**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 2: Understanding the concept and principles of Community Immersion

Learning Objectives:

1. Explain the concepts and principles underpinning community and community immersion.

2. Realize the importance of understanding the dynamics of a community and community immersion as a way to realize the objectives of NSTP; and

3. Practice the standard operating procedures and establish protocols governing community immersion.

INTRODUCTION:

People involved in community immersion must be knowledgeable on the basic of community, i.e. its meaning, concepts, underpinning principles and nature of problems and issues arising therefrom. This will enable the trainees to have s good grasp of the local situation thereby preparing them to appropriately respond to the multifarious concerns in the community and properly carry out immersion projects and activities.

DISCUSSION HIGHLIGHTS

\*WHAT IS A COMMUNITY?

Noted community development specialist Arlien Johnson once wrote that the term “community” 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.

To paraphrase the words of Johnson, a community is a collective of people living in the same geographic locality or not. The meaning of community may actually vary depending on the objectives of a program to be conducted thereat.

As per concept, a community may be categorized as geographical, or functional. The term geographical community is defined in the purview of group of persons living in the same geographical location like in a certain village, town, neighbourhood, district, area or territory. Meanwhile, community is said to assume the functional nature 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 interests and goals. A certain type of community has recently emerged. Some refer to it as just social movements but its definition points out that it surfaced out of the two other types of community. It is called a relevant community that defines a group of people having similar interests and goals as the communities around them.

\*WHAT ARE THE ELEMENTS OF A COMMUNITY?

As a trainee, one should be aware of elements of a community in order to understand the dynamics thereof.

1) Demographics-(characteristics of population) include population distribution and density.

2) History -events of the past that contributed to the development of the community

3) Culture- ways of living of the people

4) Economy- income level, occupation of people

5) Structures –physical, political and social structures

\*WHY IS IMMERSION AN IMPORTANT APPROACH (STRATEGY) IN GIVING SERVICE TO THE COMMUNITIES?

An old adage says that “Experience is the best teacher.” Through community immersion, trainees will be exposed in further and other realities of life which they may or may not belong to. It will enable the trainees to 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 the marginalized and underserved. For as the Holy Scripture tells us, “To whom much is given, much is required”. Therefore, since students have been given the rare opportunity and the distinct privilege of being schooled that they are supposed to better the living conditions of those whom were not as auspicious as they are.

After having explained the significance of the community immersion requirement of NSTP in the purview of the educational and religious perspectives, let us succumb to the legal basis of such. The basic questions as “what is the relevancy of the immersion part of the NST Program?” and “why would trainees need to study the behaviour of the people in and that which composed the community of which they serve?” Answer to these sort of questions is provided for in NSTP Act and has served as the mandate and core of recognizing the role of the youth in nation building. Young people are vested with the obligation “to defend the security of the State and in fulfilment thereof, the government may require each citizen to render personal military or civil service,” (R.A. No.9163 Section 2, otherwise known as NSTP Act of 2001) whether in times of peace or war.

The next question that trainee is bound to ask himself as he takes the first step of the process of immersion is, “Are trainees, young as they are, capable of responding to the stringent requirements of community building and meeting the skills and knowledge criteria of transforming communities?” Definitely, yes. The role of the youth in national/local development cannot be overemphasized. To reinforce this, are the very words of our national hero, “The youth is the hope of the Fatherland.”

\*WHAT IS COMMUNITY IMMERSION?

Community immersion is a strategy that goes beyond acquainting us with community concerns but make possible our participation in their (re)solution. Community immersion is an 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. It is different from actual organizing work. Immersion is just one of the strategies in plunging into community organization. Venture undertaken may be integrated or specialized activities which entail entering, familiarizing and involvement of the self in the conduct of the activities for community development.

