

**NSTP IN UPM CAS: PROBLEMS AND ACCOMPLISHMENTS
(A STUDY ON THE NSTP AND ITS PRECURSOR THE ROTC AND THEIR
IMPLICATIONS ON THE STUDENTS OF UP MANILA CAS)**

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Bachelors of Arts in Political Science**

by

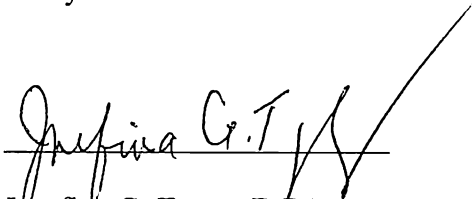
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APPROVAL SHEET

This thesis attached hereto, *NSTP in UPM CAS: Problems and accomplishment (A study on the NSTP and its precursor, the ROTC and their implications on the students of UP Manila CAS)*, prepared by *Sheryl M. Sollestre*, in partial fulfillment of the requirements for the Degree of Bachelor of Arts Major in Political Science is hereby accepted.

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ABSTRACT

Being a citizen of a country requires duties and responsibilities to serve and protect his country and his people. In so doing, that one is also protecting his/her loved ones and his/her self aside from contributing for their development and welfare.

The National Service Training Program and its precursor, the Reserve Officers Training Corps, were mandated to train the youth into socially responsible individuals aware of their capability and responsibility to help in nation building and national security. Thus the NSTP, upon being signed into law in 2002, was implemented in the university having three components-Civic Welfare Training Service (CWTS), Literacy Training Service (LTS), and the Reserve Officers Training Corps (ROTC).

The NSTP was implemented in the university at a time when no one is prepared for the changes the law entails. The change not only affected the ROTC and its established programs but the university administration, the colleges, the faculty, and the students. The NSTP was not implemented in UP Manila without problems. Problems plaguing the program are also the same problems that affected its precursor, the ROTC – logistics, personnel, and student motivation to participate in the activities. As of the moment, the program seems to enjoy a positive influence on their students towards service and volunteerism. However there are certain areas of the NSTP that should be addressed and improved for it to better benefit the students and the community.

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CHAPTER 1

NSTP IN UPM CAS: PROBLEMS AND ACCOMPLISHMENTS (A STUDY ON THE NSTP AND ITS PRECURSOR, THE ROTC AND THEIR IMPLICATIONS ON THE STUDENTS OF THE UP MANILA CAS)

Introduction

Community service has been one of the duties of a citizen as part of the state. Service to the country has been one of the main provisions in the constitutions around the world. In the Philippines, it was said in the 1987 Constitution, particularly in Article II Section 2 that “the prime duty of the government is to serve and protect the people. The government may call upon the people to defend the state, and in fulfillment thereof, all citizens may be required under conditions provided by law, to render personal military or civil service.” Thus, the emergence of the Reserve Officers Training Corps was provided and deemed relevant by law.

The Reserve Officers Training Corps was created to safeguard national security during war and peace. It was made so to train the youth in leadership and warfare. Moreover, the incorporation of civic duties in the program of instruction of the program aimed at molding reserve soldiers in touch with the civilian populace. Being a course that aimed at protecting national security and helping in the defense of the country, it is but natural that the program exacts rigorous training among its cadets.

While the ROTC is a program geared at defending the country in times of war, it is but necessary for the youth to be involved in nation building in times of peace. Also in recognition of such, the NSTP law which created the three optional

programs that the students could choose from for their community service course was signed into law in 2002.

The National Service Training Program (NSTP) is a training program designed to incorporate civic services in the college curriculum. It is composed of three components-Reserve Officers' Training Corps (ROTC), Civic Welfare Training Service (CWTS) and Literacy Training Service (LTS)-each having the same objectives of inculcating nationalism and patriotism among the youth through activities aimed at serving the community. In UP Manila, the NSTP was implemented immediately upon the signing of the law in January 2002.

It is expected that from these components the students of the University will be able to contribute to the welfare of the country-national security in terms of national defense, education for the less fortunate, and initiation civic works for the benefit of the community.

Research Questions

- What is the ROTC and what brought about its reform?
- How did the NSTP come about and what are the programs of implementation in UP Manila CAS.

Sub-questions:

- a. What is the Reserve Officers Training Corps, its mandate, the nature of its training, achievements, reforms, and down falls that led to the creation of the NSTP?
- b. What is the NSTP, what does the law prescribe regarding the NSTP?
- c. How did UP Manila implement the NSTP and what are the students' perception of the program?

d. Are the objectives of the program being met? Do students become aware of their role and their capacity to contribute to nation-building?

c. What are the measures that the university and the students may take to enhance the NSTP's potential to serve the people?

Thesis Statement

The Reserve Officer Training Corps is a program that stresses duty and service to the country as its guiding principle. The same concepts were the guiding principles that brought about the NSTP at the same time invoking the duty of the individual to render either military or civic service. The concepts in the NSTP law that brought about the NST Program are not really new since the same concepts are imbedded in the ROTC program; the NSTP is merely an extension of the e-ROTC program which was implemented from 1998 to 2001. The creation of the NSTP and its devolution to the different colleges in UP Manila was brought about by the problems that it encountered in 2002-2003 as well as the perennial problems of the program since the creation of a professionalized ROTC in the 1930s.

General Objectives

- To study the nature and goals of military training embodied in ROTC and the changes implemented by the NSTP vis-à-vis the ROTC

Specific Objectives

- to study the mission, history, nature, and mandate of the Reserve Officers Training Corps, its achievements, reforms and downfalls, and the factors that led to the creation of the National Service Training Program

- to present the mission, history, nature, and mandate of the National Service Training Program
- to present the mode of implementation and achievements of the program in UP Manila CAS and the students reaction to the said program
- to critique the program based on its objectives vis-à-vis student perception on the program and its activities and to give suggestions for its improvement

Review of Related Literature

Philippine laws have favored the creation of a Citizen's Army composed of the youth that have undergone military training. While the National Defense Act of 1935 substantiated the need for the creation and maintenance of ROTC units in the universities, the 1987 Philippine Constitution further justified its creation by saying that it is the duty of the citizens to defend and protect the state from threats at all times. The state in return has the duty to protect the people and to promote their welfare.

Mullard and Spicker, in their book *Social Policy in a Changing Society* (1998), stressed the involvement of the citizens in government's endeavors. People cooperate and participate in the government or the state to contribute to its welfare not merely to follow the sanctions the constitution entails but because of the spirit of *communitarianism*. They further mentioned that because we are, in essence, social animals having our identities attached to our families and to our society.

The involvement of the youth in the undertakings of society have been recognized by Crisol in his *Men and Arms* (1981). In order for the state to ensure its

national security it should be able to defend itself without the aid of an ally and it must be able to strengthen its defenses with the most available and most abundant resource - the youth. He cited Mao Tse Tung's idea of a "people's war, people's army" saying that we should rely on ourselves to defend the country and we must be able to harness the potential of the youth for defense and nation building and the best avenue for such is in the form of military training. This is because of his description of the dual role of the soldier-that which concerns national defense and the other that of development. The youth to be able to contribute to such ideals must be trained for these purposes.

Uldarico Baclagon (1975) in his book *Military History of the Philippines* stressed for the youth to be trained in defense and inspire them to become vanguards of development since the defense of the country is not exclusively the responsibility of the National Defense Department nor the business solely of the Philippine Armed Forces but of the people in general. Like Crisol, he also recognized that without the support of the people, the internal threats to the national security will not be addressed and the endeavors of the government towards development will not succeed.

For the youth to be trained for defense B/Gen Jose G Syjuco in his book *Military Education in the Philippines* (1977) introduced the different schools that could train our soldiers e.g. the National Defense College of the Philippines, the Philippine Military Academy, the Armed Forces of the Philippines Command and General Staff College and the basic and advanced military training offered in universities are all contributive to the number of individuals enlisted as active soldiers

or reserves. For the civilians, the basic and advanced military courses train students for their dual role as citizens of their country.

Two theses submitted to the National Defense College of the Philippines by G. Pecache entitled “An Analysis of the Present ROTC Program” (1970) and S. Ramirez entitled “The ROTC Training Program: Its role in Nation Building and its Impact on National Security” (1968) stressed that the program should have the all out support of the government since the ROTC is the primary source of reservists that the state may call upon in case of a national emergency not to mention their contribution in the country’s development during the time of peace. They further stressed that the program ought to be made adaptable to the changes of times to ensure that it will continue to serve its objectives.

The clamor for a better service-oriented program that could substitute to military training led to the creation of the National Service Training Program. The case of Mark Chua¹ which was considered to be the catalyst in a more persistent call for reform or abolition of the ROTC was mentioned in several articles collected by the *adroth project* which is available online at <http://adroth.50megs.com>

Although there are people who tend to call for the abolition of the ROTC, there are people who recognize its contribution to the welfare of the country. The heroism displayed by the ROTC veterans during the World War 2 was stressed by Professor Karganilla (February 22 & April 14, 2004) in his Malaya articles. With these in mind and with the ROTC experience and inspiration to service as a way of living, Elefante, F. (June 13, 2004) defended the existence of the ROTC in his

¹ Mark Chua, 19 year-old Mechanical Engineering student of the University of Santo Tomas and a 3rd class cadet of the UST ROTC. He was found dead three days after he exposed the irregularities in UST ROTC to the *Varsitarian*, the official student publication of the University of Santo Tomas.

editorial articles in the Manila Times stating the relevance of the said program to national security and its contributions to the society.

While the possible contribution of the NSTP to nation building was explicitly recognized by B. Tancio in his unpublished thesis *The NSTP: Its Implication to the Citizen Armed Force Development and National Security* (2002), he expressed doubts whether the graduates of the said program will be able to accomplish their tasks in a war setting. Realizing that the youth has dual roles-with defense and with development, he expressed minimal confidence that the NSTP graduates will be able to render the same amount of service and dedication that ROTC graduates will gladly render. The different materials gathered point to the roles of the youth in national security and national development and stressed the need to train the youth for service-the youth having the potential and the physical strength to pursue such

Theoretical Framework

Citizen participation in the affairs of the state in the maintenance of national security is being recognized by the armed forces. This is because of the idea that the major and most effective arms of the state are not the expensive, high-powered ammunitions but the people (Crisol, 1981). It was initially stressed by Aristotle in his book, *The Republic* saying that to appease people who would want to have power the state should grant them that power to prevent rebellion. Crisol incorporated the military theory of Mao Tse Tung saying that the armed force should thrive in the people for it to survive. This means that the armed forces should earn the support of the people. However citizen participation should not only come in times of peace but

more so in times of war to defend the country. Thus the creation of the citizen armed force composed of civilians given the proper training for them to be suitable to serve in war and peace was created.

Another theory that arises from this is communitarianism which Mullard and Spicker in their "Social Policy in a Changing Society" (1998) stressed citizen cooperation and participation to the betterment and/or benefit of the society as a whole. Communitarianism, in contrast to individualism, stressed that no individual can say that he or she does not belong to a particular group since we have, since time immemorial considered ourselves as part of a whole. The idea of communitarianism is that, people have duties not only to themselves but to other people as well. Though one may think that as the gap in the relationship of one person to another widens he/she has little or no responsibility or duty to that person, communitarians believe there will always be a connection among individuals in a society (Millard & Spicker, 1998).

Catholicism also has a role in propagating this idea of responsibility of one to another's well-being. This was called by communitarians as "subsidiarity" or "the responsibility to others" (Mullard & Spicker, 1998). Communitarianism and the idea of "subsidiarity" stressed that social responsibility as an idea of obligations or exchanges that happens in society and the solidarity of a group-the cohesion among the members of the society make this possible. Thus a person who serves his/her country does not only serve to protect his/her own interest, rather, in contrast to what Hobbes would say with regards to the stupid egoist, but the interest of others as well.

Uldarico Baclagon (1975), Jose Crisol (1981), and Benjamin Tancio (2002) all agreed on the vital role of people's support and participation in the armed forces and in the defense of the country.

Conceptual Framework in Perspective

The conceptual framework used in this paper includes a relationship among independent and dependent variables as follows:

Dependent Variable

A devised objective is NSTP program that is able to encourage students to be of service-being able to fulfill their roles on national defense and development is the goal of the researcher to be achieved through this study. It is the belief of the researcher that the youth should have their share in nation-building being the beneficiaries of the bright future that lies ahead.

Independent Variable

Financial and logistical support of the people and of the school is the one of the primary factors that could contribute to the attainment of the goals of the NSTP; for it in order to thrive and succeed in its goals.

Proper and complete information dissemination will also contribute to the awareness of the students, the people, and the school authorities. Nothing beats transparency of the school administration with regards to the utilization of the NSTP fund and student contributions to activities in raising the morale of the students and

encouraging them to service-oriented activities. The education of the students and the school regarding the NSTP should not only focus on the organizational and financial matters but on the impact and implication of the NSTP to the community and the role of the individual in the defense and development of his/her country.

Student should also realize the impact of their activities to the communities that they have undertaken. The fulfillment that one gets from helping another is a strong driving force to mold the students' potential and desire to be of service to others.

Intervening Variable

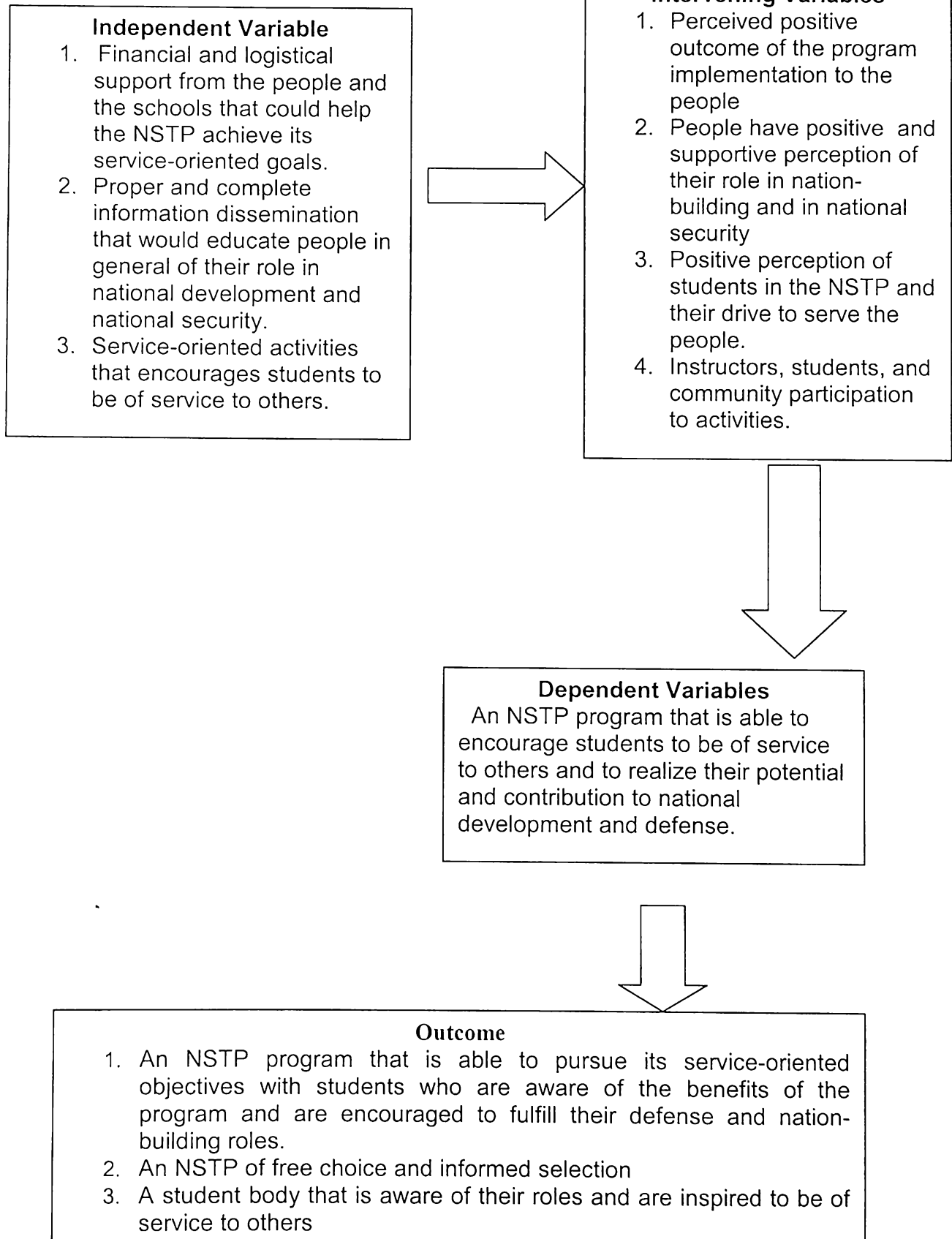
However, the researcher also posits intervening variables or factors that may also contribute to the attainment of the program's objectives. One of them is the initial impression or positive reaction and positive and supportive perception on the effects of the program to the people, the students, and the schools as the program flourishes. The awareness of the people in their role in nation-building and the country's defense will also contribute to the interest of the people in supporting the program and its objectives; this will lead to a more socially aware youth that will have the drive to promote the service-oriented activities of the program. Perceived positive outcome of the program implementation to the people

Outcome

The said process will lead to an NSTP program that is able to pursue its service-oriented objectives with students who are aware of the benefits of the program and are encouraged to fulfill their defense and nation-building roles.

Following these process, there will be an NSTP of free choice and informed selection, an NSTP that is able to offer the three components – CWTS, LTS, ROTC without prejudice to any of the components and will be a source of human resource that the country could use for defense and nation-building. It will contribute to an NSTP in UP Manila CAS that is rooted in the principles of service.

Conceptual Framework



Definition of Terms

For the benefit of the readers and to avoid confusion with regards to military jargons, it is necessary to define the terms that would be use in this research.

The National Service Training Program as defined in the NSTP law is a program composed of three components-Civic Welfare Service, Literacy Training Service, and the Reserve Officers Training Corps, designed to inculcate nationalism and patriotism to students pursuant to the National Service Training Act of 2002.

The Reserve Officers Training Corps is one of the components of the NTSP offering military training pursuant to RA 7077 of 1991. Reservists are advance military training graduates of the ROTC and are reserve personnel of the Reserve Command of the Armed Forces of the Philippines. Basic graduates are graduates of Military Science 11 to 22 of the ROTC or equivalent to Military Science (MS) 1 and 2 of the NSTP. A Cadet is a person undergoing or taking up military training/ROTC

The National Service Reserve Force according to Tancio (2002) is the reserve arm of the Department of National Defense that shall utilize the CWTS and LTS graduates in times of peace and in case of national emergency.

For the purpose of this study, students enlisted in CWTS and LTS components of the NSTP shall be referred to as 'enlistees' and school administration is the school authorities and personnel in charge of implementing the NSTP program.

The Commandant is an officer of the AFP that is in charge of supervising ROTC while the NSTP coordinator/s is/are the person/s in charge of supervising the implementation of the NSTP in UP Manila.

It is also but proper to define the meaning of “military education” and “military training”. According to the Department of the Army in its *Military Education and Training* (Headquarters, Department of the Army, 7 January 1974), military education is “a systematic instruction of individuals in subjects which will enhance their knowledge in the science and art of war” while military training is the “instruction of personnel to enhance their capacity to perform specific military functions and tasks”. In this study, these two terms shall be used interchangeably.

Nation-building and development refers to the effort or means of the people and the government to achieve economic development and political stability, in this study, nation-building and national development shall be used interchangeably. National Security shall refer to the internal and external stability of the government in terms of people’s support (internal) and sovereignty (external), and the defense of such will be acts that would contribute to the stability of the government and society. National security was further defined as the “condition of a nation’s safety from threats, especially threats from external sources” (http://highered.mcgraw-hill.com/sites/0809222299/student_view0/glossary.html) and was also defined by Tancio (2002) as the situation wherein the people’s way of life and institutions, their territorial integrity and sovereignty including their well-being are protected and enhanced.

Communitarianism was defined by Mullard and Spicker (1998) as the idea that stressed that we are social animals and belong to a group and that we have social roles.

The researcher shall discuss other concepts not initially defined as the study progresses.

