MAPÚA INSTITUTE OF TECHNOLOGY

NATIONAL SERVICE TRAINING PROGRAM
CIVIC WELFARE TRAINING SERVICE
[MAPÚA-CWTS]

PROGRAM MODULE 1
THE MAPÚA-CWTS OFFICE

ENGR. JOYRENCE MERVIN Q. AGAS
Director, Headquarters, NSTP and the MAPÚA-ROTC Unit
jmqagas@mapua.edu.ph

JESUS C. BERMIDO
MAPÚA-CWTS Community Relations Officer
jcbermido@mapua.edu.ph

ROMMEL G. DELA RAMA
MAPÚA-CWTS Accountant
rgdelarama@mapua.edu.ph

MARIE KATHERINE CAMILLE C. DE LEON, RSW
MAPÚA-CWTS Social Worker
mkccdeleon@mapua.edu.ph

RANDDIE M. OIGA
MAPÚA-CWTS Records Management Officer
rmoiga@mapua.edu.ph

MICHELLE C. RICAFRENTE, RSW
MAPÚA-CWTS Social Worker
mcricafrente@mapua.edu.ph

CONTACT DETAILS

Headquarters, NSTP and the MAPÚA-ROTC Unit
Ground Flr., Administration Building
Mapúa Institute of Technology
Muralla St. Intramuros, Manila
247.5000 loc. 1103

http://nstp.mapua.edu.ph
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Introduction to NSTP-CWTS

CHAPTER 1

THE MAPÚA-CWTS
**MAPÚA-CWTS OFFICE**

The MAPÚA-CWTS Office shall serve as the coordinating body composed of MAPÚA-CWTS Program Coordinator, Staff and Facilitators.

**HISTORY OF MAPÚA-CWTS**

Mapúa Institute of Technology, under a semestral term, initiated the National Service Training Program in the second semester of the school year 2001-2002. Students were given the option to choose between ROTC and CWTS as their NSTP Program.

A Workbook for CWTS was developed by Engr. Edward Ted Aguinaldo, the NSTP Director, Marvin Dunmas and Dr. Reynaldo A. Padilla. The workbook tackles concepts and principles regarding service, the human person, community service, nationalism and environmental protection. Subjects of the workbook were anchored to the NSTP-CWTS STET curriculum. Student activities centered on socio-civic efforts such as clean-up drive, bloodletting and Alay Lakad. Training on safety like firedrill and basic life support seminar were also participated by the students. Mini Olympics, play viewing, and orchidarium visits were conducted for cultural and recreational purposes.

For the academic year 2003-2004, MAPÚA-CWTS introduced community organizing and project development to the students and started community-based projects. Partner communities included selected barangays in Singgalong, Sampaloc, Pandacan, San Andres, Paco, Sta. Ana and Malate. It also received the Silver Flame of Virtue for the Kabalikat Awards 2003. This is a nationwide search for the outstanding STET-VIP NSTP community project. A mural in Asamba, Project 8, Quezon City was the Institute’s entry.

In the succeeding academic year, MAPÚA-CWTS underwent a curriculum innovation. With the new NSTP Director, Engr. Joyrence Mervin Agas, the Office and selected CWTS Facilitators, a new CWTS module was created. It established the SERVICE Components as direction of community initiatives and the three (3) Support and Delivery System (SDS) as its implementing arm. Facilitators were designated according to their expertise. Technical programs such as structural survey and health-related projects like weighing were added to the students’ community service. Eventhough the LTS component is not offered as a program, its concept is incorporated in the CWTS program through the literacy program called ALEAP-LSDS.

With the Manila City government, a Memorandum of Agreement was signed stating that the Institute is adopting communities from Manila as its program site. It was decided that efforts will focus on the Pandacan area. To better serve the community, a community survey was done.

In 2005, a Community Profile of selected barangays in Pandacan was produced. This became the primary basis for all CWTS endeavor. Also, EHSDS programs expanded in offering a computer literacy program called Computer Fundaments Short Term Course (CFSTC) and the Water Potability Assessment Program.

To organize and to formalize the documentation of student activities, the CWTS Office developed report templates and assessment and evaluation instruments. Online report submission and transactions were also established for a more efficient document processing.

Relevant societal concerns were discussed in class for the 2006-2007 academic year to create awareness and civic consciousness. Classroom debates were done to test the students’ understanding in explaining the current issues besetting the country. Tools for issue analysis like cause and effect wheel and SWOT analysis were also used to assess community needs and concerns.

During the 2007-2008 academic year, the project proposal presentation was executed to uplift the quality of project being carried out in the community. This paved the way for a dialogue between students and the CWTS Office in improving the activities conducted in the adopted barangays.

On the second term of the 2009-2010 academic year, the SERVICE Workbook was developed. It contains situationer and community cases to better understand the SERVICE components and to enhance student’s skill in case analysis.
Currently, the MAPÚA-CWTS continues to enhance their curriculum in training the students to become responsible citizens who could greatly contribute to the general welfare of the country. It utilizes the students’ talents and technical expertise in assisting the community’s development. The program is constantly changing and adjusting to the needs of the students and the community.

**VISION**

In line with the Mapúa Institute of Technology’s vision, the MAPÚA-CWTS shall be the center of excellence in values education through the promotion of civic consciousness, civic responsibility and holistic development of individuals to become productive members of the society.

**MISSION**

The MAPÚA-CWTS thrusts are:

- To motivate, train and organize students as catalysts of change in the community;

- To harness and maximize the technical expertise and interests of different schools and department and students’ courses to benefit the underprivileged and economically poor sectors of the society and;

- To develop each student to possess a high level of social awareness.

**COURSE DESCRIPTION**

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<th>Description</th>
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<td>A classroom-based discussion that encompasses the common module phase for all National Service Training Program students. Topics include the orientation on the NSTP Law, discussion on the Human Person, The Filipino Value System, Groups, Leadership, Decision-Making, Disaster Preparedness, Awareness and Management and Substance Abuse Education.</td>
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**CWTS01**

Classroom-based discussions concerning the introduction to MAPÚA-CWTS and lectures that introduces and promotes the MAPÚA-CWTS Dimensions of Development, relevant societal concerns, the fundamentals of working with the community and project development.

**CWTS02**

A two-part program that re-introduces the NSTP-SERVICE components of the NSTP-CWTS Dimensions of Development and the hands-on application that involves project preparation, planning and implementation at the assigned adopted communities.

**CWTS03**

Part 2 of the hands-on application of the acquired skills and knowledge that involves project preparation, planning and implementation at the assigned adopted communities.

**CWTS STUDENT ATTENDANCE**

- Students are required to attend their classes on time.

- A student who has incurred more than twenty percent (20%) absences (more than two absences) shall no longer be allowed to continue the course and will be given a final grade of five (5.00)

- Students who report to class fifteen (15) minutes after the official start of the class will be considered tardy. Three (3) accumulated tardiness is equivalent to one (1) absence.

- Students who have failed to meet with their class and facilitator during a community-based activity will not be allowed to follow to the said area.
The grading system shall be as follows:

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<th>Rating</th>
<th>Grade Equivalent</th>
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<tr>
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</tr>
<tr>
<td>95-97</td>
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<tr>
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Students with an “Incomplete” grade on his/her Final Grade Report must complete the course in accordance with the Institute’s policy as stated in the Student’s Handbook.

Any change of grade shall follow the Institute’s policy.

The following shall be the basis of student’s evaluation:

<table>
<thead>
<tr>
<th>Area</th>
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<tbody>
<tr>
<td>Attendance</td>
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</tr>
<tr>
<td>Written Exam(s)/Reports</td>
<td>20%</td>
</tr>
<tr>
<td>Student’s Participation/Community Involvement</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Students’ initiatives are directed by connecting expertise to the community’s needs. The students are trained to be the leading experts in their chosen career while acknowledging their social obligation. The students are brought up to strive for the best in their field in the aim that their skills and talents would contribute to the uplifting of the society’s condition. The students’ empowerment will serve as a tool in the progress of their lives as well as those of others.

The MAPÚA-CWTS-support and delivery systems have defined three Support and Delivery Systems that harness MAPÚA’s expertise which can be offered to the community.

In line with the community service rendered by the MAPÚA-CWTS, students come third and fourth terms will be classified according to the following:

THE 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.
THE LEARNING SUPPORT AND DELIVERY SYSTEM [LSDS]
This SDS involves students in community work in terms of literacy programs. MAPÚA-CWTS offers Alternative Learning Equivalency and Accreditation Program [ALEAP] for out of school youths (OSY) and adults. Students pursuing this SDS will help Instructional Managers (IMs) facilitate learning process of the OSY and adults. Students will be mentoring recipients of the program using modular method.

THE SOCIO-CIVIC SUPPORT AND DELIVERY SYSTEM [SCSIDS]
This SDS 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;
- support group for the EHS 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 MIT and the communities.
Introduction to NSTP-CWTS

CHAPTER 2

DIMENSIONS OF DEVELOPMENT
THE NSTP-CWTS DIMENSIONS OF DEVELOPMENT

An acronym was coined for the NSTP-CWTS dimensions of development, SERVICE. This stands for:

- **S**afety and Security
- **E**ducation
- **R**ecreation
- **V**-values Formation and Moral Recovery
- **I**-ndustry and Entrepreneurship
- **C**-are for Health
- **E**nvironment

NSTP-CWTS SERVICE COMPONENTS

1. **Safety and Security** - involves disaster preparedness during fire, earthquake or other calamity that needs immediate response from any trained civilians during emergency situations. Basic life saving seminar, fire drill and the like are some of these examples.

2. **Education** - involves enhancement of institutional support materials and facilities for the community and school such as providing 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.

3. **Recreation** - involves sports fest, parlor games for street children and painting that enrich youth’s capacities to relate with one another in the community.

4. **Values Formation and Moral Recovery** - involves the development of youth to be good leaders, responsible individuals imbued with good moral values and active agent of development of the community.

5. **Industry and Entrepreneurship** - includes programs and activities that are vital to economic growth. CWTS students demonstrate technical skills in communities like meat processing, silkscreen making and how to establish small business.

6. **Care for Health** - aims to give knowledge on medical-related fields and extend health services needed in the community. It includes medical services like first-aid operation, vaccination, information dissemination, basic life saving seminars, health / nutrition technical assistance and training of youth to be first aid assistants.

7. **Environment** - area inculcates environmental awareness and its contribution to health and related fields. It involves management of waste, environmental protection, dissemination and application of technologies supportive of the community needs and livelihood activities related to environment and other related fields supportive of the national thrust.
CHAPTER 3
SAFETY AND SECURITY
**SITUATIONER**

*Campus Security* is a system established to protect the assets of the institution and the members of the academic community. It refers to the protection of the physical plant and facilities of the institution, personnel, students, records and formulation and implementation of security plans and programs for the safety and protection of the entire community in campus.

**CAMPUS SECURITY PLANS**

1. **Physical Security** – involves the protection of the physical plant, facilities and members of the academic community.
   a. *Pedestrian Security* (ID System, security check, visitors control, equipment control, familiarization of faces of officials/faculty members/frequent visitors)
   b. *Physical and Human Barriers* (guard force, gate and perimeter fence, perimeter lights, topguard and networking with law enforcement agencies)
   c. *Vehicle Control* (vehicle control and pass system, delivery van control system, parking area security system, traffic control system)

2. **Document Security** – involves the proper classification and security of records/documents, hard copies or files stored in computers of the institution.
   **Classification of Documents**
   *According to National Fire Protection Association*
   a. *Class I (Vital Documents)* – are documents if lost or destroyed may cause irreparable damage to the institution and the reproduction of which does not have the same value as the original. Example: land titles, school permit, equipment, research in process
   b. *Class II (Important Documents)* – are documents that the reproduction of which will involve considerable expense and labor or considerable delay. Example: scholastic records 201 file of faculty and personnel, security and contingency plans
   c. *Class III (Useful Documents)* – includes documents whose loss might cause inconvenience to the institution but could be readily replaced and which would not in the meantime present an insurmountable obstacle to the prompt restoration of the operations of the institution. Example: policies, rules and regulations
   d. *Class IV (Non-Essential Documents)* – these includes daily files, routine in nature even if lost or destroyed. This class represents the bulk of records which should not even be attempted to be protected in the event of disaster. They should, however, be kept in ordinary files ready for reference, if needed and usually discarded after some period of time. Example: school memorandum, circulars or inter-office communications)

3. **Personnel Security** – involves security measures such as security education program for personnel, personnel identification system and conduct of background checks on applicant.

4. **Student Security** – includes security education program for students, anti-drug abuse campaign, student identification system, crowd control during major student activities.

5. **Events and VIP Security** – consist of measures such as site security, crowd control, VIP security and security of celebrity/controversial personality

**ORGANIZATION OF THE CAMPUS EMERGENCY MANAGEMENT GROUP**

1. **The Chairman** – responsible for coordinating the efforts of all the teams under the Calamity-Disaster Control Group. He directs the conduct of drills and provides leadership during actual disasters to effect the proper synchronization of all the teams.

2. **The Vice Chairman** – serves as the *Action Man* of the Calamity-Disaster Control Group. He takes charge of directing the concerted efforts of all the committees in the absence of the Chairman.
3. Plans and Operations Committee – responsible for the preparation and updating of Campus Emergency Plans. It prepares plans for the conduct of drills and serves as the Communication Center to signal the start of evacuation or to signal whether it is already safe to return to the buildings.

4. Disaster Assessment Response Team – first responders to the scene of the disaster to see if there are casualties and assess the damages incurred in residential buildings and other facilities. They relay their assessment immediately to the Chairman of the Emergency Management Group for dispatching of rescuers if there are casualties. It is responsible for inspecting the different rooms/buildings after every Evacuation Drill to find out if there are still persons left inside the building and conducts initial investigation on the cause of the disaster and extent of damage on the buildings/facilities.

a. Security Force – a vital component of the Campus Emergency Management Team because they are the only ones in campus after office hours and during the night. The Security should be “jack of all trades.” They should be trained not only in security operations but also in fire fighting, evacuation, rescue and first aid. They should be equipped with first aid kits, rescue paraphernalia and firefighting equipment.

b. Fire Fighting Team – is tasked to conduct fire prevention programs and primarily responsible for preparing evacuation routes and signage in case of fire. The team is primarily responsible in putting out the fire in case of emergency while waiting for the fire engines to arrive. They shall conduct fire drills in coordination with the rest of the Campus Emergency Management Team. There should be at least 1 announced drill and 1 unannounced.

c. Relief Team – responsible for preparing foodstuffs, emergency clothes for victims of calamities or other emergencies. They should always have a reasonable stockpile of non-perishable goods like canned goods as well as blankets and clothes.

d. Evacuation Team – responsible for the evacuation of people and properties. The team members should be aware that the priority in the evacuation procedures are people with physical defects, children and elders. They are responsible for the conduct of evacuation drills in cooperation with the rest of the Campus Emergency Management Team.

e. First Aid Team – responsible for administering first aid to victims or members of the responding Emergency Management Team. They should have a ready reserve stock of medicines for emergency to include stretchers and wheelchair. If there is an ambulance of the school, it would be of great help in transferring casualties to the nearest hospitals or clinics for further treatment. Prior coordination should be established with all hospitals and clinics by the Campus Emergency Management Group.

f. Engineering and Rehabilitation Team – responsible for providing emergency evacuation shelters, repairs and lighting systems. They should be equipped with portable generators to provide light in the conduct of rescue and evacuation operations during disasters in case of brown out.

g. Transport Team – primarily composed of the faculty, non-teaching staff & students who usually bring their cars to school. The team should have an inventory of school personnel and students with vehicles and include them automatically as members of their team. The team is responsible for emergency transport of casualties to the nearest hospitals or clinics as well as transporting evacuees to include those who may be stranded.

h. Rescue Team – primarily responsible for the conduct of rescue operations in case there are those who may be trapped or hurt during disasters. The members of this team should be well trained in rescue operations and first aid. They should have strong determination and self-confidence. The team should undergo continuous training as well as train other members of the Campus Emergency Management Team who can be of help if needed.

SOURCE: Presentation Handout of Dr. Bernard R. Ramirez, SUC Vice President I, Philippine State College of Aeronautics
Appreciating the SERVICE Components

CHAPTER 4

EDUCATION
The article below is a press release given by the National Statistics Office (NSO) last 09 September 2010 as an update to the 2003 Functional Literacy, Education and Mass Media Survey (FLEMMS).

