



**MAPÚA INSTITUTE OF TECHNOLOGY**

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

**PROGRAM MODULE 2**

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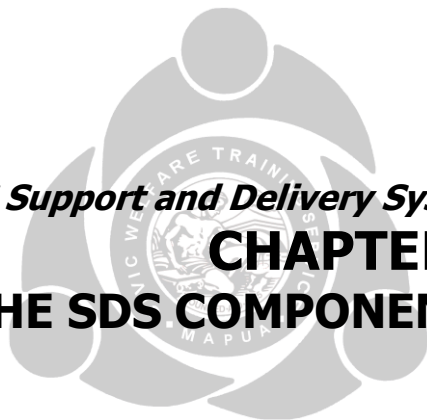
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*The MAPÚA-CWTS Support and Delivery System*

**CHAPTER 1**  
**THE SDS COMPONENTS**



## ENGINEERING AND HEALTH SUPPORT AND DELIVERY SYSTEM

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

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

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

Separate Manuals of Instructions is provided for specific EHSDS.

## COMPUTER FUNDAMENTALS SHORT TERM COURSE [CFSTC]

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

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

## THE ROLE OF THE MAPÚA-CWTS CFSTC INSTRUCTOR

The CFSTC Instructor or the CWTS Facilitator is responsible for overseeing the full implementation of the course. Instructors' main task is to monitor the lectures and activities conducted by the students. An orientation of the program will be discussed and tasks assignments will be undertaken by the instructors to properly execute the program's activities.

## THE ROLE OF THE MAPÚA-CWTS CFSTC STUDENT-PARTNER

The CWTS Students under this program serve as student-partners for the learners. Their duty is to assist the learners during their hands-on training. In addition, they'll be the lecturer's aid in making the lectures easier for the learners. Each learner will be assigned one student-partner.

## THE MAPÚA-CWTS CFSTC LEARNER

The CFSTC Learners are the residents of the adopted barangays and/or members of the different organizations working together with the Institute. They are the willing individuals who enrolled in the program to develop their skills in computer applications.

## PROGRAM ACTIVITIES

The following are the activities conducted for the CFSTC Program:

SCHEDULE	ACTIVITIES
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Task Assignment</li> <li>• Review of Module Content</li> <li>• Lesson Planning</li> </ul>
<b>Week 2</b>	<b>First Session</b> <ul style="list-style-type: none"> <li>• Learner's Orientation</li> <li>• Pre-Evaluation Survey</li> <li>• Parts of the Computer</li> <li>• MS Word</li> </ul>
<b>Week 3</b>	<b>Second Session</b> <ul style="list-style-type: none"> <li>• MS Word</li> </ul>
<b>Week 4</b>	<b>Third Session</b> <ul style="list-style-type: none"> <li>• MS Excel</li> </ul>
<b>Week 5</b>	<b>Fourth Session</b> <ul style="list-style-type: none"> <li>• MS Excel</li> </ul>

SCHEDULE	ACTIVITIES
<b>Week 6</b>	<b>Fifth Session</b> <ul style="list-style-type: none"> <li>• MS Powerpoint</li> </ul>
<b>Week 7</b>	<b>Sixth Session</b> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Post-Evaluation Survey</li> </ul>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>• Graduation</li> <li>• Program De-briefing</li> <li>• Students' Assessment</li> <li>• Facilitator's Assessment</li> </ul>

### GUIDELINES FOR ADMINISTERING THE CFSTC PRE-EVALUATION AND POST-EVALUATION SURVEY

The CFSTC Pre-Evaluation and Post-Evaluation survey will be administered by the student-partners. The following should be observed in conducting the survey:

1. All CFSTC learners should be given the Pre-Evaluation and Post-Evaluation Form.
2. All the CFSTC learners should be assisted by a CFSTC student-partner in answering the questionnaire. This is for the technical terms used in the survey.
3. All answers are confidential.
4. Encourage the CFSTC learners to answer the survey as honestly as possible.
5. Encourage the CFSTC learners to give feedbacks, comments and suggestions in the Post-Evaluation survey.
6. No pencil should be used in answering the survey forms.
7. No multiple answers.
8. No item should be left blank.
9. Avoid erasures.
10. CFSTC student-partners should check the answered survey forms for completeness and for any discrepancies.
11. For feedbacks, comments and suggestions, check the legibility. If unreadable, clarify the word/s or answers from the learners.

### CFSTC DOCUMENTS

By the end of each term, the classes under the CFSTC program should be able to submit the following documents:

**CFSTC Learners' Need Assessment and Analysis Report** – an assessment of the Learner's baseline knowledge about computers and its operations. This is based on the Pre-Evaluation Survey.

**CFSTC Learners' Progress Report** – a report that reflects the learners' accomplishment based on the Post-Evaluation Survey. It summarizes the improvement of the learners after undergoing the course.

### WATER POTABILITY ASSESSMENT PROGRAM

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

### THE WATER POTABILITY ASSESSMENT PROCESS

The Water Potability Assessment comprises of the following major activities:

**Community Survey** – the community's primary information regarding their water, its source and other water-related information is gathered.

**Community Profiling** – the data collected from the survey is processed and summarized to assess the community's status. The interviewed households serve as the pool for the sample selection. A community map is also created to better locate the residents during the water sampling.

**Water Sampling** – water samples from the interviewed household are collected. Households were randomly selected for the sampling. In collecting the samples, the household faucets are disinfected to ensure no contaminants are mixed with the samples.

**Water Testing** – samples are brought to the laboratory for testing preparation. The microbial examination can be done either through MPN (Most Probable Number) method or through the use of the Colitag™ enzyme. Samples are labelled for easy identification and to avoid any bias.

**Analysis** – results of the test are examined for the presence of coliform and E.coli. After the incubation period, the samples are analysed for any reactions and significant indication of any harmful micro-organisms.

**THE ROLE OF THE MAPÚA-CWTS EHSDS-WPA FACILITATOR**

The Facilitator handling the Water Potability Assessment Program supervises the conduct of the community profiling and survey with respect to the community's water. For the water sampling and testing, the Facilitator monitors how the samples are collected and prepared for microbial examination. Moreover, the analysis of the water testing results is to be carried out also by the Facilitator.

