**NATIONAL SERVICE TRAINING PROGRAM**

**Subject: NSTP 112**

**Module 1- The Community Immersion Requisite of NSTP: An Overview**

**Learning Objectives:**

At the end of this unit, the student must be able to:

1. Gain insight on community immersion as a requirement of NSTP;
2. Explain the significance of the community immersion in the purview of NSTP and national development; and
3. Internalize the significance of community immersion as an effective tool in addressing concerns of both the NSTP trainees and the communities served.

**Introduction:**

One of the salient features of the National Service Training Program (NSTP), particularly the Civic Welfare Training Service (CWTS) and Literacy Training Service (LTS) components is that it focused on the promotion of the general welfare of the Filipinos via responsive and altruistic community-based projects by student-trainees as they undergo community immersion in fulfilment of the requirements of NSTP.

**Discussion Highlights**

Community immersion is one important requirement of the National Service Training Program (NSTP) prescribed to students, male and female alike, in private and public higher education institutions and technical-vocational schools (RA 9163, Sec. 7). In essence, it is the practicum-based element of NSTP where lessons learned and acquired in NSTP 1, are applied in the enhancement of the trainees’ capabilities, civic consciousness and defense preparedness in the service of the nation. This practicum requirement essential to NSTP 2 is not only applicable to the Civic Welfare Training Service (CWTS) and the Literacy Training Service (LTS) components but the Reserved Officers Training Course (ROTC), as well.

As a concept, **community immersion** is a strategy in community organizing that is sought to imbibe among NSTP trainees a better understanding and realization of the different community concerns through exposure on actual life situations specifically in the deprived, depressed, and the underprivileged (DDU) communities. These experiences will allow them to integrate with other people who may facilitate them to undergo certain changes that will make them civic-conscious and socially responsible citizens.

Corollary, **community immersion**, as a process, is aimed at developing among student-trainees, through the training program, their appreciation of rendering community works which is quintessential in affording for them the opportunity to experience and put themselves in real-life situations in the communities they serve. For this reason, each trainee must have a genuine feel of living with the people in order that they may understand and relate with community concerns as they go through a self-transformation and personal growth at the same time.

In more specific terms, the NSTP trainees are expected to initiate community-based interventions in the form of projects and activities meant to address the multi-faceted issues and concerns supported by needs assessment/ analysis study that maps out the problems therefrom which impedes the important aspirations of thr community people in the area of service.

The trainees in their own little way, contribute in the uplift of the quality of life of the people in the service areas and, at the same time, develop their ethics of service imbued with the good citizenship values of Maka-Diyos, Maka-Bayan, Maka-Tao, and Maka-Kalikasan thereby better preparing them as reservist in responding to the call of the times.

Community immersion is an approach of developing among the NSTP student-trainees the concept of service and empowerment as they reach out to deprived, depressed, and underprivileged communities and the marginalized segment of the society.

The myriad of problems in the community can be addressed by immersion projects and activities specially designed to improve the different aspects of human development like economic, social, spiritual, etc. It is to be noted that these aspects cannot and should not be defined singly and separately, but must be viewed interdependently and in totality. However, for purposes of delineation, the economic aspects suggests financial management while social aspects focuses on people’s interactions and relationship building. On the other hand, the spiritual aspect is associated with religion and our relationship to the Supreme Being, regardless of whatever we call our God.

Translating the said aforementioned aspects of human existence, NSTP had contextualized the said concepts by determining the **various dimensions of development** along the CWTS component of the program, as per guidelines of the NSTP Law, to wit:

* Education;
* Health ;
* Safety and disaster management;
* Sports and recreation;
* Environmental services;
* Entrepreneurship and livelihood; and
* Morals of citizenry and other social/ general welfare concerns.

In a nutshell, community immersion is an approach of bringing the NSTP student-trainees to DDU communities and to underserved, marginalized sectors, providing them the venue where they may encounter paradigm shifts from being mere spectators of community action, nonchalant and passive citizens to responsible and effective change agents who are empowered to touch the lives of other people.

