



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
College of Teacher Development
Faculty of General Education and Experiential Learning

NSTP 11

National Service Training Program Literacy Training Service Module



Nurturing **S**ervant-Leaders **T**oward
People Empowerment
Naglilingkod Sa Tao At Pamayanan

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INTRODUCTION

The National Service Training Program (NSTP), mandated by Republic Act No. 9163, serves as a significant educational framework for tertiary-level students, fostering their active involvement in nation-building. As a program designed to advance both student development and societal welfare, it obliges higher education and technical-vocational institutions to facilitate avenues wherein students can integrate academic learning with direct community and national service.

The Faculty of General Education and Experiential Learning oversees the university's National Service Training Program (NSTP), ensuring its implementation follows Republic Act 9163, also known as the "National Service Training Program Act of 2001."

The PNU-NSTP offers the Literacy Training Service (LTS) as the foundation of the implementation of NSTP which is also aligned to the training of students in the University as future teachers. Literacy Training Service (LTS) is the program component designed to train the students to teach literacy and numeracy skills to school children, out-of-school youth and other segments of society in need of their services (NSTP as a Service-Learning Program – U-371, s. 2024).

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ABOUT THE MODULE

This module is written by the authors with the students' best interests in mind; thus, it is designed to be used flexibly in full classroom setting and hybrid learning.

In each lesson of this course module, students will find four types of activities, which are labeled **Nurturing**, **Skill-Building**, **Transferring** and **Promoting**.

- **Nurturing** - this stage focuses on schema building of civic duties and responsibilities among students
- **Skill-Building** - this stage emphasizes the acquisition and refinement of practical, cognitive, and interpersonal skills
- **Transferring** - this stage focuses on engaging students in meaningful community service activities that address real-world needs.
- **Promoting** - Assessment strategies include evaluating the effectiveness of their promotional materials, the practical application of sustainable practices in their projects, and their ability to articulate the impact of

Course No.	NSTP 11
Course Title	National Service Training Program
Module No.	1
Module Title	Serving the Nation: Understanding the National Service Training Program (NSTP)
Learning Outcomes	<p>The students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of PNU National Service Training Program (NSTP) 2. Discuss and explain the provisions of RA 9163 also known as the NSTP Law and its Revised Implementing Rules and Regulations (IRR) 3. Appreciate the value of NSTP as service-learning program
Description of the Lesson	<p>This module provides a comprehensive overview of the National Service Training Program (NSTP), a mandatory subject for all college students in the Philippines. It will delve into the program's legal basis, specifically Republic Act 9163, and explain its core objectives. Students will learn about the three distinct components of NSTP—the Reserve Officers' Training Corps (ROTC), Literacy Training Service (LTS), and Civic Welfare Training Service (CWTS)—and the specific roles and activities associated with each. The lesson will also cover the course structure, student requirements, and the significance of the program in fostering civic consciousness, patriotism, and community engagement. By the end of this module, students will understand how NSTP contributes to their personal development and the nation's progress.</p>
Targets/ Objectives	<p>At the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Define service and service learning • Enumerate and explain the concepts related to NSTP as specified in RA 9163

- Collaborate effectively with peers during group activities related to NSTP concepts
- Formulate own Service-Learning Slogan (SLS)

LESSON PROPER

Nurturing

Activity 1 : What is Service?



<https://images.app.goo.gl/chnHDm86vNE61UYF8>

1. How do you define service in your own words?

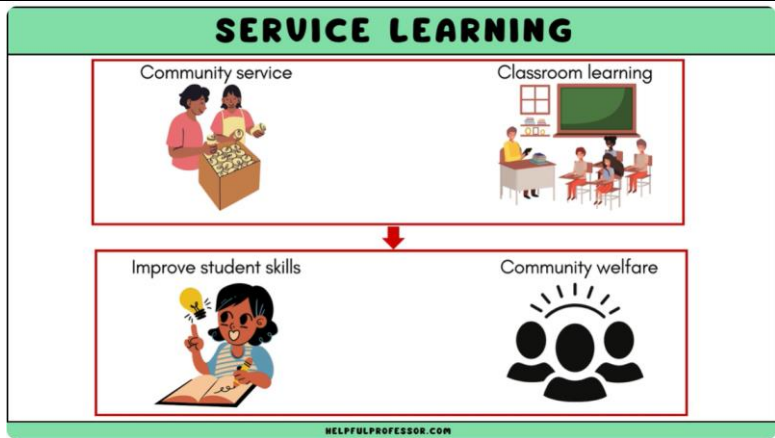
_____.
2. Do you think that being service to others and to the nation is important?

_____.
3. How do you feel when you successfully helped another person?

_____.

Activity 2 : Watch: Short video "Service Learning" (3 minutes)

<https://www.youtube.com/watch?v=TCYRwNLFqdo&t=136s>



1. What have you learned from the video?

2. What is the video all about? Explain in 3 sentences based on your own understanding?

Skill-Building

Definition of Service and Service and Service Learning

Service is defined as the act of helping or providing assistance for another person or a group of people (Ferrer et.al 2023)

NSTP embraces the concept of service learning, it is also important to strike a balance between serving and learning. This means that we learn while we serve and vice versa (Yorio & Ye, 2012).

Service learning is based on RA 8292, also known as the Higher Education Modernization of 1997. This law reiterates Section 2 (1) of Article XIV of the 1987 Constitution by declaring that the "policy of the state is to establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and the society." This policy can be attained through HEIs trilogy of functions - academics (teaching-learning), research, and extension (community service) and their keeping in mind their legal responsibility to act as effective agent of change and development and as a servant leader (NSTP as a Service-Learning Program – U-371, s. 2024).

A Closer Look at Republic Act No. 9163 (RA 9163): National Service Training Program (NSTP) Act of 2001

According to Labuguen et al. (2025) the imposition of the national program for service and training of the youth in the Philippines began with the creation of Commonwealth Act No. 1, otherwise known as the National Defense Act of 1935. It is a legislative act providing basis for the national defense of the country, punishing certain violations thereof, appropriating funds therefore and for other purposes under the government of President Manuel L. Quezon. The law requires college students, particularly males, to finish two years, equivalent to four semesters, of military training as a modality to institutionalize the reservist system in the Philippines national defense.

In 1980, the National Defense Act was amended to give existence to Presidential Decree No. 1706, otherwise known as the National Service Law. It mandated compulsory national service to all Filipino citizens. It was composed of three main program components, namely: Civic Welfare Service (CWS), Law Enforcement Service (LES), and Military Service (MS). College students were given the option to choose one from among the said components as a requirement for tertiary education.

The implementation of the National Service Law, except the provision of the Military Service, was suspended after 5 years by Presidential Memorandum Order No. 1 under the incumbency of former President Corazon Aquino, paving the way for the conceptualization of the basic Reserve Officers' Training Corps (ROTC), embodied under R.A. 7077, effective school year 1986-1987.

The ROTC program aimed to realize the constitutional mandate of developing a strong civilian base to supplement the professional military in the nation's defense system. It was designed to initiate the ROTC trainees in the rudiments of soldiership, instilling in them discipline and correct deportment. The objective of the said program was to train all able-bodied tertiary students for military skills in case of war or national emergencies.

This noble intention, however, was tainted with controversies in the late 1990s.

As a way to offer an alternative in neutralizing people's aversion to this military program, during the school year 2001-2002, ROTC was only made optional under the National Service Program (NSP),

conceiving the so-called Expanded ROTC (E-ROTC). The E-ROTC was characterized by deviation from the rigid tactical training offering alternatives like rendering civil auxiliary sources in the form of helping maintain law and order, assisting socio-economic development projects and delivery of basic health services or aiding in addressing local insurgency.

In view of the options, it gave the students the choice, among the following components: Military Service (MS), Civic Welfare Service (CWS) and Law Enforcement Service (LES).

Many, if not all of the higher education institutions, found the enforcement of NSP confusing and unmanageable though. Hence, in December 2001, the NSTP Act, under Republic Act (RA) No. 9163, envisioned to address public clamor for reforms in the ROTC and NSP Programs, was signed into law by then President Gloria Macapagal-Arroyo as an aggressive modality toward making the former national service training that is military in nature, relevant to the changing needs of the time.

The main objective of NSTP is to stress the significant role played by youth, male and female alike, in the task of developing our nation via national service training. As such, it aims to develop the youth to become civic or military leaders and volunteers through a modified, re-structured and reinforced training package who could be called upon by the nation in cases their services are needed and in the event of disaster or emergencies.

The NSTP Act ensured that three components-Civic Welfare Training Service (CWTS), Literacy Training Service (LTS) and Reserve Officers' Training Corps (ROTC) are given the same treatment and equal amount of attention in solving implementation in educational institutions is concerned. Moreover, it defined the different NSTP components, the duration of the training, coverage and others.

The non-military program components of NSTP, and the CWTS and LTS, ROTC, are committed to the realization of the following objectives:

- strengthen the values and traits of the youth;
- improve their skills and knowledge on various endeavors;
- develop their interest in community service; and

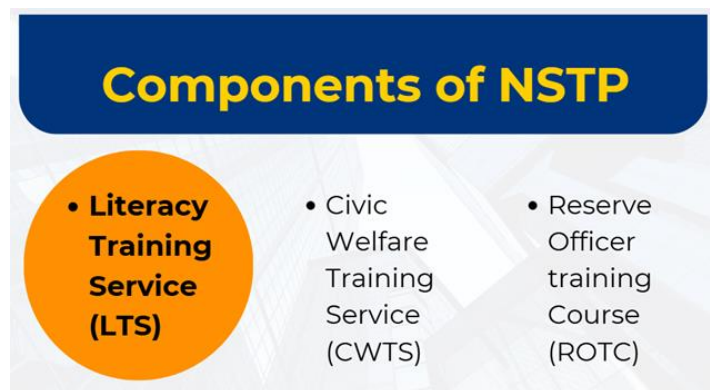
- make them responsible for peace and development to ensure harmony and growth in the Filipino communities.

Legal Bases of NSTP

1. The Philippine Constitution of 1987
2. Commonwealth Act No. 1 (National Defense Act) of 1935
3. Presidential Decree No. 1706 (National Service Law) of 1980
4. Republic Act No. 7077 of 1991 (The Citizen Armed Forces of the Philippines)
5. Republic Act No. 9163 (NSTP Act of 2001)
https://lawphil.net/statutes/repacts/ra2002/ra_9163_2002.html
<https://www.officialgazette.gov.ph/2002/01/23/republic-act-no-9163/>

NSTP Components

The three components of NSTP are as follows:



- **Literacy Training Service (LTS)**-focuses on improving the literacy and numeracy skills of children in schools and of out-of-school youth.
- **Civic Welfare Training Service (CWTS)**-centers on community work that contributes to the well-being of community members.
- **Reserve Officers' Training Corps (ROTC)**-put emphasis on grooming students for national defense preparedness

Source: Ferrer et.al (2023)

Coverage of NSTP Law

1. As a graduation requirement, all incoming freshmen, male, female, beginning school year (SY) 2002-2003, enrolled in any baccalaureate and in at least two (2) years of technical - vocational or associate courses, shall complete one (1) NSTP part of their choice.
2. At least one (1) of the NSTP components must be offered by all higher and technical-vocational education institutions.
3. The ROTC component and at least one (1) other NSTP component shall be offered by state universities and colleges (SUCS).
4. In view of the special character of these institutions, the Philippine Military Academy (PMA), the Philippine Merchant Marine Academy (PMMA), the Philippine National Police Academy (PNPA), and other similar SUCs are exempted from the NSTP.
5. Private higher education and technical - vocational education institutions with at least 350 student cadets may offer the ROTC component, thus establishing/maintaining a Department of Military Science and Tactics (DMST), subject to existing Armed Forces of the Philippines (AFP) rules and regulations.

NSTP Vision

The National Service Training Program's (NSTP) aim is to help young Filipinos develop a culture of social responsibility and active citizenship. It seeks to produce a well-rounded people who are dedicated to improving their local communities and making positive impact on the growth of the country. In the society that the NSTP envisions, people are empowered to deal with social concerns, advance harmony and peace and take an active role in efforts to strengthen the country. By fostering ideals of leadership, volunteerism and patriotism via its many components, NSTP aims to equip students to become proactive change agents in their communities and beyond.

Source: Buenavidez et.al (2024)

**Revised Guidelines of the Philippine Normal University
National Service Training Program (PNU-NSTP)**

I. Rationale

The Philippine Normal University National Service Training Program (PNU-NSTP) pursues the implementation of Republic Act No. 9163 otherwise known as the National Service Training Program (NSTP) Act of 2001. It complies with the Implementing Rules and Regulation (IRR) of the NSTP Act of 2001 promulgated by three agencies namely: The Commission on Higher Education (CHED),

the Department of National Defense (DND), and the Technical Education and Skills Development Authority (TESDA).

Source: NSTP 11 Toolkit I PNU CPEO
BOR Resolution No. U-2803, s. 2018

II. Program Implementation

A. Coverage

1. All incoming students, starting School Year (SY) 2018-2019. 2. All irregular students who have not completed the PNU-NSTP.

B. Program Component and Duration

The PNU-NSTP shall offer the Literacy Training Service (LTS) and Reserve Officers Training Corps (ROTC) components of the NSTP law.

Literacy Training Service (LTS) is the program component designed to train the students to teach literacy and numeracy skills to schoolchildren, out-of-school youths and other segments of society in need of their services.

Reserve Officers Training Corps (ROTC) is the program component institutionalized under Section 38 and 39 of Republic Act No. 7077, designed to provide military training to tertiary level students in order to motivate, train, organize, and mobilize them for national defense preparedness.

C. Scheme of Implementation

1. The PNU-NSTP LTS shall be undertaken for an academic period of two (2) trimesters. It shall be credited three (3) units per trimester, with **fifty-four (54) to ninety (90)** training hours per trimester.

- a. The PNU-NSTPLTS 11, focusing on instruction and minimal community exposure, shall be offered during the first academic year of regular students.
- b. The PNU-NSTPLTS 12, focusing on actual deployment and community service, shall be offered during the second academic year of regular students.

2. The PNU-NSTP ROTC shall be undertaken by students who prefer this component at the Technological University of the Philippines (TUP) in coordination (formerly with the CPEO) with the Faculty of General Education and Experiential Learning (FGEEL) of PNU.

D. Distribution of Students

The distribution of PNU-NSTP LTS students throughout the academic year will be in accordance with the number of class/sections available per trimester.

Note: The programing may vary depending on the number of students enrolled, in the number of sections identified by the Admissions Office and in the scheduling of the University Registrar's Office.

E. Clustering and Cross-Enrolment

1. The Philippine Normal University may engage into a program of clustering of students from different education institutions during trimestral or summer periods on the Literacy Training Service (LTS) component of NSTP.
2. Students intending to cross-enroll shall be subject to the existing rules and regulations of the accepting school from other Higher Education Institutions (HEIs).

III. Management and Monitoring

The management and monitoring of the PNU-NSTP shall be the responsibility of the University NSTP Coordinator in coordination with the Vice President for Academics (VPA), Vice President for Student Success and Stakeholders Services (VPSSSS), College Deans, Associate Deans, Student Affairs and Services Office (SASO) and NSTP Faculty.

A. The NSTP Coordinator

1. The NSTP Coordinator is given one (1) non-teaching load;
2. The NSTP Coordinator will report directly to the Associate Dean of the Faculty of General Education and Experiential Learning.
3. The NSTP Coordinator has the following duties and responsibilities:
 - a. Design and implement NSTP-related programs and initiatives that align with the objectives of the course.

- b. Organize and facilitate orientation sessions for students enrolled in NSTP to ensure they understand the course's purpose, requirements, and expectations.
- c. Coordinate the scheduling and programming of NSTP courses for various terms throughout the academic year to ensure smooth course delivery.
- d. Work with other faculties and departments to identify and recruit qualified facilitators or instructors for NSTP courses.
- e. Ensure that NSTP courses are assigned to appropriate instructors and facilitators based on their expertise and availability.
- f. Draft and submit proposals for projects and activities related to NSTP, such as community service projects, leadership training, and disaster preparedness exercises.
- g. Set up regular meetings and events to assess the progress and effectiveness of NSTP programs and make necessary adjustments.
- h. Respond to and resolve any concerns or issues related to the NSTP, ensuring a smooth experience for both students and instructors.
- i. Oversee the submission of NSTP grades and completion reports to the OUR within the designated timeframe.
- j. Compile and submit detailed reports on the activities, achievements, and challenges of the NSTP throughout the academic year.
- k. Carry out additional tasks and responsibilities as directed by the Associate Dean to support the overall success of the NSTP program.
- l. Collaborate with colleagues, students, and other stakeholders to enhance the NSTP program's impact.

(Ref. PNU Special Order No. 352 Series of 2024)

B. The NSTP Faculty

The duties and responsibilities of the NSTP Faculty are as follows:

- a. Supervises the assigned NSTP class and implements the PNU-NSTP LTS curriculum for the trimester.
- b. Assists the NSTP Coordinator in implementing the NSTP, and evaluates the performance of students.

IV. Course Description

PNU-NSTP 11

The National Service Training Program of Philippine Normal University aims to enhance civic awareness in the youth by developing the ethics of service and patriotism while undergoing training in the Literacy Training Service (LTS) component of PNU-NSTP. The course aims to develop the national and global civic consciousness among students by orienting and re-orienting them on the different types or dimensions of literacies in the 21st century. Through plenary sessions, interactive learning strategies and exposure to the issues and problems of the community, the students will gain basic knowledge and understanding of basic literacy, multicultural literacy, global awareness, technological literacy, environmental literacy, economic literacy, information literacy, among others. As an output, the students are expected to develop a project proposal that will help address a certain issue in the community. This will be implemented in NSTP 12.

PNU-NSTP 12

As an offshoot of PNU-NSTP 11, the course aims to deepen the understanding of students on the different issues and problems of the community and enhance their skills in community building through actual immersion in the community through the implementation of their respective approved project proposals. Moreover, the students are expected to relate with the community leaders and members and establish partnerships for community empowerment. Towards the end of the course, the students document and report the implementation of their projects, including successes and challenges, and share best practices with the PNU community.

V. The PNU-NSTP LTS Curriculum

In accordance with the NSTP law and its IRR, the PNU-NSTP LTS implementation shall cover citizenship training, drug education, disaster awareness, preparedness, and management, environmental protection, national security concerns, volunteerism, and other relevant topics that shall be included in PNU's NSTP modules.

Revised Topics for the PNU-NSTP Literacy Training Service (LTS)

Trimester	Module Title	Mode of Delivery
PNU-NSTP LTS 11 (54 to 90 hrs.)	Module 1: Serving the Nation: Understanding the National Service Training Program (NSTP)	Blended Modality
	Module 2: A Blueprint for a Better World: The Sustainable Development Goals	Blended Modality
	Module 3: Cracks in the Foundation: Unpacking National Security	Blended Modality
	Module 4: Empowering Change: Core Principles of Community Development	Blended Modality
	Module 5: Resilience and Sustainability: Disaster Risk Reduction and Environmental Sustainability	Blended Modality
	Module 6: Teaching Literacy in the Community with AI Integration	Blended Modality
	Module 7: Bridging Worlds: A Guide to Global Citizenship Education	Blended Modality
	Module 8: Building Bridges, Not Walls: The Power of Cultural Sensitivity in the Community	Blended Modality
	Module 9: Empowerment Unveiled: A Journey Through Gender and Development	Blended Modality
	Module 10: Cultivating Growth Through Servant Leadership	Blended Modality
	Module 11: The Evolving Threat: Understanding Emerging Diseases, Re-emerging Diseases, and Drug Education	Blended Modality
	Module 12: Mastering the Proposal: Development, Design, and Presentation	Blended Modality

	<table border="1" data-bbox="550 277 1372 1167"> <thead> <tr> <th data-bbox="550 277 747 344">Trimester</th> <th data-bbox="747 277 1222 344">Module Title</th> <th data-bbox="1222 277 1372 344">Mode of Delivery</th> </tr> </thead> <tbody> <tr> <td data-bbox="550 344 747 1094" rowspan="5">PNU-NSTP LTS 12 (54 to 90 hrs.)</td> <td data-bbox="747 344 1222 443">Module 1: Civic Duty, Community Service, and Self-Growth: A Look at NSTP 12</td> <td data-bbox="1222 344 1372 443">Blended Modality</td> </tr> <tr> <td data-bbox="747 443 1222 634">Module 2: Innovate for Impact: Design Thinking in Service Learning</td> <td data-bbox="1222 443 1372 634">Blended Modality</td> </tr> <tr> <td data-bbox="747 634 1222 732">Module 3: From Concept to Community: The Project Implementation Journey</td> <td data-bbox="1222 634 1372 732">Blended Modality</td> </tr> <tr> <td data-bbox="747 732 1222 934">Module 4: Tracking Progress, Proving Purpose: The D-M-E Cycle (Documentation, Monitoring & Evaluation) for NSTP Projects</td> <td data-bbox="1222 732 1372 934">Blended Modality</td> </tr> <tr> <td data-bbox="747 934 1222 1094">Module 5: The After-Action Report: A Debriefing, Presentation, and Documentation</td> <td data-bbox="1222 934 1372 1094">Blended Modality</td> </tr> <tr> <td data-bbox="550 1094 747 1167"></td> <td colspan="2" data-bbox="747 1094 1372 1167">Module 6-12: Project Implementation in the Community</td> </tr> </tbody> </table> <p data-bbox="532 1205 857 1236">Ref: UM No. 209 s. 2025</p> <p data-bbox="532 1239 1476 1318"><i>The blended learning modality shall remain enforced in Term 1, A.Y. 2025-2026. Defined as "a combination of face-to-face (F2F) and online learning activities where computer-mediated activities replace 'seat-time' in the classroom," (University Circular No. 10, s. 2022), the blended learning delivery model supports the Commission on Higher Education (CHED) Memorandum Order No. 04, s. 2022 on the context of flexible learning.</i></p>	Trimester	Module Title	Mode of Delivery	PNU-NSTP LTS 12 (54 to 90 hrs.)	Module 1: Civic Duty, Community Service, and Self-Growth: A Look at NSTP 12	Blended Modality	Module 2: Innovate for Impact: Design Thinking in Service Learning	Blended Modality	Module 3: From Concept to Community: The Project Implementation Journey	Blended Modality	Module 4: Tracking Progress, Proving Purpose: The D-M-E Cycle (Documentation, Monitoring & Evaluation) for NSTP Projects	Blended Modality	Module 5: The After-Action Report: A Debriefing, Presentation, and Documentation	Blended Modality		Module 6-12: Project Implementation in the Community	
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	Module 6-12: Project Implementation in the Community																	
Transferring	<p data-bbox="532 1356 1203 1388">Activity 3: Community Involvement Proposal</p> <p data-bbox="532 1434 683 1465">Directions:</p> <p data-bbox="532 1488 1476 1898">Form a group and fill out the table below. To start, list as many programs as you can in the Community Program column and provide the details in the Address and Contact Information columns. To decide whether the program is sustainable or unsustainable, check if the program is: (1) existing or not, (2) long-term or short-term, and (3) on-going or aborted. Moreover, to make a decision, reflect on the following: (a) purpose, aims, and objectives of the target program, (b) location of the immersion</p>																	

program, (c) other challenges (threats to safety and security—physical, mental, health, etc.). (You may add additional rows if needed.)

Community Program	Contact Information (name of community, address, telephone, person in-charge)	Status (Sustainable / Unsustainable)	Decision (probable / possible / denied)

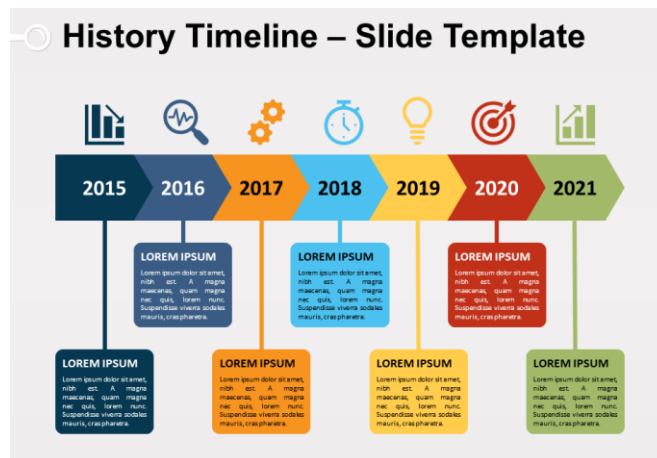
Prepared by: _____ Date: _____

Activity 4: R.A. 9163 (NSTP Act of 2001) TIMELINE

A timeline is a visual representation of a sequence of events in chronological order.

Group Activity

Make a timeline that highlights the significant events that resulted in the passage and implementation of the National Service Training Program (NSTP) Act of 2001, also referred to as Republic Act No. 9163.



Step-by-Step Instructions:

1. Research the key events
2. Write down the important dates and events
3. Draw or create your timeline
*You can do this on a long bondpaper or in a digital platform (like **Canva**, **Google Slides**, or **PowerPoint**)*
4. Add event details. Next to each date on the timeline, write a short description of the event.

Example:

December 19, 2001 – President Gloria Macapagal-Arroyo signed RA 9163 into law, establishing the NSTP STEP 5: Decorate and Organize

5. To make your timeline visually appealing. Keep the layout clean and easy to read
6. Final Check (Are the dates in correct order? Are all important events included? Is everything spelled correctly? Is it neat and well-organized?)
7. Class presentation

Promoting

Activity 4: Service-Learning Slogan (SLS)

Develop a slogan or service-learning motto about helping others and write it in the box below. Then, answer the succeeding guide questions.

Example of a slogan:

"In a world separated, ask yourself what really matters. We are all connected. It is our duty to serve others."



Source: Ferrer et. al (2023)



Share your current plans to effectively conduct your NSTP 11 Service-Learning activities. What activities you are planning to employ?

