



MAPÚA UNIVERSITY

CIVIC WELFARE TRAINING SERVICE [MAPÚA-CWTS]

PROGRAM MODULE - 1

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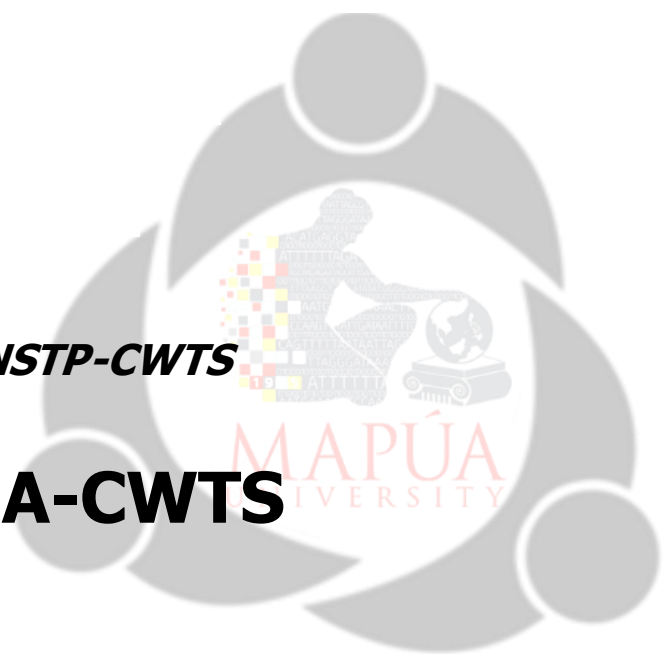
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Introduction to NSTP-CWTS
CHAPTER 1
THE MAPUA-CWTS



THE 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 University, 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 were centered on socio-civic efforts such as clean-up drive, bloodletting and Alay Lakad. Training on safety like fire drill 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 Singalong, 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. Even though 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 Fundamentals 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 University'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

SUBJECT CODE

DESCRIPTION

NSTP100

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

CWTS 101

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.

CWTS 102

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.

CWTS 103

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.

GRADING SYSTEM

The grading system shall be as follow:

Grade	Grade Equivalent
P	Passed
F	Failed
I	Incomplete
ABS	Absent

- 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:

Area	Percentage
Attendance	50%
Written Exam(s)/Reports	20%
Student's Participation/Community Involvement	30%
Total	100%

STUDENT ACTIVITIES

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 upliftment 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.

Self-Awareness and Values Development
CHAPTER 2
FILIPINO CITIZENSHIP VALUES



The given set of values is inherently within each Filipino. This part of the module aspires to awaken these values amongst us and hopefully, later on, inspire us to practice it in our everyday lives. These values, if carried out with one's heart can serve as a vehicle and reinforcement towards our goal of realizing social change and progress.

For us to have a better view on the said topic, short stories and activities, conveying and promoting the said set of values were integrated in this module.

THE VALUE OF RESPECT FOR LIFE

"Treat life with respect and life itself will reveal its beauty to you."

The House of Life

By Andrew Maria (2004)

The crowd said to the Mystic, "We found a big and beautiful house called Life. Without giving any thought to whom the House of Life might belong, we rushed inside it. Yet to our dismay, the House of Life was empty and there was nothing in it. Life is empty, Life has no meaning."

The Mystic went to the House of Life to see if it really was empty. He knocked on the door before entering and someone from within opened it. He stayed inside the house for quite some time while the crowd waited outside. It was already evening when the Mystic went out.

"Is the House of Life empty as we told you?" the crowd questioned him.

The Mystic answered the crowd, "the House of Life is not empty. When I was inside, I saw the most beautiful rooms with golden chairs, silver tables, and jeweled walls. Above all these, I dined and conversed with the Master of Life himself."

"How can that be? The crowd insisted. "When we were inside the House of Life, it was empty, yet now you tell us that it is not."

The Mystic rebuked the crowd, "You found the House of Life empty because you did not knock before you entered it. You rushed into life even without knocking, as if the house belonged to you. The Master of Life, seeing that you lacked respect for life and reverence for it, took away its beauty because you would not know how to use it. You are proud and vain as if you are the master of your own life. For this reason, the Master of Life gave you the House of Life to look at but not to live in. If only you had knocked before you entered, then you would have seen the beauty I saw and conversed with the Master of Life himself."

"Tell us please," the crowd begged the mystic, "what does it mean to knock on the Door of Life?"

The Mystic solemnly spoke, "to knock on the door of Life is to be humble enough to accept that the house does not belong to you but to the Master. "To knock on the door of life is to seek the Master of the House and not the treasure in the House. To knock on the Door of Life is to wait with patience for the Master to open it from within and not to force it from the outside. To knock on the Door of Life is to follow the statutes and commandments of the Master of Life."

"To knock on the Door of Life is to pray to the Master of Life that you may love him since he not only owns the house but your very selves as well."

They left the Mystic after they heard this. The crowd returned to the House of Life and they knocked before entering. The Master of the House of Life opened it from within. Once inside, the crowd saw the

beautiful things the Mystic had seen. But most of all, they were able to dine and converse with the Master of Life himself.

Life, after all, is not empty.

"We can get so involved in what we are doing that we forget why we are doing it. We are so involved in living that we forget the purpose of living. We get so involved in pursuing the things money can buy that we forget about the things that money can't buy."

Father's Mistake - No Time

By Bel San Luis (2004)

One night, a father came to a parent-teacher conference in a city high school. During a talk with one of his son's teachers, the father broke down and began to cry.

After he regained his composure, the father apologized, saying, "My son no longer lives with me. But I still love him and I want to know how he's doing in school."

The father then told the teacher how his wife and four children had left him that afternoon.

He was a building contractor and sometimes worked sixteen hours a day. Naturally, he saw little of his family, and then slowly grew farther and farther apart.

Then the father said something sad. He said: "I wanted to buy my wife and kids all the things I had dreamed of giving them. But in the process, I got so involved in working that I forgot about what they needed most: a father who was around at nights to give them love and support".

THE VALUE OF TRUTH

The Truth about Lies (2004)

Lies are said in the place of truth...

Why not prefer to tell the truth than settle for a lie?

There are no half-truths or white lies...

It's either you say the truth or tell a lie!

A million lies cannot make up a single truth...

You can never transform a lie into truth.

It's easier to tell the truth than tell a lie... With the truth, you merely have to state the facts: With lies, you'd have to cook up a thousand alibis.

You'll know when your lies have caught up with you...

When you begin to believe in them as being the truth.

In the end, we find but a single truth about lies:

That there is No Truth and No Good in Lies.

THE VALUE OF JUSTICE

Justice is giving every man his due.

To Every Man His Due

Institute for Development Education Center for Research and Communication (2004)

There was once a poor farmer who would come to town every day in order to supply a baker with homemade bibingka. In exchange for five pounds of bibingka, the baker would give the farmer five pounds of bread for his family.

One day, the baker decided to weigh the bibingka. He discovered that the bibingka was one pound short. This made the baker very angry, and he accused the farmer of having cheated him.

But the farmer very calmly declared, "You see sir, I am very poor and have no weights at home. So I take the five pounds of bread you give me and use it as a standard. In this way, I can be sure of giving you an equal amount of bibingka."

THE VALUE OF EQUALITY

Each man may differ in worldly stature, but each one bears the same amount of dignity as another and all share one common destiny.

Skulls

By Andrew Maria Almonte (2004)

One day, a group of skulls in the cemetery had a conversation. "Hey," said a skull to another, "who were you when you were alive?" "I was a king," answered the skull with an air of pride.

"Yes, I was once his slave," replied another skull. "He was a tyrant, a ruthless, merciless king!"

"How dare you speak about me like that!" countered the king-skull. "I am your king, remember?"

"Shut-up!" shouted the slave-skull. "You are no longer my king nor am I your slave anymore! We are the same now-rotten skulls!"

THE VALUE OF PROMOTION OF THE COMMON GOOD

The real heroes among us are those who live their lives daily in genuine concern for the welfare of the others.

A Chinese Legend

By Benigno P. Beltran (2004)

Once upon a time, in the western Kingdom, lay a beautiful garden. And there, in the cool of the day was the Master of the garden want to walk. Of all the denizens of the garden, the most beloved was a gracious and noble bamboo. Year after year, Bamboo grew yet more noble and gracious, conscious of his master's love and watchful delight, but modest and more gentle withal. And often, when the wind revel to the garden, Bamboo could cast aside his grave stateliness, to dance and play right merrily, tossing and swaying, leaping and bowing in joyous abandon, leading the Great Dance of the Garden which most delighted the Master's heart.

One day, the Master himself drew near to contemplate his Bamboo with eyes of curious expectancy. And

Bamboo, in a passion of adoration, bowed his great head to the ground in loving greeting. The Master spoke: "Bamboo, Bamboo, I would use thee." Bamboo flung his head to the sky in utter delight. The day of days had come, the day for which he had been made, the day for which he had been growing hour by hour, this day in which he would find his completion and his destiny. His voice came low: "Master, I am ready. Use me as thou wilt."

"Bamboo"- the Master's voice was grave- "I would fain take thee and cut thee down!" A trembling of great horror shook Bamboo.

"Cut.. me... down! Me... who, Master, has made the most beautiful in thy entire garden...to cut me down! Ah, not that, not that. Use me for thy joy, O Master, but cut me not down."

"Beloved Bamboo" – the Master's voice grew graver still – "If I cut thee not down, I cannot use thee." The garden grew still. Wind held his breath. Bamboo slowly bent his proud and glorious head. There came a whisper: "Master, if thou cannot use me if though cut me not down... then... do thy will and cut."

"Bamboo, beloved Bamboo, I would... cut thy leaves and branches from thee also." Master, Master, spare me. Cut me down and lay my beauty in the dust; but wouldst though take from me my leaves and branches also?"

"Bamboo, alas, if I cut them not away, I cannot use thee." The sun hid his face. A listening butterfly glided fearfully away. And Bamboo shivered in terrible expectancy, whispering low: "Master, cut away."

"Bamboo, Bamboo, I would yet... cleave thee in twain and cut thine heart, for if I cut not so, I cannot use thee." Then Bamboo bowed to the ground. "Master, Master... then cut and cleave." So the Master of the garden took Bamboo and cut him down and hacked off his branches and stripped off his leaves and cleaved him in twain and cut out his heart. And lifting him gently carried him to where there was a spring of fresh, sparkling water in the midst of his dry field. Then putting one end of broken bamboo in the spring, and the other end into the water channel in his field, the Master laid down gently his beloved Bamboo. And the spring sang welcome and the clear, sparkling waters raced joyously own the channel of Bamboo's torn body into the waiting fields. Then the rice was planted, and the days went by, and the shoots grew and the harvest came.

