoption and implementation. For Anderson and others, evaluation is the final step in this process. However, they caution that the public policy process is ongoing, with evaluation often resulting in policy changes, which are then implemented and evaluated again.

Function
Policy evaluation enables all participants in the policy process, including legislators, executives, agency officials and others, to measure the degree to which a program has achieved its goals, assess the effects and identify any needed changes to a policy.

Types
The two main types of policy evaluation are formative and summative evaluation. Formative evaluation examines the operations of the program, usually for the purpose of improving the program and assessing its implementation. For example, a formative evaluation of a tutoring program would consider such measures as the number of tutors, the number of students who participated, enrollment procedures and the amount of tutoring students received.

Summative evaluation asks whether the program achieved its intended goals. If the tutoring program's goal was to raise student test scores in math, a summative evaluation would include an analysis of math scores for students who participated. Often, the best policy evaluations employ a comprehensive approach that uses both formative and summative techniques.

Considerations
Policy evaluation is rarely as simple or straightforward as some politicians suggest. Factors that complicate evaluations include identifying goals, measuring performance and isolating the effects of policy from those of other factors. In addition, although it attempts to assess policy in an objective manner, evaluation activities occur within a political environment. Policy-makers often want immediate

HOW TO EVALUATE POLICY

Step 1 Learn the legislative history of the policy you're evaluating. All public policy exists in a political context, so it is important to know how a policy came to exist in its current form. The political process has a long history of making deals to ensure passage of a particular law. Compromises made in the legislative process often affect the implementation and the outcomes of a particular policy.

Step 2 Identify the key stakeholders in a policy. This means identifying not only the agency charged with implementing the policy being evaluated but also the intended recipients of services.

Step 3 Describe the policy being evaluated. This evaluation will include an overview of the policy, its goals and objectives, the agency or agencies charged with its implementation or enforcement and the activities undertaken.

Step 4 Collect the data needed for evaluation. The type of evaluation you are doing will ultimately determine the types of data you'll need to collect.

Step 5 Analyze the data. Depending on the types of data you collect and the nature of your evaluation, analysis may involve qualitative, quantitative or a combination of both methods. When describing program activities or experiences, qualitative analysis is appropriate. Quantitative analysis is used when trying to assess policy outcomes and impacts.

Step 6 Report your conclusions based on the analysis. This should include specific recommendations for policy changes or program improvements.

SOURCE: http://www.ehow.com/how_5048482_evaluate-public-policy.html

POLICY EVALUATION REPORT

Here are the procedures in creating a policy evaluation report:

1. *Select an issue or policy area of interest.* Topics might include education, the environment, national security and defense, urban development or health care. Write about the background of the issue you choose, describing the scope of the problem to justify the need for government policy action. Be sure to address any previous policy actions taken on the matter. Your report should also discuss the possible consequences for failure to act.

2. *Specify appropriate criteria against which to compare public policy proposals.* The criteria should involve policy goals or positive outcomes that improve the problem in question. Examples of outcomes include economic benefits, reduced costs for taxpayers, improved student achievement, a cleaner environment or improved measures of public health.

3. *Specify two or more possible policy solutions to the issue at hand.* These solutions should consist of specific actions that could be taken by a legislative or executive body, rather than vague social changes that are beyond the scope of government policy makers. Compare the competing proposals, describing how and to what extent each proposal addresses the problem, based on the criteria specified in step 2. Comparison and analysis of policy alternatives will form the main body of your policy report. An effective paper should consider the immediate and long-term effects of policy proposals. Consider not only the policy merits, such as the costs and benefits of each alternative, but political factors as well. Policy-making occurs in an inherently political environment, so be sure to discuss the interest groups and stakeholders that could be affected---positively or negatively---by policy.

4. *Recommend an action* for policy makers to take, using empirical evidence from your analysis and comparison for support.

SOURCE: http://www.ehow.com/how_6513087_write-policy-report.html



Performing Community Service

CHAPTER 3

SCSDS PROJECT DEVELOPMENT

SCSDS PROJECT DEVELOPMENT

This module is specifically designed for the MAPÚA-CWTS Socio-Civic Support and Delivery System (MAPÚA-CWTS SCSDS) classes who are assigned to implement a project in their adopted communities.

Specifically, this module aims to address the following:

- Develop better understanding on the different processes involved in the development of a project;
- Assist the Facilitator in assessing the class' project proposals;
- To orient the Facilitator and the students on the different guidelines involved in the development of a project.

ROLE OF THE SCSDS FACILITATOR

Facilitators are deemed to play a vital role in aiding their respective classes in developing a sound and acceptable project proposal. Primarily, the Facilitators are tasked to check and to verify whether the documents produced by their class is in compliance with what the MAPÚA-CWTS Office has recommended.

ROLE OF THE SCSDS STUDENTS

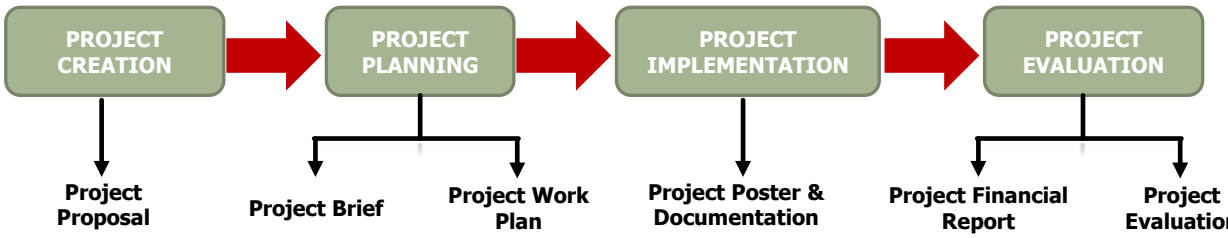
As part of the hands-on application of the acquired skills of the NSTP-CWTS students from NSTP100 and CWTS101, classes, enrolled under the Socio-Civic Support and Delivery System [SCSDS] are asked to propose, plan, implement and assess a project. During these periods, other than the conduct of classroom-based activities, the students are also appropriated with meetings wherein they are able to get themselves familiarized and at the same time, be able to deliver and provide service for their adopted communities.

More so, the roles that the MAPÚA-CWTS student portrays vary according to the different processes involved during their project's development. During such period, these roles may include but are not limited to the following:

- to conduct an assessment on the adopted community;
- to conceptualize a project proposal based on the community's assessment;
- to pattern the project proposal concept to the project proposal form;
- to conduct research on the different materials relevant to the activity being proposed;
- to implement the project, and;
- to organize a project evaluation.

SCSDS PROJECT PROCESS

SCSDS classes will follow the Project Development Cycle. However, it is modified to accommodate the given schedule of classes and mode of instruction. Facilitators will decide which NSTP Slab the class project will be under. One (1) project per term will be implemented for CWTS 102 and CWTS 103.



SCSDS Project Process with Course Output

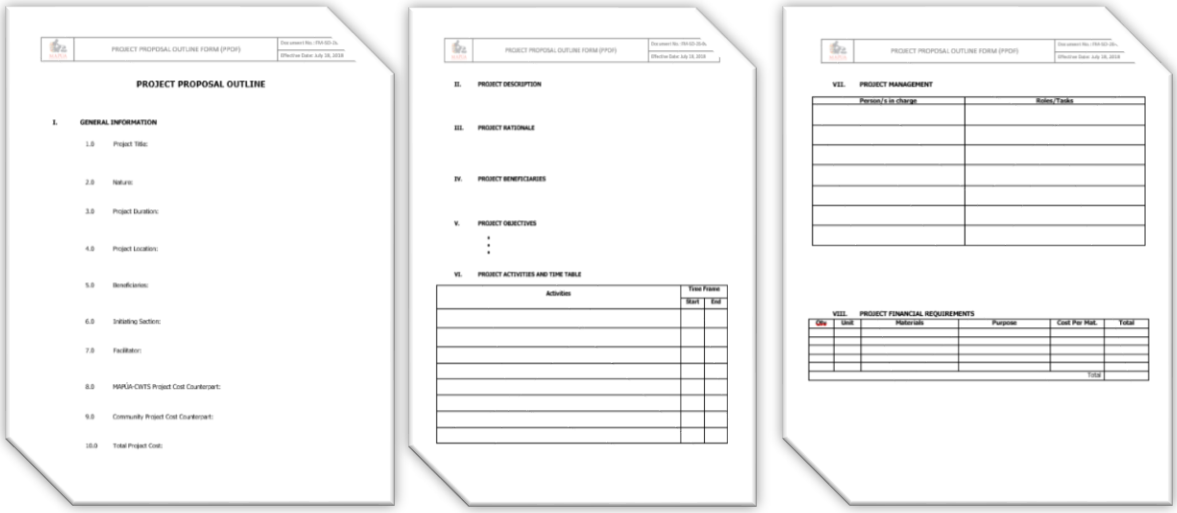
A. PROJECT CREATION

For on-site projects, the class will submit one (1) project proposal. The Facilitator will guide the students on which project are appropriate for their assigned barangay. For Facilitators with multiple classes, it is desirable that each class produce different projects under the four (4) NSTP Slab to create variety and diversity of activities.

For off-site projects, the class will create one (1) project proposal for the delegated activity of the CWTS classes. The Facilitator will provide the standards for the project. There will be one (1) activity for all the CWTS classes.

Project Proposal is the detailed design of the activities and other logistical requirements.

Phase Output: One (1) **Project Proposal**



Project Proposal Template

Creation of Document: Week 9 of CWTS101 and Week 5 of CWTS102 and CWTS103

B. PROJECT PLANNING

For the project planning, the class should have detailed information about the project scheme, mechanism and resources needed. In light of this, students need to submit two (2) important documents – Project Brief and Project Work Plan. From the project proposal, the students will present a more comprehensive account of the project activities, materials, manpower and other requirements.

Phase Output:

1. One (1) **Project Brief**

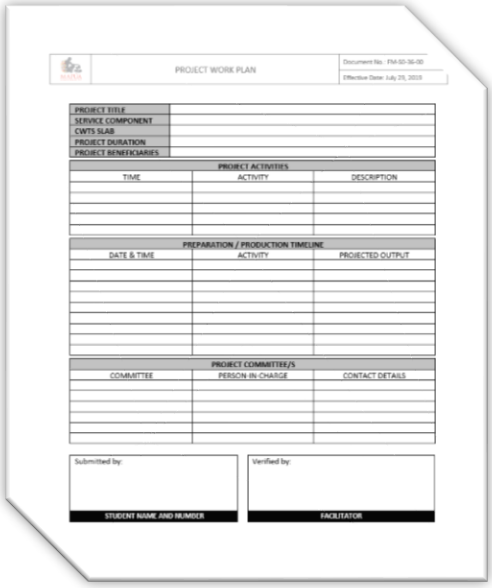


Project Brief Template

It presents the brief description of the project as well as the project material request. Essential to the project brief is the detailed description of the materials and specific quantity for requisition. All materials indicated in the project brief shall be provided by the NSTP Office. For a precise purchase of materials, if necessary, provide the brand and/or picture of the item.

Creation of Document: Week 6 of CWTS102 and CWTS103

2. One (1) **Project Work Plan**



PROJECT WORK PLAN

PROJECT TITLE	
SERVICE COMPONENT	
CWTS SLAB	
PROJECT DURATION	
PROJECT BENEFICIARIES	

PROJECT ACTIVITIES		
TIME	ACTIVITY	DESCRIPTION

PREPARATION / PRODUCTION TIMELINE		
DATE & TIME	ACTIVITY	PROJECTED OUTPUT

PROJECT COMMITTEE/S		
COMMITTEE	PERSON-IN-CHARGE	CONTACT DETAILS

Submitted by:	Verified by:
STUDENT NAME AND NUMBER	FACILITATOR

Project Work Plan Template

It presents the workflow for the project as well as the work force that will implement the activities. This form provides a detailed account of the following:

a. *Project Activities* – This is also called *activity program.* Be specific in the topics to be discussed. Provide the scope of the discussion and include the evaluation of the activity in the program.

b. *Preparation / Production Timeline* - This section shows the preparatory activities. For the preparation of onsite projects, these might include creation of props, visual aids and hand-outs as well as dry-run of the program. For offsite projects, these might include creation of the script, editing of the video and video captioning. Do not forget to indicate a specific duration of the activity in terms of hours or minutes.

c. *Project Committees* – In terms of onsite projects, this is the division of labor among the students. Each of the committees will elect their representative or point-person for class coordination. Contact details should also be included. No need to indicate the whole class in the committee. For the offsite projects, this pertains to the individuals who will assist the student.