Howbeit, in as much as the principles involved in NSTP community immersion present a solid foundation for the attainment of a common goal, the quality of the program implementation from different institutions and schools may vary depending on the NSTP implementers’ extent of knowledge on concepts and level of understanding of the processes and protocols on community immersion not to mention the level of commitment in realizing the seemingly lofty yet noble goals of the program.

Moreover, generation of resources must be given an equal amount of attention and forging of collaborative partnership with the community and organization is deemed necessary in forging a successful community immersion program for our NSTP students.

Activity 1: To be posted on Google Classroom

Make an illustration of how community immersion as an approach and strategy can be used to help improve community life and develop student trainees.

**NSTP 2:22 pm 02/06/2023**

> Community Immersion

- RA 9163, Sec. 7

: requirement of the NSTP prescribed to students, male and female alike, in private and public higher education institutions and technical-vocational schools

- practicum-based element of NSTP

- where lessons will be applied in the enhancement of the trainees' capabilities, civic consciousness and defense preparedness in the service of the nation

- applicable to CWTS, LTS, and ROTC

- bringing NSTP Student-trainees to DDU communities and to underserved, marginalized sectors, providing them the venue where they may encounter paradigm sahifts from being mere spectators of community action, from unconcerned and passive citizens to responsible and effective change agents who are empowered to touch the lives of other people

- strategy that goes beyond acquainting us with community concerns but make possible our participation in ther (re)solution

- essential strategy in community organizing work that entails understanding of the different community concerns, process, dynamics and lifestyle through exposure and engaging in different activities

- different from actual organizing work

> Immersion

- strategy in plunging into community organization

[ a training or practical experience of real-life situations ]

Concept:

- strategy in community organizing that is sought to imbibe among NSTP trainees a better understanding and realization of the diffrent community concerns through exposure on actual life situations specifically in the deprived, depressed, and the underprivileged [DDU] communities

- experiences that allows trainees' to integrate with other people who may facilitate them to undergo ceratin changes that will make them civic-conscious and socially responsible citizens

- service and empowerment as they reach out to [DDU] Communities and the marginalized segment of the society

Process:

- aimed at developing student-trainees, through the training program, their appreciation of rendering community works which is quintessential in affording for them the opportunity to experience and put themselves in real-life situations in the communities they serve

- trainee must have genuine feel of living with the people in order that they may understand and relate with community concerns as they go through a self-transformation and personal growth at the same time

- initiate community-based interventions in the form of projects and activities meant to address the multi-faceted issues and concerns supported by needs assessment/analysis study that maps out the problems therefrom which impedes the important aspirations of the community people in the area of service

- develops their ethics of service imbued with good citizenship values

Values:

- Maka-Diyos

- Maka-Bayan

- Maka-Tao

- Maka-Kalikasan

> Deprived, Depressed, and Underprivileged [DDU] Community

-

> Myriad of Problems

- Human Development must be defined singly and separately, and be viewed interdependently and in totality

Guide Precepts:

- immerse in actual community life

- undergo certain changes

- identify community people's interest and aspirations

- recognize the people's resiliency and does not rob them of their right to have community participation of appropriate course of action

- be aware of gain-negotiated sanction; acceptance of people

- reflect how their social analysis of the current situation is concretized in community people's lives

Forms of Integration:

- Home Visits

- Living with Key Informats

- Informal discussion with individuals or groups

- Sharing in household and community activities

: cooking with community hosts

: clean-up drive

- attendance in social gatherings

: fiestas

: weddings

- assistance in production work

: selling

: farming

[ Purpose of Delineation ]

> Economic aspects

- suggests financial management

> Social Aspects

- focuses on people's interactions and building relationships

> Spiritual Aspects

- associated with religion and our relationship to the Supreme Being, regardless of whatever we call our God

[ Various Dimensions of Developmnent ]

