



PACU

A Publication of the  
Philippine Association of  
Colleges and Universities

# Newsletter

Special Edition



## Addressing the Resiliency of Philippine Education in a Time of Pandemic A PACU Compendium

### Highlights

- President's Report
- Legal Considerations in the Time of COVID-19
- Institutional Responses Addressing Continuity of Learning

# PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES

Committees  
AY 2018 – 2020

## Executive Committee

Dr. Caroline Marian S. Enriquez, Chair  
Mr. Anthony Jose M. Tamayo  
Mr. Marco Alfredo M. Benitez  
Ms. Laurice Faye R. Juarez  
Engr. Bernard Nicolas E. Villamor

## Membership Committee

Mr. Anthony Jose M. Tamayo, Chair  
Dr. Karen Feliciano-De Leon  
Dr. Patricia Bustos-Lagunda  
Engr. Bernard Nicolas E. Villamor  
Dr. Dhanna Bautista-Rodas

## Legal & Legislative Committee

Atty. Antonio H. Abad, Jr., Chair  
Atty. Anna Maria D. Abad, Co-chair  
Atty. Annaliza M. Pulmones  
Atty. Remelisa A. Moraleda  
Dr. Vicente K. Fabella  
Engr. Bernard Nicolas E. Villamor

## Policy Committee

Dr. Vicente K. Fabella, Chair  
Mr. Alfredo Antonio I. Ayala, Co-chair  
Dr. Dhanna Bautista-Rodas  
Dr. Patricia Bustos-Lagunda  
Dr. Peter P. Laurel  
Dr. Karen Feliciano-De Leon  
Dr. Ester A. Garcia  
Dr. Michael M. Alba  
Dr. Ma. Cristina D. Padolina  
Dr. Reynaldo B. Veja  
Mr. Anthony M. Tamayo  
Mr. Marco Alfredo M. Benitez  
Dr. Caroline Marian S. Enriquez  
Ms. Laurice R. Juarez

## Programs & Projects Committee

Ms. Laurice Faye R. Juarez, Chair  
Engr. Bernard Nicolas E. Villamor, Co-chair  
Mr. Marco Alfredo M. Benitez  
Dr. Caroline Marian S. Enriquez  
Mr. Anthony Jose M. Tamayo  
Dr. Patricia Bustos-Lagunda  
Dr. Ma. Socorro M. Eala  
Dr. Naila E. Leveriza

## Accreditation & Quality Assurance Committee

Dr. Ma. Cristina D. Padolina, Chair  
Dr. Patricia Bustos-Lagunda, Co-chair  
Dr. Peter P. Laurel  
Dr. Elizabeth Quirino-Lahoz  
Dr. Caroline Marian S. Enriquez  
Dr. Ma. Christina G. Aquino  
Dr. Sergio S. Cao  
Dr. Gloria M. Alberto  
Dr. Vivien Co-Say  
Dr. Lourdes Cabintoy

## Public Relations Committee

Mr. Marco Alfredo M. Benitez, Chair  
Mr. Anthony M. Tamayo, Co-Chair  
Fr. Marcelo V. Manimtim, C.M.  
Dr. Caroline Marian S. Enriquez  
Dr. Karen Belina F. De Leon  
Ms. Joyce Anne C. Samaniego

## Industry Linkage

Fr. Marcelo V. Manimtim, C.M., Chair  
Dr. Alfredo Antonio I. Ayala  
Dr. Sergio S. Cao  
Dr. Vicente K. Fabella  
Dr. Ma. Cristina D. Padolina  
Dr. Peter P. Laurel  
Dr. Luis Maria R. Calingo  
Dr. Michael M. Alba  
Dr. Reynaldo B. Veja  
Dr. Vivien Co-Say

## Research

Dr. Michael M. Alba, Chair  
Dr. Ma. Cristina D. Padolina, Co-chair  
Dr. Patricia Bustos-Lagunda  
Dr. Linda P. Santiago  
Dr. Vicente K. Fabella  
Mr. Marco Alfredo M. Benitez  
Fr. Marcelo V. Manimtim, C.M.  
Dr. Lourdes Cabintoy



## PRESIDENT'S REPORT: On The Wings of Hope

Dr. Caroline Marian Santos-Enriquez

The first part of the academic year 2019-2020 started on a high note. Enrollment was generally positive, plans were on track and many institutions were looking at ways to continue improving and simply better itself. It was good.

Then came the second half of the school year and the rest of the world, especially the education sector changed, drastically. In an instant, educational institutions went into a tailspin and a whirlwind of unexpected changes took center stage. The second semester rolled on from a low crescendo of disbelief, uncertainties, and seemingly endless issues that eventually transitioned into a flux of innovations powered with private education's agility and flexibility to respond to the challenges.

This school year tested the stamina of school presidents and the resiliency of the institutions that they had to lead with determination and grit out of the COVID quagmire. This school year tested the resiliency of our association that has anchored itself on promoting advocacies for private education. Like a pendulum, we initially swung from side to side while addressing the myriad of national issues that beset the private educational sector. However, the rhythm and the cadence was interrupted abruptly by mid-March 2020. We were forced into a standstill by an invisible foe that is too small to be seen yet has far-reaching negative consequences that amplified itself and magnified the woes of the entire citizenry.

This is the synopsis of the different advocacies, tasks, and accomplishments that we in PACU addressed from June 2019-September 2020. The report will be in two parts: Pre-Covid-19 and Covid-19 times, to show how we as an association pivoted our thrusts from macro advocacy levels on complementarity in the first half of the school year to a more granular policy approach on solutions and sharing of practices in these uncertain times.

### **Pre-COVID-19 months: Complementarity. Access. Reform**

#### **On CHED Matters:**

We dialogued with the Commission on Higher Education several times, specifically with Chairman Prospero De Vera, Commissioner Aldrin Darilag, Commissioner Lilian de las Llagas, Director Cherry Diego, and Director Luisa. In our discussions, PACU raised issues on the complementarity between private and public schools on the following issues: monitoring of enrollment of SUC's and LUC's based on SY 2015 caps and

budget allocations; monitoring of opening of new programs in state universities/ colleges, and local colleges; increasing allocation for tuition education subsidies and short term loans; providing access to research funds for private "for-profit" HEI's; and increasing access to funds for school programs that are identified as centers of excellence and centers of development. We also registered our objections with the new CHED draft guidelines, stating that the proposals on the tuition fee increases are too restrictive and that the current status quo should be maintained.

Similarly, we also asked for portability of accreditation status, implementation of ROTC as an option in NSTP or SHS, revision on the CMO on off-campus and community immersion, and allowing Medical schools to determine their own NMAT cut-off because of the expected lower enrollment as a result of the K-12 transition.

PACU also requested for the alignment of requirements under the CHED's policies, standards, and guidelines across the various regulations based on existing laws and PRC regulations. Likewise, we requested for clarification on the selection criteria in the call for nominations for the technical working groups and the release of CHED's recognition of autonomous and deregulated schools.

As a result of these conversations, PACU took it upon itself to submit to CHED the following :

- a. A collated work initiated by Baliuag University, Centro Escolar University, University of the East, Cebu Institute of Technology- University, Our Lady of Fatima University, and University of Iloilo on the analytical comparison of the requirements of regulated professional programs as mandated by the PRC and CHED PSG's to highlight existing gaps if any as a way of assisting the technical working groups in CHED.
- b. PACU in collaboration with Our Lady of Fatima University submitted a research work on the Regional Mapping of all course programs offered in all HEI's, private and public. This analysis identified programs offered by these institutions based on enrollment size and number of schools offering similar programs with the objective of identifying oversubscribed and undersubscribed priority programs to address complementarity.

Our talks with Chairman Prospero de Vera yielded the following: reactivation of the committee on accreditation under CHED to re-assess the accreditation policies, deferment of NMAT cut-off implementation to 2020, ongoing review of CMO 46 series of 2012 through focus

groups initiated by CHED, and the reconstitution of technical panels was pushed back to December 2019.

Indeed, we are grateful that the Commission on Higher Education led by Commissioner Popoy de Vera listens and responds to the needs of the private sector.

### **DepEd Dialogues:**

PACU, together with COCOPEA and PEAC held several discussions with DepEd, represented by Usec Jess Mateo, that focused mainly on several key points regarding the revision of the DepEd Manual for Private Basic Education Schools. Among the issues raised included: opposing the prohibition of the withholding of credentials due to non-payment of arrears and the no-exam, no-permit, lobbying for the streamlining of the application process for schools and doing away with redundant and unnecessary documentary requirements, keeping the labor provision on the employment policies on tenure and regularization (3 years), exemption of schools with FAAP accreditation from SHS recognition requirement, and removal of the 15% cap on tuition fee increase.

### **On Legislative Concerns:**

The areas of discussion with Senator Sherwin Gatchalian as initiated by COCOPEA included a review on the existing laws on K-12 and its implementation, assessing the viability of the voucher system, addressing GASTPE concerns, and exploring advocacies and policies that can be amended and improved.

We also focused on the education and budget issues in the CITIRA draft bill with Senator Sonny Angara. Our proposal was for an amendment or change in the wording to clarify the 10% special tax rate for proprietary schools. We proposed that the exact wording of the current law RA 8424 Tax Reform Act of 1997, should read: xxx xxx (B) *Proprietary Educational Institutions and Hospitals.- HOSPITALS WHICH ARE NON-PROFIT AND ALL PROPRIETARY EDUCATIONAL INSTITUTIONS SHALL PAY A TAX OF TEN PERCENT ( 10%) on their taxable income xxxxx.*

Similarly, Dr. Vince Fabella and ED Joyce Samaniego discussed with Senator Ralph Recto's staff several issues that included PACU's position on the CITIRA, the negative repercussion of the move to increase the public school teacher salary, the need to increase government funding for Teacher Salary Subsidy and lobbied for the restoration of the DepEd and CHED funding for private education, particularly the GASTPE and TES allocation.

### **PACU Activities: In 2019 – No Spaces In Between**

June 2019 ushered in our General Assembly; we met and sat together while listening to our guest speakers and shared food around a common table. Our assembly theme was "Navigating the Future of Philippine Higher Education" with about 124 attendees.

From June to November, 4 board meetings and 1 expanded board meeting hosted by Riverside College in Bacolod were

conducted with board members in deep discussions on several key issues that affect private education in general and PACU in particular.

We closed 2019 with a PACU fellowship party attended by about 28 fellow presidents who gamely joined in the activities prepared by the secretariat.

In high spirits, we welcomed January 2020 with our expanded board meeting in Baliuag University, warmly welcomed by our gracious host, President Pat Lagunda. PACU also conducted our PACU Seminar on "Surviving the Avalanche in Philippine Education through Quality Assurance, Internationalization, and Human Capital Development". Of the 163 attendees, 20 of them viewed the seminar through live-stream from University of the East, Caloocan to Cebu Institute of Technology- University.

Our last face-to-face regular board meeting was held last February 21, 2020. Full board meeting with a good quorum.

As though it were a premonition of the things to come, the avalanche did come. Slowly at first then snowballing into the true nature of a catastrophic avalanche that created chaos and disturbed the normal rhythm of our lives.

### **COVID-19 and PACU - ADAPTABILITY. RESILIENCY. HOPE.**

In the Western hemisphere, March heralds springtime. It is a time of hope and visions of brighter days. So it was in a spirit of optimism when many presidents from PACU and COCOPEA entered the Senate Halls to dialogue with Senators Sherwin Gatchalian and Senator Nancy Binay during the first week of March. We sought an audience to explain that there is already an existing huge gap between the salaries of teachers in the public and private sector and that this must be addressed to prevent further disproportion. We pointed out that research has shown that the private sector could deliver quality education efficiently and could save the government on the cost of education by about 25%. We presented and our legislators listened to us intently. It was indeed a hopeful session.

Then it happened. Manila and the adjacent provinces went on lockdown on March 15. COVID-19's deadly reach descended and forced communities to live in silos and isolation. Schools closed, public transportation ceased, malls did not open and our lives changed drastically. The avalanche had begun.

### **First Steps TOGETHER:**

During the first weeks of the crisis, when everything was uncertain and we eagerly awaited the pronouncements of the government, one of the first actions of the PACU board was to meet every Monday. We opened up and discussed our fears, our concerns, and set-up scenarios. Everything was uncertain but we all knew that we had to make sure that education must continue and we must find solutions for our schools to be able to survive.

Our Monday sharing sessions continued and we became friends with Zoom. More than that, the feeling of trust and bonding became more tangible as school presidents discussed possible solutions and institutional practices together. We crossed the digital divide and, unlike before when there was an unspoken competition among schools, the boundaries disappeared and we became one community in the time of COVID.

There were no set rules but our Monday meetings evolved and these became a constant during these trouble-laden months. It was a comfort to be in the same boat as we faced common adversity and together, we shared our plans on how to provide salaries for our teachers, how long our schools can survive given the no-classes scenario, what learning management systems to use, and overcoming our basic fears on whether our schools can survive this and for how long.

Officially, PACU, independently or through COCOPEA, submitted several proposals to various government agencies, the legislative bodies, and the IATF. Our major requests for support for private education included the following:

- Provide support for a Higher Education Sector Salary Subsidy for employees that will be under the “no work, no pay” policy.
- Inclusion of the private education sector in the social amelioration program of the government
- Immediate release of the Php 16 Billion Tertiary Education Subsidy (TES) for SY 2019-2020 and broadening of the eligibility for student financial assistance through the TES to cover students with liquidity problems that are not currently covered by the Listahanan 2.0 Program. Further increase of the 1 Billion funding allocation for the Short Term Student Loan Program under the RA 10931 or the Universal Access to Quality Tertiary Education Act.
- Work with telecommunication companies such as Globe and Smart to provide low or discounted rates through a student connectivity subsidy to include prepaid data plans and internet kits
- Provide support for teacher training for flexible learning deliveries
- Extension of the autonomous and deregulated status of colleges and universities
- Extension of the accreditation status of universities and colleges by one year
- Allow institutions to offer various modalities of flexible learning

### **Adapting and Finding Solutions Together**

As summer progressed and the educational sector had not experienced concrete relief for some of its requests from the government, PACU through its weekly meetings found ways to address its concerns. Together, we were able to form a consortium of about 57 schools serving 86,071 students who can now access world-class virtual laboratory simulations through a much-discounted rate that was negotiated by former PACU president Dhanna Rodas.

PACU has also negotiated with the two leading telecommunications companies, Globe and Smart for discounted internet data plans and wifi connections. The offers given to PACU schools and our students are much discounted and not open to the market. Both companies will provide free wifi connection on campus for our PACU schools similar to the 30-minute free wifi per gadget allocated in our airports. On top of this, we also pushed for the whitelisting by the telecommunications companies of our learning management systems and other online subscriptions so that our students' data plans will be conserved when they utilize the learning platforms. To date, Canvas, Blackboard, Neo, and YouTube have been whitelisted.

Aside from weekly updates from relevant government agencies, our meetings also provided opportunities to discover new platforms and learning management systems so that we can make better choices and plans. Always, our legal team gave us sound advice and counsel on several legal issues in our meetings as we navigated possible solutions for our faculty and school operations.

PACU served beyond its members by creating and launching 9 virtual learning webinars that were meant to prepare, build, and create resiliency in schools and the academe. Teaching delivery techniques, assessment protocols, legal issues, covid-proofing our schools, cybersecurity amidst digital challenges, sharing of learning continuity plans, and creating magical moments digitally in the online classrooms were some of the webinar topics presented. With the support of PEAC and some sponsors, the virtual learning series reached about 101,000 total viewers.

After 24 weekly zoom meetings and 6 months from the date of lockdown, we embraced a different way of teaching and assessing our students' knowledge. Our institutions pivoted yet remained resolute in continuing quality education. PACU and its member schools catapulted into action, adapted gingerly at first because of the uncharted terrain, but with determination we soldiered on, gaining strength from each other.

Never in our wildest imagination did we foresee this crisis cripple the world and, on an unprecedented scale, immediately transform the traditional brick and mortar learning to a virtual learning space. By now, we have opened our doors virtually to our students, hopeful that our digital forays will be successful and that soon, our school portals will eventually be filled with happy students that we have missed so much these past months.

Although times are still uncertain and the COVID-19 virus is still sadly present in our midst, there is always hope. And we see that hope is alive in how we, in PACU, have supported each other unselfishly.

And so, on the wings of hope, the PACU Board of Trustees thank you, our members, and our angels in the secretariat for the trust and the opportunity to have served you.

Thank you.

# Special Labor Concerns in the Time of COVID-19<sup>1</sup>

Atty. Anna Maria D. Abad<sup>2</sup>



## A. On probationary employment

Probationary employment is generally for a six-month period,<sup>3</sup> and is intended to enable the employer to determine whether the probationary employee has qualified for regular status in accordance with reasonable standards made known to him or her at the time of engagement or hiring.<sup>4</sup> For teachers however, there is a three-year probationary period under the CHED Mem. Order No. 40 (2008), otherwise known as the Manual of Regulations for Private Higher Education (for College); and DepEd Mem. Order No. 88 (2010), otherwise known as the Manual of Regulations for Private Schools in Basic Education (for elementary and high school level).

As explained by the Supreme Court, such probationary period “afford[s] the employer an opportunity to observe the fitness of a probationer while at work, and ascertain whether he will become a proper and efficient employee.”<sup>5</sup>

On 30 March 2020, the DOLE issued Labor Advisory No. 14 (2020), which caused some confusion among employer-establishments because of its apparent mandatory wording, i.e. “for purposes of determining the six-month probationary period, the one-month Enhanced Community Quarantine<sup>6</sup> is not included thereof.” Consequently, the employer is presumably allowed to extend the probationary period for the entire period that the ECQ was in force.

Its mandatory pronouncement notwithstanding, the Labor Advisory should only be applied—and the ECQ (or MECQ/GCQ) period excluded from the computation of the probationary period—in instances wherein the probationary employee was *not* suffered to work during the said period.

This must be so, because it would be highly unfair and grossly inequitable to exclude the ECQ period wherein the probationary employee was placed on a “work-from-home” arrangement or such other flexible work arrangement. Verily, the probationary employee is considered *at work*, and as such, any extension of the probationary period under said circumstances should be deemed invalid. So, when the company imposes a reduced workday or work-week arrangement, then the company may make the corresponding deduction for only such days or such time that the employee was not required to work.

In instances wherein the company has implemented a retrenchment program, probationary employees who have

been included among those retrenched are likewise entitled to separation pay, despite not completing the six-month probationary period. It is believed that the practice of simply considering the probationary employee to have “not completed” the period, or that the probationary period is considered to have “lapsed” in order to avoid payment of separation pay, may actually be legally questionable.

Albeit its limited nature, the probationary employee is entitled to security of tenure. In order to terminate a probationary employee, there must either be just or authorized cause, or failure to qualify in accordance with standards made known to him or her at the time of engagement. Obviously, the failure of the probationary employee to complete the period was not of his or her own doing but rather, on account of the exercise of management’s prerogatives.

## B. On failure to go to work on account of transportation or co-morbidity

Under ECQ and MECQ, public transportation is suspended.<sup>8</sup> As such, employers are exhorted to provide shuttle services and/or decent accommodation on near-site location to reduce travel and movement, whenever feasible.<sup>9</sup> Note that this is not mandatory, but merely voluntary depending on whether the company finances will allow. Hence, employees cannot be expected to go to work during ECQ/MECQ if the employer-establishment is unable to provide for shuttle services.

Additionally, strict home quarantine is to be observed in all households, and the movement of all residents shall be limited to accessing essential goods and services, and for work in permitted offices and establishments as well as activities allowed by the IATF Guidelines.<sup>10</sup>

This is especially true for certain categories of individuals—such as persons below twenty-one years old, those who are sixty years old and above, and pregnant women, as well as those with immunodeficiency, or other health risks—who are required<sup>11</sup> to remain in their residences at all times, subject to specific exceptions. Such restriction extends to any person who resides with these individuals.<sup>12</sup>

Under these circumstances, these categories of individuals cannot be compelled to go to work. Indeed, the said employees may validly refuse to go to work even as against the explicit directive of the employer. Note further that, aside

from the explicit restriction relating to pregnant women, the Reproductive Health Act of 2012 prohibits using pregnancy as a ground for termination of employment.<sup>13</sup>

Consequently, an employee who fails to go to work during community quarantine cannot be terminated on account of abandonment of work or gross insubordination, *if* there are justifiable reasons for failing to report for work. Under these circumstances, the employee is simply placed on a “no work, no pay” arrangement.

### C. On reduction of company personnel benefits

DOLE Labor Advisory No. 17 (2020) provides guidelines on employment preservation upon resumption of business operation for establishments allowed to do so under ECQ, MECQ, or GCQ, reiterating the call for employers to undertake alternative work schemes as an alternative to termination of employment or closure of business.<sup>14</sup>

Noteworthy is Section 5 thereof, which provides that “[e]mployers and employees may agree voluntarily and in writing to temporarily adjust employees’ wage and wage-related benefits as provided for in existing employment contract, company policy or collective bargaining agreement (CBA).”<sup>15</sup> Such adjustment shall not exceed a period of six months, upon which the employer and employees are mandated to review and/or renew the agreement as may be necessary under the circumstances.

This is in stark contrast to the general principle of non-diminution of benefits found in the Labor Code<sup>16</sup> and jurisprudence, and in cognizance of the dire effects that the COVID-19 pandemic quarantine has caused upon businesses in general.

In fact, a number of companies had implemented cost-cutting measures and wage adjustments across the board, from managers down to the rank-and-file. Thus, the managers had already been asked to give up some of their allowances, such as representation costs and their transportation allowances during the pandemic. Still, other companies have opted to defer the payment of benefits until such time the economy improves, and the company’s revenues return to normal levels.

### D. On extent of employer liability in case of sickness

Could the employer be held liable for all expenses incurred for hospitalization and treatment for an employee who tests positive and falls ill due to COVID-19?

The general rule is that the company cannot be held liable, as long as the company has undertaken measures showing due diligence and strict compliance with the IATF health protocols. Even assuming that the employer neglected to comply with their obligation to exercise due diligence in this regard, such is not a form of strict liability under tort law.<sup>17</sup> Note that the employee bears the burden of proving that he or she had contracted the virus at work, and the employer’s failure to comply with the required health protocol is the proximate cause of the illness.

### E. Some suggestions for government action from business owners

To estimate the impact of COVID-19 on local businesses in the Philippines, the Asian Development Bank conducted an enterprise survey between April to May 2020.<sup>18</sup> The findings reveal that the quarantine restrictions had a significant impact on business activity: around 65.9% of surveyed businesses temporarily closed, while 29.1% continued limited operations.<sup>19</sup> Of those with limited operations, 78.4% of those surveyed operates at 50% capacity or less.<sup>20</sup> Only 4% remained fully operational.<sup>21</sup> Most of these severely hit establishments are comprised of micro, small and medium sized businesses (“MSMEs”).<sup>22</sup>

It has been reported that micro enterprises constitute 88.5% of businesses in the Philippines, employing around 28.9% of employees in the private sector.<sup>23</sup> As described by Dua, Jain, and Mahajan,

*Small businesses are a recognized proving ground for entrepreneurs, a vibrant source of innovation and competition, and an essential source of employment. They are suppliers and customers to the broader economy and deeply embedded in local communities.*<sup>24</sup>

While the pandemic lockdown has generally affected bigger corporate businesses, there is no doubt that micro and small businesses have been impacted more disproportionately, as they are more vulnerable to market changes and demands than large-scale enterprises, and have thinner cash reserves. Some are barely hanging on with just nearly a month-worth in cash buffer. In fact, in the ADB survey, around 41% micro enterprises surveyed had already run out of cash and savings, while another 36.3% are expected to run out over in the next one to three months.<sup>25</sup> Constraints on additional credit were also binding: just over half (53%) could not borrow PHP 50,000 within a week, if needed.<sup>26</sup> Even more disturbing is the fact that over 5.7 million workers work in MSMEs—about 3.8 million of which are located in Luzon.<sup>27</sup>

Unfortunately, the most vulnerable of these jobs tend to belong to those working in industries which require the lowest skills or educational attainment and, correlatively, employing mostly minimum wage earners. According to NEDA statistics, the top industries most affected by government’s quarantine measures are: (a) arts, entertainment and recreation; (b) travel, hotel and restaurant industry; (c) technical repair services; **(d) education;** (e) construction; (f) car repairs; among others.<sup>28</sup> ***Ironically, these affected and vulnerable workers are those who can least afford losing their jobs.***

Thus, the results of the the ADB is unsurprising:

*The situation and needs assessment questions in our survey revealed that the most pressing payment concern was wages and related social security contributions (37%). In line with this, a wage subsidy was the most frequently requested government support measure (57%). Micro and small enterprises were about 10 percentage points more*

likely to request a wage subsidy than large enterprises. Some 33% of those surveyed availed of the Department of Labor and Employment's grant program for workers unable to receive wages (Clarificatory Guidelines on the COVID-19 Adjustment Measures Program). Use of the program was higher among small and medium-sized enterprises (38%) than for microenterprises (28%) or large firms (35%).

Deferment of tax payments was the second most common policy support desired, cited by 52% of respondents. The third most common request was for low-interest or subsidized loans (36%) followed by tax reductions or credits (35%). Those surveyed were allowed multiple responses.<sup>29</sup>

It is for this reason that the government should give immediate financial assistance to small- and medium-sized businesses now. While giving financial assistance to the marginalized members of society is well-meaning and commendable, it is earnestly believed that such policy does *not* spur actual economic growth.

Thus, in addressing the economic concerns brought about by the pandemic, some countries have given financial subsidies (also known as "jobkeeper incentives") to assist employers in sustaining payment to their workers, even if there is no business.<sup>30</sup> Simultaneously, in order to stimulate economic growth, tax cuts and increased government lending with minimal or no rates have been released to businesses. This is being done in the United States,<sup>31</sup> Australia,<sup>32</sup> and United Kingdom.<sup>33</sup>

With the re-imposition of MECQ over Metro Manila until August 18, 2020, and the subsequent reversion to GCQ last 01 September 2020, it is sincerely hoped that the government had taken the time within the two-week period to recalibrate and realign its priorities to economic and fiscal policies, rather than political concerns, and address the increasing call of both employers and employees and stave off a spiraling decline in the national economy.

<sup>1\*</sup> This is just a portion of an Article has been published in the Philippine Law Journal, as *Labor Issues in the Time of COVID-19: From ECQ, MECQ, to GCQ, and Back Again*, 93 (Special Online Feature) Phil. L.J. 1 (2020) accessible at [bit.ly/PLJSpecialOnlineFeature](https://bit.ly/PLJSpecialOnlineFeature). The Philippine Law Journal is the student-edited publication of the University of the Philippines College of Law, established in 1914 and is the oldest English language law review in Asia. An earlier version of this Essay was presented by Dean Abad in the Peer Learning Discussion on Commercial Dispute Resolution, held on 23 July 2020 and organized by USAID, National Center for Mediation, and the American Bar Association Rule of Law Initiative.

<sup>2\*\*</sup> Dean, Adamson University College of Law. Legal Counsel, Philippine Association of Colleges and Universities (PACU). Managing Partner, Abad Abad & Associates Law Offices. LL.B., University of the Philippines (1990). B.A. Political Science, University of the Philippines (1986).

<sup>3</sup> In addition, there can also be a longer period of probationary employment where the parties agree to a longer period at the time of the engagement or hiring (*Ver Buiser v. Leogardo, Jr.*, G.R. No. L-63316, 216 Phil. 144, July 31, 1984); or when the parties agreed to an extension of the probationary period (*Mariwasa Mfg, Inc. v. Leogardo, Jr.*, G.R. No. 74246, 251 Phil. 417, Jan. 26, 1989).

<sup>4</sup> Labor Code, art. 296.

<sup>5</sup> *International Catholic Migration Comm'n v. NLRC*, G.R. No. 72222, 251 Phil. 560, Jan. 30, 1989.

<sup>6</sup> ECQ was later on extended to May 16, 2020, and later extended for another 15 days until 31 May 2020 under IATF Res. No. 37 (2020). See also PCOO, *President Duterte extends restriction in Metro Manila, Central Luzon, other areas until May 15*, PCOO Website, Apr. 24, 2020, at [https://pcoo.gov.ph/news\\_releases/president-duterte-extends-restriction-in-metro-manila-central-luzon-other-areas-until-may-15/](https://pcoo.gov.ph/news_releases/president-duterte-extends-restriction-in-metro-manila-central-luzon-other-areas-until-may-15/)

<sup>7</sup> DOLE Labor Adv. No. 14 (2020), II. Clarification on the Non-Inclusion of the One-Month Enhanced Community Quarantine Period on the Six-Month Probationary Period.

<sup>8</sup> IATF Guidelines, §§ 2.12, 3.11.

<sup>9</sup> DTI & DOLE Interim Guidelines, V.5.

<sup>10</sup> IATF Guidelines, §§ 2.2, 3.2.

<sup>11</sup> §§ 2.3, 3.3, 4.3.

<sup>12</sup> §§ 2.3, 3.3, 4.3.

<sup>13</sup> Rep. Act No. 10354 (2012), § 23(c).

<sup>14</sup> See DOLE Labor Adv. No. 17 (2020), §§ 3-4.

<sup>15</sup> § 5. (Emphasis supplied.)

<sup>16</sup> Labor Code, art. 100.

<sup>17</sup> See also Civil Code, arts. 2187, 2183, 2193, 1711; Rep. Act No. 7394 (1992), art. 100; Rep. Act No. 9514 (2008), § 3.

<sup>18</sup> Asian Development Bank (ADB), *The COVID Impact on Philippine Business: Key Findings from the Enterprise Survey (2020)*, available at <https://www.adb.org/sites/default/files/publication/622161/covid-19-impact-philippine-business-enterprise-survey.pdf>

<sup>19</sup> *Id.* at 7.

<sup>20</sup> *Id.* at 7-8.

<sup>21</sup> *Id.*

<sup>22</sup> *Id.* at 4.

<sup>23</sup> Pauline Macaraeg, *'Saring Diskarte': The heavy impact of lockdown on micro, small businesses*, Rappler, Apr. 7, 2020, available at <https://rappler.com/newsbreak/in-depth/heavy-impact-coronavirus-lockdown-micro-small-medium-enterprises>

<sup>24</sup> Andre Dua, Neha Jain, Deepa Mahajan & Yohann Velasco, *McKinsey & Company Report: COVID-19's effect on jobs at small businesses in the United States*, McKinsey & Company, May 5, 2020, at <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19s-effect-on-jobs-at-small-businesses-in-the-united-states>

<sup>25</sup> ADB, *supra* note 104, at 17-18.

<sup>26</sup> *Id.* at 23.

<sup>27</sup> Macaraeg, *supra* note 109. Department of Trade and Industry, *2018 MSME Statistics*, DTI Website, at <https://www.dti.gov.ph/resources/msme-statistics/>

<sup>28</sup> Andrew Masigan, *Numbers Don't Lie: Why the IATF's strategy did more harm than good*, BusinessWorld, June 14, 2020, available at <https://www.bworldonline.com/why-the-iatfs-strategy-did-more-harm-than-good>

<sup>29</sup> ADB, *supra* note 104, at vii.

<sup>30</sup> Gabe Alpert, *Here's what countries are doing to provide stimulus and relief*, Investopedia, May 6, 2020, at <https://www.investopedia.com/government-stimulus-efforts-to-fight-the-covid-19-crisis-4799723>

<sup>31</sup> *Id.* The US Federal Government released a series of relief packages, the largest of which is called the Coronavirus Aid, Relief, and Economic Security Act ("CARES Act"). Amounting to more than USD 2.3 trillion dollars, the CARES Act includes loans and grants to small businesses, health care providers, state and local governments, and schools around the country. See Mark Kolakowski, *Paycheck Protection Program Liquidity Facility (PPPLF)*, Investopedia, July 28, 2020, at <https://www.investopedia.com/paycheck-protection-program-liquidity-facility-ppplf-4802298>

<sup>32</sup> Alpert, see *supra* note 116. Australia has announced a series of stimulus packages worth around USD 140 billion, which includes payments, loans, and subsidies for businesses worst hit by the pandemic.

<sup>33</sup> *Id.* The United Kingdom has granted a tax cut for retailers, cash grants to small businesses, and provisions for sick pay for sick employees. The UK government likewise extended government benefits to self-employed and unemployed workers. This came with a series of stimulus packages, composed of loans and grants for industries worst hit by the virus.