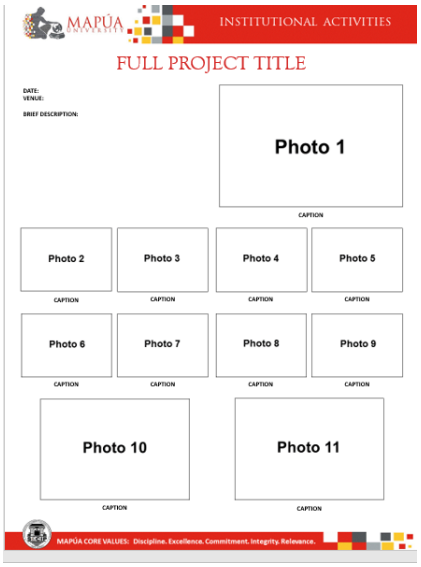
Creation of Document: Week 6 of CWTS102 and CWTS103

C. PROJECT IMPLEMENTATION

During the implementation of the project, whether it is offsite or in the community, students are asked to conduct their activities as per their plan. It is essential that they take pictures, videos and interviews. According to their assigned committees, students are to perform their task and interact with the community especially their beneficiaries. In the case of offsite projects, students will perform their project tasks individually or with the assistance of their family or friends.

Phase Output:

1. One (1) **Project Poster**



Project Poster Template

The Project Poster presents the class project implementation through photo documentation. A brief description is a narrative account of the activity. It highlights the salient events in the conduct of the activity. The following are important consideration in creating a brief description:

a. It should be in *present tense*.
b. Specify the number of beneficiaries and students that implemented the project.
c. Mention special individuals that graced the event such as barangay chairman.
d. Indicate the topics discussed and workshops conducted.
e. Be straight to the point and concise. It should present the story of your implementation in a short version.

For the photos, be selective in choosing the eleven (11) pictures. These are the 11 best pictures that can tell the story of the implementation, visually. Here are some things to observe about selecting your poster photos:

a. Photo 1 can be the group picture to represent the implementing class.
b. Photos 2 to 9 are processed pictures. These are the significant activities done within the program.
c. In Photos 10 and 11, pictures of the final products or participation of special individuals can be placed.
d. Don't overcrowd the poster template.
e. Give short captions to explain the pictures. These are also in present tense.

Creation of Document: Week 7 to 8 of CWTS102 and CWTS103

2. One (1) **Project Documentation** *(for onsite projects)*
   This is a three to five (3-5) minute video that chronicles the accomplishment of the class from the orientation of the project until the implementation. It highlights the achievement and processes of the class. All student efforts should be reflected in the video. The following are some things that should be incorporated in the video:
   a. Expectation vs Reality – from the proposal which things were achieved, surpassed or not accomplished.
   b. Testimonials – point of view or reaction of selected beneficiaries, barangay officials, significant individuals.
   c. Reflection – realization and insights of students regarding the project, its implementation and CWTS program.

3. One (1) **Project Implementation Video** *(for offsite projects)*
   This is a five to ten (5-10) minute video that presents the actual project output. This can be an instructional video or a demonstration video of the student's chosen topic. Topics for the videos are as follows:
   a. Science
   b. English
   c. Mathematics
   d. Health and Wellness
   e. Crafts and Hobbies

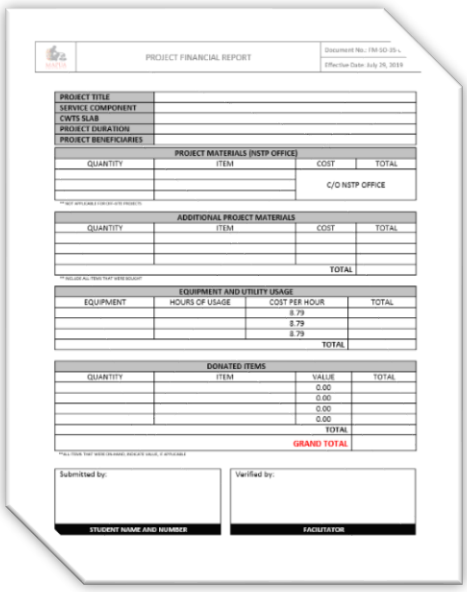
Creation of Document: Week 7 to 8 of CWTS102 and CWTS103

D. Project Evaluation

This is the last phase of the Project Development. The class looks back to the activities conducted from the planning to the implementation. It reflects on the achievements and the challenges through out the whole process. Recommendations and areas of improvements are necessary outputs to better provide the program an insight to innovate and develop an improved student community engagement.

Phase Output:

1. One (1) **Project Financial Report**


PROJECT FINANCIAL REPORT

PROJECT TITLE	
SERVICE COMPONENT	
CWTS SLAB	
PROJECT DURATION	
PROJECT BENEFICIARIES	

PROJECT MATERIALS (NSTP OFFICE)			
QUANTITY	ITEM	COST	TOTAL
		C/O NSTP OFFICE	

ADDITIONAL PROJECT MATERIALS			
QUANTITY	ITEM	COST	TOTAL
		TOTAL	

EQUIPMENT AND UTILITY USAGE			
EQUIPMENT	HOURS OF USAGE	COST PER HOUR	TOTAL
		8.79	
		8.79	
		8.79	
		TOTAL	

DONATED ITEMS			
QUANTITY	ITEM	VALUE	TOTAL
		0.00	
		0.00	
		0.00	
		0.00	
		TOTAL	
		GRAND TOTAL	

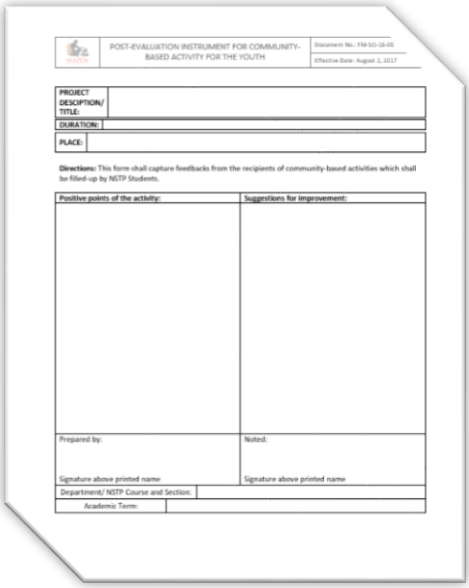
Submitted by:	Verified by:
STUDENT NAME AND NUMBER	FACILITATOR

Project Financial Report Template

This is an account of all the resources utilized by the class in their project. It presents the materials provided by the NSTP Office as requested by the class. It also shows the project items purchased and donated by the students. For the offsite projects, it is necessary that all utility usage is reflected in the report. The purpose of the document is to create transparency in the handling of resources and present the true value of the project implemented.

Creation of Document: Week 9 of CWTS102 and CWTS103

2. One (1) **Project Evaluation Report / Post-Evaluation Instrument for Community-Based Activity for the Youth**



POST-EVALUATION INSTRUMENT FOR COMMUNITY-BASED ACTIVITY FOR THE YOUTH

Document No.: FM-SO-18-00
Effective Date: August 2, 2017

PROJECT DESCRIPTION/ TITLE:	
DURATION:	
PLACE:	

Directions: This form shall capture feedbacks from the recipients of community-based activities which shall be filled-up by NSTP Students.

Positive points of the activity:	Suggestions for improvement:
Prepared by: Signature above printed name	Noted: Signature above printed name
Department/ NSTP Course and Section:	
Academic Term:	

Post-Evaluation Instrument for Community-Based Activity for the Youth Report Template

Project Evaluation Report closes the project development cycle through the compilation of insights and reactions for both the project beneficiaries and the project implementers (students). For on-site projects, as an evaluation mechanism, the class can devise a short survey questionnaire to gather the beneficiaries' appreciation and view regarding the implemented activities. For participants that still can't write or read, a simple focus group discussion (FGD) can be conducted after the activities. In the case of off-site projects, outputs are reviewed by at least three (3) individuals. They need to accomplish the form which the student will compile and submit to their Facilitator.

In the case of the students, the Facilitator is responsible in processing their experience and its evaluation of the whole project. Documentation of insights and reflections can be added in the report.

Creation of Document: Week 9 of CWTS102 and CWTS103

Through the series of reports that the class accomplishes, it adds in accomplishing the documentation and accounting of the project. It reflects the project development process from the conceptualization of the project idea to its implementation and evaluation of its experience in relation to the project stakeholders.



Performing Community Service

CHAPTER 4

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

OVERVIEW OF THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

The United Nations Sustainable Development Goals (UNSDGs), also known as the Global Goals, are a set of 17 interconnected goals adopted by all United Nations Member States in 2015 as part of the 2030 Agenda for Sustainable Development. They serve as a global framework to address the world's most pressing social, economic, and environmental challenges and to create a more sustainable, equitable, and prosperous future for all. [sdgs.un.org], [un.org]

The UNSDGs are built on the principle of "leaving no one behind", recognizing that sustainable development requires balancing economic growth, social inclusion, and environmental protection. The goals aim to eradicate poverty, reduce inequalities, improve health and education, promote gender equality, combat climate change, and protect natural ecosystems while ensuring peace and prosperity for present and future generations. [un.org], [undp.org]

The 17 Sustainable Development Goals are:
1.No Poverty
2.Zero Hunger
3.Good Health and Well-being
4.Quality Education
5.Gender Equality
6.Clean Water and Sanitation
7.Affordable and Clean Energy
8.Decent Work and Economic Growth
9.Industry, Innovation and Infrastructure
10.Reduced Inequalities
11.Sustainable Cities and Communities
12.Responsible Consumption and Production
13.Climate Action
14.Life Below Water
15.Life on Land
16.Peace, Justice and Strong Institutions
17.Partnerships for the Goals
[sdgs.un.org], [undp.org]

These goals are supported by 169 specific targets and numerous indicators used to monitor progress at global, national, and local levels. Governments, civil society organizations, businesses, academic institutions, and communities all share responsibility for achieving the goals by the year 2030. [sdgs.un.org], [en.wikipedia.org]

In summary, the UNSDGs provide a comprehensive roadmap for sustainable development, encouraging collective action to end poverty, protect the planet, and ensure peace and prosperity for everyone. By working together across sectors and nations, the global community can build a more inclusive, resilient, and sustainable future. [un.org], [unric.org]

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HISTORY OF THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

The history of the United Nations Sustainable Development Goals (SDGs) is rooted in decades of international efforts to promote sustainable development and address global challenges. The foundation was laid at the 1992 Earth Summit in Rio de Janeiro, Brazil, where more than 178 countries adopted Agenda 21, a global action plan aimed at improving human well-being while protecting the environment. [sdgs.un.org]

In 2000, world leaders adopted the United Nations Millennium Declaration, which led to the creation of the Millennium Development Goals (MDGs). The eight MDGs focused on reducing extreme poverty, improving health and education, promoting gender equality, and addressing other critical development issues by 2015. The MDGs achieved significant progress but were considered limited in scope and primarily targeted developing countries. [sdgs.un.org], [un.org]

Recognizing the need for a broader and more inclusive development framework, global consultations were conducted involving governments, civil society organizations, businesses, and citizens worldwide. These discussions resulted in the development of the 2030 Agenda for Sustainable Development, which was unanimously adopted by all 193 UN Member States in September 2015. [sdgs.un.org], [un.org]

At the heart of the 2030 Agenda are the 17 Sustainable Development Goals (SDGs) and 169 targets, designed to address interconnected economic, social, and environmental challenges. The SDGs aim to end poverty, protect the planet, reduce inequalities, promote peace, and ensure prosperity for all by the year 2030. A key principle of the agenda is "Leaving No One Behind," ensuring that development benefits all people, especially the most vulnerable. [un.org], [undp.org], [unric.org]

Today, the SDGs serve as the world's shared blueprint for sustainable development. Governments, businesses, non-governmental organizations, academic institutions, and local communities work together to achieve these goals and create a more inclusive, resilient, and sustainable future for present and future generations. [un.org], [unric.org]

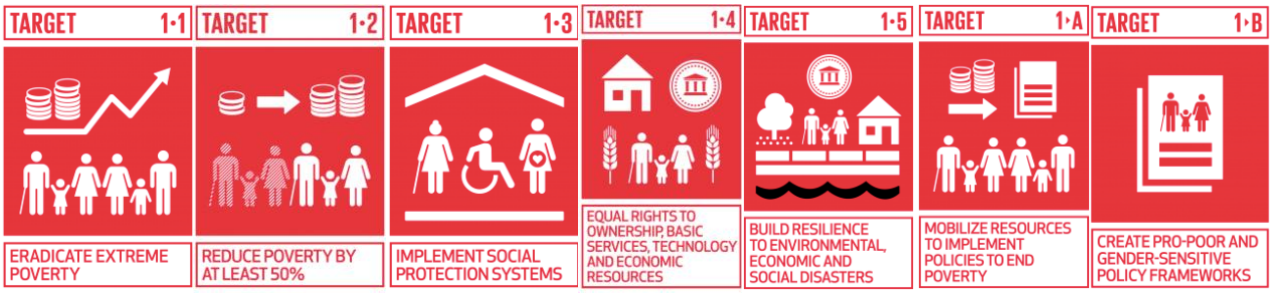
UN SDG 1: NO POVERTY



Goal: End poverty in all its forms everywhere.

