



FAR EASTERN UNIVERSITY
PUBLIC POLICY CENTER

2021

Annual
Report

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FAR EASTERN UNIVERSITY
PUBLIC POLICY CENTER

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About the FEU Public Policy Center

Our Mission and Theme Areas



The FEU Public Policy Center's mission is to make a substantive contribution to **evidence-based policymaking through in-depth research** and public discussion. FEU believes that enabling as many citizens as possible to engage in rigorous public debates on issues of significance to the larger population is an integral part of the education process.



Within the FEU community, it hopes to cultivate a **culture of inquiry and research** informed by actual experiences in policy formulation and implementation while providing opportunities for faculty and student researchers to work with expert practitioners in their chosen fields.



It seeks to strengthen ties between the higher education community and government by exposing students and faculty to policy issues and allowing them to contribute to policy discussions at the national and local levels. By doing this we envision broadening the areas of research for higher education



professionals and students, while introducing innovative ways of looking at issues that have a potential public impact.

In the long run, FPPC would like to play a significant role in widening the range of **credible sources of knowledge** on pressing and relevant issues affecting the public. It hopes to develop a reputation as an innovator and thought leader in its four **Theme areas**:



Education



Urban
Development



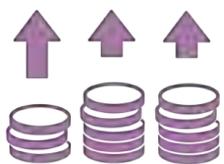
Media,
Technology,
and Society



Law and
Business

Our Key Results Areas

To fulfil our mission, our work at the FEU Public Policy Center is guided by the following Key Results Areas:



Business Sustainability

Resource generation, creating and sustaining partnerships, developing organisational credibility through advocacy programs and events



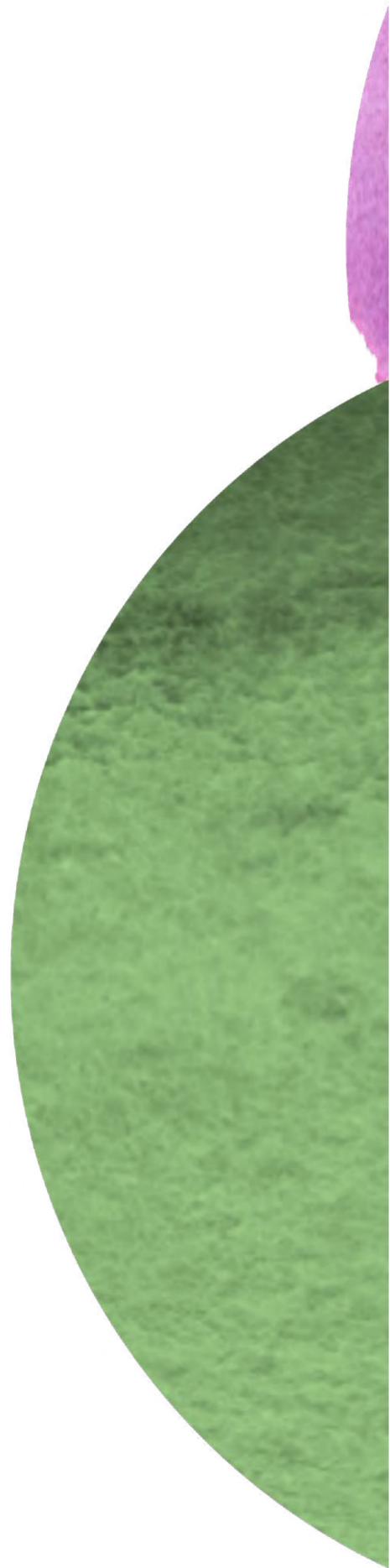
Research Capacity

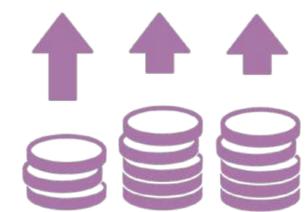
Implementation of research projects and academic initiatives



Building a Professional Organization

Institutionalising and implementing human resource, administrative and financial management processes





Business Sustainability

Rethinking Basic Education : Essay Series by Juan Miguel Luz



Philippine Basic Education is not in good shape. While more Filipino kids are entering Grade 1 these days, too many are dropping out before completion of the entire K-12 cycle. Worse, of those completing the cycle, the levels of learning as revealed in large-scale international assessments is low (one to two or more levels below proficiency).

For years, the definition of success in education was measured as (a) Access to education and (b) the provision of education materials and infrastructure in basic education. It was a numbers-crunching exercise of indicators. Little attention was paid to Learning as argued in the World Bank's World Development Report on the topic of Learning in 2018. To be fair to the Philippines and the Department of Education (DepED), other countries around the world fell into the same trap.

In 2018, the Philippines, through DepED, participated in PISA (Programme in International Student Assessment) for the first time to abysmal results. A year later, the country participated in TIMSS (Trends in International Math and Science Survey) with similar results. A third large-scale international assessment, SEA-PLM (Southeast Asia Program Learning Metrics), confirmed the same conclusions.

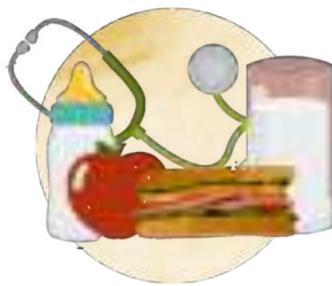
Different groups in the country, particularly those participating in the DepED-organized Education Forum, have recognized the gravity of the situation and have raised the alarm bells. The call for a second Education Commission 30 years after the first EDCOM has been even as educators lament the fact that a number of issues today mirror the issues back then. Did we not, as an education system and as a country, not

learn anything from the first EDCOM?

In discussing the Philippine Education system, critical questions are asked. How is the system organized? Why is it underperforming? Why is overall learning low? How can the state of low performance be remedied?

The essays look at the education system as a series of education levels a child goes through in their journey to becoming fully functioning member of society. Each level adds more value to what a child learns, each level having different learning objectives. The topics will focus on what we need to focus on to re-do basic education so that it supports the future/present growth of society and the economy. Using education as a lever, how can we help turn a weak state (the Philippines) into a moderately strong state [i.e. a performing state]?

Published Essays in 2021



The Importance Of Early Childhood Development To Future Learning



Setting Early Childhood Development Standards



Kindergarten: The First Step In Formal Education – The Need To Get Children Started Well



Today's Reality In Philippine Learning



Developing Functional Literacy And 21st Century Skills)



Primary Learning Metrics: How Are Filipino Elementary Children Learning?

Upcoming Topics

Junior High School

Essay 7: How prepared are students for Math and Science learning?

•Essay 8: What is the level of reading and comprehension of junior high school students?

Senior High School

•Essay 9: What tracks are SHS students signing up for?

•Essay 10: How are SHS students doing in exit exams?

Special Topic: COVID-19 and School Opening
Key Question: Why Hasn't the Philippines Opened Basic Education Schools to face-to-face learning?

Alternative Learning

•Essay 11: What is the extent of participation in ALS? What is the level of participation and performance in equivalency exams?

•Essay 12: Why is ALS underserved? What can be done to provide more ALS for individuals who have dropped out of the formal system?

Underserved segments

•Essay 13: A quick overview of underserved sectors

•Essay 14: Last Mile Schools

Dropouts

•Essay 15: Who are dropping out of school?

•Essay 16: What dropout prevention measures are there and how successful are these?

Boys versus Girls

•Essay 17: The Big picture – Participation, completion, achievement, transition to university (comparison of Boys versus Girls)

•Essay 18: Why are Boys underperforming viz Girls? The impact on society?

Teacher Quality

•Essay 19: How prepared are teachers to teach?

•Essay 20: What do teachers know and understand as 21st Century Skills? Are they prepared to teach/develop these skills?

Policy Questions

•Essay 21: Is the Mother Tongue policy working?

•Essay 22: Should DepED do end-of-year standardized exams per year level or let teachers/schools do their own exams?

System Performance

•Essay 23: Does the Cohort Survival Rate tell us something about the future of the country? What performance indicators matter?

•Essay 24: Is DepED/the education system doing too much of what is not producing results? Or should the System be doing something else?

Forum on the Insights on the Youth Vote from College Experience Survey and Pinoy Voters' Vibe



The Filipino youth, particularly first-time voters, constitute an important voting demographic that could influence election results across all levels of government.

In the 2016 elections, Vice President Robredo won over former Senator

Marcos with a margin of less than 300,000 votes. In the upcoming elections, both politicians will once again compete against each other, having filed their respective candidacies for President. In other levels of government, particularly LGUs with fewer registered voters, results can be decided by one vote.



NOTEWORTHY INSIGHTS FROM THE U-VOTE FORUM

Despite the challenges of voter registration brought about by the COVID-19 pandemic, the Filipino youth have expressed their interest in the upcoming elections through voter registration. As of 14 October 2021, COMELEC reports that the total number of newly registered voters aged 18 to 21 years old have breached 4 million.

Given the importance of first-time voters, different sectors of society have and will make various efforts in helping the youth process information and decide on the country's next set of elected officials. With access to rich data on college students, and partnerships with institutions such as the Ateneo School of Government, the FPPC is in a unique position to contribute to efforts on voter education.

By looking at student responses in FEU's College Experience Survey and ASOG's Pinoy Voters' Vibe, it is possible to gain some insight on topics that voter education efforts may cover and platforms where voter education efforts could be implemented.

A forum was organized to share the studies' results and provide school officials, student organizations, and advocacy groups with insights on youth voters, which could serve as inputs to voter education efforts that may be organized in the lead up to the 2022 National Elections in May 2022.

Those who will definitely vote in 2022 are more likely to detect fake news than those who won't



PVV Survey respondents who said they are sure to vote in the upcoming Elections scored the highest, at 7/10 on average, in the fake news quiz. Those who will not at all vote scored the lowest, at 6.3. As Dr. Imelda Deinla of the Ateneo Policy Center said, the results imply that those who will show up on Election Day are more likely to

actively seek a variety of information and are more likely to seek real news, as it stimulates political awareness and engagement.

Only less than 1/4 of youth surveyed verify the news they get from traditional or social media

The YOUTHLED survey shows that young Filipinos get their information about electoral candidates from television, word of mouth, and social media. Amid the proliferation of fake news, only 22% and 27% of them always or usually verify; 51% and 44% sometimes or never verify. YOUTHLED is currently taking steps such as capacity building to instill the habit of verification among the youth.