**ALMOST NINE OUT OF TEN FILIPINOS ARE FUNCTIONALLY LITERATE (FINAL RESULTS FROM THE 2008 FUNCTIONAL LITERACY AND MASS MEDIA SURVEY)**

Fifty-eight million of the estimated 67 million Filipinos 10 to 64 years old are functionally literate, according to the results of the 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS). In this survey, a functionally literate person is one who can read, write and compute or one who can read, write, compute and comprehend. Persons who completed high school or a higher level of education are also considered functionally literate.

The 2008 FLEMMS revealed a functional literacy rate of 86.4 percent; in the 2003 FLEMMS the estimate was 84.1 percent. Among the regions, NCR has the highest functional literacy rate at 94.0 percent, followed by CALABARZON (93.5 percent) and Central Luzon (92.1 percent). ARMM has the lowest functional literacy rate (71.6 percent). The functional literacy rate among females is higher than among males (88.7 percent vs. 84.2 percent).

As expected, functional literacy rate is higher among persons with higher level of education. Among those who had reached but did not finish high school, 89.8 percent were functionally literate and of those who had finished elementary, 80.8 percent were functionally literate. By comparison, 67.0 percent of those with some elementary education were functionally literate, while only five percent among those with no formal education were functionally literate.

The 2008 FLEMMS is the fourth in a series of functional literacy surveys conducted by the National Statistics Office. The previous rounds were conducted in 1989, 1994, and 2003. In the 2008 FLEMMS, a self-administered questionnaire was accomplished by 69,482 individuals aged 10 to 64 years in 25,505 households sampled for the survey. The survey aimed to provide information on basic and functional literacy status and exposure to mass media of the population. The 2008 FLEMMS was conducted in coordination with the Literacy Coordinating Council (LCC) and the Department of Education (DepEd).

(Sgd.) CARMELITA N. ERICTA
Administrator

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**Table 1. Functional Literacy Rate of Population 10-64 Years Old by Highest Educational Attainment, Region and Sex: Philippines 2008**

<table>
<thead>
<tr>
<th>Region/Sex</th>
<th>Population 10-64 Years Old</th>
<th>No Grade Completed</th>
<th>Elementary Level</th>
<th>Elementary Graduates</th>
<th>High School Level</th>
<th>High School Graduate or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philippines</td>
<td>65.6</td>
<td>5.3</td>
<td>67.0</td>
<td>80.8</td>
<td>88.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Capital Region</td>
<td>94.0</td>
<td>11.6</td>
<td>90.4</td>
<td>81.3</td>
<td>89.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Cordillera Administrative Region</td>
<td>88.2</td>
<td>6.0</td>
<td>70.1</td>
<td>86.9</td>
<td>93.9</td>
<td>100.0</td>
</tr>
<tr>
<td>I - Ilocos Region</td>
<td>91.3</td>
<td>18.1</td>
<td>75.8</td>
<td>82.0</td>
<td>90.9</td>
<td>100.0</td>
</tr>
<tr>
<td>II - Cagayan Valley</td>
<td>88.1</td>
<td>2.0</td>
<td>96.2</td>
<td>82.2</td>
<td>91.2</td>
<td>100.0</td>
</tr>
<tr>
<td>II - Central Luzon</td>
<td>92.1</td>
<td>0.0</td>
<td>77.8</td>
<td>84.4</td>
<td>92.1</td>
<td>100.0</td>
</tr>
<tr>
<td>IVA - CALABARZON</td>
<td>93.5</td>
<td>3.6</td>
<td>81.0</td>
<td>87.7</td>
<td>94.8</td>
<td>100.0</td>
</tr>
<tr>
<td>NB - MIMAROPA</td>
<td>85.9</td>
<td>6.4</td>
<td>65.8</td>
<td>80.3</td>
<td>91.4</td>
<td>100.0</td>
</tr>
<tr>
<td>V - Visayas</td>
<td>70.0</td>
<td>9.1</td>
<td>55.7</td>
<td>71.5</td>
<td>85.7</td>
<td>100.0</td>
</tr>
<tr>
<td>VI - Western Visayas</td>
<td>82.6</td>
<td>9.6</td>
<td>60.4</td>
<td>77.9</td>
<td>84.6</td>
<td>100.0</td>
</tr>
<tr>
<td>VII - Central Visayas</td>
<td>86.6</td>
<td>2.3</td>
<td>70.6</td>
<td>84.7</td>
<td>91.0</td>
<td>100.0</td>
</tr>
<tr>
<td>VIII - Eastern Visayas</td>
<td>72.9</td>
<td>5.3</td>
<td>48.5</td>
<td>66.8</td>
<td>81.0</td>
<td>100.0</td>
</tr>
<tr>
<td>IX - Zamboanga Peninsula</td>
<td>70.6</td>
<td>6.8</td>
<td>59.3</td>
<td>78.4</td>
<td>85.7</td>
<td>100.0</td>
</tr>
<tr>
<td>X - Northern Mindanao</td>
<td>95.3</td>
<td>3.0</td>
<td>63.2</td>
<td>84.6</td>
<td>92.9</td>
<td>100.0</td>
</tr>
<tr>
<td>XI - Eastern Mindanao</td>
<td>81.7</td>
<td>1.8</td>
<td>65.1</td>
<td>78.6</td>
<td>86.3</td>
<td>100.0</td>
</tr>
<tr>
<td>XII - Soccsksargen</td>
<td>76.3</td>
<td>1.2</td>
<td>57.5</td>
<td>74.3</td>
<td>86.9</td>
<td>100.0</td>
</tr>
<tr>
<td>XIII - Sarangani</td>
<td>45.7</td>
<td>1.9</td>
<td>63.0</td>
<td>82.0</td>
<td>93.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Autonomous Region in Muslim Mindanao</td>
<td>71.6</td>
<td>7.4</td>
<td>56.4</td>
<td>86.2</td>
<td>91.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>84.2</td>
<td>85.7</td>
</tr>
<tr>
<td>Elementary</td>
<td>5.3</td>
<td>5.2</td>
</tr>
<tr>
<td>High School</td>
<td>53.9</td>
<td>71.1</td>
</tr>
<tr>
<td>High School Graduate or Higher</td>
<td>78.8</td>
<td>81.9</td>
</tr>
</tbody>
</table>

Note: Persons who graduated from high school or completed higher level of education are, in this tabulation, considered functionally literate.

Sources: National Statistics Office, 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS)
Appreciating the SERVICE Components

CHAPTER 5
RECREATION
The following recreational methodologies are the commonly used strategies of MAPÚA-CWTS in delivering activities that enhances imagination, innovativeness and creativity.

**RECREATIONAL METHODOLOGIES**

**A. Workshop** – a method by which a group of people with a common interest or problem, be it professional or sectoral, work together to improve their individual efficiency, ability or understanding either by study or by discussion. Members discuss among themselves an idea or a problem, and think, work and cooperate in arriving at decisions, suggestions and recommendations, with the help of a chosen leader or facilitator.

**Conducting a Workshop**

STEP 1: Explain the objectives, expected output/s and instructions.

STEP 2: Form small groups from the whole population of participants.

STEP 3: Supervise the actual workshop and assign at least one facilitator per group.

STEP 4: Process.

**B. Demonstration** – a method of explaining ideas, concepts, skills, processes or techniques by showing and demonstrating these to the participants. Like a lecture, it also involves telling; participants observe rather than participate though they are sometimes able to practice the skills demonstrated and receive immediate feedback. It emphasizes visual more than verbal qualities.

**Conducting a Demonstration**

STEP 1: Plan. Divide the skill into steps or procedures and put these in a logical sequence. Familiarize yourself with the steps by practicing them.

STEP 2: Prepare all the materials needed. Arrange or number these according to the step where they can be used.

STEP 3: Select a site that is not congested. Note that the trainer should be the one to demonstrate. Choose an elevated area where the participants can see and hear the demonstration.

STEP 4: Request everyone to listen and to observe carefully what the demonstrator will do. Clarify the objectives and the rules. Everyone should hear the demonstrator’s voice.

STEP 5: Check whether everyone is ready and attentive, and then start the demonstration. Pause at key points in the performance and emphasize how a particular step relates to the rest of the sequence. It is important to portray a total picture of the skill, rather than a segmented image of the different steps. Repeat each step slowly and at least twice.

STEP 6: Summarize the activity by stating the various steps shown.

STEP 7: Ask participants (if possible, everyone) to perform the whole activity while stating each step.

STEP 7: Give a lecturette about the topic and relate this to the exercise.
Appreciating the SERVICE Components

CHAPTER 6
VALUES FORMATION AND MORAL RECOVERY
SITUATIONER

The MAPÚA-CWTS uses the following methods to better inculcate and demonstrate the values to its recipients and to show applicability to real-life situations.

VALUE FORMATION AND MORAL RECOVERY METHODOLOGIES

A. Role Play – a method wherein the trainer and participants stimulate reality by enacting various roles to enable them to practice different ways of behaving in a given situation. By stimulating reality, risks and accountabilities usually faced in real life can be eliminated. This enables participants to create a manageable version of the world where they can experiment different behaviours and correct their mistakes.

Processing is a key activity in this method for participants to get a clearer idea of what was portrayed in the play and then relate this to lessons in a given topic.

Types of Role Play

1. Structured Role Playing – The actors select a situation from the options prepared by the trainer. They then plan to enact the roles specified by the situation and by what issue their conversation should focus. Planning before the role play is critical.

2. Spontaneous Role Playing – Without a plan structure or a script, participants will improvise a problem situation. They will agree on what to portray and assist each other in developing the roles and the situation as the exercise progresses. The enactment itself serves as the “briefing.” It is spontaneous because “surprise” characters are secretly asked by the trainers to enter the scene without forewarning, thus triggering various reactions from the players. This is useful for testing the participants’ reactions to real-life and unanticipated events.

3. Multiple Role Play – The trainer divides the group into small teams that will simultaneously perform role plays. In this way, everyone has a chance to participate.

4. Role Rotation – Volunteers take turns playing the same role. After enacting the situation, the players switch roles and demonstrate their own approach to the situation.

Conducting a Role Play

STEP 1: Give the instructions.

STEP 2: Give enough time for practice and preparations.

STEP 3: Convene the whole group.

STEP 4: Instruct the participants to observe and point out critical behavior, statements and results.

STEP 5: Manage the time and the participants.

STEP 6: Process.

B. Structured Learning Exercise (SLE) – this method helps the participants to look back to any experience, reflect on its impact or meaning, gather insights from it and allow these insights to lead into action. This implies that participants are asked to undergo meaningful exercises so they could draw lessons from their experiences. SLE is often used because it encourages more participation and more realistic responses from the participants.

Conducting SLEs

STEP 1: Create an exercise that is designed to draw out the lessons or ideas inherent in a topic or concept you wish to point out. This exercise should approximate real situations.

STEP 2: Determine the number of participants needed for the exercise.

STEP 3: Prepare the materials needed.

STEP 4: Form groups or ask for volunteer players. Give out the instructions clearly.
STEP 5: Observe the processes (e.g., behaviour, reactions) that the participants undergo while they are doing the exercise.

STEP 6: Process and relate the exercise results to the topic or concept being discussed.

MAPÚA INSTITUTE OF TECHNOLOGY CORE VALUES
The Core Values answers to the youth’s moral and social development. It emphasizes the essence of a strong moral fiber in the students as a productive and valuable part of society. It highlights the role of the youth as citizens.

D  Discipline
E  Excellence
C  Commitment
I  Integrity
R  Relevance

DISCIPLINE
Self-discipline is a trait essential to personal development and growth. Mapúans strive to practice self-control in order to lead disciplined lives, knowing that personal commitment to obey rules is required to achieve success. We believe that the discipline of our outward behavior and our inward feelings will result in a life reflective of this practice and may affect change in other as well.

EXCELLENCE
We believe in the pursuit of excellence. We are driven to improve continually on our individual and our team performance. We are willing to learn, to discover, and to create, rather than being satisfied to follow and to imitate. We believe that learning is a life-long process and the pre-requisite to excellence.

COMMITMENT
Commitment is the character of determination and loyalty found in every Mapúan. We are dedicated to achieve the highest quality of results in all our undertakings. We commit to act responsible by being accountable for our actions and by fulfilling our obligations.

INTEGRITY
Mapúans adhere to honesty, fairness and respect. We believe that performance is more than the quality of the results. It is also about how results were earned. We value the importance of integrity and high ethical standards: being truthful, considerate and respectful for the rights of others in our accomplishment.

RELEVANCE
Fitting, pertinent and applicable. Mapúans believe that relevance is as important as excellence – in things that will add value and uplift lives are the things that matter.
Appreciating the SERVICE Components

CHAPTER 7

INDUSTRY AND ENTREPRENEURSHIP
CORPORATE SOCIAL RESPONSIBILITY (CSR) IN THE PHILIPPINES

THE WORDS "corporate social responsibility" may have entered the Philippine consciousness only over the past 10 years or so, but the concept and the practice of companies going beyond just earning a profit and reaching out to their communities have been around for far longer than that.

As early as the 1900s, companies have taken the time and effort to make sure that their employees and their families are well taken care of.

But realizing that they have a greater responsibility and moral responsibility to help those in need, these private firms eventually expanded their reach to include the communities outside their gates. This trend started in a big way in the 1950s when mining companies involved themselves heavily in the welfare of the communities in which they operate. The extensive road network, schools and other public works still found today in the mining communities in northern Luzon and Mindanao are just some of the enduring signs of those times.

But back then, there was no real or carefully-crafted strategy behind community involvement. Companies big and small were simply driven to share their gains with their neighbors, reflections of the deeply ingrained Filipino values like “bayanihan” (cooperative spirit).

Their help was largely in the nature of philanthropy, mainly regular donations or dole-outs when called on for assistance. This went on well into the 1960s with department units handling community relations far removed from the core activities of the enterprise.

What steered community relations into a whole new different direction were the massive demonstrations that erupted in the early 1970s following the imposition of Martial Law and the adverse effects of the oil shock that pushed more Filipino families into poverty.

The leaders of some of the largest corporations at that time realized that their business could not operate in isolation and must involve itself in solving greater social problems to ensure their survival.

Thus was born the first organized model of corporate citizenship in the Philippines – the Philippine Business for Social Progress – and there was no going back to the old style of dole-outs.

Since then, companies have adopted a more strategic approach to their involvement and have turned to helping communities help themselves. They believed that through their joint effort, more Filipinos would be rescued from the firm grip of poverty.

More companies latched on to this idea as the 1980s marched on. Called the decade of involvement, private firms at this time largely pursued organized community relations work and firmly engaged their neighbors, resulting in part in the smooth operation of their businesses that boomed following the peaceful EDSA revolution of 1986.

The 1990s came and with the era came new daunting challenges, such as the pressures of the globalizing economy and the debilitating Asian currency crisis that brought many Filipino companies to its knees.

It was during this time when thirteen pioneering corporate foundations put up the League of Corporate Foundations, initially as a subsector of the Association of Foundations, on the premise that they were confronted with pressing issues that were quite different from those facing philanthropic or community foundations, for instance.

LCF came into its own in 1996 and, over the next twelve years, has grown to more than 70 corporate foundations and companies.

These firms embrace the idea that doing its part in the community and the country in general through ‘strategic social investments’ should be an inextricable facet of running a business. Only then can they truly ensure that their worthwhile projects would be carried out to fruition or sustained over the long term.
This approach was further refined when the millennium drew to a close and the 2000s began, pushed yet again by new challenges such as increasingly critical consumers of products and services who demand more from the companies that produce them.

Companies are now being scrutinized as never before and they are made to measure up to standards of environmental sustainability, ethical behavior and governance structures.

Questions arise on what else they can do to make poverty history given their access to talent, resources, technology, information and capital. The quality of the company’s response to these questions - the way they express corporate social responsibility - has become as much of an asset as brands, plants and cash.

Fortunately, many corporations, members of the LCF included, are already responding to these challenges. The battle cry now is to inspire the thousands of others operating in the Philippines to follow suit.