- Education

- Health

- Safety and Disaster Management

- Sports and Recreation

- Environmental Services

- Entrepreneurship and Livelihood

- Morals of Citizenry and Other Social/General Welfare Concerns

> Community [Arlien Johnson]

- refers to a group of people gathered together in any geographic area, large or small, who have common interests, actual or potentially recognized in the social welfare field

- a collective people living in the same geographic locality or not

Concept:

- may be categorized as Geographical or Functional

> Geographical Community

- purview of group of persons living in the same geographical location like in a certain village, town, neighbourhood, district, area or territory

> Functional Community

- could be assume if the aggregate of people though not necessarily based on living in the same geographical location, is bonded by a common end such as fighting for the same cause, having the same interest and goals

> Relevant Community

- group of people having similar interests and goals as the communities around them

~ Social Movements

- certain type of community has recently emerged

Elements:

> Demographics [characteristics of population]

- include population distribution and desity

> History

- events of the past that contributed to the development of the community

> Culture

- ways of living of the people

> Economy

- income level, occupation of people

> Structures

- physical, political and social structures

Approach:

- exposure to realities of life and new experiences

- helps understand how the people feel, think, say, and behave as dictated by their conditions and situations in life as a means to make feel and realize that they are more fortunate than many others, and that the students can do something to improve the lives of they marginalized and underserved

R.A. No. 9163 Section 2 [NSTP Act of 2001]

> Community-Based Service Projects

- based on people empowerment and not the "dole-out" mentality

- "teach people how to fish so that they will live for a lifetime" -Confusious

Qualification:

- mandated to undergo community immersion for a period covering a [min of] 54 hours to [max of] 90 hours

CHED PRogram of Instruction [POI], 2007 edition

Personal Gain: [Student]

- Opportunity to comprehend people's lives

- Gain Social Acceptance

- Enhance Experiences in conducting Asset Mapping

- Develop conscientization ability

- Acquire first-hand experiences

- Chance to Learn Life Skills

**Subject: NSTP 2**

**MODULE #3: The Process of Community Immersion**

Learning Objectives:

1. Verbalize the process of immersion as guide for rendering service to the communities;

2. Design a community immersion plan of implementation following the process; and

3. Internalize the importance of carrying out the steps of community immersion in series.

**INTRODUCTION**:

Community immersion generally takes on different overlapping phases, similar to performing community organizing strategies called social preparation phase, integration, social analysis, program implementation, evaluation and report writing, and termination of the project.

DISCUSSION HIGHLIGHTS

**The Process of Community Immersion**

The community immersion process is a series of interrelated and intertwined phases which commences with the **Pre-Immersion** followed by **Entering the Community**, **Community Integration**, **Community Needs Assessment**, **Program or Project Implementation**, and **Termination of the Project.**

**Phase I. Pre-Immersion**

This phase regards the identification of the community where the students will be immersed at Trainees will have to prepare themselves physically, mentally, and spiritually for many tasks ahead. Trainees must have waivers from their parents or guardians stating that they are informed of the mandate to undergo the NSTP community immersion. The school also needs to organize its own manpower, resources and the other technical needs. According to many who have undergone immersion, the activities could be both exciting and exhausting.

Aside from preparation of the trainees and the school, the community is primarily the one to be prepared and informed. With this, trainees must set up criteria in selection of an area for immersion.

**Area Selection**

Factors to be considered in area selection:

1. **Groups or communities to be chosen belong to the deprived, depressed and underprivileged (DDU).** The marginalized sectors are your target clients because they are the ones needing your assistance more than any other groups in the society.
2. **Willingness of local groups and community leaders to work with you on community projects.** This goes to say that we should start with the people and work with the people.
3. **Anticipated activities and demands fall within your available resources and ability to meet them.** You cannot extend what you do not have in the first place.
4. **Presence of development agencies and other support institutions providing assistance to the areas.** Supporting agencies are probable resources waiting to be tapped that can provide additional financial assistance when it comes to projects that are also within their type of service.
5. **Stable peace and order situation.** You have to put into consideration your own safety when you conduct your immersion. Some of the salient questions you need to ask are that, “Are the roads and work area secure to travel on?” Am I putting myself and other members of the immersion team in danger if we conduct our immersion in this venue? ”Will I and my school be compromised if I continue to work in this area?”
6. **Accessibility**. Successful community immersion also relies on how quickly and how often you can visit the community. You have to take into account how much time you spend traveling, how much money you spend for transportation or lodging. If you have been able to select an area for immersion based on the foregoing factors, you can now proceed to entering the community.

