

WEBINAR PROCEEDINGS



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E-Net Philippines

KAISA

CONSEJO

PUP - OFFICE OF THE STUDENT REGENT

SPEAKERS

MAKING TERTIARY EDUCATION A FOUNDATION IN BUILDING BETTER NORMAL

AUGUST 28, 2020
2:00 TO 4:00 PM

HON. JOEL VILLANUEVA

ATTY. RYAN L. ESTEVEZ

MARIELLA JOVEL R. TOLEDO

SEARY ANNE BALLICUD

CHRISTIAN G. ONERA

MODERATOR

PROF. FLORA C. ARELLANO

JONERO DACULA

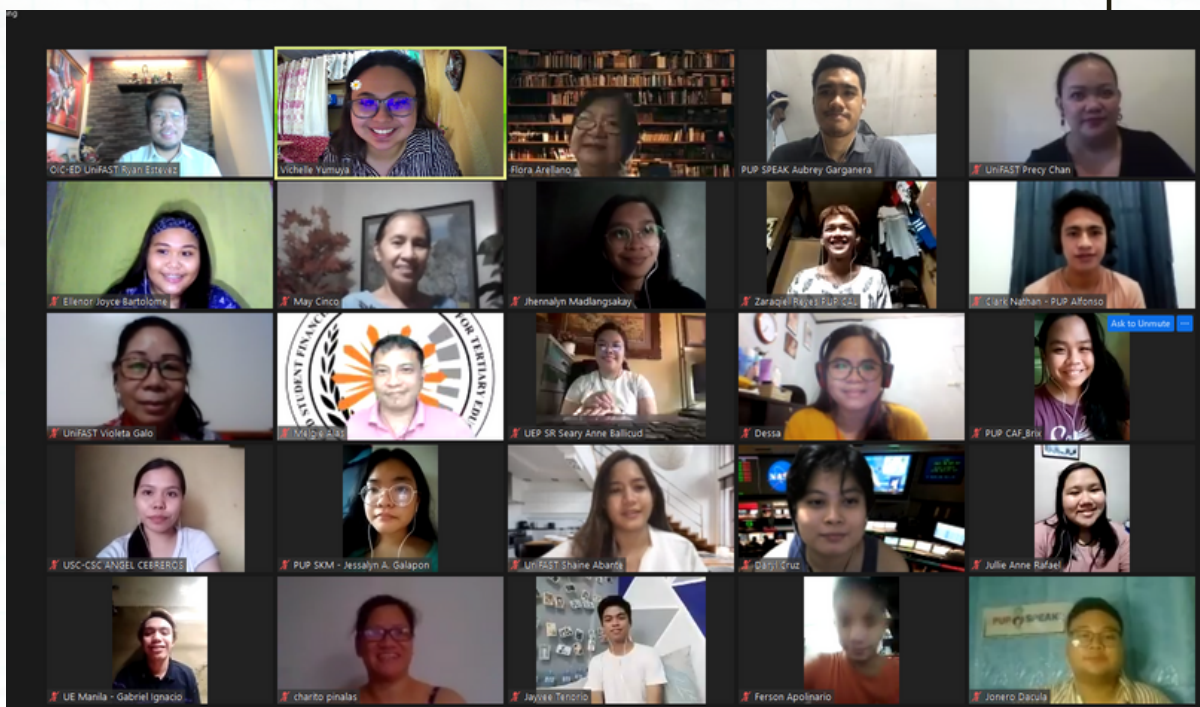
HON. ELLENOR JOYCE BARTOLOME

AUBREY GARGANERA

INTRODUCTION

In the tertiary education amid COVID-19, provision of scholarship that covers free tuition and other fees in state and local universities and colleges and state-run technical-vocational institutions thru UNIFAST (Unified Student Financial Assistance System for Tertiary Education) was suspended that affected the learning continuity of students especially those from impoverished families.

The youth is the hope of the nation and nurturing them now would define our future. Providing them education is a foundation in building back better towards the new normal, hence, it must continue and the issues and challenges delaying this must be addressed. The youth and students are creating a healthy platform of discourse, sharing of ideas, and opportunities for collaboration with the goal of ensuring that no learners are left behind especially in times of pandemic.