	<hr/> <hr/>
References	<p>BOR Approved-NSTP as a Service-Learning Program (U-371, s. 2024)</p> <p>BOR Resolution No. U-2803, s. 2018 – Approving the Course Description of the Philippine Normal University-National Service Training Program as well as the Revised Guidelines for PNU-NSTP, provided that they conform to the provisions of the NSTP Act of 2001 and its Implementing Rules and Regulations.</p> <p>Buenavidez, VJ. C. et.al (2024). <i>A Program Module for NSTP 1 National Service Training Program</i>. (First Edition). Mutya Publishing House, Inc.</p> <p>Community Partnership and Extension Office (CPEO) Extension Manual 2015</p> <p>Espiritu, R. I. et.al (2024). <i>National Service Training Program with Common and Specific Modules</i>. (Revised Edition). Mutya Publishing House, Inc.</p> <p>Ferrer, R. M. et. al (2023). <i>A Course Module for National Service Training Program I (NSTP 1)</i> (First Edition). Rex Bookstore, Inc</p> <p>Helpful Professor Explains! (2024, May 21). <i>Service Learning (Explained for Beginners in 3 Minutes)</i>. YouTube. https://www.youtube.com/watch?v=TCYRwNLFqdo</p> <p>Labuguen, F. C. et.al (2025). <i>NSTP 1 Understanding the National Service Training Program</i> (New Edition). Mutya Publishing House, Inc.</p> <p>National Service Training Program (NSTP) 11 Toolkit (CPEO)</p> <p>National Service Training Program (NSTP) 11 Workbook (CPEO)</p> <p>R.A. 9163. (2002, January 23). Lawphil.net. https://lawphil.net/statutes/repacts/ra2002/ra_9163_2002.html</p>

Rubric for Assessing a Service-Learning Slogan (SLS)				
Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Relevance to Theme	Slogan clearly reflects the purpose and values of service learning.	Slogan relates to service learning with minor vagueness.	Slogan shows some connection to the theme but lacks clarity.	Slogan is unrelated or off-topic.
Creativity and Originality	Extremely creative and unique; stands out and is thought-provoking.	Shows creativity and some originality.	Minimal creativity; similar to common slogans.	Lacks originality; copied or very generic.
Clarity and Conciseness	Slogan is clear, concise, and easy to understand in one reading.	Mostly clear, but slightly wordy or complex.	Somewhat unclear or too long.	Difficult to understand ; poorly worded or confusing.
Impact	Highly impactful;	Some impact;	Slightly impactful;	No impact;
Grammar and Mechanics	No errors in spelling, punctuation, or grammar.	1–2 minor errors that don't affect understanding.	A few noticeable errors; slightly distracts	Many errors that interfere with

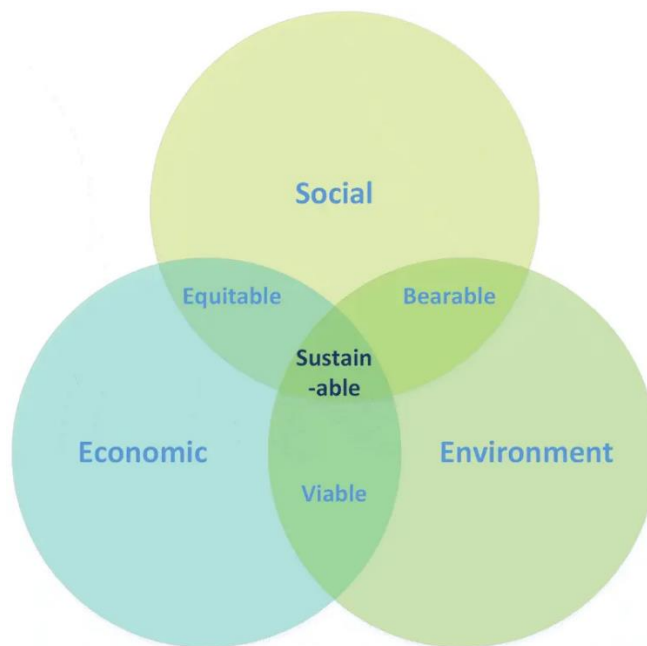
				from message.	understandi ng.	
<p> Total Score: ____ / 20</p> <p> Rating Guide:</p> <p>18–20: Outstanding</p> <p>15–17: Very Good</p> <p>11–14: Satisfactory</p> <p>Below 11: Needs Improvement</p>						

Course No.	NSTP 11
Course Title	National Service Training Program
Module No.	2
Module Title	A Blueprint for a Better World: The Sustainable Development Goals
Learning Outcomes	<p>This module aims to develop students whose critical and creative thinking includes consideration for sustainability and its consequences to the future generations. With the discussions on the evolution of sustainable development goals and how it became a priority to achievement as a response to the challenges that people face, this is envisioned to foster decision-making skills among the NSTP students. This especially encompasses economic, social and environmental spheres of living, in which sustainable development aims to be addressed.</p> <p>Specifically, the students are expected to be the following within the completion of this module:</p> <ol style="list-style-type: none"> 1. Develop critical and creative thinking skills to consider the effects of their actions in a wider scope. 2. Inculcate altruism in decision-making and planning of initiatives. 3. Expand the scope of advocacy for sustainable development beyond the academic setting through inclusive methodologies of data gathering and communicating with the leaders and citizens.
Description of the Lesson	<p>This module provides the fundamental knowledge on the development and importance of sustainable development, founded in the concept of sustainability. It also explores the development of goals within the global context, through the initiatives of the United Nations, as a method of combating the challenges that different nations face which affect the economic, social and environmental aspects of societies. To contextualize these global visions, the Philippine government also created the AmBisyon 2040 as a framework for long-term goals that national and local government units use to propose their programs and projects. This is also supported by the periodic publication of the Philippine Development Plan which were based on the needs of the Filipino citizens anchored with what they envisioned in having an uplifted quality life as basis for AmBisyon 2040.</p>

Targets/ Objectives	<p>At the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Understand the connection of the global goals within the sphere of the Sustainable Development Goals (SDGs) to the national goals. • Realize the development of the global and national goals as a response to the challenges faced by humanity. • Foster values that will consider the future generation in decision-making, planning and creating action.
LESSON PROPER	
Nurturing	<p>Freedom Wall</p> <p>On a common bulletin board, post your observations and thoughts on the prevailing issues of the country and your community. You can be creative in the manner you can express it using pictures, graphics, words or illustrations.</p> <p>When your class has already consolidated your observations and thoughts, answer the following questions:</p> <ol style="list-style-type: none"> 1. How did you become aware of these issues? 2. Why is it important to be aware or “woke” about these issues? 3. How will you evaluate the actions of your community and its leaders on the effects of these issues? 4. What do you think they should consider in creating solutions to address these issues? 5. How can they consider the long-term impact of the solutions for these issues?
Skill-Building	<p>Achieving Sustainability Globally through SDGs and MDGs</p> <p>In October 1987, the report of the World Commission on Environment and Development (WCED), “Our Common Home” was released as a response to the call of the United Nations General Assembly mainly to propose long-term strategies for achieving sustainable development as the world will enter the 21st century by then. Clinging into the vision of seeing the “possibility for a new era of economic growth”, the Commission exerted its effort to integrate sustainability as a basis for “policies that sustain and expand the environmental resource base”. Thus, they defined sustainability as</p>

"meeting the needs of the present without compromising the ability of future generations to meet their own needs."

This can be interpreted using various lenses that affect different aspects of society. However, sustainability aimed to provide an approach to development that will balance the different needs within the environmental, social and economic schemes of society. This would become the pillars of sustainability. The following Venn Diagram shows the representation of the relations of these pillars:



Representation of the relationship of the pillars of sustainability

Source: Circular ecology, Sustainability and Sustainable Development - What is Sustainability and What is Sustainable Development?, <https://circularecology.com/sustainability-and-sustainable-development.html>

To attainable sustainability, a balance of economic, social and environmental sustainability should be attained. Because of this, the members of the United Nations signed the United Nations Millennium Declaration in September 2000 as a commitment to combat poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women by 2015. The eight (8) goals became the blueprint for decreasing the effects of the

social issues that often resulted in the depletion of the state of life of people.



The Millennium Development Goals (MDGs)

The following were the MDGs:

1. Eliminate extreme poverty and hunger
2. Achieve global primary education
3. Empower women and promote gender equality
4. Reduce child mortality
5. Promote maternal health
6. Fight malaria, HIV/AIDS, and other diseases
7. Promote environmental sustainability
8. Develop a universal partnership for development

Upon its culmination in 2015, the United Nations released the Millennium Development Goals Report highlighted that there have been significant improvements in the decrease of the prevalence of poverty and health-related issues. This was seen as the root cause of the other social issues affecting the well-being and state of life of the people.

Read:

From MDGs to SDGs: What are the Sustainable Development Goals? By ICLEI. <https://www.local2030.org/library/251/From-MDGs-to-SDGs-What-are-the-Sustainable-Development-Goals.pdf>

Concepcion, M. B. (2012) Philippine Progress on MDGs. [PDF] <https://nast.dost.gov.ph/images/pdf%20files/Publications/Bulletins/NB%202%20MDG%20Updates.pdf>

Seeing the need to meet the urgent environmental, political and economic challenges, the United Nations developed the Sustainable Development Goals (SDGs) in the United Nations

Conference on Sustainable Development in Rio de Janeiro, Brazil in 2012. Replacing the MDGs, the SDGs served as their continuation with a more specified goals to deal with the potential impacts of climate change, especially to those people considered as vulnerable, challenges in attaining gender equality, better eradication of poverty and fostering peace and justice, prominently for the conflict-laden areas. The primary challenge was also influenced by the agreements that were made in 2015 to support the mitigations against the effects of disasters.

Watch:

United Nations Development Programme (UNDP). (2015). Transitioning from the MDGs to the SDGs. [Video] https://youtu.be/5_hLuEui6ww



The Sustainable Development Goals

Known formally as the **2030 Agenda for Sustainable Development**, the **Sustainable Development Goals** aim to eradicate the effects of global issues within the sphere of people, planet and prosperity with the additional consideration of strengthening universal peace and giving value to collaborative partnership among nations. Hence, the United Nations further highlighted the need to stimulate actions until 2030 in the following areas deemed as critical – people, planet, prosperity, peace and partnership. Within these considerations, the UN formulated the 17 SDGs:

SDG 1: No poverty
SDG 2: Zero hunger
SDG 3: Good health and well-being
SDG 4: Quality education
SDG 5: Gender equality
SDG 6: Clean water and sanitation
SDG 7: Affordable and clean energy
SDG 8: Decent work and economic growth
SDG 9: Industry, innovation and infrastructure
SDG 10: Reduced inequalities
SDG 11: Sustainable cities and communities
SDG 12: Responsible consumption and production
SDG 13: Climate action
SDG 14: Life below water
SDG 15: Life on land
SDG 16: Peace, justice, and strong institutions
SDG 17: Partnerships for the goals

SDG indicators and progress reports are being published by the UN (<https://unstats.un.org/sdgs>)

To adhere with the goals, the United Nations in the Philippines released the Philippines 2024 -2028 United Nations Sustainable Development Cooperation Framework. This serves as the joint strategic planning framework for partnership between the UN and the government of the country to fulfill the goals vis-à-vis to the long-term development plan of the country stipulated in the AmBisyon Natin 2040 and the Philippine Development Plan (PDP) 2023-2028.

Read:

United Nations in the Philippines and the Republic of the Philippines. (2023). Philippines 2024 -2028 United Nations Sustainable Development Cooperation Framework. [PDF] <https://philippines.un.org/en/download/145870/250609>

Recognizing the placement of the Philippines as one of the potential growing economies in Southeast Asia and in the world arena, UN and the government formulated the framework to work

with the national priorities amidst the global and national challenges that it faces.

AmBisyon Natin 2040 and the Philippine National Development Plan (2023-2028)

Rooting on the vision of enjoying a “*matatag, maginhawa at panatag na buhay*”, the AmBisyon Natin 2040 collectively summarized the vision of the Filipinos on the quality of life that they wanted to achieve. Still inclined in the goal of helping the citizens amidst the challenges and risks present in the country, which would shape their decisions for the present and the future. To realize this, the then National Economic and Development Authority (now the Department of Economy, Planning and Development) expanded the plan to consider its scope beyond the economic indicators which encompasses the well-being and uplifted quality of life of the Filipinos.

Read:

National Economic and Development Authority. (n.d.). A Long Term Vision of the Philippine Brochure. [PDF]. https://2040.neda.gov.ph/wp-content/uploads/2022/02/2162022_A-Long-Term-Vision-for-the-Philippines.pdf

To support these long-term goals, the Philippine Development Plan (PDP) was periodically by the government to cover the strategies of the country to a span within six (6) years towards growth in all aspects of life. Mainly rooted from economic progress, the PDP 2023-2028 aims to provide opportunities that are inclusive and equal through equipping Filipinos of the skills needed for their full participation in the economy.

The overall goal of the PDP 2023-2028 is to “*reinvigorate job creation and accelerate poverty reduction by steering the Philippine economy back to its high-growth trajectory and effect economic and social transformation for a prosperous, inclusive, and resilient society.*” Targets were focused on economic and production, and social and human development sectors, which were supported through the strategies on digitalization, public-private partnerships, servicification, providing dynamic innovation

	<p>ecosystem, connectivity and collaboration with the local and national government.</p> <p>Read:</p> <p>Republic of the Philippines and the National Economic and Development Authority. (n.a.). Philippine Development Plan 2023-2028. [PDF] https://pdp.neda.gov.ph/wp-content/uploads/2023/09/Philippine-Development-Plan-2023-2028.pdf</p> <p>Republic of the Philippines and the National Economic and Development Authority. (n.a.). Philippine Development Plan 2023-2028 Briefer. [PDF] https://pdp.neda.gov.ph/wp-content/uploads/2023/01/PDP-2023-2028-Briefer.pdf</p> <p>Throughout the period, the Department of Economy, Planning and Development releases results matrices per chapters of the PDP 2023-2028 as a monitoring scheme for the local government units and the national government in achieving the targets and goals. These were published on a regular basis at https://neda.gov.ph/pdp-2023-2028-results-matrices/</p> <p> Read more: https://depdev.gov.ph/pdp2023-2028midtermupdate/</p> <p> Access the full PDP 2023–2028 Midterm Update: bit.ly/PDP2023-2028MidtermUpdate</p> <p> Watch video: https://web.facebook.com/share/v/1KLgGcSbQw/</p>
Transferring	<p>Activity 1: Analyze the Alignment</p> <p>Using the following table, analyze the efforts that your own community in addressing the prevalent issues in its context with its adherence in the Sustainable Development Goals (SDGs), Ambisyon Natin 2040 and the Philippine Development Plan (PDP). After which, give your recommendations on how your community can improve its programs and projects to ensure adherence in the vision of the global and national goals. There will be no limitations</p>

in the number of issues and programs and projects that you can indicate in the table.

Prevailing Issues in the Community	Programs and Projects Implemented in the Community	Sustainable Development Goal (SDGs)	Aligned Chapter in Ambisyon Natin 2040 and the Philippine Development Plan (PDP)	Your Recommendation to Align the Implemented Projects in Your Community with the SDGs and PDP

Promoting

Activity 2; Propose It!

Based on the issues that you observed in your community and listed in the table, create a policy that you are willing to propose to the leaders of your community to align it with the Sustainable Development Goals (SDGs), Ambisyon Natin 2040 and the Philippine Development Plan (PDP). Use the following format for the policy that you will be creating:

Parts of the Proposed Policy		Expected Content
I. Introduction	Prevailing Issue	A background on the causes of the issues and problems prevalent in the community and how it affected the residents and the citizenry in general. You can also include data to support the existence of its consequences.
	Legal Bases	A survey of the legal statutes and regulations from the government, including monitoring of its implementation in the national and local context
II. Proposed Solutions	Recommendations	A survey of the possible recommendations to proposed solutions for the prevalent issue

		Primary Evaluation of the Recommendations for Prospect Implementation	A survey of the recommendations listed for implementation.
	III. Proposed Policy	Title of the Proposed Policy	A clear, concise title to encapsulate the needs of the community and make it engaging for the citizens
		Objectives	States the reason for the implementation and how can it yield the maximum benefits for the community. This should adhere to the SMART (specific, measurable, achievable, relevant and time-bound) goals
		Target Beneficiaries	Stakeholders from the community will benefit and being affected by the proposed policy.
		Details	Includes the services to be offered and how it will be offered
		Implementers	Details the roles and responsibilities of those involved in the project
		Funding and Resources	States the specific details on the costs and available resources for the proposed policy
		IV. Action Plan	Pre-Implementation
	Implementation		Steps for the implementation with the context of the community. This also includes monitoring of the implementation
	Evaluation		Includes the steps for evaluation on the implementation of the policy.

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UNDP Denmark SDG Accelerator. (n.a.). *Sustainable Development Goals Background on the Goals*. <https://www.undp.org/sdg-accelerator/background-goals>

Rubric for Propose II!

Criteria	Excellent (10 points)	Good (7 points)	Developing (3 points)
Context and Needs of the Policy	Clearly shows the need for the proposal of the policy. Details strongly support the need.	Shows the need for the proposal but missed details to prove its need	The proposal is minimal to not being supported by the details that it was needed by the community.
Technicalities and Mechanics	Adheres to the prescribed format. The	Mostly adheres to the	Shows some deviation from the

		language is exceptionally clear, concise, and professional, making the policy easy to understand.	prescribed format. The language is generally clear and understandable.	prescribed format. The language is occasionally unclear or contains errors.
	Alignment with SDGs, Ambisyon Natin 2040, and PDP	Demonstrates clear and strong alignment with the Sustainable Development Goals (SDGs), Ambisyon Natin 2040, and the Philippine Development Plan (PDP) throughout the policy.	Shows general alignment with the SDGs, Ambisyon Natin 2040, and the PDP, but some connections may be weak.	Limited or unclear alignment with the SDGs, Ambisyon Natin 2040, or the PDP.
	Effectiveness and Impact	Shows high potential for promotion of sustainability, SDGs, AmBisyon Natin 2040 and PDP, and widespread reach for the public	Persuasive, but the call for action could be stronger	Lacks persuasive elements to deliver the impact of the policy

Course No.	NSTP 11
Course Title	National Service Training Program
Module No.	3
Module Title	Cracks in the Foundation: Unpacking National Security
Learning Outcomes	<p>The students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and explain the major security challenges currently facing the Philippines, including internal and external threats to national security 2. Propose realistic and actionable strategies that young Filipinos can adopt to actively contribute to national security and community resilience.
Description of the Lesson	<p>This module will provide NSTP students with a foundational understanding of national security in the Philippine context, exploring its evolution from traditional defense to encompass peace, development, and resilience. Drawing from the National Security Policy 2023-2028 and the National Security Strategy 2024, the module will examine the 15-Point National Security Agenda and its strategic directions. By emphasizing the role of moral and spiritual consensus, this module aims to foster national pride and equip students to contribute to a safer and more resilient Philippines.</p>
Targets/ Objectives	<p>At the end of this module, you should be able to:</p> <ul style="list-style-type: none"> ● Identify and analyze the key security challenges facing the Philippines. ● Examine the domestic and international dangers that threaten the Philippines' security. ● Develop actionable strategies for young Filipinos to contribute to national security solutions.
LESSON PROPER	
Nurturing	<p>Think-Group-Share</p> <ol style="list-style-type: none"> 1. What are the most pressing contemporary national security concerns facing the Philippines, and what are their underlying causes? 2. How do both internal and external factors converge to create the current security threats faced by the Philippine state?

	<p>3. What specific, impactful actions can Filipino youth take to actively contribute to addressing the nation's most critical security challenges?</p>
<p>Skill-Building</p>	<p>Definition of National Security:</p> <p>National security in the Philippines is defined as "a state or condition wherein the people's welfare, well-being, ways of life; government and its institutions; territorial integrity; sovereignty; and core values are enhanced and protected (National Security Policy 2023-2028)."</p> <p>Key Aspects of National Security:</p> <ol style="list-style-type: none"> 1. Protection of the People and their way of life. 2. Safeguarding the government and institutions. 3. Preservation of territorial integrity and sovereignty. 4. Protection of core national values. <p>Historical Context of National Security:</p> <p>Early Foundations:</p> <ul style="list-style-type: none"> ● Commonwealth Act No. 1 (National Defense Act): <ul style="list-style-type: none"> ○ This act laid the groundwork for the Philippines' national security framework, mandating the establishment of a Council of National Defense to advise the President. This early focus was on establishing a formal defense structure. ● Post-World War II and the National Security Council's Formation: <ul style="list-style-type: none"> ○ Following World War II and the Philippines' attainment of sovereignty, President Elpidio Quirino established the National Security Council (NSC) in 1950. This marked a shift towards a more formalized and structured approach to addressing security concerns. <p>Evolving Security Concerns:</p> <ul style="list-style-type: none"> ● Cold War Era: <ul style="list-style-type: none"> ○ The global geopolitical landscape heavily influenced national security During the Cold War. The Philippines faced internal threats, notably the communist insurgency, which shaped its security priorities. ● Marcos Era: <ul style="list-style-type: none"> ○ President Ferdinand Marcos's administration saw a redefinition of foreign policy, emphasizing territorial integrity and regional cooperation. National security concerns were also heavily influenced by the imposition of martial law.

- **Post-1986 and Democratic Transition:**

- The 1987 Constitution established civilian control over the military, with the President as Commander-in-Chief. The NSC was reorganized, and its role as an advisory body was reinforced.
- The post-Marcos era saw a broadening of security concerns beyond purely military threats, including economic stability and internal conflicts.

- **Contemporary Challenges:**

- In recent decades, the Philippines has faced a complex array of security challenges, including:
 - Territorial disputes in the South China Sea.
 - Terrorism and extremism.
 - Cybersecurity threats.
 - The impacts of climate change.
 - Economic security.
- The NSC has played a key role in coordinating the government's response to these evolving threats.

The NSC's Role:

- The NSC's function has consistently been to advise the President on matters relating to national security, integrating domestic, foreign, and military policies.
- Its composition and focus have evolved over time to reflect the changing nature of security threats.

Internal and External Threats to National Security

Internal Threats:

- **Insurgency and Terrorism:**
 - Long-standing armed conflicts with groups like the communist New People's Army (NPA) and various separatist groups in Mindanao continue to pose significant challenges.
 - The threat of terrorism from extremist groups also remains a concern.
- **Political Instability:**
 - Issues such as corruption, political polarization, and weak governance can destabilize the nation.
- **Economic Inequality and Poverty:**
 - Wide disparities in wealth and limited access to resources can fuel social unrest and contribute to criminal activity.
- **Environmental Degradation:**
 - Problems like deforestation, illegal mining, and pollution threaten natural resources and can lead to social instability.
- **Cybersecurity Threats:**

- Increasingly, the Philippines faces threats from cyberattacks targeting critical infrastructure and data.

External Threats:

- Territorial Disputes:
 - The ongoing disputes in the South China Sea present a major external security challenge, with potential for escalation.
- Regional Instability:
 - Political and security issues in neighboring countries can have spillover effects on the Philippines.
- Transnational Crimes:
 - Activities like drug trafficking, human trafficking, and arms smuggling pose threats to border security and social stability.
- Global Economic Challenges:
 - The Philippines is vulnerable to fluctuations in the global economy, including financial crises and trade disputes.
- Climate Change:
 - The Philippines is highly vulnerable to the effects of climate change, including rising sea levels and extreme weather events.

National Security Policy (2023-2028):

- Spells out the national security aspirations and defines the country's strategic direction.
- Aims to address the challenges and opportunities in the strategic environment.
- Seeks to integrate security measures into planning agency policies and strategies at both the national and local levels.

Interests of NSP 2023-2028:

1. National Sovereignty and Territorial Integrity
2. Political Stability, Peace, and Public Safety
3. Economic Strength and Solidarity
4. National Identity, Harmony and Culture of Excellence
5. Ecological Balance and Climate Change Resiliency
6. Cyber, Information and Cognitive Security
7. Regional and International Peace and Stability

NSTP and 15-Point National Security Agenda

National Service Training Program

15- Point National Security Agenda

	<p style="text-align: center;">(NSTP)</p> <p style="text-align: center;"><i>“...enhancing civic consciousness and defense preparedness in the youth by developing the ethics of services and patriotism while undergoing training ...designed to enhance the youth’s active contribution to the general welfare. “</i></p>	DEFENSE AND MILITARY SECURITY	
		MARITIME, AIR, LAND, AND SPACE SECURITY	
		BORDER SECURITY	
		POLITICAL SECURITY	
		PUBLIC SAFETY, PEACE, AND JUSTICE	
		HEALTH AND BIOSECURITY	
		ECONOMIC INFRASTRUCTURE AND FINANCIAL SECURITY	
		FOOD, NUTRITION, AND WATER SECURITY	
		ENERGY SECURITY	
		TRANSPORTATION AND PORT SECURITY	
		MORAL AND SPIRITUAL CONSENSUS	
		SOCIO-CULTURAL COHESIVENESS	
		ECOLOGICAL BALANCE AND CLIMATE CHANGE RESILIENCY	
		CYBER, INFORMATION, AND COGNITIVE SECURITY	
		REGIONAL AND INTERNATIONAL PEACE AND STABILITY	
Transferring	1. "One-Minute Paper: My Role in National Security"		

	<p>"In one minute, write down how you, as an NSTP student, can contribute to national security, based on your understanding of the concept."</p> <p>2. "NSTP and the National Security Framework Diagram"</p> <p>Task: Students create a diagram illustrating the Philippine national security framework, but they must also include a section that shows how NSTP, or the youth in general, can contribute to one of the sections of the framework.</p>
<p>Promoting</p>	<p style="text-align: center;">"National Security: Youth Action Plan"</p> <p>Objective: To design and present a concise advocacy plan addressing a chosen national security concern.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Select & Define (15 min): <ul style="list-style-type: none"> ○ Groups select a specific national security concern (internal or external). ○ They briefly define the issue and its impact on the Philippines. 2. Plan & Create (30 min): <ul style="list-style-type: none"> ○ Groups formulate a brief advocacy plan: <ul style="list-style-type: none"> ■ Target audience. ■ Key message(s). ■ Chosen communication channel(s) (e.g., social media, posters). ■ Actionable steps for youth involvement. ○ Groups create a sample advocacy material (e.g., social media post). 3. Present & Reflect (25 min): <ul style="list-style-type: none"> ○ Groups present their advocacy plan and sample material. ○ Class discussion: campaign effectiveness and potential impact.
<p>References</p>	<p>National Security Council. (2023). <i>National Security Policy 2023-2028</i>. Retrieved from https://www.surrey.ac.uk/sites/default/files/2024-09/2023_Philippines.pdf.</p> <p>News Releases - PBBM approves adoption of National Security Policy 2023-2028. (2023, August 12). Pco.gov.ph.</p>

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Rubric	Rubric for Youth Action Plan				
	Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)
	Issue Clarity & Relevance	Clearly defines a relevant national security concern and its impact on the Philippines.	Defines a relevant concern with some explanation of impact.	Identifies a concern but definition or impact is unclear.	Fails to identify or define a relevant concern clearly.
	Target Audience & Message	Identifies a specific and appropriate target audience with clear, impactful key messages.	Identifies a target audience and key messages, but clarity or impact could be improved.	Identifies a target audience and messages, but they are vague or inappropriate.	Fails to identify target audience or develop clear messages.
	Communication Channel & Material	Chooses effective communication channels and creates a compelling, well-designed advocacy material.	Chooses adequate communication channels and creates a functional advocacy material.	Chooses less effective channels or creates a poorly designed material.	Fails to choose appropriate channels or create a material.
	Actionable Steps & Youth Involvement	Develops clear and actionable steps for youth involvement, demonstrating a strong understanding of youth engagement.	Develops actionable steps, but youth engagement could be more clearly defined.	Develops some steps, but youth engagement is limited or vague.	Fails to develop actionable steps or address youth involvement.
	Presentation Clarity & Impact	Presents the advocacy plan clearly and effectively, demonstrating a strong understanding of its potential impact.	Presents the plan adequately, with some explanation of impact.	Presents the plan with limited clarity or explanation of impact.	Presents the plan poorly, with little or no explanation of impact.

