

NSTP Diliman Office

20 YEARS OF NSTP-RELATED DOCUMENTS

A Compilation





20 Years of NSTP-Related Documents

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Republic Act No. 9163 (NSTP Act of 2001)

Republic of the Philippines
Congress of the Philippines
Metro Manila

Twelfth Congress

First Regular Session

Begun and held in Metro Manila on Monday, the twenty-third day of July
two thousand one.

[REPUBLIC ACT NO. 9163]

AN ACT ESTABLISHING THE NATIONAL SERVICE TRAINING
PROGRAM (NSTP) FOR THE TERTIARY LEVEL STUDENTS,
AMENDING FOR THE PURPOSE REPUBLIC ACT NO. 7077 PRESIDENTIAL
DECREE NO. 1706, AND FOR OTHER PURPOSE

Be it entered by the senate and House of Representatives of the Philippines in
Congress assembled.

SECTION 1. Short Title. This Act shall be known as the “National Service
Training Program (NSTP) Act of 2001”.

SEC. 2. Declaration of Policy. – It is hereby affirmed the prime duty of the government
to serve and protect its citizens. In turn, it shall be the responsibility of all citizens to defend
security of the state and in fulfillment thereof, the government may require each citizen to
render personal, military or civil service.

Recognizing the youth’s vital role in nation building, the state shall promote civic
consciousness among the youth and shall develop their physical, moral, spiritual, intellectual
and social well being. It shall inculcate in the youth patriotism, nationalism, and advance
their involvement on public and civic affairs.

In pursuit of these goals, the youth, the most valuable resource of the nation, shall be
motivated, trained, organized and mobilized in military training, literacy, civic welfare and
other similar endeavors in the service of the nation.

SEC. 3. Definition of Terms. – For purposes of this Act, the following are hereby
defined as follows:

(a) “National Service Training Program (NSTP)” is a program aimed at
enhancing civic consciousness and defense preparedness in the youth by developing the
ethics of services and patriotism while undergoing training in any of its three (3) program

components. Its various components are especially designed to enhance the youth's active contribution to the general welfare.

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

(c) "Literacy Training Service" is a program designed to train students to become teachers of literacy and numeracy skills to school children, out of school youth, and other segments of society in need of their service.

(d) "Civic Welfare Training Service" refers to program or activities contributory to the general welfare and the betterment of life for the members of the community or the enhancement of its facilities, especially those developed to improving health, education, environment, entrepreneurship, safety, recreation and morals of the citizenry.

(e) "Program components" shall refer to the service components of the NSTP as enumerated in Section 4 of this Act.

SEC. 4. Establishment of the National Service Training Program. – There is hereby established a National Service Training Program (NSTP), which shall form part of the curricula of all baccalaureate degree courses and of at least two (2) year technical – vocational courses and is a requisite for graduation, consisting of the following service components:

- (1) The Reserve Officers' Training Corps (ROTC), which is hereby made optional and voluntary upon the effectivity of this Act.
- (2) The Literacy Training Services; and
- (3) The Civic Welfare Training Service

The ROTC under the NSTP shall instill patriotism, moral virtues, respect for rights of civilians, and adherence to the Constitution, among others. Citizenship training shall be given emphasis in all three program components.

The Commission on Higher Education (CHED) and technical education and Skills Development Authority (TESDA), in consultation with the Department of National Defense (DND), Philippine Association of State Universities and Colleges (PASUC), Coordinating Council of Private Educational Associations of the Philippines (COCOPEA) and other concerned government agencies, may design and implement such other program components as may be necessary in consonance with the provisions of this Act.

SEC. 5. Coverage. – Students, Male and female, of any baccalaureate degree course or least two (2)-year technical-vocational courses in public and private educational

institutions shall be required to complete one (1) of the NSTP components as requisite for graduation.

SEC. 6. Duration and Equivalent Course Unit. – Each of the aforementioned NSTP program components shall be undertaken for an academic period of two (2) semesters.

In lieu of the two (2)-semester program for any of the components of the NSTP, a one (1)-summer program may be designed, formulated and adopted by the DND, CHED and TESDA.

SEC. 7. NSTP Offering in Higher and Technical-Vocational Educational Institutions. – All higher and technical-vocational institutions, public and private, must offer at least one of the program components: Provided, That State universities and colleges shall offer the ROTC component and at least one other component as provided herein: Provided, further, That private higher and technical-vocational education institutions may also offer the ROTC if they have at least three hundred and fifty(350) cadet students.

In offering the NSTP whether during the semestral or summer periods, clustering of affected students from different educational institutions may be done, taking into account logistics, branch of service and geographical considerations. Schools that do not meet the required number of students to maintain the optional ROTC and any of the other components shall allow their students to cross-enroll to other schools irrespective of whether or not the NSTP components in said school are being administered by the same or another branch of service of the Armed Forces of the Philippines (AFP), CHED and TESDA to which schools are identified.

SEC. 8. Fees and Incentives. – Higher and technical-vocational institutions shall not collect any fee for any of the NSTP components except basic tuition fees, which shall not be more than fifty percent (50%) of what is currently charged by schools per unit.

In the case of the ROTC, the DND shall formulate and adopt a program of assistance and/or incentive to those students who will take the said component.

The school authorities concerned, CHED and TESDA shall ensure that group insurance for health and accident shall be provided for students enrolled in any of the NSTP components.

SEC. 9. Scholarship. – There is hereby created a Special Scholarship Program for qualified students taking the NSTP which shall be administered by the CHED and TESDA. Funds for this purpose shall be included in the annual regular appropriations of the CHED and TESDA.

SEC. 10. Management of the NSTP Components. – The school authorities shall exercise academic and administrative supervision over the design, formulation, adoption and implementation of the different NSTP components in their respective schools: Provided,

That in case a CHED or TESDA – accredited non government organization (NGO) has been contracted to formulate and administered a training module for any of the NSTP components, such academic and administrative supervision shall be exercised jointly with that accredited NGO: Provided further, That such training module shall be accredited by the CHED and TESDA.

The CHED and TESDA regional offices shall oversee and monitor the implementation of the NSTP under their jurisdiction to determine if the training are being conducted in consonance with the objectives of this Act. Periodic reports shall be submitted to the CHED, TESDA and DND in this regard.

SEC. 11. Creation of the National Service Reserve Corps. – There is hereby created a National Service Reserve Corps, to be composed of the graduates of the non-ROTC components. Members of this Corps may be tapped by the State for literacy and civic welfare activities through the joint effort of the DND, CHED and TESDA.

Graduates of the ROTC shall form part of the Citizens Armed Forces, pursuant to Republic Act No. 7077.

SEC. 12. Implementing Rules. – The DND, CHED and TESDA shall have the joint responsibility for the adoption of the implementing Rules of this Act within sixty (60) days from the approval of this Act.

These three (3) agencies shall consult with other concerned government agencies, the PASUC and COCOPEA, NGOs and recognized student organizations in drafting the implementing Rules.

The implementing rules shall include the guidelines for the adoption of the appropriate curriculum for each of the NSTP components as well as for the accreditation of the same.

SEC. 13. Transitory Provisions. – Students who have yet to complete the Basic ROTC, except those falling under section 14 of this Act, may either continue in the program component they are currently enrolled or shift to any of the other program components of their choice: Provided, That in case he shifts to another program component, the Basic ROTC courses he has completed shall be counted for the purpose of completing the NSTP requirement; Provided further, That once he has shifted to another program component, he shall completed the NSTP in that component.

SEC. 14. Suspension of ROTC requirement. – The completion of ROTC training as a requisite for graduation is hereby set aside for those students who despite completing all their academic units as of the effectivity of this Act have not been allowed to graduate.

SEC. 15. Separability Clause. – If any section or provision of this Act shall be declared unconstitutional or invalid, the other sections or provisions not affected thereby shall remain in full force and effect.

SEC. 16. Amendatory Clause. – Section 35 of Commonwealth Act No. 1, Executive Order No. 207 of 1939, Section 2 and 3 of Presidential Decree No. 1706, and Section 38 and 39 of Republic Act No. 7077, as well as all laws, decrees, orders, rules and regulations and other issuances inconsistent with the provisions of this Act are hereby deemed amended and modified accordingly.

SEC. 17. Effectivity. – This Act shall take effect fifteen (15) days after its publication in two (2) newspapers of national circulation but the implementation of this Act shall commence in the school year of 2002-2003.

Approved:

(SGD)
FRANKLIN M. DRILON
President of the Senate

(SGD)
JOSE DE VENECIA
*Speaker of the House
of Representative*

This Act which is a consolidation of H.B. No. 3593 and S.B. No. 1824 was finally passed by the House of Representatives and the Senate on December 19, 2001.

(SGD)
OSCAR G. YABES
Secretary of the Senate

(SGD)
ROBERTO P. NAZARENO
*Secretary General
House of Representatives*

Approved: **January 23, 2002**

(SGD)
GLORIA MACAPAGAL ARROYO
President of the Philippines

A CERTIFIED TRUE COPY:

*LT ERWIN P CALIMAG PN
Actg AC of S for Educ & Trng, R8
Date: 15 May 2002*

Revised Implementing Rules and Regulations



REVISED IMPLEMENTING RULES AND REGULATIONS OF THE REPUBLIC ACT NO. 9163, OTHERWISE KNOWN AS THE NATIONAL SERVICE TRAINING PROGRAM ACT OF 2001

Pursuant to Section 12 of Republic Act No. (RA) 9163, otherwise known as the National Service Training Program (NSTP) Act of 2001, the Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA) and Department of National Defense (DND), through the Armed Forces of the Philippines (AFP) and Office of Civil Defense (OCD) in consultation with concerned government agencies and non-government organizations such as the Philippine Association of State Universities and Colleges (PASUC), Coordinating Council of Private Educational Associations of the Philippines (COCOPEA), and the Philippine Society of NSTP Educators and Implementers Inc (PSNEII), hereby jointly issue, adopt, and promulgate the following implementing rules and regulations to implement the provisions of the Act.

Rule I – GUIDING PRINCIPLES

Section 1. Responsibility of all Citizens

While it is the prime duty of the government to serve and protect the people, the Constitution also provides that it shall be the responsibility of all citizens to defend the security and promote the general welfare of the State. In fulfillment thereof, the government may require each citizen to render personal, military, or civil service.

Section 2. Role of the Youth

- a. In recognition of the vital role of the youth in nation-building, the State shall promote civic consciousness and defense preparedness among them and shall develop their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate the ideals of patriotism, nationalism, volunteerism, and advance their meaningful involvement in public and civic affairs.
- b. As the most valuable resource of the nation, the youth shall be motivated, trained, organized, and mobilized in civic, military, literacy, welfare programs, and other similar endeavors in the service of the people.

Rule II – DEFINITION OF TERMS

Section 3. As used in this Implementing Rules and Regulations (IRR), the following terms shall mean:

- a. Annual Administrative and Tactical Inspection (AATI) – refers to the tool designed by the Department of National Defense-Armed Forces of the Philippines (DND-AFP) and conducted by the AFP Major Services to annually evaluate the ROTC units' implementation of the Reserve Officers' Training Corps (ROTC) Program;

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Revised Implementing Rules and Regulations (IRR) of the Republic Act No. 9163, otherwise known as the National Service Training Program Act of 2001

- b. Civic Welfare Training Service (CWTS) – refers to programs or activities contributory to the general welfare and the betterment of life for the members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation, and morals of the citizenry;
- c. Clustering – refers to the grouping of students enrolled at different schools and taking up the same NSTP component into one (1) group under the management and supervision of a designated school by TESDA for TVIs and CHED for HEIs;
- d. Cross-Enrollment – refers to a system of enrollment where a student is officially enrolled in an academic program of an origin school but is allowed to enroll in the NSTP component of another accepting school;
- e. Higher Educational Institutions (HEIs) – refers to universities, colleges, and other educational institutions offering higher education;
- f. Literacy Training Service (LTS) – refers to the program designed to train the students to become capable non-licensed instructors of functional literacy and numeracy skills to school children, out-of-school youths, and other segments of society in need of their service;
- g. Local Universities and Colleges (LUCs) – refers to any public institution of higher learning established and managed by local government units;
- h. Major Service Reserve Commands (MSRC) – refers to the units of the AFP Major Services mandated to develop their respective Reserve Forces and supervise the implementation of the ROTC Program as mandated under RA 7077, s-1991 (or the AFP Reservist Act of 1991);
- i. Mobilization – refers to the official act of calling upon ROTC Reservists and NSRC Reservists and NSRC units to report to their respective designated mobilization centers to perform duty as volunteers;
- j. National Service – refers to the civic consciousness and defense preparedness service rendered by all the citizens of the Philippines;
- k. National Service Reserve Corps Trainee – refers to a student enrolled in the CWTS or LTS component;
- l. National Service Reserve Corps (NSRC) – refers to an organization composed of graduates of Civic Welfare Training Service (CWTS) and Literacy Training Service (LTS) components of the National Service Training Program (NSTP) as mandated by Republic Act 9163 (NSTP Act of 2001);
- m. National Service Training Program (NSTP) – refers to the program aimed at enhancing civic consciousness and defense preparedness in the youth by developing the ethics of service and patriotism while undergoing training in any of the three (3) program components which are specially designed to enhance the youth's active contribution to the general welfare of the country;
- n. Non-Government Organization (NGO) – refers to any private organization duly accredited by CHED, TESDA, and DND to formulate and administer training modules for CWTS and LTS;
- o. Private Higher Educational Institutions (PHEIs) – refers to private colleges and other educational institutions offering higher education;

- p. Program Components – refers to the ROTC, CWTS, LTS and other NSTP programs as the CHED and TESDA, in consultation with the DND, may hereinafter approve and implement;
- q. Reserve Officers' Training Corps (ROTC) – refers to the program institutionalized under Sections 38 and 39 of RA 7077, otherwise known as the Citizen Armed Force or the Armed Forces of the Philippines Reservist Act of 1991, designed to provide military training to tertiary level students in order to motivate, train, organize, and mobilize them for national defense preparedness;
 - q.1. Basic Reserve Officers' Training Corps – refers to the one (1) year ROTC training based on the amendment by RA 9163, s-2002, of Sections 38 and 39 of RA 7077;
 - q.2. Advance Reserve Officers' Training Corps – refers to the two (2)-year training program after the basic ROTC training, subject to the provisions under Sections 38 and 39 of RA 7077;
- r. ROTC Cadet – refers to a student enrolled in the ROTC Program component;
- s. School-Based NSRC Units (SBNU) – refers to the established organization of students or graduates of the CWTS or LTS components of the NSTP who are still enrolled in the HEIs and TVIs;
- t. School-Based Ready Reserve Units (SRRU) – refers to the established organization of students or graduates of the ROTC components of the NSTP who are still enrolled in the HEIs and TVIs;
- u. State Universities and Colleges (SUCs) – refers to any public institution of higher learning established by the national government and are governed by their respective independent governing boards;
- v. Technical Vocational Education and Training (TVET) – refers to the education process designed for post-secondary and lower tertiary levels, officially recognized as non-degree programs aimed at preparing technicians, paraprofessionals and other categories of middle-level workers by providing them with a broad range of general education, theoretical, scientific and technological studies, and related job skills training;
- w. Technical Vocational Institutions (TVIs) – refers to an institution whether public or private offering TVET program/s. This shall include TESDA Technology Institutions, public and private technical vocational institutes, HEIs, SUCs, LUCs, training centers, and enterprises offering TVET programs;
- x. Tripartite Agreement - refers to the agreement between CHED, TESDA, and DND relative to the NSTP; and
- y. Trust Fund – refers to the collected NSTP fee which shall be exclusively used for the implementation of the NSTP Law and operation of the Program, including allocation for a reasonable contingency fund, as provided for in this IRR.

RULE III – PROGRAM IMPLEMENTATION

Section 4. Coverage

- a. Incoming first year level students of any baccalaureate degree program or of at least two (2) year TVET programs in public and private educational institutions and enterprises shall be required to complete one (1) of the NSTP components as a requisite for graduation, in accordance with RA 9163.

The above provision however does not cover the following:

- a.1. Students who have completed their NSTP requirement who will finish or graduate from a baccalaureate degree or two (2) year TVET program and pursuing or enrolled in another or additional baccalaureate degree or TVET;
 - a.2. Students who completed any of the three (3) NSTP components but have transferred or shifted to another academic course or educational institution;
 - a.3. Pursuant to Section 16(2) of RA 10742, otherwise known as the "Sangguniang Kabataan Reform Act of 2015", and Joint Memorandum Circular No. 1, s. 2019, all Sangguniang Kabataan officials who comply with the prescribed requirements and in good standing, whether elected or appointed, shall, during their incumbency, be exempted from taking the NSTP-CWTS subjects. Further, as stipulated in Section 16(2) of RA 10742, the concerned SK officials shall submit written reports, preferably with photographs, or documentations of their participation in the implementation of programs, projects, and activities as outlined in the Comprehensive Barangay Investment Program; and
 - a.4. Foreign students or aliens.
- b. All HEIs, including SUCs, LUCs, and TVIs must offer at least one (1) NSTP component.

As stated in RA 9163, or the NSTP Act of 2001, SUCs are required to offer the ROTC component. Further, SUCs with constituent universities or campuses shall offer both the Basic and Advance ROTC Programs in all its constituent universities or campuses, subject to the provisions stipulated in Section 39 and Section 40 of RA 7077.

In cases that the enrollment of ROTC Cadets in private higher and technical vocational institutions is less than 350, the provisions of clustering in Section 7 hereof shall be followed.

In coordination with HEIs, the DND shall conduct additional training periods for volunteer prospective Advance ROTC cadets.

- c. Students enrolled in the first semester of their first year shall undergo a common module phase for 25 hours training period. Subjects covered are citizenship training, drug education, disaster risk reduction and management (DRRM), environmental protection, and other national security concerns. Appropriate materials for the 25-hour common module such as informational videos shall be developed by the CHED, TESDA, DND and other concerned agencies. The common module may also be incorporated in the training curriculum of the different program components to ensure continuity and consistency in the implementation of the program components.

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The CHED and TESDA, for non-ROTC NSTP program components, and the DND, for the ROTC program component, shall ensure that the common modules are properly incorporated in the program components they are mandated to supervise.

The CHED and TESDA shall issue guidelines for additional subjects to be covered for the enhancement of the non-ROTC NSTP curriculum.

The TVIs programs are encouraged to incorporate the 25-hour common module in their short duration courses to provide period allocation for citizenship training.

- d. All PHEIs, LUCs, and TVIs offering the ROTC program component with at least 350 ROTC cadets, must establish or maintain a Department of Military Science and Tactics (DMST), subject to existing rules and regulations. The DMSTs that have been approved and activated prior to the approval of this IRR shall retain its status regardless of the number of cadets. However, for DMSTs that will be created after the approval of this IRR, a minimum requirement of 350 cadets shall be satisfied. In cases where the number of cadets will be lesser than 350, the provisions of clustering in Section 7 hereof shall be followed.
- e. The Philippine Military Academy (PMA), Philippine Merchant Marine Academy (PMMA), Philippine National Police Academy (PNPA) and Maritime Academy for Asia and the Pacific (MAAP) are exempted from the NSTP, in view of the special character of these institutions. Other HEIs of similar nature will be exempted but will be subject to approval of the CHED, TESDA and DND and subject to the guidelines which may hereinafter be issued.

Section 5. Program Components

- a. The NSTP shall have the following components from which the students can choose from, as defined in Rule II, Section 3 hereof: ROTC, LTS, and CWTS.
- b. All program components shall give emphasis on citizenship training and shall instill patriotism, moral virtues, respect for the rights of civilians, and adherence to the Constitution.
- c. The CHED and TESDA, in consultation with the DND, Philippine Association of State Universities and Colleges (PASUC), Coordinating Council of Private Educational Associations (COCOPEA), and other concerned government agencies may design and implement other non-military training components as deemed necessary, in consonance with the provisions of RA 9163.
- d. A one (1)-day orientation regarding the three (3) NSTP components shall be offered to incoming first year college students prior to their enrollment for them to effectively comprehend each component. The orientation shall form part of the advocacy campaign to be led by CHED, TESDA, and DND in collaboration with the Department of Education (DepEd).
- e. Appropriate strategies and materials for the one (1)-day orientation such as informational videos highlighting the three (3) NSTP components shall be developed by the CHED, TESDA and DND, in consultation with the DepEd.

Section 6. Duration and Equivalent Course Unit

- a. Students for each of the NSTP components shall undergo the NSTP Program for an academic period of two (2) semesters and credited for three (3) units per

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semester. CHED and TESDA shall determine the equivalent course unit and training hours for HEIs and TVIs, respectively.

- b. A One (1) Summer Program (OSP) in lieu of the two (2) semester program of ROTC, CWTS, and LTS shall be designed, formulated, and adopted by the DND, CHED, and TESDA, subject to the capabilities of the school and the AFP.
- c. CHED and TESDA shall issue guidelines stating that the earned NSTP units shall not be included in the computation of the Grade Point Average (GPA) of graduating students.

Section 7. Clustering and Cross-Enrollment

- a. Clustering of students from different education institutions during semestral or summer periods may be done for the ROTC component, taking into account the logistics, Branch of Service, and geographic locations. The host school shall be responsible in managing the Program.
- b. NSTP students shall be allowed by the concerned HEI/TVI to cross-enroll in any CHED or TESDA recognized institution. For schools that do not meet the required number of students to maintain the optional ROTC or any of the NSTP components, students shall be allowed to cross-enroll to other schools, regardless of whether the NSTP components in the said schools are being administered by the same or another Branch of Service of the AFP, CHED, and TESDA.
- c. Cross-enrolling students shall be subject to the existing rules and regulations of the school of origin and the accepting school.

Section 8. Management, Monitoring, and Evaluation

a. Management

- a.1. The school authorities shall exercise academic and administrative supervision over the design, formulation, adoption, and implementation of the different NSTP components in their respective schools, subject to the provisions hereof.
- a.2. There shall be an NSTP Office in each SUC, LUC, TVI, and PHEI headed by an NSTP Director or its equivalent position responsible for the implementation of the Program. Each of the NSTP components is considered a distinct and/or separate unit under the NSTP Office, and the head of the unit shall report directly to the NSTP Director or its equivalent position.
- a.3. A functional chart of the NSTP Office shall be structured based on the capability of the institution to sustain the program component being offered based on the number of enrollees.
- a.4. The DND-AFP, through the Major Service Reserve Commands (MSRC), shall formulate and administer the training modules for the ROTC Program.
- a.5. In the case of ROTC, the school authorities and the DND, through the AFP, subject to the policies, regulations, and programs of the DND on the military component of the training, shall exercise joint supervision over its implementation.
- a.6. The CHED, TESDA and DND shall establish NSTP Joint Committees at the national, regional, provincial and city levels. A Tripartite

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Agreement shall be executed by the CHED, TESDA and DND within sixty (60) days from the effectivity of this IRR to create and provide the general operational guidelines of the NSTP Joint Committees.

The NSTP Joint Committees shall coordinate and establish linkages and substantive engagements with DRRM Councils at the provincial, regional, and national levels on matters of training and mobilization.

- a.7. Non-government organizations (NGOs) contracted by the school must secure a joint accreditation from CHED and DND or TESDA and DND to formulate and administer training modules for CWTS and LTS components.
- a.8. The CHED, DND, and TESDA shall jointly exercise academic and administrative supervision over such accredited NGOs. Within forty-five (45) days from approval and issuance of this IRR, CHED, TESDA and DND shall issue the necessary guidelines for the accreditation of NGOs, as well as the training modules to be utilized by these NGOs.

The training modules to be utilized by these NGOs shall be in consonance to the approved and prescribed Program of Instruction. Further, the NGOs must be accredited by the Provincial NSTP Joint Committee and the Provincial DRRMO.

b. Monitoring and Evaluation

- b.1. The created NSTP Joint Committee at the provincial, regional, and national levels shall be responsible for monitoring all the program components in all HEIs and TVIs.
- b.2. The CHED Regional Offices, TESDA Regional Offices and the DND-AFP, through the MSRC, shall oversee and monitor the implementation of the NSTP under their respective jurisdictions, to determine if the trainings conducted are in consonance with the NSTP Act. These offices shall submit periodic reports to the NSTP Regional Joint Committee to be furnished to the NSTP National Joint Committee for consolidation.
- b.3. The Regional NSTP Joint Committee, along with other concerned government agencies, shall conduct meetings at least thrice a year – scheduled every end of the first semester, end of the second semester, and before the enrollment for the next Academic Year.
- b.4. An Annual NSTP Performance Evaluation (ANPE) shall be conducted towards the end of the school year to evaluate and determine the achievement of the training objectives of the three (3) NSTP program components. CHED, TESDA, and DND (through the MSRC) shall formulate the respective evaluation parameters on program administration and implementation which shall jointly form part of the minimum standards.
- b.5. The Regional Annual Administrative and Tactical Inspection (AATI) shall be conducted by the Major Services of the AFP as the evaluation of performance parameters for the ROTC program.
- b.6. The CHED Regional Offices and TESDA Regional Offices shall conduct an annual evaluation of the implementation of NSRC at HEIs and TVIs, respectively. Further, the guidelines for the NSRC annual evaluation shall be formulated by CHED and TESDA.

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- b.7. A joint evaluation assessing the implementation of the three (3) NSTP components at HEIs and TVIs shall be conducted by the CHED, TESDA, and DND. Guidelines and procedures on the conduct of the joint evaluation shall be formulated by CHED, TESDA, and DND.
- b.8. At the end of every academic year, the HEIs and TVIs shall submit an Annual Report to the CHED and TESDA Regional Offices, respectively, copy furnished the CHED Office of Student Development and Services (CHED-OSDS) and the TESDA Planning Office – Labor Market Information Division in electronic template, indicating the following:
 - b.8.1. Names and Serial Numbers of those who finished under each NSTP component;
 - b.8.2. For the students who have undertaken Advance ROTC, the reserve unit and mobilization center assigned to them;
 - b.8.3. The programs, projects, and activities with photographs and other documentation as far as practicable; and
 - b.8.4. Financial statements on the funds collected and utilized. The annual report on NSTP by the SUC/TVI shall be made available to faculty, students, and the general public through the NSTP Office.

In regions with universities and colleges having two or more campuses, the university concerned shall consolidate all the reports before submitting to CHED Regional Offices.
- b.9. The CHED, TESDA and DND shall exercise their inherent powers and issue additional guidelines, if needed, to discipline HEIs, enterprises, accredited NGOs and other persons found to be in violation or non-compliant with the provisions of RA 9163 and this IRR.

RULE IV – FEES AND INCENTIVES

Section 9. Fees

- a. No fees shall be collected for any of the NSTP components except basic tuition, which should not be more than fifty percent (50%) of the charges of the school per academic unit.

The NSTP fees of students of SUCs, qualified LUCs, and TVIs shall be covered by RA 10931, otherwise known as the Universal Access to Free Quality Tertiary Education Act.

- b. The collected NSTP fees shall constitute a Trust Fund, which shall be exclusively used for the implementation of the NSTP Law and operation of the Program, including allocation for a reasonable contingency fund, particularly in support to activities not originally included in the Program of Expenditures (POE) prepared by the ROTC Commandant, the CWTS/LTS Coordinator, and the NSTP Director and approved by the school head.

- c. The funds derived from NSTP-related operations shall serve as augmentation to sustain unprogrammed activities of the NSTP.
- d. The unspent fund balance shall be carried over to the next semester, provided that the NSTP funds shall not be converted into savings at the expense of the proper implementation of the program.
- e. Subsidies from the government and/or from any legal agency or institution appropriated for NSTP shall be included in the preparation of the POE and report on the utilization of funds by the schools.
- f. Expenditures/disbursement shall be subjected to periodic audits by the proper school authorities for private entities and in accordance with government accounting and auditing rules for public entities and concerned NSTP Offices.
- g. The NSTP Component (ROTC/CWTS/LTS) coordinators shall submit a comprehensive report on the utilization of the NSTP Funds to their respective NSTP Directors two (2) weeks after the end of every semester. The ROTC Commandants shall submit the same report to their respective MSRCs.
- h. The NSTP Director or its equivalent shall submit a consolidated comprehensive report on the utilization of the NSTP Funds by program component to the school head, within 30 calendar days after the end of every semester.
- i. Rental space of school and other similar expenses shall be shouldered by the SUCs/TVIs.

Section 10. Incentive, Insurance, and Protection

a. Incentives

- a.1. A program of assistance/incentives for ROTC students shall be provided and administered by the DND in accordance with existing laws and regulations and with the funds for the said purpose to be included in its annual regular appropriations, subject to the availability of funds.
- a.2. A Special Scholarship Program and incentives for qualified NSTP students shall be administered by the CHED and TESDA, with the funds for the said purpose to be included in the annual regular appropriations of the two agencies, subject to the availability of funds. A scholarship program specifically for the ROTC cadets shall be provided by the CHED and AFP.
- a.3. The SUCs may provide scholarship and other forms of assistance and incentives to qualified and deserving NSTP students, the funding of which shall come from available NSTP funds of the school.
- a.4. Personnel involved in the NSTP shall be provided an honorarium and other incentives based on the standard policy set forth by the HEIs and TVIs implementers.

b. Insurance and Protection

- b.1. School authorities concerned, CHED, and TESDA shall ensure that health and accident group insurances are provided to the students enrolled in any of the NSTP components.
- b.2. Schools that already provide health and accident group insurances and collect the necessary fees from their students for the purpose,

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as per the effectivity of these rules, are deemed to have complied with this requirement.

RULE V – ORGANIZATION OF NSTP GRADUATES

Section 11. Organization of NSTP Graduates

- a. Graduates of the non-ROTC components of the NSTP shall belong to the National Service Reserve Corps (NSRC) and may be mobilized by the State for literacy and civic welfare activities, especially in DRRM, through the joint efforts of DND, CHED, and TESDA, in coordination with the network and members of or through the Disaster Risk Reduction and Management Councils at the National, Regional and Local Levels, as well as other concerned agencies, organizations, and non-government agencies.
- b. Within 30 days from the approval of this IRR, the CHED, TESDA, and DND, in consultation with other concerned government and non-government agencies, shall issue the necessary guidelines for the establishment, organization, maintenance, and utilization of the NSRC.
- c. Graduates of the ROTC program shall form part of the Citizen Armed Force pursuant to RA 7077, subject to the requirements and policies of the DND.
- d. ROTC graduates shall be organized into School-Based Ready Reserve Units (SRRU) to sustain training and respond to contingencies with their campuses as their mobilization centers with the proper and necessary coordination with HEIs or TVIs, in accordance with the rules, regulations or appropriate orders from the DND and AFP.

RULE VI – MISCELLANEOUS PROVISIONS

Section 12. Certificate of Completion

Certificates of Completion with corresponding Serial Numbers issued by CHED, TESDA or DND, shall be awarded by the SUCs, TVIs, LUCs, and PHEIs to students who have successfully complied with the program requirements. Such Serial Numbers shall be indicated in the official Transcript of Records of each NSTP graduate.

Section 13. Information Dissemination

The CHED, TESDA, and DND, with the assistance of the DILG, NYC, PIA, OCD and ULAP, PASUC, COCOPEA, PSNEI, DepEd and other NGOs, shall provide information on the NSTP Act of 2001 and its Revised IRR to all concerned publics through different modes of information dissemination.

Section 14. Amendatory Clause

- a. Section 35 of Commonwealth Act No. 1, s-1953; Executive Order No. 207, s-1939; Sections 2 and 3 of Presidential Decree No. 1706, s-1980; and Sections 38 and 39 of RA 7077, s-1991; as well as all laws, decrees, orders, rules and regulations, and other issuances by CHED, TESDA, and/or the DND which are inconsistent with the provisions of RA 9163 and this IRR shall be deemed amended or repealed and modified accordingly.

- b. These Rules may be amended, modified, or replaced jointly by CHED, TESDA, and DND, in consultation with PASUC, COCOPEA, NGOs, and recognized student organizations.

Section 15. Separability Clause

If any provisions hereof shall be declared unconstitutional or invalid, the other sections or provisions not affected, thereby shall remain in full force and effect.

Section 16. Effectivity

These Rules shall take effect fifteen (15) days after publication in a newspaper of general circulation or publication in the online official gazette and shall remain in force and effect until revoked or amended.

Adopted and Issued: In witness whereof, the Parties herein hereby affix their signatures this 23rd day of November 2021.

SECRETARY DELFIN N. LORENZANA
Secretary, Department of National Defense and Chairperson,
National Disaster Risk Reduction and Management Council



SECRETARY J. PROSPERO E. DE VERA III
Chairman, Commission on Higher Education

SECRETARY ISIDRO S. LAPEÑA
Director General, Technical Education and Skills
Development Authority

UP Diliman Guidelines for Implementing NSTP

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 Pahunungod 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 "Iskolar ng 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 plans.

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 'field-work' aspect of the NSTP 2.