In that day was Bamboo, once glorious in his stately beauty, yet more glorious in his brokenness and humility. For in his beauty he was life abundant, but in his brokenness he became a channel of abundant life to his Master's world.

THE VALUE OF CONCERN FOR THE ENVIRONMENT

The Giving Tree

By Fr. Benigno P. Beltran (2004)

Once there was a tree... and she loved a little boy. Everyday, the boy would gather leaves, make them into a crown and play king of the forest. The boy would also play hide and seek, climb her branches and eat her mangoes. At the end of the day, when he is tired, the boy would sleep in her shade. And the boy loved the tree... very much... and the tree was very happy.

But time went on... and the boy grew older. And the tree was often alone. One day the boy went to the tree who said: "Come boy, come and climb up my trunk, swing from my branches, eat my mangoes, play in the shade and be happy." "I am too big to climb and play and I don't have money," said the boy. "If only I can have some money." "I am sorry," said the tree, "but I don't have money. Go take my mangoes, boy, and sell them to the market. That way, you will have enough money and you will be happy." And so the boy gathered all her mangoes and carried them away. And the tree was happy.

But the boy stayed away for a long time... then one day, the boy came back to the tree who shook with joy and said: "Come boy and climb up my trunk, swing from my branches, eat my mangoes, play in the shade and be happy." "I am too busy to climb trees." said the boy. "I want a house to keep me warm." "I want a wife and children so I need a house. Can you give me a house?" "I have no house," said the tree, "the forest is my house, but you may cut-off my branches and build a house. And so the boy cut-off her branches and carried them away to build his house. And the tree was happy.

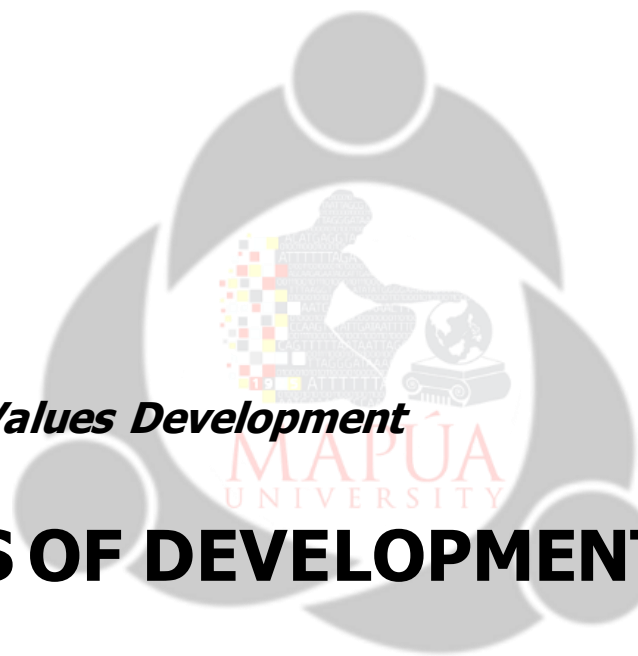
But the boy stayed away for a long time... then one day the boy came back and the tree was happy that she could speak. "Come, boy," she whispered, "come and play." "I am too old to play." said the boy. "I want a boat that would take me away from her. Can you give me a boat?" "Cut down my trunk and make a boat," said the tree. "Then you can sail away. And the tree was happy... but not really.

And after a time, the boy came back again. "I am sorry boy," said the tree. "But I have nothing left to give you – my mangoes are gone." "My teeth are too weak for mangoes," said the boy. "My branches are gone," said the tree. "You cannot swing on them." "I am too old to swing on branches," said the boy. "My trunk is gone," said the tree. "You cannot climb." "I am too tired to climb," said the boy. "I am sorry," sighed the tree. "I wish I could give you something... but I have nothing left. I am just an old stump. I am sorry." "I don't need very much now." said the boy, "Just a quiet place to sit and rest. I am very tired." "Well," said the tree, straightening herself up as much as she could, "well, an old stump is good for sitting and resting. Come, boy, sit down and rest." And the boy did and the tree was happy.

Self-Awareness and Values Development

CHAPTER 3

DIMENSIONS OF DEVELOPMENT



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-alues 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 lifesaving 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 pre-schoolers, 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 lifesaving 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.

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 firefighting, 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 wheel chairs. 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

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

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

Region/Sex	Population 10-64 Years Old	Highest Educational Attainment				
		No Grade Completed	Elementary Level	Elementary Graduate	High School Level	High School Graduate or Higher
Philippines	86.4	5.3	67.0	80.8	89.8	100.0
Region						
National Capital Region	94.0	11.8	80.4	81.3	89.8	100.0
Cordillera Administrative Region	89.2	0.0	70.1	86.9	93.9	100.0
I – Ilocos Region	91.3	16.1	73.6	82.0	90.9	100.0
II – Cagayan Valley	86.1	2.5	66.2	82.2	91.2	100.0
III – Central Luzon	92.1	0.0	77.8	84.4	92.1	100.0
IVA - CALABARZON	93.5	3.6	81.0	87.7	94.8	100.0
IVB - MIMAROPA	83.9	6.4	65.8	80.5	91.4	100.0
V – Bicol Region	79.9	9.1	55.7	71.5	85.7	100.0
VI – Western Visayas	82.6	9.6	60.4	77.9	84.6	100.0
VII – Central Visayas	86.6	2.3	70.6	84.7	91.0	100.0
VIII – Eastern Visayas	72.9	5.3	48.3	68.6	81.0	100.0
IX – Zamboanga Peninsula	79.6	5.8	59.3	78.4	89.7	100.0
X – Northern Mindanao	85.9	3.8	63.2	84.8	92.9	100.0
XI – Davao Region	81.7	1.8	65.1	76.6	86.3	100.0
XII - SOCCSKSARGEN	78.3	1.2	57.5	74.3	86.9	100.0
XIII - Caraga	85.7	1.9	63.0	82.0	93.8	100.0
Autonomous Region in Muslim Mindanao	71.6	7.4	66.4	86.2	91.7	100.0
Sex						
Male	84.2	5.3	63.9	79.8	88.6	100.0
Female	88.7	5.2	71.1	81.9	91.1	100.0

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

Source: National Statistics Office, 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS)

SITUATIONER

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.

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

- 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' reaction 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 UNIVERSITY'S 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.

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 —bayaniha (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 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 your 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*

– 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*

MALNUTRITION AMONG FILIPINO KIDS UP

By Janryll Fernandez Philippine Daily Inquirer

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MANILA, Philippines—As the administration of President Benigno Aquino III settles 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, Under height

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 under height 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), and 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.

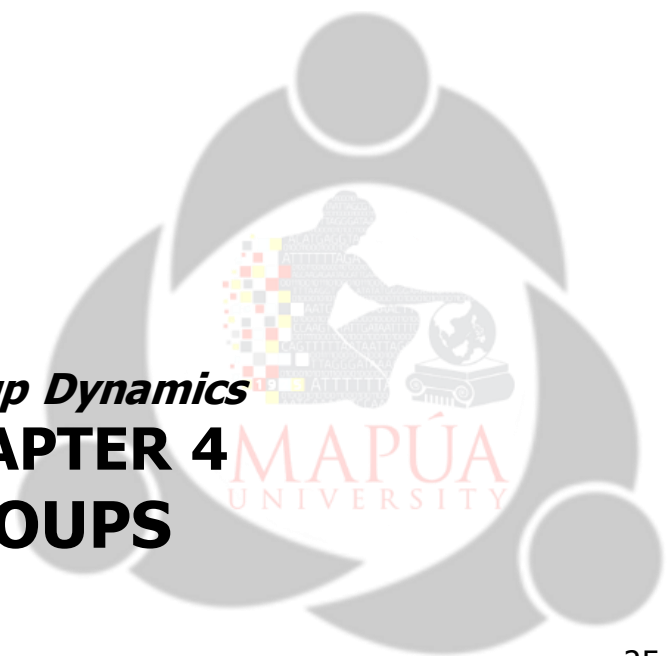
A study showed that about 30 percent of children in Grades 1 and 2 eventually drop out of school due to malnutrition. In areas covered by PEP, the average dropout rate among these children was only 0.33 percent.

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.

Group Dynamics

CHAPTER 4

GROUPS



DEFINITION OF GROUPS

Group is defined as any number of persons who share a consciousness of membership and interaction. A group is not a mere collection of individuals but an aggregate of personalities acting and interacting with one another in the process of living. To be a member of a group, one must participate in the common life and activities of the group.

TYPES OF GROUPS

1. Primary Group - described by Charles Cooley as those characterized by intimate face-to-face association and cooperation. They are primary in several senses, but chiefly in that they are fundamentally in forming the social nature and ideas of the individual. The result of intimate association, psychologically, is a certain fusion of individualities in a common whole, so that one's very self, for many purposes at least, is the common life and purpose of the group. Perhaps the simplest way of describing this wholeness is by saying that it is a "we"; it involves the sort of sympathy and mutual identification for which "we" is the natural expression. One lives in the feeling of the whole and finds the chief of his will in that feeling.
2. Secondary Group - those which do not necessarily involve face-to-face association or intimate and personal relations. The members are aware of these relationships and take cognizance of them, but they do not feel that their lives are bound up in them except in time of social crisis. The members may be separated from one another by distance or by lack of personal physical contact. Their contact may be through correspondences, the press, the radio, the telephone or other means.

CHARACTERISTICS OF GROUPS

1. Interaction - patterns of mutual influence (physical, verbal, non-verbal, emotional)
2. Structure - stable patterns of relationships
 - Roles - behavior expected of members in a given position
 - Norms - rules that identify and describe appropriate behaviors
 - Inter-member relations - how they relate (authority, communication)
3. Goals - reasons for existence
4. Perceived Groupness - extend to which members see themselves as one (common fate, similarity, proximity)
5. Dynamic Interdependency - extend to which members are active, energized, vibrant and changing
6. Motivation - personal needs / gain being satisfied

Group Dynamics
CHAPTER 5
LEADERSHIP



THE LEADER

A Leader is:

- Someone who acts as a guide;
- A directing head;
- Someone who leads a body of troops;

Leadership is:

- The position of a leader;
- The quality displayed by a leader;
- The act of leading;

HOW TO BECOME A GOOD LEADER?