	Reflection & Discussion Contribution	Provides insightful reflections on campaign effectiveness and contributes meaningfully to the class discussion.	Provides adequate reflections and contributes to the discussion.	Provides limited reflections or contributes minimally to the discussion.	Fails to provide reflections or contribute to the discussion.	
	Total Points	/24	/18	/12	/6	

Course No.	NSTP 11
Course Title	National Service Training Program
Module No.	4
Module Title	Empowering Change: Core Principles of Community Development
Learning Outcomes	<p>The students should be able to:</p> <ol style="list-style-type: none"> 1. Clearly understand the basic principles in community development. 2. Go to the community barangay near them, interview barangay officials about recent problem/s observed or experienced in their community that needs immediate response. 3. Create a community development project plan that follows the basic principles concerning the recent community problem that needs to be responded immediately. <p style="text-align: center;">Output</p> <ol style="list-style-type: none"> 4. Community Project Involvement Proposal
Description of the Lesson	This lesson will give the learner's a clearer knowledge on the basic principles of community development and the processes involved in it which in turn will serve as their guide before they actually have their community immersion.
Targets/ Objectives	<p>At the end of this module, you should be able to:</p> <ol style="list-style-type: none"> 1. Discuss the basic principles of community development. 2. Develop a community project involvement proposal following the basic principles concerning it. 3. Apply the learned principles in their future community development engagement

LESSON PROPER

Nurturing

1. Do you know what is community development?
2. Are you familiar with the principles related to community development?
3. Were you able to experienced involving yourself in any community development activities?
4. Why do you think we have to know the principles involved in community development?

Skill-Building

Activity 1: Picture Analysis: Two Pictures in an Idea or Building words.



<https://www.pinterest.com/community-clipart>



<https://www.shutterstock.com>

COMM_N_T_

DEV_L_OP_EN_

What is a community?

Community is a geographically based group of people sharing common characteristics of common goal and interest.

<https://uis.unesco.org>

Etymologically, the term community is derived from Latin, "**communitas**" which means public spirit or communis which means "shared in common". Ancient Philosopher Aristotle defined it as a group established by men having shared values. Through the years,

different definitions have been refined and expanded though up to this time, the term is one of the communities can be contextual.

Gardner (2003) defined Community is characterized by "wholeness incorporating diversity" and may include people of different ages, ethnicities, educational backgrounds and incomes. Our communities today are becoming more diversified, multicultural, heterogenic, and more complex. The challenge for us is to foster an inclusive community in a community of diversified members.

What is Development?

Development is the process in which someone or something grows or changes and becomes more advance.

What is community development?

Hasan, M. (2022) stated that community development is a process that brings people together towards a common goal, which is to address common social and community issues like: poverty, inequality and system that affects people living in the said community.

While Hussain, M.M. (2023) defined community development as a dynamic and participatory approach that aims of enhancing the well-being and quality of life of the people living within a specific community.

In addition, United Nation defines community development as a process where community members come together that take collective actions to generate solutions to common problems.

Moreover, community development which is known as Community-Driven Development (CDD) according to World Bank is an approach to local development that gives control over planning decisions and investment resources to community groups. It was mentioned by the World Bank that based from their experiences that when local communities are given clear and transparent rules, access to information and appropriate technical and support, they can easily and effectively organize to recognize community priority programs that address local development challenges by working in partnership with local governments and other institutions to come up with small scales infrastructure, deliver basic services and widens livelihood projects to achieve sustainable and inclusive development outcomes.

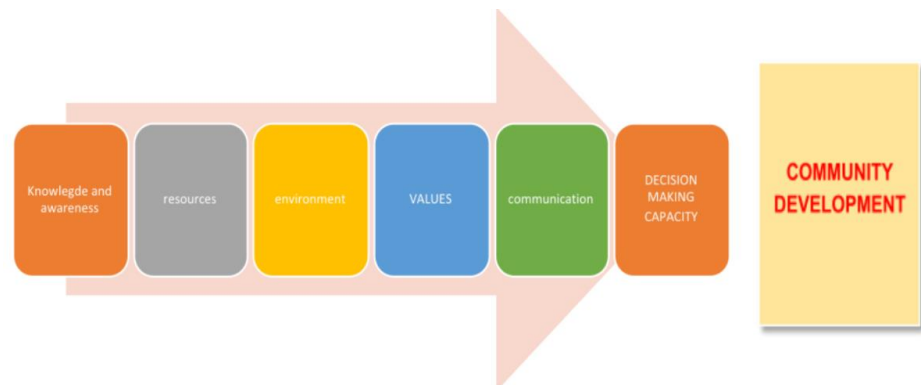
Furthermore, Australian Institute of Family Studies, (2023) cited and defined that **community development** is a holistic approach **grounded in principles of empowerment, human rights, inclusion,**

social justice, self-determination and collective action (Kenny & Connors, 2017). It was mentioned that community development programs must be led by expert community development members who are expert about their lives in the communities and values community knowledge and wisdom.

Finally, the most tangible evidence of community development can be seen in community activities such solving community problems together and discussing it in a community meeting.

As a community member. You are required to possess knowledge about its issues, and the capacity to work with others towards solutions to community problems.

The main goal of community development is to help improve the situations of a certain community, not just focus on economic growth but most importantly as a strong functioning community where members make informed decisions and take part in community life. The figure below shows the input of community members to arrive in community development.



Factors to Consider in Involving Oneself in any Community Development Project/s or Activities

Principles in Community Development:

1. Promote Community Leadership and Ownership – community development process is the most important principle of community development because it envisions to actively work with the community to increase leadership capacity, skills, confidence, and aspirations. Their function is to help community members understand the economic, social, political, environmental, and create psychological impact of alternative solutions to solve existing community problem/s. (Michigan State University). The

community has the primary responsibility in decision making. They identify issues, plan, implement, utilized resources to solve agreed-upon problems applying shared leadership and assuring active citizens participation. Thus, the community members as the primary responsible on creating change in their community then they should secure its ownership.

2. Secure Human Rights – the community development initiatives should adhere and follow the human rights principles. The community and practitioners must adopt the Universal Declaration of Human Rights in their work.

1st three (3) Articles of Universal Declaration of Human Rights:

- All human beings are born free and equal in dignity and rights”;
- “Everyone has the right to life, liberty, and security of person,”; and
- “Everyone is entitled to all the rights and freedoms without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status “.

These Human Rights Principles provides community and Community Development workers legitimate/lawful grounds for addressing community issues, human development, and fighting against poverty, discrimination, and oppression.

Three Approaches of Community Development:

1. Human Rights Based Approach
2. Anti-Oppression Approach
3. Anti-Racism Approach.

And the common thing among the three given approaches is that “people are at the heart of community development and workers collaborate with the community members to bring positive change”.

3. Enhance Quality of Living - community development should focus on the well-being and quality of living. The initiative may focus on economic, physical, and/or social development and it must take one step at a time to be successful.

4. Promote Social Justice - transformative community workers, must work guided by social justice principles, especially equity and

inclusion. They work in the community that critically examine the root cause of poverty, marginalization and exclusion. They provide the community members knowledge, skills and resources to empower them.

5. Bottom-Up Approach: Community Participation and Engagement - Community workers must continuously exert efforts in ensuring the active participation of community members in the community change process. Needs assessment must be done to the involved community, to know what needs must be responded immediately. Engaging the "*bottom-up*" in which every step of the project/program, from issue identification to project planning, implementation, and evaluation is applied. Unlike the top-down in which delivery approach is where community members are just recipients of services and not active participants, is disempowering and further marginalizes community members.

6. Community Assets / Capital and Resource Mobilization - Community development initiatives should base upon and focus on community assets / capital. As mentioned by Parada, et al, in 2012, "Each community relies on different forms of capital to maintain itself and grow stronger". Forms of capital are: environmental, physical, economic, human, information, political, and social resources in the community. And among those mentioned, social capital is most important in community development. As Parada emphasized that "High levels of social capital in a community promote coordination, communication, participation, cooperation, and engagement; thus, positive change is possible. On the other hand, Roseland argued that " Sustainable development of communities requires mobilizing citizens and their governments to strengthen all forms of community capital."

7. Partnership and Collaboration - community work highly depends on partnership and collaboration. Because partnership involve external partners, like LGU's, NGO's, Institutions and other community advocates that can offer support to the host community with technical, financial, and resources.

8. Sustainability - sustainable development should meet the needs of the present involved community, without compromising the ability of future generations to meet their own needs. "Community development should produce self-reliant, self-sustaining communities that mobilize resources for the benefit of all members "(Parada et al., 2012).

9. Respect Indigenous worldviews and local culture - community development work should respect local culture, norms, and

	<p>practices. According to Cull (2018), Indigenous worldviews see the whole person (physical, emotional, spiritual, and intellectual) as interconnected to land and in relationship to others (family, communities, nations).</p> <p>10. Resilience and empowerment - the ultimate goal of community work is to make the community resilient and empowered so that community people should be able to control and use their assets and means to influence. The community development practice should promote self-determination so that people and communities have the right to make their own choices and decisions (Scottish Community Development Center[SCDC], para#3) Finally, the community development should strengthen people's voices and allow them to take collective actions for their socio-economic, cultural, and environmental development and well-being.</p> <p>To further give the students ideas of what is Community Development in The Philippine Setting. They are going to watch video clips from</p> <p>Youtube: https://www.youtube.com/watch?v=zSi0CHXfnAw</p> <p>Video Watching: Sitio Bakal Community Development Project Good Neighbors Philippines</p>
<p>Transferring</p>	<p>Students will be tasked to construct A Community Involvement Proposal Plan. (Community Involvement Proposal Plan Form will be provided by the Professor).</p> <p>(Students are going to their nearest Community Barangay where they belong and will conduct face to face interview with the Barangay Secretary or Barangay Captain)</p> <p>Interview Guide:</p> <ol style="list-style-type: none"> 1. What are some problem/s met in the community that needs to be responded immediately? 2. How will you respond to those community problems or needs? 3. Why do you need to consider the resources you will need in indulging yourself in any community development activities?

Promoting	<p># Professor's Note: Since students are not yet required to conduct actual community development program or activities. Needs Assessment and Community Profiling is advised. As their basis in creating a Community Development project proposal that can involve themselves in the future. Profiling and Needs Assessment Tool will be provided by the Professor handling the course subject.</p> <p>Guide on how to make a Community Development Project Plan?</p> <ol style="list-style-type: none"> 1. Define the Community Needs 2. Set Clear Goals and Priorities 3. Plan for funding and Resources 4. Get Community Support 5. Implement and Track Progress
References	<p>Community Development https://www.worldbank.org/en/projects-operations/products-and-services/publication/ida-taking-a-community-approach-to-development</p> <p>Definition of Community Development https://uis.unesco.org/en/glossary-term/community</p> <p>Mahbub, H. (2010). Community Development Practice: From Canadian and Global Perspective. <i>Chapter 2, Principles and Process in Community Development</i>. https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/chapter/27/</p> <p>What is Community Development? https://aifs.gov.au/resources/resource-sheets/what-community-development</p>
	Rating Rubric: provided below.

Community Project Proposal Rubrics:

Criteria	Excellent (4)	Satisfactory (3)	Good (2)	Needs Improvement (1)
Rationale	Clearly explains the significance of the project,	Explain the significance of the project with good	Provide some explanation of the significance	Lacks a clear explanation for the project's Significance.

	demonstrating strong alignment with project title goal.	alignment with project title goals	with limited alignment with the project goals	
Project Objectives	Objectives are clear, specific and measurable, with strong relevance to the proposed project.	Objectives are somehow clear but have few specificity and measurability with moderate relevance.	Objectives somewhat clear but not specified and not measurable.	Objectives are not clear, not vague or not relevant to the proposed project.
Project Proponents	Names and roles of participants involved in the proposed project are clearly listed and organized according to their roles.	Names and roles of participants are listed but not organized.	Names and roles are partially listed with some missing information.	Names and roles of participants are not listed or are very disorganized.
Project Sites and Respondents	Detailed and specific about the community specific location, with map and date.	Includes necessary information about the community but some minor details are not provided.	Basic information about the community is provided but all information and details are not specified and lacks details.	Incomplete inclusion of information about the community specific location, date and map.
Methodology	Showed comprehensive methodology with detailed steps and thorough planning.	With clear methodology and well-defined procedure and good planning.	Methodology is provided but it lacks details and thorough planning	Methodology is not clear, incomplete, lacks justification and unclear source of funding.
Proposed Budget and Source of Fund	Detailed budget with clear sources of funding, itemized and justified costs.	Budget is provided with clear resources of funding and itemized costs.	Budget is provided but lacks detail and justification of	Budget is incomplete, unclear lacks of justification and sources of funding and unclear sources of funding.

			item costs are not very clear.	
Evaluation	Detailed plan for evaluation with specific criteria and feedback mechanisms.	Clear evaluation plan with criteria and feedback mechanisms.	Basic evaluation plan with limited criteria and feedback mechanisms.	Evaluation plan is not so clear, criteria and feedback mechanisms are insufficient.

<https://www.scribd.com/document/799067714/Community-Project-Proposal-Evaluation-Rubric-1>
(with some modifications).

Course No.	NSTP 11
Course Title	National Service Training Program
Module No.	5
Module Title	Resilience and Sustainability: Disaster Risk Reduction and Environmental Sustainability
Learning Outcomes	<p>The students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the relationship between Disaster Risk Reduction (DRR) and Environmental Sustainability (ES), and how their integration contributes to building community resilience. 2. Demonstrate the ability to actively participate in and contribute to community-based initiatives focused on disaster preparedness and environmental protection. 3. Advocate for effective DRR and ES strategies by engaging stakeholders and promoting awareness within community settings.
Description of the Lesson	<p>In this module, NSTP students will explore their crucial role in nation-building by focusing on Resilience and Sustainability, specifically through Disaster Risk Reduction (DRR) and Environmental Sustainability (ES). This intensive week will guide them to recognize the interconnectedness of DRR and ES as fundamental pillars for forging resilient Filipino communities. Through practical and community-based engagements, they will learn to apply and participate in concrete strategies for effective disaster preparedness, immediate response, and long-term environmental protection. Ultimately, this module aims to empower them, as civic-conscious youth, to evaluate existing efforts and actively advocate for proactive, sustainable practices that contribute to the overall welfare and security of our nation, embodying the NSTP spirit of service and patriotism.</p>
Targets/ Objectives	<p>At the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Recognize the interconnectedness of Disaster Risk Reduction (DRR) and Environmental Sustainability (ES) for community resilience. • Apply and participate in community-based strategies for disaster preparedness and environmental protection.

- Evaluate and advocate for proactive resilience and environmental sustainability practices in their communities.

LESSON PROPER

Nurturing

Picture Analysis

Below are snapshots of what took place after Typhoon Haiyan (Yolanda) struck Eastern Visayas.



1. What can you infer from the pictures?
2. What have you heard about the impact of Typhoon Haiyan?
3. Supply the following information:

Casualty	Total Number/ Amount	Source of Infor
1. Death		
2. Damages to Property		
3. Damages to Livelihood Ex: Agriculture		
4. Missing Person		
5. Psychological Trauma		

	<p>Super Typhoon Yolanda inflicted catastrophic damage on Eastern Visayas in November 2013, primarily through immense storm surges and powerful winds that leveled coastal communities, causing widespread loss of life and immediate humanitarian crises. The disaster crippled the region's economy, especially devastating the coconut and fishing industries, leading to profound long-term livelihood challenges and mass displacement for millions. Yolanda served as a stark lesson on the critical need for integrated disaster risk reduction and environmental sustainability, highlighting how ecosystem health directly impacts coastal communities' vulnerability and resilience to extreme weather events.</p> <p><u><i>An Eye-Opening Story during the Time of Typhoon Yolanda Land</i></u></p> <p>lakwatserong tsinelas. (2017). <i>Lakwatserong Tsinelas: and this is a story...the yolanda chronicles</i>. Lakwatserong Tsinelas. https://www.lakwatserongtsinelas.com/2013/12/and-this-is-storythe-yolanda.html</p>
<p>Skill-Building</p> <p><i>(This stage emphasizes the acquisition and refinement of practical, cognitive, and interpersonal skills.)</i></p>	<p>Disaster Risk Reduction</p> <p>The term Disaster Risk Reduction (DRR) refers to “reduction of weaknesses and vulnerabilities of people and properties to existing hazards in the location.” This definition asserts that people are not totally helpless when faced with dangers brought about by potential natural or man-made disasters. Individuals and communities can be empowered if they have the necessary knowledge and skills to face them. Before we continue let us first clarify basic terms crucial to our understanding of disaster risk reduction.</p> <p>Definition of Terms</p> <p>Disaster- natural or man-made emergencies that cannot be handled by affected communities who experience severe danger and incur loss of lives and properties causing disruption in its social structure and prevention of the fulfillment of all or some of the affected community's essential functions. At this juncture, DRR comes in. The goal of DRR is to reduce or manage the risks involved in hazards so they will not become full blown disasters. How can we reduce or manage the risk?</p>

Disaster Risk

Disaster risk can be understood as the potential for harm or loss of life, injury, and damage to property within a community over a certain period. This risk is not a fixed certainty; rather, it is a **probabilistic measure** calculated based on several factors: the likelihood of a **hazard** occurring, how **exposed** the community is to that hazard, the community's **vulnerability**, and its overall **capacity to cope** with the event. In simpler terms, it is the chance of a disaster happening, determined by the combination of a dangerous event and a community's readiness and ability to withstand it.

To fully understand why and how a disaster happens, we need to understand its different elements such as hazard, exposure, vulnerability, and capacity as explained in R.A 10121:



A **hazard** is a potential source of harm that could result in negative outcomes like loss of life, injury, property damage, or social disruption. It can be a natural event, like a volcanic eruption, or a human-caused one, such as an industrial accident.

Contrary to popular belief, earthquake, flood, storm surge, tsunami, typhoon etc. are not yet disasters. They are what we call hazards. Based on the definition of hazard you read earlier, these natural phenomena are not necessarily harmful to humans and properties BUT, they have the potential to inflict harm to us IF we are not equipped or prepared to face them. When this happens, the hazards then become disasters. Once we cannot handle their presence, our safety is compromised and may disrupt our daily lives and worse, the functioning of the whole community.

Exposure refers to the degree to which people, property, or other assets are present in areas that are vulnerable to a hazard.

It is about what and who is in the direct path of a potential threat, such as buildings and farms located in a flood zone.

Vulnerability is what makes a community, system, or asset susceptible to a hazard's damaging effects. Factors like poor building construction, lack of public awareness, or limited mobility in an elderly person can increase this susceptibility.

Capacity is the combined strengths and resources of a community, society, or organization that help it reduce risk or manage a disaster's impact. This includes everything from infrastructure and skills to social networks and leadership.

Disaster Risk Reduction in School

Schools do not only have the responsibility to impart knowledge, skills, and values to the students. As a place where students spend long hours, schools have the responsibility to provide safe and hazard-free teaching-learning spaces and facilities. Schools must not only offer shelter after a disaster has hit the area, equally important is the fact that schools are ready or prepared for the occurrence of any possible catastrophe.

Various literature on disaster risk reduction advised school leadership to ensure the following:

- a. Adequately fund infrastructures such as buildings and facilities that can withstand the impact of hazards making school campus safer.
- b. Construct or relocate buildings in areas far from hazard-prone locations like flood areas, shorelines, fault lines, mountain slope, etc.
- c. Educate students and their communities about climate change and disaster prevention and mitigation.

How about in your classroom, what disaster risk reduction measure can you do as a class or member of the class?

The group ActionAid, a non-profit development organization based in Johannesburg, South Africa has come up with what they call as Participatory Vulnerability Analysis (PVA). The PVA is "a tool for building awareness and understanding on why disasters occur and how they can be reduced". Originally, PVA is only practiced by communities vulnerable to hazards. Together with their local leaders and officials, the vulnerable community does the following:

1. Identify the hazards and their aggravating factors present in the community
2. Identify the strengths, ability, and resources
3. Provide possible measures that can reduce the risks
4. Assign tasks or responsibilities to the members of the community who will take the lead in the event of a disaster

The RA 10121 also known as The Philippine Disaster Risk Reduction and Management Act of 2010, has transformed the policy environment and the way the country deals with disasters from mere response to preparedness. RA 10121 provides a comprehensive, all-hazard, multi-sectoral, inter-agency, and community-based approach to disaster risk management. As the National Center for Teacher Education, the PNU shall make its environment/facilities safer for its stakeholders by establishing its own Incident Command System to promote the development of capacities in disaster management at the students, staff, faculty, and university level. As a result, schools like Philippine Normal University has their Incident Command System for Disaster Risk Reduction Management for all possible emergencies such as earthquake. As a matter of fact, the university has conducted regular earthquake drills to develop earthquake disaster competencies of students. The creation of PNU ICS also fulfills the EO 159 s. 1968 requiring all offices to establish their respective Disaster Control Organization and the EO 8323 known as The Creation of Manila Disaster Risk Reduction and Management Office passed on July 15, 2013, which are all governing laws that mandate institutions and agencies to create localized DRRM or Disaster Risk Reduction Management. Furthermore, the creation of PNU-ICS entails the terms of reference of ICS and protocols during emergencies. This highlights the urgency of identifying disaster risks, the formulation of appropriate emergency responses and other necessary protocols for its prevention, or in cases of actual calamities, a minimal damage aftermath. Hence, this is aimed at branding the institution as "Disaster-Ready", with an established mechanism which would not fail or falter in the real-time happening of these unfortunate events.

Disaster Risk Reduction in Virtual Learning Environment

Reducing disaster threats requires analyzing and mitigating the hazard factors of disaster, by increasing preparedness for adverse events. Decisions may also aggravate complex

emergency situations in dynamic environments due to a cascading impact and minimal and incomplete information. In addition, it has been documented that non-traditional education strategies have boosted the conceptual frameworks of disaster response decision-makers.

While virtual learning environments apply to online classroom situations, simulating catastrophe scenarios reduces the cost of trial and error learning, in situations of major disasters or under practical conditions. The virtual world can integrate DRR education programs, express tactile and clear information in environments rich in real problem-solving opportunities, including experiences and partnerships that often exist in emergency systems.

Disaster Risk Reduction in the Community

The barangay, the smallest political unit in the country, plays a crucial role in disaster preparedness. Since the barangay has a relatively manageable number of people, involving them in risk reduction activities is more feasible. Aside from schools, why is it important to prepare the community about disaster risks?

The inability of people to overcome hazards represents a loss of opportunity, for it impacts people's lives in the form of death, loss of income, destruction of goods and properties, and serious psychological traumas. If a natural disaster of a magnanimous proportion occurs, like in the case of 1990 Central Luzon earthquake or Typhoon Haiyan (Yolanda) like what happened in 2013, such catastrophe can be a serious setback to the development of a community and the whole country. Knowing the strategic role of communities as agents of social services and social change, it is important that the community becomes a disaster-resilient community. How can it be possible?

In the field of Disaster Risk Reduction, the more preferred approach in the community is the Community-Managed Disaster Risk Reduction (CMDRR). The CMDRR is "a process of bringing people together within the same community to enable them to collectively address a common disaster risk and to collectively pursue common disaster risk reduction measures." Unlike other DRR approaches, the CMDRR approach hugely values the formation of a dynamic and solid community that has the ability to address and bounce back from hazardous events. The concept of community-managed is at the heart of the CMDRR for two reasons. First, as each community is unique, disaster is

also localized; second, the residents of the community are the ones who are affected and therefore the first responders in times of crisis especially if they have acquired local knowledge in approaching hazardous events in their area.

How to Begin Disaster Risk Reduction in the Community?

Disaster Risk Reduction always begins with education. This means raising people's knowledge and awareness about hazards and climate change. Without sufficient knowledge about these matters such as their danger or threat, local residents cannot understand the need to reduce or eliminate their risks. Only when people have enough and accurate information can they rally towards building disaster-resilient communities.

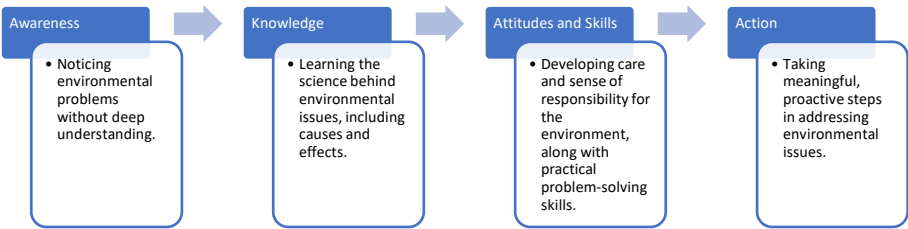
After knowing about hazards and their threats to humans, the community through the leadership of local officials and scientific personnel can involve the residents in conducting the community Participatory Vulnerability Analysis (PVA). In this stage, four (4) steps should be done accordingly:

1. Identify the hazards and their aggravating factors
2. Identify the ability, strengths, and resources of the community
3. Provide possible measures that can reduce risks
4. Assign tasks or responsibilities to the members of the community who will take the lead in the event of a disaster

PROMOTING SUSTAINABLE ENVIRONMENTAL BEHAVIOR

What is Environmental Literacy?

The overarching goal of environmental education is an environmentally literate citizenry. What does it mean to be environmentally literate? The test of environmental literacy is the capacity of an individual to act successfully in daily life on a broad understanding of how people and societies relate to each other and to natural systems, and how they might do so sustainably. This requires sufficient awareness, knowledge, skills, and attitudes in order to incorporate appropriate environmental considerations into daily decisions about consumption, lifestyle, career, and civics, and to engage in individual and collective action.

	<p><i>Components of Environmental Literacy</i></p> <p>The ladder below outlines four essential components of environmental literacy. It is designed to be a loose hierarchy from the simple to the more complex, each building on the step below. However, as with many models, the steps overlap in real life. Different aspects of environmental education (and related fields such as social marketing) focus on different steps in this ladder, and this seems to be the cause of some of the confusion about what exactly is environmental education. Most important to appreciate is that environmental literacy cannot be achieved without all steps of the ladder; achieving any one step alone is inadequate and will not result in literacy.</p> <p><i>Climbing the Environmental Literacy Ladder</i></p>  <pre> graph LR A[Awareness] --> B[Knowledge] B --> C[Attitudes and Skills] C --> D[Action] </pre> <ul style="list-style-type: none"> Awareness <ul style="list-style-type: none"> • Noticing environmental problems without deep understanding. Knowledge <ul style="list-style-type: none"> • Learning the science behind environmental issues, including causes and effects. Attitudes and Skills <ul style="list-style-type: none"> • Developing care and sense of responsibility for the environment, along with practical problem-solving skills. Action <ul style="list-style-type: none"> • Taking meaningful, proactive steps in addressing environmental issues.
<p>Transferring</p>	<p>My Community's Resilience Map</p> <p><i>Part 1: Hazard and Vulnerability Identification</i></p> <ol style="list-style-type: none"> 1. On a clean sheet of paper, a digital canvas, or in a word document, create a simple map of your immediate neighborhood or barangay. You don't need to be an artist; just sketch the main streets, landmarks, and important buildings (like schools, barangay hall, or health centers).