- ♦ **UP Education** - As "Iskolar ng 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

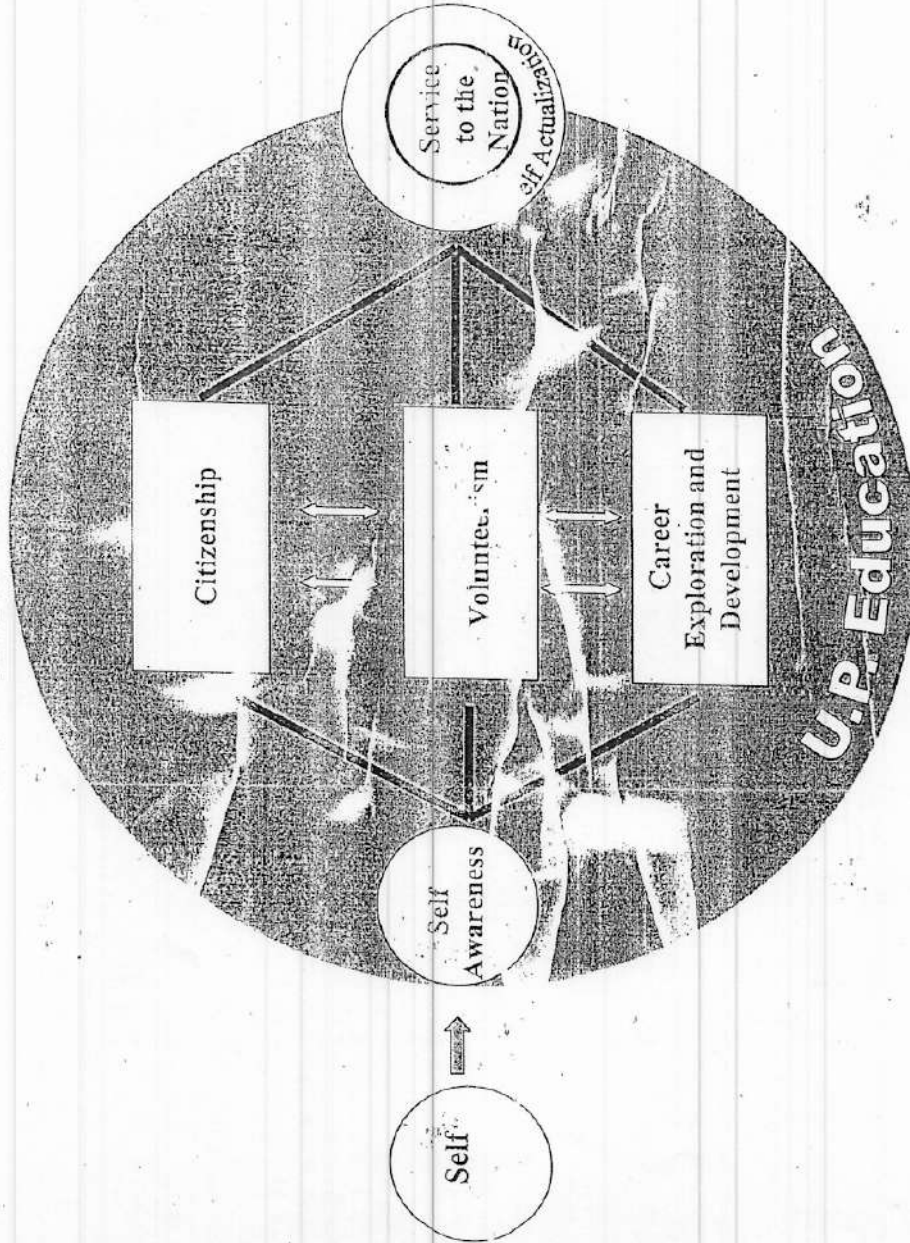
XI. Timetable

The table below (Table 1) shows the suggested timetable and the corresponding preparatory activities that would be undertaken prior to NSTP implementation.

Table 1. Timetable

Month	Consultation/info dissemination	Program/Syllabus Dev't (MS and CWTS)	Guidelines On the roles of the Univ, students, partner orgs.	Faculty Orientation	Accred 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



2021 Implementing Guidelines and Procedures (IGP) of the National Service Reserve Corps



REPUBLIC OF THE PHILIPPINES
NATIONAL DISASTER RISK REDUCTION AND MANAGEMENT COUNCIL
National Disaster Risk Reduction and Management Center, Camp Aguinaldo, Quezon City, Philippines

MEMORANDUM
No. _____, s. 2021

TO: ALL CHAIRPERSONS AND MEMBERS OF DISASTER RISK REDUCTION AND MANAGEMENT COUNCILS AT THE NATIONAL, REGIONAL, PROVINCIAL, CITY, MUNICIPAL LEVELS AND BARANGAY DISASTER RISK REDUCTION AND MANAGEMENT COMMITTEES, HEADS OF NATIONAL GOVERNMENT AGENCIES, CONSTITUTIONAL OFFICES, STATE UNIVERSITIES AND COLLEGES, TECHNICAL VOCATIONAL INSTITUTIONS, PRIVATE COLLEGES AND UNIVERSITIES, GOVERNMENT OWNED AND/OR CONTROLLED CORPORATIONS, AND PRIVATE STAKEHOLDERS

SUBJECT: Updated Implementing Guidelines and Procedures (IGP) for the Accreditation and Operationalization of the National Service Reserve Corps (NSRC)

1. REFERENCES

- 1.1. Republic Act (RA) 10121 or the "Philippine Disaster Risk Reduction and Management (DRRM) Act of 2010"
- 1.2. Republic Act 9163 or the "National Service Training Program (NSTP) Act of 2001"
- 1.3. National Disaster Risk Reduction and Management Council (NDRRMC) Implementing Guidelines and Procedures on the Development, Organization, Training, Administration, Utilization, Mobilization, Operation, Accreditation, Protection, and Funding of the National Service Reserve Corps (NSRC) Issued in 2012
- 1.4. NDRRMC Resolution approving the Updated Implementing Guidelines and Procedures (IGP) for the Accreditation and Operationalization of the National Service Reserve Corp (NSRC) dated 08 June 2021

2. RATIONALE

Pursuant to Republic Act (RA) 9163, or the National Service Training Program (NSTP) Act of 2001, the NSTP was institutionalized as a program to enhance civic consciousness and defense preparedness in the youth sector while undergoing training in any of its three (3) program components, namely: (1) Reserve Officers Training Corps (ROTC); (2) Literacy Training Service (LTS); and (3) Civic Welfare Training Service (CWTS).

Office of Civil Defense Capacity Building and Training Service
Telefax: (+632) 8-912-4832 / (+632) 8-421-1926
Email: ocdndrrmctraining2020@gmail.com; Website: www.oecd.gov.ph

Further, Section 11 of RA 9163 mandated the creation of the National Service Reserve Corps (NSRC) to be composed of NSTP graduates of the non-military components and the accreditation thereof. As the law provides, the members of the NSRC may be tapped by the State for literacy and civic welfare activities through the joint effort of the Department of National Defense (DND), Commission on Higher Education (CHED), and Technical Education and Skills Development Authority (TESDA).

To operationalize the mobilization of the NSRC, the joint committee, through the National Disaster Risk Reduction and Management Council (NDRRMC), issued the Implementing Guidelines and Procedures (IGP) for the same in 2012, which remained as the primary reference for the NSRC's implementation.

With disaster risks increasing, there is a need to harness the role of the NSRC and mobilize the operating units across all thematic areas of DRRM. However, some of the provisions of the existing NSRC IGP have been rendered outdated. Hence, the need for the NSRC IGP to be reviewed and updated.

As approved by the NDRRMC in its Resolution dated 08 June 2021, this NDRRMC Memorandum is hereby issued to provide for the updated NSRC IGP.

3. PURPOSE

The purpose of this NDRRMC Memorandum is to update the implementing guidelines and procedures for the accreditation and operationalization of the NSRC.

4. OBJECTIVES

The general objective of this NDRRMC Memorandum is to provide guidelines on the accreditation and operationalization of the NSRC. The specific objectives of this NDRRMC Memorandum are as follows:

- 4.1. To prescribe the procedures for development, organization, training, administration, utilization, mobilization, operation, accreditation, protection, and databasing of NSRC units as SBNUs and CBNUs;
- 4.2. To specify the training requirements to be undertaken by SBNUs and CBNUs;
- 4.3. To prescribe literacy, civic welfare, and mobilization activities for NSRC units across the four (4) DRRM thematic areas; and
- 4.4. To clarify funding mechanisms to support NSRC-related activities.

5. SCOPE

The coverage of this NDRRMC Memorandum shall cover all School-Based NSRC Units (SBNUs) and Community-Based NSRC Units (CBNUs) that are organized under the authorities of concerned agencies and institutions. Likewise, it shall apply to all NSRC units that have already been established prior to the approval of this amended NSRC IGP.

6. DEFINITION OF TERMS

- 6.1. **Accreditation** – refers to the process of determining the suitability and capability of an individual to perform DRRM tasks, based on the criteria and guidelines to be issued by the OCD and DILG in consultation with other concerned agencies, offices, organization, or entities.
- 6.2. **Accredited Community Disaster Volunteer (ACDV)** – refers to individuals or organized volunteers, who possess the requisite qualifications stipulated in the Policy Guidelines for Accreditation, Mobilization, and Protection of Community Disaster Volunteers and whose names were submitted and officially included in the LDRRMC List of Community Disaster Volunteers, and/or national roster of ACDVs maintained by the OCD
- 6.3. **Civic Welfare Training Service (CWTS)** – refers to the NSTP component or activities contributory to the general welfare and the betterment of life for the members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation, moral of the citizenry, and other social welfare services
- 6.4. **Community-Based Disaster Risk Reduction and Management (CBDRRM)** – refers to a process of disaster risk reduction and management in which at risk communities are actively engaged in the identification, analysis, treatment, monitoring and evaluation of disaster risks in order to reduce their vulnerabilities and enhance their capacities, and where the people are at the heart of decision-making and implementation of disaster risk reduction and management activities
- 6.5. **Community-Based NSRC Units (CBNU)** – refers to the established organizations of graduates of the CWTS or LTS components of the NSTP Program who have graduated from their formal academic education under the HEIs under CHED or technical-vocational institutions (TVIs) under TESDA
- 6.6. **Higher Educational Institutions (HEIs)** – refers to universities, colleges, and other educational institutions offering higher education
- 6.7. **Literacy Training Service (LTS)** - refers to the Program component designed to train the students to teach literacy and numeracy skills to school

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Updated Implementing Guidelines and Procedures (IGP) for the National Service Reserve Corps (NSRC)

children, out-of-school youths, and other segments of society in need of their services;

- 6.8. **Mobilization** – refers to the official act of calling upon NSRC reservists and NSRC units to report to their respective designated mobilization centers and organized to perform duty as disaster responders and other DRRM tasks.
- 6.9. **Mobilization Order** – refers to verbal or written instruction coming from the City or Municipal LDRRMO, Provincial LDRRMO, or the OCD Regional Director requesting a Volunteer Mobilizing Organization (VMO) to mobilize its volunteers for DRRM-related activities.
- 6.10. **National Service Reserve Corps (NSRC)** – an organization composed of graduates of Civic Welfare Training Service (CWTS) and Literacy Training Service (LTS) components of the National Service Training Program (NSTP) as mandated by Republic Act 9163 (NSTP Act of 2001);
- 6.11. **NSRC Reserve Group (NRG)** – refers to the highest level of organization of NSRC reservists composed of at least five (5) or more NSRC sections organized at the provincial level and highly urbanized cities, as well as Higher Education Institutions (HEIs), and Technical-Vocation Institutions (TVIs)
- 6.12. **NSRC Reservist** – refers to an individual who is a graduate of the CWTS or LTS component of the NSTP with a designated NSRC serial number
- 6.13. **National Service Training Program (NSTP)** - refers to a program aimed at enhancing civic consciousness and defense preparedness in the youth by developing the ethics of service and patriotism while undergoing training in any of the three (3) program components. Its various components are specially designed to enhance the youth's active contribution to the general welfare;
- 6.14. **School-Based NSRC Units (SBNU)** – refers to the established organization of students or graduates of the CWTS or LTS components of the NSTP who are still enrolled in the HEIs and TVIs
- 6.15. **Technical-Vocational Education and Training (TVET)** – refers to the education process designed for post-secondary and lower tertiary levels, officially recognized as non-degree programs aimed at preparing technicians, paraprofessionals and other categories of middle-level workers by providing them with a broad range of general education, theoretical, scientific and technological studies, and related job skills training
- 6.16. **Technical-Vocational Institutions (TVIs)** – refers to an institution whether public or private offering technical vocational education and training (TVET) program/s. This shall include TESDA Technology Institutions, Public and Private Technical Vocational Institutes, and Higher Education Institutions

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(HEIs), State Universities and Colleges (SUCs), Local Colleges and Universities (LUCs), Training Centers, and enterprises offering TVET programs.

- 6.17. **Volunteer Mobilizing Organization (VMO)** – refers to organizations, such as government agencies, civil society organizations (CSO), private sector groups or local government units (LGUs), which community disaster volunteers (CDVs) are members and are responsible for the accreditation and registration, mobilization, and protection of CDVs.

7. POLICY STATEMENT

This NDRRMC Memorandum is issued to further strengthen the establishment of the NSRC as a continuing effort to operationalize civic engagement through acts of DRRM volunteerism pursuant to the engagement of volunteers in the government's DRRM programs towards complementation of resources and effective delivery of services to the citizenry as identified in Republic Act No. 10121.

8. GENERAL GUIDELINES

- 8.1. The NSRC shall be composed of graduates of the CWTS and LTS components of NSTP. An NSRC Unit is classified as either an SBNU (composed of CWTS and LTS graduates and organized within the jurisdiction of the HEI and TVI) or a CBNU (composed of CWTS and LTS graduates and are now serving their community).
- 8.2. CHED and TESDA shall have the overall responsibility to supervise and regulate the operationalization of SBNUs in HEIs and TVIs, respectively. On the other hand, the local government units (LGUs) through the LDRRMOs, and in coordination with Barangay DRRMCs, shall have the overall responsibility to supervise and regulate the operationalization of CBNUs in their respective localities.
- 8.3. The role of LGUs in the out-of-campus immersions of CWTS and LTS classes shall be coordinated with the NSTP Office and the DRRM office of the HEI/TVI and the DRRMOs. These CBNUs shall be utilized in DRRM activities of the communities (Prevention and Mitigation, Preparedness, Response, and Rehabilitation and Recovery).
- 8.4. Member agencies of the DRRMCs at the national, regional, and local levels shall be enjoined to advocate for DRRM volunteerism through the NSRC and shall actively support the organization of the NSRC units and offices in their respective areas of responsibilities and implementation of NSRC-related programs, activities, and projects.

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Updated Implementing Guidelines and Procedures (IGP) for the National Service Reserve Corps (NSRC)

9. RESPONSIBILITY

- 9.1. **The Secretary of National Defense (SND)** as Chairperson of the NDRRMC through the Administrator, OCD shall exercise overall responsibility on the development, organization, training, administration, utilization, mobilization, operation, accreditation, protection, and funding of the NSRC.
- 9.2. **The Chairperson of Commission on Higher Education (CHED)** through the HEIs shall be responsible for the issuance of NSRC serial numbers to all CWTS and LTS graduates of the NSTP and the development, organization, training, administration, utilization, mobilization, operation, accreditation, protection, and funding of school-based NSRC Reservist Units in HEIs under its jurisdiction.
- 9.3. **The Director General, Technical Education Services and Development Authority (TESDA)** through the TVIs shall be responsible for the issuance of NSRC serial numbers to all CWTS and LTS graduates of the NSTP and development, organization, training, administration, utilization, mobilization, operation, accreditation, protection, and funding of school-based NSRC Reservist Units in TVIs under its jurisdiction.
- 9.4. **The Secretary, Department of the Interior and Local Government (DILG)** through the LGUs/LDRRMCs shall be responsible for the development, organization, training, administration, utilization, mobilization, operation, accreditation, protection, and funding of community-based NSRC Units from the provincial down to the barangay level.
- 9.5. **Other Member Agencies, Bureaus, Offices, and Entities of the NDRRMC** shall be responsible for conducting advocacy of volunteerism for DRRM and shall actively support the organization of the NSRC offices in their respective areas of responsibilities and the implementation of its programs and activities.

10. MISSION AND FUNCTION OF THE NSRC

- 10.1. **Mission:** To provide a trained, motivated, and organized manpower reserve that can be tapped by the State for DRRM, civic welfare, literacy, national emergency, environmental protection, and other similar endeavors in the service of the nation.
- 10.2. **Functions:**
 - 10.2.1. To assist in the disaster preparedness, mitigation, response, and rehabilitation programs;
 - 10.2.2. To serve as an auxiliary to the Disaster Risk Reduction and Management Councils (DRRMCs) response units;
 - 10.2.3. To assist in the promotion of civic welfare activities;
 - 10.2.4. To assist in the implementation of literacy programs;

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- 10.2.5. To assist in socio-economic development;
- 10.2.6. To respond in case of mobilization for national emergency;
- 10.2.7. To assist in environmental protection; and
- 10.2.8. To perform other similar endeavors as directed by higher DRRM authorities.

11. ORGANIZATION OF SBNUs AND CBNUs

- 11.1. The NSRC Unit to be established under the Capacity Building and Training Service of the OCD shall be responsible for the supervision and monitoring of the implementation of NSRC development, organization, training, administration, utilization, mobilization, operation, accreditation, and protection of the NSRC from the national down to the regional, provincial, and municipal level. It shall serve as repository of all data pertaining to the NSRC and shall formulate the NSRC manual and operating procedures for the full implementation of the NSRC program as provided for in this IGP and subsequent OCD publications.
- 11.2. The NSRC School Directorate Office (NSDO) shall be established in all HEIs/TVIs. The NSDO shall be responsible for the development, organization, training, administration, and operationalization of the school-based NSRC. The NSRC School Directorate Office shall be placed under the Director of the Disaster Risk Reduction Management Office of HEIs/TVIs.
- 11.3. The NSRC Community Directorate Office (NCDO) shall be organized under the local government units or LDRRMCs at the provincial and municipal level. The LGU/LDRRMC through their respective NCDOs shall be responsible for the development, organization, training, administration, utilization, mobilization, protection, funding, and operation of the NSRC units. The barangay official who leads the Barangay DRRMC in accordance with RA 10121 shall be in-charge of the NSRC at the barangay level unless this is assigned to another barangay official via barangay ordinance or resolution.
- 11.4. School-based NSRC Units (SBNU)
 - 11.4.1. HEIs and TVIs shall be responsible for the development, organization, training, administration, operationalization, funding, and protection of SBNUs.
 - 11.4.2. SBNUs shall be composed of CWTS and LTS graduates who are still enrolled in the HEIs and TVIs. The SBNUs shall be placed under the control and supervision of the DRRM offices and units of the HEIs and TVIs.

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Updated Implementing Guidelines and Procedures (IGP) for the National Service Reserve Corps (NSRC)

11.4.3. CHED ROs and TESDA ROs shall be responsible for the issuance and maintenance of NSRC serial numbers to all the graduates of CWTS and LTS components of the NSTP to become officially organized as SBNUs. For this purpose, all organized SBNUs shall be issued with activation orders by the HEIs and TVIs.

11.5. Community-based NSRC Units (CBNU)

11.5.1. The CBNUs shall be established and organized by the DILG through the LGUs in all the city, municipal, and provincial levels. The LGUs, through their LDRRMOs and Provincial DRRMOs, shall be responsible for the organization and administration of the CBNUs.

11.5.2. CBNUs shall be composed of graduates of LTS and CWTS components, who have served as SBNUs with corresponding serial numbers issued by CHED ROs and TESDA ROs. The CBNUs shall be placed under the control and supervision of the LDRRMOs in their respective localities.

12. ADMINISTRATION OF NSRC RESERVIST UNITS

12.1. The OCD shall:

12.1.1. Coordinate with DND, CHED, TESDA, and DILG regarding the formulation of a system of morale and welfare upliftment that will include but not limited to the following: Awards, Ranks, Promotions, and Training.

12.1.2. Coordinate with DND, CHED, TESDA, DSWD, DILG, DENR, and other relevant agencies the formulation of an NSRC Reservist Career Development System to cover DRRM, civic welfare, literacy, national emergency, environmental protection, and other similar endeavors.

12.2. NSRC Reservists shall be accounted for during NSRC assembly test or actual assembly during mobilization by their LDRRMCs. Assembly tests shall be held at least twice a year at the barangay level.

13. REGISTRATION AND ACCREDITATION OF NSRC RESERVIST

13.1. Members of the SBNUs shall be required to register in their respective barangays of residence and shall secure a barangay certification that he/she is registered and accounted for. The certificate to be issued shall be a requirement for college/program graduation and shall be free-of-charge to

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Updated Implementing Guidelines and Procedures (IGP) for the National Service Reserve Corps (NSRC)

the student. Further, the barangay shall charge the expenses to their respective DRRM funds.

- 13.2. Registration of the members of the CBNUs as NSRC Reservists in their respective localities shall be done by the LGUs at the barangay level.
- 13.3. Accreditation of the members of the CBNUs as NSRC Reservists shall be done at the city and municipal level. The LGUs at barangay, city, and municipal levels shall comply with the registration and accreditation guidelines to be issued by the DILG.
- 13.4. An individual NSRC Reservist may register at any CSO, private sector, or barangay where he/she resides or works and be accredited at the city or municipality for him/her to be an ACDV. The CSO, private sector, or barangay that the NSRC Reservist has registered at shall now apply for accreditation as VMOs at their respective localities.
- 13.5. As stipulated in RA 10121, accreditation of NSRC and ACDVs shall be done at the city or municipal level through the LDRRMCs. CBNU which the NSRC Reservists belong shall apply for accreditation as VMOs for their members to become ACDVs. Further, the members of the CBNU that are accredited as VMOs shall be automatically accredited as ACDVs.

14. DATABASING OF SBNUs AND CBNUs

14.1. School-Based NSRC Units (SBNU)

- 14.1.1. CHED and TESDA shall submit the complete list of graduates to the OCD Central Office for consolidation. The national database of LTS and CWTS completers consolidated by the CHED and TESDA shall be provided, if necessary. Database of NSTP graduates shall provide sex-disaggregated data.
- 14.1.2. Database of SBNU including the Serial Numbers issued by the CHED ROs and TESDA ROs shall be subject for consolidation and submission to their respective OCDROs. In addition to the serial numbers, the database shall include but not limited to the students' complete name, name of school, course/program, sex, birthdate, present residence/home address, provincial address, contact number/s, email address, and present status as a student (if still in school). Further the same shall be subject to the pertinent rules and regulations of RA No. 10173, otherwise known as the Data Privacy Act of 2012.

14.2. Community-Based NSRC Units (CBNU)

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Updated Implementing Guidelines and Procedures (IGP) for the National Service Reserve Corps (NSRC)

14.2.1. Database of CBNU as NSRC shall be furnished by the LDRRMOs to the OCD Regional Office for consolidation and submission to the OCD Central Office through the CBTS and OS. The NSRC database of CBNU shall include, among others, full name, date and place of birth, name of school and date graduated from NSTP, present residence/home address, present occupation.

14.2.1.1. The LDRRMOs at city or municipal level shall submit the list of CBNU as ACDVs at least annually to the Regional DRRMC for inclusion in the National Roster of ACDVs that shall be maintained by OCD Central Office through the CBTS and OS.

14.2.2. In addition to the serial number issued to CBNU, the CBNU accredited as ACDVs shall also be issued a unique personal identification number and with an identification card.

15. UTILIZATION

15.1. The NSRC reservists and units shall be utilized in accordance with the PDRRM Act of 2010 (RA 10121) and the NSTP Act of 2001 (RA 9163) which include but not limited to the following:

15.1.1. DRRM: Mitigation, Preparedness, Prevention, Response, Relief, and Rehabilitation

15.1.2. Environmental Protection/Preservation and Rehabilitation

15.1.3. Civic Welfare and Literacy Activities; and

15.1.4. Other tasks needed to address emergencies/calamities/crises.

15.2. OCD shall prescribe the procedures for the utilization of the NSRC Reservists and Units in coordination with CHED/TESDA for school-based NSRCs and with DILG and LGUs/LDRRMCs for community-based NSRCs.

16. MOBILIZATION

16.1. NSRC Units

16.1.1. SBNU, in case of disaster or emergencies, may be mobilized by the OCD in coordination with HEIs under CHED and TVIs under TESDA, provided that they are of legal age.

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Updated Implementing Guidelines and Procedures (IGP) for the National Service Reserve Corps (NSRC)

- 16.1.2. The concerned HEI or TVI shall provide the necessary administrative and logistics requirement such as insurance, food, transportation, temporary shelter, and other benefits covered under RA 10121. In the event the SBNU is deployed or utilized outside the immediate vicinity of the school, the LDRRMC provide additional logistics, protection, and insurance requirements.
- 16.1.3. Mobilization and deployment of NSRC units outside of the locality shall emanate from a higher authority as defined under Section 15 of RA 10121. The SND, through the Administrator, OCD shall have the power to mobilize NSRC reservist units for DRRM purposes and other national emergency or crisis situations.
- 16.1.4. The OCD through the Operations Service (OS) shall be mainly responsible for the supervision of deployment and monitoring of NSRC units during emergency cases from the national level.
- 16.1.5. The Chairperson of the LDRRMCs shall have the power to mobilize the NSRC units based in their respective localities for DRRM response within their geographical jurisdiction upon the declaration of a state of calamity.
- 16.1.6. The mobilization and deployment of NSRC units at the regional level shall be the responsibility of the OCD Regional Offices (ROs), in coordination with the Provincial DRRMOs.
- 16.1.7. The LGUs, through LDRRMOs and BDRRMCs, shall be mainly responsible for the operation and mobilization of the NSRC units in their respective localities.

16.2. CBNU accredited as ACDVs

- 16.2.1. A 'mobilization order' shall be issued by the LDRRMOs instructing CBNU accredited as VMOs to mobilize their ACDVs for DRRM-related activities.
- 16.2.2. Costs related to the mobilization of the volunteers will be primarily borne by the VMOs. These include, but are not limited to: transportation, equipment, supplies and materials, rations and shelter.
- 16.2.3. In the event of large-scale disaster, the PDRRM Officer or the OCD Regional Director may issue the 'mobilization order' to CBNU accredited as VMOs requesting them to mobilize their ACDVs. This shall be done in close coordination with the accrediting LDRRMOs.

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The PDRRMO or OCD Regional Director, in coordination with the accrediting LDRRMO, may deploy ACDVs coming from any City or Municipality in the region to affected areas within their jurisdiction.

16.2.4. RDRRMCs may request for volunteer support from other RDRRMCs; accredited CBNU as VMOs may also be requested to assist in other regions, especially during disaster response. Proper coordination processes and protocols, however, shall have to be ensured with the VMOs' accrediting LDRRMOs.

16.2.5. CBNU accredited as VMOs shall comply with the specific mobilization procedures stipulated in the ACDV guidelines to be issued by the OCD Central Office.

17. OPERATION

17.1. OCD:

17.1.1. OCD through the Capacity Building and Training Service shall formulate Standard Operating Procedures (SOPs) for the overall and specific operation of the NSRC units

17.1.2. It shall closely supervise the conduct of NSRC operations nationwide and ensure proper coordination with the HEIs under CHED, TVIs under TESDA, and with the LGUs/LDRRMCs at all levels

17.1.3. It shall conduct periodic operational exercises to evaluate the actual operational capability of NSRC units at all levels.

17.2. HEIs under CHED and TVIs under TESDA

17.2.1. There shall be an NSDO in every HEIs under CHED and TVIs under TESDA that will be in-charge in the development, organization, training, equipage, administration, and deployment of the school-based NSRC unit

17.2.2. The officials of every HEIs under CHED and TVIs under TESDA shall be responsible in the utilization of the SBNU as first disaster responders in their respective school campuses and their immediate vicinities.

17.3. LGUs

17.3.1. The LGUs shall have the primary responsibility as First Responder during disasters in their respective localities as provided for in Section 15 of RA 10121. As such, there shall be an NCDO established at the provincial and municipal levels that will be responsible for the development, organization, training, equipage, administration, and deployment of their respective CBNUs

17.3.2. LGUs shall deploy and utilize NSRC units in accordance with the SOPs prescribed by OCD.

18. TRAINING

18.1. The OCD through the CBTS, in coordination with DND, CHED, TESDA and other relevant subject matter experts, authorities, and organizations shall develop appropriate DRRM training programs and other learning and development interventions to capacitate the NSRC reservists with the skills and experience required to render their services.

18.2. CBNUs shall undergo other specific DRRM training based on their skills and competencies, as well as on the needs of the concerned LGUs.

18.3. For SBNU

18.3.1. The HEIs/TVIs shall require all CWTS and LTS students to complete the following at the minimum:

18.3.1.1. 1st Semester: Community-based DRRM Training

18.3.1.2. 2nd Semester: Completion of CBDRRM Action Plan

18.3.2. The Community-based DRRM Training shall be conducted by the LDRRMOs to be assisted by OCDROs. The completed CBDRRM Action Plan shall be submitted to LDRRMOs.

18.3.3. CHED through HEIs shall standardize and institutionalize literacy programs and training to enable students to teach literacy and numeracy skills to children and out-of-school youth and the civic welfare training service program to enhance the civic consciousness of students by developing the value of service and commitment for the welfare and betterment of life of all members of the community.

18.3.4. The TVIs with recognized programs registered by the TESDA shall standardize and institutionalize various civic welfare training service

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programs, including but not limited to health, education, DRRM, climate change adaptation, and environmental consciousness.

18.4. For CBNU

18.4.1. The LDRRMOs shall ensure DRRM training courses for CBNUs organized within their areas of responsibility. The DRRM training courses shall encompass all the DRRM thematic areas in accordance with the training needs, skills, and qualifications of the CBNUs.

18.4.2. The LGUs may tap the OCD and other government agencies and authorities for the provision of technical assistance for DRRM training.

19. ACCREDITATION OF DRRM TRAINING ORGANIZATION FOR NSRC

19.1. The OCD, in consultation with CHED, TESDA, and DILG shall prescribe the procedures, qualifications, processes, criteria, and other requirements for the accreditation of training organization, and certification for individual trainers.

19.2. The OCD shall be responsible for the processing and approval of the application for accreditation of the training organization, assessment, and certification of individual trainer/s for NSRC. All government agencies mandated and involved in the conduct of DRRM training shall be qualified for accreditation as a training organization for NSRC reservists.

19.3. Only competent and authorized trainers from accredited training organizations or institutions shall be allowed to conduct DRRM training activities.

19.4. Training organizations shall be duly registered with Securities and Exchange Commission (SEC) and Department of Trade and Industry (DTI), specifically for the purpose of conducting DRRM trainings.

20. PROTECTION

20.1. For SBNU

20.1.1. The protection of SBNUs during training, mobilization, deployment, and utilization shall be the responsibility of the concerned HEI and TVI, in coordination with CHED ROs and TESDA ROs, respectively.

20.1.2. The HEI and TVI, in coordination with CHED and TESDA, respectively, shall be responsible for providing the insurances logistics, and other necessary benefits, including hospitalization for

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SBNU members who incur injury while undergoing training, mobilization, and deployment.

20.1.3. CHED and TESDA shall issue specific guidelines for the insurance and protection of the SBNUs.

20.2. For CBNUs

20.2.1. CBNUs accredited as ACDVs shall be provided with personal accident insurance with a minimum coverage of P100,000.00; at a minimum, this insurance must include coverage for accidental death or dismemberment, permanent disability and hospitalization cost reimbursement.

20.2.2. Regional and Local DRRMCs shall extend the following compensatory benefits to the members of CBNUs accredited as VMOs:

20.2.2.1. burial assistance, in case of death of a volunteer;

20.2.2.2. free medical service and/or hospitalization in a government hospital for mission-acquired illness or injury;

20.2.2.3. access to counselling, post-trauma stress debriefing, or psychosocial support services;

20.2.2.4. other benefits or assistance the Regional and LDRRMCs may be able to provide

20.2.3. CBNUs accredited as ACDVs must be included in the LDRRMO's official list of ACDVs in order to be entitled to insurance and compensatory benefits.

20.2.4. Regional and LDRRMCs may preposition or donate PPEs to CBNUs accredited as VMOs for the use of their ACDVs. PPEs may include, but are not limited to: protective headgear, ear plugs, boots, gloves, masks, safety goggles, first aid kits. Other equipment may also be provided to VMOs, including communication equipment, search and rescue equipment, life jackets, etc.

21. FUNDING

21.1. All public and private HEIs and TVIs are enjoined to allocate funding to support NSRC activities and requirements of the SBNUs. The sources of funding shall be the allocated NSTP funds, training funds of both HEIs and TVIs, and allocated funds from the DRRM Offices in SUCs.

21.2. All expenses to support the CBNUs shall be charged against the Local Disaster Risk Reduction and Management Fund (LDRRMF) of the LGU.

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Updated Implementing Guidelines and Procedures (IGP) for the National Service Reserve Corps (NSRC)

Regional DRRMCs and OCDROs shall provide additional funding support, as necessary.

- 21.3. Funding coverage for all SBNUs and CBNUs shall cover expenses for organization, training, equipment, protection, mobilization, and other essential activities and requirements.

22. MONITORING, EVALUATION AND SUBMISSION OF REPORTS

- 22.1. The OCD through LDRRMOs for CBNUs and CHED ROs and TESDA ROs for SBNUs shall conduct periodic evaluations of NSRC units to ensure their operational capability for DRRM response. Concerned agencies shall regularly monitor the implementation of the Implementing Guidelines and Procedures. Further, concerned agencies shall submit the reports quarterly to the OCD for consolidation.
- 22.2. CHED ROs and TESDA ROs, in coordination with HEIs and TVIs, respectively, shall submit an annual report on the roster of CWTS and LTS graduates to the OCD ROs for final consolidation of OCD Central Office.

23. INSTITUTIONAL ARRANGEMENT

- 23.1. The OCD, through the CBTS, in collaboration with other agencies and organizations shall spearhead the development of DRRM training programs for SBNUs and CBNUs.
- 23.2. The LDRRMOs shall implement DRRM training courses encompassing all the DRRM thematic areas for CBNUs organized within their areas of responsibility.
- 23.3. The OCD through the CBTS and OS shall consolidate and maintain the database of all SBNUs and CBNUs as submitted by the OCDROs and national roster of ACDVs as submitted by the RDRRMCs.
- 23.4. CHED and TESDA shall provide specific policies and guidelines to regulate the operationalization of SBNUs in HEIs and TVIS.
- 23.5. The DILG shall provide specific policies and guidelines to regulate the operationalization of CBNUs in the LGUs.
- 23.6. CHED and TESDA shall spearhead the organization and mobilization of the SBNUs.
- 23.7. The DILG, through the LGUs, and in coordination with the OCD central and regional offices, shall spearhead the organization and mobilization of the CBNUs.

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Updated Implementing Guidelines and Procedures (IGP) for the National Service Reserve Corps (NSRC)

24. TRANSITORY PROVISION

Pending the formulation and approved details of the standard operating procedures for operations, programs of instruction (POI) for special and advance training for NSRC, criteria for accreditations of NSRC Training Organizations shall be maintained as prescribed herein and in other related publications.

25. REPEALING CLAUSE

All existing issuances inconsistent herewith are hereby repealed or modified accordingly.

26. SEPARABILITY CLAUSE

In the event that any provision or part of this Memorandum is deemed invalid by a court of law or competent authority, the remaining provisions hereof which are not affected thereby shall continue to be in full force and effect.