5 in 10 Youth Voters will most cast their ballots based on who their families will be voting.

The youth's voter preferences are most likely to be influenced by family, as 54% percent of respondents in the YOUTHLED survey said. The figures, said Chief of Party Ching Jorge, can

as a guide for implementers of civic education initiatives to look at designing their efforts not only for individuals but also families as a political unit.



Forum on Determining the Career Optimism Among Gen Zs







ARE Gen-Z's READY FOR WORK?

Compared to basic education, the stakes are much higher in college education, both at the household and the societal level.

On a personal or household level, the decision to get a college degree is based on expectations of better opportunities to build a career and earn a comfortable living, for the self and the family. At the societal level, a highly educated workforce yields greater productivity, as well as faster social mobility and economic

growth. However, it takes a considerable length of time for the Filipino youth to gain employment after schooling and, hence, make meaningful social and economic contributions. Between 2006 and 2020, more than one million Filipinos between 15 and 24 years old are annually classified as unemployed – comprising 50% of the country's total unemployment.

The Employers' Confederation of the Philippines (ECOP) argues the problem of



youth unemployment is driven by two factors: first, school-to-work transition leads to months or years of missed opportunities. The second, and what appears to be a bigger factor, is the job-skills mismatch, due to a significant gap between the course offerings of academic institutions and the needs of the labor market.

To address the latter, the Department of Labor and Employment (DOLE) developed a labor market information (LMI) system which aims to provide “timely, relevant, and accurate signals on the current labor market, such as in-demand jobs and skills shortages.

But what factors significantly influence students’ determination and optimism that they can finish College and build careers that provide for their families and contribute to the country’s progress as a whole?

As its first externally-funded research project on Career Guidance and School-to-Work transition, the FEU Public Policy Center (FPPC) through the support of the Philippine Business for Education (PBE) embarked on a study that analyzed the determining factors that influence career optimism of Gen-Z Filipino college students from various schools.

Career optimism is defined as “a disposition to expect the best possible outcome, or to emphasize the most positive aspects, of one’s future career development and comfort in performing career planning tasks” (Rottinghaus et al., 2005: 11).

Forum Highlights

200+
attendees
via Zoom

220+
viewers via
Facebook live

6500+
video
views

With panelists from the following organizations:



PACU

Livestreamed simultaneously through the following social media pages:

- FEU
- FPPC
- PBED
- DOLE-BLE
- COCOPEA
- PACU

FPPC's Assistance to Ateneo Policy Center's Pinoy Voters' Vibe Survey



The **Pinoy Voters Vibe (PVV): Youth Edition** is a nationwide **non-partisan, youth-oriented, objective, insights and data-driven initiative** that aims to collect and communicate the voice and vote of the Filipino youth and students through a consolidated online platform.

This initiative is the contribution of the **Ateneo School of Government** through the **Ateneo Policy Center** - in partnership with a consortium of colleges and universities

try to stimulate youth involvement in political discourse as well as relevant democratic processes and political issues. PVV aims to fulfill the following objectives, as summarized in three Vs: provide a platform for electoral discourse (VOICE), collect insights and views from the youth (VIBE), and gather and inspire them to participate in the elections (VOTE).

FPPC is a partner institution in implementing the PVV survey. Students from the six FEU campuses participated in the recent round.

DID YOU KNOW?

Results of the PVV Round 2 showed that a higher likelihood to vote is correlated with higher accuracy in identifying real news. PVV Respondents who answered that they will vote are 43% more likely to detect real news items.

However, there is no statistically significant relationship between the likelihood of voting and the likelihood of detecting fake news.



Voter's Preferences, Behavior and Perceptions on Government

Moving on towards your thoughts on the 2022 Philippine Presidential and Vice-Presidential Elections

On May 9, 2022, the 2022 Philippine Presidential Elections will be conducted. If the 2022 Philippine Presidential Elections were held today, whom would you vote for? Would you vote for

(You may mention others not included in this list.) *

- GO, CHRISTOPHER "BONG GO"
- LACSON, PANFILO "PING"
- POE, GRACE
- DOMAGOSO, FRANCISCO "ISKO MORENO"
- GORDON, RICHARD "DICK"
- DUTERTE, SARA "INDAY"

Fake News Test

In this section, we would like you to classify the following Facebook (FB) posts on whether they contain accurate or false information.

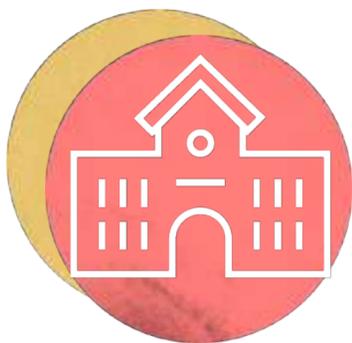
Carlos Dominguez III is currently serving as the Secretary of Finance for President Rodrigo Duterte. Do you think the shared photo (enclosed in red) contains real or false information? *



- Yes, it does contain false information
- No, it does not contain false information

The PVV's survey questionnaire is divided into four parts: demographic question, perceptions on job performance of the government, and self-rated confidence in determining fake news, lastly, a fake news quiz was also given to the respondents. The survey employed a snowball sampling method and was distributed to partner academic institutions, targeting the top vote-rich cities in the country.

Participants' Profile:



FPPC coordinated with Students enrolled in FEU Manila, Makati, Cavite, Alabang, Diliman, TECH & Roosevelt.



Aged 18 years old and above



May or may not be a registered voter for the 2022 Elections

Round 2 Participating Schools Final Tally:

A total of 6,126 students across FEU campuses participated in the round 2 of PVV



Assistance to FEU's Voter Registration and Education Initiatives



As one of the largest sectors today in our country, the youth, particularly their participation, will influence the 2022 elections.

TAMang Boto is an ongoing campaign that gives FEU students information ranging from registration opportunities during the pandemic and the importance of youth participation in the coming elections.

The project has three phases—the first phase is to implement voter registration during the academic year. The next phase is to inform and educate the voters about the candidates. The last phase, to be conducted after the 2022 elections, will focus on the continuity of voter education. In this way, they can instill in the students the social responsibility of voting and to raise awareness of succeeding elections.





Highlights of FPPC's assistance to TAMang Boto

FPPC through the Office of COMELEC Commissioner Rowena Guanzon requested assistance on voter registration efforts for the FEU community. Assistant Regional Director (ARED) for NCR Atty. Jovy Balanquit took the lead in shepherding the assistance to the Tamaraw community.

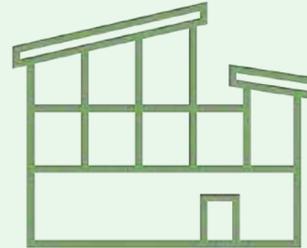
FPPC convened meetings with the different FEU units to encourage a Voter Registration Initiative.

Initially, the idea of satellite registration sites in the FEU campuses were explored but due to the re-imposition of the Enhanced Community Quarantine and the Modified Enhanced Community Quarantine, all registration activities were halted.

FPPC coordinated with COMELEC to facilitate the registration of the students in malls within the National Capital Region where satellite registration were conducted.

Satellite Mall Registration

FPPC coordinated with the following units to make this happen:



- The Tamang Boto Team
- FEU Manila Academic Services
- FEU Manila Student Development
- FEU Marketing and Communications
- FEUCSO (Central Student Organization)
- FEU High School
- FEU TECH Group (TECH, Alabang, Diliman)

Online pre-registration system



Online pre-registration system steps:

Step 1: FPPC set up the sign-up form

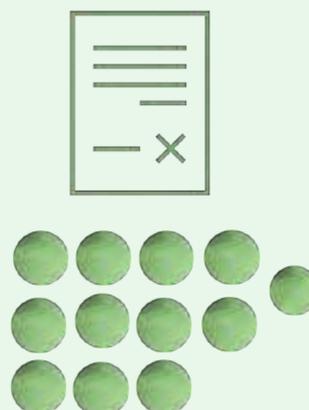
Step 2: Schools and organizations promoted the sign-up drive

Step 3: Enlistee list extracted by FPPC daily and forwarded to the ARED NCR.

Step 4: ARED NCR endorsed to all election officers in Metro Manila

1,190 Overall sign-ups

More than 1,100 students heeded the call to register







Research Capacity

College Experience Survey

FPPC's College Experience Survey (CES) is a longitudinal survey that follows cohorts of students from freshman to senior year.

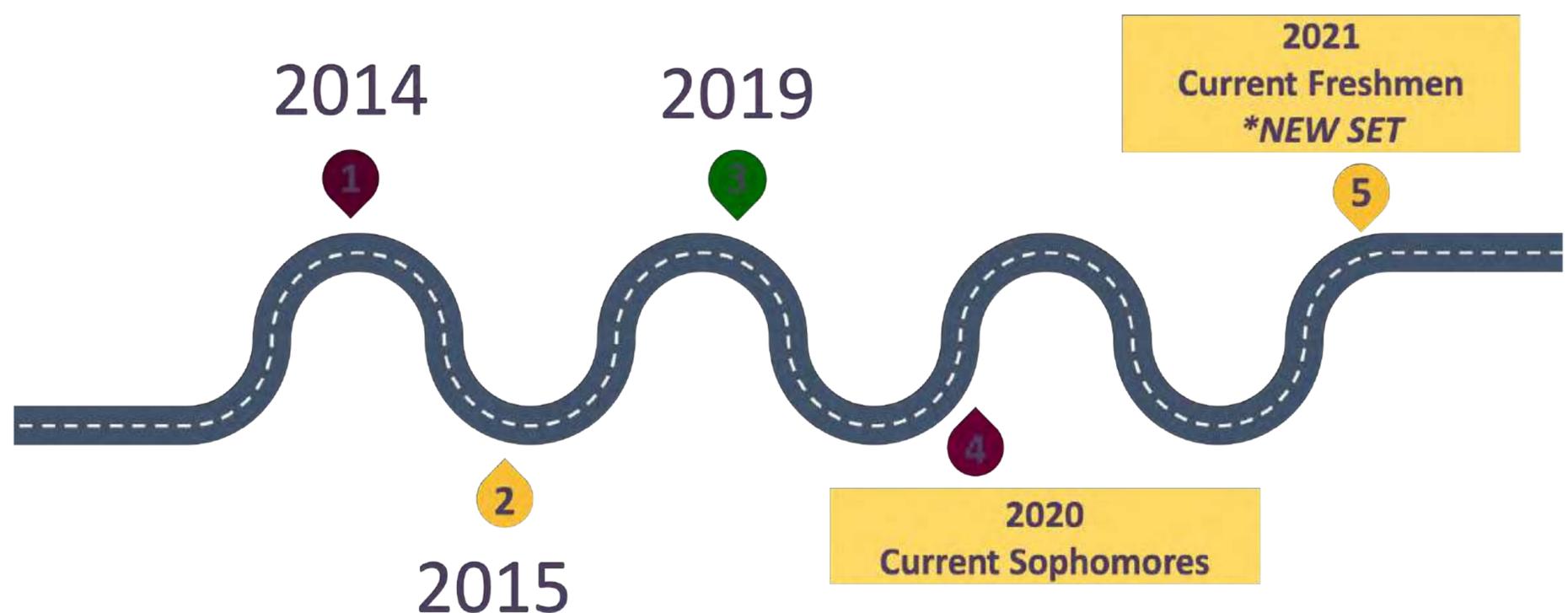
Since 2014, FPPC has undertaken the project with about 35 partner universities and colleges - involving 10,999 sampled students out of a universe of 81,240 students.