**THE ROLE OF THE MAPÚA-CWTS EHSDS-WPA STUDENTS**

The CWTS students under this program have a hands-on experience on the process of water potability assessment. The following are the responsibilities of the students:

- preparation of materials for the community survey
- data collection for community profiling through survey
- creation of a community map containing the interviewed household
- laboratory preparation (materials for testing and analysis)
- conduct of water sampling and testing

**PROGRAM ACTIVITIES**

The table below presents the activities performed for the Water Potability Assessment Program:

SCHEDULE	ACTIVITIES
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Survey Preparation</li> <li>• Laboratory Inventory</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• Ocular Visit</li> <li>• Community Survey</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• Community Survey Tally</li> <li>• Map Plotting</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• Finalization of Community Profile</li> <li>• Laboratory Preparation</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• Water Sampling and Testing</li> </ul>
<b>Week 6</b>	
<b>Week 7</b>	<ul style="list-style-type: none"> <li>• Reading and Analysis of Results</li> </ul>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>• Program De-briefing and Evaluation</li> </ul>

**WATER POTABILITY ASSESSMENT DOCUMENTS**

The full report of the Water Assessment Program consists of the main report together with its attachments. Here is a brief description of each document.

**EHSDS Water Potability Assessment Report** – a narrative report that summarizes the information gathered from the *Drinking Water Potability Assessment Form* accomplished by the households from the sampling site and the water testing result and analysis.

**EHSDS Water Potability Assessment Result Worksheet** – matrix consists of the summary of the survey, outcome of the test per test tube and the overall testing results.

**Community Sampling Map** – the community spot map reflecting the interviewed households.

## LEARNING SUPPORT AND DELIVERY SYSTEM

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

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

In terms of the Institute's contribution, it involves enhancement of institutional support 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.

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

Specifically, this module aims to address the following:

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

## THE ROLE OF THE MAPÚA-CWTS LSIDS FACILITATOR

Facilitators are deemed to play a vital role in aiding their respective classes in developing acceptable Review Pamphlets. Primarily, the Facilitators are tasked to check and to verify whether the documents produced by their class is in compliance with what the MAPÚA-CWTS Office has recommended. The review pamphlet will be used by the Learners during classes. The Facilitator will be assisting the students in the formulation of review materials. The Facilitator must be an Instructional Manager (IMs) trained by the Department of Education to cater the needs of the out-of-school youth in the informal education. They will be the persons handling the Learners during the review sessions.

## THE ROLES OF THE MAPÚA-CWTS STUDENTS

Classes, enrolled under the Learning Support and Delivery System [LSIDS] are as to formulate a set of review questions on the different subjects such as English communication skills, problem solving and critical thinking, sustainable use of resources or productivity, development of self and sense of community and expanding one's world vision for the Secondary Level. On the other hand, in the elementary level, communications in Filipino, Mathematics and Science, sustainable use of resources or productivity and expanding one's world vision. Once it is finalized, the reviewer will be used by the Learners of the program for their review sessions.

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

- to form groups who will formulate reviewers for both elementary and secondary level
- to conduct a research on the different materials relevant to the activity
- to reconcile all the questions per subject
- to finalize the questionnaire with the aid of the facilitator
- to conduct a meeting with Learners and Instructional Manager (IM)
- to conduct mentoring during the review using the reviewer



**THE ROLES OF THE ALEAP-LSDS LEARNERS**

They are the out-of-school youth from different adopted communities of the Institute who wants to continue and finish their education either in elementary and secondary level. After they are recommended and assessed by their Barangay Chairman and the Instructional Managers (IMs). They can now be formally enrolled in the program. The classes will be held inside the classroom of the Institute once a week during Sundays on a half day basis. This is to help also the Learners especially those who are working from Monday to Saturday.

**ALEAP-LSDS PROGRAM PHASE**

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

1. **Promotion** – students together with their Facilitator will proceed to the community to disseminate information regarding the program. This include posting of announcement, giving of flyers and house to house visits to promote the LSIDS program.
2. **Registration of Applicants** – students will be distributing survey forms. This form will be filled-up by the interested applicant who will later on be given a schedule for assessment.
3. **Assessment** – students will assist the Instructional Manager in conducting the assessment. It involves an interview session with the applicants. This will determine those who are qualified for the program.
4. **Enrollment** – Qualified applicants will be notified of their acceptance to the program through their Barangay Chairman. They will be given a checklist of what to bring at the start of classes. They will also be given a Learners Accord that will be signed by them and their Barangay Chairman.
5. **Review Session** – Instructional Manager will conduct the formal review session with the Learners using the different types of modules coming from DepEd and the modules prepared by the students.

6. **Coordination and Preparation for National Examination** – the Learners will be assisted in the preparation for the National examination. This involves coordination with DepEd ALS for the schedules of the examination, process of registration, materials needed and the acquisition of review materials.
7. **Graduation of Learners** – When a Learner passes the National Examination, the Institute shall then offer trainings and seminars to further enhance their skills to prepare them working in the industry.

**PROGRAM ACTIVITIES**

In the duration of one term, the following activities shall be conducted for the ALEAP-LSDS Program. It will be based on the current phase of the program wherein the CWTS class schedule falls on.

**PREPARATION STAGE**

Week	Activities
<b>Week 1</b>	<b>Student Orientation</b> <ul style="list-style-type: none"> <li>• Introduction of the program</li> <li>• Schedule of activities</li> <li>• Program protocols, procedures and guidelines</li> </ul>
<b>Week 2</b>	<b>Promotion of the Program</b> <ul style="list-style-type: none"> <li>• Ocular visit</li> <li>• Information dissemination</li> <li>• Distribution of program promotional materials</li> </ul>
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	<b>Registration of Program Applicants</b> <ul style="list-style-type: none"> <li>• Accomplishment of Application Forms and OSY Survey Forms</li> <li>• Initial interview of the applicants</li> <li>• Scheduling of assessment</li> </ul>
<b>Week 6</b>	<b>Assessment of Program Applicants</b> <ul style="list-style-type: none"> <li>• Accomplishment of Demographic Information Sheet (DIS)</li> <li>• Administering the Functional Literacy Test (FLT)</li> <li>• Final interview of applicants</li> </ul>

Week	Activities
<b>Week 7</b>	<b>Enrolment of Program Learners</b> <ul style="list-style-type: none"> <li>• Orientation of the Learners</li> </ul>
<b>Week 8</b>	<b>Program Assessment and Evaluation</b> <ul style="list-style-type: none"> <li>• Student Assessment</li> <li>• Finalization of Program Report</li> </ul>