This goal seeks to eradicate extreme poverty, strengthen social protection systems, and ensure equal access to economic resources and opportunities. Poverty reduction is fundamental to achieving sustainable development.

TARGETS AND INDICATORS:



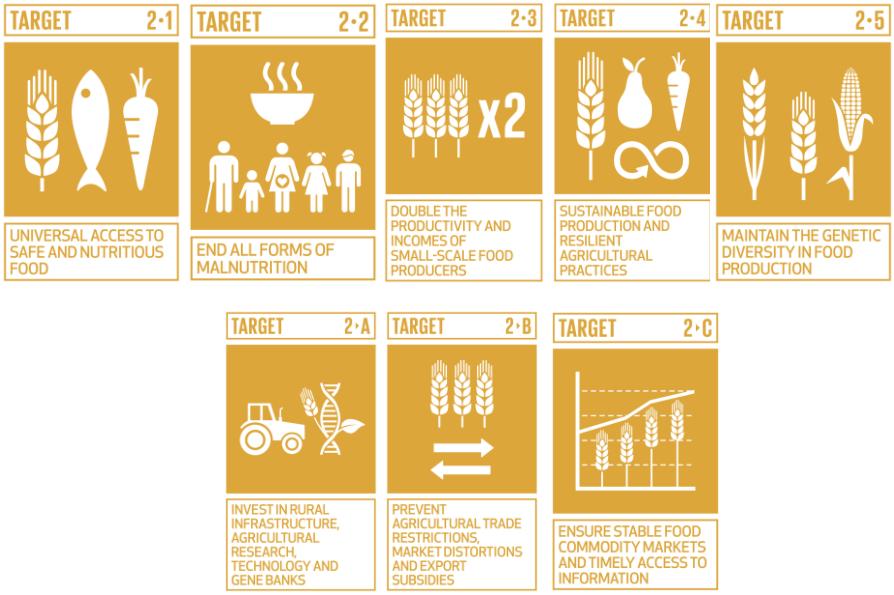
UN SDG 2: ZERO HUNGER



Goal: End hunger, achieve food security, improve nutrition, and promote sustainable agriculture.

SDG 2 focuses on ensuring that all people have access to safe, nutritious, and sufficient food while supporting sustainable farming practices that protect ecosystems and increase agricultural productivity.

TARGETS AND INDICATORS:



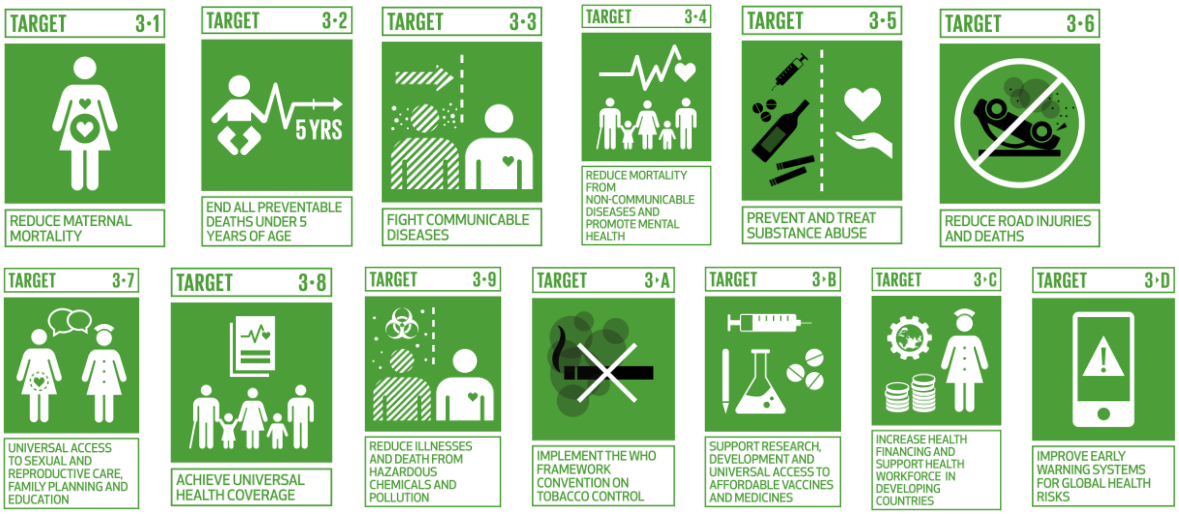
UN SDG 3: GOOD HEALTH AND WELL-BEING



Goal: Ensure healthy lives and promote well-being for all at all ages.

This goal addresses maternal and child health, communicable and non-communicable diseases, mental health, universal health coverage, and access to essential health services.

TARGETS AND INDICATORS:



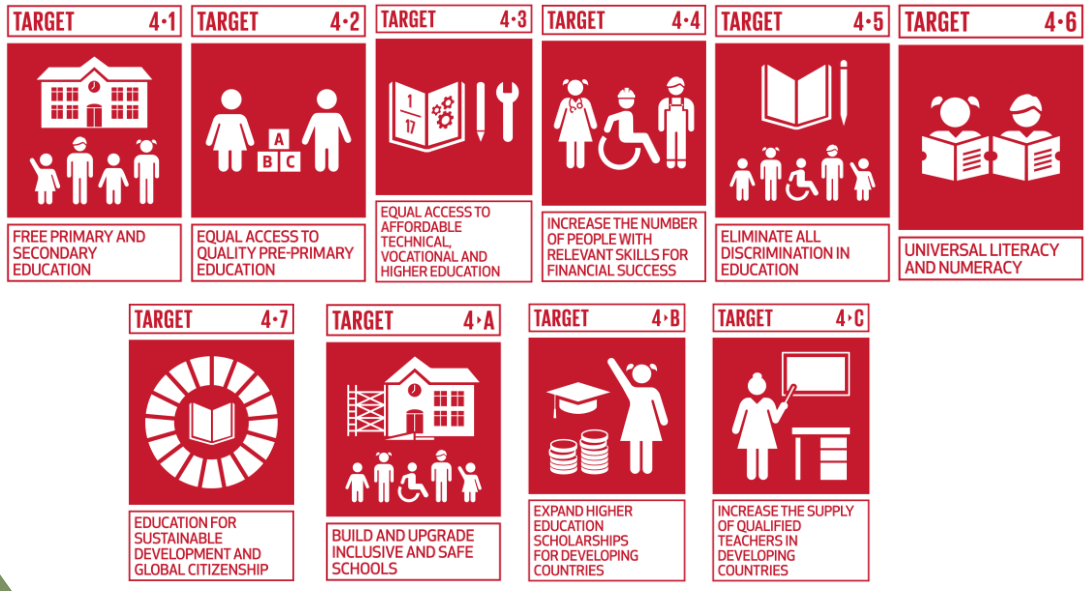
UN SDG 4: QUALITY EDUCATION



Goal: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG 4 promotes access to quality education, literacy, vocational training, and lifelong learning to empower individuals and foster sustainable development

TARGETS AND INDICATORS:



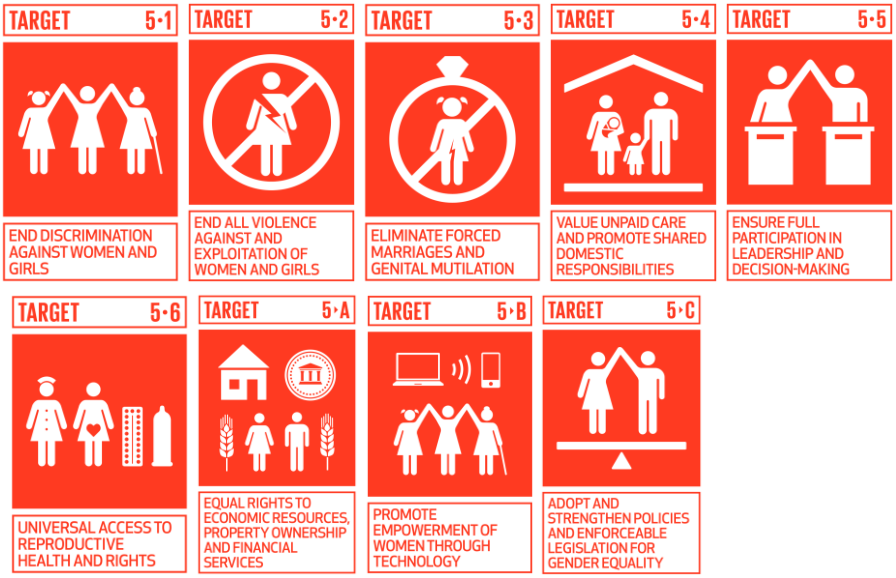
UN SDG 5: GENDER EQUALITY



Goal: Achieve gender equality and empower all women and girls.

This goal aims to eliminate discrimination, violence, and harmful practices against women and girls while ensuring equal participation in leadership, education, and economic opportunities.

TARGETS AND INDICATORS:



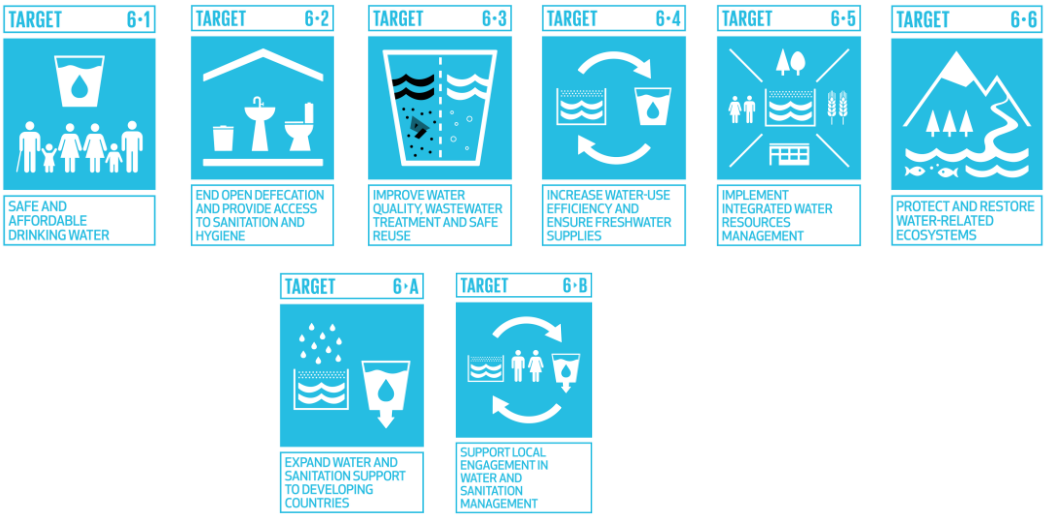
UN SDG 6: CLEAN WATER AND SANITATION



Goal: Ensure availability and sustainable management of water and sanitation for all.

SDG 6 focuses on universal access to safe drinking water, adequate sanitation and hygiene, improved water quality, and sustainable water resource management.

TARGETS AND INDICATORS:



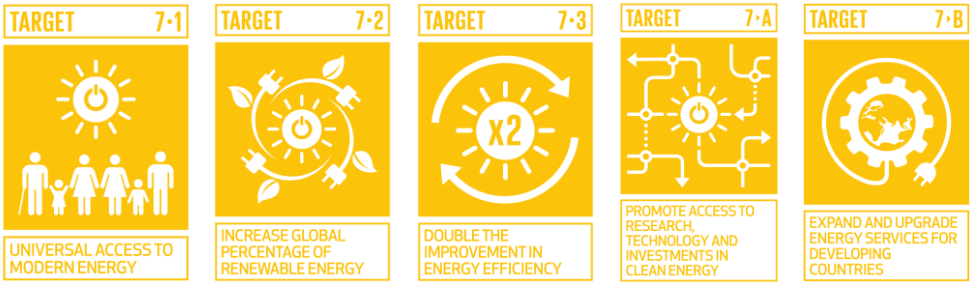
UN SDG 7: AFFORDABLE AND CLEAN ENERGY



Goal: Ensure access to affordable, reliable, sustainable, and modern energy for all.

