Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON, KULTURA AT ISPORTS
(MINISTRY OF EDUCATION, CULTURE AND SPORTS)
Maynila

November 18, 1985

MECS M E M O R A N D U M
No. 168, s. 1985

CWS PROGRAM CURRICULUM

To: Deputy Ministers
     Bureau Directors
     Regional Directors
     Schools Superintendents
     Presidents, State Colleges and Universities
     Heads of Private Schools, Colleges and Universities

1.   Relative to the piloting of the Civic Welfare Service (CWS)
Program as contained in MECS Order No. 44, s. 1985 attached is the pilot
curriculum for the CWS Program proper to be implemented starting this
semester.

2.   Also attached are reference materials for the subjects in the
CWS curriculum. Other materials may be used by pilot schools subject to
the approval of this Ministry.

3.   School administrators may follow the suggested structuring of
the theoretical and practicum mix contained in this memorandum, or they
may devise their own mix and time frame; but such timetable should not
exceed two (2) school years.

4.   It is suggested that members of the faculty who will teach the
subjects contained in this curriculum should include social sciences
instructors.

5.   School administrators and CWS implementors are enjoined to
submit suggestions and recommendations regarding improvements on this
curriculum as well as projects for civic welfare.

6.   Immediate dissemination of this Memorandum is desired.

                                        (SGD.) SALVADOR B. BRITANICO
                                               Deputy Minister
                                               Officer-in-Charge

Incls.:
   As stated
Reference:
   MECS Order (No. 44, s. 1985)
Allotment: 1-3-4— (D.O. 1-76)
To be indicated in the Perpetual Index
   under the following subjects:
   CURRICULUM
   OFFICIALS
   PROJECT
   PROGRAM, SCHOOL

LIST OF SUBJECTS

1st PHASE (second semester):

Subject I   — SELF-AWARENESS: Self-worth; value clarification.

                      TEAM BUILDING: Awareness of others, communication, cooperation.

Subject II   — LEADERSHIP: Leadership function, styles, techniques; management of conflicts; decision-making; mechanics of an organization; choice of direction for a civic welfare program.

Subject III   — COMMUNITY AWARENESS: Profile of the socio-politico-economic nature of communities; resources and potentials for development.

2nd PHASE (third semester):

Subject IV   — DEVELOPMENT ORIENTATION: Theories of development; Philippines development goals and strategies; development programs.

Subject V   — COMMUNITY DEVELOPMENT: Definition of community development in the Philippine setting; principles, objectives and concept; process involved in community development.

Subject VI   — SECTORAL PROGRAMS/PROJECTS/ASSISTANCE*: Presentation of functions, procedures; technical/financial assistance extended by various private/government agencies.

Subject VII   — PROJECT ACTIVATION: Process and procedures of starting projects or programs; preparation of project proposals and studies; management of projects; coordination with government or private agencies.

3rd PHASE (fourth semester):

Subject VIII   — APPRAISAL: Sharing session, appraisal, project assessment.

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* — Optional if a school has an existing civic welfare program.

CIVIC WELFARE SERVICE (CWS) PROGRAM PROPER
COMPONENTS

Following is a suggested phasing for the CWS implementation:

A. 1st PHASE: 54 Hours

   1. Theoretical: 15 hrs.

Subject	Coverage	No. of Hours
I	Self-awareness & Awareness of others	1.5
I con't.	Communication & Cooperation	1.5
II	Leadership Function, Style, Techniques	1.5
II con't.	Management of Conflicts	1.5
II con't.	Mechanics of an Organization	1.5
III	Importance of Socio-economic and political profile of community	1.5
III con't.	Components of Sectoral Survey, Techniques, Methods in Data-gathering	1.5
III con't.	Preparation of Survey Form	1.5
III con't.	Simulation of Survey Using Form and Critiquing	1.5
III con't.	Preparation of Final Survey Form and Choice of Direction in Community Development Work	1.5

   2. Practicum: a). Community Awareness   —   5 hrs.
                b). Conduct of Survey   —   34 hrs.

B. 2nd PHASE: 60 Hours

   1. Theoretical: 33 hrs.

Subject	Coverage	No. of Hours
IV	Development-Meaning and Theories	1.5
IV con't.	National Development Goals	1.5
V	Community Development, Elements, Principles, Approaches and Trends	3
V con't.	Skills of Community Worker	1.5
V con't.	Phases in Community Organization	6

Subject	Coverage	No. of Hours
VI*	Sectoral lectures and field visits to Agencies	16.5
VII	Project Activation	3

C. 3rd PHASE: 60 Hours

1. Continuation of Practicum: 57 hrs.

2. Theoretical: 3 hrs.

Subject	Coverage	No. of Hours
VIII	Appraisal	3

* - Optional

PRACTICUM

INITIAL COMMUNITY IMMERSION

The students will get an initial view of the conditions in their target areas.