In view of the fact that immersion is a major concern in development work, trainees may find it significant to be guided by the following precepts:

* Trainees should immerse in actual community life to get to know the social, political, and economic situation of the people.
* Trainees may also undergo certain changes like increase in knowledge about the social realities, development of good values, empathy towards other people, improvement of social skills, among others.
* Trainees should identify the community people’s interest and aspirations.
* Trainees must recognize the people’s resiliency and does not rob them of their right to have community participation and determination of appropriate course of action.
* Trainees should be aware of the gain-negotiated sanction- the acceptance derived from community relations coupled with the right to conduct immersion activities.
* Trainees must reflect on how their social analysis of the current situation is concretized in community people’s lives. The analysis should have as much meaning for the trainees as for the community.

The following are the Forms of Integration in Community Immersion:

* Home visits
* Living with key informants
* Informal discussions with individuals or groups
* Sharing in household and community activities (cooking with the community host, clean-up drive)
* Attendance in social gatherings (fiestas, weddings, etc.)
* Assistance in production work (selling, farming, etc.)

\*WHOM DO YOU IMMERSE WITH IN THE COMMUNITY?

“Community-based service projects must be premised on the principle of people empowerment and not the “dole-out” mentality. Teach people how to fish so that they will live for a lifetime.” When one goes to a community, he associate with the people whom he intends to work with as his partners or allies in the community. Examples of these community partners are the parents, youth, the differently-abled constituents, professionals, members of people’s organizations and other formal and informal group, and others who can be potential collaborator of your project or activities. We do not just work for and serve the people but rather we encourage their participation. This practice of enjoining people’s support is adherent to the Confucious’ philosophy of “give man a fish and he will live for a day; teach him how to fish and he will live for a lifetime”. Community immersion is empowering the people towards development of the locality.

\*WHAT CONDITIONS MAY QUALIFY ONE TO GO INTO COMMUNITY IMMERSION?

It is so desired that the fundamental pre-requisite qualification among those who intend or tasked to undergo community immersion is a full understanding of the concept and theories behind the dynamics of groups and community. In the same breath, knowing the very process of immersion is a primordial condition. This is so because this endeavour requires a great deal of know-how and skills in facilitating interventions, planning and managing community service projects, among others.

Training-wise, community developers/organizers and social workers are most qualified because it is assumed that they have more or less formal background on carrying out these kinds of undertakings.

Volunteers in social organizations and movements also undertake immersions. They undergo professional training in development work. Such immersion typically proceeds to organizing work.

As for NSTP, students enrolled in NSTP-CWTS/LTS 2 are mandated to undergo community immersion for a period covering a minimum of 54 hours to a maximum of 90 hours as cited from CHED Program of Instruction (POI), 2007 edition.

\*WHAT PERSONAL GAINS MAY A STUDENT GET FROM COMMUNITY IMMERSION?

The community immersion aspect of NSTP will be able to benefit not only the communities served but more so the student-trainees who may be accorded with the following advantage:

* Opportunity for the trainees to comprehend people’s lives because of the chance given to them to see the real life situations, live, identify and associate with the people therein;
* Gain social acceptance derived from community relations coupled with the right to offer services;
* Enhance experiences in conducting asset mapping such as identifying geographic coverage, point out resources and the use, and the relationships of people with the existing resources;
* Establish rapport and relationship with different people who may be of help to them at some future time;
* Develop their conscientization ability. It helps them realize issues that will solve problems in the community. It is important for them to do something that can change their situation.
* Acquire first-hand experiences in dealing with community works; and the
* Chance to learn life skills that will enrich and better their persons.

Succinctly, community immersion improves the trainees’ understanding of himself in relation to others. And by understanding others, the trainees can be able to give a part of himself to help others.

\*WHAT YOU SHOULD AND SHOULD NOT DO IN COMMUNITY IMMERSION?

It is a basic rule that trainees must be well-versed with the area, skilled to communicate with community people and disciplined to keep yourself from responding indifferently towards diverse types of personalities.

Prudence, therefore, orders that community “immersionists” must be well-informed of the prescriptive and proscriptive norms in the conduct of community immersion.