	<p>2. Using the definitions of Hazard and Disaster from our module, identify and label at least two potential hazards in your community. Think about things like:</p> <ul style="list-style-type: none"> ○ Is your area prone to flooding? ○ Is there a nearby fault line or mountain slope? ○ Are there open electrical wires or other man-made dangers? <p>3. For each identified hazard, explain its potential impact on your community. For example, if you identified a flood-prone area, describe how it affects homes, roads, and livelihoods.</p> <p><i>Part 2: Strengths and Resource Mapping Next, on the same map, identify and label the strengths and resources your community possesses. These are the things that would help you in a time of crisis.</i></p> <p>1. Think about:</p> <ul style="list-style-type: none"> ○ Where is the nearest barangay hall or evacuation center? ○ Are there community leaders, organizations, or volunteers you can count on? ○ What are the main resources available (e.g., a nearby health center, a water source, or strong community networks)? <p>2. Explain how these strengths and resources could be used to mitigate the risks from the hazards you identified in Part 1.</p>
<p>Promoting</p>	<p style="text-align: center;">Comprehensive Action Plan</p> <p>Your Task:</p> <p>1. Collaborative Hazard & Vulnerability Identification: As a group, choose a single community that at least one of you is familiar with (it can be your neighborhood, a nearby community, or even the campus itself). Identify one primary hazard and its potential impact on that community, drawing on your knowledge from Module 5 and your initial individual work.</p>

	<p>2. Develop a Concrete Action Plan: Based on your chosen hazard, collaboratively develop a detailed action plan to mitigate the risk. Your plan should be comprehensive and include the following:</p> <ul style="list-style-type: none"> ○ Objective: State a clear, specific, and measurable goal for your plan. ○ Action Steps: List at least 5 step-by-step tasks needed to achieve your objective, with a clear timeline (e.g., Week 1: Conduct a community survey; Week 2: Present findings to the barangay council). ○ Stakeholders: Identify all the individuals or groups who would be involved in carrying out the plan and describe their specific roles. ○ Resources: List all the necessary resources, including people, materials, and funding. <p>3. Create a Public Awareness Campaign: Design a simple, two-part campaign to inform your community about the plan.</p> <ul style="list-style-type: none"> ○ Part 1: An engaging title and a one-paragraph description of the campaign's goal. ○ Part 2: A simple, clear infographic or poster design that communicates the hazard and your action plan to a non-technical audience. <p>4. Write a Justification: As a group, write a short paragraph (4-5 sentences) explaining why your proposed action plan and awareness campaign are the most effective strategies for your chosen community.</p>
<p>References</p>	<p>Ortega, J. (2021, November 8). <i>Lest We Forget: The Nightmare of Yolanda</i>. PIRA, Inc. https://www.pirainc.com/post/lest-we-forget-the-nightmare-of-yolanda</p> <p>2013 <i>State of the Climate: Record-breaking Super Typhoon Haiyan</i>. (2014, July 13). NOAA Climate.gov. https://www.climate.gov/news-features/understanding-climate/2013-state-climate-record-breaking-super-typhoon-haiyan</p> <p>R.A. No. 10121. (2025). Lawphil.net. https://lawphil.net/statutes/repacts/ra2010/ra_10121_2010.html</p>

Rubric	Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Poor
	Relevance & Contextualization	The action plan is highly relevant to the identified hazard and realistically addresses the community's specific context. The campaign is culturally and contextually appropriate.	The action plan is relevant to the identified hazard and addresses some of the community's context. The campaign is appropriate.	The action plan is loosely related to the hazard and shows minimal consideration for the community's context. The campaign is somewhat generic.	The action plan is not relevant to the identified hazard or is completely out of context. The campaign is inappropriate.
	Feasibility & Detail	The action steps are clear, detailed, and highly realistic. The plan identifies all necessary stakeholders, resources, and includes a clear timeline.	The action steps are clear and mostly realistic. The plan identifies most of the necessary stakeholders and resources. The timeline is present.	The action steps are vague or somewhat unrealistic. The plan is missing key stakeholders or resources. The timeline is incomplete.	The action plan lacks detail and is not at all feasible. Stakeholders, resources, and a timeline are not identified.
	Alignment with DRR/ES Principles	The action plan and campaign directly reflect core principles of Disaster Risk Reduction (DRR) and Environmental Sustainability (ES), such as community empowerment and preparedness.	The action plan and campaign show a clear connection to the principles of DRR and/or ES.	The action plan or campaign has a weak connection to the principles of DRR or ES.	The action plan and campaign do not align with the principles of DRR or ES.
	Collaboration & Synergy	The work demonstrates a high level of group synergy and collaboration, with clear evidence of shared effort and integrated ideas from all members.	The work shows clear evidence of group collaboration and a mostly cohesive final product.	The work appears to be a compilation of individual efforts with limited integration or collaboration.	The final product shows no evidence of collaboration among group members.
	Creativity & Clarity of Campaign	The public awareness campaign is highly creative, engaging, and effectively	The campaign is creative and effectively communicates the key	The campaign is basic and communicates the information	The campaign is uninspired and fails to clearly communicate the information.

		communicates the plan to a non-technical audience.	information to the audience.	with some clarity.		
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Course No.	NSTP 11
Course Title	National Service Training Program
Module No.	6
Module Title	Teaching Literacy in the Community with AI Integration
Learning Outcomes	<p>This module aims to focus on the practical skills the students will gain and its impact on their community immersion. Specifically, students are expected to:</p> <ol style="list-style-type: none"> 1. Explain literacy, its strategies and importance in fostering a literate community, 2. Design literacy activities with AI integration and community application 3. Reflect on the societal impact of the designed literacy activities to the community
Description of the Lesson	<p>Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts (UNESCO Institute for Statistics, 2018). It involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO, 2004; 2017). The Literacy Training Service (LTS) of the NSTP is a program designed to train students to become teachers of literacy and numeracy skills to school children, out of school youth, and other segments of society in need of their service (RA 9163). Teaching literacy can build foundational skills for students' success and prevent reading failure. Also, students can acquire other literacies such as digital skills, library and research skills, among others. Through literacy, students will acknowledge the learner's diversity and create strategies to address their literacy needs.</p>
Targets/ Objectives	At the end of this module, learners should be able to:

	<ol style="list-style-type: none"> 1. Define principles of literacy instruction and its importance in fostering a literate community; 2. Prepare AI-integrated literacy strategies and activities to be implemented in a community; and 3. Evaluate the AI integrated literacy strategies and activities based on community engagement
LESSON PROPER	
Nurturing	<p>Search for an online picture that depicts the literacy instruction in the Philippines. Paste a copy of the picture.</p> <div data-bbox="711 747 1192 1209" style="border: 1px solid green; border-radius: 25px; height: 220px; margin: 10px auto;"></div> <ol style="list-style-type: none"> 1. What are the elements in the picture that depicts literacy instruction? What do these elements mean? 2. How does the picture describe the literacy instruction in the Philippines? 3. What actions can be taken to address the literacy gaps in the Philippines?
Skill-Building	<p>Define Literacy Literacy is defined as the ability to read and write. Yet, reading and writing abilities may vary across different cultures and contexts. Also, reading encompasses complex visual, digital, and printed materials. Similarly, different cultures and communities will have different perceptions about literacy. Literacy has three key features. It involves the ways in which individuals utilize it as a tool for communication and expression across various forms of media.</p>

It encompasses multiple forms, practiced in specific contexts, purposes and languages. It encompasses a learning continuum assessed across various levels of proficiency (Montoya, 2018).

Literacy plays a vital role in transforming students and community members into socially engaged citizens. Being able to read and write means being able to keep up with current events, communicate effectively, and understand the issues that are shaping our world. Parents, teachers and community leaders are the shapers of the future. They are responsible for the world through literacy.

The Pillars of Reading Instruction

The National Reading Panel Report (2002) identifies the five (5) pillars of reading instruction. These are phonemic awareness, phonics and word recognition, fluency, vocabulary, and comprehension.

Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words. It is the ability to manipulate the sound of language independent of meaning (Cunningham, 1988). These are the activities to build phonemic awareness:

1. identifying the individual sounds in a word
2. recognizing the same sounds in different words
3. listening to a sequence of separately spoken sounds and then combining them to form a word
4. breaking a word into its separate sounds saying each sound as they tap out or count it
5. recognizing the word that remains when a sound is removed
6. making a new word by adding a sound to an existing word
7. substituting one sound for another to make a new word
8. recognizing the word in a set of words that has the "odd" sound

Phonics instruction teaches children the relationship between the letters of written language and the individual sounds of spoken language. It teaches children to use these relationships to read and write words (Sedita, 2001). These are the activities for phonics and word recognition:

1. Try CVC words to allow children to start reading simple, single, syllable words.
2. Introduce word families that have a common feature, for example 'bake', 'cake' and 'make' all belong to the word family 'ake'.
3. Chanting is holding up a series of flashcards by saying the sound out loud and the children repeat, using the cards as a visual clue.
4. Use pictures and props like flashcards that feature the phonics sound.
5. Break it down or chunking by covering up the word with your hand, or a piece of paper, and revealing it in 'chunks' at a time, so that children can decode each syllable separately and finally put it all together.

Fluency is the ability to read a text accurately and quickly. Rasinski (2006) identify the three areas of reading fluency which are automaticity (decoding words with minimal use of attentional resources), accuracy (accurate decoding of words in texts) and prosody (appropriate use of phrasing and expression to convey meaning such as intonation, stress, phrasing, appropriate pausing, and phrase lengthening). Pikulski and Chard (2005) described fluency as a bridge from word recognition accuracy to text comprehension. These are the activities to build fluency:

1. Student-adult reading: the student reads one-on-one with an adult. The adult reads the text first, then the student reads the text with the adult providing assistance and encouragement.
2. Audio-assisted reading: students read along in their books as they hear a fluent reader read the book on an audio.
3. Partner reading: paired students take turns reading aloud to each other. More fluent readers can be paired with less fluent readers.

Vocabulary are stocks of words used by or known to a particular person or group of people. Seventy percent of reading comprehension problems are related to a lack of vocabulary

(National Research Council, 1998). These are the activities for vocabulary instruction:

1. Indirect vocabulary learning happens when students hear and see words used in different contexts through conversations or when they read more.
2. Direct vocabulary learning happens when students are explicitly taught both individual words and word-learning strategies. These include dictionaries and other reference aids; affixes (i.e., roots, suffixes and prefixes); and context clues to determine word meanings.

Comprehension is the ability to determine meaning from text. It is a complicated, interactive process, where readers construct meaning based on the information, they get from the text combined with their own knowledge. Good readers are both purposeful and active (Sedita, 2001). These are the six strategies for improving text comprehension:

1. Monitoring comprehension and knowing when they do or do not understand what they are reading.
2. Using graphic and semantic organizers to help readers focus on the main concepts and establish its relationships.
3. Answering questions by giving students a purpose for reading, focusing their attention, monitoring their comprehension, and relating background knowledge to the content.
4. Generating questions by asking their own questions to improve their active processing of the text and understand what they are reading.
5. Recognizing story structure or the way the content and events of a story are organized into a plot. Story maps are useful for illustrating story structure.
6. Summarizing the important ideas in the text to determine main ideas, connect ideas, eliminate irrelevant information, and remember what they read.

Teaching Writing

Writing is a process of using symbols (such as alphabets, punctuations) to help the students learn and communicate their thoughts and ideas in a readable form. These are some of the activities to teach writing:

1. Draw, Talk, Write, Share. Ask the students to draw and talk about their ideas. Then, add writing when they are ready.

Lastly, encourage students to talk and share as they draw to practice their oral language and vocabulary necessary for them to write.

2. Sentence expansion using who, what, when, where, why, how. Students begin by considering the who, what, when, where, why and how of their text. Then, they will combine this information to expand on a simple sentence.
3. Glow and Grow. First, listen to a student explaining their drawing or writing. Then, add a positive comment (Glow). Lastly, use questioning to guide the student to enhance their drawing or writing by adding details (Grow).
4. POW strategy. Ask the students to (a) Pick ideas (i.e. decide what to write about), (b) Organize notes (i.e. brainstorm and organize possible writing ideas into a plan) and (3) Write and say more (i.e. add details to writing).

Reading and Writing as Social Activities

Reading and writing are viewed as social activities that reflect the culture and community in which students live (Moll & Gonzales, 2004). Students from varied cultures have different expectations about literacy and preferred ways of learning. Teachers apply this theory as they create culturally responsive classrooms that empower all students, including those from marginalized groups, to become successful readers and writers (Gay, 2000). Teachers are respectful of all students and confident in their ability to learn. Culturally responsive teaching acknowledges the legitimacy of all students' cultures and social customs and teaches students to appreciate their peers' cultural heritages. This theory emphasizes that teachers are responsive to their students' instructional needs. When students aren't successful, teachers examine their instructional practices and make changes so that all students become capable readers and writers. These are the strategies for promoting literacy in the community (Dowd, et al, 2010).

1. Encourage members of your group to volunteer as tutors. Take initiative to be a volunteer or tutor in your respective community.
2. Work with preschool children. Donate children's books and materials to an early childhood center, parent program, or parent/child play group. Organize a weekly reading program for children.
3. Start a community reading program. Partner with

	<p>institutions that have existing reading programs in the community. Propose a reading program based on the needs of the community. Offer a safe site or venue to conduct the reading program.</p> <ol style="list-style-type: none"> 4. Get families involved in local reading efforts. Take information about local reading programs. Encourage families to participate in local reading efforts. 5. Help students write their own stories. Help in producing the stories in book or dramatic form. Encourage students to attend writing workshops. 6. Help make stories come alive for students. Add music, movement, or improvisation, performers to help students respond to and better understand a story. Develop a weekly storytelling hour using your individual talents. 7. Conduct a culminating activity. Culminating activity shows how children have improved their literacy skills across the year. Teachers can organize readers' theater, poetry reading, and other activities that will foster genuine love for reading. 8. Help train other volunteers. Work with reading specialists and literacy experts to obtain training on literacy. 9. Cooperate with other government and private organizations. Contact other community organizations that have different expertise. 10. Find quality books to reflect the interests of children in your community. Offer book lists or actual books to a local reading program. Offer supplementary activities related to literacy. 11. Sponsor trips to the local library. Coordinate with the city librarian about library activities. Help provide transportation for children during weekly trips to the library. <p>Literacy and AI Integration</p> <p>With the emergence of technology, artificial intelligence (AI) can be used for literacy instruction. Artificial Intelligence (AI) is built from data, hardware and connectivity. It is a system of machines that mimic human intelligence such as perception, problem-solving, linguistic interaction or creativity (UNESCO, 2021). AI also refers to machine-based systems that have a set of human-defined objectives, make predictions, recommendations, or decisions that influence real or virtual environments (OECD,</p>
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2020).

AI can be used to enhance education (UNESCO, 2023). First, it can be used for educational management and delivery by automating aspects of school administration, building on education Management Information Systems (Villanueva, 2003), including admissions, timetabling, attendance and homework monitoring, that can support teaching or learning directly or indirectly. AI can also be used for learning and assessment by providing every learner with access to high-quality, personalized, and ubiquitous lifelong learning (formal, informal and non-formal) by facilitating new approaches to assessment, such as AI-enabled adaptive and continuous assessment. AI can empower teachers and enhance their teaching by reducing workloads by automating tasks such as assessment, plagiarism detection, administration and feedback.

AI can support inclusivity. AI integration of multi-sensory instruction will allow learners to access text in various modes or formats such as text-to-speech or speech-to-text to increase access for those with auditory, or visual disabilities. AI also uses natural language processing for minority language speakers to help preserve and grow minority languages, and to assist speakers of minority languages to access mainstream texts or other resources in their mother tongue. AI can also improve student support by creating personalized learning based on student's behavior and academic performance. It can also fill teaching gaps in at-risk contexts like those with no or low-quality teachers like in refugee camps.

These are the considerations when choosing AI activities for children.

1. Age: Check the age ranges. Choosing age-appropriate activities ensures a more enjoyable and engaging learning experience.
2. Interests: Provide general overview activities that are suitable for almost everyone. AI Art is an excellent choice for students with a passion for art.
3. Experience: Start with introductory level activities, and gradually progress to more advanced experiences.

4. Goals: If students are aiming for competitions, advanced AI activities or even courses will put them ahead.

Here are some of the AI tools that can be used for and by children



Transferring

Observe the needs of student/s assigned to you. Using an AI application, create literacy activities that you will use to teach specific reading components based on the identified needs. Use the format in creating literacy activities.

Name of student/s: _____

Grade level: _____

Identified needs: _____

Literacy activities (Choose among the reading components- phonemic awareness, phonics and word recognition, fluency,

	<p>vocabulary, and comprehension based on the student's needs. Prepare at least two activities.)</p> <p>Title of the activity: _____</p> <p>Language used: _____</p> <p>Steps to implement the activity:</p> <p>Picture of sample activity:</p> <p>Link to the activity:</p>
<p>Promoting</p>	<p>Presentation</p> <p>Present the activity to the professor for feedback. Incorporate necessary revisions. Submit the revised activity. Implement the literacy activity to the identified student/s. Write an observation about its implementation. Share your insights to the class.</p>
<p>References</p>	<p>Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2001). <i>Put reading first: The research building blocks for teaching children to read: kindergarten through grade 3</i>. [Washington, D.C.]: National Institute for Literacy, National Institute of Child Health and Human Development, U.S. Dept. of Education.</p> <p>Dowd, A. J. et. al. (2010). <i>Community Strategies for Promoting Literacy</i>. Save the Children US (funded by World Vision).</p> <p>New South Wales- Department of Education (2022). <i>Effective writing — Strategies for targeting learner needs</i></p>

	<p>Pikulski, John & Chard, David. (2005). Fluency: Bridge Between Decoding and Reading Comprehension. <i>The Reading Teacher</i> 8 (6) 510-516</p> <p>Rasinski, T.V. (2006). A brief history of reading fluency. In S. Samuels & A. Farstrup (Eds.) <i>What research has to say about fluency instruction</i> (p. 70-93). Newark, DE: International Reading Association.</p> <p>Sedita, J. (2001). What every educator and parent should know about reading instruction. <i>The Journal</i>, 11(4), 1-7.</p> <p>UNESCO (2020). Artificial intelligence and inclusion, compendium of promising initiatives: Mobile Learning Week 2020</p> <p>UNESCO (2021). AI and education: guidance for policy-makers.</p> <p>UNESCO (2023). International forum on AI and education: steering AI to empower teachers and transform teaching, 5-6 December 2022; analytical report</p> <p>UNICEF (2021a). AI and children AI guide for parents</p> <p>UNICEF (2021b). Policy guidance on AI for children</p>															
	<p>Rubric</p> <table border="1"> <thead> <tr> <th data-bbox="483 1373 636 1461"></th> <th data-bbox="636 1373 859 1461">4 Exemplary</th> <th data-bbox="859 1373 1084 1461">3 Proficient</th> <th data-bbox="1084 1373 1305 1461">2 Developing</th> <th data-bbox="1305 1373 1490 1461">1 Beginning</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 1461 636 1843">Literacy focused</td> <td data-bbox="636 1461 859 1843">The designed literacy activities clearly target and develop the needs of the student/s. The objectives of the literacy activities are explicit and well-defined.</td> <td data-bbox="859 1461 1084 1843">The designed literacy activities target and reinforce the needs of the student/s. The objectives of the literacy activities are clear.</td> <td data-bbox="1084 1461 1305 1843">The designed literacy activities somewhat target and develop the needs of the student/s. The objectives of the literacy activities are too broad and not clearly defined.</td> <td data-bbox="1305 1461 1490 1843">The designed literacy activities lack focus. The objectives of the literacy activities are unrelated to literacy development.</td> </tr> <tr> <td data-bbox="483 1843 636 1896">Organizati</td> <td data-bbox="636 1843 859 1896">The designed</td> <td data-bbox="859 1843 1084 1896">The instructions</td> <td data-bbox="1084 1843 1305 1896">The instructions</td> <td data-bbox="1305 1843 1490 1896">The instructions</td> </tr> </tbody> </table>		4 Exemplary	3 Proficient	2 Developing	1 Beginning	Literacy focused	The designed literacy activities clearly target and develop the needs of the student/s. The objectives of the literacy activities are explicit and well-defined.	The designed literacy activities target and reinforce the needs of the student/s. The objectives of the literacy activities are clear.	The designed literacy activities somewhat target and develop the needs of the student/s. The objectives of the literacy activities are too broad and not clearly defined.	The designed literacy activities lack focus. The objectives of the literacy activities are unrelated to literacy development.	Organizati	The designed	The instructions	The instructions	The instructions
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	on	literacy activities have highly-detailed and well-organized instructions and are easy for the students to follow.	of the designed literacy activities are clear and provide enough details for a student to complete the activity.	of the designed literacy activities are somewhat confusing or lack details that students would not likely complete.	of the designed literacy activities are vague, incomplete, and difficult to understand that students would not likely complete.
	Creativity	The designed literacy activities are highly original and are significantly creative.	The designed literacy activities is thoughtfully adopted from an exciting concept and incorporates new ideas that are well-executed.	The designed literacy activities are common AI-based tasks and with little revisions.	The designed literacy activities are direct copies of common AI-based tasks without any revisions.
	AI integration	The AI tool used is appropriate and really enhances the literacy skills of the student in a unique way.	The AI tool used is effective and supports the literacy skills of the student.	The AI tool is integrated but it somewhat develops the literacy skills of the student.	The AI tool is inappropriate and does not develop the literacy skills of the student.

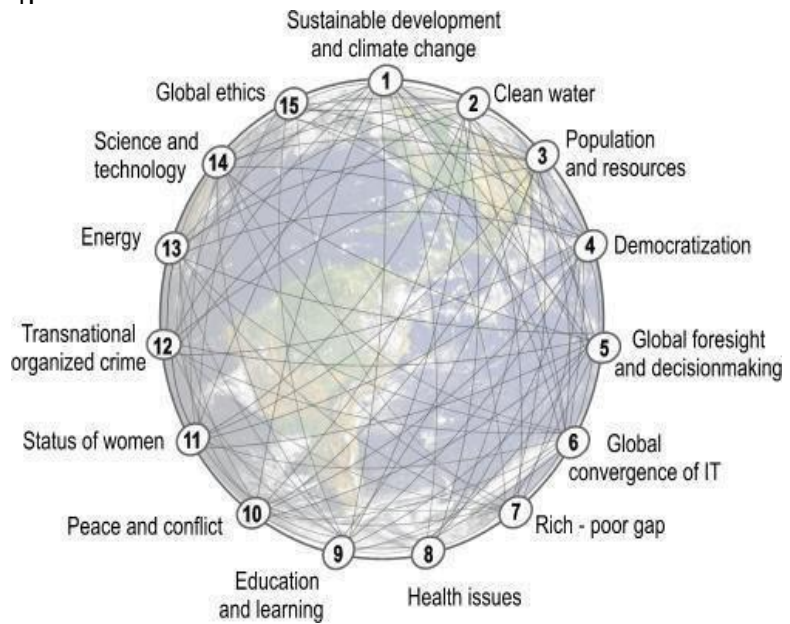
Course No.	NSTP 11
Course Title	National Service Training Program
Module No.	7
Module Title	Bridging Worlds: A Guide to Global Citizenship Education
Learning Outcomes	<p>This module underscores understanding of Global Citizenship's values such as empathy, cultural understanding, and social responsibility in a way students can contribute to a world where everyone thrives regardless of borders.</p> <p>Particularly, students are expected to:</p> <ol style="list-style-type: none"> 1. Students will define global citizenship and explain its importance in fostering a sustainable and interconnected world. 2. Students will develop an understanding and appreciation for diverse cultures, perspectives, and practices, promoting inclusivity and reducing prejudice. 3. Students will recognize their role in contributing to social justice, environmental sustainability, and global well-being.
Description of the Lesson	<p>UNESCO (2014) defines global citizenship education as empowering students to actively address global challenges and contribute to a just, inclusive, and sustainable world. It promotes global citizenship education to help students understand global issues and collaborate on solutions that benefit everyone. This lesson introduces students to the concept of global citizenship, emphasizing its relevance within the framework of the National Service Training Program (NSTP) and its Literacy Training Service (LTS) component. It highlights the shared responsibility of students in addressing societal challenges through civic engagement, service-learning, and servant leadership. By fostering empathy, cultural awareness, and inclusivity, students are equipped to promote literacy and social equity within their communities. The lesson aligns with NSTP's goal of cultivating civic consciousness and patriotism, while empowering students to contribute to sustainable and interconnected societies.</p>
Targets/ Objectives	<p>At the end of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Cultivate empathy, humility, and service to support others' growth. 2. Strengthen leadership by encouraging teamwork, respect, and community engagement. 3. Make ethical decisions to inspire potential and contribute to society.

LESSON PROPER

Nurturing

Watch: Short video “What global issues look like”
<http://unfoundationblog.org/what-global-issues-look-like-in-5-videos>

1. What does it mean to be a responsible citizen in your community?
2. Why is contributing to the community important for creating a better society?
3. How can small acts of service lead to meaningful societal change?
- 4.



Skill-Building

What is Global Citizenship Education?

Every country envisions preparing youth as “good citizens.” While past citizenship education focused on nationalism and civic conformity, UNESCO (2014) emphasizes modern education that empowers young people to engage in democracy, development, and building a peaceful, sustainable society. Modern citizenship transcends national boundaries as global issues like poverty, health, conflict, climate change, and cultural exchange impact people across borders, shifting the general view of civic responsibility (UNESCO, 2014).

It is in this light, that educators and scholars support the shift in citizenship education toward global citizenship, which

emphasizes transcending national, ethnic, and cultural boundaries to foster a global community. Andreotti and De Souza (2012) highlight the philosophical shift toward individuality and moral philosophy in citizenship, while Dower (2003) describes global citizenship as embracing broader responsibility and benevolence, including helping from afar.

Moreover, global citizenship involves social responsibility, valuing interconnectedness, understanding global issues' impact, and recognizing how decisions shape the Earth and its future. Rapoport (2010) highlights that it transcends legal and national boundaries, emphasizing culture, ethnicity, ecological footprint, consumerism, and human movement as key aspects of citizenship.

Similarly, Toh (2013) describes global citizenship education as transformative, enhancing students' competencies to fulfill their rights and obligations in creating a better world. It integrates principles from human rights education, sustainable development, intercultural understanding, and peace education. As explained by UNESCO (2014), on the other hand, "global citizenship education aims to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, inclusive and sustainable world."

Foundations of Global Citizenship Education

Globalization

Globalization, driven by human innovation and technology, refers to the growing integration of economies through the movement of capital, goods, services, people, and technology across borders. It also extends to political, environmental, and cultural dimensions (IMF, 2008). It reduces geographical barriers through advancements in communication, transportation, and political changes, significantly lowering the time and cost of travel and communication. For example, Magellan's four-month Pacific journey contrasts sharply with today's one-day flights. Similarly, real-time communication now dominates platforms like email, social networking, and video conferencing (Zhao, 2010).