# The Challenge of Cov-ED

by Michael M. Alba and Emmanuel S. de Dios

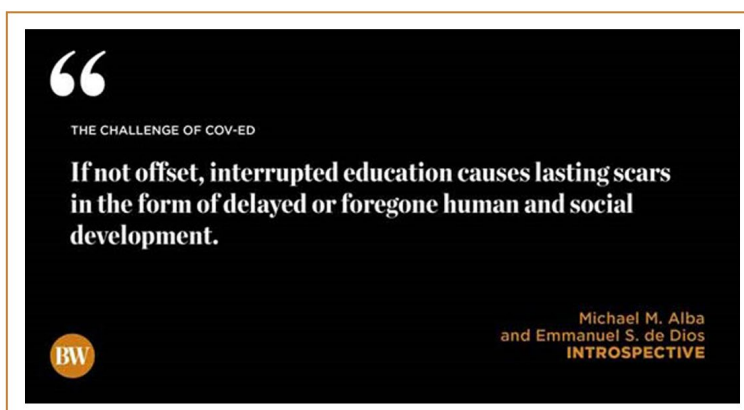


The current pandemic has tested the resilience of almost all the country's institutions — and found them wanting. Not least affected has been the country's education system. The prolonged suspension of classes, the abrupt ending of instruction, and the schools' make-do closures of the school year effectively stopped learning dead in its tracks. While interrupted education may seem a side issue in the face of the more existential threats to life and livelihood, its long-term consequences for the nation's future cannot be ignored.

If not offset, interrupted education causes lasting scars in the form of delayed or foregone human and social development. Interrupted schooling over prolonged periods (notably during the Cultural Revolution in China and from the 8888 Uprising through the 1990s in Myanmar) shows its impacts in high dropout rates, even after a subsequent chance to return to school; enduring decimated education standards and diminished learning outcomes; and a failure to pursue the full potential of higher education. Teachers of pupils with education gaps face the dilemma of either teaching to prescribed standards but risking the failure of their delayed pupils, or lowering standards to the least common denominator — such as what happens with a universal pass or promotion. In the first case, it is the pupil that fails; in the second, it is society and the education system.

The matter assumes particular urgency for the Philippines, whose education deficit was already widely presumed even before the pandemic crisis. This long-held suspicion became a glaring fact with the 2019 PISA results, which showed the country's 15- and 16-year-olds ranking last in reading and next-to-last in math and science among their peers in the world. The patently inferior product of basic education obviously carries through to technical and higher education, which also face quality issues of their own. Such results will only be amplified under current conditions of educationem interrupta with even smaller chances existing to remedy the already-deficient system.

The extent of the problem — which goes beyond the narrow question of what month to start the school year — becomes evident once one realizes the situation is unlikely to improve much even beyond this already-extended quarantine period. Abnormal and unsettled learning conditions due to the pandemic will likely persist until some effective therapy or vaccine becomes widely available (one to two years being the best guess). Until then, periodic outbreaks and lockdowns in smaller



or larger areas of the country remain a real possibility, as already happened in Singapore and Japan, and education institutions must deal with the constant threat of an aborted learning experience. The looming prospect in the meantime is that whole cohorts of Filipino students will receive an education that is diluted, delivered fitfully, and pockmarked with learning gaps.

School owners and administrators are currently still struggling to imagine how the New Abnormal in education might look, specifically how to create a resilient learning environment that maintains standards — or better yet raises them — without sacrificing student health and safety.

The option that represents the least disruption — and which is a persisting view in some official circles — is to wait things out until an acceptably low level of community risk has been attained and then simply resume the accustomed mode and scale of in-person mass instruction. An important concession even in that situation, however, is the need to undertake massive testing for the virus or its antibodies among students. The biggest downside of this strategy though is that it keeps teachers and students in suspended animation for an indefinite period and therefore abdicates responsibility for the problem of diminishing quality due to interrupted education. Nor is it forward-looking enough to anticipate future disruptions from similar disease outbreaks and calamities. Finally, there is a question of whether students and their parents — despite the promise of testing — will feel assured enough to venture into schools amidst uncertainty. Such schemes have been proposed elsewhere (e.g., the US) and may be practicable in small residential schools in college towns where a limited and mostly stationary population can be regularly tested and monitored. The bulk of Metro Manila's colleges and universities, however, are commuter schools with highly mobile and socially heterogeneous populations. The consequent frequency (and cost) of the testing required to ensure minimal students' health and safety is sure to strain the capacity of both schools and government. This makes such an option impractical and ineffective, as well as uncertain in its health assurance.

We think the wiser course of action instead is to take the pandemic crisis by the horns and use it as the opportunity to use distance (i.e., not always physically in school) learning — both online and asynchronous — as a second mainstream mode of delivering education. Expanding this capacity seems to be the only recourse that will address the immediate need of resuming a safe learning experience, as well as build the resilience needed against future disruptions. It is curious that the report “An avalanche is coming” [Barber, Donnelly, and Rizvi 2013] appeared some years ago warning traditional universities of the existential threat posed to them by online, distance, and self-paced learning. Most school administrators at the time regarded the idea of MOOCs, blended courses, flipped classrooms, microdegrees, etc. merely as attractive tech-driven options to be considered at a more convenient date. Yet here we are. And as it turns out, distance learning is no longer an option but a necessity.

For both private education and public policy to seriously consider this option, however, some misconceptions need to be cleared up. And though there are many, three seem especially relevant where — as in most public education — the students have heterogeneous social backgrounds and financial capacities.

First, distance education need not always require a hi-tech capacity for delivery but can be adapted to the circumstances of individual students. While live learning, with an instructor giving feedback, may be ideal and will almost always require a tablet, laptop, or desktop with a good bandwidth connection, other options do exist especially if one considers asynchronous learning (i.e., not involving live communication). For example, pre-developed content may be regularly delivered over television, e-mail, or even periodically retrieved physically from schools, to be studied by students who may then be assessed individually and regularly on what they have learned. As a halfway measure, scheduled visits to physically distanced computer classrooms may give students regular access to online material or tutorials while minimizing exposure to disease. In the meantime, efforts by the government and the private sector to give students cheaper, faster, and in-residence internet access should continue. This may be done through public subsidies or agreements for concessional rates between school consortiums and telecommunications firms. The larger point, however, is that even in the worst case, no particular technology (or the lack of it) should be permitted to interfere with the possibility of education. Technology must serve education needs, not vice versa.

Second, while a major investment involved in distance learning is certainly IT infrastructure (e.g., internet cabling, bandwidth, and learning management systems in schools and internet connectivity from students’ homes), an overlooked cost is the development of content and the training of faculty. Content, for example, must be organized and parsed to be deliverable in distinct modules corresponding to specific learning objectives (e.g., a TED talk is never more than 18 minutes long). On the other hand, teachers should allow each student to

absorb this material at her own pace, i.e., learning strategies should be self-paced and allow for individualized paths to mastery. “Chalk and talk” and “rope-a-dope” lectures give way to helping students perform specific tasks and projects to achieve outcomes that demonstrate their competency. The new set of skills (including proficiency in e-learning tools) that will be required of the faculty amounts to no less than a complete mental reset and may represent the biggest hurdle and investment of all.

Finally, it is important to view this refocus not as a stopgap or an exigent response to crisis but as a permanent fixture of the academic environment henceforth. The shift to distance — and increasingly online — learning is a chance to step back from the one-size-fits-all mode of mass instruction and move towards the pedagogical ideal of matching teaching methods and goals to a student’s strengths and weaknesses to help her attain mastery relative to standards.

Indeed, now may be the occasion for schools to take the leap to personalized learning [Marzano et al. 2017] that not only rationalizes traditional academic content delivery but also seeks to develop agency and metacognitive skills in students. Defined as “the capacity and propensity to take purposeful initiative — the opposite of helplessness” [Ferguson 2015], agency would empower students to own their learning goals rather than be passive recipients of instruction. And metacognitive skills (such as goal setting, staying focused, pushing beyond one’s comfort zones, having one’s own standards of excellence, etc.) would provide them the resources to exercise agency that leads to self-efficacy and independence.

This is not merely a “visionary hope.” A growing number of private schools, colleges, and universities, for example, have begun their transformation journeys in their use of learning management systems that can track the progress of their individual students by task, by subject, by teacher, and through time. This type of information allows faculty to observe a student’s incipient learning problems and address them both holistically and in a granular way.

The real danger is that not all education institutions see the need for such changes — for lack of skills, content, equipment, and most of all vision — so that the educational system runs the risk of enlarging the gap between those that are well and less provisioned and between those moving towards resilient education systems and those staying put in traditional ways. This turn of events will serve to not only diminish the quality of our human resources and restrain our socio-economic development but also widen the already gaping social and economic inequities in the country.

#### References

- Barber, M., K. Donnelly, and S. Rizvi [2013] “An avalanche is coming: higher education and the revolution ahead.” London: Institute for Public Policy Research. Available here: [https://www.insidehighered.com/sites/default/server\\_files/files/FINAL%20Embargoed%20Avalanche%20Paper%20130306%20\(1\).pdf](https://www.insidehighered.com/sites/default/server_files/files/FINAL%20Embargoed%20Avalanche%20Paper%20130306%20(1).pdf)
- Ferguson, R. (with S. Phillips, J. Rowley, and J. Friedlander) [2015]. “The influence of teaching beyond standardized test scores: Engagement, mindsets, and agency.” Cambridge, Massachusetts: Achievement Gap Initiative at Harvard University.
- Marzano, R., J. Norford, M. Finn, and D. Finn III [2017]. *A handbook for personalized competency-based education*. Bloomington, Indiana: Marzano Resources.
- Michael M. Alba is president of Far Eastern University and Emmanuel S. de Dios is professor emeritus at the University of the Philippines. Both serve on the board of the Far Eastern University Public Policy Center.

This article was originally published in *BusinessWorld* on May 3, 2020.  
<https://www.bworldonline.com/the-challenge-of-cov-ed/>

# Data Usage in Common Online Flexible Learning Activities

Caroline Marian S. Enriquez, MD, PeD, DBE | Michael Joseph S. Diño, PhD, MAN, RN, LPT  
Jilson N. Tio | Joseph Carlo T. Vital | Christopher F. Patricio

Research Development and Innovation Center, Our Lady of Fatima University

## Background

The COVID-19 pandemic has created unprecedented issues and challenges on teaching and learning in Higher Education. Embarking on a flexible learning approach requires careful and robust consideration of learners' technology capacity to participate in the virtual world, among others.

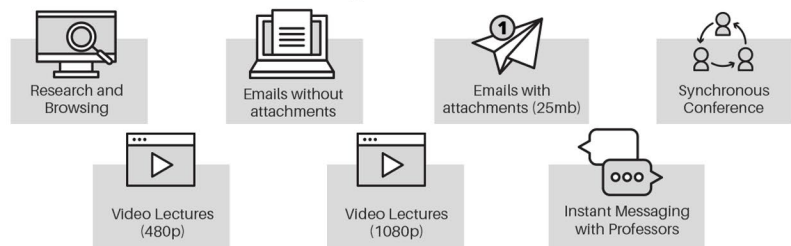
## Methods

Approximate data consumption was measured through the use of online tools from a variety of task participated by the students (N=50) in the Special Online Summer Term (SOST) at the Our Lady of Fatima University. Descriptive statistics, time-data conversions, juxtapositioning to current available data, mapping and literature reviews were employed.

## Outcomes and Lessons

Flexible learning activities during the pandemic rely heavily on data and connectivity beyond acquisition of personal devices. Literature shows a direct relationship between effective teaching approaches and data consumption (e.g. multisensory learning maximizing the use of audio video requires higher data usage). Therefore, higher education institutions shall assess data requirements of common teaching-learning activities as both prerequisite and valuable component of delivery planning, standards and policy development, public-private partnerships and student support strategies.

### What are the common flexible learning activities in virtual environments?



### How can these flexible learning activities be typified based on data consumption?

Minimal Data	Average Data	Maximum Data
 Instant Messaging with Professors   Emails without attachments   Emails with attachments (25mb)	 Research and Browsing	 Synchronous Conference   Video Lectures (480p)   Video Lectures (1080p)
1 - 200 MB/hr	200 - 500 MB/hr	500 - 3,000 MB/hr

### To what extent (time) do certain data plans fulfill the requirements of flexible learning activities?

	1GB	2GB	3GB	4GB	5GB
Research and Browsing	4 hours 16 mins of research and browsing	8 hours 32 mins of research and browsing	12 hours 48 mins of research and browsing	17 hours 4 mins of research and browsing	21 hours 20 mins of research and browsing
Emails without Attachments	10,240 email exchanges	10,240 email exchanges	30,720 email exchanges	40,960 email exchanges	51,200 email exchanges
Emails with 25MB Attachment/s	40 emails with a maximum of 25MB attachment	81 emails with a maximum of 25MB attachment	122 emails with a maximum of 25MB attachment	163 emails with a maximum of 25MB attachment	203 emails with a maximum of 25MB attachment
Synchronous Conference	2 hours 7 mins of synchronous sessions	4 hours 16 mins of synchronous sessions	6 hours 24 mins of synchronous sessions	8 hours 32 mins of synchronous sessions	10 hours 40 mins of synchronous sessions
Video Lecture (480p)	2 hours 7 mins of video lectures	4 hours 16 mins of video lectures	6 hours 24 mins of video lectures	8 hours 32 mins of video lectures	10 hours 40 mins of video lectures
Video Lecture (1080p)	17 mins of video lectures	35 mins of video lectures	52 mins of video lectures	1 hour 10 mins of video lectures	1 hour 27 mins of video lectures
Instant Messaging with Professors	1,024 message exchanges	2,048 message exchanges	3,072 message exchanges	4,096 message exchanges	5,120 message exchanges

\*computed based from the following average activity durations: LMS-Canvas (modules, quizzes, course tasks) browsing [60 minutes]; Synchronous session (25-30 participants) through Zoom platform [90 minutes]; watching EduVids at 480P [30 minutes]

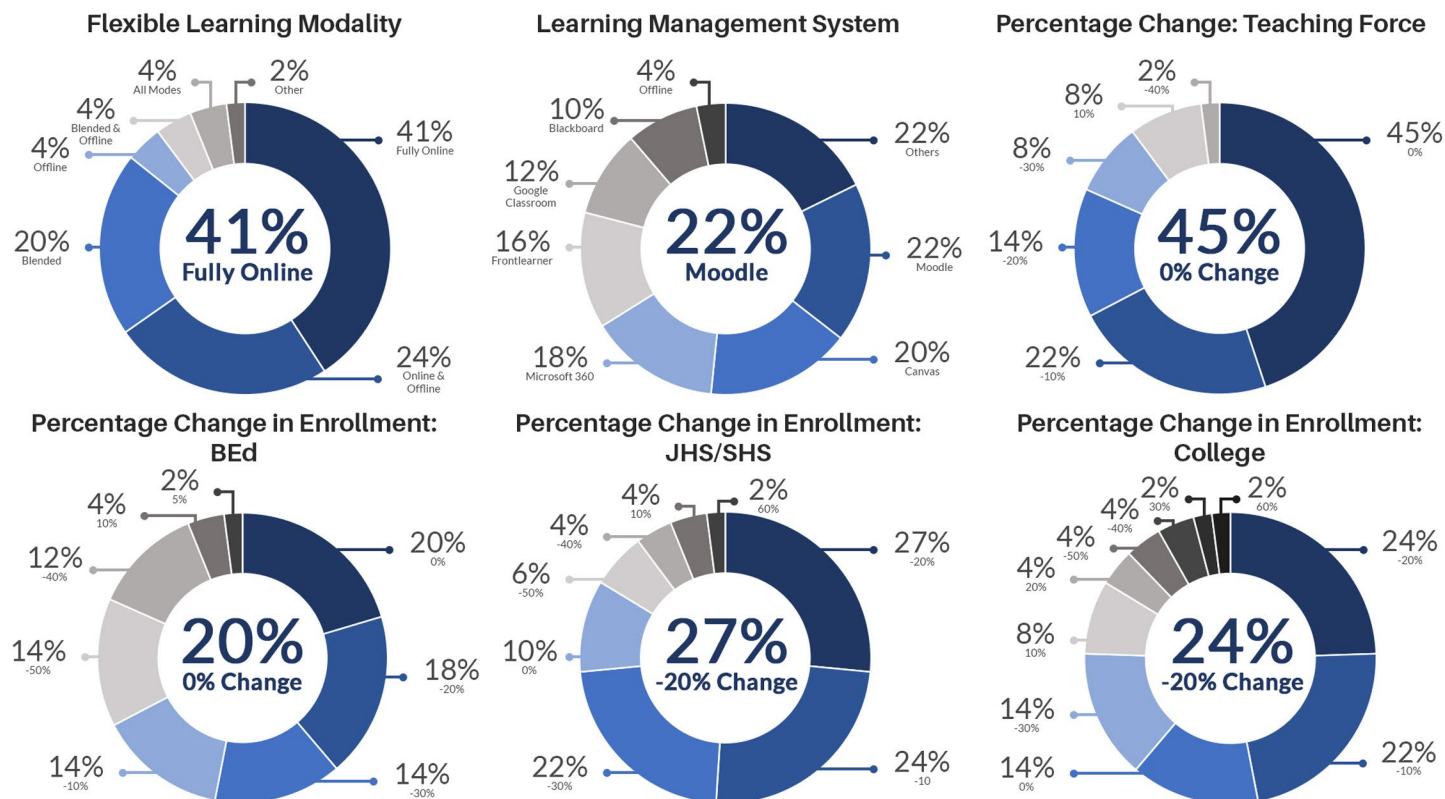
### How much weekly and monthly data do our students need for every 3-unit course?

	3.0-Unit Course	6.0-Unit Course	9.0-Unit Course	Per Month	15 GB/Month
Weekly Requirement	1250 MB (1.25 GB)	2500 MB (2.5 GB)	3750 MB (3.75 GB)	15000 MB (15 GB)	

# Results of the ElectionBuddy Pilot Test

## A Survey on Education during the COVID19 Pandemic

The PACU Secretariat, Technology Support and Election Committees deployed a pilot testing of the Election Buddy online platform last September 9, 2020 through a Survey on Education which was answered by the PACU member schools. The survey received 78% response rate from 80 eligible voters/survey-responders nationwide.



## Summary of CHED COVID-19 Advisories

Date Released	Memo No.	Title
02/12/2020	CHED COVID-19 Advisory No. 1	Guidelines for the Prevention, Control and Mitigation of the Spread of the 2019 Novel Coronavirus Acute Respiratory Disease (2019-nCoV ARD) in Higher Education Institutions (HEIs)
03/11/2020	CHED COVID-19 Advisory No. 2	Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease (COVID-19) in Higher Education Institutions (HEIs)
03/11/2020	CHED COVID-19 Advisory No. 3	Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease (COVID-19) in Higher Education Institutions (HEIs)
03/14/2020	CHED COVID-19 Advisory No. 4	Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease (COVID-19) in Higher Education Institutions (HEIs)
03/17/2020	CHED COVID-19 Advisory No. 5	Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease (COVID-19) in Higher Education Institutions (HEIs)
04/13/2020	CHED COVID-19 Advisory No. 6	Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease (COVID-19) in Higher Education Institutions (HEIs)
04/13/2020	Memo from the Office of CHED OSDS	CHED Monitoring of Foreign Students during the Enhanced Community Quarantine
05/24/2020	CHED COVID-19 Advisory No. 7	Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease (COVID-19) in Higher Education Institutions (HEIs)
07/14/2020	Memo from the Office of CHED Chairman	Initial List of HEIs that can deliver Online Learning to New International Students while they are still in their home for 1st Semester, AY 2020-2021

For a complete list of advisories and issuances, visit [www.ched.gov.ph](http://www.ched.gov.ph)

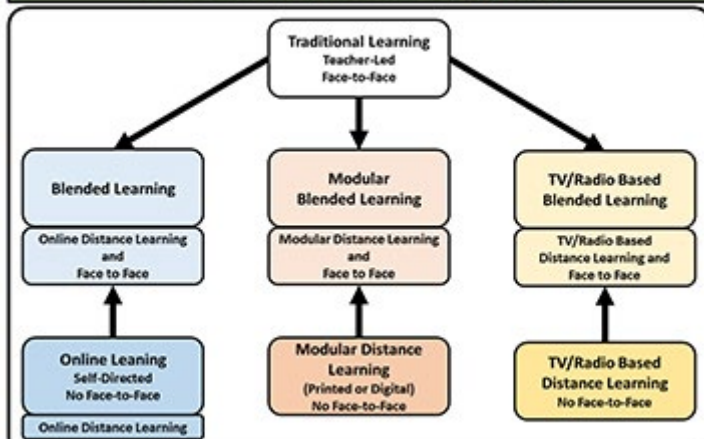
# Summary of DepEd COVID-19 Advisories

Date Released	Memo No.	Title
01/24/2020	OUA Memo No. 08-0120-0598	Department of Education's Response on Health Problems due to Coronavirus and re-emergence of Polio in the Philippines
02/01/2020	DM No. 11, s. 2020	Creation of a Task Force for the management of the Department of Education response to Novel Coronavirus Acute Respiratory Disease
02/04/2020	DM No. 15, s. 2020	First Set of Policy Directives of the DepEd Task Force COVID-19
02/11/2020	DM No. 19, s. 2020	Amendment to DepEd Memorandum No. 011, s. 2020
02/12/2020	DM No. 21, s. 2020	Second Set of Policy Directives of the DepEd Task Force COVID-19
02/19/2020	DM No. 23, s. 2020	Third Set of Policy Directives of the DepEd Task Force COVID-19
03/05/2020	DM No. 31, s. 2020	Fourth Set of Policy Directives of the DepEd Task Force COVID-19
03/09/2020	DM No. 34, s. 2020	Fifth Set of Policy Directives of DepEd Task Force COVID-19
03/12/2020	DO No. 02, s. 2020	Multi-year Implementing Guidelines on the Conduct of the K-12 Basic Education Program End-of-School-Year Rites
03/15/2020	DM No. 42, s. 2020	Guidelines for the Remainder of School Year 2019-2020 in light of COVID-19 Measures
03/26/2020	OM OSEC 2020-002	Guidance to Regional Directors for Action on Requests by Local Government Units to use DepEd Schools as Quarantine or Isolation Areas for COVID-19
03/30/2020	OM OSEC 2020-004	Guidance to Regional Directors for Action on Requests by Local Government Units to use DepEd Schools and Engage DepEd Personnel in Activities Related to COVID-19
04/18/2020	DM No. 45, s. 2020	Results-Based Performance Management System Guidelines for School Year 2019-2020 Year-end Activities in Light of COVID-19 Measures
05/07/2020	DM No. 51, s. 2020	Guidelines on the Conduct of Remedial, Advancement, and Enrichment Classes During Summer 2020
06/19/2020	DO No. 12, s. 2020	Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency
06/19/2020	DO No. 13, s. 2020	Readiness Assessment Checklist for Learning Delivery Modalities in the Learning Continuity Plan of Private Schools
06/25/2020	DO No. 14, s. 2020	Guidelines on the Required Health Standards in Basic Education Offices and Schools
06/25/2020	DO No. 15, s. 2020	Supplementary Guidelines on Managing Maintenance and Other Operating Expenses Allocation for Schools to Support the Implementation of Basic Education Learning Continuity Plan in Time of COVID-19 Pandemic
06/25/2020	DO No. 16, s. 2020	Guidelines on Eligibility and Application for the Senior High School Voucher Program for School Year 2020-2021
07/01/2020	DM No. 58, s. 2020	Orientation for Regional and Schools Division Offices on Mental Health and Psychosocial Support Services in the Time of COVID-19 for Learners and DepEd Personnel
07/17/2020	DO No. 17, s. 2020	Additional Provisions to DepEd Order No. 013, s. 2020 (Readiness Assessment Checklist for Learning Delivery Modalities in the Learning Continuity Plan of Private Schools)

For a complete list of advisories and issuances, visit [www.deped.gov.ph](http://www.deped.gov.ph)

# Glossary of Terms Flexible Learning Modes

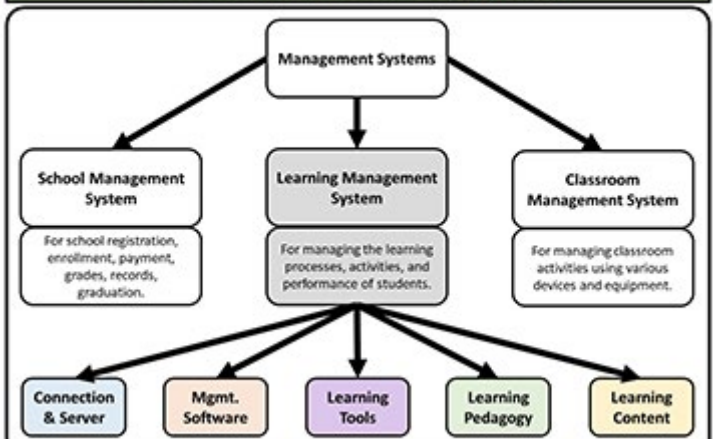
## E-Learning Terminology Map



FRONTLEARNERS™ BlendEd™ LEARNING

© 2020, Leo De Velez, leo@frontlearners.com

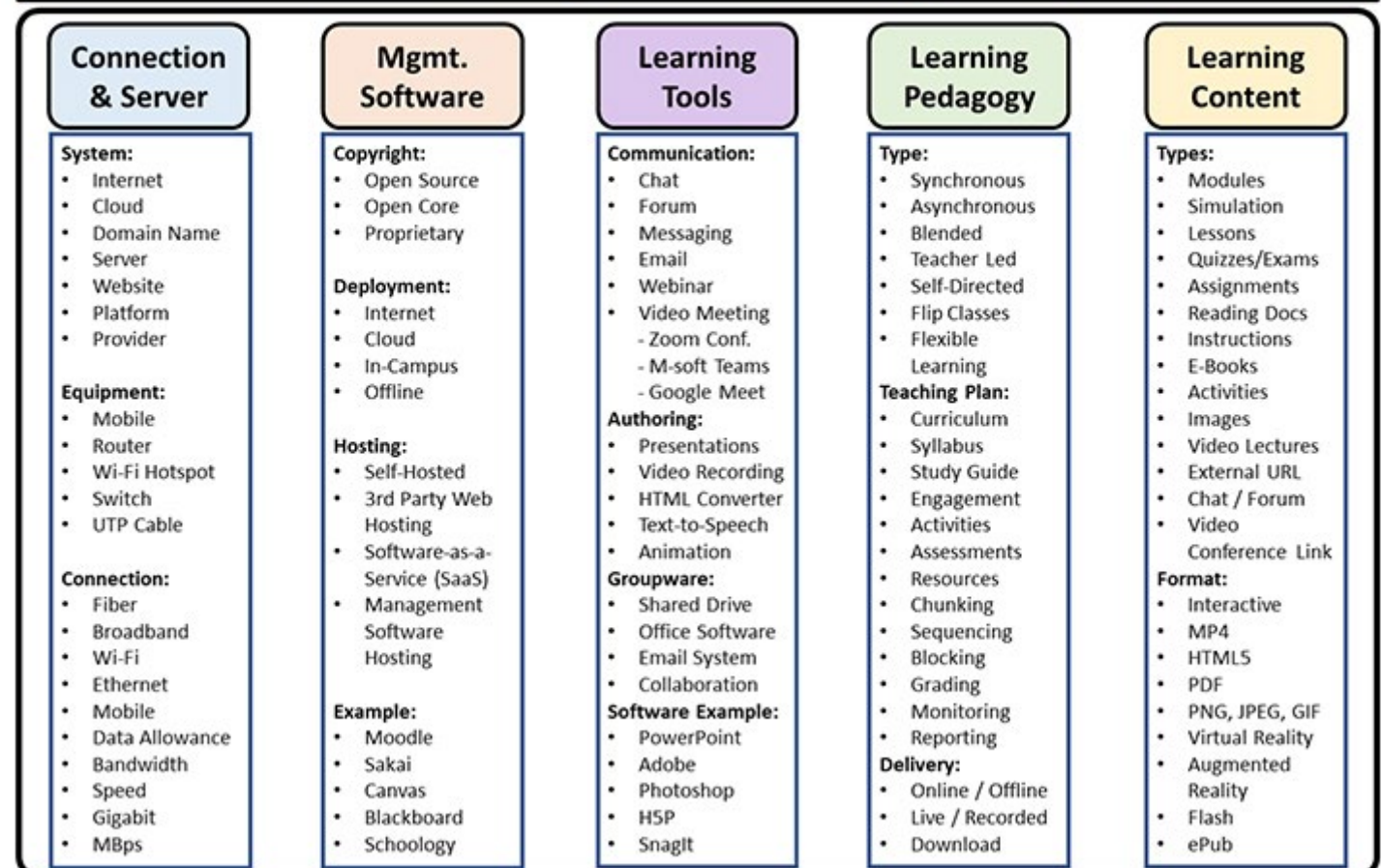
## E-Learning Terminology Map



FRONTLEARNERS™ BlendEd™ LEARNING

© 2020, Leo De Velez, leo@frontlearners.com

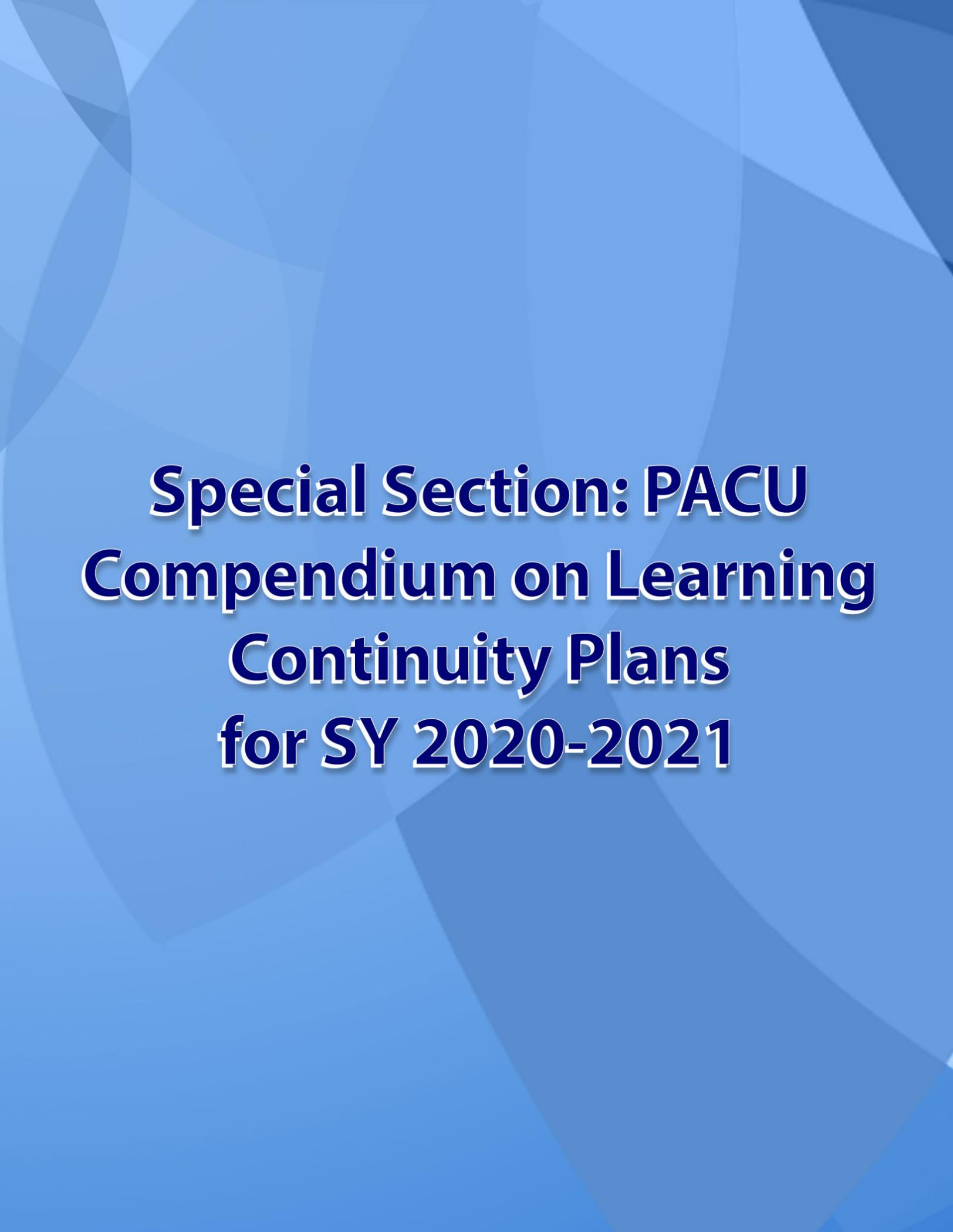
## E-Learning Terminology Map



Courtesy of:



© 2020, Leo De Velez, leo@frontlearners.com



**Special Section: PACU  
Compendium on Learning  
Continuity Plans  
for SY 2020-2021**

# Fuel for Tomorrow

## University of the East's Journey to Flexible Learning

Dr. Ester Garcia, Melvin Vidar and Roselle Basa



University of the East's slogan is *Tomorrow Begins in the East*. But what happens when the future is shrouded by uncertainty because of an unseen enemy, a virus that is quickly spreading across the globe, bringing sickness, death, and fear along its trail, and leaving even powerful and wealthy nations gasping for breath? Stunned by the sudden turn of events, and confronted with the challenge of continuing instruction in view of the COVID-19 pandemic, the University employed careful planning, meticulous research of best practices, strategic use of technology, data-driven decision-making and the collective effort of seasoned administrators to recover its bearing. After more than four months of community quarantine, it emerged from the disruptions brought by the pandemic using a three-pronged approach to successfully conduct its very first purely online summer classes. It is now also poised and more confident to offer flexible learning for the first semester of AY 2020-2021 branded as **Flexible UE Learning (FUEL)**. Just like the fluidity of the pandemic, the University of the East used fluid decision-making to muster its warrior spirit and continue its 74 years of existence as an educational institution.