"CSR is doing your business responsibly. It is going beyond compliance to the law, by becoming the supplier or service provider of choice (provision of quality goods and services), employer of choice (fair to employees, compliance with labor laws) and neighbor of choice (going beyond business to serve their communities through corporate citizenship).”

– Jaime Augusto Zobel de Ayala
Chairman, Ayala Corporation

"CSR is a strategic business imperative. It allows us to achieve commercial success in ways that bring about positive and lasting changes in the workplace, the community and the environment. CSR is everybody’s business.”

– Nicasio I. Alcantara
Chairman, Petron Corporation

"CSR is not as alienating as it used to be, you can see more efforts of people wanting to reach out. I think people are becoming more socially conscious in general. I think this comes from the hopelessness that people feel about the country. People are beginning to examine what they can do, especially if you are in the position to be able to make a change.”

– Jonathan Jay P. Aldeguer
President, Island Souvenirs

"CSR is about giving back to the communities that we serve, sharing with the less fortunate and being able to help our fellow countrymen. CSR of the past was more of just philanthropy. But over the years, it has taken on a different meaning – all good citizens should be involved in social responsibility. It is not something that you do to enhance you corporate image, it goes deeper than that.”

– Manuel M. Lopez
Chairman, Meralco

"CSR is not a destination but an ongoing journey. By consuming our products, our customers invite us into their lives, and we take this very, very seriously.”

– Kandy Anand
President, Coca-Cola Far East Ltd.

"Corporate responsibility is the belief that corporations have a responsibility to use some of their profits to improve the communities and society in which they do business, and where their employees and families live.”

– Emmett D. Carson, Ph.D.
President and CEO, The Minneapolis Foundation

Quotes taken from the LCF’s “CEO Perspectives on Corporate Social Responsibility” (2006); LCF CSR Expo 2007; and Emmett Carson’s “Beyond Corporate Social Responsibility to Social Equity Investing: A Business Case for Action” (LCF CSR Expo 2006).

Appreciating the SERVICE Components

CHAPTER 8
CARE FOR HEALTH
MALNUTRITION AMONG FILIPINO KIDS UP

By Janryll Fernandez
Philippine Daily Inquirer
First Posted 23:14:00 07/24/2010

MANILA, Philippines—As the administration of President Benigno Aquino III sets down and braces for work for the next six years, a review of the latest National Nutrition Survey (NNS) might be imperative to guide it in one of its proclaimed crusades—to reduce poverty.

Through Executive Order No. 128, signed on Jan. 30, 1987 during the time of the President’s mother, the Food and Nutrition Research Institute (FNRI) of the Department of Science and Technology (DOST) is mandated to undertake research to define the nutritional status of the population particularly the malnutrition problem and its causes and effects, and to identify alternative solutions to them.

Undertaken every five years, the survey and its results serve as inputs to national plans and programs. The NNS is also useful in providing benchmarks to gauge the country’s progress toward achieving the Millennium Development Goals, including the eradication of hunger, reduction of child mortality and improvement of maternal health.

Underweight, underheight

One of the issues the 2008 NNS looked into is children’s nutrition. The research found that the number of Filipino children who were underweight and underheight or stunted increased from 2005 to 2008.

The prevalence of underweight children aged 0-5 years increased from 24.6 percent to 26.2 percent, about 3.35 million children. The underheight rate increased from 26.3 percent to 27.9 percent, representing 3.57 million children.

There was also a significant increase in the prevalence of underweight children aged 6-10 years from 22.8 percent in 2005 to 25.6 percent in 2008, equivalent to 2.6 million. The number of underheight children in this age group likewise increased from 32 percent to 33.1 percent.

A very high level of acute malnutrition among preschoolers (aged 0-5) was noted in six regions, namely Mimaropa, Bicol, Western Visayas, Eastern Visayas, Zamboanga Peninsula and Soccsksargen where the underweight-for-age prevalence was at least 30 percent. A high prevalence of underheight-for-age or stunted preschoolers was mostly observed in Mimaropa, Bicol, and all the regions in the Visayas and Mindanao.

Based on their weight relative to their height, the nutritional status of preschoolers was considered poor in most regions except for Central Visayas and Davao regions (based on the classification of worldwide prevalence range among children under 5 years of age).

Chronic malnutrition affected a very high percentage of preschoolers in the provinces of Masbate, Biliran, Northern Samar, Western Samar, Zamboanga Sibugay, Sarangani, Abra and Mountain Province.

Except for Soccsksargen, the same regions with high malnutrition among preschoolers were most at risk of acute malnutrition among schoolchildren as the prevalence of underweight was at least 30 percent. Meanwhile, the regions with very high prevalence of stunted schoolchildren were Mimaropa, Eastern Visayas, Zamboanga Peninsula, Northern Mindanao and Soccsksargen.

Long standing or chronic malnutrition affected a very high percentage of schoolchildren in 25 provinces, including Abra, Aurora, Mindoro Occidental, Mindoro Oriental, Marinduque, Catanduanes, Masbate, Negros Occidental, Northern Samar, Western Samar, Leyte, Bukidnon, Agusan del Sur, Davao del Norte, Davao Oriental, Zamboanga del Norte, Zamboanga Sibugay, Misamis Occidental, Sultan Kudarat, Lanao del Norte, Lanao del Sur and Basilan.

These facts should help the new administration, particularly the agencies involved in health and nutrition, in evaluating the effectiveness of the programs put in place by the previous administration.
**Iron-deficiency anemia**

Looking at the incidence of iron-deficiency anemia, the study found that from 1998 to 2008 there was a significant decrease in anemia prevalence among different age groups except for the infants aged 6 months to one year, which had the highest prevalence at 55.7 percent followed by the pregnant women at 42.5 percent.

Obviously, children of this age are not getting enough iron nutrients which is only logical since anemia prevalence among pregnant women was high in 52.9 percent of the regions, indicating that it is a significant public health problem. The overall prevalence of anemia from infants (6 months) to elderly (60 years old) is 19.5 percent.

The urinary iodine excretion levels for children indicated adequate iodine intake while that for pregnant and lactating women reflected inadequate iodine intake. The proportion of households using iodized salt increased from 9.7 percent in 1998 to 56 percent in 2003 and 81.1 percent in 2008 though this is still below the goal of 90 percent.

Iodine is one of the vitamins and minerals the body needs particularly for the thyroid to function properly.

**Infant feeding**

One other important factor in evaluating the nutrition of children is the feeding practices. At the time of the survey, 89.6 percent of infants aged 0-23 months were breastfed. Among 0-5 months old children, 35.9 percent were exclusively breastfed while 36.8 percent were breastfed and at the same time given complementary foods.

Of the 6-11 months old, 40 percent were still breastfed, while of the 12-23 months old, 22.2 percent were still breastfed. Of the 0-23 months old, 89.6 percent were breastfed while 10.4 percent were not breastfed.

The percentage of exclusive breastfeeding among 0-5 months old was significantly higher at 35.9 percent in 2008 compared to 29.7 percent in 2003.

The main reasons mothers stopped breastfeeding were inadequate milk flow (34 percent), working outside home (25.5 percent), another pregnancy (9.1 percent), child refused (7.8 percent), mother was ill (7.6 percent), cracked nipple (5.4 percent), child old enough for weaning (2.8 percent), child abandoned (1.5 percent) and others (3 percent).

Complementary foods given to children included solid/semi-solid foods (75.4 percent), vegetable soup/broth (71.9 percent), fish soup/broth (71.3 percent), meat soup/broth (69.6 percent).

Other liquids (50.3 percent), fresh fruit juice (50.2 percent), powdered/ready-to-drink juice (48.0 percent), Am (36.7 percent), milk other than breast milk (26.6 percent) and water plus sugar (22.6 percent).

**Government programs**

The government has instituted programs to help address the problem on nutrition but there is low participation in most of them.

A relatively high percentage of children aged 0-5 years participated in “Operation Timbang” while about 40 percent of children participated in the growth-monitoring program. About 18.6 percent participated in supplementary feeding while around 14.3 percent participated in the Orally Fit Child program.

**Private sector**

The government has also found allies in efforts to address malnutrition. Non-government organizations (NGOs) and the corporate sector have initiated programs such as the “Feeding Hope” community-based feeding program and the “Pasiglahin ang Estudyanteng Pinoy” (PEP) school-based feeding program.

Feeding Hope is a national growth-monitoring program which is a partnership between the NGO Kabisig ng Kalahi, the Department of Social Welfare and Development, and Mead Johnson Nutrition (Philippines). PEP, meanwhile, is a joint program of Kabisig, the Department of Education, the National Competitiveness Council, Unilever and Mead Johnson.

A study showed that about 30 percent of children in Grades 1 and 2 eventually drop out of school due to malnutrition. In areas covered by PEP, the average dropout rate among these children was only 0.33 percent.
Assessing these results from the 2008 NNS, it is apparent that the Aquino administration will have some work to do on the nutrition front in addition to the other problems of the country. With the government's fiscal deficit, it will be wise to continue and replicate the model of working with NGOs and the private sector.

SOURCE: http://opinion.inquirer.net/inquireropinion/talkofthetown/view/20100724-282969/Malnutrition-among-Filipino-kids-up
Appreciating the SERVICE Components

CHAPTER 9

ENVIRONMENT
WHAT IS CLIMATE CHANGE?

Climate change is a change in the statistical distribution of weather over periods of time that range from decades to millions of years. It can be a change in the average weather or a change in the distribution of weather events around an average (for example, greater or fewer extreme weather events). Climate change may be limited to a specific region, or may occur across the whole Earth.

WHAT MAKES THE CLIMATE CHANGE?

The Earth’s climate is influenced by many factors, mainly by the amount of energy coming from the sun, but also by factors such as the amount of greenhouse gases and aerosols in the atmosphere, and the properties of the Earth’s surface, which determine how much of this solar energy is retained or reflected back to space.

WHAT ARE THE CAUSES OF CLIMATE CHANGE?

A. Natural causes

1. Continental drift - The continents that we are familiar with today were formed when the landmass began gradually drifting apart, millions of years back. This drift also had an impact on the climate because it changed the physical features of the landmass, their position and the position of water bodies. The separation of the landmasses changed the flow of ocean currents and winds, which affected the climate.

2. Volcanoes - When a volcano erupts, it throws out large volumes of sulphur dioxide, water vapour, dust, and ash into the atmosphere. Although the volcanic activity may last only a few days, yet the large volumes of gases and ash can influence climatic patterns for years. Millions of tonnes of sulphur dioxide gas can reach the upper levels of the atmosphere (called the stratosphere) from a major eruption. The gases and dust particles partially block the incoming rays of the sun, leading to cooling. Sulphur dioxide combines with water to form tiny droplets of sulphuric acid. These droplets are so small that many of them can stay aloft for several years. They are efficient reflectors of sunlight, and screen the ground from some of the energy that it would ordinarily receive from the sun. Winds in the upper levels of the atmosphere, called the stratosphere, carry the aerosols rapidly around the globe in either an easterly or westerly direction. Movement of aerosols north and south is always much slower.

3. The earth’s tilt - Changes in the tilt of the earth can affect the severity of the seasons - more tilt means warmer summers and colder winters; less tilt means cooler summers and milder winters.

4. Ocean currents - The oceans are a major component of the climate system. They cover about 71% of the Earth and absorb about twice as much of the sun’s radiation as the atmosphere or the land surface. Ocean currents move vast amounts of heat across the planet - roughly the same amount as the atmosphere does. But the oceans are surrounded by land masses, so heat transport through the water is through channels.

Winds push horizontally against the sea surface and drive ocean current patterns. Certain parts of the world are influenced by ocean currents more than others. Ocean currents have been known to change direction or slow down. Much of the heat that escapes from the oceans is in the form of water vapour, the most abundant greenhouse gas on Earth. Yet, water vapor also contributes to the formation of clouds, which shade the surface and have a net cooling effect.

B. Human causes

1. Greenhouse gases and their sources
   a. Carbon dioxide - the most important greenhouse gas in the atmosphere. Changes in land use pattern, deforestation, land clearing, agriculture, and other activities have all led to a rise in the emission of carbon dioxide.

   b. Methane - about ¼ of all methane emissions are said to come from domesticated animals such as dairy cows, goats, pigs, and horses. These animals produce methane during the cud-chewing process. Methane is
also released from rice or paddy fields that are flooded during the sowing and maturing periods. When soil is covered with water it becomes anaerobic or lacking in oxygen. Under such conditions, methane-producing bacteria and other organisms decompose organic matter in the soil to form methane.

Methane is also emitted from landfills and other waste dumps. If the waste is put into an incinerator or burnt in the open, carbon dioxide is emitted. Methane is also emitted during the process of oil drilling, coal mining and also from leaking gas pipelines (due to accidents and poor maintenance of sites).

c. Nitrous oxide - a large amount of nitrous oxide emission has been attributed to fertilizer application. This in turn depends on the type of fertilizer that is used, how and when it is used and the methods of tilling that are followed.

d. Nitrogen - contributions are also made by leguminous plants, such as beans and pulses that add nitrogen to the soil.

HOW WE ALL CONTRIBUTE EVERY DAY?

All of us in our daily lives contribute our bit to this change in the climate. Give these points a good, serious thought:

- Electricity is the main source of power in urban areas. All our gadgets run on electricity generated mainly from thermal power plants. These thermal power plants are run on fossil fuels (mostly coal) and are responsible for the emission of huge amounts of greenhouse gases and other pollutants.

- Cars, buses, and trucks are the principal ways by which goods and people are transported in most of our cities. These are run mainly on petrol or diesel, both fossil fuels.

- We use a huge quantity of paper in our work at schools and in offices.

- Timber is used in large quantities for construction of houses, which means that large areas of forest have to be cut down.

- A growing population has meant more and more mouths to feed. Because the land area available for agriculture is limited (and in fact, is actually shrinking as a result of ecological degradation!), high-yielding varieties of crop are being grown to increase the agricultural output from a given area of land. However, such high-yielding varieties of crops require large quantities of fertilizers; and more fertilizer means more emissions of nitrous oxide, both from the field into which it is put and the fertilizer industry that makes it. Pollution also results from the run-off of fertilizer into water bodies.

WHAT IMPACTS OF CLIMATE CHANGE HAVE ALREADY BEEN OBSERVED?

Regional climate change is already affecting many natural systems. For instance, it is increasingly being observed that snow and ice are melting and frozen ground is thawing, hydrological and biological systems are changing and in some cases being disrupted, migrations are starting earlier, and species' geographic ranges are shifting towards the poles.

Despite remaining gaps in knowledge, it is likely that these effects are linked to human influence on climate. At the regional level, however, responses to natural variability are difficult to separate from the effects of climate change.

Some previously unanticipated impacts of regional climate change are just starting to become apparent. For instance, melting glaciers can threaten mountain settlements and water resources, and damage associated with coastal flooding are increasing.
HOW DO PEOPLE ADAPT TO CLIMATE CHANGE?

- Humans need to adapt to the impacts of climate change, for instance through technological solutions such as coastal defences and changes in consumption habits.

- Vulnerability of human populations to climate change and its consequences can be affected by other factors, such as pollution, conflicts, or epidemics such as AIDS. An emphasis on sustainable development can help human societies reduce their vulnerability to climate change.

- Mitigation measures that aim to reduce greenhouse gases emissions can help avoid, reduce or delay impacts, and should be implemented in order to ensure that adaptation capacity is not exceeded.

WHAT ARE THE POSSIBLE SOLUTIONS TO CLIMATE CHANGE?

A. House & Garden
   1. Grow your own food. Planting things like garden vegetables and herbs will help you eat locally and organic.

   2. Redecorate with Eco-products. If you need to repaint your house, use latex paint rather than oil-based. Latex paint releases significantly fewer harmful fumes while drying and smells a lot better - it's healthier for you, too.

   3. Buy energy-efficient appliances. These will require less energy to do their job, meaning lower bills and less fossil fuels being burned.

      - If you can't do this, use your existing appliances efficiently; make sure the dishwasher and washing machine are full before running them to save energy and money.

      - Hang-dry your laundry rather than putting it in the dryer and put them outside on a clothesline on dry days. Hang-drying will also make your clothes last much longer.

   4. Reduce your electricity use.

      - Unplug your cell phone charger, TV and other electronics from the wall when you are not using them, because they use energy when plugged in and on standby. The process can be made easier if you have everything plugged into a surge protector with its own switch.