The CES endeavors to identify external drivers of change in student behavior, identify which components of the college experience has heavy impact on student perception and involvement, and provide information for

institutions in assessing student perceptions and needs.

The longitudinal nature of CES allows for changes in thinking, behavior, and actions to be tracked and compared from year to year.

FPPC administers the CES to private and public-school students across the country. In the first two cycles, it tracked college students belonging to the 2014 and 2015 cohorts. It is currently tracking college students belonging to the 2020 cohort.

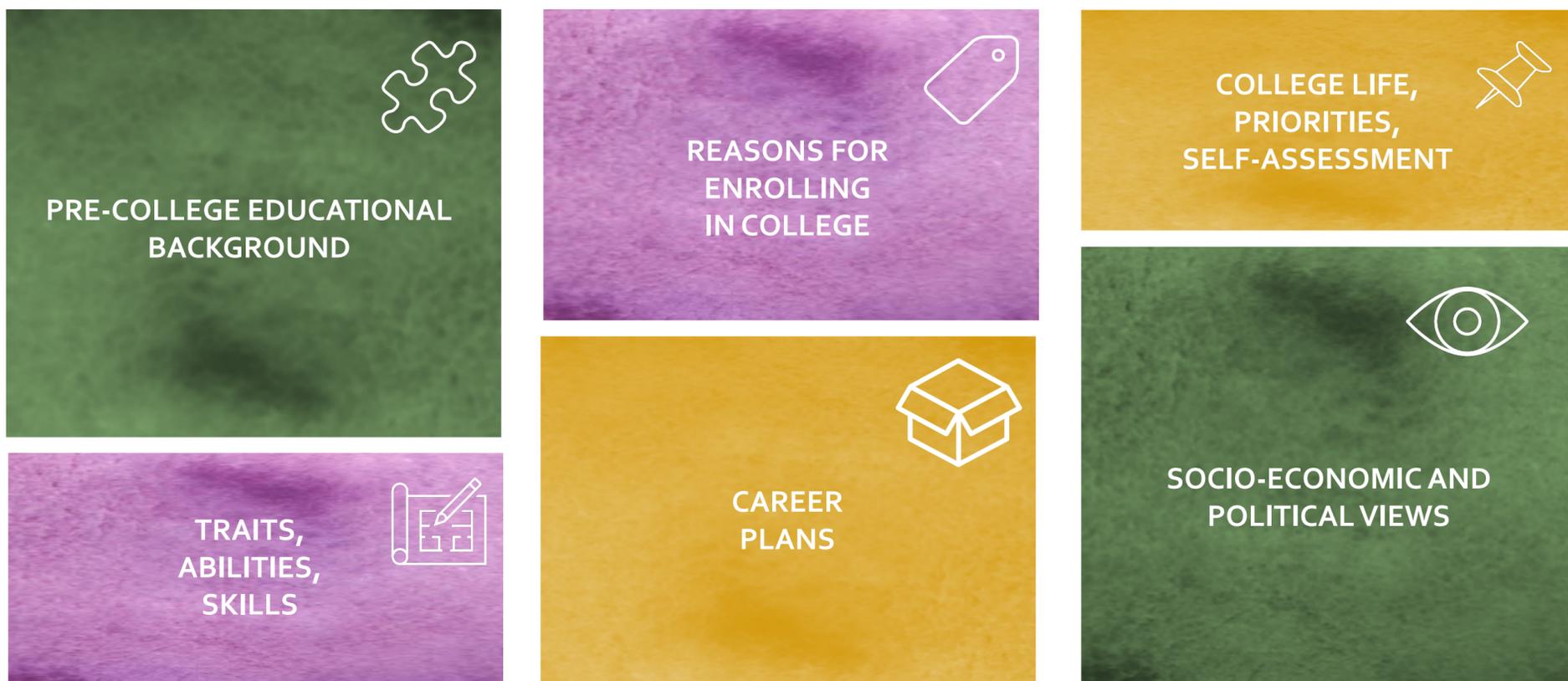


Objectives

Broadly, the CES hopes to provide information to determine whether schools are:

a) Providing the tools to mold the kind of students they hope to produce

b) Providing the type of college experience that their clients had hoped for at the outset of their college experience



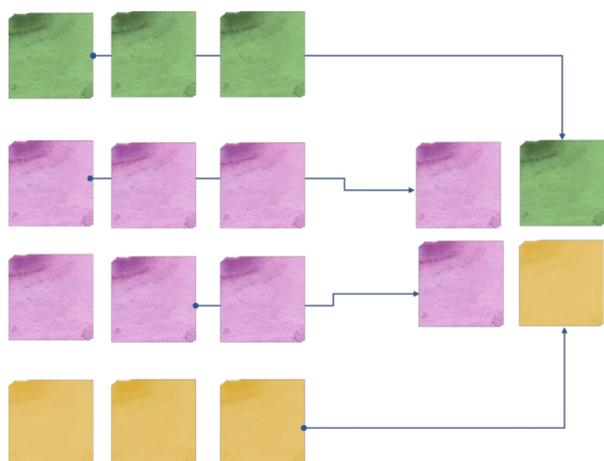
The Design

The CES is meant to track the impact of a college education on the way students think and behave, in order for schools to make adjustments to their respective curricula and service offerings. It collects student responses on a wide range of topics:

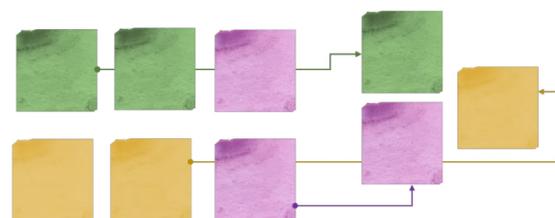
- Socio-economic characteristics of respondents and their household
- Factors that affect school choice
- Self-assessment of academic performance
- Educational and career aspirations
- Allocated time for common activities
- Personal views on select social issues

Methodology

Stratified sampling for each school. Surveys are administered online. Freshmen were grouped into “blocks” by academic program, by sex.



For blocks with 12 or more students, one-fourth of the students were randomly chosen.



For blocks with fewer students, oversampling was performed—with all students being chosen in blocks with fewer than 3 students and 3 students being chosen in blocks with between 3 and 12 students.



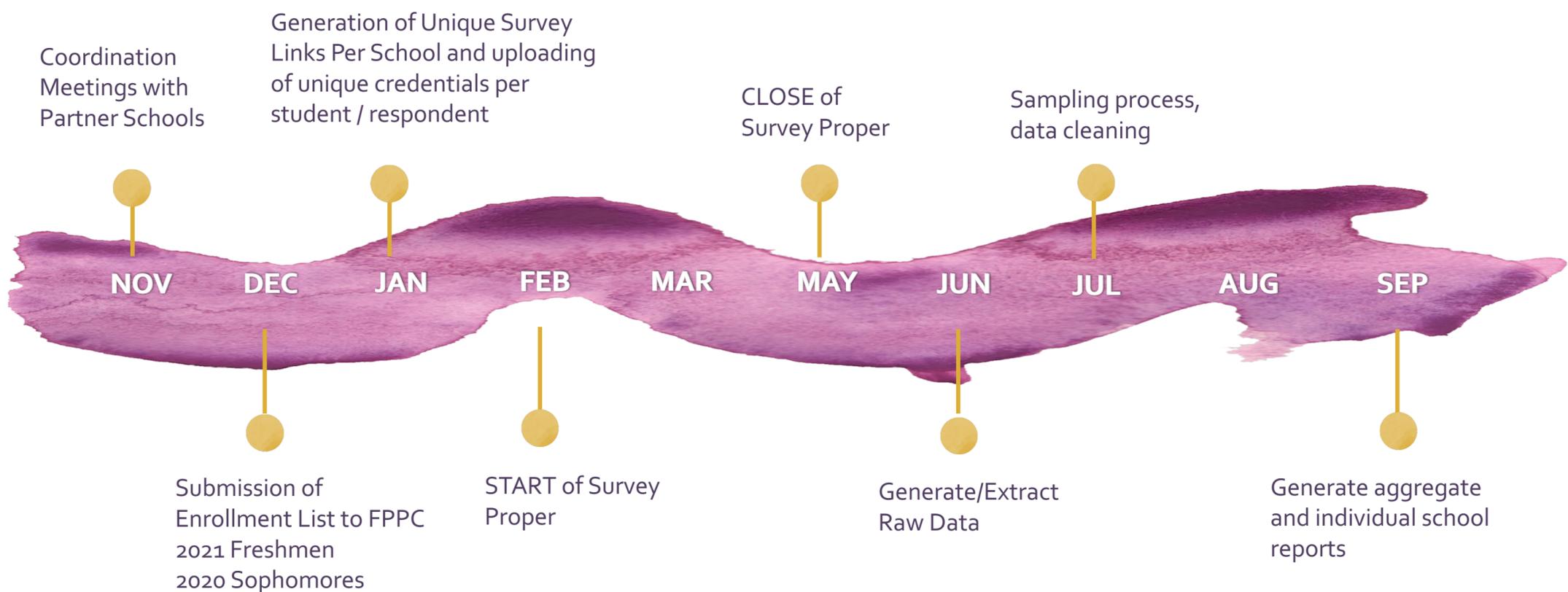
The Sample

The survey has so far covered two cohorts of Freshmen in participating schools, those that started college in 2014, and those that started in 2015, and tracked their experience until their Senior years. There were a total of 8243 observations recorded for the 2014 cohort and 10665

recorded for the 2015 cohort.