**PROGRAM IMPLEMENTATION STAGE**

Week	Activities
<b>Week 1</b>	<b>Student Orientation</b> <ul style="list-style-type: none"> <li>• Introduction of the program</li> <li>• Schedule of activities</li> <li>• Program protocols, procedures and guidelines</li> </ul>
<b>Week 2</b>	<b>Preparation of Program Materials</b> <ul style="list-style-type: none"> <li>• Class Grouping</li> <li>• Module inspection and study</li> <li>• Material research</li> <li>• Formulation of review plan and materials</li> </ul>
<b>Week 3</b>	
<b>Week 4</b>	<b>Finalization of Program Materials</b> <ul style="list-style-type: none"> <li>• Reconciliation of all the materials per subject</li> <li>• Formulation of final review plan</li> </ul>
<b>Week 5</b>	<b>Learner Mentoring Sessions</b> <ul style="list-style-type: none"> <li>• Meeting with the Learners</li> <li>• Review session with the Learners</li> </ul>
<b>Week 6</b>	
<b>Week 7</b>	
<b>Week 8</b>	<b>Program Assessment and Evaluation</b> <ul style="list-style-type: none"> <li>• Student Assessment</li> <li>• Finalization of Program Report</li> </ul>

**THE SOCIO-CIVIC SUPPORT AND DELIVERY SYSTEM [SCSDS]**

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

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

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

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

**COMMUNITY SURVEY AND PROFILING**

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

**FAQS ON THE CONDUCT OF COMMUNITY SURVEY ACTIVITY**

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

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

Updated community profile = better extension service activities for the community

**2. Who will perform the activity?**

The students, with the guidance of their Facilitator will be the one to administer the survey.

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

**3. Where will the survey be conducted?**

The survey will be conducted at each of the class’ adopted community.

One class = one community.

**4. Who will be the respondents?**

Respondents may be any adult (18 above) representing one household and residing within the class’ assigned community.

**5. How many will be interviewed?**

Each class will be **required** to interview five hundred (500) households.

*Household = Family*

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

***Community Profile Form***

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

***Community Assessment Form***

Second part of the survey activity that covers each household’s *survival, security and enabling needs.*

**7. What will the class do with the accomplished forms?**

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

**8. What will the Facilitator do after the class has tallied the forms?**

The data gathered from the accomplished forms will then be converted into a **Community Profile.**

**INSTRUCTIONS BEFORE THE CONDUCT OF COMMUNITY SURVEY**

1. Check the community profile forms. Each set should comprise of two (2) back-to-back sheets: *Community Profile Form* and the *Pambansang Pamamaraan sa Pagsubaybay ng Pangunahing Pangangailangan.*
2. Each kit must contain the same number of profile forms and survey stickers.
3. Divide the class accordingly and distribute the forms, together with the survey stickers. Each form should have a corresponding survey sticker.
4. The Code Number comprises the combination of the last two digits of the year and a three digit sequence number. The first form will be accomplished for the class to follow. Make sure that the profile form code is consistent with the sticker survey number:

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

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

## IMPORTANT REMINDERS IN THE CONDUCT OF COMMUNITY SURVEY

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

1. Coordinate with the barangay the activity that you will be performing.
2. Ensure that the students will go around the community in a "buddy system".
3. The students must be aware of the relevant information regarding their assigned community (barangay, zone, boundaries).
4. The forms are properly accomplished, with all the fields filled-up.
5. The class will return to the Institute for debriefing. No class shall be dismissed while the students are still in the community.
6. Return the kit to the Office on the same date. Separate the accomplished forms from the clean sheets.

## SORTING AND TALLYING OF SURVEY FORMS

1. Arrange the answered survey forms according to their profile form code.
2. Inspect the survey forms for completeness of information and for any discrepancies.
3. Encode the respondent's detail in the *Interviewed Household Table*.
4. Plot the location of the house of the respondents in the *Community Spot Map*. The profile form code shall be used as legends for the interviewed households.

If a map is to be created, don't forget to include significant landmarks and barangay facilities such as church, barangay hall, courts, day care centers, etc. Indicate the streets and alleys and use legends, if necessary. Place the name of the community in

the map. Save the file as Visio format (.vsd) or picture format (.bmp, .jpeg, .png).

5. Using the *Manual Tally Sheet (Community Profile Tally Sheet and Community Assessment Tally Sheet)*, record the responses of the interviewed households. Don't forget to reflect in the tally sheets the other responses which were not included in the choices. Present the answers as it is written in the survey form to avoid any misinterpretation or misrepresentation of data.
6. Consolidate the final data in the *Summary Tally Sheets (Appendix 1 - Gabay sa Pagbubuod ng Pangunahing Impormasyon ng Komunidad and Appendix 2- Gabay sa Pagbubuod ng Pagsusuri sa Batayang Pangangailangan sa Komunidad)*. Be consistent in transferring the information from the two tally sheets.
7. Return the answered survey forms to the MAPÚA-CWTS Office together with the hard copy of the Manual Tally Sheet. Submit online the soft copy of the Interviewed Household Table, Community Spot Map and Summary Tally Sheets to the respective document checker.

## COMMUNITY PROFILE REPORT

### **Definition**

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

### **Objective**

To provide comprehensive baseline information regarding the adopted communities

### **Contents:**

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

2. *Summary Tally Sheets (Appendix 1 and Appendix 2)* – this is consolidated data from the survey, mostly in numbers/figures.
3. *Interviewed Household Table (Appendix 3)* – a matrix of all the respondents of the survey. Also, it serves as reference for the community spot map.
4. *Community Spot Map (Appendix 4)* – a representation of the community's physical boundaries, facilities as well as neighboring establishments and public amenities. It reflects the location of the interviewed households.

### **CREATING THE NARRATIVE COMMUNITY PROFILE REPORT**

1. Use the prescribed template for the community profile. Follow the instructions in the template such as font style, font size, and graph and picture sizes.
2. Provide an introduction or a general description of the community. Include observations and other information gathered through informal interviews or given by the community itself. Cite significant landmarks and resources that differentiate the community from the rest of the neighboring barangays. If possible, a brief history of the place may be included that could serve as historical background. Indicate the total population of the barangay and number of household interviewed for the survey.
3. Create a pie chart/graph of the statistical data from the survey. Each graph should have a title and the legends should be legible. All data from Appendix 1 and Appendix 2 shall be presented as charts and reflected in the report.
4. Arrange the data/graphs according to the different aspects of the community such as household description, religion, education, source of income, etc.
5. Present the graph in narrative form. Describe the data in the graph. The numbers should be both indicated in words and in figures. Further explanation or additional information can be included to support the data.

6. Place photos of the community's resources, establishments, facilities and daily experiences. Depict the community's lifestyle, strengths and weaknesses through pictures. Provide a caption for each of the photos. The caption should describe the photo and its relation to the community.
7. Submit online the soft copy of the Community Profile Report with attachments (Appendix 1-4) to the respective document checker.