      - Turn off lights and other energy-sucking devices when they aren't being used.

      - Replace older light bulbs with energy-saving fluorescent bulbs. Fluorescent light bulbs are a little more expensive, but much more efficient - they use about a seventh of the power and last about 12 times longer.

         - Replace fluorescent light bulbs with Ultra Compact LEDs (UCLEDs). These use less energy and last longer than fluorescent light bulbs. Additionally UCLEDs do not contain any dangerous mercury. Even though LED light bulbs are currently more expensive, remember that your money is spent for a good cause: it will pay for the development of cheaper and more effective generation of LEDs.

      - If you're leaving your computer for a while, put it on stand-by. You'll be able to restart it quickly, and it'll take less energy than shutting it down and then restarting it.

   5. Reduce the usage of refrigerants and air-conditioners.

   6. Pack your refrigerator more tightly to reduce cooled air.

B. Water Conservation
   1. Take short showers and share bathwater. Showers use much less water. The other choice is to fill a bucket with water and take a can or a jug, and keep filling it with water from the bucket and pouring it over your head - if you have some extra water save it for some other person to use. You can lather yourself up with the water turned off in the middle of the shower.

      - If you need to paint your house, use latex paint rather than oil-based. Latex paint releases significantly fewer harmful fumes while drying and smells a lot better - it's healthier for you, too.

      - If you're leaving your computer for a while, put it on stand-by. You'll be able to restart it quickly, and it'll take less energy than shutting it down and then restarting it.
2. **Pollute less.** When washing dishes, wash greasy pans last to keep the water clean.

3. **Turn off taps properly.** Especially when brushing your teeth - every little bit helps.

4. **Fix dripping taps.** The constant drip wastes water, energy and money, so repair them as soon as possible. You can also save by installing an inexpensive "flow control" device in shower heads and faucets.

5. **Use appliances efficiently.** Running the clothes washer with a full load and using cold water (30 degrees Celsius) whenever possible can lead to big energy savings. Use detergents that clean clothes effectively in colder water.

### C. Transportation

1. **Use a bike.** With gas prices so high, it will pay for itself. Ride it to work or school, for short distances, to run errands, or to have fun. Everyone benefits when you ride a bike. You help conserve our limited oil resources, you are not polluting, and you are exercising.

2. **Walk short distances** rather than drive. It may be convenient to drive, but let's face it, it probably takes longer than walking would, and emits pollutants to boot.

3. **Use public transportation or carpool for long trips.** These options may take a little longer, but you can read, listen to headphones, or talk to people instead of having to stare straight ahead for the length of your commute.

4. **Consolidate your trips.** If you must drive to do grocery, shopping, etc., plan to do all weekly errands on one day. You can get everything you need in one trip, saving you money and time. It's also more fuel efficient to start a car if it's already warmed up.

5. **Research biodiesel.** This is a diesel made from a percentage of plant and animal fat (in some cases reused fat). This is not suitable for all diesel engines.

### D. Shopping

1. **Buy only post-consumer recycled paper products,** including toilet paper and tissues. The paper industry is the third greatest contributor to global warming emissions. Buying recycled is as important as recycling - it's called "closed loop" recycling.

2. **Avoid using plastic bags from grocery stores.** Bring canvas bags to carry your grocery items. Use re-useable bags and boxes. If you need a plastic one, make sure you use it again and again!

### E. Community

1. **Knowledge is power.** Learn everything you can about global warming. What is it? How does global warming work? Why is it happening? What are the causes? What are the critics saying?

2. **E-mail relevant articles to your friends and family** to get them up to speed about global warming.

3. **Write to your local council** to ask for environmentally minded services such as recycling collection.

4. **Educate yourself, your family, your friends, and everyone you meet.** Our culture is just waking up to issues that have existed for years. The more people are aware of the issues the more likely they are to make decisions that will be constructive!
IS THERE A LAW ABOUT CLIMATE CHANGE?

The Climate Change Act of 2009 [RA 9729]

Some Important Provisions:

Sec. 4 – Creation of Climate Change Commission
Sec. 11 – Framework Strategy and Program on Climate Change
Sec. 13 – National Climate Change Action Plan
Sec. 14 – Local Climate Change Action Plan
Sec. 15 – Role of Government Agencies
Sec. 16 – Coordination with Various Sectors

SOURCES:
http://en.wikipedia.org/wiki/Climate_change
http://edugreen.teri.res.in/explore/climate/causes.htm
http://www.ourclimate.net/
http://tonyocruz.com/?p=2536
Creating Consciousness through Situational Analysis

CHAPTER 10
TOOLS FOR ANALYSIS
TOOLS FOR ANALYSIS

These tools for analysis provide us with a much systematic way of looking and analyzing different relevant societal concerns our country is currently facing. Knowing and seeing the problem at its different facets will make it much easier for us to identify and provide possible action steps or solutions to address them.

There are actually different countless tools for analysis. However, for our module, these two tools were picked for their simple, yet interesting processes of exploring different problems.


**Cause and Effect Wheel**

A cause and effect wheel is also known as concentric circles. This tool assists students in understanding the relationships between cause and effect, action and reaction.

Creating your wheel:

1. Draw a circle on a large sheet of paper.
2. Write the specified relevant societal concern at the innermost circle.
3. Proceed by making further circles building on the original cause in the middle. Each of these circles focuses on exploring the effects in greater detail. You may also consider the relationship between ideas not directly connected or reflect on what might happen if the links were reversed.
The Tree Analysis
This tool enables you to look at effects and the causes that create or contribute to those effects.

Steps in making your tree:
1. Initially start making your tree by identifying one particular issue to tackle.
2. Place your chosen issue at any portion of your tree [roots, trunks, branches or leaves]. Take note that each part of the tree represents one particular problem stage as defined below:

- **Roots** - The bottom part of the tree that represents those issues perceived as the root causes of other issues.
- **Trunk** - Defined as primary problems resulting from the issue identified at the roots of your tree.
- **Branches** - Secondary concerns that off-shoots from the primary concerns cited at the tree’s trunk.
- **Leaves** - Pertains to the end-result of the different problems or issues you have given on your tree’s roots, trunk and branches.
Working with the Community

CHAPTER 11

THE COMMUNITY
The Community

Each and every one of us belongs to a particular community. Each and everyone of us also, may differ in defining what a community is. Our descriptions may be based on the various books and magazines that we read, television shows that we watched, and finally, on how we personally perceive our community based on the numerous experiences that we’ve had.

The term community was actually derived from the Latin word, *communis*, a noun describing quality implying “fellowship, community of relations and feelings”.

Webster’s dictionaries, on the other hand, define a community as a body of people living in the same place under the same laws (geographical); a body of people having common interests (psychological).

One of the most common and simplest definitions was coined by R. M. McIver. According to McIver, a community is:

“*an aggregation of families and individuals settled in a fairly compact and contiguous geographical area, with significant elements of common life, as shown by manners, customs, traditions and modes of speech.*”

According to this view, the term community was defined based on the elements that it possesses. Other elements that a community may possess are the following:

- **HISTORY**
  - From public documents, folk history, historical roots
- **SPACE RELATIONS**
  - Internal Relation: within the community
- **EXTERNAL RELATION**
  - Relation with other communities, nation and state
- **RESOURCES**
  - Human, man-made and natural
- **TECHNOLOGY**
  - Modern or indigenous; the technical know-how of the people
- **KNOWLEDGE AND BELIEFS**
- **VALUES AND SENTIMENTS**

### Types of Communities

<table>
<thead>
<tr>
<th>GEOGRAPHICAL COMMUNITIES</th>
<th>Has boundaries, territories</th>
</tr>
</thead>
<tbody>
<tr>
<td>RURAL/URBAN COMMUNITIES</td>
<td>The traditional way of classifying communities</td>
</tr>
<tr>
<td>SECTORAL COMMUNITIES</td>
<td>e.g.: Women, Youth, Farmers, Fisher folks</td>
</tr>
<tr>
<td>FUNCTIONAL COMMUNITIES</td>
<td>Groups of people who share some common interests or functions</td>
</tr>
<tr>
<td>TRIBAL/INDIGENOUS COMMUNITIES</td>
<td>e.g.: Aetas, Mangyans</td>
</tr>
<tr>
<td>SPECIAL TYPES OF COMMUNITIES</td>
<td>e.g.: disabled, parishes, families</td>
</tr>
</tbody>
</table>
Working with the Community

CHAPTER 12

FUNDAMENTALS OF COMMUNITY ORGANIZING
COMMUNITY ORGANIZATION

The very term “Community Organization” suggests that the community is central in the use of this method usually linked to social work. The term “Community Organizing” was first used by American Social Workers in the late 1800’s to refer to the specific work they were involved in with settlement houses for new immigrants and the poor. “Community Organizing” was the term used to describe their efforts to coordinate services for these groups.

Other definitions have evolved all throughout the years and one is:

"Community Organizing is a systematic, planned and liberating change process of transforming a complacent, deprived and malfunctioning community into an organized, conscious, empowered and self-reliant, just and humane entity and institution.” [-Philippine Business for Social Progress (PBSP)]

Community Organizing (CO) is a continuous process of:

- Educating the people to understand their critical consciousness of their existing conditions;
- Organizing people to work collectively and efficiently on their problems;
- Mobilizing people to develop their capability and readiness to respond and take action on their immediate needs towards solving their long term problems. [-UP College of Social Work and Community Development]

Collectively, the above-mentioned definitions suggest that Community Organizing (CO) is both a process and a method. CO is a process in the sense that it is perceived as a progressive and forward movement from one condition to another. It is also considered as a method because it consists of a dynamically conscious and deliberate undertaking to bring about social change.

A BRIEF HISTORY: COMMUNITY ORGANIZATION IN THE PHILIPPINE SETTING

Through the Philippine Ecumenical Council for Community Organization (PECCO), Community Organizing was introduced in the Philippines during the First Quarter Storm of the seventies. The group organized communities in the Tondo area where the program, Zone One Tondo (ZOTO) was born. The program was replicated in other parts of the Philippines, including the rural areas and was usually introduced through church structures.

Organizing efforts continued even when the Martial Law was declared. During this time, Community Workers began pushing for people’s participation and community organizing became the tool for achieving this. International Development Groups and government both began to support and fund Community Organizing Programs. Community Organizing began to proliferate.

GOALS OF COMMUNITY ORGANIZING

Community Organizing transforms a complacent community to become self-propelling and self-nourishing.

Community organizing is important because through this, people work together in an organized manner and become more effective when social change takes place. But what, basically is community organizing for? Read on to learn the different goals/purpose why this method is still being widely used in the different parts of our country, and the whole world.

- PEOPLE EMPOWERMENT
- IMPROVED QUALITY OF LIFE
- LEADERSHIP DEVELOPMENT AND MOBILIZATION
- SOCIAL TRANSFORMATION
GUIDING PRINCIPLES OF COMMUNITY ORGANIZING

"Go to the People, Live Among the People"
One cannot help the community towards its development if the organizers stay and work within the comforts of an office/school and do not integrate with the people.

"Learn, Plan and Work with the People"
The people know better than any other outsider what their needs and problems are. The community members, with the assistance of the community organizer, must be the one to determine the program appropriate to answer their needs/problems.

"Start With and Build on What the People Know"
Community organizers must begin with the indigenous resources, technologies and structures that the community has. Improve on their strengths!

"Teach By Showing, Learn by Doing"
For the community to learn effectively, the worker must demonstrate different procedures or techniques and not merely give instructions.

"Not Piecemeal but an Integrated Approach"
Community organizing is an inter-relationship of various elements and factors.

"Not Relief, But Release"
Community organizing is a process that liberates a community from its identified problems.

GETTING STARTED: THE COMMUNITY ORGANIZING PROCESS

As earlier defined, community organizing is a systematic process. This process, when expounded, shall consist of the following phases:

COMMUNITY SELECTION

PRE-ENTRY
ENTRY

INTEGRATION

PROBLEM
IDENTIFICATION

ANALYSIS

COURSE OF ACTION

IMPLEMENTATION

MONITORING AND EVALUATION

PHASE OUT

Community organizing phase here is depicted in a linear manner, but in reality, CO is a much more complex process in which phases overlap and integrate.
PHASE ONE: COMMUNITY SELECTION

Pre-Entry Stage
After your specific community has been identified, organizers are then expected to conduct a social investigation (S.I) on the said area, conduct initial interviews with the community persons and to go around performing a site/ocular inspection. These activities shall be of great help to the organizers in acquiring pertinent information on the background of the community they are to organize.

Entry Stage
The community has the right to know of the organizers' entry in their area. Because of such, a courtesy call to the barangay officials and respected leaders form the said community is necessary. An orientation on the assisting organizer's background and purpose must also be clearly relayed.

PHASE TWO: INTEGRATION
"Integration rather than immersion."

Immersion: "Complete involvement"
Integration: "Acceptance into a community"

When you perform the tasks of an organizer, you do not go to the community and just make yourself "felt" by merely "showing-up". No matter how frequent you go to the area but fail to exert any effort to integrate with the community members, your visits will just go to waste.

Integrating with the locals is also one of the best strategies one organizer can practice in order to catch-up with the current situation of the community. Joining a small "umpukan" of housewives, or some of the local youths at their "tambayan", can, one way or another help you gather pertinent information (identification of problems and current issues) on the community.

Be observant. Attentively watch the community's "pamumuhay" or way of living. What do the youths normally do? How do the community members spend their spare time? What is their common source of income? What type of houses do they have? These are just some of the things you can initially observe during your visit. TRUST BUILDING is important at this stage.

PHASE THREE: ANALYSIS

The community organizers during this stage assist the community in identifying, analyzing and prioritizing current community needs and issues. A compromise between the felt and objective needs must be met. Let the locals decide on to which program they think is appropriate for them.

The SWOT Analysis

SWOT analysis is a technique to analyze the Strengths, Weaknesses, Opportunities and Threats of a decision, problem, place, etc. In community development and urban planning, SWOT is often used at community meetings to structure conversations about quality of life in a neighborhood or a controversial project. Carrying out this analysis often illuminates what needs to be done and put problems into perspective.

A SWOT analysis can offer helpful perspectives at any stage of an effort. It can be used to:

- Explore possibilities for new efforts or solutions to problems.
- Make decisions about the best path for initiatives. Identifying the opportunities for success in context of threats to success can clarify directions and choices.
- Determine where change is possible. If at a juncture or turning point, an inventory of the strengths and weaknesses can reveal priorities as well as possibilities.
- Adjust and refine plans mid-course. A new opportunity might open wider avenues, while a new threat could close a path that once existed.
The Community Profile includes:
1. **Narrative text** that describes community characteristics, such as population demographics, economic and social history of the communities, the importance of various facilities.
2. **Tables or graphics** that summarize important data or conclusions, such as population demographics or employment trends.
3. **A visual map or maps** that depict physical characteristics, such as neighborhood boundaries, land uses, public facilities, and commercial centers.

**Community Characteristics**

The following are examples of the types of data to collect and incorporate into a community profile.

1. **Population and Demographic Characteristics**
   - Trends in population growth and demographics
   - Ethnicity and race
   - Age and gender distributions
   - Income levels
   - Educational attainment
   - Employment status
   - Special population subgroups, such as disable persons
   - Indian tribal governments, as appropriate

2. **Socio-Economic History/Characteristics**
   - Community historical background and context
   - Population of indigenous groups
   - Community values and issues (e.g., security and solitude)
   - Economic base/livelihood
   - Other economic characteristics

3. **Physical Characteristics**
   - Community centers/activity centers
   - Infrastructure (e.g., roads, transit, and water and sewage systems)
   - Public services and facilities (e.g., schools, police, fire, libraries, and hospitals)
   - Land-use plans and zoning
Special areas, historic districts, and parklands
Businesses
Housing
Planned and approved future development
Community focal points or informal meeting places (e.g., places of worship, playgrounds, hair salons, and laundromats)

4. Health Status
- common and endemic diseases
- disease causes and management
- maternal and child-care practices
- sources of water, waste and disposal
- dietary patterns

5. Access to Service
- groups and agencies that are providing service, and the type and frequency of the service they provide

6. Community Organizations
- organizations in the barangay, their projects, activities, and organizational set-up

**PHASE FOUR: COURSE OF ACTION**
"People’s participation is the essence of community organizing”

After the problems and issues of the community have been identified, a systematic course of action may now be determined. The organizer, during this stage, plays the role of a facilitator to which he ensures that the community is able to communicate and express their concerns, and is able to encourage them to give their own suggestions on how they could possibly resolve their problems. Finally, organizers must also ensure of the community’s participation and commitment on the produced plan.