The goal promotes renewable energy, energy efficiency, and universal access to electricity and clean cooking technologies.

TARGETS AND INDICATORS:



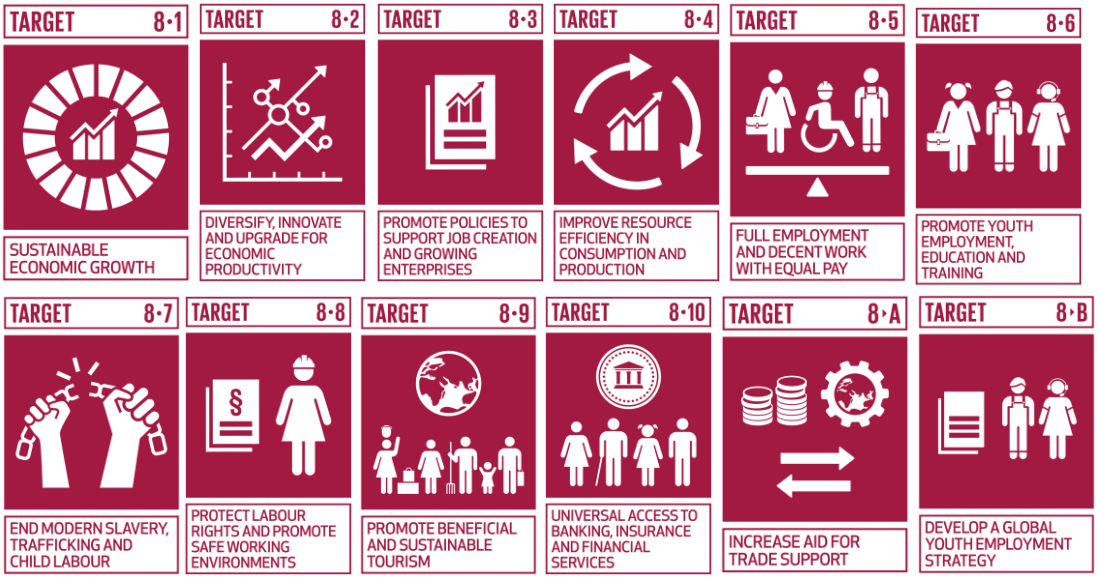
UN SDG 8: DECENT WORK AND ECONOMIC GROWTH



Goal: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

SDG 8 encourages job creation, entrepreneurship, labor rights protection, and inclusive economic opportunities for people of all ages.

TARGETS AND INDICATORS:



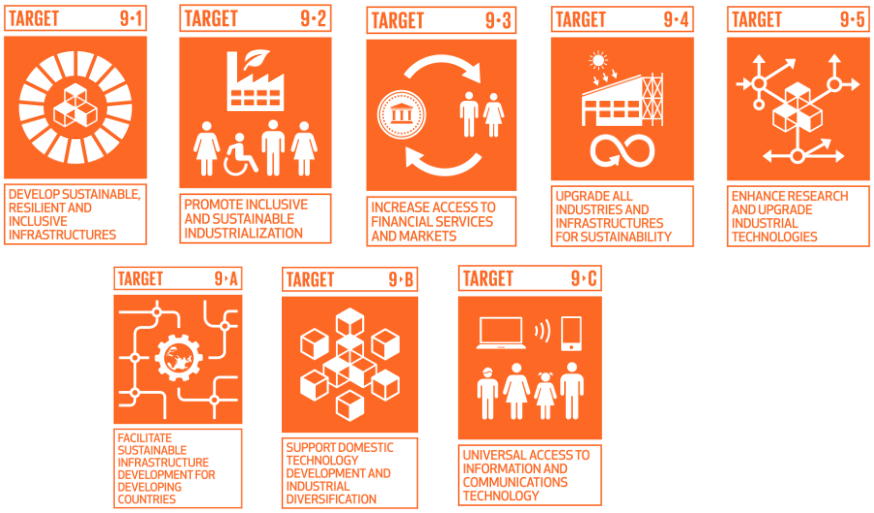
UN SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE



Goal: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

This goal emphasizes technological advancement, research, innovation, and infrastructure development as drivers of economic growth and social progress.

TARGETS AND INDICATORS:



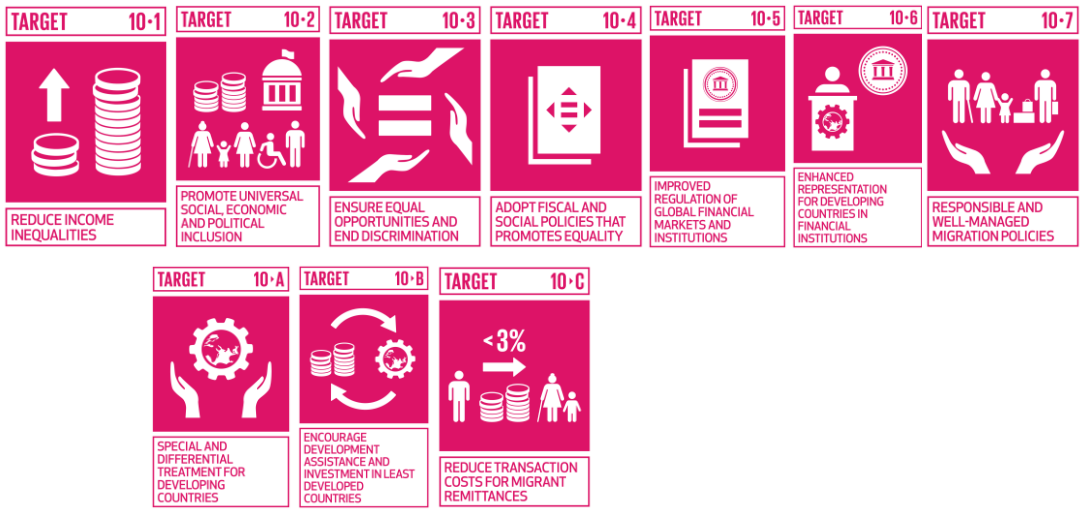
UN SDG 10: REDUCED INEQUALITIES



Goal: Reduce inequality within and among countries.

SDG 10 seeks to address social, economic, and political inequalities by promoting inclusion, equal opportunity, and equitable policies.

TARGETS AND INDICATORS:



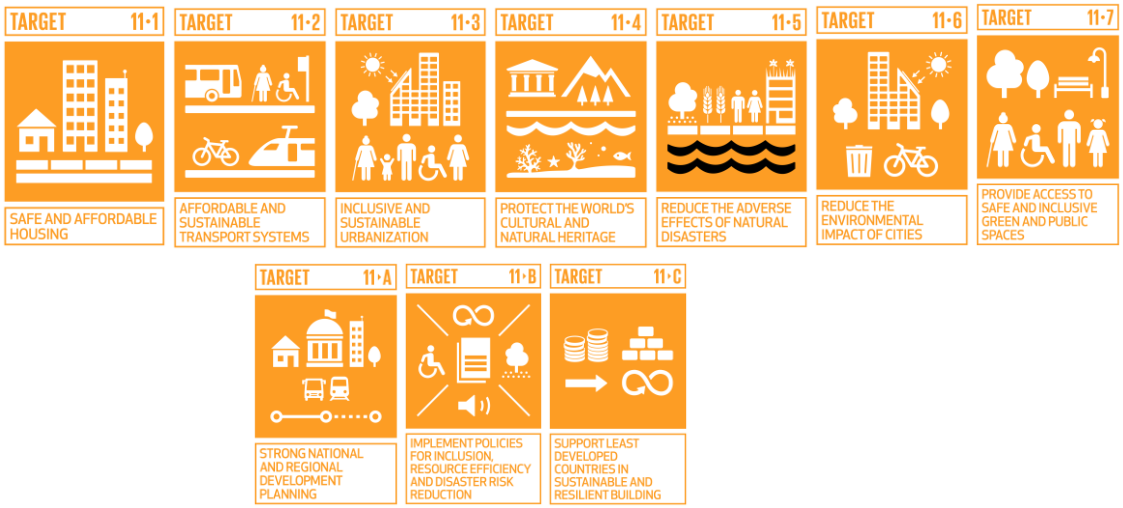
UN SDG 11: SUSTAINABLE CITIES AND COMMUNITIES



Goal: Make cities and human settlements inclusive, safe, resilient, and sustainable.

The goal focuses on affordable housing, sustainable transportation, disaster resilience, cultural heritage protection, and improved urban planning

TARGETS AND INDICATORS:



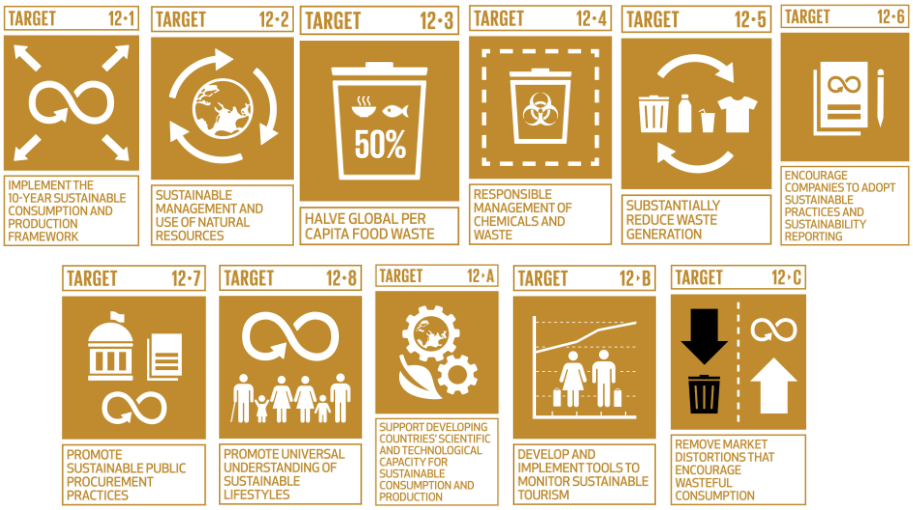
UN SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION



Goal: Ensure sustainable consumption and production patterns.

SDG 12 promotes resource efficiency, waste reduction, recycling, sustainable business practices, and responsible consumer behavior.

TARGETS AND INDICATORS:



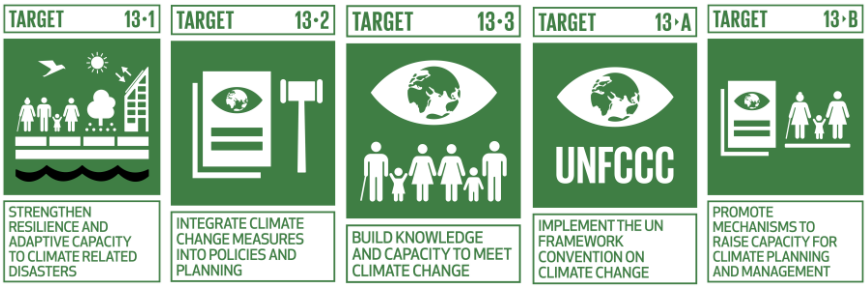
UN SDG 13: CLIMATE ACTION



Goal: Take urgent action to combat climate change and its impacts.

This goal supports climate adaptation, mitigation efforts, disaster risk reduction, and international cooperation to address the climate crisis.

TARGETS AND INDICATORS:



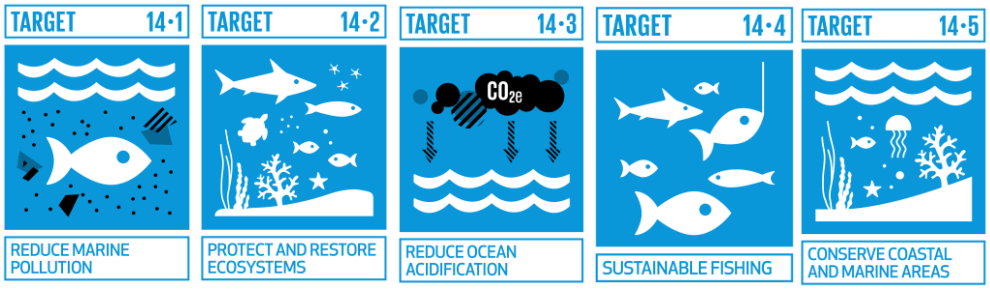
UN SDG 14: LIFE BELOW WATER

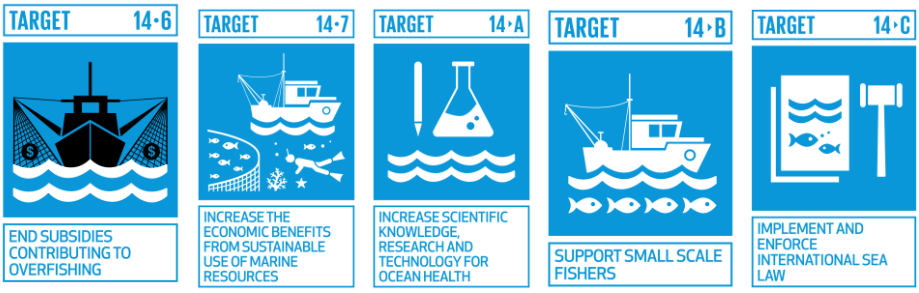


Goal: Conserve and sustainably use the oceans, seas, and marine resources.