Specific Objectives

At the end of the observation, the students will be able to:

a. Get an initial experience regarding the general situation of a community needing assistance.

b. See for themselves the physical condition of their target areas.

Length of the Module
Practicum

5 hours of field work.

DESIGN FOR SUBJECT I   SELF AWARENESS AND TEAM BUILDING

Subject 1-A

To start the student's training , Subject 1-A will involve inculcating the importance of self-worth underscoring man's inherent potentials, significance of his uniqueness and clarifying personal values and convictions.

Self-awareness--the opportunity for the students to get to know themselves, to take stock of their aptitudes in a spirit of openness, is the end goal of Subject 1-A.

Subject 1 -B

An individual cannot exist in isolation. He has to be equipped with knowledge, skills and attitudes especially within the areas of communication, cooperation within the group, group awareness skill, in order to facilitate team building within the group.

Specific Objectives At the end of the training, the students shall have been able to:

a. Realize self-worth and integrate this with their personal values and convictions
b. Adopt an attitude of receptiveness to others; groups
c. Perceive the interrelatedness of man's roles in the system of a nation.

Length of Module 2 hours.

DAY/SESSION NOS. OF HOURS	OBJECTIVE	CONTENT	*METHODOLOGY	RESOURCE REQ'T
1.5 hrs.	To allow the student to know himself well by focusing on himself in a spirit of openness	1. Awareness of Self/Self Worth - hierarchy of needs - Value Clarification	SLE-value Clarification	Reflection questionnaire sheet
	To see in concrete form the personal values and convictions affecting oneself	2. Students are allowed a few minutes to write key dimensions about themselves	Lecturette	
	To identify the meaning and importance of awareness of others	3. What does it mean to be a person?		
	To relate the value and interrelationship of self and others and how these affect the group	4. Awareness of Others - Meaning and Importance of awareness of others	Group Dynamics	
	To perceive the interrelatedness of man's role in the system of a nation	- Who is the person to your right/left? - Factors they may hinder & facilitate the sharing of own perception to others - Johari Window	Sharing Lecturette	*Materials for GD
1.5 hrs.	To enable the student to: a. Enumerate and discuss 4 elements of communication b. List down factors that hinder contribute to effective communication process w/in group d. Express the value and effects effective communication in team building w/in a group.	5. Communication - Meaning/rationale - Elements of Communication - Process w/in group - Ways of Communicating	Group Dynamics (1-way-2-way) -lecturette -reflection -synthesis -sharing	

To enable the students to:
a. Define & discuss meaning of cooperation in building an effective team

b. Enumerate and discuss factors that contribute and hinder cooperation among grp. members

c. Identify strategies/indicators of cooperation among grp. members

d. Discuss Filipino values & traditions which demonstrate cooperation

6. Cooperation
   -meaning/rationale
   -factors that contribute or hinder cooperation among grp. members

Group Dynamics
-broken square
-tower building

sharing

Lecturette

DESIGN FOR SUBJECT II   LEADERSHIP

The students will serve as prime motivating force in the target community. It is imperative therefore that they be equipped with leadership qualities and techniques, skills in problem-/conflict identification, analysis and resolution and the ability to plan, organize and conduct meetings/gatherings.

Specific Objec-   :At the end of the session, the students will be able to:
tives

a. Determine and demonstrate styles and techniques appropriate for certain occasions or when confronted with different personalities

b. Manage and mediate when confronted with a conflict situation.

c. Acquire organizational mechanic skill, conduct meetings and mobilize members into effective participation.

Length of   4-5 hrs.
Module

DAYS/SESSION NOS. OF HOURS	OBJECTIVE	CONTENT	METHODOLOGY	RESOURCE REQMT

1.5 hrs.	To enable the students to:
	
	a. define concepts of lea-dership
	
	b. Enumerate qualities of a good leader
	
	c. Identify leadership functions
	
	c. Choose effective leader
		1. Concepts of leadership
		  a. authority of service
		  b. shared responsibility.
		