### Early Stages of Blended and Online Learning

Our journey with online learning started when the University started experimenting on blended learning in 2011. Two main strategic decisions were made by the President to foster the blended learning program of the University:

1. An ad hoc Blended Learning Committee was appointed to formulate the policy and implementation framework for the program.
2. The University hired a consultant with previous experience running an e-learning program in a University abroad on a Moodle platform, to provide the technical input to the deliberations of the Committee.

The University eventually adopted the following key policy recommendations::

1. Capacity-building seminars and workshops will be organized for the faculty interested in blended learning.
2. Incentives will be offered to faculty who undertake course materials development in terms of deloading at the stage of course materials preparation, and payment of honorarium at the stage of delivery of the course.

3. A provision of a maximum of 30 hours for online and 24 hours for face-to-face sessions was set as a guide for the faculty as they develop course content for undergraduate courses within the Moodle Learning Management System (LMS). For graduate courses, taking into account the presumed higher level of maturity of the students, the minimum time for face-to-face sessions could be as low as 12 hours.
4. All course materials developed by the faculty will be deemed acceptable for delivery in class only after they have passed through a quality assurance system consisting of four stages of review through experts engaged by the University: (1) instructional design expert, (2) course content expert, (3) language editor, and (4) technical expert.
5. Mindful of their status as an ad hoc Committee, the Blended Learning Committee finally recommended as its exit strategy the incorporation of its function vis-à-vis the Blended Learning Program into a new Office of Curriculum Development and Instruction that had long been planned by the President. Thus, when OCDI was created, Blended Learning was one of the programs that it had to administer.

In 2018, the University partnered with Instructure Inc. to subscribe to CANVAS LMS. SHS, College, and Graduate School levels were the identified users of the LMS. Additional wi-fi hotspots were installed for faculty use. Faculty members were provided with capacity-building training and were encouraged to immediately implement the use of CANVAS in their instruction. The use of CANVAS was, however, made optional except during class suspensions due to inclement weather. **The top administrative officials of the University did not want to impose on the faculty and just allowed them to see the benefits of an LMS for themselves.** In Summer 2019, 9 pairs of faculty members developed course materials in CANVAS for the 8 G.E. core courses and the course on Rizal. Funding was provided in the form of an equivalent of 3 units teaching load per faculty for summer. NSTP 2 modules were also developed and uploaded in CANVAS. In July 2019, the University hosted the second Philippine CANVAS User Group that brought together the different partner institutions of Instructure, Inc. A CANVAS Caravan was also held in September 2019 to further promote its use to the faculty and students. **In retrospect, these "small" incremental decisions towards the use of a learning management system for blended and online learning proved to be the necessary foundation for a systematic program that will enable the University to face the future**

## **of education in spite of the global disruptions caused by a pandemic.**

Then the pandemic struck. It struck particularly hard in March 2020, which led President Duterte to declare extended community quarantine (ECQ) in NCR on March 15, 2020. By that time, the University started mobilizing academic officials to swiftly use online learning to finish the remaining two weeks of the second semester (and the school year for the Basic Education Departments). It was a blessing that UE did not modify its academic calendar.

Guidelines were quickly formulated and disseminated to the stakeholders of the University to finish the semester. **The use of online learning lasted for only one week due to the limited connectivity of students.** Final exams were postponed and eventually canceled. Instead, the University released guidelines instructing the faculty to compute the grades of the students based on the existing class standing, in compliance with several CHED bulletins released to address the challenges brought about by COVID-19 to the higher education institutions. Moreover, the administration instructed the faculty members to give a grade of LFR (lacks final requirement) to students with failing class standing to give them a chance to make up. Under existing rules, they can remove the LFR mark within one year. **By April 30, the University was able to conclude the school calendar.**

### **Preparing for Purely Online Summer 2020 and Flexible Learning for AY 2020-2021**

While these things were going on, the President instructed the Office of Curriculum Development and Instruction (OCDI) to study a webinar entitled *Swiftly Pivoting to Fully Remote Campus: Responding to Covid-19*, hosted by the American Council of Education (ACE). Moderated by Assistant Vice President Sherry Lynn Hughes of ACE, the webinar chronicled the experience of three higher education institutions in the US as shared by their top administrators – Gian Mario Besana, Assistant Provost of Global Engagement and Online Learning at De Paul University, Laura Niessen de Abruna, Provost, York College of Pennsylvania, and Kai Wang, Senior Dean of Strategic Innovations at Wake Technical Community College. These three HEIs in the US were able to swiftly pivot to remote learning because of their existing resources. Nevertheless, we learned a lot from this webinar, and somehow our initial approach in addressing the challenges posed by the pandemic to UE was partly shaped by their experiences and recommendations.

Based on the recommendations of the abovementioned webinar, there were 3 major courses of action that we implemented. *First*, we prepared the faculty by training them more intensively on the use of CANVAS. They needed to produce online modules that can be used for a purely online summer that the University intended to offer. Due to the shift to online learning, it was imperative that they prepare online modules so they could deliver their lessons under the new modality.

*Second*, we prepared and informed the students about our plan to offer a purely online summer. It took some time to

allay their fears and convince them that online learning would work. Part of the work also involved convincing them and their parents to still invest in education, even while experiencing the adverse economic effect of the pandemic where some parents lost their jobs either temporarily or permanently.

*Third*, once the faculty and students had agreed to pure online learning for Summer 2020, the IT Department prepared the necessary IT infrastructure for the conduct of online learning. Despite the sudden surge of demand for development and modification of online systems, the IT Department took on the challenge while employing a techie skeletal workforce. Online systems were modified to allow remote access by key employees who were working from home.

Eventually, the plan is to offer flexible learning for the next school year. Cognizant of the internet connectivity challenges, the University only decided for a pure online summer because, in the past, summer classes had always been optional. But the University believes that the regular semester and school year should be more inclusive, hence the use of flexible learning modalities.

This paper will expound on the three-pronged approach mentioned above that the University of the East implemented to combat the adverse effects of Covid-19 to its delivery of educational services. As a disclaimer, this paper is written from the point of view of academic officials. The authors are cognizant that there are other preparations done behind the scenes by other offices that are not described here.

### **Preparing the Faculty**

With the pandemic underway, the University faced the prospect of canceling summer classes. There were even calls to defer schooling for one year. Still feeling the effect of the K-12 reform, this looming possibility would spell doom for the University, especially for the faculty. The standing policy for faculty salary payment is no load, no pay. But looking beyond this problem, the University took the opportunity to use the pandemic as a catalyst for reforms, especially in the use of technology in education. With the availability of CANVAS LMS, the council of Deans and Chancellors suggested to the President that a student survey regarding a purely online summer be immediately conducted. After a series of deliberations, the survey was deployed during the Holy Week. A simple questionnaire was constructed via Google forms and was emailed through the official UE email of the students. The survey had three questions: (1) Are you willing to enroll for purely online summer classes? (2) Do you have a stable internet connection? and (3) What course/subject do you intend to enroll in? The survey instrument was customized per college. It was the perfect time to pray and be a part of a trailblazing journey towards online learning.

The results were collated and summarized by April 8, 2020. Of the 13,507 emails sent, 2730 responded, for a response rate of 20%. Among 2730 who responded, 1224 (45%) expressed their willingness to enroll in summer. Of those who were willing to enroll, 903 (74%) had a stable internet connection. With these results, the council of Deans and Chancellors of the University

decided to offer pure online summer classes.

The summer school calendar was prepared and revised several times by the Registrar's office because of the extension of ECQ in Metro Manila. Eventually, it was finalized that pure online Summer will be held from June 8, 2020, to July 15, 2020. These decisions were all arrived at with the active participation of the Academic Council of the University, who provided collective wisdom almost daily via a Viber group.

With the above development, OCDI was tasked to prepare the faculty for the conduct of a purely online summer. A self-paced and video-based capacity-building online training in CANVAS was conducted for all faculty intending to teach during summer. The objective of the training was to help the faculty develop and update their instructional materials using the CANVAS Learning Management System (LMS). Initially, there were 253 participants coming from the 11 Colleges of UE Manila and UE Caloocan plus the two Basic Education Departments, NSTP, and the P.E. Department. It started running on April 22, 2020.

The self-paced online CANVAS training for teachers enabled the faculty to develop modules for purely online classes. A few were able to finish their modules. But most faculty members finished their modules while Summer 2020 was ongoing. More than 1,500 college students enrolled for pure online summer. Senior High School students also enrolled in remedial programs to address their deficiencies. In addition to the usual student evaluation of faculty, an evaluation was conducted on: instructional design, learning materials, activities and assignments, and assessments. On average, the students rated the conduct of pure online Summer 2020 as either very good or outstanding. While Summer classes were ongoing, more faculty members enlisted in the online CANVAS training, bringing the total participants to more than 600. OCDI also deployed another online survey for the faculty and the students in preparation for flexible learning for the first semester of SY 2020-2021.

An important component of our approach is the effective use of timely communication. Before undertaking the abovementioned online CANVAS training, OCDI released a letter of appeal dated April 30, 2020, to the faculty through their respective Deans. Part of the letter reads:

Under normal circumstances, the use of a novel mode of learning should have been regulated by an academic circular. However, the urgency of the matter, the unpredictability of COVID-19 (which to date has now infected more than 3 million people worldwide, with no available vaccine yet), and the feasibility of using CANVAS LMS, convinced the council of Deans and Chancellors to recommend to President Garcia that we offer **pure online** summer classes and flexible learning modalities for the first semester of AY 2020-2021.

In relation to the above development, President Garcia instructed us (OCDI) to also inform the faculty, through their respective Deans to prepare their instructional materials for flexible learning modalities for AY 2020-2021. Due to the

uncertainties that the community quarantine brings, we have to anticipate and prepare for various means of instruction delivery: **residential** (traditional classroom-based), **online**, **blended**, or **drive-thru**. **Online, blended, or drive-thru** strategies fall under distance learning mode of instruction. Faculty should be encouraged by their respective Deans to prepare carefully selected viable instructional materials – be they printed handouts, books, e-books, CDs, USBs, digital copies, coupled with teaching-learning methodologies that will enable our students to “learn from home.” **Drive-thru distance learning** necessitates that University should have a system where the students may pick up the instructional materials in the University or a depot during designated days and hours. Many colleges opted to use our CANVAS LMS for the development of their instructional materials for the first semester of AY 2020-2021, realizing that the materials will easily be transported in various forms conforming to whichever flexible learning modalities arise. President Garcia is willing to give the faculty some leeway to use a teaching strategy that he/she is most familiar with. **However, because of the community quarantine, it will surely involve distance learning, so an internet connection will be needed. Moreover, quoting from Dr. Padolina, President of CEU and former UPOU Chancellor, “[w]hatever type of flexible instruction we engage in, we must prepare a study guide even if it is a simple one in an outline form.”**

To summarize, since the entire UE teaching community will deliver instruction under peculiar circumstances, the faculty members and the administration officials will have to work hand in hand to ensure the students receive the “goods in good condition”. Our office will be coordinating with other colleges, especially with those who have the technical capability so that they can collaborate with other colleges in preparing for the eventual distance learning mode for the first semester.

The above letter effectively communicated the plans of the university for Summer 2020 and the coming school year. Its release generated a healthy dialogue among the faculty and academic officials of the University. Soon, the Academic Council approved a policy for faculty attendance that was drafted by a committee composed of directors of OCDI, Internal Auditing, the IT Department, DHRD, Comptroller, and a representative from the Data Privacy Office. Moreover, the faculty members of all 11 colleges, 2 basic education departments, the P.E. department, and NSTP enthusiastically joined the online CANVAS training. Eight of them proposed their own instructional materials development project with funding sourced from their faculty development and instructional fund (FDIF).

### Preparing the Students

While equipping the faculty for online and flexible learning, the University, through its different departments involved in student services, was also busy engaging the students, communicating to them its plans, and doing consultations with them. To address the growing uncertainty of the students and their parents due to the pandemic, a series of open letters by the University President and Chancellor were posted on the

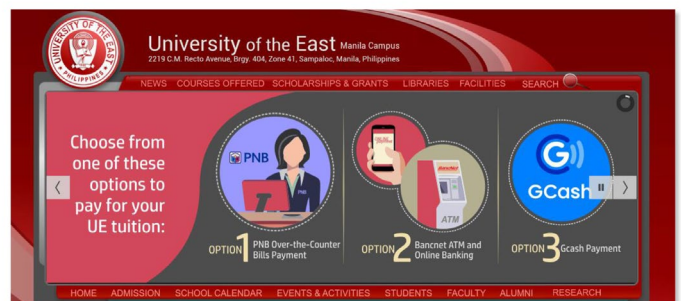
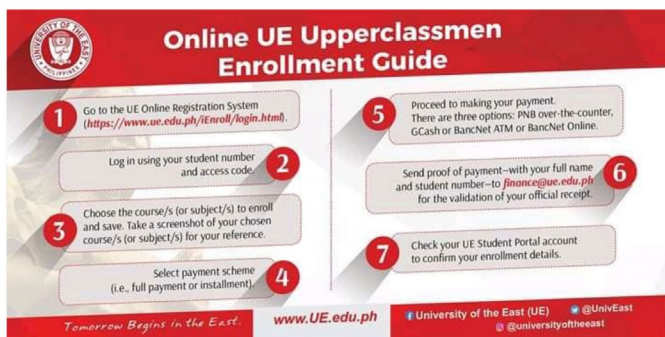
UE website and its official Facebook page. Will the school year push thru? Will there be face-to-face meetings? Why are there miscellaneous fees? How about laboratory subjects? How about the dentistry clinic?

As mentioned earlier, a survey was sent to them for pure online summer and another one for student readiness for flexible learning. The results of the former were used as inputs in conducting successful pure online summer classes while the results of the latter were used to guide the Academic Council in crafting some guidelines for the conduct of FLO for the first semester of SY 2020-2021. In particular, we learned that 97% of our current students have smartphones, but only 61% have laptops/desktops. These findings convinced us we can still use online learning for most students, provided we can address their connectivity problems. But the most challenging aspect is how to communicate to them and their parents that the University will use mostly online procedures for admission, processing of records, instruction, payment of tuition fees, and purchase of books. Another major concern is the conduct of laboratory for the Natural Science, Computer Science, Engineering and Dentistry programs. All of these interventions were done under the **total student care policy** of the University. In other words, while some interventions of the University are new, most of them are actually derived from existing policies but were just contextualized to address the challenges posed by

the pandemic. The pandemic has forced us to be resilient while reexamining our core beliefs and practices. Even in our shift to online and flexible learning, the University was careful not to disenfranchise students who lack the gadgets but are willing to continue their schooling.

It is fortunate that UE has a University Relations Office (URO). URO manages the website of the University as well as its official Facebook page. In the midst of uncertainty brought by the pandemic, URO strategically releases statements and guidelines from different offices to the students to answer their queries.

For concerns regarding how the second semester of last school year would be finished, URO released an open letter from the UE President informing the students about the guidelines for computing their grades, the deadline for the posting of grades, the online enrollment and the schedule for the pure online summer 2020, and the shift of the school calendar to August, among others. Some helpful suggestions were also given regarding social distancing and the need to “keep going, keep learning, and keep investing” in the future by venturing into knowledge pursuits like catching up on their offline reading while anticipating with “a prayerful hope what’s next for the coming weeks and months.” On top of its usual function of posting updates and congratulatory articles for



student and faculty achievers, URO has become a “centralized communication center” for the University, providing clear and relevant updates to its constituents.

For concerns regarding enrollment and payments, URO collaborated with the Finance Department and Comptroller’s office, IT Department, and the Registrar to develop guidelines and procedures for payments of tuition fees via PNB over-the-counter bills payment, G-cash, and online banking. They posted these infographics on the UE website and UE official FB page:

When the enrollment for the first semester began on June 1, 2020, OCDI, the Registrar and ITD collaborated to conduct another simple survey which was incorporated into the enrollment system consisting of 3 questions, namely:

1. Choose the most appropriate sentence that reflects the **quality of the internet connection** that you have at home.
  - o I have stable and fast internet access at home.
  - o I have irregular and slow internet access at home.

- o I don’t have internet access at home.

2. Choose all options that reflect the **availability of computers and portable devices** that you can use for studying.

- ☐ I have a laptop and/or a desktop computer.
- ☐ I have a smartphone.
- ☐ I have a tablet.
- ☐ I don’t have a computer or any portable device that I can use for studying.

3. Choose the most appropriate instruction delivery modality for you.

- o Online & Distance Learning (OnlineDL) - (Instruction is delivered through internet technologies.)
- o Blended Learning (BL) - (OnlineDL and the traditional face-to-face interaction in the classroom are combined)
- o Use of printed materials (Materials will either be sent or picked up at designated areas).




## First Semester | SY 2020-2021 Calendar for College Undergraduates and Graduate Students

Online Admission		Online Registration		First Day of Classes		Last Recitation Day		
Undergraduate College Freshmen (all colleges except College of Law and the Master of Science in Psychology)	June 1 to August 5, 2020	Undergraduate College Freshmen	June 1 to August 5, 2020	August 5, 2020		Sat. Classes	TTh Classes	MWF Classes
Graduate Freshmen (Graduate School, CLaw, MScD)	July 1 to August 5	Graduate Freshmen (BA, CLaw, MScD)	July 1 to August 5	Prelim Exams September 12-17		December 5	December 10	December 11
Transferees and Degree-holders	July 15 to August 5	Upperclassmen	July 22 to August 5	Midterm Exams GS, CLaw and MScD: October 1-7 Other Colleges: October 24-29		Final Exams December 12-16		
Cross-registrants	July 15 to August 5	Transferees, Degree-holders and Cross-registrants	July 30 to August 5	Departmental Finals December 17-18				

*Tomorrow Begins in the East.* [www.UE.edu.ph](http://www.UE.edu.ph)  University of the East (UE)  @UnivEast  @universityoftheast

Meanwhile, the Guidance Counselling and Career Services Office (GCCSO) were also busy conducting online counseling sessions and webinars like these:



**University of the East**  
Manila • Caloocan  
Guidance, Counseling and Career Services Office

*It's Okay not to be Okay...*

Amidst the outbreak of the coronavirus disease (COVID-19), the Guidance, Counseling and Career Services Office (GCCSO) launches

**Be a Warrior, not a Worrier:**  
Online Mental Health Support Program in Times of Crisis

to promote the well-being of students during the Enhanced Community Quarantine.

Please message us via our FB page at [ueanilagccso](https://www.facebook.com/ueanilagccso) (Manila Campus) or [uecaloocangccso](https://www.facebook.com/uecaloocangccso) (Caloocan Campus).

*Your Counselors are here for you!*


For COVID-19 Health Concerns, you may contact 24/7 DOH Hotlines (02) 894-COVID (26843) and 1555.

For Mental Health Concerns, you may reach the following Helplines:

- National Center for Mental Health (NCMH): Crisis Hotline: 017-899-USAAP (8727) or 2-899-USAAP (8727)
- The Medical City Department of Psychiatry: [cm@themedicalcity.com](mailto:cm@themedicalcity.com) or 0917-455-0197
- Philippine Psychiatric Association (Mind Matters): 0918-942-4864
- Circle of Hope Community Services, Inc.: <http://www.circleofhopecommunity.com> 0917-822-2324, 0925-557-0885

PHMHS: 0917-862-3026  
<https://www.facebook.com/PHMHSofficial>  
or email at [phmhsinfo@gmail.com](mailto:phmhsinfo@gmail.com) or [phmhs.aind@gmail.com](mailto:phmhs.aind@gmail.com)

#warriornotaworrier #gccsonlinementalhealthprogram #uegccsocares



**UNIVERSITY OF THE EAST**  
Guidance, Counseling and Career Services Office  
Manila Campus  
invites you to join

**"Going Within: My Path to Self-Discovery"**  
An Online Intrapersonal-Mindfulness Training for UE College Students

Choose your preferred schedule:




July 7, 2020 (Tuesday) or July 9, 2020 (Thursday)

Morning Session (9-11 a.m.) or Afternoon Session (2-4 p.m.)

via Zoom

For further inquiries, please visit the UE Manila GCCSO FB page.

**Register for Free!**

*Tomorrow Begins in the East.*  
[www.UE.edu.ph](http://www.UE.edu.ph)  University of the East (UE)  @UnivEast  @universityoftheast

These outputs illustrate the effectiveness of ad hoc committees and **small teams** working hand-in-hand to address emerging issues and concerns. We are using the word team since most offices have been reduced to a skeletal workforce. Only those who are involved in essential day-to-day operations were allowed to report for work, many of whom are on a rotating schedule to avoid contracting the virus. Others are working from home and others are on forced leave.

Another team composed of Admissions Office and Registrar's office developed guidelines for online admissions and URO came up with this announcement. These are part of their general strategy to improve the student profile consisting of the following activities:

- Promote the respective FB pages and respective office UE emails as platforms to communicate with students and vice versa and to post on respective office FB pages infographics and videos (e.g. Tips for Applying Jobs Online, Self-Care, Safeguarding Child's Online

Activities, How to be Successful Online Learner, Online Test-taking Skills)

- Conduct surveys on the Mental Health Monitoring for students (K-12, College) and Basic Education Parents, and Career Surveys for industry partners to further contextualize the services to be offered to students and parents given this situation
- Organize online counseling (academic and other concerns) through the preparation of standard implementing guidelines, reformatting of some assessment tools to be used online
- Continue to design psycho-educational programs based on the needs of students which can also be delivered online
- Prepare some guidance forms to be available online (e.g. cumulative records of students, counseling notes)

- Coordinate with ITD, SAO, OCDI as regards the preparation of Freshmen Orientation (proposed date: August 6 or 7, 2020)
- Provide the faculty with an orientation on psychosocial response to students

The Student Affairs Office (SAO) also modified their systems to allow online transactions. Realizing the need to communicate to students that support services are still possible even when the University is still effectively closed per IATF guidelines, SAO announced that all requests for certifications, renewal of ID, and clearances should be sent by email, including submission of project proposals by student organizations. They also got busy assisting foreign students in the renewal of their student visa and in answering queries from interested international students. On top of these, they also collaborated with GCCSO in preparing for the Freshmen orientation during the first week of classes. Meanwhile, arrangements were also made with UERMMMCI for online medical consultations for the UE constituency.

### Preparing the IT Infrastructure

Going back to the early part of our preparation, when the faculty members underwent Canvas training for online summer, and when the students finally accepted the final summer schedule, the President informed the IT Department that it was their turn to prepare the needed IT infrastructure for online learning.

UE has an existing Data Center housed in one of its campuses and backup storage and server at the other campus. The total bandwidth that UE is using stands at 1,100 Mbps (megabit per second) coming from the primary provider with 700 Mbps and the secondary or backup provider with 400 Mbps. The IT Department developed the IT systems for administrative and academic operations. Systems for activities related to Finance, Accounting, Human Resource, Admission, Enrollment, posting of grades, teaching load, etc. were established by the IT department for LAN and/or web-based transactions. It also manages the UE website that houses the different portals for students, faculty, and parents. There is also an existing system for online encoding of grades and online viewing of pay slips.

But the pandemic offered unique challenges. Suddenly, the demand for the use of technology more than doubled. Procedures related to admission, enrollment, and tuition fee payments needed to be fully online and via the internet. Key personnel working from home required remote access to various IT systems. Access to the student, faculty, and parent portal needed to be upgraded to improve communication and flow of information while complying with data privacy protocols. These demands were satisfactorily addressed by the IT Department. Other requests like automated enrollment system for Basic Education and online selling of books are scheduled for next year.

The Online Public Access Catalog (OPAC) of the Department of Libraries was also either integrated in CANVAS or added to the existing online access at the UE website. Moreover, a framework

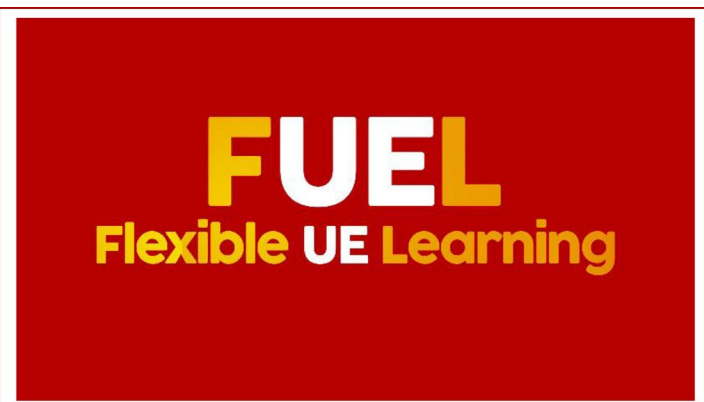
for curating open educational resources was developed by the Department of Libraries, in collaboration with OCDI.

With all these modifications in the operations of the University, one pressing concern remained – the conduct of laboratory classes. Computer Science, Natural Science, HRM, Multimedia Arts, Engineering, and Dentistry programs all require different types of laboratories. This concern was addressed partly by doing an inventory of the licensed software acquired by the university, the use of open software, and lately, the subscription of the University to LABSTER, facilitated by Dr. Ynna Bautista of the University of Baguio and by PACU. UE reviewed the existing licenses for software used in the computer laboratories, negotiated their renewal or purchase, and the possibility of making these directly available to the faculty and students. In cases where direct access of the students to the software was not possible, we are negotiating for the purchase of software that allows remote access by the students to software in our computer lab rooms. Video materials of laboratory experiments were also prepared by the faculty for “virtual laboratory” use. The lab courses that are not amenable to online learning and can be postponed to a later date were postponed.

A pleasant development occurred in the last Academic Council meeting. The branding of UE FLO was finalized, care of the College of Education, URO, and OCDI. UE's FLO will be branded as FUEL (Flexible UE Learning). FUEL, as in “Fuel your brain, fuel your dreams, fuel your life.”

So this is our own brave but humble attempt to face the crisis brought by the pandemic. With these developments, especially with the successful holding of pure online summer, we are slowly gaining confidence that we can pull it thru. We are still receiving lots of comments from concerned parents and students, but our latest enrollment figures are very encouraging. To date, we now have a total enrollment of more than 17,000. Let me end by quoting an old Chinese saying. “For every crisis, there is an opportunity.” Without explicitly articulating it, we at UE are determined to turn this crisis brought by a virus that originated from China into an opportunity to reform our systems, and hopefully contribute to the different efforts aimed at righting the sail of our entire educational system.

*Tomorrow begins in the East!*





## *CIT University MADE4Learners: A Virtual Option for Hope*

*Bernard Nicolas E. Villamor*

*Asean Eng. PECE, EMBA*

*President, Cebu Institute of Technology - University*

**T**ransformation in people's lives is inevitable in a dynamic society especially with the growing effects of digital technology. Yet, at the very start of 2020, the global community was rocked by a Black Swan Event- a phenomenon so sudden, humanity is still reeling to comprehend its full impact. The coronavirus pandemic caught everyone off-guard. Vital operations of various establishments and institutions paused. In the trial and error of finding the optimal mix between economic sustainability, public safety, and flattening the curve of pathogenic transmissions, the universities and schools were among the sectors that were the most critically hit.

For the private education sector, the unfolding global health emergency has presented an inescapable juncture: INNOVATE OR DISINTEGRATE, PREVAIL OR PERISH, RESUSCITATE AND REVIVE OR FLATLINE FOREVER.

Believing in its mandate as a higher education institution, Cebu Institute Technology-University announced on April 3, 2020 to offer summer classes using an emergency remote teaching-learning system dubbed as Multiple Approaches to Distance Education for Learners or MADE4Learners. This happened barely a week after the mayor announced that Cebu City will be under an Enhanced Community Quarantine. The framework aimed at providing interested, willing, and capable students to venture into an alternative learning option that is accessible even with lesser technologies and low-bandwidth access. The framework was first offered to continuing students who intend to take classes in the Summer Term. Currently, the University continues to present a viable alternative to inaction and despair, paralysis of pedagogy, the future vacuum of an educated labor force, and loss of jobs by people depending on the acknowledged reliable partner of the State in the development of the young.

### **WHAT IS MADE4Learners?**

Multiple Approaches to Distance Education for Technologist Learners or MADE4Learners is CIT University's Emergency Remote Teaching System aimed at providing an alternative learning delivery in the time of COVID 19. MADE4Learners is not an application, not a program to enroll in, but a framework that allows CIT University to fulfill the NEEDS of INTERESTED, WILLING, and CAPABLE students for learning continuity while keeping in priority their health and safety.

It is a custom-fit approach that considers the present CAPACITY and CAPABILITY of remote learners without compromising the Technologist's brand of quality instruction. MADE's flexibility made it possible for students to respond positively to the framework. The utilization of social media platforms alongside Learning Management Systems allowed students with limited connectivity to pursue learning despite the distance.

Utilizing multiple approaches like Distance Blended, Distance, Online, and Online Blended to name a few, students can better learn responsibility, time management, and accountability compared to a classroom that is simply out-of-the-box.

- a. Distance blended - requires learners to download and save the learning content, instructions, and output requirements only at the beginning of the term. Follow-up and advice by instructors may be done now and then (once a week or twice a month) depending on the technologies available to the learner.
- b. Distance – requires learners to get hold of textbooks, files in USB, at the beginning of the term. Learning is self-directed and the instructor will only be available should the student need further guidance or advice. This approach, however, was not feasible in the Summer Term 2020.
- c. Online - This approach is for highly technical courses (like in IT). Learning and meetings are synchronous. The pure online mode will only be made available to those who have the required technologies to comply with the requirements.
- d. Online Blended - requires lesser meetings than the (fully) online approach. This may require once-a-week virtual meetings with the instructor. However, all available applications and technologies will be employed depending on what is available to the learner.

The enrollment for the MADE4Learners Summer Term started on April 13, 2020. Leading to that day, the University has already received numerous queries from interested students and parents. These queries were all addressed through the university's official email address and Facebook page.

With the strict Enhanced Quarantine Guidelines and the workforce operating from home, the Summer Term enrollment

was conducted online. Being a Center of Development in IT Education for 7 years and a Center of Excellence for 13 years, provided the university a marked competence to meet the exigency. The processes and tools for enrollment were designed by the Enrollment Technical Office and the Quality Assurance team. The enrollment was first opened to continuing students of the University and was later offered to Freshmen, Transferees, and even Returnees. The enrollment for the next succeeding term has started, while the classes for Summer Term are ongoing with over 1,800 students enrolled.

## MARKET PRE-ASSESSMENT

As the University transitioned into adopting emergency remote teaching mode, assessing the preparedness of students, faculty, and support staff was imperative, thus the University weighed in their profile, at-home capabilities for a work-from-home setup, readiness level, and their challenges.

### a. Student Readiness

With almost 2,000 respondents, the students expressed their willingness to enroll and revealed their at-home capabilities in the Student Readiness Survey.

- **Willingness to Enroll.** Among those that responded to the survey, 57% expressed willingness to enroll in the summer term, 36% declined to enroll, while 7% were still undecided.
- **At-Home Capabilities.** 71% of the students acknowledged wifi connection at home, while 61% revealed possession of desktop computer/laptop/mobile device to access wifi.

### b. Faculty Readiness

Over 200 of the full-time and part-time faculty responded to the Faculty Readiness Survey. Key results were:

- **At-Home Capabilities.** 93% of the faculty acknowledged internet connection at home using mobile data (82%), personal or family-owned wifi (65%), and broadband (54%). Commonly used devices were laptops (97%), and mobile phones (94%).
- **Personal, Experience, and Training Profile of Faculty.** Over 1/3 of the faculty have over 15 years of teaching experience while about 1/4 are relatively new – 1 to 5 years. Although 3/4 of the faculty do not have experience in teaching online / blended / distance learning courses and only half have existing content and assessment tools that can be modularized and packaged, about 47% have attended training related to remote teaching. To increase the proficiency level of the faculty, the in-house University's training arm – the Center for Robotics, e-Learning, and Technology

Education (CREATE) conducted a training series so that the faculty would become adept at navigating with the learning management system.

- **Readiness Level.** Overall, across five (5) colleges, the readiness level of faculty to deliver MADE4Learners Framework is high which means that the faculty are confident and may not need assistance or supervision. The faculty have high confidence in all these aspects: (a) course design, (b) course communication, (c) time management, and (d) technical competence. In line with the approaches of MADE4Learners Framework, the faculty also profess high confidence in distance, distance blended, online, and online blended. These were the items that were rated with the lowest technical competence by the faculty: (a) create and edit videos, (b) use course roster in the learning management system to set up teams/groups, and (c) create instructional videos. To increase the competencies of faculty in the production of videos, the University engaged the services of its Multimedia Solutions and Documentation Office (MSDO) together with the support of the Marketing Office.
- **Concerns & Challenges.** The topmost challenges of the faculty include: (a) availability and stability of internet connection, (b) availability of online tools & LMS training for teachers and students, and (c) adaptability of students' learning preferences.