Research Design

Methodology

The study employed the descriptive-analytical approach. The researcher used library materials such as books on the history of ROTC, on national defense and security and on the NSTP which shall be the source of comparison on the nature of the two programs. The researcher also used unpublished materials from the National Defense College of the Philippines library, and UP Manila CAS library that helped in the in-depth study of the factors that lead to the creation of the ROTC and the NSTP as well as the implication of these programs to the country's national security. Moreover, the researcher used unpublished materials from the National Defense College of the Philippines and the UP Manila Department of Military Science and Tactics to look into the creation of the E-ROTC and its implementation in UP Manila.

To probe into the implementation of the program in UP Manila CAS, the researcher also conducted an interview to the NSTP head coordinator and to the NSTP handlers from the different departments of UP Manila CAS. The researcher also critiqued on the devolution of the NSTP to the different colleges of the University, taking into consideration the effects of the devolution to students and faculty handling the program as was mentioned in the interviews. The researcher also conducted interviews among students who have taken or are currently taking the NSTP in UP Manila CAS, the interview aimed to look into the perception of the

students regarding the NSTP and their roles in nation building and national defense as well as their insights as to the effectivity of the program in instilling service-oriented ness. The researcher provided those who participated in an interview with an informed consent (Please see appendix) and upon completion of the study consulted with the people involved with the interview regarding the outcome of the research. Students for interview were determined through random-convenience sampling; the researcher asked friends of her friends to have an interview regarding their NSTP, she also interviewed a political science class composed of second year and first year students, and she also asked acquaintances in CAS for an interview regarding said topic. The researcher also determined those who were interviewed in accordance with the data needed. For example, the researcher has data on the CWTS program of the Department of Biology, the researcher then have to find a student who have taken the CWTS program under the Department of Biology through her friends or by randomly asking students around the campus.

The researcher also used internet sources and will continue on the search for news and magazine articles to keep the study up to date.

Method of Analysis

The research paper used library sources to probe into the historical background of the ROTC and NSTP taking into consideration the objectives, achievements, and problems encountered by each. By looking at the objectives and the achievements of the two programs as well as the effects of these activities on the students as provided in the interviews, one will be able to determine whether the

program is indeed successful in molding our youth towards service-oriented citizens. Moreover, by looking at the problems encountered by each, one will be able to analyze what lead to the problems and suggest alternatives to address them. The researcher relied on the perceived effects of the program to students which she got from the interviews to gauge the effectivity of the program. Interviewees were chosen by convenience sampling; the researcher asked friends of her friends to have an interview regarding their NSTP, she also interviewed a political science class composed of second year and first year students, and she also asked acquaintances in CAS for an interview regarding said topic. With the interview, the researcher used qualitative approach in determining their perceptions regarding the NSTP. Students interviewed were 23, 73.91% took the CWTS component, one of the 23 students interviewed or 4.35 percent took the LTS component, and five of the 23 students interviewed or 21.74% took the ROTC component. They were categorized depending on the component they took. (Please see chapter 5 regarding the interview)

The interview among the students contributed to determining the effects and their encountered fulfillments of difficulties in the NSTP as well as their perception on the ROTC and their suggestions on how to address the problems they have encountered in the program. Moreover, students who participated in the interview were selected among those people who opted for the different components of the NSTP from 2002-2004 this ensured a fair representation among the students of the program. Interviews were either taped and transcribed, through the e-mail or written.

Scope and Limitation

The paper probed into the history of the ROTC, its mandate, accomplishments, and pitfalls that led to the creation of the NSTP using sources from the National Defense College of the Philippines, the Philippine Constitution, and Executive orders. The researcher recognized the contribution of such articles to her study. She also used news and magazine article that focus on the events that led to the call to ROTC abolition as well as commentaries as to the relevance and irrelevance of the program. Information as to the actions that supported the reform of the program as well as the action of the government to address such calls would be from the news articles and internet source.

In addition the researcher focused on the emergence, accomplishments and downside of the NSTP in UP Manila, particularly in UP Manila College of Arts and Sciences. Because of time and budgetary considerations, the researcher only relied on library and internet sources, interviews with key informants (NSTP coordinators) who handled the NSTP from 2002 to present and interviews among the students of the UP Manila CAS.

Relevance

Community service has been stressed by the Philippine laws since the Commonwealth era; this is because the state recognizes the contributions that people, specially the youth, could give to the betterment of the country. The issue on the potential of the youth in the defense of the motherland has been proven during the Second World War with the then teenaged cadets that comprise the “ROTC Guerilla

Hunters”. The idea that the youth should participate in nation-building and national defense is being recognized by the different countries in the world. In the Philippines, while the government realizes the need to train the youth for service, they were hindered by the many problems that plagued the system. The Reserve Officers Training Corps and the National Service Training Program were both mandated to train the youth into service-oriented citizens that could help the country in times of peace and in times of war. The major objective of these programs is to create a student body—a youth—that is aware of their social responsibilities and their potential to be of service to their country and fellowmen.

However, we should examine whether the objectives of the program are being met; whether the students clearly understand the objectives of the program, the desired effects on students, and whether the students are fully aware what they should expect and what is expected of them in the program.

The study on the mandate, nature, accomplishments and problems of the NSTP and its precursor, the ROTC shall give us an insight into the relevance of the program not only to students and the community that they are serving but the national security as well. The researcher aims to offer her findings and suggestions as to how the NSTP in UP Manila CAS can better be able to serve the students and the community through their activities at the same time stressing on the relevance of the training program to society. It is the hope of the researcher to keep the flame of service burning among the youth and that students like her would be inspired to be of service to others and for the government, the educational institutions, and the community to recognize the efforts of the program and support it as well.

CHAPTER 2

NSTP PRECURSOR:

THE RESERVE OFFICERS TRAINING CORPS

History and Mandate of the Reserve Officers Training Corps

The need for the defense of the archipelago be it in the defense of the colonial masters or the defense of the sovereign motherland, is always the justification for the creation of a citizen armed force. The realization of citizen involvement in defense was expressed in the different campaigns in creating an institution that would harness citizen power for the security of the state. Prior to the creation of the formal ROTC, called Military Training in 1912, the Royal and Pontifical University of Santo Tomas through Fr. Domingo Collantes was said to have created the first organized a group of young boys to aid the Spanish navy to ward off the English threat of invasion in 1762. (Ramirez, 1968). The Reserve Officers' Training Corps was created to uphold this idea of citizen involvement in defense. The Reserve Officers Training Corps was never formally created in 1912 at the University of the Philippines in Padre Faura Campus. Military training was initially "incepted" in UP during that time. It was only in 1921 when the Military Training or ROTC was adopted by the different schools following the passage of the law by the legislature making it a requirement for the schools to implement such a program. (Vallejo, 1979)

At the advent of the Philippine Commonwealth, one of the first issues addressed by the new colonial masters was the defense of the new colony. Thus the first act of the Commonwealth was the ratification of the National Defense Act of

1935 which made the ROTC program “applicable” to the colleges and universities. The primary objective of the program was to create a Philippine Army out of the Citizen Army aside from the army personnel expected from the Philippine Military Academy which was created together with the ROTC in 1935. (Vallejo, 1972). The Act made the ROTC compulsory for 18 year-old students in colleges and universities (Ramirez, 1968). It further stressed on the duty of the citizens to protect the security of the state, thus it required all citizens of the country, regardless of age and sex, to “render personal military or civil service”. (Tancio, 2002)

The Reserve Officers’ Training Corps was initially under the jurisdiction of the Philippine Constabulary. With the passage of the National Defense Act of 1935 the jurisdiction over the ROTC was transferred to the US Army through the Philippine National Guard. (Vallejo,1972) Prior to World War II the country relied on the ROTC to as a “major source of reserve components”, the program that was offered in UP and in the other colleges and universities was a four year course on military science, discipline, and tactics. By 1939, the ROTC was made a part of the college curricula in accordance with the provisions of the National Defense Act 1935. After the war, major services – field artillery, unconventional warfare, and defense training were incorporated in the ROTC training in schools. This is to ensure of the armed forces a stable and learned reserve that could immediately attend to the demands of military service if the time calls for it. (Ramirez, 2002)

However, the society in which the training corps operates is constantly changing, and these changes often occur unexpectedly as it tries to meet the needs of the society from a given period to another. These changes gave rise to the

modification undertaken by the Reserve Officers Training Corps from having a strictly military orientation to incorporating a civilian orientation. Thus in the 1960s Law Enforcement was included in the training program by then President Ferdinand Marcos, a well-known UP ROTC product, to address the need for an expanded role of the ROTC in defense. (Ramirez, 1968) It is influenced by the idea of a “self-reliant” national defense based on citizen’s active involvement which is the defense program during the Marcos regime that the former president supported the Reserve Officers Training Corps. While it should be noted that the ROTC was the country’s source of volunteer soldiers during the Vietnam War, the Korean war, and the Second World War, it also has another role-the dual role of the armed force-to guard the national security and to assist in nation building (Crisol, 1981).

The establishment of a standing army or a reserve force was included in the Philippine constitution 1987 which states that “*The state shall recognize the vital role of the youth in nation building and shall promote and protect their physical, moral, and intellectual well-being. It shall inculcate in the youth patriotism and nationalism and advance their involvement in public and civic affairs*” (italics supplied). This was further supported by another constitutional provision, Article II (Declaration of Principles and State Policies) Section 2 which states that “*The prime duty of the government is to serve and protect the people. The government may call upon the people to defend the state, and in fulfillment thereof, all citizens may be required under conditions provided by law, to render personal military or civil service*” (italics supplied).

The idea is that, people have the responsibility to defend their country and it is the duty of their country to serve and protect the citizens. It is because people do not merely protect themselves in standing for the defense of their country but in so doing they protect their loved ones and other people. Communitarianism states that each is a part of the whole and what could affect the whole likewise affect the parts, thus whatever it is that a part contributes for the welfare of the whole or the group constitutes his/her or his/her loved ones' welfare.(Mullard, et al., 1998)

The same constitutional philosophy brought about the concrete policy on the ROTC-the Republic Act 7077 otherwise known as "An Act Providing for the Development, Administration, Training, Maintenance and Utilization of the Citizen Armed Force of the Armed Forces of the Philippines and for other purposes". RA 7077 states that "*It is the policy of the state to maintain a standing or regular military force in times of peace consonant to its adequate and actual needs for the security of the state but which can be rapidly expanded by the well disciplined armed forces in the event of war, invasion, or rebellion*" (Sec.3, Art.2 RA7077-italics supplied). This is the basis of the ROTC that contemporary college students undergo. The idea behind such a security sensitive program is that there is always the "chance of threat" with the national security that could either be obvious or subtle, from without or within, but can have a great effect on the nation's security. (Baclagon, 1975)

It was further mentioned in the said act that graduates of the ROTC shall become a part of the National Service Reserve Force or the Citizen Armed Force which is under the Department of National Defense having its mission (1) to meet the immediate demands of the armed forces in the advent of war, invasion, or rebellion,

(2) to assist in calamity operations, (3) participate and contribute in socio-economic development, and (4) “to assist in the operation and maintenance of essential government or private utilities in the furtherance of the overall mission”. (Tancio, 2002)

However, unlike other government and educational programs, the ROTC has its own limitations. Limitations that hindered it from obtaining its desired results of having a stalwart produce of a youth that could be a part of a “self-reliant” national defense, thus the ROTC was expanded to accommodate the changing requirements of the times still taking into consideration the issues on national defense and security. In 1994 the Expanded ROTC (E-ROTC) was initiated, it included in the program a course on Civic Welfare Service (CWS) and the Law Enforcement Services (LES). In this program, Military Training was offered in the first year of the students taking E-ROTC and he will have the option to take one of the three components offered (Military Training (MT), Civic Welfare Service (CWS), or the Law Enforcement Service (LES). (Tancio,2002)

ACCOMPLISHMENTS AND LIMITATIONS

The Second World War brought us a great number of ROTC cadets and graduates alike who participated in the heroic fight against the Japanese invaders in the 1940s. The liberation of Manila was initiated by the guerilla forces that dared to overcome their fear by crossing enemy lines and capturing Malacañang palace. (Karganilla, 2004) This guerilla unit was the ROTC Guerilla Hunters which was founded by the combined elements of the ROTC and the PMA. (Baclagon, 1975).

ROTC has brought the country war heroes like the Hunters, former Philippine presidents from among whose the most known is President Marcos, and not so few people in the military, government, and private enterprise.

While the ROTC program initially succeeded in harnessing the youth's potential in national defense which was exemplified by the ROTC Hunters during the Second World War, problems haunted the program that made it retrogress with time.

Problems with the program was pointed by Ramirez (1968) in his thesis, "The ROTC Training Program Its Role in Nation Building and its Impact on National Security". He stressed on the lack of personnel to handle instruction to an increased number of cadets since the establishment of a professionalized ROTC in the University of the Philippines in 1921. Although the instructors during the American occupation were officers and Filipino graduates of West Point, the ratio of the instructors and the students from prior and after the Second World War was 1 officer and 1 enlisted personnel for every 200 cadets. In the 1960s there was 1 officer and 1 enlisted personnel for every 900 cadets. Added to this was the perennial problem of lack of government support regarding funding, the deficient equipment and facilities provided by the schools, the ineffectual training and a program of instruction that has regressed with the flow of the times with the increase in military knowledge and new equipment, it could be said, in the words of Ramirez (1968), that "Cadet enrollment outpaced support".

The remedy of the government was to create the ROTC as a primary source of reservist, being so entails that the government shall support the ROTC since it shall provide the armed forces with the support it will need in critical times.

The ROTC that have given the country leaders, presidents, warriors like of cadets who fought in the Bataan, Vietnam, Korea, Candaba, and Besang Pass (Ramirez, 1968), businessmen and justices was desperately in need of reform so that it could better serve its objectives of creating a youth that can contribute to nation building and national defense. The perennial problems of the ROTC-lack of budget, inefficient training, high ratio of students to instructors, and minimal equipment not able to meet the needs of trainees/cadets brought about the measures undertaken by the Ramos government in 1992 aiming at abolishing totally the ROTC and replacing it with a civic welfare service program. (Crisostomo, 1992).

With this, the E-ROTC program was established in 1994 (Tancio, 2002) to address such call for reform. According to Nierva (2003), the creation of the e-rotc was brought about by the death of Seth Gonzales of De Lasalle University in 1995, apparently because of hazing. It was said to be the outcome of the bill presented by then Senator Orly Mercado and Congressman Florencio Abad. It was a course having 3 components-Military Training Service (MTS), Civic Welfare Services (CWS) and Law Enforcement Services (LES).

Tancio (2002) further noted that in the E-ROTC, Military Training was offered during the first year, the options of taking one of the three components-Military Training Service, Civic Welfare Service and Law Enforcement Service was only offered during the second year. In the E-ROTC, Military Training Service offered training in military organization, marches and drill ceremonies, as well as basic military service. The Law Enforcement Service on the other hand focused on “local peace and order projects and activities”, while the Civic Welfare Service is

more on “lectures on loyalty, patriotism, and nation-building”.(Tancio, 2002). Below is the organizational structure of E-ROTC as depicted by Tancio (2002).

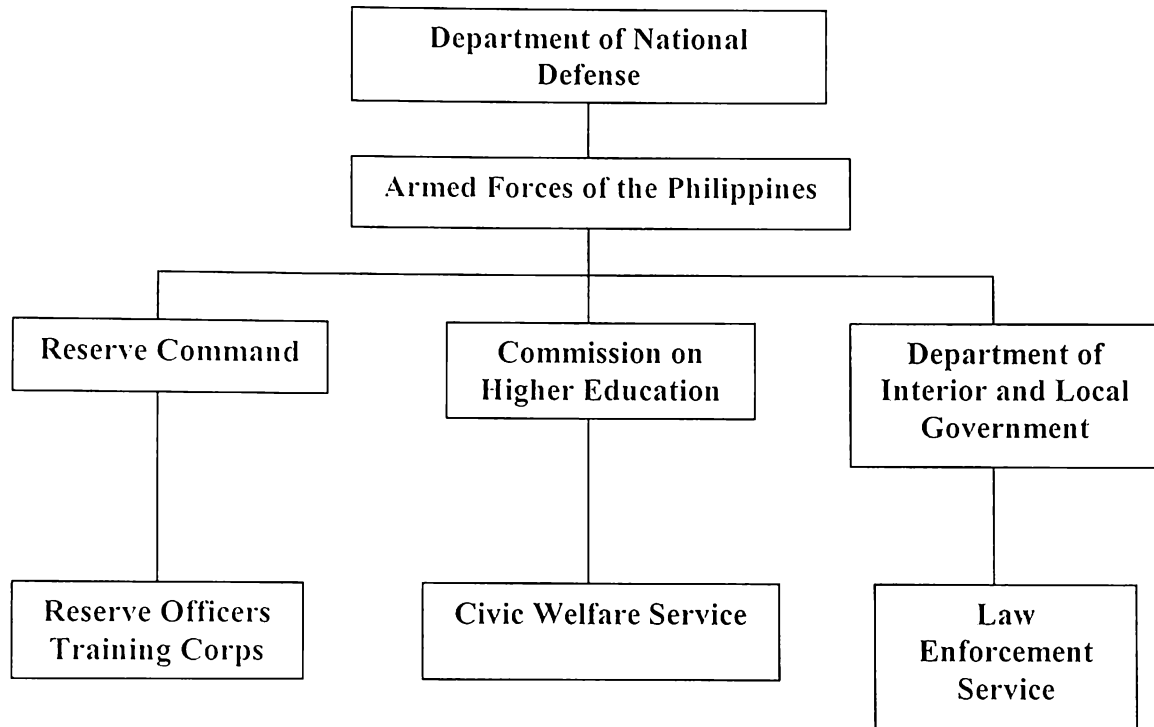


Fig. 1 Organizational Structure of the E-ROTC in 1994 by Tancio (2002)

However, the E-ROTC program failed to reach every ROTC unit in the country because of lack of means to do so; this may be caused by the lack of funds and knowledge to enforce such reforms. E-ROTC was enforced, however, in UP Manila and UP Los Baños.

THE E-ROTC IN UP MANILA

The E-ROTC in UP Manila was implemented under the Department of Military Science and Tactics which was tasked to oversee its implementation. The

DMST coordinated with the Division of Nursing Education and Training for Civic Welfare Service (CWS) Cadets' duties in the Philippine General Hospital (PGH) under the Immersion Program for the ROTC Cadets of UP Manila in Selected Clinical Areas of the PGH. It aimed to instill in the cadets compassion for their fellowmen by exposing them to PGH patients. It was believed that this program will be able to inculcate in the students civic awareness brought about by their knowledge and interaction with the patients of PGH and their families. Thus in this program, cadets had the primary responsibility of supporting PGH patients and their families in going through sickness, and death, by providing support service. (DMST file, 2001)

The support service that cadets are expected to render are divided in five dimensions:

- Affective Dimension
- Affiliative Dimension
- Temporal Dimension
- Contextual Dimension
- Cognitive Dimension

In these different dimensions, cadets interacted with their patients and their families in order to lighten the load of patients and their families amidst sickness and/or death. Also, as part of their patient care activities, cadets also assisted in maintaining hygiene of patients, transporting patients inside the ward and to/from other units, help maintain peace and order in the wards, assisting people in the PGH find their way, accompany patients in the absence of their companions, among other things.

The Literacy Training Service (LTS) was supervised by the Ugnayan ng Pahinungod and the Learning Resource Center. In the program description of the Service Learning Option-Tutorial Services Program for ROTC Cadets of UP Manila, it was mentioned that it “gives an opportunity for students to do *public service activities as part of their course work. This allows them to apply and validate concepts and theories learned in the classroom to real life situations while at the same time, directly responding to people’s needs* (Prof. Cecilia Florencio and the Academic Program Development).

Cadets enlisted in this program attend an orientation and training seminar prior to their deployment in the Pahinungod, after which they will go to their assigned schools for briefing. They are also expected to complete the required number of hours by the DMST in the accomplishment of their training. After their sessions, cadets will report to the Pahinungod office for feedback. The welfare of the cadets were also in the priority list of the Ugnayan ng Pahinungod, and like most of their volunteers, the cadets were given insurance premiums in case of accidents and/or death. However, not everyone who enlisted in the said program was accepted as tutors; cadets were required to undergo a screening process before being considered to be a tutor.

Military Science (MS 11 and 12, MS 21 and 22) of the ROTC was directly under the Department of Military Science and Tactics. Training schedule and the nature of training was remained intact at the advent of the E-ROTC. Socio-civic activities, military training, and other activities related to the military remained part of the UP Manila ROTC.