27. AMENDATORY CLAUSE

The Secretary of National Defense as Chairperson, NDRRMC through the OCD Administrator (OCDA), in coordination with Chairperson, CHED and Director General, TESDA may cause the amendment of these Implementing Guidelines and Procedures as the need arises.

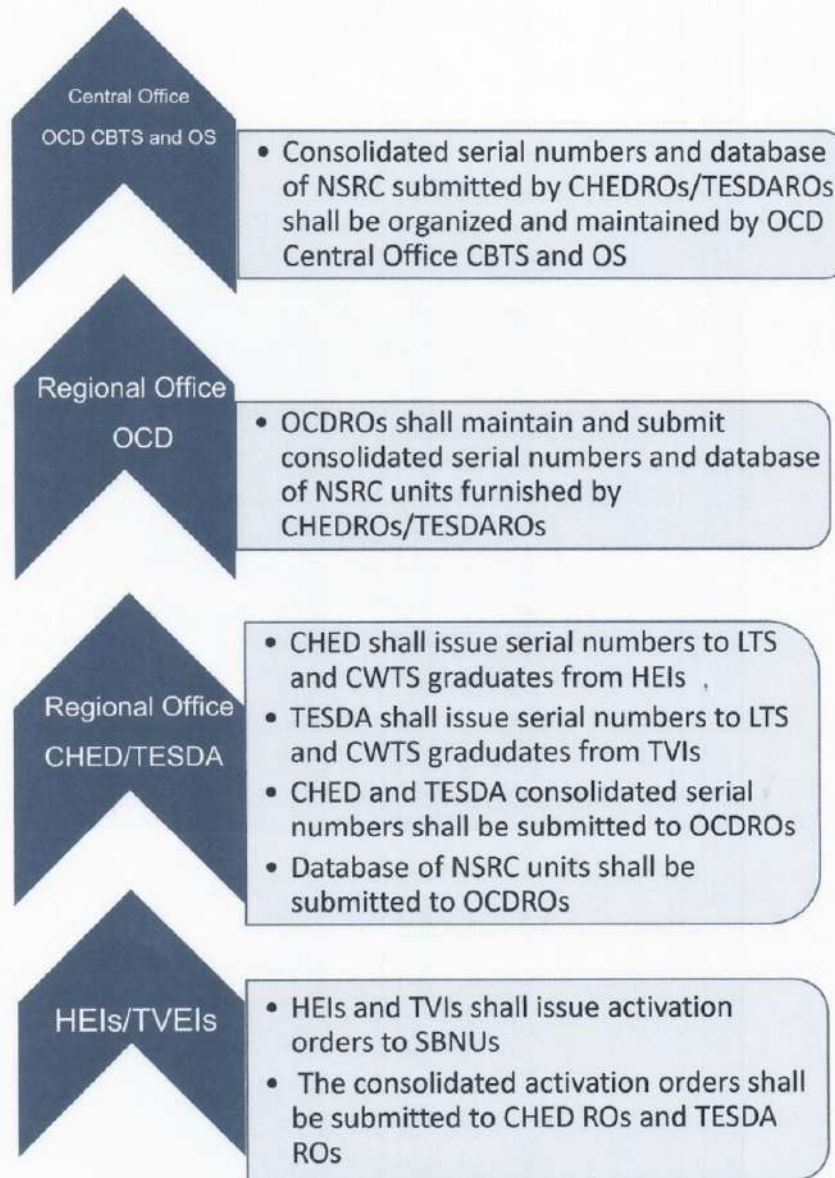
28. EFFECTIVITY CLAUSE

This NDRRMC Memorandum shall take effect immediately upon approval unless otherwise lifted by a competent authority.

SECRETARY DELFIN N. LORENZANA
Secretary, Department of National Defense and
Chairperson, NDRRMC



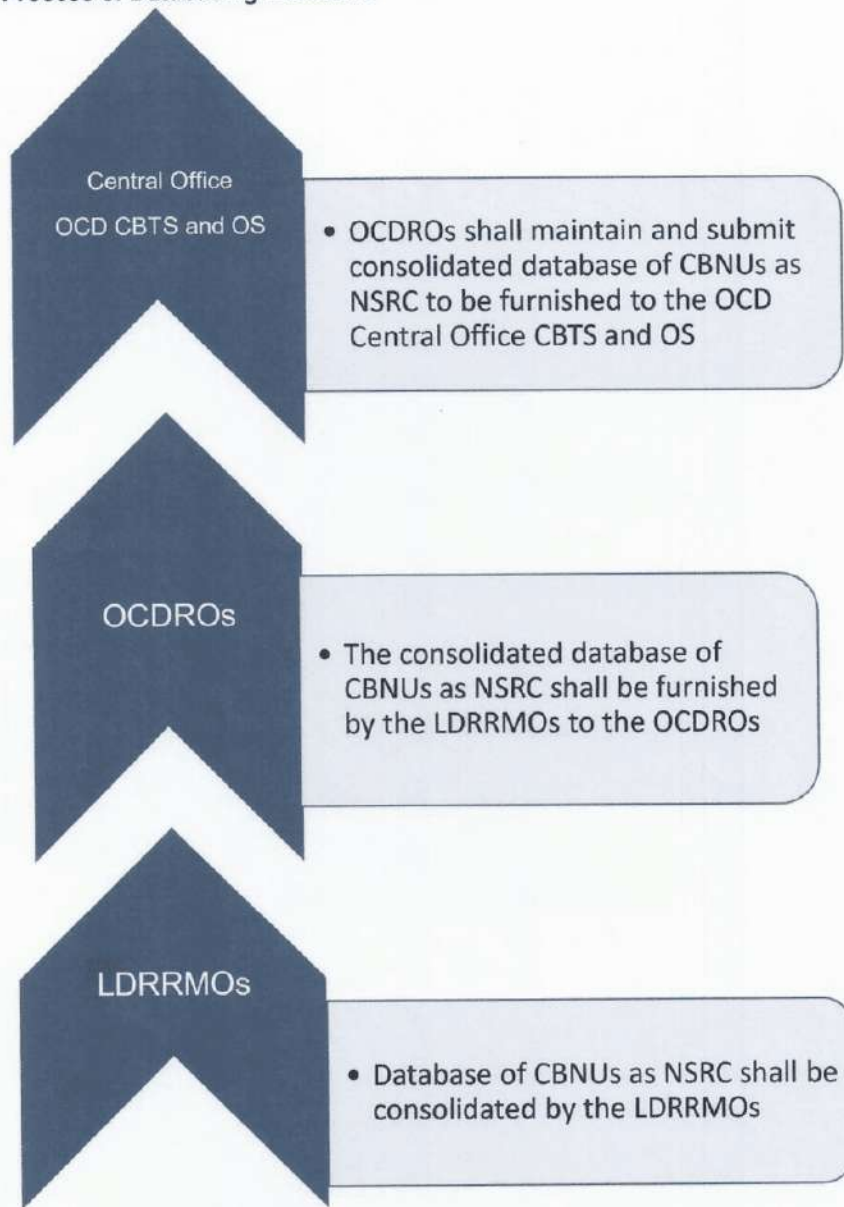
Annex A
Process of Databasing the SBNU



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Updated Implementing Guidelines and Procedures (IGP) for the National Service Reserve Corps (NSRC)

Annex B
Process of Databasing the CBNU



Memorandum Order No. CAS-13-055 (Implementing Guidelines for the UP Diliman NSTP Common Module and Procedures for NSTP Registration and Course Labels for SY 2013-2014)

UNIVERSITY OF THE PHILIPPINES
DILIMAN QUEZON CITY
VOIP TRUNKLINE 981-8500 LOCAL: 2558, 2556
DIRECT LINE: (632) 929-5401, (632) 927-1835
FAX: (632) 928-2863
E-MAIL: oc.upd@up.edu.ph

OFFICE OF THE CHANCELLOR

18 October 2013

MEMORANDUM ORDER NO. CAS-13-055

TO : All Deans and College Secretaries

SUBJECT : Implementing Guidelines for the UPD NSTP Common Module and Procedures for NSTP Registration and Course Labeling for SY 2013-2014

Pursuant to the pertinent provisions of RA 9163 (NSTP Act of 2001) Implementing Rules and Regulations of 2009, Rule III (Program Implementation), Section 4 c. that states, "Program of study (syllabus) and enrollment forms shall bear the NSTP without stating therein the three components."

All NSTP enrollees will be oriented of the program by the ROTC, CWTS, and LTS coordinators/implementers. Without exception, they shall first undergo a 25-hour common module phase that covers the following subjects: citizenship training, drug education, disaster awareness, preparedness and management, environmental protection and other national security concerns.

Upon completion of the common module phase, the student shall select the specific NSTP program component (ROTC, CWTS, or LTS) that he/she will then pursue in accordance with the IMPLEMENTING GUIDELINES FOR THE UPD NSTP COMMON MODULE AND PROCEDURES FOR NSTP REGISTRATION AND COURSE LABELS FOR THE SCHOOL YEAR (SY) 2013-2014, which was developed by the UPD NSTP Office in consultation with the Office of the University Registrar and approved by the UP Diliman Executive Committee on May 15, 2013.

The NSTP Implementing Guidelines are presented in the next page. Additional inquiries may be addressed to:

The Coordinator
The UP Diliman NSTP Office
E-mail: updilimannstp@yahoo.com , updnstp@gmail.com
Phone: c/o OVCSA: 928-2886

Thank you.

Caesar A. Saloma
Chancellor

IMPLEMENTING GUIDELINES FOR THE UP DILIMAN NSTP COMMON MODULE AND PROCEDURES FOR NSTP REGISTRATION AND COURSE LABELS FOR SY 2013-2014

1. The NSTP (Common Module) is treated as UNIT 1 of the whole NSTP Program, while the specific Program Components (CWTS, LTS, ROTC) is treated as UNIT 2.
2. The NSTP Course Offerings shall only bear the name NSTP (Common Module).
3. The following remarks are also disclosed along with the NSTP course offerings:
 - a. This NSTP (Common Module) shall continue on as _____ (depending on the Program Component offered by the unit).
 - b. All students enrolled herein are free to choose their Program Components after completing the NSTP Common Module Phase.
 - c. There is a special period of Change of Matriculation for the students who decide to shift to another section or NSTP Program Component. (Please see attachments for the specific procedure on NSTP COM).
 - d. Change of Matriculation for NSTP is free of charge.
4. The following guidelines and reminders are observed by the various units:
 - a. The NSTP (Common Module) and the Level 1 NSTP Courses (CWTS 1, LTS 1 and ROTC 1) are PREREQUISITES to the Level 2 NSTP Courses.
 - b. The NSTP (Common Module) offering shall be finished not later than a specified date within the semester. Subsequently, NSTP Change of Matriculation period begins from the said completion date.
 - c. The grading system for NSTP courses shall remain the same, until a new set of NSTP implementing Rules and Regulations is approved by the UP Diliman Executive Committee.
 - d. As proof of completion, students enrolled in the NSTP (Common Module) shall receive a Certificate of Attendance from the UPD NSTP Office and the College/Unit. The faculty handling the NSTP (Common Module) may also give their student evaluation or remarks in case the student chooses to change section or Program Component.
5. Other Details
 - a. After the NSTP Common Module Phase, an additional class will be offered bearing the name of the specific Program Component (CWTS 1, LTS 1, ROTC 1)
 - b. The CRS will open these classes and transfer the students enlisted in the previous NSTP Common Module course.
 - c. Only those who wish to change Program Components or Section shall undergo the Change of Matriculation process. NSTP COM is free of charge.

Prepared by: UP Diliman NSTP Office

Memorandum No. DHMA 15-010 (Information on the Enrolment of NSTP Courses)



UPD NSTP Office
University of the Philippines Diliman
NATIONAL SERVICE TRAINING PROGRAM
University of the Philippines, Diliman, Quezon City | 900-2000
nstp.upd.edu.ph | updnstp@gmail.com

MEMORANDUM NO. DHMA 15-010

TO: DEANS and HEADS OF ACADEMIC UNITS

FROM: ASST. PROF. DIOCEL HAROLD M. AQUINO
Coordinator, UPD NSTP Office

SUBJECT: INFORMATION ON THE ENROLMENT OF NSTP COURSES

DATE: JULY 7, 2015

Please refer to the following for information on the enrolment of NSTP courses

- The National Service Training Program (NSTP) has three (3) components:
 - Civic Welfare Training Service (CWTS)
 - Literacy Training Service (LTS)
 - Reserve Officer Training Corps (ROTC)A student may opt to take any one of the aforementioned components.
- Each component consists of **two 3-unit courses**, NSTP 1 and NSTP 2 (i.e. CWTS 1 and CWTS 2, LTS 1 and LTS 2, ROTC 1 and ROTC 2) that must **taken sequentially over the course of two semesters**.

A **6-unit integrated NSTP1-2 course** (i.e. CWTS 1-2, LTS 1-2, ROTC 1-2) may also be taken in lieu of the sequential NSTP 1 – NSTP 2 classes.
- NSTP 1 must be taken prior to NSTP 2 (i.e. CWTS 1, LTS 1, ROTC 1 are prerequisites to CWTS 2, LTS 2, and ROTC 2 respectively)
- NSTP 1 and NSTP 2 should be taken **under the same component** (i.e. CWTS 1 should be taken with CWTS 2, LTS 1 with LTS 2, and ROTC 1 with ROTC 2)
- In addition, a student must take NSTP 2 in **the same college/unit** where he/she took NSTP 1.
- NSTP classes completed in another university or constituent unit shall automatically be **credited without need for validation**.
- NSTP is advised to be taken by students who are **at least in their sophomore year**.
- All NSTP classes start with a **25-hour NSTP Common Module**, after the completion of which, the student may opt to transfer to another NSTP class or component. As such, all students are initially enlisted to a generic NSTP 1 class and a NSTP Common Module class.

After completing the Common Module Program, a student may undergo the Change of Matriculation procedure if he/she intends to transfer to another NSTP class or component.

Students who choose to remain in the NSTP class they initially enlisted in are redistributed to the actual NSTP component course (CWTS 1, LTS 1, ROTC 1). **The redistribution process is facilitated by the unit hosting the class.**

For further inquiries, please contact us at local 2588 or send your queries to updnstp@gmail.com.

For your information and guidance.

Igniting the passion to serve the nation and the people.



Tatak UPD NSTP Common Module Syllabus

University of the Philippines Diliman
National Service Training Program

TATAK UPD NSTP COMMON MODULE

Course Title: Service to the Nation through Empowerment and Participatory Leadership

Course Code: NSTP CM

Course Description:

This course sets the basic framework of service to the community and the Filipino people as the basis for all NSTP component courses. It emphasizes the UP values of honor and excellence in the service of the people, and is consistent with the principles embodied in the NSTP IRR of 2009

Course Goals:

This course aims to:

- Establish an NSTP framework anchored on the university's values of honor and excellence in the service of the people
- Instill civic consciousness and defense preparedness among UP students, developing an understanding of the vital role of the youth in public service and nation building
- Produce nationalistic, innovative, and ethical NSTP graduates equipped with basic competencies required in the conduct of the NSTP component courses (CWTS, LTS and ROTC) and NSRC or Citizen Armed Force

Course Outcomes:

Upon completing the course, students shall be able to:

- Express correctly the NSTP framework that is anchored on the vital role of the youth, and University's ideals of honor, academic excellence, and public service to address national security concerns;
- Reflect on the concepts of self and others; human dignity and rights; gender sensitivity; citizenship training; DRRM; environmental advocacy; drug education in order to become a better involved citizen of the country;
- Demonstrate the following basic competencies necessary for the conduct of NSTP component courses:
 - a. exhibit sensitivity to issues necessary for citizenship training and community service
 - b. apply basic DRRM principles and skills necessary for community service
- Demonstrate at least an incipient level of civic consciousness, security preparedness, ethical public service, and a role in nation-building

Based on the Approved Writeshops Phase 1 Common Module Topics Syllabi | 24 August 2020
Submitted to the Commission on Higher Education for the
CHED-NCR NSTP Monitoring Instrument in November 2020.
This material is for educational purposes only; not for distribution or sale.

Week	Topic/s	Learning Outcomes
Week 1	Orientation	<i>subjective per class</i>
Week 2	NSTP Tatak UPD Orientation	<ol style="list-style-type: none"> 1. Recognize the role of UP as a public service university, and of themselves as public servants; 2. Understand the rationale behind the rules governing the conduct of the NSTP; 3. Familiarize themselves with the Tatak UPD NSTP Framework; and 4. Become aware of various national security concerns.
Week 3	Understanding the Self and Others	<ol style="list-style-type: none"> 1. Analyze the core concepts pertinent to "self" and "others" using the most applicable perspective; 2. Appreciate one's values, strengths, and weaknesses in relation to his/her identified role in society; and 3. Propose personal concrete guideposts in relation to one's role as Iskolar ng Bayan while enrolled in NSTP as a reservist.
Week 4	Human Dignity and Human Rights	<ol style="list-style-type: none"> 1. Understand the basic concept and principle of human dignity and human rights; 2. Contextualize the development of international and Philippine laws, declarations, customs, and traditions that enshrine human rights; and 3. Assess human rights situations, issues, violations, or projects in the global and Philippine context (suggested specifics include human rights before and now, importance of human rights, martial law, drug war, anti-terror bill, to name a few).
Week 5	Gender and Development/UP ASH Code	<ol style="list-style-type: none"> 1. Facilitate the understanding of sexual development and basic concepts in gender including SOGIE; 2. Contextualize the development of laws and mandates on gender development; 3. Assess gender development issues and violations (suggested specifics include how violations occur and why these violations are harmful); and 4. Develop gender sensitivity and inclusivity.
Week 6	Citizenship Training	<ol style="list-style-type: none"> 1. Describe the concepts of nation, nationalism, nation building and citizenship; 2. Recognize the roles of an individual as a citizen in a society and nation; and 3. Manifest cultural sensitivities, especially in their interaction with other members of the society.
Week 7	Disaster Risk Reduction Management	<ol style="list-style-type: none"> 1. Discuss basic DRRM (Disaster Risk Reduction and Management) concepts; 2. Identify DRRM framework in different levels of the community; 3. Describe current national and/or local DRRM protocols and challenges; 4. Recognize DRRM procedures applicable to their respective families and barangays; and 5. Practice cooperation and collaboration in facilitating DRRM.

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Week 8	Basic Life Saving	<ol style="list-style-type: none"> 1. Explain appropriate basic life saving techniques and protocols, 2. Conduct a careful situational analysis of an emergency situation, and 3. Demonstrate responsible administration of appropriate basic life saving techniques.
Week 9	Environmental Protection; Drug Education	<ol style="list-style-type: none"> 1. Develop sensitivity to local and global environmental issues and concerns; 2. Understand the factors and forces that cause environmental degradation and disaster; 3. Map out best practices and roles of institutions, communities and individuals in environmental protection to achieve balance in serving humanity and protecting the environment; and 4. Apply best practices and lifestyle choices that contribute to environmental protection and preservation. <ol style="list-style-type: none"> 1. Identify the concept of drugs and its effects on self and society; 2. Define the legal aspect of Drug Use; and 3. Formulate a self-contract to maintain a healthy and drug-free life
Week 10	Redistribution	<i>subjective per class</i>
Week 11	Volunteerism	<i>refer to respective component course syllabus</i>
Week 12	Community Engagement	<i>refer to respective component course syllabus</i>
Week 13	Community Engagement	<i>refer to respective component course syllabus</i>
Week 14	Final Requirements	<i>refer to respective component course syllabus</i>

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- NSTP Diliman Office (Producer). (2020, October). *Tatak UPD NSTP Orientation by Asst. Prof. Arlyn Macapinlac* [Video File]. Retrieved from <https://tinyurl.com/NSTPUPDInstructionalMaterials>
- NSTP Diliman Office (Producer). (2020, October). *Understanding the Self and Others by Ms. Athena Charanne Presio* [Video File]. Retrieved from <https://tinyurl.com/NSTPUPDInstructionalMaterials>
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- NSTP Diliman Office (Producer). (2020, October). *Basic Life Saving by Dr. Rodrigo Angelo Ong* [Video File]. Retrieved from <https://tinyurl.com/NSTPUPDInstructionalMaterials>
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- NSTP Diliman Office (Producer). (2020, October). *Drug Education by Prof. Francis Grace Duka-Pante* [Video File]. Retrieved from <https://tinyurl.com/NSTPUPDInstructionalMaterials>
- NSTP Diliman Office (Producer). (2020, October). *Volunteerism by Asst. Prof. Francisco Rosario Jr.* [Video File]. Retrieved from <https://tinyurl.com/NSTPUPDInstructionalMaterials>
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University of the Philippines Diliman
National Service Training Program

CIVIC WELFARE TRAINING SERVICE (CWTS) 1

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Conduct needs assessment of a target partner community together with its key member leaders by:
 - a. Defining community to assess (e.g., region, village)
 - b. Identifying community sectors to assess (e.g., health care, schools)
 - c. Identifying community components to assess (e.g., nutrition, tobacco)
 - d. Developing questions to ask for each community component
 - e. Selecting sites and number of sites to visit within each sector
 - f. Determining existing data to use or methods for collecting new data
 - g. Identifying key informants to contact
 - h. Preparing for and conducting interviews and focus groups (may also use surveys, social media listening, public domain data)
 - i. Identifying community assets, needs, and the underlying culture and social structure
 - j. Creating a priority list of community needs based on available time and resources.
 - k. Creating a priority list of suggested strategies considering the strengths and expertise of the students and partner community as well as available time and resources.
2. Develop a "capsule project proposal" describing possible solutions / services that will solve problems and improve the quality of life in the partner community.
The proposal may include:
 - a. Project period objective
 - b. Weekly/Monthly Project milestones
 - c. Activities needed to complete the objectives
 - d. Persons responsible for completing the activities, and
 - e. Estimated completion time

University of the Philippines Diliman
National Service Training Program

CIVIC WELFARE TRAINING SERVICE (CWTS) 2

Learning Outcomes:

At the end of the course, the students shall be able to:

1. Validate the feasibility and relevance of the capsule proposal with key members of the partner community
2. Implement the developed proposal with the community
3. Evaluate the process and immediate results of the completed project
4. Appraise the importance of one's role and contribution in the entire community engagement process

University of the Philippines Diliman
National Service Training Program

LITERACY TRAINING SERVICE (LTS) 1

Learning Outcomes:

At the end of the module, the students shall be able to:

3. Develop individual capacities for conducting literacy training;
4. Identify a community for the design of an educational program by considering the capacities of LTS students and the resources of the College; and
5. Design an educational program for the identified community based on the following assessment:
 - a. community profile
 - b. community needs
 - c. community's pre-educational program indicators like literacy or skill level

Component Course Topic 1: Volunteerism

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Understand the concept of volunteerism by looking into its etymology, history, types, and features;
2. Recognize the intrinsic value of volunteerism through providing a natural sense of personal accomplishment and realize the extrinsic value of volunteerism by bearing witness to its impact to the society; and
3. Advocate volunteerism as a way of life by allowing students to embody the values of Tatak UP NSTP by connecting with the community and contributing to nation-building.

Component Course Topic 2: Community Engagement

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Understand the concept of community engagement by looking into the definition of community engagement, types of community service, and practice of community engagement in UP and in the Philippines;
2. Develop leadership qualities and skills in students by defining the concept of leadership and having them engage in leadership trainings and workshops; and
3. Develop the skills of students in conducting needs assessment activities.

Component Course Topic 3: Community Engagement

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Develop in the students the skills on how prepare a community engagement project;
2. Develop in the students the skills on how to write a community engagement project proposal; and
3. Develop in the students the skills on how to evaluate a community engagement project proposal.

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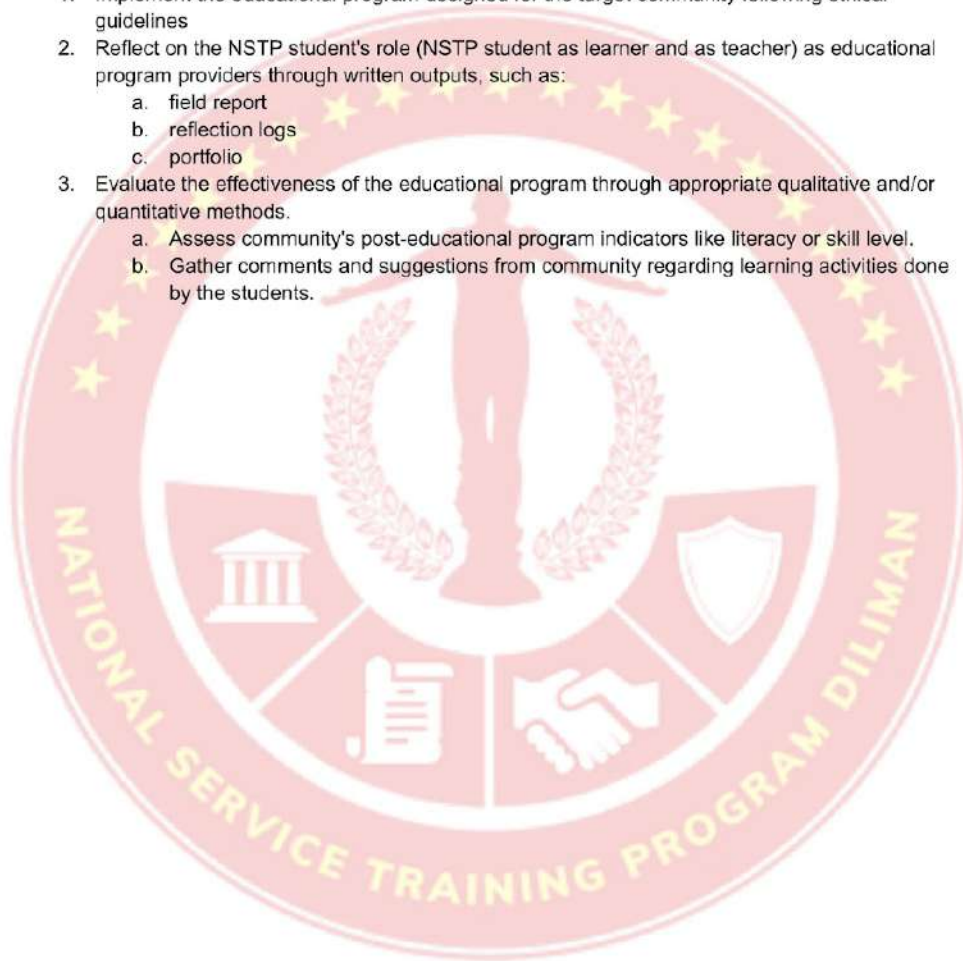
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National Service Training Program

LITERACY TRAINING SERVICE (LTS) 2

Learning Outcomes:

At the end of the course, the students shall be able to:

1. Implement the educational program designed for the target community following ethical guidelines
2. Reflect on the NSTP student's role (NSTP student as learner and as teacher) as educational program providers through written outputs, such as:
 - a. field report
 - b. reflection logs
 - c. portfolio
3. Evaluate the effectiveness of the educational program through appropriate qualitative and/or quantitative methods.
 - a. Assess community's post-educational program indicators like literacy or skill level.
 - b. Gather comments and suggestions from community regarding learning activities done by the students.



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National Service Training Program

RESERVE OFFICERS' TRAINING CORPS (ROTC) 1

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Do basic maintenance including assembly, disassembly and knowing basic data of standard issue weapons
 - a. Identify all standard issue weapons and their pertinent parts and know how they fit and the function of each part.
 - b. Perform disassembly and assembly of standard weapons for maintenance.
 - c. Determine which weapons to use in different scenarios based on known performance data of these weapons.
2. Employ basic marksmanship principles and safe use of standard issue weapons.
 - a. Practice (mechanically) safe weapons handling---individually or as a group, within and outside the training venue---and be able to influence others to practice the same.
 - b. Maintain composure during live firing, perform safety procedures and be aware of the actions of other cadets with them.
 - c. Achieve minimum grouping requirements during live firing.
 - d. Observe proper use of marksmanship skills in various films.
3. Troubleshoot stoppages and malfunctions of standard issue weapons.
 - a. Maintain composure during live firing, react to stoppages, determine if can be remedied or if it is a malfunction and take immediate action.
 - b. Observe proper stoppage reactions are performed (in instructional films).
4. Use navigation devices such as compass and GPS, navigation materials such as maps and overlays, and navigation equipment for planning and execution to ensure the success of a given mission.
 - a. Navigate through familiar or unfamiliar location---individually or as a group - using materials (maps, compasses, GPS devices, overlays) and information provided (coordinates, descriptions).
5. Communicate effectively, securely, and efficiently using various mediums, techniques and solutions
 - a. Perform basic military communications functions effectively, efficiently and securely.
 - b. Adapt to changing environment and security requirements with available communications media.
 - c. Observe proper military communications procedures.
6. Effectively and efficiently move themselves and/or their unit to various locations to fulfill their mission
 - a. Perform basic individual and unit movement techniques and adapt them to changing environment and situations.
7. Provide leadership to their units to accomplish any given mission
 - a. Accomplish training missions assigned to them while performing various functions and exercising different levels of leadership (team, squad, section, platoon).
 - b. Plan, assess courses of action, decide on a course of action, assign tasks and objectives, supervise performance and execution and assess their performance.

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RESERVE OFFICERS' TRAINING CORPS (ROTC) 2

Learning Outcomes:

At the end of the course:

1. Rayadillo unit cadets are expected to demonstrate high level of drill proficiency
 - a. Perform varying sequence of drills in cadence and minimum errors (0 to 5% error rate).
 - b. Instruct each other on the details of drill execution.
 - c. Rationalize the need for performing different drill exercises.
 - d. Adopt military drills of various honor guard units on film.
2. Infantry unit cadets are expected to demonstrate infantry rifleman skills
 - a. Work as a team and demonstrate with 90% accuracy how to perform assigned training missions through proper preparation, movement and execution.
 - b. Assess themselves and their teammates, provide guidance and correction and discuss remediation before, during and after performing the training missions.
 - c. Observe unit execution on fictional and instructional films.
3. Rescue unit cadets are expected to display basic search and rescue skills
 - a. Work as a team and demonstrate with 90% accuracy procedures in preparing for and executing search and rescue training missions.
 - b. Assess themselves and their teammates, provide guidance and correction and discuss remediation before, during and after search and rescue exercises.
 - c. Observe performance of rescue units in fictional or documentary films in both civilian and military setting.
4. Field artillery unit cadets are expected to demonstrate artillery skills
 - a. Work as a team and demonstrate how the FO, FDC and Firing Battery interact on how to execute a fire mission.
 - b. Familiarize themselves on the different types of weapons used by the Field Artillery (by classification, effective range, types of ammunitions, fuze to use).
 - c. Understand the roles of a forward observer, perform registration of fire and solve target acquisition / identification problems.
 - d. Perform steps in setting-up the FDC, receive Call for Fire, and processing (computation and use of graphs and fire tables) / issuing Fire Missions.
 - e. Demonstrate Firing Battery techniques from receiving fire missions, adjustment of fire and fire for effect.

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ROTC Mil Sci 1 and 2 Syllabi

University of the Philippines Diliman
National Service Training Program

RESERVE OFFICERS' TRAINING CORPS 1

Course Learning Outcomes:

At the end of this course, the students will be able to:

1. Incorporate in their way of life the military culture of discipline, personal responsibility, teamwork, and esprit-de-corps in preparation for their role as reservists of the Philippine Army; and
2. Demonstrate the basic soldier skills of leading, shooting, moving, navigating, and communicating.

Component Course Module 1: Military Character Development Module

Module Learning Outcomes:

At the end of this module, the students will be able to

- A. Adapt to the values, customs, traditions, culture, and regimen of the Philippine Army;
- B. Exhibit followership skills as a requisite aspect of an effective leadership; and
- C. Develop courtesy and discipline and act in accordance with Army standards of conduct and military laws, rules, and regulations.

Indexed Learning Outcome	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO 1C	Military Courtesy and Discipline <ol style="list-style-type: none"> a. Definition of Terms b. Rank and Insignia c. Salute d. General Courtesy and Discipline 	1 hour	Explain the concept of military courtesy and the discipline and the expected actions, behaviors and practices associated	Participate in the discussion	Quiz	

	e. Standards of Conduct of a Filipino Soldier f. Military Taboos		with it	Execute hand salute and other basic courtesies	Practical exercise	
LO 1A	AFP Code of Ethics a. AFP Creed and Stand on Basic Issues b. Military Professionalism c. AFP Customs and Traditions	1 hour	Demonstrate and supervise the execution of salute and other basic courtesies such as entering rooms, leaving the room, etc. Explain military professionalism and AFP customs and traditions Facilitate small group discussion on AFP stand on basic issues	Participate in the discussion Discuss with the members of his or her squad the importance and relevance of the AFP on certain issues	Quiz Presentation of the small group discussion	
LO 2B	Followership a. Followership: Requisite for Effective Leadership b. Roles and Qualities of Followers c. Ten Rules of Good Followership d. Followers Make Good Leader Good	1 hour	Explain the concept of followership and its role and value in cultivating effective leadership Facilitate small group discussion on the application of followership in an organization	Participate in the discussion Discuss with the members of his or her squad the application of followership in an organization	Recitation Presentation of the small group discussion	

LO 1C	International Humanitarian Law a. Introduction to IHL b. Conflict Classification c. Conduct of Hostilities d. Protection of Persons e. Implementation and Enforcement	1 hour	Invite a subject matter expert from the AFP Center for Law of Armed Conflict as guest lecturer	Participate in the lecture or discussion	Quiz	
Total Workload:		4 hours				

Component Course Module 2: Military Orientation Module

Module Learning Outcomes:

At the end of this module, the students will be able to

- A. Identify the organization of the Armed Forces of the Philippines and the importance of the military chain of command; and
- B. Appreciate the history of the Armed Forces of the Philippines and its role in shaping the Philippine military history.