### c. MADE4Faculty Program

To support the MADE4Learners framework, CREATE rolled out a *Going Online* course which started during the last week of March 2020. It was a six-day training course equivalent to 30 hours for a period of 2 weeks. The main goal of the course was to prepare CIT University faculty members to offer online courses. It also aimed to provide the faculty members with the empirical vantage on how it may feel to be enrolled in a fully online course so they may empathize with the learners' andragogical journey.

Topics covered in the course include an introduction to IT security, tips on designing engaging and motivating online courses, and Moodle basics. There were 6 batches for a total of 150+ participants from different departments who underwent the training prior to the start of the university's summer program.

### d. Administrative Staff

The staff from the administrative and academic support offices were also surveyed on their preparedness for the work-from-home setup.

- **Job Classification.** 75% of the staff were on full remote work (essential work that can be done via WFH arrangement); while the rest were location-dependent or peripheral work.

- **At-Home Capabilities.** 83% of the admin staff had a reliable internet connection with good bandwidth. Internet connection mostly used mobile data (75%), family-owned wifi (66%), and broadband (29%). Common devices to access wifi were mobile phones (89%), and laptops (82%).

All in all, the faculty and staff had the at-home capabilities to support the University's objective of providing continuity of learning to its students who intended to undertake summer schooling.

## Week 1 Customer Satisfaction Survey

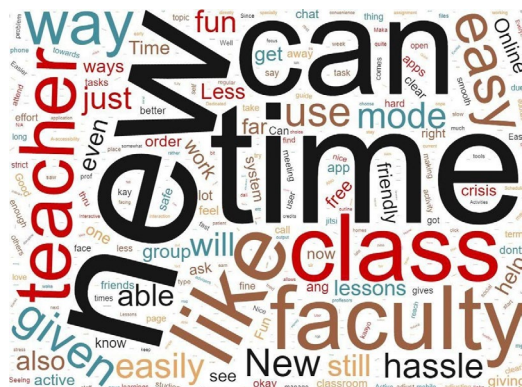
With the positive reception of the MADE4Learners Framework brought about by Social Media engagement and enrollment through First Moment of Truth campaigns, the University faced the challenge of sustaining the students' interest in the platform throughout the Summer Term. Thus, as CIT continued its promotional initiatives to capture more audience and enrollees through social media platforms, efforts and systems were already engaged to ensure that the students experience seamless processes in locating and joining their classes, accessing learning content, and communicating with the instructors and classmates.

With the help of the Quality Assurance Team, the Marketing Office conducted a survey dubbed MADE4DAY1 for CIT University to get the pulse on the students' First-Week experience with MADE4Learners. The goal of the survey was to understand the things that the students LIKED about MADE, the things which can be FIXED (F-frustrating, I-Irritating, X-wrong), and to allow them to pitch-in ideas on how CIT University can make the learning experience better.

Over 50% of the students enrolled responded to the survey. Word clouds were generated to see prevalent keywords from the responses. In generating word cloud, the words *none*, *n/a*, *none so far* and *nothing* are excluded.

### A. WHAT THE STUDENTS LIKE

#### Overall Response



### Summary of Items Liked

Word	Area Specified
New	approach, environment, activities, experience
Time	save from travel, management/flexible, justifiable accomplishment period, convenience
Class	accessibility, seeing classmates through zoom, easy to locate, learn tech tools, good choice of Facebook messenger, chance to study
Faculty/Teacher	dedication, approachable, up-to-date materials

### Some Significant Lines

*"I like to plan my day and I like to work on my preferred time so this Framework is just what I needed."*

*"I'm from the province where the internet connection is unstable that's why there is time I cannot join the video call but rest assured that I will do all the activities needed to be done."*

*"I can say that the dedication of the faculty in teaching is great because even though this is new to both of us (students), they can still manage to give their best as they can."*

### B. WHAT THE STUDENTS THINK NEED TO BE FIXED

#### Overall Response



## Summary of Items to be Fixed

Word	Area Specified
Time	no specified (time) when to use jitsi, conflict/ time schedule of courses, group chats of courses are overlapping, specific time of announcements
Can (Cannot)	payment needed, links are overlapping/ cluttered, cannot properly understand instructions, no offline notes, irritating environment get in the way of studies,
Video	discourage the use of video conference, more ppt or video lessons
Class	less payment
Teachers	no feedback to students if outputs are received

### Some Significant Lines

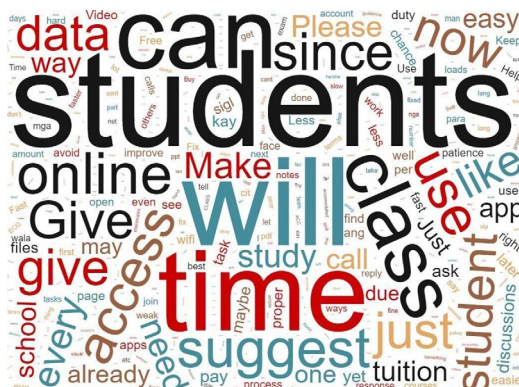
*"Be more understanding to the student especially they can't access really well in the internet connection."*

*"Announcements must be in one place only, not in group chats because there are students who will message and the announcement will not be seen. It must be in the group page or Google classroom wherein students will comment but the announcement can still be seen first."*

*"To have at least one video per week (can be pre-recorded) about our lesson."*

### C. WHAT THE STUDENTS SUGGEST

## Overall Response



## Summary of Items Suggested

Word	Area Specified
Students	consider limited connectivity, data accommodation, understand failure to pass, have the same application/portal, be more responsive,
Will	compress files for downloads, recorded video lessons, study buddies, recorded video of discussion, announcements should be done via facebook group and not in messenger, provide feedback if output is received
Time	prompt announcements, instructors to stay connected, more time for video calling, scheduled posting
Class	files to be sent in one site, instructors to engage in group chats, clarify if beyond office hours post are allowed, evaluation per week, cit web-site for class
Can	<i>addressed already other items</i>
Access	one CIT website for classes, deadline extended for output, make easy promissory files for summer term, internet access, moodle accessibility, scarce access to materials for laboratories

Teaching and learning in cyber-academia is not a new educational paradigm. Distance education, online classrooms, and even virtual simulations had been tried in a number of colleges and universities with varying successes. With the unresolved, still unfolding pandemic, the burden of stewardship on the shoulders of this generation dictates the ready abandon of what is mainstream, and the embrace of the alternative as a way of life.

When choices are in abundance, evolution is a luxury we can afford. When choices are few, resilience is a virtue. Of all human endeavours, the most drastic revolution has to take place in Education if humanity has to survive an impromptu catastrophe. Amidst the chaos and confusion, CIT University hopes to articulate everyone's unspoken aspiration for oneness and renewed vitality in human affairs, so that we may all secure for the generations to come a smarter and safer world of happiness and bounty.

Year 2020 may have engendered one of the costliest, meanest and deadliest tragedies in modern human history, and both the year and the disastrous event are not even over as yet. There is one thing, however, that can never be erased from human memory: it was in those direst, most desperate times when the best and finest traits of humanity emerged, when the noblest of heroes arose, when adversity was vanquished by innovation and when the will to survive became strongest.

# UM Taps Into Its Online Resources

**Dr. Guillermo P. Torres, Jr.**  
President



This COVID pandemic has brought about massive disruptions to the schools and hurt most notably the private Higher Educational Institutions (PHEIs). School calendars, instructional delivery, and students' progression are profoundly upset and delayed. Many students will also have their graduation postponed due to impeded compliance with requirements. Unfortunately, PHEIs are badly hit compared to the public schools and State Universities and Colleges (SUCs) whose budget allocations are guaranteed by the General Appropriations Act (GAA). Public school teachers and SUC professors continue to receive their salaries and benefits even without classes during the quarantine period starting in March of this year. But not the PHEIs. The bread and butter of PHEIs largely come from tuition and miscellaneous fees. Without students and classes, PHEI's operations suffer. Teachers' salaries and benefits are reduced, even furloughed. If the quarantine conditions persist, it might force some PHEIs to close due to bankruptcy. This is the reason PHEIs need to innovate to survive.

The University of Mindanao (UM) is one of the PHEIs which suffered significantly due to the pandemic quarantine and lockdown declarations by the government. Classes stopped. Students also stopped paying their dues. School calendars had to be extended. And residential classes (traditional, face-to-face classes in the classroom) may not yet be allowed for a long time until the vaccine is discovered. Worst, the school had to employ reduced workweek and reduced pay for its employees to survive. But this cannot be for long.

## Online resources

To survive, UM taps on its online classes and online resources for a re-scheduled summer school calendar from May to July 2020. Fortunately for the past three years, the university has been implementing online classes through the subscribed proprietary use of the Blackboard Open LMS (BB Open). The aim was to give a supplemental program to residential classes for teachers and students to continue their learning interaction even outside of the classroom. But with the health emergency and all the quarantine/lockdown conditions, residential classes have been suspended. The university has mobilized its online program – the BB Open – as its primary delivery mode for online classes this summer. Residential classes have to take the backseat as they are suspended at the moment.

UM's BB Open online classes are a virtual classroom, where traditional classroom activities and performance tasks are undertaken online via embedded tools and features. The university has also mobilized all its remote library online resources to beef up the BB Open online classes. Since students are prohibited from coming to school, UM has likewise activated its online enrollment network and online payment centers.

With the university's online mode of delivery, it has to make good in its synchronous and asynchronous learning opportunities for students. This is part of the New Normal. In many educational conferences worldwide, even in the annual QS assemblies, people have been predicting that classrooms will become obsolete soon. The prediction has come, albeit by a different context. No one anticipated COVID19.

The online mode of delivery has its disadvantages. Personal teacher-learner interaction is sacrificed. Academic integrity is hugely challenged, as cheating is difficult to monitor. Self-discipline is also a big factor that spells the difference between success and failure in online learning. But most of all, technology is the biggest game-changer. While most of the population are adept in using the computer, there are a significant number of students and teachers who are "non-techy" so to speak. Internet connectivity is a major impediment, as the entire country is in the lowest rung in the world in terms of internet infrastructure.

## ***Holy Child Colleges of Butuan's (HCCB's) Proactive Response to COVID-19***

*Felomino A. Gargar, Ed.D., Diplomate IABMCP, Fellow PCHA  
Vice-President*

### **A. BACKGROUND**

Since the birth of the Holy Child Colleges of Butuan (HCCB) in 1998, the institution has invested in Information Technology facilities. HCCB used to be the venue of the Master of Education in Instructional Leadership (MEIL) program of the University of Southeastern Philippines (USEP), thus the blended approach to learning was already initiated 22 years ago; there were very limited face-to-face sessions, and most of the time students had online sessions.

With the COVID-19 pandemic which crashed the economy of the world and made 18 million Filipino families hungry because of the closure of all offices, establishments and places of work, HCCB continued having classes online.

Based on our survey, there are three (3) types of students in the Region : those with no internet connectivity; those with limited connectivity, and; those with connectivity. Bearing this in mind, other flexible learning approaches were explored.

Five years ago, Independent Study was institutionalized in HCCB. During the opening of classes, the faculty shared copies of the syllabi and the semester's Independent Study Learning Tasks (ISLT) to their respective students.

With the Covid-19 Crisis, upon the order of the local government unit for everyone to stay at home, the HCCB campus buildings were closed but online classes continued.

### **B. ACTIVITIES OF HCCB**

1. Those with internet connectivity continued having class sessions;

2. Those with limited connectivity complied the Semestral Independent Study Learning Tasks (ISLT) and they submitted their output online;
3. Those with no internet connectivity shall submit the hard copy of the Independent Study Learning Tasks as soon as the ECQ is lifted;

### **C. PLAN OF ACTION**

1. There will be no graduation ceremony during the Month of May; the graduation ceremony is scheduled for the end of summer in July 2020, observing social distancing and all health-related regulations of the DOH;
2. The faculty shall prepare modules for the First Semester, AY 2020-2021;
3. The institution shall allocate more investment in Information Technology facilities;
4. The institution shall integrate in the research agenda the coping strategies and remedies to combat the Covid-19 pandemic;
5. DOH guidelines on health and safety precautions shall be integrated into the school policies;
6. Since HCCB operates the HCCB Hospital, the students shall have easier access to health teachings and concerns;
7. Flexible/ blended learning shall be maximized for the incoming semesters.

## ***MPCF Legazpi City Adopts Blended Learning: Alternative Learning /Flexible Academic Scheme (ALFAS)***

*By Nenita. P. Baldon, Dean, Business Education*

**A**s institutions and businesses across the country temporarily closed their doors to help curb the spread of COVID-19, colleges and universities face the challenge of transitioning from face-to-face instruction to remote learning.

Mariners Polytechnic Colleges Foundation of Legaspi City (Albay) Inc. recognizes that the current pandemic crisis presents unprecedented challenges. However, the school believes that continuing our students' learning is more important than ever. To achieve its goal of providing access to quality education, MPCF-LC introduces its blended learning called Alternative Learning / Flexible Academic Scheme (ALFAS). This is a blended learning and student-centered approach that integrates the benefits of both traditional classroom meetings and technology-mediated learning. It employs flexible curricula, wherein teaching and learning activities are carried out fluidly, taking into account the present conditions, physical barriers [caused by disrupted events that call for class suspension] between faculty and students.

With blended learning, students are afforded flexibility and convenience. They are given control over time, place, path, and pace of their learning. They can thread swiftly to the lessons which they find easy and go back and forth on those that they consider difficult.

Under ALFAS, students choose their primary learning modality option that they are most comfortable with, considering their individual and unique situations:

- [1] Offline learning
- [2] Online learning

The primary modality is the backbone or the main delivery method of course content and instruction. This means that the majority of the course will be delivered by the faculty using the preferred option, coupled with face-to-face engagement to complete course requirements such as but not limited to laboratory exercises, in-house practicum, and practical assessment.

**Offline Learning Option.** In this modality, printed learning packets or modules shall be couriered to students, and instructions shall be combined with the use of other low to medium technologies such as radio, TV, and digital resources saved in flash drives. Communication between faculty and students is between SMS and phone calls.

**Online Learning Options.** In this modality, the students shall access course content via web and mobile platforms through the use of a Learning Management system [LMS] and other online e-learning resources. Students who enroll in this option should

have internet connectivity, and a PC or laptop. Communication between the faculty and the students is through the internet.

This scheme will provide our students with opportunities to exhibit their independence, resilience, creativity, and responsibility and empower instructors to provide effective learning experiences despite the challenges. Students will be given options to continue their academic learning in the safety of their homes, in line with the national government's guidelines on the Enhanced Community Quarantine (ECQ),

The school formulated guidelines for instructors as well as students for the smooth implementation of the program. Different forms were issued which serve as the basis for monitoring the progress and the percentage of the students on offline and online options. After the program, an evaluation will be conducted involving the instructors, students, parents, and school officials.

#OnwardOne Mariners  
#IflexLearn

## ***Flexible Learning Options: The UPHSD Experience***

*Dr. Loureli C. Siy*

**T**he growing number of COVID-19 cases continues to pose a threat to human lives. The fear of community transmission amidst the declining resources to combat the pandemic has led the government to institute measures to prevent further spread of the virus. This situation has made it impossible for learners to report back to school for the start of a new school year. Thus, public and private educational institutions are advised by CHED and DepEd to adopt flexible learning as a viable option for residential instruction.

The University of Perpetual Help System DALTA with its campuses in Las Piñas City, Molino, Bacoar City, and in Bgy. Paciano, Rizal, Calamba City is implementing its Learning Continuity Plan as it strives to continue the delivery of its programs and services at acceptable predefined levels during and beyond the COVID-19 pandemic as a corollary to the recommendations set forth in the COVID-19 IATF resolution and by the regulatory agencies.

In adherence to CHED and DepEd recommendations, UPHSD adopted flexible learning options in the delivery of its curriculum, taking into consideration students' capacity to go online, their access to web-based tools and platforms, and their digital literacy. The institution has subscribed to a learning management system powered by Moodle for its online delivery, and virtual classes are conducted through Zoom and Microsoft teams. For students who have poor or no internet connectivity, self-paced instructional modules are printed and made available for picked up by students, parents, or their designated representatives, or delivered to their residences by courier.

The curriculum was also streamlined, restructured, and realigned to suit the needs of the learners. The institution

invested in resources to provide the technology infrastructure needed to make activities doable and teachable online. Internship/OJT/Practicum requirements were also redesigned and alternatives to off-campus activities were calibrated to develop the essential skills and meet international competency standards while ensuring the safety of the students.

To prepare the faculty for the *new normal* in program delivery, UPHSD conducted a webinar series from July 27 to August 14, 2020, with competent and notable educators as resource speakers. Among them were Dr. Edizon Fermin, VPAA of the National Teachers' College, who shared his expertise on the topic "*Content over Experience: Making Student-centered UPHS Flexible Learning Work*," Prof. Michael Joseph Diño, Director of Research Development and Innovation Center of Our Lady of Fatima University, who expounded on the topic "*Caput, Cor, Manus: Motivating and Engaging #Frontlearners in the Online Education Environment*", and Atty. Krishna Aira Tana-Cagua, Attorney II, Compliance and Marketing Division, National Privacy Commission, who explained the essential provisions of the Data Privacy Act as applied in the educational setting in her topic "*Cultivating the Culture of a Data Privacy Conscious Environment*."

Other topics revolved around flexible learning, the nature of online learners, self-care for educators, basic computer applications, and strategies in online education. Intensive training on effectively navigating the learning management system was also conducted to equip the faculty with the knowledge and skills in the utilization of the LMS in course delivery. Aside from the training provided for the faculty to help

them transition to online learning, they are also given assistance in the form of internet subsidy and a loan scheme for the purchase of laptops. Those who are willing to report to school to teach online are provided with classrooms equipped with a computer with stable WI-FI connectivity.

Primers for the faculty as well as for the tertiary and basic education students were prepared and discussed during a series of virtual orientation sessions from August 24 until September 6, 2020. Classes in Basic Education started on August 28, while the College classes shall commence on September 7, 2020.

To ensure the safety of the workforce, work modes such as work-from-home arrangements, rotation, and reduced workload were identified, established, and implemented. Health and safety guidelines were likewise formulated, implemented, and reinforced to guarantee the safety of all employees reporting for work, the students, and their parents and guests. These measures, among other things, have been institutionalized for UPHSD to remain operational and functional even with limited workforce and resources.

These are unique times—an unprecedented period in the history of Philippine education and the global education systems. Despite this, the University is prepared to take on the challenge as it continues to make its mark as a quality-driven educational institution, mindful of its responsibility and commitment to developing nation builders and "Helpers of God."

## *Steps Taken by Foundation University to Combat and Respond to the COVID-19 Pandemic*

**W**hen news of COVID19, or what was previously known as 2019 NCOV, broke out in early January, the Philippines was not as concerned about the virus. We continued receiving tourists. Flights, cruises, and other travels via the nautical highway were allowed.

It was only in late January, with WHO declaring international concern, that the Philippines took steps to respond to the health emergency. A travel ban to and from China, Hong Kong, and Taiwan was declared. With very little information on the new virus, and not having a single case, the country was still a bit relaxed.

However, when the first case came out on **January 30, 2020**, the country and the Province of Negros Oriental took stricter measures to prevent more cases from arising.

Upon learning about the first case of the Chinese National who toured the Negros Oriental Province and later on tested positive for the virus, the Foundation University instituted Protocols and Guidelines on **January 31, 2020**, a day after the report of the first case on **January 30, 2020**.

Some protocols included:

1. Thermal screening at the gates.
2. Tracking of all students and employees who have traveled to places with recorded COVID-19 cases.
3. The requirement for students and employees who have cough and colds to use face masks.
4. Disinfection of offices
5. The limited entry of guests and visitors to the campus.
6. Postponement of all mass gatherings.
7. The requirement to observe proper hand washing and cough etiquette.

With only 3 cases by **March 02, 2020**, the country maintained a travel ban only to and from China, Hong Kong, Taiwan, and South Korea. This means the Philippines allowed travel to and from the rest of the world.

The province also did not institute local and international travel bans except those mentioned above.

Foundation University kept up to date with local, national, and international news, and followed guidelines set by the province.

On March 03, 2020, when the first local transmission was reported, the country scrambled to respond to the confirmed locally transmitted case along with contact tracing. In the succeeding days, the Philippines experienced what we had feared since the report of the new virus. Figures started rising exponentially. For the first time after 2 months, Filipinos saw three-digit numbers in daily cases.

Of the first cases that were locally transmitted, two were from Negros Oriental. With this news, the provincial government through Governor Roel Degamo passed Executive Order No. 16 and Executive Order No. 17 respectively, prohibiting convergence of people and other mass gatherings, and cancellation of classes at all levels.

Following these EOs, FU issued updated guidelines and protocols for COVID-19 Response and Prevention on **March 12 and 13, 2020** respectively, which provided for:

1. Tracking of employees and students who traveled to areas with COVID-19 cases and tracking the same who may have come in contact with the identified positive cases in the province
2. Postponement of all commencement exercises and other activities that require the gathering of at least 20 individuals.
3. No students allowed to enter the campus.
4. No senior citizen employees allowed to report.
5. Institutionalization of the online DLP (Distance Learning Paradigm)
6. Compulsory thermal scanning, wearing of masks, observance of social distancing, disinfection of offices, and non-admission of sick employees and senior citizen employees on the campus.
7. Shifting to online transactions.
8. Shifting to online work.

**On March 31, 2020**, the Provincial Government of Negros Oriental placed the entire province under ECQ through Executive Order No. 26-A. With this executive order, all gatherings were prohibited, except for businesses and offices that provide basic services, which were allowed to operate. All residents were mandated to stay home.

Foundation University abided by this E.O. by shifting to online work.

As soon as the ECQ was lifted on **May 01, 2020**, Foundation University continued with Online DLP, online transactions, and assisted online transactions to encourage staying at home and to protect its employees from exposure to many people.

Although the province already instituted GCQ, Foundation University did not allow all its employees to get back to work. The school implemented a skeletal mode of reporting and came up with yet another set of protocols to ensure the safety and health of the employees. Below are the updated provisions of the protocol:

- A. Designated gates for Entry and Exit to avoid crowding at the gates.**
- B. Flexible time of reporting to avoid crowding at the gates.**
- C. Upon entry inside the university, we shall enforce the following protocols:**

#### **I. NO MASK, NO ENTRY POLICY**

- Employees were required to wear face mask upon entry in the campus.

#### **II. MANDATORY DISINFECTION**

- Footbaths were placed at the entrance of air-conditioned offices.
- Alcohol/hand sanitizers were made available at the entrance so everyone who comes in is required to disinfect before entry.
- All employees are required to keep their area and stations clean and free of any rubbish to avoid contamination. Never leave rubbish in areas used. If you have the means, disinfect your workstations.
- Scheduled regular disinfection of offices and railings were enforced.

#### **III. THERMAL SCANNING**

- We require everyone to submit to thermal scanning before entry in the campus.

#### **IV. SOCIAL DISTANCING**

- No gathering of more than 15 people were allowed in one place and a 1- 2 meter distance must be observed.
- FU cafeteria shall observe social distancing by limiting the number of people allowed to eat at the cafeteria at the same time. Only 2 occupants are allowed to eat at 1 table. 'Circle of life' will be placed in the queueing area with 1.5 meters distance. Others who intend to queue shall wait outside at the alfresco area. Entrance to the cafeteria will be the access point where the vending machines are, while the exit will be the access point near the Law school.
- All gates were marked lines with at 1.5 meters distance to observe social distancing while entering the campus.

## V. FOOD and HYGIENE

- Food deliveries are allowed but only until the gate. Those who are having food delivered shall get their food at the gate.
- Everyone is requested to bring his/her own eating utensils to prevent the transmission of any virus or disease.
- Always practice proper hand-washing frequently.

## VI. GUESTS

- Guests and visitors without official business shall not be allowed entry in the university.
- All guests are required to follow the safety protocols of the university.

## VII. NO SICK EMPLOYEES ARE ALLOWED ENTRY

- Any employee who is sick with respiratory and flu-like symptoms shall not be allowed to report and is required to inform the clinic about their condition for monitoring and tracking purposes.
- All employees who are sick with respiratory and flu-like symptoms must complete a 14-day quarantine at home. During the quarantine period, employees shall shift to work from home mode.



## PHINMA Education Gears Up for the Challenges of a Different School Year

**Dr. Raymundo P. Reyes**  
Chief Operations Officer of PHINMA Education  
President, University of Iloilo

*Among the features of PHINMA Education's Flex Learning are printed modules and technology support. When the government lifts the restrictions at some point in the future, Flex Learning will shift to face-to-face classes.*

Active Learning, where students are active participants in their own learning, is a core principle in every PHINMA Education classroom. It has also prepared both teachers and students for changes in the delivery of tertiary education in 2020.

PHINMA Education, which manages eight schools in the Philippines, had to adjust its program offerings to be able to continue offering quality tertiary education for its low-income students. Because of the limitations of internet bandwidth in the country and the market it serves, it chose not to implement a fully online model.

This school year, PHINMA Education will be offering Flex Learning, a flexible learning model that relies on physical courseware. This consists of all printed materials like activity sheets that the students have to work on independently. Teachers do regular check-ups via phone calls and messaging to keep students on track with learning. Flex Learning also allows the students to go back to school once the government gives the clearance to do so.

To facilitate access to communication and provide Internet support, PHINMA Education has partnered with two leading

telecommunications companies to provide students with 10 GB of mobile data every month. With no additional charge, students get access to Facebook, Messenger, and G-suite tools to be able to do their course work and call their teachers and peers.

Undeterred by this year's unique set of challenges, PHINMA Education remains committed to serving this country's underserved youth by providing access to quality education.

**Flex Learning**  
@PHINMAEd



25 students per class



1 hr class work, 2 hrs home work



4-10 scheme: 4 days on, 10 days off



Printed modules and remote support



Technology enabled



Point-to-point transport availability



## ***Timely and Timeless: Thomasian Education Amidst The Challenges of the COVID-19 Pandemic<sup>1</sup>***

***Prof. Cheryl R. Peralta, DrPH, PTRP<sup>2</sup>***

The COVID-19 pandemic continues to bring unprecedented challenges to the continuity of Philippine education, which must be delivered while protecting the health and well-being of people. The past six months were a testament to the resilience, sacrifice, motivation, and innovativeness of educational institutions, their administrators, faculty members, support staff, and students to rise above the situation and continue teaching and learning within the context and resources available to them.

The University of Santo Tomas, Asia's oldest existing university, home to 40,000 students and more than 2,700 academic and support staff, found similarities with other higher education institutions in its effort to quickly change gears and shift the mode of instruction and work arrangements to cope with the continued demands while complying with government regulations and observing public health standards. UST's experience and response to this historic disruption to education in our country attest to its timeless relevance and timely efforts toward excellence in meeting the needs of its stakeholders. As we chronicle the events that unfolded since the beginning of this pandemic, we document the challenges, lessons, best practices, and potential solutions moving forward in our desire to educate the youth during and beyond this extraordinary time.

### **Thomasian education prior to COVID-19**

The University of Santo Tomas puts a lot of premium on quality assurance initiatives as shown by its Institutional Certification from the ASEAN University Network-Quality Assurance (AUN-QA) and its recognition by the Commission on Higher Education as an Autonomous University, with a number of its programs/departments recognized as Centers of Excellence and Centers of Development. At least 75% of its over 100 programs are accredited by local and international agencies, including AUN-QA, which has certified 12 bachelor's programs to date. Quality assurance initiatives ensure efficient adaptation to changing educational goals and policies so that institutional learning outcomes can still be attained.

Before COVID-19, the University was aligning its program offerings to meet the changes brought about by K to 12 and the full implementation of outcomes-based education at the tertiary level. New curricula were drafted, subjected to compliance checks with government and quality assurance agencies' standards, and implemented in time for the K to 12 transition.

On the aspect of instruction, UST has been using the Blackboard learning management system (through the present-day UST Cloud Campus) for 18 years to supplement face-to-face instruction. In AY 2018-2019, the University expanded the use of UST Cloud Campus through the blended delivery of general education courses in the new tertiary curricula to dedicate class hours to activities aimed at developing intended learning outcomes.

Recognizing that the use of technology will have to be guided by pedagogical principles, the University of Santo Tomas established the Center for Innovative Teaching and Educational Delivery (CITED) in AY 2017-2018 to spearhead institutional faculty development programs for enhancing instructional delivery. Capacity-building activities for faculty members across the disciplines and levels were fortified in AY 2017-2018 to prepare for the implementation of new tertiary curricula in AY 2018- 2019 and the ongoing development of basic education curricula in response to the K to 12 transition. Faculty development programs were focused on gearing instruction to the future of jobs, emphasizing the need to equip students for the rapidly changing demands of industry and society, while exploring new ways of teaching to take advantage of the benefits of technology and the learning resources, partnerships, and linkages available in and out of the University.

These efforts, geared toward preparing faculty members and students for a more technology-reliant mode of instruction, proved providential, as events in early 2020 would confirm.

### **Monitoring, response, and anticipation at the onset of the outbreak**

UST's response to the coronavirus outbreak began in January 2020, when news of the outbreak threatened the conduct of off-campus activities, both local and international. In February 2020, the University began releasing circulars providing collective institutional guidelines for the prevention and control of what was then known as the 2019 novel coronavirus. Continuous monitoring of the situation allowed the University to revise these guidelines weekly, in line with updates provided by national and international agencies.

Government health guidelines were disseminated to all stakeholders on-campus. Decisions were made on the suspension of local and international off-campus activities, based on risk assessment done at the level of the academic units. This early, the University was well aware of the need to provide alternative activities for these suspended events, and its academic units were able to develop options to still achieve the expected learning outcomes despite the suspension. Anticipation and thorough understanding of the

intended learning outcomes were key to laying down appropriate alternatives for activities that were considered high-risk and were therefore discontinued or deferred for a later time.

### The emergency shift to online instruction

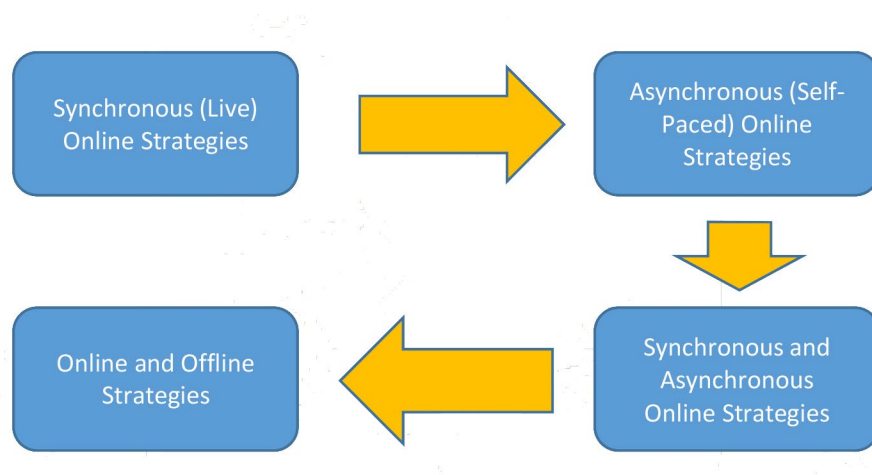
Anticipating the possibility of class disruptions due to the announcement of a global public health emergency, the University drafted its continuity plan for teaching and learning to use UST Cloud Campus, powered by Blackboard.

On March 9, Manila Mayor Isko Moreno imposed a weeklong cancellation of classes as a precautionary measure against the spread of the virus. Later in the week, however, President Duterte suspended classes not just in Metro Manila but in Luzon, as quarantine regulations were put into effect.

Thus, the continuity plan for teaching and learning had to be implemented sooner than expected. The emergency shift to online instruction brought to fore the following realizations:

1. Health, quarantine regulations, and other pandemic-related concerns cannot be disregarded in determining a suitable and conducive teaching-learning environment; 2. Students and faculty members are at different levels of technological capacity, internet connectivity, and readiness in engaging in online instruction; 3. Instructional plans for face-to-face classes require modification of teaching-learning strategies and assessment to suit online instruction; alternative activities had to be developed for laboratory courses, including internships, on-the-job training, and immersions; 4. Prioritization of the most important intended learning outcomes and content was necessary to ensure realistic educational delivery, resulting in modifications of assessments and requirements to manage student workload; 5. Integrated assessments were encouraged to promote deeper learning through the application of various learning outcomes in a single task; 6. Various communication channels were available (i.e., surveys, consultative meetings, feedback acquired through UST Cloud Campus, social media accounts, emails) to provide students with avenues to raise their concerns and challenges and render suggestions on how their learning experience can be further improved; and 7. Support systems for both faculty and students needed to be recalibrated, with a heavier emphasis on technical support for the use of the LMS, mentoring and coaching services, remote health, guidance and counseling services, remote access to library resources, and other forms of assistance to help them proceed with teaching and learning activities.