In 2019, the survey covered, for the first time, college Freshmen who have graduated under the new K-12 curriculum. A total of 10 schools have signed up to participate in the 2020 survey implementation

Timeline for the College Experience Survey 2021



Implementation Notes

The CES has collected a total of 11,645 respondents from all partner schools. Its results have been forwarded to partner schools in October. The survey data has since been used in

two studies by Dr. Tina Epetia and Mr. Justin Muyot, respectively (*See next pages.*) The FPPC takes note of the following lessons in implementing the 2020 CES:

Major Challenges:



Student Participation



Sampled Respondent Coordination



Additional Workload for Coordinators

Recommendations:



Incentivize Student Participation



Partner with Student Organizations



Send survey link to all students; FPPC takes care of representative sampling



Extend Survey Period

Youth Vote: Insights from the College Experience Survey and Pinoy Voter's Vibe: Youth Edition

As of October 2021, more than 4,000,000 first-time voters registered for the upcoming national elections, making the youth sector account for half of the country's voter base. This fact underscores the power of the Youth vote to influence election outcomes

and determine the next set of leaders. Using data on freshmen students who participated in the 2020-2021 CES, FPPC Consultant Justin Muyot looked at how student characteristics related to voter registration and socio-political views.



Observations / Recommendations



Future voter registration efforts should equally encourage both males and females. Voter registration is associated with assigned sex at birth. Females are more likely to be registered voters when compared to males.



Voter registration can begin earlier. Student activities in SHS offer avenues where voter registration efforts can be implemented. Voter registration is associated with participation in activities of student organizations. Students who spent time in SHS to attend activities of organizations and student government are more likely to be registered voters.



Targeted voter registration efforts can be employed on students who have publicly shared their opinion or signed online petitions. Voter registration is associated with student engagement. Students who have publicly shared their opinion online or signed online petitions are more likely to be registered voters when compared to those who have not publicly shared their opinions.



Usefulness of social media should be studied further. Students spend a lot of time checking social media platforms. However, voter registration is NOT associated with time spent checking social media platforms.

Topics on which many students are undecided:



Public services
(Who should provide? Who should pay? If markets provide and/or private individuals pay, should government regulate?)



Economic growth and the environment
(How do we reconcile seemingly competing objectives of growth and environmental protection?)

Other difficult topics:



Obedience to authorities;



Civil rights



Premarital sex



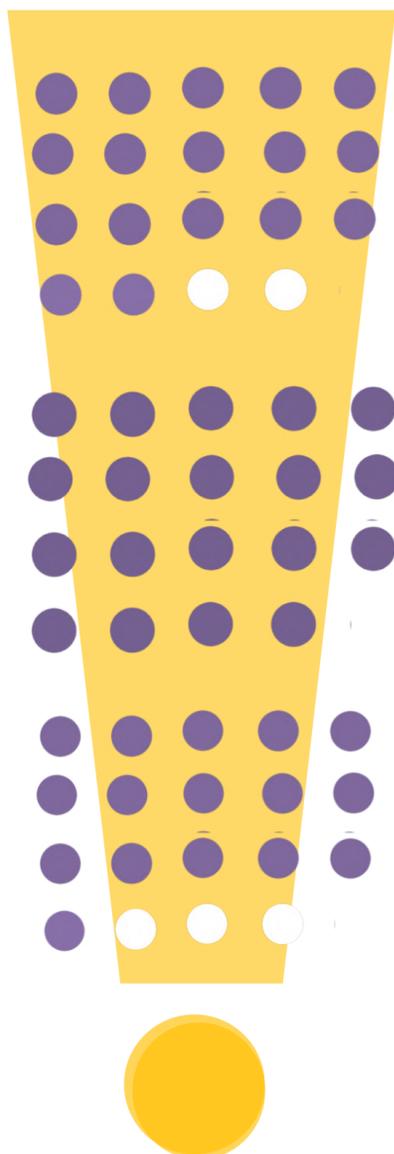
Political freedoms



Death penalty;



Economic growth



Assigned sex at birth is associated with 17 out of 19 statements

Consider if certain topics have different implications according to assigned sex at birth. For issues “closer” to a specific sex (e.g., legal and safe abortion for females), make additional efforts to increase appreciation of the opposite sex.

Student engagement is associated with all 19 statements.

Giving students space to discuss their opinion can be a good exercise in continuously refining socio-political views. While voting is an individual act, results have societal impact.

Spending time on activities of student organizations is associated with 16 out of 19 statements.

Outside of the classroom, student activities provide an avenue for discussion with peers. Common student activities like fora, discussion groups, and documentary screenings provide opportunities to probe topics deeper.

Words from panelists and presenters



“Students who publicly express their opinion online or sign online petitions are more likely to be registered voters. Moving forward, limited resources for voter registration efforts could be targeted to individuals who share opinions or support causes.

Mr. Justin Muyot, FPPC Research Consultant



“Evidence points to the existence of revisionist narratives in educational materials. Therefore, the leadership of the Department of Education should get onboard in countering fake news. Educational materials should be screened and checked for inconsistencies with historical facts.

Dr. Imelda Deinla, Ateneo Policy Center



“Especially with the 2022 Elections underway, our fellow youth should engage in actual, personal discussions with their friends and right at their homes, keeping in mind to emphasize facts without being abrasive and alienating.”

Mr. Riegel Alvaran, TAMang Boto Proponent



“Academic institutions are the first line of defense in fighting fake news. Teachers have a big role to play in guiding students in analyzing and creating a habit of verifying news and information they see online before sharing.”

Mr. Glenn Concepcion, Academic Services Coordinator, FEU Office of Student Development



“Academic institutions must provide students with learning opportunities to instill the importance of election as a collective chance to dismiss corrupt officials and place deserving leaders who can change the course of the country.”

Ms. Ching Jorge, Chief of Party Youth Leadership for Democracy (YOUTHLED)

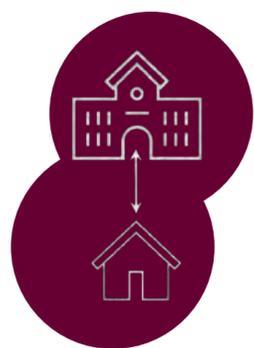
Are Gen Zs Ready for Work: Policy Forum on Determining Career Optimism Among the Youth

Studies conducted in other countries have observed that the Gen Z are largely optimistic of their career prospects. This is confirmed by figures from the 2014, 2015, and 2020 CES where a majority of

respondents express a high degree of career optimism. But a few factors, such as financing their studies, and their knowledge of career prospects after graduation, affect their optimism.



Recommendations



Career optimism under the premise of more informed choices can be improved through closer collaboration between the school and a students' parents or guardians.



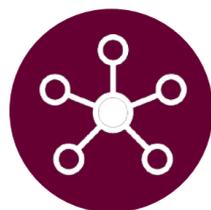
The government can improve the reach of their labor market information by linking more closely with the academe, industry, and parents or guardians.



Schools can find out why some students are not availing career and counselling services by creating profiles for students who avail and do not avail of the services.



Career services can be implemented side-by-side counselling services to address both career-related interests and the overall well-being of students



Schools can take advantage of their industry linkages to ensure that their curricula equip students with hard and soft skills employers are looking for.



Financial assistance can boost career optimism among students experiencing financial difficulties.

Words from panelists and presenters



“Leaving no student behind is not a mere slogan; it is a cry of the poor and the vulnerable who will benefit from a more inclusive approach to learning and gaining a productive future.”

Mr. Russel Batoy, FEU Peers

“Besides asking whether Gen Zs are ready for work, we also need to ask: are the workplaces ready to welcome them given their strengths and capabilities, particularly on technology and digital spaces?”

Dr. Tina Epetia, Research Consultant



“Even with the pandemic, we continue to leverage industry ties to close the gap between curriculum design and labor demand. We have placed 400 of our students in virtual internships and mentorships with partner companies.”

Atty. Joseph Noel Estrada, COCOPEA Managing Director

“More than half of respondents rated career and counselling services as ‘good’ compared to being ‘very good’ or ‘excellent’. There is room for improvement to make these services more beneficial to students.”

Dr. Emon Reyes, PACU Trustee and PHINMAEd President



“Gen-Zs are ready for work. They are digital natives, which the labor market favors under the new normal. But they also should work on their adversity and emotional quotient to better build resilience amid the pandemic.”

Asec. Dominique Tutay, Department of Labor and Employment

“While most priority programs for our scholarships fall under the STEM strand, we have also allotted a percentage of slots for non-STEM programs..”

Dr. Marivic Iriberry, Commission on Higher Education



Historical Significance Project: Forum, Paper and Training

FAR EASTERN UNIVERSITY
PUBLIC POLICY CENTER
invites you to a public forum on

Pag-unlad ng Lipunan, Nakatindig sa Kasaysayan

The role of Philippine History education in shaping informed and active citizens with a shared national identity

Dr. Maria Serena I. Diokno
Trustee, FEU Public Policy Center
Former Chairperson, National Historical Commission of the Philippines
Professor Emeritus of History, University of the Philippines

COLLABORATORS

Dr. Lorina Y. Calingasan
UP College of Education, Curriculum & Instruction Division

Prof. Sharehann Lucman
UP College of Education, Curriculum & Instruction Division

February 24, 2021
Guests will be admitted in the Virtual Room starting 2:00 PM PHT

via Zoom
Online Conferencing

Register in advance for this webinar here:
<http://bit.ly/FPPC2021Event>

R.S.V.P.
Michelle Constantino / Vena Rillera
fppc@feu.edu.ph

Inaccurate or deliberately misleading information has far-reaching consequences to nation building. It sows seeds of doubt in the very institutions that protect democracy and basic freedoms.

This is especially dangerous when we think of the young schoolchildren who will eventually steer the country's course. It is hard to imagine what future we are leaving them behind when they are exposed to distorted truths from the very sources and institutions that they deem reliable and accurate.

FPPC's History Project has been an academic and pedagogical undertaking that analyzes the state of the new K-12 compliant textbooks in Grade 5-6 used in public and private schools, and how

Philippine history is taught using these textbooks.

The result of the study culminated in a Public Forum: Pag-unlad ng Lipunan, Nakatindig sa Kasaysayan: The Role of Philippine History Education in Shaping Informed and Active Citizens with a Shared National Identity Public Forum successfully hosted with Dr. Maris Diokno as Resource Speaker last February 24, 2021.