We often say that some people are good leaders, while others are not. But what is really our basis for judging one's capacity for being a good leader?

From a follower's perspective, good leadership can be attributed on several qualities that a person must have. These qualities make people comply and passionately follow a leader.

THE 21 INDESPENSABLE QUALITIES OF A LEADER

John C. Maxwell's book entitled "21 Indispensable Qualities of a Leader" defines essential traits of a leader. This book will help people recognize, develop, and refine the personal characteristics needed to be a truly effective leader, the kind of leader people want to follow. The following qualities of a leader taken from his book are as follows:

Leader Qualities # 1: [CHARACTER]

CHARACTER:

- The quality of a person's behavior, as revealed in his habits of thoughts and expressions, his attitudes and interests, his action and his personal philosophy in life.

Be a piece of the rock. There would always be two paths to choose from: character and compromise. "Every time a person chooses character, he becomes stronger, even if that choice brings negative consequences."

What people must know about character?

- Character is more than talk;
- Talent is a gift, but character is a choice;
- Character brings lasting success with people;
- Leaders cannot rise above the limitations of their character;

Character can be improved by doing the following:

Search for the cracks. Reflect on the major decisions that you had done in your life as far as you can remember in terms of letting people down or giving compromises.

Look for patterns. From the reflections that you have done, are there particular instances that kept

emerging? These patterns will help you diagnose issues of character.

Face the music. It is when you apologize and accept your mistakes that character repairs begin.

Rebuild. You have been brave enough to face your past actions but more courage is needed to face the future. Let your past actions serve as your guide so as not to commit the same mistakes in the future.

Leader Qualities # 2: [CHARISMA]

The first impression can seal the deal.

CHARISMA:

- Special spiritual gift bestowed temporarily by the holy spirit on a group or an individual for the general good of the church
- An extraordinary power in a person, group, cause, etc. which takes hold of popular imagination, wins popular support

To make yourself the kind of person who attracts others, you need to personify these pointers:

- Love Life;
- Put a "10" on every person's head;
- Give people hope;
- Share yourself;

Charisma can be improved by doing the following:

Change your focus. Always check if your focus during conversation is towards yourself. Learn how to balance. Recognize the persons who made contributions on the success of a project.

Play the first impressions game. When you meet a person for the first time, focus on him. Remember his name and interests, and give positive comments. Try your best to give a very good impression.

Share yourself. Share your resources to others. Resources come in different ways. Share what you have: talents, skills and valuable services aside from material things. These are highly appreciated.

Leader Qualities # 3: [COMMITMENT]

It separates "doers" from "dreamers".

COMMITMENT:

- Something which engages one to do something, a continuing obligation especially financial
- The act of committing, the state of intellectual and emotional adherence to some political, social, religious theory or action especially the conscious linking of works of literature and art with such theory of action.

True nature of commitment:

- Commitment starts in the heart;
- Commitment is tested by action;
- Commitment opens the door to achievement;

Commitment can be improved by doing the following:

Measure it. Commitments can be measured through the following: how much time you devote at work, family, in service, in health and recreation activities, and how much you spend on living expenses, entertainment, personal development, and giving. Compare how much you devote and spend on these things. Is it justifiable?

Know what's worth dying for. Answer the question. Write what's in your thoughts. Match if your actions are parallel with your ideas.

Leader Qualities # 4: [COMMUNICATION]

Without it you travel alone.

COMMUNICATION:

- The act of communicating
- Something communicated
- A means of sending a message, orders, etc.

You can be more effective as a communicator if you follow four basic truths:

- Simplify your message;
- See the person;
- Show the truth;
- Seek a response;

Communication can be improved by doing the following:

Be clear as a bell. Whether in oral or written communication, being brief and concise and direct simplifies and clarifies thoughts. Simplicity and clarity must be noted to achieve good communication.

Refocus your attention. Different instances require different topics. Don't make yourself arrogant. Know the needs and desires of your listener.

Live your message. Make sure that you had been understood. Ask questions for clarity. Accept comments without defensiveness.

Leader Qualities # 5: [COMPETENCE]

If you build it, they will come.

COMPETENCE:

The state of being competent

To cultivate competence, do the following:

- Show up everyday;
- Keep improving;
- Follow through with excellence;
- Accomplish more than expected;
- Inspire others

Competence can be improved by doing the following:

Get your head in the game. Devote yourself to your job. Be firm to give a proper amount of attention.

Redefine the standard. When your performance is not consistently at high levels, evaluate yourself. Define your standards. Make adjustments to fit standards of your job description.

Find three ways to improve. There's always room for improvement. Assess yourself and make necessary changes.

Leader Qualities # 6: [COURAGE]

One person with courage is a majority.

COURAGE:

The quality of the mind that enables the person to face difficulty, danger, etc. without fear.

Truths about courage:

- Courage begins with an inward battle;
- Courage is making things right, not just smoothing them over;
- Courage in a leader inspires commitment from followers;
- Your life expands in proportion to your courage

Courage can be improved by doing the following:

Face the music. Be active. Try muscle-stretching activities. Conquer your fears. Sky dive if you're afraid of heights.

Talk to that person. Avoiding confrontation does not solve differences. Have the courage to talk to that person but do it with love.

Take a giant step. When everything seems to be monotonous, don't be afraid to make a career move. There are more things out there to be enjoyed and to be discovered.

Leader Qualities # 7: [DISCERNMENT]

Put an end to unsolved mysteries.

DISCERNMENT-"DISCERN":

- To perceive by the sight or the intellect
- To distinguish mentally

To maximize effectiveness of a leader, do the following:

- Discover the root issues;
- Enhance your problem solving;
- Evaluate your options for maximum impact;
- Multiply your opportunities

Discernment can be improved by doing the following:

Analyze past success. Remember the things you had done to succeed on your goals. Problems arise on the process of achieving these goals. Solutions that made you succeed can be used again in the future.

Learn how others think. We admire other personalities as leaders. Putting ourselves to think like leaders who are wise will make us more discerning.

Listen to your gut. Your intuition affects your decisions. There are many instances that your intuition is correct. Find a pattern of your intuitive ability. This pattern will give you imminent recourse that will affect your decision.

Leaser Qualities # 8: [FOCUS]

The sharper it is, the sharper you are.

FOCUS

- A central point of attraction, attention or activity.

Guidelines to focus your time and energy:

- 70% on strength;
- 25% on new things;
- 5% on areas of weakness

Focus can be improved by doing the following:

Shift to strengths. Identify your strengths and dedicate 70% of your time on it.

Staff your weaknesses. Identify your weaknesses and try to improve on them.

Create an edge. Since you had identified your strengths and weaknesses, you can proceed to the next level. Think of the new tools that you need, to go to the next level.

Leader Qualities # 9: [GENEROSITY]

Your candle loses nothing when it lights another.

GENEROSITY-"GENEROUS"

- The quality of being generous.
- Giving freely.

The following will cultivate the quality of generosity in your life:

- Be grateful for whatever you have. Contentment seems to be very ideal. A person cannot become generous if he is not contented with what he has. There are things that we must be grateful for and be contented with. Be generous in your own small ways.
- Put people first. Giving becomes easier when generosity comes in. A leader is measured not in terms of the number of people who serve him but rather, to the number of people he is serving.
- Don't allow the desire for possessions control you. Let your heart be in charge within you, not the material things that you possess. There would never be satisfaction if your material desires are endless.
- Regard money as a resource. Man has been a slave of money. The only way to win over money as J. C. Maxwell states is to hold it loosely and be generous with it to accomplish things of value.
- Develop the habit of giving. There is a time when all things come in abundance, and it is also a time of redistributing it for those in need. For those who don't have material things to share, let this saying be their guide: "Richness, I have nothing, but I can help through loving, with my life worth giving."

Generosity can be improved by doing the following:

Give something away. There are things that are important to you that can be replaced. Try giving this to people who will really benefit from it. As they say, giving it anonymously would be better.

Put your money to work. Use your money to improve other's lives. Money as resources can be put into work to outlive your expectations for better people, community, and world.

Find someone to mentor. A time will come when you had reached the peak of your leadership. It would be good if you have someone whom you would train to be a good leader like you.

Leader Qualities # 10: [INITIATIVE]

You won't leave home without it.

INITIATIVE:

- An introductory act or step, readiness and the ability in initiating action, one personal, responsible decision

A leader possesses the following qualities to make things happen:

- They know what they want;
- They push themselves to act;
- They take more risks;
- They make more mistakes

"Only those who dare to fail greatly can ever achieve greatly"
 – Sen. Robert Kennedy

Initiative can be improved by doing the following:

Change your mind-set. Resistance comes from within. It is only when you had come out of your shell that you begin to take the challenge outside.

Don't wait for opportunity to knock. Opportunity does not knock at your door. You know that you

have the potential. Find opportunities. Show and share to the world what you've got.

Take the next step. When opportunities come, select the best. Now that you have found the opportunity to share and show the world what you've got, work it as far as you can.

Leader Qualities # 11: [LISTENING]

To connect with their hearts, use your ears.

LISTENING-"LISTEN":

- To give attention for the purpose of hearing.

Keep your ears open to the following:

- Your mentors;
- Your followers;
- Your customers;
- Your competitors

Listening can be improved by doing the following:

Change your schedule. Have time to listen to your mentors, followers, customers, and competitors.

Meet people on their turf. Seek common ground to build rapport with the person you are talking. Learn something about him so you can talk things of common interests.

Listen between the lines. Factual and emotional content of conversation must be given attention. Listen with your heart.

Leader Qualities # 12: [PASSION]

Take this life and love it.

PASSION:

- Any compelling emotion, strong amorous feeling, strong sexual desire, strong fondness or enthusiasm

Truths about passion:

- Passion is the first step to achievement;
- Passion increases your willpower;
- Passion changes you;
- Passion makes the impossible possible

Passion can be improved by doing the following:

Take your temperature. Assess the level of desire towards your work and your life. Passion makes the difference on how you see life.

Return to your first love. You are more enthusiastic when doing other things. These are the things that you had left behind because you have to attend to other obligations. Take advantage and do these things again to relax and to energize your body.

Associate with people of passion. Your environment affects your being. Birds of the same feather flock together. Having passionate people around gives booster to bring you back on track.

Leader Qualities # 13: [POSITIVE ATTITUDE]

If you believe you can, you can.