Consistent with its quality assurance initiatives, continuous evaluation and improvement of the teaching-learning strategies and assessment were crucial to adapting to the demands of the new learning context. As the different distance learning modalities were assessed vis-à-vis experienced constraints, foremost of which was internet connectivity, the University arrived at a blend of online and offline strategies, as shown in the next figure.



To help students address their challenges, the University provided the following support as the Second Term AY 2019-2020 continued:

1. Those with no internet connectivity at all were given pocket wifi assistance to allow them to participate in online classes and assessments; 2. Those who live in areas with poor internet connectivity even with wifi assistance were given the option to receive learning packets in electronic copies saved in flash drives or printed form and sent via courier service, which also facilitated the submission of assessments; and 3. The grading system was modified so that no failing grades were rendered for the term. Students who were unable to complete the requirements for a course due to health or other pandemic-related concerns were given an In-Progress (INP) grade to allow them to attend to these concerns then work on completing course requirements until December 2020, without the need to re-enroll in the course and without affecting enrollment in the course offerings in the succeeding term.

## Challenges to Opportunities: Thomasian Preparation for the Succeeding Terms

Learning from the experience in the Second Term, Thomasian administrators and faculty members geared up to prepare for delivering education in the succeeding terms, with emphasis on translating challenges to opportunities. Such preparation can be summarized into the 4P's: **Principles, Product, Processes, and People**, and was undertaken within the context of IATF guidelines that there shall be no face-to-face classes until August 31, 2020, but higher education institutions (HEIs) who can deliver purely online instruction can open classes any time.

**Principles:** The University adopted the guiding principle that it shall implement a mode of instruction rooted in the principles of communion and encounter that promotes dialogue, and ensures accessibility and flexibility in learning. This principle was communicated by no less than the Father Rector/President in a publicized letter posted on social media.

Continuing dialogue among administrators, teachers, and students is deemed important to understand each other's concerns. The distance and isolation brought about by study- and work-from-home set-up affect social relationships and this has to be consciously addressed by taking time to engage in meaningful distance encounters. The importance of establishing connections, albeit virtually, is deemed indispensable in the cause of caring for the whole human person, beyond academic and/or professional standing.

**Accessibility** ensures that instruction caters to all students, regardless of technological capacity and internet connectivity. Faculty members are provided student data on this, segmented in three categories, so they may anticipate concerns about access and be able to provide options if needed.

Category 1 (No capacity and connectivity)	Category 2 (Limited capacity and/ or weak/intermittent connectivity)	Category 3 (with capacity and strong connectivity )
Printed learning packets; electronic copies of learning materials in plug and play formats (e.g., flash drive)	Content with low bandwidth/ data requirements, accessible through the simplest form of electronic device	Any form of online content

Given the varied contexts of students, most of whom have gone home to their hometowns or even abroad, faculty members are encouraged to render reasonable **flexibility** in course policies and requirements whenever there are valid reasons. They are encouraged to understand and accommodate limitations caused by health, psychosocial, environmental, and/or technological issues. Students, for their part, are likewise reminded of their responsibility to exert their best effort in participating fully in the teaching-learning process and not be complacent despite the flexibility afforded to them.

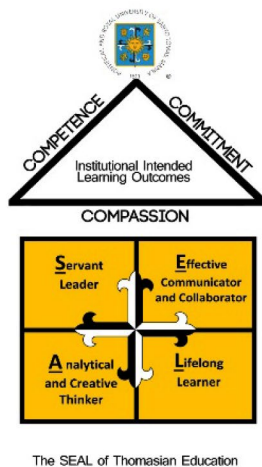
**Product:** While modifications are planned and implemented, such should not compromise the intended learning outcomes to be developed among Thomasian students. Instruction at the University level remains directed toward institutional intended learning outcomes (IILOs) anchored on the SEAL of Thomasian education and the Thomasian Graduates Attributes (ThoGAs)—with or without lockdowns.

**Servant Leader**

- Show leadership abilities to promote advocacies for life, freedom, justice, and solidarity in the service of the family, the local and global communities, the Church and the environment.
- Implement relevant projects and activities that speak of Christian compassion to the poor and the marginalized in order to raise their quality of life
- Show respect for the human person, regardless of race, religion, age, and gender

**Analytical and Creative Thinker**

- Show judiciousness and resourcefulness in making personal and professional decisions
- Engage in research undertakings that respond to societal issues
- Express personal and professional insights through an ethical and evidence-based approach



**Effective Communicator and Collaborator**

- Express myself clearly, correctly, and confidently in various environments, contexts, and technologies of human interaction
- Work productively with individuals or groups from diverse cultures and demographics
- Show profound respect for individual differences and/or uniqueness as members of God's creation

**Lifelong Learner**

- Engage in reflective practice to ensure disciplinary relevance and professional development
- Exhibit preparedness and interest for continuous upgrading of competencies required by the profession or area of specialization
- Manifest fidelity to the teachings of Christ, mediated by the Catholic Church, in the continuous deepening of faith and spirituality in dealing with new life situations and challenges



Instructional delivery is guided by a framework on the quality of online higher education, adapted and modified from that of Education Quality International<sup>4</sup>, consistent with AUN-QA standards.



In line with its quality assurance initiatives before the pandemic, quality indicators<sup>5</sup> were identified to help serve as guides to faculty members in planning instruction.

National Research Center for Distance Education and Technological Advancements (DETA)  
at the University of Wisconsin - Milwaukee

Online Course Quality Indicators

Eight indicators

These indicators were developed based on quantitative and qualitative cross-institutional studies conducted by the DETA Research Center.

Design

- specific and measurable learning objectives
- alignment to assessments and learning activities
- authentic, real-world experiences

Organization

- well-organized course
- easy to navigate
- logical and consistent format
- alignment between topics and subtopics
- manageable sections

Support

- manage students' expectations
- provide orientation to the course (purpose, format, and getting started)
- illustrate alignment of objectives, assessments, and activities
- clear instructions and directions
- description of grading and assessment plan

Clarity

- reduce barriers to learning
- provide clarity in the expectations of student activity (participation and performance)
- include explanations, descriptions, standards, requirements, guidelines, and context

Instructor - Interaction

- express interest in student learning
- actively participate in online discussions
- facilitate learning and peer interaction
- expand students' thoughts and knowledge
- provide new prompts and additional content
- provide timely and detailed feedback on assessments and student inquiries

Peer - Interaction

- facilitate active learning through frequent and ongoing peer involvement and meaningful collaborative work
- provide opportunities and technologies available for students to learn from each other

Content - Interaction

- strategically enhance the student interaction with accessible and interactive content (preferably OER)
- support dialogue, critical reflection and analysis, and real-world applications of the content
- provide materials that are current, rich, and sufficient in breadth and depth
- identify important topics and provide context

Richness

- provide richness in learning materials and activities, support and instructions, instructor interactions, and tools and media

Changes cut across instructional processes and support systems. Consultations for health services, guidance and counseling services, and library services were made available to students through remote means. Extracurricular activities of student organizations were likewise made available remotely. Technical support for the use of the learning management system and other technology tools were also made accessible and were promoted, with tracking done through an online ticketing system. More importantly, academic units continued to make available lines of communication that allowed students and faculty members to communicate their experiences and concerns so these may be properly addressed. To achieve this, heavy reliance on social media networks, e-mail exchanges, and the opening of “virtual offices” have been noted in the different units.

**People:** The successful implementation of these new processes was dependent on the level of readiness of faculty members and students, whose expressed needs were used to inform policies and develop programs moving forward.

Faculty development programs were launched virtually at the University and academic-unit levels to prepare teachers to deliver online instruction using UST Cloud Campus. A 40-hour self-paced training and workshop anchored on the Technology Acceptance Model equipped teachers with a basic understanding of the current trends in the facilitation of online learning and integration of educational technology tools in support of content and pedagogy. The workshop utilized Dale’s Cone of Experience, Digital Bloom’s Taxonomy, University Design for Learning, and selected inquiry-based learning models, as guides to sequence, categorize, and articulate the digital tools included in this training, as well as the learner-centered experiences that can be provided in a virtual learning environment. Moreover, the workshop provided a walkthrough on how learning experiences delivered in either synchronous and asynchronous online learning sessions can be used to facilitate the students’ acquisition of 21st-century skills - communication, collaboration, creativity, and critical thinking. Teachers refer to the Faculty Handbook and other learning resources provided in their training course site for guidance even outside the formal training sessions, giving faculty members firsthand experience of both synchronous and asynchronous sessions from the perspective of the learners. Completion of the training program required the faculty members to submit their revised course plans, course orientation materials, and at least two weeks’ worth of content in their course sites, for peer feedback.

Students likewise received orientations and re-orientations on the use of UST Cloud Campus and other technology tools that are provided to them through the University’s subscription. They were likewise given access to a Student Handbook with useful guides to navigating the LMS and using the technology tools handed to them.

To further strengthen the support systems for faculty and students, the University expanded its roster of e-Learning Specialists to render assistance in addressing the teaching and learning needs of academic units. The appointment of pedagogical leads in each academic unit was intended to provide further support to teachers in improving instructional delivery, anchored on sound principles of teaching and learning.

Finally, knowing the financial challenges brought about by this pandemic to its students and their parents, and consistent with the University’s compassionate nature, UST provided financial assistance to students through the following measures: no tuition fee increase for the following academic year; review and adjustment of the table of fees, consistent with our Enriched Virtual mode of instruction; continuation of the University scholarships granted during the 2nd Term of AY 2019-2020 until December 2020; and implementation of considerate staggered payment schemes, among others.

### ***Key lessons moving forward***

We see the following advantages with this new mode of learning:

1. Maximizes the use of technology tools, online resources, and the virtual classroom environment to continue learning safely by not requiring students and faculty members to leave their homes;
2. Encourages faculty members to innovate, think of new ways to teach core principles and theories, and enable them to curate materials that will help teach skills; and
3. Eliminates geographical barriers to learning as faculty members and students can connect with academic and industry partners both locally and abroad, including alumni, who may be able to provide a more enriching virtual classroom experience for students.

Conversely, the following may pose challenges to the effective and smooth delivery of remote learning and thus, educational institutions will need to provide support systems to address the following:

1. Differences in technological know-how, device capability, and internet connectivity of students and faculty members, that may prevent them from having an enriched teaching and learning experience; 2. Difficulty in totally replacing face-to-face instruction with remote learning, especially because social interactions between teachers and students contribute to a satisfying learning experience and allows us to go beyond academic development, and encompass holistic personal development; and 3. The difficulty of developing and achieving certain learning outcomes through remote instruction, such as skill-based outcomes taught in laboratory courses and internships. While teachers may be able to develop alternative activities or subscribe to virtual

laboratories, students, faculty, and even future employers may feel that these may not be equivalent to the hands-on training that they get inside laboratories that will equip them for practice in future places of employment.

To mitigate these challenges, the University has undertaken the following steps:

1. Engaged faculty members and students in capacity-building programs on the use of technology tools for teaching and learning, with support systems made available to assist faculty and students; 2. Launched a Wifi Connectivity Assistance program for students and faculty who have no internet connectivity at all, to allow them to participate in online instruction during this pandemic; 3. Capacitated teachers on developing their materials in formats that will require lower bandwidths and easier accessibility to reach more learners; 4. Constantly reminded teachers to remain in dialogue with their students, know their concerns, and determine how they can help improve their learning experience, consistent with the guiding principle earlier stated, so that even in the absence of face-to-face interaction, the social needs of both teachers and students are hoped to be addressed, at least to the extent possible with available technological means; 5. Utilized alternatives such as virtual laboratories, video demonstrations on the use of laboratory equipment, and laboratory worksheet activities to develop skill-based outcome, which are further achieved by academic units working with industry partners and alumni to develop virtual internship programs for students and give them a chance to experience on-the-job training without needing to leave their homes; and 6. Combined synchronous and asynchronous modes of online instruction, in which teachers and students interact through live virtual classes and consultations, respectively, with the latter and offline means allowing students to inform their teachers of concerns about health, quarantine regulations, power interruptions, internet disruptions, and others.

In summary, while this pandemic has separated us all physically, it highlighted an enduring truth: that concerted effort—albeit done from a distance—facilitates the success of teaching and learning in this unprecedented time. Working together to find the best available means to make our students achieve the intended learning outcomes despite the limitations may be a painstaking process, but a journey worth taking to stay true to our mission of delivering quality Catholic education.

---

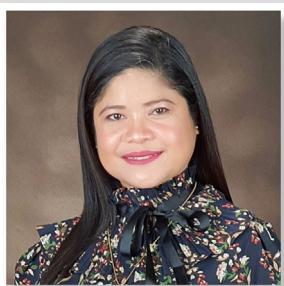
<sup>1</sup>A synthesized version of this article was published in The Antoninus Journal as part of its COVID-19 special issue.

<sup>2</sup>Vice-Rector for Academic Affairs, University of Santo Tomas

<sup>3</sup>Alon U, Milo R, and Yashiv E. How to reopen the economy by exploiting the coronavirus' weak spot. [https://www.nytimes.com/2020/05/11/opinion/coronavirus-reopen.html?smid=fb-nyttopinion&smtyp=cur&fbclid=IwAR1pUwOyVsee-Q5fuzekDdq9f\\_U0Blkq0a9gZ8cj6P0AbG-SIOLGG1nTAU](https://www.nytimes.com/2020/05/11/opinion/coronavirus-reopen.html?smid=fb-nyttopinion&smtyp=cur&fbclid=IwAR1pUwOyVsee-Q5fuzekDdq9f_U0Blkq0a9gZ8cj6P0AbG-SIOLGG1nTAU)

<sup>4</sup>Education Quality International. <https://www.facebook.com/Education-Quality-International-101961980326281/photos/pcb.849944165528055/849943708861434/>

<sup>5</sup>National Research Center for Distance Education and Technological Advancements (DETA) at the University of Wisconsin-Milwaukee. <http://professorjoosten.blogspot.com/2020/03/quality-indicators-of-online-learning.html>



# *Agile Adaptation: The UNEP REMED Journey*

*By: Atty. Remelisa G. Alfelor-Moraleda  
President, UNEP-Iriga City*

**“Life is neither static nor unchanging. With no individuality, there can be no change, no adaptation and, in an inherently changing world, any species unable to adapt is also doomed.” - Jean M. Auel**

## **Introduction**

It was said somewhere that “when life throws you a curveball, hit it out of the park.” In English idiomatic expressions, a curveball is something that comes to you totally unexpected, and nothing can be more unexpected to the private higher education sector, and in fact the entire world, than this COVID-19 Pandemic.

When the unfortunate occurrence started to rear its ugly head in January in Wuhan Province, China, most of the world were unsuspecting that this would turn out to be the worst catastrophe of this lifetime, one that will define a generation, and one that will shape a future that we could never have predicted.

For a relatively small university in the heart of Bicolandia, the University of Northeastern Philippines (UNEP) in Iriga City, like everyone else in the sector, was unprepared for what would unfold in the coming months. In January, we just started the semester. It was an academic year in transition. We were on our way to change the academic year from the traditional June-May to August-July to align ourselves with the recent change of academic year by the state universities and colleges. In itself, the university was dealing with challenges that the change in the academic year brought to it.

By February, as the world was slowly starting to take notice of the happenings in China, the university officials started to take note and study the impact of the event on the world. Still in denial, there was a prevailing feeling that our university is so remote that if affected, it would only be temporary.

However, by the end of February, what was first called the NCOV disease had become the main item on the agenda of weekly Executive Committee meetings, from previously being just a part of the “other matters” discussion item in the meetings. A COVID Response Management Committee was formed, jointly headed by the Dean of the College of Nursing and Midwifery, Prof. Amelia F. Nacario, MAN, and the Vice President for Administration, Prof. Rudyard C. Pesimo. Indeed, the effects of what was then an epidemic were already being felt by the country.

In March, the university started to implement health and safety protocols such as temperature check at the entrances, alcohol and hand-washing stations in various points on the campus, and an awareness program was implemented that disseminated information on what we know about the disease at that time. We were the first in our City to implement it, and the public was skeptical about the university’s actions. But by mid-March, the national government declared an Enhanced Community Quarantine (ECQ) that brought the country’s entire economic life to a standstill.

This paper narrates how UNEP planned, made decisions, and is continuously coping with the curveballs that this pandemic continues to throw, and why we continue to be optimistic and hopeful about the future.

## **Background**

The University of Northeastern Philippines is a medium-sized private higher education institution established in 1948 in Iriga City, province of Camarines Sur. It was founded after the war when the country was rebuilding, and was primarily conceived to provide access to higher education in the Bicol Region.

It is a private stock corporation and is owned and managed by the Alfelcor Family. It was founded by the spouses, the late former Camarines Sur Gov. Felix O. Alfelcor, Sr, a lawyer, and the late Dr. Remedios R. Alfelcor, EdD PhD, a teacher.

At present, it provides 7 Graduate Degree Programs, 28 Baccalaureate Degree Programs, 6 Non-degree Programs, and full Basic Education Programs. Most programs are accredited by the PACUCOA, and its Maritime Program is ISO 9001-2015 Certified. The average total student population per academic year ranges from 4,000 to 5,000 students and tuition fees are at P450-P600 per unit. Its High School Department participates in the ESC and Voucher Program of the government through PEAC. The university employs an average of 300 employees which includes around 158 teaching personnel and the rest are non-teaching personnel. This number increases or decreases depending on the demand for teaching personnel during an academic year.

The university is governed by a Board of Trustees composed of family members and is managed by a team of professional managers headed by its president, Atty. Remelisa G. Alfelcor-Moraleda, a third generation Alfelcor. Management is hierarchical, following a strict line of accountability and responsibility but is highly participative.

It has a vibrant student population and an education system that is highly liberal in orientation. Students participate in planning and decision-making activities through consultations, focus group discussions, and surveys.

The Institutional Vision is “to be a world-class university at the forefront of providing accessible and excellent quality education for all”. The Institutional Mission is to “produce world-class quality graduates who have faith in God, love for family, integrity, and excellence, by maintaining an educational system that is relevant and responsive to the changing needs and challenges of the country as well as the global society.”

## **The Journey to Agile Adaptation**

After the first two weeks of the national government-imposed quarantine, key officials of the university started informal meetings through video conferencing and telephone calls. Concerns about ending the semester and how to start the next academic year were discussed as the socio-economic impact of the pandemic started to be felt. Officials were directed to continue gathering information about the disease and its possible impact on the university and the education sector. After the Holy Week, formal conferences were conducted with the entire academic community which included Deans, Department Heads, Faculty, Students, and Parents. The conferences were more than business-as-usual events. These were also “how are you holding up?” events that aimed at ensuring that everyone is doing well despite the effects of the quarantine.

Key officials were also tasked to update themselves on developments in their areas of responsibility to be able to contribute to discussions on how to move forward despite the limitations caused by the quarantine. The President continued to actively attend meetings and conferences of national organizations like PACU, PAPSCU, and COCOPEA, as well as various webinars.

By the end of April, a plan was drafted that commenced with a survey of students and faculty regarding their connectivity and present location. A classification based on the Fermin Model was adapted. Category 1 was assigned to students and faculty that had no connectivity. Category 2 was assigned to those that had moderate connectivity. This means they may have gadgets and access to internet connectivity but not reliable enough to hold high bandwidth activities. Category 3 was assigned to students and faculty who have the full online capability in terms of gadgets and connectivity.

The survey revealed that in total, Category 1 was about 10% of the academic population, Category 2 was 70%, and Category 3 was 20%.

On a per department basis, most of the Category 3 students and faculty were in the advanced degree programs, the School of Graduate Studies, and the School of Law. It was understandable as most of the students and faculty at these levels are professionals and

use the online modality for their professions. This immediately led to the decision that the advanced degrees shall adopt a purely on-line modality.

However, for students and faculty of the Baccalaureate Programs and below, concerns about the unreliability of internet connectivity and power interruptions were a major consideration. The objective was to adopt the most seamless and uninterrupted modality. The University Council was unanimous in suggesting that the university adopt the printed modular learning packets as our main modality. Synchronous activities shall be done through low bandwidth modality utilizing social media and allied applications that the students are already familiar with and are actually using. The online classes shall be occasions only for communication, monitoring of student progress, and venues for student and teacher engagement where the student can clarify matters in the printed modules that they feel need more elaboration.

It was also significant to consider the realities of connectivity in the locality. In Iriga City, only the mainline highway barangays had broadband connectivity, only 20 of the 38 barangays. Although all the barangays had telco connectivity, it was in varying degrees. It was worse in the neighboring municipalities.

The 7 LGUs under the Camarines Sur Electric Cooperative III (CASURECO III) were also experiencing rampant power interruptions on a daily basis. This did not only make connectivity unreliable but also made learning vulnerable to a lot of disruptions. In the end, it was evident, that the online solution to learning will not be successful for the university. The solution to the pandemic disruption is also wrought with disruption and thus the light at the end of the tunnel seemed to be to go back to basic pen and paper modalities.

### **THE UNEP 4Cs and the Decision**

As the school administration considered all the options, it decided that all plans should adhere to what is now called the UNEP 4Cs of COVID-19 Response. These are values that should be considered in all of the university's decision-making concerning the pandemic. These are the following:

1. COVID-19 Responsive. This means that all decisions should consider the health and safety of all university stakeholders. The Minimum Public Health Standards as provided in DOH Administrative Order 2020-0016 dated May 04, 2020, along with DEPED Order No. 14 Series of 2020, CHED Advisories and Issuances, IATF Guidelines and Directives should be strictly observed and considered in the planning and implementation of all activities.
2. Committed. This means that all decisions should reflect the University's commitment to its stakeholders to provide quality education. This also means that we continue committing to our mission despite the limitations and that we will do whatever it takes to provide our service to the community.
3. Connected. This means that all activities should reflect our connectedness to our stakeholders. This does not only mean online connectedness but also being connected to the realities being experienced by our stakeholders. This includes an innate awareness not only of their educational situation but also of their socio-economic circumstances that is a result of the pandemic.
4. Compassionate. This means that beyond awareness of our stakeholder's realities, we should be more understanding, patient, and kind which should reflect in our plans, implementation, and decisions. This means that as educators, the university should be able to shift mindsets and all the more be learner-centered and adopt more differentiated learning to succeed in the delivery of learning to students.

The decision was to adopt a remote modular learning system that we dubbed the Remote Modular Education System or the REMED System. This also gives tribute to the founder of the university, Dr. Remedios Rigoroso Alfelor.

A timeline was immediately drafted and executed. The entire month of May would be utilized for the training of faculty. The month of June and July would be utilized for pilot-testing the modality in the Senior High School level. There would also be a continuous evaluation and monitoring activities to fine-tune the modality and address challenges in real-time. August would be the start of full implementation.

The in-house training of faculty was also augmented by webinars and online training conducted by educational organizations, book publishers, and other entities. The university also actively participated in the online training conducted by the BFHE-CHED Consortium on Flexible Learning Modalities which was implemented through a grant provided by the Commission on Higher Education (CHED). This training provided the basic skills and mindset in conducting remote learning online and enriched our in-house training on creating modular learning packets.

## **CHALLENGES**

Enrolment for the Summer Term in the High School Department commenced on June 01, 2020. The university closed the enrolment period by June 13, 2020. Modules were scheduled to be distributed by June 15, 2020, after a Parent's Orientation. Students were not allowed outside their homes. The modules were distributed and returned weekly, usually on a Monday or a Saturday, whichever was convenient to the parent. Assessments were included in the modules which were also based on educational theories on remote learning. Activities and tests were designed in such a manner that cheating is minimized and focused on thinking processes that adopt higher-order thinking skills (HOTS).

Immediately upon implementation, the HS Department encountered challenges as some parents requested to extend the enrolment for another week. The decision to do so resulted in the delayed distribution of modules for some students as the department was overwhelmed by the printing process. Printing the modules was quickly identified as a major challenge when the academic year starts.

Parents were also informed that modules can be downloaded on USB flash drives or emailed to them so they do not have to come to the campus. However, most parents still opted to pick up the printed modules as most do not have printers at home.

Some members of the faculty also had issues in encoding their modules. Not everyone had laptops and internet connectivity. The university immediately made all the computer laboratories available for use by the faculty. A financing program to provide laptops and other gadgets to students was also implemented to enable faculty to work from their homes.

Parents also informed the faculty that there was some difficulty in motivating their children to read and accomplish the modules. Thus a program for parents was conducted and was included in the orientation program. The parents were instructed to monitor their children using the schedule for synchronous and asynchronous activities. Although the asynchronous portion of the schedule is self-directed, the schedule brought structure to the student's day and was welcomed by the parents.

Further, weekly faculty meetings were conducted to evaluate their experience. A focus group discussion was also conducted for the parents at the end of the summer term to gain a holistic view of the success, or failures, of the modality. This enabled the university to improve on identified weaknesses and further strengthen its strong points.

## **Successes**

The REMED System brought a lot of the university's limitations to light. It taught the university to be more decentralized in a lot of its processes, such as the approval of modules, the printing of the learning packets, the procurement of equipment and consumables, and the decision-making of related matters. This forced the university to be agile in its operations by decreasing the number of approvals in the organization before an activity or task is implemented, decreasing the number of processes, and allowing real-time decision-making by lower and mid-level administrators as situations develop.

The System also required administrators to change mindsets by being more flexible and finding out-of-the-box solutions. One of the early concerns was the mobility of parents. In June, transportation was still expensive and unavailable. The faculty suggested that employees who live in the same barangay or near the barangay where the student resides can physically bring the modules to the students. The faculty and employees of the university were transported by shuttle service and thus were not dependent on public transportation. For students who reside in more remote areas, the faculty decided to network with barangay officials who can pick up the modules and have it picked up by the parents in the barangay hall. The adoption of an expanded process of participative planning and decision-making allowed all levels of the organization to participate in overcoming challenges and contributed to an understanding that the effects of the pandemic can be overcome if everybody is given a voice and that voice is valued no matter what level of the organization it comes from.

It is in this environment that faculty brought their own laptops and printers to work to augment the limited resources of the university. Some faculty even slept on campus just to be able to finish printing the modules, utilizing their personal resources to achieve the collective objective.

The parents were also very appreciative of the REMED System. Since it was not dependent on internet connectivity and power, having no gadgets or data signal was not a factor. They were able to compare their children's experiences with those who were studying in schools who adopted a purely online modality. While the neighbor's kids were waiting for their LMS activities to load on their computers, the UNEP students were already finished with their printed modules. The modality also allowed those who lacked the resources to continue with the education of their children. As the pandemic brought economic reversals to most of the families in our locality, it was important that resources were directed to more essential needs of the family. The system ensured continuity of education despite their economic situation.

The REMED System also called for a certain degree of connectivity. But this was not an essential part of the system. Students who could not go online were either called on their non-smartphones or even visited in their residences if needed. Asynchronous materials available online such as YouTube videos are mere suggestions and are not part of the activities used for grading. The parents also appreciated this as although their children were occasionally able to go online, it was not always the case. This decreased their stress levels as they were assured that only the modules and the accomplishment of the activities therein would be graded.

The system also improved the relationships between the teachers and the parents. If previously, teachers communicate with parents at the end of every grading period, the weekly pick-up of modules have become occasions for sharing between the parents and the teacher. The parents are then made more accountable for the education of their children and they become real partners of the university in the learning of the students. With an awareness that this is a novel system that needs continued fine-tuning, both the parent and the teacher adopt a developmental mindset assisting the student in achieving learning objectives.

In conclusion, the university sees the REMED system as a successful endeavor that is proactive and responsive to the needs of the learner, the mentor, and the stakeholders. It enabled education to continue at a lesser cost, with less disruption for the learner, and more opportunities for the university to improve its processes and its institutional culture.

### **Moving Forward**

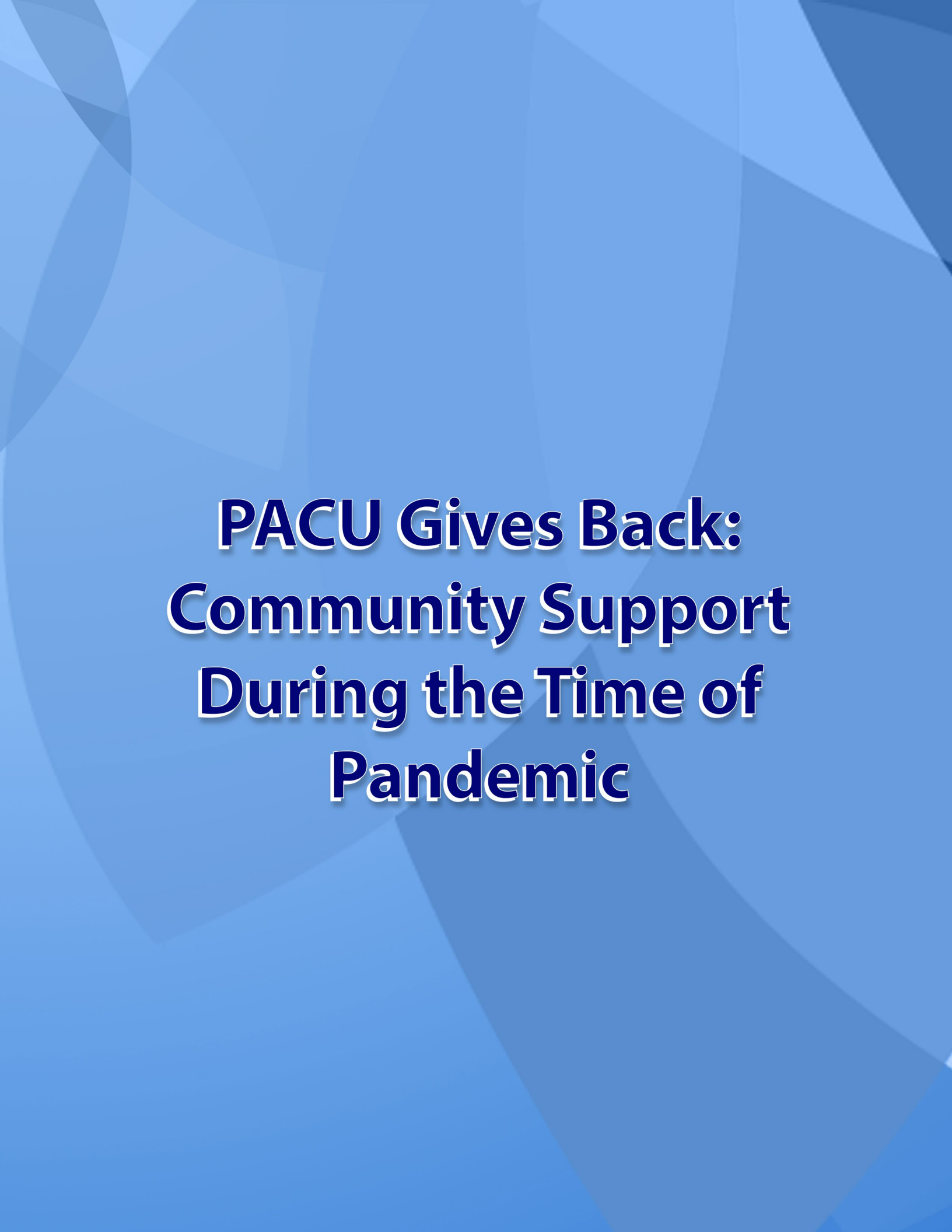
As the university started the academic year, it continued to adopt the REMED system in all levels of education except for the School of Graduate Studies and the School of Law. College faculty were further trained embedding in their training the lessons learned from the experience of the High School Department. Faculty discipline groups were created at the college level to enable faculty to learn from each other and improve together. There is greater freedom for faculty to formulate learning activities to enable learning to flourish.

Equipment for printing and consumables were procured with better planning so as not to delay the distribution of modules. Internet connectivity in the University was also updated to enable more faculty to work in the university for their synchronous classes. Considering the reality of internet connectivity and power interruptions, the university also procured the service of another telco as a redundancy measure if the other telco is down.

The university also procured the services of an LMS company to provide the UNEP LMS which it called the Flexible Education and Learning through Interconnected Experience or UNEP-FELIX. The university believes that in the future, with an increased capacity for connectivity, the students should be weaned from the REMED System.

The institution also continues to improve itself through weekly and bi-monthly meetings with key administrators, faculty, students and other stakeholders. All challenges and concerns are addressed immediately.

This agility in adaptation can only be achieved by having well-informed decision-makers, a mindset that is open to all possibilities, an awareness of the realities on the ground, and the flexibility to adopt non-traditional solutions to address new challenges. The future is still unknown as the pandemic continues to wreak havoc on countries and its citizens. All we can do as an institution is to be focused on the service it provides and the needs of its stakeholders. It is this framework that enabled UNEP to survive for now, hopefully to recover soon, and to thrive amidst the adversity.