**Essential Protocols when visiting Community**

**Things to remember**

**Before the conduct of community immersion**

1. Familiarize yourself with the basic information and theories regarding community life.
2. Secure waiver from the NSTP office prior to the visit and have it signed by your parents.
3. Always inform your faculty in-charge of your destination.
4. Be armed with background information about the area of immersion.
5. Pay courtesy call to community leaders, whether formal or informal.
6. Secure documents like letter of acceptance from the community.
7. Bring your own personal provisions like water, snacks, and extra shirt.

**During the actual community immersion period**

1. Be courteous to everyone.
2. Act properly and discreetly.
3. Wear proper uniforms and identification card.
4. It is highly advised to keep your valuables secured.
5. Always document your visit.
6. Always ask for permission from concerned people when you have to take pictures.

**After community immersion**

1. Validate and evaluate if the programs and activities were conducted appropriately and as planned.
2. Provide copies of your final documentation output to the NSTP office and to the community where you conducted your immersion for record purposes.

**Things to avoid**

**Before the conduct of community immersion**

1. Never forget to inform and get the consent of your parents/ guardians about the activities lined up.
2. Do not go directly to the community without determining the background information about it.
3. Avoid bringing original copies of signed documents in the community.
4. If community people are insistent in their hospitality in offering your their provisions like food, try to gauge whether it would be offensive to refuse their offer. If you think they will be offended if you beg off, you may accept the food or water in your plate or glass but do not consume it.
5. Avoid labelling and naming people with politically incorrect terms. Try to be more discreet in your use of words to avoid offending other people.
6. Do not show off in terms of dressing up. Avoid drawing attention to yourself. Be as low profile as possible.
7. Never bring out your valuable things like cellphones, jewelry, and money in public places.
8. Never promise or commit to a task that is beyond your and your school’s capability.

Most importantly, enjoy your time with the community people. As Mother Teresa puts it, “Love cannot remain by itself – it has no meaning. Love has to be put into action; and that action is service.”

**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.

**Subject: NSTP 2**

MODULE 4: MANAGEMENT OF NSTP COMMUNITY-BASED PROJECTS

INTRODUCTION:

An important ingredient to NSTP community immersion is the development of community-based projects. In managing NSTP projects, the universal management functions as planning, organization, staffing, directing and controlling be given due consideration to ensure the success of the implementation of the projects.

LEARNING OBJECTIVES

This chapter will enable the trainees to formulate and conceptualize projects for their community service areas. At the end of this unit, the student must be able to:

1) Deﬁne project proposal as basis of implementation of the NSTP activities in the immersion area;

2) Apply the process of making effective project proposal based on the identiﬁed needs of the target clientele; and

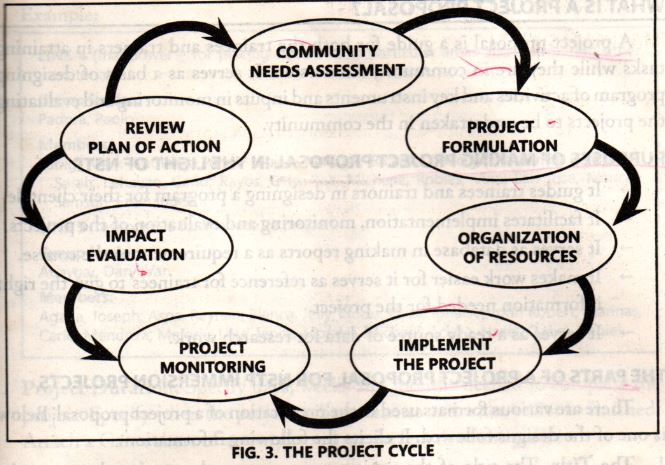
3) Appreciate the value of making effective project proposal in the NSTP program following the suggested format.

DISCUSSION HIGHLIGHTS

PROJECT PLANNING AND IMPLEMENTATION

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

Project development involves a series of continuous, often overlapping phases. This cyclical process launches with survey of felt needs in the locality that will serve as baseline information in the formulation of project or set of projects that may be undertaken in an uninterrupted or staggered manner. As soon as we have identified the project plan, it is prudent that we have an inventory of our resources. Mobilizing our limited resources (men, money, materials and moment) is a fundamental thing to do. Then implementation comes with regular monitoring to keep track of the development of the project. Measuring the success of the project as in impact evaluation will serve purpose in revisiting the plan of action. Afterward, the cycle goes back to round.