To be more positive, think of the following:

- Your attitude is a choice;
- Your attitude determines your actions;
- Your people are a mirror of your attitude;
- Maintaining a good attitude is easier than regaining one;

Positive attitude can be improved by doing the following:

Feed yourself the right food. Books about positive attitude are available on book stands. Give yourself time to read and reflect on it.

Achieve a goal every day. Setting an achievable goal every day changes the attitude of a person. When a pattern of achievement has been observed, a person has the tendency to think more positively.

Write it on your wall. It does not mean that you vandalize your wall. Make a corner where you can show all your awards and citations. Have your plaques and trophies displayed on that corner. These will serve as a reminder that you have been doing positive things in your life and willing to do it over and over again.

Leader Qualities # 14: [PROBLEM SOLVING]

You can't let your problems be a problem.

Five (5) qualities demonstrated by a leader with good problem solving ability:

- They anticipate problems;
- They accept the truth;
- They see the big picture;
- They handle one thing at a time;
- They don't give up a major goal when they're down

Problem solving can be improved by doing the following:

Look for trouble. Don't avoid problems. Encountering and solving a problem is an experience that molds and strengthens us to deal with different situations and difficult circumstances.

Develop a method. TEACH method for problem solving according to J.C. Maxwell:

Time – spend time to discover the real issue.
Exposure – find out what others have done.
Assistance – have your team study all angles.
Creativity – brainstorm multiple solutions.
Hit it – implement the best solution.

Surround yourself with problem solvers. Be with persons who are good at problem-solving. They will complement your weaknesses and teach you on how to deal with them.

Leader Qualities # 15: [RELATIONSHIPS]

If you get along, they'll go along.

RELATIONSHIP:

- The state or fact of being related.

To cultivate good relationships, it requires the following:

- Have a leader's head – understand people;
- Have a leader's heart – love people;
- Extend a leader's hand – help people

Relationships can be improved by doing the following:

Improve your mind. Be mature enough and widen your understanding. Allot some time to observe and talk to people and try your best to understand them.

Strengthen your heart. Show them that you care. Show your feelings and act your way out.

Repair a hurting relationship. Rebuild, reconcile and reconnect relationships that had crumbled even though it has happened several years ago. Learn to forgive and apologize. Try to be more loving and understanding to people whom you had disagreement before.

Leader Qualities # 16: [RESPONSIBILITY]

If you won't carry the ball, you can't lead the team.

RESPONSIBILITY- "RESPONSIBLE":

- The state or fact of being responsible
- A person or thing for which one is responsible
- Involves duties or obligations
- Accountable, as for something within one's power

The one who embraces responsibility has the following characteristics:

- They get the job done;
- They are willing to go the extra mile;
- They are driven by excellence;

- They produce regardless of the situation

Responsibility can be improved by doing the following:

Keep hanging in there. When everything seems to crumble, stop for a while then think and find ways to succeed. Be creative in finding ways to keep you on the right track.

Admit what's not good enough. Failing depends on standards that must be met. Reset your standards to a higher level. The standards that you have been following might not be as good as it may seem as it was, compared to this time.

Find better tools. It seems that things are not falling on their right places even though your standards are high, you have good attitude and you had been working hard consistently. Consider the tools that you are using. It's time to update your materials and further develop your skills. Read books.

Leader Qualities # 17: [SECURITY]

Competence never compensates for insecurity.

SECURITY:

- Freedom from danger or risk
- Freedom from care, anxiety or doubt
- Something that protects and shelters

Common traits of insecure leaders:

- They don't provide security to others;
- They take more from people than they give;
- They continually limit their best people;
- They continually limit the organization

Security can be improved by doing the following:

Know yourself. Gather information about yourself from people you know. Let them assess you as a person. Don't be defensive and reactive on their assessment. Reflect and make some necessary improvements.

Give away the credit. Lift the morale of your team. Recognize their contributions. This will improve the organization.

Get some help. Seek professional help if you cannot fight insecurities on your own. Be honest with yourself.

Leader Qualities # 18: [SELF – DISCIPLINE]

The first person you lead is you.

Action points to follow:

- Develop and follow your priorities;

- Make a disciplined lifestyle your goal;
- Challenge your excuses;
- Remove rewards until the job is done;
- Stay focused on results

Self – Discipline can be improved by doing the following:

Sort out your priorities. Identify the areas in your life that are important to you. Develop a plan where you can practice self – discipline so that you can improve those areas.

List the reasons. Make a list why self – discipline is important and beneficial to you. Let this be your reminder to achieving your priorities.

Get rid of excuses. Dismiss all excuses that arise in order for you to achieve your goals. Always think of the benefits that you will harvest and the consequences you might encounter when having a lot of excuses.

Leader Qualities # 19: [SERVANTHOOD]

To get ahead, put others first.

A true servant leader embodies the following:

- Puts others ahead of his own agenda;
- Possesses the confidence to serve;
- Initiates service to others;
- Is not position-conscious;
- Serves out of love

Servanthood can be improved by doing the following:

Perform small acts. Perform small acts of kindness to others. Show them that you care. Others greatly appreciate small things beneficial to them.

Learn to walk slowly through the crowd. Try to connect as much as many people in the crowd. Approach them and say hello. Be updated on what keeps them busy.

Move into action. Learn how to serve. You can start with your family, your church and then with your community.

Leader Qualities # 20: [TEACHABILITY]

To keep leading, keep learning.

Guidelines to help cultivate and maintain teachable attitude:

- Cure your destination disease;
- Overcome your success;
- Swear off shortcuts;
- Trade in your pride;
- Never pay the same price for the same mistake;

Teachability can be improved by doing the following:

Observe how you react to mistakes. Everybody commit mistakes. How do we react to our own mistakes? Ask someone close to you on how you react when you commit mistakes. Do we ask apology or are we defensive when we commit one? Accept your mistakes and learn from it.

Try something new. Always open your world for challenges. Try things that need mental, emotional and physical activities.

Learn in your area of strength. There is always room for improvement. New things are being discovered every now and then. Read books, update yourself and get a harder grip on your field.

Leader Qualities # 21: [VISION]

You can seize only what you can see.

VISION:

- The act or power of seeing
- A vivid imaginative conception

Things to be understood to handle vision:

- Vision starts within;
- Vision draws in your history;
- Vision meets other's needs;
- Vision helps you gather resources;

Vision can be improved by doing the following:

Measure yourself. Ask the opinions of people around you regarding your vision. If your vision is coherent then you're living your life with your vision.

Write it down. Writing clarifies thinking. Put your vision into writing and evaluate it every now and then. If your vision will make you achieve your best, then do everything possible to pursue it.

Do a gut check. Check your gut level by answering the following questions:

What makes you cry?

What makes you dream?

What gives you energy?

Your answer on the above questions has great impact on your gut level. Reflect and deal with it.

TRANSFORMATIONAL LEADERSHIP

Adopted from:

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Transformational leadership is a form of leadership that occurs when leaders “broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and the mission of the group and when they stir their employees to look beyond their own self-interest for the good of the group” (Bernard Bass 1990).

Transformational leaders have a clear collective vision and most importantly they manage to communicate it effectively to all employees. By acting as role models, they inspire employees to put the good of the whole organization above self-interest. They also stimulate employees to be more innovative, and they themselves take personal risks and are not afraid to use unconventional (but ethical) methods in order to achieve the collective vision.

This form of leadership goes beyond traditional forms of transactional leadership that emphasized corrective action, mutual exchanges and rewards only when performance expectations were met. Transactional leadership relied mainly on centralized control. Managers controlled most activities, telling each person what, when and how to do each task. Transformational leaders, on the other hand, trust their subordinates and leave them space to breathe and grow. In that respect, transformational is a more developmental and constructive form of leadership for both individual employees and the organization as a whole.

Why is transformational leadership important for organizational functioning?

Numerous studies have shown that transformational leadership:

- Significantly increases organizational performance;
- Is positively linked with long term market share and customer satisfaction
- Generates higher commitment to the organization from their employees;
- Increases employee trust in management and organizational citizenship behaviors (extra-role work related behaviors such as conscientiousness, unselfishness and sportsmanship that are unrestricted, not related to the formal reward system of the organization);
- Enhances employee satisfaction with both their job and the leader;
- Reduces employee stress and increases well-being

How do transformational leaders behave?

Transformational leaders:

- Articulate a compelling vision of the future;
- Use stories and symbols to communicate their vision and message;
- Specify the importance of having a strong sense of purpose and a collective mission;
- Talk optimistically and enthusiastically and express confidence that goals will be achieved;
- Engender the trust and respect of their followers by doing the right thing rather than doing things right;
- Instill pride in employees for being associated with them;

- Talk about their most important values and beliefs;
 - Consider the moral and ethical consequences of decisions;
 - Seek different perspectives when solving problems;
 - Get employees to challenge old assumptions and to think about problems in new ways;
 - Spend time teaching and coaching;
 - Consider each individual employee's different needs, abilities and aspirations;
- Are compassionate, appreciative and responsive to each employee and recognize and celebrate each employee's achievements.

Four components of transformational leadership: (Bass, 1985, 1998, Bass & Avolio, 1993)

1. Charisma - If the leadership is transformational, its charisma or idealized influence is envisioning, confident, and sets high standards to be followed.
2. Inspirational motivation - If the leadership is transformational, its inspirational motivation provides followers with challenges and meaning for engaging in shared goals and undertakings.
3. Intellectual stimulation - If the leadership is transformational, its intellectual stimulation helps followers to question assumptions and to generate more creative solutions to problems.
4. Individualized consideration - If the leadership is transformational, its individualized consideration treats each follower as an individual and provides coaching, mentoring and growth opportunities

If such transformational leadership is authentic, it is characterized by high moral and ethical standards in each of the above dimensions.

THE SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE

In Stephen Covey's Seven Habits of Highly Effective People, he wrote about ways in which people can be productive. The seven habits of highly effective people are as follows:

Habit # 1: [BE PROACTIVE]

Proactive means "the ability to choose the response." We have the ability to choose between right and wrong. But it must be taken into account that we must be responsible enough for whatever consequences our actions may lead to. Use your creativity and initiatives. You are the one in charge.

Habit # 2: [BEGIN WITH THE END IN MIND]

Where do we go from here? Know where you want to go. In making plans and decisions, see to it that the time and efforts that will be spent and utilized conforms to what we want to achieve. Use your ability to envision. This is where I want to go and these are the things that must be done to lead me to that direction.