<u>Indexed Learning Outcome</u>	<u>Outline of Topics</u>	<u>Time Allotment</u>	<u>Teaching and Learning Activities</u>		<u>Assessment Activities</u>	<u>Indexed References</u>
			<u>Teacher</u>	<u>Student</u>		
LO 1A	Military Organization a. Organization of DND b. AFP Organization c. Philippine Army Organization d. Echelons of Command	1 hour	Explain and show the functions, mission, vision, and organizational chart of the units of AFP and DND	Participate in the lecture	Quiz	
LO 1B	Philippine Military History a. Introduction on Military History b. Conduct of Warfare by the	1 hour	Invite a military historian as guest lecturer	Participate in the lecture	Recitation	

	<p>Filipinos</p> <ul style="list-style-type: none"> c. The Nature of Filipino "kabayanihan" d. The Role of the Masses in Supporting the Philippine Military e. Timeline of the Development of Philippine Military f. Role of AFP in Supporting the Democracy 					
Total Workload:		2 hours				

Component Course Module 3: Military Individual Skills Development Module

Module Learning Outcomes:

At the end of this module, the students will be able to

- A. Do basic maintenance including assembly and disassembly of standard issue weapons (M16 rifle/M4 carbine);
- B. Employ basic marksmanship principles and safe use of standard issue weapons (M16 rifle/M4 carbine);
- C. Use navigation devices, materials, and equipment for planning and execution to ensure the success of a given mission;
- D. Communicate effectively, securely, and efficiently using various mediums, techniques and solutions; and
- E. Effectively and efficiently move themselves and/or their unit to various locations to fulfill their mission.

<u>Indexed Learning Outcome</u>	<u>Outline of Topics</u>	<u>Time Allotment</u>	<u>Teaching and Learning Activities</u>		<u>Assessment Activities</u>	<u>Indexed References</u>
			<u>Teacher</u>	<u>Student</u>		
LO 2C	<p>Military Correspondence</p> <ul style="list-style-type: none"> a. Definition of Military Correspondence b. Characteristics of Military Correspondence 	1 hour	Explain the importance and use of military correspondence	Participate in the discussion	Recitation	

	<p>c. Types of Military Correspondence</p> <p>d. Military (Subject-to) Letter</p>		<p>Show a sample, format, and proper writing of a military (subject-to) letter</p>	<p>Draft a sample military (subject-to) letter</p>	<p>Military (subject-to) letter output</p>	
LO 2C	<p>Signal Communication</p> <p>a. Definition of Terms</p> <p>b. Principles of Responsibility for Communications</p> <p>c. Means of Communications</p> <p>d. Radiotelephone (RATELO) Procedures</p>	2 hours	<p>Invite a subject matter expert from the Army Signal Regiment as guest lecturer.</p> <p>Request from the Army Signal Regiment different types of military radio for showing and demonstration</p>	<p>Participate in the discussion</p> <p>Practice on the use of military radio and RATELO procedure</p>	<p>Practical Exercise on RATELO procedure</p> <p>Quiz</p>	
LO 2A	<p>Weapons Training (M16-/M4-series weapons)</p> <p>a. Gun Safety Principles</p> <p>b. History and Nomenclature</p> <p>c. Characteristics, Ammunition, and Parts</p> <p>d. Clearing</p> <p>e. Cycle of Operation</p> <p>f. Stoppages and Malfunctions</p> <p>g. Assembly and Disassembly</p>	2 hours	<p>Explain the gun safety principles and history, characteristics, and cycle of operation of M16-/M4-series weapons</p> <p>Request from higher headquarters M16-/M4-series weapons for showing and demonstration</p>	<p>Participate in discussion</p> <p>Execute on M16-/M4-series weapons the action of clearing, drill on stoppages and malfunction, and assembly and disassembly</p>	<p>Recitation</p> <p>Practical Exercises</p>	
LO 2B	<p>Basic Marksmanship (M16-/M4-series weapons)</p>	8 hours	<p>Demonstrate the fundamentals of</p>	<p>Execute the fundamentals of</p>	<p>Recitation</p>	

	<p>Fundamentals of Marksmanship</p> <p>Firing Positions</p> <p>Dry Firing Exercises</p>		<p>marksanship and firing position</p> <p>Facilitate the conduct of dry firing exercises</p> <p>Coordinate with higher headquarters for the conduct of familiarization firing of M16-/M4-series weapons</p>	<p>marksanship and firing position</p> <p>Participate in dry firing exercises</p> <p>Participate in familiarization firing of M16-/M4-series weapons while applying the fundamentals of marksmanship</p>	<p>Practical Exercises</p> <p>Practical Exercises</p>	
LO 2C	<p>Map Reading and Land Navigation</p> <p>a. Maps</p> <p>b. Marginal Information and Symbols</p> <p>c. Grids</p> <p>d. Scale and Distance</p> <p>e. Direction</p> <p>f. Navigation Equipment and Methods</p> <p>g. Elevation and Relief</p> <p>h. Terrain Association</p>	8 hours	<p>Explain and demonstrate the use of maps and other navigational equipment such as compasses</p> <p>Facilitate the conduct of a land navigation exercise</p>	<p>Show the proper use of maps and compasses</p> <p>Participate in the land navigation exercise</p>	<p>Quiz and Practical Exercises</p> <p>Answer Sheet to Land Navigation Exercise</p>	
LO 2E	<p>Drill and Ceremonies</p> <p>a. Commands and Command Voice</p> <p>b. Individual Drill</p> <p>c. Platoon Drill</p> <p>d. Company Drill</p> <p>e. Parade and Review</p>	8 hours	<p>Explain and demonstrate the purpose and execution of each drill</p> <p>Supervise the conduct of a parade</p>	<p>Execute properly the drill</p> <p>Participate in the conduct of a parade</p>	<p>Practical Exercises</p> <p>Practical Exercises</p>	

Total Workload:	29 hours
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RESERVE OFFICERS' TRAINING CORPS 2

Course Learning Outcomes:

At the end of this course, the students will be able to:

1. Exhibit individual skills needed for being an infantry element and for small unit operations;
2. Execute effectively and efficiently the infantry squad operations; and
3. Demonstrate a high level of proficiency in the skills they undergo specialization.

Component Course Module 1: Military Individual Skills Development Module

Module Learning Outcomes:

At the end of this module, the students will be able to

- A. Identify the different types of improvised explosive devices;
- B. Understand the principles of survival and its different techniques; and
- C. Demonstrate individual combat skills of ropemanship, use of cover and movement techniques, and use of hand grenades.

Indexed Learning Outcome	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO 1A	IED Awareness a. Definition b. Types of IEDs c. Identification of IEDs	2 hours	Invite a subject matter expert from the Explosive and Ordnance Division as guest lecture	Participate in the lecture or discussion	Quiz	

LO 1B	<p>Survival Techniques</p> <ul style="list-style-type: none"> a. Definitions b. Keyword for Survival c. Common Survival Stressors d. Survival Planning and Survival kits e. Preparing and Types of Shelter f. Identifying Water Sources g. Purification and Filtration Methods h. Firecraft Methods i. Identification of Food for Survival j. Preparing Traps and Snares 	4 hours	<p>Invite a subject matter expert from the Special Forces Regiment as guest lecturer</p> <p>Coordinate with higher headquarters for a visit in the Survival Lane of the Special Forces School</p>	<p>Participate in the lecture or discussion</p> <p>Observe different demonstrations on making traps and snares, and other survival skills</p>	Attendance	
LO 1C	<p>Rope Techniques</p> <ul style="list-style-type: none"> a. Knot tying and practical usage b. Rappelling SOPs 	4 hours	<p>Show and explain the purpose and use of different knots and rappelling techniques</p>	<p>Demonstrate proper execution of knot tying and rappelling</p>	Practical exercises	
LO 1C	<p>Weapons Training (Hand Grenade)</p> <ul style="list-style-type: none"> a. Description b. Nomenclature and functioning c. Perform safety checks d. Engage targets e. Identification and employment 	2 hours	<p>Explain the parts, technical data and use of hand grenades</p> <p>Demonstrate and supervise the proper throwing of practice hand grenades</p>	<p>Participate in the lecture</p> <p>Execute proper throwing of practice hand grenades</p>	<p>Quiz</p> <p>Practical exercises</p>	
LO 1C	<p>Soldier Combat Skills</p> <ul style="list-style-type: none"> a. Cover, concealment, and camouflage b. Individual movement techniques 	4 hours	<p>Explain and demonstrate the purpose and application of different soldier combat skills</p>	<p>Execute different soldier combat skills</p>	Practical exercises	

	c. Light and litter discipline d. Fighting position				
Total Workload:		12 hours			

Component Course Module 2: Military Collective Skills Development Module

Module Learning Outcomes:

At the end of this module, the students will be able to

- A. Execute squad techniques, tactics, and procedures.
- B. Understand the principles of different squad operations

<u>Indexed Learning Outcome</u>	<u>Outline of Topics</u>	<u>Time Allotment</u>	<u>Teaching and Learning Activities</u>		<u>Assessment Activities</u>	<u>Indexed References</u>
			<u>Teacher</u>	<u>Student</u>		
LO 2B	Infantry Rifle Squad a. Definition b. Mission c. Capabilities and Limitations of Squad d. Composition of Infantry Rifle Squad e. Formations and Movement Techniques	4 hours	Explain the concepts of infantry rifle squad	Participate in the lecture and discussion	Recitation	
			Demonstrate and explain different squad formations and movement techniques	Execute different squad formations and movement techniques	Practical exercises	
LO 2A	Squad Tactical Operations a. Introduction to Patrolling b. Types of Patrolling c. Battle Drills	16 hours	Demonstrate and explain the principles, concepts, and execution of squad operations	Participate in the discussion and lecture and execute squad tactics	Practical exercises	

			Supervise and facilitate the conduct of field training exercise	Participate in the field training exercise by applying what was learned in previous topics	Field training exercise	
Total Workload:						20 hours

Component Course Module 3: Annual Administrative and Tactical Inspection

Module Learning Outcomes:

At the end of this module, the students will be able to

- A. Apply all concepts learned in ROTC Military Science 1 and ROTC Military Science 2

Indexed Learning Outcome	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO A	Annual Administrative and Tactical Inspection a. Admin and Management b. Drill Test c. Theoretical Examination d. Military Stakes	8 hours	Coordinate with the higher headquarters regarding the conduct of the AATI	Participate in the AATI	AATI	
Total Workload:						8 hours

Component Course Module 4: Unit Specialization Module

Module Learning Outcomes:

At the end of this module, the students will be able to

- A. Demonstrate honor guard and security escort functions and operations for Rayadillo Unit cadets;
- B. Demonstrate combat life saving skills for Infantry Unit cadets;
- C. Demonstrate skills needed for basic emergency response for Rescue Unit cadets; and
- D. Demonstrate skills needed for field artillery operations for Field Artillery Unit cadets

<u>Indexed Learning Outcome</u>	<u>Outline of Topics</u>	<u>Time Allotment</u>	<u>Teaching and Learning Activities</u>		<u>Assessment Activities</u>	<u>Indexed References</u>
			<u>Teacher</u>	<u>Student</u>		
LO 3A, 3B, 3C, 3D	<p>Rayadillo Specialization</p> <ul style="list-style-type: none"> a. History of UP Rayadillo b. Ceremonies c. Close Order Protection d. Silent Drill Demonstration <p>Infantry Specialization</p> <ul style="list-style-type: none"> a. Care Under Fire b. Tactical Field Care c. Tactical Evaluation Care d. Field Training Exercise <p>Rescue Specialization</p> <ul style="list-style-type: none"> a. Basic Trauma Emergencies b. Foreign Airway Body Obstruction c. Patient Assessment d. Mass Casualty Incident <p>Field Artillery Specialization</p>	20 hours	Explain and demonstrate skills included in the units' respective specialization	Participate in the lecture, discussion, and practical exercises	Practical exercises	

	a. Introduction to Field Artillery b. Observe Fire Procedures c. Fire Direction Center d. Firing Battery						
Total Workload:		20 hours					

LTS 1 and 2 Syllabi

University of the Philippines Diliman
National Service Training Program

LITERACY TRAINING SERVICE (LTS) 1

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Develop individual capacities for conducting literacy training;
2. Identify a community for the design of an educational program by considering the capacities of LTS students and the resources of the College; and
3. Design an educational program for the identified community based on the following assessment:
 - a. community profile
 - b. community needs
 - c. community's pre-educational program indicators like literacy or skill level

Component Course Topic 1: Volunteerism

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Understand the concept of volunteerism by looking into its etymology, history, types, and features;
2. Recognize the intrinsic value of volunteerism through providing a natural sense of personal accomplishment and realize the extrinsic value of volunteerism by bearing witness to its impact to the society; and
3. Advocate volunteerism as a way of life by allowing students to embody the values of Tatak UP NSTP by connecting with the community and contributing to nation-building.

Indexed LO	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO 1	What is Volunteerism? a. Etymology and History b. Types of Volunteerism i. Community Service ii. Service Learning iii. Philanthropy iv. Social Action c. Features	80 mins	Prepare guide questions for viewing. Lead discussion of the guide questions after the viewing.	View NSTP resource on volunteerism . Participate in the discussion.	Reflection paper; Quiz	1, 2, 3
LO 2	The Value of Volunteerism	40 mins	Show documentaries	Watch documentari	Reflection paper	4

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	a. Intrinsic b. Extrinsic		about life of a volunteer. Invite resource speakers to talk about their volunteer work.	es. Listen to the resource speaker. Community visit (synchronous only).		
LO 3	Volunteerism as a Way of Life Volunteerism in Tatak UP NSTP	30 mins	Supervise/over see the planning of community engagement of students.	Group Work: Planning their community engagement.	Program plans and progress report	5, 6
Total Workload:						

Reference List:

1. STUP videos
2. Four Types of Volunteerism
http://s3.amazonaws.com/os_extranet_files_test/155_626_volunteerism.doc
3. Characteristics of volunteering
<https://www.volunteeringtas.org.au/wp-content/uploads/2015/11/po6.pdf>
4. Assessing the Public Value of a Volunteer Program
https://cdn.ymaws.com/www.istr.org/resource/resmgr/WP_Stockholm/10172016/Diola_etal.pdf
5. Volunteerism: Who we are as Filipinos
<https://lifestyle.inquirer.net/223984/volunteerism-who-we-are-as-filipinos/>
6. UP as a public service university
<https://www.facebook.com/watch/?v=1638662063115630>

Assessment Activities:

1. Reflection Paper (LO 1: What is Volunteerism?)

Questions:

1. How was your experience with the community?
2. What are your learnings by serving the community?

Rubrics: graded as participation

2. Quiz (LO 1: What is Volunteerism?)

Questions:

1. How did the concept of volunteerism develop?
2. What are the types of volunteerism?
3. What are the features of volunteerism?

Rubrics: 60% passing

3. Reflection Paper (LO 2: The Value of Volunteerism)

Questions:

1. What do you think are the values that you can acquire and further develop through volunteering?
2. What is the value of volunteerism to the community?

Rubrics: graded as participation

4. Program Plans and Progress Report (LO 3: Volunteerism as a Way of Life and Volunteerism in Tatak UP NSTP)

Questions:

1. What literacy needs do you plan to address in the community? How will you address it? What literacy activities?
2. How can you integrate the distinct TATAK UP NSTP values and attitudes in the literacy activities?

Rubrics:

Relevance: 25%
Feasibility: 25%
Coincides with the value of Tatak UP NSTP: 25%
Reach: 25%
Total: 100%

Component Course Topic 2: Community Engagement

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Understand the concept of community engagement by looking into the definition of community engagement, types of community service, and practice of community engagement in UP and in the Philippines;
2. Develop leadership qualities and skills in students by defining the concept of leadership and having them engage in leadership trainings and workshops; and
3. Develop the skills of students in conducting needs assessment activities.

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Indexed LO	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO 1	Orientation on community engagement a. What is Community Engagement? b. Types of Community Service c. Community Engagement in the Philippines d. Community engagement efforts in UP	60 mins	- Discuss the notion of community engagement, the types of community service, and the practice of community engagement in UP and in the Philippines - Show videos of previous community engagement projects in UP	Participate in the discussion	Quiz; reflection paper; games	1, 2, 3, 4, 5
LO 2	Leadership training a. What is Leadership? b. Qualities and Skills of An Effective Leader c. Leadership training workshop	60 mins	- Discuss the notion of leadership and the qualities and skills of an effective leader - Conduct a short leadership training workshop for students	Participate in the discussion and the workshop	Reflection paper; games; leadership scales	6, 7, 8, 9, 10
LO 3	Needs assessment a. What is a needs assessment? b. How to conduct a needs assessment?	60 mins	Orient the students about the proper ways of	As a group, plan a needs assessment activity for	Report	11, 12

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			conducting needs assessment	their target community		
Total Workload:						

Reference List:

1. Community Engagement
<https://www.facebook.com/serbisyongtatakup/videos/1861503580831476/>
2. Four Types of Community Service
http://s3.amazonaws.com/os_extranet_files_test/155_626_volunteerism.doc
3. Sustaining coordinated community engagement in preparedness and humanitarian response: lessons from the Philippines
<https://odihpn.org/magazine/sustaining-coordinated-community-engagement-preparedness-humanitarian-response-lessons-philippines/>
4. UP as a Public Service University
<https://www.facebook.com/serbisyongtatakup/videos/1834654936849674/>
5. Serbisyong Tatak UP sa DZUP 16012
https://www.facebook.com/pg/serbisyongtatakup/videos/?ref=page_internal
6. What is Leadership?
https://www.mindtools.com/pages/article/newLDR_41.htm
7. 11 Powerful Traits Of Successful Leaders
<https://www.forbes.com/sites/deeptatel/2017/03/22/11-powerful-traits-of-successful-leaders/#702f5768469f>
8. Qualities That Define a Good Leader
<https://inside.6q.io/qualities-that-define-a-good-leader/>
9. 12 Effective Leadership Activities and Games
<https://www.sessionlab.com/blog/leadership-activities/>
10. 84 Leadership Activities, Building Games, and Exercises
<https://positivepsychology.com/leadership-activities/>
11. How to Conduct Needs Assessment Part 1: What is it and why do it?
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-1-what-is-it-and-why-do-it/>
12. How to Conduct Needs Assessment Part 2: PEST Analysis

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<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-2-pest-analysis/>

Assessment Activities:

1. Quiz (LO 1: Orientation on Community Engagement)

Questions:

1. What is community engagement?
2. What are the types of community engagement?
3. Who takes part on community engagements?

Rubrics: 60% passing

2. Reflection Paper (LO 1: Orientation on Community Engagement)

Questions:

1. Among the community engagement efforts we discussed, which struck you the most and why?

Rubrics: graded as participation

3. Reflection Paper (LO 2: Leadership Training)

Questions:

1. What do you think makes you an effective leader?
2. How can you improve yourself to become an effective leader?

Rubrics: graded as participation

4. Report (LO 3: Needs Assessment)

Questions:

1. What is your idea of a good community?
2. What are the needs that you want to address and what are the capabilities that you have to address such needs?

Rubrics:

Feasibility - 50%
Relevance - 25%
Impact - 25%
Total: 100%

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Component Course Topic 3: Community Engagement

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Develop in the students the skills on how prepare a community engagement project;
2. Develop in the students the skills on how to write a community engagement project proposal; and
3. Develop in the students the skills on how to evaluate a community engagement project proposal.

Indexed LO	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO 1	Project Preparation - How to Prepare a Community Engagement Project	60 mins	Discuss how to prepare a community engagement project	Groupwork: Prepare a project proposal	Project preparation plan	1
LO 2	Proposal writing - How to Write a Community Engagement Project Proposal	60 mins	Guide the students in writing their community engagement project proposal. Give pointers on how to effectively craft a project proposal. Give feedback on initial outputs of students.	Groupwork: Write a project proposal	Project proposal	2
LO 3	Proposal Evaluation - How to Evaluate a Community Engagement Project Proposal	60 mins	Teach the students how to properly evaluate a community engagement project proposal. Give feedback on initial outputs of students.	Groupwork: Evaluate the project proposal	Evaluation of project proposal	3, 4

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Total Workload:		
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Reference List:

1. Community Planning Toolkit:
<https://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>
2. Typical Parts of a Community Project Proposal:
<https://pdfs.semanticscholar.org/6443/9459eb1ad8a4bd8751b3fe788b9ff655a792.pdf>
3. Evaluating community projects A practical guide:
<https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/1859354157.pdf>
4. Evaluating Community Engagement:
https://www.everyday-democracy.org/sites/default/files/attachments/EvDem%20Evaluation%20Guide%20and%20Toolkit_0.pdf

Assessment Activities:

1. Project Preparation Plan (LO 1: Project Preparation)

Questions:

1. What are the steps in preparing a community engagement project?
2. What are the factors to be considered in preparing a community engagement project?

Rubrics: 60% passing; graded as participation

2. Project Proposal (LO 2: Proposal Writing)

Questions:

1. What are the components of a community engagement project proposal?

Rubrics: 60% passing; graded as participation

3. Evaluation of Project Proposal (LO 3: Proposal Evaluation)

Questions:

1. What are the guidelines in evaluating a community engagement project proposal?
2. Is the project proposal feasible, relevant, and impactful?

Rubrics: 60% passing; graded as participation

LITERACY TRAINING SERVICE (LTS) 2

Component Course Learning Outcomes:

At the end of the course, the students shall be able to:

1. Develop their capacities for working with partner communities in conducting literacy training based on revisited needs assessment of the target community;
2. Co-Implement the educational program designed with and for the target community following ethical guidelines; and
3. Evaluate the effectiveness of the educational program through appropriate qualitative and/or quantitative methods.

Component Course Module 1: Capacity Building

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Describe the characteristics and needs of the community together with the partner organization;
2. Explain essential concepts on literacy and the appropriate approaches to use in the context of the target community; and
3. Apply the principles and methods learned in co-designing and preparing instruction for the literacy program with and for the partner community.

Indexed LO	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO1	Orientation about the community and revisitation of needs assessment	3 hrs	Facilitate review, together with the partner community, of the feasibility of the educational program action plan from LTS 1 with the community's updated	Review and analyze feasibility of the created project proposal from LTS 1	Adjusted project proposal, if necessary	1

			needs/characteristics, if any			
LO2	The nature of the literacy program and the appropriate teaching approaches	3 hrs	Guide the students in contextualizing the forms of literacy with the needs and conditions of our society and nation Explain the nature of the literacy program to be implemented and the appropriate approaches to use	Discuss in groups the factors to consider to successfully implement the literacy program	Group reflection and Action plan	2, 3, 4
LO3	Instructional planning and designing for the literacy program in the partner community	6 hrs	Facilitate discussion between the partner community and the NSTP students on how the principles and methods learned about literacy can best be applied in the context of the partner community	Plan instruction and prepare materials for implementation together with the partner community	Instructional plan and materials, group reflection, implementation plan	5
Total Workload:		12 hrs				

References and Materials List:

1. *Needs Assessments Results from LTS 1*
2. GMA Public Affairs. (September 3, 2018). I-Witness: 'Pag-asa sa Pagbasa,' dokumentaryo ni Kara David (full episode). *YouTube*. Retrieved from <https://www.youtube.com/watch?v=J7JegoKipmM&t=49s>
3. UNESCO. (February 2017). Achieving literacy and numeracy from a lifelong learning perspective - UIL Policy Brief 7. *UNESCO Institute for Lifelong Learning*. Retrieved from <https://uil.unesco.org/literacy/achieving-literacy-and-numeracy-lifelong-learning-perspective-uil-policy-brief-7>
4. *Backgrounder on the target community*
5. *Literacy approaches and lesson plans specific to the literacy program*

Note: Items italicized are based on the nature and context of the particular literacy program to be conducted.

Component Course Module 2: Implementation

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Conduct orientation and setting of expectations among target learners in the community;
2. Assess competency level of learners in the target community; and
3. Co-implement educational program in phases, according to co-designed instruction (literacy, numeracy, etc.), through the development of related:
 - a. Basic/foundational concepts and skills,
 - b. Reinforcement concepts and skills, and
 - c. Enriching/remedial concepts and skills.

Indexed LO	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO1	Orientation to LTS 1. Introduction of teachers and learners 2. Overview of the learning materials/modules 3. Expectations and house rules	3 hrs	Orient target learners in the community, together with the NSTP students and partner organization, about the guidelines, expectations, and overview of the literacy program to be implemented	Co-facilitate the orientation in the partner community and prepare materials as necessary	Reflection logs	
LO2	Pre-teaching assessment		Supervise the conduct of pre-teaching assessment in the target community	Conduct the pre-teaching assessment among target learners using prepared materials and evaluation instruments		

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				Prepare reports about learners' competency levels prior to the implementation of the literacy program		
LO3	Deployment/Service Learning Sessions: Sessions 1 to 10	27 hrs	Supervise and coordinate between the NSTP students and partner organization on the implementation of the learning sessions among target learners	Co-facilitate the learning sessions with the partner organization/community based on the prepared materials/modules and lesson plans	Reflection logs	
Total Workload:		30 hrs				

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Component Course Module 3: Monitoring & Evaluation

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Co-evaluate the effect/s of the project on the chosen community and the learning/s of the implementers;
2. Co-identify with the partner community the strengths and weaknesses of the project and its implementation process;
3. Co-evaluate with the community the efficacy of the employed teaching literacy approach used in the project implementation; and
4. Suggest/recommend possible ways to better the implementation of the project, drawing from the experience of both the LTS students and the partner community.

Indexed LO	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO1	Literacy evaluation of students who were part of the project	3 hrs	Facilitate the creation of a survey questionnaire (evaluation instrument) that will be used to assess the literacy skills of the students in the community involved in the project.	Create a survey questionnaire (evaluation instrument) that will be used to assess the literacy skills of the students in the community involved in the project.	Finalized survey questionnaire (evaluation instrument) Reflection paper	1, 2
	Identification of the major takeaways of the LTS2 students			Read and check reflection papers.		

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				from the experience.		
LO2	Determination of strengths of the projects and its implementation	3 hrs	Facilitate a community of inquiry/focused discussion group with the LTS 2 students and the partner community reviewing and determining the strengths and weaknesses of the project and its implementation.	Actively participate in the community of inquiry/focused group discussion; sharing their unique experiences; categorizing them as either a strength or a weakness; and encouraging the students from the partner community to do the same.	Class participation	3,4
	Enumeration of weaknesses of the project and its implementation					
LO3	Revisiting intended outcomes of the employed teaching literacy approach	3 hrs	Remind the students of the intended outcomes that they themselves outlined at the proposal stage of the project. Provide insights on the best practices of	Review results of the survey questionnaire given to the partner community. Compare best practices from the literature with the	Discussion thread Performance task	5, 6
	Comparison of results of evaluation instruments to best practices					

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			the chosen approach.	results of the evaluation.		
LO4	Recommendations on how to improve the project and its implementation	3 hrs	Conduct an evaluation survey among LTS students and students from the community	Accomplish the evaluation survey given by the instructor.	Evaluation survey	7, 8
	Significance of such recommendations		Share the results of the survey with LTS students and the community	Collate the results of the survey and extract specific recommendations.		
Total Workload:		6 to 12 hrs				

References and Materials List:

1. Survey questionnaire to be answered by students who were part of the project
2. Reflection papers from the LTS2 students
3. Documentation of the project
4. Shared experience of the LTS2 students
5. Project Proposal
6. RRL on existing best practices
7. Relevant information from the survey answered by the students who were part of the project.
8. Identified strengths and weaknesses of the project and its implementation.

CWTS 1 and 2 Syllabi

University of the Philippines Diliman
National Service Training Program

CIVIC WELFARE TRAINING SERVICE (CWTS) 1

Component Course Learning Outcomes:

At the end of the course, the students shall be able to:

1. Practice volunteerism through community engagement activities.
2. Conduct needs assessment of a target partner community together with its key member leaders by:
 - a. Defining the community or sectors to assess (e.g., region, village).
 - b. Conducting interviews and focus groups (may also use surveys, social media listening, public domain data).
 - c. Creating a priority list of community needs based on available time and resources.
3. Develop a "capsule project proposal" describing possible solutions / services that will solve problems and improve the quality of life in the partner community. The proposal may include project period objectives, weekly/monthly project milestones, activities needed to complete the objectives, persons responsible for completing the activities, and estimated completion time.

Component Course Module 1: Volunteerism

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Understand the concept of volunteerism by looking into its etymology, history, types, and features.
2. Recognize the value of volunteerism and its impact to society.
3. Advocate volunteerism as a way of life.

Indexed LO	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO 1	What is volunteerism? a. Etymology and history b. Types of volunteerism i. Community service	15 mins	Prepare guide questions for viewing; lead discussion of the guide questions after the viewing.	View NSTP resource on volunteerism. Participate in the discussion.		1

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	ii. Service learning iii. Philanthropy iv. Social Action c. Features					
LO 2	The value of volunteerism a. Intrinsic b. Extrinsic	45 mins	Prepare guide questions for viewing; lead discussion of the guide questions after the viewing.	View NSTP resource on volunteerism. Participate in the discussion.	Reflection paper; Quiz	2
LO 3	Volunteerism as a way of life Volunteerism in Tatak UP NSTP	1 hr 1hr	Supervise / Oversee the planning of community engagement of students.	View NSTP resource on volunteerism. Participate in the discussion. Group Work: Planning their community engagement.	Program plans and progress report	3, 4
Total Workload:		3 hrs				

Reference and Materials List:

1. Sikhay Lingkod IV | What is Volunteerism:
<https://www.youtube.com/watch?v=uActnXHHKyM>
2. Volunteerism: Who we are as Filipinos:
<https://lifestyle.inquirer.net/223984/volunteerism-who-we-are-as-filipinos/>
3. Sikhay Lingkod IV | An Online Volunteerism Fair
<https://www.youtube.com/playlist?list=PLxu3cXl2qNigFSnnSOstJzc3JzPHBEugC>
4. UP as a public service university: <https://www.facebook.com/watch/?v=1638662063115630>

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Component Course Module 2: Community Engagement (Needs Assessment)

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Understand the concept of community engagement in UP and the Philippines.
2. Develop leadership qualities and skills for community engagement.
3. Develop communication, data collection, and analysis skills for conducting needs assessment.

Indexed LO	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO 1	<p>Orientation on community engagement</p> <p>a. What is community engagement?</p> <p>b. Types of community service</p> <p>c. Community engagement in the Philippines</p> <p>d. Community engagement efforts in UP</p>	30 mins	<p>Discuss the notion of community engagement, the types of community service, and the practice of community engagement in UP and in the Philippines; show videos of previous community engagement projects in UP</p>	<p>View NSTP resource on community engagement.</p> <p>Participate in the discussion.</p>	Quiz, reflection paper	1
LO 2	<p>Leadership</p> <p>a. What is leadership?</p> <p>b. Qualities and skills of an effective leader</p> <p>c. Leadership training</p>	30 mins	<p>Discuss the notion of leadership and the qualities and skills of an effective leader; conduct a short leadership training workshop for students</p>	<p>View NSTP resource on community engagement.</p> <p>Participate in the discussion.</p>	Leadership scales	2, 3, 4, 5

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LO 3	Needs assessment					
	a. What is a needs assessment?	30 mins	Orient the students about the proper ways of conducting needs assessment;	View NSTP resource on community engagement.	Presentation of the needs assessment plan	6, 7, 8
	b. How can needs assessment be conducted with the community?	1 hr and 30 mins	invite a resource speaker	Participate in the discussion. As groups of five, plan a needs assessment activity for their target community		
Total Workload:		3 hrs				

Reference and Materials List:

1. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 1: Principles of a Participatory Development
<https://www.youtube.com/watch?v=BtraRgeJ9WQ>
2. Qualities That Define a Good Leader: <https://inside.6q.io/qualities-that-define-a-good-leader/>
3. 12 Effective Leadership Activities and Games:
<https://www.sessionlab.com/blog/leadership-activities/>
4. 84 Leadership Activities, Building Games, and Exercises:
<https://positivepsychology.com/leadership-activities/>
5. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 2: Steps and Methods in Community Organizing
<https://www.youtube.com/watch?v=iwQVli7OQAI>
6. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 3: Assessing and Analyzing Community Needs and Strengths
<https://www.youtube.com/watch?v=UorT3B5PkIQ>
7. How to Conduct Needs Assessment Part 1: What is it and why do it?:
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-1-what-is-it-and-why-do-it/>
8. How to Conduct Needs Assessment Part 2: PEST Analysis:
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-2-pest-analysis/>

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Component Course Module 3: Community Engagement (Project Proposal)

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Prepare a community engagement project plan based on the community needs assessment.
2. Write a community engagement project proposal.
3. Evaluate a community engagement project proposal.

Indexed LO	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO 1	Project preparation 1. What are the fundamental components of a community engagement proposal?	30 mins	Discuss how to prepare a community engagement project.	View NSTP resource on community engagement. Participate in the discussion.		1
LO 2	Proposal writing 1. What makes a proposal effective?	1 hr 240 mins (Asynchronous)	Guide the students in writing their community engagement project proposal; give pointers on how to effectively craft a project proposal; and give feedback on initial outputs of students.	View NSTP resource on community engagement. Participate in the discussion. Group Work: Write a project proposal	Project proposal	2, 3
LO 3	Proposal evaluation 1. How can the impacts of community engagement	30 mins	Provide the fundamentals on how to properly evaluate a community engagement	Group Work: Proposal presentation and feedback from classmates	Evaluation of project proposal	4, 5, 6

	proposals be properly evaluated?	1 hr	project proposal. Give feedback on initial outputs of students.			
Total Workload:		3 hrs + 240 mins (asynchronous)				

Reference and Materials List:

1. Typical Parts of a Community Project Proposal:
<https://pdfs.semanticscholar.org/6443/9459eb1ad8a4bd8751b3fe788b9ff655a792.pdf>
2. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 5: Preparing and Writing Project Proposals
<https://www.youtube.com/watch?v=JHgVptbE5mo>
3. Community Planning Toolkit:
<https://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>
4. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 4: Development, Implementation and Evaluation of Participatory Projects
<https://www.youtube.com/watch?v=knrQTy64YY>
5. Evaluating community projects A practical guide:
<https://www.irf.org.uk/sites/default/files/irf/migrated/files/1859354157.pdf>
6. Evaluating Community Engagement:
https://www.everyday-democracy.org/sites/default/files/attachments/EvDem%20Evaluation%20Guide%20and%20Toolkit_0.pdf

CIVIC WELFARE TRAINING SERVICE (CWTS) 2

Component Course Learning Outcomes:

At the end of the course, the students will be able to:

1. Validate the feasibility and relevance of the capsule proposal with key members of the partner community.
2. Implement the developed proposal with the community.
3. Evaluate the process and immediate results of the completed project.
4. Appraise the importance of one's role and contribution in the entire community engagement process.