Over 420 individuals from the Department of Education Central and Regional Offices, Partner Private Schools, and invited stakeholders and advocates attended the forum.

The next phase of the History Project focuses on developing and offering CPD Training for Araling Panlipunan (AP) teachers. It aims to discuss the meaning and criteria of historical significance, the issues relating to historical significance, and the application of the concept and process of historical significance to social studies pedagogy.

Particularly, the project aims to :



Explain the meaning and value of historical significance



Compare the meaning of historical significance with that in everyday life and other contexts



Discuss various criteria used to evaluate the historical significance of a person, event, or idea, and provide examples



Discuss issues concerning historical significance (e.g., perspective, temporality, contestability)



Present applications of historical significance in teaching and learning



Model responses to worksheets assigned to participants; and



Synthesize the meaning, value, and pedagogical applications of historical significance

“In our age of abundant information, discriminating between the significant and the insignificant is a vital intellectual skill.”

Robert Bain

The History Project and the CPD trainings are all geared towards improving the standards for teaching history; with the end goal of developing in our students a solid national identity based on an accurate rendering of historical facts, ultimately creating well-informed, patriotic citizens.

This goal is based on an assumption that there is a link between having those kinds of citizens and the way that these citizens care for public goods, and act in the national interest, that are ultimately good for creating cohesive societies and spur cultural and economic development.



“We have to guide our students and train them on how to come up with informed conclusion, one that is grounded in evidence.”

Dr. Maria Serna Diokno

One of the findings in a recent study on the teaching of social studies in Grades 5 and 6 in selected schools (Diokno, Calingasan, and Lucman for the FEU Policy Center, 2021) shows that teachers tend to include as test items whatever appears in the textbooks with little or no regard for the historical significance of the content.

The result of this seeming inability to distinguish between what is and is not historically significant is that students are made to simply memorize what is in the textbooks in order to answer exercises and tests. History and social studies therefore appear as a series of

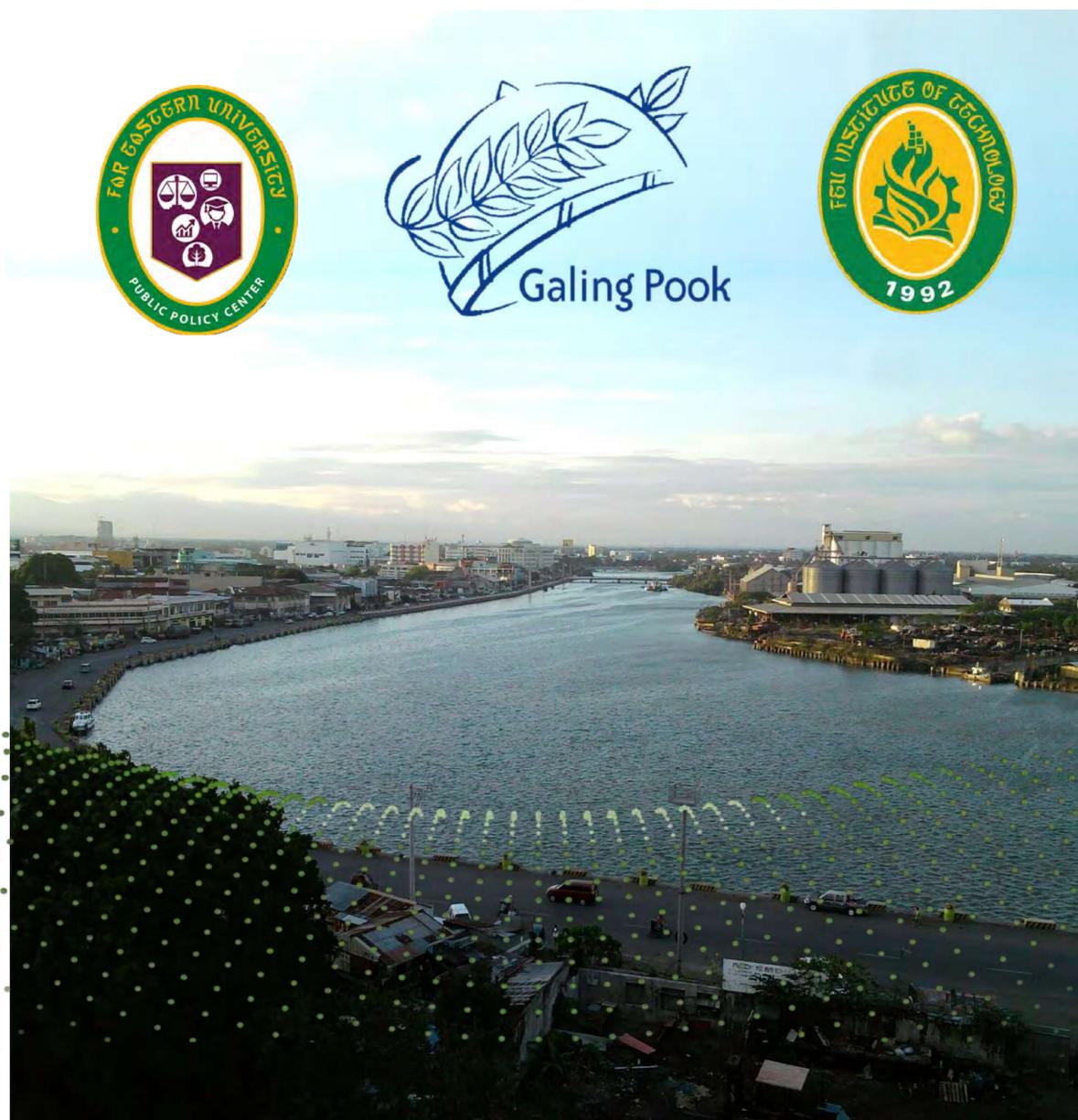
one (boring) fact after another, with hardly any connection to the life of the learners.

Facts or events, after all, are not of equal value or significance, and the understanding of historical significance will enable both teacher and learner to apply critical thinking skills crucial to the processing of factual and interpretive information.

The pilot round ran on Sept. 18 and 25. The first actual round took place on Nov. 13, 20, and 27. A second round of training will take place in January 2022.

Transforming local governments, one young mind at a time

The FEU-Galing Pook Public Innovation Field Lab



For years, the Galing Pook Foundation (GPF), the country's leading institution in promoting innovations in local governance, has recognized and documented the best solutions that emerge from local governments towards safe, smart and sustainable cities.

The past couple of years has witnessed how the COVID-19 pandemic presented new challenges in delivering much-needed services to keep local businesses, citizens, and communities thriving, while surfacing the persisting ones.

Hence, the new normal context requires LGUs to go beyond being *magaling, mahusay at matino*. The development of much-needed Innovations in public policy

and service, will give a new meaning to being a *magaling na pook* today—*ligtas, matalino at matatag*.

Banking on the potential of youth to develop fresh ideas for social and economic change at the grassroots, the GPF is partnering with the FEU Public Policy Center and the FEU Institute of Technology to connect students with select LGUs who wish to work with these young minds in introducing and sustaining innovations in their respective localities.

For eight to 12 weeks, FEU Tech students who will undertake this internship opportunity will apply their knowledge in Engineering and Information and Communications Technology in helping

Galing Pook winning LGUs solve real-world challenges. Particularly, this innovation-driven internship program aims to:



1. Encourage active citizenship by allowing students to acquire firsthand knowledge on how local government works, and to contribute to finding solutions to issues and challenges at the local level.



2. Allow students to appreciate the potential contribution of their FEU Tech education to the solving of challenges in public policy and



service delivery; and to test their proposed solutions in practical settings.

3. To further encourage LGUs to improve effectiveness by collaborating with students and drawing on their creativity and familiarity with technology.

Internships under the Innovation Field Lab allow Engineering and Computer Studies students to fulfill the required 520 hours and 1040 hours of online, hands-on work with the host LGUs, respectively.

“Young people are not just the consumers of innovative applications. They are the innovators, and they are the people who are paving the way for more innovations to come.”

Ahmad Alhendawi, Former UN Secretary General's Special Envoy on Youth

Criteria for LGUs

FPPC and the Galing Pook Foundation will select host LGUs from GP-winning LGUs—those that have demonstrated the ability to generate simple but transformative solutions to local development challenges. They will be chosen through the following criteria:



Local governments are past Galing Pook awardees or participants of Galing Pook program on Adaptive and Innovative Leadership in Local Governance