Consider also the available resources (human, man-made, natural) in the community which can be utilized during the implementation of the project.

**PHASE FIVE: IMPLEMENTATION**

Implementation
The plan that was initially formulated with the community is now put into action. Collective work from the community members must be encouraged by the worker, after all, the project is for them, therefore, should also be participated by the people themselves.

Evaluation
In some inevitable cases when problems during the implementation may arise, the community organizer, again, as a facilitator, may assist the community in examining what happened, what went well, what has been learned and what should happen next.

**PHASE SIX: PHASE OUT**

After the goals of the community have been met, and its members are empowered, the community organizer can now pull out from the community. Remember that prior to this, the worker must prepare the community before phasing-out. This is basic courtesy to the people.

**THE COMMUNITY ORGANIZER**

**ROLES OF A COMMUNITY ORGANIZER**

An organizer, while at the community, plays various roles, depending on what the situation calls for. Below are the four basic roles they portray, at one time or another:

- **A FACILITATOR** - Facilitates the community process through listening and questioning and by giving continuous encouragement and support to the local strivings

- **AN ANIMATOR** - Stimulates the people to think critically when identifying problems and finding new solutions.

- **AN ENABLER** - Consistently directed at freeing the community (through key persons like leaders) to realize their strengths and potentials in cooperative work.
**IDEAL PERSONAL QUALITIES OF A COMMUNITY ORGANIZER**

- Integrity
- Creativity
- Courage
- Flexibility
- Objectivity
- Self-discipline
- Tact
- Sensitivity
- Honesty
- Adaptability
- Imagination
- Sense of humor

**TIPS DURING COMMUNITY VISITS**

<table>
<thead>
<tr>
<th>DOs</th>
<th>DON'TS</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Listen to your Facilitator's instructions.</td>
<td>× Perform any task without your Facilitator's knowledge or consent.</td>
</tr>
<tr>
<td>✓ Be simple.</td>
<td>× Wear attention-catching clothes and jewelries. As much as possible also, avoid bringing-out your expensive gadgets like cellphones, MP3 players and the like.</td>
</tr>
<tr>
<td>✓ Always go with your assigned “buddy”.</td>
<td>× Go to the community and wander by yourself.</td>
</tr>
<tr>
<td>✓ Integrate! Observe.</td>
<td>× Confine yourselves within your group/ class.</td>
</tr>
<tr>
<td>✓ Be courteous and polite. Use “opo” or “po” while conversing with those who are older than you.</td>
<td>× Use curse or offensive terms/ words.</td>
</tr>
<tr>
<td>✓ Be a role model. Be aware that in community work, you carry not only yourself but the name of the Institute.</td>
<td>× Show your disgust or annoyance if any inconvenience were encountered.</td>
</tr>
<tr>
<td>✓ Know the purpose and limitations of your visit.</td>
<td>× Make any promises that you cannot fulfill. This will only give false hope to them.</td>
</tr>
</tbody>
</table>
Working with the Community

CHAPTER 13

BARANGAY LUNINGNING
BARANGAY LUNINGNING

To give you an idea on how a community profile looks like, a sample, based on the pseudo-community of Barangay Luningning is included below:

Barangay Luningning is a community surrounded by the infamous oil depots of Pandacan. Rows of houses usually made out of plywood and cement occupies the narrow streets of the area. Fishball and ice cream peddling karitons, children, running around barefoot and wandering dogs would be the sight that welcomes any visitor. Mothers, usually with their babies stay at the nearby community park exchanging stories, while their husbands on the other hand, waits in line for pedicab customers.

A number of young male adults can also be found shooting hoops at the improvised basketball court while some, chooses to quietly play chess on the benches set-up infront of an improvised barangay hall. Female youths, still clad in their school uniforms, sell fried hotdogs and samalamig after coming home from school. Rented videoke machines and billiard halls also liven-up the area. Heritage buildings, worn-out from years of use have been obviously neglected. Foul smell coming from clogged drainage, spaghetti-like electrical wirings serves as evident threat to its people.

According to informal interviews also, a number of petty crimes and drug-related violence involved by some misguided youths were recorded during the past. Local health officials also confirmed the high number of high blood pressure and diabetes related cases in the older members of the community and diarrhea, dental problems and primary complex for the children.

It has a total population of one hundred fifty families (150), consisting of one thousand eight hundred ninety one individuals (1,891).

HOUSEHOLD DESCRIPTION

Fifty five percent or one thousand forty (1,040) are male, while the remaining forty five percent or eight hundred fifty one (851) makes-up the female population of the said barangay.

 Nine hundred seventy eight (978) males are unmarried or single, whereas seven hundred seventy one (771) are unmarried or single women. One hundred twenty eight (128) are married, while a total of fourteen (14) are either widows or widowers

Graph 1 – Sex Demography

Graph 2 – Civil Status
Three hundred thirty five (335) belongs to the “toddler-age” of zero to five (0-5) years of age. Three hundred ninety six (396) on the other hand, falls on the six to thirteen (6-13) years. Five hundred sixty one (561) falls on the age of fourteen to twenty (14-20), four hundred ten (410) are between the age of twenty to thirty five (20-35). Lastly, one hundred eighty four (184) comprises the population of those belonging to the thirty-six years old and above (36-above) category.

**RELIGION**
A total of one thousand one hundred thirty five (1,135) are Catholics, making the mentioned religion the most prevalent religion at barangay Luningning. Coming in second is Iglesia ni Kristo (INC) with three hundred seventy eight (378) believers. Thirty seven (37), on the other hand are Moslems and the remaining three hundred forty one (341) are linked with other religions.

**EDUCATION**
Currently, eight hundred eighty six (886) of barangay Luningning’s total population are attending school.

**SOURCE OF INCOME/ECONOMIC ASPECT**
Majority of the working population of barangay Luningning doesn’t have a permanent job / work. A total of four hundred thirty (430) are either seasonal or contractual workers. A measly one hundred sixty nine (169) individuals however, are fortunate enough to have a regular work.
HOUSING
Majority of the houses that can be found at barangay Luningning are made-up of semi-concrete materials. The rest, however, are either solely made-up of wood or concrete. Houses made up of “patched materials” or commonly known as shanties can also be located from the said barangay.

A total of sixty six (66) houses located at barangay Luningning are owned by its respective residents. Forty two (42) families, on the other hand, have opted to live at “for rent” apartments. Furthermore, thirty seven (37) families chose to live either at their relatives’ or acquaintances’ houses. Only five (5) families, serving as caretakers of their “amos” or distant relative’s houses were counted from the survey.

HEALTH
Majority of the families of barangay Luningning have acquired the services of NAWASA to supply them with water. Forty seven (47) families, however, preferred to get their water from the available deep well situated at the heart of the barangay.

One hundred thirty three (133) families are willing to wait for the scheduled garbage collection conducted by the local government of Manila. The remaining seventeen (17) families practice garbage burning or “pag-siga”.

Apparently, based on the survey conducted, colds or *sipon* topped the list as the most common illness the residents of barangay Luningning are frequently experiencing. Cough (*ubo*), fever/flu (*lagnat/trangkaso*), diarrhea (*pagtatae*), asthma (*hika*), skin irritation (*sakit sa balat*), highblood (*altapresyon*), anemia, migraine and UTI (Urinary Track Infection) followed respectively as second, third, fourth, fifth, sixth, seventh, eighth, ninth and the tenth most common illnesses.

An alarming number of malnutrition cases were garnered from the survey. Four hundred seventy five (475) of the residents were tallied to have been suffering from the said problem. Amoebiasis, registered as the second, with one hundred fifty one (151) cases. Pneumonia, with twenty three (23) cases was also mentioned by the residents. Twenty one (21) individuals were reckoned to be ill with the perennial tuberculosis. In addition, seventeen (17) individuals are enduring typhoid fever. Hepatitis, rabies and chickenpox (*bulutong*) had two (2) incidents each. Lastly, a lone case of cholera was also recorded.

**SOCIO-POLITICAL ASPECT**
A bulk number of survey respondents have cited that watching television as their favorite recreation activity. Exchange of stories or *pakikipag-huntahan* with their neighbors, evidently practiced by housewives trying to kill time was the second most favorite. Engaging in various sports also followed. Board games, such as chess and bingo, are also popular.

Only two formal organizations are mentioned to be actively working with the residents of barangay Luningning. These two are the Sangguniang Kabataan (SK) and the religiously-affiliated organization of Couples for Christ (CFC).
MAJOR PROBLEM

Apparently, the majority of the respondents perceive that the issue on the lack of additional source of income as their current major concern. Unemployment was positioned on the second while the increase on the number of out of school youths (OSY) came in third. Rampant use of prohibited drugs by some of the locals also alarms the respondents. The spread of illnesses such as those mentioned earlier was identified as the fifth most pressing concern. Furthermore, the lack of recreational activities and the upkeep (cleanliness) of their surroundings respectively came in as barangay Luningning’s sixth and seventh most prevalent concerns.

SURVIVAL NEEDS

Food and Nutrition

Twenty respondents (20) agreed the most of the babies in their community are malnourished while one hundred and thirty (130) did not agree. The rest of the respondents stated it as unsuitable and they did not know the answer. Fifteen (15) respondents also agreed that (five) 5-year old kids and below are malnourished while one hundred and fifty nine (159) responded otherwise. Thirty four (34) respondents agreed that pregnant women/breastfeeding mothers were well provided for in terms of the right measurement/amount of vitamins (Iron and iodized Oil) during their pregnancy and breastfeeding stage. One hundred and twenty (120 respondents disagreed. Lastly, one hundred twenty (120) respondents agreed that babies were breastfed during their first four months of existence and thirty three (33) respondents proved otherwise.

Health

One hundred and thirty two (132) respondents thought that it is not a problem giving birth the unconventional way, 12 thought otherwise. The remaining respondents did not know or thought that the question was unsuitable to describe their community. Almost all (112) respondents thought that it is not a problem that babies less than a year old have received a complete set of vaccines. Same with item 2, majority of the respondents did not see that 5 year olds experienced diarrhea or that there’s someone in the family that died from a curable disease, or that married couples get family planning services or even practice family planning or that a single parent gets health services from the government or from a private institution (157, 98, 109, 95, 111 and 103 respectively).
**Water and Cleanliness**

Majority of the respondents have a clean toilet and has a source of clean, potable water (170 and 146 respectively).

**Grooming and Clothing**

Ninety four (94) respondents thought that having 6 sets of clothing is a problem while eighty five (85) thought it was not a problem at all.

**SECURITY NEEDS**

**Housing**

One hundred fifty seven (157) respondents did not think that having their own house, renting one or living in the space of someone they know/relative, as a problem, same with the quality of their houses (134 respectively).

**Peace and Order/Public Safety**

Majority of the responses came in from the “not suitable” and “does not know criteria regarding the peace and order of their families in the community. With regard to calamity issues, almost forty percent (76 responses) 40% responses were from the “not a problem” column.
**Income and Livelihood**

More than eighty percent (146 responses respectively) stated that it is not a problem for them that the head of their families have a source of income. On the other hand, 76 responses said that the income of their family is just enough (sometimes scarce) for the needs of the family.

**ENABLING NEEDS**

**Primary Education and Capacity to Read, Write and Count**

Responses were mostly positive. Almost all of the kids in the family in the said community know how to write, read and do simple calculations. Majority of the kids are enrolled in pre-school, followed by elementary and last would be high school (128, 130, and 97 responses respectively).

**Participation on Activities for Community Development**

At least one of the respondents’ family members is at an active member of a known community organization or is actively participating in projects beneficial for the community’s development (150 and 120 responses respectively).

**Taking care of the family/Psycho-social needs**

Family members are well taken-care of based on the responses of the community members. Eighty percent (80%) of the responses said that domestic violence is not a problem in their household. Family member/s are also safe from harmful/dangerous jobs and kids aged 7 years old and below are taken-cared of/looked after by someone 18 years old and above (110 and 115 responses respectively).
Working with the Community

CHAPTER 14

PROJECT DEVELOPMENT
PROJECT PLANNING

Each and every one of us at some point plans and implements a project. Whether you are a student finishing a homework, an engineer designing a plan, an events coordinator organizing for a friend’s wedding or a director shooting a movie—whatever field or profession you might choose, it can be safely said that it is imperative for us to be familiar with the steps involved in planning and preparing for a project. Not only this knowledge will be able to make our task easier—but shall also give direction in achieving our project’s success.

Projects can be easily demonstrated with the aid of a systematically prepared project plan. A plan is defined as:

“an outline which consists of strategies and specific actions or steps to be undertaken in order to reach the goals.”

Developing a plan is said to be the first critical step in ensuring a project’s success. Through the process of planning, the persons involved collaborate and determine the best possible way of achieving the established goals within a given time frame at the least possible cost.

WHO DEVELOPS A PLAN?

Other than the group or section spearheading the project, other key persons can also be invited to help prepare a project plan. These key persons may include the following:

- COMMUNITY MEMBERS DIRECTLY AFFECTED BY THE PROBLEM (e.g. youth, mothers, workers, etc.)
- INFLUENTIAL PERSONS FROM THE COMMUNITY (community leaders, elected or not)
- EXPERTS WHO HAVE BEEN WORKING WITH THE SAID COMMUNITY (e.g. community organizers)

WHAT ARE THE STEPS IN DEVELOPING A PLAN?

A Pre-requisite in developing your plan is the awareness of your partner community’s current condition. Through the aid of the collated results (which will be provided) of the community assessment conducted, it will be much easier for your class to identify possible projects for your partner community.

The steps involved in developing a plan include the following:

1. ESTABLISH YOUR GOAL

The initial step in developing a plan is to establish a common goal. Goals are the desired or expected outcome of an endeavor—therefore, goals are ends or targets.

These goals serve as the backbone to your plans. It provides your class the guide and direction that you need in determining the projects you intend to implement.

Because of the crucial role it plays, make sure to consider the following points while formulating your goals:

- **Be Specific.**
  
  Goals broadly or vaguely stated would not be of any help to your class. Make sure your goal/s are specific as possible.

- **Be Realistic.**
  
  There would be no sense in developing a goal, of which your class knew from the very start, would be impossible to accomplish.

Bear in mind also that goal/s after having been set can be changed. In fact, goals should be constantly evaluated to fit changes.
2. **IDENTIFY STRATEGIES / ACTIONS STEPS / ACTIVITIES TO BE TAKEN**

Assuming that a common goal has already been established, it will now be the time for your class to determine the various action steps you shall undertake. These strategies/ action steps are the “how’s” to achieve your goals.

In identifying your strategies/ action steps, make sure to also include in your list the following:

- **PERSONS INVOLVED**

  "Who would be in-charge of the identified action steps?"
  "What would be my role?"

During this part of the planning, roles and responsibilities are designated to the planning participants. Who to do what is usually determined by the individual’s expertise or capability and willingness to perform the assigned task.

- **TIME FRAME**

  "When will the action steps be performed?"
  "When do we intend to finish the tasks?"

A specific schedule shall be set to determine when the identified action steps shall be carried-out and up to when these activities shall be performed.

- **RESOURCES NEEDED**

  "What are the materials that we need?"

These resources needed by your class to deliver the action steps may not be limited to material objects but may also include the needed human resources (manpower) as well.

- **EXPECTED OUTPUT**

  "What do we expect after the action steps have been performed?"

---

**GOAL:**

<table>
<thead>
<tr>
<th>STRATEGIES/ ACTION PLAN/ ACTIVITIES</th>
<th>PERSONS INVOLVED</th>
<th>TIME FRAME</th>
<th>RESOURCES NEEDED</th>
<th>EXPECTED OUTPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TIME START</td>
<td>END FRAME</td>
<td></td>
</tr>
</tbody>
</table>

A sample plan in a chart form
THE PROJECT

Now that your class has agreed upon the specific action steps directed to achieve your set goals, it is now time to take your plans to the next level. Now, ask yourselves, how are we going to perform these activities? The solutions to this query are projects.