		2. Qualities of a good leader
		
		3. Types of leadership
		  a. authoritarian
		  b. democratic
		  c. laisse faire
		
		4. Leadership functions
		
		5. Cultural factors which hinder effective leadership
			Lecture/Dis-cussion
			
			-Brainstor-ing/ Group discussion
			
			-Role playing (demonstrating the 3 types of leadership)
			
			-Summarizing and collating ideas on chalkboard
				Reading Materials

1.5 hrs.	To enable the students to: 2. Plan, organize and conduct meetings in accordance with the basic rules and principles	1. Importance and purposes of holding regular meetings 2. How to prepare notices of meetings 3. How to get facts, informa-tion, ideas and opinions re-levant to the agenda. 4. How and when to notify members 5. What/how to follow-up 5. How to conduct meetings with parliamentary proce-dures 7. Role of the Chair Person	Lecture/Discussion -Workshop(using guide questions and sample for-at) Lecture/Discussion Role playing (on how to conduct meetings Feedbacking & Syn-thesis)	

b. Make an agenda and prepare minutes of meetings

1. Importance and purpose of keeping records
   - How to prepare agenda
   - How to prepare minutes of meeting
   - How to summarize and synthesize proceedings
   - Parts of the minutes of the meeting

Lecture/Discussion

c. Identify and put up the needed committees and conduct committee meetings

1. Rationale and importance of Committees
   - Pointers in organizing a committee
   - Classification & composition of committee
   - Selection of Chairperson/ committee members and their respective roles

Presentation of Output
Critiquing & Synthesis

Lecture on Organization Mechanics

1.5. hrs. To enable the students to:

a. Identify and analyze conflict situation

1. Definition of Conflict

Lecture/Discussion

b. Identify and carry out conflict management techniques

2. Indicators and symptoms/ causes of conflict in an organization or community

3. Steps in analyzing and diagnosing conflict

4. Factors to consider in developing plans to resolve conflict

5. Various approaches & techniques in conflict management

Case Studies (Group)

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DESIGN FOR SUBJECT III   COMMUNITY AWARENESS

This Module aims to enhance the perceptiveness of the students to outline the socio-economic condition in the community/sector of interest.

The skill and aptitude they will have acquired from this Module will enable the students to:

Specific
Objectives

a. Prepare a community survey form

b. Identify and discuss the specific component of a well-prepared socio-economic profile of a community

c. Acquire the proper attitude and technique in conducting the survey:
   c.1 Manner of asking questions
   c.2 Manner of drawing answers

Length of
Module

7.5 hrs.

DAY/SESSION & No. OF HRS.	OBJECTIVE	CONTENT	METHODOLOGY	RESOURCE REQ'T
1.5 hrs.	To provide the venue for participants to: a. Describe sectoral conditions of the community b. Identify the importance of knowing the sectoral condition in the community c. Enumerate & discuss the components of a socio-economic condition in the community	1. Community —Socio-economic condition in the community — —preparing of sectoral profile of the community — —importance of knowing the sectoral conditions of the community —components of a well prepared sectoral profile of the community	Lecture/Discussion Lecture/discussion	
1.5. hrs.	To enable the students to come up with a sectoral profile of a community/target sector	2. Co-ponents/content of a sectoral profile		
1.5. hrs.	To enable the students to come up with a sectoral profile of a community/target sector	3. Methods/techniques used in the preparation of the sectoral profile 4. Methods and techniques in data gathering/interviewing		
1.5. hrs.	To enable the students to come up with a sectoral profile of a community/target sector	Preparation of Research Form	Group discussion	
1.5. hrs.	To enable the students to "get a feel" of actual data gathering	Simulation of Community Survey Critiquing	Role Playing/Simulation using research form of each group	
1.5. hrs.	Preparation of final Research Form	Preparation of final Research Form	Class work/discussion	

Choice of Direction in CO work

DESIGN FOR SUBJECT IV

DEVELOPMENT ORIENTATION

In order to synchronize the development framework and effort of the students with the national goals and objectives, Module III will focus on the:

a. Development Commitments
b. National development strategies and goals
c. Humanist Philosophy
d. Development programs in the country such as KKK, KSS, BLISS, etc.

Goal of the Module is to emphasize national priorities and specific strategies to hasten strides towards our country's progress and to solicit participation and commitment of the students in this development effort.

Specific
Objective

At the end of the Module, the students shall have been able to:

a. Identify personal talents, skills, interest suited to preferred area of commitment

b. Perceive preferred area of commitment

Length of
Module

3 hrs.