Held (2002) describes globalization as linking and expanding human activities across regions and continents, transforming human affairs. It intensifies interconnectedness through

increased trade, immigration, modern communication, technology, and shared global concerns in social, cultural, and environmental aspects. This explains Friedman (2005) when he introduced the concept of "the world is flat," highlighting increased global involvement in cultural, political, and economic activities. The World Bank (2006) reported

that over 50% of global GDP came from trade, 190 million people lived outside their birth countries, remittances totaled \$227 trillion, and 800 million people traveled internationally as tourists in 2004.

Globalization, often termed "the global village" or "the world is flat," has transformed how we think, interact, live, and entertain. Legrain (2002) notes that our lives are increasingly interconnected with distant people and places—economically, politically, and culturally—more pervasively than ever before. The global village emphasizes context—yours, mine, and others—highlighting that no single culture represents the world. Optimum tolerance is essential for understanding both global and local cultures. Glocalization reflects the fusion of global and local cultures across countries.

Globalization offers opportunities for development and resource creation, yet opinions vary on its impact. Some argue it exacerbates poverty, unemployment, and inequality, while others believe it helps address these issues (ILO, 2011). Whether stemming from globalization or not, global issues like poverty, hunger, illiteracy, gender discrimination, health crises, environmental degradation, and conflict continue to worsen, impacting lives globally (APCEIU, 2000). Economic stress in many countries has fueled resource disputes and armed conflicts, leading to injuries, deaths, displacement, and disrupted education systems (EAA, 2012). Addressing these interconnected problems is critical to the global landscape.

Cosmopolitanism

The term "cosmopolitan," from the Greek *kosmopolites* meaning "citizen of the world," describes individuals who are curious, intelligent, empathetic, and compassionate (Appiah, 2006; Osler & Vincent, 2002). Cosmopolitanism advocates for a global civil society, aiming to free people from oppression and bigotry (Merryfield, 2006). A cosmopolitan identity reflects ethical perspectives and local ties while embracing a global orientation (Turken & Rudmin, 2013). Beyond beliefs, cosmopolitanism includes actions, as a cosmopolitan individual actively shapes the future by participating in both local and global communities (Osler & Vincent, 2002).

Scholars highlight cosmopolitanism's ability to connect individuals to their roots through reflective, artistic, and ethical openness. Dewey's "learning from all the contacts of life" suggests reinvigorating self and community without rigidity. Educational cosmopolitanism fosters integrity while embracing adaptability (Hansen, 2010). In addition, educational scholars are exploring cosmopolitanism from

cultural and political perspectives, highlighting how it raises new questions about civic and citizenship education. It focuses on equipping people to negotiate peacefully and justly amid cultural, religious, and ethnic diversity (Costa, 2005; Gregoriou, 2004; Todd, 2008).

Further, cosmopolitans prioritize discussions on values, morality, and humane treatment over forming new organizations. They view citizenship as a means to foster dialogue on a shared global society, emphasizing cooperation and conversations about purpose and values (Gaudelli, 2009). It emphasizes globalization's role in reshaping society through democracy and transcendent citizenship. Nussbaum (1996, 1997) highlights the need for multinational solutions and proposes citizenship qualities like critical self-examination, world citizenship, and narrative imagination, emphasizing broad knowledge of cultures. Osler and Starkey (2003) found that young people embrace dynamic identities across local, national, and international perspectives, advocating cosmopolitanism as a comprehensive framework beyond national citizenship education.

Osler and Starkey (2003, based on UNESCO's framework, define educated cosmopolitan citizens as confident individuals who work to promote peace, human rights, and democracy at both local and global levels with the following qualities:

1. Collaborate to solve problems and build a peaceful, democratic community.
2. Respect diversity in gender, ethnicity, and culture.
3. Understand how personal and societal history shapes worldviews.
4. Value cultural heritage and protect the environment.
5. Advocate for solidarity and equity globally.

(Source: Adopted from UNESCO, 1995)

Dimensions and Competencies of Global Citizenship Education

Core Conceptual Dimensions of Global Citizenship Education (UNESCO, 2015)

Cognitive

- Learners acquire knowledge and understanding of local, national, and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

Socio-Emotional

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

Behavioral

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.
- Learners develop motivation and willingness to take necessary actions

UNESCO explains that a learner has three (3) attributes that refer to the characteristics that GCE aims to develop among learners and correspond to the key learning outcomes namely: cognitive, socio- emotional and behavioral. From these attributes, topics were drawn for global citizenship education in schools and communities:

Informed and critically literate

1. Local, national, and global systems and structures
2. Issues affecting interaction and connectedness of communities at local, national and global levels
3. Underlying assumptions and power

	<p>dynamics Socially connected and respectful of diversity</p> <ol style="list-style-type: none"> 4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity
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	<p>Ethically responsible and engaged</p> <ol style="list-style-type: none"> 7. Actions that can be taken individually and collectively 8. Ethically responsible behavior 9. Getting engaged and taking action <p>(Source: Adopted from UNESCO, 2015)</p> <p>Qualities/Characteristics of a Global Citizen</p> <p>While the literature does not provide a direct reference to the qualities and characteristics of global citizens, the Global Competence Certificate developed a Global Competence Matrix to illustrate the qualities, characteristics, and abilities needed in learning and engaging with globally significant issues. The matrix includes the following core concepts, skills, attitudes and values, and behaviors:</p> <p>Core concepts</p> <ol style="list-style-type: none"> 1. World events and global issues are complex and interdependent 2. The current world system is shaped by historical forces 3. One's own culture and history is key to understanding one's relations to others 4. Multiple conditions fundamentally affect diverse global forces, events, conditions, and issues <p>Skills</p> <ol style="list-style-type: none"> 1. Investigates the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further inquiry 2. Recognizes, articulates, and applies an understanding of different perspectives (including his/her own) 3. Selects and applies appropriate tools and strategies to communicate and collaborate effectively 4. Listens actively and engages in inclusive dialogue 5. In fluent in the 21st century digital technology
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	<p>6. Demonstrates resiliency in new situations</p> <p>7. Applies critical, comparative, and creative thinking and problem solving</p> <p>Attitudes and Values</p> <ol style="list-style-type: none"> 1. Openness to new opportunities, ideas and ways of thinking 2. Desire to engage with others
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	<ol style="list-style-type: none"> 3. Self-awareness about identity and culture, and sensitivity and respect for differences 4. Valuing multiple perspectives 5. Comfort with ambiguity and unfamiliar situations 6. Reflection on context and meaning of our lives in relationship to something bigger 7. Questions prevailing assumptions 8. Adaptability and the ability to be cognitively nimble 9. Empathy 10. Humility <p>Behaviors</p> <ol style="list-style-type: none"> 1. Seeks out and applies an understanding of different perspectives to problem solving and decision making 2. Forms opinions based on exploration and evidence 3. Commits to the process of continuous learning and reflection 4. Adopts shared responsibility and takes cooperative action 5. Shares knowledge and encourages discourse 6. Translates ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions 7. Approaches thinking and problem solving collaboratively <p>(Source: Adopted from www.globalcompetencecertificate.org)</p> <p>Issues and Challenges in the Implementation of Global Citizenship Education</p> <ol style="list-style-type: none"> 1. Teachers' Capability in Teaching GCED 2. Issues on assessment and measurement of competencies 3. Contextualization of GCED issues and content
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	<p>and availability of local materials on GCED.</p> <p>Finally, the Global Citizenship has emerged as a call to action for individuals to recognize their shared responsibility in addressing global challenges and building a more inclusive and sustainable future in an increasingly interconnected world.</p>
<p>Transferring</p>	<p>Engaging students in meaningful community service activities that address global issues is a powerful way to connect learning with real-world impact. It fosters responsibility, empathy, and a deeper understanding of global challenges, encouraging students to become proactive contributors to a better future. Below are strategies to guide this transformative stage:</p> <ol style="list-style-type: none"> 1. Global Awareness Workshops: Encourage students to organize workshops on issues like climate change, poverty, or health crises, sparking informed discussions. 2. International Collaboration Projects: Facilitate partnerships with global peers to co-create solutions for shared challenges. 3. Sustainable Initiatives: Lead activities such as recycling programs or renewable energy advocacy to promote environmental responsibility.
	<ol style="list-style-type: none"> 4. Humanitarian Campaigns: Support global causes through fundraising or donation drives for education, health, or disaster relief. 5. Global Advocacy Through Art: Inspire students to create art, poetry, or films to raise awareness about pressing global concerns. 6. Cultural Exchange Activities: Foster empathy and understanding through programs highlighting global diversity and shared connections.
<p>Promoting</p>	<p>Assessing the effectiveness of community service activities is crucial to ensure their impact aligns with their intended goals. By evaluating promotional materials, sustainable practices, and the articulation of project outcomes, educators can measure students' ability to address global issues effectively. Below are tailored assessment strategies to support this evaluation:</p> <p>Effectiveness of Promotional Materials</p> <ol style="list-style-type: none"> 1. Global Awareness Workshops: Gauge clarity and creativity in presenting global issues, and assess participant engagement through surveys or feedback.

2. **International Collaboration Projects:** Evaluate communication tools and the reach of promotional efforts in building international partnerships.
3. **Sustainable Initiatives:** Review the strategies used to raise awareness about sustainability and their connection to the audience.
4. **Humanitarian Campaigns:** Assess the impact of promotional materials on generating support and contributions for global causes.
5. **Global Advocacy Through Art:** Measure creativity, emotional impact, and audience response to artistic works addressing global concerns.
6. **Cultural Exchange Activities:** Analyze how promotional efforts foster participation and cross-cultural understanding.

Application of Sustainable Practices

- **Sustainability Checklist:** Assess practical integration of eco- friendly measures within each project.
- **Peer Reviews:** Ensure practices align with sustainability goals through feedback from peers and mentors.
- **Impact Reports:** Require evidence of the ongoing benefits of implemented sustainable practices.

Articulation of Project Impacts

- **Presentation Rubrics:** Evaluate students' clarity and effectiveness in communicating project outcomes and global relevance.
- **Impact Narratives:** Develop multimedia or written narratives detailing the project's societal and environmental effects.
- **Community Feedback:** Gather input from beneficiaries to assess the real-world impact and value of initiatives.

References	<ul style="list-style-type: none"> Global citizenship and peace education https://www.unesco.org/en/global-citizenship-peace-education/need-know#:~:text=A%20global%20citizen%20understands%20how,big%20for%20any%20one%20nation. https://www.unesco.org/en/node/174035 			
Rubric	Criteria	Excellent (4)	Good (3)	Fair (2)
	Clarity of Message	The message is exceptionally clear, well-structured, and easy to understand.	The message is clear but could be slightly refined for better structure or focus.	The message is somewhat unclear or contains minor inconsistencies.
	Creativity and Engagement	Demonstrates outstanding creativity, using visuals and content that captivate and sustain attention.	Shows good creativity and engagement, though it may lack a bit of originality or impact.	Displays limited creativity, with visuals or content that are somewhat engaging.
	Relevance to Target Audience	Perfectly tailored to the audience, addressing their needs and interests effectively.	Relevant to the audience but could be more specifically targeted.	Somewhat relevant but does not fully align with the audience's needs.
	Persuasive Impact	Extremely persuasive,	Persuasive, but the desired	Somewhat persuasive, with

	<p>Professional Presentation</p>	<p>inspiring the desired action or strong emotional response.</p> <p>Highly polished with excellent layout, formatting, and design standards.</p>	<p>impact could be stronger.</p> <p>Well-presented but contains minor flaws in layout or formatting.</p>	<p>limited influence on the audience's actions.</p> <p>Adequate presentation with noticeable issues in layout or design.</p>
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Course No.	NSTP 11
Course Title	National Service Training Program
Module No.	8
Module Title	Building Bridges, Not Walls: The Power of Cultural Sensitivity in the Community
Learning Outcomes	<p>This module is attuned to the development of values and attitudes for the students to thrive sensitivity and respect by considering various cultures present in the community. As students of NSTP 11, they are envisioned to strengthen their critical, creative and historical thinking skills that were fueled by their curiosity about the realities of the cultural heritage of the community when they create projects that are inclusive to the setting of the locality and the needs of its populace. Since this module is also focused on developing respect for cultural heritage and history, it is also expected that the students will be able to advocate the appreciation for diversity, collaboration with the community members and developing self-awareness on our cultural responsibility.</p> <p>Specifically, through this module, the students are expected to:</p> <ol style="list-style-type: none"> 1. Exhibit comprehension and analytical skills in considering cultural heritage and sensitivity as they conceptualize and plan community initiatives. 2. Inculcate the values of empathy, inclusivity and responsibility with consideration to the cultural heritage and values in decision-making. 3. Inspire community members to be collaborators as cultural and historical stewards.
Description of the Lesson	<p>Culture has been one of the unique elements that encompasses the identity of a group of people, and eventually, of the community where they belong. This can be perceived easily through the remnants of the past which serve as artifacts and culture heritage properties and of the beliefs and traditions that are being observed within the populace. As communities form, culture diverts to different variations, forming a distinct identity which may require further understanding for community workers, volunteers and initiators. This module aims to provide an orientation for the fundamental concepts on culture and aid the students on how they can transcend these as an application to the realities of their communities, its state of cultural heritage and the perception of the community members about cultural responsibility.</p>

Targets/ Objectives	<p>At the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Understand culture, its characteristics and elements • Assess the state of cultural remnants and artifacts, and heritage in the communities • Inculcate values to foster cultural diversity within the context of own communities
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LESSON PROPER

Nurturing	<p>Think-Group-Share</p> <p>This activity aims to cultivate the awareness of the students in the presence and elements of culture within their personal and immediate realm – their respective communities. As each community is distinct through the way of life of its inhabitants.</p> <p>To understand the dynamics of culture, we need to understand the relation of our uniqueness as individuals and of our own communities with the quest of developing a unified identity that would be related to our culture. To start, you will first answer the following questions individually:</p> <ol style="list-style-type: none"> 1. What are the distinct features that make your community unique? 2. How do individuals in the community express their uniqueness? 3. How do individuals participate in the activities within your community? <p>Afterwards, form a group consisting of 3-5 members. Using your answer with the first part, fill in the following table:</p> <table border="1" data-bbox="430 1255 1433 1696"> <thead> <tr> <th data-bbox="430 1255 727 1396">Features Unique to your Community</th> <th data-bbox="727 1255 1044 1396">Acts by Individuals in Expressing their Uniqueness in the Community</th> <th data-bbox="1044 1255 1433 1396">Ways to Express Participation in Communal Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 1396 727 1696"></td> <td data-bbox="727 1396 1044 1696"></td> <td data-bbox="1044 1396 1433 1696"></td> </tr> </tbody> </table> <p>Upon completion of the table, ponder on your answers by answering the following questions:</p>	Features Unique to your Community	Acts by Individuals in Expressing their Uniqueness in the Community	Ways to Express Participation in Communal Activities			
Features Unique to your Community	Acts by Individuals in Expressing their Uniqueness in the Community	Ways to Express Participation in Communal Activities					

	<ol style="list-style-type: none"> 1. Do the unique traits of individuals affect how they participate in communal activities? Why? 2. How are these unique traits affect the identity of the community? 3. What do you think are the factors that bind the individual traits to form an identity? 4. Is identity important to a community? Why? <p>After the group discussion, you will be tasked to choose a similar trait of your respective communities. Each group will then create a symbol to represent it. Afterwards the group shall post this symbol to a collage that will be formed by the whole class.</p> <p>Class Collage</p> <p>Your class will then create a collage showing the different symbols of the groups from their reflections on the activity "Think-Group-Share". The class will have the liberty to decide the preferred medium to create the collage.</p> <p>Upon the completion of collage, the class will answer the following questions:</p> <ol style="list-style-type: none"> 1. What are your observations with the variation and similarity of the symbols? 2. What do these symbols represent? 3. How do these symbols create unity in forming an identity for the collage? 4. How can your class collage and symbols be compared to the realities of the communities, countries and the world? 5. How can you relate your class collage to the concept of "culture" <p>After this, your class will create the definition of "culture" based on your reflections and thoughts about the concept.</p>
<p>Skill-Building</p>	<p>Understanding Culture</p> <p>Culture is often associated with elements defining the identity of the community and a society in a broader sense. As these were introduced separately, it functions as part of a whole system. Edward B. Tylor, an anthropologist, utilized this perspective to define culture in his work "<i>Primitive Culture: Researches into the Development of Mythology, Philosophy, Religion, Language, Art and Custom</i>" as "complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (1871).</p> <p>The elements of culture mentioned explicitly generate individuality among communities and societies, making it varied from one another. Differences</p>

in the aspects of living affect how culture will be described to establish the identity of a community and the people living in it. Community dynamics play a vital role in the formation of identifiers that would be included in the description of their culture. This was seen by the United Nations Educational, Scientific and Cultural Organization (UNESCO), which then recognized the uniqueness of cultures because of the formation of traditions and practices of its individual members:

Every culture represents a unique and irreplaceable body of values since each people's traditions and forms of expression are its most effective means of demonstrating its presence in the world. (UNESCO, 1982)

However, culture became a casualty of non-prioritization of states as the latter focuses on modernization through development. Contemporary challenges transcended from the global perspective to local context, such as climate crises, social issues and political instability, affect the decision of governments in cultivation of cultural aspects of its localities. Despite this challenge, UNESCO, through the 1982 Mexico City Declaration on Cultural Policies, acknowledge that the culture was part of the "fundamental dimension of the development process" which would "strengthen the independence, sovereignty and identity of nations." (UNESCO, 1982, p. 2). Culture establishes the distinction of a community despite the uniformity that models of development promote. This has been coherent in its definition as:

"the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs" (UNESCO 1982 and 1998).

Thus, culture affects the individual and collective identity within communities. Since it affects the perspectives of the members of society, culture is also seen as a force to influence the creation of solutions promoting sustainable development, environmental concerns and inclusive growth. This encompasses the quality of life that was given to individuals, upon which it is to be protected by human rights.

Article 27 of the Universal Declaration of Human Rights (UDHR) emphasizes the right of individuals to participate in cultural life of their respective communities, such as access to arts and scientific advancements (United Nations, 1948). To understand this concept, we should be able to distinguish the nature of culture as individualistic and collectivist

Geert Hofstede, a Dutch social psychologist who proposed the cultural dimensions theory, emphasized the nature of culture as individualistic for a member of a community to concentrate of their immediate needs, and

collectivist as a manifestation of membership. Transcended into these dimensions, culture affects the identity of the community and the personal life of an individual as it prescribes the way of living that they may and should adhere to preserve their membership. Thus, the people themselves are the drivers and keepers of culture and should be responsible in preserving culture through fostering cultural appropriateness and awareness amid its diversity in the individual and macro perspective.

To further equip you with the competencies and knowledge on cultural diversity, let us first understand the characteristics and elements of culture.

Characteristics of Culture

In 1996, the World Commission on Culture and Development defined culture as "ways of living together", becoming an instrument of growth of people and their communities. Encompassing this definition, culture can be characterized as:

- **Learned** – Culture has been learned from immediate environment and group of people (such as family, friends, institutions, societies and exposure to media) through the process of **enculturation**.
- **Shared** – Aspects encompassing the culture of a society was shared which served as the common ground of identity of being a "community" of a group of people. However, it does not generally mean that that a culture makes the people "homogeneous". Differences of culture exist in the world, and within the community exercising their communal culture, everyone also has been their own expression of this culture.
- **Symbolic** – Since that culture carries the identity of a group of people as a community, it was also represented by symbols to provide interpretations and meaning in the community dynamics of people. The asserted symbols are chosen by the people to best represent their community and can vary to coexist with each other.
- **Integrated** – Cultures do not exist independently at full. They are interconnected, which may prompt similarities and adaptation and can be related to one another. With changes introduced, all aspects of culture are related as a subject of change. Because of this, you need to understand fully the culture as a whole and its elements as influencing factors in the changes within a community.
- **Dynamic** – All aspects of culture within the community are not exactly how has been since the community was established. Cultural aspects change as the lifestyle of the people observing it changes. It can also be altered if there can be introduced to the set of

elements comprising culture. Because each aspect changes, the entire culture will be altered through time.

To understand a culture, you must be able to understand the different elements that encompass it.

Elements of Culture

Culture is known to be composed of every aspect of the community that has been used and expressed by its people. To further understand its broadness, anthropologists grouped them into two (2) basic components: material culture and nonmaterial culture.

Material culture are anything that were perceived physically. Examples of these are:

- Art
- Tools
- Buildings
- Written Records and Literature
- Clothing
- Monuments
- Machineries
- Weapons

Non-material culture is those that are used by people to express their identity as part of a community or a society. This includes, but is not limited to the following:

- Language
- Symbols
- Norms
- Traditions
- Values
- Ideas
- Social Roles
- Religion

These elements were often used to describe the characteristics of communities. Through time, these elements were also subjected to changes depending on the needs of the people who were observing them. Hence, these modifications were also becoming clues of the past as they served as remnants which preserve the history and conceived identity of the community.

Further, cultures can be different within it. **Subcultures** were formed because of the modifications within a group or groups of people to make the culture adaptable with their needs. These would result in the formation of distinct

patterns of learned and shared behavior but still observing to the common elements of the general culture. Thus, it made the culture varied and plural. This formed characteristic would eventually pave the way to cater to the diversity of cultures.

These remnants, artifacts and evidence were the focus of the study of cultural heritage. It is defined as the “totality of cultural property preserved and developed through time and passed on to posterity”. Cultural property is all the products of human creativity by which a people and a nation reveal their identity. (Republic of the Philippines, 2009, as cited by the National Commission for Culture and the Arts, 2019). While cultural property are determined by the government agency and most importantly of the local government themselves, the community and its people can also predetermine such aspects of the living as culturally important, giving value through its representation of their identity.

Cultural Diversity

UNESCO further emphasized that cultural identity and diversity are inseparable. As culture becomes the mode of expression and uniqueness of the groups of people, it is also considered as an avenue for their exercise of liberty, establishing culture as a non-oppressive tool of self-fulfillment and collected achievement and identity. Thus, it became a part of the “common heritage of mankind” as culture becomes a platform for dialogue and exchanges of ideas, experiences to appreciate other traditions and values. (UNESCO, 1982). Therefore, **cultural identity** recognizes the uniqueness and individuality of each culture and subculture within it without providing a platform for oppressive and dominating interests among people.

Cultural diversity exists because of pluralism of culture among people, forming different cultures, and within the culture itself, which resulted in subgroups. The thirst of people as humans to satisfy their needs and to cope with the challenges of their times fueled the modifications of culture, forming subgroups with similarities to their adherent culture. Cultural diversity also enables communities to be aware of the existence of different cultures, as culture strengthens the independence, sovereignty and identity of nations. Thus, recognizing cultural diversity should also be considered to ensure balanced development of people. (UNESCO, 1982).

How Can You Support Cultural Diversity?

The Canadian International Development Agency (1995), provided indicators that would help you to foster culturally appropriate development in planning, managing and evaluating projects:

1. Participation

Communities have their distinct culture and members often adhere to the different versions of this culture, mainly due to adaptation and flexibility to their needs. Because of this diversity, it is necessary to consider the differences of views and perspectives in the development of the projects. Mere act of informing and presence is not enough to foster authentic participation and active involvement. To ensure the participation of the members of the community, consider inclusiveness of their rights, context and needs in designing, implementing and evaluating the project. Through this, cultural biases and preferences can also be eliminated.

You may also consider asking yourselves the following questions when you craft your projects:

- Who are the participants in the project? What are their positions in the community? What is the level of involvement that they have in community engagement?
- What is the age range of the participants?
- Is participation mandatory or voluntary for the local or target participants?
- Does the level of participation of the people affect the outcomes for its communal projects?

2. Use of Local Institutions

Local institutions are organizations who are focused on aiding the people with coping to the challenges and their needs. This is not limited to the government who is the main legal responsible providing the needs of the citizens. Local institutions are part of the pool of mechanisms and structures that deals with human interaction. The use of local institutions can also be beneficial for the citizens to engage their fellows, creating opportunities for understanding differences and to foster inclusiveness.

You may also use the following questions in evaluating the potential to use local institutions:

- Does institutional support available in your community?
- Do the institutions advocate inclusiveness and cultural sensitivity?

3. Using Local Knowledge

As time passes, communities form local knowledge that has been tested through the challenges that they collectively resolved. Ultimately, it became part of their culture. Knowing and using local knowledge reflects the willingness of the community initiators to

consider and include local observances as part of the process of contextualization and localization for the project.

A project or initiative should not always be from a model foreign to the locals. Contextualizing projects based on what is needed and what the community is, as manifested in their culture, is vital to ensure that the community is heard, not because of the end-role as beneficiaries, but as collaborators in these initiatives.

To understand their way of thinking, you can ask the following questions:

- How do they view the world?
- How do they consider their membership in their community?
- How do they form relations?
- How they form values, especially of “resilience”?
- What is their concept of “bayanihan” and “pagmamalasakit”?

4. Integration into Social Structure

A culturally appropriate project considers all walks of life across generations, ages, sectors, gender, and social groups. This also includes their accessibility to basic social needs, such as education, health, wealth and political status. Their attainment of the mentioned sectors served as vital component in their basic appropriation of needs, thus affecting their response to community engagement. The following questions may help you in understanding their integration:

- How do the government and other institutions help the different sectors in their varied needs?
- Do the voices of the different sectors hear enough, or are they left out in the priorities of the organizations?
- What are the priorities of the different social institutions?
- Who is the most left out? What are the factors that lead them to receive minimal attention from those responsible?

5. Grounding in Culturally-Based Vision

For an initiative to be culturally-based, initiators should understand the current situation and its root causes. Critical consciousness (conscientization) is vital to develop critical and analytical thinking to understand the relations of structures and dynamics of powers that control the social movements and institutional politics. These affect how the people would respond and eventually, change its way of life to cope with the situation – either critically which leads to empowerment and initiation, or intolerant to preserve the status quo despite of its adverse effects in the society.

The following questions may help you to discern in this indicator:

- What is the purpose of the project? Is it for compliance or to help the residents to cope with their needs?
- How do the vision and objectives of the project develop and share?
- Does the people share some characteristics or elements of their culture as you collaborate with them?

6. Recognizing Culturally-Based Artistic Communication

The uniqueness of communities in expressing their culture justifies the need to foster cultural diversity. The differences arising from collaboration would eventually be instrumental in the establishment of their identity and when it is studied, diversity would emerge. This initiated the need for appreciation of the differences in creative expressions, which contributes to the complexity of the human capacity of individuality and plural identity.

You may use the following questions to foster culturally-based artistic communication:

- Who are the creators of art in the community?
- What are the purposes for the creation of new art in the community?
- Does it imply new meanings and descriptions that can affect the perceptions of the members of the community?

7. Appropriate Consideration of Gender Issues

Culture also enables the empowerment of the marginalized sectors. Historically, it also became a tool to uplift the needs of these sectors, especially the women. Gender equality became a prevalent purpose for the expression of the needs and identity of women and men as it manifests the differences in their perspectives and lenses used to cope with the needs and challenges of the community. Through time,

This may be fostered through answering the following questions:

- How do the roles of women and men evolve in the community through time?
- How is gender equality perceived in the community?
- What are the responsibilities of different gender expressions?