Projects, as defined by the Webster’s Dictionaries are planned undertakings. These projects usually possess various elements which can be categorized namely as:

- **Project Objectives**
  This element tries to answer what your project aims to do and what the project is for.

- **Project Boundaries**
  This element specifies the scope and limitations of your project.

- **Project Location**
  Specifies where the project will be implemented.

- **Project Target Beneficiaries**
  For which group is the project and who would benefit from its implementation is addressed by this element.

- **Project Duration**
  Planners must decide upon a particular schedule when the project will be executed and up to when it shall be implemented.

- **Project Methodologies**
  What techniques or procedures shall be used by the group to deliver the project is clarified in this element.

- **Project Cost**
  This element will be based on the expected expenses your class shall incur in the event that the project is implemented.

THE PROJECT DEVELOPMENT CYCLE

Projects may be differentiated according to its purpose, objectives, target beneficiaries, duration and scope. However, all projects are subject to undergo a similar process. This process is referred to as: The Project Development Cycle.

Although the phases may appear sequentially separated, the project life is actually a circular concept, wherein the phases continually interface back and forth.

**PHASE ONE: PROJECT IDENTIFICATION**

During this phase in the project development cycle, the “planners” undergo the process of searching for potential projects directed to achieve their goals.

**PHASE TWO: PROJECT PREPARATION**

Once a particular project has been agreed upon, the next step would be to involve the planners to determine how and when the project will be implemented.
**PHASE THREE: PROJECT IMPLEMENTATION**

Finally, the plans are executed during this stage. The project is carried-out by the assigned persons for the target beneficiaries during the set schedule.

**PHASE FOUR: PROJECT EVALUATION**

Sometime after the project has been implemented, an evaluation is usually conducted to determine whether the project objectives has been realized, and if so, to what extent.

**PROJECT PROPOSAL**

Each MAPÚA - CWTS class, through the aid of their Facilitators would be asked to submit a project proposal, based on their adopted community’s assessment.

A prescribed project proposal format shall also be followed to ensure uniformity of the documents being submitted.

All proposals will be assessed and evaluated by the MAPÚA - CWTS Social Workers and Community Relations Officer and shall later on be endorsed to the NSTP-MAPÚA Director, for final approval.

Each class would also have a specific budget allotment per term to facilitate the project implementation.
HOW TO CONDUCT A CASE ANALYSIS

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

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

STEP 3: Provide reading time. Give the participants ample time to read and reread 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 analyse 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 analyse first the elements, then the factors or aspects and ask them to come up with a solution to the central problem.

EXERCISE RUBRICS

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>(60-70%)</th>
<th>(75-85%)</th>
<th>(90-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>[12-14]</td>
<td>[15-17]</td>
<td>[18-20]</td>
</tr>
<tr>
<td>Conflict Identification [20]</td>
<td>The student, through the analysis provided, has overlooked possible conflicts from the situation.</td>
<td>The student was only able to recognize a single conflict from the case given.</td>
<td>The analysis provided demonstrates the student's recognition of multiple problems presented on the case.</td>
</tr>
<tr>
<td>Points</td>
<td>[12-14]</td>
<td>[15-17]</td>
<td>[18-20]</td>
</tr>
<tr>
<td>Plan of Action [20]</td>
<td>Plan of action given lacks clarity and direction.</td>
<td>The plan of action yielded some feasible plan of action in response to the problems cited.</td>
<td>The plan of action provided multiple specific, measurable, attainable and realistic steps on how the conflicts identified can be addressed.</td>
</tr>
<tr>
<td>Points</td>
<td>[3-3.5]</td>
<td>[3.75-4.25]</td>
<td>[4.5-5]</td>
</tr>
<tr>
<td>Deadline Compliance [5]</td>
<td>Document submission fell beyond two weeks from the set deadline.</td>
<td>Document is submitted one week later than the specified date of submission.</td>
<td>Document is submitted within the given deadline.</td>
</tr>
<tr>
<td>Points</td>
<td>[3-3.5]</td>
<td>[3.75-4.25]</td>
<td>[4.5-5]</td>
</tr>
<tr>
<td>Writing Style and Format [5]</td>
<td>Document follows a different format and manifests multiple incorrect spellings and grammatical errors.</td>
<td>Follows format, however, some misspelled words and some grammatical errors are present on the document.</td>
<td>The paper reflects no errors in terms of spelling and grammar and has followed the prescribed format.</td>
</tr>
</tbody>
</table>

CI+ PA+DC+WSF = STUDENT’S TOTAL SCORE
I. OBJECTIVES

A. To develop safety awareness among all students in cases of earthquakes

B. To establish procedures which will govern all actions and activities during the occurrence of earthquake in order to avoid panic thereby saving lives and minimizing physical injuries to people and damage to school properties.

II. GENERAL INFORMATION ABOUT EARTHQUAKES

A. Earthquakes are nature’s way of releasing dangerous strains that accumulate inside the earth’s crust.

B. They occur without warning and affect large areas.

C. The initial shock may last a few minutes. It may be followed by aftershocks which are generally lesser in intensity than the initial shock.

D. Aftershocks may come in rapid succession immediately after the initial shock or may vary from a few minutes to several hours or days.

E. Dangers from earthquakes are:

   1. Collapse of structures
   2. Falling objects (pictures, items in cupboards and on shelves, ceiling tiles, fixtures, furniture, file cabinets, and bookshelves)
   3. Swinging doors and broken windows
   4. Fire beginning from electrical short circuits or broken gas mains

III. DRILL PROCEDURES

A. TAKE COVER under desk or tables

B. FACE AWAY from windows

C. ASSUME “CRASH” POSITION on knees, head down, hands clasped on back of neck or head covered with book or jacket

D. COUNT ALOUD to 60 – earthquakes rarely last longer than 60 seconds and counting is calming.

IV. INDIVIDUAL SAFETY MEASURES

A. Pre-select a safe place in your area which you can automatically occupy in case of an earthquake.

B. Remain calm and don’t panic.
C. Safety measures when inside a building:
   1. Take cover under a heavy piece of furniture like a table or armrest of a classroom chair. A furniture piece may absorb the shock of falling objects, walls and the like.
   2. Do not try to get out of the premises if there is danger of flying debris, falling objects and high voltage wires.
   3. Stay away from electrical fixtures and glass windows.

D. Safety measures when outside the building:
   1. Take cover under any strong structure or inside a parked car until tremors subside.
   2. Beware of electric wires and posts, trees, street signs and similar structures.
   3. Stay away from hanging objects.

E. Safety measures when in the halls, corridors, stairways and other areas where no cover is available.
   1. Move to an interior wall; kneel with back to wall; place head close to knees; clasp hands behind neck; and cover side of head with arms.

F. Safety measures when in the laboratories:
   1. Extinguish all burners and turn off all equipments, if possible, before taking cover.
   2. Stay away from hazardous chemicals that may spill.

G. Safety measures when inside a vehicle:
   1. Stop the vehicle in a safe place away from tall structures and stay inside until the tremors subside.

V. ACTIONS OF THE EMERGENCY TASK FORCE CONTROL GROUP AFTER THE INITIAL SHOCK

A. Command Group
   1. Make a speedy assessment of the situation and decide whether or not to evacuate the whole building.

   2. If the decision is to evacuate, direct evacuation of the building.

B. Emergency Control Group
   1. Take appropriate actions as prescribed plan.
   2. Direct group personnel to proceed to the evacuation area with their fire fighting and special breathing equipment in readiness to participate in:
      a. Fire fighting
      b. Rescue operations
      c. Salvage operations
      d. Debris clearing
      e. Related activities

C. Evacuation Control Group
   1. Direct and supervise evacuation procedures
   2. Perform other actions as the Command Group may direct

D. Security and Traffic Control Group
   1. Responsible for security of the building and evacuation area
   2. Perform traffic control and other functions as the Command Group may direct

E. Medical Aid Group
   1. Establish the First Aid Station at the evacuation area
   2. Perform other functions as the Command Group may direct

VI. ACTIONS OF THE EMERGENCY DIRECTOR AFTER THE EARTHQUAKE

A. Inspect the building and make an estimate of the damage in order to determine the suitability of the building for further occupancy.
B. After the assessment, direct the return of the employees and students inside the building.

C. If the earthquake resulted to extensive damage and heavy casualties:

1. Direct rescue operations
2. Initiate debris cleaning and salvage operations.

<table>
<thead>
<tr>
<th>WORKSHEET EXERCISE: SAFETY AND SECURITY</th>
</tr>
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<tbody>
<tr>
<td>DATE:</td>
</tr>
<tr>
<td>STUDENT'S NAME:</td>
</tr>
<tr>
<td>STUDENT NUMBER:</td>
</tr>
<tr>
<td>CWTS SECTION:</td>
</tr>
</tbody>
</table>

Research on the Institute’s fire / earthquake evacuation procedure. What are the steps that the school must observe during such emergency cases?

Do you agree with the current evacuation procedures being implemented? Justify your answer.
What problems do you think the students may encounter while conducting the evacuation?

What plan of action/s do you suggest to address the possible problems the students may encounter during an evacuation?

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**CASE ANALYSIS: 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-kinsidera 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.”

WORKSHEET EXERCISE: EDUCATION

Based on the story presented, what is / are Deolito’s concern/s?

How is the case of Mang Deolito similar to the other out-of-school youths in the country?
What are the probable causes of the prevalent cases of individuals unable to attend school?

How can the problem of illiteracy in the Philippines be properly addressed?

MODULE 5: RECREATION

CASE ANALYSIS: 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 endeavours.

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 sportsfest 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.

WORKSHEET EXERCISE: RECREATION

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What are the current concerns of Barangay Maligalig in terms of their youth groups?

What plans or undertakings do you suggest to respond to the concerns that Brgy. Maligalig is facing?
Christopher is just one of the typical freshman students taking NSTP-CWTS. Still adjusting from high school life to college life, he braved himself as he takes on the Mapúan lifestyle. He meets old and new friends, get acquainted with the busy school schedule and get familiar with his surroundings and professors. As he went with his week, he noticed that his subjects include a course called NSTP11. Intrigued, he went to his first NSTP class. Here is his blog post for that day:

**Christopher said:**
What a day I had? It is a weekend, a Sunday at that! I was supposed to spend this day in the comforts of my home or at least inside a church with my family. Yet, I have to wake up early and go to school. It isn’t enough that I have to go to school every day, even Sundays are not spared. I spend my family day at school listening to a boring lecture about this subject called NSTP-CWTS. What is it anyways? Why do I have to spend long hours every Sunday for this course? If I heard it right from my facilitator, it is not even credited for my academic grades. It is just a requirement for graduation. So, why should I give attention to this course?

They say that it is all about community service. Well, I participate in my community’s activities. I help as much as I can. Isn’t that enough for a community service? My classmates told me that we will just clean streets and plant trees in the barangays. If that’s what we will do every Sunday, what is the lecture and lessons for? It’s too long for a community service class. I’ll be sleeping the whole duration of the class and I won’t be the only one. I know what I will do! I will just arrive late for class. As long as I attend the class, I will pass this course. It will be an easy pass for me. Then, in class, I’ll just chat with my classmates or play my gadgets to pass the time. The activities are child’s play. I am no longer a kid now, why play? I am in college already. I am mature now. I should be focusing my attention in studying my program. It serves a purpose to my career. Finally, I am just a student, I can’t make a big difference in the world even if I want to. I still relay to my family for support, I can’t help other people with their problems. It is just too big and too complicated for me. The government is there to do that, right? They should be the one responding to this problem and not students like me. I can’t do anything about their problem.

I have no intention of taking this course but I have to. My parents insist that I finish this course. It is just too dragging. It is just too boring and I see no point in taking it.
## WORKSHEET EXERCISE: VALUES FORMATION AND MORAL RECOVERY

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As a student, how do you exercise the values being promoted by the Institute?

Other than the DECIR, what other values do you think are being practised by the Mapuans?

Suppose that Christopher is your friend. What pieces of advice can you give for him to appreciate the NSTP-CWTS Program?
These are inspirational, real-life stories of entrepreneurs that successfully develop their business and at the same time respond to their social responsibility.

**GUPIT KO, BUHAY MO of Reyes Haircutters**

Reyes Haircutters is the first family salon chain in the Philippines that cater to the masses. The idea was to provide quality salon services available to every family member with prices affordable to all. Reyes Haircutters opened its doors to franchising after a few years of successful operations which enabled them to share their trade secrets and branding success to entrepreneurs who have the same passion on customer service.

Celestino Reyes, Chairman and CEO of Reyes Hair Co. International, Inc., started their own corporate social responsibility program which allow Php 1 from every Php 50 haircut fee in all Reyes salons to go to the construction of more Gawad Kalinga homes in Deparo, Caloocan.

Aside from the houses, they also provided a training center in the GK site in Deparo where the residents can learn hair cutting, styling, body and foot massage, pedicure and salon management for free. Successful course trainees are generated to be employed in any Reyes Haircutter’s branches. They can also work in other salons or put up their own parlor business.

An extension of their program is the Reyes International School of Cosmetology (RISC) Study Now Pay Later Program which allows deserving students to take up courses and pay for their tuition after they have acquired a job.

**DAHON PROGRAM of Binalot**

Binalot coined from the Filipino word which means “wrapped”, is a fast food chain that offers classic Filipino food wrapped in banana leaves in traditional local fashion. It promotes the traditional way of enjoying well-loved Pinoy food and a festive Fiesta ambiance that every Filipino can associate with.

Rommel Juan, President and co-founder of Binalot, Inc., believed that the success of their business is through the “win-win” approach of the Dangal at Hanapbuhay para sa Nayon (DAHON) Program. This corporate social responsibility (CSR) program presents how both the community and the company benefit from the same program.

Initiated at the start of 2007, DAHON helps farmers from Nagcarlan, Laguna, a quaint town nestled at the foothills of mystic Mt. Banahaw, earn more from selling banana leaves. And as the farmers plant and sell more banana leaves, Binalot benefits because they are ensured a steady supply of quality banana leaves at a low price. Binalot is heavily dependent on banana leaves because the meals are served wrapped in them, which locks in the food’s flavor. Having the dedicated community that not only supplies the leaves, but also cuts and sanitizes them to Binalot’s specifications, eliminated added cost.

The DAHON program’s benefits have also gone beyond just the economic. It has empowered the women of the community as they now earn about Php 200 a day from cutting the leaves. It has also given the elderly a sense of purpose because they’ve been given a chance to remain productive by helping cut and prepare the leaves.

The environment has also benefited from the program as leaf trimmings, which used to be thrown away by Binalot’s commissary are now used as compost material at the community level. Even the community chapel cum day care center has also benefited from the program, acquiring much needed renovation and re-painting with labor and materials provided by Binalot.

**SOURCE:** http://www.binalot.com
A Filipino designer teaches fashion to inmates in Manila's notorious prison
By Channel NewsAsia's Christine Ong
Posted: 04 March 2009

MANILA: Inmates in Manila's notorious national prison have found their dignity through fashion.

Every Tuesday, noted fashion Filipino designer Puey Quinones would bring different types of fabric and paints for inmates at the country's national prison.

He said he never imagined he would be teaching fashion at a maximum security compound.

"My first visit was really memorable because I got really scared and I was chilling to death. They might kidnap me or stab me or rape me. That was in my mind the whole time. I was so paranoid," said the designer.

But his fears proved unfounded. Not only did he develop a special bond with the inmates, he was surprised to discover their artistic range.

He said: "Convicts and people outside - they are all human beings. I just guided them in their designs because they lack inspiration after being in jail for a long time.

More than just keeping themselves occupied, these inmates turned fashion designers said painting on textiles gives them a renewed sense of pride and hope.

Jeff is one of thirty inmates that have been collaborating with Quinones for more than a year now. Convicted of robbery and carnapping, he has been in prison for almost 12 years.

He said working with Quinones has brought new meaning to his life. "We regained our dignity. As prisoners, we do not look forward to anything anymore. When Puey came, he gave us all this work that brought back our dignity," said Jeff.

Each inmate is given at least US$10 for every design they make.

Another prison inmate, Jay, said: "For us to be called fashion designers is already a big leap for all of us. Not only are we given an extraordinary opportunity and a better alternative here, it also gives me hope that I now have more choices and chances in life when I get out of this institution."