SDG 14 aims to reduce marine pollution, protect marine ecosystems, and ensure sustainable fisheries and ocean management.

TARGETS AND INDICATORS:





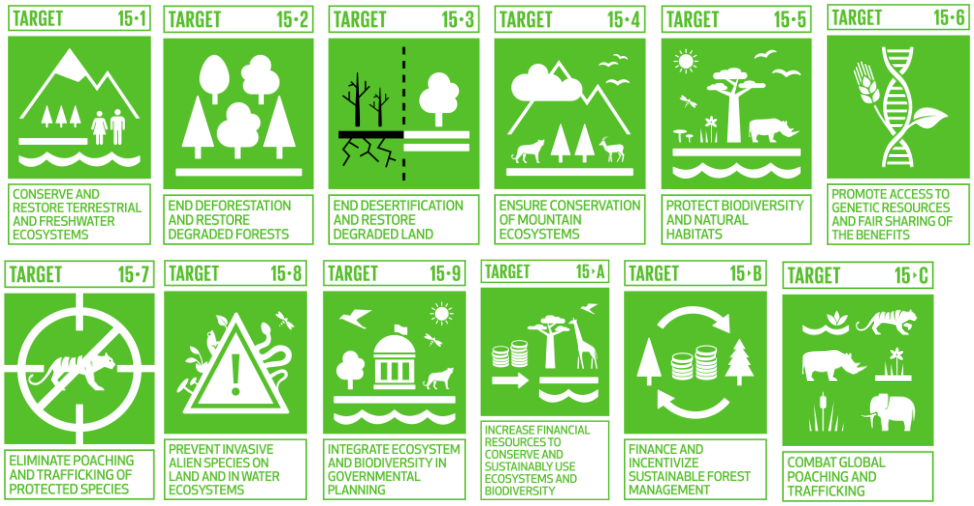
UN SDG 15: LIFE ON LAND



Goal: Protect, restore, and promote sustainable use of terrestrial ecosystems.

This goal focuses on conserving forests, combating desertification, protecting biodiversity, and restoring degraded land ecosystems.

TARGETS AND INDICATORS:



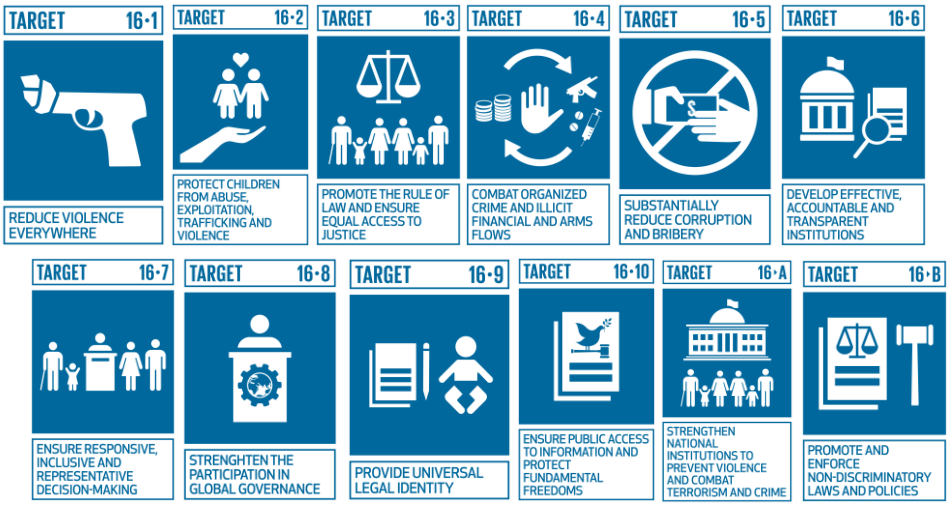
UN SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS



Goal: Promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable institutions.

SDG 16 seeks to reduce violence, strengthen the rule of law, combat corruption, and ensure responsive governance.

TARGETS AND INDICATORS:



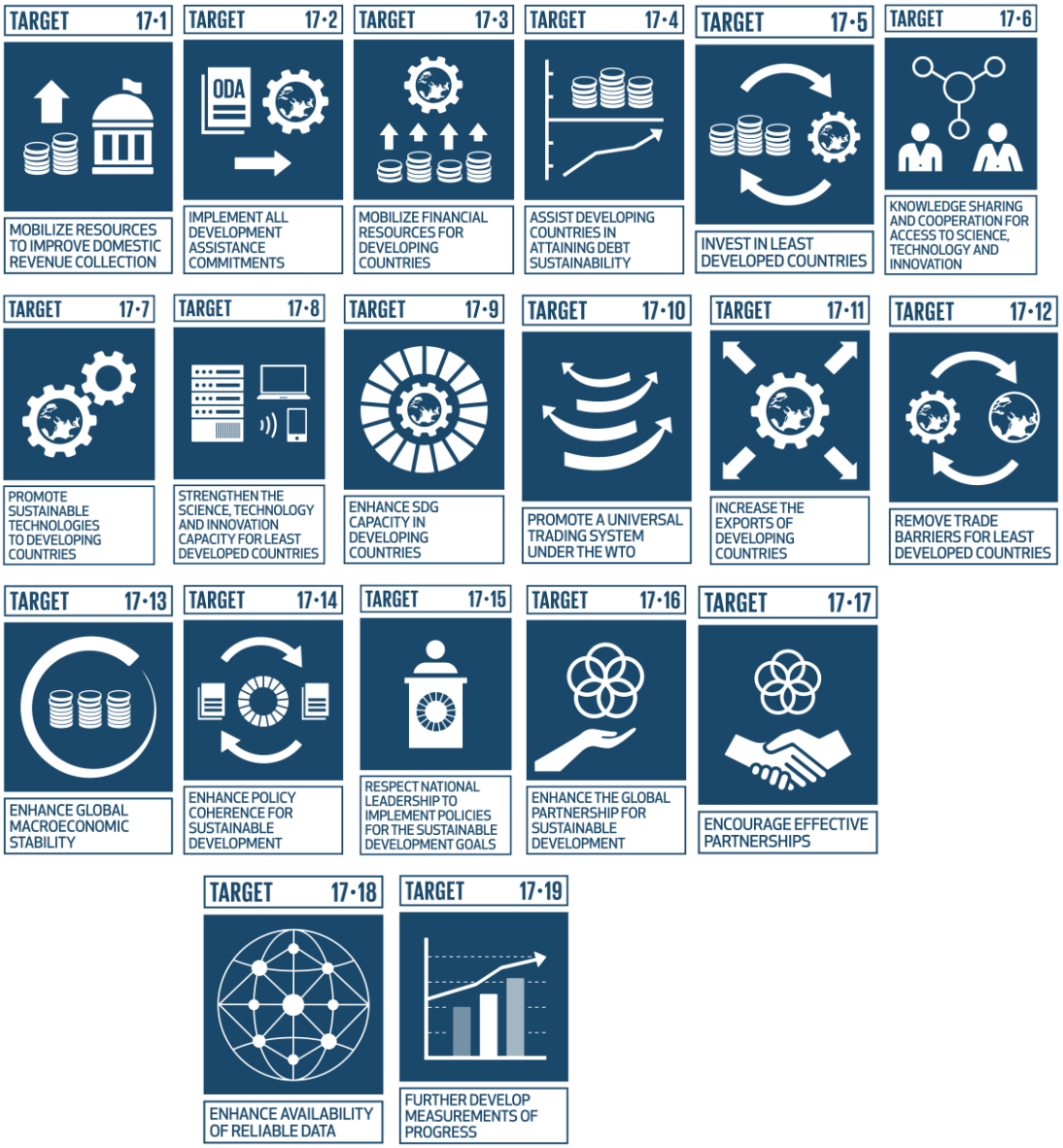
UN SDG 17: PARTNERSHIP FOR THE GOALS



Goal: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

This goal emphasizes cooperation among governments, businesses, civil society, and international organizations to mobilize resources, knowledge, and technology in support of sustainable development.

TARGETS AND INDICATORS:



SOURCE: https://www.globalgoals.org/17-partnerships-for-the-goals

SAMPLE COMMUNITY PROJECTS CONTRIBUTORY TO THE UN SDG

These sample projects can be implemented by local governments, NGOs, schools, youth groups, faith-based organizations, and community associations to support the achievement of the SDGs. The SDGs encourage local action because sustainable development begins within communities.

UN SDG	PROJECT	DESCRIPTION	ACTIVITIES	EXPECTED IMPACT
NO POVERTY	Community Livelihood and Skills Training Program	Provide vocational skills training, entrepreneurship workshops, and small business grants for low-income families.	• Skills training (sewing, baking, carpentry, digital literacy) • Microenterprise development • Financial literacy seminars • Cooperative formation	• Increased household income • Reduced unemployment • Improved financial stability
ZERO HUNGER	Community Food Garden and Nutrition Program	Establish communal vegetable gardens to provide fresh produce and promote food security.	• Organic gardening workshops • Seed distribution • School feeding support • Nutrition education sessions	• Improved household nutrition • Increased access to healthy food • Enhanced food security
GOOD HEALTH AND WELL-BEING	Community Health and Wellness Campaign	Conduct regular health education and medical outreach services.	• Free medical and dental missions • Mental health awareness seminars • Vaccination campaigns • Fitness and exercise programs	• Improved community health • Increased disease prevention awareness • Better access to basic healthcare

UN SDG	PROJECT	DESCRIPTION	ACTIVITIES	EXPECTED IMPACT
QUALITY EDUCATION	Learning Support and Literacy Center	Provide free tutoring and learning resources for children and adults.	• Reading and literacy programs • After-school tutoring • Digital literacy classes • Scholarship assistance	• Improved academic performance • Reduced school dropout rates • Enhanced lifelong learning opportunities
GENDER EQUALITY	Women's Empowerment and Leadership Program	Create opportunities for women and girls to develop leadership and livelihood skills.	• Leadership workshops • Gender sensitivity training • Women's livelihood projects • Violence prevention awareness campaigns	• Greater participation of women in leadership • Improved gender equality awareness • Increased economic opportunities for women
CLEAN WATER AND SANITATION	Safe Water and Hygiene Initiative	Improve access to clean water and promote sanitation practices.	• Installation of community water systems • Handwashing campaigns • Construction of sanitary toilets • Water quality monitoring	• Reduced waterborne diseases • Improved hygiene practices • Better sanitation facilities
AFFORDABLE AND CLEAN ENERGY	Solar Lighting for Communities	Promote renewable energy solutions in underserved areas.	• Installation of solar streetlights • Household solar lamp distribution • Renewable energy education • Energy conservation campaigns	• Reduced energy costs • Increased access to clean energy • Lower carbon emissions

UN SDG	PROJECT	DESCRIPTION	ACTIVITIES	EXPECTED IMPACT
DECENT WORK AND ECONOMIC GROWTH	Community Employment and Enterprise Hub	Support job creation and local entrepreneurship.	• Job fairs • Business mentoring • Skills matching services • Local product marketing programs	• Increased employment opportunities • Stronger local economy • Improved workforce skills
INDUSTRY, INNOVATION AND INFRASTRUCTURE	Community Innovation and Technology Center	Establish a center where residents can access technology and innovation resources.	• Computer training • Innovation challenges • Digital entrepreneurship workshops • Internet access services	• Enhanced digital skills • Increased innovation capacity • Improved access to technology
REDUCED INEQUALITIES	Inclusive Community Development Program	Support vulnerable and marginalized groups.	• Accessibility improvement projects • Support groups for persons with disabilities • Indigenous peoples' empowerment initiatives • Anti-discrimination campaigns	• Greater social inclusion • Reduced barriers to participation • Improved equality of opportunity
SUSTAINABLE CITIES AND COMMUNITIES	Green and Resilient Community Program	Improve community sustainability and disaster resilience.	• Urban gardening • Community disaster preparedness training • Waste segregation campaigns • Public space rehabilitation	• Cleaner neighborhoods • Enhanced disaster preparedness • Improved quality of life