DAYS/SESSIONS NO. OF HRS.	OBJECTIVES	CONTENTS	METHODOLOGY	RESOURCE REQ'T
1.5 hrs	To provide common definition and frame of reference among students on the real concept of development and to: a. Define what dev't is b. Identify aspects of dev't. c. Enumerate and discuss strategies and indicators of dev't d. Identify our country's development goals/strategies & programs e. Identify preferred area of commitment	I Meaning of Development (from diff. perspectives- eco., social, etc.) II Different theories and Aspects of Development III National Development Goals 3.1 ... Pillars of Dev't. planned dev't., unity, nationalism & national identity, international- ism, social justice, freedom of belief, ba- rangay or participative democracy IV Phil. Framework of Dev't. (Key Development Strategies and Programs)	Brainstorming on indiv./grp. understanding of concept of dev't. -Lecture/discussion Lecture	
1.5 hrs.		V Development Program being currently undertaken by various agencies/Ministries (KKK, Malnutrition Program, Health Infrastructure Proj., etc.)		

DESIGN FOR SUBJECT V

COMMUNITY DEVELOPMENT

This module realigns the CD perspective of the students within the Philippine context. Discussion will therefore be veered more towards Indigenous approaches to CD and the principles, trends, skills needed and process involved in this activity.

SPECIFIC
OBJECTIVE

At the end of the training, the students will be able to:

a) Define community development in the Philippine context
b) Identify the elements, approaches, principles and process involved and relate this to the task of the students
c) Acquire basic skills needed to be an effective community/outreach worker.

Length of
module

10.5 hrs.

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DAY/SESSION NOS., OF HOURS	OBJECTIVE	CONTENT	METHODOLOGY	RESOURCE REQUIREMENT
3 hrs.	To enable students to identify and define elements, principles, objectives of CD within Philippines	1. CD elements, principles, approaches trends	Lecture	
1.5 hrs.	To equip students with basic skills needed	2. Skills of Community workers (i.e. analyses, communication, organization, mediation, etc.	Lecture/discussion (Group)	
6 hrs.	To understand rapport building method techniques used assessing the community identification of needs	3. Phases in Community Organization	Lecture/discussion	
		3.1 Integration and community assessment identification of needs and problems		
		Rapport building method and techniques used in community assessment		
	To understand the technique applied in setting of priorities	3.2 Setting of Priorities		
		Techniques in setting of priorities		
		3.3 Planning & Mobilizing of Resource		
	To understand the mechanics of planning and strategies involved in mobilization of resources	Discussion on the actions to be taken, plans of implementation, schedule of activities, organizational requirements, extension method and budgetary requirement		
		3.4 Implementation of plan/ work		

toring & evaluation/change
assessment

DAY/SESSION NOS. OF HOURS	OBJECTIVE	CONTENT	METHODOLOGY	RESOURCE REQUIREMENT
	To gain knowledge & techniques in monitoring and executing plans	Plan implementing technique		
	To understand importance of monitoring projects	Establishing feedback mechanism		
	To identify critical checkpoints in the project	Discussion on how to identify checkpoints in the projects		
	To equip students with knowledge on evaluation and change assessment	Use of change indication/evaluation instrument in evaluating community projects		
	To orient students on objectives of practicum	3.5 Preparation of Group WorkPlan		
	To enable students to design their workplan			
	To identify sectoral problem of the area and to identify formal and informal leaders	4. Fieldwork into selected communities	Practicum using Research Form	
	To make an inventory of community resources			
	To assess how the communities identify/plan/implement/evaluate projects			
	To share field experiences:	5. Presentation of Group Output (Sharing Session)	Discussion	
	a) to share individual/group performance			
	b) to integrate field experiences with CD theories			
	c) to make the students recognize the applicability of CD in their own respective communities/sectoral target			

DESIGN FOR SUBJECT VI

SECTORAL PROGRAMS/PROJECTS/ASSISTANCE

This Module presents to the students basic information, technicalities and essential procedures involved in carrying out technical projects.

Students orientation will include projects, programs and technical/fund support assistance being rendered by various agencies and ministries.

Coordinative linkages with concerned agencies will also be established to facilitate liaison activities during the student's Practicum.

Specific Objectives

At the end of the session, the students shall be able to:

a. Identify specific projects, programs and assistance being extended by the various agencies/ministries

b. Pinpoint agency concerned/undertaking the student's preferred area of commitment, contact persons within the agencies.

Length of Module

16.5 hrs (inclusive of lecture and field visits to various concerned agencies or private agencies/organizations).

