Challenges in the Implementation of the Civic Welfare Training Service (CWTS) at City College of Naga

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Abstract

The study identified and analyzed the challenges in the implementation of the Civic Welfare Training Service (CWTS) at City College of Naga for the school year 2022-2023. The following were answered: (1) the level of CWTS implementation in terms of entrepreneurship and livelihood development, and safety and disaster preparedness; (2) the challenges encountered by the implementers along training package implementation, and community immersion; (3) the coping mechanisms adapted along the aspects; (4) the significant relationship between the level of implementation and the challenges encountered by the implementers; and between challenges and coping mechanisms; (5) the extent of influence of the level of implementation on the challenges encountered, and the challenges encountered on the coping mechanisms; and (6) the recommendations crafted to enhance the level of implementation and address the challenges encountered by the implementers.

The study utilized a descriptive-correlational research method. Data were collected from 123 respondents using a researcher-made survey questionnaire and were analyzed statistically through weighted mean, Pearson Product-Moment of Correlation Coefficient, and Coefficient of Determination.

The key findings were: (1) the level of CWTS implementation had a grand weighted mean of 2.31; (2) the challenges faced by implementers had a grand weighted mean of 3.12; (3) their coping mechanisms obtained a grand weighted mean of 2.34; (4) relationships were observed between entrepreneurship and livelihood development training, implementation, and community immersion, with correlation coefficients of 0.98 and 0.93, and p-values of 0.003 and 0.019, respectively; similar relationships were found between safety and disaster preparedness, with correlation coefficients of 0.98 and 0.93, and p-values of 0.002 and 0.023, respectively; and training package implementation with a correlation coefficient of 0.85 and a p-value of 0.070; (5) the level of implementation of CWTS influence the challenges encountered and the coping mechanisms revealed explanatory power values for entrepreneurship and safety preparedness of 0.96 and 0.97, respectively; while training implementation showed an explanatory value of 0.075; and (6) policy recommendations were developed to address challenges, enhance programs, and ensure CWTS sustainability.

The major conclusions were: (1) the level of CWTS implementation in entrepreneurship, livelihood development, safety, and disaster preparedness was fairly implemented; (2) implementers

acknowledged and agreed on the challenges encountered; (3) coping mechanisms of implementers showed a low level of adaptability; (4) the relationship between entrepreneurship and safety initiatives, training package implementation, and community immersion were significant, but training package implementation and coping mechanisms were not significant; similarly, community immersion and training package effectiveness were significant, but coping mechanisms were not significant; (5) entrepreneurship and livelihood development strongly influenced training and community immersion, while safety and disaster preparedness had a strong influence on training and a moderate influence on community immersion; challenges related to the training package influenced coping mechanisms and community immersion, while community immersion strongly influenced training packages and had moderate self-influence; and (6) policy recommendations were designed to address implementers' concerns and improve CWTS delivery to meet field challenges effectively.

1. Introduction

The youth play a vital role in shaping the future of their communities. With their adaptability and enthusiasm for exploring new ideas, young people are uniquely positioned to drive social change and contribute to nation-building. Recognizing this potential, various educational programs and capacity-building activities have been integrated into school curricula, as mandated by the government. Among these initiatives is the Civic Welfare Training Service (CWTS), a key component of the National Service Training Program (NSTP). CWTS is designed to empower students by enhancing their civic consciousness and fostering the development of their physical, moral, spiritual, intellectual, and social well-being.

The CWTS program plays a crucial role in nurturing students' leadership skills and preparing them to become responsible citizens who can actively contribute to the welfare of their communities. By engaging in CWTS activities, students not only learn new skills but also gain valuable experience in community service, which is essential for their personal and professional growth. The program emphasizes the importance of civic responsibility, patriotism, and the students' involvement in public and civic affairs.

However, the successful implementation of CWTS is not without challenges, especially in local colleges and institutions like City College of Naga. These challenges often stem from limited resources, inadequate funding, and the lack of internal policies necessary to support the program's full execution. In such settings, both students and faculty members frequently have to rely on their resources, which can weaken the overall effectiveness of the program. Additionally, the lack of engagement from partner agencies and the broader community further complicates efforts to instill the ideals of patriotism and nationalism in students.

The importance of fostering nationalism and civic engagement among the youth is underscored by global trends. In Jakarta, for instance, Jaaffar (2015) highlighted concerns about the waning sense of nationalism among the young, driven by their fascination with foreign cultures. Similarly, in India, Sharma (2021) discussed how education plays a critical role in national development, emphasizing the need for institutions to foster a strong sense of national identity and social cohesion.