The organizational structure of the DMST during the E-ROTC is presented below.

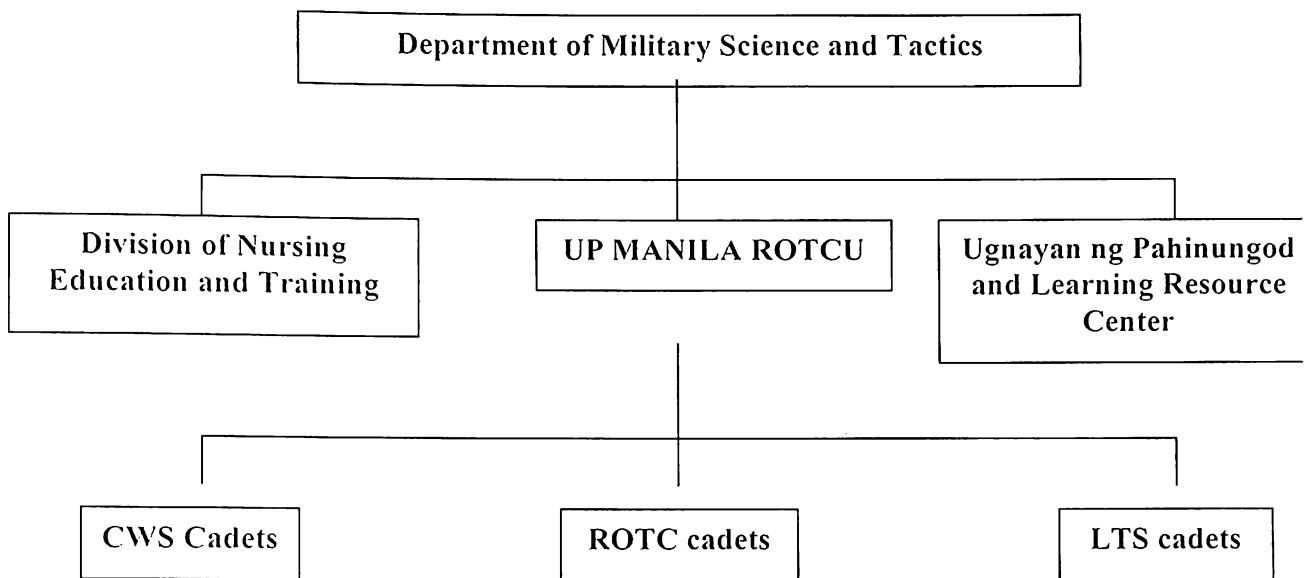


Fig.2 Organizational Structure of the ROTC and E-ROTC in UP Manila (Source: The UP Manila Corps of Cadets' correspondences)

As presented in the figure above, the DNET and the Ugnayan ng Pahinungod and the LRC were under the DMST. Cadets enrolled in the ROTC had the option to transfer to other units-CWS and the LTS upon their registration in the Department (DMST).

In 2001, the DMST had four (4) options for optional ROTC: the Nursing Department of the PGH immersion program, the LRC tutorial program, Military Training, and Peer counseling program. The immersion program of the Nursing Department of the PGH which had a quota of fifty (50) cadets while the tutorial program of the Learning Resource Center (LRC) that had a quota of (20) cadets. However the Military Training Service of the Department of Military Science and Tactics and the Peer Counseling Program offered by the Ugnayan ng Pahinungod had no set quota as to the number of enrollee cadets.

CONTROVERSIES AND THE CALL FOR ABOLITION

At the same time, the ROTC was inundated with controversies ranging from maltreatment to mishandling of cadets to corruption. These are serious accusations and although it was not openly discussed, the accusations took form, was embodied by persons who experienced malpractices of officials who should have been the epitome of service the ROTC yearns for, and eventually landed in the media.

The death of Mark Chua, former officer of the University of Santo Tomas Reserve Officers Training Corps, heightened the already existing but initially weak clamor to ROTC abolition. According to the *Varsitarian*, the official newspaper of the University of Santo Tomas, Mark Chua exposed the irregularities and violation of the commandant and his staff as well as cadet officers in the UST ROTC. As mentioned in an article by Max Soliven (2001): *“Among the irregularities revealed and reported in The Varsitarian were: (1) If students wanted to be exempted from taking the ROTC course, they were alleged to be paying P1,500 each per semester to the Training Staff of the ROTC; (2) There was a questionable collection of P250 per cadet upon enrollment during the first semester of the school year (apart from the normal P300 ROTC fee) and this was supposed to be for patches and shirts but no receipts were issued and the items were never delivered; (3) ROTC manuals were overpriced at P100 per cadet; (4) Sweatshirts were being sold for P300 each; (5) The program of instruction (POI) was not being followed, with cadets “learning nothing” but being made to sit for the prescribed five hours; (6) Cadets were being charged ten pesos each for every major exam they were supposed to take; (7) A civilian employee, brother of one of the sergeants, had distributed envelopes to all cadets “soliciting”*

funds for amounts averred to be needed for the Mindanao campaign of the Armed Forces (sanamagan!) (8) Hazing was still going on in the School of Cadet Officers and by the Military Police (MPs); (9) There was an incident in which a sergeant drew his weapon and directed it at a cadet et cetera.” (italics supplied) Mark Chua was seen floating on the Pasig River three days after providing the said information to the Varsitarian. As of this writing, one of the accused was sentenced to death while three other suspects were nowhere to be found. (inq7.net, 2004)

The University Belt Consortium also aired its concern over the ROTC abolition, calling it a cancer that failed to instill nationalism and patriotism among students but trained them to be afraid of the military thus maintaining their silence amidst corruption and maltreatment (dela Rosa, 2001). However, there are also people who are not for the abolition of the ROTC but for its reform, taking into consideration its past achievements and benefits from it.

Manuel Quezon III (2001) proposed an optional ROTC stressing that ROTC should be made available to those people who really want to take part in it so that ROTC resources will be focused on a smaller group of people, thus providing the armed forces a small, yet highly proficient reserve. Nisperos (2001) further mentioned that the ROTC is influenced by 2 factors-educations and defense crucial to nation-building and national security. In stressing on ROTC contribution to nation-building and national security, he emphasized that it should take into consideration the present social situation of the country that directly affects the students taking it.

Finally, amidst the clamor to abolish the program vis-à-vis the defense of its supporters, Republic Act 9163 which is “An Act Establishing the National Service

Training Program (NSTP) for Tertiary Level Students, Amending for the Purpose
REPUBLIC ACT NO. 7077 and PRESIDENTIAL DECREE NO. 1706, and for other
purposes” otherwise known as the NSTP Act of 2001 was passed by the legislative
and was signed into law by the president in January 2002.

CHAPTER 3

THE NATIONAL SERVICE TRAINING PROGRAM

The National Service Training Program

The National Service Training Program, also known as “An Act Establishing the National Service Training Program (NSTP) for Tertiary Level Students, Amending for the Purpose Republic Act No. 7077 and Presidential Decree no. 1706, and for other Purposes” or Republic Act no. 9163, was signed into law in January 23, 2002 amidst the various calls of dissenting sectors for its abolition or reform.

The law started out as House Bill 3593 and Senate bill 1824 which was sponsored by Senators Biazon and Flavier (Nierva, 2003). It invoked the constitutional provision regarding the “duty of the state to serve and protect its citizens”. It is similar to the objectives of the Reserve Officers Training Corps (ROTC) to harness the youth’s potential in nation building and national security by involving them in military and/or civic welfare programs. This is also in accordance with the constitutional provision, specifically in Article II (Declaration of Principles and State Policies) Section 2 which states that “*The prime duty of the government is to serve and protect the people. The government may call upon the people to defend the state, and in fulfillment thereof, all citizens may be required under conditions provided by law, to render personal military or civil service*” (italics supplied). Thus, as mentioned in the first part of this paper, it has no difference in philosophy from that of the Reserve Officers Training Corps.

However, this law has tremendous effect in RA 7077, in the ROTC, and the entire tertiary education as well.

The primary objective of the NSTP law is to promote the role of youth in nation-building. As such, it aims to encourage the youth to become civic and/or military leaders and volunteers which could be harnessed by the nation in cases wherein their services are needed.

Compared with the ROTC which specializes in military training, and the E-ROTC which granted three options for students yet was limited in implementation, the NSTP law ensured that the three components: Civic Welfare Service, Literacy Training Service, and the Reserve Officers Training Corps will be given the same, equal, implementation in colleges. Moreover, it defined the different components, the duration of the training, coverage, etc.

The Three NSTP Components

The National Service Training Program is composed of three different components yet has the same objective-service. The Civic Welfare Training Service is geared towards activities that have social impact through activities that could contribute to “health, education, environment, entrepreneurship, safety, recreation and morals of the citizenry”, thus the CWTS component of the NSTP stressed the importance of youth involvement in broad programs or activities that will benefit the people. While the CWTS focused on programs to enhance the living conditions of the people, the Literacy Training Service has a more limited yet equally useful objective that is 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”. LTS thus specializes in the education of the people, strengthening the education sector to empower the people through education.

However, while the Reserve Officers Training Corps is also deemed equally important by the NSTP law that it maintained its existence and nature mentioned in RA 7077 having the primary objective to prepare the youth in national defense. ROTC thus became merely a component of the entire NSTP.

To compare the Old ROTC to the NSTP, here is the ROTC organizational structure:

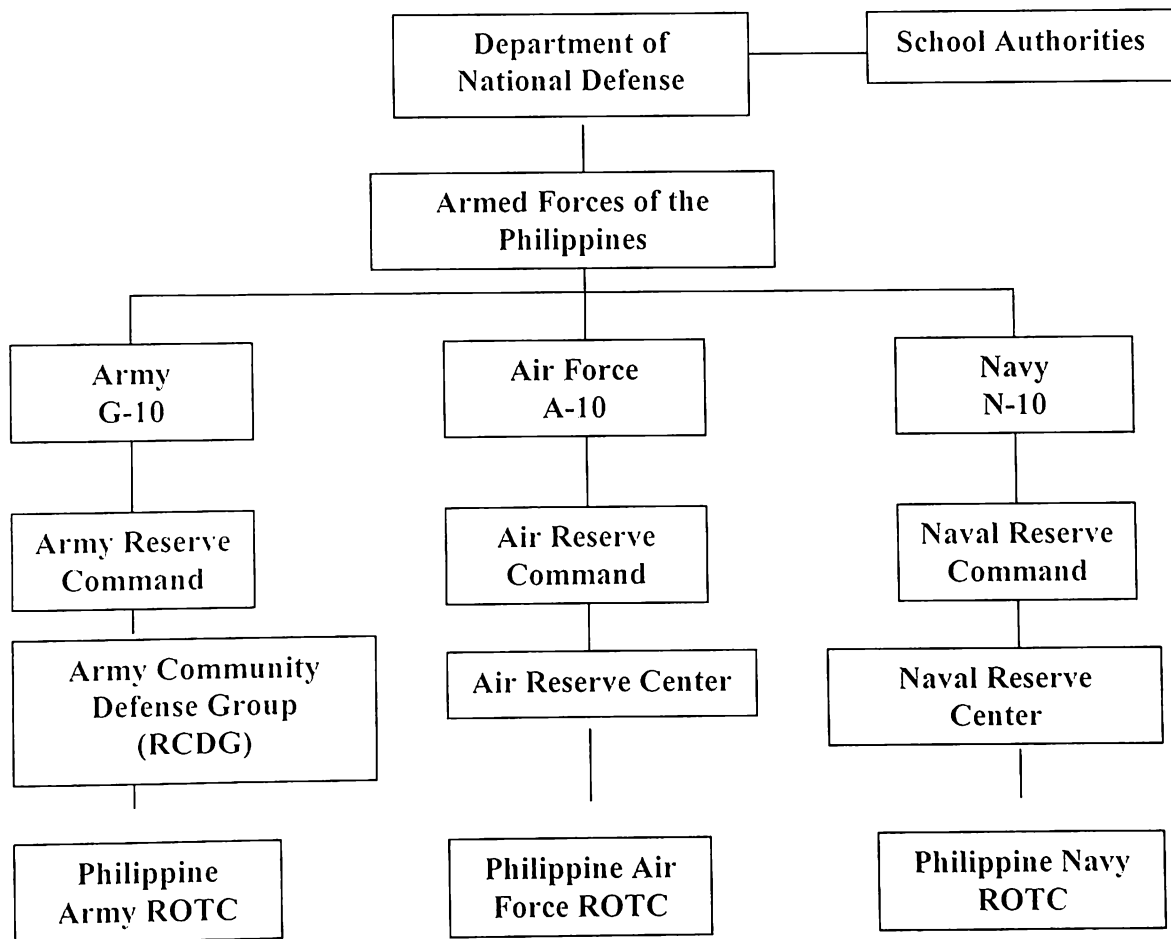


Fig.3 ROTC' organizational structure (source: Manaligod, 2002)

In this setting, it was said that the school administrations' primary task is to supervise the enrollment of cadets, collect fees, and to provide the training area. (dela Rosa, 2001) The role of the schools as such in the ROTC organizational structure was challenged by the educators. (dela Rosa, 2001) Thus the role of the school was expanded in the NSTP from being supporter of the program to primary actor in the formulation and implementation of the program as mentioned in RA 9163.

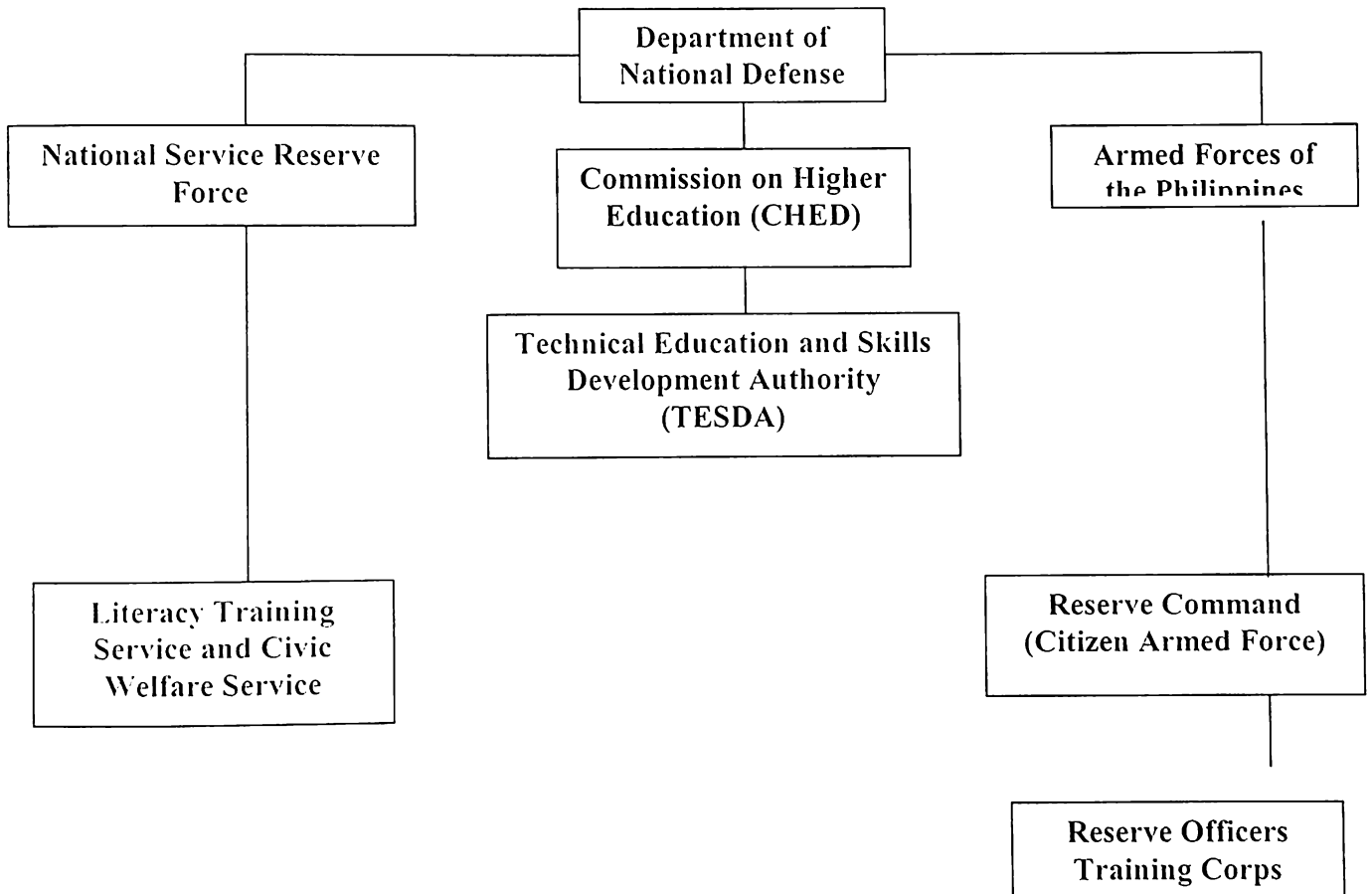


Fig 4. NSTP organizational chart under the CHED, TESDA and the DND

Moreover, the NSTP required male and female students to undergo the program they have chosen for two (2) semesters or one (1) academic year in contrast to the ROTC which required males to take Military Training for four (4) semesters or two (2) academic years. Students taking NSTP will get three (3) units from taking the

program; equivalent of 1.5 units every semester, thus in contrast to the mandatory, yet free ROTC students will now have to pay for their NSTP, including the former cadets of the ROTC who enjoyed the free reservist program. Also, the law states that private learning institutions could offer one of the three options but required state colleges and universities to maintain their ROTC units together with an alternative unit from the two other options. The law also limited the existence of the ROTC in private and vocational institutions requiring it to have three hundred fifty (350) cadets for it to be called a unit, otherwise and considering other factors such as insufficient cadet number, lack of logistics to support ROTC program of instruction (POI), etc., cross-enrolling the students to other schools for their NSTP is an option.

The law, moreover, empowered the learning institutions in having the prerogative in formulating their NSTP curricula, except the Reserve Officers Training Corps component. The Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), and the Department of National Defense (DND) shall coordinate with non-government organizations, the academe and the student organizations in formulating guidelines in the implementation of the program. Thus, in this setting, schools shall report to the three agencies (DND, CHED, and TESDA) regarding their NSTP. The goal of the law and of the program is to harness the strength and capacity of the youth to contribute to nation-building, thus the National Service Reserve Force was created to enlist CWTS and LTS graduates which is also equivalent to the Citizen Armed Force of the ROTC. In the event that the state will need people for its civic and literacy activities, it will merely utilize the personnel of the reserve force, the student volunteers the NSTP-

CWTS and the NSTP-LTS has produced. As with the need of the Armed Forces for additional force for its defense campaigns, it can easily use its body of reservists in the Reserve Command.

CHAPTER 4

THE NATIONAL SERVICE TRAINING PROGRAM IN UP MANILA

The University of the Philippines Manila

UP Manila was established around the College of Medicine and Surgery in 1907 but was only given autonomous status in 1977. In 1982, it was renamed UP Manila and remained as the Health Sciences Center of the University until today. It was composed of ten (10) granting units, the Philippine General Hospital, and the National Institute of Health which is composed of several research institutes.

(Source: <http://www.upm.edu.ph/aboutupm/aboutupm-overview.htm>) The ten (10) granting units of the university are:

- College of Allied Medical Professions
- College of Arts and Sciences
- College of Dentistry
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public health
- National Graduate School for Health Sciences
- National Teacher Training Center for Health Professions
- School of Health Sciences

The Research Institutes under the National Institute of Health, meanwhile, are the following:

- Institute of Biotechnology
- Institute of Child Health and Development
- Institute of Clinical Epidemiology
- Ear Institute
- Institute of Health Policy
- Institute of Human Genetics
- Institute of Ophthalmology
- Institute of Pharmaceutical Sciences

The University is headed by a Chancellor who is the executive officer of the university. The Chancellor is assisted by the vice-chancellors in the supervision and direction of the University; the vice chancellors helping the chancellor in the administration of the university are the following:

- Vice Chancellor for Academic Affairs
- Vice Chancellor for Administration
- Vice Chancellor for Planning and Development
- Vice Chancellor for Research

The University has undergone measures to ensure an effective implementation of the National Service Training Program commensurate to the provisions of the law. Thus, the Office of the National Service Training Program was created in 2002.