**Phase II Entering the community**

To ensure the success in entering the community it is necessary to have community mapping of the target area. This will help you identify the geographic coverage of the project. It will also help point out the resources that may be used by the trainees in the community and the relationship of people with these resources.

**Angelito G. Manalili** in his book Community Organizing for People’s Empowerment (1990) remarked that there are different ways of entering the community and these are thru:

1. **Ostentatious Entry**- complete with banner and a general assembly of the people, the community ushers in the people who will undergo immersion or outsiders. People naturally expect more from the outsiders because the latter’s identity is boosted.
2. **Banking on the people's weakness** - Outsiders sometimes enter the community through catching people's attention. At times when community people are in distress, they usually adhere to outsiders like during economic crisis, emergency and disaster situation. The outsiders try to find out which aspect is it that the community will need them for and through this, they emphasize on how they could be helpful.
3. **Academic Style of Entry** - Communities are often called social laboratories because they are a place to test the theories learned in classroom
4. **People Centered Approach** - this approach ultimately believes on the capacity of the community people to participate and acknowledge whether outsiders assistance is really needed. Users of this type of entering the community invest on community relations, believing that both parties are partners to community development. Key to this type of entry is strong linkage with the people in the community.

**Phase III- Community Integration**

**Integration** is a continuous process wherein the trainees come into direct contact and become involved with the community people. This phase is where the immersion phase gets more personal. The trainees should realize that there is an existing concern within the community. As the problems of the community become more apparent, you become aware and validate that you are part of the circle.

**Integration may be done through:**

1. **Boarder style**. If provisions allow, the trainees may choose to stay and live in the immersion area for a certain period of time. They may live in the community

To pursue deeper knowledge about the community. However ,the boarder or guest status will still be the regard of the people toward them unless they integrate themselves fully with community life.

1. **Elitist style**. Some trainees tend to stay close to key informants and political player during their stay in the community. Due to this, their social circle become limited and their interactions is confined to a few people. Immersion activities must always take into account the involvement of the majority.
2. **But the best way is the people centered method of living with the people.**

**PHASE IV - COMMUNITY NEEDS ASSESSMENT**

Needs assessment, social analysis or community diagnosis as others refers to, is a concrete base for the formulation of programs. It reflects the sentiments, needs, aspiration and recommendations of the community people. When it is done properly, it will reflect also the trainee’s feeling of oneness with the community. Assessing the needs of the community is a prelude to effective program offered to clients. This will ensure solutions to problems, issues and concerns of the people in the locality.

**Community Needs Assessment Defined**

Community needs assessment is the process wherein problems, issues and concerns of the community are identified through the use of several tool for assessment. It encourages the participation of the community, as they are the stakeholders, to the findings in the assessment.

**Importance of Needs Assessment**

1. Gather information about citizens’ attitudes and options in order of importance.
2. Determine how citizens rank issues, problems and opportunities in order of importance or urgency.
3. Give citizens a voice in determining policies, goals and priorities.
4. Evaluate current programs and policies.
5. Provide speculations about what people are thinking.
6. Provide speculations about what people really want.

**Information to be included in Assessing Community Needs**

* + - 1. **Historical development -** this refers to data on how the community become what it is today and provides insight into the kind of resources to collect and weed.
      2. **Geographical and transportation information -** this includes information on the community’s patterns and population contribution.
      3. **Political and legal functions -**this includes strategies that community uses for selecting players in the political sphere.
      4. **Demographic data** - this includes data on age characteristics, size, race, and transience of population.
      5. **Economic data** - this refers to the economic to the economic base, social, cultural, education, recreational organizations.