PROJECT PLANNING

In the formulation of a project, a planner must take into consideration the needs of the target clients. In this undertaking the trainer together with the trainees must assist the community in identifying analyzing and prioritizing the needs and concerns they must tackle. People in the community know more about the program relevant to their needs. Developing them in the course of planning will motivate them to support the activities. Based on the identiﬁed needs project must be made through a proposal to assess feasibility contribution rational and bases for funding and support.

WHAT IS A PROJECT PROPOSAL?

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

PURPOSES OF MAKING PROJECT PROPOSAL IN THE LIGHT OF NSTP

* It guides trainees and trainers in designing a program for their clientele.
* It facilitates implementation, monitoring and evaluation of the project.
* It’s service as database in making reports as a requirement of the course.
* It makes work easier for it serves as a reference for trainees to give the right information needed for the project.
* It serves as ready source of data for research work.

THE PARTS OF A PROJECT PROPOSAL FOR NSTP IMMERSION PROJECTS

There are various formats use in the preparation of a project proposal. Below is one of the designs followed. It elicits the following information.

1. **The Title**

The title of the project must capture the need and present the name of the clientele to be serve. It must be catchy to the readers it must be written in all capital letters bold and centered.

Example:

OPERATION PLAN(OPLAN): CLEAN AND GREEN

(A Project on Waste Management and Green Philippines)

2. **Project Proponents**

This part enumerates the names of the persons to be involved in the project, their year level (if trainees), Rank (if trainers), Contact numbers and address or college. If there are several activities that require several leaders in every undertaking names must be speciﬁed per activity.

3. **Implementing Units/Implementers**

It must be noted that in writing this part of the proposal, capital letters must be used to differentiate from the project proponents.

4. **Project Duration**

Specify days, weeks and months needed to complete the project specify when the project will commence and when it will be ﬁnished.

5. **Objectives of the Project**

The objectives of the project must be written in operational terms on what you intend to do to solve identified problems related to the project. The characteristics of the objectives must be specific, measurable, attainable, realistic, and time bound (SMART).

General objectives Can be framed as basis of formulating specific objectives of the project. It must also consider the domains of learning such as the cognitive (Knowledge-mind), psychomotor(skills-body) and affective (values/ behaviour-heart).

6. **Project description**

The following standards must be observed in writing the project description in facilitating the drafting of the proposal:

**a. Background of the project** –This part requires at least three paragraph that provide a realistic background of the project describing the modifying issues/problems that have inﬂuenced the identiﬁcation of the project.

**b. Justiﬁcation of the project** –Discuss the importance of the prepared project in solving or providing action to help solve existing problems inherent to the project. Give the expected output of the project, beneﬁts derived from it and most probable recipients of the beneﬁts of the project .It must be written in 3 to 5 paragraphs.

**c. Beneﬁts derived from the project -**This section should reﬂect the advantages or beneﬁts that the activity will bring about when it’s implemented.

**d. Coverage-**The area or vicinity covered by the project and the type of clients to be serve should be reﬂected in the proposal. This gives focus to whom the project is for and the extent of its implementation.

7**. Methodology**

This part cite the activities or strategies that should be undertaken to in order to achieve the objectives of the project . It should describe the general approach of the project, agency counterpart in case of partnership, responsibilities, and obligations, Man power requirement and the Manner on how to speciﬁc activity will undertaken if the project calls for it.

8. **Dated budgetary requirements** In preparation of the budget, the budgetary requirement of all activities must be considered. The amount varies depending on the extent of the project coverage. For most instances, the bigger the project the larger the budget required. In many cases budget depends on the size of expenditures needed. Sources of funds must also be speciﬁed.

9. **Detailed schedule of activities**

**Note:** It is worth while to give attention to the critical role played by planning in the execution of the project. Remember, “if you fail to plan, you plan to fail.”