National Service Training Program

The National Service Training Program was implemented in UP Manila during the second semester of AY 2002-2003. According to Dr. Danilo Magtanong (2005), NSTP coordinator, the Civic Welfare Training Service was initially under the College of Nursing and the Literacy Training Service was handled by the Pahinungod. This system was the system used by the E-ROTC and at the advent of the NSTP, since the university is not ready to implement the program and considering the limited time the law required for the implementation of NSTP law, the NSTP used the same program.

The College of Arts and Sciences was the core of the NSTP during that time with Professor Esmeralda Perez as the first NSTP coordinator and the college as the implementing arm of the NSTP. By implementing arm, it means that the college supervised the enlistment of the more or less eight hundred (800) freshmen students to the different components of the NSTP then. (Magtanong, 2005). However, the organization of the NSTP coordinators during that time was disorganized in the sense that the colleges were “clueless” as to how to implement the program. In addition, the ROTC which was a “separate program for decades” (Perez, 2005) was included in the NSTP, thus there was disarray in the enlistment of cadets to the different components. The organization of the NSTP implementation in 2002, as provided by Perez (2005) looks like this:

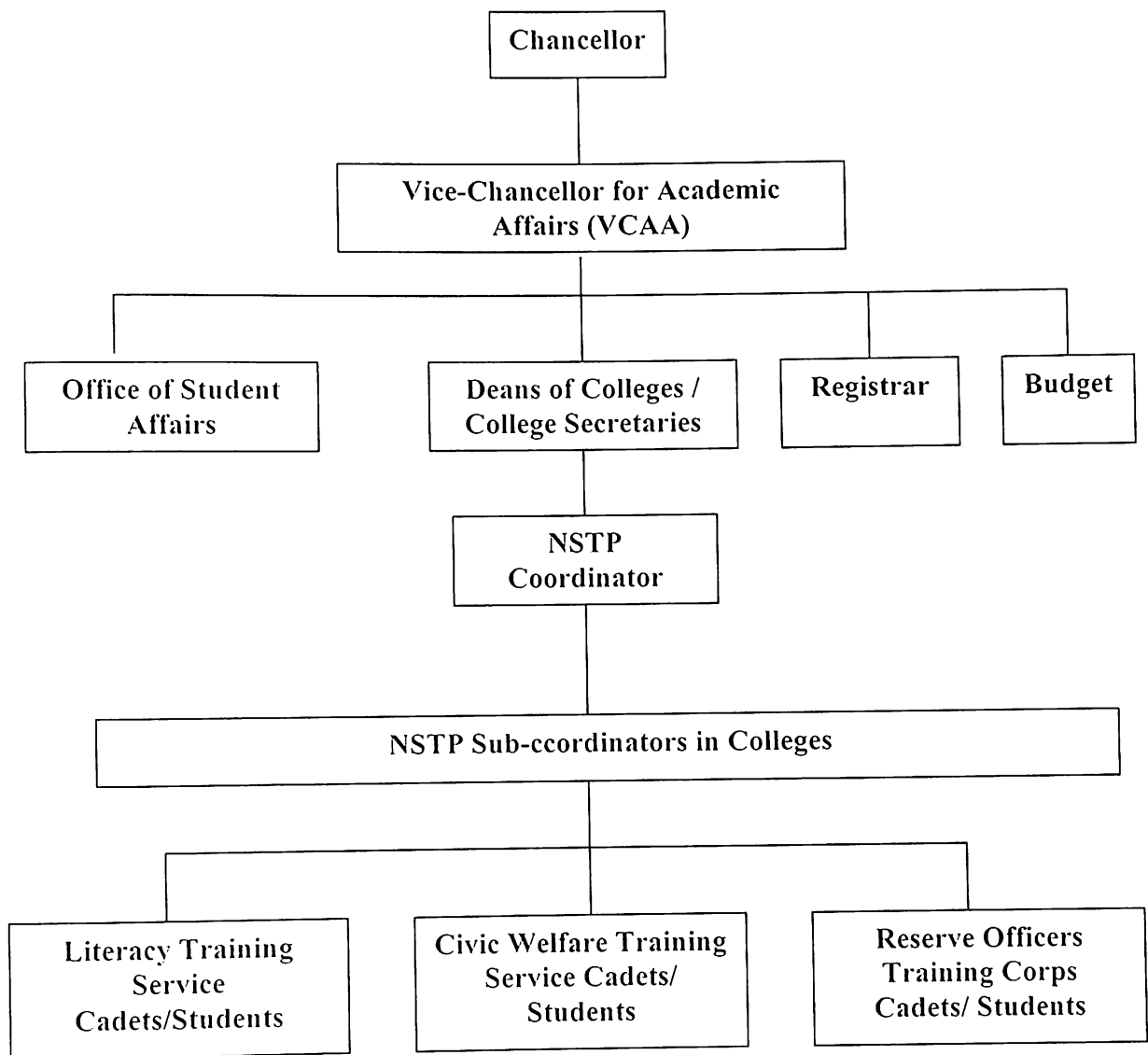


Fig.5 Organization of the NSTP coordinators with the administration (Source: Perez, 2005)

In this setting, the NSTP coordinator links up the other coordinators or handlers of the NSTP of the different colleges. The colleges will facilitate the enrollment of cadets/students to the centralized NSTP then with the coordinator merely overlooking enlistment. The NSTP office also sends the Commission on Higher Education (CHED) a list of their students to be incorporated in the National Reserve Force.

THE (D)EVOLUTION OF NSTP

Faced with numerous problems in the initial implementation of the NSTP, from budget to student congestion in the programs, UP Manila opted for NSTP devolution. Magtanong (2005) mentioned in an interview that this was the initiative of the Office of the Vice-Chancellor for Academic Affairs (OVCAA) and was patterned after the UP Diliman NSTP devolution. In adopting the UP Diliman example of NSTP devolution, the administration considered two (2) factors: administrative support and feedback of students.

Magtanong (2005) reiterated that the administration and the colleges welcomed the devolution because the colleges will be able to pattern their NSTP according to the courses that they are offering, thus giving their students insights on the nature of the course they are taking; there is a “nurturing” factor by the colleges to their potential graduates (Magtanong, 2005). Given these rationale, the NSTP started operating in devolution at the second semester 2003-2004 (Magtanong, 2005).

The organization of the devolved NSTP is not totally different from its organization in 2002. As described by Magtanong (2005) in an interview the NSTP at present looks like this:

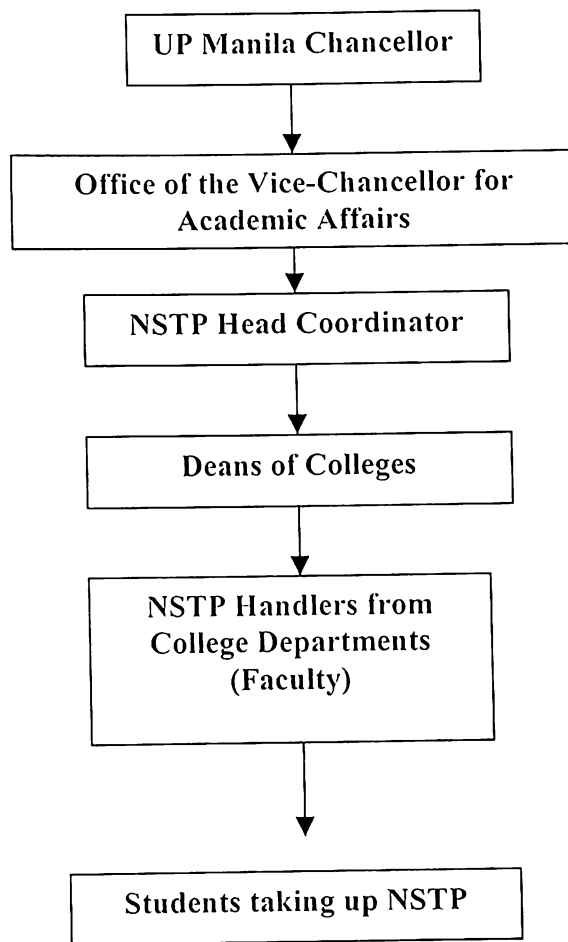


Fig. 6 NSTP organization in UP Manila during the 2002 NSTP implementation (source: Magtanong, 2005)

In this setting, as Magtanong (2005) mentioned, the unit coordinators from the different departments are “under their respective deans”, if there are activities in the different units, their activities should be noted by the dean and the NSTP head coordinator’s office should be informed regarding their activities. The Coordinator can only note on the plans or make comments but cannot make decisions outright without consulting the OVCAA. The Coordinator then is merely a channel of the NSTP to the OVCAA.

Magtanong (2005) further added that there is no existing Memorandum of Agreement of the University with other schools, thus students cannot possibly enroll their NSTP to other schools.

THE RESERVE OFFICERS TRAINING CORPS IN THE UP MANILA NSTP

Given the organizational setting mentioned above one will be compelled to ask where the ROTC in this setting is. Is not the ROTC also a component of the NSTP? Why in this setting, the ROTC is not included?

Magtanong (2005) in an interview mentioned that the ROTC cadets are crossed-enrolled to UP Dilliman saying that UP Manila cannot possibly support the ROTC program because of low turnout of enrollment. While the law provides that state colleges and universities should ensure that they will still have the ROTC in the NSTP, Magtanong (2005) said that UP Manila, being a part of the University of the Philippines which is a system is not violating the provisions of the law. Thus, ROTC cadets who enrolled in UP Manila undergo training in UP Diliman. ROTC cadets are directly under the UP Diliman Department of Military Science and Tactics, their training is under the UP Diliman ROTC program. The cross-registration of cadets is handled by the UP Diliman Office of the University Registrar (UPD-OUR) and UP Manila Office of the University Registrar (UPM-OUR).

NSTP IN UP MANILA CAS

UP Manila CAS

The UP Manila College of Arts and Sciences is divided into five (5) departments namely: Department of Social Sciences, Department of Physical Sciences and Mathematics, Department of Biology, Department of Behavioral Science, and the Department of Arts and Communication.

As stated in the UP Manila website, these departments offer the following degrees:

Department of Arts and Communications (DAC)

B.A. Organizational Communication

B.A. Philippine Arts

Department of Biology (DB)

B.S. Biology

Department of Physical Sciences and Mathematics (DPSM)

B.S. Computer Science

B.S. Biochemistry

Department of Social Sciences (DSS)

B.A. Social Science (Area Studies)

B.A. Social Science (Development Studies)

B.A. Political Science

Department of Behavioral Science

B.A. Behavioral Science

NSTP in CAS

Different strokes for different folks. That seems to be the nature of the NSTP in UP Manila CAS. In accordance to the devolution of the NSTP, the researcher was able to find several NSTP programs in UPM CAS departments. In the Department of Social Sciences for instance there is an NSTP class under Prof. Romulo Tuazon which is tied with an NGO, Citizen Disaster Response Center, which is focused on disaster preparedness of communities. Their activities include visits to communities to prepare disaster plans, initiate disaster relief projects, and orientations on the state of the communities. Things, as what Professor Tuazon (2005) said, that could contribute to the awareness of the student on his/her course because a student's exposure will prepare him/her for his/her higher political science studies. Also, he said that in the Political Science curriculum, the NSTP aims to inculcate nationalism and "empathy to the people" by exposing the students to social realities, thus making them aware of social issues.

The Political Science program also has a variation of the NSTP-CWTS namely, Community Voluntary Health Service which has a general objective of providing the students with "basic theoretical and practical knowledge about the Philippine health situation in a community setting and within the larger context of the national political, social, and economic situation" and the Education and Training for Women Empowerment and Genuine Development in the Community which is a one-year course on "the role of women in society and training as a student volunteer for the women's agenda leading to the enhancement of social consciousness, policy advocacy and women mobilization for empowerment and genuine development.

In the Department of Physical Science and Mathematics the Pahinungod coordinates with the department regarding the deployment of the students in schools. Mr. Aldrich Co (2005) mentioned that the LTS that he is handling is currently deployed in a school in Paco and that he visits the students to monitor them from time to time on their performance. The training is for fifty three (53) hours and the professor, as their supervisor, gives them a grade which shall only compose ten (10) percent of their total grade. The Pahinungod and the schools where students have their LTS give the other ninety (90) percent of their grades.

Upon the devolution of the NSTP, Professor Perez of the Department of the Behavioral Sciences mentioned that the first part of the semester for their LTS component is focused mainly on teaching students with “life skills”, skills that are necessary for the students to deal with their tasks upon their deployment.

PROBLEMS ENCOUNTERED BY THE NSTP

It has been mentioned that the university was not prepared to implement the NSTP in 2002, and this posed a huge problem. Coordination among the components, the NSTP coordinator, and the Office of the Vice-Chancellor was not organized. Moreover, the nature of the components to be offered was not clear. Magtanong (2005) said that the coordinators underwent NSTP implementation seminars and discussions to qualify the nature or the components that they are to handle. He further stated that their primary problem is in the evaluation of instructional performance of NSTP coordinators. While a “lot of trust has been given to the handlers”, he said that there is still a need for them to devise an evaluation program to

be able to follow the performance of the NSTP. However, even if the NSTP coordinator has limited means of knowing the activities of the two other components of the NSTP, he said that he was very much aware of the activities of the ROTC because of their activities wherein they ask him for permission e.g. Corps of Sponsors' outreach programs, military activities of the Cadets in UP Manila, etc.

He also mentioned that one of the primary problems of the NSTP is the budget. The NSTP Coordinator, for example, has neither clerk nor an office to call its own. As of the moment, he mentioned that the NSTP only offers Php 100 per hour to a professor handling the NSTP. While UP Professors are dedicated academicians, reality still bites he said. Of course, there is a need to justly compensate the efforts of the professors given that each component is composed three units. Tuazon (2005) and Perez (2005) also reaffirm the problems mentioned regarding the limited budget allocated for the program. Tuazon (2005) also mentioned that the program added to the already overloaded faculty time.

The handlers of the NSTP CWTS and LTS components are one in saying their main problem with the students is that the perception of the students to the NSTP as something that is not rewarded with grades. Tuazon (2005) in an interview said that there are students who "regarded the NSTP as non academic course and are therefore ill-motivated", thus they show little or no empathy for the poor. Perez (2005) in an interview also added that there are some students who seemed to lack interest in their NSTP activities. In addition, Perez and Co (2005) both mentioned that there is also the problem with the homogeneity in schedules of the students making it hard to

establish a single day wherein the students could take their NSTP. (Please refer to interview in the appendix)

THE ROTC IN UP MANILA CAS

The Reserve Officer Training Corps had a centralized implementation under the UP Manila Department of Military Science and Tactics in 2002. Under the guidance of its commandant, then Lt. Rodil Curiba, the ROTC was able to enlist sixty (60) cadets most of them from the College of Arts and Sciences for the Military Science 1 (MS1). (Guiang, 2005)

However, during the second semester of 2002 the administrative confusion with the implementation got in the way of the DMST's plans, thus the DMST failed to offer Military Science 2 to its cadets until the second semester of AY 2003-2004. The cadets who wanted to have their ROTC in UP Manila in 2003 cross-registered to UP Diliman and finished their MS 1 there. Moreover, the cadets who failed to take their MS-2 during the second semester of AY 2002-2003 were only able to take their MS-2 during the second semester of AY 2003-2004. (Guiang, 2005)

At present, ROTC is being offered in UP Manila. However, the cadets will have to cross register to UP Diliman to be able to take their ROTC component; as such, the training days of UP Manila cadets will be in UP Diliman. However, in spite of this scenario, cadets still enlist in the ROTC in UPM CAS. Most of the cadets are women (Magtanong, 2005) and cadets from UPM CAS are from the Biology course.

However, be that as it may the UP Manila ROTC, in the words of Magtanong (2005), is a dying unit. The unit has no commandant since 2004 when it was made

officially under the UP Diliman ROTC. Moreover, aside from the lack of interest on the part of some students to the ROTC brought about by the negative impression of students to the program, there is said to be also a tough competition between the ROTC and the two other components. While the CWTS and the LTS were tailored to cater to an already established number of students taking a particular course, the ROTC which retained its military nature, terms of enlistment and implementation, remained to be centralized vis-à-vis a devolved CWTS and LTS.

CHAPTER 5

STUDENTS' PERCEPTION OF THE NSTP IN THE COLLEGE OF ARTS AND SCIENCES

Twenty-three (23) students of the College of Arts and Sciences were interviewed. Of the 23 students, 17 (73.71%) are female and 6 (26.09%) are male. Students were selected through random-convenience sampling. The researcher asked her friends' friends who have taken the NSTP, the researcher also tried randomly asking students around the college for an interview, whether personal, written, or through the e-mail. The researcher also interviewed a class composed of 1st year and 2nd year political science students to participate in the study. The following is the breakdown of students from the different departments of the CAS.

Table 1

Breakdown of Interviewees by Department

Department	DSS	DBS	DB	DPSM	DCS
Students	18	1	2	1	1
Percentage	78.26	4.35	8.69	4.35	4.35

Of the 23, 17 students took/are taking the CWTS, 1 took the LTS, and 5 have taken/is taking the ROTC. When asked why they had chosen their components, answers from the CWTS and LTS enlistees ranged from being interested in the program, the aspiration to help other people through the program activities, course inclination, did not want to be in the ROTC, and the component they chose seemed to

be the easiest among the three. However, there were also students who said that they were late for registration thus they had no choice but to enlist in the remaining option opened for them-CWTS. Moreover, some of the students interviewed (3 of the 13 or 17.64%) said that they had no comment on the matter. ROTC cadets however, also had a variety of answers: ROTC offered a better schedule which is once a week, the program interests the student, the student wishes to continue CAT experiences in High School. by transferring from another component to ROTC, and as well as experience ROTC.

The knowledge of the students regarding the difference of the RA 7077 ROTC and the ROTC under the NSTP law touched some common grounds e.g. old ROTC as strict, limited to men, and is focus on military training which does not provide students with choices. Students are aware of the nature of the NSTP, it being composed of three components which a student may choose from. Students described their respective NSTP components as handled by people who specialized in the activities of NSTP, fun, was open to women, and geared towards service to the community. Moreover, students considered the NSTP as cheaper in cost than the former ROTC. In addition, students perceived ROTC as merely concerned about security and defense issues while CWTS and LTS to social issues. Of the 23 students interviewed, 4 (17.39%) said that they cannot differentiate NSTP from the former ROTC.

When inquired about the level of their awareness regarding the existence and activities of the program, 16 of the 23 students interviewed or 69.56% of the students said that they were well informed of the NSTP through orientation and discussions by

their departments, by asking those people who handle the programs, and by asking those people who have taken the NSTP. 7 of the 13 students interviewed or 30.43% said that they were not thoroughly informed of the program and learned about the nature of the program later on.

Regarding the activities undertaken by the different components, CWTS activities ranged from lecture and discussions in the first semester to prepare the students to deployment to their assigned areas in the second semester. Activities undertaken in the field ranged from doing field work or immersion, research and survey, assisting in rendering care to patients of the PGH, relief operations in calamity stricken areas-activities which are geared towards knowing and understanding community welfare and their concerns and suggesting possible solutions to address the problems or concerns. LTS is said to focus on educating the youth by providing students of public schools with tutors from the university. Students were first trained on how to handle and teach children prior to their deployment. On the other hand, the ROTC has a variety of activities ranging from lectures and discussions during the first semester regarding military concepts and outdoor activities e.g. military parade drills, physical activities, marksmanship, rappelling, and war games, activities where cadets apply what they learned from the lectures.

From these activities, 43.48% or 10 of the 23 students interviewed said that they were very much satisfied with the effects of the activities on them and the outcome of their activities. 30.43% or 7 of the 23 students interviewed said that they felt fulfilled in helping people with the activities they accomplished, and 5 of the 23

students or 21.74% said they were not satisfied with the outcome of their activities because they cannot see the effects of the activities in the community. One of the students also expressed uncertainty whether he was satisfied or not with his NSTP component.