The background of the slide is a solid light blue color, overlaid with several large, semi-transparent, darker blue geometric shapes. These shapes are primarily circular and polygonal, creating a layered, abstract effect. The shapes vary in opacity and size, with some appearing as thin arcs or segments, while others are more substantial. The overall composition is modern and clean.

# **PACU Gives Back: Community Support During the Time of Pandemic**



## ***HAU Initiates ‘Bayanihan Eskwelahan’ COVID-19 Info-Sharing forum on Facebook***

In tandem with the Ateneo de Manila University and Mapúa University, Holy Angel University created Bayanihan Eskwelahan on March 29, 2020—a crowdsourcing and information-sharing network via Facebook Groups where higher education institutions (HEIs) collaborate and share their best practices in the fight against COVID-19. These best practices may include non-competitive and non-proprietary information such as how HEIs could operate should social distancing be extended indefinitely, internal practices on such common areas as online learning and work from home, and how we can provide support for our healthcare workers and hospitals in combating the virus.

In the Bayanihan Eskwelahan Leadership Statement digitally signed by 14 presidents, rectors, and chancellors of member institutions, the information sharing drive aims to call for collaboration of intellectual resources, including psychological counseling and sharing of strategies to provide quality education amidst the extension of social distancing in the community; and physical resources to provide backup support to the country's healthcare system in fighting the pandemic.

The forum now counts to more than 20 HEIs and over 270 faculty and staff nationwide as members. Member HEIs include the Asian Institute of Management, Our Lady of Fatima University, University of Asia & the Pacific, Philippine Women's University, San Beda University, Ateneo de Zamboanga University, Adamson University, De La Salle University, Lyceum of the Philippines University, San Sebastian College-Recoletos, and St. Paul University Quezon City.

In reflecting on the rationale behind the creation of Bayanihan Eskwelahan, Dr. Luis María R. Calingo, President of Holy Angel University, remarked, “During the first month of the ECQ in the country, there was this widespread feeling of uncertainty and

being incapacitated. We wanted to create a repository of what an increasing number of colleges and universities have been doing in terms of PPE open-source designs and outreach to our healthcare frontliners so that others might be similarly inspired to join the fight against the coronavirus. While we were not thinking about school reopening at that time, we also realized that the network might be a source of information about guidance for HEIs when such conversation begins. Judging from the collective work of HEIs and the major education associations like PACU, ‘Bayanihan Eskwelahan’ has met its objective.”

The Group is open for membership to all school administrators, educators, non-teaching personnel within the Philippines. Interested Facebook users may join at <https://www.facebook.com/groups/BayanihanEskwelahan>.



# UPHSD'S Efforts to Fight the Pandemic

by Rowena G. Morta

The University of Perpetual Help System DALTA (UPHSD) is one with the nation in its fight against the COVID-19 pandemic. Several steps were initiated by the university that owns a 250-bed teaching hospital, the Perpetual Help Medical Center (PHMC). One of the most recent developments was the inauguration of the DOH-accredited COVID-19 Reverse Transcription Polymerase Chain Reaction (RT-PCR) testing facility, the Molecular Diagnostic Laboratory, to support the mass testing program of the government to prevent further spread of the virus. Students, employees, and residents of Las Piñas City and other neighboring areas can now avail of an affordable, fast, and accurate (RT-PCR) test at PHMC.

True to its mission as "Helpers of God", UPHSD students, alumni, faculty, employees, and other stakeholders have also extended their support to the PHMC frontliners by donating medical Personal Protective Equipment (PPE), face masks and shields, food supplies, vitamins and food supplements, toiletries, and other essentials during the community quarantine.

In addition, the university has been providing shuttle services and carpooling to the medical employees, and sited several pick-up and drop-off points to assist those who need transportation amid the restricted public commuting. The school has also dedicated available dormitories as sleeping quarters for some hospital personnel who are unable to go home due to the strict community quarantine implementation in some areas.

Perpetualite athletes and international students who were stranded inside the campus during the Enhance Community

Quarantine were taken care of by providing food and other supplies in the University dormitories. The school also sent the student-athletes back to their respective provinces with the university paying for all their plane fares. The university coordinated the overseas flights for the international students when the ECQ was lifted in June. Likewise, the university also assisted the eight electrical engineering students who joined UPHSD's Student International Mobility Program and Nano Satellite Project in Malaysia.

Furthermore, UPHSD clinic nurses from Las Piñas, Molino, and Calamba campuses have successfully completed their swabbing training or the didactic and return demo for swabbing as well as proper donning and doffing. The head of the PHMC Infection and Prevention Control Unit assured the school clinic nurses' proficiency after completing at least 10 actual swab procedures in the Medical Center under the direct supervision of the infection control nurses. The clinic nurses were trained just in case the government requires swab testing upon the return of students and teachers inside the campus when the community quarantine is lifted.

"Our resilience was put to test since we did not expect this pandemic to happen. Nonetheless, we were able to find new pathways to survive and thrive in this crisis. The pandemic did not stop Perpetualites from extending HELP to those who are in need," said Anthony M. Tamayo, UPHSD President.



UPHSD Clinic nurse performs simulated swabbing as well as proper donning and doffing.



Proper wearing of medical PPE was also demonstrated for the clinic nurses.

# PACU schools charitable activities

Program COVID is a fund drive spearheaded by Adamson University President, Fr. Marcelo V. Manimtim CM and the St. Vincent de Paul Parish.

COVID stands for Charity over Virus Indifference and Despair. We have collected and spent around PHP3Million since we started last March 21.



Adamson University President, Fr. Marcelo V. Manimtim, CM, distributing hot meals to street dwellers along San Marcelino.



We continue to serve hot meals to 400 street dwellers daily at the Falcon Walkway.



AdU VP for Student Affairs Fr. Andrew S. Bayal, CM (PN) (RES) led the distribution of relief packs in Bulacan.



CEU Malolos donates Personal Protective Equipment (PPE) to medical frontliners in Bulacan hospitals and rural clinics. These include protective clothing, face masks, face shields, gloves, goggles, and others to protect doctors, nurses, and other health

## PWC of Davao Initiatives during the COVID-19 Pandemic



In the height of COVID-19 in the city, PWC directed initiatives to support frontliners at the Southern Philippines Medical Center. PWC of Davao Alumni Foundation, Inc. turned over 200 pieces of PPE suits to SPMC last May 9, 2020. It was endorsed through Dr. Ric Audan, Chief of Medical Professional Staff, on behalf of Dr. Leopoldo Vega, the Medical Center Chief. Moreover, PWC's Food Processing Innovation Center in collaboration with the Food Processing Association of Davao (FPAD) produced ready-to-drink natural fruit juices and vacuum-fried fruit and vegetable chips that were also delivered to the SPMC frontliners.



PWC of Davao through the offices of the HRD and Community Extension Services carried out a door-to-door distribution of relief goods to members most affected by the ECQ restrictions. Recipients included student assistants, school maintenance and security personnel, and other employees identified to be in need of assistance. PWC was able to supply 4 batches of relief packs through monthly distribution from March to June.



### CEU Malolos Frontliners

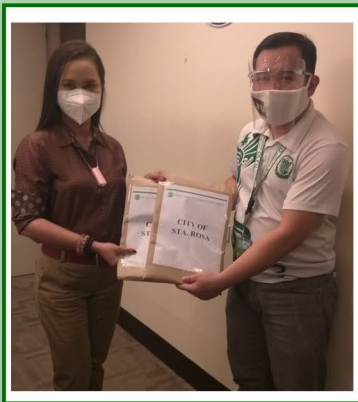
Security guards, janitors and other maintenance personnel.

"Charity begins at Home..." CEU Malolos Academic Community had 8 humanitarian assistance activities to help the security guards, janitors, and other maintenance personnel.



"We build better lives..."

PIONEER | COMPASSION | SERVICE | TRUTH



Mr. Tecson formally turn over, two envelopes with 100pcs of 1000PHP worth of gift Certificates to Mayor Arlene B. Arcillas



Honorable Mayor Edwin Santiago receives the donation from Our Lady of Fatima University.



Captain Cirilo Tenorio of Bgy. Sta. Cruz in Antipolo receiving the GC donation of Our Lady of Fatima University-Antipolo.

St. Paul University Philippines (SPUP) engaged the Indigenous People (IP) communities in various endeavors promotive of health and well-being as a response to the COVID 19 pandemic. The Community Development Center, working with ChildFund Philippines, initiated the "SPUP Community Action Responding to Emergency Situation (SPUP CARES) program" as the University's COVID 19 Response Intervention.

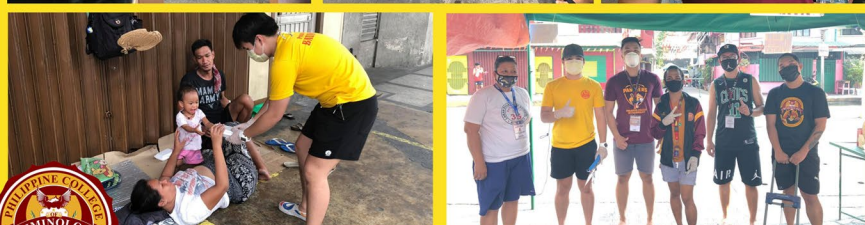
With the assistance of the Local Government Units (LGU), Municipal Police Station (MPS), Bureau of Fire Protection (BFP), Barangay Officials and Community Volunteers, SPUP was able to deliver Food Packs to 1,084 families in the IP communities living in the municipalities of Luna and Flora in the province of Apayao since the implementation of Community Quarantine in the Philippines in February 2020. Moreover, through the program, Home-based Family Activity Kits (HFAK), which contained Activity Guides, Infographic Materials, Municipal Emergency Hotlines and Vegetable Seeds were also distributed. The IP communities were also instructed the proper ways of hand washing, the risks of COVID-19, and possible activities to keep themselves safe, healthy, and productive while staying in their respective homes.



PROVISION OF PPE AMONG THE MUNICIPAL FRONTLINERS



CLUSTER FOODPACKS DISTRIBUTION



Philippine College of Criminology's continuous program to the street dwellers and residents of the different Districts of Manila with Brgy officials and the SKs and students of PCCR.



#### Technological Institute of the Philippines Charitable Activities During this Pandemic

"In response to the pandemic, T.I.P. created aesosol boxes and face shields to help medical frontliners in and around Metro Manila. The protective equipment were developed and manufactured in-house at the T.I.P. TechnoCore facility, a seven-storey dedicated engineering hub at the institution's Quezon City campus. Leading the way in the production and fabrication were T.I.P. volunteers. Donations were facilitated by outside partners.

Moreover, an automated emergency ventilator is in the final stages of design and testing before it undergoes clinical evaluation. Such is being done by T.I.P. faculty researchers using TechnoCore facilities as well, and in partnership with Vents for Philippines. Once regulation compliant, the emergency ventilator is envisioned to be donated to medical facilities in need across the country

For high resolutuon photos, please click this link:

[https://drive.google.com/drive/folders/1P3\\_Scp4OjrUThsAL09KDJECZKpFYuISU](https://drive.google.com/drive/folders/1P3_Scp4OjrUThsAL09KDJECZKpFYuISU)

## Polytechnic College of La Union Provides Flash Drives to BED Students

The PCLU Basic Education Department provided free on-the-go (OTG) USB flash drives for its Offline Learners for the school year 2020-2021. The flash drives (FDs) will be returned at the end of the school year.

In the Offline Mode of learning, activities, videos of lectures, and instructions are loaded in the FDs. Internet connection is not needed to access the lessons. Students write their answers on paper or save their outputs in the FDs using their smartphone, tablet, or laptop.

When the students are done with their activities, the answer sheets and FDs will be submitted by their parents/guardians at their barangay hall or other pick-up points and will be retrieved by our school personnel for evaluation by the teachers. The next set of lessons will again be loaded in the flash drives and delivered to the pick-up points. This is done at no cost to the students.

Teachers are available for consultation online and offline (SMS). Students may request teachers to call them on their mobile

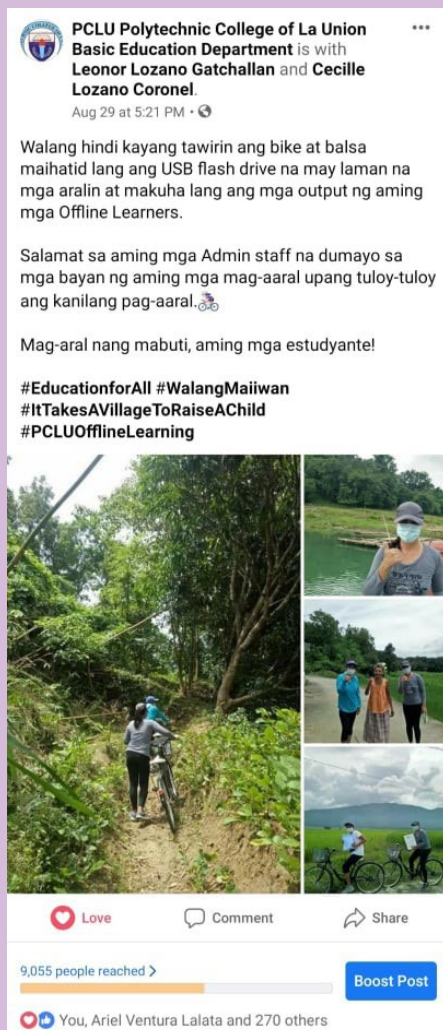
phones for coaching/mentoring or via Facebook messenger. The school also implemented a flexible schedule of deadlines taking into consideration the situation in the area where the students reside (lockdowns due to positive cases of COVID 19, etc.) and their capacity to cope during this pandemic.

In line with this, PCLU signed MOAs with the mayors of several towns in La Union and also with Barangay Captains in over a hundred barangays.

This project was done in partnership with the officers of the Junior High School and Senior High School Supreme Student Government. The idea was conceptualized with the students coming from public schools in mind. Since the start of the implementation of the Senior High School, Grade 10 completers get to study for free at PCLU for Grade 11-12 because of the SHS voucher provided by PEAC and no top-up from the school. Miscellaneous fees are also waived for them.

PCLU wanted to take the burden of purchasing FDs from them and provide affordable and quality education by simulating classroom experience through recorded zoom lectures or pre-recorded classes.

Below are screenshots of posts on the PCLU FB page about the program.



Our Lady of Lourdes College, Inc., Wesleyan University - Philippines, and Far Eastern University - Alabang are now members of PACU.



*Truth... Commitment... Excellence*



**Our Lady of Lourdes College, Inc.** is a private school located in Valenzuela City. It was established in 1986 as the Cherub Learning Center with 4129 students. It was founded by Dr. Adelia C. Demetillo and Alfredo Demetillo.

By the following year, the school opened its elementary department. In 1993, the institution began accommodating high school students, and the next year, it began offering programs for the college-level students. With its mission of providing educational opportunities to the youth, OLLC has facilities that aid students in their learning, like an Instructional Media Center, an HRM laboratory, a HELE Practice House, and laboratories.

Our Lady of Lourdes College and its programs are duly recognized by the Department of Education (DepEd), the Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA).



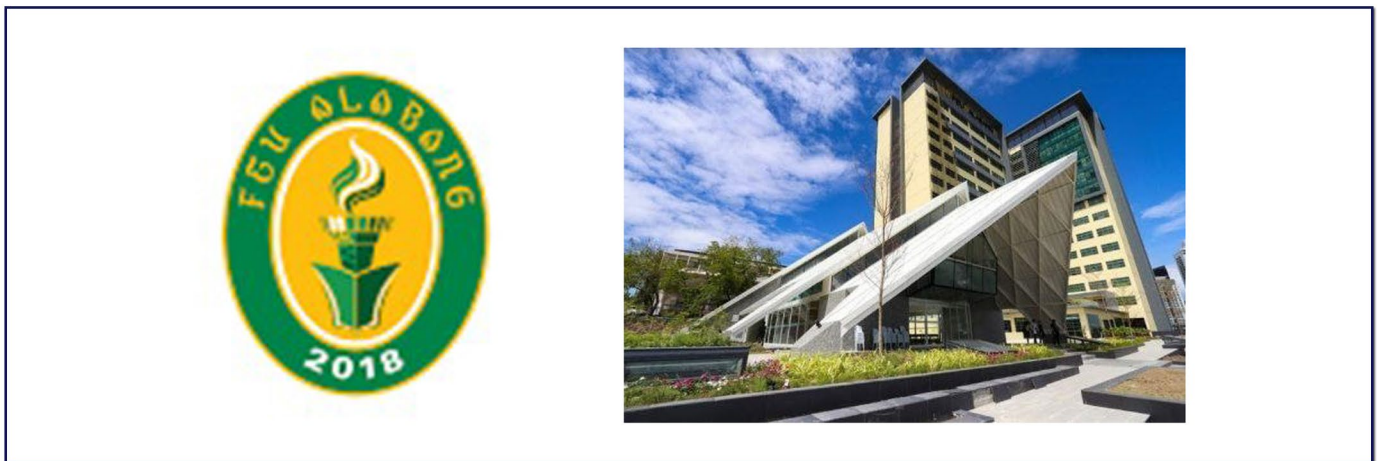
**Wesleyan University - Philippines** is located in Cabanatuan City. It was established in 1946 as the Philippine Wesleyan College with 8,415 students headed by Judge Benjamin D. Turgano.

Wesleyan University - Philippines is the only autonomous university in Nueva Ecija. It is one of only 67 higher education institutions in the Philippines granted autonomous status by the Commission on Higher Education. Only five private schools in Region 3 enjoy this status.

WU-P is among the 17 institutions awarded with Institutional Accredited Status in 2014 by the Federation of Accrediting Agencies of the Philippines (FAAP). The FAAP, authorized by the CHED, certifies the quality levels of accredited programs at the tertiary level. WU-P offers 45 degree programs, 13 of which require licensure examination. The Wesleyan legacy of education is passed on to its students from the Center for Child Development, Elementary, High School, College, the Wesley Divinity School, and the Graduate School.

Today it has over 10,000 students on two campuses: Cushman Campus in Cabanatuan City, Nueva Ecija, and Maria Aurora Campus in the Province of Aurora. Under the leadership of President Benjamin D. Turgano, the university continues its mission of providing its brand of quality education imbued with Wesleyan spirituality. Its priorities are its (a) strong advocacy for the care of the environment; (b) commitment to uphold and defend liberal arts education; and (c) determination to reposition the university to be able to navigate its directions as a Christian university in the advent of the Fourth Industrial Revolution.

WU-P is an active institution member of the International Association of Methodist Schools, Colleges and Universities (IAMSCU), Association of Universities in Asia and the Pacific (AUAP), Asia Pacific Association of Methodist Educational Institutions (APAMEI), Philippine Association of Methodist Schools, Colleges, Universities and Seminaries (PASMUS), Private Schools Athletic Association (PRISAA) in Region III, Nueva Ecija Collegiate Sports League (NECSL), National Chess Federation of the Philippines and Philippine Taekwondo.



**FEU-Alabang** is located in Alabang, Muntinlupa City. It was established in 2018 with 3,057 students headed by Dr. Michael M. Alba, the concurrent President of Far Eastern University-Manila, FEU Institute of Technology, FEU-Diliman and Roosevelt College.

Far Eastern University continues its mission to provide quality education as it opens its sixth campus. The 1.8-hectare campus in Filinvest City features a 14-storey academic building with laboratory facilities and classrooms for the institution's business, science, IT, and engineering programs.

With its prime location and a vast array of program offerings, the campus can accommodate up to 18,000 students. As the University prides itself on the long-standing commitment to preserving the environment and natural resources, the Alabang campus has sustainable structures, which use the sun's orientation and prevailing wind direction for lighting and ventilation conservation.

Situated in the heart of Filinvest City, FEU Alabang is set to give future students the complete academic experience with great accessibility to a multitude of opportunities. Surrounded by multinational companies, which FEU recognizes as industry partners, students will have an advantage in gaining sought-after internships and rewarding future careers.

# PACU WEBINARS TAKE OFF DURING THE COVID-19 PANDEMIC

by Joyce Samaniego

Over six (6) months have passed since the lockdown. School owners and administrators are still struggling to imagine what the new normal will be like, specifically how to create a resilient learning environment that maintains standards or better yet raises them without sacrificing student's overall health and safety of all concerned stakeholders. We become actors in a grand experiment that involves an unprecedented shift in the Philippine education landscape where brick and mortar schools are no longer a viable option. The four walls of the classrooms and armchairs are empty and replaced by other modalities such as online classrooms, TV and radio broadcasts, offline/printed learning modules, and blended learning.

With this in mind, the PACU Programs committee led by Ms. Laurice Faye R. Juarez and members, Dr. Caroline Enriquez, Dr. Patricia Lagunda, Mr. Anthony Tamayo, Dr. Susie Eala, and ED Joyce Samaniego proposed a series of webinars for School Year 2020-2021 entitled, **"Shifting Education Paradigms and Futureproofing Philippine Education Towards Resilience And Continuous Development"**. This is made possible by the partial funding of PEAC through the ASPIRE Program.

The PACU Webinars aims to be a platform to discuss and highlight school management best practices this school year especially as we adjust to the "new normal" particularly on flexible learning curriculum, in-service training, human resource management, student services, legal policies, and multi-stakeholder relations. Further, it serves as a useful online resource as our members shift digitally, innovate and explore new ways to keep up with the soaring demand for talent and emerging 21st-century skills, assuring the agility of graduates and their school credentials, future-proof.

The committee hopes that the webinar will be an avenue to reach out to our schools, provide inputs, frameworks, evidence-based practice and innovation and design challenges that will help them move forward and ensure that delivery of education and learning never stops.

It has already been a weekly habit to tune in via FB Live in our PACU FB Page for these webinars where all are invited to participate, PACU and non-PACU members- school administrators, faculty, and staff. Access to the webinar is free of charge.

To date, ten 10 webinars have been produced with the initiative of the Programs Committee and Trustees who served as speakers. Here's a list of webinars that have been aired since it was launched in May.

	Title	No. of Organic Views
1	Navigating COVID-19: Reshaping Higher Education in the Philippines - May 08, 2020	15,000+ views via FB Live
2	Launching a New Version of Education - June 08, 2020	80+ participants via Zoom
3	Shifting the Education Paradigm in the Time of the COVID-19 Pandemic - June 17, 2020	700+ views via MS Teams
4	Shifting Education Paradigms and Building Resiliency in Philippine Education - June 24, 2020	2,200+ views via MS Teams
5	Teaching Delivery Techniques and Authentic Student Assessment in the Flexible Learning Environment – July 1, 2020	11,041 reach and 6,600 views via FB Live
6	Digital Transformation Challenges and Opportunities: Cybersecurity and Digital Citizenship in the Education Sector - July 08, 2020	8.9K views via FB Live
7	COVID-Proofing our Schools Towards the Better Normal - July 15, 2020	16,318 views via FB Live
8	PACU – PEAC Webinar No. 6: Legal and Policy Matters: Education Non-Negotiables - July 23, 2020	46K+ views via FB Live
9	Communities of Practice (CoP) Series: Continuity of Learning (CoL) Transition Plan through Online Distance Learning (ODL): The University of the East (UE) Experience - August 12, 2020	5K+ views via FB Live
10	Special Round Table Discussion on Creating Magical Moments in the Online Classroom - August 22, 2020	4K+ views via FB Live

Through these webinars, PACU member schools are able to equip themselves with enough knowledge, skill, and mindset necessary to quickly adapt and transform brick and mortar schools, even financially strapped at that, into schools of the future. One that embraces online platforms, not just a hastily assembled, short-term replacement for classes, but long term extensions of classroom instruction, school life, and off-campus learning.

Despite the enormous challenge brought by this crisis, it breeds a renewed opportunity to reconfigure the future of Philippine education and learning where quality education must no longer be difficult to reach by anyone, anywhere they may be in the archipelago. Where equitable access is ensured no matter the socioeconomic status of the learner. \*\*\*



Globe



brings you



## NAVIGATING COVID-19: RESHAPING HIGHER EDUCATION IN THE PHILIPPINES

ZOOM VIDEO COMMUNICATIONS

May 8, 2020 | 10 AM - 11:30 AM

Supported by



## FEATURED SPEAKERS



**Dr. J. Prospero E. De Vera III**  
Chairperson  
Commission on Higher Education  
(CHED)



**Dr. Grace Javier Alfonso**  
Professor  
UPOU Faculty of Information  
and Communication Studies



**Atty. Joseph Noel M. Estrada**  
Managing Director  
Coordinating Council of Private  
Educational Associations  
(COCOPEA)



**Dr. Caroline Marian S. Enriquez**  
President  
Philippine Association of  
Colleges and Universities  
(PACU)

## MODERATOR



**Mark Abalos**  
Education Industry Lead  
Globe myBusiness



SCAN TO REGISTER NOW!

OR GO TO LINK HERE  
<https://glbe.co/eSkwela3>



PHILIPPINE ASSOCIATION OF  
COLLEGES AND UNIVERSITIES

Resource Speakers:

**Christine Javier**, Head, Education Practice  
FranklinCovey Philippines



**Janita Andersen**, Director, International Higher  
Education FranklinCovey Education, Regional  
Lead Coach, AsiaPac



**Monica de Zelaya**, Dean of the School of  
Economic Sciences at Francisco Marroquin  
University in Guatemala City, Co-author of 2<sup>nd</sup>  
Edition - The 7 Habits of Highly Effective College  
Students



Topics include:

- The Change Model
- Challenging mindsets and skillsets
- Responding with Soft Skills
- Career-ready graduates



FranklinCovey | EDUCATION

## LAUNCHING A NEW VERSION OF EDUCATION

Exclusively for PACU members  
In partnership with FranklinCovey Education Philippines  
June 8, 2020 9:00AM TO 12:00PM, via ZOOM

## #ONEwithYOU VIRTUAL LEARNING SERIES

SHIFTING THE EDUCATION PARADIGM  
IN THE TIME OF COVID-19 PANDEMIC

Hear straight from thought leaders as they share their insights on how the Academic industry navigate the new normal from shifting to traditional to e-Learning platforms!

**SPEAKERS**



**PRES. CAROLINE MARIAN S. ENRIQUEZ**  
PACU Trustee  
Our Lady of Fatima University



**OMNI LAROSSA**  
Corporate Relationship Manager  
PLDT Enterprise



**BENEDICT PEREZ**  
Corporate Relationship Manager  
PLDT Enterprise



**PROF. VICENTE ANTONIO PIANG III**  
VP for Academic Administration and Institutional Development  
Philippine Women's College of Davao



**DR. CHERRY LYN STA. ROMANA**  
Cebu Institute of Technology



**ENGR. BERNARD VILLAMOR**  
President  
Cebu Institute of Technology-University

**JUNE 17, 2020**  
10:00 AM - 11:30 AM

MEETING HOSTED VIA

 Microsoft Teams

This invite is non-transferrable.

[CLICK HERE TO REGISTER NOW](#)




## #ONEwithYOU VIRTUAL LEARNING SERIES

SHIFTING THE EDUCATION PARADIGM  
IN THE TIME OF COVID-19 PANDEMIC

Join us as we identify solutions to the challenges of Distance education in a School ecosystem.

**SPEAKERS**



**PAOLO BALINAS**  
Education Channel Manager  
Microsoft



**DR. VICENTE FABELLA**  
President  
Jose Rizal University



**JOYCE ANNE SAMANIEGO**  
Executive Director  
Philippine Association of Colleges and Universities (PACU)



**ANTHONY TAHAYO**  
First Vice President  
Philippine Association of Colleges and Universities (PACU), University of Perpetual Help System - DALTA



**DR. LEO DE VELEZ**  
Founder  
Frontiers Digital School

**JUNE 24, 2020**  
10:00 AM - 11:00 AM

MEETING HOSTED VIA

 Microsoft Teams

This invite is non-transferrable.

[CLICK ON THE LINK TO REGISTER](#)





## #ONEwithYOU VIRTUAL LEARNING SERIES

SHIFTING THE EDUCATION PARADIGM  
IN THE TIME OF COVID-19 PANDEMIC

Hear straight from thought leaders as we tackle various challenges encountered by teachers and faculty members and how will they be addressed through technology.

**SPEAKERS**



**MARCO BENITEZ**  
Second Vice President  
Philippine Association of Colleges and Universities (PACU) & Philippine Women's University



**DR. EDIZON FERRIN**  
Vice President for Academics  
National Teachers College



**DR. MICHAEL JOSEPH DINGO**  
Director, Research Development and Innovation Center (RDIC)  
Our Lady of Fatima University



**DR. ANNA CHERYLLE RAMOS**  
Microsoft Ambassador  
Philippine e-Learning Society (PALS), VST



**DICK PEREZ**  
Corporate Relationship Manager  
PLDT Enterprise



**JOYCE ANNE SAMANIEGO**  
Executive Director  
Philippine Association of Colleges and Universities (PACU)

**JULY 1, 2020**  
10:00 AM - 11:30 AM

STREAMING VIA  
PHILIPPINE ASSOCIATION OF COLLEGES & UNIVERSITIES FACEBOOK PAGE

[CLICK ON THE LINK TO REGISTER](#)  
REGISTRATION IS FREE





## PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES a Cybersecurity Webinar





**Dr. Caroline Marian Enriquez**  
President, PACU and Our Lady of Fatima University



**Ms. Laurice Juarez**  
PACU Treasurer and Programs Committee Chairperson, Capitol University



**Engr. Bernard Villamor**  
President, Cebu Institute of Technology-University (CIT-Us), Corporate Secretary, PACU



**Ms. Joyce Anne Samaniego**  
Executive Director, PACU  
MODERATOR

**SPEAKERS**



**Mr. Art Samaniego**  
Technology Editor, The Manila Bulletin  
"The Basics of Cybersecurity"



**Ms. Irene Corpuz**  
Head of Information Security Section, Abu Dhabi  
"Information Security Challenges in Higher Education"



**Mr. Joseph Felix Pacamarran**  
CEO in Cyber Security Philippines - CERT  
"The Impetus for Agile IT Security Systems in Schools"



**Dr. Francisco Napalit**  
Dean, School of Computing & Program Coordinator for Graduate School of IT, Holy Angel University  
"The HAU PSM in Cybersecurity Experience & Cybersecurity Best Practices"

**Digital Transformation Challenges and Opportunities:  
Cybersecurity & Digital Citizenship  
in the Education Sector**

**July 8, 2020 | 10:00 AM** via  **LIVE**

 RAKSO CT  
RIZAL ACADEMY COLLEGE TRAINING CENTER

PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES **PEAC**

**New Normal Transition Series**

**SPEAKERS**



**Dr. Teodoro Herbosa**  
Executive Vice President,  
University of the Philippines System  
and Special Adviser of the National  
Task Force Against COVID19



**Dr. Ma Cristina Padolina**  
President of Centro Escolar  
University (CEU)



**Dr. Teresa Perez**  
Vice President for  
Academics of CEU

"IATF-Emerging Infectious Disease Policy Updates on Preparing Schools for the Better Normal: Advocating Health Emergency Preparedness and Response Capabilities of Schools to Ensuring Disease Prevention, Protection and Mitigation."

"Bracing for impact: Preparation for the implementation of CEU's Continuity of Learning Plan for SY 2020-2021"



**Dr. Patricia Lagunda**  
President, Balaug University  
and PACU Trustee



**Ms. Joyce Anne Samaniego**  
Executive Director, PACU  
**MODERATOR**

**Theme:**  
**COVID-19 Proofing our Schools**

July 15, 2020 | 10:00 AM via **f LIVE**

**RAKSO CT**  
A Creative Technology Company

PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES **PEAC**

**New Normal Transition Series**

**SPEAKERS**



**Atty. Joseph Noel Estrada**  
Managing Director, COCOREA  
Managing Partner, Estrada & Aquino Law  
Legal Counsel, PAPSUCU



**Atty. Anna Maria "Ada" Abad**  
Dean, Adamson University  
Legal Counsel, PACU

"#DoBetter - Laws and Policies Prohibiting Sexual Harassment of Students and Implementing the Safe Spaces Act in Online and Remote Learning Environment"

"Labor Considerations of School Administrators"



**Dr. Rhodora Angela Ferrer**  
Executive Director, PEAC



**Ms. Joyce Anne Samaniego**  
Executive Director, PACU  
**MODERATOR**

**Theme:**  
**Legal and Policy Matters:  
Education Non-Negotiables**

July 23, 2020 | 10:00 AM via **f LIVE**

**RAKSO CT**  
A Creative Technology Company

PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES **PEAC**

**Communities of Practice (CoP) Series**

Continuity of Learning (CoL)  
Transition Plan through  
Flexible/Blended Learning:  
**THE UNIVERSITY OF THE EAST (UE)  
EXPERIENCE**

August 12, 2020 | 10:00 AM  
via **f LIVE**

**SPEAKERS**



**DR. ESTER A. GARCIA**  
President and Chief  
Academic Officer,  
University of the East



**DR. MELVIN A. VIDAR**  
Director, Office of Curriculum  
Development and Instruction,  
University of the East



**PROF. ROSELLE S. BASA**  
Program Coordinator for Information  
Technology, Office of Curriculum  
Development and Instruction (OCDI),  
University of the East



**DR. SUSIE M. EALA**  
President, San Pablo Colleges



**MS. JOYCE ANNE C. SAMANIEGO**  
**MODERATOR**  
Executive Director, PACU

POWERED BY:  
**RAKSO CT**  
A Creative Technology Company

PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES **PEAC**

**Special Roundtable Discussion**

*Creating Magical Moments  
in the Online Classroom*

How the Filipino educator can successfully connect  
with students in a time of disconnect due to COVID

August 22, 2020 | 10:00AM via **f LIVE**



**Dr. Caroline Marian S. Enriquez**  
President, PACU and OLFU



**Dr. Elizabeth Quirino-Lahoz**  
President, Technological Institute  
of the Philippines (TIP)



**Dr. Fe Juarez**  
Executive Vice President,  
Capitol University



**Ms. Joyce Anne Samaniego**  
Executive Director, PACU  
**MODERATOR**

**RAKSO CT**  
A Creative Technology Company

## *UE Hosts PACU's Two-Day 'Surviving the Avalanche in PHL Education' Seminar*

"Surviving the Avalanche in Philippine Education through Quality Assurance, Internationalization and Human Capital Development" this was the title and theme of the latest in the Philippine Association of Colleges and Universities' (PACU) series of seminars on how higher-education institutions can be ready for massive current and future changes and developments involving higher education in general and its various facets in particular.