**Subject: NSTP 2**

**MODULE #5:** **DOCUMENTATION, MONITORING, AND EVALUATION OF NSTP COMMUNITY-BASED PROJECTS**

**INTRODUCTION:**

Planning and implementing a NSTP project is one vital issue in NSTP community immersion. Measuring the success of the project is another thing. The trainees do not carry out plans just for the sake of compliance; otherwise the very purpose of community immersion is defeated. Hence, proper documenting, monitoring and evaluating the NSTP community-based projects are a must.

**LEARNING OBJECTIVES**

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

* Identify the documents, monitoring and evaluation instruments needed in measuring the success of NSTP community immersion projects;
* Make use of the documentation technique, monitoring guides and evaluation instruments to ensure meaningful program implementation of NSTP; and
* Appreciate the values of having proper documentation, monitoring, and evaluation of the project for community service.

**DISCUSSION HIGHLIGHTS**

**DOCUMENTATION OF THE NSTP PROJECT FOR COMMUNITY SERVICES**

Documentation is a clear-cut proof that projects are conducted with the success and observations being needed s guidelines for future program like the NSTP.

A dynamic documentation service requires information on new development in argument relevant to the work and the program, Specially on:

1. Updated status report is a ready reference of data that can be the source of information for NSTP, additional income and undertaking for the instruction.
2. Information on the work methods used and result obtained in previous program must be available for the new assignments.
3. serves as reference for:
4. Trainees information's/source data for requirements
5. Staff personal evidence for rating of student trainees performance and growth;

Monitoring and evaluation purpose of NSTP projects.

c. monitoring and evaluation purposes of NSTP projects; and

d. evidence for the support it extends in helping strengthen the extension service or community outreach of institutions.

**LIST OF NSTP FORMS REQUIRED FOR DOCUMENTATION DURING COMMUNITY IMMERSION**

For trainees, they must submit the following:

1. Waiver
2. Letter of request to the barangay to conduct for immersion
3. Acceptance letter of barangay
4. Community needs assessment
5. Memorandum of agreement (MOA) or memorandum of understanding
6. Narrative report format

For trainors,

1. Copy of all documents for immersion of students

a. Waiver

b. Letter of request to the barangay to conduct for immersion

c. Acceptance letter of barangay

d. community needs assessment

e. Memorandum of Agreement (MOA) or Memorandum of Understanding

2. Grade sheets

3. summary list of graduates with their specialization

4. accomplishment reports

5. program of instruction

**MONITORING OF NSTP PROJECT**

Result monitoring is a systematic and continuous procedure in checking of program and projects done during NSTP community immersion. It is an awareness of a state of a project. Monitoring of projects is done consistently and by certain measures. It is an observation of several changes that occur over time.

**SIGNIFICANCE OF MONITORING NSTP PROJECT**

Monitoring NSTP projects is very essential to determine :

1. Whether the inputs are achieved on time or as planned.

2. Whether the activities where conducted as scheduled; and

3. Whether the output where produced on time or outputs were in right quantity and quality as specified on the project design.

The products of monitoring are summarized progress reports that are capable of triggering timely management interventions. It serves as a means of keeping track of the status of the projects.

**WHO WILL MONITOR NSTP PROJECT DURING COMMUNITY IMMERSION?**

People involved in monitoring community service projects done by the trainees taking community immersion are the trainees themselves, Trainors, barangay officials concerned, partner agencies involved in the projects and others who are not involved but are concerned with the project.

To ensure success of NSTP project, monitoring plan is necessary as a means of gathering data for information and input for decision making. It includes:

1. Data/information needed in rational decision making
2. Personnel involved in the execution of the project, collection of data and problem identification;
3. Know about the data are reported and to be reported; and
4. Levels of implementation.

In making the monitoring plan, specific activities in the implementation of the project are essentially identified as basis of specifying the detailed schedule of the project.