With their prison designs now gracing the covers of various magazines and being worn by famous local celebrities, the future looks brighter for these inmates. - CNA/vm

SOURCE:
WORKSHEET EXERCISE: INDUSTRY AND ENTREPRENEURSHIP

DATE: 

STUDENT’S NAME: 

STUDENT NUMBER: 

CWTS SECTION: 

What do you think were the reasons for the featured individual/group’s success?

Assume that you are about to prepare a project for your assigned community. As agreed by the class, the project’s nature will focus on Industry and Entrepreneurship. What specific activities will you suggest?

MODULE 8: CARE FOR HEALTH

CASE ANALYSIS: 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.

Kwashiorkor is a type of malnutrition in which the children swell because they retain liquids because of protein deficiency. Their hair can also become discoloured 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.

WORKSHEET EXERCISE: CARE FOR HEALTH

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What are the different problems have you identified upon reading the conditions of the children in Sitio Mabolon?

What are the conditions of the community and its people as reflected in the situations of Nene and Tito?
If you are a health worker in the center, what steps can you propose in response to the concerns you have enumerated?

### MODULE 9: ENVIRONMENT

### R.A. 9729: THE CLIMATE CHANGE ACT OF 2009

*Fourteenth Congress*

*Third Regular Session*

Begun and held in Metro Manila, on Monday, the twenty-seventh day of July, two thousand nine.

**REPUBLIC ACT NO. 9729**

**AN ACT MAINSTREAMING CLIMATE CHANGE INTO GOVERNMENT POLICY FORMULATIONS, ESTABLISHING THE FRAMEWORK STRATEGY AND PROGRAM ON CLIMATE CHANGE, CREATING FOR THIS PURPOSE THE CLIMATE CHANGE COMMISSION, AND FOR OTHER PURPOSES**

*Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:*

**SECTION 1. Title.** – This Act shall be known as the “Climate Change Act of 2009”.

**SECTION 2. Declaration of Policy.** – It is the policy of the State to afford full protection and the advancement of the right of the people to a healthful ecology in accord with the rhythm and harmony of nature. In this light, the State has adopted the Philippine Agenda 21 framework which espouses sustainable development, to fulfill human needs while maintaining the quality of the natural environment for current and future generations.

Towards this end, the State adopts the principle of protecting the climate system for the benefit of humankind, on the basis of climate justice or common but differentiated responsibilities and the Precautionary Principle to guide decision-making in climate risk management. As a party to the United Nations Framework Convention on Climate Change, the State adopts the ultimate objective of the Convention which is the stabilization of greenhouse gas concentrations in the atmosphere at a level that would prevent dangerous anthropogenic interference with the climate system which should be achieved within a time frame sufficient to allow
ecosystems to adapt naturally to climate change, to ensure that food production is not threatened and to enable economic development to proceed in a sustainable manner. As a party to the Hyogo Framework for Action, the State likewise adopts the strategic goals in order to build national and local resilience to climate change-related disasters.

Recognizing the vulnerability of the Philippine archipelago and its local communities, particularly the poor, women, and children, to potential dangerous consequences of climate change such as rising seas, changing landscapes, increasing frequency and/or severity of droughts, fires, floods and storms, climate-related illnesses and diseases, damage to ecosystems, biodiversity loss that affect the country's environment, culture, and economy, the State shall cooperate with the global community in the resolution of climate change issues, including disaster risk reduction. It shall be the policy of the State to enjoin the participation of national and local governments, businesses, nongovernment organizations, local communities and the public to prevent and reduce the adverse impacts of climate change and, at the same time, maximize the benefits of climate change. It shall also be the policy of the State to incorporate a gender-sensitive, pro-children and pro-poor perspective in all climate change and renewable energy efforts, plans and programs. In view thereof, the State shall strengthen, integrate, consolidate and institutionalize government initiatives to achieve coordination in the implementation of plans and programs to address climate change in the context of sustainable development.

Further recognizing that climate change and disaster risk reduction are closely interrelated and effective disaster risk reduction will enhance climate change adaptive capacity, the State shall integrate disaster risk reduction into climate change programs and initiatives.

Cognizant of the need to ensure that national and subnational government policies, plans, programs and projects are founded upon sound environmental considerations and the principle of sustainable development, it is hereby declared the policy of the State to systematically integrate the concept of climate change in various phases of policy formulation, development plans, poverty reduction strategies and other development tools and techniques by all agencies and instrumentalities of the government.

SECTION. 3. Definition of Terms. – For purposes of this Act, the following shall have the corresponding meanings:

(a) “Adaptation” refers to the adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities.

(b) “Adaptive capacity” refers to the ability of ecological, social or economic systems to adjust to climate change including climate variability and extremes, to moderate or offset potential damages and to take advantage of associated opportunities with changes in climate or to cope with the consequences thereof.

(c) “Anthropogenic causes” refer to causes resulting from human activities or produced by human beings.

(d) “Climate Change” refers to a change in climate that can be identified by changes in the mean and/or variability of its properties and that persists for an extended period typically decades or longer, whether due to natural variability or as a result of human activity.

(e) “Climate Variability” refers to the variations in the average state and in other statistics of the climate on all temporal and spatial scales beyond that of individual weather events.

(f) “Climate Risk” refers to the product of climate and related hazards working over the vulnerability of human and natural ecosystems.

(g) “Disaster” refers to a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts which exceed the ability of the affected community or society to cope using its own resources.

(h) “Disaster risk reduction” refers to the concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people
and property, wise management of land and the environment, and improved preparedness for adverse events.

(i) “Gender mainstreaming” refers to the strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated. It is the process of assessing the implications for women and men of any planned action, including legislation, policies, or programs in all areas and at all levels.

(j) “Global Warming” refers to the increase in the average temperature of the Earth’s near-surface air and oceans that is associated with the increased concentration of greenhouse gases in the atmosphere.

(k) “Greenhouse effect” refers to the process by which the absorption of infrared radiation by the atmosphere warms the Earth.

(l) “Greenhouse gases (GHG)” refers to constituents of the atmosphere that contribute to the greenhouse effect including, but not limited to, carbon dioxide, methane, nitrous oxide, hydrofluorocarbons, perfluorocarbons and sulfur hexafluoride.

(m) “Mainstreaming” refers to the integration of policies and measures that address climate change into development planning and sectoral decision-making.

(n) “Mitigation” in the context of climate change, refers to human intervention to address anthropogenic emissions by sources and removals by sinks of all GHG, including ozone-depleting substances and their substitutes.

(o) “Mitigation potential” shall refer to the scale of GHG reductions that could be made, relative to emission baselines, for a given level of carbon price (expressed in cost per unit of carbon dioxide equivalent emissions avoided or reduced).

(p) “Sea level rise” refers to an increase in sea level which may be influenced by factors like global warming through expansion of sea water as the oceans warm and melting of ice over land and local factors such as land subsidence.

(q) “Vulnerability” refers to the degree to which a system is susceptible to, or unable to cope with, adverse effects of climate change, including climate variability and extremes. Vulnerability is a function of the character, magnitude, and rate of climate change and variation to which a system is exposed, its sensitivity, and its adaptive capacity.

SECTION 4. Creation of the Climate Change Commission. – There is hereby established a Climate Change Commission, hereinafter referred to as the Commission.

The Commission shall be an independent and autonomous body and shall have the same status as that of a national government agency. It shall be attached to the Office of the President.

The Commission shall be the sole policy-making body of the government which shall be tasked to coordinate, monitor and evaluate the programs and action plans of the government relating to climate change pursuant to the provisions of this Act.

The Commission shall be organized within sixty (60) days from the effectivity of this Act.

SECTION 5. Composition of the Commission. – The Commission shall be composed of the President of the Republic of the Philippines who shall serve as the Chairperson, and three (3) Commissioners to be appointed by the President, one of whom shall serve as the Vice Chairperson of the Commission.

The Commission shall have an advisory board composed of the following:

(a) Secretary of the Department of Agriculture;

(b) Secretary of the Department of Energy;
(c) Secretary of the Department of Environment and Natural Resources;

(d) Secretary of the Department of Education;

(e) Secretary of the Department of Foreign Affairs;

(f) Secretary of the Department of Health;

(g) Secretary of the Department of the Interior and Local Government;

(h) Secretary of the Department of National Defense, in his capacity as Chair of the National Disaster Coordinating Council;

(i) Secretary of the Department of Public Works and Highways;

(j) Secretary of the Department of Science and Technology;

(k) Secretary of the Department of Social Welfare and Development;

(l) Secretary of the Department of Trade and Industry;

(m) Secretary of the Department of Transportation and Communications;

(n) Director-General of the National Economic and Development Authority, in his capacity as Chair of the Philippine Council for Sustainable Development;

(o) Director-General of the National Security Council;

(p) Chairperson of the National Commission on the Role of Filipino Women;

(q) President of the League of Provinces;

(r) President of the League of Cities;

(s) President of the League of Municipalities;

(t) President of the Liga ng mga Barangay;

(u) Representative from the academe;

(v) Representative from the business sector; and

(w) Representative from nongovernmental organizations.

At least one (1) of the sectoral representatives shall come from the disaster risk reduction community.

The representatives shall be appointed by the President from a list of nominees submitted by their respective groups. They shall serve for a term of six (6) years without reappointment unless their representation is withdrawn by the sector they represent. Appointment to any vacancy shall be only for the unexpired term of the predecessor.

Only the ex officio members of the advisory board shall appoint a qualified representative who shall hold a rank of no less than an Undersecretary.

SECTION 6. Meetings of the Commission. – The Commission shall meet once every three (3) months, or as often as may be deemed necessary by the Chairperson. The Chairperson may likewise call upon other government agencies for the proper implementation of this Act.

SECTION 7. Qualifications, Tenure, Compensation of Commissioners. – The Commissioners must be Filipino citizens, residents of the Philippines, at least thirty (30) years of age at the time of appointment, with at least ten (10) years of experience on climate change and of proven honesty and integrity. The Commissioners shall be experts in climate change by virtue of their educational background, training and experience: Provided, That at least one (1) Commissioner shall be female: Provided, further, That in no case shall the Commissioners come from the same sector: Provided, finally, That in no case shall any of the Commissioners appoint representatives to act on their behalf.
The Commissioners shall hold office for a period of six (6) years, and may be subjected to reappointment: Provided, That no person shall serve for more than two (2) consecutive terms: Provided, further, That in case of a vacancy, the new appointee shall fully meet the qualifications of a Commissioner and shall hold office for the unexpired portion of the term only: Provided, finally, That in no case shall a Commissioner be designated in a temporary or acting capacity.

The Vice Chairperson and the Commissioners shall have the rank and privileges of a Department Secretary and Undersecretary, respectively. They shall be entitled to corresponding compensation and other emoluments and shall be subject to the same disqualifications.

SECTION. 8. Climate Change Office. – There is hereby created a Climate Change Office that shall assist the Commission. It shall be headed by a Vice Chairperson of the Commission who shall act as the Executive Director of the Office. The Commission shall have the authority to determine the number of staff and create corresponding positions necessary to facilitate the proper implementation of this Act, subject to civil service laws, rules and regulations. The officers and employees of the Commission shall be appointed by the Executive Director.

SECTION. 9. Powers and Functions of the Commission. – The Commission shall have the following powers and functions:

(a) Ensure the mainstreaming of climate change, in synergy with disaster risk reduction, into the national, sectoral and local development plans and programs;

(b) Coordinate and synchronize climate change programs of national government agencies;

(c) Formulate a Framework Strategy on Climate Change to serve as the basis for a program for climate change planning, research and development, extension, and monitoring of activities on climate change;

(d) Exercise policy coordination to ensure the attainment of goals set in the framework strategy and program on climate change;

(e) Recommend legislation, policies, strategies, programs on and appropriations for climate change adaptation and mitigation and other related activities;

(f) Recommend key development investments in climate-sensitive sectors such as water resources, agriculture, forestry, coastal and marine resources, health, and infrastructure to ensure the achievement of national sustainable development goals;

(g) Create an enabling environment for the design of relevant and appropriate risk-sharing and risk-transfer instruments;

(h) Create an enabling environment that shall promote broader multi-stakeholder participation and integrate climate change mitigation and adaptation;

(i) Formulate strategies on mitigating GHG and other anthropogenic causes of climate change;

(j) Coordinate and establish a close partnership with the National Disaster Coordinating Council in order to increase efficiency and effectiveness in reducing the people’s vulnerability to climate-related disasters;

(k) In coordination with the Department of Foreign Affairs, represent the Philippines in the climate change negotiations;

(l) Formulate and update guidelines for determining vulnerability to climate change impacts and adaptation assessments and facilitate the provision of technical assistance for their implementation and monitoring;

(m) Coordinate with local government units (LGUs) and private entities to address vulnerability to climate change impacts of regions, provinces, cities and municipalities;
(n) Facilitate capacity building for local adaptation planning, implementation and monitoring of climate change initiatives in vulnerable communities and areas;

(o) Promote and provide technical and financial support to local research and development programs and projects in vulnerable communities and areas; and

(p) Oversee the dissemination of information on climate change, local vulnerabilities and risks, relevant laws and protocols and adaptation and mitigation measures.

SECTION 10. Panel of Technical Experts. – The Commission shall constitute a national panel of technical experts consisting of practitioners in disciplines that are related to climate change, including disaster risk reduction.

The Panel shall provide technical advice to the Commission in climate science, technologies, and best practices for risk assessment and enhancement of adaptive capacity of vulnerable human settlements to potential impacts of climate change.

The Commission shall set the qualifications and compensation for the technical experts. It shall provide resources for the operations and activities of the Panel.

SECTION 11. Framework Strategy and Program on Climate Change. – The Commission shall, within six (6) months from the effectivity of this Act, formulate a Framework Strategy on Climate Change. The Framework shall serve as the basis for a program for climate change planning, research and development, extension, and monitoring of activities to protect vulnerable communities from the adverse effects of climate change.

The Framework shall be formulated based on climate change vulnerabilities, specific adaptation needs, and mitigation potential, and in accordance with the international agreements.

The Framework shall be reviewed every three (3) years, or as may be deemed necessary.

SECTION 12. Components of the Framework Strategy and Program on Climate Change. – The Framework shall include, but not limited to, the following components:

(a) National priorities;

(b) Impact, vulnerability and adaptation assessments;

(c) Policy formulation;

(d) Compliance with international commitments;

(e) Research and development;

(f) Database development and management;

(g) Academic programs, capability building and mainstreaming;

(h) Advocacy and information dissemination;

(i) Monitoring and evaluation; and

(j) Gender mainstreaming.

SECTION 13. National Climate Change Action Plan. – The Commission shall formulate a National Climate Change Action Plan in accordance with the Framework within one (1) year after the formulation of the latter.

The National Climate Change Action Plan shall include, but not limited to, the following components:

(a) Assessment of the national impact of climate change;

(b) The identification of the most vulnerable communities/areas, including ecosystems to the impacts of climate change, variability and extremes;

(c) The identification of differential impacts of climate change on men, women and children;
(d) The assessment and management of risk and vulnerability;
(e) The identification of GHG mitigation potentials; and
(f) The identification of options, prioritization of appropriate adaptation measures for joint projects of national and local governments.

**SECTION 14. Local Climate Change Action Plan.** – The LGUs shall be the frontline agencies in the formulation, planning and implementation of climate change action plans in their respective areas, consistent with the provisions of the Local Government Code, the Framework, and the National Climate Change Action Plan.

Barangays shall be directly involved with municipal and city governments in prioritizing climate change issues and in identifying and implementing best practices and other solutions. Municipal and city governments shall consider climate change adaptation, as one of their regular functions. Provincial governments shall provide technical assistance, enforcement and information management in support of municipal and city climate change action plans. Inter-local government unit collaboration shall be maximized in the conduct of climate-related activities.

LGUs shall regularly update their respective action plans to reflect changing social, economic, and environmental conditions and emerging issues. The LGUs shall furnish the Commission with copies of their action plans and all subsequent amendments, modifications and revisions thereof, within one (1) month from their adoption. The LGUs shall mobilize and allocate necessary personnel, resources and logistics to effectively implement their respective action plans.

The local chief executive shall appoint the person responsible for the formulation and implementation of the local action plan.