8. Relations to Religious and Mythic Roots

Value systems that were rooted in the religious and mythic roots should also be considered as part of the identity of the community. This can also be manifested in the transcendence of the participation and engagement of the community in its communal way of life, which would affect the individual lives of its members.

Some questions that can help you to understand this are the following:

- What is the communal purpose of life?
- How did relationships perceived and formed within the community?
- How to balance and harmony of relationships observed?

9. Culturally Appropriate Integration of New Ideas

Consideration of the appropriateness of the new ideas with what the community is now observing requires additional assessment to prevent misunderstanding with your intended participants. Grass-roots initiatives are recommended to ensure the inclusion of the ideas and perspectives of the community members as you introduce to them new concepts intended to help them in their daily lives. You can use the following questions as you develop your strategies in the integration of the new ideas that you eagerly intended to introduce to them:

- How will the community perceive and receive the idea/s to be introduced?
- How can this be aligned to the cultural framework and to promote creativity within the community members?
- What is the level of willingness of the community to learn and try new ideas to be integrated in their systems?
- What makes change possible and acceptable for the community?

10. Ownership

A sign that the community accepts an external initiative is the formation of the feeling of ownership that they have as they test its effectiveness and suitability. Empowerment and initiation among the members would eventually be inculcated as a sign of their satisfaction and pride in the achievement as part of these initiatives.

- Who takes ownership of the initiative/project?
- How do people manifest the inclusion of its members in the project? What pronouns are they using in referring to their collective initiative (our, we or us)?

- Are people able to build pride in their culture and identity?

Creativity became as instrument of expression of communities. Culture became its product. As variations of culture arise through time and space, there is a need to recognize the plurality of the capacity of human beings to divert the uniform expectations in the standards of living to a culture they can own. Hence, the remnants, artifacts and evidence within the communities provide us with an orientation on their unique characteristics and dynamics.

Cultural Sensitivity

Cultural sensitivity refers to the set of skills that allows an individual to learn about and understand people that observe different cultural backgrounds. (McDaniel, 2017). Thus, it also leads to the recognition of similarities and differences in the values that each populace considers. When an individual is culturally sensitive, it means that they recognize that there is no dominant culture arising in the community.

In 1986, Milton Bennett, a professor at the Portland State University in Oregon, proposed the Developmental Model of Intercultural Sensitivity to guide people in communicating across cultural boundaries with recognition of its differences. It also explains how people may experience, interpret and interact with different cultures to develop values from ethnocentrism, which focuses on the protection of one's cultural dominance, to ethnorelativism, which helps people to accept the differences and the reality of existence of these variations of culture for further understanding and emphatic collaboration.



Transferring

As you are now equipped with knowledge of culture and cultural diversity, the following activity will give you an immersive activity to experience documenting and to perceive the condition of the cultural elements within your community in a personal way through cultural mapping.

Cultural mapping is “an approach used to identify, record and use cultural resources and activities for building communities, where communities map what is important to them” (Cook and Taylor, as cited by the National Commission for Culture and the Arts, n.a.)

Doculture

This will be done per group. Each group will be assigned to different cluster of places that they will be focusing on.

1. Roam around your community and record material and non-material cultures available. You can use any medium to capture these (e.g. photos, videos, voice recording, illustrations, scanned copies of documents). You may also ask for information about the cultural remnant with the locals.
2. Record your experience in collecting data and information by answering the following questions:
 - a. What do you feel when you see the remnants of material and non-material culture in your community?
 - b. How were you able to find material and non-material culture in your community?
 - c. Are there any remnants of culture in your community that you were not able to find? Why?
 - d. What are your “what-ifs” when you saw the state of the material and non-material culture in your community?
3. After collecting and recording your experience, discuss with your group and organize the materials that you collected into material and non-material culture and its sub-elements:

Material Culture	Non-Material Culture
<ul style="list-style-type: none"> • Art • Tools • Buildings • Written Records and Literature • Clothing • Monuments • Machineries • Weapons 	<ul style="list-style-type: none"> • Language • Symbols • Norms • Traditions • Values • Ideas • Social Roles • Religion

Examine each documentation through critiquing the state of its existing condition, materials used, extent of usage and symbolism (for material culture), and for its prevalence of use and observance and influence in

	<p>daily lives (for non-material culture). You may list down your observations to guide you throughout this task.</p> <ol style="list-style-type: none"> 4. Utilizing your observations, discuss your observations, experiences and reflections. You may use the following guide questions: <ol style="list-style-type: none"> a. How did you perceive the state of the material and non-material culture in your community? b. How do people in the community give value to its culture? c. How are differences in views reflected in their culture? How do people treat these differences in cultivating culture? d. How do people understand and consider cultural diversity in their communal life? e. Given what you perceive, what are the prevailing issues that the community must address to preserve its culture? f. What are your recommendations that you can propose to address the prevalent issues concerning the culture of the community? 5. Once done with the reflections, the group shall present this in the class on a creative promotional platform. The group shall be given liberty to choose the platform that they want to use (e.g.: brochure, flipbook, social media page, flyers).
<p>Promoting</p>	<p>From the outcomes of "Doculture", each group will make a promotional platform that will highlight the different remnants of culture in their chosen community. This platform shall not be limited to brochures, flipbooks, social media pages and flyers that aim to raise awareness on the importance of cultural heritage and its state of condition.</p> <p>The promotional platform should have at least the following parts:</p> <ol style="list-style-type: none"> 1. Geographical description of the community 2. Cultural map of the community 3. Descriptions about the different cultural remnants 4. Reality check of the cultural remnants and heritage 5. Suggested actions that a citizen can perform <p>The group are given the liberty to express their creativity in the creation of the promotional platform.</p>
<p>References</p>	<p><i>Chapter 4: The Elements of Culture.</i> University of Arkansas. https://uark.pressbooks.pub/hbse1/chapter/elements-of-culture_ch_4/</p> <p><i>Chapter 8: The Characteristics of Culture.</i> https://nideffer.net/classes/GCT_RPI_S14/readings/Chap8CharacteristicsofCulture.htm</p>

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Rubric	Rubric for Promotional Platform of Doculture					
	Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Developing (2)	Needs Improvement (1)
	Integration and Assessment of Culture	Clearly and deeply integrates the concepts of culture and cultural identity to the state of culture, highlighting cultural diversity.	Demonstrates a strong understanding and connection of the concepts with the presented state of culture.	Shows adequate connection between the concept and the presentation of the state of culture.	Limited relations were established between the concept of culture to its state in the community.	Little to no connection was shown to the concept of culture with the realities of the state of culture in the community.
	Adaptability and Usability of the Community Members	Elements were strongly aligned to the cultural characteristics of the community, showing the keenness of the presentation to be integrated and used by the	Elements show the inclination on the community characteristics, however, there are some that were missed out which may cause confusion to the community.	Adequately show the elements of the community culture within the presentation.	Most of the elements seemed to be disintegrated with the community, causing much confusion with the members regarding its adaptability.	Little or no effort to align the presentation with the communal traits, showing inability to include the community in the project.

		communi ty.					
	Effective ness and Impact	Shows high potential for promotio n of cultural state and widespre ad reach for the public	Shows potentiali ty in promotio n and persuasio n among the public	Persuasiv e, but the call for action could be stronger	Lacks persuasiv e elements to deliver the impact of the promotio nal platform	Little or no effort to make the promotio nal platform effective and persuasiv e.	

Course No.	NSTP 11
Course Title	National Service Training Program
Module No.	9
Module Title	Empowerment Unveiled: A Journey Through Gender and Development
Learning Outcomes	<p>By the end of the module, students should be able to:</p> <ol style="list-style-type: none"> 1. Discuss the concepts and legal frameworks surrounding Gender and Development in the Philippines, such as the Magna Carta of Women and the GAD Budget Policy. 2. Demonstrate compassion for those impacted by violence and discrimination based on gender. 3. Engage in a community awareness campaign concerning GAD.
Description of the Lesson	<p>The basic ideas of gender and development (GAD) and its significance in advancing social justice, human rights, and inclusive nation building are presented to students in this lesson. It examines the distinctions between sex and gender, the effects of gender norms and stereotypes, and the Philippine legal frameworks that promote gender equality.</p> <p>Students will gain critical knowledge of gender-based issues in their everyday lives and build gender sensitivity through interactive conversations, real-life case studies, and community-based activities.</p> <p>The goal of the lesson is to equip students to become change agents in their communities and champions of gender equity.</p>
Targets/Objectives	<p>At the end of this module, you should be able to:</p> <ol style="list-style-type: none"> 1. Define key GAD-related concepts, including gender, sex, gender roles, equality, equity, and SOGIESC. 2. Value the role of youth in promoting gender equality and inclusive nation- building. 3. Participate actively in a GAD-related advocacy activity (e.g., campaign, forum, skit, or social media awareness).

LESSON PROPER

Nurturing

The purpose of these questions is to build on existing knowledge and relate personal experiences to pertain of gender and citizenship.

1. What do you think is the difference between gender and sex?
2. Is there an instance where someone was subjected to discrimination due to their gender? What happened?
3. How do gender roles affect your responsibilities at home, in school, or in your community?
4. Do you believe promoting gender equality is part of being a responsible citizen? Why or why not?

Activity 1:

KWL Chart (Know – Want to Know – Learned)
Objective: To gauge prior knowledge and guide the lesson focus.

Instruction:

- Get a piece of paper and divide or board into 3 columns:
 - **K** – What I already *know* about gender and development
 - **W** – What I *want* to learn
 - **L** – What I *learned* (to be completed at the end of the lesson)

Skill-Building

I. Introduction to GAD

Definition:

Gender and Development (GAD) is a development approach that recognizes gender as a key factor in social and economic development. It advocates for equal access, opportunities, and participation for all genders in all spheres of life. - *Philippine Commission on Women (PCW)*

A more just, sustainable, and equitable society for all is the goal of this empowering and participatory strategy.

GAD acknowledges that men and women have distinct wants and interests, which are frequently influenced by political, social, cultural, and economic conventions.

II. Why it matters in NSTP:

NSTP students are future leaders and community developers. Promoting gender equality in service activities makes them inclusive, respectful, and responsive to real issues. NSTP can promote gender equality and social equity. By integrating GAD principles, NSTP can ensure that its programs and activities are inclusive,

address gender-based discrimination, and empower both men and women. This approach fosters a more just and equitable society, aligning with the broader goals of development and social responsibility.

Here's why GAD matters in the context of NSTP:

1. Fosters Inclusivity and Equality

- Challenges Stereotypes:

GAD helps students critically examine and challenge traditional gender roles and stereotypes, promoting a more inclusive environment where everyone can participate fully.

- Empowers all participants:

By addressing gender-based inequalities, GAD ensures that both men and women have equal opportunities to benefit from and contribute to NSTP programs. • Promotes equal access:

GAD ensures that resources, opportunities, and decision-making processes are accessible to all, regardless of gender.

2. Addresses Gender-Based Discrimination

- Raises Awareness:

GAD programs educate students about gender inequality, discrimination, and violence, increasing awareness and promoting a culture of respect and understanding.

- Identifies and corrects biases:

By analyzing policies and practices through a gender lens, GAD helps identify and correct biases that may disadvantage certain groups.

	<ul style="list-style-type: none"> • Promotes safe and respectful environments: GAD initiatives create safer spaces for students to learn and participate, free from harassment and discrimination. <p>3. Contributes to Societal Development</p> <ul style="list-style-type: none"> • Empowers individuals: GAD promotes the empowerment of both men and women, enabling them to reach their full potential and contribute to the development of their communities. • Strengthens communities: By fostering gender equality, GAD strengthens communities by promoting social cohesion and participation. • Achieves sustainable development: Gender equality is recognized as a key factor in achieving sustainable development, and GAD principles contribute to this goal. <p>4. Aligns with National and International Goals</p> <ul style="list-style-type: none"> • Philippine Laws and Policies: GAD is embedded in Philippine laws and policies, such as the Magna Carta of Women, demonstrating its importance in national development. • International Agreements: GAD also aligns with international agreements like CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women), highlighting its global significance. <p>5. Contributes to Societal Development</p> <ul style="list-style-type: none"> • Empowers individuals: GAD promotes the empowerment of both men and women, enabling them to reach their full potential and contribute to the development of their communities. • Strengthens communities: By fostering gender equality, GAD strengthens communities by promoting social cohesion and participation. • Achieves sustainable development: Gender equality is recognized as a key factor in achieving sustainable development, and GAD principles contribute to this goal.
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6. Aligns with National and International Goals:

- **Philippine Laws and Policies:**

GAD is embedded in Philippine laws and policies, such as the Magna Carta of Women, demonstrating its importance in national development.

- **International Agreements:**

GAD also aligns with international agreements like CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women), highlighting its global significance.

Integrating **GAD in NSTP** is not just a policy requirement — it's a powerful tool for:

- Ensuring inclusive service learning
- Promoting civic responsibility
- Addressing real social inequalities
- Building communities where everyone can thrive

III. Philippine Legal and Policy Framework on GAD

- **RA 9710: Magna Carta of Women**
 - A comprehensive law ensuring the rights of women in all aspects of life (health, education, employment, protection from violence, political participation).
 - Reference: RA 9710 Full Text – PCW
- **RA 11313: Safe Spaces Act (Bawal Bastos Law)**
 - Penalizes catcalling, stalking, online sexual harassment, and other gender-based harassment in public places.
 - Reference: Safe Spaces Act – Full Text
- **GAD Budget Policy**
 - All government agencies, including LGUs and state universities, must allocate at least 5% of their total budget to GAD-related programs.
 - Reference: DBM-NEDA-PCW Joint Circular No. 2012-01

IV. Role of Youth and NSTP Students in GAD

1. Promoting Gender Sensitivity and Awareness:

- **NSTP Components:**

The NSTP, specifically the Civic Welfare Training Service

	(CWTS) and Literacy Training Service (LTS) components, provides platforms for students to learn about gender-related issues and develop gender-sensitive perspectives.
Transferring	<p>Below is a proposed activities for an NSTP 11 class focusing on Gender and Development (GAD). These activities aim to be interactive, thought-provoking, and consistent with educational objectives and community engagement aims.</p> <p style="text-align: center;">1. School or Community Walk</p> <p>Objective: Help students observe gender-related issues in real spaces.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Divide class into 4 groups. • Observe a specific area (e.g., school facilities, community park, local government office). • Identify gender-friendly or unfriendly features (e.g., lack of safe spaces, exclusive language in signage, inaccessible facilities) <p>After identifying the gender related issues, suggest or propose a feasible NSTP-aligned project (e.g., anti-harassment seminar, safe space mapping, women's health drive). Include goals, activities, stakeholders, and expected impact.</p>
Promoting	<p>Assessment is critically important in STP classes, especially when covering complex and value-laden topics like Gender and Development (GAD). Here's a concise breakdown of why assessment matters and how it strengthens both teaching and learning:</p> <p style="text-align: center;">1." Gender Roles, Rewritten" Campaign</p> <p>Objectives: Challenge traditional gender roles through education and creativity.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Digital posters or infographics on common gender stereotypes • Spoken word poetry or short skits on breaking norms

- Social media campaign using hashtags (e.g., #RewriteTheRoles)

Assessment Tools:

Criteria	Points
Creativity and originality	10
Relevance to GAD themes	10
Clarity of advocacy message	10
Appropriateness of format for audience	10
Peer/audience feedback or reach	10
Total	50

2. "Safe Spaces Spaces in Schools

Objective: Promote awareness of the Safe Spaces Act (RA 11313) and inclusive learning environments.

Activities:

- Conduct a campus info drive
- Create posters explaining the law and reporting mechanisms
- Hold a short orientation or booth on students' rights

	<p>Assessment Tools:</p> <p>Criteria</p> <p>Points</p> <p>Accuracy of info about RA 11313 10</p> <p>Design and clarity of materials 10</p> <p>Engagement strategies (reach, interactivity) 10</p> <p>Reflection on advocacy/impact 10</p> <p>Team coordination and participation 10</p> <p>Total 50</p>
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References	<p>Philippine Commission on Women. (n.d.). <i>FAQ: Republic Act 9710 or the Magna Carta of Women</i>. Philippine Commission on Women. https://pcw.gov.ph/faq-republic-act-9710-the-magna-carta-of-women/</p> <p>National Youth Commission. (n.d.). National Youth Commission. https://nyc.gov.ph/</p> <p>“Communicating the Implementation of Gender and Development (GAD): A Classroom Setting Experience in Higher Education Institutions (HEIS) - International Journal of Research and Innovation in Social Science.” <i>International Journal of Research and Innovation in Social Science</i>, 2024, rsisinternational.org/journals/ijriss/articles/communicating-the-implementation-of-gender-and-development-gad-a-classroom-setting-experience-in-higher-education-institutions-heis/.</p> <p>United Nations. “Goal 5 Achieve Gender Equality and Empower All Women and Girls.” <i>Sdgs.un.org</i>, United Nations, 2025, sdgs.un.org/goals/goal5.</p> <p>Manila, Metro. <i>Republic of the Philippines Congress of the Philippines</i>. 15 May 2002.</p>
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Rubrics				
Criteria	Excellent (20 pts)	Good (15 pts)	Good (15 pts)	Needs Improvement (5 pts)
Relevance to GAD/NSTP Goals	Project clearly addresses a relevant gender issue and aligns with NSTP values.	Mostly relevant; minor misalignment with NSTP or GAD goals.	Some relevance, but connection to GAD/NSTP is weak or unclear.	Lacks connection to gender issues or NSTP framework.

Feasibility and Sustainability	Proposed project is realistic, sustainable, and well-planned.	Project is doable but lacks details on long-term sustainability.	Proposal is vague or overly ambitious.	Not feasible or lacks practicality.
Creativity and Innovation	Demonstrates original ideas, engaging materials, and unique approach.	Some originality and creativity; engaging.	Basic design or idea; lacks engaging elements.	Lacks originality or effort.
Clarity and Organization	Proposal is well-organized, clear, and easy to follow.	Minor organization issues; still understandable.	Lacks clarity; some confusing parts.	Poorly written or disorganized.
Teamwork and Participation	All members contributed significantly to the work and presentation.	Most members contributed; balanced effort.	Unequal participation; few dominant voices.	One or two members did most of the work.

Course No.	NSTP 11
Course Title	National Service Training Program
Module No.	10
Module Title	Cultivating Growth Through Servant Leadership
Learning Outcomes	<p>This module emphasizes understanding of servant leadership's core principles such as empathy, humility, and stewardship, fostering inclusive and ethical leadership. Students are inspired to develop social responsibility, create meaningful initiatives, and align personal values through self-reflection and practical strategies. This will enable students to become compassionate agents of change, addressing community needs effectively.</p> <p>Particularly, students are expected to:</p> <ol style="list-style-type: none"> 1. Foster empathy, humility, and service to prioritize others' growth and well-being. 2. Promote servant leadership to build teamwork, respect, and community involvement. 3. Lead with integrity to inspire individuals to realize their potential and contribute to society.
Description of the Lesson	<p>Servant Leadership in the context of the National Service Training Program (NSTP) emphasizes the significance of leaders who prioritize the needs of others, inspire collective growth, and contribute to community development (Greenleaf, 1977; Laub, 1999). This leadership approach aligns with NSTP's mission to instill civic consciousness and social responsibility in learners, empowering them to make meaningful societal contributions (Republic Act No. 9163, 2001). Through Servant Leadership, students acquire to develop empathy and compassion by understanding and addressing community's various pressing and volatile needs. They are encouraged to make ethical decisions in crafting projects or proposals to safeguard their actions reflecting integrity that benefit the greater good. Furthermore, collaboration and teamwork are central to this leadership style, fostering unity and mutual respect among members. Lastly, students' essential skills such as communication, problem-solving, and adaptability are enhanced while embracing humility and accountability adopting. Through Servant Leadership, students develop their leadership abilities and cultivate a lifelong commitment to civic engagement and societal betterment (Republic Act No. 9163, 2001) for social transformation.</p>

Targets/ Objectives	<p>At the end of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Cultivate empathy, humility, and service to support others' growth. 2. Strengthen leadership by encouraging teamwork, respect, and community engagement. 3. Make ethical decisions to inspire potential and contribute to society.
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LESSON PROPER

Nurturing	<p>Watch: Short video "What makes a good leader" (2 minutes) What Makes A Great Leader? YouthSpeak - YouTube</p> <ol style="list-style-type: none"> 1. <i>What does it mean to serve others as a leader, and why is this important for building a responsible and caring community?</i> 2. <i>How can acting with empathy and humility as a leader help address the needs of those around us?</i> 3. <i>Why is fulfilling our civic duties essential for becoming an effective and service-oriented leader?</i> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
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Skill-Building	<p>What is Servant Leadership</p> <p>The role of leadership continues to arise and influence the development of a community as the intergalactic world becomes progressively interconnected and dynamic. Leadership is the ability to guide and inspire others to achieve shared goals while fostering growth, collaboration and community empowerment. In addition, leadership is not confined to formal hierarchical positions but can emerge at various levels within an organization or community. This concept of shared or distributed leadership highlights the importance of collaboration and collective responsibility in achieving organizational goals (Spillane, 2006). It encompasses a range of qualities, such as</p>
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	<p>effective communication, emotional intelligence, vision, adaptability, and ethical integrity. Various researches have defined leadership. Below is a summary of key insights on leadership.</p>
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| | <ol style="list-style-type: none"> 1. Leadership is defined as "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2016). 2. Leadership is described as the ability to cultivate a global mindset, inclusivity, and systemic thinking to navigate complexity and achieve sustainable development (Cambridge Institute for Sustainability Leadership, 2017). 3. Leadership is the process of influencing others to achieve a particular goal, emphasizing the ability to direct actions and behavior toward a specific purpose (Expert Previews, 2018). 4. Leadership is defined as the capacity to influence others through inspiration, fostering collaboration, and achieving shared goals (Malik, 2019). 5. Leadership is the ability to align people in a collective direction, enable collaboration, and adapt to changing environments (Dinibutun, 2020). 6. Leadership is the process of influencing others through inspiration and collaboration to achieve shared objectives (Asikhia et al., 2021). 7. Leadership is the art of influencing and directing people to achieve common objectives, fostering trust and cooperation (Expert Previews, 2022) 8. Leadership is the ability to inspire and guide others toward a shared vision, emphasizing accountability and visionary thinking (Northwest Education, 2023). 9. Leadership is the alignment of people toward a shared direction, fostering collaboration to achieve goals, and adapting to change (McKinsey, 2024). 10. Leadership is the ability to influence and guide individuals or groups toward achieving a common goal, emphasizing collaboration and adaptability (IMD Business School, 2025). |
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11. Leadership is a process of social influence that inspires and motivates others to work toward a shared vision (Northwest Education, 2025).

Given the various definitions of leadership, *leadership* and *servant leadership* are interconnected through their shared goal of guiding and inspiring others, but servant leadership distinguishes itself by emphasizing service to others without expecting anything in return as the foundation of leadership. A servant leader is a good follower and leadership begins with the ability to follow. The Bible teaches, "Whoever wishes to be great must become a servant" (Mark 10:42- 43), this belief is an anchor to our topic Servant Leadership. It emphasizes the significance of leaders who prioritize the needs of others, inspire collective growth, and contribute to community development (Greenleaf, 1977; Laub, 1999). Leaders who prioritize the needs of others embody a selfless and service-oriented approach to leadership is rooted in Robert Greenleaf's (1977) servant leadership philosophy. It highlights the transformative power of placing others' well-being at the core of leadership practices. By addressing the needs and aspirations of team members or community members, these leaders foster trust, loyalty, and a sense of shared purpose, for renewal and social transformation

The youth, as described in the NSTP Revised IRR, play a crucial role in national development through active participation in military, literacy, civic welfare programs, and similar endeavors. This aligns seamlessly with the principles of servant leadership, as it emphasizes service to the community and the empowerment of others.

As servant leaders, young individuals are motivated to prioritize the needs of their communities, contributing to programs that address societal diasporic challenges. By engaging in these initiatives, they not only develop practical skills and leadership qualities but also embody the servant leadership principles of humility, empathy, and a commitment to the greater good.

The 7 Key Principles of Servant Leadership (Robert Greenleaf)

1. Honor Others (Before Yourself)

Servant leaders prioritize the needs and contributions of others, creating a culture of respect and mutual appreciation. By placing others before themselves, leaders build trust and foster an inclusive environment where individuals feel valued (Hunter, 2004). This principle emphasizes humility and the understanding that leadership is about serving, not controlling.

2. Inspire Vision (Before Setting the Course)

A servant leader inspires a shared vision, engaging others emotionally and intellectually in the pursuit of a common goal. Before deciding on a path, they seek to align their vision with the aspirations of their team, ensuring a sense of shared purpose (Sipe & Frick, 2009). This principle highlights the importance of motivation and unity in leadership.

3. Choose Ethics (Before Profit)

Ethical decision-making is central to servant leadership. Leaders prioritize doing what is morally right over pursuing financial or personal gain. This builds integrity, reinforces ethical standards, and ensures long-term trust and sustainability within the organization (Greenleaf, 2002).

Ethical leadership lays the foundation for an enduring legacy.

4. Empower Others (Before Personal Gain)

Servant leaders empower their team members by providing them with opportunities to grow, develop skills, and take ownership of their roles. They prioritize the personal and professional development of others, fostering autonomy and confidence (Hunter, 2004). This principle ensures that leadership benefits the collective, not just the individual leader.

5. Privilege People (Before Tasks)

Placing people before tasks emphasizes the importance of relationships in achieving organizational success. Servant leaders nurture interpersonal connections and build strong bonds within their teams, recognizing that people are the driving force behind outcomes (Sipe & Frick, 2009). This principle ensures a balance between productivity and human well-being.

6. Balance Focus with Flexibility (Before Making Decisions)

A servant leader maintains a clear focus on goals while remaining adaptable to changing circumstances. This principle involves being attentive to both the broader vision and the specific needs of the team, allowing leaders to make informed, flexible decisions (Greenleaf, 2002). It combines strategic thinking with responsiveness to foster success.

7. Serve With Humility (Before All Else)

At the core of servant leadership is humility—the willingness to serve others selflessly and without seeking recognition. Humility enables leaders to approach their roles with an open mind and a commitment to the growth and well-being of others (Hunter, 2004). This principle underscores the essence of servant leadership.

	<p>These principles collectively illustrate how servant leadership prioritizes the well-being and development of others, creating a foundation for ethical, effective, and impactful leadership for renewed and social transformation.</p>
<p>Transferring</p>	<p>The suggested activities below emphasize practical application, encouraging students to actively participate in community service projects by addressing real-world needs. In this way, students internalize the values of servant leadership, fostering a sense of responsibility, empathy, and meaningful impact in their communities.</p> <p>1. Community Clean-Up Drive</p> <ul style="list-style-type: none"> • Students can organize a clean-up initiative within their local barangay (community). • Responsibilities include coordinating logistics, dividing areas among participants, and working closely with community officials to identify key locations. • Students act as servant leaders by encouraging civic responsibility and ensuring that the drive benefits the entire community. <p>2. Peer Mentoring and Literacy Program</p> <ul style="list-style-type: none"> • Students can initiate a peer mentoring program aimed at improving literacy and academic skills among younger or underprivileged children in their local area. • They can teach basic reading, writing, and problem-solving skills while practicing empathy, humility, and patience as leaders. • This activity aligns with the NSTP's goal of fostering educational development and promoting civic engagement. <p>3. Health and Wellness Outreach</p> <ul style="list-style-type: none"> • Collaborate with local health centers to conduct free medical check-ups, wellness seminars, or fitness activities for underserved communities. • Students take on leadership roles such as organizing schedules, facilitating sessions, and assisting healthcare professionals. • This initiative helps students understand the importance of serving others' needs through a compassionate and collaborative approach.