### **PROJECT DEVELOPMENT**

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

Specifically, this module aims to address the following:

- develop better understanding on the different processes involved in the development of a project;
- assist the Facilitator in assessing the class' project proposals;
- to orient the Facilitator and the students on the different guidelines involved in the development of a project

### **THE ROLE OF THE MAPÚA-CWTS SCSDS FACILITATOR**

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

### **THE ROLES OF THE MAPÚA-CWTS STUDENTS**

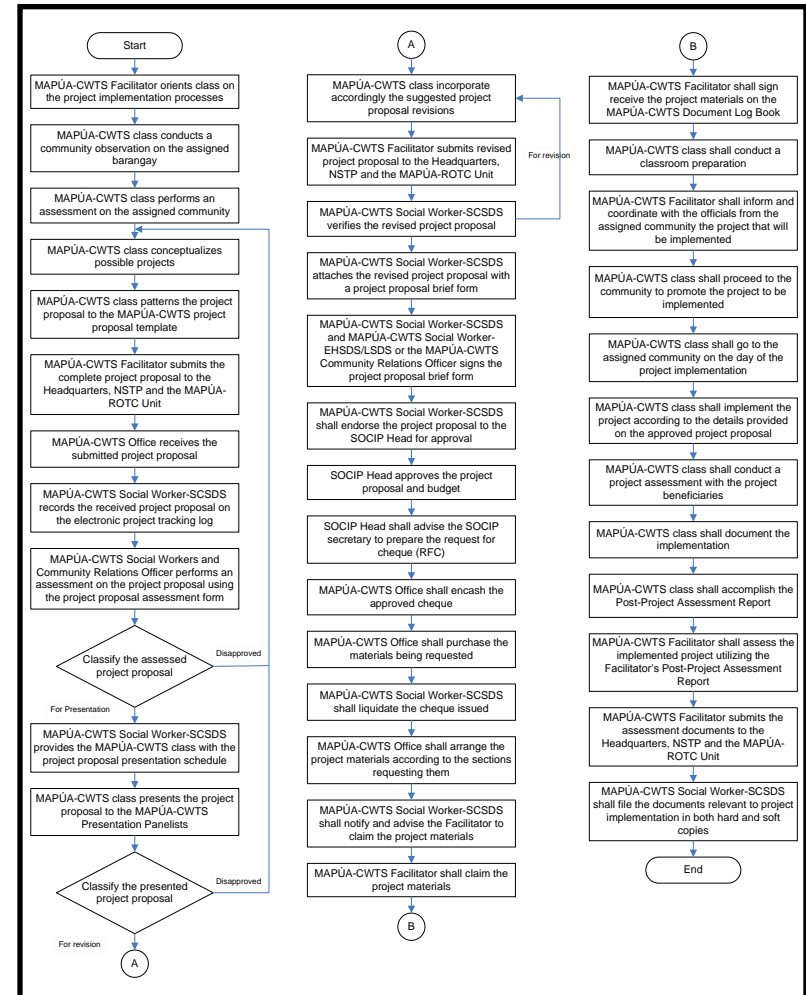
As part of the hands-on application of the acquired skills of the NSTP-CWTS students from NSTP01 and NSTP02, classes, enrolled under the Socio-Civic Support and Delivery System [SCSDS] are asked to propose, plan, implement and assess a project. During these periods, other than the conduct of classroom-based activities, the students are also appropriated with meetings wherein they are able to get themselves familiarized and at the same time, be able to deliver and provide service for their adopted communities.

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

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

**WHAT COMPRISES THE MAPÚA-CWTS PROJECT IMPLEMENTATION PROCESS PROJECT**

The project process is composed of multiple stages - from the initial juncture of the students brainstorming and coming-up with a project proposal, having it approved and implemented and later on performing an assessment on it.



**The Processes Involved in the Pre-Implementation, Implementation and Post-Implementation of MAPÚA-CWTS SCSDS Projects**

**THE DIFFERENT PARTS OF THE PROJECT PROPOSAL FORM**

As to ensure uniformity among the proposals being submitted, a project proposal outline is provided by the MAPÚA-CWTS Office. The said outline is composed of different chapters that aim to thoroughly discuss the class’ proposed endeavor.

**HOW TO ACCOMPLISH THE PROJECT PROPOSAL FORM**

Each of the chapters included in the project proposal form are fundamental in thoroughly describing a class’ project proposal. Hence, it is essential for the class, through the aid of their Facilitators to accomplish the said document accordingly.

On this portion of the module, the class is taught on the recommended contents of each of the project proposal form’s chapter.

**Chapter I: The Project Proposal Outline**

This chapter serves as the document’s cover page. Included on the outline are the basic information regarding the proposed activity.

**1.0 Project Title**

The project title should be creative and catchy, without actually compromising the goals of the activity. Also, the title must at least give the class’ target participants an idea on what the activity is all about.

**2.0 Project Nature**

As discussed previously, the MAPÚA-CWTS is guided by the SERVICE components. These are the same components that helps classify the project to be implemented. Each nature delineates the project according to the specific goals and activities being proposed.

COMPONENT/NATURE	OBJECTIVE/S
<b>SAFETY AND SECURITY</b>	<ul style="list-style-type: none"> <li>To provide information regarding disaster preparedness during calamities and emergency situations</li> <li>To train the participants about basic life saving procedures</li> </ul>
<b>EDUCATION</b>	<ul style="list-style-type: none"> <li>To impart supplementary knowledge concerning Basic Studies [Mathematics, English and Science]</li> <li>To enhance the basic literacy skills of the participants</li> </ul>
<b>RECREATION</b>	<ul style="list-style-type: none"> <li>To enrich the skills and talents of the participants</li> <li>To develop creativity, imagination and innovativeness of the participants</li> <li>To foster cooperation, solidarity and camaraderie among the participants</li> </ul>
<b>VALUES FORMATION AND MORAL RECOVERY</b>	<ul style="list-style-type: none"> <li>To promote good moral and citizenship values</li> <li>To develop the participants to be good leaders, responsible individuals and model citizens</li> </ul>
<b>INDUSTRY AND ENTREPRENEURSHIP</b>	<ul style="list-style-type: none"> <li>To present idea regarding possible alternative income generating ventures</li> <li>To provide information about establishing and managing small scale business</li> </ul>
<b>CARE FOR HEALTH</b>	<ul style="list-style-type: none"> <li>To give knowledge regarding illnesses and diseases</li> <li>To inform the participants regarding preventive and remedial measures for illnesses and diseases</li> </ul>
<b>ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>To create awareness about the environment</li> <li>To give information regarding the conservation and rehabilitation of the environment</li> </ul>

There are two ways the class can identify their project nature.