KEY MESSAGES

EDUCATION IS THE HARDLY HIT SECTOR BY THE COVID-19 PANDEMIC

Prolonged school closures had brought the students psycho-social issues exacerbated by home quarantine thus limiting their daily mobility within the home setting. The pandemic has also resulted in paradigm shift of the teaching and learning process in the country.

ACCESS TO INTERNET IS STILL A HUGE PROBLEM

Education is an important aspect corollary to the health crisis that besieges our nation. The new normal aggravated and led greater urgency to the already grave and overdue struggle of our higher education sector. The case in point is the use of internet technology to support flexible learning.

The CHED together with HEI will be using flexible learning options and Philippine CHED connect an online portal. **But the problem is the access to internet and having the necessary equipment** to be able to cope up with digital learning. Further, the **financial capacity to avail it**. With economic condition of the families of our scholars right now, this would be a problem.

MOST OF THE STUDENTS ARE NOT READY TO ATTEND ONLINE/MODULAR CLASSES

The research results evidently showed that most students are not ready to attend online/modular classes due to the digital divide, lack of access to internet, loss of job and source of income of the families, and the like.

THERE ARE UNJUST AND EXPENSIVE FEES ESPECIALLY FROM HEIS.

The student councils of UE Maila, UE Caloocan, and UERM established a coalition to refund the unused fees, reduce the tuition fees and other miscellaneous fees, and reject all the unjustifiable fees. They also published various appeals to CHED. It was pointed in particular, the energy, laboratory, and other fees that the students would not utilize since they would be attending online classes from home.

Meanwhile, Atty. Estevez stated that Private HEIs has the freedom to collect fees but of course it must be subjected for approval of CHED. Therefore, we need to check if these fees are approved by CHED. Further, he stressed that this issue has already been tackled by CHED. We just need to **wait for the official memorandum**.

FREE HIGHER EDUCATION IS AUTOMATICALLY GRANTED TO STUDENTS FROM SUCS. ON THE OTHER HAND, STUDENTS NEED TO UNDERGO APPLICATION PROCESS TO AVAIL TERTIARY EDUCATION SUBSIDY

Atty. Estevez stated that **there are focal persons** lodged in all the schools. The students just need to coordinate with them regarding the application process.

THE RECHANNELING OF BUDGET FOR FLEXIBLE LEARNING IS BEING TACKLED BY THE CHED AND UNIFAST BOARD.

It was emphasized by Atty. Estevez that the CHED and UNIFAST board **will release a statement soon** through the CHED if we can rechannel unused funds and other fees for flexible learning necessities.

They are continuously researching ways on how to cope up with this challenging time. They are reviewing the laws governing UNIFAST and CHED if there are issues with regards to the legalities of rechanneling the unused budget.

MR. AUBREY GARGANERA

Secretary General, PUP Sentral na Konseho ng Mag-aaral

MODERATOR



Mr. Garganera delivered his warm greetings to all the honorable guests, students, and participants both from the Facebook Live and Zoom meeting.

He also laid down a brief background regarding the webinar. He emphasized that:

“

RECLAIMING THE POWER AND CONTINUOUS MOBILIZATION FROM THE YOUTH SECTOR CAN LEAD TO THE CHANGE IN THE COMMUNITY AND THE NATION.

”

Afterwards, Mr. Garganera gave the floor to Mr. Jonero Dacula, President of the Sentral na Konseho ng Mag-aaral - Polytechnic University of the Philippines, for his presentation of a brief introduction about the webinar.

MR. JONERO DACULA

President, PUP Sentral na Konseho ng Mag-aaral

Introduction



Mr. Dacula sent the warmest gratitude of the student sector for giving them the opportunity to conduct the webinar.

He stated that the vast majority of the participants were well-diverse. It was composed of representatives from the education sector, education advocates, private universities, state universities and colleges, mostly scholars from the Polytechnic University of the Philippines.