UN SDG	PROJECT	DESCRIPTION	ACTIVITIES	EXPECTED IMPACT
RESPONSIBLE CONSUMPTION AND PRODUCTION	Zero Waste Community Initiative	Promote sustainable consumption and waste management.	• Recycling programs • Community composting • Plastic reduction campaigns • Sustainable consumer education	• Reduced landfill waste • Increased recycling rates • Environmental awareness
CLIMATE ACTION	Community Climate Resilience Program	Empower communities to mitigate and adapt to climate change.	• Tree planting activities • Climate education workshops • Disaster risk reduction training • Community carbon footprint campaigns	• Increased environmental awareness • Improved resilience to climate-related disasters • Enhanced ecosystem protection
LIFE BELOW WATER	Coastal and River Cleanup Project	Protect aquatic ecosystems and reduce water pollution.	• Coastal cleanups River rehabilitation • Marine conservation education • Fish habitat restoration	• Cleaner waterways • Reduced marine pollution • Greater biodiversity conservation
LIFE ON LAND	Community Forest and Biodiversity Conservation Program	Protect terrestrial ecosystems and biodiversity.	• Tree planting and reforestation • Wildlife conservation campaigns • Community nurseries • Environmental education	• Increased forest cover • Enhanced biodiversity • Improved environmental stewardship

UN SDG	PROJECT	DESCRIPTION	ACTIVITIES	EXPECTED IMPACT
PEACE, JUSTICE AND STRONG INSTITUTIONS	Community Peacebuilding and Good Governance Initiative	Strengthen community participation and conflict resolution mechanisms.	• Mediation and conflict resolution training • Youth leadership development • Community dialogues • Civic education campaigns	• Reduced community conflicts • Increased citizen participation • Stronger local governance
PARTNERSHIPS FOR THE GOALS	Multi-Sector Community Development Partnership	Build collaborations among local government units, NGOs, schools, businesses, and community groups.	• Stakeholder networking forums • Resource mobilization initiatives • Volunteer programs • Joint community development projects	• Stronger partnerships • Increased resources for development • More effective and sustainable community programs



CASE ANALYSIS

HOW TO DO A CASE ANALYSIS

Step 1 A particular case or a problem situation will be given to the students to read, study, analyze and solve.

Step 2 The students shall be provided with problem questions or statements that will help them in focusing their reading and analyzing the case.

Step 3 Provide reading time. Give the participants ample time to read and re-read the case. Below are some tips on reading cases.

- Read through the whole case. If the case is divided into sections, read the titles of the subsections first to get a general idea of the whole case. After this, read the case line by line. Do not skim the material or skip sections.
- Pick out salient points and important ideas from the case. Salient ideas may take the form of problems, issues, concerns and activities.
- Write down notes on the margins of the paper.

Step 4 Ask the students to analyze the case breaking it down into the following:

- Define the central problem.
- Break down the problem into its main aspects or factors like activities or issues. Then, break down further the factors into elements.
- Query the elements, sift through the evidence, weigh the pros and cons, then arrive at conclusions.
- Think entirely different possibilities to the case.
- Let the students analyze first the elements, then the factors or aspects and ask them to come up with a solution to the central problem.

EXERCISE RUBRICS			
CRITERIA	**(60-70%)**	**(75-85%)**	**(90-100%)**
Points	[12-14]	[15-17]	[18-20]
Conflict Identification [20]	The student, through the analysis presented, has overlooked possible conflicts from the situation provided.	The student was only able to recognize a single conflict from the case given.	The analysis provided demonstrates the student's recognition of multiple problems presented on the case.
Points	[12-14]	[15-17]	[18-20]
Plan of Action [20]	Plan of action given lacks clarity and direction.	The plan of action yielded some feasible plan in response to the problem cited.	The plan of action provided multiple specific, measurable, attainable and realistic steps on how the conflicts identified can be addressed.
Points	[3.00-3.50]	[3.75-4.25]	[4.50-5.00]
Deadline Compliance [5]	Document submission fell beyond two weeks from the set deadline.	Document is submitted one week later than the specified date of submission.	Document is submitted within the given deadline.
Points	[3.00-3.50]	[3.75-4.25]	[4.50-5.00]
Writing Style and Format [5]	Document follows a different format and manifests multiple incorrect spelling and grammatical errors.	Follows format, however, some misspelled words and some grammatical errors are present on the document.	The paper reflects no errors in terms of spelling and grammar and has followed the prescribed format.
CI + PA + DC + WSF = STUDENT'S TOTAL SCORE			

CASE ANALYSIS
EDUCATION

NO READ, NO WRITE: THE STORY OF MANG DEOLITO

Jose Deolito R. Santos was born eldest to a brood of six in a small and Aeta community in Pampanga. Having a father who is a magkakahoy and a housewife mother, Deolito was forced to enter into labor in the very tender age of ten in order to support his younger siblings. Selling their backyard tanim of luya sili and kamias at the community market during the day and serving as a kargador at the nearby hacienda at night, the young Deolito barely had the time for leisure and the money and the privilege to attend school.



"Nay, gusto ko po sanang matuto at pumasok sa eskwela." the young Deolito echoed to his mother.

"Anak, gusto rin namin ng iyong itay na makapasok ka at matutong makapagbasa at sumulat ngunit sadyang kapos tayo sa pantustos nating pamilya. Hayaan mo at kung makaluwag-luwag tayo at may maipon tayo sa pangangahoy ng iyong tatay ay ipapasok kita sa paaralan." His mother replied, trying to console her son.

Unfortunately for Deolito, his mother's promise of sending him to school never came into a reality. When his father was accepted as a contractual worker at the town's wood carving industry, his parents decided to prioritize sending his younger siblings to school first. This left the young Deolito heartbroken and have since then made a vow to work doubly hard hoping that he too could send himself to school.

When Deolito have mustered enough strength and have saved ample amount of money, he decided to try his luck and applied as a forest guard at the Subic Bay Freeport Zone.



"Fill up this form, para mai-process na natin ang application mo." a stern-looking HR staff ordered.

After almost an eternity of staring blankly at the form, Deolito embarrassingly admitted that he was not able to attend any formal schooling and is not capable of reading and writing.

"O sige, ako nalang ang magsusulat para sa iyo. Sabihin mo nalang ang mga sagot sa mga itatanong ko." the HR staff snapped back, disappointment very evident in his voice.

With some luck and perseverance, Deolito got accepted on the job and has been working with the said company for over ten years already. It is in the same company that he was able to meet his literate wife, Anita, a janitress whom has sired him with three children.

One afternoon while Deolito was busy working, his immediate superior called his attention. *"Deolito, you have been loyally serving this company for so long. You have maintained a very good track record and I personally witnessed it over the past years. Mang Romeo will actually be leaving his post soon. I'm honestly eyeing you to replace him for the said position."*



"Naku sir promotion po iyon! Maraming salamat po at i-kinunsidera niyo po ako sa position na iyon!" Deolito excitedly exclaimed.

"However, before I could recommend you to our boss, you need to undergo a qualifying exam this Friday." His boss quickly followed.

On that Friday morning, Mang Deolito came in with his wife and approached an HR staff. *"May naka-schedule po akong exam ngayong umaga. Isasama ko po sana yung asawa ko para siya ang magsulat ng mga sagot ng exam para sa akin."*

GUIDE QUESTIONS:

1. Based on the story presented, what is / are Deolito's concern/s?
2. How is the case of Mang Deolito similar to the other out-of-school youths in the country?
3. What are the probable causes of the prevalent cases of individuals unable to attend school?
4. How can the problem of illiteracy in the Philippines be properly addressed?

CASE ANALYSIS
ENVIRONMENT

NATURE RESERVE INSTITUTE AND BARANGAY BAYALSE

The Nature Reserve Institute is a Non-Government Organization (NGO) that caters to different barangays in attending to their environmental issues. They provide their expertise in aiding the community for planning their environmental preservation efforts.

Recently, the Institute receives a new project. For the span of six (6) months to a year, the group will help Brgy. Bayalse in their environmental concerns. Here is their profile sheet:

COMMUNITY PROFILE SHEET	
BARANGAY NAME	BARANGAY BAYALSE
CAUSE DIAGNOSIS	The area is currently hit by extensive and sporadic effects of global warming or climate change.
CURRENT SITUATION	Excessive heat has been the customized situation of the barangay over a long period of time. The residents regard it as normal condition of the area and take it as a gift from God that there are no incidents of deaths and/or destruction of properties. However, for the past couple of months, their condition is getting alarming. The rain fall is unpredictable, it gave no sign when it will start and when it will stop. Oftentimes, it lasts for 2-3 days continuously.
PHYSICAL EFFECT/S	1. FLOODING: Many residents have left the community and a large number are evacuated in other areas. Many have lost their valuable properties damaged during the unexpected midnight flooding. Some of the homes have already disappeared below the muddy water. 2. LANDSLIDES: Due to the soil structure that does not permeate water easily, whenever it rains, it causes landslides. This resulted to loss of properties, lives and causes road accidents. 3. DROUGHT: Months of dry weather results to food shortages and uncultivated farm lands.
ECONOMIC EFFECT/S	1. LIVELIHOOD ACTIVITIES DISRUPTION: The crop farming activities which is regarded as their major means of livelihood is constantly being disrupted by the unpredictable weather. Their alternative source of income which is fishing is also hindered by the constant flood. 2. UNDELIVERABLE COMMODITIES AND SUPPLIES: The community is unreachable during and after a flood or landslides.
PSYCHOSOCIAL EFFECT/S	1. FEARS/ANXIETY OF THE PEOPLE: There is a constant fear in the people every time they hear about a bad weather. They fear the possibility of lives and property loss. 2. HELPLESSNESS: The residents feel hopeless and wait for God's mercy. 3. CONFUSION: They are at a loss to what is happening in their area and what proper action to take to remedy the current situation.

GUIDE QUESTIONS:

1. What are the different problems have you identified upon reading the community situationer on Brgy. Bayalse?
2. What steps can you propose in response to the concerns you have enumerated?
3. Create a barangay work plan or a project proposal that could help alleviate the concern of the community.

CASE ANALYSIS
RECREATION

A BETTER ALTERNATIVE FOR THE YOUTH OF BARANGAY MALIGALIG

Barangay Maligalig is a rural community situated between a small river and a farm field. Generally, the residents make a living as farmers. They regularly bring their crops to a nearby market which they have to travel for about half an hour. The area is quite small that most of the residents know each other. The residents are very cooperative and active in the community activities. Everyone puts in effort for the development of the community. The barangay chairman and his officials are very accommodating especially for proposed projects of their constituents. They held regular meetings for activity updates and consultations. For the residents, they devote some time to participate in the barangay projects as well as to get involved in the deliberation and decision making process for community endeavors.

In one of the community meetings, Kagawad Sally who is responsible for the youth development of the barangay states her concern regarding the alarming threat to their youth's welfare. As she revealed, a few months ago there have been unruly incidents in the market place. Some of the vendors reported a group of teenagers were seen sniffing solvents and rugby, smoking cigarettes and drinking alcohol in the area. Other vendors even claimed that they also use drugs and create a disturbance to the market stalls. These teenagers use the market place as their tambayan. They can be seen together almost from day to night. They also like to entice others to join them in their activities, some who refuse were seen with bruises. Moreover, the group likes to engage into fights with other groups they see as inferior.

Kagawad Sally is worried that this group will influence or disturb the community's youths. She received word that a group male teenager from their community had a fight with the group a couple of weeks ago. While, some of the youngsters were seen befriending some of the group members. For the female youths, there were accounts that some of them are being courted by the group members. The group is also recruiting others to join them. Moreover, the kids are starting to imitate the group's actions, habits and attitudes.

In the discussion of this issue, the barangay officials and community residents see that their youths need to have activities that would help them be productive at the same time divert their attention from the bad influence of the group. Since the community's teenagers have not been involved in community activities except during fiestas, they are prone to look for other activities that they can engaged in. A concerned resident suggested that the community need to come up with a recreational program for the youths other than the regular sports fest that the barangay hold every summer. Through the program, he said the youths will gain skills and make better use of their time. All agreed that on the next meeting all suggested program for the youth shall be presented and discussed.

GUIDE QUESTIONS:

1. What are the current concerns of Barangay Maligalig in terms of their youth groups?
2. What plans or undertakings do you suggest to respond to the concerns that Brgy. Maligalig is facing?
3. Create a project proposal that you wish to implement if Brgy. Maligalig is your assigned barangay?