A. The class may initially define the project nature they wanted to promote and then utilize it as a guide in identifying the appropriate activities complimenting the said nature or

- B. The class may start conceptualizing the activities they wanted to perform and then start clustering it according to the suitable project nature.

Either way, it is imperative to take note that each of the project proposal will only be required to have a **single** (one) project nature. Multiple project natured-projects, which more often than not produce a *chopseuy* of activities, are discouraged.

### 3.0 *Project Duration*

The Facilitator must advise the class on the specific date/s allocated for the CWTS classes to implement their projects. Only the date/s recommended for the implementation should be reflected on this part of the form.

### 4.0 *Project Location*

The adopted community given to the class should be stated here. Always check with the MAPÚA-CWTS Office on the complete list of community assignments for the current term.

### 5.0 *Beneficiaries*

This should display a summary of the number of target participants and their age range.

### 6.0 *Initiating Section*

Place here the class' complete section name.

### 7.0 *Contact Person*

The contact person for each of the MAPÚA-CWTS SCSDS section is the Facilitator.

### 8.0 *MAPÚA-CWTS Project Cost Counterpart*

This should bear the monetary counterpart of the MAPÚA-CWTS during the project's implementation. The amount reflected here must be consistent with item no. 10.0 of the project proposal outline. It should answer the question: *"How much will be allocated by the MAPÚA-CWTS Office for your class to push through with the implementation?"*

### 9.0 *Community Project Counterpart*

The class may identify here the materials that the community can provide during the project's implementation. As a tip for the Facilitator and the class, you may want to recall the different resources available in the community that you think will be useful. Just make sure to ask permission from the community during the next visit if they are willing to lend the class the materials that you are eyeing for your project.

Some common community project counterparts:

- Participants
- Venue
- Chairs
- Tables
- Sound System / Microphone
- Television Set

### 10.0 *Total Project Cost*

After listing all the materials that you need for your project, you may now already compute for its total cost. The amount you need to place here can be derived from the project proposal's chapter VIII on *Project Proposal Requirements*.

## ***Chapter II: Project Description***

*What is the project all about?* Narrate and describe what the project intends to do and accomplish. Make sure that the readers of your proposal will be able to comprehend and will be able to have a clear picture of *what* your project is. Be specific on the ideas that you will be presenting.

Likewise, the class may also opt to narrate here the following:

- *The history behind the project title*
- *The methodology the class will utilize to deliver the project [Say, will it be a seminar? Will it be a role play? etc.]*
- *The gist of the activities the class will be performing*



**Chapter III: Project Rationale**

Every project proposed has a history behind it. "Why was it proposed by the students? What were their different bases for coming-up with such? Is there really a need for this kind of endeavor?" - are just some of the guide questions that the class may use to fill this part of the proposal. It is through this chapter that the class is asked to express fully, in detail the reason why the project is relevant.

**Chapter IV: Project Beneficiaries**

Part of conceptualizing a project is identifying the group of individuals that will be benefiting the most on the project being proposed. It will be helpful for the initiating class to present the current conditions of their target participants, so as to justify why the said group will be the most fitting amongst the residents from their adopted community.

The class may mention here the age group your target participants belongs to, what common traits do they have and the like.

**Chapter V: Project Objectives**

Unlike the other parts of the proposal that requires being in narrative form, this chapter shall only ask the initiators to jot down, in bullet form the aims of the project being proposed.

This chapter is also most likely where you will be basing your post-project evaluations. The project objectives that you formulated will help you gauge how successful your project is. Given such, the classes are advised to compose a better set of objectives, following the *S.M.A.R.T* [specific, measurable, attainable, realistic and time bounded] criteria.

**Chapter VI: Project Activities and Time Table**

The MAPÚA-CWTS SCSDS students are allocated with a single class meeting (equivalent to 4.0-4.5 hrs.) for their project implementation. Given the said set-up, the students are then faced with the challenge on properly optimizing their schedule. Proposed activities must be sifted according to its relevance and appropriateness to the project's objectives and beneficiaries. Specific titles of the activities and its duration are also indicated in this portion of the document.

ACTIVITIES	TIME FRAME	
	START	END
	XX:XX	XX:XX
	XX:XX	XX:XX
	XX:XX	XX:XX

Some guide questions in identifying your project activities:

- Do the activities compliment each other? Are they related?
- Will it be feasible to implement the activities?

**Chapter VII: Project Management**

It is assumed that each student plays a vital role in the success of a project. For the MAPÚA-CWTS SCSDS classes, a normal class size is usually composed of 30-40 students. Given such number, the classes, together with their Facilitator are now given the challenge to optimize the capability of each of the student belonging to the class.

It is suggested to form groups within the class to perform a specific task. The students may either be involved in the preparation of the project, during the project implementation or the project's post-assessment. Students while accomplishing this chapter must be encouraged to choose among the groups created in which they could contribute the most.

PERSON/S-IN-CHARGE	ROLES/TASKS
<i>How many per group?</i>	

**Chapter VIII: Project Financial Requirements**

On the table provided on the project proposal form, indicate the different materials that the class needs for the project. Each class is allocated with a specific budget that they need to maximize for the said materials. Since it will be the MAPÚA-CWTS Office who will be purchasing the items, the class is therefore requested to be specific on the supplies that they will be asking.

QTY	UNIT	ITEM	PURPOSE	UNIT PRICE	TOTAL
			<i>What part of the project will you be using the requested material for?</i>	00.00	00.00
				00.00	00.00
				00.00	00.00
Total					PhP 00.00

***Project Attachments***

This is also a must for each of the project proposal being submitted. The contents of this may include but is not limited to the following documents:

- Topic outline for projects with discussions/seminars
- Discussion materials
- Researches (include/cite sources)
- Scripts for skits or role plays
- Procedures/ steps on a skill/activity the class will teach
- Sketches / pictures
- Processing Questions

**SOME HELPFUL TIPS IN ASSESSING A PROJECT PROPOSAL**

Hereunder are some helpful tips for the class and the Facilitator in assessing their project proposal:

- Ensure that you utilize the prescribed project proposal form. Make sure that it is the updated template.
- Check each of the proposal's chapters. Does it comply with the prescribed contents, as discussed above? Is it complete and can stand on its own?
- Is the nature of the activity in compliance with the goals of the MAPÚA-CWTS? Take note that the following types of project proposals are automatically disapproved:
  - Community Clean-ups /clean and green
  - Pageants, talent searches, raffles
  - Medical and Dental missions
  - Tutorials (as it will require multiple meetings with the target beneficiaries)

Having an affirmative response on the tips cited above, the class is now said to be ready to submit their proposals and have it assessed and approved by the MAPÚA-CWTS Office.