**TOOLS NEEDED FOR MONITORING PROJECTS**

Professional community workers do not dare rely on their good memory to record their findings in the community. They use tools and processes to record, monitor and validate the soundness of the information and activities they have. Some of the helpful tools in monitoring NSTP projects include:

1. **JOURNAL OR PROCESS RECORDING.** According to merriam-webster On-line dictionary: a journal is “ (a) an account of day-to day events. (b) a record of experiences, ideas, or reflection kept regularly for private use.” Similarly, a process recording is also an account of day to day events, but is deals heavily on how a certain task was performed and achieved. This can be very useful in putting together the pieces of data gathered. A good needs assessment is found the strength and up-to-datedness of events being monitored
2. **GANTT CHART.** Created by Henri Gantt to illustrate summary breakdown of work elements, the Gantt Chart is useful in monitoring if NSTP projects are being implemented on time.
3. **SUMMARY CHELIST.** From the start, the implementors of the projects write the indicators that need to the present to check whether there is progress. Usually, the objectives of the projects, task, materials and persons involved are written on a checklist. Across these items are columns to be checked whether they have been complied or not.

**EVALUATION OF NSTP PROJECTS FOR COMMUNITY IMMERSION**

In every project for NSTP, its activities require an effective system which provides information on the extent which projects are achieving their objectives. The activities are checked if it is conducted in an economical and timely manner.

EVALUATION-as defined as a systematic assessment of the value or worth of something. This something could be the NSTP projects or other programs, a technique used in the fieldwork or situation prevalent in a particular community.

**IMPORTANCE OF EVALUATION**

1. It provides trainer's/trainees and other people in the idea of the activities progress and accomplishment and how they fare well in the achievements of goals
2. Results serve as basis for Empowerment in carrying our activities
3. It provides an avenue of making programs revisions and adjustment
4. It provides opportunity for the trainees to experience

**WHAT TO EVALUATE?**

**5 aspects of Evaluating NSTP**

1. **Effort.** In measuring the efforts exerted in the project, the trainees use the input evaluation type witch identities available resources both in Human (personal) material resources such us money, educational tools, methods or techniques and activities undertaken.
2. **Effects.** In assessing effects, trainees and the like measuring the outcomes of the efforts made.
3. **Adequacy.** In measuring adequacy, trainees need to look into the .effectiveness of the project in terms of the number of clients being serve.
4. **Efficiency.** This is done by determining the cost benefits analysis by the trainers for the trainees, and identifying the benefits drive from the program.
5. **Process.** In evaluating the NSTP project, one should answers the questions on how and why the project worked or did not work. It also responds to the question on how the different projects inputs can be utilized to arrive at the good outcomes.

**WHO WILL CONDUCT EVALUATION OF THE NSTP PROJECTS?**

The NSTP projects is done by and though the following:

1. Trainees themselves
2. Trainors/facilitators
3. NSTP Office personnel
4. With a given reference CHED/TESDA as outside evaluators
5. Follow-up studies, if there are any

**HOW ARE NSTP PROJECTS EVALUATED?**

1. **Identification of the objectives.**

* it must be in behavioural terms.
* It must include the domains of learning which served as basis of assessing their knowledge, skills and attitudes.

1. Examine program activities and implementation procedures.

* What are the activities identified to meet the objectives?
* How are these activities undertaken?
* Did it achieve the objectives of the program?

1. Indicators of expected outcome

* Are the methods/approaches relevant to the project?
* Are the materials appropriate for the activity?
* Are there changes among clients on the following?
* Knowledge?
* Attitude (values, belief, habits, practices)?
* Skills?

**WHEN DO WE EVALUATE?**

Evaluation must be undertaken before, during and after the project. Pre-actively, evaluation is done before the conduct of the projects to provide baseline information on knowledge, skills and attitudes and other characteristics of the target clients. Specifically, it provides data on the clients needs, strength and weaknesses regarding the projects.

Evaluation of an ongoing projects is necessary to time out how the projects is progressing. It answers question like: Is the project executed on planned?; Are there problems in the program implementations? What problem have been encountered? What solutions or actions are being taken to attain projects objectives.

Post-evaluation of activity determines whether projects objectives have been attained or are the clients show measurable gain in knowledge, attitudes, and skills. It also ascertains the amount of change that has taken place in the clients.