CASE ANALYSIS
AWARENESS

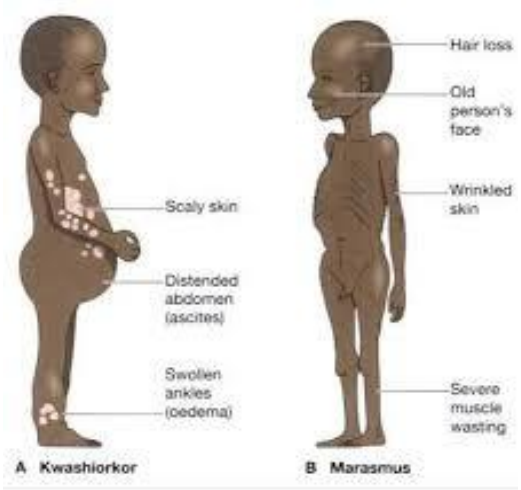
THE CHILDREN OF SITIO MABOLON

Sitio Mabolon is an indigenous tribe. It is a two-hour walk through a mountainous area to reach the sitio. Village people have limited access to government welfare services. Only few non-government organizations were able to aid the sitio and they provide limited outreach programs.

The sitio have many children with severe malnutrition problems. It was found that there are 22 children with marasmus and kwashiorkor – two nutrient deficiency diseases. Aside from malnutrition, some children are suffering from bronchial pneumonia, gastrointestinal problems and diarrhea.

Parents, especially mothers, provide food which came from their gardens and those which they could find anywhere. Children lose their appetites and their bodies don't absorb the nutrients when they eat. Their body defenses become low and they easily get sick. The mothers say that when children have fever and nausea and that, since they are not hungry, they don't give them anything to eat.

There was one girl named Nene who was very cold and about to die. When her mother was asked why it was only when Nene's condition was worst that they decided to bring her to the health center, she replied that their village albolaryo could no longer help her.



Another child was Tito, a six-year old nephew of Aling Weng and Manong Pedro. The couple is renting an apartment near the health center since they are factory workers in a garment factory. However, Tito was living with his grandparents in Sitio Mabolon.

When asked about Tito, they said that they took and brought him home because his grandparents could not afford to treat him. Tito was found lying on the dirt floor of his grandparents' house and was unable to stand.

"He was living like a dog", Manong Pedro said.

Tito does not speak. He coughs constantly and suffers from spells of vomiting and diarrhea. When brought to the center, they learned that he is HIV positive and suffering from malnutrition. They can only afford a treatment for his cough.

"We do not have money, but we know he is very sick", Aling Weng said.

Since Tito is too sick to attend school, they lock him into one of their room in the small apartment, so that he won't wander into the streets.

NOTE:
Kwashiorkor is a type of malnutrition in which the children swell because they retain liquids because of protein deficiency. Their hair can also become discolored and they develop some skin lesions.

Marasmus is another form of malnutrition in which the skin barely covers the bones because of a protein and calories deficiency. The children become very thin, lose hair and can become very irritable.

GUIDE QUESTIONS:

1. What are the different problems have you identified upon reading the conditions of the children in Sitio Mabolon?
2. What are the conditions of the community and its people as reflected in the situations of Nene and Tito?
3. If you are a health worker in the center, what steps can you propose in response to the concerns you have enumerated?
4. What project regarding awareness can you propose if Sitio Mabolon is your assigned community?

CASE ANALYSIS
VOLUNTEERISM – LECTURE

What is Volunteerism? It can be defined as follows:

The principle of donating time and energy for the benefit of other people in the community as a social responsibility rather than for any financial reward

The practice of providing time and skills for the benefit of other people and causes rather than for financial benefit.

CATEGORY OF VOLUNTEERISM

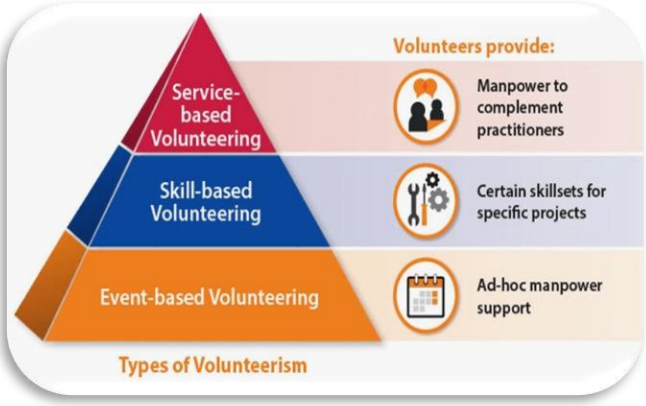
1. Philanthropy – dispensing funds for humanitarian purposes
2. Service Learning – combination of meeting community needs, identifying learning objectives and reflecting on what is learned (type of pedagogy)
3. Community Service – giving time to directly help others
4. Social Action – working to eliminate the source that causes need

TYPE OF VOLUNTEERISM

1. Service-Based Volunteering – provides support and manpower resources to the activities of the main proprietor. E.g. volunteer in Brigada Eskwela, mentoring, etc.

2. Skill-Based Volunteering – where professionals use their talents, experiences and resources to strengthen the capabilities of the social service agencies that could be instrumental in extending their activities for others.

3. Events-Based Volunteering – Volunteering at one-time activities such as fundraising events.



VOLUNTEERISM AND COMMUNITY SERVICE

Community Service as one of the categories of volunteerism. This is also the most common form of volunteerism. There are four types of community service.

1. Direct Service – engage students in person-to-person contact with those in need. E.g. cook/server in homeless soup kitchen, tutor for kids in day care center, etc.

2. Indirect Service – meets a clear need but has benefits to the larger community. E.g. volunteer/organizer of a fundraising program, volunteer in painting houses for Gawad Kalinga, etc.

3. Research Service – involves students in collecting information for the public interest or welfare. E.g. water sampling and testing for community's sanitary program.

4. Advocacy Service – allows students to lend their voices, writing ability and other talents toward an issue in the public interest. E.g. conduct information campaigns, organization of a non-partisan letter writing campaign for a social issue.



CASE ANALYSIS
VOLUNTEERISM – LECTURE

THIS IS HOW WE BUILD A LIFE OF PURPOSE

By Lorraine Rañoa, iVolunteer Philippines; Dated 24 August 2017

For many people, myself included, we are often inclined to treat volunteering as an extracurricular activity. It's a productive use of free time, a chance to give depth to an otherwise ordinary day.

But meeting a passionate volunteer like Jaja happily reminded me that there is more to it than just a pastime—that genuine service touches the soul and changes lives.

During my 3-hour long interview with her, I was deeply moved by how passionately and candidly she shared her volunteer journey with me—from her younger days, to her current volunteer stints, and then to her future plans. To date, she's been involved in a wide variety of volunteer activities like feeding programs, community immersions, tutorial sessions and playtime with kids.

Jaja is the only law student I know who dreams to be a preschool teacher. During her undergraduate years, her degree in sociology opened her eyes to the different facets of human society, and sparked her passion for teaching young children. Despite her initial doubts and misgivings, Jaja started law school to fulfill her family's dreams. But amidst all the responsibilities, the expectations and the harsh realizations that came with law school, Jaja always finds the opportunity to share her time with others.

It's never too early to start volunteering.
There is no such thing as an age requirement because we can never be too young or too old to help.

Jaja considers herself lucky to have started volunteering at an early age. When she was in elementary school, her mom used to bring her to company-sponsored charity events. Young as she was back then, she enjoyed visiting orphanages with her mom and her mom's colleagues. She fondly recalled that during those events, she was the only kid among the group and it didn't bother her. During her high school days, her love for service was further reinforced by various school activities and community immersions.

It is indeed remarkable how such simple and ordinary life events molded her into the kind of person she is today. It just goes to show that we don't need life-changing events to spur us into action, and that we can always start at any given time. Now is the best time to start volunteering and to encourage others—regardless of age—to heed the call of service.

Volunteering is open to everyone.
Whatever we're capable of, in whatever phase of our life we are in, we can make a difference, an impact.

Jaja is a naturally friendly person. She loves meeting new people and going to new places—alone or with friends. Unlike many people I know, she doesn't mind going to volunteer activities on her own. But even so, Jaja emphasized that we can all help in our own ways. We don't need a specific talent or personality because we are good as we are.

There are different ways for which people can contribute—from cooking to distributing food during feeding programs, to playing or teaching the kids, to visiting communities and simply listening to their unique stories. For those who tend to shy away from people, Jaja happily suggested that they can help behind the scenes as photographers, writers, online advocates, and so on.

The opportunity to contribute to society is truly limitless. The key is to find the right avenue that fits our skills and personality. We can come as we are—no pressure and expectation—just genuine passion and kindness.

Volunteering can be our anchor in the rush of life.
It can be the calm amidst the storm, the coffee in the middle of a harsh winter night.

For Jaja, volunteering is a much needed respite, an integral part of her life, a priority among other priorities. It keeps her sane amidst all the pressure heaped up on her shoulders. But more than that, volunteering reminds her to always believe in the goodness of people and the healing power of genuine care.

Jaja recounted the times when law school challenged her belief in humanity and irrevocably changed the way she perceives the world. Law school exposed her to the politics of law, the inconsistencies of the legal system, and the extent to which human rights are violated. She further described how it was oftentimes disheartening to read through hundreds of murder and rape cases—sometimes involving children—that remain unsolved.

But she's now in her last year of law school, and she would never have survived it with as much positivity as she still has if it weren't for the volunteer works she's done along the way. Through the years, she's made volunteering a priority (apart from law) because she didn't want the bleak aspects of her education to erase her hope for a better world.

Indeed it is true that as we go through life, we may lose our ideals as we discover the good and the bad this world can offer. Like Jaja, we may encounter experiences that challenge our principles and faith. But service and kindness are everywhere. We only have to look and care enough to make an effort. And the reward of our kindness is the chance to restore our faith, and nurture a life well lived.

Jaja's volunteer journey is truly inspiring in its simplicity. This is how we build a life of purpose: when we transform kindness to action, and compassion to service. Volunteerism is more than just a part time commitment, but instead, a lifelong journey of love and kindness.

GUIDE QUESTIONS:

1. What has volunteering brought Jaja? As a person? As a student?
2. What are the volunteer work that Jaja did in her time? How did she manage her tasks as a student and as a volunteer?
3. How do you see yourself as you read Jaja's story and her volunteer efforts?
4. What kind of volunteer work are you willing to join? What kind of concern or issue are you willing to give yourself to?



APPENDICES

PRIOR LEAVING FOR THE COMMUNITY

1. Students shall meet their Facilitators within the premises of the University preferably in their respective classrooms. No class shall meet outside the campus.
2. Only the class Facilitator can accompany the students in their community visits. Classes without Facilitators shall be dismissed and students' attendance shall be taken by the CWTS Office. Community visits can't be substituted.
3. Facilitator shall orient the class with their community activities, expected outputs and itinerary of their visit.
4. The first attendance of the students shall be taken inside the classroom.
5. The class shall go to the community together. No students will be allowed to follow their class in the event that they came to class late. Students are advised not to use personal vehicles during community visits.
6. The Facilitator shall coordinate with the community regarding their visit and any needed assistance. The Social and Community Relations Officer (SCRO) shall give the contact details of the community prior the first community visit.
7. Be simple in dressing for community work. Avoid wearing attention-catching clothes and expensive jewelries as well as bringing expensive gadgets like MP3 players, laptops and the like. The Facilitator and the CWTS Office will not liable for any loss.
8. Transportation arrangements shall be a prerogative of the class. The transportation fare, as practice, shall be shouldered individually.

IMPORTANT:

1. Accomplished the Parent Consent Form by providing the necessary information (e.g. activity venue, implementation date, facilitator's contact information, etc.).
2. Have the form signed by parents/guardian and have it notarized.
3. Submit the notarized form to the facilitator **before** the implementation date.

DURING THE COMMUNITY ACTIVITY

1. The class shall have a courtesy call to the Barangay Chairman or any barangay representatives upon arrival to the community.
2. The Facilitator shall discuss the purpose of the visit and the activities to be conducted. Listen to the Facilitator's instructions. Avoid performing any tasks without your Facilitator's knowledge or consent.
3. Students are to observe proper decorum and behavior. Be aware that in community work, you carry not only yourself but the name of the University.
   a. Be courteous and polite in conversing with people especially those who are older than you. Don't use curse or offensive words.
   b. Be a role model. Avoid showing disgust or annoyance if any inconvenience were encountered.
   c. Smoking and engaging in drinking session and gambling are prohibited.
4. Always observe the "buddy system". Avoid wandering around the community individually.
5. Integrate with the community and observe community processes. Talk and interact with people in the community.
6. The students' attendance shall be taken twice, upon arrival in the community and before leaving the barangay.
7. Know the purpose and limitation of the visit. Don't make any promises that the class can't fulfil. This will only give the community false hope.
8. Document the community visit. Take pictures of the activities being conducted. Note observations and get full names of people whom the class interacted with. If necessary, include their position or any relevant information.