Component Course Module 1: Capacity Building

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Describe the characteristics and needs of the community together with the partner organization; and
2. Apply the principles and methods learned in civic welfare training service for community engagement.

Indexed LO	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO1	Orientation about the community and revisitation of needs assessment	3 hrs	Facilitate review, together with the partner community, of the feasibility of the project proposals from CWTS 1 with the community's updated needs/characteristics, if any	Review feasibility of the project proposals from CWTS 1	Adjusted project proposal, if necessary	1

LO2	*Depends on the project of the students	3 hrs - 6 hrs	*Provide additional discussions or specific trainings that will be used by the students in implementing the project	Discuss in groups the factors to consider to successfully implement the project	Reflection or group discussion	
Total Workload:		6 hrs - 9 hrs				

References and Materials List:

1. Needs Assessments Results from CWTS 1

Component Course Module 2: Implementation & Monitoring

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Conduct orientation and setting of expectations among the members of the target community;
2. Co-implement activities or programs based on the work plan or project proposal;
3. Conduct monitoring or assessment activities with respect to the objectives and timelines

Indexed LO	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO 1	General guidelines and overview of the CWTS principles	3 hrs	Assist the students in securing permits and other logistics	Conduct orientation or setting expectation	Documentation	
LO 2	Field application of concepts of community engagement relevant to the project	24 hrs	Assist the students in the implementation of the project	Co-implement and document the activities	Documentation	
LO 3	Project monitoring and reporting	3 hrs	Monitoring of project progress	Report the progress of the project to the instructor	Progress reports	
Total Workload:		30 hrs				

*Based on the API 2021 Writeshops Outputs | December 2021
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Component Course Module 3: Evaluation and Recommendation

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Co-evaluate the effect/s, strength and weaknesses, and efficacy of the project on the chosen community, and the learning/s of the implementers;
2. Recommend possible ways to improve the implementation of the project, drawing from the experience of both the CWTS students and the partner community.

Indexed LO	Outline of Topics	Time Allotment	Teaching and Learning Activities		Assessment Activities	Indexed References
			Teacher	Student		
LO1	Project evaluation	3-6 hrs	Facilitate debrief and discussion on the evaluation of the project results vis-a-vis the process and the stakeholders	Participate in the discussion; and identify learned personal and collective values	Submit evaluation Discussion	
LO2	Presentation of project report and recommendations	3-6 hrs	Assist the students in consolidating and documenting the entire project; and facilitate the presentations of the projects by the students	Writing project final report Writing project recommendations for future proponents	Project Final Report Summary article or video for publication or sharing Recommendation for future proponents of same/similar projects	
Total Workload:		12 hrs				

*Based on the API 2021 Writeshops Outputs | December 2021
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Integrated CWTS (Regular Semester) Syllabus

University of the Philippines Diliman
National Service Training Program

INTEGRATED CIVIC WELFARE TRAINING SERVICE (CWTS) 1 & 2 **RECALIBRATED FOR REMOTE/BLENDED LEARNING** **REGULAR SEMESTER**

Course Learning Outcomes:

At the end of the course, the students shall be able to:

1. Practice volunteerism through community engagement activities.
 2. Organize needs assessment of a target partner community together with its key member leaders by:
 - a. Defining the community or sectors to assess (e.g., region, village).
 - b. Conducting interviews and focus groups (may also use surveys, social media listening, public domain data).
 - c. Creating a priority list of community needs based on available time and resources.
 3. Develop a "capsule project proposal" describing possible solutions / services that may solve problems and improve the quality of life in the partner community. The capsule proposal may include project period objectives, weekly/monthly project milestones, activities needed to complete the objectives, persons responsible for completing the activities, and estimated completion time.
-

Course Module 1: Tatak UPD NSTP Common Module Topics

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Express correctly the NSTP framework that is anchored on the vital role of the youth, and the University's ideals of honor, academic excellence, and public service to address national security concerns;
2. Reflect on the concepts of self and others; human dignity and rights; gender sensitivity and development; citizenship training; DRRM; environmental protection; drug education in order to become a better involved citizen of the country;
3. Demonstrate the following basic competencies necessary for the conduct of NSTP component courses:
 - a. exhibit sensitivity to issues necessary for citizenship training and community service;
and
 - b. apply basic disaster risk reduction and management principles and skills as well as basic life-saving necessary for community service;
4. Demonstrate at least an incipient level of civic consciousness, security preparedness, ethical

3. Develop a "capsule project proposal" describing possible solutions / services that may solve problems and improve the quality of life in the partner community. The capsule proposal may include project period objectives, weekly/monthly project milestones, activities needed to complete the objectives, persons responsible for completing the activities, and estimated completion time.

Indexed LO	Outline of Topics	Time Allotment		Teaching and Learning Activities		Assessment Activities	Indexed References
		Synchronous	Asynchronous	Teacher	Student		
LO1 & LO2	Community Engagement (Needs Assessment)	6 - 9 hrs (1 session)	6 - 9 hrs (1 session)	Discuss the notion of community engagement, the types of community service, and the practice of community engagement in UP and in the Philippines; show videos of previous community engagement projects in UP	View NSTP resource on community engagement. Participate in the discussion.	Quiz, reflection paper	1
				Discuss the notion of leadership and the qualities and skills of an effective leader; conduct a short leadership training workshop for students.	View NSTP resource on community engagement. Participate in the discussion.	Leadership scales	2, 3, 4, 5

public service, and a role in nation-building.

Indexed LO	Outline of Topics	Time Allotment		Teaching and Learning Activities		Assessment Activities	Indexed References
		Synchronous	Asynchronous	Teacher	Student		
LO1	Course Orientation Tatak UPD NSTP Orientation	3 hrs (1 session)	3 hrs (1 session)	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Students attend the course orientation and may listen to recorded orientation.	Discussion; Reflection paper	1, 2, 3, 4
LO2	Understanding the Self and Others Human Dignity and Human Rights Citizenship Training Gender Development / UP ASH Code	6 hrs (1 session)	6 hrs (1 session)	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Students may listen to recordings or present short videos related to these 4 topics. These will be group work.	Reflection paper	9,10
LO3	Basic Life Saving Environmental Protection Disaster Risk Reduction Management Drug Education	12 hrs (2 sessions)	12 hrs (2 sessions)	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Videos sourced by students (in groups) may be presented in class. Each group can concentrate on one topic.	Group Reporting	

				<p>Orient the students about the proper ways of conducting needs assessment; invite a resource speaker.</p>	<p>View NSTP resource on community engagement.</p> <p>Participate in the discussion.</p> <p>As groups, plan a needs assessment activity for their target community.</p>	Needs assessment plan	6, 7, 8
LO3	Community Engagement (Project Proposal)	6 - 9 hrs (1 session)	6 - 9 hrs (1 session)	<p>Discuss how to prepare a community engagement project.</p> <p>Guide the students in writing their community engagement project proposal; give pointers on how to effectively craft a project proposal; and give feedback on initial outputs of students.</p> <p>Provide the fundamentals</p>	<p>View NSTP resource on community engagement. Participate in the discussion.</p> <p>View NSTP resource on community engagement.</p> <p>Participate in the discussion.</p> <p>Group Work:</p>	Project Proposal	9 10, 11

				on how to properly evaluate a community engagement project proposal. Give feedback on initial outputs of students.	Write a project proposal and present a proposal with feedback from classmates.	Evaluation of Project Proposal	12, 13, 14
Total Workload:		12 - 18 hrs	12 - 18 hrs				

Reference and Materials List:

1. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 1: Principles of a Participatory Development
<https://www.youtube.com/watch?v=BtraRgeJ9WQ>
2. Qualities That Define a Good Leader: <https://inside.6q.io/qualities-that-define-a-good-leader/>
3. 12 Effective Leadership Activities and Games:
<https://www.sessionlab.com/blog/leadership-activities/>
4. 84 Leadership Activities, Building Games, and Exercises:
<https://positivepsychology.com/leadership-activities/>
5. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 2: Steps and Methods in Community Organizing
<https://www.youtube.com/watch?v=iwQVli7OQAI>
6. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 3: Assessing and Analyzing Community Needs and Strengths
<https://www.youtube.com/watch?v=UorT3B5PkIQ>
7. How to Conduct Needs Assessment Part 1: What is it and why do it?:
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-1-what-is-it-and-why-do-it/>
8. How to Conduct Needs Assessment Part 2: PEST Analysis:
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-2-pest-analysis/>
9. Typical Parts of a Community Project Proposal:
<https://pdfs.semanticscholar.org/6443/9459eb1ad8a4bd8751b3fe788b9ff655a792.pdf>
10. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 5: Preparing and Writing Project Proposals
<https://www.youtube.com/watch?v=JHgVptbE5mo>
11. Community Planning Toolkit:
<https://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>

12. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 4: Development, Implementation and Evaluation of Participatory Projects
<https://www.youtube.com/watch?v=knrQTYt64YY>
13. Evaluating community projects A practical guide:
<https://www.irf.org.uk/sites/default/files/irf/migrated/files/1859354157.pdf>
14. Evaluating Community Engagement:
https://www.everyday-democracy.org/sites/default/files/attachments/EvDem%20Evaluation%20Guide%20and%20Toolkit_0.pdf

Course Module 3: Component Course - CWTS 2 (Project Implementation)

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Validate the feasibility and relevance of the capsule proposal with key members of the partner community.
2. Implement the developed proposal with the community.
3. Evaluate the process and immediate results of the completed project.
4. Appraise the importance of one's role and contribution in the entire community engagement process.

Indexed LO	Outline of Topics	Time Allotment		Teaching and Learning Activities		Assessment Activities	Indexed References
		Synchronous	Asynchronous	Teacher	Student		
LO1	Capacity Building	6 - 9 hrs (1 session)	6 - 9 hrs (1 session)	Facilitate review, together with the partner community, of the feasibility of the project proposals from CWTS 1 with the community's updated needs/ characteristics, if any	Review feasibility of the project proposals Discuss in groups the factors to consider to successfully implement the project	Adjusted project proposal, if necessary Reflection or group discussion	1
LO2	Implementation and Monitoring	30 - 45 hrs	30 - 45 hrs	Assist the students in securing permits	Conduct orientation or setting	Documentation	

		(5 sessions)	(5 sessions)	and other logistics Assist the students in the implementation of the project Monitor project progress	expectation Co-implement with the community and document the activities Report the progress of the project to the instructor		
LO3 & LO4	Evaluation and Recommendation	6 - 9 hrs (1 session)	6 - 9 hrs (1 session)	Facilitate debrief and discussion on the evaluation of the project results vis-a-vis the process and the stakeholders Assist the students in consolidating and documenting the entire project; and facilitate the presentations of the projects by the students	Participate in the discussion; and identify learned personal and collective values Writing project final report Writing project recommendations for future proponents	Project evaluation Discussion Project Final Report Summary article or video for publication or sharing Recommendation for future proponents of same/similar projects	

Total Workload:	42 - 63 hrs	42 - 63 hrs	
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Reference and Materials List:

1. *Needs Assessment Results*

Integrated CWTS (Midyear) Syllabus

University of the Philippines Diliman
National Service Training Program

INTEGRATED CIVIC WELFARE TRAINING SERVICE (CWTS) 1 & 2
RECALIBRATED FOR REMOTE/BLENDED LEARNING
MIDYEAR

Course Learning Outcomes:

At the end of the course, the students shall be able to:

1. Practice volunteerism through community engagement activities.
 2. Organize needs assessment of a target partner community together with its key member leaders by:
 - a. Defining the community or sectors to assess (e.g., region, village).
 - b. Conducting interviews and focus groups (may also use surveys, social media listening, public domain data).
 - c. Creating a priority list of community needs based on available time and resources.
 3. Develop a "capsule project proposal" describing possible solutions / services that may solve problems and improve the quality of life in the partner community. The capsule proposal may include project period objectives, weekly/monthly project milestones, activities needed to complete the objectives, persons responsible for completing the activities, and estimated completion time.
-

Course Module 1: Tatak UPD NSTP Common Module Topics

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Express correctly the NSTP framework that is anchored on the vital role of the youth, and the University's ideals of honor, academic excellence, and public service to address national security concerns;
2. Reflect on the concepts of self and others; human dignity and rights; gender sensitivity and development; citizenship training; DRRM; environmental protection; drug education in order to become a better involved citizen of the country;
3. Demonstrate the following basic competencies necessary for the conduct of NSTP component courses:
 - a. exhibit sensitivity to issues necessary for citizenship training and community service;
 - and
 - b. apply basic disaster risk reduction and management principles and skills as well as basic life-saving necessary for community service;
4. Demonstrate at least an incipient level of civic consciousness, security preparedness, ethical

public service, and a role in nation-building.

Indexed LO	Outline of Topics	Time Allotment		Teaching and Learning Activities		Assessment Activities	Indexed References
		Synchronous	Asynchronous	Teacher	Student		
LO1	Course Orientation Tatak UPD NSTP Orientation	3	3	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Students attend the course orientation and may listen to recorded orientation.	Discussion; Reflection paper	1, 2, 3, 4
LO2	Understanding the Self and Others Human Dignity and Human Rights Citizenship Training Gender Development/ UP ASH Code	6	6	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Students may listen to recordings or present short videos related to these 4 topics. These will be group work.	Reflection paper	9,10
LO3	Basic Life Saving Environmental Protection Disaster Risk Reduction Management Drug Education	12	12	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Videos sourced by students (in groups) may be presented in class. Each group can concentrate on one topic.	Group Reporting	

LO4	Community Engagement Volunteerism	6	6	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Students present their intended project particularly for a chosen site / barangay / community in preparation for NSTP2.	Program plans and progress reports	5, 6, 7, 8
Total Workload:		27 hrs	27 hrs				

Reference and Materials List:

1. Republic Act 9163, NSTP IRR, NSRC IRR
2. Republic Act 9500, UP Archives
3. Republic Act 7077
4. Republic Act 10121 (NSRC)
5. Sikhay Lingkod IV | What is Volunteerism:
<https://www.youtube.com/watch?v=uActnXHHKvM>
6. Volunteerism: Who we are as Filipinos:
<https://lifestyle.inquirer.net/223984/volunteerism-who-we-are-as-filipinos/>
7. Sikhay Lingkod IV | An Online Volunteerism Fair
<https://www.youtube.com/playlist?list=PLxu3cXl2qNigFSnnSOstJzc3JZpHBEugC>
8. UP as a public service university: <https://www.facebook.com/watch/?v=1638662063115630>
9. Johari's Window Training for Transformation Volume 1. Retrieved from:
http://changingminds.org/disciplines/communication/models/johari_window.htm
10. 1987 Philippine Constitution, Article III.
<http://www.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines/the-1987-constitution-of-the-republic-of-the-philippines-article-iii/>

Course Module 2: Component Course - CWTS 1 (Project Proposal)

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Practice volunteerism through community engagement activities.
2. Organize needs assessment of a target partner community including its key member leaders by:
 - a. Defining the community or sectors to assess (e.g., region, village).
 - b. Conducting interviews and focus groups (may also use surveys, social media listening, public domain data).

- c. Creating a priority list of community needs based on available time and resources.
3. Develop a "capsule project proposal" describing possible solutions / services that may solve problems and improve the quality of life in the partner community. The capsule proposal may include project period objectives, weekly/monthly project milestones, activities needed to complete the objectives, persons responsible for completing the activities, and estimated completion time.

Indexed LO	Outline of Topics	Time Allotment		Teaching and Learning Activities		Assessment Activities	Indexed References
		Synchronous	Asynchronous	Teacher	Student		
LO 1 & LO 2	Community Engagement (Needs Assessment)	*	*	Discuss the notion of community engagement, the types of community service, and the practice of community engagement in UP and in the Philippines; show videos of previous community engagement projects in UP	View NSTP resource on community engagement. Participate in the discussion.	Quiz, reflection paper	1
				Discuss the notion of leadership and the qualities and skills of an effective leader; conduct a short leadership training workshop for students	View NSTP resource on community engagement. Participate in the discussion.	Leadership scales	2, 3, 4, 5

				<p>Orient the students about the proper ways of conducting needs assessment; invite a resource speaker</p>	<p>View NSTP resource on community engagement.</p> <p>Participate in the discussion.</p> <p>As groups, plan a needs assessment activity for their target community</p>	<p>Presentatio n of the needs assessment plan</p>	<p>6, 7, 8</p>
LO3	Community Engagement (Project Proposal)	*	*	<p>Discuss how to prepare a community engagement project.</p> <p>Guide the students in writing their community engagement project proposal; give pointers on how to effectively craft a project proposal; and give feedback on initial outputs of students.</p> <p>Provide the fundamentals on how to</p>	<p>View NSTP resource on community engagement. Participate in the discussion.</p> <p>View NSTP resource on community engagement.</p> <p>Participate in the discussion.</p> <p>Group Work: Write a project proposal</p> <p>Group Work: Proposal presentation</p>	<p>Project Proposal</p> <p>Evaluation of Project Proposal</p>	<p>9</p> <p>10, 11</p>

				properly evaluate a community engagement project proposal. Give feedback on initial outputs of students.	and feedback from classmates		12, 13, 14
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* - The time allotment per session shall be determined by the class instructor(s)

Reference and Materials List:

1. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 1: Principles of a Participatory Development
<https://www.youtube.com/watch?v=BtraRgeJ9WQ>
2. Qualities That Define a Good Leader: <https://inside.6q.io/qualities-that-define-a-good-leader/>
3. 12 Effective Leadership Activities and Games:
<https://www.sessionlab.com/blog/leadership-activities/>
4. 84 Leadership Activities, Building Games, and Exercises:
<https://positivepsychology.com/leadership-activities/>
5. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 2: Steps and Methods in Community Organizing
<https://www.youtube.com/watch?v=iwQVli7OQAI>
6. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 3: Assessing and Analyzing Community Needs and Strengths
<https://www.youtube.com/watch?v=UorT3B5PkIQ>
7. How to Conduct Needs Assessment Part 1: What is it and why do it?:
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-1-what-is-it-and-why-do-it/>
8. How to Conduct Needs Assessment Part 2: PEST Analysis:
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-2-pest-analysis/>
9. Typical Parts of a Community Project Proposal:
<https://pdfs.semanticscholar.org/6443/9459eb1ad8a4bd8751b3fe788b9ff655a792.pdf>
10. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 5: Preparing and Writing Project Proposals
<https://www.youtube.com/watch?v=JHgVptbE5mo>
11. Community Planning Toolkit:
<https://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>
12. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 4: Development, Implementation and Evaluation of Participatory Projects

<https://www.youtube.com/watch?v=knrOTyt64YY>

13. Evaluating community projects A practical guide:

<https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/1859354157.pdf>

14. Evaluating Community Engagement:

https://www.everyday-democracy.org/sites/default/files/attachments/EvDem%20Evaluation%20Guide%20and%20Toolkit_0.pdf

Course Module 3: Component Course - CWTS 2 (Project Implementation)

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Validate the feasibility and relevance of the capsule proposal with key members of the partner community.
2. Implement the developed proposal with the community.
3. Evaluate the process and immediate results of the completed project.
4. Appraise the importance of one's role and contribution in the entire community engagement process.

Indexed LO	Outline of Topics	Time Allotment		Teaching and Learning Activities		Assessment Activities	Indexed References
		Synchronous	Asynchronous	Teacher	Student		
LO1	Capacity Building	*	*	Facilitate review, together with the partner community, of the feasibility of the project proposals from CWTS 1 with the community's updated needs/ characteristics, if any	Review feasibility of the project proposals Discuss in groups the factors to consider to successfully implement the project	Adjusted project proposal, if necessary Reflection or group discussion	1

LO2	Implementation and Monitoring	*	*	<p>Assist the students in securing permits and other logistics</p> <p>Assist the students in the implementation of the project</p> <p>Monitoring of project progress</p>	<p>Conduct orientation or setting expectation</p> <p>Co-implement with the community and document the activities</p> <p>Report the progress of the project to the instructor</p>	Documentation	
LO3 & LO4	Evaluation and Recommendation	*	*	<p>Facilitate debrief and discussion on the evaluation of the project results vis-a-vis the process and the stakeholders</p> <p>Assist the students in consolidating and documenting the entire project; and facilitate the presentations of the projects by the students</p>	<p>Participate in the discussion; and identify learned personal and collective values</p> <p>Writing project final report</p> <p>Writing project recommendations for future proponents</p>	<p>Submit evaluation</p> <p>Discussion</p> <p>Project Final Report</p> <p>Summary article or video for publication or sharing</p> <p>Recommendation for future proponents</p>	

						of same/simil ar projects	
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** - The time allotment per session shall be determined by the class instructor(s)*

Reference and Materials List:

1. *Needs Assessment Results*

Integrated LTS (Regular Semester) Syllabus

University of the Philippines Diliman
National Service Training Program

INTEGRATED LITERACY TRAINING SERVICE (LTS) 1 & 2 RECALIBRATED FOR REMOTE/BLENDED LEARNING REGULAR SEMESTER

Course Learning Outcomes:

At the end of the course, the students shall be able to:

1. Practice volunteerism through community engagement activities.
 2. Conduct needs assessment of a target partner community together with its key member leaders by:
 - a. Defining the community or sectors to assess (e.g., region, village).
 - b. Conducting interviews and focus groups (may also use surveys, social media listening, public domain data).
 - c. Creating a priority list of community needs based on available time and resources.
 3. Develop a "capsule project proposal" describing possible solutions / services that will solve problems and improve the quality of life in the partner community. The proposal may include project period objectives, weekly/monthly project milestones, activities needed to complete the objectives, persons responsible for completing the activities, and estimated completion time.
-

Course Module 1: Tatak UPD NSTP Common Module Topics

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Express correctly the NSTP framework that is anchored on the vital role of the youth, and the University's ideals of honor, academic excellence, and public service to address national security concerns;
2. Reflect on the concepts of self and others; human dignity and rights; gender sensitivity and development; citizenship training; DRRM; environmental protection; drug education in order to become a better involved citizen of the country;
3. Demonstrate the following basic competencies necessary for the conduct of NSTP component courses:
 - a. exhibit sensitivity to issues necessary for citizenship training and community service; and
 - b. apply basic disaster risk reduction and management principles and skills as well as basic life-saving necessary for community service;
4. Demonstrate at least an incipient level of civic consciousness, security preparedness, ethical public service, and a role in nation-building.

Indexed LO	Outline of Topics	Time Allotment		Teaching and Learning Activities		Assessment Activities	Indexed References
		Synchronous	Asynchronous	Teacher	Student		
LO1	Course Orientation Tatak UPD NSTP Orientation	3 hrs (1 session)	3 hrs (1 session)	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Students attend the course orientation and may listen to recorded orientation.	Discussion; Reflection paper	1, 2, 3, 4
LO2	Understanding the Self and Others Human Dignity and Human Rights Citizenship Training Gender Development/ UP ASH Code	6 hrs (1 session)	6 hrs (1 session)	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Students may listen to recordings or present short videos related to these 4 topics. These will be group work.	Reflection paper	9,10
LO3	Basic Life Saving Environmental Protection Disaster Risk Reduction Management Drug Education	12 hrs (2 sessions)	12 hrs (2 sessions)	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Videos sourced by students (in groups) may be presented in class. Each group can concentrate on one topic.	Group Reporting	

LO4	Community Engagement Volunteerism	6 hrs (1 session)	6 hrs (1 session)	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Students present their intended project particularly for a chosen site / barangay / community in preparation for NSTP2.	Program plans and progress reports	5, 6, 7, 8
Total Workload:		27 hrs	27 hrs				

Reference and Materials List:

1. Republic Act 9163, NSTP IRR, NSRC IRR
2. Republic Act 9500, UP Archives
3. Republic Act 7077
4. Republic Act 10121 (NSRC)
5. Sikhay Lingkod IV | What is Volunteerism:
<https://www.youtube.com/watch?v=uActnXHHKyM>
6. Volunteerism: Who we are as Filipinos:
<https://lifestyle.inquirer.net/223984/volunteerism-who-we-are-as-filipinos/>
7. Sikhay Lingkod IV | An Online Volunteerism Fair
<https://www.youtube.com/playlist?list=PLxu3cXl2qNigFSnnSOstJzc3lZpHBFugC>
8. UP as a public service university: <https://www.facebook.com/watch/?v=1638662063115630>
9. Johari's Window Training for Transformation Volume 1. Retrieved from:
http://changingminds.org/disciplines/communication/models/johari_window.htm
10. 1987 Philippine Constitution, Article III.
<http://www.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines/the-1987-constitution-of-the-republic-of-the-philippines-article-iii/>

Course Module 2: Component Course - LTS 1 (Project Proposal)

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Develop individual capacities for conducting literacy training;
2. Identify a community for the design of an educational program by considering the capacities of LTS students and the resources of the College; and
3. Design an educational program for the identified community based on the following assessment:
 - a. community profile

b. community needs

c. community's pre-educational program indicators like literacy or skill level

Indexed LO	Outline of Topics	Time Allotment		Teaching and Learning Activities		Assessment Activities	Indexed References
		Synchronous	Asynchronous	Teacher	Student		
LO 1 & LO 2	Community Engagement (Needs Assessment)	6 - 9 hrs (1 session)	6 - 9 hrs (1 session)	Discuss the notion of community engagement, the types of community service, and the practice of community engagement in UP and in the Philippines	Participate in the Discussion	Quiz; reflection paper; games	1, 2, 3, 4, 5
				Show videos of previous community engagement projects in UP			
				Discuss the notion of leadership and the qualities and skills of an effective leader	Participate in the discussion and the workshop	Reflection paper; games; leadership scales	6, 7, 8, 9, 10
				Conduct a short			

				<p>leadership training workshop for students</p> <p>Orient the students about the proper ways of conducting needs assessment</p>	<p>As a group, plan a needs assessment activity for their target community.</p>	<p>Report</p>	<p>11, 12</p>
LO3	Community Engagement (Project Proposal)	6 - 9 hrs (1 session)	6 - 9 hrs (1 session)	<p>Discuss how to prepare a community engagement project.</p>	<p>Group Work: Prepare a project proposal</p>	<p>Project Preparation Plan</p>	<p>13</p>
				<p>Guide the students in writing their community engagement project proposal. Give pointers on how to effectively craft a project proposal. Give feedback on initial outputs of students.</p>	<p>Group Work: Write a project proposal</p>	<p>Project Proposal</p>	<p>14</p>
				<p>Teach the students how to properly evaluate a community engagement</p>	<p>Group Work: Evaluate the project proposal</p>	<p>Evaluation of Project Proposal</p>	<p>15, 16</p>

				project proposal. Give feedback on initial outputs of students.			
Total Workload:	12 - 18 hrs	12 - 18 hrs					

Reference and Materials List:

1. Community Engagement
<https://www.facebook.com/serbisyongtatakup/videos/1861503580831476/>
2. Four Types of Community Service
http://s3.amazonaws.com/os_extranet_files_test/155_626_volunteerism.doc
3. Sustaining coordinated community engagement in preparedness and humanitarian response: lessons from the Philippines
<https://odihpn.org/magazine/sustaining-coordinated-community-engagement-preparednesshumanitarian-response-lessons-philippines/>
4. UP as a Public Service University
<https://www.facebook.com/serbisyongtatakup/videos/1834654936849674/>
5. Serbisyong Tatak UP sa DZUP 16012
https://www.facebook.com/pg/serbisyongtatakup/videos/?ref=page_internal
6. What is Leadership?
https://www.mindtools.com/pages/article/newLDR_41.htm
7. 11 Powerful Traits Of Successful Leaders
<https://www.forbes.com/sites/deeppatel/2017/03/22/11-powerful-traits-of-successfulleaders/#702f5768469f>
8. Qualities That Define a Good Leader
<https://inside.6g.io/qualities-that-define-a-good-leader/>
9. 12 Effective Leadership Activities and Games
<https://www.sessionlab.com/blog/leadership-activities/>
10. 84 Leadership Activities, Building Games, and Exercises
<https://positivepsychology.com/leadership-activities/>
11. How to Conduct Needs Assessment Part 1: What is it and why do it?
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-1-what-is-it-and-why-do-it/>
12. How to Conduct Needs Assessment Part 2: PEST Analysis
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-2-pest-analysis/>
13. Community Planning Toolkit:
<https://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>
14. Typical Parts of a Community Project Proposal:

<https://pdfs.semanticscholar.org/6443/9459eb1ad8a4bd8751b3fe788b9ff655a792.pdf>

15. Evaluating community projects A practical guide:
<https://www.irf.org.uk/sites/default/files/jrf/migrated/files/1859354157.pdf>
16. Evaluating Community Engagement:
https://www.everyday-democracy.org/sites/default/files/attachments/EvDem%20Evaluation%20Guide%20and%20Toolkit_0.pdf

Other resource materials (to be finalized):

1. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 1: Principles of a Participatory Development
<https://www.youtube.com/watch?v=BtraRgeJ9WQ>
2. Qualities That Define a Good Leader: <https://inside.6q.io/qualities-that-define-a-good-leader/>
3. 12 Effective Leadership Activities and Games:
<https://www.sessionlab.com/blog/leadership-activities/>
4. 84 Leadership Activities, Building Games, and Exercises:
<https://positivepsychology.com/leadership-activities/>
5. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 2: Steps and Methods in Community Organizing
<https://www.youtube.com/watch?v=iwQVli7OQAQ>
6. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 3: Assessing and Analyzing Community Needs and Strengths
<https://www.youtube.com/watch?v=UorT3B5PkIQ>
7. How to Conduct Needs Assessment Part 1: What is it and why do it?:
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-1-what-is-it-and-why-do-it/>
8. How to Conduct Needs Assessment Part 2: PEST Analysis:
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-2-pest-analysis/>
9. Typical Parts of a Community Project Proposal:
<https://pdfs.semanticscholar.org/6443/9459eb1ad8a4bd8751b3fe788b9ff655a792.pdf>
10. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 5: Preparing and Writing Project Proposals
<https://www.youtube.com/watch?v=JHgVptbE5mo>
11. Community Planning Toolkit:
<https://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>
12. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 4: Development, Implementation and Evaluation of Participatory Projects
<https://www.youtube.com/watch?v=knrQTyt64YY>
13. Evaluating community projects A practical guide:
<https://www.irf.org.uk/sites/default/files/jrf/migrated/files/1859354157.pdf>

				<p>the needs and conditions of our society and nation.</p> <p>Explain the nature of the literacy program to be implemented and the appropriate approaches to use.</p> <p>Facilitate discussion between the partner community and the NSTP students on how the principles and methods learned about literacy can best be applied in the context of the partner community.</p>	<p>successfully implement the literacy program</p> <p>Plan instruction and prepare materials for implementation together with the partner community</p>	<p>plan</p> <p>Instructional plan and materials, group reflection, implementation plan</p>	5
L02	Implementation	30 hrs - 45 hrs (5 sessions)	30 hrs - 45 hrs (5 sessions)	<p>Orient target learners in the community, together with the NSTP students and partner organization, about the guidelines, expectations, and overview of the literacy program to be implemented</p>	<p>Co-facilitate the orientation in the partner community and prepare materials as necessary</p>	<p>Reflection logs</p>	

14. Evaluating Community Engagement:

https://www.everyday-democracy.org/sites/default/files/attachments/EvDem%20Evaluation%20Guide%20and%20Toolkit_0.pdf

Course Module 3: Component Course - LTS 2 (Project Implementation)

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Develop their capacities for working with partner communities in conducting literacy training based on the needs assessment of the target community;
2. Co-Implement the educational program designed with and for the target community following ethical guidelines; and
3. Evaluate the effectiveness of the educational program through appropriate qualitative and/or quantitative methods.

Indexed LO	Outline of Topics	Time Allotment		Teaching and Learning Activities		Assessment Activities	Indexed References
		Synchronous	Asynchronous	Teacher	Student		
LO1	Capacity Building	6 - 9 hrs (1 session)	6 - 9 hrs (1 session)	Facilitate review, together with the partner community, of the feasibility of the educational program action plan from LTS 1 with the community's updated needs/characteristics, if any	Review and analyze feasibility of the created project proposal	Adjusted project proposal, if necessary	1
				Guide the students in contextualizing the forms of literacy with	Discuss in groups the factors to consider to	Group reflection and Action	2, 3, 4

				Supervise the conduct of pre-teaching assessment in the target community	Conduct the pre-teaching assessment among target learners using prepared materials and evaluation instruments Prepare reports about learners' competency levels prior to the implementation of the literacy program	Assessment Reports	
				Supervise and coordinate between the NSTP students and partner organization on the implementation of the learning sessions among target learners	Co-facilitate the learning sessions with the partner organization/ community based on the prepared materials/modules and lesson plans	Reflection logs	
LO3	Evaluation	6 - 9 hrs (1 session)	6 - 9 hrs (1 session)	Facilitate the creation of a survey questionnaire (evaluation instrument) that will be used to assess the literacy skills of the	Create a survey questionnaire (evaluation instrument) that will be used to assess the literacy skills of the students in the community	Finalized survey questionnaire (evaluation instrument)	6, 7

			<p>students in the community involved in the project.</p> <p>Read and check reflection papers.</p>	<p>involved in the project.</p> <p>Write a reflection paper detailing the students' major takeaways from the experience.</p>	<p>Reflection paper</p>	
			<p>Facilitate a community of inquiry/focused discussion group with the students and the partner community reviewing and determining the strengths and weaknesses of the project and its implementation.</p>	<p>Actively participate in the community of inquiry/focused group discussion; sharing their unique experiences; categorizing them as either a strength or a weakness; and encouraging the students from the partner community to do the same.</p>	<p>Class participation</p>	<p>8, 9</p>
			<p>Remind the students of the intended outcomes that they themselves outlined at the proposal stage of the project.</p>	<p>Review results of the survey questionnaire given to the partner community.</p>	<p>Discussion thread</p>	<p>10, 11</p>

Integrated LTS (Midyear) Syllabus

University of the Philippines Diliman
National Service Training Program

INTEGRATED LITERACY TRAINING SERVICE (LTS) 1 & 2 RECALIBRATED FOR REMOTE/BLENDED LEARNING MIDYEAR

Course Learning Outcomes:

At the end of the course, the students shall be able to:

1. Practice volunteerism through community engagement activities.
 2. Conduct needs assessment of a target partner community together with its key member leaders by:
 - a. Defining the community or sectors to assess (e.g., region, village).
 - b. Conducting interviews and focus groups (may also use surveys, social media listening, public domain data).
 - c. Creating a priority list of community needs based on available time and resources.
 3. Develop a "capsule project proposal" describing possible solutions / services that will solve problems and improve the quality of life in the partner community. The proposal may include project period objectives, weekly/monthly project milestones, activities needed to complete the objectives, persons responsible for completing the activities, and estimated completion time.
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Course Module 1: Tatak UPD NSTP Common Module Topics

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Express correctly the NSTP framework that is anchored on the vital role of the youth, and the University's ideals of honor, academic excellence, and public service to address national security concerns;
2. Reflect on the concepts of self and others; human dignity and rights; gender sensitivity and development; citizenship training; DRRM; environmental protection; drug education in order to become a better involved citizen of the country;
3. Demonstrate the following basic competencies necessary for the conduct of NSTP component courses:
 - a. exhibit sensitivity to issues necessary for citizenship training and community service; and
 - b. apply basic disaster risk reduction and management principles and skills as well as basic life-saving necessary for community service;
4. Demonstrate at least an incipient level of civic consciousness, security preparedness, ethical public service, and a role in nation-building.