4. Educational Material Drive and Workshop

- Organize a drive to collect school supplies and learning materials for students in need.
- As part of the project, conduct workshops on basic study habits or life skills, demonstrating leadership by mentoring younger individuals.
- Students learn to coordinate resources effectively while empowering their beneficiaries.

5. Sustainable Livelihood Project

- Work with local communities to establish small livelihood initiatives, such as urban gardening, crafting, or skills training.
- Students serve as facilitators, teaching community members how to sustain these projects and providing them with tools or resources.
- This activity builds servant leadership skills while addressing economic challenges in communities.

6. Community Immersion and Care Visits

- Organize visits to vulnerable groups, such as the elderly in care homes, individuals in shelters, or persons with disabilities.
- Students provide companionship, organize recreational activities, or distribute essential items to foster a sense of support and belonging.
- This strengthens leadership skills through acts of empathy and meaningful service.

7. Advocacy Campaigns on Social Responsibility

- Conduct campaigns addressing pressing societal issues, such as proper waste management, environmental conservation, or mental health awareness.
- Students utilize creative methods such as posters, digital media, or community forums to inspire action and promote civic responsibilities.
- This activity encourages servant leaders to communicate effectively while championing causes that benefit society.

<p>Promoting</p>	<p>Evaluating the effectiveness of promotional materials is vital to ensure they successfully communicate the purpose and engage the intended audience. By assessing these materials, we can determine their clarity, creativity, and overall impact in achieving project goals. Below are strategies tailored to assess promotional efforts effectively: Assessing promotional material effectiveness and project impacts requires strategies tailored to each initiative.</p> <p>Here's how these can be evaluated</p> <p>Effectiveness of Promotional Materials</p> <ol style="list-style-type: none"> 1. Community Clean-Up Drive: Evaluate the clarity and appeal of messages through surveys, participant turnout, and engagement during the event. 2. Peer Mentoring and Literacy Program: Assess the reach and persuasiveness of materials in attracting mentors and mentees, as well as promoting educational goals. 3. Health and Wellness Outreach: Review the effectiveness of outreach campaigns by measuring attendance and participants' understanding of wellness topics. 4. Educational Material Drive and Workshop: Analyze the success of promotional efforts in gathering donations and workshop attendance through feedback from donors and participants. 5. Sustainable Livelihood Project: Measure the reach and clarity of promotions in motivating community members to participate and adopt sustainable practices. 6. Community Immersion and Care Visits: Assess promotional materials for emotional appeal and their success in encouraging volunteers and participants. 7. Advocacy Campaigns on Social Responsibility: Evaluate the impact of creative media (posters, videos, forums) on raising awareness and inspiring action on societal issues. <p>Application of Sustainable Practices</p> <ul style="list-style-type: none"> • Activity-Specific Checklists: Develop sustainability criteria for each activity (e.g., waste reduction in clean-up drives or eco-friendly resources for livelihood projects). • Feedback Mechanisms: Gather input from
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	<p>participants and beneficiaries on the practicality and effectiveness of sustainable methods applied.</p> <ul style="list-style-type: none"> • Long-Term Impact Monitoring: Require students to track and report on the continuing benefits of their sustainable initiatives. <p>Articulation of Project Impacts</p> <ul style="list-style-type: none"> • Reflection Reports: Ask students to prepare detailed reports or presentations explaining their initiatives' outcomes, challenges, and successes.
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	<ul style="list-style-type: none"> • Beneficiary Feedback: Collect testimonials from community members on the tangible changes or benefits brought by the projects. • Peer and Mentor Evaluations: Assess students' ability to articulate their project impacts through structured rubrics during oral or visual presentations. • Outcome Metrics: Measure concrete results, such as the volume of waste collected, literacy improvements, or the number of health beneficiaries.
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<p>References</p>	<p>Asikhia, O., Akpa, V., & Adeleke, A. A. (2021). <i>Leadership: A review of definitions and theories</i>. Retrieved from ijaem.net.</p> <p>Cambridge Institute for Sustainability Leadership. (2017). <i>Global definitions of leadership and theories of leadership development</i>. Retrieved from Cambridge Institute for Sustainability Leadership.</p> <p>Dinibutun, S. R. (2020). <i>Leadership: A comprehensive review of literature, research, and theoretical framework</i>. <i>Journal of Economics and Business</i>, Vol. 3, No. 1, 44-64.</p> <p>Expert Previews. (2018). <i>Definitions of leadership by different authors</i>. Retrieved from Expert Previews.</p> <p>Fairholm, M. R. (2015). <i>Defining leadership: A review of past, present, and future ideas</i>. Retrieved from ResearchGate</p> <p>Greenleaf, R. K. (2002). <i>Servant leadership: A journey into the nature of legitimate power and greatness</i> (25th Anniversary Ed.). Paulist Press.</p> <p>Hunter, J. C. (2004). <i>The servant: A simple story about the true essence of leadership</i>. Crown Business.</p> <p>IMD Business School. (2025). <i>What is leadership and how is it evolving?</i>. Retrieved from IMD Business School</p> <p>McKinsey. (2024). <i>What is leadership: A definition and way forward</i>. Retrieved from McKinsey</p> <p>Northouse, P. G. (2016). <i>Leadership: Theory and practice</i> (7th ed.). Thousand Oaks, CA: Sage.</p> <p>Northwest Education. (2025). <i>7 leadership definitions: Key insights and impact</i>. Retrieved from Northwest Education</p> <p>Spillane, J. P. (2006). <i>Distributed leadership</i>. Jossey-Bass.</p> <p>Sipe, J. W., & Frick, D. M. (2009). <i>Seven pillars of servant leadership: Practicing the wisdom of leading by serving</i>. Paulist Press.</p>
<p>Rubric</p>	<p>Here's a rubric designed to evaluate the effectiveness of promotional materials:</p>

	Criteria	Excellent (4)	Good (3)	Fair (2)
	Clarity of Message	The message is exceptionally clear, well-structured, and easy to understand.	The message is clear but could be slightly refined for better structure or focus.	The message is somewhat unclear or contains minor inconsistencies.
	Creativity and Engagement	Demonstrates outstanding creativity, using visuals and content that captivate and sustain attention.	Shows good creativity and engagement, though it may lack a bit of originality or impact.	Displays limited creativity, with visuals or content that are somewhat engaging.
	Relevance to Target Audience	Perfectly tailored to the audience, addressing their needs and interests effectively.	Relevant to the audience but could be more specifically targeted.	Somewhat relevant but does not fully align with the audience's needs.
	Persuasive Impact	Extremely persuasive, inspiring the desired action or strong emotional response.	Persuasive, but the desired impact could be stronger.	Somewhat persuasive, with limited influence on the audience's actions.
	Professional Presentation	Highly polished with excellent layout, formatting, and design standards.	Well-presented but contains minor flaws in layout or formatting.	Adequate presentation with noticeable issues in layout or design.

Course No.	NSTP 11
Course Title	National Service Training Program
Module No.	11
Module Title	The Evolving Threat: Understanding Emerging Diseases, Re-emerging Diseases, and Drug Education
Learning Outcomes	<p>The students should be able to:</p> <ol style="list-style-type: none"> 1. Define and differentiate between emerging and re-emerging diseases, providing clear explanations of their underlying causes, a range of effects on individuals and communities, and viable prevention strategies. 2. Analyze the societal and personal impacts of drug abuse, and describe evidence-based prevention strategies and interventions. 3. Apply knowledge to create an advocacy poster that raises awareness and promotes preventive measures on emerging diseases or drug abuse. 4.
Description of the Lesson	This module aims to equip NSTP students with knowledge on emerging and re-emerging diseases , with a focus on COVID-19, HIV/AIDS, and drug education . Students will explore the causes, effects, and prevention of these diseases while gaining a deeper understanding of their broader social and health impacts on individuals and communities. Through this learning experience, students will be encouraged to actively engage in health promotion and disease prevention efforts within their communities.
Targets/ Objectives	<p>At the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Define key concepts related to emerging and re-emerging diseases and explain their causes, effects, and prevention. • Identify the impacts of drug abuse and describe effective prevention strategies. • Create an advocacy poster to raise awareness about emerging diseases or drug abuse and promote preventive measures.
LESSON PROPER	
Nurturing	<p>Picture Analysis: "What Do You See?"</p> <p>Instruction: Examine each image thoroughly and answer the guide questions provided.</p>



Guide Questions:

1. What health issues does these posters highlight?
2. How do the posters convey a specific message or call to action?
3. How can such campaigns be made more effective in raising health awareness?

Skill-Building

Emerging and Re-emerging Diseases



Watch: Emerging and Re-emerging Diseases – VET CMU
<https://www.youtube.com/watch?v=MX7DLCIDGfI>

Emerging diseases

- Outbreaks of new diseases that were unknown before
- Known diseases that are now spreading quickly in number of cases, or in number of areas where people are sick
- Known infectious diseases that are persistent and can't be controlled

Examples:

- Coronavirus infections, such as COVID-19, SARS, and MERS
- HIV infections
- Lyme disease
- Escherichia coli (E. coli) O157:H7
- Hantavirus
- Dengue fever
- West Nile virus
- Zika virus

Re-emerging diseases

Diseases that come back after they have been on a major decline. This may happen because of problems in public health actions for diseases that were once under control. They can also happen when new strains of known diseases occur.

Examples:

- Malaria
- Tuberculosis
- Cholera
- Pertussis
- Influenza
- Pneumococcal disease

COVID-19

Coronavirus disease 2019 (COVID-19) is a respiratory illness caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2). On February 11, 2020, the World Health Organization (WHO) named the disease "COVID-19," while the International Committee on Taxonomy of Viruses (ICTV) designated the virus as SARS-CoV-2 on the same date.

Source/Cause

At the end of 2019, a novel coronavirus designated as SARS-CoV-2 emerged in the city of Wuhan, China, and caused an outbreak of unusual viral pneumonia.

SARS-CoV-2 is a member of a large family of viruses called coronaviruses (CoV). Most human virus strains are zoonotic in origin, including all previous human coronavirus strains (Holmes et al., 2021). Although genetic evidence

suggests that SARS-CoV-2 is a natural virus that likely originated in animals, there is no conclusion yet about when and where the virus first entered humans.

Signs and symptoms

According to the World Health Organization (WHO), people may experience different symptoms from COVID-19. Symptoms usually begin 5–6 days after exposure and last 1–14 days.

The most common symptoms are:

- fever
- chills
- sore throat

Less common symptoms are:

- muscle aches and heavy arms or legs
- severe fatigue or tiredness
- runny or blocked nose, or sneezing
- headache, etc.

Transmission

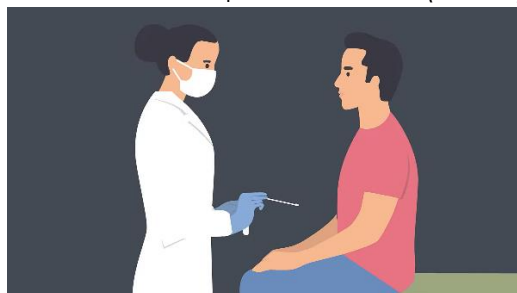
COVID-19 spreads when an infected person breathes out droplets and very small particles that contain the virus. Other people can breathe in these droplets and particles, or these droplets and particles can land on others' eyes, nose, or mouth. In some circumstances, these droplets may contaminate the surfaces they touch.

Anyone infected with COVID-19 can spread it, even if they do NOT have symptoms. COVID-19 can even spread from people to animals in some situations.

Testing

Viral tests look for a current infection with SARS-CoV-2, the virus that causes COVID-19, by testing specimens from your nose or mouth. There are two main types of viral tests:

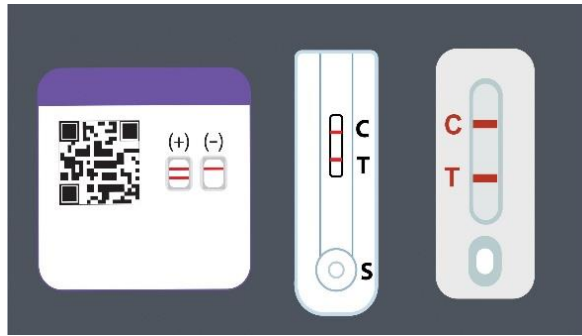
1) Nucleic Acid Amplification Tests (NAATs)



- Nucleic acid amplification tests (NAATs), including PCR tests, are more likely to detect the virus than

antigen tests.

2) Antigen Test



- Antigen tests are rapid tests that usually produce results in 15-30 minutes. Positive results are accurate and reliable. However, in general, antigen tests are less likely to detect the virus than NAAT tests, especially when symptoms are not present. Therefore, a single negative antigen test cannot rule out infection.

When you want to get tested:

- ✓ Choose the right type of test for your circumstance.
- ✓ When using an antigen test, follow the recommendations provided by FDA and the test's manufacturer.

Prevention

To prevent the spread of COVID-19:

- avoid crowds and keep a safe distance from others, even if they don't appear to be sick;
- wear a properly fitted mask if you feel sick, have been close to people who are sick, if you are at high-risk, or in crowded or poorly ventilated areas;
- clean your hands frequently with alcohol-based hand rub or soap and water;
- cover your mouth and nose with a bent elbow or tissue when you cough or sneeze;
- dispose of used tissues right away and clean your hands; and
- if you develop symptoms or test positive for COVID-19, self-isolate until you recover.

Treatment/Vaccination

Vaccination against COVID-19 is based on priority groups such as people aged 60 years and over, and those with underlying medical problems such as high blood pressure, diabetes, chronic health problems, immunosuppression (including HIV), obesity, cancer, pregnant persons, and unvaccinated people. In March 2023, WHO updated its recommendations on primary series vaccination (two doses of any vaccine) as well as the need for booster doses. These recommendations are time-limited and can

change at any time depending on how the SARS-CoV-2 virus is circulating in an area or country. It is important to stay up to date with local guidelines and recommendations provided by your local health authority.

HIV&AIDS

HIV stands for Human Immunodeficiency Virus. It is a virus that causes profound immunodeficiency, or the weakening of the immune system. As such, it gradually renders the body defenseless against any forms of pathogen, including those that would not cause disease in healthy human beings. The virus destroys certain white blood cells that are responsible for immunity and protecting the body against disease. When the body no longer has enough of those white blood cells, an individual is said to have AIDS (Acquired Immunodeficiency Syndrome). HIV is the virus, while AIDS is the severe condition caused by the virus.

Signs and symptoms

Early symptomatic infection usually manifests 3–6 weeks after exposure and resembles a normal viral infection. Symptoms include:

- Fever
- Chills
- Fatigue
- Rashes
- Muscle pains, joint pains
- Sore throat
- Swollen lymph nodes
- Mouth ulcers

Most individuals recover spontaneously from these symptoms, so they do not suspect that they have an HIV infection. Some individuals may not manifest any symptoms at all. It can take as long as 10 years before HIV has weakened the immune system enough to cause serious illness, and more severe symptoms start to manifest, including those from opportunistic infections, or bacteria, viruses, and fungi that would otherwise be harmless to healthy individuals. Thus, some individuals never suspect that they have been infected with HIV until they already have AIDS, especially if they were asymptomatic during the early phase.

Transmission

HIV can only be acquired by coming into direct contact with certain body fluids from a person with HIV who has a detectable viral load. These fluids are:

- Blood
- Semen (cum) and pre-seminal fluid (pre-cum)
- Rectal fluids
- Vaginal fluids

- Breast milk

For transmission to occur, the HIV in these fluids must get into the bloodstream of an HIV-negative person through a mucous membrane (found in the rectum, vagina, mouth, or tip of the penis), through open cuts or sores, or by direct injection (from a needle or syringe).

Stages of Infection

The progression of HIV occurs in three stages over time (months and years) in people who don't receive treatment. There are three stages of HIV infection.

1) Acute HIV Infection

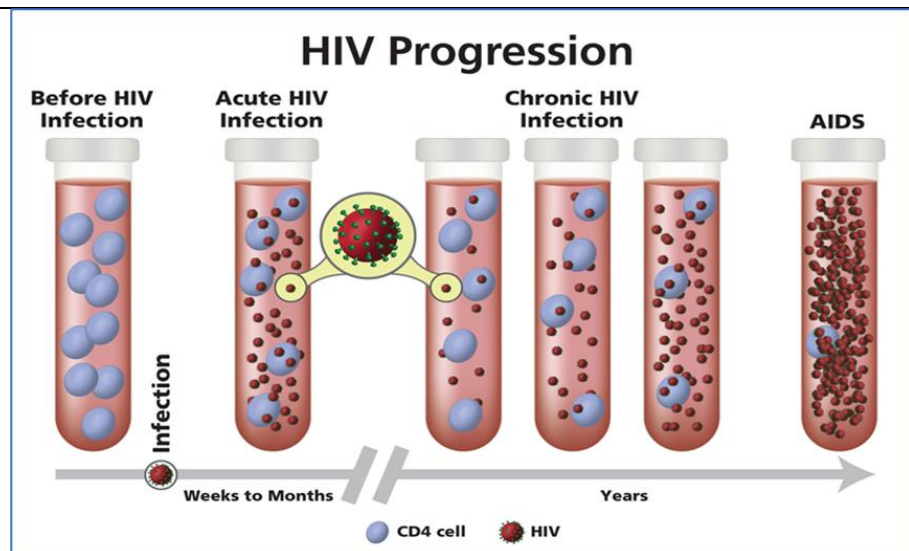
This is the earliest stage of HIV infection which generally develops within 2 to 4 weeks after infection with HIV. During this time, some people have flu-like symptoms, such as fever, headache, and rash. In the acute stage of infection, HIV multiplies rapidly and spreads throughout the body, attacking and destroying the infection-fighting CD4 cells (CD4 T lymphocytes) of the immune system. During this stage, the level of HIV in the blood is very high, which greatly increases the risk of HIV transmission.

2) Chronic HIV Infection

The second stage of HIV infection is chronic HIV infection (also called asymptomatic HIV infection or clinical latency). During this stage, HIV continues to multiply in the body but at very low levels. People with chronic HIV infection may not have any HIV-related symptoms. Without anti-retroviral therapy (ART), chronic HIV infection usually advances to AIDS in 10 years or longer, though in some people it may advance faster. People who are taking ART may be in this stage for several decades.

3) AIDS (Acquired Immunodeficiency Syndrome)

AIDS is the final, most severe stage of HIV infection, and causes severe damage to the immune system. As a result, the body cannot fight off opportunistic infections, also called AIDS-defining conditions. People with HIV are diagnosed with AIDS if they have a CD4 count of less than 200 cells/mm³ or if they have certain opportunistic infections. Once HIV progresses to the AIDS stage, a person can have a high viral load and transmit HIV to others very easily. Without treatment, people with AIDS typically survive about 3 years.



The image above depicts what happens in the blood of people with HIV throughout the stages of HIV infection. Without treatment, HIV slowly increases in number and attacks and destroys normal CD4 cells. A lack of CD4 cells severely limits the immune system's ability to fight off other infections.

Testing

HIV testing can detect if you have HIV, but it cannot tell how long you have had HIV or what stage of HIV infection you are in. There are three types of tests used to diagnose HIV infection: antibody tests, antigen/antibody tests, and nucleic acid tests (NATs). Your health care provider can determine the appropriate HIV test for you.

1) Antibody tests

- check for HIV antibodies in blood or oral fluid. Most rapid tests and at-home self-tests are antibody tests. Generally, antibody tests that use blood from a vein can detect HIV sooner than tests done with blood from a finger stick or with oral fluid.

2) Antigen/antibody tests

- can detect both HIV antibodies and HIV antigens in the blood and are the most commonly used HIV tests. After HIV exposure, antigens will show up in the blood sooner than antibodies.

3) Nucleic Acid Tests (NATs)

- look for HIV in the blood taken from a vein. These tests may also be called viral load tests because they not only detect the virus but also determine the quantity of virus present in the blood. They can usually identify HIV as soon as 10 to 33 days after exposure. NATs are mostly used to monitor HIV treatment and not for routine screening because they are expensive.

Prevention

According to Center for Disease Control (CDC), more tools than ever are available to prevent HIV.

More tools than ever are available to prevent HIV.



Prevention strategies include:

- Using condoms the right way.
- Never sharing needles, syringes, or other drug injection equipment.
- Using PrEP (pre-exposure prophylaxis) and PEP (post-exposure prophylaxis).
- If you have HIV, there are many ways to prevent transmitting HIV to others, including taking HIV treatment to get and keep an undetectable viral load.

Treatment/Medication

There is no cure for HIV/AIDS. However, a combination of drugs known as anti-retroviral therapy (ART) can slow down and virtually halt the progression of HIV. Persons with HIV on ART have gone on to live long and otherwise healthy lives. People on ART should thus take their medication regularly according to their doctor's advice. With regular medication, persons with HIV can reach a point where the amount of virus in their blood becomes "undetectable"; at this stage, they are also considered "untransmissible," which means they can no longer infect other people with HIV.

Getting and keeping an **undetectable viral load** (or staying virally suppressed) is the **best thing you can do to stay healthy.**

U=U
UNDETECTABLE
EQUALS
UNTRANSMITTABLE

Drug Education



Watch: Anti-illegal Drugs – DOH

<https://www.youtube.com/watch?v=iWE4fZqxoss>

2024 PH Statistical Analysis by the Dangerous Drugs Board (DDB)

- Gender
The center's admissions report shows that 91.43% of drug abusers are male, approximately 7.75% are female, and less than 0.82% identify as LGBT. The male-to-female ratio remains at 12:1, consistent with previous years. The higher number of males in rehabilitation facilities may be attributed to societal pressures and the expectation to appear tough, which, coupled with financial stress, can lead to substance abuse as a coping mechanism.
- Age
For the year under review, the youngest admission is 12, while the eldest is 76. Most of the admissions belong to the age group of 40 and above, with around thirty-four percent (33.95%) of the reported cases. The computed mean and median are 34 years old.
- Educational Attainment
Almost a third (27.80%) have attained high school. On the second spot are those who have reached college, with nineteen percent (19.44%), followed by those who have graduated high school, with seventeen percent (17.41%).

Drug Laws/Policies

- 1) Comprehensive Dangerous Drugs Act of 2002 (Republic Act No. 9165)

The Comprehensive Dangerous Drugs Act of 2002 (Republic Act No. 9165) is a landmark legislation in the Philippines aimed at curbing the use, trafficking, and manufacturing of illegal drugs. This law was signed into effect on June 7, 2002, under the administration of President Gloria Macapagal-Arroyo. It is primarily designed to protect the people of the Philippines from the harmful effects of illegal drug use, by strengthening efforts

against drug-related crimes, promoting a drug-free society, and establishing a comprehensive framework to address drug issues.

2) Preventive Drug Education Program (PDEP) Policy for Curriculum and Instruction (DO 30, S. 2018)

The Preventive Drug Education Program (PDEP) is a framework issued by the Department of Education (DepEd) in the Philippines to support schools in implementing effective drug prevention education. The program is designed to equip students with the knowledge, attitudes, and skills to resist the use of illegal drugs and to build their resilience against drug abuse. The PDEP was formalized with the issuance of Department Order No. 30, Series of 2018, which provides the policy guidelines on how the program should be integrated into the Philippine educational system. This policy establishes a framework for delivering drug prevention education within the school curriculum and ensures that students across different educational levels (elementary, high school, and senior high school) receive age-appropriate instruction.

Drug Agencies

1) Philippine Drug Enforcement Agency (PDEA)

The Philippine Drug Enforcement Agency (PDEA) is the primary agency responsible for enforcing drug laws in the Philippines. Established under the Republic Act No. 9165 (Comprehensive Dangerous Drugs Act of 2002), PDEA's main mandate is to combat the illegal drug trade and enforce regulations related to controlled substances. PDEA works closely with various stakeholders such as the Dangerous Drugs Board (DDB), the Philippine National Police (PNP), and the Department of Health (DOH), integrating efforts for prevention, rehabilitation, and education. Its operations also extend to providing support for the rehabilitation of drug users and dependents through government-sponsored programs.

2) Dangerous Drugs Board (DDB)

The Dangerous Drugs Board (DDB) is the principal policy-making and coordinating body in the Philippines responsible for formulating national policies, strategies, and programs to combat drug abuse and trafficking. It was established under Republic Act No. 9165 (Comprehensive Dangerous Drugs Act of 2002), and its mandate is to oversee the implementation of drug control efforts across various sectors in the country, including law enforcement, public health, and education.

Drugs and Dangerous Drugs

According to the World Health Organization (WHO), drugs are any substances that, when absorbed into the body, can alter its normal

function. This includes both prescription medications as well as illicit drugs, which can cause adverse health effects when misused.

In the Philippines, dangerous drugs are defined under the Comprehensive Dangerous Drugs Act of 2002 (Republic Act No. 9165) as substances that are classified as being harmful or potentially harmful to the health of individuals and the public. These include controlled substances such as methamphetamine (shabu), ecstasy, cannabis (marijuana), and other psychoactive substances.

- Drug Use

The World Health Organization (WHO) defines drug use as: "The ingestion or application of a substance (or drug) with a certain effect, usually in a controlled manner, with a particular purpose."

- Drug Misuse

The National Institute on Drug Abuse (NIDA) defines drug misuse as: "The use of a drug for purposes other than what it was prescribed for, such as taking someone else's prescription medicine or taking a medicine in a way other than prescribed (e.g., crushing pills to inhale or inject the drug)."

- Drug Abuse

The World Health Organization (WHO) defines drug abuse as: "The harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs."

- Most commonly abused drugs (Philippines)

- Based on the 2024 Statistical Analysis made by the Dangerous Drugs Board (DDB), Methamphetamine Hydrochloride or "Shabu" remains the leading drug of abuse, comprising around ninety-four percent (93.65%) of the total admissions. This is followed by Cannabis (Marijuana) at twenty-five percent (24.96%) and on the third by Cocaine at less than one percent (0.53%). It seems that cocaine, as a local drug of abuse, is gaining popularity, as supported by the increase in seizures by our drug law enforcers, which tends to show that there is a demand within the illicit local market. The haul included methamphetamine hydrochloride or shabu, marijuana, ecstasy, and cocaine in 2024.
- Mono-drug use remains to be the nature of drug-taking; the administration routes are inhalation/sniffing and oral ingestion.