However, majority of the students (82.61% or 19 of the 23 students interviewed) said that they were inspired by their activities to be of service to others. For LTS and CWTS enlistees it was brought about by their exposure to people and their projects that helped people in need. ROTC cadets, on the other hand, said that their activities made them aware of their responsibility to the community as members of the Armed Forces of the Philippines' Reserve Force. Moreover, they added that they are able to apply the discipline and knowledge they had learned from the ROTC to other aspects of their lives. However, of the 23 students, 3 or 13.04% do not think that their component is inspiring them to be of service to others primarily because they did not consider the outcome of the activities as a result of their efforts or contributions to the activities. Students also cited the motivating factor from the presence of their instructors in their area of deployment. While a majority of students (19 of the 23 students interviewed or 82.61%) considered their instructors as knowledgeable, competent, and participative of their activities the rest (17.39%) said that they did not felt motivated by their instructors simply because they were not there to support and encourage the students.

With regards to NSTP effects on nation building and national security, 18 students (78.26%) said that their activities helped in nation building. They said that information dissemination regarding possible solutions to community concerns will

help in nation building because people will be able to help themselves. Moreover, they added that if everyone will become volunteers then it will definitely have a positive impact on the country. With National Security, CWTS and LTS cadets are not sure on whether their activities and their component for that matter have effects or contributions to the nations' national security. ROTC cadets, on the other hand, are certain on their contributions to the nations' national security as reservists. Moreover, they said that realizing one's responsibility, individual resilience, and one's inspiration to serve the country will have an effect on nation building. In addition, the lessons learned in their ROTC component will have an impact on the nations' national security as part of the AFP reserve force.

Students Suggestions

Students from the different components have suggestions on how their components could be improved. CWTS enlistees suggested that activities such as rescue and life-saving skills, summer immersion programs, medical missions, clean up drive, and educational discussions in the communities regarding their problems and possible solutions. They stressed that people from the communities should have participation in their activities so that there will be no impression that the activities are basically a student effort or an academic project.

Magante (2005) who have taken the LTS said that their activities have little effects on the students who are supposed to benefit from the program. Thus she suggests that LTS deployment should be longer and that it should also serve as many students as possible.

As for the ROTC, its cadets suggested that socio-civic activities involving cadets, outreach programs, and community immersions should also be included in the ROTC program.

In addition, 2 students or 8.69% suggested to make NSTP activities more exciting and inviting and to ensure the security of the students. They said that their handlers' presence in their area of deployment will make students more inspired in their activities. Finally, when asked whether they think that their activities in their components were able to inculcate and/or developed their sense of nationalism and volunteerism, 17 (73.91%) said yes, 5 (21.74%) said no, 1 (4.35%) said maybe.

CHAPTER 6

ANALYSIS

ANALYSIS

The ROTC and NSTP were governed by the same principles which brought about the creation of an ROTC program in the 1900s – harnessing the youth’s potential and strength to serve the country and contribute to its welfare. Youth involvement in nation building and national security has been stressed since time immemorial in our laws. While initially the ROTC enjoyed respect and support from the government and the people who had just experienced war and saw ROTC’s contribution to society, lack of support-logistics, personnel, etc., coupled with a change in socio-economic factors led to ROTC regression in terms of program of instruction, personnel, logistics, and, most especially, morale. These changes and the urgent need for ROTC reform led to the creation of the NSTP, which included the ROTC as one of its components to provide students with options on what to take.

The goal of the NSTP-CWTS, LTS, and ROTC, is to create a socially aware youth who will be capable and willing to serve the country and the people. For the NSTP to pursue its service-oriented objectives, its campaign for an informed choice, a youth that is aware of their roles, and a youth inspired for service, there ought to be an NSTP that is able to encourage students to be of service to others. Moreover, it must also be able to make students realize the reason and objectives of the program and their activities as well as its effects to the community.

The NSTP, however, cannot do so without the willingness of the students to accept their roles. If students will look at the NSTP as something that is associated with grades, transcript of records, and diplomas, NSTP efforts to encourage students for service will be hard to achieve.

Instructors also play a part in establishing in students the seeds of volunteerism. Instructors' influence and presence, aside from the activities in the program, are factors for student motivation to serve. Leadership implies that leaders serve as model for their constituents.

However, the academe should not have the sole responsibility of inspiring the youth to service and to participate in NSTP activities. The community can and should also take part in NSTP activities as a source of encouragement and inspiration for the youth.

NSTP will not be able to meet its objectives without the financial and logistical support from the people, through the government, and the schools handling the NSTP. Also, to be able to reach the students and inspire them to take the NSTP they should be informed of their role in nation building and national security, the positive outcome of their efforts be recognized, and they should be aware of what they have to do to achieve those outcomes. Moreover, they should be made aware that their activities are part of a long process that has a long-term objective not only for the community but for the students as well.

CHAPTER 7

CONCLUSION

NSTP is definitely not a walk in the park, not for everyone, not for ROTC supporters and handlers, not for CWTS and LTS faculty handlers and their NGO partners, not for the community, and definitely not for the students. However, the effects of the NSTP on the youth, its ability to make students aware of their responsibility to their fellowmen cannot be underestimated.

The research has answered the primary queries on the ROTC nature and its history. The program seemed to be able to serve its objectives taking into consideration its impact and contribution for the country during the Second World War. However, as Ramirez (1968) pointed out, the ROTC was not fully supported by the government in terms of funds, equipment, and trainers. The so called “rot in the corps” which was the slogan of anti-ROTC groups stemmed from the perennial problem of the ROTC with the limitations on its capabilities to develop students into citizens having the dual role of defense and civil service.

The researcher agrees that in any program there is a way of making things better, thus the change brought about by the NSTP is very welcome. However, the researcher is concerned with three things regarding the NSTP in UP Manila CAS: first, its problem with the budget, personnel and logistics, second the perception of the students with the NSTP, third the “dying” state of the ROTC.

In UP Manila the transformation of the once well established institution-the ROTC, into a component of the NSTP brought drastic changes no one is prepared for. Because of this, the implementation of the NSTP in UP Manila was not well planned.

Confusions as to how it will be implemented, what activities to take, and how to enlist the students in the different components had considerable effect on students' perception on the NSTP. Moreover, there are instances that students consider the NSTP as another boring, costly, and time-consuming subject that, although credited with 3 units for an academic year, has no significant effect on their grades and their lives. This notion should be changed. Students, even if they consider themselves young have an impact on the nation; they have the capability to help their country. Being a volunteer and being a citizen of the county aware of social responsibilities can be one step in creating a youth that in the long run will be the leaders of the country.

Students should realize that every activity they accomplished in the NSTP, be it in CWTS, the LTS, and the ROTC has an impact not only on them but also on the community. In helping the community to be self-reliant and progressive, they are making small steps to development that in the long run may expand to other areas benefiting the country, the community, their families, and them.

In addition, no NSTP component could be boring if their objectives and activities were understood and enjoyed by students. No student will feel burdened doing the activities if they see the support of their instructors, their schools, and the community.

However, majority of the students interviewed as found in this research are really receptive to the values that the NSTP is trying to inculcate in them. The respect that the students render have for handlers, the aspirations of the students to be of help to others after their NSTP, and their awareness on social issues supports

makes the researcher conclude that NSTP objectives are being met in UP Manila CAS.

It was mentioned in the first part of the research that during the 1960's the ROTC experienced a decline in its supposed standards on the quality of its graduates. The NSTP, although a promising program being able to inculcate in the students a yearning to service and volunteerism, cannot stand without the support of the government in terms of budget specially in the persistent budget cut that the government has been doing for years. Moreover, the researcher agrees with the concerns of the teachers and the NSTP coordinator regarding the compensation of the professors' vis-à-vis their academic load. There is also a need to professionalize the NSTP coordinating council, if the researcher may call it. The researcher recognizes the immediate need of the NSTP to define their organization not only to efficiently serve the students but the communities as well.

Much is needed in program awareness though, most of the students who were asked regarding the National Reserve Force have no idea that they are to be enlisted as part of the Reserve Force, which is not a military corps of volunteers but a national defense arm of civilian volunteers, after they graduate. It is necessary for the students to know that their efforts in the university as part of the NSTP are not only for a particular period-service and volunteerism is not only for a particular period, but for a lifetime. To be able to make the NSTP inviting to students they should be able to understand and grasp not only the objectives of the program and its effects to their transcript of records but on the community they have served. Moreover, they should be reminded that in developing them into socially conscious individuals and through

their activities they are not only helping other people but themselves; serving the country is a service done not only to a particular group but to oneself as well.

Finally, the researcher understands the limitations of the NSTP with time and schedules. Thus the researcher recommends that NSTP coordinators coordinate beforehand with the Office of the College Secretary (OCS) regarding schedules of students' classes. Moreover, to be able to cater to the students' choices they should be made to know, understand, and familiarize themselves to the nature of the different NSTP components, like what Tarongoy (2005) mentioned "*mas maganda na ngayon sa NSTP kasi may choice ang mga estudyante kung ano ang gusto nilang kunin*" (it is much better with the NSTP because students have a choice on what to pursue), it is much better if the students will be given the freedom to choose. There is a need for equal representation of the different components in enlistment-CWTS, LTS, and the ROTC. Moreover, while the devolution of the NSTP proves to make the NSTP more efficient, the college should not forget that there are students who would want to take the UP Diliman based, centralized ROTC.

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INFORMED CONSENT

TITLE: **AGREEMENT TO PARTICIPATE IN A RESEARCH STUDY**

NATURE AND PURPOSE OF STUDY: This study aims to present the nature, mandate, and activities of the NSTP and its precursor the ROTC. This study also intends to present the NSTP in UP Manila College of Arts and Sciences, program and activities, and the students' feedback on the activities and projects of the said program as well as their suggestions to enhance the present NST programs.

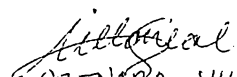
PROCEDURE: This interview shall be used as a primary source of information on the NST program in UP Manila CAS. The result of this interview shall be transcribed and the data presented will be incorporated to the study entitled, *NSTP in UPM CAS: Problems and accomplishment: A study on the NSTP and its precursor, the ROTC and their implications on the students of UP Manila CAS*. The interviewer would then verify the outcome of the interview vis-à-vis her study to provide clarity to the points raised.

BENEFITS: This study aims to benefit the students of UP Manila CAS through an enhanced, service-oriented NSTP that could develop and enhance their sense of volunteerism. This study moreover aims to benefit the community in the long run by presenting suggestions as to how this program could effectively enhance youth involvement in service.

CONFIDENTIALITY: All parts of this interview shall be kept in strict confidentiality.

*I have read the above description of the study.
I agree to participate in this interview.*

*All of my questions have been
adequately answered.*


ARGYL CZENABA VILLAREAL
Interviewee

Interviewer

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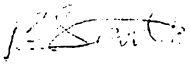
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RAFFY SARTO
Interviewee

Interviewer

INFORMED CONSENT

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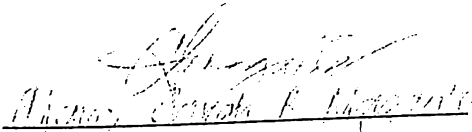
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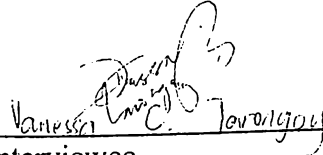
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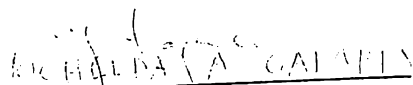
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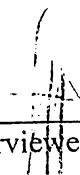
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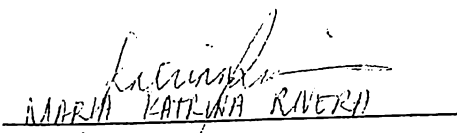
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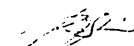
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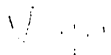
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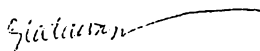
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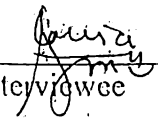
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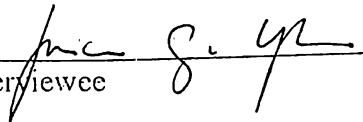
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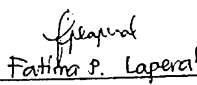
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Interviewer

Prof. Aldrich Co
NSTP handler, DPSM

Prior to the NSTP devolution, what adjustments did your department make with regards to NSTP implementation?

What is the structure of the NSTP-CAS coordinating body and how did you coordinate with the NSTP coordinator then?

I only had the chance to speak with the coordinator once during the whole period and all we talked about was the insurance policy, and the list of the students. Sorry, but to answer that you need to talk with...(nothing follows)

How did your department implement the program vis-à-vis NSTP devolution?

What are the activities of the NSTP classes/sessions under you? Problems encountered?

We arranged talks (lectures) to be held under AS premises about relevant topics (child psychology, tutorial preparation, formulation of action plan). There are, on the part of the LTS students, requirements to be submitted based on these talks. The second phase is their deployment to the target school, where they perform 1/2 –on-1 tutorial sessions.

Problems: the heterogeneous schedules of the students make it difficult for me to monitor them.

How do you enlist students who finished their NSTP with the National Reserve Force (with CWTS and LTS)?

Can't answer this question, cause I don't really know the process. When they pass the requirements for this course it is assumed that the NSTP coordinating body (located at SSWC by the way) will process them into that reserve force.

What do you think are the factors that could hinder the NSTP from achieving its objectives?

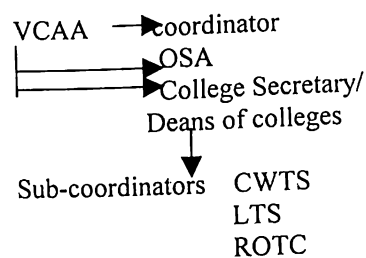
Prof. Esmeralda Perez
NSTP coordinator, 2002-2003

How did a centralized NSTP implementation work?

You have to interview Dr. Magtanong and VCAA Emilie Flores. I was not responsible for the centralization?

What is the structure of the NSTP-CAS coordinating body?

Past or present? 1st year I was coordinator, it was



(please see fig.)

What adjustments did the coordinating body make at the advent of the program?
The fact that ROTc is now under the NSTP which was a completed separate program for many decades.

What recommendations did you make regarding NTP devolution? What made you arrive at such recommendations?
Can made centralization a recommendation though it was not written or the basis of the number of students which kept ballooning each year due to dropping, failures, etc.

How did your department implement the program vis-à-vis NSTP devolution?
DBS took the 1st semester of LTS-where we taught life skills.

What do you think are the factors that could hinder the NSTP from achieving its objectives?

- Mindset of the college at the beginning due to NSTP being a program of all (male /female) and its conflict with other schedules of other colleges.
- Students (though not many) were not serious about their commitment to NSTP.
- Lack of resources.

Prof. Bobby Tuazon
NSTP handler, DSS

Prior to the devolution, what adjustments did your department make with regards to NSTP implementation? What were your activities then?

I am only talking on behalf of the Political Science Program. Firstly, under DSS, each program (PolSci, DevStud and AS) was asked to devise NSTP curriculum for their respective freshman majors (including higher-level students who are completing the course). In the case of the PS program, the faculty adopted a curriculum that would be geared toward preparing the major for the rest of the basic and higher courses. We were guided by the UP-wide system NSTP program to teach core values including nationalism, empathy to the people particularly the poor, exposure to social realities and issues, and so on – things that are not normally taught in the classroom. The specific parts of the NSTP curriculum we devised to prepare the majors for the PolSci program as well as their future tracks/careers included: orientations on state of the nation, issues (including political, environment, health, gender/women issues, etc.); community exposure, profile studies and organizing; research and data-gathering; attending Congress hearings; field trips including visits to various government agencies, and so on.

What is the structure of the NSTP-CAS coordinating body and how did you coordinate with the NSTP coordinator then?

ANSWER: I think you have to ask this with the Dean's office. You can also ask the DSS chair. On the second point of your question, coordination with the NSTP college coordinator included mainly meetings and consultations, to clarify basic points about the devolved NSTP program, etc.

How did your department implement the program vis-à-vis NSTP devolution? How do you coordinate with the NSTP coordinator?
(Please refer to Answer #1)

What are the activities of the NSTP classes/sessions under you? Problems encountered?
Major activities in the NSTP-CWTS class I handled as faculty (Disaster Volunteer Program, with NGO partner Citizens Disaster Response Center or CDRC) included: a) briefings and orientations on the state of disaster in the country as well as on the socio-economic conditions of the people, also state of environment; b) visits to at least two depressed communities in Metro Manila and nearby Bulacan;

c) day-long activities in these communities (gathering data and home interviews for community profile and implementing disaster preparedness plans); d) disaster relief projects (one in Quezon City, and another in Quezon province in December); e) program evaluations; and so on.

I also handled another NSTP class, under the Pahinungod.

How do you enlist students who finished their NSTP with the National Reserve Force (with the CWTS and LTS)?

ANSWER: Please ask this question to either Dr. Magtanong (of the dentistry, who is the UP Manila NSTP coordinator) or Dr. Flores, vice-chancellor.

In my case, some freshmen political science majors are interested in joining CDRC's youth volunteer program for relief operations.

What do you think are the factors that could hinder the NSTP from achieving its objectives?

You can ask other faculty members who are handling NSTP classes. But on my part, the main problems have been with regards the limited budget allocated for the program by UP administration. Another is lack of faculty time for the program (many full-time faculty members are overloaded because of this, although the new policy as far as UP Manila is concerned is to devolve the faculty coordination to lecturers or part-timers).

Another problem is how to really handle freshmen majors who view the NSTP as a mere non-academic course and are therefore ill-motivated and cannot adjust normally to the poor communities; and show no empathy for the poor. These are students who simply cannot imbibe the minimum core values that they are supposed to develop under NSTP.

Some of these problems are really not unexpected considering that it's only in school year 2004-2005 that the NSTP has been devolved.

Dr. Danilo Magtanong

NSTP Head Coordinator, 2003 to present

How was the NSTP implemented in 2002?

There was an existing implementation in 2002. It covered the entire UP Manila with the College of Arts and Sciences as the implementing college under Prof. Perez as NSTP coordinator. I heard that the implementation was not really well planned. That is also the opinion of many people. The university was not ready to implement it but we had to because the law required the implementation of the program to be on the year it was signed. The program started second semester. The 1st part is supposed to be lectures to prepare the students in deployment but the program started in second semester so they started with the devolution part. We initiated damage control. The initiative of the OVCAA to relieve the problem that is clogging of students. There were around 800 CWTS and around 400 LTS students. The DNET as the deployment part of the CWTS cannot handle the number of students. The Pahinungod which handled the LTS deployment encountered minimal problems. When I assumed the position, that is one problem we focused on, we planned for devolvement. The administration is pro-devolution because there is the nurturing factor of the colleges to their students. The program of instruction is patterned after the course. There was positive feedback from students. Finally we decided to devolve the problems but not without problems, there are so many problems. But we are in the process of polishing it. We cannot be proactive but remain reactive. In reacting, we got to formulate policies especially with the logistics. It's been going on for two semester but we have the persisting problems on administration and logistics.

Another problems is the NSTP office. I am the office. I'm the clerk since January. I used to have a clerk but now I have none. I do the legwork, I take the minutes.

How do the college coordinators coordinate with you?

We developed a system of communication. We used to have a monthly meeting but the last meeting that we had was last November 2004. Until now we have not met.

I am directly under the OVCAA. The unit coordinators are under their respective deans. But there is some responsibility for coordination, in other words all the things that happen in the units should reach our office. So with the logistics and administration aspects that is the flow of communication. It has to be endorsed and noted by the deans. It will pass through my office, then to the vice-chancellor, then to the chancellor.

The NSTP office is actually really a coordinating office.

What are the activities of the NSTP when you became coordinator?

There are three available components. The CWTS was under the CAS, Prof. Perez. Other than the curricular activities I am not aware of their activities. Except the ROTC because they inform me regarding the activities of their Corps of Sponsors, outreach programs, and military natured activities in UPM. I used to decide on that, but the chancellor didn't want me to decide outright on ROTC. UPM cannot possibly support the ROTC component because there are only a small number of enrollees. It is going to be more logistically beneficial if we are to request for cross-enrollment to UPD. The last time we had training here, I think we only had 25 ROTC enrollees. But that was history. The unit is dying. We are offering the ROTC component but the training is in Diliman.

Are you planning to have a summer NSTP?

There are plans but we have yet to decide on that although there are some students requesting that NSTP be made available for them during the summer.

What are the factors that could hinder the NSTP from meeting its objectives?

Irrelevant teaching plan thus there is a need for an evaluation of the program.
Logistics. As of the moment we are giving 100 pesos as honorarium to NSTP handlers.