LO4	Community Engagement Volunteerism	6	6	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Students present their intended project particularly for a chosen site / barangay / community in preparation for NSTP2.	Program plans and progress reports	5, 6, 7, 8
Total Workload:		27 hrs	27 hrs				

Reference and Materials List:

1. Republic Act 9163, NSTP IRR, NSRC IRR
2. Republic Act 9500, UP Archives
3. Republic Act 7077
4. Republic Act 10121 (NSRC)
5. Sikhay Lingkod IV | What is Volunteerism:
<https://www.youtube.com/watch?v=uActnXHHKyM>
6. Volunteerism: Who we are as Filipinos:
<https://lifestyle.inquirer.net/223984/volunteerism-who-we-are-as-filipinos/>
7. Sikhay Lingkod IV | An Online Volunteerism Fair
<https://www.youtube.com/playlist?list=PLxu3cXl2qNigFSnnSOstJzc3JZpHBFugC>
8. UP as a public service university: <https://www.facebook.com/watch/?v=1638662063115630>
9. Johari's Window Training for Transformation Volume 1. Retrieved from:
http://changingminds.org/disciplines/communication/models/johari_window.htm
10. 1987 Philippine Constitution, Article III.
<http://www.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines/the-1987-constitution-of-the-republic-of-the-philippines-article-iii/>

Course Module 2: Component Course - LTS 1 (Project Proposal)

Learning Outcomes:

At the end of the module, the students shall be able to:

1. Develop individual capacities for conducting literacy training;
2. Identify a community for the design of an educational program by considering the capacities of LTS students and the resources of the College; and
3. Design an educational program for the identified community based on the following assessment:

- a. community profile
- b. community needs
- c. community's pre-educational program indicators like literacy or skill level

Indexed LO	Outline of Topics	Time Allotment		Teaching and Learning Activities		Assessment Activities	Indexed References
		Synchronous	Asynchronous	Teacher	Student		
LO 1 & LO 2	Community Engagement (Needs Assessment)	*	*	Discuss the notion of community engagement, the types of community service, and the practice of community engagement in UP and in the Philippines	Participate in the Discussion	Quiz; reflection paper; games	1, 2, 3, 4, 5
				Show videos of previous community engagement projects in UP			
				Discuss the notion of leadership and the qualities and skills of an effective leader	Participate in the discussion and the workshop	Reflection paper; games; leadership scales	6, 7, 8, 9, 10
				Conduct a			

				<p>short leadership training workshop for students</p> <p>Orient the students about the proper ways of conducting needs assessment</p>	<p>As a group, plan a needs assessment activity for their target community.</p>	<p>Report</p>	<p>11, 12</p>
LO3	Community Engagement (Project Proposal)	*	*	<p>Discuss how to prepare a community engagement project</p> <p>Guide the students in writing their community engagement project proposal. Give pointers on how to effectively craft a project proposal. Give feedback on initial outputs of students.</p> <p>Teach the students how to properly evaluate a community</p>	<p>Group Work: Prepare a project proposal</p> <p>Group Work: Write a project proposal</p> <p>Group Work: Evaluate the project proposal</p>	<p>Project Preparation Plan</p> <p>Project Proposal</p> <p>Evaluation of Project Proposal</p>	<p>13</p> <p>14</p> <p>15, 16</p>

Indexed LO	Outline of Topics	Time Allotment		Teaching and Learning Activities		Assessment Activities	Indexed References
		Synchronous	Asynchronous	Teacher	Student		
LO1	Course Orientation Tatak UPD NSTP Orientation	3	3	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Students attend the course orientation and may listen to recorded orientation.	Discussion; Reflection paper	1, 2, 3, 4
LO2	Understanding the Self and Others Human Dignity and Human Rights Citizenship Training Gender Development/ UP ASH Code	6	6	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Students may listen to recordings or present short videos related to these 4 topics. These will be group work.	Reflection paper	9,10
LO3	Basic Life Saving Environmental Protection Disaster Risk Reduction Management Drug Education	12	12	Lecture. Handlers may also opt to ask students to listen to previous talks delivered by resource persons.	Videos sourced by students (in groups) may be presented in class. Each group can concentrate on one topic.	Group Reporting	

				engagement project proposal. Give feedback on initial outputs of students.			
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* - The time allotment per session shall be determined by the class instructor(s)

Reference and Materials List:

1. Community Engagement
<https://www.facebook.com/serbisyongtatakup/videos/1861503580831476/>
2. Four Types of Community Service
http://s3.amazonaws.com/os_extranet_files_test/155_626_volunteerism.doc
3. Sustaining coordinated community engagement in preparedness and humanitarian response: lessons from the Philippines
<https://odihpn.org/magazine/sustaining-coordinated-community-engagement-preparednesshumanitarian-response-lessons-philippines/>
4. UP as a Public Service University
<https://www.facebook.com/serbisyongtatakup/videos/1834654936849674/>
5. Serbisyong Tatak UP sa DZUP 16012
https://www.facebook.com/pg/serbisyongtatakup/videos/?ref=page_internal
6. What is Leadership?
https://www.mindtools.com/pages/article/newLDR_41.htm
7. 11 Powerful Traits Of Successful Leaders
<https://www.forbes.com/sites/deeppatel/2017/03/22/11-powerful-traits-of-successfulleaders/#702f5768469f>
8. Qualities That Define a Good Leader
<https://inside.6q.io/qualities-that-define-a-good-leader/>
9. 12 Effective Leadership Activities and Games
<https://www.sessionlab.com/blog/leadership-activities/>
10. 84 Leadership Activities, Building Games, and Exercises
<https://positivepsychology.com/leadership-activities/>
11. How to Conduct Needs Assessment Part 1: What is it and why do it?
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-1-what-is-it-and-why-do-it/>
12. How to Conduct Needs Assessment Part 2: PEST Analysis
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-2-pest-analysis/>
13. Community Planning Toolkit:
<https://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>
14. Typical Parts of a Community Project Proposal:

<https://pdfs.semanticscholar.org/6443/9459eb1ad8a4bd8751b3fe788b9ff655a792.pdf>

15. Evaluating community projects A practical guide:
<https://www.irf.org.uk/sites/default/files/irf/migrated/files/1859354157.pdf>
16. Evaluating Community Engagement:
https://www.everyday-democracy.org/sites/default/files/attachments/EvDem%20Evaluation%20Guide%20and%20Toolkit_0.pdf

Other resource materials (to be finalized):

1. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 1: Principles of a Participatory Development
<https://www.youtube.com/watch?v=BtraRgeJ9WQ>
2. Qualities That Define a Good Leader: <https://inside.6q.io/qualities-that-define-a-good-leader/>
3. 12 Effective Leadership Activities and Games:
<https://www.sessionlab.com/blog/leadership-activities/>
4. 84 Leadership Activities, Building Games, and Exercises:
<https://positivepsychology.com/leadership-activities/>
5. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 2: Steps and Methods in Community Organizing
<https://www.youtube.com/watch?v=iwQVli7OQA>
6. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 3: Assessing and Analyzing Community Needs and Strengths
<https://www.youtube.com/watch?v=UorT3B5PkIQ>
7. How to Conduct Needs Assessment Part 1: What is it and why do it?:
<https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-1-what-is-it-and-why-do-it/>
8. How to Conduct Needs Assessment Part 2: PEST Analysis:
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9. Typical Parts of a Community Project Proposal:
<https://pdfs.semanticscholar.org/6443/9459eb1ad8a4bd8751b3fe788b9ff655a792.pdf>
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<https://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>
12. UNLAD: Para Kanino? Talakayan ukol sa pagbubuo ng proyektong pangkaunlaran ng komunidad - Session 4: Development, Implementation and Evaluation of Participatory Projects
<https://www.youtube.com/watch?v=knrQTy64YY>
13. Evaluating community projects A practical guide:
<https://www.irf.org.uk/sites/default/files/irf/migrated/files/1859354157.pdf>

14. Evaluating Community Engagement:

https://www.everyday-democracy.org/sites/default/files/attachments/EvDem%20Evaluation%20Guide%20and%20Toolkit_0.pdf

Course Module 3: Component Course - LTS 2 (Project Implementation)

Module Learning Outcomes:

At the end of the module, the students shall be able to:

1. Develop their capacities for working with partner communities in conducting literacy training based on the needs assessment of the target community;
2. Co-Implement the educational program designed with and for the target community following ethical guidelines; and
3. Evaluate the effectiveness of the educational program through appropriate qualitative and/or quantitative methods.

Indexed LO	Outline of Topics	Time Allotment		Teaching and Learning Activities		Assessment Activities	Indexed References
		Synchronous	Asynchronous	Teacher	Student		
LO1	Capacity Building	*	*	Facilitate review, together with the partner community, of the feasibility of the educational program action plan from LTS 1 with the community's updated needs/characteristics, if any	Review and analyze feasibility of the created project proposal	Adjusted project proposal, if necessary Group reflection and Action plan	1 2, 3, 4
				Guide the students in contextualizing the forms of literacy with the needs and conditions of our society and nation. Explain the nature of the literacy program to be	Discuss in groups the factors to consider to successfully implement the literacy program		

				<p>conduct of pre-teaching assessment in the target community</p> <p>Supervise and coordinate between the NSTP students and partner organization on the implementation of the learning sessions among target learners</p>	<p>assessment among target learners using prepared materials and evaluation instruments</p> <p>Prepare reports about learners' competency levels prior to the implementation of the literacy program</p> <p>Co-facilitate the learning sessions with the partner organization/ community based on the prepared materials/modules and lesson plans</p>	<p>Assessment Reports</p> <p>Reflection logs</p>	
LO3	Evaluation	*	*	Facilitate the creation of a survey questionnaire (evaluation instrument) that will be used to assess the literacy skills	Create a survey questionnaire (evaluation instrument) that will be used to assess the literacy skills of the	Finalized survey questionnaire (evaluation instrument)	6, 7

			<p>of the students in the community involved in the project.</p> <p>Read and check reflection papers.</p> <p>Facilitate a community of inquiry/focused discussion group with the students and the partner community reviewing and determining the strengths and weaknesses of the project and its implementation.</p> <p>Remind the students of the intended outcomes that they themselves</p>	<p>students in the community involved in the project.</p> <p>Write a reflection paper detailing the students' major takeaways from the experience.</p> <p>Actively participate in the community of inquiry/focused group discussion; sharing their unique experiences; categorizing them as either a strength or a weakness; and encouraging the students from the partner community to do the same.</p> <p>Review results of the survey questionnaire given to the partner community.</p>	<p>Reflection paper</p> <p>Class participation</p>	<p>8, 9</p>
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				outlined at the proposal stage of the project.			10, 11
				Provide insights on the best practices of the chosen approach.	Compare best practices from the literature with the results of the evaluation.	Discussion thread	
				Conduct an evaluation survey among LTS students and students from the community.	Accomplish the evaluation survey given by the instructor.	Performance Task	
				Share the results of the survey with LTS students and the community.	Collate the results of the survey and extract specific recommendations .	Evaluation Survey	12, 13

* - The time allotment per session shall be determined by the class instructor(s)

Reference and Materials List:

1. *Needs Assessments Results*
2. GMA Public Affairs. (September 3, 2018). I-Witness: 'Pag-asa sa Pagbasa,' dokumentaryo ni Kara David (full episode). YouTube. Retrieved from <https://www.youtube.com/watch?v=J7JegoKjpmM&t=49s>
3. UNESCO. (February 2017). Achieving literacy and numeracy from a lifelong learning perspective - UIL Policy Brief 7. UNESCO Institute for Lifelong Learning. Retrieved from <https://uil.unesco.org/literacy/achieving-literacy-and-numeracy-lifelong-learning-perspective-uil-policy-brief-7>

				outlined at the proposal stage of the project.			10, 11
				Provide insights on the best practices of the chosen approach.	Compare best practices from the literature with the results of the evaluation.	Discussion thread	
				Conduct an evaluation survey among LTS students and students from the community.	Accomplish the evaluation survey given by the instructor.	Performance Task	
				Share the results of the survey with LTS students and the community.	Collate the results of the survey and extract specific recommendations .	Evaluation Survey	12, 13

* - The time allotment per session shall be determined by the class instructor(s)

Reference and Materials List:

1. *Needs Assessments Results*
2. GMA Public Affairs. (September 3, 2018). I-Witness: 'Pag-asa sa Pagbasa,' dokumentaryo ni Kara David (full episode). YouTube. Retrieved from <https://www.youtube.com/watch?v=J7JegoKipmM&t=49s>
3. UNESCO. (February 2017). Achieving literacy and numeracy from a lifelong learning perspective - UIL Policy Brief 7. UNESCO Institute for Lifelong Learning. Retrieved from <https://uil.unesco.org/literacy/achieving-literacy-and-numeracy-lifelong-learning-perspective-uil-policy-brief-7>

				<p>implemented and the appropriate approaches to use.</p> <p>Facilitate discussion between the partner community and the NSTP students on how the principles and methods learned about literacy can best be applied in the context of the partner community.</p>	<p>Plan instruction and prepare materials for implementation together with the partner community</p>	<p>Instructional plan and materials, group reflection, implementation plan</p>	5
LO2	Implementation	*	*	<p>Orient target learners in the community, together with the NSTP students and partner organization, about the guidelines, expectations, and overview of the literacy program to be implemented</p> <p>Supervise the</p>	<p>Co-facilitate the orientation in the partner community and prepare materials as necessary</p> <p>Conduct the pre-teaching</p>	<p>Reflection logs</p>	

Guidelines for the Exemption of the SK Officials from Taking the NSTP-CWTS in Accordance with Section 16 No.2 of RA 10742



**COMMISSION ON HIGHER EDUCATION
NATIONAL YOUTH COMMISSION**
Joint Memorandum Circular No. 01, series of 2019



TO : CHED REGIONAL OFFICE DIRECTORS/OFFICERS-IN-CHARGE
PRESIDENTS/ HEADS OF PUBLIC AND PRIVATE HIGHER
EDUCATION INSTITUTIONS (HEIs)
CHAIRPERSONS AND MEMBERS OF THE SANGGUNIANG
KABATAAN (SK), SK TREASURERS, SK SECRETARIES, AND
ALL OTHER CONCERNED

SUBJECT : GUIDELINES FOR THE EXEMPTION OF THE SK OFFICIALS FROM
TAKING THE NSTP-CWTS IN ACCORDANCE WITH SECTION 16
NO. 2 OF RA 10742

1. STATEMENT OF POLICIES

- 1.1. The State recognizes the vital role of the youth in nation building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism and encourage their involvement in public and civic affairs. In pursuit of these goals, the youth shall be trained in military and civic services through the conduct of National Service Training Program Act of 2001.
- 1.2. In recognition of the participation of Sangguniang Kabataan (SK) Officials in Local governance and nation-building, RA 10742 or the Sangguniang Kabataan Reform Act of 2015 exempts all incumbent SK officials in good standing whether elected or appointed from taking the National Service Training Program-Civic Welfare Training Service (NSTP-CWTS) subjects.
- 1.3. The essence of the NSTP-CWTS and the Sangguniang Kabataan are the same, as they both aimed contributing to the general welfare and betterment of life for the members of the community. SK Officials in good standing enrolled in NSTP 2 (CWTS) shall be exempted from attending classes and joining activities.

2. PURPOSE

This Joint Memorandum Circular (JMC) is issued to provide guidelines for the implementation of the exemption of all incumbent SK Officials in good standing from taking the NSTP-CWTS subject.

3. **COVERAGE**

This circular shall apply to all incumbent SK Officials in good standing enrolled in higher education programs and will take NSTP 2 (CWTS).

4. **DEFINITION OF TERMS**

For purposes of this JMC, the following terms are defined as follows:

- 4.1. *Annual Barangay Youth Investment Program (ABYIP)* - shall refer to the yearly program based on the Comprehensive Barangay Youth Development Plan. It shall contain the specific programs, projects and activities with corresponding project costs including the necessary fund flows to approximate the reasonable timing in the release of funds.
- 4.2. *Youth* – shall refer to those persons ages range from fifteen (15) to thirty (30) years old as defined in Republic Act No. 8044.
- 4.3. *SK Officials* – elected or appointed youth from the Katipunan Kabataan.
- 4.4. *Enrolled SK Officials* – SK Officials who are currently enrolled in HEIs taking NSTP 2 (CWTS).
- 4.5. *Exempted SK Officials* – Enrolled SK Officials who are enrolled in NSTP 2 (CWTS) of HEIs who satisfied the criteria for exemption.
- 4.6. *National Service Training Program (NSTP)* – refers to the program aimed at enhancing civic consciousness and defense preparedness in the youth by developing the ethics of service and patriotism while undergoing training in any if the three (3) program components, specifically designed to enhance the youth's active contribution to the general welfare.
- 4.7. *Civic Welfare Training Service (CWTS)* – refers to the program component or activities contributory to the general welfare and the betterment of life for the members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation and moral of the citizenry and other social welfare services.
- 4.8. *Good Standing* – SK Officials who complied with the requirements stipulated in Section 18 of IRR of RA 10742

5. **GUIDELINES**

5.1. Criteria for Exemption

- 5.1.1. Have passed the NSTP 1 (Common Module) in HEIs.



5.1.2. Have good standing being SK Officials with certification issued by City/Municipality Local Government Operations Officers (C/MLGOO).

5.1.3. Enrolled in NSTP 2 (NSTP-CWTS program component). They may be exempted from attending classes and joining activities.

5.2. Programs, Projects and Activities (PPAs)

5.2.1. Programs, projects and activities should be in accordance with the approved Annual Barangay Youth Investment Program (ABYIP);

5.2.2. Trainings, workshops and seminars to be conducted for the youth should not be limited to the enhancement of technical or labor skills but enhancement of competencies in the following areas – Self-Awareness, Values Development, Leadership, Social Mobilization, Environmental Education, Voter's Education, Drug Education, Calamity and Disaster Preparedness, Entrepreneurship, Project Planning and Development, and Resource Generation.

5.3. Reportorial Requirement

5.3.1. Accomplished prescribed template reflecting the PPAs.

5.3.2. Terms of Reference of the SK Official

6. **REQUIRED DOCUMENTS**

6.1. Oath of office

6.2. Certificate of Enrolment

6.3. Certificate of Good Standing issued by City/Municipal Local Government Operations Officer (C/MLGOO)

6.4. Written reports with photographs which are approved by the Punong Barangay.

6.5. Copy of ABYIP

6.6. Terms of Reference of the SK Official

7. **PROCEDURE**

7.1. Application for exemption with attached Certificate of Enrolment, Oath of Office, Certificate of Good Standing, Copy of Approved ABYIP, and



Terms of Reference shall be submitted to the NSTP-CWTS Coordinator for evaluation.

- 7.2. Thereafter, the same shall be subject to the approval of NSTP Director within three (3) working days from submission of the application.
- 7.3. Upon approval, a certificate of exemption shall be issued signed by the NSTP Director or CWTS Coordinator.
- 7.4. The exempted SK Officials shall submit written reports, preferably with photographs, or other documentations of their participation in the implementation of PPAs as outlined in the ABYIP.

Submission of reports shall be done once which shall contain PPAs implemented within the semester where the SK Officials are exempted.

8. **GROUND FOR DISQUALIFICATION FROM EXEMPTION**

- 8.1. Failure to submit report which is duly approved by the Punong Barangay.
- 8.2. Submission of fabricated and spurious documentary requirements. For spurious or fabricated documents, the same shall be endorsed to the appropriate disciplinary committee of the HEIs for investigation/ appropriate action.

9. **FEE FOR NSTP 2 (CWTS) ENROLMENT**

All exempted SK Officials enrolled in State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) are exempted from paying the NSTP 2 (CWTS) enrolment fee.

Exempted SK Officials enrolled in private higher education institutions have to pay the NSTP 2 (CWTS) enrolment fee which is 50% of the basic tuition fee.

10. **GRADING AND SERIAL NUMBER**

- 10.1. NSTP Director shall assess and evaluate the involvement and contribution of the SK Officials to their community as reflected in their submitted report.
- 11.2. CHEDROs shall issue serial numbers as provided in the CMO 27, s. 2015.

11. **MONITORING**

The CHEDRO shall monitor the implementation of the exemption and shall maintain database of the students who availed of the exemption.



12. **REPEALING CLAUSE**

All issuances that in contrary to this JMC are hereby repealed.

13. **EFFECTIVITY**

This Circular shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.



J. PROSPERO E. DE VERA III, DPA
Chairman
Commission on Higher Education

[Handwritten Signature]
USEC. RYAN B. ENRIQUEZ
Chairperson and CEO
National Youth Commission



Accomplishment Report

CY _____

Local Government Unit: _____

Program / Project/ Activity	Period	Description and Purpose/Objectives	Involvement	Remarks

Prepared by: _____

Date: _____
(SK Official)

Attested by: _____

Date: _____
(Punong Barangay)



Executive Order No. PAEP 16-02 (Reorganization of the UP Diliman Office of the Vice Chancellor for Academic Affairs)



UNIVERSITY OF THE PHILIPPINES
Quezon City

OFFICE OF THE PRESIDENT

EXECUTIVE ORDER NO. PAEP 16-02

DATE : 26 April 2016

TO : Chancellor, UP Diliman
Vice Chancellor for Academic Affairs, UP Diliman

cc : Vice Presidents
Secretary of the University
Assistant Vice Presidents, Assistant Secretary of the University
Vice Chancellor for Research and Development, UP Diliman
Vice Chancellor for Student Affairs, UP Diliman
Directors of units under the UP Diliman Office of the Vice Chancellor for Academic Affairs

FROM : Alfredo E. Pascual
President

SUBJECT : **Reorganization of the UP Diliman Office of the Vice Chancellor for Academic Affairs**

WHEREAS, the last comprehensive reorganization of the UP Diliman Office of the Vice Chancellor for Academic Affairs (OVCAA) was in 1983 under the UP President's Executive Order No. 5, which listed down the offices under its supervision and defined the specific functions and responsibilities of some of those offices;

WHEREAS, while there were organizational changes in later years, such as the creation of new offices in 1992 and in 2003, no wide-ranging review of the OVCAA structure and operations had taken place again;

WHEREAS, the incumbent Vice Chancellor for Academic Affairs (Dr. Benito M. Pacheco) and the incumbent Chancellor (Dr. Michael L. Tan) finding the need to restructure the OVCAA organization in response to new needs in **Teaching, Curriculum, and Education Technology** commenced a review and evaluation process in 2014 through planning workshops participated in by unit heads and key staff members, followed by pretesting over a period of two years of the proposed changes in coordination with two other offices of the Vice Chancellor in UP Diliman, with favorable outcome;

WHEREAS, the UP President endorsed the restructuring proposal to the Board of Regents and the latter, at its 1316th meeting on 31 March 2016, approved the recommendations, with clarifications of certain factors;

WHEREAS, the organizational changes approved by the Board of Regents shall come into force upon the issuance of an Executive Order by the UP President, superseding in part Executive Order No. 5 dated 23 March 1983, defining, among others, the functions of each office and the inter-relationship of offices;

NOW, THEREFORE, by virtue of the powers vested in me by the Charter and the Revised Code of the University, I hereby issue this Executive Order to implement the reorganization of the OVCAA Diliman, as approved by the Board of Regents.

SECTION 1. The Vice Chancellor for Academic Affairs. U.P. Diliman shall have a Vice Chancellor for Academic Affairs, appointed by the Board of Regents upon nomination by the Chancellor and recommendation by the President, who shall serve at the pleasure of the Chancellor;

SECTION 2. Functions of the Vice Chancellor for Academic Affairs. The Vice Chancellor for Academic Affairs shall assist the Chancellor in coordinating teaching, curriculum, education technology, and related academic matters;

Teaching refers to both its practice and practitioner. It covers all initiatives that pertain to the concerns of the academic staff in their roles as facilitators of learning and teaching and as members of their home unit and of the larger U.P. community.

Curriculum refers to the philosophy, principles, content, structure, and implementation of the degree programs and their shared courses. It covers also the initiatives that pertain to the concerns of the students in their admission to, progress in, and graduation from degree programs.

Education Technology refers to the resources, services, and tools that facilitate and enhance learning and teaching within and outside the classroom, including their development, application, and promotion.

SECTION 3. Offices or Units under the Supervision of the Office of the Vice Chancellor for Academic Affairs. The following shall be under the supervision of the Vice Chancellor for Academic Affairs:

- a. Office for the Advancement of Teaching (OAT);
- b. General Education Center (GEC);
- c. National Service Training Program (NSTP);
- d. Office of Field Activities (OFA);
- e. Office of the University Registrar (OUR);
- f. University Library (UL);
- g. Interactive Learning Center (ILC); and,
- h. Office of International Linkages (OIL).

SECTION 4. Functions of the Office for the Advancement of Teaching (OAT) Diliman. The Office for the Advancement of Teaching (formerly the Office of the Director of Instruction or ODI) shall have the following main functions:

- a. Teaching support: (1) initiate or coordinate programs for faculty development and recognition; (2) collaborate with the Interactive Learning Center (ILC) Diliman and the University Library (UL) Diliman in the development and promotion of education technologies; (3) facilitate U.P. Diliman's local or national academic linkages related to teaching;
- b. Evaluation and assessment of teaching: (1) manage the administration and processing of the Student Evaluation of Teaching (SET); (2) provide the University with timely and critical information regarding the performance of its academic programs and implementation of its policies related to teaching; and,
- c. Faculty affairs: coordinate administrative matters concerning U.P. Diliman faculty loading, including but not limited to the management of the Faculty Service Record (FSR) database, computation of faculty overload honorarium, offering of small classes, and processing of applications for the limited practice of profession (LPP); and facilitate data integration with the computerized information management systems being implemented across the UP System.

SECTION 5. Functions of the General Education Center (GEC) Diliman. The General Education Center shall have the following main functions:

- a. Coordination: (1) support the interdisciplinary nature of GE courses by coordinating with, and among faculty members from various academic units who can teach each course; (2) compile and disseminate GE instructional materials, in coordination with the Interactive Learning Center (ILC) Diliman and University Library (UL) Diliman; (3) plan and conduct workshops and training programs to enhance GE teaching, in coordination with the Office for the Advancement of Teaching (OAT) Diliman;
- b. Research: (1) consolidate the review and evaluation of the GE program and the GE courses; (2) support GE-related research projects; and,
- c. Incubation: provide support to colleges or units in the development of concepts, pedagogies, materials, and all resources pertaining to GE courses.

SECTION 6. Functions of the National Service Training Program (NSTP) Diliman. The National Service Training Program shall have the following main functions:

- a. "Tatak U.P. Diliman" NSTP: develop an NSTP that is unique to U.P. Diliman as a bastion of diverse knowledge, research and creative work, and that promotes service to the nation and people while complying with R.A. 9163 and its IRR;
- b. Harmonized implementation: formulate structure and guidelines that recognize the extension work and public service of the various disciplines while aligning with the "Tatak U.P. Diliman" NSTP;

- c. Initiatives: develop and implement programs that encourage volunteerism among U.P. Diliman students including those who have completed the NSTP courses; and,
- d. Projects and activities: coordinate with and among academic units in the implementation, monitoring, and review of NSTP projects and activities.

SECTION 7. Functions of the Office of Field Activities (OFA) Diliman. The Office of Field Activities shall have the following main functions:

- a. Context to academic field activities: (1) ensure that University policies and guidelines on academic field activities are properly operationalized; (2) ensure that academic field activities are conducted within the context of the course or curriculum; (3) ensure that measures are in place to guarantee the safety of students and faculty in the field;
- b. Support: (1) assist academic units in incorporating academic field activities in their curriculum; (2) coordinate with academic units for the planning, implementation, and monitoring of academic field activities, as well as the formulation and review of related policies and guidelines; (3) provide orientation and training to faculty for academic field activities, in cooperation with the Office for the Advancement of Teaching (OAT) Diliman; and,
- c. Linkages: coordinate with and among academic units regarding linkages with, and feedback to and from, industry, government, non-government organizations, and other local institutions for student internship and other field activities.

SECTION 8. Functions of the Office of the University Registrar (OUR) Diliman. The Office of the University Registrar shall have the following main functions:

- a. Student admission and registration: implement existing procedures and explore initiatives for better procedures for admission and registration;
- b. Student progress and graduation: warrant well-managed processes in connection with academic evaluation, records management, and issuance of credentials to its various clientele;
- c. Student information system: ensure the highest standards in the management of the student information system, making use, where applicable, of innovative platforms, consistent with the computerized information systems being implemented across the UP System; and,
- d. Academic policies and programs: support the relevant University Council committees and advise academic units in the crafting and review of academic policies and programs.

SECTION 9. Functions of the University Library (UL) Diliman. The University Library, comprising the Main Library and the College or Unit Libraries, shall have the following main functions:

- a. Learning spaces: provide open, accessible, and engaging spaces, both physical and virtual, to support individual and collaborative learning and creative and critical thinking;
- b. Information literacy: enhance information literacy and research skills through library instruction programs;
- c. Information resources: collect, organize, and provide access to information resources in support of teaching, research and creative work, and extension work;
- d. Information technology: modernize library functions and services, with particular emphasis on new information technologies; and,
- e. Archives: ensure protection and longevity of the University Library's resources – digital, analog, and print – through effective archiving and digitization programs.

SECTION 10. Functions of the Interactive Learning Center (ILC) Diliman. The Interactive Learning Center (formerly the Diliman Interactive Learning Center) shall have the following main functions:

- a. Resources: (1) make available facilities and tools for production and use of teaching and learning materials; (2) develop and maintain online learning management systems;
- b. Trainings and services: (1) facilitate trainings and discussions on educational technologies, including acceptable-use policy; (2) promote multimedia, web, and mobile services to enhance teaching and learning;
- c. Policies and standards: (1) recommend policies and guidelines to ensure quality of online teaching and learning materials; (2) recommend technological facilities and tools for the advancement of teaching and learning;
- d. Linkages: (1) coordinate with the Office for the Advancement of Teaching (OAT) Diliman, General Education Center (GEC) Diliman, and other University offices on services, activities, and projects for instructional design and advancement of teaching; and, (2) establish external linkages for implementation of services, projects, and activities on online teaching and learning systems.

SECTION 11. Functions of the Office of International Linkages (OIL) Diliman. The Office of International Linkages shall have the following main functions:

- a. Teaching and learning: through international mobility of faculty, student, and staff: (1) bring in new ideas that may lead to the institution of new programs; (2) generate inputs for the review and revision of existing programs; (3) develop innovative teaching and learning methods;
- b. Research, creative work, and extension: (1) organize or support forums for discussing international issues on which topics for collaborative research and creative work may be based; (2) establish or assist international industry and community linkages hinged on mutually agreed upon thematic issues; (3) promote multi-cultural interactions;

- c. Administration and legal matters: (1) recommend engagement policies and develop systems for efficient international networking; (2) oversee the implementation of international MOAs/MOUs between partner universities; (3) coordinate with other U.P. units on international exchange-related matters; and (4) process documents related to international mobility of faculty, student and staff.

SECTION 12. Head of Office. Every office under the OVCAA Diliman shall be headed by a regular academic personnel of the University as appointed on an additional assignment basis by the Chancellor upon the recommendation of the Vice Chancellor for Academic Affairs. The head of office shall be designated as Director, provided that the head of the Office of the University Registrar shall be the University Registrar while the head of the University Library shall be the University Librarian.

SECTION 13. Transfer of the Office of Extension Coordination (OEC). The Office of Extension Coordination (OEC) is hereby transferred from the OVCAA to the Office of the Vice Chancellor for Research and Development (formerly, Office of Research Coordination) in order to expand its activities relating to institutional extension projects and programs in parallel with institutional research and creative works, while some of the former OEC functions are hereby reassigned to other offices under the OVCAA as included in the preceding sections, i.e., OIL and OAT (formerly ODI).

SECTION 14. Transfer of the National Service Training Program (NSTP). The National Service Training Program (NSTP) is hereby realigned from the Office of the Chancellor to the OVCAA as it handles an academic requirement (service training) that is mandated by national law.

SECTION 15. Transfer of Functions and Resources. Unless otherwise provided in this Executive Order, the transfer of functions arising out of the restructuring of offices and sub-units shall include applicable appropriations, records, equipment, and such property as may be necessary.

SECTION 16. Personnel. The reorganization of the OVCAA Diliman offices under this Executive Order shall protect the tenure and benefits of permanent staff of the University. To the maximum extent possible, the filling up of staff positions in the new offices and sub-units shall be from existing personnel who are qualified. The currently authorized staff pattern in the OVCAA Diliman offices is shown in the organizational chart of ANNEX A.

SECTION 17. Authority to Issue Implementing Rules. The Chancellor and Vice Chancellor for Academic Affairs are hereby authorized to issue such memoranda, orders, and regulations as may be necessary for the proper implementation of this Executive Order.