The two-day workshop, which was held in cooperation with the Private Education Assistance Committee (PEAC) and the University of the East (UE), unfolded on January 30 to 31, 2020, at the Multipurpose Hall of the Dr. Lucio C. Tan Building in UE's Caloocan Campus. This marked the third time for a PACU seminar to be hosted by UE Caloocan, which had just been granted the Autonomous Status by the Commission on Higher Education effective June 1, 2019. Moreover, this was the latest such PACU seminar, following the earlier edition titled "The Avalanche is Here: Transforming the Higher Education Landscape" and held last September 19 to 20, 2019, at the Assembly Hall of the RISE Tower of the Our Lady of Fatima University (OLFU) Valenzuela Campus.

In her welcome message on Day 1, UE President and Chief Academic Officer Ester A. Garcia established the rationale for the seminar which she had proposed to the PACU Board early on before becoming one of its first speakers (on accreditation). Dr. Garcia spoke this time of the need to prepare the next generation of academic managers to face the avalanche of the Fourth Industrial Revolution (a.k.a. FIRE) and of how lawmakers should be involved as well.

In her opening remarks, Dr. Caroline Marian S. Enriquez, the OLFU and PACU President, cited the perpetual catalyst for this series of seminars, namely the ominous 2013 essay titled "An Avalanche is Coming: Higher Education and the Revolution Ahead" by British educationalist Michael Barber, Katelyn Donnelly, and Saad Rizvi. Dr. Enriquez likewise underscored that the "deluge of avalanches" includes workforce concerns and how to teach better to keep academic institutions relevant and sustainable while not staying put amid crises and changes.

There were eight keynote presentations on Day 1, with an open forum held after every pair of consecutive speakers, with the questions pooled through the Slido audience interaction website.

The first keynote speech, on "Philippine Qualifications Framework and ASEAN Qualifications Reference Framework (PQF-AQRF) Updates and Ways Forward," was by Mapúa University President Reynaldo B. Veja, who is also the Chair of the PQF-AQRF National Steering Committee. Dr. Veja pointed out that the PQF and the AQRF based on objectives, governance, and agencies are relevant and vital to Philippine schools, academic institutions being users and providers of qualifications.

Following suit was the talk on "Preparing Students for Professional Qualifications and What is the Way Forward" by Dr. Jose Y. Cueto Jr., a Commissioner of the Professional Regulation Commission (PRC). Being with the PRC, Commissioner Cueto shared figures showing licensure-examination passing percentages, of how big the difference tends to be between a given exam's number of takers and those who eventually pass it. He advises that the way ahead is to go back to the basics and deal with general weaknesses, such as the fact that external accreditation of schools remains a voluntary exercise.

The next seminar talk was on "Employer Expectations of the Labor Market: Have We Addressed the Job-Skills Mismatch and the Lack of Qualified Graduates" by Philippine Business for Education (PBE) Executive Director Lovelaine Basillote. After introducing PBE, a policy-advocacy group that is "passionate about education and Philippine competitiveness," Dir. Basillote stressed the connection between school and work identifying where mismatches tend to lie, including in training and education, information, and workforce development partnerships, before recommending that attendees help bridge the job-skills mismatch through various means, such as by being a training provider and sharing information.

On a similar vein was the talk on "Industry 4.0: Prospects for Local and Foreign Employment" by Mr. Paul V. Rivera, Founder and Chief Executive Officer of Kalibrr, a tech company that bridges individuals ("talents") and work ("opportunity"). Noting that Kalibrr is building the fastest-growing talent marketplace in Southeast Asia, Mr. Rivera enumerated the top skills needed for future workers in the midst of the FIRE, including complex problem-solving, critical thinking and creativity, adding that a sense of urgency is a must in developing these in individual talents in the wake of regional and international competition. He later added at the open forum that classrooms ought to be "safe spaces... to make mistakes, to speak up."

Day 1's afternoon keynote presentations commenced with a talk on "Preparing for the Unknown: Consciously Building Careers through the Curriculum" by Dr. Raymundo P. Reyes, the Chief Operations Officer of the Phinma Education Network, which is about "Making lives better through education." After raising the thought-provoking question of whether college degrees are still necessary in the wake of many tech-industry heads and employees who have no undergraduate degree, Dr. Reyes stressed the need to make students more employable at any time, as well as of celebrating small victories that can lead to bigger ones.

Then came "Teacher Education in the Philippines: How Do We Train Teachers to Teach Gen Z Learners," delivered by National Teachers College's Director for Delivery Noel Jeffrey Torregoza. In citing that technology is second nature to Generation Z learners, Dir. Torregoza underscored the import of teaching 21st-century information literacy, making lessons more relevant and relatable that educators must ultimately "think of what the world will demand of the children we will teach."

That was somewhat echoed by the succeeding presentation, on "Future-proofing Our Learners and Intensifying Industry 4.0 Skills," by Dr. Estrella O. Simon, the President of First City Providential College. Specifying that learners must be made future-proof in what has become a VUCA world a world characterized by volatility, uncertainty, complexity and ambiguity Dr. Simon listed the innovations of Industry 4.0 and the crucial skills needed for current and future generations to thrive. Speaking of "world," Dr. Rivera cited that a global outlook is essential, along with emotional intelligence and other key traits that tend to be overlooked in the traditional quest for more knowledge.

For the first day's concluding talk, "Alignment of TVET Programs and College Programs," Fr. Onofre Inocencio Jr., the President of Don Bosco Canlubang, pointed out that harmony among three institutions the Technical Skills and Development Authority (TESDA), the Commission on Higher Education (CHED) and the Department of Education (DepEd) is crucial for Technical and Vocational Education and Training programs to work and for implementing a "trifocalized" system of education. Per Fr.

Inocencio, alignment of policies, reviews of frameworks, and even a paradigm shift are in order moving forward. There were four keynote presentations in the morning-long Day 2, with an open forum anew after every pair of consecutive speakers. And just like in Day 1, among the viewers and participants were officers, faculty members, and personnel of Cebu Institute of Technology-University (CIT-U), who were "remotely" present via live stream.

Following a synthesis of the Day 1 talks, Day 2 officially kicked off with two consecutive quality-assurance talks. First was about the "Roadmap to Institutionalizing Quality Assurance: The Baldrige Education Performance Excellence Framework, the Philippine Quality Award and Its Interface with ISO 9001 Standards and AUNQA" (the latter referring to the ASEAN University Network Quality Assurance), which was rendered by Dr. Luis Maria R. Calingo, the President of Holy Angel University who is also a Member of the PQF-AQRF National Steering Committee. The second was on "The ASEAN University Network Quality Assurance Experience," as essayed by Dr. Teresa R. Perez, the Vice President for Academics of Centro Escolar University.

The seminar proceeded with the final pair of presentations. The first was on "Preparing the Philippines for the Implementation of Transnational Education (TNE Law)" by Atty. Lily Freida M. Milla, Deputy Executive Director IV and the Director for International Affairs of CHED, followed by a focus on the "Internationalization of Higher Education: Best Practices" by Sr. Merceditas Ang, SPC, the President of St. Paul University Philippines.

The two-day seminar, which was hosted by UE Caloocan Professor Ramon Rafael Quiroz, officially concluded with the closing remarks of Capitol University Programs Committee Chair Laurice Faye R. Juarez, who delivered a substantial summation of the 12-presentation seminar.

The road ahead for the higher education sector may be challenging, filled with enormous concerns and numerous matters, but this seminar showed that awareness, knowledge, preparation, and action are key to "surviving the avalanche." Indeed, as President Enriquez herself said on Day 1: "There is hope in the education sector, and the hope lies in all of us."



PACU President Dr. Caroline Marian S. Enriquez delivering her Welcome Address.



## ***PLDT Enterprise provides SMART Giga Study, E-learning tools for PACU's 193 member schools***

### ***Devices, internet connectivity, and productivity software expected to ensure an easy transition to e-Learning***

(Manila, Philippines - July 2020) Given the issues presented by the ongoing COVID-19 pandemic to the education sector, the 193 member schools of the Philippine Association of Colleges and Universities (PACU) are among the learning institutions facing the challenge to shift to e-Learning—and PACU has been more than ready to extend aid in various ways.

PACU has recently partnered with PLDT Enterprise to support its member schools' transition to e-Learning. With this collaboration, PLDT Enterprise will be providing PACU's member schools with SMART Giga Study plans and curated services for e-Learning that can be customized for each learning institution and updated to keep pace with schools' evolving needs.

SMART's Giga Study plans are especially developed prepaid packages that cater exclusively to the academe. Giga Study includes daily data allocations for online learning tools essential to today's new normal of learning. It also provides open data allocations that can enable both learners and faculty members to access information vital to furthering their expanded online needs.

According to Jovy Hernandez, ePLDT President & CEO and SVP & Head for PLDT and Smart Enterprise Business Groups, "We are strong in our resolve to help enable schools provide high-quality education even during this time. We want to redefine the future of learning by providing the necessary digital tools and solutions that will address both the needs of the teachers and the students."

Another solution that PLDT Enterprise is offering to PACU's member schools is Microsoft Education, which is a complete e-Learning solution with educational tools designed to drive student and teacher engagements and focused learning, both within and outside the classroom. This includes a learning management system that hosts a collaborative environment via SharePoint on the Microsoft 365 platform. PACU's member schools are free to choose the e-Learning package according to their requirements and system capabilities.

Moreover, PACU member schools can have access to a mobile broadband that comes bundled with devices and collaboration tools—allowing students and faculty to access their LMS and other sites used for research without worrying about losing their connection. Any problems that PACU member schools will encounter will be addressed in a timely manner by dedicated 24/7 technical support, which is accessible through 177.

According to Dr. Carol Enriquez, President of PACU, "We're all going through an incredible change in our education processes these days. Our partnership with PLDT Enterprise will make the adjustment as painless as possible. We consider this partnership a smart investment in the future of education that can help us weather any future disruptions."

PACU and PLDT are smoothing the transition to e-Learning through a three-part webinar titled "#ONEwithYOU: A Virtual Learning Series for the Academe" on their official Facebook page, the last leg of which was streamed on July 1, 2020. This virtual webinar addresses challenges in online learning and discuss how Philippine education can remain resilient.

"Through this partnership, we are helping PACU ensure that its member institutions have the necessary connectivity to continue remote learning for their home-based students. This bold step should ease students' minds and assure them that their schools are ready for the challenges posed by the pandemic," said Vic Tria, First Vice President of PLDT Enterprise.




PLDT Enterprise aims to redefine the future of learning through its continuous engagements with universities, colleges, schools and learning institutions across the country so no learner is left behind.

# *The future of Filipino education: A roundtable discussion on online learning*


MANILA, Philippines – Education is one of the few fields that encompasses multiple levels of stakeholders. When pandemic struck in late 2019, it not only affected students and teachers, but entire communities. And as we now enter school year 2020-2021, we turn to all education stakeholders to pave the way for the future of Filipino education.

On August 18, Rappler, in partnership with Globe, held a roundtable discussion about their latest campaign, #TogetherWeCan: Recreate. The way we learn.

**PANELISTS**

		
<b>Undersecretary Alain Pascua</b> Department of Education	<b>Attorney Cinderella Filipina Benitez Jaro</b> Commission on Higher Education	<b>Dr. Caroline Enriquez</b> Philippine Association of Colleges and Universities

**MODERATOR**

	<b>Mark Payumo Abalos</b> Globe Segment Head for Education
---	--

Our diverse panel of thought leaders shared insights on: the challenges of digital transformation, strategies for success and long-term visions for “future-proof” schooling.

Our speakers included:

- Undersecretary Alain Pascua, Department of Education
- Atty. Cinderella Filipina Benitez-Jaro, Commission on Higher Education
- Dr. Caroline Enriquez, Philippine Association of Colleges and Universities

This discussion was moderated by Mark Payumo Abalos, Globe Segment Head for Education.

## *UA&P in the THE World Impact Rankings*

Ma. Humildad F. Claro  
Managing Director, Quality Assurance Office

The Times Higher Education (THE) has released on April 22nd the results of the 2020 THE World Impact Rankings. For its first time to participate in the THE World Impact Rankings, the University of Asia and the Pacific (UA&P) submitted data on the following Sustainable Development Goals (SDG): SDG 8 (Decent Work and Economic Growth) and SDG 12 (Responsible Consumption and Production), where UA&P ranked 201-300th among the 766 participating universities from 85 countries; SDG 17 (Partnerships for the Goals) and SDG 4 (Quality Education).

THE Impact Rankings measure global universities' success in delivering the United Nations' seventeen SDGs. Its methodology utilizes calibrated indicators to provide comprehensive and balanced comparisons across three broad areas, namely, research, outreach, and stewardship. Universities submit data on as many of the SDGs as they are able. Each SDG has a series of metrics that are used to evaluate the performance of the university on a particular SDG. More details on the methodology and how universities are ranked may be viewed thru this link: <https://www.timeshighereducation.com/university-impact-rankings-2020-methodology>

In the 2020 THE World Impact Rankings, UA&P ranked high in the following SDGs:

- SDG 12 or "Responsible consumption and production"
- SDG 8 or "Decent Work and Economic Growth" (201-300)
- SDG 17 or "Partnerships for the goals" (401-600)
- SDG 4 or "Quality Education" (601)

Three other universities that landed in the 2020 THE World University Impact Rankings are UST, DLSU, and MAPUA.

Full news article that first appeared in msn.com may be viewed here: <http://a.msn.com/01/en-ph/BB13s2de?ocid=se2>

## *UA&P Professor Awarded APEC Healthy Women, Healthy Economies Prize*

Dr. Veronica E. Ramirez, associate professor of the University of Asia and the Pacific (UA&P), bagged the first prize in the inaugural APEC "Healthy Women, Healthy Economies" (HWHE) awards during the APEC Women and the Economy Forum in La Serena, Chile last October 1, 2019, for her research on the "Common Health Problems of Women Overseas Filipino Workers."

The study investigated the common health problems among land-based women Overseas Filipino Workers (OFWs) and their implications for prevention and health services. Millions of Filipino women are employed in more than 200 destinations all over the world, with the biggest number in the Middle East, Asia, and Europe.

"Health services for women OFWs should be intensified in countries where these services are not fully extended to migrant workers," said Dr. Ramirez in an interview. "APEC migrant-receiving countries can forge agreements for health protection to enable women to join, thrive, and rise in the workforce, thus contributing to their development."

Dr. Ramirez presented her study at the La Serena forum on the invitation of the Chilean Ministry of Women and Gender Equity, and the Global Health Initiative of the German multinational pharmaceutical, chemical, and life sciences company Merck KGaA. Dr. Ramirez is also holder of the UA&P CRC Professorial Chair for Migration and Overseas Filipino Work—a research initiative of the Center for Research and Communication (CRC) and



funded by the Bank of the Philippine Islands Foundation.

APEC (Asia-Pacific Economic Cooperation) is a regional economic forum established in 1989 to leverage the growing interdependence of the Asia-Pacific. Its 21 members aim to create greater prosperity for the region by promoting balanced, inclusive, sustainable, innovative, and secure growth, and by accelerating regional economic integration. The HWHE Research Prize was created to recognize research that enables policymakers, business leaders and others to identify and implement measures to improve women's health in APEC economies so women can join and rise in the workforce.

## UNESCO PH Confers Outstanding Educator Award to SPUP President



The President of St. Paul University Philippines (SPUP), **SR. MERCEDITAS O. ANG, SPC** was conferred the **“Outstanding UNESCO Club Educator of the Philippines”** award by UNESCO Philippines, through the *National Coordinating Body of UNESCO Clubs in the Philippines* (NCBUCP). Sr. Merceditas was honored for her work and contribution to the field of Education for Sustainable Development. The awarding ceremonies were held in the 2019 International Assembly of Youth for UNESCO (Y4U) on December 7, 2019, in Angeles City, Pampanga.

UNESCO Philippines recognized her leadership in SPUP which fostered the attainment of global education by aligning its initiatives and projects with the Sustainable Development Goals. Sr. Merceditas propelled the expansion of the scholarship assistance program, service-learning engagement, livelihood projects, health, nutrition and wellness programs, community extension services, child development centers, research development, functional literacy, ecological conservation, heritage preservation, peace education, gender development and complementarity, safety and security program, and family-based disaster management to the partner communities of SPUP. She led the SPUP academic community in sustaining the recognition of the University as the “Most Environment-Friendly and Sustainable School in Region II” by the Environment Management Bureau (EMB).

Sr. Merceditas also spearheaded the utilization of affordable and clean energy through the Clean and Green Charcoal project (in partnership with the Embassy of Japan to the

Philippines), which utilizes corn cob as an alternative to wood-based charcoal, and the Solar Energy project (in partnership with Buscowitz Group Company), making SPUP the first educational institution in the Cagayan Valley Region to utilize solar power as a source of renewable energy.

The recognition also acknowledged her steadfast efforts to trailblaze the path of SPUP for continuously enhancing academic excellence with spirituality, advocacies, research skills, care for people and environment, community service, ethics and morality, life skills and competencies, global citizenship, and passion towards creativity and innovation.

Sr. Merceditas was recognized along with the **Paulinian Volunteers for Community Development (PVCD) Club** of SPUP as an **“Outstanding UNESCO Club of the Philippines.”** The said student organization works hand-in-hand with the Community Extension Services Office in engaging SPUP’s partner communities towards a holistic development program. The first accredited student club by UNESCO Philippines in Region II, PVCD launched its continuing program on **“Handog Pag-ibig Project”** covering health, sanitation and nutrition, literacy, family life, disaster resiliency and recovery, child protection, functional literacy, women and youth empowerment, and livelihood training for the communities of *Indigenous People in the provinces of Cagayan and Apayao*. The said pioneering project of the PVCD club continues its services even during this time of COVID -19 pandemic.

## **PACU Christmas Fellowship**

*December 16, 2019*

*Alba Restaurante Espanol, Pasig City*



# PACU Christmas Fellowship



# PACU Expanded Board Meeting

January 24, 2020

Baliuag University, Baliwag, Bulacan



# PACU Expanded Board Meeting



# PACU Seminar on Surviving the Avalanche in Philippine Education through Quality Assurance, Internationalization and Human Capital Development

January 30 - 31, 2020

University of the East, Caloocan City



# PACU Seminar on Surviving the Avalanche in Philippine Education through Quality Assurance, Internationalization and Human Capital Development



## PACU Seminar on Surviving the Avalanche in Philippine Education through Quality Assurance, Internationalization and Human Capital Development



PACU Seminar on Surviving the Avalanche in Philippine Education through Quality Assurance, Internationalization and Human Capital Development



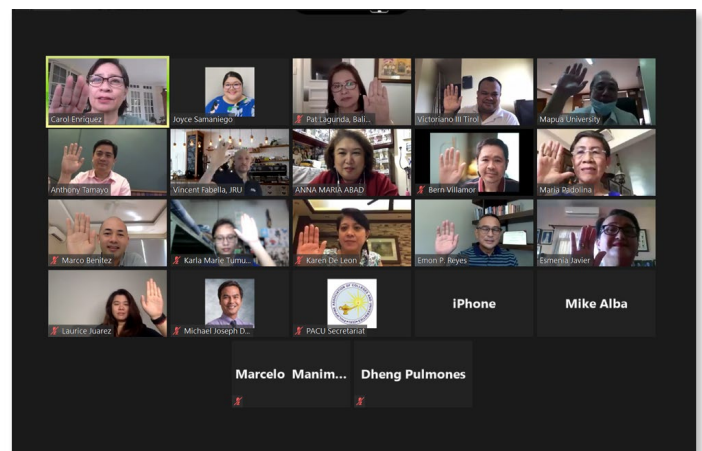
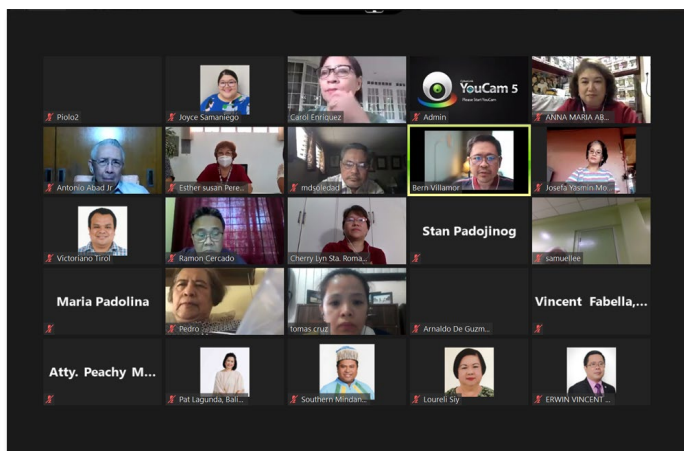
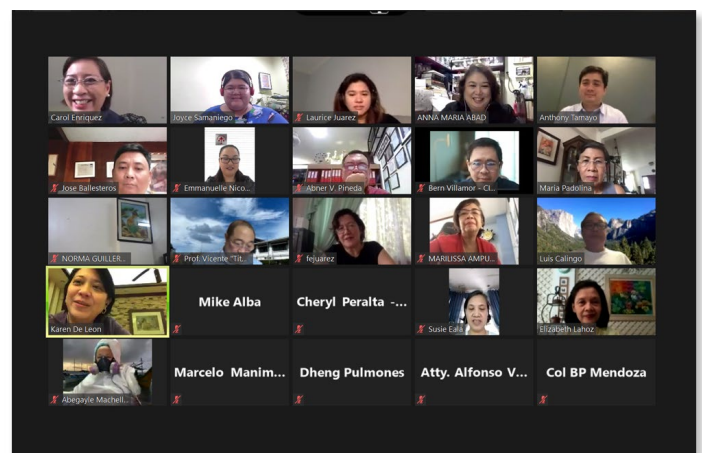
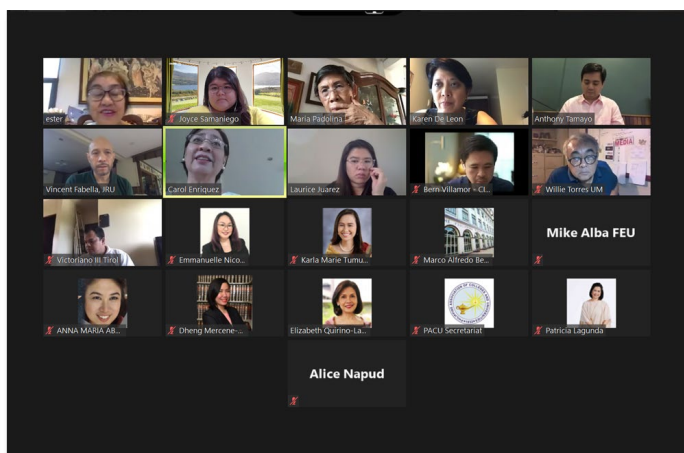
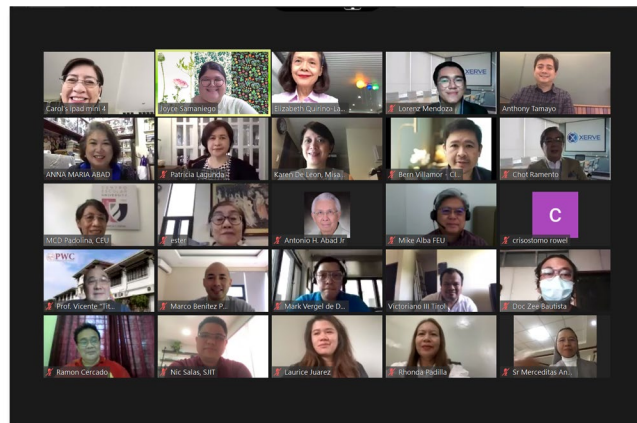
# PACU Regular Board Meeting

February 21, 2020

Astoria Plaza, Pasig City



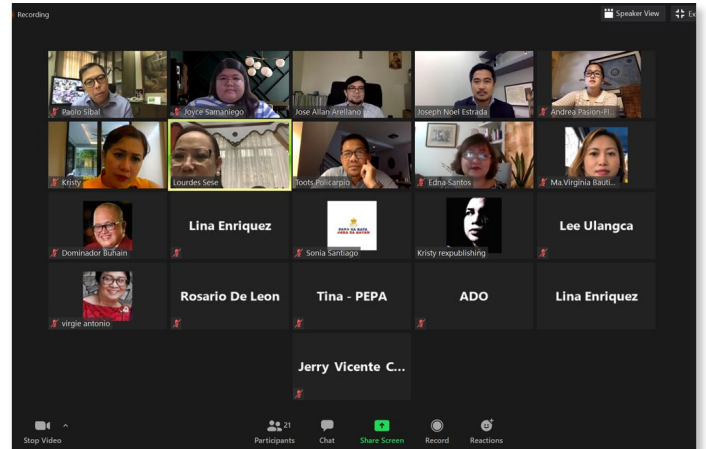
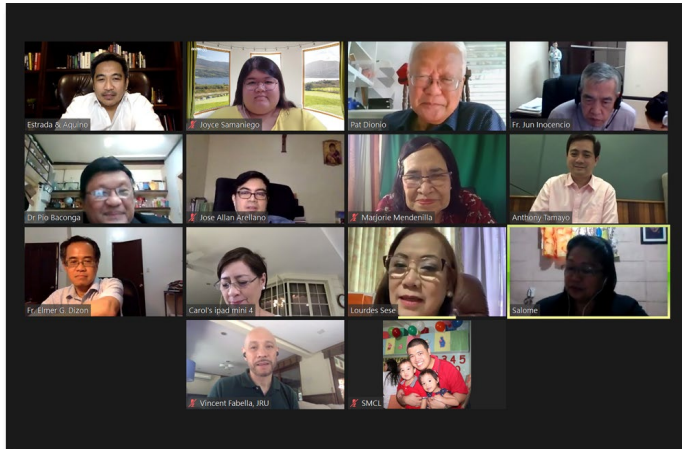
# PACU Weekly Meetings



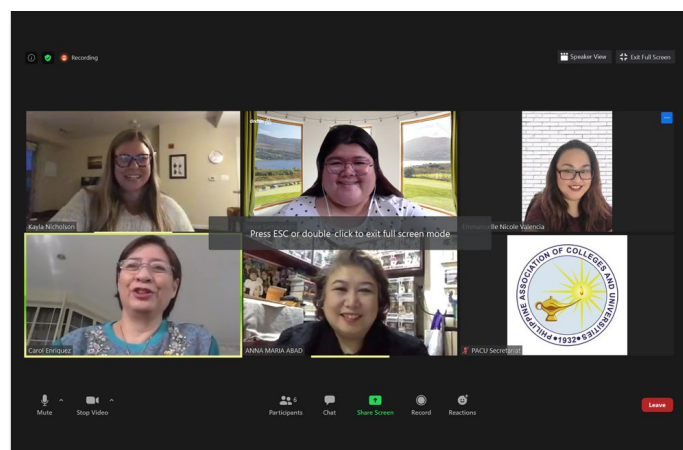
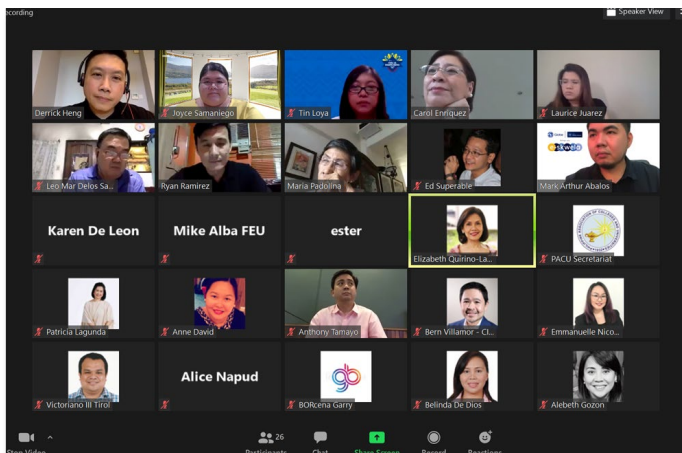
# PACU Committee Meetings



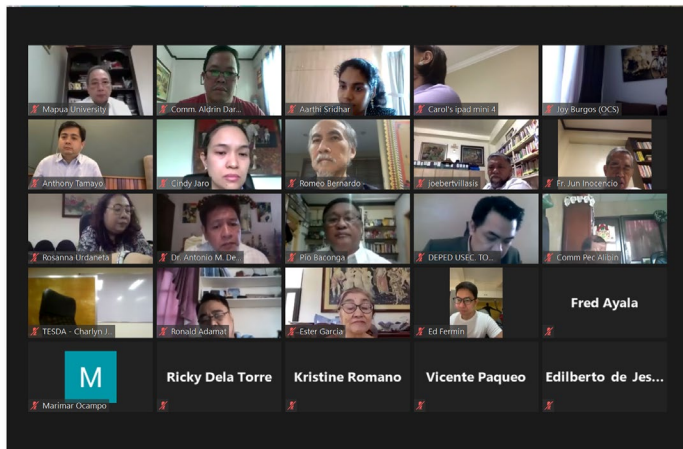
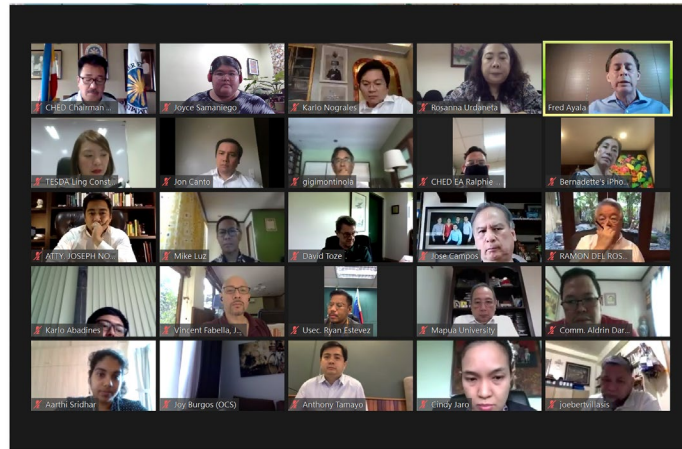
## PACU-COCOPEA Meetings



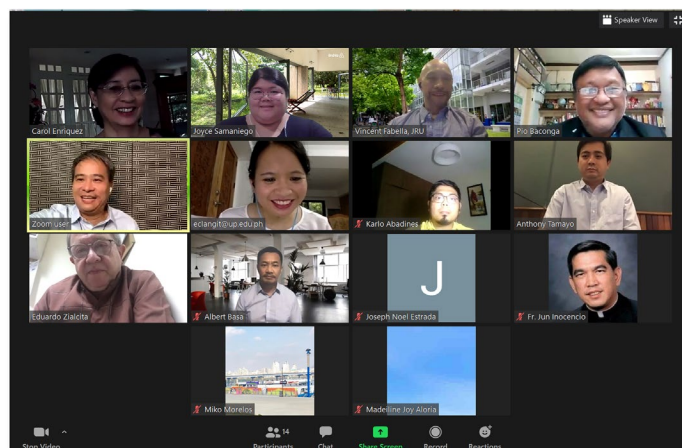
## PACU-Partners Meetings (Globe, PLDT, SMART and Labster)



## PACU-IATF meetings



## PACU-Senator Joel Villanueva



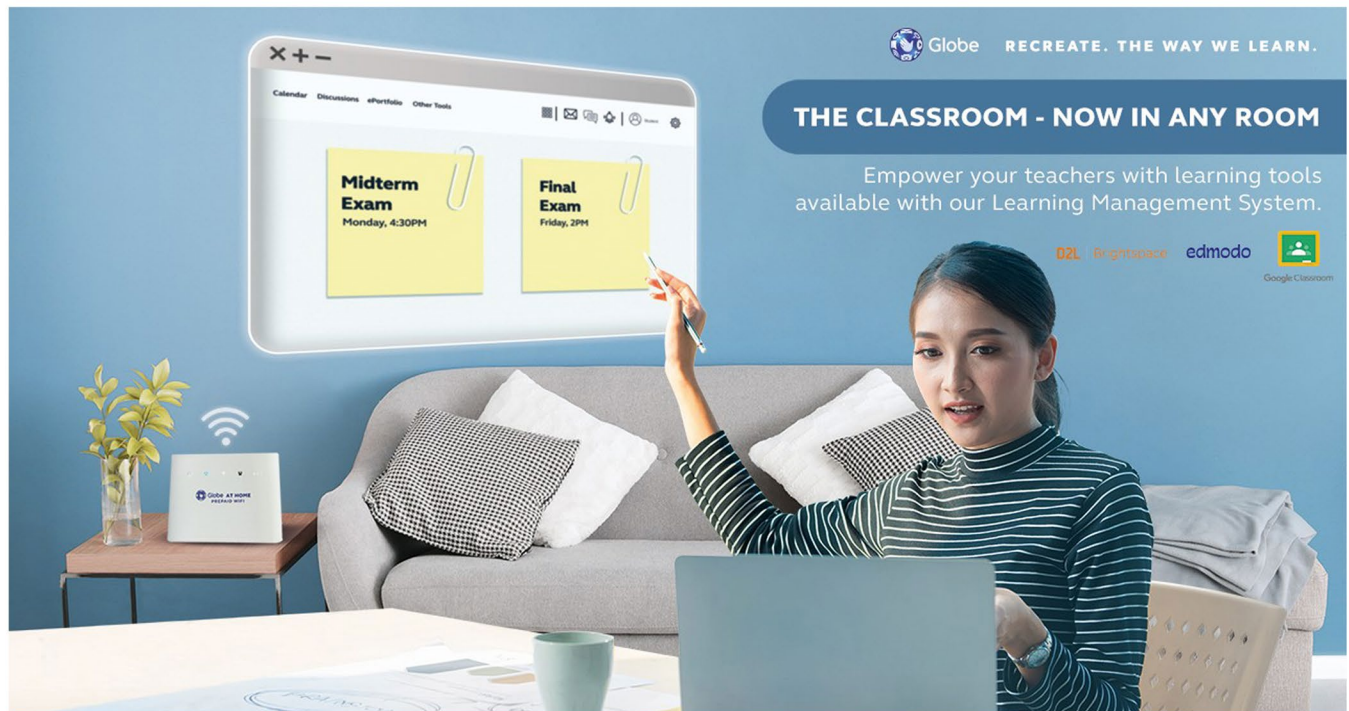
Globe as an institution is dedicated to empowering every Filipino succeed in reaching their goals, and preparing for any challenge they may face. This dedication extends to schools and universities —the Launchpad for the next generation. As such, we want to help prepare you and your institution for all the needs of the future, whatever they may be.