ABOLITIONIST

THE ROTC: EXCISING A CANCER

An Official Statement of the University Belt Consortium
Posted on www.thomasians.net on 6/7/2001 11:28:15 AM

The Reserve Officers' Training Corps (ROTC) program is supposed to realize the constitutional mandate to develop a strong civilian base to supplement the professional military in the nation's defense system. Made compulsory for male students in colleges and universities, it is designed to initiate young men in the rudiments of soldiership, instilling in them discipline and correct deportment, like true officers and gentlemen.

But many are of the opinion that the ROTC has seen better days. Worse, there is the growing perception that the program has steadily deteriorated through the years. Many young men look at it as a waste of time and money; they would rather devote for study and rest the long hours of those weekends that they are made to take up the program through four semesters of college. In an era of spiraling costs, they even wonder if the training they receive is worth the money they spend for ROTC.

Considering, too, the compulsory drawn-out and over-regimented two-year program, in which the student allegedly receives little instruction and benefit but much hardship and harassment, it is no surprise that reports of irregularities and abuses are rampant and persistent. Reports cover collection of unauthorized fees, bribery, and extortion. These reports reflect the anomalous situation in which the military administers the ROTC program in the school while the school administration does not have any say on how that program is run. Since invariably the ROTC is the male student's first brush with the military, the irregularities and abuses he sees or experiences while taking part in the program become his first – and lasting – impression of the military: corrupt, abusive, and hiding behind the veneer of the nation's defense system to prey on defenseless civilians. This impression does not necessarily do justice to the military at large.

In December last year, Mark Welson Chua, a cadet officer of the ROTC program of the University of Santo Tomas, together with another officer and several cadets, filed a complaint of irregularities with the Department of National Defense (DND) against the UST Department of Military Science and Tactics. The DND gave due course to the complaint and later relieved the entire brass of UST-DMST. It was arguably the first time that a formal complaint had been lodged against the handlers of the ROTC program in the University Belt. It was also arguably the first time that a school's top DMST brass was relieved.

Even before the euphoria of the victory of justice and fair play subsided, Mark Welson Chua was kidnapped last March. His hands were bound, his face was gagged with packaging tape, and his body dumped in the Pasig River, where it was found days later. To date, two dismissed members of the UST-DMST have been arrested for the killing.

Without pre-empting the result of the trial, we believe that the sordid episode is just a symptom of the cancer gnawing at the ROTC system. We believe that it is time to strike at the heart of the matter. We believe the solution is nothing short of surgery. Specifically, we ask that the ROTC program in colleges and universities be abolished. It should not be made compulsory and a requirement for graduation in college. An additional reason for abolishing the ROTC is the fact that by requiring Military Science for graduation, in the end, it is the Commandant who determines who to graduate, a practice that encroaches on the academic freedom of universities.

There must be a way in which the constitutional end for the formation of a strong civilian complement to national defense can be realized without abetting a system that has exhibited not only wear and tear but also squalid signs of corruption and knavery. To be sure, changes in technology and defense philosophies call for a reinvention of approaches to fulfill the constitutional mandate, approaches which will be more responsive to the realities not only of national defense, but of national development

goals and needs as well. The ROTC program, as presently structured, has not – and cannot – achieve the objectives for which it was established. To allow the program to continue would be ultimately self-destructive.

The ROTC program would have been left to neglect a decaying system if not for the courageous act exemplified by Mark Welson Chua. For this, we commend his bravery and sacrifice. We strongly condemn the brutal slaying to which he had been subjected. We also sympathize with his bereaved family and echo their call to the authorities to expedite the delivery of justice for his senseless killing.

The University Belt Consortium is heartened by the deep expression of serious concern coming from the higher educational institutions particularly the Philippine Association of Colleges and Universities (PACU) and the Coordinating Council of Private Educational Associations (COCOPEA), which have shared their own sentiments regarding the malady besetting the ROTC.

We are encouraged by this display of solicitude. Because of this, we are further inspired to carry on the fight, which one of our beloved students had initiated and paid for with his life. It is with fervency and a deep desire for change that we make an appeal to all colleges and universities in the Philippines to join us in this crusade to eradicate a rotting system and excise a cancer that gnaws on the lives of the young and the innocent.

Signed BY:

REV. FR. JAIME BELITA, CM
President, Adamson University

ATTY. AUGUSTO SUNICO
President, Manuel L. Quezon University

MR. FRANCISCO CAYCO
President, Arellano University

DR. EDILBERTO DE JESUS
President, Far Eastern University

DR. JESUS JHOCSON
President, National University

DR. JOSEFINA CORTES
President, University of the East

DR. ROSITA NAVARRO
President, Centro Escolar University

FR. TAMERLANE R. LANA, O.P.
Rector, University of Santo Tomas

DR. VIRGILIO DE LOS SANTOS
President, University of Manila

Source: <http://adroth.50megs.com/Antirotc/unibelt3.htm>

Abolish the ROTC!
Fr. Rolando dela Rosa, OP
Posted on www.mb.com.ph on April 5, 2001

TO those running for the Senate: here is a sure way to win the youth vote. Promise them that you will work for the abolition of the ROTC.

The ROTC has outlived its usefulness. As its name suggests, it is a course for "reserve officers". But it now resembles an obedience school for the canine species. Every Sunday, young students laze, sit, or march under the sun for hours. Like Pavlovs conditioning their dogs, ROTC officers endlessly yell at them, often accompanied with a threat of punishment, like push-ups, squats, or squat thrusts. What young men learn after their two-year ordeal is not patriotism, but fear and canine obedience. Besides these, they also learn the tricks and trade of bribery, graft and corruption, and a foretaste of military brutality.

Contrary to popular thinking, the ROTC is not a department or unit of a school. The school merely provides the venue and facilities for the Sunday training, collects the enrolment fee that it eventually turns over to the ROTC, and registers the grades on the official records of the students. The school is never consulted regarding the assignments of commandants or officers manning the DMST (Department of Military Science and Tactics) that serves as the local headquarters of the ROTC. The school's permission is never sought for other fees that the ROTC imposes on the students. When complaints about abuses and misconduct are brought to the school, it finds itself helpless in addressing these because jurisdiction over such matters are normally reserved to the Community Defense Group in every region.

Every time I see the ROTC cadets wearily marching like robots, I often wish I were Charlie Chaplin in the film "The Great Dictator" telling them: "ROTC cadets! Don't give yourselves to men who treat you like brutes! Men who despise you and enslave you; who regiment your life, tell you what to do, what to think, and what to feel! Men who treat you like cattle, use you for cannon fire. Don't give yourself to these unnatural men, machine men with machine mind and machine heart. You are not machines! You are not cattle! You are human beings!"

The type of training perpetuated in the ROTC has instilled fear of the military among students. In their presence, students keep quiet in the face of maltreatment and abuse. Those with money simply buy their way out of the Sunday training. Still others prefer complacency to reasoned questioning and judgment. The very few who are brave enough to fight the system either fail to graduate or suffer a worse fate. Recently, Mark Welson Chua, a 19-year old mechanical engineering student of the University of Santo Tomas filed at the Department of National Defense a complaint against the ROTC irregularities. Soon after, he was kidnaped. A few days later, his rotting body was seen floating at the Pasig River. His hands and feet were tied and his face was covered with cloth and then wrapped with masking tape. The autopsy revealed that he was still alive when thrown into the river. He must have suffered a slow, agonizing death. Mark's father links his son's death to his revelations about the ROTC, details of which were published in The Varsitarian, the student publication of the University. Investigation is going nowhere because Mark's classmates are afraid to testify.

It is about time that schools reexamined their role as collectors of enrolment fees and encoders of grades for the ROTC. It is about time that they refused holding the ROTC training in their campuses. Better yet, legislators must pass a law abolishing the ROTC and establishing alternative programs for teaching patriotism and civic consciousness among students.

Source: <http://adroth.50megs.com/Antirotc/opinions/Opinion,%20dela%20rosa.htm>

The price of a cadet

by Manuel L. Quezon III (Free Press commentary April 28, 2001; reprinted with permission)

MUST an innocent die for reforms to even be considered? Must it take civil disobedience, massed indignation, the horror over the slaying of a young life -or any life- to drag the authorities, kicking, screaming, hurling abuse and pointing fingers at the most absurd of suspects, to the bargaining table, when common sense has long dictated that reforms are urgently needed? Why must we have to have a human holocaust to get our officials to think about the interests of the country and its people?

I wonder. It too the discovery of the tortured, dead body of Mark Wilson Chua to finally achieve what generations of Filipino students have been saying all along; what the wiser of our political leaders have been proposing all along; what even the heroes of Bataan and Corregidor felt was needed all along, after they lived through the hell that was our futile yet valiant fight against the Japanese -the complete re-thinking of the national military service requirement.

Mark Wilson Chua died, as so many have died, in a cruel manner because he dared to expose corruption in high places, and the defects of system rotten to the core. It took his death for competing universities to unite, and for students and faculty to find a common cause: the abolition of the ROTC requirement.

The Reserve Officer Training Corps was created to provide the armed forces with trained reservists who would come in handy in times of war or national emergency. Manuel A. Roxas, Benito Soliven, Jacobo Zobel prior to World War 2 felt it their solemn duty to undergo military training; their training turned them into heroes who fought in Bataan and sacrificed much for their country. And yet what a younger generation forgets is that these men volunteered to enlist in the ROTC. Emphasis on volunteered. They not only volunteered to undergo training, but when their country was at war, they gave up the comfort and privileges of their social status and official positions to fight. And they fought. They served.

This is the idea behind the ROTC, an idea and ideal which has been forgotten. There were others, such as one time Philippines Free Press writer Philip Buencamino III, who also underwent military training as required by law prior to World War 2, but who reflected, in the trenches in Bataan, that all he had learned during his training was how to plant trees and beautify the camp he was assigned to, and that his officers had never even given him a chance to fire a single practice shot.

This was sixty years ago come December 8. In the years since then, the military service requirement has become more of an imposition than a means for character building or the fostering of discipline and patriotism. It has become a means for fostering corruption, for influence peddling, for racketeering and the abuse of human rights. Far from building characters and fostering patriotism, it has bred cynicism, criminality, corruption and now, murder.

The obligation of a citizen to render service to the state must be balanced with a corresponding obligation on the part of the state to ensure that the service it requires is useful, rational, and promotes rather than retards civic virtues. The state may and should require national service, but it must take realities into account. The realities are these: that today, the ROTC requirement as it exists imposes an unscionable financial burden on parents; it breeds corruption among the officer corps; it foments a lack of respect for authority on the part of students subjected to a manifestly outdated system; it takes away time and resources necessary for the education of the young, without giving anything back, either to the state, or to the young.

This means that the calls for reform must be answered lest the very bedrock of our constitution and the ideals that it aims to promote -ideals consistently upheld in all our constitutions since 1935- are simply abandoned and disavowed by the young.

The reforms needed are these: to eliminate mandatory military training. To keep, if the government so wishes, optional military training, but in a way that does not make Filipino families pay for the service they are required to render. If uniforms are needed, government must issue the uniforms; if students must have snacks, let them be given snacks; if they elect to undergo military training, let them receive some sort of financial compensation by way of school subsidies or credits that dignifies their determination to be future officers willing to lay their lives on the line in defense of the country. Let those, most of all, who want to be soldiers be given something for something -such as a college education in full, in exchange for volunteering to be part of the national reserve.

And for those who would rather not march, let them not march. Let them be given options -the more, the better- to render service to the country, to explore ways to be useful to society even as they go through the process of college education. You need not be a cadet to help your country by planting trees; by volunteering to work in understaffed government offices; by teaching the poor, helping to feed the sick, by helping to poll watch during elections. The needs for volunteerism are so great, the opportunities for students to build character in a positive manner and make a concrete contribution to national development are endless. Let them donate blood to the Red Cross; let them learn first aid and CPR; let them wade through filth and muck and help clean up their neighborhoods.

Most of all, let them have the freedom of choosing how to serve their country best. Let them concentrate on their studies first, for fewer and fewer are getting educated at all. There is no greater motivation to selflessness and sacrifice than to say: your country needs you, and will give you every means to help your country.

Instead what we have seen is a country that says you will serve, but not only serve, but serve under the most dehumanizing of conditions, and pay through the nose for serving when the service is so obviously useless. Columnists have ranted that the young are gleefully marching in the streets because they simply want a way out; but they are supported by their teachers, their college presidents and rectors. They have a cause, and that cause is good - it is a cause born of a genuine love of country.

You want to keep students responsible, you want to prevent their feeling they can get off the hook, you want to prevent a slide into anarchy or surrender to it: give students and their parents and their schools options that make sense. That make service genuine and not something closer to indentured servitude.

The 12th Congress will open with a flood of bills and proposals to eliminate the ROTC requirement. Those that believe that service must be an integral part of education must stop harking back to the past, but look to the future. They must look at the present and see where errors have been committed, abuses allowed to continue unabated. And I think that in doing so they will see that the youth will then answer their country's call, for their country finally will show that it recognizes that love of country must be earned even as it must be expected.

Source: <http://adroth.50megs.com/Antirotc/opinions/Opinion,%20MLQ3-FreePress.htm>

ROTC REVISITED

By DR. NESTOR M. NISPEROS

Published in www.mb.com.ph on 6/14/2001

Opinion Columns

Like the group of distinguished executives of several Manila institutions of higher learning, I share the serious concern about the Reserve Officers Training Corps (ROTC) program. But to abolish the program in view of its perceived faults is not a solution at all. With all due respect, it may even generate bigger problems than the original-which the group notably views as cancer.

Assuming for the moment the possibility of the serious malaise carcinoma, medical scientists would agree that at the outset rigorous and scientific diagnostics are in order. Naturally this would rely on hard empirical evidence and set aside misleading biases and false impressions.

What is the real nature and character of the ROTC program at the present? What are its problems? What are the causes and effects? Why and how?

The ROTC program exists and operates in the context of the education and defense systems - both of which are important parts of the larger system of national development and security policy. This potentially synergistic relationship between education and defense needs to be understood better, in view of the systemic link between national development and national security, a vital point relevant to a reformed and enhanced ROTC program.

There is of course no denying the profound changes in ROTC over time, including its many shortcomings which interestingly are in many respects similar to other management systems in the Philippine bureaucracy - of which ROTC is a subpart. They must, however, be dealt with resolutely, addressed directly and accurately, strengthening its management system and nourishing its crucial goal of contributing to developing better citizens.

Several points may be considered in any effort to reform and strengthen the ROTC program:

- Scientific inquiry into the ROTC management system (needless to state including its “environmental” context) to ascertain problem areas, particularly their causes and effects.
- Review of the ROTC philosophy specially in the context of new holistic understandings/theories of national development and security (e.g., recent inquiries pursued in the AFP Joint Command and Staff College, the NDCP Foundation; and the ISIP-Vanguard Foundation).
- Appointment of better prepared and suited cadres to manage and train corps of cadets in campuses across subcultures nationwide.
- As a discrete course required in a tertiary degree program, ROTC needs to employ modern teaching-learning technologies and while managed by military cadres (as faculty members) must ultimately submit to the final authority of university officials in the institutional hierarchy.
- Malefactors in the program dealt with properly via the administrative system, or the criminal justice system as the case may be.

Indeed as the above mentioned group of academic elites rightly contend: “There must be a way” to meet constitutional imperatives of national defense and citizenship training. Already there is abundant and helpful evidence on the correlation between education and development. Perhaps we need only to inquire more into development and security as mentioned earlier.

Significantly, there seems to be an even more potent educational system that effectively combines and mobilizes society’s teachers, namely: parents-classroom tutors- government officials-religious-mass media working synergistically together to make good citizens of society’s members.

Against this backdrop, it is evident what role a reformed ROTC program may play in helping cultivate desirable qualities in the modern Filipino: love of country and mindful of the public or national interest; rational and disciplined; entrepreneurial and risk taker, selfless and considerate of fellowmen, tenacious and persevering in the pursuit of goals.

The lament of the group of educational leaders is a critique not on the ROTC program alone. It is a timely wake up call on citizenship training and its outcomes-the development of our youth in whose hands lie the future of the country.

Pending a scientific inquiry into the nature and character of the ROTC program, it may not be amiss to say that the program’s output and outcomes depend largely on the quality of its leaders, specially program cadres and their superiors in the bureaucracy.

The price of a cadet

by Manuel L. Quezon III (Free Press commentary April 28, 2001; reprinted with permission)

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The obligation of a citizen to render service to the state must be balanced with a corresponding obligation on the part of the state to ensure that the service it requires is useful, rational, and promotes rather than retards civic virtues. The state may and should require national service, but it must take realities into account. The realities are these: that today, the ROTC requirement as it exists imposes an unscionable financial burden on parents; it breeds corruption among the officer corps; it foments a lack of respect for authority on the part of students subjected to a manifestly outdated system; it takes away time and resources necessary for the education of the young, without giving anything back, either to the state, or to the young.

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Removing the ROT from ROTC

Source: <http://adroth.50megs.com/Antirotc/opinions/Opinion,%20MLQ3-FreePress.htm>

6/19/01

THEN AND NOW Manuel L. Quezon III

WHEN the Rector Magnificus of the Royal and Pontifical University of Santo Tomas speaks, people listen. And the head of Asia's oldest university has come out strongly against continuing with the military training course for college students—the ROTC (Reserve Officers Training Corps).

What is striking about this declaration made in the wake of the tragic death of a UST student is that UST was one of the first institutions of learning to enthusiastically adopt the ROTC program when it was created before World War II. Along with the students of other colleges and universities, young

men from UST unhesitatingly answered their country's call to the colors in 1941 and fought and died in Bataan. But now UST has declared itself in favor of the abolition of the ROTC requirement, joining a chorus of protest emanating from many institutions, including the Manuel L. Quezon University.

The Armed Forces has reacted to the outcry with the sort of horror friars used to display when confronted with heresy. Impossible, the AFP says; the requirement for military training is in the Constitution. And besides, the National Defense Act is in place and has not been touched by any administration.

I have proposed many a time, and I propose again, that there is no incompatibility between the duty of a citizen to render national service and be on call for national defense, as mandated by the Constitution and the National Defense Act, and the need for reforms that will make the ROTC relevant, useful and a means for building character instead of instilling cruelty, crookedness and a callous attitude toward students.

The most basic reform is to eliminate the military training requirement at the high-school level (Citizens Army Training or CAT) and make ROTC optional on the collegiate level. We have to face the fact that not everyone is cut out to be either an officer or a plain soldier. Let those who want to be one or the other undertake military training, preparatory to either entering active service, or being placed in the AFP reserves.

As far as I know, the Americans have a similar program in which students electing to enter the ROTC are given loans, which they pay off by enlisting in the armed forces after college, or by being enrolled in the reserves or national guard, making them liable to be called to duty in an emergency.

If the State mandates the obligation of every citizen to render service to it—an obligation I do not question—it also has the corresponding duty to require service that is reasonable and which takes the realities of our economic and social life into account. Students and their parents spend a lot of money for uniforms and other accouterments of military training while the AFP, swamped with millions of students, can only give them the most basic and outdated training.

War and warfare—the very nature of military training and tactics—in the modern world calls for smaller, more cohesive, highly trained forces and not the big citizen armies that fought in World War II. It is in the interest of the AFP to weed out the students who have no inclination to render military service and concentrate its resources on those who, by temperament or desire, would make better soldiers and officers.

This is not to say, however, that the reforms I am suggesting should result in letting the vast majority of students who, I am sure, if given the chance, would decline to take up ROTC or any form of military training. Nothing like that.

A further reform is needed that would concentrate on civics and active participation in the bureaucratic and political life of the country. I know of cases where students taking up computer-related courses do their practicums in government offices. Why, then, should their practicums not be considered as being the equivalent of military service? They are often not paid at all; or if they are, they are given a measly allowance. And yet they help the government and themselves by working in offices that need manpower but which have to operate under tight budgets.

College students should be offered loans or scholarships in exchange for a definite commitment to rendering national service for a period of time after they finish school. Those taking education-related courses, for example, could be given loans and pay off their loans by teaching after they graduate; engineering students could be assigned to municipalities to help out; medical students and nurses could be assisted with their tuition and required to assist in government hospitals either during their period of residency or in a national emergency. College students could be trained and required to learn electoral laws and regulations and assist school-teachers during elections; statistics majors could be required to help during the national census, and so on and so forth.