SECTION 18. Authority to Adjust Budgetary Allocation. The Chancellor of U.P. Diliman is hereby authorized to make the necessary adjustments in the internal operating budget of U.P. Diliman in accordance with the provisions of this Executive Order, subject to approval of the President and the Board of Regents.

SECTION 19. Repealing Clause. All Executive Orders, memoranda, and other administrative issuances or provisions thereof that are inconsistent with this Executive Order are hereby repealed or modified accordingly.

SECTION 20. Effectivity. This Executive Order shall take effect immediately.



UNIVERSITY OF THE PHILIPPINES
Quezon City

OFFICE OF THE PRESIDENT

EXECUTIVE ORDER NO. PAEP 16-02A

DATE : 15 July 2016

TO : Chancellor, UP Diliman
Vice Chancellor for Academic Affairs, UP Diliman

cc : Vice Presidents
Secretary of the University
Assistant Vice Presidents, Assistant Secretary of the University
Vice Chancellor for Research and Development, UP Diliman
Vice Chancellor for Student Affairs, UP Diliman
Directors of units under the UP Diliman Office of the
Vice Chancellor for Academic Affairs

FROM : Alfredo E. Pascual
President

SUBJECT : **Updated Annex A of Executive Order No. PAEP 16-02 dated
26 April 2016**

The attached chart marked "OVCAA Organizational Setup, April 2016 (OUR and UL updated May 2016)" will replace Annex A of Executive Order No. PAEP 16-02 issued on 26 April 2016.

Please update your record on this subject.

Enclosure: as stated



UNIVERSITY OF THE PHILIPPINES
Quezon City

OFFICE OF THE PRESIDENT

EXECUTIVE ORDER NO. PAEP 16-02A

DATE : 15 July 2016

TO : Chancellor, UP Diliman
Vice Chancellor for Academic Affairs, UP Diliman

cc : Vice Presidents
Secretary of the University
Assistant Vice Presidents, Assistant Secretary of the University
Vice Chancellor for Research and Development, UP Diliman
Vice Chancellor for Student Affairs, UP Diliman
Directors of units under the UP Diliman Office of the
Vice Chancellor for Academic Affairs

FROM : Alfredo E. Pascual
President

SUBJECT : **Updated Annex A of Executive Order No. PAEP 16-02 dated
26 April 2016**

The attached chart marked "OVCAA Organizational Setup, April 2016 (OUR and UL updated May 2016)" will replace Annex A of Executive Order No. PAEP 16-02 issued on 26 April 2016.

Please update your record on this subject.

Enclosure: as stated

Memorandum No. OVCAA-BMP 16-188 (National Service Training Program (NSTP) Diliman)

UNIVERSITY OF THE PHILIPPINES
DILIMAN QUEZON CITY

OFFICE OF THE VICE-CHANCELLOR
FOR ACADEMIC AFFAIRS

DIRECT LINE: (632) 928-5107
VOIP: TRUNKLINE 981-8500 LOCAL 2583
FAX: (632) 928-5107
E-MAIL: ovcaa@ovcaa.upd.edu.ph

MEMORANDUM NO. OVCAA-BMP 16-188

TO : ALL DEANS, DIRECTORS, HEADS OF ACADEMIC UNITS
ALL HEADS OF NON-ACADEMIC UNITS
ALL FACULTY MEMBERS AND STAFF
ALL STUDENTS

FROM : BENITO M. PACHECO, Ph.D. †
Vice-Chancellor for Academic Affairs

SUBJECT : National Service Training Program (NSTP) Diliman:
Functions, Programs and Services

DATE : 30 June 2016

In line with the implementation of Executive Order No. PAEP 16-02 dated 26 April 2016 on the Reorganization of the UP Diliman Office of the Vice-Chancellor for Academic Affairs (OVCAA) as approved by the Board of Regents during its 1316th Meeting on 31 March 2016, we request dissemination of the following information pertaining to the National Service Training Program (NSTP) Diliman. At the same time we thank all the offices concerned for their full cooperation and support to the programs and services of the academic affairs offices.

Functions of NSTP Diliman

NSTP Diliman is a relatively new office transferred from the Office of the Chancellor / Office of the Vice-Chancellor for Student Affairs. As one of the eight (8) offices under the OVCAA (in Annex A Organizational Setup, Memorandum No. OVCAA-BMP 16-185), NSTP Diliman has the following main functions:

- a. "Tatak U.P. Diliman" NSTP: develop an NSTP that is unique to U.P. Diliman as a bastion of diverse knowledge, research and creative work, and that promotes service to the nation and people while complying with R.A. 9163 and its IRR;
- b. Harmonized Implementation: formulate structure and guidelines that recognize the extension work and public service of the various disciplines while aligning with the "Tatak U.P. Diliman" NSTP;
- c. Initiatives: develop and implement programs that encourage volunteerism among U.P. Diliman students including those who have completed the NSTP courses; and
- d. Projects and Activities: coordinate with and among academic units in the implementation, monitoring, and review of NSTP projects and activities.

Programs and Services of NSTP Diliman

With NSTP Diliman's transfer to OVCAA, its status has been upgraded from a unit headed by a coordinator to a full-fledged administrative and coordinating office headed by a director. This organizational change is intended to align NSTP Diliman's structure with its mandate and functions.

As it puts the new organizational structure into place, NSTP Diliman will also design and implement new programs and services that cover the gamut of its functions, in consultation with the academic units, the OVCAA, and other stakeholder offices. In the meantime, the office will continue to implement and enhance the following services:

- Ensuring the standard implementation of the NSTP Common Module;
- Coordinating with the different academic units in ensuring that supply of NSTP course offerings meets the demand;
- Development and implementation of programs that encourage volunteerism among U.P. Diliman students including those who have completed the NSTP courses;
- Establishment of the National Service Reserve Corps (NSRC) in UP Diliman;
- Coordinating with and among academic units in the implementation, monitoring, and review of their NSTP projects and activities;
- Processing of MOAs and MOUs between units offering NSTP and their partner organizations;
- Processing of NSTP-related budgetary requests;
- Processing of NSTP-related appointment papers;
- Conduct of NSTP faculty and facilitator orientation programs; and
- Processing of NSTP-related student appeals.

Other programs and services consistent with the functions of NSTP Diliman shall be announced from time to time.

Kindly also note the following contact details of NSTP Diliman:

- ① VOIP 4525
- ✉ nstp.upd@up.edu.ph

Thank you.

cc: Chancellor, Dr. Michael L. Tan
All Vice-Chancellors
NSTP Diliman Director, Asst. Prof. John Erwin S. Bañez
NSTP Diliman Deputy Director for NSRC, Asst. Prof. Josefina C. Santos

Memorandum Bilang AVPM 19-015 (Kaisahan sa Pagpapangalan ng Seksyon ng NSTP sa CRS)

Hulyo 29, 2019

MEMORANDUM BILANG AVPM 19-015

PARA SA: Tagapag-ugnay ng NSTP sa Kolehiyo, Nangangasiwa ng NSTP sa CRS ng mga Unit na Naghahain ng NSTP

MULA KAY: (SGD) KAT. PROP. ARLYN P. MACAPINLAC
Direktor, NSTP Diliman

TUNGKOL SA: KAISAHAN SA PAGPAPANGALAN NG SEKSYON NG NSTP SA CRS

Para po malinaw na magabayan ang mga mag-aaral sa mahahalagang impormasyon kaugnay ng nakahaing kurso ng NSTP sa CRS at maiwasan ang kanilang kalituhan bunga ng iba't-ibang estilo ng Kolehiyo sa pagpapangalan ng kurso ng NSTP, pinagsikapan ng Tanggapan ng NSTP Diliman na makapagbuo ng batayan upang magkaroon ng kaisahan ang pagpapangalan ng seksyon ng NSTP sa CRS. Pinag-aralan at binuo ni Engr. Raymond Freth Lagria, Tagapag-ugnay ng NSTP sa Kolehiyo ng Inhinyeriya, ang panukala para sa nabanggit na pagpapangalan. Nagkaroon ng presentasyon, talakayan at pagpipino sa panukala sa serye ng pulong ng Konseho ng NSTP, kaalinsabay ang pakikipag-ugnayan at pakikipagpulong ng Tanggapan kaugnay nito kay G. Jacob Obinguar, Tagapamuno ng CRS Team ng *Office of the University Registrar* (OUR).

Sa naganap na *Extended NSTP Council Strategic Planning Workshop* noong Hulyo 26-27, 2019, kung saan muli itong tinalakay, napagpasyahan ng Pinalawak na Konseho ng NSTP ang pormang **SUBJECTNAME + COLLEGE + SECTION CODE** para maging *template* ng pagpapangalan sa *section*.

Sa mga nakapagbuo na ng seksyon ng NSTP para sa semestrenang ito, kung saan hindi na mapapalitan ang pangalan ng kurso kung may laman nang mag-aaral ang nabuong klase sa NSTP sa CRS, tanging ang *remarks section* na lamang po ang papalitan upang tuparin ang napagkasunduan ng Konseho. Samantala, maaari pa rin pong sundin ang napagkasunduang pagpapangalan sa kurso at laman ng *remarks section* ng *unit* na magbubukas pa lamang ng klase sa NSTP matapos mabasa ang pabatid na ito. Paunawa pong ang pagbaybay sa Kolehiyo ay ayon sa nakagawiang paraan ng pagsusulat sa mga ito upang madali itong makilala ng mga

mag-aaral (Hal. CMu para sa College of Music; Engg para sa College of Engineering). Nasa ibaba po ang mga halimbawa para sa napagkasunduang pagpapangalan:

PARA SA NSTP/NSTP COMMON MODULE:	
<ul style="list-style-type: none"> Sakaling 1 seksyon lamang mula sa Kolehiyo 	NSTP Engg MCDE
<ul style="list-style-type: none"> Sakaling higit sa 1 seksyon mula sa Kolehiyo na may kaparehong <i>section code</i> 	NSTP Engg MCDE NSTP Engg MCDE-1 NSTP Engg MCDE-2
PARA SA CWTS/LTS:	
<ul style="list-style-type: none"> Sakaling 1 seksyon lamang mula sa Kolehiyo 	CWTS 1 Engg MCDE
<ul style="list-style-type: none"> Sakaling higit sa 1 seksyon mula sa Kolehiyo na may kaparehong <i>section code</i> 	CWTS 1 Engg MCDE CWTS 1 Engg MCDE-1 CWTS 1 Engg MCDE-2
<ul style="list-style-type: none"> Sakaling 1 seksyon lamang mula sa Kolehiyo 	LTS 2 CSSP MCDE
<ul style="list-style-type: none"> Sakaling higit sa 1 seksyon mula sa Kolehiyo na may kaparehong <i>section code</i> 	LTS 2 CSSP MCDE LTS 2 CSSP MCDE-1 LTS 2 CSSP MCDE-2
PARA SA COMMON MODULE NG DMST:	
<p><i>Sapagkat tanging DMST lamang ang naghahain ng ROTC, napagpasyahang direkta nang gagamitin ang ROTC sa halip na pangalan ng naghahaing unit para sa mabilis na pagkakakilanlan.</i></p>	
<ul style="list-style-type: none"> Sakaling 1 seksyon lamang 	NSTP ROTC SCDE
<ul style="list-style-type: none"> Sakaling higit sa 1 seksyon mula sa <i>unit</i> na may kaparehong <i>section code</i> 	NSTP ROTC SCDE NSTP ROTC SCDE-1 NSTP ROTC SCDE-2
PARA SA ROTC 1/ ROTC 2:	
<ul style="list-style-type: none"> Sakaling 1 seksyon lamang ng ROTC 1 	ROTC 1 SCDE
<ul style="list-style-type: none"> Sakaling higit sa 1 seksyon ng ROTC 1 na may kaparehong <i>section code</i> 	ROTC 1 SCDE ROTC 1 SCDE-1 ROTC 1 SCDE-2
<ul style="list-style-type: none"> Sakaling 1 seksyon lamang ng ROTC 2 	ROTC 2 SCDE
<ul style="list-style-type: none"> Sakaling higit sa 1 seksyon ng ROTC 2 na may kaparehong <i>section code</i> 	ROTC 2 SCDE ROTC 2 SCDE-1 ROTC 2 SCDE-2

Iminumungkahing ipaubaya na lamang sa CRS ang paglalagay ng -1; -2;-3 sa seksyon sakaling higit sa isang seksyon na may magkaparehong *section code* ang ihahain ng Kolehiyo. Otomatiko itong lalagyan ng CRS ng “-1, -2, -3...” sakaling makita nito na higit sa isa ang inihahaing NSTP ng Kolehiyo na magkapareho ang *section code*.

Samantala, ipatutupad po mula sa semestring ito ang *standardization* ng deskripsyon ng klase na nakasulat sa *remarks section* ng bawat kurso. Ang bahaging ito po ay maaaring baguhin anumang oras sa CRS kahit mayroon nang lamang mag-aaral ang klase. Nasa ibaba po ang *template* para sa *remarks* na napagkasunduan sa ginanap na Hulyo 26-27 *planning workshop* ng Pinalawak na Konseho ng NSTP. Ipinauubaya po sa mga Kolehiyo ang pagpapasya kung nanaisin pa ang pagdaragdag ng detalye sa napagkasunduang laman ng *remarks section*.

PARA SA NSTP/NSTP COMMON MODULE:	REMARKS
Halimbawa: NSTP Engg MCDE	This is offered by the <u>College of Engineering – Department of Industrial Engineering and Operations Research</u> . This NSTP will become <u>CWTS 1</u> that will focus on <u>DRRM</u> .
PARA INTEGRATED NSTP: Halimbawa: NSTP VSB MCJ	This is an integrated NSTP offered by the <u>Virata School of Business</u> . This is composed of the NSTP Common Module, <u>LTS 1</u> and <u>LTS 2</u> that will focus on <u>Financial Literacy</u> . The second part of the course requires an Academic Field Activity.
PARA SA CWTS 2/LTS 2:	
Halimbawa: LTS 2 CSSP MCDE	This is offered by the <u>College of Social Sciences and Philosophy – Department of Philosophy</u> and will focus on <u>Philosophy for Children</u> . This requires an Academic Field Activity.
Halimbawa: CWTS 1 Engg MCDE-2	This is offered by the <u>College of Engineering – Department of Industrial Engineering and Operations Research</u> and will focus on <u>DRMM</u> . This requires an Academic Field Activity.
PARA SA ROTC COMMON MODULE:	This is offered by the <u>Department of Military Science and Tactics</u> and will become <u>ROTC 1</u> that will focus on <u>markmanship and small unit tactics</u> . This requires an Academic Field Activity.
PARA SA ROTC 2:	This is offered by the <u>Department of Military Science and Tactics</u> and will focus on <u>markmanship and small unit tactics</u> . This requires an Academic Field Activity.

Bagaman po at maaaring huli na ito para makatulong sa pagpapatala ng karamihang mag-aaral sa panahong ito ng rehistrasyon, malaki pa rin po ang maitutulong ng mga

impormasyong ito sa magaganap na *redistribution* ng mga mag-aaral ng NSTP ngayong semestre kung kailan sila ay pipili ng kanilang kukumpletuhing *NSTP component*.

Mangyari pong makipag-ugnayan kayo sa aming Tanggapan sa *local 4525* sakali pong mayroon kayong mga katanungan o paglilinaw kaugnay ng mga nabanggit.

Maraming salamat po.

cc: OVCAA
Dekano ng Kolehiyo
Kalihim ng Kolehiyo

OVPA & OVPPF Joint Memorandum No. 10 (Student Insurance Coverage Beginning AY 2019-2020)



UNIVERSITY OF THE PHILIPPINES Quezon City

OVPA & OVPPF Joint Memorandum No. 10

Date: 16 September 2019

To: **Chancellors
University Registrars
Heads of Student Affairs Offices**

From: **MARIA CYNTHIA ROSE BANZON BAUTISTA**
Vice President for Academic Affairs


ROSELITO G. FLORENDO
Vice President for Planning and Finance

Subject: **STUDENT INSURANCE COVERAGE BEGINNING AY 2019-2020**

The UP strongly encourages the provision of insurance to its students while they are enrolled in the University. The proposed policy is intended to cover a portion of the accident costs, hospitalization, medical care, among others, especially in cases when students participate in academic and similar experiential learning activities outside classrooms.

To ensure adequate insurance coverage, the UP System shall register all enrolled undergraduate students, who are eligible for the grant of Higher Education Subsidy, in a comprehensive student insurance program beginning AY 2019-2020. The Government Service Insurance System (GSIS) will provide the insurance coverage in AY 2019-2020. The insurance policy shall be valid for 12 months, beginning on the date when UP confirms the availment of the insurance coverage. For this academic year, the amount of annual insurance premium shall be P200 per undergraduate student.

The policy does not prohibit the UP Constituent Universities (CUs) from securing additional protection for its students. The UP System encourages all UP CUs to provide additional insurance or similar protection to the rest of the student population to ensure their adequate coverage while they are enrolled in the University.

For your guidance and compliance. Thank you.

Republic Act No. 11519

H. No. 8063

Republic of the Philippines
Congress of the Philippines
Metro Manila
Eighteenth Congress
Second Regular Session

Begun and held in Metro Manila, on Monday, the twenty-seventh day of July, two thousand twenty.

[REPUBLIC ACT NO. **11519**]

AN ACT EXTENDING THE AVAILABILITY OF APPROPRIATIONS UNDER REPUBLIC ACT NO. 11494, OTHERWISE KNOWN AS THE "BAYANIHAN TO RECOVER AS ONE ACT"

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. *Extension of the Availability of Appropriations.*
- The appropriations authorized under Republic Act No. 11494 or the "Bayanihan to Recover as One Act" which includes, among

others, the automatic appropriations of new programs, projects, and activities pursuant to Section 4 thereof, shall be available for release, obligation and disbursement until June 30, 2021: *Provided*, That the appropriations sourced from reprogrammed, reallocated or realigned savings in Republic Act No. 11465 or the 2020 GAA for programs and projects for COVID-19 interventions shall be valid for release, obligation, and disbursement in accordance with the provisions of the 2020 GAA: *Provided, further*, That the use of such appropriations shall continue to be governed by the provisions of Section 4 of the Bayanihan to Recover as One Act. The special and general provisions of the 2020 GAA shall be suppletory thereto provided it is not inconsistent with the said provision.

The balances of fund transfers between agencies, instrumentalities and government-owned and -controlled corporations which, while obligated, remain unused, unutilized, unexpended, and undisbursed as of June 30, 2021 shall revert to the unappropriated surplus of the General Fund.

Agency outsourcing requests or agreements by agencies, instrumentalities and/or government-owned and -controlled corporations with Philippine International Trading Corporation shall not be allowed. Any balances of fund transfers in the books of the Philippine International Trading Corporation shall revert to the unappropriated surplus of the General Fund upon effectivity of this Act.

SEC. 2. Expiration of the President's Authority Granted Under the Bayanihan to Recover as One Act. – The authority of the President to exercise powers granted under the Bayanihan to Recover as One Act, including the authority to reprogram, reallocate, and realign from savings on other items in the appropriations of the Executive Department in the 2020 GAA, can only be exercised until December 19, 2020 pursuant to Section 18 thereof.

SEC. 3. *Validity of Allotment.* – The validity of Advices of Allotments issued by the Department of Budget and Management (DBM) for fund releases charged against Section 10 of the Bayanihan to Recover as One Act shall automatically be extended in accordance with Section 1 of this Act.

SEC. 4. *Applicability to Local Government Units (LGUs) and the Government Financial Institutions (GFIs).* – The fund releases to the LGUs, and GFIs for programs, projects and activities enumerated in Section 10 of the Bayanihan to Recover as One Act shall be valid for release, obligation, and disbursement until June 30, 2021, except for the balances of the fund releases to the LGUs and GFIs sourced from savings in the 2020 GAA which shall be governed by the applicable provisions of the 2020 GAA.

SEC. 5. *Allotment Releases from the Standby Fund.* – Appropriations covered by the standby fund as provided in Section 10 of the Bayanihan to Recover as One Act shall be available for release, obligation, and disbursement up to June 30, 2021, subject to the fulfillment of the conditionalities stipulated under the same section of the Bayanihan to Recover as One Act.

SEC. 6. *Implementing Rules and Regulations.* – Immediately after the effectivity of this Act, the Department of Budget and Management shall, in consultation with implementing agencies concerned, formulate the necessary rules and regulations for the effective implementation of this Act.

SEC. 7. *Repealing Clause.* – Any provision of Republic Act No. 11494, otherwise known as the “Bayanihan to Recover as One Act” and any other law, decree, executive order, or rules and regulations contrary to or inconsistent with this Act, are hereby repealed or modified accordingly.

SEC. 8. *Effectivity.* - This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of general circulation.

Approved, *[Signature]*

VICENTE C. SOTTO III
President of the Senate

LORD ALLAN JAY Q. VELASCO
Speaker of the House of Representatives

This Act which originated in the House of Representatives was passed by the House of Representatives on December 14, 2020, amended by the Senate of the Philippines on December 15, 2020, and which amendments were concurred in by the House of Representatives on December 16, 2020. **A**

MYRA MARIE D. VILLARICA
Secretary of the Senate

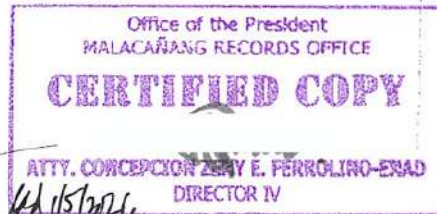
[Signature]
MARIELA ANDROS MENDOZA
Secretary General House of Representatives

Approved: DEC 29 2020



RODRIGO ROA DUTERTE
President of the Philippines

O



Republic Act No. 11520

H. No. 6656

Republic of the Philippines
Congress of the Philippines
Metro Manila
Eighteenth Congress
Second Regular Session

Begun and held in Metro Manila, on Monday, the twenty-seventh day of July, two thousand twenty.

[REPUBLIC ACT NO. **11520**]

AN ACT EXTENDING THE AVAILABILITY OF THE 2020 APPROPRIATIONS TO DECEMBER 31, 2021, AMENDING FOR THE PURPOSE SECTION 60 OF THE GENERAL PROVISIONS OF REPUBLIC ACT NO. 11465 OR THE GENERAL APPROPRIATIONS ACT OF FISCAL YEAR 2020

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. Section 60 of the 2020 General Appropriations Act or Republic Act No. 11465 is hereby amended to read as follows:

“SEC. 60. Cash Budgeting System. All appropriations authorized in this Act, including budgetary support to GOCCs, shall be available for release and disbursement for the purpose specified, and under the same general and special provisions applicable thereto, until December 31, 2021. While the amount appropriated herein as financial assistance to LGUs released during the fiscal year shall be available for disbursement for the purpose specified until December 31, 2021. On the other hand, appropriations for the statutory shares of LGUs shall be available for obligations and disbursement until fully expended.

After the end of validity period, all unreleased appropriations shall lapse, while unexpended or undisbursed funds shall revert to the unappropriated surplus of the General Fund in accordance with Section 28, Chapter 4, Book VI of E.O. No. 292 and shall not thereafter be available for expenditure except by subsequent legislative enactment. Departments, bureaus, and offices of the National Government, including constitutional offices enjoying fiscal autonomy, SUCs and GOCCs, shall strictly observe the validity of appropriations and the reversion of funds.

The balances of fund transfers between agencies, instrumentalities and government-owned or -controlled corporations which, while obligated, remain unused, unutilized, unexpended, and undisbursed as of December 31, 2021 shall revert to the unappropriated surplus of the General Fund.

Agency outsourcing requests or agreements by agencies, instrumentalities and/or government-owned or -controlled corporations with the Philippine

International Trading Corporation shall not be allowed. Any balances of fund transfers in the books of the Philippine International Trading Corporation shall revert to the unappropriated surplus of the General Fund upon the effectivity of this Act.

For FY 2020, the appropriations for infrastructure capital outlays, including those subsidy releases to GOCCs for infrastructure projects, shall be valid for obligation until December 31, 2021, while the completion of construction, inspection, and payment shall be made not later than December 31, 2021. On the other hand, appropriations for MOOE and other capital outlays item shall likewise be valid for obligation until December 31, 2021, while the delivery, inspection and payment shall be made not later than December 31, 2021.

The DBM is authorized to issue the necessary guidelines for the effective implementation of the cash budgeting system.

A report on these releases, obligations and disbursements shall be submitted to the Speaker of the House of Representatives, the President of the Senate of the Philippines, the House Committee on Appropriations and the Senate Committee on Finance, either in printed form or by way of electronic document.”

SEC. 2. Repealing Clause. – All laws, presidential decrees, executive orders, rules and regulations contrary to or inconsistent with provisions of this Act are hereby repealed or modified accordingly.

SEC. 3. *Effectivity.* - This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,

VICENTE C. SOTTO III
President of the Senate

LORD ALLAN Q. VELASCO
Speaker of the House of Representatives

This Act which originated in the House of Representatives was passed by the House of Representatives on December 14, 2020, amended by the Senate of the Philippines on December 15, 2020, and which amendments were concurred in by the House of Representatives on December 16, 2020.

MYRA MARIE D. VILLARICA
Secretary of the Senate

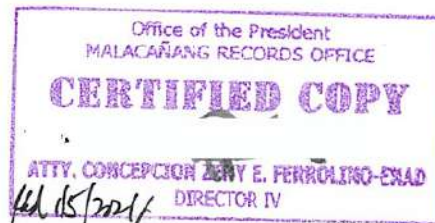
MARK L. MENDOZA
Secretary General House of Representatives

Approved: DEC 29 2020



RODRIGO ROA DUTERTE
President of the Philippines

O



DBM National Budget Circular No. 585 (Guidelines on the Treatment of Released Allotment and Release of Funds for FY 2021 Pursuant to Republic Act (R.A.) Nos. 11519 and 11520)



REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF BUDGET AND MANAGEMENT
GENERAL SOLANO STREET, SAN MIGUEL, MANILA

NATIONAL BUDGET CIRCULAR

No. 585
January 26, 2021

For : All Heads of Departments/ Agencies/ State Universities and Colleges (SUCs) and Other Offices of the National Government, including Commissions/Offices under the Constitutional Fiscal Autonomy Group (CFAG), Government Entities Receiving Budgetary Support (Government-Owned or —Controlled Corporations [GOCCs] and Local Government Units [LGUs]); Budget Officers; Heads of Accounting Units; and All Others Concerned

Subject : **GUIDELINES ON THE TREATMENT OF RELEASED ALLOTMENT AND RELEASE OF FUNDS FOR FY 2021 PURSUANT TO REPUBLIC ACT (R.A.) NOS. 11519 AND 11520**

1.0 PURPOSE

To provide policies, procedures, rules and regulations on the release, utilization of funds, and monitoring of items authorized under R.A. No. 11519 (*An Act Extending the Availability of Appropriations under R.A. No. 11494, Otherwise Known as the "Bayanihan to Recover as One Act"*) and R.A. No. 11520 (*An Act Extending the Availability of the FY 2020 Appropriations to December 31, 2021, Amending for the Purpose Section 60 of the General Provisions of R.A. No. 11465 or the General Appropriations Act (GAA) for FY 2020*).

2.0 COVERAGE

All departments, agencies and operating units of the National Government, including CFAG, SUCs, GOCCs and LGUs receiving budgetary support from the national government from R.A. Nos. 11519 and 11520.

3.0 GUIDELINES

3.1 R.A. Nos. 11519 and 11520, which extends the availability of appropriations under R.A. Nos. 11494 and 11465, respectively, shall take effect on **February 2, 2021**, fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation, consistent with Article 2 of R.A. No. 386 or the Civil Code of the Philippines, as amended by Executive Order No. 200 dated June 18, 1987.

⑤

3.2 The appropriations under R.A. Nos. 11465 and 11494, as extended, shall be available for release, obligation and disbursement not later than the following dates:

3.2.1 **June 30, 2021** – Appropriations under R.A. No. 11494 (Bayanihan to Recover as One Act) extended pursuant to R.A. No. 11519; and

3.2.2 **December 31, 2021** - Appropriations under R.A. No. 11465 (FY 2020 GAA) extended pursuant to R.A. No. 11520.

3.3 With the extended availability of the appropriations under R.A. Nos. 11465 and 11494, release of funds chargeable against the unreleased appropriation of said laws, as extended shall take effect only on February 2, 2021.

The usual procedures in recording received allotments shall be observed. Hence, agencies shall not set-up their Registry of Appropriations and Allotments (RAPAL) pending the receipt of allotment.

3.4 In the same way, agencies may continue to implement the specific programs/activities/projects covered by the unobligated allotments on the said date.

3.5 For this purpose, agencies shall observe the following procedural guidelines:

3.5.1 Close at year-end, the balances of unobligated allotments under R.A. No. 11465 and 11494 in their respective Registry of Allotment, Obligations and Disbursements (RAODs) for PS, MOOE, FinEx or CO, by negating the said amount in the Registry, consistent with Section 60 of the General Provisions under R.A. No. 11465 and in accordance with Section 28, Chapter 4, Book VI of E.O. No. 292, that all unobligated allotment shall be reverted to the unappropriated surplus of the General Fund.

3.5.2 Adjust their year-end FY 2020 Financial Accountability Report (FAR) 1, consistent with the aforesaid reversion of the unobligated allotments charged against R.A. No. 11465 and 11494;

3.5.3 Set-up the beginning balances of R.A. Nos. 11519 and 11520 on February 2, 2021, by posting unobligated allotments as authorized by these Acts in the RAPAL. A separate RAPAL shall be created and maintained for each Act, by funding cluster, by program/activity/project.

3.5.4 Prepare separate FAR No.1 for Continuing Appropriations, R.A. Nos. 11519 and 11520. Then, encode in column 4, i.e., Adjustments (transfer [To]/From, Modifications, Augmentations) the unobligated balances of these Appropriations as part of the adjusted appropriations.

5

4.0 **SEPARABILITY CLAUSE**


If any part or provision of this Circular is held invalid or unconstitutional, other provisions not affected thereby shall remain in force and effect.


5.0 **REPEALING CLAUSE**

All provisions of existing circulars and other issuances inconsistent with this Circular are hereby rescinded/repealed and/or modified accordingly.

6.0 **EFFECTIVITY**

This Circular shall take effect immediately.


WENDEL E. AVISADO
Secretary



Memorandum No. OVCAA-BMP 17-094-C (Academic Field Activities)



Office of the Vice-Chancellor for Academic Affairs
Office of Field Activities Diliman

ANNEX 2

University of the Philippines
Diliman

Face-to-Face Academic Field Activity Guidelines (UPD F2F AFA Guidelines) Second Semester AY 2022-2023

Given the nature of this pandemic, these guidelines will be updated constantly based on the current IATF, DOH, LGU, and UPD directives. Please check the most up-to-date version.

These guidelines and the documents attached are for F2F internship/practicum/OJT and other F2F on-campus and off-campus AFAs including the National Service Training Program (NSTP) AFAs. These only apply to the duration of the required or optional AFAs that are in the academic unit's program curriculum. Voluntary field and extracurricular activities are not covered by these guidelines. The F2F AFA component of the course must be clearly indicated in the approved course syllabus and must be linked to the learning objectives of the course.

OFA Diliman shall implement different processes for Internship/OJT/Practicum, on-campus, off-campus, National Service Training Program (NSTP), and special F2F AFA requests. The safety of the AFA venues, coordination with and approval of the concerned LGU, compliance with minimum health and safety protocols, medical clearance (if applicable), and insurance requirements of AFA participants shall be ensured by the College before a request and other usual documents related to AFA implementation are forwarded to OFA Diliman via email at ofadiliman@up.edu.ph. *Note: The Certificate of Authority for F2F AFAs signed by the Chancellor will no longer be required starting 2nd semester of A.Y. 2022-2023.*

Below are the details of the guidelines:

1. The academic unit may constitute a **technical committee** to facilitate the evaluation of the requirements for the safe F2F implementation of the unit's AFAs. It shall ensure that the following are in order:
 - a. safety and compliance of AFA venues with the COVID-19 minimum public health standards
 - b. proper consultation with the students and stakeholders



- c. Any document indicating LGU approval¹
There must be proper coordination with the LGU that holds jurisdiction over the AFA venue/s.
 - d. unit's comprehensive health and safety protocols
 - e. adherence of F2F AFA participants to the minimum health and safety protocols
2. The academic unit, through the FIC/IC, must ensure the following:
- a. Dissemination of relevant information and consultation with students and stakeholders.

Enlistment. Academic units shall indicate the following under the CRS remarks section of the course:

"WITH F2F [AFAs or INTERNSHIP]; *Please note that requirements will include medical clearance for students with medical condition/s, comorbidities, or maintenance medication, and medical insurance for students who are not eligible for the [RA 10931 Free Tuition Act](#)."

Consultation. Requesting units are expected to consult with students, parents or guardians, faculty, staff, and concerned LGUs as part of their request for F2F classes with AFA component. Consultation may be done at the level of the college, department, or class, as deemed fit by the requesting unit.

- b. Compliance with medical clearance requirement, if applicable
Students with medical condition/s, comorbidities, or with maintenance medication must consult with UP Health Service and secure medical clearance before joining any AFA. This is in compliance with [CHED Memo 63 s.2017](#) and [CHED Memo 104 s. 2017](#). Copies of the medical clearance, if applicable, must be submitted to OFA Diliman via email prior to the conduct of the F2F AFA/s;
- c. Compliance with insurance requirements of AFA participants

Students who are NOT eligible for [RA 10931 Free Tuition Act](#) must secure medical insurance that includes health, accident, and medical and surgical emergencies related to their involvement in academic and similar experiential learning activities outside the regularly assigned UPD or UPD constituent unit's classrooms. The medical insurance should be valid for the scheduled F2F AFA. This is in compliance with [CHED Memo 63 s. 2017](#), [CHED Memo 104 s. 2017](#), and [Section 8 of RA 9163](#). A list of the

¹ The LGU approval is still required by CHED and IATF, consistent with [CHED Memo 9 s. 2022](#) (item IV-E, page 8). OFA Diliman has sent a letter to CHED requesting the removal of LGU approval as a requirement to conduct F2F AFAs. The Office will update the units as soon as CHED releases its decision on the matter.



students who are not eligible for [RA 10931](#) and their corresponding insurance policy numbers must be submitted to OFA Diliman via email prior to the conduct of the F2F AFA/s;

Note: In addition to the students' existing insurance, any untoward incident in the field is covered by the "Financial Assistance for Student Contingencies Program" (FASCP) to all qualified students. For details of the FASCP, the FIC may coordinate with the UP Diliman Office of Scholarships and Grants (OSG).

d. Updated contact information of AFA participants and emergency contact person

The Faculty-in-Charge/Internship Coordinator (FIC/IC) shall keep on file the contact details of the parent/legal guardian and emergency contact person of every student. The communication lines with the Department Head/Institute Director must always be open during the entire conduct of AFA.

e. Adherence to approved AFA schedule

The FIC/IC shall ensure that the approved schedule of activity/ies is strictly followed during the conduct of AFA. In case of any change in schedule, the faculty should properly coordinate the change with the parties involved and the head of her/his unit as soon as possible.

f. With due diligence by all parties, especially the FIC/IC, every AFA is expected to achieve the learning objectives without any untoward incident that harms the safety or security of a person or results in damage or loss of property. In the event of any untoward incident during the conduct of internship/OJT/practicum or other AFAs, the FIC/IC shall be guided by the Field Incident Reporting Guidelines ([Memorandum No. OVCAA-BMP 15-095](#)). OFA Diliman must also be informed of the incident immediately via email.