SECTOR	ACTIVITIES/PROGRAMS	AGENCY(IES) CONCERNED
Water	1.1 Artesian well maintenance and trouble shooting	NPC, LWUA
	1.2 Irrigation Techniques, Water Cooperatives and Water Management	PWRC, NIA, FSDC
Power	2.1 Communal Type Digester Plant	NPC, NEA
	2.2 Electric Cooperatives	NEA, NRECA, NPC, BAEX
Food	3.1 Food Production	BAI
	3.2 Food Preservation/Usage	BAEX
	3.3 Food Processing	NSTA, NSR
	3.4 Marketing Cooperatives	BAD, BAI
ECO Base	4.1 Manpower & skills training	DMYRC, KB, NSSD, NMYTRD
	4.2 New shelter technologies	NHA, NHS-UDTC, MHS
	4.3 Housing and loan association or Cooperatives	NHA, PMC-TRIG, NHS
Medical Services	5.1 First Aide	PNRC
	5.2 Family Planning	POPCOM, MOH, NSSD
	5.3 Health Sanitation & Proper Nutrition	NNC, NCP, MOH
Education and Technology	6.1 New Technologies and applications	NEDS, ELPTFE, NNYTC, NSDB
Clothing and Cottage Industry	7.1 Clothing and Cottage Industry	NACIDA
Sports	Rudiments of various sports	KB, NEDS

SECTOR	ACTIVITIES/PROGRAM	AGENCY(IES) CONCERNED
Ecology	9.1 Proper management and protection of Environment	BFD, NSTA, MNR
	9.2 Communal Digester Plant/other alternative source of energy	NEC, NSTA, MNR
mobility	10.1 Communication System	DPWH, MOTC

ESIGN FOR SUBJECT VII

PROJECT ACTIVATION

The activation of sectoral projects is always considered from the "point of view of the barangay/target site", because more than anybody else, the residents/benificiaries of the barangays/target site, are in a position to identify their own needs and offer solutions to these needs.

The students therefore, has the responsibility of translating these needs into project plans and operational plans in order to initiate the achievement of a better of life for the people.

PECIFIC
BJECTIVES

At the end of the training, the students shall be able to:

a) Demonstrate skills necessary in initiating and maintaining project development and management.

b) Prepare project feasibility study

c) Establish coordinative linkages with concerned agency/ministry

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odule

6 hrs.

DAY/SESSION NOS. OF HOURS	OBJECTIVE	CONTENT	METHODOLOGY	RESOURCE REQ'T
6 hrs.	To provide the students with a firm theoretical background on Project Activation, development and management and to enable them to translate this into concrete action during field work	I. Project Activation Process 1. Operation Planning	Lecture	
		2. Resource Mobilization(technology, manpower, financing, equipment/material		
		3. Project Implementation		
		4. Instituting control & monitoring system		
		II. Project Activation Procedure	Lecture	
		1. Identification of needs/ prioritization		
		2. Formation of Project Teams		
		3. Delineation of assistance and cooperation needed from various agencies/ministries		
		4. Preparation of project proposal (includes goals/objectives, Project description, strategy of implementation, work program, resource assignment, budget, etc.)	Group Exercise	
	To enable the students to prepare Preparation of group work program own workprogram for target community/ sector		Preparation of sample project proposal/feasibility study	Lecturette
		Field work/Application of Project Activation Procedure & Process	Lecturette Briefing Workshop group discussion	
		Field work/Application of Project Activation Procedure & Process	Field Work	

To integrate field experience
with theoretical

Identification, activation and manage-
ment of Community/sector project/
program

DESIGN FOR SUBJECT VIII

APPRAISAL AND ASSESSMENT

This Module shall serve as the venue for the uncovering of the student's sense of self-fulfillment and stewardship for his chosen community of actual immersion and his significance to the nation, after six months (1 sem)

Training roles here shall be reversed in that the students shall take the floor as they share their own experiences and insigghts. This sharing shall be facilitated by guide questions for appraisal disseminated by the trainers at the start of the session.

The module aims to make the students realize and put into a perspective the contribution of his individual and group effort towards the achievement of the national development goals in order to rally him to sustain similar endeavors/undertakings.

Specific
Objectives

At the end of the session, the students will be able to:

a. Relate their accomplishment to the national development effort

b. Conduct similar civic projects within their own community/sector interest.

Length of
module

3 hrs.

DAY/SESSION NOS. NOS. OF HRS.	OBJECTIVES	CONTENT	METHODOLOGY
3 hrs.	To share field experiences:		
	—to share individual/group performance		Sharing
	—integrate field experience with all the theories/concepts learned (CD, Development, Project Activation, etc.)		Open Forum discussion
	—To make the students recognize the applicability of CD and Project Development and management in their respective communities		