“

**The right to education is a
BASIC FUNDAMENTAL human right.**

”

Everyone should have an inclusive access to it. He stressed that it has been an assured international call in the Goal 4 of the Sustainable Development Goals of the UN, and under the UNESCO Delor's Benchmark

However, he said that with the drastic effects of the on-going worldwide crisis caused by COVID-19 Pandemic, it had already taken a toiling effect primarily in the education sector.

The vulnerable sectors at most faces the challenges and compressed situation wherein they have no other choice but to adapt and set forth the requirements needed for the new normal condition under the education paradigm.



**THE PHILIPPINE EDUCATIONAL
LANDSCAPE IS NOT YET READY
WITH THE ONLINE SYSTEM OF
LEARNING.**

But as the saying goes by, **we are striving**, we are trying to prepare ourselves.



However, Mr. Dacula stated that we must put into context that our resilience should not be a factor to exploit and disregard our demands.

In addition, he shared that the webinar was devised in such a way that we deliver the current situation of our Filipino youth. In a way that we can engage to policy-crafting and recommendations.

Lastly, he challenged the youth to reflect on the current situation, assess the material conditions on the grounds, and open their eyes to the existence of the reality.

PROF. FLORA C. ARELLANO

President, E-Net Philippines

Welcome Remarks



Prof. Arellano graced the opening ceremony by delivering her welcome remarks. She stated that E-Net Philippines is grateful to have distinguished public servants and officials of our government as resource speakers in the webinar.

The COVID-19 pandemic really changed the course of our lives. It has profound effects on education, safety, and well-being of our students and teachers.

“ EDUCATION IS THE HARDLY HIT SECTOR BY THE COVID-19 PANDEMIC ”

Prolonged school closures had brought the students psycho-social issues exacerbated by home quarantine thus limiting their daily mobility within the home setting. The pandemic has also resulted in paradigm shift of the teaching and learning process in the country.

The CHED together with HEI will be using flexible learning options and Philippine CHED connect an online portal. But she stated that the problem is the access to internet and having the necessary equipment to be able to cope up with digital learning. Further, the financial capacity to avail it. With economic condition of the families of our scholars right now, this would be a problem. She also stressed that provision of scholarships through UNIFAST were suspended.

She also discussed the objectives of the webinar as follows:

- To highlight the voice of the youth and students during the pandemic and discuss their situation and challenges when it comes to learning;
- To determine what is the legislative support of the Congress in terms of accessible, equitable and inclusive implementation of Learning Continuity Plan in higher education especially in the Marginalized, Excluded and Vulnerable Sector;
- To discuss with CHED the implementation aspect of the Government Subsidy Program in the context of the Learning Continuity Plan for SUCs students in ensuring the access to learning resources, the delivery of flexible learning modalities and ensuring quality learning of the students; and
- To come up with recommendations on government tertiary education agenda in during this pandemic and beyond and explore areas of engagement between government, youth organizations and other education stakeholders.

Afterwards, Prof. Arellano emphasized that E-Net Philippines is willing to collaborate with the government in working and enriching its policy development in higher and technical vocational education, in achieving the SDGs especially SDG 4, and in promoting inclusive and equitable quality education and lifelong learning opportunities for all.

HON. JOEL VILLANUEVA

Chair, Senate Committee on Higher, Technical
and Vocational Education



Hon. Joel Villanueva commended E-Net Philippines and all its 130 civil society organizations and partners. He stressed that the unshakable commitment of E-Net Philippines in progressively reforming the Philippine Education System is, indeed, laudable.

He shared some of his legislative accomplishments and proposal to help our education system transition to the new normal. Even before COVID-19, the Senate Committee on Higher, Technical and Vocational Education has been working tirelessly to provide more and better educational and employment opportunities for the Filipino youth.

He supported the Free Tuition Law and played significant role to increase participation rate in tertiary education from all socio-economic classes. He also pushed for the passage of the First Time Job Seekers Assistance Act. He was the principal author of the said Act. Further, he also championed the passage of Philippine Qualifications Framework Act to encourage lifelong learning among Filipinos.