3. The academic unit must ensure that **all requirements are in order before the start date of the F2F AFAs.**

4. **F2F On-campus AFAs.**² The academic unit shall fully process and act on all requests for F2F on-campus academic field activities of the unit, with the exception of on-campus internships/OJT/practicum. The unit shall only be forwarding the following documents to OFA Diliman via email: (a) [Summary Report](#) (Appendix A) of the approved on-campus F2F AFAs during the semester, which is to be submitted at the beginning of the semester, and (b)

² **On-campus AFAs** are academic and similar experiential learning activities done outside the regularly assigned classrooms but within the premises of the UP Diliman Campus or its constituent unit. Examples include field surveys of engineering students at the academic oval, Vargas Museum tour, bird watching in UP Arboretum, and others.



5. FIC-accomplished [AFA Evaluation Form](#) (Appendix J) for the conducted AFA which is to be submitted before the semester ends.

6. ***NSTP F2F Community Engagement Projects and Other NSTP F2F AFAs.*** NSTP classes shall adhere to the rules and requirements prescribed by the NSTP Diliman Office for the

safe conduct of NSTP F2F AFAs, as supervised by the NSTP College Coordinator, in close coordination with the unit. In addition, the College-approved [Summary List of NSTP Academic Field Activities](#) (Appendix B) must be submitted by the College NSTP Coordinator through the NSTP Diliman Office to OFA Diliman at the beginning of the semester before the earliest date of AFA implementation.

Moreover, the FIC must accomplish and submit the [AFA Evaluation Form](#) (Appendix J) for the conducted NSTP AFA/s before the semester ends.

7. ***Special F2F AFAs.***³ Request for the conduct of Special F2F AFA/s is subject to the approval of the Dean/Head of the academic unit. The FIC must, however, inform OFA Diliman and submit the approved [Special F2F AFA Request Form](#) (Appendix C) via email at least two (2) days before the activity date. The [evaluation form](#) (Appendix J) must also be accomplished and submitted by the FIC to OFA Diliman before the semester ends. It is incumbent upon the offering unit to take precautionary measures to ensure the authenticity of the event/activity, the safety of the participating students, and the compliance of the Special AFA venue/s with the minimum COVID-19 public health standards.

8. ***Other F2F Off-campus AFAs.***⁴

- a. After the unit has found the requirements for the safe F2F implementation of its requested AFA in order (e.g. safety of F2F AFA venue/s, etc) and consistent with the relevant University and CHED Guidelines, the implementing unit shall submit its accomplished [Face-to-Face \(F2F\) Academic Field Activity \(AFA\) Request Form](#) (Appendix D) to OFA Diliman via email. The request form indicates the nature and other pertinent information regarding the requested F2F off-campus AFA. This must be duly signed by the FIC, the Department Chair, and the head of the academic unit. This must be submitted along with copies of accomplished [Student Participation Agreements](#) (SPA) to OFA Diliman at least seven (7) days prior to the activity date. Accomplished SPAs shall be collected by the FIC from her/his students.

³ ***Special F2F AFAs*** include time-sensitive invitations to attend or participate in culture and arts events or programs outside the University (e.g. performance viewing at the CCP).

⁴ ***Off-campus AFAs*** are authorized academic and similar experiential learning activities undertaken outside the premises of UP Diliman, or outside the premises of its constituent unit. Examples include plant industry visits, field trips, fieldwork, field school, and others.



The **SPA** (Appendix E) is a document of acknowledgment that the student understands the benefits, relevance of the AFA/s to the course and/or degree program, and the risks associated with the conduct of F2F off-campus AFA. Accomplished SPAs shall be collected by the FIC from her/his students. This document also contains provisions on the responsibilities of the student and teacher during the implementation of AFAs. It serves as a declaration that the student is physically and mentally fit and has valid insurance coverage during

her/his F2F AFA participation. The agreement is therefore an assurance that proper protocols are being followed and risk assessments have been completed prior to the conduct of AFA.

- b. In addition to the responsibilities enumerated under item 2, the FIC is reminded to do the following during the conduct of the F2F off-campus AFA:
 - i. inform the head of her/his department of the exact time of departure from and arrival at the campus. As much as possible, the point of assembly/departure must be inside the University campus.
 - ii. exercise due diligence in ensuring the safe mobility of students by getting transportation vehicles with updated/valid documents pertaining to registration, insurance coverage, driver's license, and assurance of roadworthiness among others.
 - iii. make proper arrangements such as endorsement of the students to the field partner, among others, in cases when the FIC cannot physically accompany the students. The communication line between the FIC and the identified person-in-charge must always be open.
- c. The FIC must also accomplish the [AFA Evaluation Form](#) (Appendix J) before the semester ends.

9. ***F2F Local Internship, Practicum, and On-the-Job Training***⁵

OFA Diliman shall implement a two-step process for Internships/practicum/OJT. The first step involves the MOA/MOU processing initiated at least a semester before the conduct of the AFA/s. After acquiring a copy of the valid MOA/MOU, units can proceed to the second step which requires coordination with the College Technical Committee (CTC) for the safe conduct of the F2F internship/practicum/OJT (e.g. safety of F2F AFA venue/s, etc), and submission to OFA Diliman of F2F AFA requirements duly endorsed by the Dean/Head of

⁵ ***F2F Local Internships, Practicum, and On-the-Job Training*** are AFAs that involve the long-term deployment of student intern/s to a host training establishment (HTE) as coordinated by the students' respective academic unit.



Unit during the semester of the requested F2F internship/practicum/OJT. Units must take note of the following before conducting F2F internship/practicum/OJT:

- a. There should be a formal agreement through a **Memorandum of Agreement (MOA)** or **Memorandum of Understanding (MOU)** with the **Host Training Establishments (HTEs)** where the students are to be assigned. Clear protocols for monitoring and feedback, such as workload, duration of work, intellectual property rights, allowance, and compensation scheme (if any), shall be put in place. MOAs and MOUs are signed by the University Chancellor and a qualified representative of the HTE. See **Appendix F: [Memorandum of Agreement Template](#)**, and **Appendix G** for the **[MOA/MOU Process for Local Internships](#)**. Academic units are highly encouraged to start processing their MOA or MOU with an HTE **at least a semester** before the conduct of the F2F practicum, OJT, or internship.
- b. The academic unit shall only deploy students to **reputable HTEs**. Reputable HTEs are “duly authorized and registered entities, institutions, or establishments in the Philippines by the Security Exchange Commission (SEC) or the Department of Trade and Industry (DTI) and with an established system of training.”
- c. The duration of the practicum, OJT, or internship program shall be up to a **maximum of five (5) months** in accordance with the approved curriculum, except for highly technical programs that require longer internship hours. If the practicum, OJT, or internship program will last for more than 5 months, the FIC/IC shall seek the approval of the Office of the Chancellor (OC) through the Office of the Vice Chancellor for Academic Affairs (OVCAA) – OFA Diliman.⁶
- d. Students who are participating in the F2F Practicum, OJT, or Internship must have the following minimum qualifications:
 - i. They must be enrolled in a required or elective practicum, OJT, or internship course.
 - ii. They must be mentally and physically fit.
 - iii. Those who are NOT eligible for the **[RA 10931 Free Tuition Act](#)** must secure **appropriate insurance coverage**.⁷ The medical insurance should be valid for the scheduled F2F Internship/OJT/Practicum.
- e. The academic unit shall properly inform the students of the F2F Internship/Practicum/OJT. Information dissemination shall be done through the following:

⁶ Ibid.

⁷ This is in compliance with [CHED Memo 104 s. 2017](#).



- i. **Enlistment.** Academic units shall indicate the phrase “*WITH F2F PRACTICUM/OJT/INTERNSHIP*”; *Please note that requirements will include medical clearance for students with medical condition/s, comorbidities, or maintenance medication, and medical insurance for students who are not eligible for the [RA 10931 Free Tuition Act](#).”
 - ii. **Orientation.** Orientation about the internship course shall be conducted by the IC/IC to ensure that all students are well-informed about the practicum, OJT, or internship. Protocols and important matters must be clearly discussed during the orientation.
 - iii. **Pre-internship Seminar.** Training expectations, guidelines, work ethics, and rules and regulations shall be discussed during the pre-internship seminar. Speakers from HTEs may be invited to share their relevant insights, expectations, and experiences. The unit may also conduct pre-internship training seminars on appropriate practices and laws against sexual harassment by offering Gender Sensitivity Training (GST) for their interns.
- f. The academic unit shall assign a qualified FIC/IC who will be responsible for all aspects of the internship program, including program planning, implementation, monitoring, and evaluation, in close coordination with the partner HTE. The FIC/IC must be adept with the CHED and University policies and guidelines on internship. In addition to the responsibilities enumerated under item 2, the FIC/IC shall also:
- i. submit requirements that will ensure the safe F2F implementation of the Internship/Practicum/OJT for evaluation by the College Technical Committee.
 - ii. inform the Dean or the Head of the Unit and OFA Diliman of the specific details of the internship program prior to the placement of the students by accomplishing the [F2F AFA Request Form](#) (see Appendix D). The request form indicates the type and other pertinent information regarding the requested F2F Internship/OJT/Practicum. This must be duly signed by the FIC, the Department Chair, and the head of the academic unit. The conduct of the F2F internship program shall be endorsed by the Department Chair and recommended for approval by the Dean or Head of Unit to OFA Diliman.
 - iii. coordinate the crafting of the [Internship Contract](#) (Appendix H) that includes an internship plan that shall be prepared and approved both by the academic unit and its partner HTE. The contract contains the outlined goals and objectives, knowledge, skills, and competencies that the student intern should acquire in each training area, assignment, schedule of activities, and signatures of parties involved, among others.



- g. After the unit, through the College Technical Team, has found the requirements for the safe F2F implementation of the requested Internship/Practicum/OJT in order (e.g. safety of F2F AFA venue/s, etc), the conduct of the F2F internship program shall be endorsed by the Department Chair and recommended for approval by the Dean or Head of Unit to OFA Diliman. The requesting unit shall submit the following requirements to OFA Diliman via email:
 - i. College-endorsed [F2F AFA Request Form](#)
 - ii. Valid MOA/MOU
 - iii. Internship Contract
- h. Once all the submitted documents are found in order, OFA Diliman will send back to the requesting unit its submitted AFA Request form bearing OFA Diliman's approval stamp.
- i. To ensure the safety of students during the course of the internship/OJT/practicum, the FIC/IC is reminded to:
 - i. see to it that the students are properly endorsed to their HTEs
 - ii. maintain regular communication with the student and the HTE supervisor
 - iii. conduct periodic monitoring of the students' performance and progress in the practicum, OJT, or internship.
- j. Upon completion of the practicum, OJT, or internship, the FIC/IC shall accomplish and submit [AFA Evaluation Form](#) (Appendix J) on the implementation of this AFA.

9. F2F AFAs with Valid CoAs

As mentioned, the *Certificate of Authority (CoA) to Conduct F2F Academic Field Activities* **will no longer be issued and required** starting second semester of the Academic Year 2022-2023. Units previously issued with a CoA that remains to be valid based on the indicated period of validity, and will be offering the same course again with exactly the same AFA/s, venue, facility set-up, and comprehensive health and safety protocols will be exempted from the College's documentary requirements upon the submission of the valid CoA to the College Technical Committee. The conduct of their AFA/s with a valid CoA is considered pre-approved.

However, for the purposes of updating the data on AFA participants and other pertinent information (e.g. date of AFA Implementation), [the updated form](#) (Appendix I), with the valid CoA attached, must be submitted to OFA Diliman via email, with the subject line **[Updating of OFA Request Form_Course Number]** before the conduct of the said AFA/s.



10. Renewal of Previously-Approved AFA

a. *On-campus AFAs*

In the succeeding semesters, on-campus AFA applications that have already been approved using these guidelines by the academic unit will only be renewed by the College, provided that it is exactly the same AFA, venue, facility set-up, comprehensive health and safety protocols, and the usual safety measures are in place. The unit will only have to include the AFA in the [Summary Report](#) (Appendix A) of the approved on-campus F2F AFAs during the semester, which is to be submitted to OFA Diliman via email at the beginning of the semester.

b. *Off-campus AFAs*

In the same token, off-campus AFA applications that have already been approved at the university level using these guidelines will only be renewed by OFA Diliman, provided that it is exactly the same AFA, venue, facility set-up, and comprehensive health and safety protocols. The unit will only have to submit the duly accomplished [AFA Renewal Form](#) (Appendix K) and corresponding [SPAs](#) to OFA Diliman via email. The unit can opt to consolidate all their AFAs for renewal in the prescribed AFA Renewal Form with the required attachments.

The FICs of these courses will also have to accomplish and submit the [Evaluation Form](#) for these conducted AFAs before the semester ends. Medical (if applicable) and insurance requirements for the renewed F2F AFAs still apply.

Effectivity

This version of the UPD F2F AFA Guidelines shall govern all F2F AFA applications starting the second semester of the Academic Year 2022-2023, and shall remain in effect until revoked or amended.



Office of the Vice-Chancellor for Academic Affairs
Office of Field Activities Diliman

List of Appendices

- Appendix A. [Summary Report of F2F On-campus AFAs](#)
- Appendix B. [Summary List of NSTP Academic Field Activities](#)
- Appendix C. [Special F2F AFA Request Form](#)
- Appendix D. [Face-to-Face Academic Field Activity Request Form](#)
- Appendix E. [Student Participation Agreement](#)
- Appendix F. [Memorandum of Agreement Template](#)
- Appendix G. [MOA/MOU Process for Local Internships](#)
- Appendix H. [Internship Contract](#)
- Appendix I. [Updating of the AFA Request Form](#)
- Appendix J. [AFA Evaluation Form](#)
- Appendix K. [AFA Renewal Form](#)

Memorandum No. MLT-17-204 (Guidelines on Long-Term and Short-Term Academic Field Activities (UPD Academic Field Activity Type 1C, 2A, and 2B))

UNIVERSITY OF THE PHILIPPINES DILIMAN
Office of the Vice Chancellor for Academic Affairs
OFFICE OF FIELD ACTIVITIES DILIMAN

Guidelines on Long-Term and Short-Term Academic Field Activities (UPD Academic Type 1B, 1C, 2A, and 2B)¹

The University recognizes that academic field activities (AFAs) form an integral part in the delivery of specific courses and programs.

SCOPE

These guidelines shall cover the following types of academic field activities:

- Type 1B: Off-campus field activity under the immediate supervision of a regular faculty member in-charge or faculty coordinator-administrator, as applicable, such as field school that normally lasts for more than five (5) days
- Type 1C: Required short-term field activity under the immediate supervision of a regular faculty member in-charge, such as field survey, class observation, or fieldwork (e.g. NSTP)
- Type 2: Short-term academic field activity outside campus, which is optional (i.e. with provision for an alternative academic activity), under the immediate supervision of a faculty-in-charge:
 - Type 2A: Off-campus field tour for more than one (1) day but not more than 5 days
 - Type 2B: Off-campus field trip on a relatively shorter duration (i.e. one day or less)

As stated in the *UP System Policy on the Second Semester AY 2019-2020 in the Time of COVID-19 Implementing Guidelines* and other related documents, courses requiring academic field activities "are free to redesign the course and explore alternative ways and options to facilitate the completion of these courses remotely."

Aside from redesigning the course, it is also highly encouraged that units explore the completion of AFAs asynchronously, wherein teachers provide offline content resources and use other modes of communication to monitor students and provide feedback.

GUIDELINES

The following are guidelines and minimum requirements for AFA Types 1B, 1C, and 2:

1. AFAs must be clearly indicated in the adjusted course syllabus. These should be linked to the learning objectives of the course.
2. At least two weeks prior to the official start of classes indicated in the approved academic calendar, a consolidated list of redesigned academic field activities shall be submitted by Departments or Institutes thru the Dean or Head of Academic Unit to the OVCAA Office of Field Activities Diliman using the revised template of the **OVCAA OFA Form 03**, which may be accessed and downloaded at <https://tinyurl.com/OFAForm03Revised>

¹These guidelines have been revised and adjusted due to the COVID-19 pandemic and shall serve as guidelines during the enhanced and general community quarantine

3. The faculty-in-charge shall properly inform the students that the course requires academic field activity participation. Information dissemination shall be done through:
 - a. Enlistment. Prior to the enlistment of the subject, the department shall indicate the phrase "WITH REDESIGNED REQUIRED ACADEMIC FIELD ACTIVITY DUE TO COVID-19 PANDEMIC" under the CRS remarks section
 - b. Orientation. Remote orientation shall be conducted by the faculty-in-charge to ensure that all students are well-informed about the redesigned academic field activity. Protocols and important matters must be clearly discussed by the faculty-in-charge during orientation.
4. The faculty-in-charge shall obtain participation agreement by students and proper permissions by Head of Unit prior to the conduct of the redesigned field activity by accomplishing the revised **OVCAA OFA Form 02** (can be accessed through <https://tinyurl.com/OFAForm02Revised> using UP email). Upon obtaining the participation of the students, the faculty-in-charge shall keep the students' copies of OVCAA OFA Form No. 02 for safekeeping and record. The Student Participation Agreement (SPA) is a document of acknowledgement that the student understands the benefits, relevance to the course and/or degree program, and challenges associated with the redesigned academic field activity. As field activities are partnerships between teachers and students, this document contains provisions on the responsibilities of the student as well as teachers during the activity. It is also a declaration that the student is physically and mentally fit to do such activity. The agreement is therefore an assurance that proper protocols are being followed and challenges have been assessed prior to the conduct of the redesigned field activity.
5. The faculty-in-charge shall inform the Dean or the Head of the Unit of the specific details of every redesigned academic field activity prior to conducting it. Academic units are enjoined to devise their own online mechanism of forwarding and endorsing documents within their unit. Such redesigned academic field activities must be included in the summary list submitted by the Unit to the Office of Field Activities Diliman (see No. 2). The conduct of the redesigned academic field activity shall be approved on the Dean's (or equivalent head) level. Request for permission to conduct field activity with students, addressed to the Dean or Head of the Unit through channels, shall include the following: (**OVCAA OFA Form 01 [revised]**, accessible at <https://tinyurl.com/OFAForm01Revised> using UP email)
 - a. Description of adjustments made in the course syllabus involving academic field activity;
 - b. Objective/s or purpose/s of redesigned AFA;
 - c. Inclusive dates of redesigned AFA;
 - d. Schedule of fees (if applicable);
 - e. Possible challenges and contingency plans; and
 - f. Alternate activities for non-participants (if applicable)

The accomplished request form shall then be submitted to the Office of Field Activities via email at ofadiliman@up.edu.ph after the approval of the Dean (or equivalent head).

6. Students participating in field activity must be physically and mentally fit.
7. The faculty-in-charge shall ensure that the approved schedule of activities is strictly followed during the conduct of the redesigned academic field activity.

¹These guidelines have been revised and adjusted due to the COVID-19 pandemic and shall serve as guidelines during the enhanced and general community quarantine

8. Communication lines must always be open during the entire conduct of academic field activity. The faculty-in-charge must maintain constant communication with the students.
9. With due diligence by all parties, especially the faculty member in charge, every redesigned field activity is expected to achieve the learning objectives without any untoward incident that harms the safety or security of a person or results in damage or loss of property.
10. After an academic field activity, the faculty-in-charge shall submit a post AFA report and documentation to their department head or College.

¹These guidelines have been revised and adjusted due to the COVID-19 pandemic and shall serve as guidelines during the enhanced and general community quarantine

OVCAA OFA Form No. 08 (Summary List of Academic Field Activities)



Office of the Vice-Chancellor for Academic Affairs
Office of Field Activities Diliman

SUMMARY LIST OF NSTP ACADEMIC FIELD ACTIVITIES

This summary list serves to summarize and inform the Head of Unit, NSTP Diliman, and OFA Diliman about the details of the **face-to-face NSTP academic field activities (AFAs)** that each academic unit will conduct. This form also functions as the official record of the approved NSTP AFAs that academic units will implement during the given semester and academic year.

Instructions:

1. The academic unit's College NSTP Coordinator shall consolidate in this form the gathered details of each NSTP AFA that will be conducted by the academic unit during the given semester and academic year.
2. The College NSTP Coordinator must submit the College-approved form to OFA Diliman through the NSTP Diliman Office at the beginning of the semester before the earliest date of AFA implementation via email to ofadiliman@up.edu.ph in a PDF file.
3. OFA Diliman will return the submitted Summary List of NSTP AFAs to the academic unit through NSTP Diliman, with OFA Diliman *acknowledgment* stamp, to assure the academic unit that their NSTP AFAs are properly documented.

Academic Year: _____ Academic Unit: _____ Type of Activity: CWTS LTS ROTC

Semester/Term: 1st Semester 1st Trimester
 2nd Semester 2nd Trimester
 Midyear 3rd Trimester

Department or Institute	Course & Section	Description of NSTP activity <small>Examples: teaching students at the community, etc.</small>	Venue	Date/s of Implementation <small>(start and end date)</small>	Name of Faculty-in-Charge (FIC)	Email of FIC
<small>Example: College of Social Sciences and Philosophy</small>	CWTS 2,			October 1-5, 2023		
<small>Example: College of Home Economics</small>	CWTS 2			January to March, 2023		

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(add more rows as necessary)

The unit, under the representation of the FIC and the College NSTP Coordinator, in close coordination with the NSTP Diliman Office, has taken precautionary measures to ensure safe and secure facilitation and completion of the above-mentioned NSTP AFAs.

Endorsed by:

Signature over Printed Name

College NSTP Coordinator

Date

NSTP Diliman Acknowledgement

OFA Diliman Acknowledgement

Approved by:

Signature over Printed Name of Head of Unit

Date

Memorandum No. OVCAA-BMP 15-095 (Field Incident Reporting)

UNIVERSITY OF THE PHILIPPINES
DILIMAN QUEZON CITY

DIRECT LINE: (632) 928-5107
VoIP TRUNKLINE 981-8500 LOCAL: 2583
FAX: (632) 928-5107
E-MAIL: ovcaa@ovcaa.upd.edu.ph

OFFICE OF THE VICE-CHANCELLOR
FOR ACADEMIC AFFAIRS

MEMORANDUM NO. OVCAA-BMP 15-095

TO : ALL DEANS, DIRECTORS, HEADS OF ACADEMIC UNITS
ALL ACADEMIC COORDINATORS
ALL FACULTY MEMBERS

FROM : BENTO M. PACHECO, Ph.D.
Vice-Chancellor for Academic Affairs

SUBJECT : Field Incident Reporting

DATE : 1 October 2015

In the preceding Memorandums No. OVCAA-BMP 15-094 and 15-094-A, we noted that academic field activities (AFAs) form an integral part in the delivery of **specific** courses and programs.

With due diligence by all parties especially the faculty member in charge, every field activity is expected to achieve the learning objectives without any untoward incident that harms the safety or security of a person or results in damage or loss of property. In the unlikely event that any untoward incident takes place during an AFA, the following serves as guide in the reporting. (Guidelines on other matters shall be circulated separately).

Major Incident: For purposes of university AFA, an incident is considered major if it cannot be addressed by the faculty member on site within approximately three (3) hours from the onset. In case of physical injury, an injury leading to hospitalization of a person or more severe incident is considered a major incident.

Minor Incident: For purposes of university AFA, an incident is considered minor if and only if it can be immediately addressed (within approximately three (3) hours from the onset of the incident) by the faculty member on site. Minor injury includes scratches and cuts, among others, that can be addressed by basic first aid on site.

In case of doubt, an incident shall be considered a major incident.

Immediate Verbal Reporting:

1. In case of major incident, the faculty member in charge of the AFA shall verbally report the incident to the parent, legal guardian or person-to-notify of each student concerned and to the higher authorities of the University, by means of a personal exchange or a phone call. An SMS message with corresponding acknowledgement by the recipient is also permissible. The chain of information shall be as follows:
 - a. The faculty member in charge of the AFA shall immediately notify the Department Chair, Division Head or Institute Director, and the parent, legal guardian or person-to-notify of each student concerned through contact details on file with the faculty for purposes of the AFA.

- b. The faculty member in charge shall also verbally inform his/her unit's specific AFA coordinator or its equivalent. For example, in case of NSTP class, the College/Unit NSTP Coordinator shall be verbally informed.
 - c. The Department Chair, Division Head or Institute Director, as applicable, shall verbally inform the Dean of the College or Director/Head of Unit.
 - d. The Dean of the College or Director/Head of Unit offering the course shall notify the Chancellor. In case of incident involving more than one College/Unit: the Dean or Director/Head of Unit offering the course shall notify as well the Dean/Director of every involved student's home College/Unit. The Dean(s) or Directors(s) of the home unit(s) in such case shall relay the information to each concerned Department Chair, Division Head or Institute Director.
2. A minor incident does not require immediate verbal reporting to higher authorities but requires written reporting.

Written Reporting

1. For every incident, major or minor, a written incident report must be prepared and furnished by the faculty member in charge within 24 hours from the onset of the incident. A major incident report requires more details than minor incident. The incident report must contain a full and objective narrative of the event, the actions taken to address the incident, and further actions that need be taken until the situation is fully addressed, if any. Each report must be promptly noted by the Department Chair, Division Head or Institute Director and promptly submitted to the Dean of the College or Director of the Unit, with copy furnished to the College/Unit's specific AFA coordinator or its equivalent if applicable. For example, in case of NSTP class the College/Unit NSTP Coordinator shall also be furnished a copy of the incident report together with the Dean/Director.
2. The Dean/Director shall promptly endorse every incident report to the Chancellor through the OVCAA. In case of NSTP class, the UPD NSTP Director shall also be furnished a copy by the Dean/Director. In case of major incident, the Dean/Director shall also furnish a copy of appropriate parts of the written report to every student's parent, legal guardian or person-to-notify through contact details on file with the faculty for purposes of the AFA.
3. In case of incident involving more than one College/Unit: the Dean of the College or Director/Head of Unit offering the course shall promptly furnish a copy of the incident written report to the Dean/Director of every involved student's home College/Unit. The Dean(s) or Directors(s) of the home unit(s) shall copy furnish the report to each concerned Department Chair, Division Head or Institute Director.

For both verbal and written reporting, there shall always be **full disclosure** of the incident details when communicating the incident **appropriately to the higher authorities of the University**. The gravity of the incident must never be downplayed.

Reports are **confidential** to the faculty member in charge and the higher authorities of the University, unless and until disclosed to other concerned parties as appropriate.

cc: Chancellor

Memorandum No. OVCAA-NSTP-DFQ 02-23
(Enlistment Reminders)



University of the Philippines Diliman
Office of the Vice-Chancellor for Academic Affairs
National Service Training Program (NSTP) Diliman Office

Memorandum No. OVCAA-NSTP-DFQ 02-23

Date: 3 January 2023

To: **NSTP College Coordinators**
NSTP Instructors
NSTP Support Staff

From: ✓ **DENNIS F. QUILALA**
Director
National Service Training Program, Diliman

Subject: **NSTP Enlistment Reminders**

In uploading our courses in the Computerized Registration System (CRS), please be guided by Memorandum Number AVPM 19-015 (<https://nstp.upd.edu.ph/wp-content/uploads/2020/01/MEMO-AVPM-19-015.pdf>). Take note of the prescribed template for the remarks section. Moreover, indicate the blended learning model (BLM) that will be used by the course. According to OVPAA Memorandum Number 2022-171, our courses can use BLM 2 or BLM 3.

In addition, to ensure that all your NSTP 1 students get a slot in your NSTP 2 class, you can indicate in the restriction section of the CRS that the slots in your NSTP 2 class are reserved for your NSTP 1 students. According to Memorandum Number DHMA 15-010 5. "...a student must take NSTP 2 **in the same college/unit** where he/she took NSTP 1." With a valid reason (e.g., conflict with the schedule of the student's major subject), the student can enlist in a different section from his/her NSTP 1 section if the NSTP 2 instructor allows it **AND** the NSTP 2 class is the same NSTP component as the NSTP 1 class of the student.

For those offering NSTP 1 courses this semester, you do not have to upload your NSTP Common Module class because the new NSTP Implementing Rules and Regulations (NSTP IRR) allow for the integration of the common module with the NSTP component. This also means that there will no longer be a need for a redistribution period in the middle of the semester.

4/F DILC Building, R. Magsaysay Avenue cor. Apacible Street
University of the Philippines Diliman, Quezon City 1101
VoIP Trunkline: 8981-8500 loc. 4525
EMAIL: nstp.upd@up.edu.ph

Memorandum No. JSL 20-04 (Processing of Appointment of NSTP Coordinators, Instructors, & Support Staff)



UNIVERSITY OF THE PHILIPPINES DILIMAN
Office of the Vice-Chancellor for Academic Affairs
National Service Training Program (NSTP) Diliman Office

19 May 2020

MEMORANDUM NO. JSL 20-04

TO: NSTP College Coordinators

FROM: (SGD) ASSOC. PROF. JONALOU S. LABOR, PhD
OIC Director, NSTP Diliman Office

RE: **PROCESSING OF APPOINTMENT OF NSTP COORDINATORS,
INSTRUCTORS, AND SUPPORT STAFF**

May I respectfully request the NSTP Coordinators to inform their respective colleges of the following steps that are in place for the processing of appointments for NSTP Coordinators, Instructors, and Support Staff.

1. The College/Unit recommends the individual for the position of Coordinator, Instructor, or Support Staff.
2. The College processes the appointee's basic papers. Justifications and recommending approvals, as well as a Curriculum Vitae (CV), must be included as attachments.
3. The documents should be forwarded to the NSTP Diliman Office via its email nstp.upd@up.edu.ph.
4. The NSTP Diliman Office checks the correctness and completeness of the documents.
5. The NSTP Director endorses the appointment to the Human Resource Development Office (HRDO).
6. The HRDO recommends the approval of the appointment to the Chancellor.
7. The Chancellor issues the appointment of the Coordinator, Instructor, and Support Staff.

I do hope that the current college coordinators inform or remind their unit's appointing authorities to follow these steps so that appointments could be processed as early as possible.

Thank you so much.

cc: OVCAA
Deans
College Secretaries

4/F DILC Building, R. Magsaysay Avenue cor. Apacible Street
University of the Philippines Diliman, Quezon City 1101
VoIP TRUNKLINE: 981-8500 LOCAL: 4525
EMAIL: nstp.upd@up.edu.ph
nstp.upd.edu.ph

Memorandum No. OVCAA-NSTP-DFQ 03-23
(Procedure of the *Sangguniang Kabataan* (SK) Officials' Application for Equivalency)



University of the Philippines Diliman
Office of the Vice-Chancellor for Academic Affairs
National Service Training Program (NSTP) Diliman Office

memorandum no. OVCAA-NSTP-DFQ 03-23

DATE: 31 January 2023

TO: NSTP Coordinators
NSTP Instructors

FROM: ~~Asst. Prof.~~ Dennis F. Quilala
Director, NSTP Diliman Office

SUBJECT: Procedure of the *Sangguniang Kabataan* Officials' Application for Equivalency

The *Sangguniang Kabataan* (SK) officials enrolled in the Civic Welfare Training Service (CWTS) 2 classes may apply for equivalency. This is according to the Joint Memorandum Circular Number 1, s. 2019, the 2021 Revised Implementing Rules and Regulations of Republic Act Number 9163 or the National Service Training Program Act, and Memorandum RAG 2022-22 (Implementation of the 2021 Implementing Rules and Regulations [2021 IRR] of the NSTP Law).

The procedure for the application for equivalency is as follows:

1. The SK official shall send an email to their CWTS 2 instructor requesting for equivalency. The email should include the following documents:
 - a. a copy of the SK official's oath of office;
 - b. a copy of the SK official's certificate of good standing;
 - c. a copy of the barangay's approved Annual Barangay Youth Investment Program (ABYIP); and
 - d. a copy of the SK official's terms of reference.
2. The CWTS 2 instructor shall assess whether the role of the applicant in the implementation of the ABYIP would be equivalent to the expected performance of a student in CWTS 2.
3. If the CWTS 2 instructor finds merit in the application, the instructor shall send an email to the applicant. The email should include the following elements:

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EMAIL: nstp.upd@up.edu.ph



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- a. The acceptance and approval of the application;
- b. Additional conditions for the application if any (e.g. that the applicant attends the class orientation, attends the culminating activity of the class, or the applicant presents their project in class);
- c. That the applicant should submit the following documents: written reports on the ABYIP-based activity and the documentation of that activity (photo/video) at the time required by the instructor. The written report should be signed by the Punong Barangay;
- d. That the applicant agrees to take his/her oath as reservist when his/her application is successful; and
- e. That the applicant replies and agrees to the conditions set in the email.

Note: The coordinator of the unit and the NSTP Diliman Office Director shall be cc'd in the emails.

4. When the applicant has met all the conditions, the instructor shall then input the numerical grade of the applicant in CRS.

The instructor and the coordinator should include a successful application in the accomplishment report of their unit.

cc: OVCAA
OUR
Deans
College Secretaries

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EMAIL : nsto.upd@up.edu.ph