**PROJECT PREPARATION**

Once a project has been approved by the MAPÚA-CWTS Office, the class, together with their respective Facilitators is now advised to coordinate with their adopted barangay the specific activities they intend to implement. During such, the class is recommended to discuss the project details, such as the target date of implementation, participants and venue with your adopted community's representative. The class may also opt to provide a copy of the approved project proposal, so as to provide a clear picture of the said endeavor.

As part of equipping the class in preparing, they are also provided with the materials they requested and will be informed of the specific period they may claim the said items from the MAPÚA-CWTS Office.

**PROJECT IMPLEMENTATION**

Any activity requires ardent preparation so as to minimize any inconvenience. Here are some helpful tips for the class during their implementation day:

- Come to class on time. Remember that you have to meet as a class at school prior proceeding to your community.
- Check all the materials you will need. Make sure that everything is complete.
- Implement the project according to the details provided on the proposal. However, be flexible enough also to adjust to any circumstance the class may encounter during implementation.
- Document your implementation accordingly. Take action pictures and take note of any relevant observation.
- Conduct a project assessment. Every participant is expected to perform the assessment.
- Make sure that the project venue is in order before the class leaves the barangay.



*Performing Community Service*

## **CHAPTER 2**

# **COMMUNITY VISIT PROTOCOLS**

### **PRIOR LEAVING FOR THE COMMUNITY**

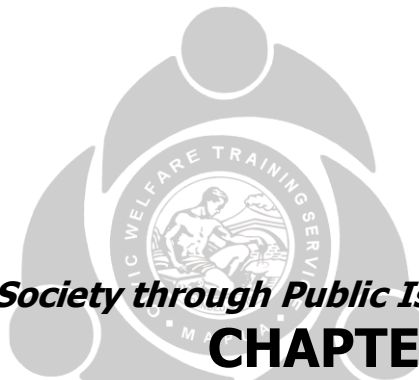
1. Students shall meet their Facilitators within the premises of the Institute preferably in their respective classrooms. **No class shall meet outside the campus.**
2. Only the class Facilitator can accompany the students in their community visits. Classes without Facilitators shall be dismissed and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

### **DURING THE COMMUNITY ACTIVITY**

1. The class shall have a courtesy call to the Barangay Chairman or any barangay representatives upon arrival to the community.
2. The Facilitator shall discuss the purpose of the visit and the activities to be conducted.
3. Students are to observe proper decorum and behaviour. Be aware that in community work, you carry not only yourself but the name of the Institute.
  - a. Be courteous and polite in conversing with people especially those who are older than you. Don't use curse or offensive words.
  - b. Be a role model. Avoid showing disgust or annoyance if any inconvenience were encountered.
  - c. Smoking and engaging in drinking session and gambling are prohibited.
4. Always observe the "buddy system". Avoid wandering around the community individually.
5. Integrate with the community and observe community processes. Talk and interact with people in the community.
6. The students' attendance shall be taken twice, upon arrival in the community and before leaving the barangay.
7. Know the purpose and limitation of the visit. Don't make any promises that the class can't fulfil. This will only give the community false hope.
8. Document the community visit. Take pictures of the activities being conducted. Note observations and get full names of people whom the class interacted with. If necessary, include their position or any relevant information.

### **AFTER THE COMMUNITY ACTIVITY**

1. The class shall proceed back to the Institute. There will be no dismissal of class in the community. All CWTS classes must return to the school.
2. The Facilitator shall de-brief the class about the visit. Document any incidents that occurred during the visit as well as students' feedbacks, observations, comments and suggestions.
3. Develop a plan of action for the next community visit.
4. The last attendance of the students shall be taken after the class discussion and de-briefing.
5. The Facilitator shall accomplish any of the required documents pertaining to the concluded community activity.



*Looking at the Society through Public Issues*

**CHAPTER 3**  
**RELEVANT SOCIETAL CONCERNS**

## RELEVANT SOCIETAL CONCERNS

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

The objective of this endeavor is the following:

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

## COMPONENTS OF RELEVANT SOCIETAL CONCERNS

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

### 1. Background of the Issue

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

### 2. Key Players

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

### 3. Characteristics of the Issue

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

### 4. Effects of the Issue

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

## PROCEDURES IN INVESTIGATING A SOCIAL CONCERN

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

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

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

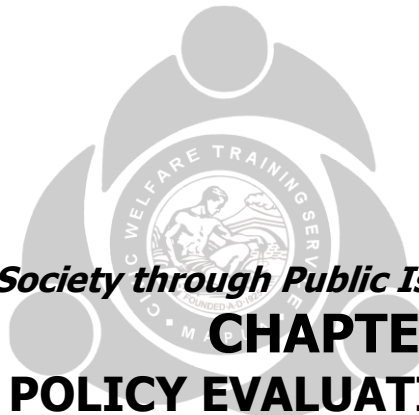
**Step 3** Gather and process your data. Know the different components of the problem. Draw a timeline for events. Show the relationships of the key players. Provide a diagram for the causes and effects of the issue.

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

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

*Looking at the Society through Public Issues*

**CHAPTER 4**  
**POLICY EVALUATION**





## DEFINING POLICY

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

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

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

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

He further explains this definition as:

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

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

## PHILIPPINE LEGISLATIVE PROCESS

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

1. **Filing/Calendarizing for First Reading**  
A bill is filed in the Office of the Secretary where it is given a corresponding number and calendarized for First Reading.
2. **First Reading**  
Its title, bill number, and author's name are read on the floor, after which it is referred to the proper committee.
3. **Committee Hearings/Report**  
Committee conducts hearings and consultation meetings. It then approves the proposed bill without an amendment, approves it with changes, or recommends substitution or consolidation with similar bills filed.
4. **Calendarizing for Second Reading**  
The Committee Report with its approved bill version is submitted to the Committee on Rules for calendarizing for Second Reading.
5. **Second Reading**  
Bill author delivers sponsorship speech on the floor. Senators engage in debate, interpellation, turno en contra, and rebuttal to highlight the pros and cons of the bill. A period of amendments incorporates necessary changes in the bill proposed by the committee or introduced by the Senators themselves on the floor.
6. **Voting on Second Reading**  
Senators vote on the second reading version of the bill. If approved, the bill is calendarized for third reading.