Habit # 3: [PUT FIRST THINGS FIRST]

Practice self-management. Know your priorities.

Habit # 4: [THINK WIN-WIN]

This concerns mutual benefit. Putting both parties on favorable situation.

Habit # 5: [SEEK FIRST TO UNDERSTAND... THEN TO BE UNDERSTOOD]

As the saying goes, "The best way to understand is to listen." The practice of empathy governs this habit. It is about putting ourselves on the shoes of the other person. Based on the person's explanation, we

ought to evaluate, probe, advise and interpret as a way of responding to the person's feelings.

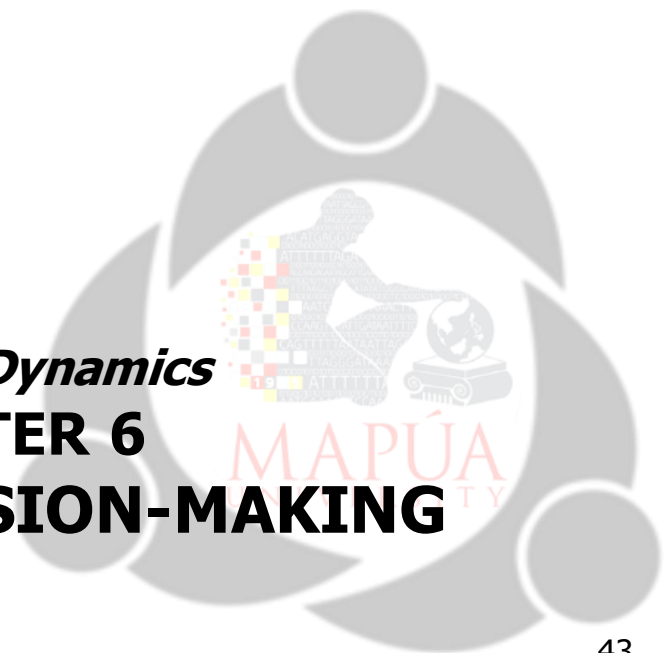
Habit # 6: [SYNERGIZE]

The whole is greater than the sum of its parts. More tasks will be done if we utilize all the things that we have. Even though your contribution is that small, if everybody will do their part, things will go on smoothly.

Habit # 7: [SHARPEN THE SAW]

What we had learned a couple of years back will become outdated. Many things evolve and develop so fast, that there is a need to update ourselves through various food-for-the brain resources.

Group Dynamics
CHAPTER 6
DECISION-MAKING



INVOLVEMENT IN DECISIONS

1. **The Plop** - Here the group makes a decision by not making a decision. "Not to decide – is to decide" Someone makes a suggestion, but it drops like a stone into a pond, and no one pays any attention to it at all. If the person who made the suggestion really felt enthusiastic about it, the fact that it was totally ignored could make that person withdraw or resist later suggestions.
2. **The One-Person Decision** - This is quickly made, but later when the decider depends on free or voluntary support from others to implement it, he may find himself carrying it out alone.
Topic Jumping: One person can also prevent a group reaching a decision by introducing a new point just as the group is ready to decide something. If the point is relevant it should be allowed, though it should have been brought in earlier. If it is not relevant, it should be recognized as a distraction or any attempt by one person to control the group, and should not be allowed to prevent the group from making a decision.
3. **The Handclasp** - One person makes a suggestion. Another says, "What a marvelous idea!" and without further discussion, the matter is decided. These decisions are more frequent than one thinks, and other pass unnoticed at the time but resentment comes to the surface later.
4. **The Clique** - This decision is made by a small group who plan beforehand to get their way. Because they are better organized than those who disagree, they are often successful on the immediate issue but they bring a spirit of rivalry rather than cooperation into the group.
5. **Minority** - These decisions are as consciously organized as those of the clique, but a few powerful personalities dominate the group, often unconsciously and then later they wonder why the other is apathetic.
6. **Majority Vote** - In big groups this is often the most effective way to make a decision. However, one may lose the interest or the loyalty of the minority who voted against a decision especially if they feel their point of view was not heard.
7. **Silent Consensus** - Some groups aim at unanimous decisions. These are good, if genuine, but they are rarely achieved completely on important issues. Unanimous agreement is sometimes assumed, when some members have not felt free to disagree and have kept silent.
8. **Consensus** - This is an agreement, often involving compromise or the combination of various possibilities, after all opinions have been heard. Disagreements and minority viewpoints are discussed fully. It takes time and care to build a climate in which all feel free to express themselves, but this method does built unity, cooperation and commitment. It does not mean listening to people and then doing what we were going to do in the first place. It means adapting to accommodate the concern of all. It may take longer to make a decision this way, but it will often be carried out more quickly and whole-heartedly.

DIFFICULTIES IN DECISION-MAKING

1. **Fear of Consequences** - The possible outcome of an impending decision may bring division and disagreement.
2. **Conflicting Loyalties** - When one person is a member of a number of groups, this frequently leads to divided loyalties about decisions.

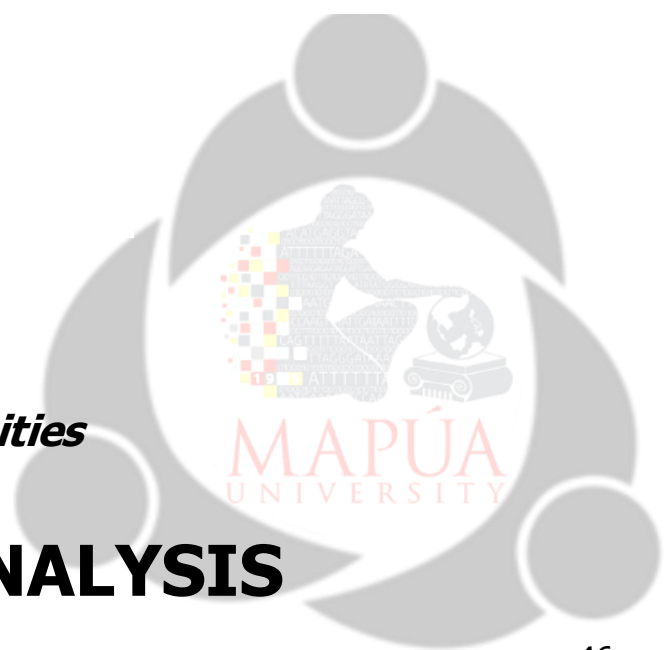
3. **Interpersonal Conflict** - Personal differences occur which provokes feelings of affection or dislike among members and which interfere with sound decision making. Often another member who is not involved in the interpersonal conflict can bring the real problem into the open.
4. **Hidden Agenda** - One person may try to get the group to make a certain decision, which he wants for reasons which he will not share with the group.
5. **Blundering Methods** - A group may be so bound by rigid procedures that there is little chance for a free expression of differences or a group may allow itself to substitute personal opinions for adequate information. Or group may approach the decision making process without testing for consensus.
6. **Inadequate Leadership** - A leader may hinder good decision making if he restricts the expression of opinion or discussion on issues too soon. Leaders also may fail to provide assistance in selecting appropriate methods for decision making or be insensitive to the factors causing difficulty in the group.
7. **Clash of Interest** - Sometimes different groups or individuals within an organization do have opposing interest.

CONFLICT RESOLUTION AND STYLES AND PROBLEM SOLVING

CONFLICT – a sharp disagreement or clash of ideas, interest, etc.

1. **"Win-Lose" Style** - One party in a conflict situation seeks to meet individual goals at all cost, without concern for the needs of his opponent or their relationship.
2. **"Yield-Lose" Style** - One party view the relationship with the other party as the most important consideration and not the attainment of one's goals. The party using this style yields and loses his position.
3. **"Lose-Leave" Style** - One party has low concern for both the goals and the relationship with the opponent. He loses by default through withdrawing from the situation.
4. **"Compromise" Style** - One party has a moderate degree of concern for both the goals and the relationship with the opponent. The party will try to reach a "compromise", or what is known as the "win some - lose some" effect.
5. **"Integrative" Style** - One party has a high concern for both the goal and the relationship with the opponent. The conflict is resolved by working collaboratively with all concerned parties so that everyone will end up a winner. This is also known as "win – win" style.

Working with Communities
CHAPTER 7
TOOLS FOR ANALYSIS



TOOLS FOR ANALYSIS

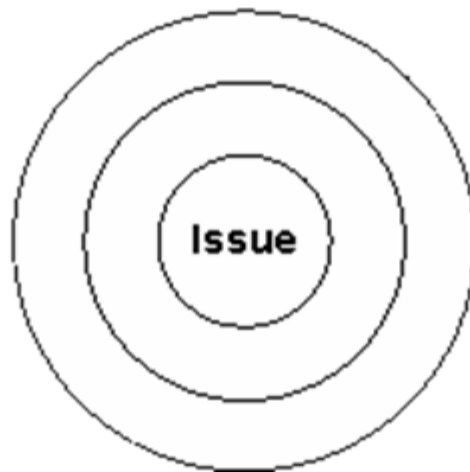
These tools for analysis provides us with a much systematic way of looking and analyzing different relevant societal concerns our country is currently facing. Knowing and seeing the problem at its different facets will make it much easier for us to identify and provide possible action steps or solutions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

[Adopted from Teaching and Learning Resource Support Materials]
[<http://vels.vcaa.vic.edu.au/support/teaching>]

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.