IMPORTANT:

1. Safeguard your belongings. Any untoward incidents should be reported to your Facilitator.
2. Always think **safety**! Students with special circumstances or medical conditions should bring their own medicine, in case of emergency. Notify your Facilitator **immediately** if you feel any discomfort.
3. In case of unfavorable reaction/action from the community, avoid confrontation and/or taking action. Inform your Facilitator of the incident.
4. Remember important landmarks, assembly area and vehicle pick-up and drop-off points. Know your assigned CWTS bus as well as your companioned CWTS Staff.

AFTER THE COMMUNITY ACTIVITY

1. The class shall proceed back to the University. There will be no dismissal of class in the community. All CWTS classes must return to the school.

2. The Facilitator shall de-brief the class about the visit. Document any incidents that occurred during the visit as well as students' feedbacks, observations, comments and suggestions.

3. Develop a plan of action for the next community visit. Accomplish necessary documents that are required for submission such as evaluation forms or reaction papers.

4. The last attendance of the students shall be taken after the class discussion and de-briefing.

5. The Facilitator shall accomplish any of the required documents pertaining to the concluded community activity.

IMPORTANT:

1. All students are to report back to their respective classroom for the next session.
2. In case the class will have a break, know the assembly time. Report promptly to your class.
3. Coordinate with your Facilitators regarding class output and requirements.

Engineering and Health Support and Delivery System [EHSDS] Programs

A. Structural Survey

The Structural survey utilizes the engineering expertize of both the facilitator and the students handling the class. The class conducts structural investigation and review of the community's primary facilities such as Barangay Hall, Community Day Care Center and Health Centers. The activity aims to assess the structural integrity of the community's facilities and to provide recommendations on how the assessed risk can be reduced or remedied.

B. Computer Fundamentals Short Term Course [CFSTC]

The Computer Fundamentals Short Term Course is an EHSDS program which provides basic computer training to its adopted communities especially the out-of-school youths and unemployed adults. The course answers to the community's needs with technological advancements such as computer literacy. It is offered to the residents of the adopted barangays who are willing to learn basic computer applications. It provides lectures and hands-on activities for the Learners to better grasp the lessons.

The program is a 6-day training on basic computer application such as MS Word, MS Excel, MS Powerpoint and Internet usage. A module which contains the course lectures and exercises are given to better aid the learners in their education. Using the University's facilities, the learners get to experience classroom-type learning with the supervision of NSTP facilitators and assistance of students.

C. Water Potability Assessment Program

In the area of health, the CWTS classes assess the safety of the water that the community consume daily. They examine and analyze the water and its source for any harmful substance. The Water Potability Assessment Program provides an insight on the cleanliness of the community's water in terms of the presence or absence of coliform and E.coli.

The Water Potability Assessment comprises of the following major activities:

1. *Community Survey* – the community's primary information regarding their water, its source and other water-related information is gathered.
2. *Community Profiling* – the data collected from the survey is processed and summarized to assess the community's status. The interviewed households serve as the pool for the sample selection. A community map is also created to better locate the residents during the water sampling.
3. *Water Sampling* – water samples from the interviewed household are collected. Households were randomly selected for the sampling. In collecting the samples, the household faucets are disinfected to ensure no contaminants are mixed with the samples.
4. *Water Testing* – samples are brought to the laboratory for testing preparation. The microbial examination can be done either through MPN (Most Probable Number) method or through the use of the Colitag™ enzyme. Samples are labelled for easy identification and to avoid any bias.
5. *Analysis* – results of the test are examined for the presence of coliform and E.coli. After the incubation period, the samples are analyzed for any reactions and significant indication of any harmful micro-organisms.

D. Health and Wellness

Another health program of the EHSDS caters to the children of the community and their general health. The classes under this program conducts weighing of children to determine their BMI and assess the health of the community such as malnutrition. The outcome of this program can pave way to a series of health-related program such as feeding program. The classes are in close coordination with the Barangay Health Center.

Alternative Learning Equivalency and Accreditation Program – Learning Support and Delivery System [ALEAP-LSDS] Program Phase

The duration of the ALEAP-LSDS program is nine (9) months. It runs from January to September in preparation for the National Examination given by the Department of Education (DepEd) which is usually scheduled during the month of October.

1. *Promotion* – students together with their Facilitator will proceed to the community to disseminate information regarding the program. This include posting of announcement, giving of flyers and house to house visits to promote the LSDS program.

2. *Registration of Applicants* – students will be distributing survey forms. This form will be filled-up by the interested applicant who will later on be given a schedule for assessment.

3. *Assessment* – students will assist the Instructional Manager in conducting the assessment. It involves an interview session with the applicants. This will determine those who are qualified for the program.

4. *Enrollment* – Qualified applicants will be notified of their acceptance to the program through their Barangay Chairman. They will be given a checklist of what to bring at the start of classes. They will also be given a Learners Accord that will be signed by them and their Barangay Chairman.

5. *Review Session* – Instructional Manager will conduct the formal review session with the Learners using the different types of modules coming from DepEd and the modules prepared by the students.

6. *Coordination and Preparation for National Examination* – the Learners will be assisted in the preparation for the National examination. This involves coordination with DepEd ALS for the schedules of the examination, process of registration, materials needed and the acquisition of review materials.

7. *Graduation of Learners* – When a Learner passes the National Examination, the Institute shall then offer trainings and seminars to further enhance their skills to prepare them working in the industry.

Community Survey and Profiling

This part of the module aims to provide guidelines in conducting community survey and in accomplishing the community profile. Collection of community data is the main activity of the SCSDS class. While the Community Profile Report is the primary output of the activity which presents information on the adopted barangay.

FAQs on the Conduct of Community Survey Activity

1. *What is the purpose of conducting the survey activity?*

   To provide the Institute with an update regarding relevant information in terms of the community's population, economic, educational, peace and order, sanitation and health conditions.

   Updated community profile = better extension service activities for the community

2. *Who will perform the activity?*
   The students, with the guidance of their Facilitator will be the one to administer the survey.

   Specific procedures (tasking/techniques, scheme, etc.) on how the activity can be smoothly implemented will be left to the class and the Facilitator's discretion.

3. *Where will the survey be conducted?*
   The survey will be conducted at each of the class' adopted community.

   One class = one community.

4. *Who will be the respondents?*
   Respondents may be any adult (18 above) representing one household and residing within the class' assigned community.

5. *How many will be interviewed?*
   Each class will be required to interview five hundred (500) households.

   Household = Family

6. *What will be the contents of the interview kit?*

   Community Profile Form
   A survey form that aims to gather basic statistical data from the residents. This includes though not limited to the names of the residents, sex, religion, civil status, educational background and the like.

   Community Assessment Form
   Second part of the survey activity that covers each household's survival, security and enabling needs.

7. *What will the class do with the accomplished forms?*
   The students must secure the accomplished forms. With the help of the Facilitator, the said forms shall be counted and shall be surrendered to the MAPUA-CWTS Office right after the activity. The forms will be tallied a week after the conduct of the community survey, using a prescribed tally sheet format.

8. *What will the Facilitator do after the class has tallied the forms?*
   The data gathered from the accomplished forms will then be converted into a **Community Profile**.

Instructions before the Conduct of Community Survey

1. Check the community profile form. Each set should comprise of two (2) babc-to-back sheets: *Community Profile Form* and the *Pambansang Pamamaraan sa Pagsubaybay ng Pangunahing Pangangailangan.*

2. Each kit must contain the same number of profile forms and survey stickers.

3. Divide the class accordingly and distribute the forms, together with the survey stickers. Each form should have a corresponding survey sticker.

4. The Code Number comprises the combination of the last two digits of the year and a three-digit sequence number. The first form will be accomplished for the class to follow. Make sure that the profile form code is consistent with the sticker survey number:

PROFILE FORM CODE	SURVEY STICKER CODE
10-001	10-001

5. When all the forms and stickers have been coded, the class may now proceed to the community.

Important Reminders in the Conduct of Community Survey

The Facilitator must always ensure the proper conduct of the community profiling in terms of the following:

1. Coordinate with the barangay the activity that you will be performing.

2. Ensure that the students will go around the community in a *"buddy system".*

3. The students must be aware of the relevant information regarding their assigned community (barangay, zone, boundaries).

4. The forms are properly accomplished, with all the fields filled-up.

5. The class will return to the University for debriefing. No class shall be dismissed while the students are still in the community.

6. Return the kit to the office on the same date. Separate the accomplished forms from the clean sheets.

Sorting and Tallying of Survey Forms

1. Arrange the answered survey forms according to their profile form code.

2. Inspect the survey forms for completeness of information and for any discrepancies.

3. Encode the respondent's detail in the *Interviewed Household Table.*

4. Plot the location of the house of the respondents in the *Community Spot Map.* The profile form code shall be used as legends for the interviewed households.

   If a map is to be created, don't forget to include significant landmarks and barangay facilities such as church, barangay hall, courts day care centers, etc. Indicate the streets and alleys and use legends, if necessary. Place the name of the community in the map. Save the file as Visio format (.vsd) or picture format (.bmp, .jpeg, .png).

5. Using the *Manual Tally Sheet (Community Profile Tally Sheet and Community Assessment Tally Sheet),* record the responses of the interviewed households. Don't forget to reflect in the tally sheets the other responses which were not included in the choices. Present the answers as it is written in the survey form to avoid any misinterpretation or misrepresentation of data.

6. Consolidate the final data in the *Summary Tally Sheets (Appendix 1 - Gabay sa Pagbubuod ng Pangunahing Impormasyon ng Komunidad and Appendix 2- Gabay sa Pagbubuod ng Pagsusuri sa Batayang Pangangailangan sa Komunidad).* Be consistent in transferring the information from the two tally sheets.

7. Return the answered survey forms to the MAPÚA-CWTS Office together with the hard copy of the Manual Tally Sheet. Submit online the soft copy of the Interviewed Household Table, Community Spot Map and Summary Tally Sheets to the respective document checker.

COMMUNITY PROFILE REPORT

Definition
A summary of the history and present conditions of a community. It provides detailed *demographic, economic and cultural information of the community. It gives an overview or series of snapshots of the area and is used as a basis for identifying its potentials.*

Objective
To provide comprehensive baseline information regarding the adopted communities

Contents*:*
1. *Narrative Community Profile* – this is the main report that summarizes the result of the survey, observations and collected information through informal interviews of the class. An objective depiction of the community's characteristics. It consists of statistical data and pictures of the community.

2. *Summary Tally Sheets (Appendix 1 and Appendix 2)* – this is consolidated data from the survey, mostly in numbers/figures.

3. *Interviewed Household Table (Appendix 3)* – a matrix of all the respondents of the survey. Also, it serves as reference for the community spot map.

4. *Community Spot Map (Appendix 4)* – a representation of the community's physical boundaries, facilities as well as neighboring establishments and public amenities. It reflects the location of the interviewed households.

Creating the Narrative Community Profile Report
1. Use the prescribed template for the community profile. Follow the instructions in the template such as font style, font size, and graph and picture sizes.

2. Provide an introduction or a general description of the community. Include observations and other information gathered through informal interviews or given by the community itself. Cite significant landmarks and resources that differentiate the community from the rest of the neighboring barangays. If possible, a brief history of the place may be included that could serve as historical background. Indicate the total population of the barangay and number of household interviewed for the survey.

3. Create a pie chart/graph of the statistical data from the survey. Each graph should have a title and the legends should be legible. All data from Appendix 1 and Appendix 2 shall be presented as charts and reflected in the report.

4. Arrange the data/graphs according to the different aspects of the community such as household description, religion, education, source of income, etc.

5. Present the graph in narrative form. Describe the data in the graph. The numbers should be both indicated in words and in figures. Further explanation or additional information can be included to support the data.

6. Place photos of the community's resources, establishments, facilities and daily experiences. Depict the community's lifestyle, strengths and weaknesses through pictures. Provide a caption for each of the photos. The caption should describe the photo and its relation to the community.

7. Submit online the soft copy of the Community Profile Report with attachments (Appendix 1-4) to the respective document checker.