He believed that COVID-19 cannot impede or interrupt the efforts and initiatives of the senate committee. He stressed that we can surely turn the pandemic into an opportunity if we are ready to take up the challenge. We have to act with definitive urgency to hasten our progress because the issues that we seek to resolve have now become life and death concerns of the Filipinos.

Education is an important aspect corollary to the health crisis that besieged our nation. The new normal has aggravated and led greater urgency to the already grave and overdue struggle of our higher education sector. The case in point is the use of internet technology to support flexible learning.

The recent survey of the Philippines Association of State Universities and Colleges shows that only 34% of students from SUCs has access to internet.

Fortunately, he was able to lay down some fundamentals before the pandemic such as Work From home Act and Free Internet in Public Spaces Act. He have already reached out to the DICT to enhance free wifi hotspots in public areas to ensure that the connection may also be accessible to students in nearby private higher educational institutions.

He also championed the 3 billion fund under the Bayanihan 2 to develop smart campuses SUCs and 1 billion fund for training for work scholarship program and special training for emergency employment program of TESDA. Further, he was able to fast track several legislative proposals during the community quarantine such as the proposed medical scholarship and return service program for deserving Filipino students in regions where there are no schools of medicine.



**HIGIT KAILANMAN NGAYON PO NATIN MAS
KAILANGAN ANG IISANG GALAW AT MAS
NAGKAKAISANG PAGTUGON SA NEW
NORMAL EDUCATION**



MR. CHRISTIAN G. ONERA

Former Vice Chairperson
University Student Council - Philippine Normal University



**PNU AT SUC'S
SA BAGONG
KADAWYAN
MGA
HAMON AT
PAGTUTUL
UNGAN**



Mr. Onera discussed the survey results of PNU students willingness and preparedness on the supposed opening of classes this August.

SURVEY RESULTS OF PNU STUDENT'S WILLINGNESS AND PREPAREDNESS ON THE SUPPOSED OPENING OF CLASSES THIS AUGUST

source: PNU-USC Facebook page

ON THE STUDENT'S WILLINGNESS



147 students
are willing to join online/
modular class this August

962 students
are **NOT** willing to join online/
modular class this August

**SURVEY RESULTS OF PNU STUDENT'S WILLINGNESS
AND PREPAREDNESS ON THE SUPPOSED OPENING OF
CLASSES THIS AUGUST**

source: PNU-USC Facebook page

**ON THE STUDENT'S
PREPAREDNESS**

87 students
are ready to join online/
modular class this August
1022 students
are NOT ready to join online/
modular class this August



Mr. Onera stressed that most of the students are not willing and ready to attend online/modular classes,

WHAT IS THE PROBLEM?

- 1. Digital Divide - students of PNU came from different economic status. Some couldn't afford to have devices for the modular/online classes.**
- 2. Location of the students - as you noticed, not all students respond to the said survey. This is for the reason that some can't really connect to the internet due to the lack of internet connection to their specific places. PNU-Manila students came from the different provinces of Luzon, Visayas and Mindanao.**

WHAT IS THE PROBLEM?

3. Loss of job - due to the pandemic, many jobs have been affected, and we couldn't deny the fact the even the families of PNUans were affected by this.

4. Limited to no connection to the internet - Most of the PNUans are mobile data users. The result of the survey may show that many couldn't afford to load their numbers with specific promo for internet use.

Mr. Onera gathered news articles regarding the readiness of students from SUCs for online classes.

THE SUC's and other Universities issues.

Only 20% of state universities, colleges ready for online classes

By: Matthew Reysio-Cruz - 3 months ago

MANILA, Philippines — Only 20 percent of state universities and colleges (SUCs) are equipped to conduct online classes next school year, said Commission on Higher Education (CHED) chair Prospero de Vera III.

Students of top 4 PH schools urge CHED to suspend online classes

MARCH 25, 2020 9:15 AM PHT

SAMANTHA BAGAYAS

The student governments pointed out how access to internet connection and learning devices continued to be a “privilege up to this day,” placing those with poor internet access at a disadvantage when it comes to online classes.