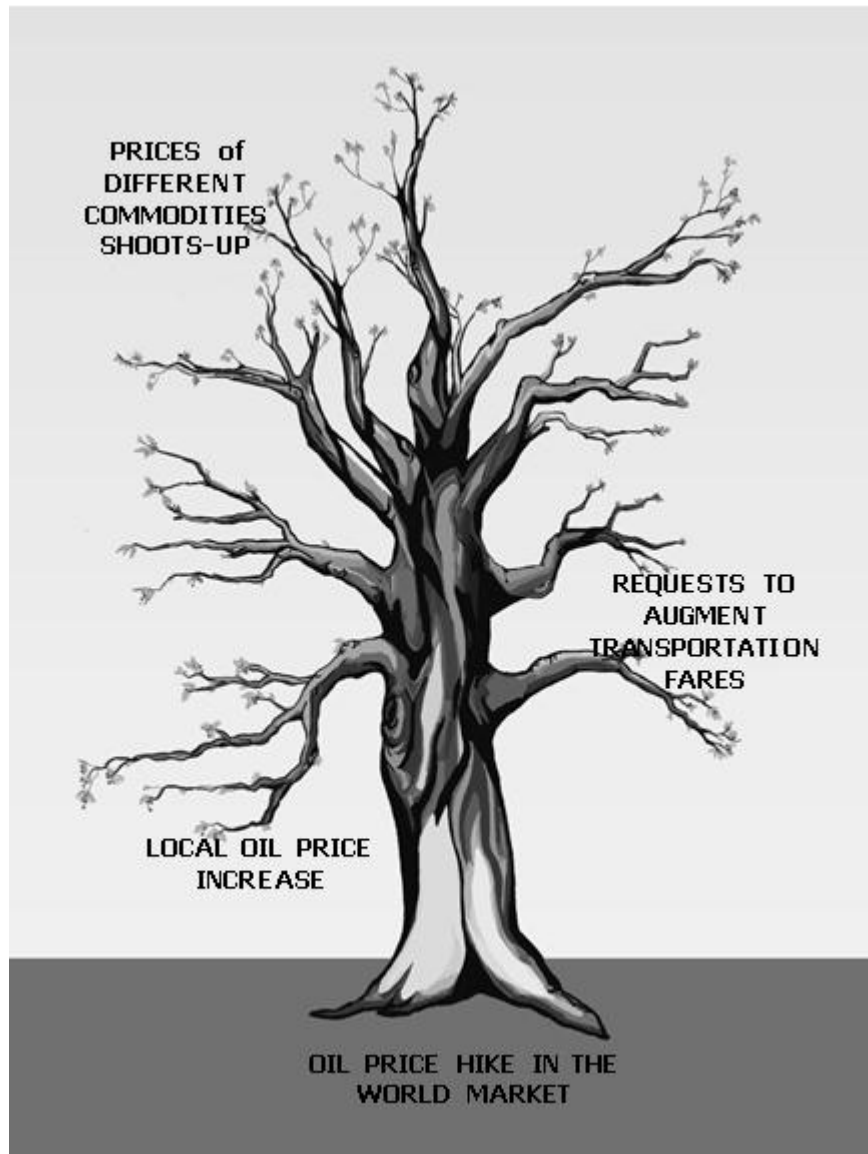
THE CAUSE AND EFFECT WHEEL

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 Communities

CHAPTER 8

THE COMMUNITY



THE COMMUNITY

Each and every one of us belongs to a particular community. Each and every one 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:

- GOALS NORMS
- POSITION AND ROLES
- Elected or not elected
- POWER
- LEADERSHIP INFLUENCE
- SOCIAL RANK
- Standing of person in the group
- REWARD AND PUNISHMENT
- 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

Geographic	Has boundaries, territories
Urban/Rural	The traditional way of classifying communities
Sectoral	e.g. :Women, Youth, Farmers, Fisher folks
Functional	Groups of people who share some common interests or functions
Tribal/Indigenous	e.g.: Aetas, Mangyans
Special Type	e.g.: disabled, parishes, families

Working with Communities

CHAPTER 9

FUNDAMENTALS OF COMMUNITY ORGANIZING



COMMUNITY ORGANIZATION

Community Organization suggests that the community is central in the use of this method usually linked to social work. It 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. It was used to describe their efforts to coordinate services for these groups.

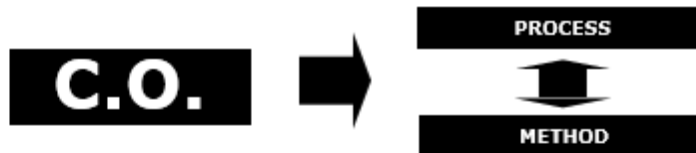
Other definitions have evolved all throughout the years and one is:

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.



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”

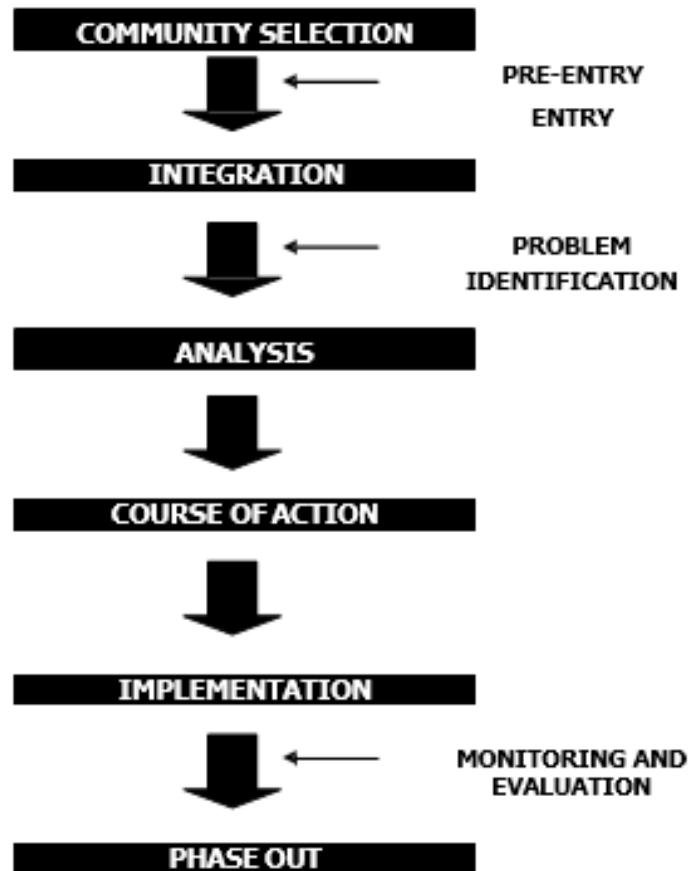
Community organizing is an inter-relationship of various elements and factors.

“Not Relief, But Release”

Community organizing is a process that liberates a community from its identified problems.

THE COMMUNITY ORGANIZING PROCESS

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



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 organizer's entry in their area. Because of such, a courtesy call to the barangay officials and respected leaders from 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

PHASE THREE: ANALYSIS

BUILDING is important at this stage.

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.

STRENGTHS

- attributes of the community that are helpful to achieving their development
- like human/material resources overview or series of snapshots of the area and is used as a basis for identifying its potentials.

*What are the advantages/strengths of the community?
What are the untapped resources in the community that can be utilized?*

WEAKNESSES

- attributes of the community that are harmful to achieving their development
- like lack of trained manpower

*What could be improved in the community?
What factors/forces should be avoided?*

OPPORTUNITIES

- external conditions that are helpful to achieving their development
- like support from LGUs, NGOs, GOs

*What are the good opportunities facing community?
What opportunities were not taken advantage of?*

THREATS

- external conditions which could do damage to the community's performance
- like outside organization's implementation problem

*What should the community be mindful of?
What has to be overcome to increase opportunities?
What external factors threaten community?*

Community Profile

The community profile is a summary of the history and present conditions of a community. It provides a detailed demographic, economic and cultural information of the community. It gives an

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 laundry mats)

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
- the type and frequency of the service they provide

6. Community Organizations

- organizations in the barangay
- 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.

A CATALYST - Hastens the process of transformation/change.

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 VISIT

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

Working with Communities
CHAPTER 10
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 site 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 in front 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 livens-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.

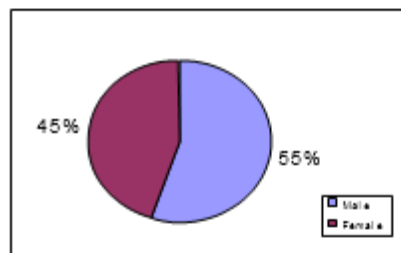
According to informal interviews also, a number of petty crimes and drug-related violence involved by some misguided youths were recorded during the past. Local health officials also confirmed the high number of high blood pressure and diabetes related cases in the older members of the community and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

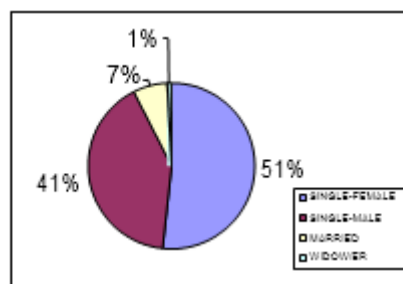
Fifty five percent or one thousand forty (1,040) are male, while the remaining forty five percent or eight hundred fifty one (851) makes- up the female population of the said barangay.

GRAPH 1 – SEX DEMOGRAPHY

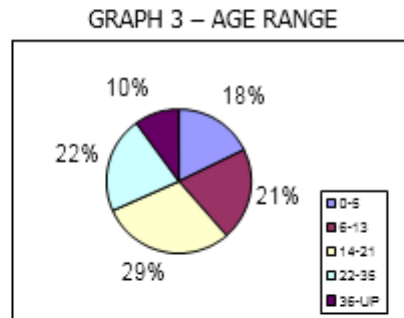


Nine hundred seventy eight (978) males are unmarried or single, whereas seven hundred seventy one (771) are unmarried or single women. One hundred twenty eight (128) are married, while a total of fourteen (14) are either widows or widowers.

GRAPH 2 – CIVIL STATUS

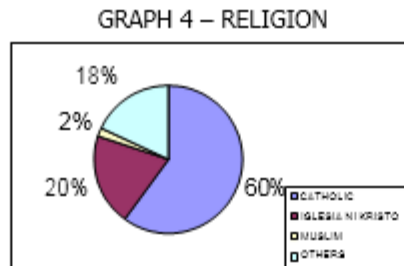


Three hundred thirty five (335) belongs to the —toddler-age|| of zero to five (0-5) years of age. Three hundred ninety six (396) on the other hand, falls on the six to thirteen (6-13) years. Five hundred sixty one (561) falls on the age of fourteen to twenty (14-20), four hundred ten (410) are between 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.



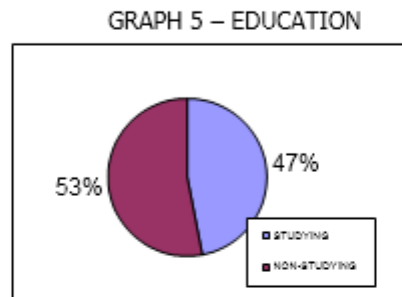
RELIGION

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

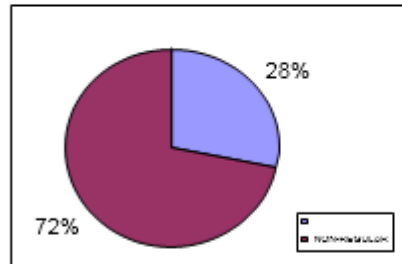
Currently, eight hundred eighty six (886) of barangay Luningning's total population are attending school.