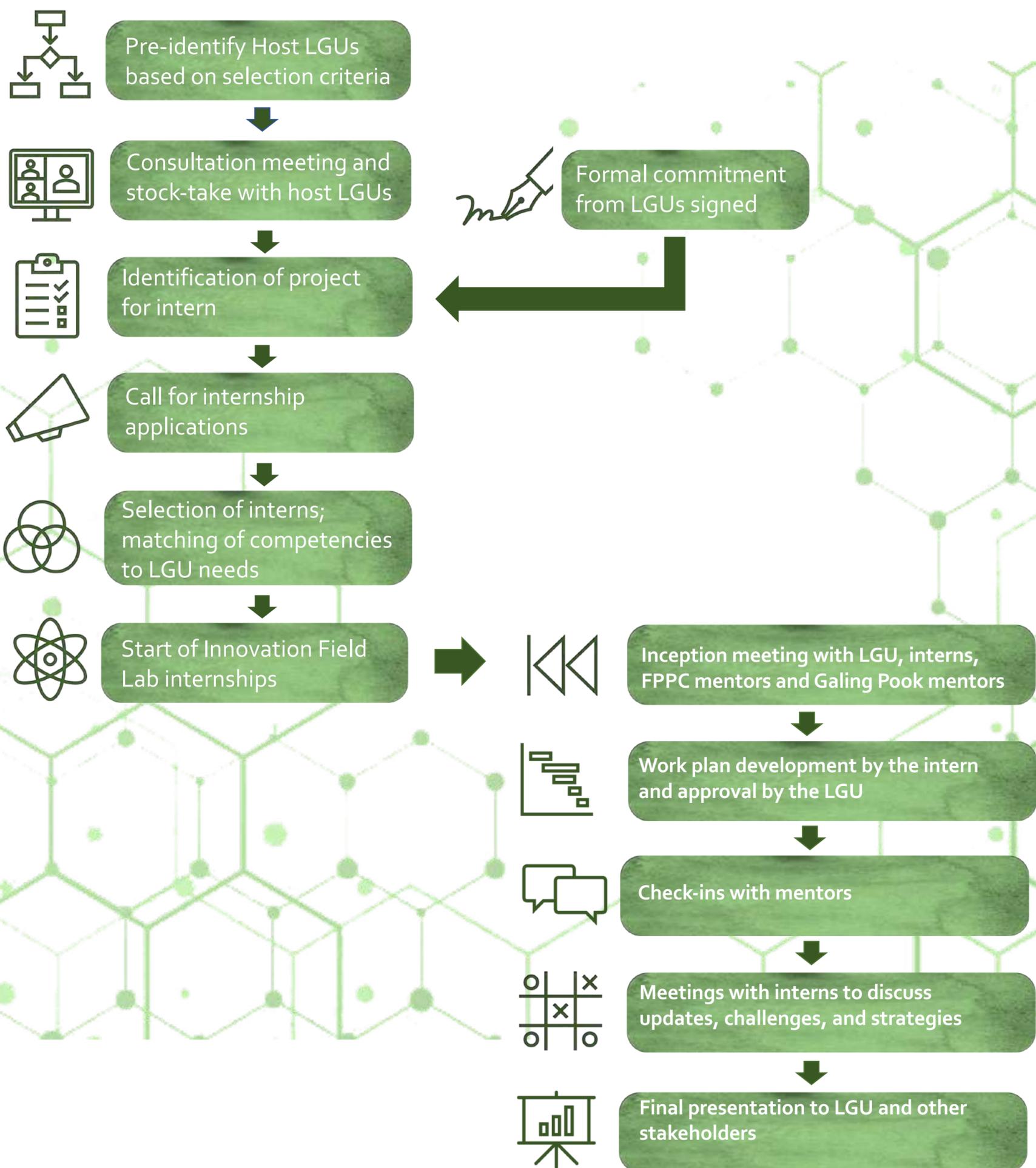
Have sufficient time, human resources, Internet connectivity, and other resources to host interns under an online and remote arrangement



Have existing innovative programs related to cultural heritage, education reform, urban development, public health and safety or technology

Internship Process

The flow and timeline of internships under the Innovation Field Lab will be governed by the following mechanics:





Hello ProMDI other side

An intern's experience in breathing life to an innovative concept for Irosin farmers

Despite their increasing appreciation for data, local government units grapple with capacity issues such as limited human resources and technical know-how to allow for collection, generation, and use of data. As a consequence, LGUs miss on the benefits of planning, policymaking, and service delivery that are informed and enriched by evidence.

Such is the case in towns like Irosin, Sorsogon. The town has a vision of bringing this a notch higher by helping farmers reach potential buyers and the local agriculture office right at their fingertips. But they do not know where to start in bringing this vision to life until Jester Tono, the first intern under the Public Innovation Field Laboratory, collaborated with them for his internship.

Jester's journey demonstrates the potential of the Public Innovation Field Lab to address the innovation roadblock LGUs are facing, and eventually, give rise to a generation of young developers for local development:

It's the road less traveled, so to speak. When other ICT graduates vied for an internship spot at the industry's brightest firms, I chose to virtually collaborate with the local government of Irosin, Sorsogon, some 560 kilometers from home.

An LGU internship looks a lot less glossy than one in any of the well-known tech luminaries. But it is definitely not less in terms of excitement and impact. I was enticed by the prospect of setting up systems to help local governments improve the way they do things.

In Irosin's case, it wishes to use technology to manage the needs of, and opportunities for its farmers, who remain to be the main drivers of the town's economy. I have been told this idea has long been in their drawing board. In fact they already have a name for it —IMAProMDI, or Integrated Management of Agriculture Production and Market for the Development of Irosin. But they do not have the technical know-how to design it for actual use.

It was up to me to translate this long-imagined dream into an actual system. After helping them convert their CBMS*, RSBSA** and other databases into CSV*** format to make them more open and accessible for analysis and policymaking, I buckled down to begin my work on the app.

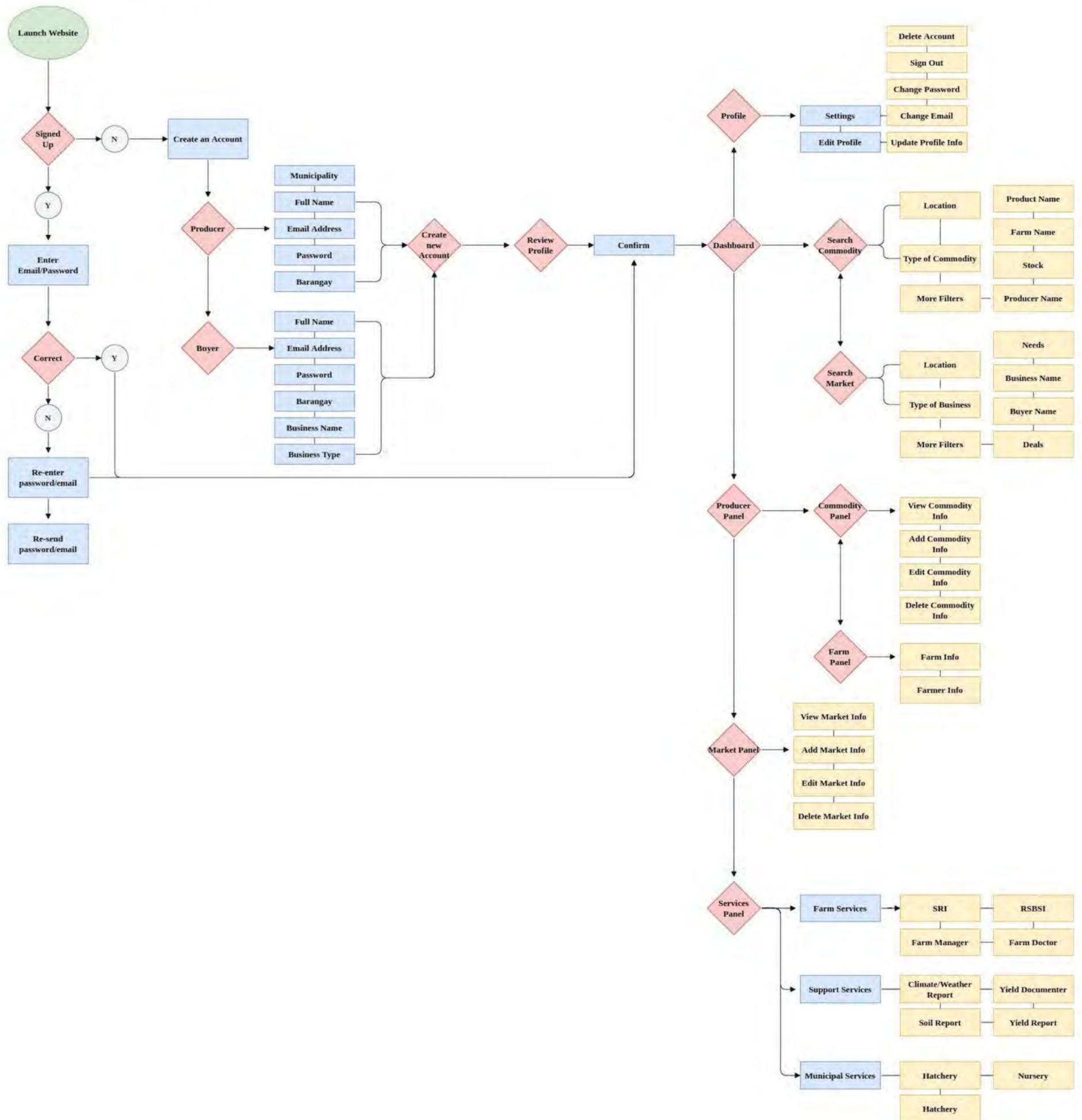
Bulk of the work entailed designing the database and user flow models. From how I designed it and how the LGU sees it working, the farmers should be able to see the market demand based on the needs identified by potential buyers. They should also be able to find which support services (soil, climate) they could access from the local government to improve the type, volume, and quality of their yield. Potential buyers, on the other hand, should see the commodities farmers are

“An LGU internship looks a lot less glossy than one in any of the well-known tech luminaries. But it is definitely not less in terms of excitement and impact”

offering at a given time, allowing them to plan when, how, and to whom they will purchase their needs. By monitoring the app traffic, Irosin LGU could better determine the farmers' immediate needs—seedlings, drying facilities, weather forecasts, among others—as well as keep track of the extent of help it has rendered to them.

I wanted to have a very simple interface for the farmers. After all, they might have had little interface to digital tools. I want the app to function with as few buttons as possible—*konti lang ang kailangan nilang pindutin*. I tried simplifying the login process by requiring only a small number of fields. Once they log in, they will immediately see a dashboard that offers quick glances of buyer demand, climate/weather information, soil profiles, and other essentials. Once clicked by farmers, the commodity tab allows them to type in or edit the crops, livestock, and other agricultural produce they are offering.

I really took great pains determining what user flow will best allow for those who have little access or know-how to technology to use it with ease. So whenever I felt the flow



Jester's system flowchart for the proposed IMAProMDI app. "I wanted to have a very simple interface for the farmers. whenever I felt the flow was getting complicated, I took a few steps back to figure out which steps or functions can be crossed out," he says.

“One way of bridging the technology gap can be to usher in more IT students like me and industry people in the arena of local development.”

was getting complicated, I took a few steps back to figure out which steps or functions can be crossed out. For instance, I used to have navigation bars on both the top and the right side. For less distraction and a more straightforward interface, I took out the sidebar on the landing page.

In three months, I was able to finish the initial phase of IMAProMDI. I was already in the process of doing the wireframe by the time the internship ended. I was also able to design the landing page for the app. I realized so many things in such a short time:

-First, contrary to what people like me would think, LGUs are actually thinking of ways to change the lives of their citizens. Galing Pook has been recognizing these efforts, in fact. I read in one of Galing Pook awardee profiles how a simple information drive helped them fight an E.coli outbreak and improved the health and sanitation of its communities. But these efforts have to come to our attention,

so we all can figure out how we can help in making them successful.

- Related to the first, if LGUs are capable of ideating simple ideas that can yield great impact, how much more lives can they change if these ideas are driven by innovative tools and systems? Technology is an inevitable aspect of reform, as it is generally steering the way things are done. But this is an area where many LGUs, even the exemplary ones, are lagging.