I suspect that the resistance by the AFP to the demands that the ROTC requirement be scrapped stems from a legitimate skepticism about the motives of some of those calling for the abolition of the military service requirement. The duties and obligations of citizenship have been spelled out and recognized since 1935, and there is no compelling reason to let the current generation of students off the hook. But for the AFP to dig in its heels is for it to stick its head in the sand and ignore equally legitimate criticisms of the abuses and futility of military service requirements as they exist at present.

It all boils down to everyone agreeing on one thing: that citizenship must entail service; but that service must be of the useful kind, when rendered. And that there are many, equally important ways to render service and, in turn, build the character of young men and women.

As always I may be reached at mlq3@info.com.ph. Reactions are always welcome.

Source: [http://adroth.50megs.com/news/today/Today%20on%20Adobo%20\(MLQ%20III\).htm](http://adroth.50megs.com/news/today/Today%20on%20Adobo%20(MLQ%20III).htm)

Sunday, January 16, 2005

FROM THE NEWSROOM

By Fil V. Elefante

Quality over quantity

The ROTC system is bleeding badly, if we go by the data recorded in the last few years. If the hemorrhaging is not stopped, the organization will be dead maybe within the decade, some officers told me last week.

The numbers speak for themselves, they said. There has been a drastic drop in ROTC enrollment in just four years since 2001.

According to data I obtained from the Army Reserve Command, the number of students in the ROTC program dropped from a high of 95,000 in the first semester of 2001 to a little over 10,000 at the end of the second semester of 2004.

In 2001 there were 39 ROTC units in the metropolis. Now, there are only 21 left.

The situation of the Department of Military Science and Tactics at the University of the Philippines can show vividly how the ROTC program is faring and what attitude should be adopted in face of the dismal figures.

In the first semester of school year 2001-2002 the UP DMST had over 6,000 cadets. By 2005 it was down to only 197. Other ROTC units in state colleges and universities are facing a similar situation ever since Republic Act 9163, the National Service Training Program, was signed into law.

Under the NSTP, the student is given a choice to enroll in the ROTC program unlike in previous years. Many people, whom I call "traditionalists," believe the NSTP is to blame for "wrecking" the ROTC program. One tough old sergeant who is nearing retirement told me that without the ROTC program, the "country was producing a generation of wimps."

Some universities probably agree with the old noncom's view. These colleges, particularly the Pamantasan ng Lungsod ng Maynila, were able to maintain the enrollment numbers of their ROTC programs by introducing a quota system for the NSTP. In these schools, nobody can enroll in the other NSTP offerings if the ROTC quota is not yet filled up.

I used to consider myself among the traditionalists, but recent developments that I learned over the past two weeks have modified my view about the current situation of the ROTC program.

Some in the UPDMST point out that the quota system is the wrong approach because it goes against the spirit of R.A. 9163, which leaves to the student the choice whether or not he wants to take up basic military training under the ROTC program.

I had to reluctantly agree with that view.

Still, my friend in the UPDMST believes the situation is better for the ROTC program in the long run.

“The Corps now has fewer cadets and cadet officers but they are the best. Premium is always placed on quality, never on quantity,” said the UP DMST in a briefing paper submitted to Col. Billy Barabicho 3rd of the Army Reserve Command (Arescom) two weeks ago.

I agree with him. I believe that should also be the stand of the ROTC and the Arescom. Throughout history, volunteers always performed better than people forced to do something they don't want to do. Smaller should not necessarily mean worst. The idea is to develop a pool of dedicated and qualified men and women that can be tapped by the Armed Forces in an emergency.

In this case, those who enrolled in the ROTC program are volunteers and therefore have already accepted the idea of rendering military service when needed. It is now up to the Arescom and other reserve training units of the military to make sure that these volunteers are trained properly so that they are part of the qualified pool of reservists. Quality should be the premium, not quantity, as the UPDMST briefing paper said.

The changes occurring in the ROTC program should be taken as an opportunity to improve the system.

<http://www.manilatimes.net/national/2005/jan/16/yehey/opinion/20050116opi4.html>

Sunday, July 18, 2004

FROM THE NEWSROOM

By Fil V. Elefante

Modernizing the military

All the discussions and announcements about modernizing the Armed Forces of the Philippines are ineffective unless steps are taken to improve the quality of the people serving in the military.

Obtaining new equipment and weapons for the military is good but all these are rendered useless without the properly trained and motivated soldiers.

Many people look at soldiers as uniformed goons. This attitude should be changed.

For those in the Armed Forces, it is a career and a way of life. At least four decades ago, this was how soldiers here in this country were looked upon. The martial law era under the Marcos administration wrecked this and spawned the outlook that those in uniform were unthinking puppets who knew only one thing: to maim, kill and destroy.

Many have forgotten that the reason for the Armed Forces to exist is to protect.

This attitude has to be changed in order to attract the best people to serve in the military.

One way to change the public's perception is to improve, not weaken, the country's Reserve Officers Training Course.

The ROTC could be used as a way to develop a citizen-soldier, a person who knows his rights and obligations, who is willing to serve and protect his fellow Filipinos.

The ROTC could provide a structured setting to show young people how it is like to be called upon to help, to see the eyes of those in need light up when they see that aid is on the way.

However, convincing the country's young people to willingly do so will not happen if the National Service Training Program is maintained as it is.

The NSTP is one of the reasons why our country's military never had a chance to shed its martial law image of being enemies of the people. In fact, the NSTP has even eroded the primary source of military's reserve, the ROTC. Young people are robbed of an opportunity to see what a citizen-soldier can do for this country.

I saw this happening in the University of the Philippines campus in Diliman. Back in the 1986, I was the field artillery battalion's S1/4 (administrative and logistics) officer. The Corps of Cadets averaged roughly 2,000 students, including cadet and cadette officers, every semester.

I took a look at the old Corps and was saddened at what the NSTP did.

In the last semester of the schoolyear 2003 to 2004, the strength of the Cadet Corps was down to 700, three times less than what it was 18 years ago. I was even more shocked to learn that a little over 90 are left in the Corps this semester, including the cadet officers.

What these remaining few can do, I don't know. But what I saw makes me worried.

No longer can the people in need tap the ROTC for assistance. The ROTC no longer has the manpower to do so.

When the ROTC was still compulsory, my unit was tapped several times, providing warm bodies for the local government to help evacuate people from their flooded homes in Marikina, watch the balloting during local elections, and lend a hand for various civic activities.

Some ROTC units in other universities did not suffer a drop in strength similar to UP.

The Pamantasan ng Lungsod ng Maynila has been able to maintain a somewhat respectable strength. Their decrease is measured in a few hundreds, not thousands. However, this might not last long because there are already moves within that university to have military training as the last choice, instead of automatic first preference in the PLM's NSTP.

The present situation under the NSTP has also rendered a law signed in 1991 allowing the military to mobilize the country's reserve force nearly useless.

That 1991 law allowed the government to draft young Filipino men aged 18 to 24 for military service. Guess where this pool of trained men was to be found under this law? The ROTC. However, the ROTC has already been decimated leaving our country with hardly an organization of reservists left.

The military might have, on paper, a reserve command but where would it get its troops?

Has the military lost such respect that the young people of today no longer see it as a worthy institution to maintain?

There is still a faint hope, though.

Some idealist young, lawyers, doctors and educators are teaming up with members of the UP Department of Military Science and Tactics to develop a program to transform the department into an institution, wherein they could offer training and education to young men interested in a military career, much like the way other colleges in UP offer engineering and other courses. Coupled with this goal is to develop a standard for the Filipino-citizen soldier.

If the program is approved, then UP could offer a counterpart to the Philippine Military Academy, where officers are developed isolated from the community. UP could produce a different breed of professional soldiers. The UP DMST's planned program could lay the groundwork for the coming of age of the Filipino citizen soldier, one who is part of the community and willing to serve, not to rule. Given the chance, this could be the best way to modernize the country's military.

<http://www.manilatimes.net/national/2004/jul/18/yehey/opinion/20040718opi5.html>

MARK CHUA

ROTC corruption exposé may have
led to slay of UST student--police
By Jerome Aning
Inquirer News Service

RELATED STORY:

Cops drop kidnap-for-ransom angle in UST student's slay (March 24, 2001)

MANILA police are looking for a University of Sto. Tomas student who might have information that could link the killing of his classmate to the exposé that the two of them made about alleged corruption and bribery in the school's Reserve Officers Training Corps (ROTC).

Engineering student Romulo Yumul reportedly went into hiding after learning that his classmate Mark Chua was abducted on March 15 and was found floating in the Pasig River three days later.

The case investigator, SPO2 Steve Casimiro of the Western Police District homicide section, said he would want to know why Yumul thought the exposé had something to do with Chua's death.

Yumul and Chua reportedly received death threats while the defense department's Regional Community Defense Group (RCDG) was investigating their complaint against allegedly corrupt ROTC officials.

"The death threats they received during the investigation can be used to establish a motive behind the killing of Chua and to build our case against the suspects," the investigator added.

When found in the Pasig River, Chua, 19, was wrapped in a carpet. He was hog-tied and his head was wrapped in masking tape.

Police said Chua appeared to have suffocated. The decomposing body was later identified by his father through the dog tag the student was wearing.

Police are also looking for other UST students, ROTC cadet and cadet officers and ROTC staff interviewed by the campus paper The Varsitarian, as well as the reporter who broke the story.

In The Varsitarian's Feb. 21 issue, the students aired various grievances against the ROTC, including the sale of nonexistent uniform accessories and lecture manuals, illegal suspension and a gun-toting incident.

SPO3 Casimiro protested the separate investigation of Chua's death by the UST-ROTC. He said the investigation, even if mandated by the RCDG, should have been at least coordinated with his own probe.

Casimiro said he learned yesterday that four Army reserved officers claimed to be members of an "ROTC team" tasked to investigate Chua's death. The ROTC officers reportedly told Casimiro they would also provide security to Chua's father.

The policeman said the existence of the two investigations is confusing the witnesses.

"Chua's death is the police's business," the policeman said. "I think the ROTC should only bother about the exposé."

Source:

http://adroth.50megs.com/news/inq7/ROTC%20expose%20.%20.%20.INQ7_net%20An%20Inquirer%20and%20GMA%20Network%20Company.htm

Another murder most foul crying out for long-delayed justice - BY THE WAY by Max V. Soliven
4/22/01

One might exclaim: What a macabre topic to bring up on a Sunday morning! The sad truth is that if crime never takes a holiday, neither should the fight against crime declare a "time out" or weekend pause.

Too many Sundays have gone by without a single suspect being arrested although three names had already surfaced over a month ago as possibly (even probably) being connected with the cruel abduction and killing of a brave young student whose "offense" had been to do what most kids are reluctant to do: Blow the whistle on men supposed to be his "instructors" and expose corruption in the cadet corps.

I'm referring to Mark Welson Chua, 19, a second-year mechanical engineering student and ROTC cadet at the University of Sto. Tomas who was kidnapped apparently on the university campus in the evening of March 15 (a Thursday), his face and head wrapped tight in silver packing tape, his hands and legs hogtied, then thrown bodily into the Pasig River.

Mark's body, already bloated and decomposing, was discovered only about 9 a.m. on March 18 (Saturday) floating in the river beside Jones Bridge leading to the Escolta. It was clear the youth's corpse had been in the water for a long time. At first, the "missing" boy's family didn't pay attention to the earlier police report since the initial summary made by Police C. Inspector Juanito A. Taliban, chief of homicide of the Western Police District, had described the "unidentified male person" as "about 40 years old."

The item was even published in a Chinese daily, World News, with a photograph of the male fished out of the river in a white shirt, black trousers, and whose head appeared wrapped in "bandage", his hands and feet tied. When the victim's grandmother spotted the article, she decided it couldn't have been Mark since the recovered corpse was said to belong to a man who was 40 years of age.

Only when the boy's mother, following a hunch, checked with the police did she learn that the police had, indeed, found a dogtag on the body with the name "Chua" on it. The boy's father, Welson Chua, rushed to the police morgue. Here's what he found, in his own anguished words:

"First thing they showed me were the boots, which made me cry because I clearly remember that I had bought them for him. I requested to see the body to be sure it was him. Mark was already wrapped up because he was decomposed. His clothes were not on him and we had to ask them to cut open the tape around his head . . . His face was bulging but still recognizable. My wife and daughter identified his hands, feet, and the mark on his forehead. The clothes that were in a bag were his clothes. And so we went back to mourn."

The victim had already been autopsied. The WPD crime laboratory's medico-legal report no. W-202-2001, signed by Dr. Romeo T. Salen, the medico legal officer, identified the cause of death as "asphyxia by suffocation." This was confirmed by a second autopsy conducted by the National Bureau of Investigation (NBI).

What a terrible way to die – and what an agony it was for Mark Welson Chua's father and mother to find their only son murdered in such a merciless manner! * * *
If you're still not shocked at this terrible chain of events, there's more. Even a former police reporter like this writer, a veteran of the crime beat, was appalled by the callous manner in which Mark's

murderers toyed with the emotions of the frantic family in the two days following his disappearance – and even tried to extract a "ransom" of P3 million after the young man was already dead and obviously had been dumped in the river.

Welson Chua, Mark's father, recalls he last spoke with his son on his cellphone around 4 p.m. Thursday, March 15, just a few hours before Mark vanished. He asked Mark when he was coming home, and had been assured he would be arriving between 8 and 9 p.m. About 10 p.m. when Mark still had not appeared, Chua texted him with the message that they were going to have dinner in Hossein's Kebab in Makati avenue. Mark texted him back finally, with the note: "M on my way." He never got to their rendezvous.

Worried, Chua and his younger brother returned to the restaurant, then looked for his son around Makati, then finally to the University of Sto. Tomas Engineering Building at about 2 a.m. in the morning. The guard allowed him to go in to search for Mark, although he informed the anxious father that the building closed at 10 p.m. The only clue they dredged up was provided by Mark's mother who said she had been informed by one of the boy's friends, a certain Ma-an, that she had seen him at 7 p.m. that Thursday night in UST and asked him where he was headed. Mark had replied that he was "going to meet an agent at Colayco Park-Law Building, or something of that sort." None of Mark's other friends had seen him since 5 p.m.

Chua recounts that about 4 o'clock in the morning (already Friday, March 16) he received a call on his cellphone. The dial read "Mark" (apparently it was from Mark's cellphone). The father describes what occurred: "I was about to get angry when a mature voice said in Tagalog. "Nasa amin na ang anak mo, huwag kang maingay sa mga pulis. Bibigyan kita hanggang bukas, maghanda ka ng 3 million kung gusto mo pang makitang buhay ang anak mo." (Your son is in our hands. Don't go crying to the police. Get together P3 million if you want to see your son alive again.)

Chua inquired in a loud voice: "Sino ito? (Who's this?)." The caller hung up.

Shortly after noon that Friday (about 12:30 p.m.), the kidnappers called Chua on his cell again, using Mark's cellphone, to ask him if he had gotten the money together yet. "I answered that I didn't have that much money."

The voice retorted: "Okay. No money, no more son!" Then the caller hung up.

At 3:27 p.m., Chua received a text on the same cellphone, which said: "I am giving you 20 minutes to tell me that you are going to give the money or you will never see your son again." Chua responded, also via text, to tell the abductors they had taken the wrong kidnap victim since, if they had only done their "homework", they would have found that the family had just lost much of their business and was practically bankrupt. "I asked them to permit Mark to come home, since no one had actually spotted them and no one knew yet about the disappearance." There was no immediate response to that.

At 5 p.m., however, the kidnappers sent the following text message: "Sa ngayon nasa kamay mo ang buhay ng anak mo. Ikaw na ang bahalang magdesisyon. Bigyan ka namin ng extension. Kung wala, manghiram ka. Monday, last day, 3 million. (Your son's life is now in your hands. It's up to you to decide. We're giving you an extension. If you don't have money, borrow it. Monday is the last day for the 3 million)." The same words were later transmitted again a few minutes later.

Frantically, Chua later texted the abductors begging them to let his son go because there was no money and nobody was willing to lend money to someone who is bankrupt.

Welson Chua and his family members believe, in the light of the findings of the two autopsies, that the "ransom ploy" was only a cover-up to disguise the real intent of Mark's kidnappers and murderers, since apparently the boy had already been murdered and thrown into the Pasig when the so-called "negotiations" were going on. * * *

What had the youthful victim done to provoke the horrible vengeance inflicted on him?

Last January 8, Mark and another UST cadet, Romulo Yumul, Jr., had written a letter complaining about corruption in the management of ROTC UST unit under the ARESCOM (Army Reserve Command). Their exposé was looked into and published in the university newspaper as well, The Varsitarian, (21 February 2001), which must have further angered those involved in the scandal.

The two cadets charged that a certain officer and at least two retired sergeants handling supervisory and clerical matters were engaged in malpractices. The letter had been addressed to then Secretary of National Defense Orlando Mercado.

Among the irregularities revealed and reported in The Varsitarian were: (1) If students wanted to be exempted from taking the ROTC course, they were alleged to be paying P1,500 each per semester to the Training Staff of the ROTC; (2) There was a questionable collection of P250 per cadet upon enrollment during the first semester of the school year (apart from the normal P300 ROTC fee) and this was supposed to be for patches and shirts but no receipts were issued and the items were never delivered; (3) ROTC manuals were overpriced at P100 per cadet; (4) Sweatshirts were being sold for P300 each; (5) The program of instruction (POI) was not being followed, with cadets "learning nothing" but being made to sit for the prescribed five hours; (6) Cadets were being charged ten pesos each for every major exam they were supposed to take; (7) A civilian employee, brother of one of the sergeants, had distributed envelopes to all cadets "soliciting" funds for amounts averred to be needed for the Mindanao campaign of the Armed Forces (sanamagan!) (8) Hazing was still going on in the School of Cadet Officers and by the Military Police (MPs); (9) There was an incident in which a sergeant drew his weapon and directed it at a cadet et cetera.

To be sure, the accusations were indeed investigated by Major Emmanuel C. Sison, Inf. PA, from the headquarters of the NCR Regional Community Defense Group, Army Reserve Command, Fort Bonifacio. In his report, Major Sison unearthed the fact that, in truth, 66 cadets "who signed attendance cards from 1st to 16th training days" by their testimony had paid a certain sergeant P2,000 each "in exchange of passing grades."

Stern recommendations for disciplinary action were made by Major Sison and, in conclusion, he wrote: "The two brave men C/Pvt. Romulo Yumul and C/Sgt Major Mark Welson T. Chua who gathered and revealed the ROTC anomalies be encouraged and convinced to join the cadet officers rank."

Instead, young Mark Welson Chua was thrown by the merciless ghouls who seized and killed him – into the ranks of the dead. * * *

The only cheering bit of news is that Defense Secretary and former AFP Chief of Staff Angelo T. Reyes has now personally taken over the investigation of the murder case.

When the victim's father, Mr. Chua, appealed to him at our Greenhills Walking Corporation forum last Wednesday, Reyes picked up the folder on the investigative findings and promised Chua and this writer to follow this kidnap-murder inquiry to the very end – no matter who gets it in the neck.

Let's see what happens. For too long, I fear, the investigation has limped along. I suspect the seal of "comradely" omerta has hampered a full inquiry and action on the part of the military. If you'll recall, the motto of the US Military Academy at West Point is "Honor, Duty, Country." In our own Philippine Military Academy (PMA), the slogan is "Courage, Integrity, Loyalty." My question centers on the last quality: "Loyalty."

One might ask: Loyalty to what? Or "to whom?" Is it loyalty to justice, honor, the Constitution, and the rule of law? Or the loyalty of PMA's graduates and so-called "cavaliers" to each other? To protect each other, right or wrong? I hope this is not the case, since it would then be a warped sense of loyalty, indeed.

I still have to get the NBI autopsy or medico-legal report on the young PMA cadet, barely two weeks into his entry into the Academy, who died under strange and very suspicious circumstances of "heart

failure" resulting from a sudden rise in blood pressure triggered by water kuno in his lungs. Did the unfortunate plebe die of brutal injuries sustained from hazing instead? Or natural causes? Has there been a cover-up or whitewash?

I would like NBI Director and former PNP General Reynaldo "Wyck" Wycoco, himself a PMA graduate, to answer me on this.