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.

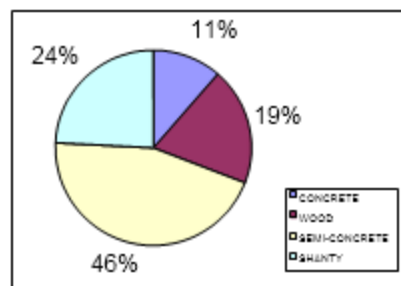
GRAPH 6 – SOURCE OF INCOME



HOUSING

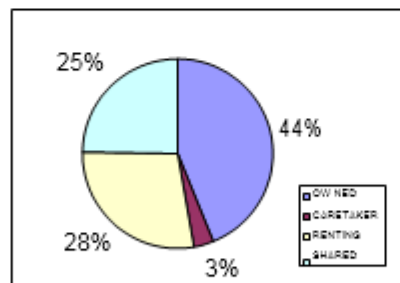
Majority of the houses that can be found at barangay Luningning are made-up of semi-concrete materials. The rest, however are either solely made-up of wood or concrete. Houses made up of —patched materials|| or commonly known as shanties can also be located from the said barangay.

GRAPH 7 – TYPES OF HOUSING



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.

GRAPH 8 – OWNERSHIP

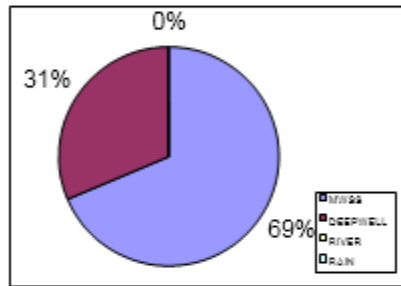


HEALTH

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

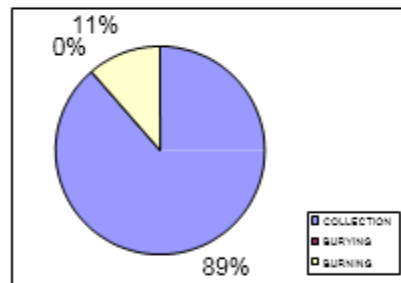
situated at the heart of the barangay.

GRAPH 9 – WATER SUPPLY SYSTEM



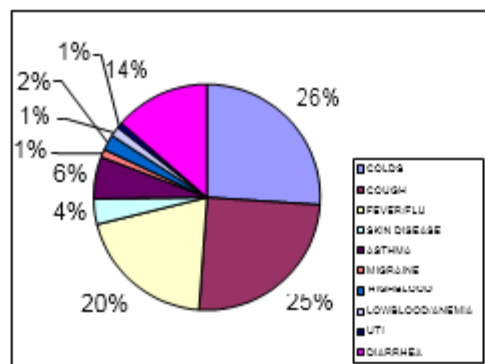
One hundred thirty three (133) families are willing to wait for the scheduled garbage collection conducted by the local government of Manila. The remaining seventeen (17) families practice garbage burning or —pag-siga.

GRAPH 10 – WASTE DISPOSAL SYSTEM



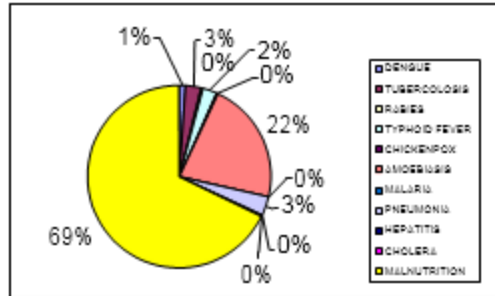
Apparently, based on the survey conducted, colds or sipon topped the list as the most common illness the residents of barangay Luningning are frequently experiencing. Cough (ubo), fever/ flu (lagnat/ trangkaso), diarrhea (pagtatae), asthma (hika), skin irritation (sakit sa balat), highblood (altapresyon),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

GRAPH 11 – COMMON ILLNESS



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 chicken pox (bulutong) had two (2) incidents each. Lastly, a lone case of cholera was also recorded.

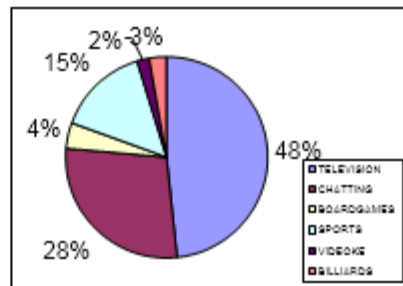
GRAPH 12 - COMMON DISEASES



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.

GRAPH 13 - RECREATION

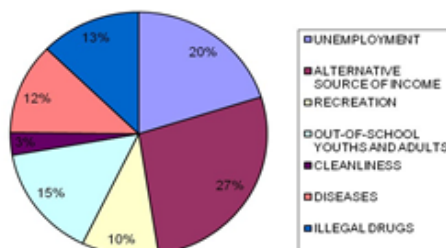


Only two formal organizations are mentioned to be actively working with the residents of barangay Luningning. These two are the Sangguniang Kabataan (SK) and the religiously-affiliated organization of Couples for Christ (CFC).

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.

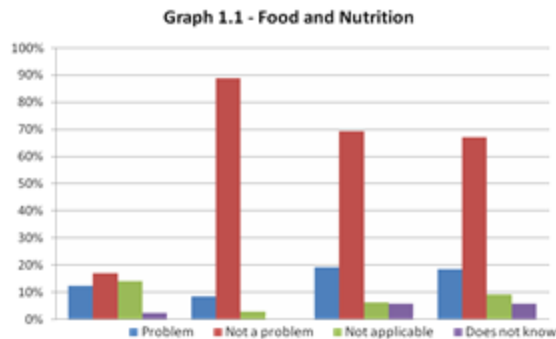
GRAPH 14 - MAJOR PROBLEMS



SURVIVAL NEEDS

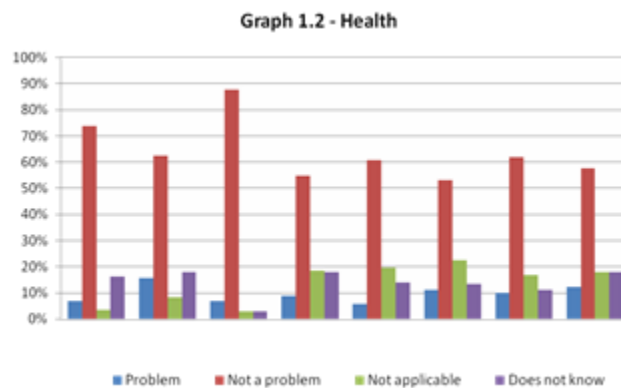
Food and Nutrition

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.



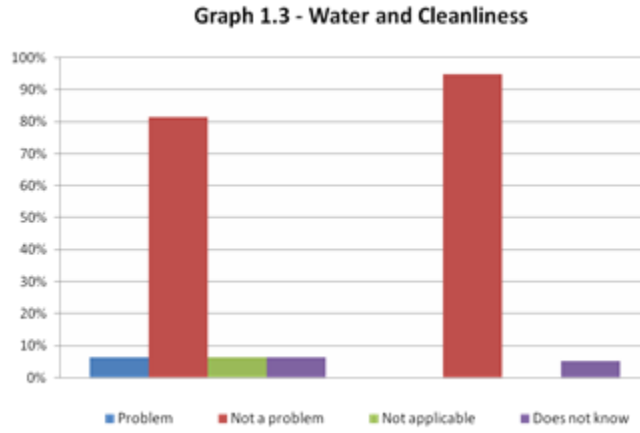
Health

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).



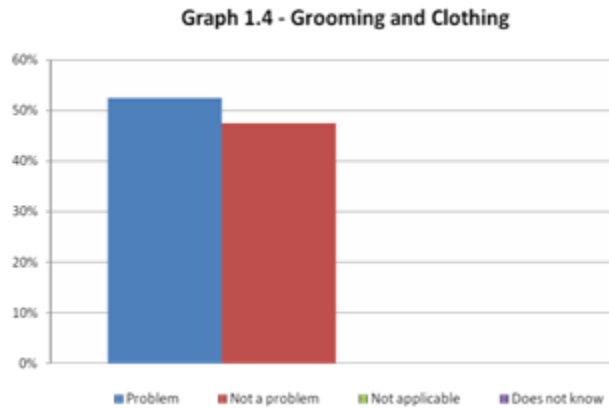
Water and Cleanliness

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



Grooming and Clothing

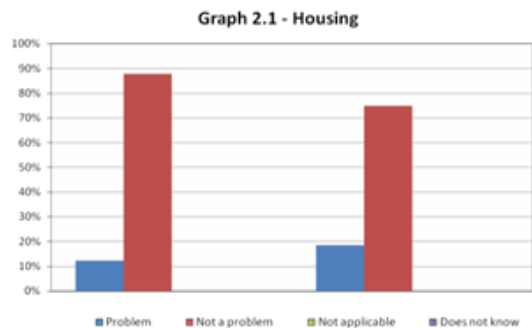
Ninety four (94) respondents thought that having 6 sets of clothing is a problem while eighty five (85) thought it was not a problem at all.



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).



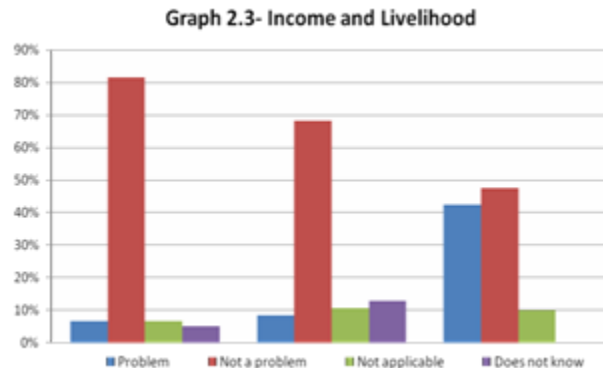
Peace and Order/Public Safety

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

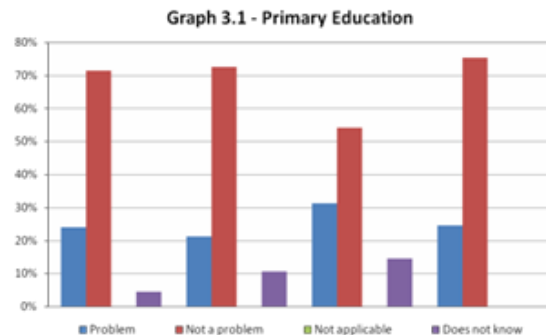
More than eighty percent (146 responses respectively) stated that it is not a problem for them that the head of their families have a source of income. On the other hand, 76 responses said that the income of their family is just enough (sometimes scarce) for the needs of the family.