In the Philippines, the NSTP, including CWTS, is instrumental in developing students' ethics of service and patriotism. Mendoza and Pardo (2018) described it as a civic education and defense

preparedness program that is vital for nurturing future community leaders. As globalization continues to expand, the challenge lies in equipping today's youth to work with diverse cultural groups and to understand their role in enacting positive change within their communities.

The challenges in implementing the Civic Welfare Training Service (CWTS) at City College of Naga align with the legal mandates of the National Service Training Program (NSTP) Act of 2001, or Republic Act No. 9163. The Act provides a legal framework for the development of civic consciousness and defense preparedness among Filipino youth. Specifically, Section 4 states:

"The NSTP shall be undertaken for an academic period of two (2) semesters. It shall be a requisite for graduation for all baccalaureate degree courses and at least two (2)-year technical-vocational courses." Furthermore, Section 7 emphasizes the role of schools in ensuring effective implementation: "Schools that have at least three hundred fifty (350) student cadets may offer the ROTC, Literacy Training Service, and CWTS components, provided that these shall be implemented under the supervision of the school authorities."

These provisions highlight the institutional responsibility to implement CWTS effectively, balancing academic instruction with practical community engagement. The study's focus on addressing challenges such as resource constraints, community partnership coordination, and integrating classroom learning with practical activities aligns with these legal requirements. By addressing these gaps, City College of Naga fulfills its obligation under the NSTP Act to deliver a robust CWTS program that fosters student development and national service.

In addition, CHED Memorandum Order No. 27 series of 2015 provides that:

In accordance with the pertinent provisions of RA No. 7722, Rule VI, Section 12 of RA 9163, and Resolution No. 315-2015 of the Commission en banc and per item i, Section 6. Organization of the Implementing Guidelines and Procedures on the Development, Organization, Training, Administration, Utilization, Mobilization, Operation, Accreditation, Protection, and Funding of the National Service Reserve Corps (NSRC) of the Commission on Higher Education (CHED) hereby issue, adopt, promulgate the guidelines and procedures on the issuance of NSTP serial numbers to implement the provisions of the aforementioned Acts gearing towards the establishment, training, and organization of School-Based NSRC Units.

This order outlines the development, organization, training, and funding of the National Service Reserve Corps (NSRC), which is closely linked to CWTS. Despite these guidelines, local colleges like City College of Naga often struggle with the practical aspects of implementing the program. At the University of the Philippines-Diliman, Merin (2023) highlighted the importance of service-learning in CWTS as a means for students to connect with the community and contribute meaningfully to social issues. This model of service-learning within CWTS can serve as an inspiration for other institutions, although it also presents challenges in terms of sustainability and impact.

The challenges faced by City College of Naga in implementing the Civic Welfare Training Service (CWTS) reflect the broader difficulties experienced by local colleges. These challenges encompass the need for enhanced resources, stronger collaboration with community partners, and better integration of

theoretical learning with practical community service. This study aims to examine these issues comprehensively to improve CWTS implementation at City College of Naga. Addressing these concerns ensures that CWTS becomes a transformative experience that benefits students, community stakeholders, and the broader society.

The findings are consistent with Lingatong Jr. (2014), who emphasized the importance of active student engagement in community safety initiatives to enhance both disaster preparedness and resilience. The fair ratings suggested that the CWTS program may not be fully involving students in meaningful, hands-on disaster preparedness activities. This limited engagement could hinder students from understanding their roles in community safety and reduce the program's effectiveness in building a culture of disaster resilience.

Butin's Service-Learning Theory (2015) highlighted the value of integrating academic objectives with community service to achieve both educational and societal benefits. The fair ratings in this evaluation suggested a disconnection between the academic and service components of the CWTS program in the context of safety and disaster preparedness. Strengthening this integration could help students better appreciate the practical and educational aspects of their involvement. Enhancing the service-learning approach could lead to improved program outcomes, empowering communities and creating a more impactful and sustainable disaster preparedness framework.