**Methods in Collecting Data for Community Needs Assessment**

Focused Group Discussion (FGD) with Key Information

Community Forum/Assembly

Public Records

Survey

**Steps in conducting Needs Assessment**

1. Establish a working committee to solicit citizen and community involvement and develop a plan of action.
2. List important aspects that are needed to be looked upon.
3. Identify the population to be surveyed.
4. Determine the information that is needed.
5. Select a random sample of person to survey.
6. Develop and pretest a questionnaire.
7. Collate the information.
8. Analyze the data.
9. Go back to the community for validation of information.
10. Finalize the document.

**Community Assistance in Assessing Needs**

1. Help identify community groups and citizens to be involved in the working committee.
2. Facilitate group discussion to identify important issues and set priorities.
3. Help select the sample to be surveyed and design a system to identify respondents.
4. Provide tested questions from which the working committees choose questions that address the issues and concerns.
5. Help design a process to distribute and collect survey questionnaires, code, enter and analyze the resulting data.
6. Provide summary reports of data.
7. Suggest programs to report the results and strategies to solicit community involvement.
8. Work with citizens to identify courses of action based on the information.

**PHASE V – PROGRAM/PROJECT IMPLEMENTATION**

Project implementation deals with the actual execution of the plans. This phase of project development includes making the final arrangement with the target clients/community partners, officials involved in the activities, right schedule of each event, day to day activities and needs of the clients, manpower each day of the program, monitoring and evaluation plan and other requirements like social and recreational activities and the culminating activities of the project.

It must be remembered always that the needs of the clients will be the dominant consideration throughout the conduct of the projects.

To ensure the success of the NSTP community service projects performed by the trainees during their immersion time, the following must be considered:

1. Program must be responsive to the needs of the clients;
2. Contribute to the upliftment of the living conditions of the clients;
3. Maximize the resources available in the community;
4. Tap the potentials of the clients and give due recognition;
5. Objectives must be SMART with tangible results that touch the lives of the clients;
6. Projects must be done systematically to ensure significant contributions from pre-planning, planning stage, implementation and evaluation;
7. Complete documentation must be observed as basis for reporting and for future studies;
8. Projects must be within the capacity and concern of the trainees that will allow them to gain the knowledge, skills and encourage reflective action; and
9. Develop shared commitment among trainees.

Projects must promote civic consciousness imbued with good citizenship values of Pagkamaka-Diyos, Pagkamaka-Tao, Pagkamaka-Bansa and Pagkamaka-Kalikasan.

**PHASE VI – TERMINATION OF THE PROJECTS**

NSTP trainees are expected to complete their projects in the community in the span of 50-90 hours as prescribed to the CHED-endorsed Program of Instruction for it to be credited in the training course. Right at the very start the trainee-implementers must apprise their target participants of the particulars of the projects undertaken especially in term of time frame. This will enable their clients or partner community to prepare for any eventualities should the implementers will terminate the projects. Trainees are advised to inform them with due respect of the status of the project and other details as may be deemed necessary. Nevertheless, the trainees may decide to continue with the project if the endeavor proves worthy of continuation, follow-up, replication. If the proponents and implementers have decided to pursue and push through with their venture, they can seek the assistance and support of the school’s extension services/community outreach unit just to sustain the project.

**The following flow of activities will guide NSTP trainees in the implementation of their project.**

1. **Pre-Immersion:**

* Preparation of project proposal based on community needs
* Approval of the proposal
* Once the project is approved, the trainees will prepare all immersion requirements.
  1. Letter of request regarding their immersion to the community or the partner agency signed by the trainor/ coordinator and approved by the NSTP Director.
  2. Community responds to the request by signifying their acceptance through a letter.
  3. Trainees, based on the identified needs, submit a project design t the community for approval.