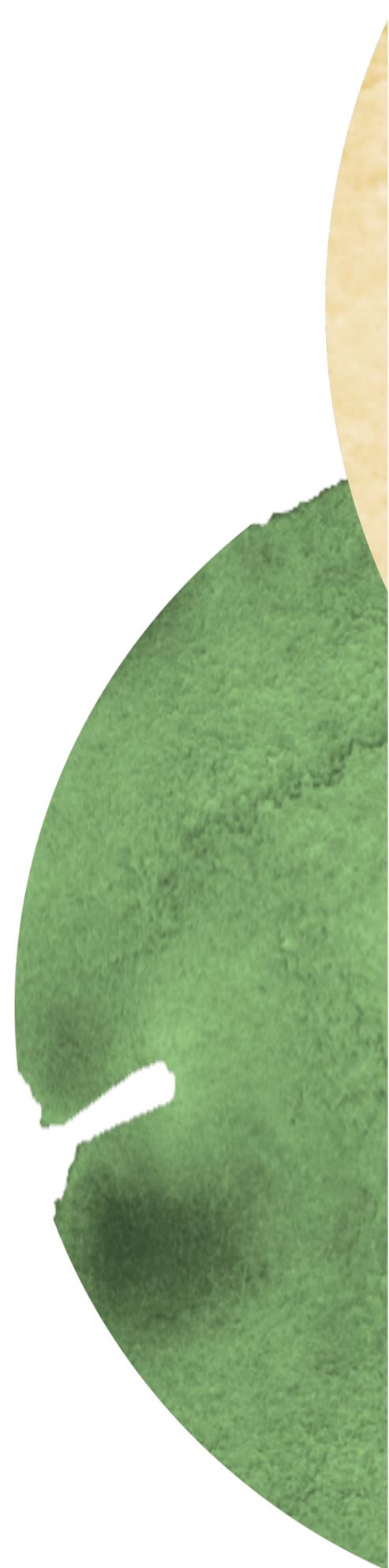
-One way of bridging the technology gap can be to usher in more IT students like me and industry people in the arena of local development. Give us reasons or incentives to work for the government pioneer the assembly of systems that enable new and faster ways of serving local communities.

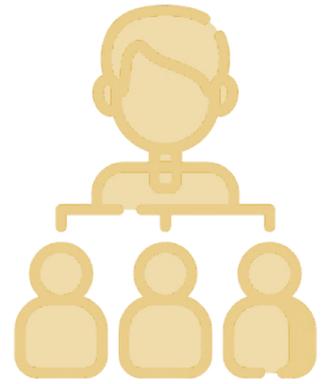
Three months went by quite fast. I wish to be given more time to finish what I started, so I asked Galing Pook if I could do volunteer work. I wanted to see through the development of the app and see Irosin farmers use them to improve their yields, incomes, and their overall quality of life. Opportunities from the big names in IT would look good in my CV. But working towards change at the local level is not something everyone in the IT industry can boast about.

**Community Based Management System, a technology-based, participatory system of collecting, processing and validating data for use in local planning, program implementation and impact monitoring.*

***Registry System for Basic Sectors in Agriculture, an electronic compilation of basic information on farmers, farm labourers, and fishers.*

****Comma Separated Values, a file format that stores numbers and text in plain text, making it easy to access and utilize the data for analysis.*





Building a Professional Organization

Members of the Board

Seasoned experts in the FEU community and in their respective fields make up the Policy Center's Board of Directors. They determine FPPC's direction and ensure it aligns with the Policy Center's vision.



DR. MICHAEL M. ALBA

President, Far Eastern University (FEU)

Dr. Michael M. Alba is an economist by training and an educator by profession. He is currently President of the Far Eastern University, a post he has held since 2014. Prior to this, he served as the University's Chief Operations Officer. Before his stint at the Far Eastern University, Dr Alba served as Dean of the School of Economics at De La Salle University and an exchange professor at the Waseda University. Dr Alba also served as a professor at the

University of the Philippines' School of Economics, and held economic and education consultancies at the Asian Development Bank, the World Bank, and the US Agency for International Development. Dr Alba holds a PhD in Economics from Stanford University, an MA in Economics from the University of the Philippines, and an AB in Economics from Ateneo de Manila University.

Dr. Edilberto C. de Jesus is a former Secretary of Education and former President of Far Eastern University. Immediately after his stint in government, Dr De Jesus served as Secretariat Director, Southeast Asia Ministers of Education Organization in Bangkok. He was also President of the Asian Institute of Management from 2009 to 2012 and the University of the Cordilleras from 2008 to 2009. Currently, Dr. de Jesus serves as Independent Director of Philippine Investment Management,

Inc.; Independent Trustee of The Far Eastern University, Incorporated; a Eastern University, Incorporated; a Director of Centro Escolar University; and a member of the Board of Advisers of the Philippine Business for Education. Dr. de Jesus obtained a BA Honors Degree in the Humanities, cum laude at the Ateneo de Manila University in 1962 and received his M. Phil. and Ph.D. from Yale University, in 1969 and 1972, respectively.



DR. EDILBERTO C. DE JESUS

President, Asian Institute of Management
Former Secretary, Department of Education



**ATTY. GIANNA R.
MONTINOLA**

Senior Vice President for
Corporate Affairs, Far Eastern
University

Atty. Gianna R. Montinola is the Senior Vice President for Corporate Affairs of Far Eastern University.

She is also the Treasurer of the FEU Public Policy Center Foundation, Inc., where she manages the financial affairs of the organization.

A lawyer by profession, Atty Montinola previously worked as an associate lawyer of the Quisumbing & Torres Law office until her assignment abroad as Philippine Honorary Consul to the Republic of Peru. Upon her return to the Philippines, she assumed the post of Business Development Manager at Rockwell Land Corporation.

Atty. Montinola is a Co-founder and Board Member of Hands On Manila Foundation, Inc., a foundation

dedicated to the advocacy of volunteerism in the Philippines. She is also the co-founder and President of PeaceTech Inc., a non-profit organization which promotes the use of technology and dialogue in building understanding and respect between groups of people. She is a member of the Heritage Conservation Society, The Asia Society, and the Museum Foundation of the Philippines.

Atty. Montinola earned her Bachelor of Arts degree in International Relations from Mt. Holyoke College in the United States and her Bachelor of Laws degree, with honors, from the Ateneo College of Law. She recently graduated from the Harvard Kennedy School where she obtained a Masters in Public Administration.

Dr. Maria Serena I. Diokno is a Filipino historian, academic and former Chair of the National Historical Commission of the Philippines. Dr. Diokno is currently a professor at the University of the Philippines' Department of History and faculty affiliate of the PhD Philippine Studies Program and the Center for International Studies at the same University. Dr Diokno has served the University of the Philippines in various positions: Associate Dean of the College of Social Sciences and Philosophy

(1992-1998), Director of the UP Third World Studies Center (1995-1999), Director of the Program on Peace, Democratization and Human Rights of the UP Center for Integrative and Development Studies (1995-1999), University Council Executive Committee (mid 1990s to 1999; 2008-2011), and Vice President for Academic Affairs (1999-2005).

Dr Diokno is also actively involved in the Commission of Higher Education, collaborating with the



**DR. MARIA SERENA I.
DIOKNO**

Professor, University of the
Philippines - College of Social
Sciences and Philosophy

CHED as a consultant on curricular matters and the assessment of universities' academic performance. She served as a member of the CHED Technical Sub-committee on History and at present is evaluating CHED Centers of Excellence and Centers of Development in the field of teacher education. She is a member of the International Advisory Committee of *Sojourn*, a refereed bi-annual journal of the Regional Social and Cultural Studies Program of the Institute of

Southeast Asian Studies in Singapore. Dr. Diokno was one of the 12 Centennial Fellows. Other awards include UP International Publication Awards (2006, 2005, 2002, 2000, 1999); Outstanding Professional in Education by the UP Alumni Association (2000); UP (Diliman) Outstanding Book Award for the three-volume series on Democracy and Citizenship in the Philippines (1998); and the Doña Aurora Aragon Quezon Peace Award (1995).



DR. EMMANUEL DE DIOS

Professor, University of the Philippines School of Economics

Dr. Emmanuel S. De Dios is a Professor of Economics at the University of the Philippines School of Economics, a position he has held since 1989. He is also the President of Human Development Network (Philippines) since July 2012. He has been an Independent Director of ABS-CBN Corp. since April 23, 2013. He was the Dean of the University of the Philippines School of Economics from 2007 to 2010 and a member of the Board of Trustees of Pulse Asia (Phils.), Inc. since 2008.

Dr. De Dios received his AB Economics degree from the Ateneo de Manila University, cum laude in 1978 and his Ph.D. in Economics from the University of the Philippines in 1987. He pursued post-doctoral studies in the Univeritat Konstanz in Germany from 1987 to 1988. He is the author of various books, monographs, articles and reviews in the field of economics.

The Executive Team

A lean and efficient **Executive Team** composed of an Executive Director, a Deputy Executive Director, a Program Officer and a Scholar-in-Residence takes care of the daily operations of the Public Policy Center.



**MS. JULIA ANDREA
ABAD**
Executive Director

Julia has almost two decades of experience in the fields of government, non-profit and the academe. Prior to her stint at FEU, Julia served as Chief of Staff to President Benigno S. Aquino III and Head of the Presidential Management Staff from 2010-2016.

Julia has also served in other government positions: she was a senior staffer at the Philippine Senate from 2007-2010 and Executive Assistant to the Secretary of Social Welfare and Development from 2001-2003.

Julia was a Program Officer at the Asia Pacific Philanthropy Consortium and a lecturer at the Department of Political Science at

the Ateneo de Manila University from from 2005-2007. She also served in different positions at the Ayala Foundation, Inc. in 2000 and 2005.

Julia holds a Master in Public Policy from the Harvard Kennedy School, which she attended as a Fulbright Scholar; and a BA in Communications from the Ateneo de Manila University.

She is a member of the Expert Network and the Forum of Young Global Leaders at the World Economic Forum; a member of the Board of Advisers at the Philippine Business for Education; and a Senior Adviser at the Albright Stonebridge Group.



**MS. ERIKA MARIEL
MAYONI**
Program Manager

Erika is an operations expert with experience in international development, public sector organisations, and political organising.