The assessment of CWTS implementation in safety and disaster preparedness as rated by teachers. The overall average weighted mean was 2.14, interpreted as fair. The highest-rated indicators were the program's efforts in preparing the community for disasters and assisting in their prevention and mitigation, both rated 2.30. The lowest-rated indicator was the development of resilience among community members, with an average weighted mean of 1.90, also interpreted as fair. Teachers' evaluation of the CWTS program indicated that while it demonstrated moderate effectiveness in disaster preparedness, significant gaps remained. They viewed the program as relatively successful in disaster preparation and prevention but identified weaknesses in fostering resilience among community members. The overall fair interpretation suggested that the program had foundational strengths but required enhancements, particularly in long-term community development and recovery efforts.

The data highlighted that while teachers acknowledged the program's contributions to disaster preparedness, its lower ratings in resilience development indicated a shortfall in sustainability. This suggested that the program may have focused on immediate disaster readiness, such as emergency response and prevention, but did not adequately address post-disaster recovery or strategies for empowering communities to rebuild and adapt. Such a discrepancy could limit the program's overall impact and long-term effectiveness.

Losabia and Gabriel (2015) emphasized the critical role of teachers in community-based programs, particularly in guiding students and ensuring program effectiveness. The fair ratings suggested that teachers may face challenges in translating the CWTS program's objectives into impactful community activities. These challenges included insufficient training, limited resources, or a lack of institutional support, which can hinder the successful implementation of resilience-focused initiatives.

Cairney's Policy Theory (2015) provided insight into the gap between policy goals and implementation outcomes. The fair ratings from teachers suggested that while the CWTS program's policy framework might emphasize disaster preparedness and resilience, the resources and support provided for implementation may be inadequate. Strengthening alignment between policy design and execution in equipping teachers with better tools and training, could improve the program's effectiveness, particularly in fostering community resilience and long-term disaster preparedness.

The assessment of CWTS implementation in safety and disaster preparedness as rated by the Board of Trustees (BT). The overall average weighted mean was 2.43, interpreted as fair. The highest-rated indicator was the program's efforts in preparing the community for natural and man-made disasters, with a weighted mean of 2.85, interpreted as good. In contrast, the lowest-rated indicators, both scoring 2.00 and interpreted as fair, pertained to resilience development and disaster awareness enhancement among community members. The Board of Trustees assessed the CWTS program as moderately effective in addressing safety and disaster preparedness. They commended the program for its contributions to disaster readiness, particularly in preparing the community for emergencies. However, they identified shortcomings in resilience-building and awareness activities, which were rated as the least effective aspects. The overall evaluation suggested that the program had strengths in immediate disaster preparedness but lacked focus on long-term community development and education.

The data revealed a disparity in the CWTS program's impact on different aspects of disaster preparedness. The higher ratings for disaster readiness reflected the program's success in immediate and tangible actions, such as emergency response. However, the lower scores in resilience-building and awareness pointed to a need for more comprehensive strategies to engage and empower the community in sustainable disaster management practices. This imbalance may limit the program's long-term effectiveness in fostering community safety.

The study of Viray et al. (2019) emphasized the importance of institutional leadership in ensuring the success of community programs through strategic support and resource allocation. The fair ratings from the Board of Trustees suggested that while the program aligned with strategic goals, its implementation lacked sufficient institutional backing or resources. The gaps in resilience-building and awareness activities might indicate a need for improved program design or enhanced support to ensure these critical areas are adequately addressed.

Bandura's Social Cognitive Theory, as highlighted by Schunk and DiBenedetto (2020), underscores the role of self-efficacy and observational learning in program success. The Board's evaluations reflected a perception of insufficient effectiveness in fostering community resilience and awareness. Enhancing collaboration between the Board and program implementers could strengthen institutional strategies and align resources with program needs. This alignment improved the program's ability to achieve its objectives in disaster preparedness and sustainable community safety.

Methodology

Methods and procedure

The descriptive-correlational method was used in this study. The descriptive research method was used to describe the level of CWTS implementation in terms of entrepreneurship and livelihood development, and safety and disaster preparedness. Likewise, it was used to assess the challenges encountered by the implementers along training package implementation, and community immersion.

Besides, it was used to present the coping mechanisms adopted by the school along the cited aspects. Moreover, it was used in crafting the policy recommendations to enhance the level of implementation and address the challenges encountered by the implementers.

The correlational method was used to determine the significant relationship between the level of implementation of CWTS and the challenges encountered by the implementers and between challenges and coping mechanisms. Furthermore, it was used to measure the extent of influence of the level of implementation of CWTS on the challenges encountered and on the adopted coping mechanisms.

Respondents of the Study

There were 123 respondents composed of 100 students, 10 teachers, and 13 Board of Trustees involved in the implementation of Civic Welfare Training Service (CWTS) in City College of Naga. Presented in Table 1 is the distribution of respondents.