**7. Voting on Third Reading**

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

**8. At the House of Representatives**

The Lower Chamber follows the same procedures (First Reading, Second Reading and Third Reading).

**9. Back to the Senate**

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

**10. Submission to Malacañang**

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

Source: <http://www.senate.gov.ph/about/legpro.asp>

## POLICY EVALUATION

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

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

**Identification**

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

**Function**

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

**Types**

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

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

**Considerations**

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

information on policy effects, but many programs have long-term effects that will not be known in the short term.

Source: [http://www.ehow.com/about\\_5368766\\_policy-evaluation.html](http://www.ehow.com/about_5368766_policy-evaluation.html)

## HOW TO EVALUATE POLICY

- Step 1** Learn the legislative history of the policy you're evaluating. All public policy exists in a political context, so it is important to know how a policy came to exist in its current form. The political process has a long history of making deals to ensure passage of a particular law. Compromises made in the legislative process often affect the implementation and the outcomes of a particular policy.
- Step 2** Identify the key stakeholders in a policy. This means identifying not only the agency charged with implementing the policy being evaluated but also the intended recipients of services.
- Step 3** Describe the policy being evaluated. This evaluation will include an overview of the policy, its goals and objectives, the agency or agencies charged with its implementation or enforcement and the activities undertaken.
- Step 4** Collect the data needed for evaluation. The type of evaluation you are doing will ultimately determine the types of data you'll need to collect.
- Step 5** Analyze the data. Depending on the types of data you collect and the nature of your evaluation, analysis may involve qualitative, quantitative or a combination of both methods. When describing program activities or experiences, qualitative analysis is appropriate. Quantitative analysis is used when trying to assess policy outcomes and impacts.
- Step 6** Report your conclusions based on the analysis. This should include specific recommendations for policy changes or program improvements.

Source: [http://www.ehow.com/how\\_5048482\\_evaluate-public-policy.html](http://www.ehow.com/how_5048482_evaluate-public-policy.html)

## POLICY EVALUATION REPORT

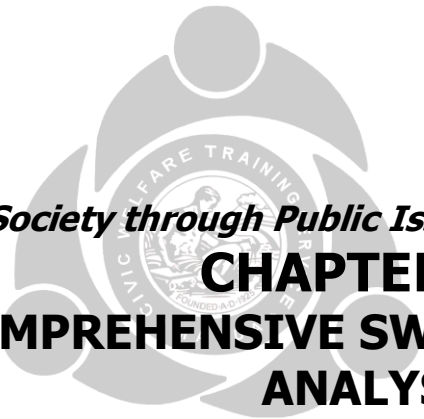
Here are the procedures in creating a policy evaluation report:

1. *Select an issue or policy area of interest.* Topics might include education, the environment, national security and defense, urban development or health care. Write about the background of the issue you choose, describing the scope of the problem to justify the need for government policy action. Be sure to address any previous policy actions taken on the matter. Your report should also discuss the possible consequences for failure to act.
2. *Specify appropriate criteria against which to compare public policy proposals.* The criteria should involve policy goals or positive outcomes that improve the problem in question. Examples of outcomes include economic benefits, reduced costs for taxpayers, improved student achievement, a cleaner environment or improved measures of public health.
3. *Specify two or more possible policy solutions to the issue at hand.* These solutions should consist of specific actions that could be taken by a legislative or executive body, rather than vague social changes that are beyond the scope of government policy makers. Compare the competing proposals, describing how and to what extent each proposal addresses the problem, based on the criteria specified in step 2. Comparison and analysis of policy alternatives will form the main body of your policy report. An effective paper should consider the immediate and long-term effects of policy proposals. Consider not only the policy merits, such as the costs and benefits of each alternative, but political factors as well. Policy-making occurs in an inherently political environment, so be sure to discuss the interest groups and stakeholders that could be affected---positively or negatively---by policy.
4. *Recommend an action for policy makers to take,* using empirical evidence from your analysis and comparison for support.

Source: [http://www.ehow.com/how\\_6513087\\_write-policy-report.html](http://www.ehow.com/how_6513087_write-policy-report.html)

*Looking at the Society through Public Issues*

**CHAPTER 5**  
**COMPREHENSIVE SWOT**  
**ANALYSIS**



**CONDUCT OF OCULAR VISIT: DATA GATHERING THROUGH OBSERVATION AND INTERVIEW**

Prior the conduct of any community activity, the students are asked to get themselves oriented on the aim of the particular visit. The purpose, likewise, the limitations of the visit must be made familiar to the class.

The ocular visit, which will serve as their initial activity in the community aims to provide the students a backgrounder on the conditions of the barangay they were assigned to. Through the conduct of observation and informal interviews with the local officials and residents, the students are provided with an actual “feel” of how life is at that community.

During this visit, the students are tasked to take note of the different elements present in the community. As to make the observation for the students much more convenient, they may already initially cluster these elements according to the following:

- **Social Elements**  
Encompasses the different elements found in the community such as the demographic profile, housing, health and nutrition, customs and traditions, religious beliefs and the relationship and interactions of different social groups.
- **Political Elements**  
Factors concerning the existing political structure in the community.
- **Economic Elements**  
This may include points that affect the economic condition of community such as the people’s employment level, trade and industries and the like.
- **Ecological Factors Elements**  
Collaboratively, this element refers to the air, water and land resources of the community.

Take note that the observation on one’s assigned community is not contained within its geographic boundaries. It will be quite helpful for the class to also observe the situation around the vicinity of your

barangay. Remember that these factors may one way or another, also affect your community.

Maximize the limited time of your visit and ensure that you have sufficient data on your community prior your return to the Institute. Remember that in order to provide acceptable and realistic plans for the barangay, the class must be familiarized with the community through the data they have collected.

**CLUSTERING OF DATA GATHERED: THE SWOT TOOL**

With numerous data on hand, the next plausible process to undertake is to further classify them accordingly. *Which data came from within and which ones came from outside the community? What can be considered as the community’s strengths and weaknesses? What data can be categorized as opportunities and possible threats?*

For the class’ convenience, a ready tool for analysis will be utilized in this stage of the data processing. The SWOT Analysis, a tool usually used in performing industry analyses will be applied.

