



SPU Manila INTER-OFFICE BULLETIN

Vol. VIII No. 47

22 February 2016

SPU MANILA EXECS PARTICIPATE IN COCOPEA CONGRESS

A special report by Sr. Ma. Evangeline Anastacio, SPC

St. Paul University Manila sent a delegation to the 6th COCOPEA National Congress held in Novotel Araneta Center on February 18-19, 2016. There were three administrators who participated actively in the congress, namely, Sr. Ma. Evangeline L. Anastacio, SPC, President of SPU Manila, who was tasked to do the recap of Day 1 of the congress; Sr. Felicitas Bernardo, SPC, Senior High School Principal and Chairperson of the Graduate Programs in Education, who was in the Panel of Reactors in one of the concurrent sessions; and Dr. Marichen Dychangco. Mr. Noel Suspendio, Ms. Amelia Butial, Chairperson of the Tourism and HRM programs, respectively, along with 20 HRM and 20 Tourism Management students played active roles in assisting and ushering the congress participants who came from all over the Philippines.

The Coordinating Council of Private Educational Associations (COCOPEA) is the big umbrella to which the Catholic Educational Association of the Philippines (CEAP) belongs, along with the Association of Christian Schools, Colleges, and Universities (ACSCU), the Philippine Association of Colleges and Universities (PACU), The Philippine Association of Private Schools, Colleges and Universities (PAPSCU), and the Technical Vocational Schools Association of the Philippines, Inc. (TVSAPHIL). COCOPEA holds a national congress every other year and this year's congress focused on the theme, "Road map for Philippine Education: Pursuing Inclusive and Equitable Quality Education, Lifelong Human Flourishing and Sustainable Development."

In the first Keynote Address on "Shaping Public Policy and Legislative Agenda towards Inclusive and Equitable Quality Education, Lifelong Human Flourishing and Sustainable Development," the dynamic Secretary of Education, Bro. Armin B. Luistro, gave a summary report on the reforms done by the Department of Education and the corresponding changes and improvements brought about by these reforms. At the outset, he mentioned that the most critical and painful reforms are those that were undertaken in partnership with the private sector who have advocated these reforms even before the Aquino administration.

He said that within the last five years, the most critical reform that happened in the primary grades was the institutionalization of Kindergarten in 2011, which may have been painless to the private sector but which has been the most painful for the public sector because of the required physical and human infrastructures that had to be met. This reform brought about two positive results: first, the number of over-aged students in Kindergarten and the primary grades was brought down; and second, the drop-out rate was significantly decreased as evidenced by the result of the Out-of-School Youth Study conducted in 2011 and 2013. Another significant reform is the implementation of the policy on Mother-Tongue-Based Multilingual Education, which may have been a difficult reform but has brought about positive change. Both

the National Achievement Test and the Language Assessment Test for primary Grades proved that there has been an improvement in the children's reading abilities. According to Bro. Armin, these two critical reforms in the primary grades have increased the staying power of school pupils in the Primary Grades to almost 97%.

Reforms in the Intermediate Grades (Gr. 4-6) to Junior High School include three critical components: 1) the increase in procurement of required science and math laboratory equipment to about 900% more than those acquired in the previous years, which allowed students to move from just learning from books towards hand-on learning; 2) the provision of ICT equipment to improve instruction and internal efficiency. This brings the DepEd closer to its target of providing a unique reference number for every learner to facilitate the establishment of online databases and improving the efficiency of a digitized system. The third and most important reform in the Intermediate to Junior HS levels has something to do with the putting up of a technical-vocational curriculum geared towards the development of specific technical or vocational skills. Because of the introduction of the TESDA courses, there are early indications of a decrease in the drop-out rate. The challenge for the next administration is to pursue these efforts and to make sure that no Filipino child between five and 18 is out-of-school.