Table 1
Distribution of Respondents

Implementers	N	%
S	100	92.88
T	10	3.10
BT	13	4.02
TOTAL	**123**	**100**

The total enumeration was used in this study hence no sampling technique was employed. This approach ensured comprehensive data collection and provided a complete picture of the population under study. By including all participants, the study accounted for variations across the entire population, leading to strong and reliable findings. This method also allowed the researcher to identify patterns and trends that have been evident in their responses. Consequently, the results obtained are reflective of the entire population, enhancing the validity and applicability of the study's conclusions.

Table 2A
Level of CWTS Implementation in Terms of Entrepreneurship
and Livelihood Development

Indicators	S	T	BT	AWM	Int.	Rank
Provides activities that contribute to the general welfare and betterment of life of the community.	2.89	2.40	3.15	**2.81**	G	1
Enhances the economic and social well-being of the community.	2.56	2.70	2.77	**2.68**	G	2
Helps in the development of entrepreneurial skills and livelihood, especially in the marginalized and disadvantaged sectors.	2.40	2.60	2.77	**2.59**	G	3
Generates and increases income or savings by the community members.	2.21	2.00	2.62	**2.28**	F	4
Empowers the community members with entrepreneurship and livelihood development activities.	2.16	1.90	2.31	**2.12**	F	5
Average Weighted mean	**2.44**	**2.32**	**2.72**	**2.49**		
Interpretation	**F**	**F**	**G**	**Fair**		
Rank	**2**	**3**	**1**			

S – Students; T – Teachers; BT – Board of Trustees

Table 2B
Level of CWTS Implementation in terms of
Safety and Disaster Preparedness

Indicators	S	T	BT	AWM	Int.	Rank
Prepares the community for natural and man-made disasters and emergencies.	2.27	2.32	2.85	**2.48**	F	1
Helps in the establishment and maintenance of early warning systems, evacuation plans, and relief operations.	2.25	2.10	2.69	**2.35**	F	2
Assists in the prevention and mitigation of disasters and emergencies by the students' interventions.	2.14	2.28	2.54	**2.32**	F	3
Enhance awareness of community members on disasters and preparedness and build back better after disasters.	2.10	2.05	2.08	**2.08**	F	4
Develops resilience of the community members with safety and disaster preparedness activities.	2.16	1.95	2.00	**2.04**	F	5
Average Weighted Mean	**2.18**	**2.14**	**2.43**	**2.11**		
Interpretation	**F**	**F**	**F**	**Fair**		
Rank	**2**	**3**	**1**			

Implementation

S – Students; T – Teachers; BT – Board of Trustees

Table 2C
Summary Table of the Level of CWTS

Indicators	S	T	BT	OAWM	Int.	Rank
Entrepreneurship and Livelihood Development	2.44	2.32	2.72	**2.49**	Fair	1
Safety and Disaster Preparedness	2.18	2.14	2.00	**2.11**	Fair	2
Grand Average Weighted Mean	**2.31**	**2.23**	**2.36**	**2.31**		
Interpretation	**F**	**F**	**F**		**Fair**	
Rank	**2**	**3**	**1**			

Table 3A
Challenges Encountered by the Implementers along
Training Package and Implementation

Indicators	S	T	BT	AWM	Int.	Rank
Lacks adequate and appropriate training curriculum and materials.	3.35	3.22	3.38	**3.32**	SA	1
Lacks availability and accessibility of training facilities and equipment.	3.29	3.12	3.48	**3.30**	SA	2
Lacks competence and preparedness of the training facilitators and staff.	3.28	3.08	3.44	**3.28**	SA	3
Lacks evaluation and feedback mechanism of the training outcomes and impacts.	3.23	3.18	3.00	**3.14**	A	4
Lacks alignment and coordination of the training objectives and methods with the stakeholders' expectations and needs.	3.30	3.00	3.08	**3.13**	A	5
Average Weighted Mean	**3.29**	**3.12**	**3.28**	**3.23**		
Interpretation	**SA**	**A**	**SA**		**Agree**	
Rank	**1**	**3**	**2**			

S – Students; T – Teachers; BT – Board of Trustees

Legend:

Scale	Interpretation	(Int.)
3.26-4.00	Strongly Agree	(SA)
2.51-3.25	Agree	(A)
1.76-2.50	Disagree	(D)
1.00-1.75	Strongly Disagree	(SD)