Here at Globe for Education, we can offer you helpful information to empower you in making the decisions required to take your school to the next level. Our wide range of specialized solutions and technologies, as well as our business-grade connectivity, can fit your institution's needs, regardless of digital readiness or maturity.

Together, we can redefine the education experience for everyone in your school—for teachers, students, administrators, and even parents, by taking your school online.

Learning never stops, even in these changing times — so together, let's discover new ways to create, collaborate, and communicate.

Together, let's RECREATE. THE WAY WE LEARN. Congratulations, PACU!



**Globe** RECREATE. THE WAY WE LEARN.

### THE CLASSROOM - NOW IN ANY ROOM

Empower your teachers with learning tools available with our Learning Management System.

D2L Brightspace edmodo Google Classroom



**Globe** RECREATE. THE WAY WE LEARN.

### GROUP WORK MADE POSSIBLE

Let your students learn seamlessly with access to collaboration tools.



# ASUS Education Solutions Guide

Your **Champion Partner** in Education

We, at ASUS Philippines, are here to help cultivate the minds of the next generation with a total solution for progressive, innovative, and mobile learning. Get to know what ASUS PC is perfect for all levels of education.



PLATINUM PROTECTION  
WARRANTY

Download by scanning the QR Code  
or visit [bit.ly/ASUSEdukasyonSept2020](https://bit.ly/ASUSEdukasyonSept2020)





with



Powered by:  Smart BizLoad

## A **SMARTer** way to learn

Enable students and teachers to keep moving forward  
with digital solutions designed to power e-learning

<p>GIGA STUDY <b>99</b></p> <p>2 GB Open Access + 1 GB / day for Study Apps</p> <p><b>7 DAYS</b></p>	<p>GIGA STUDY <b>299</b></p> <p>4 GB Open Access + 1 GB / day for Study Apps</p> <p><b>30 DAYS</b></p>	<p>GIGA STUDY <b>399</b></p> <p>6 GB Open Access + 1 GB / day for Study Apps</p> <p><b>30 DAYS</b></p>	<p>GIGA STUDY <b>499</b></p> <p>8 GB Open Access + 1 GB / day for Study Apps</p> <p><b>30 DAYS</b></p>
<p>GIGA STUDY <b>199</b></p> <p>4 GB Open Access + 3 GB / day for Study Apps</p> <p><b>7 DAYS</b></p>	<p>GIGA STUDY <b>599</b></p> <p>8 GB Open Access + 3 GB / day for Study Apps</p> <p><b>30 DAYS</b></p>	<p>GIGA STUDY <b>799</b></p> <p>12 GB Open Access + 3 GB / day for Study Apps</p> <p><b>30 DAYS</b></p>	<p>GIGA STUDY <b>999</b></p> <p>16 GB Open Access + 3 GB / day for Study Apps</p> <p><b>30 DAYS</b></p>

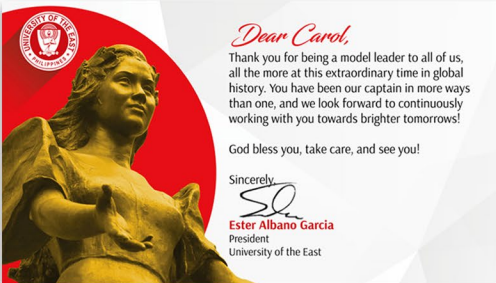
ePLDT

 **PLDT**  
Enterprise

 **Smart**



# Thank You! President Carol

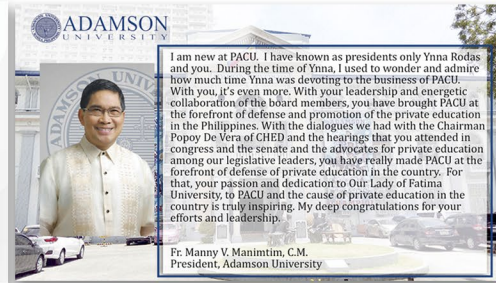


*Dear Carol,*

Thank you for being a model leader to all of us, all the more at this extraordinary time in global history. You have been our captain in more ways than one, and we look forward to continuously working with you towards brighter tomorrows!

God bless you, take care, and see you!

Sincerely,  
  
Ester Albano Garcia  
President  
University of the East



I am new at PACU. I have known as presidents only Ynna Rodas and you. During the time of Ynna, I used to wonder and admire how much time Ynna was devoting to the business of PACU. With you, it's even more. With your leadership and energetic collaboration of the board members, you have brought PACU at the forefront of defense and promotion of the private education in the Philippines. With the dialogues we had with the Chairman, Popoy De Vera of CHED and the hearings that you attended in congress and the senate and the advocates for private education among our legislative leaders, you have really made PACU at the forefront of defense of private education in the country. For that, your passion and dedication to Our Lady of Fatima University, to PACU and the cause of private education in the country is truly inspiring. My deep congratulations for your efforts and leadership.

Fr. Manny V. Manintim, C.M.  
President, Adamson University

PACU has had the good fortune of having been led in its long glorious history by men and women educators who all brilliantly and successfully championed the cause of private education, facing challenges specific to their time.

PACU President Dr. Carol Enrriquez, however, is exceptional. She led and presided over PACU in pandemic times, an extraordinary period in our lives, when education, as we know it, was turned upside down.

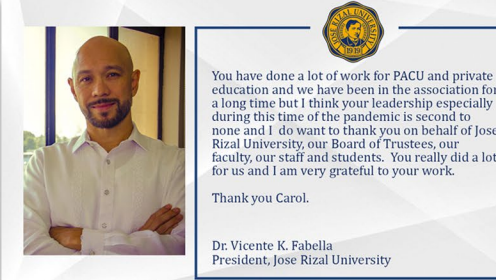
President Carol served PACU with grace, competence and altruism that brought out the best in all of us, member schools of PACU.

Amidst the uncertainties, President Carol patiently held weekly Zoom online meetings to reach out to PACU school presidents for them to share their apprehensions, insights, and creative solutions.

She also gallantly corresponded and met with CHED, legislators, and LGUs to present the concerns of private schools. Thank you Carol. From the T.I.P. community, our heartfelt gratitude and prayers for you and Fatima University.



Dr. Beth Quirino-Lahoz  
President  
Technological Institute of the Philippines (T.I.P.)



You have done a lot of work for PACU and private education and we have been in the association for a long time but I think your leadership especially during this time of the pandemic is second to none and I do want to thank you on behalf of Jose Rizal University, our Board of Trustees, our faculty, our staff and students. You really did a lot for us and I am very grateful to your work.

Thank you Carol.

Dr. Vicente K. Fabela  
President, Jose Rizal University

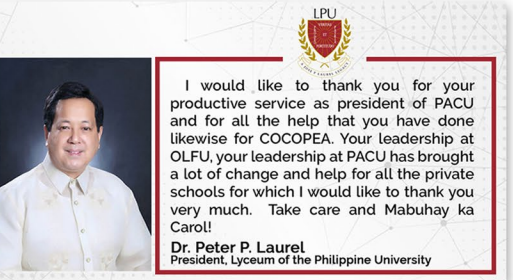


Words are not enough to describe you.

CARING  
ADMIRABLE  
ROLE MODEL  
OUTSTANDING  
LEADER

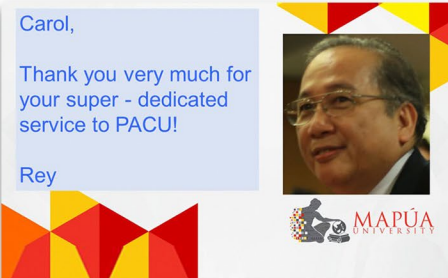
Thank you for steering and leading PACU during these tough and challenging times.

Best to you always,  
Pat Bustos-Lagunda



I would like to thank you for your productive service as president of PACU and for all the help that you have done likewise for COCOPEA. Your leadership at OLFU, your leadership at PACU has brought a lot of change and help for all the private schools for which I would like to thank you very much. Take care and Mabuhay ka Carol!

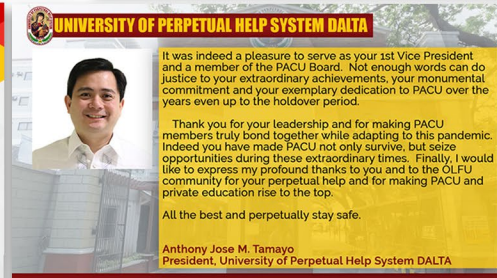
Dr. Peter P. Laurel  
President, Lyceum of the Philippine University



Carol,

Thank you very much for your super - dedicated service to PACU!

Rey

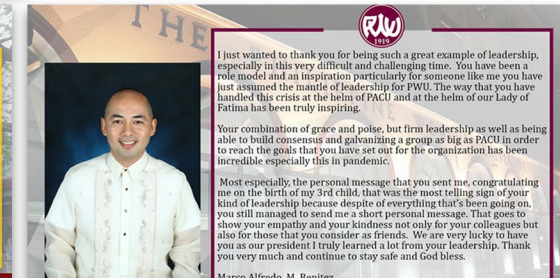


UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA

It was indeed a pleasure to serve as your 1st Vice President and a member of the PACU Board. Not enough words can do justice to your extraordinary achievements, your monumental commitment and your exemplary dedication to PACU over the years even up to the holdover period. Thank you for your leadership and for making PACU members truly bond together while adapting to this pandemic. Indeed you have made PACU not only survive, but seize opportunities during these extraordinary times. Finally, I would like to express my profound thanks to you and to the OLFU community for your perpetual help and for making PACU and private education rise to the top.

All the best and perpetually stay safe.

Anthony Jose M. Tamayo  
President, University of Perpetual Help System DALTA



I just wanted to thank you for being such a great example of leadership, especially in this very difficult and challenging time. You have been a role model and an inspiration particularly for someone like me who have just assumed the mantle of leadership for PWU. The way that you have handled this crisis at the helm of PACU and at the helm of our Lady of Fatima has been truly inspiring.

Your combination of grace and poise, but firm leadership as well as being able to build consensus and galvanizing a group as big as PACU in order to reach the goals that you have set out for the organization has been incredible especially this in pandemic.

Most especially, the personal message that you sent me, congratulating me on the birth of my 3rd child, that was the most telling sign of your kind of leadership because despite of everything that's been going on, you still managed to send me a short personal message. That goes to show your empathy and your kindness not only for your colleagues but also for those that you consider as friends. We are very lucky to have you as our president. I truly learned a lot from your leadership. Thank you very much and continue to stay safe and God bless.

Marco Alfredo M. Benitez  
President, Philippine Women's University



12 September 2020

To Carol, an esteemed leader and a dear friend,

We are blessed to have had you as our leader at a time when private higher education in our country went through difficult times with three major events that changed our landscape - the K-12 program, free education in public colleges and universities, and the COVID-19 pandemic. Your vision, work with key government institutions and officials allowed us to bring our concerns to their attention and resulted in concessions in our favor. You pulled us together and in doing so strengthened our resolve and boosted our capacity with opportunities to learn from each other. Your positive approach to challenges inspired us to work in solidarity. I am in awe as to how you keep us updated with the latest news and endless guidelines, allowing us to be timely with our response and plans. I admire your tact in managing conversations and discussions. I marvel at your expeditious and effective action to address situations. To top all these, you are a good friend. I am blessed.

We thank the Lord for your leadership and friendship. May you enjoy God's blessings of joy, peace and love as you have brought the same for us.

Sincerely,

Ma. Cristina D. Padolina  
President, Centro Escolar University



Far Eastern University  
Nicanor Reyes Medical Foundation

Dear Carol,

I've been with PACU since 1974. Modestly, I can say without flattery an esteem that you are one of the best President that PACU ever had!

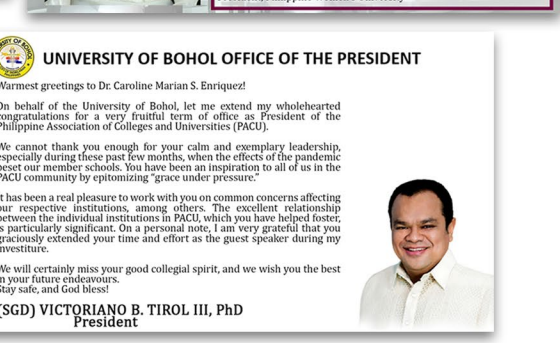
Your competency and knowledge of PACU's vision and purpose, generated the entire level of PACU resulting in the smooth functioning of the organization, which in turn, encouraged unity and motivated members to participate with alacrity that fostered the accomplishment of PACU's goals.

With the advent of the pandemic COVID-19, you were able to inspire, motivate and guide the members of PACU in the conduct of online education with your leadership. Even if it hurt, you were able to strengthen our spirit to do the right thing by questioning the legality of the extension process of a private accrediting agency with your integrity.

Thank you for what you have done during your presidency. I am sure that succeeding presidents of PACU can at least equal your commitment and passion as well as your decision making capabilities.

Very truly yours,

ATTY. ANTONIO H. ABAD, JR.  
President



UNIVERSITY OF BOHOL OFFICE OF THE PRESIDENT

Warmest greetings to Dr. Caroline Marian S. Enriquez!

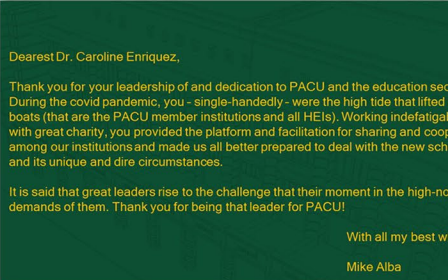
On behalf of the University of Bohol, let me extend my wholehearted congratulations for a very fruitful term of office as President of the Philippine Association of Colleges and Universities (PACU).

We cannot thank you enough for your calm and exemplary leadership, especially during these past few months, when the effects of the pandemic beset our member schools. You have been an inspiration to all of us in the PACU community by epitomizing "grace under pressure."

It has been a real pleasure to work with you on common concerns affecting our respective institutions, among others. The excellent relationship between the individual institutions in PACU, which you have helped foster, is particularly significant. On a personal note, I am very grateful that you graciously extended your time and effort as the guest speaker during my investiture.

We will certainly miss your good collegial spirit, and we wish you the best in your future endeavors. Stay safe, and God bless!

(SGD) VICTORIANO B. TIROL III, PhD  
President



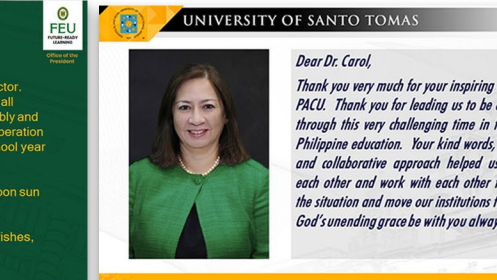
Dearest Dr. Caroline Enrriquez,

Thank you for your leadership of and dedication to PACU and the education sector. During the covid pandemic, you - single-handedly - were the high tide that lifted all boats (that are the PACU member institutions and all HEIs). Working indefatigably and with great charity, you provided the platform and facilitation for sharing and cooperation among our institutions and made us all better prepared to deal with the new school year and its unique and dire circumstances.

It is said that great leaders rise to the challenge that their moment in the high-noon sun demands of them. Thank you for being that leader for PACU!

With all my best wishes,

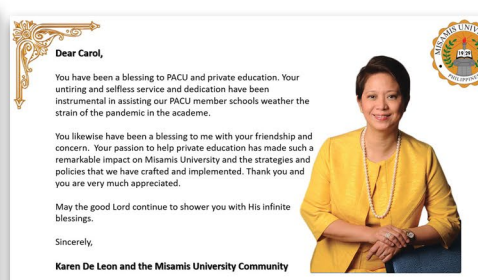
Mike Alba



UNIVERSITY OF SANTO TOMAS

Dear Dr. Carol,

Thank you very much for your inspiring leadership at PACU. Thank you for leading us to be one as we go through this very challenging time in the history of Philippine education. Your kind words, calm nature, and collaborative approach helped us learn from each other and work with each other to rise above the situation and move our institutions forward. May God's unending grace be with you always!



Dear Carol,

You have been a blessing to PACU and private education. Your untiring and selfless service and dedication have been instrumental in assisting our PACU member schools weather the strain of the pandemic in the academe.

You likewise have been a blessing to me with your friendship and concern. Your passion to help private education has made such a remarkable impact on Misamis University and the strategies and policies that we have crafted and implemented. Thank you and you are very much appreciated.

May the good Lord continue to shower you with His infinite blessings.

Sincerely,

Karen De Leon and the Misamis University Community



"The growth and development of people is the highest calling of leadership." - Harvey S. Firestone

President Carol,

We are in sincere gratitude for your unparalleled dedication and unwavering service to PACU. Indeed, your leadership inspire growth and development amongst all of us. May you be blessed with good health and happy life so you may continue what you do best, LEAD! Lead Everyone to Achieve their Dreams.

On behalf of Saint Paul School of Professional Studies,  
THANK YOU!

Dr. Erwin Vincent G. Alcala, CPA  
President, SPSPS



Greetings of peace and love!

As your term as president comes to close, we would like to thank you for your hard work and commitment in making and developing PACU to what it is today. For the past two years, your stewardship of PACU has been characterized by your tireless efforts to push for advocacies that will promote quality education and assist in policy making for equitable government support to the private sector.

Truly, you are worthy to be one of the distinguished laureates of the Gusi Peace Prize International in 2019, for your exemplary and visionary leadership in the academe and for your significant efforts towards the commitment and attainment of these in society. It is my pleasure that on behalf of Cainta Catholic College, to thank you for your dedication and for a job well done during your tenure as PACU president. Dr. Carol, we wish you the best in your future endeavors. Maraming salamat po, Mabuhay po kayo at nawa'y laging kayong pagpalain ng Panginoon.

Msgr. Pedro C. Cañomero  
President, Cainta Catholic College



THANK YOU FOR NOT ONLY BEING A PRESIDENT TO PACU, BUT ALSO FOR BEING A GOOD FRIEND TO ME AND TO ALL OF US. GOD BLESS YOU AND YOUR MANY WORKS AND MISSION.

- Jessi Dale



Dr. Carol Enriquez  
President  
PACU



Paano ka ba mapasasalamat  
Sa serbisyong sa PACU binigay  
Ngayon lamang sayo magbibigay pugay  
Sa tanang aking buhay

Sapat na ba ang ako ay mangako  
Mananatili ka dito saking puso  
Paano kita mapasasalamat  
Sapat na bang alin lang kita  
Sa ganitong paraan

Dr. Sergio S. Cao  
President  
Manila Tytano Colleges



## A Rare GEM at a time of a PANDEMIC

The University of Cagayan Valley draws inspiration and guidance in embracing the New Normal from Individuals who have shown exemplary leadership, undaunting courage and realistic vision in this pandemic. One of them is Dr. Caroline Enriquez who has cascaded to all PACU members the GIFTS of hope, resilience and determination despite of the horror and shock of Covid-19.

Thank you for selflessly leading PACU!

Esther S. N. PANG  
UNIVERSITY PRESIDENT



Dr. Caroline Enriquez  
President  
Philippine Association of Colleges and Universities

To our dear PACU President Carol,

Your genuine kindness and humane leadership style has served as an inspiration in our own journey as leaders of our school.

Thank you for the guidance and exemplary leadership for PACU. May you continue to succeed in your future endeavors.



Pres Fay



President Carol

For your dedication and unfailing leadership as President of the Philippine Association of Colleges and Universities. During the dark moments of the Covid-19 pandemic, your leadership provided light and enlightenment to the Higher Education sector.

The partnership with the business and government sectors which you put together helped us forge ahead and take necessary measures to mitigate the ill-effects of Covid-19. Your efforts also benefitted our students and other stakeholders.

We are forever grateful for your presence during these critical times.

Vicente Antonio Pijano III  
Chancellor and Chief Academic Officer



Thank you for your pro-active leadership in guiding the member schools to normalization under pandemic conditions



## A MESSAGE OF APPRECIATION

Thank you Dr. Carol for steering PACU for more than 2 years. We sincerely appreciate your dedication and the passion needed for PACU and its members to address the many challenges, most especially in the recent months where all of us, in the private education sector, have to face the invisible enemy that temporarily derailed us in our priorities.

Thank you for sustaining PACU's Vision and Mission by initiating transformative bills and position papers. Your leadership and your team's effort are testaments that strengthen member capabilities and is consistent in PACU's direction in advocating relevant and effective education policies.

In behalf of the Manila Central University, we thank you for your service and may the Good Lord bless you now and always.

Mrs. Luningling Tandoc-Estabiloso  
Chairperson & President  
THE MANILA CENTRAL UNIVERSITY



Dear Dr. Caroline Marian Enriquez,

We thank you for your dedicated service as the president of the PACU. We appreciate all your efforts in making our digital resources more accessible for our students at the Holy Angels University. We wish you well and may God bless all your endeavors. Thank you so much for your contributions and God bless.

Laus Deo Semper!  
Holy Angel University



UA&P  
UNIVERSITY OF ASIA AND THE PACIFIC



We would like to thank you, Carol, for the generosity and dedication that you have shown to your colleagues in PACU despite the many concerns and problems that you are facing. Once again, thank you so much and stay safe. Hoping that this pandemic will be over soon and we get to meet in person.

Dr. Winston Conrad B. Padojinog  
President, University of Asia and the Pacific

President Carol,

Thank you for your leadership and your selfless sacrifice during these difficult times. You were always there in all fronts and venues, pushing for the welfare of the private education sector. In whatever discussion and forum on education, you were there, selflessly devoting your time and energy for the good of all PACU members. Your able and graceful leadership is an inspiration to us all, and we are just so blessed and honored to have you as our President in these times.



Dear Pres. Carol,

We convey our appreciation for all that you have done for PACU and its member schools. Thank you for your dedicated service and dynamic leadership. During this pandemic wherein the education sector is disrupted, PACU is a great help by providing us with relevant information and updates, useful webinars, and networking with CHED and technology solution providers, etc.

May God bless you with a grace-filled life and work, good health, and success in your endeavors.

Sincerely in Christ,  
Sr. Merceditas & SPUP

If your actions inspire others to dream more, learn more, do more & become more, YOU ARE A LEADER.



Rhonda T. Padilla, Ph.D  
President

"We build better lives..."  
PIONEER | COMPASSION | SERVICE | TRUTH

"We must find time to stop and thank the people who make a difference in our lives".

- John F. Kennedy

Thank you President Carol!

Dr. Caroline Marian S. Enriquez,

Thank you for your dedicated and invaluable service to the Philippine Association of Colleges and Universities. The Philippine educational system appreciates your contributions.

We wish you all the best in your future endeavors.

With grateful hearts,  
Atty. Paulino A. Yabao  
President  
&  
USPF Academic Council

University of Southern Philippines



They say a good leader is one who knows the way, goes the way, and shows the way. You are more than a good leader. In the face of unprecedented challenges, you have encouraged us to make and walk in ways where there was none. Your shining example of strength, and determination has given us hope and inspiration in this dismal season. The great leader that you are awakened the Creative, Innovative, and Transformative brand of leadership in us which is most crucial in this turbulent time.

May you continue creating ripples that will revolutionize the Philippine education landscape in the years to come.

Dr. Roberto P. Laurel  
Dipl. Richard Nolasco, C. Villamor



"On behalf of LPU Manila, Makati and Cavite, I convey our sincerest thanks to Dr. Carol S. Enriquez for her inspiring leadership and genuine concern for PACU, particularly during this time of unprecedented challenges to education. May you continue to be blessed, Dr. Enriquez. More power!"

Atty. Roberto P. Laurel  
President, Lyceum of the Philippines University  
Manila, Makati & Cavite Campuses



September 7, 2020

Dear President Carol,

Your outstanding leadership as PACU president greatly benefited and helped not only PACU member schools but all private schools in the country, especially with the unexpected onslaught of the COVID-19 pandemic.

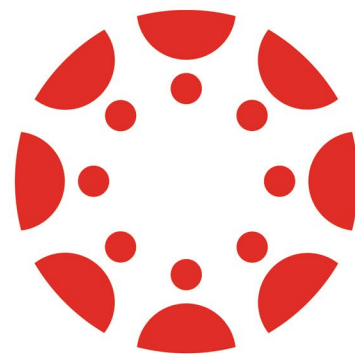
Congratulations and please accept our deepest gratitude.

Guillermo P. Torres, Jr.  
President  
The University of Mindanao

Thank you  
President Carol Enriquez  
for your outstanding leadership  
of PACU during this time of crisis.  
We are extremely proud of you.

GUILLERMO P. TORRES, JR.  
President  
The University of Mindanao

Congratulations, PACU Executive Committee and Board of Trustees 2018-2020 for serving PACU and for your contribution to the Education Sector.



**CANVAS**

# Message for our PACU Leadership

To the PACU Leadership (2018-2020) led by our selfless and dedicated President,  
Dr. Caroline Marian S. Enriquez of Our Lady of Fatima University, and our Board of Trustees.

Dr. Caroline Marian S. Enriquez	-	President
Mr. Anthony Jose M. Tamayo	-	First Vice President
Mr. Marco Alfredo M. Benitez	-	Second Vice President
Engr. Bernard Nicolas E. Villamor	-	Secretary
Ms. Laurice Faye R. Juarez	-	Treasurer

## BOARD OF TRUSTEES

### National Capital Region

**Jose Rizal University**

Dr. Vicente K. Fabella  
Regional Vice President for NCR

**Adamson University**

Rev. Fr. Marcelo V. Manimtim, CM

**Centro Escolar University**

Dr. Ma. Cristina D. Padolina

**Far Eastern University**

Dr. Michael M. Alba

**Mapua University**

Dr. Reynaldo B. Veal

**Our Lady of Fatima University**

Dr. Caroline Marian S. Enriquez

**Philippine Women's University**

Mr. Marco Alfredo M. Benitez

**Technological Institute of the Philippines**

Dr. Elizabeth Quirino-Lahoz

**University of the East**

Dr. Ester A. Garcia

### Luzon

**Baliuag University**

Dr. Patricia Bustos-Lagunda  
Regional Vice President for Luzon

**Lyceum of the Philippines University - Batangas**

Dr. Peter P. Laurel

**Manuel S. Enverga University Foundation**

Mrs. Naila E. Leveriza, MBA

**Saint Louis University**

Rev. Fr. Gilbert B. Sales, CICM

**University of Baguio**

Dr. Zorba Bnn R. Bautista

**University of Perpetual Help DALTA - Molino**

Mr. Anthony Jose M. Tamayo

### Visayas

**University of Cebu**

Atty. Augusto W. Go  
Regional Vice President for Visayas

**Cebu Institute of Technology - University**

Engr. Bernard Nicolas E. Villamor

**University of Bohol**

Dr. Victoriano B. Tirol III

**University of Iloilo**

Dr. Raymundo P. Reyes

### Mindanao

**University of Mindanao**

Dr. Guillermo P. Torres, Jr.  
Regional Vice President for Mindanao

**Capitol University**

Ms. Laurice Faye R. Juarez

**Misamis University**

Dr. Karen Feliciano-De Leon

**Rizal Memorial Colleges**

Dr. Evelyn Abellera-Magno



## From the PACU Secretariat: A Big Thank You

We are fortunate to have your guidance, vigilance, and proactive stance in matters involving future education policies that affect our member schools and all private educational institutions across the nation in service of all our learners.

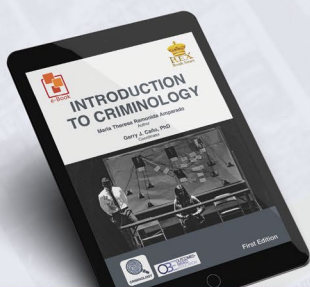
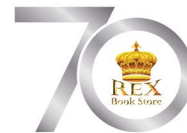
PACU will continue to march toward the fulfillment of our overall vision of transformative private education in a deregulated environment for the Global Filipino.

A BIG thank you for being in the front line, ushering a new way of learning, and modelling adaptability and resilience of private education during this very difficult time.

REX Book Store, Inc.

# KNOW YOUR LEARNING SOLUTIONS

#ChallengeEveryMoment



## EBOOK REFERENCES

Offers an electronic version of a traditional print book that can be read using a personal computer or by an eBook reader. Available in PDF and ePub file formats.



## TEXTBOOK MATERIALS

A comprehensive compilation of content available to most programs. Still relevant for its use, it is produced to meet the needs of the students and made ready for learners in higher education institutions.



## COURSE MODULES

A comprehensive reference and carefully designed instructional materials that facilitate self-directed and self-paced learning. Compatible with the learning styles of millennial and Gen Z students. They usually include instructional elements such as learning objectives, content, learning activities, and assessment tools.

VISIT [WWW.REXPUBLISHING.COM.PH](http://WWW.REXPUBLISHING.COM.PH) FOR MORE DETAILS

## PACU Newsletter

### A project of PACU Committee on Public Relations:

Mr. Marco Alfredo M. Benitez - Chairperson and Editor  
Dr. Caroline Marian S. Enriquez  
Mr. Anthony Jose M. Tamayo  
Dr. Karen Belina F. De Leon  
Rev. Fr. Marcelo V. Manintim, CM  
Ms. Joyce Anne C. Samaniego

### Editorial Team:

Mr. Marco Alfredo M. Benitez  
Dr. Suzie Moya Benitez  
Dr. Rosalie Armando  
Ms. Pia A. Labrador  
Ms. Rowena Morta  
Ms. Marivic Tirona  
Mr. Jesus A. Sy

### Secretariat:

Ms. Joyce Anne C. Samaniego  
Ms. Ria Lascano  
Mr. Airol Alfiler

### PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES

U601 Richmond Plaza, San Miguel Avenue  
Ortigas Center, Pasig City  
Tel. No. (02) 8638-5635  
Fax No. (02) 8633-7627



[www.pacu.org.ph](http://www.pacu.org.ph)



[secretariat@pacu.org.ph](mailto:secretariat@pacu.org.ph)



[facebook.com/Philippine-Association-of-Colleges-and-Universities-101089514997469/](https://www.facebook.com/Philippine-Association-of-Colleges-and-Universities-101089514997469/)