As for that young martyr, Mark Welson Chua, here's what his father, in his plea to Secretary Reyes, so touchingly wrote: "My son Mark represents a growing number of our youth who have had enough of our culture of graft and corruption and are willing to give their lives to cause change no matter how little or insignificant it may seem. My son was a willing sacrifice. He knew that there were consequences to his decision to bring the truth out in the open, but he still did it. He did not have to care – but he did.

"Our youth cannot afford to be discouraged. They are the hope of our nation. Their idealism must be protected. We must show them that it is unacceptable for our government to coddle these criminals . . . We must show that our Armed Forces, especially the Philippine Army, will not tolerate these men.

"My son Mark loved the ROTC and the military . . . I hope that we do not destroy the institution that my son loved so much. My son gave his life to restore its integrity . . . I hope that the sacrifice of his life is a spark that will ignite a fire that will slowly consume the ills of our society.

"As for me and my family, we do not understand why this happened and we may never be given full understanding, but we believe in the sovereignty of God in our lives, that nothing happens without His permission, that God has a purpose for all of this and that in the midst of this we reaffirm our trust in His will.

"We also believe that God is a God of Justice. We will not overcome evil with evil, but rather with good. But we must all fight that justice is served."

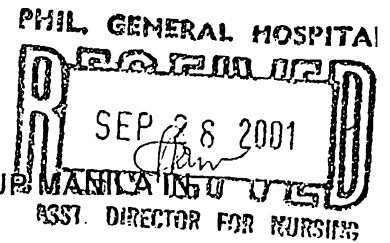
In conclusion, he said to Reyes: "May our Lord make you an instrument of His peace and His justice."

Here a grieving father speaks with the same courage his only son manifested. Now we all know where young Mark got his strength of character. It's now up to Secretary Reyes and his generals to manifest theirs.



DIVISION OF NURSING EDUCATION AND TRAINING

Nursing Services
Philippine General Hospital
University of the Philippines Manila



IMMERSION PROGRAM FOR THE R.O.T.C. CADETS OF THE UP
SELECTED CLINICAL AREAS OF THE PGH

BACKGROUND:

In answer to the request for the UP Manila students enrolled in the ROTC Program, the Nursing Services of the Philippine General Hospital has developed and implemented for the past semesters a *clinical immersion program* in response to Republic Act No. 7077, otherwise known as *Expanded ROTC Program*. This is primarily aimed to develop values relevant to socio-civic consciousness among the younger generation.

RATIONALE:

The social support group has continuously played a significant role in the enhancement / strengthening of the psychosocial, spiritual and pastoral services of care to clients / families / significant others and care givers as well, that promotes efficiency of services and patient satisfaction.

The Nursing Services recognizing the interest of individuals and/or groups to provide social support to PGH clientele, has integrated the immersion program in its Hospital Volunteer Program in the care of patients.

A volunteer refers to the individual, group or organization who expresses desire to offer a support service, within the context of the social support system of the Philippine General Hospital, of his / her own free will, with an aim to attain a specified goal(s) / objective(s) at the conclusion of his / her assistance to the hospital clientele. This support service may be in any of the following dimensions:

1. Affective Dimension
listening to patients / families, significant others;
being with the patient at the bedside; conveying
emphatic understanding of clients' worries, fears,
doubts, etc.
2. Affiliative Dimension
pastoral services, i.e. visiting the sick, presence of
a member of the religious clergy, helping clients
know they are loved, cared for, and God is there
with them and important to others, and most of all
strengthening the spirituality.
3. Temporal Dimension
lending reading materials, Bible reading, prayers



DIVISION OF NURSING EDUCATION AND TRAINING

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| | attending to clients' insights from past experiences and applying them to the present. |
| 4. Contextual Dimension | encouraging discussion about desired goals, and reflecting on the meaning of suffering, life or death. |
| 5. Cognitive Dimension | offering information and sharing experiences of others as a basis for comparison and lightening the load inside them, facilitating dialogue between relieving watchers who have to leave the hospital for urgent reasons; helping the hospital staff in sorting medical supplies, prepare cotton balls, fold operating sponges; accompanying patients for diagnostic / laboratory examinations; helping out in activities of daily living such as feeding patients, ambulation, elimination, personal hygiene environmental sanitation. |

OBJECTIVES:

Upon completion of the program, the participant is expected to:

1. Gain awareness of the health problems and concerns affecting their fellow countrymen through actual participation in selected patient care and other health-related activities in assigned areas.
2. Develop positive attitude towards the formation of socio-civic consciousness.
3. Demonstrate these values in day-to-day situation as responsible and productive member of the society.

MECHANICS:

1. The request for this program shall be made in writing addressed to the Hospital Director and/or through the Assistant Director for Nursing.
2. A representative from the requesting party shall schedule a meeting with the Division of Nursing Education and Training (DNET) coordinator for program planning, implementation and evaluation.
3. Preparation of the program and its finalization shall be tailored to the needs of the institution / individual and the Nursing Services.



DIVISION OF NURSING EDUCATION AND TRAINING

Nursing Services

Philippine General Hospital

University of the Philippines Manila

4. The participant shall undergo a general / unit orientation to the specific area of assignment to be given by DNET and concerned area Nurse VI in coordination with the over-all Program Coordinator.
5. The duration (inclusive dates) shall be coordinated by DNET with the clinical areas through the Nurse VI. The latter may designate a nurse coordinator if she is not available.
6. The participant shall report to the clinical area in the prescribed uniform.
7. The participant shall submit a written evaluation of his / her experiences to the over-all Program Coordinator and subsequently give a feedback to the Nursing Services.
8. Schedule of Activities (please see attached).

PREPARED BY:

Nelda A. Escueta

NELDA A. ESCUETA

Nurse IV / Program Coordinator

Imelda A. Mangaser 5/28/01 *IM*

IMELDA A. MANGASER

Nurse VII, DNET

DEOGRACIA M. VALDERRAMA
Assistant Director for Nursing



DIVISION OF NURSING EDUCATION AND TRAINING
 Nursing Services
 Philippine General Hospital
 University of the Philippines Manila

IMMERSION PROGRAM FOR THE R.O.T.C. CADETS OF THE UP MANILA IN SELECTED CLINICAL AREAS OF THE PGH
 SCHEDULE: Every Sunday (8:00 a.m. – 12:00 nn)

SCHEDULE OF CTIVITIES

DAY	A	C	T	I	V	I	T	I	E	S
1	GENERAL ORIENTATION									
2	LECTURE ON WASTE MANAGEMENT, BLOOD DONATION, BLS/CPR									
3	GROUP A DEMS					GROUP B LCB-ORPACU				
4						PATIENT CARE RELATED ACTIVITIES: 1. Assisting in ADL - feeding, physical hygiene, elimination, mobility, 2. Assisting in transfer/transport of patients inside the ward and to/from other 3. Assisting in turning/positioning of bedridden patients 4. Providing diversional activities for patients 5. Maintaining traffic, peace & order in the ward 6. Providing companionship & support to patients without watches 7. Assisting in clean & green activities of PGH 8. Assisting in the implementation of MMDA Ordinance No. 16 9. Giving directional instructions to clients/guests/visitors 10. Assisting in maintaining the therapeutic environment of patients				
5										
6										
7										
8										
9										
10	GROUP B DEMS					GROUP A LCB-ORPACU				
11										
12										
13	E	V	A	L	U	A	T	I	O	N

mid-evaluation = TBA

PREPARED BY:
Nelda A. Escueta
NELDA A. ESCUETA
 Nurse IV/Program Coordinator

Imelda A. Mangaser
IMELDA A. MANGASER
 Nurse VII, DNET

9/17/01
JSR



Ugnayan ng Pahinungod Manila

University of the Philippines Manila

Mezzanine Floor (above Health Service), PGH Complex, Taft Ave., Ermita, Manila 1000

Tel nos. 526-6950 & 526-6951 – Telefax No. 526-6950 – Email: freisky@edsamail.com.ph

PROGRAM TITLE: SERVICE LEARNING OPTION - TUTORIAL SERVICES PROGRAM FOR R.O.T.C. CADETS OF UP MANILA

I. PROGRAM DESCRIPTION:

The Service Learning Option - Tutorial Services Program is a regular program being offered by the Ugnayan ng Pahinungod Manila which is a method of teaching and learning at the same time. It gives an opportunity to students to do *"public service activities as part of their course work. This allows them to apply and validate concepts and theories learned in the classroom to real life situations while at the same time, directly responding to people's needs"* (Prof. Cecilia Florencio and the Academic Program Development). Through the Tutorial Services Program, UP Manila students are deployed to public elementary schools to assist students who are at risk of failing (STAR students).

II. PROGRAM OBJECTIVES:

1. To bring volunteer opportunities to the classroom;
2. To help the University provide the best education not only through the transmission of facts and ideas, but also through the molding of character of the students;
3. To promote development of moral values and orientation to service;
4. To enrich UP teaching and research through the knowledge culled from the people about their situation and needs;
5. Help improve the competency of public school students in Math, English Science and formal Filipino.

III. PROGRAM MECHANICS:

A. PRE-DEPLOYMENT ACTIVITIES:

FOR VOLUNTEERS:

1. Cadets interested to joining this program should enlist in the Service Learning Option Tutorial Services Program (which is an option for the ROTC);
2. Fill up the volunteer form of Ugnayan ng Pahinungod Manila;
3. These cadets are expected to submit a copy of their Form 5 to the Ugnayan Ng Pahinungod office to determine the time of their tutorial sessions with the students.
4. They are expected to attend the Orientation and Training Seminar given to all volunteers as a prerequisite for deployment.



FOR PAHINUNGÓD OFFICE:

1. Make a summary on the list of volunteers joining the tutorial services program including the beneficiaries of these students for insurance purposes (please refer to Budgetary Requirements)
2. Submit of the final list to the insurance company for insurance coverage.

B. DEPLOYMENT ACTIVITIES:**FOR VOLUNTEERS:**

1. The volunteers should attend the briefing at their assigned school during the first day of deployment;
2. Regularly attend the Tutorial sessions and be able to complete the required number of hours as required by DMST;
3. Attend the Feedback sessions conducted by the Ugnayan Ng Pahinungód office;
4. Feedback all the observations made on the progress of the tutee being handled through the feedback sessions and entry on the forms distributed prior to their deployment (entry level tests);
5. Notify the program coordinator and the school coordinator on any problem encountered during the sessions
6. Attend the culminating activity at the end of the Tutorial session

FOR DMST / PAHINUNGÓD OFFICE:

1. Regularly monitor the activities of the volunteers deployed in the participating schools;
2. Update the participating schools on the progress of the tutorial program;
3. Feedback problems being encountered to the participating schools;
4. Conduct a monthly feedback session during the deployment to address any problem being encountered by the tutors;
5. Conduct a culminating activity (in coordination with the tutors) at the end of the sessions;
6. Conduct an evaluation of the program at the end of the tutorial sessions.

C. POST-DEPLOYMENT ACTIVITIES:

1. Students should submit the following requirements:
 - a. Duly accomplished time cards (signed after every session by the school coordinator)
 - b. Duly accomplished forms during the session (interview questionnaire form; entry level tests for tutees like phonemic awareness test, book print test and letter identification tests)
 - c. Submit a reflection paper to the Ugnayan ng Pahinungód office about their tutorial experience.
2. The volunteers should participate in the evaluation of the Tutorial Services Program at the end of the sessions.

IV. BUDGETARY REQUIREMENTS:

As a part of the standard operating procedure of the Ugnayan ng Pahinungód Manila, all volunteers are covered with an insurance premium for the duration of their deployment for the program.

- a. Insurance payment – P 25.00/person/month
- b. Insurance Premium - P 200,000.00 (Accidental Death, Murder and Assault, and Permanent Disability)
- c. Medical Reimbursement - P 20,000.00

*copy
available Raw*

DEPARTMENT OF MILITARY SCIENCE AND TACTICS
UNIVERSITY OF THE PHILIPPINES MANILA
Pedro Gil, Ermita, Manila

UPM-OVCAA
RECEIVED BY: *[Signature]*
OCT 19 2001

UPDMST/X

19 October 2001

SUBJECT: Optional ROTC

TO : ALFREDO T. RAMIREZ, M.D.
CHANCELLOR
University of the Philippines Manila

THRU : NATIVIDAD C. GERVASIO, D.D.M.
VICE CHANCELLOR FOR ACADEMIC AFFAIRS
University of the Philippines Manila

1. Reference: Coordinating Conference with Dr. Natividad C. Gervasio, Vice Chancellor for Academic Affairs, last 19 0900H October 2001, at the Board Room, 8th Floor, Philippine General Hospital. Subject: Optional ROTC.

2. Subject to your approval, the following are the result of coordinating conference, and are to be implemented for the Second Semester, 2001-2002.

a. MS 21 Cadets who will undergo MS 22 shall have the following options for their ROTC for the **Second Semester, Academic Year 2001-2002**:

1. Immersion Program of the Nursing Department of the Philippine General Hospital. Admission to the program shall be on a first-come, first-serve basis. Only **FIFTY (50)** cadets shall be admitted to the program.

2. Tutorial Program of the Learning Resource Center. Admission shall be based on the screening process to be conducted by the Center. Only **TWENTY (20)** cadets shall be admitted to the program.

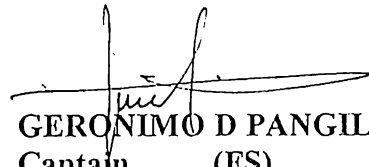
3. Peer Counseling Program of the Ugnayan ng Pahinungod. Admission shall be based on voluntary basis. There is no set quota on the number of cadets for admission to the program.

4. Military Training Service, Military Science 22 of the Department of Military Science and Tactics. There is no set quota on the number of cadets for admission to the program.

b. MS 11 Cadets shall continue their MS 12 ROTC for program, equivalent for common module for Academic Year 2002-2003.

3. These programs shall be available only for the Second Semester, 2001-2002. By **Academic Year 2002-2003**, provisions in the **National Service Program** shall be implemented.

4. For your information and approval.



GERONIMO D PANGILINAN
Captain (FS) PA
Department Head

DIVISION OF NURSING EDUCATION AND TRAINING
Nursing Services
Philippine General Hospital
University of the Philippines Manila

For: Mr. Calo

PROGRAM TITLE : IMMERSION PROGRAM for ROTC CADETS of the UP MANILA in Selected Clinical Areas of the PGH

Reporting time : 8:00 am – 12:00noon (Break time 10:00-10:30 am)

Area Nurse Coordinators on 2ND of DEC (2ND Sunday)
2001

AREA	PRINT NAME / POSITION	AREA NVI / SIGNATURE
1. DEMS	DUSIMON, COKO NII	Mrs. E. E. Rafael / <i>[Signature]</i>
2. OR/PACU	<i>[Signature]</i>	Mrs. A. D. Palafox / <i>[Signature]</i>
3. Ward 9/11	Mr. JOSELYN MILE	Mrs. E. T. Panaligan / <i>[Signature]</i>
4. Ward 1A-3	<i>[Signature]</i> , <i>[Signature]</i>	Mr. T. J. Roxas / <i>[Signature]</i>
5. Ward 8	RIZALBA GARCIA NIV	Mrs. G. L. Dominguez / <i>[Signature]</i>

Nurse VI-on-duty: Mrs EMERITA J. PANALIGAN
(Over-all Coordinator for the day) NVI, PEDIATRICS / *[Signature]*
11/29

THE AREA NURSE COORDINATOR shall:

1. Check attendance and punctuality (ROTC Cadets to log arrival and departure).
2. Check uniform for completeness (UP Manila ROTC Cadet white T-shirt & dark colored pants / denims and ID).
3. Give assignment based on prescribed list of patient care related activities
4. Evaluate performance of assigned tasks.
5. Provide feedback to Over-all Nurse Coordinator as the need arises.

Prepared by:

[Signature]
NELDA A. ESCUETA
Nurse IV/Program Coordinator

[Signature] 11/29/01 5¹⁰
IMELDA A. MANGASER
Nurse VII

Approved by:

[Signature]
DEOGRACIA M. VALDERRAMA
Assistant Director for Nursing

Philippine General Hospital
University of the Philippines Manila

Immersion Program for the ROTC Cadets of the UP Manila In selected Clinical Areas of the
Philippine General Hospital

(Reporting Time: 8: 00 am – 12:00 noon)

SCHEDULE OF ROTATION

DATE	DEMS	OR/PACU	Ward 9 / 11	Ward 1 / 3	Ward 8
Nov. 25, 2001	General Orientation				
Dec. 2, 2001	I	II	III	IV	V
Dec. 9, 2001	Basic Life Support (Lecture with Demonstration & Return – Demo.)				
Dec. 16, 2001	I	II	III	IV	V
Jan. 6, 2002	II	III	IV	V	I
Jan. 13, 2002					
Jan. 20, 2002	III	IV	V	I	II
Jan. 27, 2002					
Feb. 3, 2002	IV	V	I	II	III
Feb. 10, 2002					
Feb. 17, 2002	V	I	II	III	IV
Feb. 24, 2002					
Mar. 3, 2002	Evaluation / Post Assessment				

GROUPINGS

<p style="text-align: center;">Group I</p> <ol style="list-style-type: none"> Abaya, Romeo Jr. A. Agan, Cyril Mitchel T. Atun, Jose Martin L. Bassig, Joel G. Berenguel, Aldro John DS 	<p style="text-align: center;">Group II</p> <ol style="list-style-type: none"> Bermudez, Dan Millard B Chu, Calvin Ray Cruz, Ronald Allan Dapla, Walter De Guzman Lalas, Tyrone C. 	<p style="text-align: center;">Group III</p> <ol style="list-style-type: none"> Macalinao, Ryan Johoa L. Magtagnob, Efrem B. Monillas, Marlon DG Palao, Rey-Ann C.
<p style="text-align: center;">Group IV</p> <ol style="list-style-type: none"> Rapadas, Francis Joseph K Recoco, Russele D. Ricaña, Ryan C. Rosales, Mike Lester L. 	<p style="text-align: center;">Group V</p> <ol style="list-style-type: none"> Santiago, Jay Patrick Sioco, Kyan John B. Tanda, Bobby Jr. B Tonolete, Juan Paolo M. 	

PATIENT CARE RELATED ACTIVITIES (under the direct & close supervision of NIQ / NIV on duty)

- Assisting in Activities in Daily Living (ADL) – feeding, physical hygiene, elimination, and mobility.
- Assisting in transfer/transport of patients inside the ward and to/from other units.
- Assisting in turning / positioning of bedridden patients.
- Providing diversional activities for patients.
- Maintaining traffic, peace and order in the ward.
- Providing companionship and support to patients without watchers.
- Assisting in clean and green activities of PGH.
- Assisting in the implementation of MMDA Ordinance No. 16
- Giving directional instructions to clients / guests / visitors
- Assisting in maintaining the therapeutic environment of patients.

Prepared by:

Nelda A. Escueta
NELDA A. ESCUETA, R.N., E.T.
DNET-UP-PGH
DIVERSITY COMMUNICATOR

1045
Imelda A. Mangaser
IMELDA A. MANGASER
Nurse VII
DIVISION OF NURSING EDUCATION & TRAINING

Daldan
DIRECTOR II FOR NURSING
UP - PGH



LEARNING RESOURCE CENTER
University of the Philippines Manila
P. Faura, Ermita, Manila
☎ 5255917

21 November 2001

Capt. Geronimo Pangilinan

Commandant
Department of Military Science & Tactics

Dear Capt. Pangilinan:

A total of (23) twenty-one students applied to our Tutorial Program. After the selection process only sixteen (16) cadets qualified. Herewith is the list of students who passed in our qualifications:


Tom Edward N. Lo
Aaron Mark R. Hernandez
Geoffrey C. Li
Arleigh Ross D. Dela Cruz
Michael Sam C. Mendez
Paul C. Siao
Eddieson M. Gonzales
Van Derick Mangulabran
Patrick Joseph G. Tiglao

Gyro Michelle I. Mendoza
Gerome Balalin
Paolo S. Ocampo
Juan Paolo N. Gonzales
Harby L. Bernardo
Jorelle Raien C. Zaraspe
Kevin B. Dagbay
Jason John C. Soriano
Allan D. Cabral

The abovementioned students were already informed and will be reporting to us starting November 26, 2001.

Thank you.

Very truly yours,


JUNIE B. BILLONES, Ph.D.
Director, Learning Resource Center