Table 3B
Challenges Encountered by the Implementers along
Community Immersion

Indicators	S	T	BT	AWM	Int.	Rank
Lacks adaptation and integration of the implementers to the community culture and context.	3.06	3.12	3.08	**3.09**	A	1
Lacks an established and maintained rapport and trust with the community members.	3.09	3.08	3.00	**3.06**	A	2
Lacks selection and identification of the community partners and beneficiaries	3.18	3.00	2.90	**3.03**	A	3
Lacks implementation and monitoring of community-based projects and activities.	3.06	2.80	3.04	**2.97**	A	4
Lacks termination and sustainability of the community immersion program.	3.03	2.76	3.02	**2.94**	A	5
Average Weighted Mean	**3.08**	**2.95**	**3.01**	**3.02**		
Interpretation	A	A	A		Agree	
Rank	1	3	2			

S – Students; T – Teachers; BT – Board of Trustees

Table 3C
Summary of the Challenges Encountered by the Implementers

Indicators	WM	WM	WM	OAWM	Int.	Rank
Training Package and Implementation	3.29	3.12	3.28	3.23	A	1
Community Immersion	3.08	2.92	3.02	3.01	A	2
Grand Average Weighted Mean	**3.19**	**3.02**	**3.15**	**3.12**		
Interpretation	A	A	A		Agree	
Rank	1	3	3			

Table 4A
Coping Mechanisms Adopted by the Implementers along
Training Package and Implementation

Indicators	WM	WM	WM	AWM	Int.	Rank
Uses flexible and adaptive approaches to address the challenges and issues encountered in the training process.	2.53	2.40	2.23	**2.39**	LLA	1
Develops and enhances the skills and competencies of the training facilitators and staff through continuous learning and feedback.	2.34	2.40	2.38	**2.37**	LLA	2

Indicators					
Establishes and utilizes support networks and resources among the training and facilitators and staff.	2.40	2.40	2.23	**2.34**	**LLA**	3
Recognizes and appreciates the achievements and contributions of the training facilitators and staff to the training outcomes and impacts.	2.23	2.60	2.08	**2.30**	**LLA**	4
Promotes and maintains the physical, mental, and emotional well-being of the training facilitators and staff.	2.18	1.90	2.38	**2.15**	**LLA**	5
Average Weighted Mean	**2.34**	**2.34**	**2.26**	**2.31**		
Interpretation	**LI**	**LI**	**LI**	**Low Level of Adaptability**		
Rank	**1.5**	**1.5**	**3**			

S – Students; T – Teachers; BT – Board of Trustees

Legend:

Scale/Interval	Interpretation	(Int.)
3.26 – 4.00	High Level of Adaptability	(HLA)
2.51 – 3.25	Moderate Level of Adaptability	(MLA)
1.76 – 2.50	Low Level of Adaptability	(LLA)
1.00 – 1.75	Least Level of Adaptability	(LstLA)

Table 4B

Coping Mechanisms Adopted by the Implementers along Community Immersion

Indicators	WM	WM	WM	AWM	Int.	Rank
Use of participatory and collaborative methods to involve the community partners and beneficiaries in the planning and implementation of community-based projects and activities.	2.38	1.90	2.38	**2.22**	**LLA**	1
Establishes and utilizes support networks and resources among the community members.	2.29	1.90	2.31	**2.17**	**LLA**	2
Promotes and maintains the physical, mental, and emotional well-being of the implementers and the community members.	2.09	2.00	2.23	**2.11**	**LLA**	3
Develops and enhances the skills and competencies of the implementers and the	2.29	1.70	2.23	**2.07**	**LLA**	4

community members through continued learning and feedback						
Recognizes and appreciates the achievements and contributions of the implementers and the community members to the community immersion program.	2.27	1.80	1.92	**1.99**	LLA	**5**
Average Weighted Mean	**2.26**	**1.86**	**2.21**	**2.11**		
Interpretation	LLA	LLA	LLA	**Low Level of Adaptability**		
Rank	**1**	**3**	**2**			

S – Students; T – Teachers; BT – Board of Trustees

Table 4C

Summary of Coping Mechanisms Adopted by the Implementers

Aspects	WM	WM	WM	OAWM	Int	R
Training Package and Implementation	2.34	2.34	2.26	2.31	LLA	1
Community Immersion	2.26	1.86	2.21	2.11	LLA	2
Grand Average Weighted Mean	**2.30**	**2.10**	**2.24**	**2.21**	**Low Level of Adaptability**	
Interpretation	LLA	LLA	LLA			
Rank	**1**	**3**	**2**			