- Risk factors influencing drug abuse

According to CDC, risk factors for youth high-risk substance use can include:

- Family history of substance use

- Favorable parental attitudes regarding the behavior
- Poor parental monitoring
- Parental substance use
- Family rejection of sexual orientation
- Association with delinquent or substance-using peers
- Lack of school connectedness
- Low academic achievement
- Childhood sexual abuse
- Mental health issues

Classifications of Drugs of Abuse

1) Central Nervous System (CNS) Stimulants

These drugs stimulate the brain and increase the levels of certain chemicals in the brain, leading to increased energy, alertness, and attention. They often cause a "high" or euphoric feeling.

Examples: Cocaine, Methamphetamine, Amphetamines.

Effects: Increased heart rate, hyperactivity, alertness, and aggression.

2) Central Nervous System (CNS) Depressants

These substances slow down brain activity, leading to calming or sedative effects. They are typically used for medical purposes but can lead to misuse or addiction.

Examples: Benzodiazepines (e.g., Valium), Barbiturates, Alcohol.

Effects: Drowsiness, slow breathing, confusion, impaired motor skills.

3) Hallucinogens

Hallucinogens alter perception, mood, and thought, often leading to visual or auditory hallucinations. They can cause a distorted sense of time, place, and self.

Examples: LSD (acid), Psilocybin mushrooms, PCP, DMT.

Effects: Altered perception, visual hallucinations, changes in mood.

4) Narcotic Analgesics (Opioids)

Opioids are drugs that relieve pain, but they can also induce feelings of euphoria, leading to misuse or addiction. Overuse or abuse of narcotics can lead to respiratory depression and overdose.

Examples: Heroin, Prescription painkillers, Fentanyl.

Effects: Pain relief, sedation, euphoria, respiratory depression.

5) Cannabinoids

Cannabinoids are compounds found in cannabis plants that can have psychoactive effects on the brain. These can alter mood, perception, and coordination.

Examples: Marijuana (THC), Synthetic cannabinoids.

Effects: Euphoria, relaxation, increased appetite, impaired memory and motor skills.

6) Inhalants

Inhalants are substances that are inhaled to produce a quick high.

They are often household or industrial chemicals that are not intended for consumption.

Examples: Paint thinners, Glues, Nitrous oxide, Aerosol sprays.

Effects: Dizziness, euphoria, hallucinations, nausea, and brain damage with prolonged use.

7) Anabolic Steroids

Anabolic steroids are synthetic substances similar to the male sex hormone testosterone. While they are used medically to treat certain conditions, they are also misused by individuals seeking to enhance athletic performance or muscle mass.

Examples: Testosterone, Nandrolone, Stanozolol.

Effects: Increased muscle mass, aggression, liver damage, and other health complications.

- Drug Dependence

The World Health Organization (WHO) defines drug dependence as: "A condition in which the individual feels a compulsive desire to use a substance, experiences withdrawal symptoms when the substance is not available, and continues to use the substance despite knowing its harmful consequences."

Prevention

Preventive Education and Advocacy Programs by the Dangerous Drugs Board (DDB)

1. Barkada Kontra Droga Launching Seminar (Peer Group Against Drugs)

This is a flagship program of the Board designed to promote youth empowerment through the organization of a worthy group called "Barkada" which will lead towards the adoption of a healthy lifestyle that is drug-free and productive. This program is in collaboration with the Department of Education.

2. National Youth Forum on Drug Abuse Prevention

This is a Forum that maximizes the participation of the youth leaders in the fight against drugs. It is participated in by the youth leaders representing various youth organizations nationwide. The National Youth Commission is the lead agency on the implementation of the forum in collaboration with the Dangerous Drugs Board and various Local Government Units.

3. Kids Against Drugs Program

To bring the anti-drug advocacy to the children, the Dangerous Drugs Board participates in the annual celebration of the Children's Month through the conduct of the Kids Against Drugs program, a primary prevention activity that aims to inculcate the skills of "SAYING NO" to children as a firm foundation for preventive education.

4. Parents Education Program (Systematic Training for Effective Parenting)

A training program designed for parents towards parenting, rearing children, communicating and relating with them. This program is a component of the Family Drug Abuse Prevention Program of the Department of Social Welfare and Development (DSWD). It aims to provide knowledge and skills among parents for them to better appreciate their roles on drug abuse prevention.

Treatment and Rehabilitation

Treatment and rehabilitation of drug dependents is an essential component of drug demand reduction. Republic Act 9165 or the "The Comprehensive Dangerous Drugs Act of 2002", as amended (the "Act") mandates that it is the State policy to provide effective mechanisms or measures to re-integrate into society individuals who have fallen victims to drug abuse or dangerous drug dependence through sustainable programs of treatment and rehabilitation.

Treatment and Rehabilitation Centers accredited by the Department of Health utilize different drug treatment modalities or approaches in the treatment of drug dependents.

- Multidisciplinary Team Approach - avails of the services and skills of a team composed of a psychiatrist, psychologist, social worker, occupational therapist, or practitioners of other related disciplines in collaboration with the family and the drug dependent.
- Therapeutic Community Approach - views addiction as a symptomatic manifestation of a more complex psychological problem rooted in an interplay of emotional, social, physical and spiritual values. It is a highly structured program wherein the community is utilized as the primary vehicle to foster behavioral and attitudinal change. The patient receives the information and the impetus to change from being a part of the community. Role modelling and peer pressure play significant parts in the program.

The goal of every therapeutic community is to change the patients' self-destructive thinking and behavioral pattern, teach them personal responsibility, positivize their self-image, create a sense of human community and provide an environment in which human beings can grow and take responsibility and credit for the growth.

Transferring

Activity 1: Myths vs. Facts

Objective: To assess and evaluate common myths and facts about a chosen health issue (COVID-19, HIV and AIDS, or drug abuse).

Instructions:

- 1) Choose a topic (COVID-19, HIV and AIDS, or drug abuse).
- 2) Research 3-5 common myths about your chosen topic (e.g., transmission, symptoms, or prevention myths).
- 3) Review credible sources (e.g., DOH, CDC, WHO, other health organizations) to find the factual information that debunks each myth.
- 4) Complete the table below.

Health Issue: _____		
Myths	Facts (provide sources)	Why It's Important
1.		
2.		
3.		
4.		
5.		

Activity 2: Community Awareness and Practices

Objective: To observe how well the community is following safety or prevention practices related to COVID-19, HIV and AIDS, or drug abuse.

Instructions:

- 1) Choose a topic (COVID-19, HIV and AIDS, or drug abuse).
- 2) Visit location/s in your community (e.g., grocery stores, parks, healthcare facilities, public transportation, schools).

- 3) Observe the following (adapt depending on the topic chosen):
- For COVID-19: Are people wearing masks? Is social distancing being practiced? Are there hand sanitizers available in public spaces?
 - For HIV and AIDS: Are there educational materials about prevention? Are HIV testing services available in local clinics or community centers?
 - For Drug Abuse: Are there any drug abuse prevention programs or resources in the area? Is there information on where to seek help for addiction?
- 4) Record your observations in a checklist format below and note where there are gaps or areas for improvement in terms of awareness or prevention.

Health Issue: _____		
Observations (list depending on the topic chosen)	Checklist	Areas for Improvement
1)		
2)		
3)		
4)		
5)		

Promoting

Activity 3: Infographic Poster

Objective: To design an infographic poster that educates the public about a chosen health issue (COVID-19, HIV and AIDS, or drug abuse) and encourages healthy practices.

Instructions:

- 1) Choose a topic (COVID-19, HIV and AIDS, or drug abuse).
- 2) Research key information that the community should know about the issue. This could include:
 - Common myths and their debunking.

	<ul style="list-style-type: none"> - Local resources available for support and help. <p>3) Make sure your poster is informative, visually engaging, and easy to understand.</p> <p>4) Be guided by the rubric.</p>
<p>References</p>	<p>Dangerous Drugs Board (2024). <i>2024 Statistical Analysis</i>. Dangerous Drugs Board. https://ddb.gov.ph/2024-statistical-analysis/</p> <p>Dangerous Drugs Board. (n.d.). <i>About the Dangerous Drugs Board</i>. Dangerous Drugs Board. https://ddb.gov.ph/mandate/</p> <p>Dangerous Drugs Board. (n.d.). <i>Preventive Education and Advocacy Programs</i>. Dangerous Drugs Board. https://ddb.gov.ph/preventive-education-and-advocacy-programs/</p> <p>Department of Education (DepEd). (2018, July 17). <i>Department Order No. 30, Series of 2018 – Policy guidelines on the implementation of the Preventive Drug Education Program (PDEP)</i>. Department of Education. https://www.deped.gov.ph/wp-content/uploads/2018/07/DO_s2018_30.pdf</p> <p>Department of Health (n.d.). <i>HIV</i>. Department of Health. https://doh.gov.ph/list-of-diseases/hiv/</p> <p>Holmes, E. C., Goldstein, S. A., Rasmussen, A. L., Robertson, D. L., Crits-Christoph, A., Wertheim, J. O., Anthony, S. J., Barclay, W. S., Boni, M. F., Doherty, P. C., Farrar, J., Geoghegan, J. L., Jiang, X., Leibowitz, J. L., Neil, S. J., Skern, T., Weiss, S. R., Worobey, M., Andersen, K. G., . . . Rambaut, A. (2021). <i>The origins of SARS-CoV-2: A critical review</i>. <i>Cell</i>, 184(19), 4848–4856. https://doi.org/10.1016/j.cell.2021.08.017</p> <p>International Association of Chiefs of Police (IACP). (n.d.). <i>7 drug categories</i>. International Association of Chiefs of Police. https://www.theiacp.org/7-drug-categories</p> <p>Johns Hopkins Medicine (n.d.). <i>Emerging Infectious Diseases</i>. Johns Hopkins Medicine https://www.hopkinsmedicine.org/health/conditions-and-diseases/emerging-infectious-diseases</p> <p>National Cancer Institute (n.d.). <i>SARS-CoV-2</i>. National Cancer Institute https://www.cancer.gov/publications/dictionaries/cancer-terms/def/sars-cov-2</p> <p>National Institute on Drug Abuse (NIDA). (2022). <i>Is drug misuse different from drug abuse?</i>. National Institute on Drug Abuse. https://nida.nih.gov</p> <p>National Institutes of Health (2025). <i>HIV Testing</i>. https://hivinfo.nih.gov/understanding-hiv/fact-sheets/hiv-testing#:~:text=There%20are%20three%20types%20of,has%20a%20different%20window%20period.</p> <p>Official Gazette. (2002, June 7). <i>Republic Act No. 9165 - Comprehensive Dangerous Drugs Act of 2002</i>. Official Gazette of the Republic of the Philippines. https://www.officialgazette.gov.ph/2002/06/07/republic-act-no-9165/</p> <p>Philippine Drug Enforcement Agency. (n.d.). <i>About PDEA</i>. Philippine Drug Enforcement Agency. http://www.pdea.gov.ph</p> <p>Ranoco, R. (2016). <i>International AIDS Candlelight Memorial Day</i> [Online image]. Human Rights Watch. https://www.hrw.org/news/2017/08/01/philippines-hiv-epidemic-declared-national-emergency</p> <p>World Health Organization. (n.d.). <i>Substance use and health</i>. World Health Organization. https://www.who.int/news-room/fact-sheets/detail/substance-use-and-mental-health</p>

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U.S Center for Disease Control and Prevention (2025). *About HIV*. U.S Center for Disease Control and Prevention. <https://www.cdc.gov/hiv/about/index.html>

U.S Center for Disease Control and Prevention (2024). *Substance Use Among Youth*. U.S Center for Disease Control and Prevention. <https://www.cdc.gov/youth-behavior/risk-behaviors/substance-use-among-youth.html>

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U.S. Department of Health & Human Services (2025). *The Stages of HIV Infection*. HIV Gov. <https://www.hiv.gov/hiv-basics/overview/about-hiv-and-aids/how-is-hiv-transmitted>

World Health Organization (2023). *Coronavirus disease (COVID-19)*. World Health Organization. [https://www.who.int/news-room/fact-sheets/detail/coronavirus-disease-\(covid-19\)](https://www.who.int/news-room/fact-sheets/detail/coronavirus-disease-(covid-19))

Rubric (Infographic Poster)	Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
	Content Information	Well-researched, highly relevant, with correct and multiple sources	Accurate and relevant with a few minor gaps, with correct sources	Basic but accurate, with limited sources	Inaccurate or missing critical information, no sources
	Layout/Design/Creativity	Visually striking, well-organized, creative	Good design, clear layout, somewhat creative	Basic design, limited creativity	Disorganized, poor design, lacks creativity
	Mechanics and Grammar	No errors, professional and clear	Minor errors, does not affect readability	Noticeable errors, affects readability	Multiple errors, unclear language
	Impact and Call to Action	Strong, clear call to action, highly motivating	Clear call to action, somewhat motivating	Weak call to action, unclear	No clear call to action, weak impact

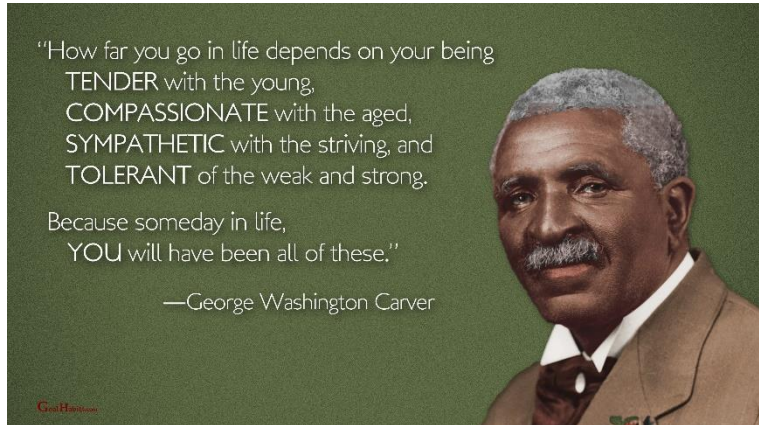
	Timeliness	Submitted on time	Submitted 1-2 day/s late	Submitted 3-4 days late	Submitted beyond 4 days late	
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Course No.	NSTP 11
Course Title	National Service Training Program
Module No.	12
Module Title	Mastering the Proposal: Development, Design and Presentation
Learning Outcomes	<p>By the end of the module, students should be able to:</p> <ol style="list-style-type: none"> 1. Write a project proposal as final output for NSTP 11 2. Present the project proposal
Description of the Lesson	<p>This module highlights the skills needed to create a clear and impactful project proposal, as well as strategies for presenting it effectively to the intended audience. A good project proposal is important because it focuses on the main cause of the problem, not just its effects. By addressing the root issue, the proposal can provide solutions that are more effective and sustainable, bringing long-term benefits to the people or community it aims to help.</p>
Targets/ Objectives	<p>At the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Identify existing problems or issue in the community as potential topic for project proposal • Define project proposal as basis for implementation of the NSTP activities in community immersion • Apply the process of how to write a project proposal based on the identified need of the target audience • Develop a feasible project proposal in the NSTP program following the suggested format.

LESSON PROPER

Nurturing

Activity 1 : Quotation Analysis



1. What does the quote literally mean?

2. Can you relate this quote to real-life situations ?

3. How does this quote inspire, challenge, or provoke you personally?

Activity 2: Community Involvement Proposal Review

Directions:

In group, review the list of community programs you identified in Module 1 and determine whether they are sustainable or unsustainable. Check if each program is: (1) existing or not, (2) long-term or short-term, and (3) ongoing or discontinued. Use this as your basis in selecting a potential topic for your project proposal.

Community Program	Contact Information (name of community, address,	Status (Sustainable / Unsustainable)	Decision (probable / possible / denied)

		telephone, person in-charge)		
Prepared by: _____ Date: _____				

Skill-Building

What is a Project Proposal?

Project-is a time-bound undertaking that is carried out to create a unique service. It combines resources and channeled into a temporary structure in order to accomplish a specific goal.

A **project proposal** is a guide for both the trainees and trainers in attaining tasks while they are in community immersion. It serves as basis of designing program of activities and key instruments and inputs in monitoring and evaluating the projects to be undertaken in the community.

A project proposal is a formal document that serves as a blueprint for National Service Training Program (NSTP) activities during community immersion. It outlines a detailed plan for a community-based project, ensuring the activities are well-thought-out, feasible, and aligned with the community's needs and the program's objectives. Essentially, it's a guide for students and facilitators, providing a clear basis for planning, implementing, and evaluating the project.

Purposes of Making Project Proposal in the Light of NSTP

- It guides trainees and trainers in designing a program for their clientele.
- It facilitates the implementation, monitoring and evaluation of the projects.
- It serves as database in making reports as a requirement to the course.

- It makes work easier for it serves as reference for trainees to give the right information needed for the project.
- It serves as ready source of data for research work.

Source:

Labuguen et.al (2019)

Steps in Proposal Development

1. Understand the Purpose and Audience

- Identify why you are writing the proposal (e.g., to get funding, approval, or partnership).
- Know who will read it (clients, supervisors, community leaders, etc.).

2. Do Background Research

- Collect data, evidence, or context that supports the need for your proposal.
- Review similar projects or proposals for ideas.

3. Define the Problem or Need

- Clearly explain the issue, gap, or opportunity your proposal addresses.
- Support with facts, statistics, or real-life examples.

4. Set Objectives

- State what you aim to achieve (specific, measurable, attainable, realistic, time-bound).

5. Develop the Methodology or Plan

- Outline how you will achieve your objectives.
- Include timeline, activities, and strategies.

6. Outline Resources and Budget

- Estimate the cost (if needed).
- Identify resources (people, equipment, partnerships, facilities).

7. Highlight Benefits and Impact

- Show how your proposal will solve the problem or bring value.
- Connect outcomes to your audience's priorities.

8. Prepare Evaluation and Sustainability Plan

- Explain how success will be measured.
- Show how results will continue after the project (if applicable).

9. Write the Proposal Document

1. Title Page – Proposal title, author/organization, date.
2. Executive Summary – Short overview of the whole proposal (1 page max).
3. Introduction / Background – Context and rationale.
4. Problem Statement / Need – Why the proposal is important.
5. Objectives – Goals and expected outcomes.
6. Methodology / Implementation Plan – Steps, strategies, timeline.
7. Budget / Resources – Financial plan and resources needed.
8. Benefits / Impact – Who will benefit and how.
9. Evaluation Plan – How results will be measured.
10. Conclusion / Closing Statement – Persuasive summary.
11. Appendices (optional) – Supporting documents, charts, data.

10. Review and Refine

- Edit for clarity, grammar, and conciseness.
- Ensure formatting is professional.

Sample Proposal for Community Immersion

Title: *“Community Immersion Program: Strengthening Partnerships and Empowering the Local Community”*

Submitted by: [Your Name / Group / School]

Date: [Insert Date]

I. Executive Summary

This proposal outlines a Community Immersion Program that aims to foster stronger relationships between students and the local community of [insert barangay/community]. Through meaningful engagement, the program seeks to promote mutual learning, address community needs, and provide students with hands-on experiences that build civic responsibility, empathy, and problem-solving skills.

II. Background of the Study

Community immersion is an educational approach where students live, interact, and collaborate with community members to better understand their culture, challenges, and strengths. This practice not only develops students' social awareness but also empowers communities by sharing knowledge, skills, and resources.

The selected community, [Barangay/Community Name], is composed of [brief description: e.g., population size, livelihood, challenges such as poverty, lack of education, health issues]. The immersion program will allow participants to gain deeper insight into local realities while contributing solutions in small but meaningful ways.

III. Statement of the Problem

Despite the potential of [Barangay Name], the community continues to face challenges such as [examples: limited access to education, livelihood difficulties, health issues, lack of youth engagement]. There is a need to create a platform for collaborative action where students and residents can work together to find sustainable solutions

IV. Objectives

General Objective:

To strengthen community engagement and empower both students and residents through immersion activities that promote mutual growth and understanding.

Specific Objectives:

1. To provide students with first-hand experiences of community life and challenges.
2. To help address identified community needs through collaborative activities.
3. To develop civic values such as empathy, cooperation, and responsibility among students.
4. To establish lasting partnerships between the institution and the local community

V. Methodology / Implementation Plan

Activity	Description	Target Participants	Timeline
Community Orientation	Initial meeting with leaders and residents to present the program.	Students, LGU, Residents	Week 1
Household Immersion	Students stay with host families to experience daily life.	Students, Host Families	Week 2
Needs Assessment	Conduct surveys/interviews to identify pressing community concerns.	Students, Residents	Week 2
Community Service Activities	Projects based on needs (e.g., clean-up drives, literacy programs, skills demo).	Students, Residents	Week 3
Reflection and Sharing Sessions	Daily/weekly reflections on experiences.	Students	Ongoing
Culminating Activity & Turnover	Presentation of outputs, sharing of learnings, and fellowship with the community.	All Stakeholders	Final Week

VI. Budget Proposal

Item	Estimated Cost (₱)
Transportation	5,000
Meals & Snacks	4,000
Materials (clean-up, literacy kits, etc.)	6,000
Documentation (printing, tarpaulins, etc.)	2,000
Contingency Fund	3,000
Total	20,000

VII. Expected Outcomes

- Increased awareness and understanding of community life among students.
- Strengthened collaboration between students, schools, and local residents.
- Implementation of small but impactful community projects.
- Development of students' civic values and practical skills.
- A model for sustainable school-community partnerships.

	<p>VIII. Evaluation Plan</p> <ul style="list-style-type: none"> • Daily Reflection Logs: Students document learnings and challenges. • Community Feedback: Surveys and interviews with residents. • Faculty Assessment: Monitoring of student participation and performance. • Final Report: Documentation of activities, outcomes, and recommendations for future programs. <p>IX. Conclusion <i>The Community Immersion Program is a vital initiative that bridges the gap between academic learning and real-life community engagement. By immersing in [Barangay/Community Name], students will gain not only knowledge and skills but also the values of empathy, solidarity, and responsibility—qualities essential for nation-building.</i></p>																								
<p>Transferring</p>	<p>Activity 3: Making Project Proposal</p> <table border="1" data-bbox="580 956 1402 2022"> <tr> <td>Title</td> <td></td> </tr> <tr> <td>Project Proponents</td> <td></td> </tr> <tr> <td>Date</td> <td></td> </tr> <tr> <td>I. Executive Summary</td> <td></td> </tr> <tr> <td>II. Background of the Study</td> <td></td> </tr> <tr> <td>III. Statement of the Problem</td> <td></td> </tr> <tr> <td>IV. Objectives</td> <td></td> </tr> <tr> <td>V. Methodology / Implementation Plan</td> <td></td> </tr> <tr> <td>VI. Budget Proposal</td> <td></td> </tr> <tr> <td>VII. Expected Outcomes</td> <td></td> </tr> <tr> <td>VIII. Evaluation Plan</td> <td></td> </tr> <tr> <td>IX. Conclusion</td> <td></td> </tr> </table>	Title		Project Proponents		Date		I. Executive Summary		II. Background of the Study		III. Statement of the Problem		IV. Objectives		V. Methodology / Implementation Plan		VI. Budget Proposal		VII. Expected Outcomes		VIII. Evaluation Plan		IX. Conclusion	
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Promoting

Rubric for Project Proposal in Community Immersion

Criteria	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)
Relevance to Community Needs (20%)	Proposal is highly relevant, clearly addresses a pressing need, and is based on community data/consultation.	Proposal addresses a community need with some evidence of consultation or data.	Proposal somewhat addresses a need but lacks strong evidence or justification.	Proposal does not clearly address any real community need.
Objectives & Outcomes (20%)	Objectives are SMART (Specific, Measurable, Achievable, Relevant, Time-bound); outcomes are clear and beneficial to community.	Objectives are clear and measurable; outcomes are somewhat clear.	Objectives are vague or partially measurable; outcomes unclear.	Objectives are very weak, not measurable, or missing.
Project Design & Activities (20%)	Activities are well-planned, realistic, and clearly aligned with objectives; timeline is detailed.	Activities are planned and mostly aligned with objectives; timeline is adequate.	Activities are vague, incomplete, or not well-linked to objectives; timeline is weak.	Activities are unclear, unrealistic, or missing; no timeline provided.
Feasibility & Sustainability (15%)	Proposal is highly feasible with clear resource planning, roles, and sustainability strategies.	Proposal is feasible with adequate planning and some sustainability.	Proposal has feasibility concerns; limited sustainability measures.	Proposal is not feasible; lacks sustainability.
Community Participation (10%)	Strong involvement of community	Some involvement of community	Minimal involvement	No evidence of community participation.

		members in planning and implementation.	members is evident.	of community members.	
	Budget & Resource Use (10%)	Budget is realistic, itemized, and well-justified; resources maximized.	Budget is adequate and mostly justified.	Budget is incomplete or not well-justified.	Budget is unrealistic or missing.
	Clarity & Presentation (5%)	Proposal is very well-organized, clear, and free from major errors.	Proposal is organized, mostly clear, with minor errors.	Proposal lacks organization, with several errors.	Proposal is poorly written, disorganized, and difficult to understand.
	<p>Scoring</p> <ul style="list-style-type: none"> • 91–100 (Outstanding) – Exceeds expectations, ready for implementation. • 76–90 (Very Good) – Meets expectations with minor improvements needed. • 61–75 (Satisfactory) – Needs significant refinement before implementation. • Below 60 (Needs Improvement) – Proposal not acceptable; major revision required. 				
<p>References</p>	<p>BOR Approved-NSTP as a Service-Learning Program (U-371, s. 2024)</p> <p>BOR Resolution No. U-2803, s. 2018 – Approving the Course Description of the Philippine Normal University-National Service Training Program as well as the Revised Guidelines for PNU-NSTP, provided that they conform to the provisions of the NSTP Act of 2001 and its Implementing Rules and Regulations.</p> <p>Buenavidez, V.J. C. et.al (2024). <i>A Program Module for NSTP 1 National Service Training Program</i>. (First Edition). Mutya Publishing House, Inc.</p> <p>Community Partnership and Extension Office (CPEO) Extension Manual 2015</p> <p>Espiritu, R. I. et.al (2024). <i>National Service Training Program with Common and Specific Modules</i>. (Revised Edition). Mutya Publishing House, Inc.</p>				

	<p>Ferrer, R. M. et. al (2023). A Course Module for National Service Training Program I (NSTP 1) (First Edition). Rex Bookstore, Inc</p> <p>Helpful Professor Explains! (2024, May 21). <i>Service Learning (Explained for Beginners in 3 Minutes)</i>. YouTube. https://www.youtube.com/watch?v=TCYRwNLFqdo</p> <p>Labuguen, F. C. et.al (2025). <i>NSTP 1 Understanding the National Service Training Program</i> (New Edition). Mutya Publishing House, Inc.</p> <p>Labuguen, F. C. et. al (2019). <i>NSTP 2 Understanding the National Service Training Program</i>. Mutya Publishing House Inc.</p> <p>National Service Training Program (NSTP) 11 Toolkit (CPEO)</p> <p>National Service Training Program (NSTP) 11 Workbook (CPEO)</p> <p>R.A. 9163. (2002, January 23). Lawphil.net. https://lawphil.net/statutes/repacts/ra2002/ra_9163_2002.html</p>
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