ENABLING NEEDS

Primary Education and Capacity to Read, Write and Count

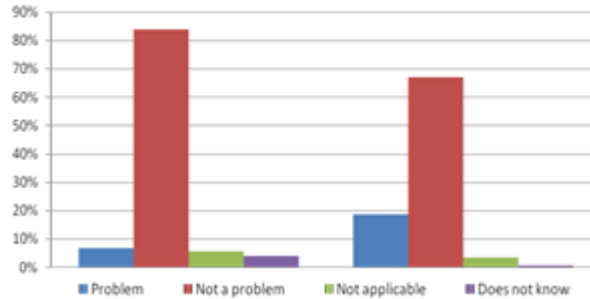
Responses were mostly positive. Almost all of the kids in the family in the said community know how to write, read and do simple calculations. Majority of the kids are enrolled in pre-school, followed by elementary and last would be high school (128, 130, and 97 responses respectively).



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).

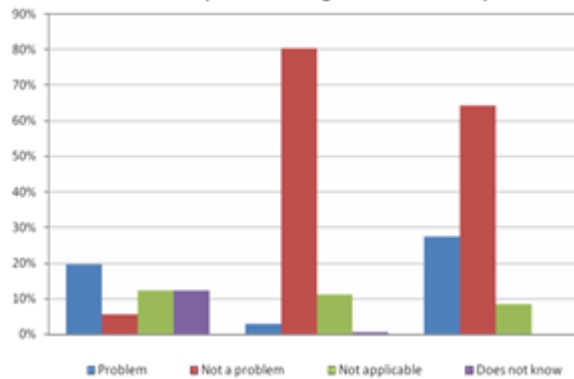
Graph 3.2 - Participation on Activities for Community Development



Taking care of the family/Psycho-social needs

Family members are well taken-cared 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).

Graph 3.3 - Taking care of the family



Working with Communities
Chapter 11
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:

STRATEGIES/ ACTION PLAN/ ACTIVITIES	PERSONS INVOLVED	TIME FRAME		RESOURCES NEEDED	EXPECTED OUTPUT
		TIME START	END FRAME		
1. 2. 3.					

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.

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

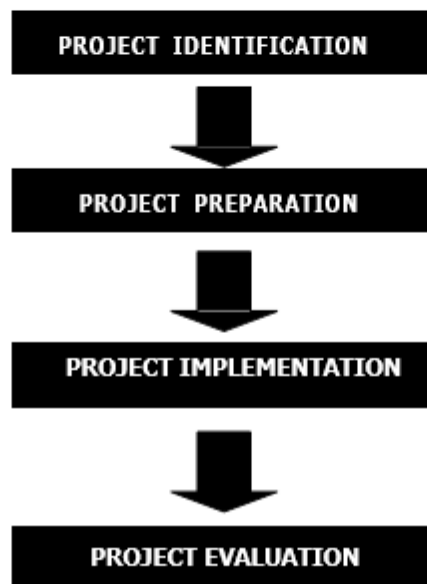
Once a particular project has been agreed upon, the next step would be to involve the planners to determine how and when the project will be implemented.

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.



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

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.

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APPENDICES



HOW TO CONDUCT A CASE ANALYSIS?

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

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

STEP 3: Provide reading time. Give the participants ample time to read and 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 analyze the case breaking it down into the following:

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

EXERCISE RUBRICS

CRITERIA	(60-70%)	(75-85%)	(90-100%)
Points	[12-14]	[15-17]	[18-20]
Conflict Identification [20]	The student, through the analysis presented has overlooked possible conflicts from the situation provided.	The student was only Able to recognize a single conflict from the case given.	The analysis provided demonstrates the student's recognition of multiple problems presented on the case.
Points	[12-14]	[15-17]	[18-20]

Plan of Action [20]	Plan of action given lacks clarity and direction.	The plan of action yielded some feasible plan of action in response to the problems cited.	The plan of action provided multiple specific, measurable, attainable and realistic steps on how the conflicts identified can be addressed.
Points	[3-3.5]	[3.75-4.25]	[4.5-5]
Deadline Compliance [5]	Document submission fell beyond two weeks from the set deadline.	Document is Submitted one week later than the specified date of submission.	Document is submitted within the given deadline.
Points	[3-3.5]	[3.75-4.25]	[4.5-5]
Writing Style and Format [5]	Document follows a different format and manifests multiple incorrect spellings and grammatical errors.	Follows format, however, some misspelled words and some grammatical errors are present on the document.	The paper reflects no errors in terms of spelling and grammar and has followed the prescribed format.

CI+ PA+DC+WSF = STUDENT'S TOTAL SCORE

CASE ANALYSIS: BASIC EARTHQUAKE SAFETY PROCEDURE

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

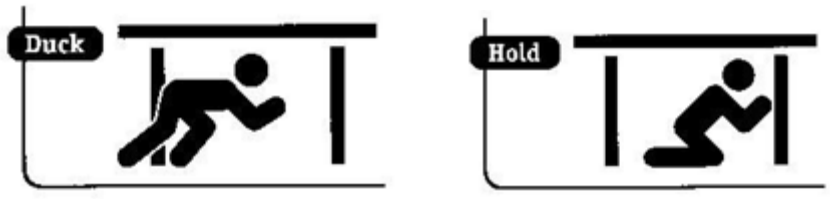
- A. TAKE COVER under desk or tables
- B. FACE AWAY from windows
- C. ASSUME —CRASH|| POSITION on knees, head down, hands clasped on back of neck or head covered with book or jacket
- D. COUNT ALOUD to 60 – earthquakes rarely last longer than 60 seconds and counting is calming.

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.

III. DRILL PROCEDURES

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- 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 equipment, 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 firefighting 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.

EXERCISE QUESTIONS

- 1. Research on the Institute's fire / earthquake evacuation procedure. What are the steps that the school must observe during such emergency cases?
- 2. Do you agree with the current evacuation procedures being implemented? Justify your answer.
- 3. What problems do you think the students may encounter while conducting the evacuation?
- 4. What plan of action/s do you suggest to address the possible problems the students may encounter during an evacuation?

MODULE 4: EDUCATION

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- kinunsidera niyo po ako sa position na iyon! Deolito excitedly exclaimed.

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

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

ng mga sagot ng exam para sa akin.

EXERCISE QUESTIONS

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

MODULE 5: RECREATION

A BETTER ALTERNATIVE FOR THE YOUTH OF BARANGAY MALIGALIG

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

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

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

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

EXERCISE QUESTIONS

1. What are the current concerns of Barangay Maligalig in terms of their youth groups?
2. What plans or undertakings do you suggest to respond to the concerns that Brgy. Maligalig is facing?

MODULE 6: VALUES FORMATION AND MORAL RECOVERY

CASE ANALYSIS: 24/7 SCHOOL LIFE: THE NSTP-CWTS EXPERIENCE

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.

EXERCISE QUESTIONS

1. As a student, how do you exercise the values being promoted by the Institute?
2. Other than the DECIR, what other values do you think are being practised by the Mapuans?
3. Suppose that Christopher is your friend. What pieces of advice can you give for him to appreciate the NSTP-CWTS Program?

MODULE 7: INDUSTRY AND ENTREPRENEURSHIP

CASE ANALYSIS: BUSINESS WITH CIVIC CONSCIOUSNESS

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, Calocan.

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, and 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.

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.

EXERCISE QUESTIONS

1. What do you think were the reasons for the featured individual/group's success?
2. 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 discolored and they develop some skin lesions.

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

EXERCISE QUESTIONS

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

MODULE 9: 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.

A young volunteer doctor told stories of adolescent boys and girls engaging in sexual activities, explaining that —most, if not all, teenagers who marry do so because the young woman is pregnant. Dr. Nenita Tumanda, the municipal health officer, said she had female clients who had many children and wanted to use contraceptives.

—My department needs training on family planning to be able to help women who no longer want to have children, Dr. Tumanda said.

Anne engaged the municipal health staff in a guided discussion on the reproductive health problems in the municipality.

—We have many cases of teenage pregnancy and reproductive tract infections affecting men 20 to 45 years old, offered one staff member. These issues were two among many health problems identified by the Batuan health staff.

To narrow down their knowledge of the community health conditions to Cabacnitan, which is just one barangay among many in the municipality, Anne and Babes engaged the village leaders of Cabacnitan in the same process. The discussion showed that Inday was not at all an isolated case. One community member explained that the conflict between the government and the New People's Army, a communist-based revolutionary group in the Philippines, had resulted in disoriented social relationships in the community; consequentially, sexual values and interaction in the barangay had changed. Others confirmed that childbearing before and beyond marriage had started to become a common occurrence.

BARANGAY REAL DE CACARONG

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

AREA OF CONCERN	INDICATORS	1996 ^a	1999 ^a	% Change ('99-'96)
A. Survival	Households			
Health	1. with no infant death	84.2	100.0	15.8
	2. with no deaths of children (1-6 yrs. old)	100.0	100.0	0.0
Nutrition	3. with no malnourished children (0-6 yrs. old)	78.5	85.5	7.0
Water and Sanitation	4. with access to safe water supply	100.0	100.0	0.0
	5. with access to sanitary toilet facility	71.2	71.2	8.3
B. Security				
Shelter	6. not in makeshift housing	95.2	98.4	3.2
Peace and Order	7. with no members who were victims of crimes	96.1	99.2	3.1
	8. with no members who were victims of armed encounters	-	100.0	-
C. Enabling				
Income and livelihood	9. with income greater than the poverty threshold	40.0	32.0	(8.0)
	10. with at least 1 employed member (15 yrs old and above)	94.2	85.2	(9.0)
	11. with no underemployed worker	22.4	13.5	(9.0)
Basic education and literacy	12. with all children 6-12 yrs old attending elementary schooling	81.0	65.6	(15.5)
	13. with all children 13-16 yrs old attending secondary schooling	63.9	54.3	(9.6)
	14. with all members who are literate	80.8	91.0	10.2
	15. with at least 1 member who is a member of any organization	40.4	31.1	(9.2)
Political participation	16. with at least 1 member who participated in the last electoral process	96.2	93.4	(2.7)
^a 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.