Table 5
Significant Correlation Between Levels of Implementation
and Challenges Encountered

Implementation	Challenges	r-value	p-value	Interpretation
Entrepreneurship and Livelihood Development	Training Package and Implementation	0.98	0.003	Significant
	Community Immersion	0.93	0.019	Significant
Safety and Disaster Preparedness	Training Package and Implementation	0.98	0.002	Significant
	Community Immersion	0.93	0.023	Significant

Legend: p-value <0.05=Significant

r-value	Interpretation
Less than ±0.20	Negligible Correlation
±0.20 to ±0.39	Low Correlation
±0.40 to ±0.69	Moderate Correlation

±0.70 to ±0.89   High Correlation
±0.90 to±1.00   Very High (Perfect)
                              Correlation

Table 6
Significant Correlation between Challenges
Encountered and Coping Mechanisms

Challenges	Coping Mechanisms	r-value	p-value	Interpretation
Training Package and Implementation	Training Package and Implementation	0.85	0.070	Not Significant
	Community Immersion	0.89	0.038	Significant
Community Immersion	Training Package and Implementation	0.95	0.045	Significant
	Community Immersion	0.82	0.090	Not Significant

Legend: p-value <0.05=Significant

Table 7
Influence of the Level of Implementation
on Challenges Encountered

Implementation	Challenges	r-value	r^2-value	Interpretation
Entrepreneurship and Livelihood Development	Training Package and Implementation	0.98	0.96	Very Strong
	Community Immersion	0.93	0.88	Strong
Safety and Disaster Preparedness	Training Package and Implementation	0.98	0.97	Very Strong
	Community Immersion	0.93	0.86	Moderate

Legend:
r^2-value   Interpretation
0.91 – 1.00   Very Strong
0.71 – 0.90   Strong
0.51 – 0.70   Moderate

0.31 – 0.50   Weak
0.01 – 0.30   Very Weak

Table 8
The extent of Influence of the Challenges Encountered
on Coping Mechanisms

Challenges	Coping Mechanisms	r-value	r^2-value	p-value	Interpretation
Training Package and Implementation	Training Package and Implementation	0.85	0.723	0.72	Strong
	Community Immersion	0.89	0.792	0.81	Strong
Community Immersion	Training Package and Implementation	0.95	0.903	0.91	Very Strong
	Community Immersion	0.82	0.672	0.66	Moderate

Policy recommendations on the enhanced level of cwts implementation to address and overcome challenges through intervention program

Rationale

The Civic Welfare Training Service (CWTS) plays a crucial role in fostering civic responsibility, community engagement, and holistic student development. However, as highlighted by recent assessments at the City College of Naga, the implementation of CWTS has faced several challenges, particularly in the areas of training package implementation and community immersion. With the results, it is clear that these areas require significant attention to ensure the effectiveness of the program. These challenges, if left unaddressed, may hinder the CWTS from achieving its full potential in instilling civic values and contributing positively to community development.

The need for policy recommendations is imperative to enhance the level of CWTS implementation. By addressing these challenges through a well-structured intervention program, the City College of Naga can ensure that the CWTS program is not only effectively implemented but also capable of meeting its educational and social objectives. These recommendations aim to provide a strategic framework for overcoming the identified challenges and to facilitate a more impactful and sustainable CWTS program.

Objectives
The primary objectives of the policy recommendations are:
1. **Enhance the Quality of Training Package Implementation**: To improve the design, delivery, and effectiveness of the training packages used in CWTS, ensuring that they are relevant, engaging, and aligned with both educational goals and community needs.

2. **Strengthen Community Immersion Activities**: To ensure that community immersion activities are meaningful, logistically sound, and capable of fostering genuine student engagement with community issues.

3. **Develop and Implement Targeted Interventions**: To create and execute specific intervention programs aimed at addressing the key challenges identified in the CWTS implementation.

4. **Foster Sustainable Partnerships with Community Stakeholders**: To build and maintain strong relationships with community stakeholders, ensuring that CWTS activities are well-supported and integrated into broader community development efforts.

5. **Monitor and Evaluate CWTS Implementation**: To establish a robust system for ongoing monitoring and evaluation of the CWTS program, enabling continuous improvement and adaptation to emerging challenges.

Acknowledgment

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