

UP DILIMAN

**GUIDELINES FOR
IMPLEMENTING NSTP**

Guidelines for Implementing the National Service Training Program (NSTP) in UP Diliman

I. College-Based Implementation of the NSTP

- A. The NSTP will be College-based. It will be easier for the students to link their chosen courses to community as well as national service.
- B. Colleges shall develop their own NST courses based on a common guideline that will be developed by the NSTP Support System.
- C. Tuition fee collected shall go to the College and shall be used for, among others, honoraria of faculty members who will handle the courses.
- D. The College shall choose the faculty who will handle the courses.

II. NSTP Support System

A committee composed of the University Registrar, the Director for Instruction, the Pahinungod Director, the DMST Commandant and others members will be created to oversee the initial implementation of NSTP and provide the support system to assist the Colleges.

III. Students' Involvement

The Colleges shall involve the students in the formulation of the program components of their NST courses.

IV. NSTP Courses for Sophomores

All students are to take NST Courses on their Sophomore Year. The NST course may only be taken by sophomores, who will be in a better position to make choices on their preferred community programs for their fieldwork. Freshmen will be given time to adjust to the demands of university life on their first year on campus.

V. Program Components of the NSTP UP Diliman

- A. As provided by the enabling act (RA 9163, Sec. 7), "State universities and colleges shall offer the Reserved Officers Training Corps (ROTC) and at least one other component." This provision of the law is reiterated by the Implementing Rules and Regulations of the NSTP and the UP System Internal Guidelines for Implementing the NSTP (see attached).
- B. UP Diliman can offer the ROTC component and the Civic Welfare Training Service, which can subsume the literacy training service as one

of its sub-components. Within the Civic Welfare Training Service, students may be given options as to the kind of services/programs and communities that they would want to work on for the "fieldwork" portion of the course.

C. Components of NST courses

- NST 1 - Phase 1- classroom component (Military Science or Civic Welfare Training)
 - Program Concept - probable approaches/methodologies, probable projects
 - Areas/components - literacy development and civic welfare
- NST 2 - Phase 2 -fieldwork/service component (deployment/immersion)

VI. Program Concept

"Serving Our People, Building Our Nation: The UP Diliman National Service Training Program" (see Figure 1)

UP believes in the person's innate potential which can be fully developed in the university's learning environment which promotes excellence. It also believes that this potential needs to be purposively developed and directed beyond personal interests and benefits to a greater good for the service of the nation. The NSTP is among the programs which can effectively do this.

The proposed NSTP paradigm assumes the students' innate potential which the UP through its academic and student support programs, has the obligation to develop. The students go through the process of **self-awareness** which enables them to take a realistic view of themselves in relation to others such as family, friends and the country. This allows them to explore their own value system.

The NSTP classroom inputs consist of the identified dimensions which are deemed necessary in the goal of developing the **self** for the **service of the nation**, recommended "goal" of the NSTP. The program will integrate the following concepts:

- ◆ **Citizenship** - This portion will tackle the meaning of citizenship and the essence of being a Filipino citizen. It also answers questions as: What do I owe my country? What are my rights and duties as a citizen? In what ways can a citizen develop his ties with the nation through service to his fellow Filipinos? How does service help deepen his sense of citizenship; his commitment to his

people and his country? How will it help mold and develop the citizen's love of country and people?

♦ **Volunteerism** - It should be an integral part of the service to the nation as exemplified in the "Iskolang Bayan" concept among UP students as they apply their UP education in the service of humankind and the nation

♦ **Career exploration and development** - Linking career to service to the nation will enable the Filipino citizens to realize what they can do for their country, how they can actualize or go about expressing what they want to do for their nation.

This dimension will also include an in-depth analysis of their career choice which may turn out to be tentative. The career exploration allows them the opportunity to take a second look at their reasons for opting for a career field and either reinforce their choice or cause a change in their career plan.

Career exploration in the NSTP paradigm can be more relevant because the students will be given an opportunity to critically re-evaluate their career plans within context of a wider range of variables than what were available when they were in high school. These variables discussed in NSTP 1 and seen in vivo in the scenarios which they will observe in the 'fieldwork' aspect of the NSTP 2.

♦ **UP Education** - As "Iskolang Bayan," UP students must also appreciate the people's support for their quality tertiary education. This course can show how UP education is a learning process that is also an opportunity to serve our people.

An integration at the end of NSTP 1 will link these dimensions to the students' field work for NSTP 2. The integration tries to link the students' self-actualization in relation to service to the nation.

VII. Offering of NSTP UP Diliman

UP Diliman considers this academic year as the transition year for implementing the NSTP. Thus, 2002-2003 incoming freshmen are enrolled in the expanded ROTC program studying this semester. They may enroll in the second course in the coming second semester, 2002-2003.

The program will be implemented starting Summer, 2003 or the first semester 2003-2004 to allow enough time for the formulation of the course syllabi, orientation of faculty members and the preparation of the memorandum of agreement with partner institutions.

VIII. Credit loading for faculty/personnel who will handle NSTP courses

- A. Ideally, faculty members who will handle NST 1 and should also be the one to handle NST2 for the same set of students.
- B. The faculty members who will handle NST 1 and 2 courses will be given a 3-unit teaching load.
- C. Colleges will identify faculty members who will constitute their unit's core faculty for the NST.

IX. Other Implementation Requirements

Since NSTP is required by law, the University Council was informed in its December 11, 2002 meeting of the institution of the following:

1. MS 1 and 2 as 3 unit courses
2. MS 1 as a pre-requisite to MS 2
3. NST 1 and NST 2 as 3 unit courses
4. NST 1 as a pre-requisite to NST 2

X. Preparatory Activities for College-based Implementation

- Consultation /Information dissemination for students
- Program/Syllabi development
- Faculty orientation/seminar
- Guidelines on the roles of the University, students and partner institutions in NSTP
- Liability clause and waiver
- Deployment guidelines
- Accreditation of partner institutions/Memorandum of Agreement
- Planning/interfacing with partner institutions
- System of assessment/monitoring and evaluation

XI. Timetable

The table below (Table I) shows the suggested timetable and the corresponding preparatory activities that would be undertaken prior to NSTP implementation.

Table I. Timetable

Month	Consultation/info dissemination	Program/Syllabus Dev't (MS and CWTS)	Guidelines On the roles of the Univ, students, partner orgs.	Faculty Orientation	Acad and Partner Orgs	Interfacing / MOA	Insurance/Liability clause	M/E procedures
1								
2								
3		*			*			
4		*	*		*			
5		*	*		*			
6		*	*	*	*	*		*
7					*	*	*	*
8						*	*	*
9	Implementation							

Figure 1. Program Concept