For private schools, the most critical aspect of the reform is the increase in the subsidy given to Junior High Schools within the past six years, both in the form of student and teacher subsidy. The challenge to the next administration is to continue to increase the amount of the subsidy and to guarantee the integrity of the lists to ensure that these are free of ghost recipients.

The last critical reform is the establishment of Senior High School. Almost 100% of Grade 10 students will receive a subsidy from the government in some form. Only a very small number will not receive any subsidy. It is just a matter of political will for the next administration to continue to give the same subsidy to the next batches of Senior HS but at the same time to come up with the program to make sure the subsidy is given to the right recipients.

Brother Armin pointed out that the greatest anxiety of many in relation to the K-12 reform, that students might be reluctant to enroll in the additional two years of High School, is gradually being allayed by the fact that the actual number of those who have pre-registered online is now close to 1.3M. Only a few have not registered.

One of the biggest reforms in relation to K-12 is coming up with 10,440 new Senior HS. The challenge is to make sure that quality of education is maintained.

Bro. Armin was happy to note that most of the reforms he mentioned were advocated, if not initiated, by the private schools. He expressed his gratitude to the COCOPEA schools for working hand in hand with him in walking through the most difficult seasons of these reforms.

The other critical engagement that he hopes to continue even with the next administration is for the education sector to work with industry to make sure that the curriculum matches the needs of industry. He put it very aptly when he said "Yes, it's true we do not put up schools just to prepare our students for work; but neither should the schools be so distant from the industry that they would be unable to match the skills." According to Brother Armin, a key performance

indicator that is worth considering is not just in the number of graduates but also in the number of graduates who are able to get a job or open a business within three months after graduation.

All these reforms have to be seen in the context of the Philippine Qualifications Framework where we see competencies and skills cut across the different schools and where these can be understood with its necessary equivalency in the ASEAN Qualifications Framework.

The next task for the next administration is 1) to institutionalize assessment in the national level; and 2) to join international large scale assessments, particularly PISA (Programme in International Assessment) and TIMSS (Trends in International Mathematics and Science Study).

At the end of his presentation, Bro. Armin bared that the continuing reforms should not focus on just the students enrolled with us. Ultimately, real reforms should be able to reach out to the hard-to-reach learners. He emphasized that DepEd is not alone in pursuing this reform; rather it continues to work hand in hand with the members of COCOPEA.

In the second Keynote Address, Dr. Tereso Tulliao tackled the topic on the Economics of Education in a very amusing but insightful way. He presented five key ideas :

- 1) Education has an extensive role and offers far-reaching benefits to individual learners and the society: Cultural, Economic, Human Capital.
- 2) Education is intended as a public good. It is non-rivalry (Ang produkto/serbisyo ay hindi nababawasan sa pagkonsumo ng ibang kumokonsumo) and there is no exclusivity (Hindi mapantangi sa mga kumokonsumo).
- 3) The different levels of education offer different benefits.
- 4) Support for education is based on the kind and scope of benefits. (Pagpopondo ng edukasyon ay nakabatay sa uri at lawak ng benepisyo.) This is illustrated in the following:

- Primary/Elementary Education and High School Education
 - The social benefits of basic education are greater than the private/individual benefits
 - The skills and competencies are not enough for the learner to be employed in a job.

Because of this, Basic Education has to be funded by the state.

- Technical and Vocational Education
 - Has almost equal social and individual benefits.
 - Provides opportunities for graduates to land a job.
 - Responds to the problems of unemployment.
 - Addresses the imbalance in the work force brought about by an unpleasant perception about tech-voc courses.
 - Addresses the imbalance due to the scarcity of funds available for higher education.

Based on these benefits, Tech Voc Education has to be jointly supported by the government, the industry sector and the private sector.

- Higher Education
 - The private individual benefits are greater than the social benefits.
 - Graduates use their competencies and skills in their job.

Because of this, private individuals or their parents should fund college education.

- Graduate Education
 - Graduate education has broad benefits for society.
 - It provides the manpower for science and research.
 - It develops students in research and development.