<b>SWOT MATRIX</b>		
<b>EXTERNAL</b>	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<b>INTERNAL</b>	<ul style="list-style-type: none"> <li>▪ [STEPS 2-3]</li> </ul>	<ul style="list-style-type: none"> <li>▪ [STEPS 2-3]</li> </ul>
<b>STRENGTHS</b>	<ul style="list-style-type: none"> <li>▪ S-O [STEP 4a] (OPTIONS)</li> </ul>	<ul style="list-style-type: none"> <li>▪ S-T [STEP 4b] (OPTIONS)</li> </ul>
<b>WEAKNESSES</b>	<ul style="list-style-type: none"> <li>▪ W-O [STEP 4c] (OPTIONS)</li> </ul>	<ul style="list-style-type: none"> <li>▪ W-T [STEP 4d] (OPTIONS)</li> </ul>

*The SWOT Matrix*

**STEPS IN PERFORMING THE SWOT ANALYSIS**

**Step 1:** Collate and list the data gathered during the class' ocular visit. Together with the class, sift through these data which among is relevant or will be useful in performing your SWOT analysis.

**Step 2:** Collaboratively discuss each item from the data gathered. Was the said data observed within (internal) the community or outside (external)?

Take note that there are no exactly the same set of observations that the class may provide. Hence, the importance of having a joint discussion with the whole class about the data they were able to gather from observing their barangay is necessary.

**Step 3:** Now that the class has already classified their data in terms of its sources, the class may now further categorize each item as either:

*Strength or Weakness* for data classified under the internal or

*Opportunities or Threats* for those data collected from outside the community

Strength if..	Weakness if..	Opportunity if..	Threat if..
It should be <i>maintained</i>	It should be <i>remedied, changed or stopped</i>	It should be <i>prioritized, captured, built on and optimized</i>	It should be <i>countered, minimized and managed</i>

**Step 4:** After listing, the class may now proceed with the assessment proper. During this point, **options** are now identified, based on the classified observations within and outside their assigned community.

To make it easier for the class, a set of guide questions are included below for additional references in identifying and formulating possible options:

**Step 4a Strengths - Opportunities [SO]:**  
*How can strengths be employed to take advantage of the opportunities?*

**Step 4b Strengths - Threats [ST]:**  
*How can strengths be used to counteract threats?*

**Step 4c Weakness - Opportunities [WO]:**  
*How can weaknesses be overcome to take advantage of development opportunities?*

**Step 4d Weakness-Threats [WT]:**  
*How can weaknesses be overcome to counteract threats?*

Options may be limitless, just make sure that what you will be providing are feasible and are guided by the *SMART* [specific, measurable, attainable, realistic and time-bounded] criteria.

**THE USE OF OPTIONS**

Make sure to give a thorough thought and planning on the options you intend to formulate. These options will play a vital role in the identification of appropriate or fitting programs and projects that can be implemented on the community being assessed.

References: Raul Manaligod. [IM 218] Strategic Planning and Management in Education Hand-outs Miriam College Foundation Inc. [http://managementhelp.org/plan\\_dec/str\\_plan/str\\_plan.htm#anchor323314](http://managementhelp.org/plan_dec/str_plan/str_plan.htm#anchor323314)

**SAMPLE SWOT ANALYSIS**

To further illustrate how the SWOT Analysis is performed, a sample based on a pseudo-community in Pandacan, Manila is given below:

**Step 1:**

CLASSIFIED OBSERVATION ON THE ADOPTED COMMUNITY			
Social Aspect	Political Aspect	Economic Aspect	Ecological Aspect
<ul style="list-style-type: none"> <li>▪ Access to government programs being offered.</li> <li>▪ Conduct of seminars on the fight against prohibited drugs.</li> <li>▪ Use of prohibited drugs among OSYs of the barangay.</li> <li>▪ Residents' active involvement in sports.</li> <li>▪ Active church organizations run by some youths and adults of the community.</li> <li>▪ Lack of productive recreational activities for the children.</li> <li>▪ Multiple families residing in one house.</li> <li>▪ Presence of out-of-school youths.</li> <li>▪ Easy access on government infrastructures such as health centers and public schools.</li> <li>▪ Improper waste disposal by the residents.</li> <li>▪ Rampant cases of malnutrition among the school-aged residents.</li> <li>▪ Residences are made-up from easily combustible materials.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active organizations within the barangay such as YFC, Samahan ng mga Kababaihan.</li> <li>▪ Some residents are not in favor of the current barangay chairman.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presence of the oil depots near the geographic boundaries of the community.</li> <li>▪ A number of individuals are unemployed.</li> <li>▪ Vending as an alternative source of income for the families.</li> <li>▪ Most of the working individuals are categorized as contractual employees.</li> <li>▪ Presence of active railroad tracks near the community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Majority of the families have acquired the services of MWSS.</li> <li>▪ The community is situated near the Estero de Pandacan.</li> <li>▪ Untidy surroundings.</li> </ul>

**Steps 2-3:**

SWOT MATRIX		
EXTERNAL  INTERNAL	OPPORTUNITIES	THREATS
	<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>▪ Conduct of seminars on the fight against prohibited drugs</li> <li>▪ Residents' active involvement in sports</li> <li>▪ Active church organizations run by some youths and adults of the community.</li> <li>▪ Active organizations within the barangay such as YFC, Samahan ng mga Kababaihan</li> <li>▪ Majority of the families have acquired the services of MWSS.</li> <li>▪ Vending as an alternative source of income for the families.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Access to government programs being offered</li> <li>▪ Easy access on government infrastructures such as health centers and public schools</li> <li>▪ Presence of the oil depots near the geographic boundaries of the community.</li> </ul>
<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>▪ Use of prohibited drugs among OSYs of the barangay.</li> <li>▪ Lack of productive recreational activities for day-care-aged children.</li> <li>▪ Multiple families residing in one house</li> <li>▪ Presence of out-of-school youths</li> <li>▪ Improper waste disposal by the residents</li> <li>▪ Rampant cases of malnutrition among the school-aged residents</li> <li>▪ Some residents are not in favor of the current barangay chairman</li> <li>▪ A number of individuals are unemployed.</li> <li>▪ Residences are made-up from easily combustible materials</li> <li>▪ Most of the working individuals are categorized as contractual employees.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coordinate with the appropriate government agency for the conduct of seminars that promote the fight against the use of prohibited drugs</li> <li>▪ Strengthen the campaign to introduce available government education-related programs to the community members.</li> <li>▪ Utilization of presence of water supply in the conduct of proper hygiene promotion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initiate water potability tests to check water conditions of the community.</li> <li>▪ Initiate campaigns that promote the restoration of the Estero de Pandacan</li> <li>▪ Posting of various warning signs near the railroad tracks to help prevent any accidents</li> </ul>