She has worked with the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP), Department of Health, the Department of Budget and Management, the San Miguel Group of Companies, and the Liberal Party of the

Philippines. Erika's career spans a wide range of activities, including project management, volunteer recruitment and organising, strategic communications and advocacy work, election automation and quality assurance. She has a degree in Sociology from the University of the Philippines, where she graduated cum laude in 2007. She also holds a career service eligibility from the Civil Service Commission.



DONNIE PAUL C. TAN
Research Coordinator

Donnie is an economist who has worked in the areas of health, environmental and education policy.

He has held both teaching and research positions in the UP School of Economics. He has handled research projects involving data from various public and private organisations such as the Department of Energy, the Department of Health, the Philippine Atmospheric, Geophysical and Astronomical Services Administration, Manila Water Company and the

Extractive Industries Transparency Initiative. He has worked at the Bangko Sentral ng Pilipinas, the UPECON Foundation, the UP Engineering Center and the Philippine Dealing System Group of Companies.

Donnie holds a double degree in Applied Economics and Commerce from the De La Salle University Manila, where he graduated with honors in 2009. He is currently completing his MA in Economics from the University of the Philippines Diliman.



RUTCHER LACAZA
Data Analyst

Rucher is an educator, economist, statistician and data analyst.

In 2012 he earned his degree on BS Business Administration (Business Economics) from the Mindanao State University - Iligan Institute of Technology, where he graduated as a cum laude and a CHED Congressional Scholar. He is also a Master's

degree candidate at the University of the Philippines Diliman.

He has held positions at the Our Lady Star of the Sea Parish and the ABS-CBN Corporation as well as various teaching posts at the Far Eastern University – Makati; the Mindanao State University - Iligan Institute of Technology; and UP Diliman.



MICHELLE CONSTANTINO
IT Specialist

Michelle is an information technology professional with experience in teaching, database management, and search engine optimisation.

She has worked with the Far Eastern University Information Technology Service, UPWORK, Universidad de Manila, FEATI University and Angelicum

College. She holds a Bachelor's degree in Computer Science from the FEU Institute of Technology and a Master in Information Technology from the same institution. She is currently completing her Doctorate in Information Technology from the University of the East.



**EURIELLE MEVENA
RILLERA**
Data Analyst

Vena is a homegrown tamaraw from FEU Manila, earning her Bachelor in Science degree in Business Administration, Major in Business Management in 2020.

She is currently working on various streams of work under FPPC, focusing on the provision of

overall administrative and program support to the central team.

Vena also supports the coordination work necessary in engaging with the Policy Center's external partners.



JESM BAUTISTA
IT Specialist

Jesm is an admin and finance practitioner. She has provided efficient and organized administrative support to her previous organizations, ranging from database management, event organization, finance

processing, and budget monitoring. An alumna from the Polytechnic University of the Philippines Manila, Jesm earned her degree in Information, Communications, and Management Technology in 2013.

Resident Scholars and Research Fellows

A pool of Scholars and Fellows guide FPPC's research on its desired areas of expertise. They are experienced experts in the fields of Law and Business; Education, Productivity and Life Skills; Media, Technology and Society; and the Urban Environment. These Fellows work as mentors to our faculty and student to produce high quality research, analysis and policy recommendations in the Policy Center's areas of focus. They also contribute to the Center's work by sharing past and ongoing research and leading discussions and workshops on their areas of expertise.



JUAN MIGUEL LUZ

Scholar in residence

Mike is an educator, author and development expert. He served as Dean of the Stephen Zuellig Graduate School of Development Management at the Asian Institute of Management (AIM) from 2009 to 2016. Previously, he was on the faculty for graduate business and development management of AIM from 1997 to 2005. Mike also served as President of the International Institute for Rural Reconstruction (IIRR), an international NGO with programs in Southeast Asia and East Africa from 2006 through 2008.

Mike's public sector career includes a stint as Undersecretary of Finance and Administration in the Department of Education (DepEd) from 2002 to 2006, where he conceptualized programmes such as the Brigada Eskwela (National Schools Maintenance Program / Week) and the Library Hubs program. While at DepED, he also organized teams to reform procurement procedures, teacher payroll systems, teacher

hiring, teacher training, direct release payments to school divisions, budgeting and the management information system that led to the establishment of the Basic Education Information System (BEIS).

Mike sits on the board of trustees of a number of non-profit, non-government organizations including: Philippine Center for Population and Development, Bato Balani Foundation, Philippine Business for Education and the Coca-Cola Foundation Philippines, among others. He is a member of the Human Development Network-Philippines, the Galing Pook Foundation and InciteGOV (International Center for Transformation, Innovation and Excellence in Government).

Mike has authored books on the strategic management of non-governmental organizations, corporate-community relations, and education management.



**MARIA KARLA ABIGAIL
PANGILINAN**
Research Fellow

Abbey is a development worker and urban planner. She is also an advocate of community-based development planning, particularly in the domain of disaster risk reduction and flood management.

Abbey's professional experience includes stints with Metropost Magazine, the Office of Senator Loren Legarda, the Department of Social Welfare and Development,

The Asia Foundation, and the Australian Red Cross. Abbey holds a BA in Political Science from the University of the Philippines Diliman, where she graduated Magna Cum Laude. She also holds an MA in Urban and Regional Planning (Environmental Planning), from the same university, and an MSc in Urbanisation and Development from the London School of Economics and Political Science.



**ROBERT ANTHONY
SIY, III**
Research Fellow

Rob is an economist who specializes in the planning, delivery, and management of infrastructure projects, with a focus on public transit projects and policy. His key competencies include management of public works projects throughout the project life-cycle; financial and economic valuation of projects; planning and design of public transit projects; and stakeholder communication for successful project implementation.

As a member of the Privatization and Special Concerns team of the

Department of Finance, Robert led the contract review of the Integrated Transport Systems Public-Private Partnership (PPP) Projects, the Manila LRT Line 2 Operations and Maintenance PPP Project, and the upgrading, operations, and maintenance of major Philippine airports.

Rob holds a B.A. in International Relations from Tufts University, an MSc. in Finance from Boston College and an MA in Transport Economics from the University of Leeds.



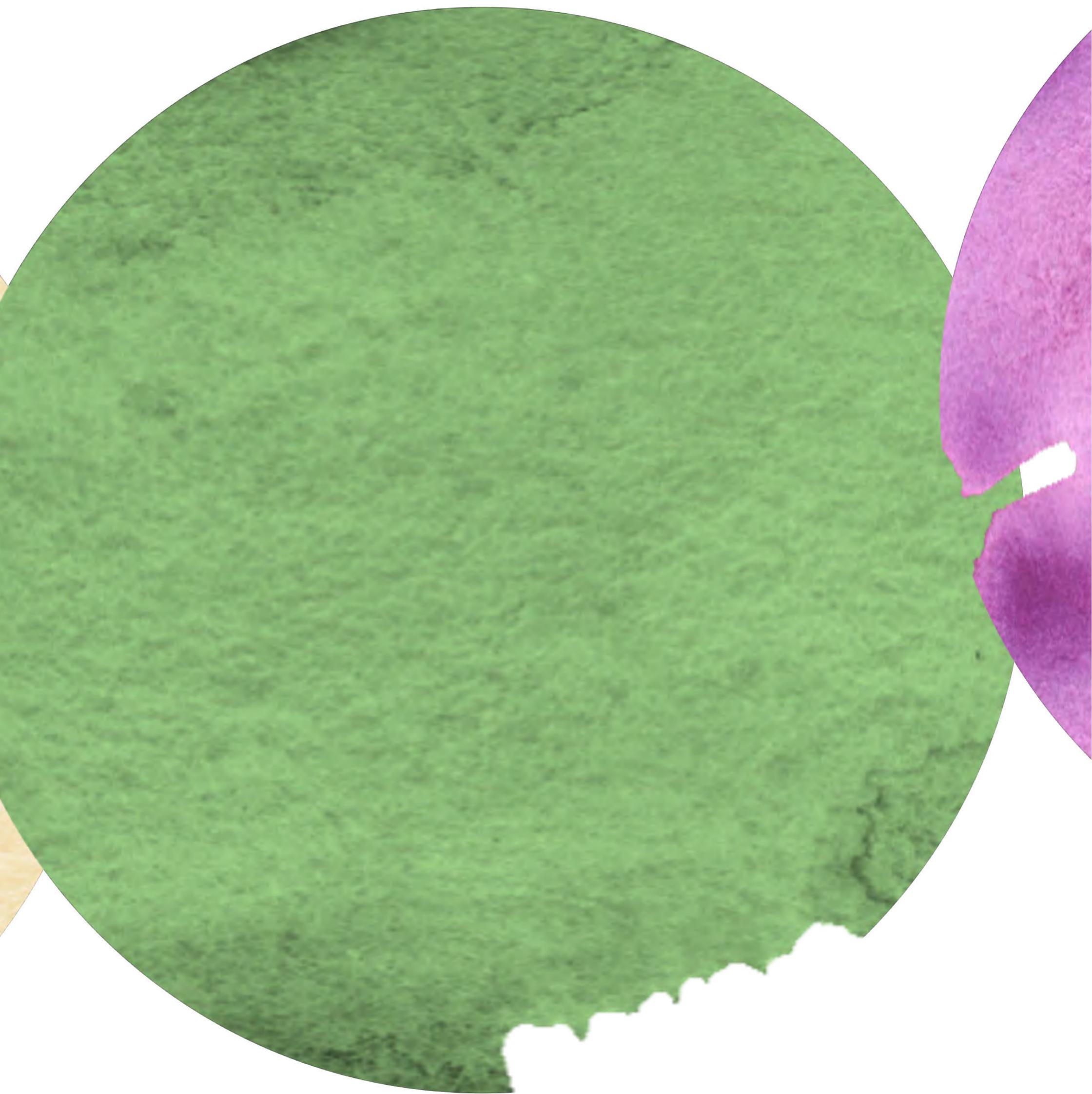
**MARIA CARMEN
FERNANDEZ**
Research Fellow

Ica is a spatial planner, development worker, and amateur scribbler of things. She has been working on peace processes in the Philippines since 2010, specialising in land and cultural heritage issues and the implementation of socio-economic programs in situations of armed conflict, among others. She holds degrees in planning,

growth and regeneration from the University of the Philippines and the University of Cambridge.

At present, she is doing consultancy work with The Asia Foundation. She is also a recipient of the British Council's DOST Newton Agham Fellowship to Cambridge University.







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