Because of this, the state has the obligation to fund Graduate Education.

- 5) There are different options and frameworks by which the complementarity between private and public education may be carried out in the different levels of education.

In conclusion, Dr. Tulliao emphasized that the private and government sector play complementary and not adversarial roles in the funding of education. The private and public sector each has an important role to play.

Government: Basic education, Tech-voc , Graduate School, Research

Private: College Education

Dr. Tulliao emphasized that considering the limited resources of government, the support for college programs has to be assessed vis -a - vis the regional and national priorities. Emphasis should be given to: quality and excellence, college readiness of the students, relevance and effectiveness of the program, and efficiency in the use of limited resources.

After the break in the afternoon, the round-table discussion with the Presidentiables was competently facilitated by Dr. Vincent Fabella, who aptly put the discussion in the context of the education themes identified by COCOPEA and with a strong conviction that quality education in all its forms can happen only when two important factors exist: 1) complementarity; that is, that the private and public sector work together on equal footing within a level-playing policy field ; 2) that academic freedom continues and will always be upheld. Dr. Fabella cited that it is important to consider the educational agenda of the candidates vis-à-vis these beliefs of COCOPEA.

Only two Presidentiables showed up; namely, Vice-President Jejomar Binay, who was represented by Prof. Tomas Lopez Jr., and Sen. Mar Roxas.

Prof. Tomas Lopez Jr. stated that the claims of Presidential Jejomar Binay are anchored on his actual performance and achievements as former Mayor of Makati. Binay's agenda for education is of two parts. The first part is to address the basic issues of Access and Capacity. He proposes to make basic improvements in the programs that have already been started by Bro Armin such as increase the number of new schools to 50,00 and ensure the 20M students in SHS not only of free books, but also free uniforms and school supplies. Other highlights of his agenda include the following: To take advantage of the K-12 program to introduce new ways by which teachers teach and students learn; to renovate teacher education in this country; to create a new movement in teacher education; to institutionalize the interaction and interphase between the workplace and the school; to ensure that those who are working will be more mobile and can freely move in and out of the school; to have a work-place aligned equivalency program so that one's experiences in the industry may be considered as part of one's education. Mr. Lopes

ensured the audience that VP Binay supports the UNIFAS Bill and commits to allot more funds for research. He also commits to reform the regulatory environment; that is, to assess the tri-focal system of education, integrate the three agencies, and assure that regulatory bodies provide more space for schools to explore and innovate

In the Q&A, Prof. Lopez clarified that the purpose of the Local Colleges and Universities is to develop new courses that will respond to the needs of the locality and should not duplicate the courses already offered by the private colleges and universities. The LCU must be able to prepare young people for jobs available in the locality. He said that key to quality education is to allot significant budget to teacher training programs and retooling of school leaders. "The only way by which education can be revolutionized is to provide high speed broadband connectivity", said Mr. Lopez. Mr. Tommy Lopez ensured the commitment of Binay to education declaring that his first priority is to build schools to increase capacity and access to education and that his long term plan includes teacher training, increasing fund for research; assuring interphase between education and industry.

An interesting comment and suggestion came from Former DOH Sec. Dr. Duque. He said that in the health sector during his term, instead of building more hospitals, they made sure that government involve the private hospitals, brought them into the system, and paid the private hospitals for the service that they give to the people. In the same way, he asked why does the public education sector continue to build more schools and classrooms? Why doesn't government employ the services of the private schools to educate the Filipino children?

Tommy Lopez stressed that we have to keep the integrity of the Voucher System and come up with a model of the public-private partnership.



Senator Mar Roxas, himself, came. He declared that one lesson that he learned from his father is that one requisite to be successful in life is to show up; and so he did. He stressed that the addition of two years is something that we need to do for our graduates to be on par with the rest of the world. He assured his commitment to the continuation of the transition from K-10 to K-12. Aside from physical infrastructure, he sees the need to invest in human infrastructure because he believes this is what will propel the country forward. He said, "We were once called the sick man of Asia; now we are called Asia's Bright Star; the tourism industry is now on the rise, and so are call center work opportunities. The road system is now undergoing expansion. Substantial progress has been noted. All these came about because of 'Daang Matuwid.'"