It shall be the responsibility of the national government to extend technical and financial assistance to LGUs for the accomplishment of their Local Climate Change Action Plans.

The LGU is hereby expressly authorized to appropriate and use the amount from its Internal Revenue Allotment necessary to implement said local plan effectively, any provision in the Local Government Code to the contrary notwithstanding.

**SECTION 15. Role of Government Agencies.** – To ensure the effective implementation of the framework strategy and program on climate change, concerned agencies shall perform the following functions:

(a) The Department of Education (DepED) shall integrate climate change into the primary and secondary education curricula and/or subjects, such as, but not limited to, science, biology, sibika, history, including textbooks, primers and other educational materials, basic climate change principles and concepts;

(b) The Department of the Interior and Local Government (DILG) and Local Government Academy shall facilitate the development and provision of a training program for LGUs in climate change. The training program shall include socioeconomic, geophysical, policy, and other content necessary to address the prevailing and forecasted conditions and risks of particular LGUs. It shall likewise focus on women and children, especially in the rural areas, since they are the most vulnerable;

(c) The Department of Environment and Natural Resources (DENR) shall oversee the establishment and maintenance of a climate change information management system and network, including on climate change risks, activities and investments, in collaboration with other concerned national government agencies, institutions and LGUs;

(d) The Department of Foreign Affairs (DFA) shall review international agreements related to climate change and make the necessary recommendation for ratification and compliance by the government on matters pertaining thereto;

(e) The Philippine Information Agency (PIA) shall disseminate information on climate change, local vulnerabilities and risk, relevant laws and protocols and adaptation and mitigation measures; and
(f) Government financial institutions, shall, any provision in their respective charters to the contrary notwithstanding, provide preferential financial packages for climate change-related projects. In consultation with the Bangko Sentral ng Pilipinas (BSP), they shall, within thirty (30) days from the effectivity of this Act, issue and promulgate the implementing guidelines therefor.

The Commission shall evaluate, recommend the approval of loans and monitor the use of said funds of LGUs.

SECTION 16. Coordination with Various Sectors. – In the development and implementation of the National Climate Change Action Plan, and the local action plans, the Commission shall coordinate with the nongovernment organizations (NGOs), civic organizations, academe, people’s organizations, the private and corporate sectors and other concerned stakeholder groups.

SECTION 17. Authority to Receive Donations and/or Grants. – The Commission is hereby authorized to accept grants, contributions, donations, endowments, bequests, or gifts in cash, or in kind from local and foreign sources in support of the development and implementation of climate change programs and plans: Provided, That in case of donations from foreign governments, acceptance thereof shall be subject to prior clearance and approval of the President of the Philippines upon recommendation of the Secretary of Foreign Affairs: Provided, further, That such donations shall not be used to fund personal services expenditures and other operating expenses of the Commission.

The proceeds shall be used to finance:

(a) Research, development, demonstration and promotion of technologies;

(b) Conduct of assessment of vulnerabilities to climate change impacts, resource inventory, and adaptation capability building;

(c) Advocacy, networking and communication activities in the conduct of information campaign; and

(d) Conduct of such other activities reasonably necessary to carry out the objectives of this Act, as may be defined by the Commission.

SECTION 18. Funding Allocation for Climate Change. – All relevant government agencies and LGUs shall allocate from their annual appropriations adequate funds for the formulation, development and implementation, including training, capacity building and direct intervention, of their respective climate change programs and plans. It shall also include public awareness campaigns on the effects of climate change and energy-saving solutions to mitigate these effects, and initiatives, through educational and training programs and micro-credit schemes, especially for women in rural areas. In subsequent budget proposals, the concerned offices and units shall appropriate funds for program/project development and implementation including continuing training and education in climate change.

SECTION 19. Joint Congressional Oversight Committee. – There is hereby created a Joint Congressional Oversight Committee to monitor the implementation of this Act. The Oversight Committee shall be composed of five (5) Senators and five (5) Representatives to be appointed by the Senate President and the Speaker of the House of Representatives, respectively. The Oversight Committee shall be co-chaired by a Senator and a Representative to be designated by the Senate President and the Speaker of the House of Representatives, respectively. Its funding requirement shall be charged against the appropriations of Congress.

SECTION 20. Annual Report. – The Commission shall submit to the President and to both Houses of Congress, not later than March 30 of every year following the effectivity of this Act, or upon the request of the Congressional Oversight Committee, a report giving a detailed account of the status of the implementation of this Act, a progress report on the implementation of the National Climate Change Action Plan and recommend legislation, where applicable and necessary. LGUs shall submit annual progress reports on the implementation of their respective local action plan to the Commission within the first quarter of the following year.
SECTION 21. Appropriations. — The sum of Fifty million pesos (Php50,000,000.00) is hereby appropriated as initial operating fund in addition to the unutilized fund of the Presidential Task Force on Climate Change and the Office of the Presidential Adviser on Global Warming and Climate Change. The sum shall be sourced from the President’s contingent fund.

Thereafter, the amount necessary to effectively carry out the provisions of this Act shall be included in the annual General Appropriations Act.

SECTION 22. Implementing Rules and Regulations. — Within ninety (90) days after the approval of this Act, the Commission shall, upon consultation with government agencies, LGUs, private sector, NGOs and civil society, promulgate the implementing rules and regulations of this Act: Provided, That failure to issue rules and regulations shall not in any manner affect the executory nature of the provisions of this Act.

SECTION 23. Transitory Provisions. — Upon the organization of the Commission, the Presidential Task Force on Climate Change created under Administrative Order No. 171 and the Inter-Agency Committee on Climate Change created by virtue of Administrative Order No. 220, shall be abolished: Provided, That their powers and functions shall be absorbed by the Commission: Provided, further, That the officers and employees thereof shall continue in a holdover capacity until such time as the new officers and employees of the Commission shall have been duly appointed pursuant to the provisions of this Act. All qualified regular or permanent employees who may be transferred to the Commission shall not suffer any loss in seniority or rank or decrease in emoluments. Any employee who cannot be absorbed by the Commission shall be entitled to a separation pay under existing retirement laws.

SECTION 24. Separability Clause. — If for any reason any section or provision of this Act is declared as unconstitutional or invalid, the other sections or provisions hereof shall not be affected thereby.

SECTION 25. Repealing Clause. — All laws, ordinances, rules and regulations, and other issuances or parts thereof which are inconsistent with this Act are hereby repealed or modified accordingly.

SECTION 26. Effectivity. — This Act shall take effect fifteen (15) days after the completion of its publication in the Official Gazette or in at least two (2) national newspapers of general circulation.

Approved,

PROSPERO C. NOGRALES
Speaker of the House of Representatives

JUAN PONCE ENRILE
President of the Senate

This Act which is a consolidation of Senate Bill No. 2583 and House Bill No. 5982 was finally passed by the Senate and the House of Representatives on August 25, 2009 and September 2, 2009, respectively.

MARILYN B. BARUA -YAP
Secretary General
House of Representatives

EMMA LIRIO -R EYES
Secretary of the Senate

Approved:

GLORIA MACAPAGAL-ARROYO
President of the Philippines
CASE ANALYSIS: 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:

<table>
<thead>
<tr>
<th>COMMUNITY PROFILE SHEET</th>
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<tbody>
<tr>
<td><strong>BARANGAY NAME:</strong></td>
</tr>
<tr>
<td><strong>CAUSE DIAGNOSIS:</strong></td>
</tr>
<tr>
<td><strong>CURRENT SITUATION:</strong></td>
</tr>
</tbody>
</table>
| **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. |

**PSYCHO-SOCIAL 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.
WORKSHEET EXERCISE: ENVIRONMENT

DATE: _____________________________
STUDENT’S NAME: _____________________________
STUDENT NUMBER: _____________________________
CWTS SECTION: _____________________________

What are the different problems have you identified upon reading the community situationer on Brgy. Bayalse?

What steps can you propose in response to the concerns you have enumerated?

MODULE 10: TOOLS FOR ANALYSIS

BARANGAY CABACNITAN

The barangay of Cabacnitan is located in the southern tip of Batuan, Bohol, a municipality in the Loboc Watershed. Loboc Watershed covers four protected areas: the Chocolate Hills National Monument, the Rajah Sikatuna National Park, the Loboc Watershed Reforestation Project, and the Loay Marine Reserve. Cabacnitan occupies 311 hectares (about one-third of which is within the protected area) and is five kilometers from the national highway. It has a population of 785 people in 135 households (as of 2001) and has no barangay health station. Farming is the main occupation of its residents.

It was Monday afternoon. Lolo Jose was sitting on the floor by the doorstep of a bamboo house, listening to an old transistor radio.

"Lolo, I am back. How are you?" said Inday, approaching her grandfather.

"Oh Inday, why are you back from the city? I did not expect to see you again until our town fiesta next month," Lolo Jose responded in surprise.

"I met an 'accident,'" Inday explained, sobbing.

"I am pregnant and my employer kicked me out. What will I do now? I can no longer work and help our family."

Lolo Jose tried to get some water for Inday to drink but the jar was empty.

He sighed and turned back to his granddaughter. "It is okay, Inday," he said. "It is not uncommon for a girl to get pregnant. Two of your friends also came back from Manila last month. They are pregnant just like you." Lolo Jose consoled Inday.

Anne, a development worker with World Neighbors, came by. She stopped momentarily, wanting to join the conversation of the grandfather and granddaughter. Listening to them talking, Anne was speechless. She began to wonder how a development program could
address a problem like Inday’s, a problem that was increasingly common in Cabacnitan.

On another occasion, Anne had just come from a meeting with the barangay captain, who described to her how the farming situation of the barangay had changed over the years. Because irrigation water had become increasingly scarce, the people of the barangay were converting more and more of their rice fields into corn production. The farmers now felt it was better to grow corn since it needs less water and takes only three months from planting to harvest, while producing rice takes much longer. But even with these changes, the farmers worried that they were still not producing enough to adequately feed their families.

Back in her office, Anne went through a shelf of reading materials, trying to find a model for programs that address such interrelated problems on a community level. She called up her friends in other NGOs, asking about projects that respond to the problems of community, but met with no luck. She was frustrated.

The next morning, Anne realized that the solution to Cabacnitan’s problems wasn’t likely to be found in any of the books on her shelf. As an outsider, she knew she couldn’t fully grasp the extent of the challenges in the barangay or understand how those challenges related to each other. The problems of the village could only be solved by the community itself, and Anne trusted that, with guidance and support, the women, men, and youth of the community had the capacity to reverse the village’s worsening conditions and improve their lives.

Anne also realized that the local government would need to be key players in the development process in Cabacnitan. She decided to talk with Babes—a project coordinator for Kauswagan Community Social Development Center, World Neighbors’ partner in Cabacnitan—about how they might get the community involved in their efforts.

Anne and Babes met with Batuan’s municipal health officer and her staff.

“What kinds of reproductive health issues exist in your municipality?” Babes asked the health workers.
In contrast, Barangay Real de Cacarong is an upland community where agriculture is a major source of income and livelihood. Other working members of the community are involved in menial jobs in the construction industry.

Table 1 shows the summary of the results of the latest surveys for the barangays. The data obtained from these surveys show improvements in the welfare status of the households in terms of their health, nutrition, sanitation, literacy, and security needs as compared with the previous surveys conducted.

### Table 1: Summary of Survey Result in Barangay Real de Cacarong

<table>
<thead>
<tr>
<th>AREA OF CONCERN</th>
<th>INDICATORS</th>
<th>1996</th>
<th>1999</th>
<th>% Change (1999-96)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Survival</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Households</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. with no infant death</td>
<td>84.2</td>
<td>100.0</td>
<td>15.8</td>
<td></td>
</tr>
<tr>
<td>2. with no deaths of children (1-6 yrs. old)</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. with no malnourished children (0-6 yrs. old)</td>
<td>78.5</td>
<td>85.5</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>Water and Sanitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. with access to safe water supply</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>5. with access to sanitary toilet facility</td>
<td>71.2</td>
<td>71.2</td>
<td>8.3</td>
<td></td>
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<tr>
<td><strong>B. Security</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Shelter</td>
<td></td>
<td></td>
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<tr>
<td>6. not in makeshift housing</td>
<td>95.2</td>
<td>98.4</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>Peace and Order</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. with no members who were victims of crimes</td>
<td>96.1</td>
<td>99.2</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>8. with no members who were victims of armed encounters</td>
<td>-</td>
<td>100.0</td>
<td>-</td>
<td></td>
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<tr>
<td><strong>C. Enabling</strong></td>
<td></td>
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<tr>
<td>Income and livelihood</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>9. with income greater than the poverty threshold</td>
<td>40.0</td>
<td>32.0</td>
<td>(8.0)</td>
<td></td>
</tr>
<tr>
<td>10. with at least 1 employed member (15 yrs old and above)</td>
<td>94.2</td>
<td>85.2</td>
<td>(9.0)</td>
<td></td>
</tr>
<tr>
<td>Basic education and literacy</td>
<td>22.4</td>
<td>13.5</td>
<td>(9.0)</td>
<td></td>
</tr>
<tr>
<td>11. with no underemployed worker</td>
<td>81.0</td>
<td>65.6</td>
<td>(15.5)</td>
<td></td>
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<tr>
<td>12. with all children 6-12 yrs old attending elementary schooling</td>
<td>63.9</td>
<td>54.3</td>
<td>(9.6)</td>
<td></td>
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<tr>
<td>13. with all children 13-16 yrs old attending secondary schooling</td>
<td>80.8</td>
<td>91.0</td>
<td>10.2</td>
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<tr>
<td>Political participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>14. with all members who are literate</td>
<td>40.4</td>
<td>31.1</td>
<td>(9.2)</td>
<td></td>
</tr>
<tr>
<td>15. with at least 1 member who is a member of any organization</td>
<td>96.2</td>
<td>93.4</td>
<td>(2.7)</td>
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</tbody>
</table>

*Divisor used is the total number of households for which the indicator is relevant. For example, for the indicator on infant death, the divisor used is the total number of households with at least 1 livebirth during the year.
- Data not available
In Real de Cacarong, the results show a decline of 8 percentage points in the number of households with income greater than the poverty threshold. This may be attributed to the fall in the proportion of households with at least one employed member, from 94.2 percent in 1996 to 85.2 percent in 1999. It may be noted that a significant number of the working members of households in Real are either involved in agriculture or the construction industry.

Despite the heavy dependence in agriculture, though, there is no irrigation system that would facilitate year-round farming in Real. With this situation, and especially as a result of the effects of El Niño, many farmers were left jobless. Some therefore resorted to working as construction workers in nearby areas or in far-off cities while others resorted to other means of livelihood, such as hog raising, quarrying, retailing and mango picking.

Underemployment also worsened in Real, with the number of households having no underemployed worker declining by 9 percentage points, from 22.4 percent in 1996 to 13.5 percent in 1999.

In terms of health and nutrition, meanwhile, the recent survey shows that the municipal government of Pandi and the province of Bulacan, as a whole, have relatively succeeded in prioritizing health programs, specifically among children, in their budgets. Some of the programs implemented were on immunization, health and nutritional education, family planning services and medical care services. These are reflected in the marked improvement in health conditions among children in Real de Cacarong. In fact, none of the households surveyed in Real experienced infant and child death. In addition, the proportion of households without malnourished children increased by 7 percentage points.

In Real, the proportion of households with access to sanitary toilet facilities increased by 8.3 percent. This may be attributed to the construction of 15 toilet facilities in the area in 1997, a project by the municipal government. On the other hand, there was no change in the proportion of households in Real having access to safe water supply in spite of the installation of two artesian wells in the community. The reason may be due to the increase in the number of households in the community.

The survey result in Real indicates a decline in the rate of school attendance in the community. Households with children attending primary education had decreased by 15.4 percent since 1996. Likewise, households with children attending secondary education marked a decline from 63.9 percent in 1996 to 54.3 percent in 1999.

The major reason for the decline may be attributed to the distance of the schools from the barangay. The Real elementary school only offers up to Grade 2. Thus, children enrolled in Grade 3 or higher have to walk a long distance to go to their school in the next barangay. Likewise, children studying in high school have to travel far just to attend their classes.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTIVITY</th>
<th>RESOURCES</th>
<th>EXPECTED OUTPUT</th>
<th>TIME FRAME</th>
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**RECOMMENDATIONS/SUGGESTIONS**