Sen. Mar Roxas bared that the capital outlay of the present administration in 2015 amounted to 800B pesos which is a factor of 5 times the previous years. All these are supported by an educated sector. He said that the government looks upon the education as a source of innovation, creativity, new ways of doing things. He welcomes the partnership between schools and government. He believes that economy is the bedrock of any organization; that is why he intends to fight hard for "Daang Matuwid." He continues to believe in the partnership between education and the government.

In the Q & A, he clarified that one of his concrete plans to help the private schools is to provide outright scholarship grants. The Education Agenda that he wants to prioritize are to build capacity for higher education and continue to move up the value chain; to continue to build physical infrastructure and human infrastructure; and continue to strengthen private-public partnership; to increase subsidy for private education; and to maintain his respect for the independence of private institutions and for their innovativeness and creativity.

On the 2nd day of the Congress, Ms. Rhodora Ferrer, Executive Director of the Private Education Assistance Committee and the Fund for Assistance for Private Education (FAPE) gave some updates on the ESC, The SHS Voucher System, and the Teacher Salary Subsidy (TSS). Dr. Ma. Cynthia Rose Bautista, CHED Commissioner, presented some updates on the CHED-and DepEd Programs to Mitigate the Impact of the Implementation of the SHS program.

Two clusters of Concurrent Sessions were held in second half of the morning and in the afternoon. The first cluster focused on the general theme: On Promoting Effective School Leadership and Governance; while the second cluster focused on "Promoting Effective and Professional Facilitators of Learning for the 21st Century Learners". It was in Concurrent Session B on "Teacher Evaluation: A Catalyst for Dynamic Instructional Leadership and Learning" that Sr. Felicitas joined as a member of the panel of reactors.

The third and last Keynote Address on Transforming the Learning Environment Through Professional Learning Communities was delivered by Darin Fahrney, PhD. Principal of Singapore American School.

Mr. Rene Salvador San Andres, Executive Director of COCOPEA and CEAP will gave the Synthesis of the 6th COCOPEA National Congress and the Closing Remarks was delivered by Dr. Miguel Udtohan, Vice-Chairperson of COCOPEA and President of ACSCU.



Bro. Armin Luistro receives a Plaque of Recognition from the Board of COCOPEA.



cvSr. Evangeline Anastacio poses with Dr. Cris Bernido and Dr. Ma. Victoria Carpio-Bernido, Cocurrent Session Speakers who shared their success story in implementing the Dynamic Learning Program (DLP), a non-traditional student-centered approach in the Central Visayas Institute Foundation. The couple were recipients of the Ramon Magsaysay Award in 2010. (Dr. Ma. Victoria and Sr. Ma. Evangeline were schoolmates and Residence Hall-mates in UP, Diliman in 1978-82.)

ALUMNAE GATHERINGS



**High School 1970
Reunion for Vicky-T
Chiqui Rodriguez,
and Joyce Santos
15 Feb. 2016 - Aristocrat**

**High School 1967
Dr. Eladia Enriquez' 100th
Birthday Celebration
hosted by daughter, Priscilla Enriquez
Bocae, Bulacan-February 18, 2016
With Syl Enriquez, Tina Tuazon-Aquino, Olivia
Marquez Reyes, Lydia Sy, Dorothy Pascual-
Gabriel, Cecille Conti-Marañon, Carina
Fernandez-Marasigan, Celia Escareal-
Sandejas, and Elvie Deacosta.**



**BS Psych 1980
Get-Together for Joena Mandanici
Dad's-Glorietta
17 February 2016
L-R: Tess Ortega, Doris Dasallas,
Joena, and Loisa Pambid**

**BSC 1973 Get-Together
"It's been a long time..."**