They also stressed how the coronavirus outbreak’s effect on the community may make it difficult for students to focus on academic requirements, especially if they were already struggling physically, mentally, and financially. Others may also be coping with household preparations in light of the restrictions imposed by the lockdown.

Mr. Onera emphasized the government should allot more resources for SUCs because most classes would be shifting from online during the Corona virus pandemic.

During pandemic, student climbs a mountain to send class requirement

APRIL 29, 2020 7:35 PM PHT

BONZ MAGSAMBOL

Franz Berdida, a civil engineering student from Mapua University, had to hike a small mountain in their hometown in the province of Masbate on Tuesday night, April 28, just to send a class requirement to her professor.

Berdida told Rappler she and her brother had to walk for at least an hour just to get a stable internet connection. It was a 5-kilometer walk from their home.

She, however, said they were never forced by their professor to send the class requirement immediately, but she sent hers anyway so she could move on and do other things.

MS. MARIELLA JOVEL R. TOLEDO

Vice President
College of Arts and Sciences Student Council
- University of the East



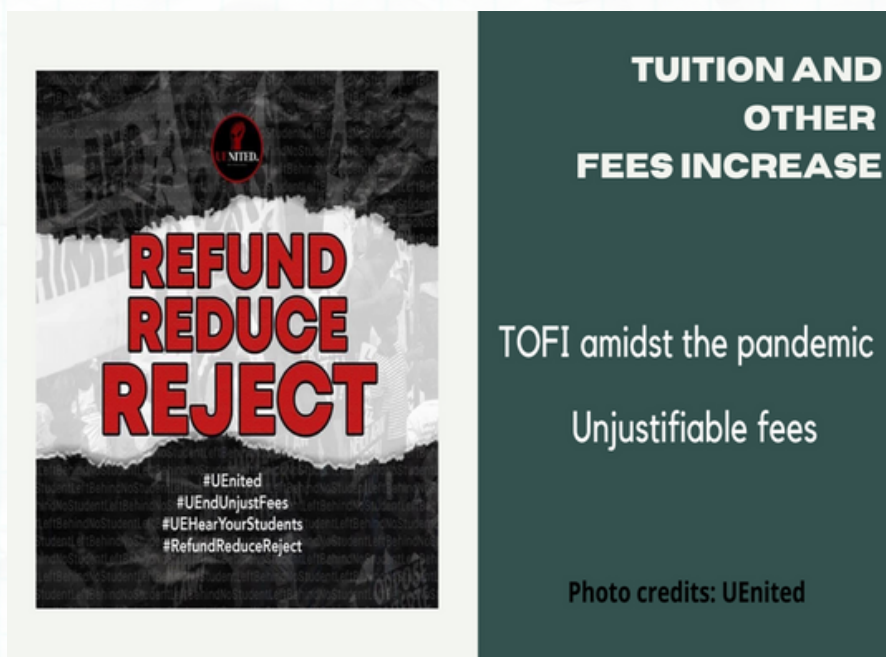
The Tertiary Education Situation of Youth and Students Amid COVID - 19

Ms. Toledo stressed that no one expected this pandemic to happen. She said that last summer, they have conducted summer online classes even though they are against it because of their doubt in the readiness of the students to participate. However, the online summer classes became a benchmark and simulation of the flexible learning.

Meanwhile, she enumerated seven dilemmas of students from the higher education institutions:

1. Internet and Gadgets
2. Access for students in far-flung areas
3. Skilled-based programs
4. Challenging not only for the students but to professors as well
5. Conducive spaces for learning
6. Physically draining
7. Mentally Challenging

Ms. Toledo also presented the tuition and other fees increase every year. She shared that it is very controversial and unjustifiable especially in this time of pandemic.



Before the opening of school year 2020-2021, the UE administration gathered all the student councils of UE Manila and UE Caloocan, College Deans, stakeholders, Chief Academic Officer etc. to have a dialogue regarding the issue.

UE's TUITION FEE PER UNIT FOR ACADEMIC YEAR 2020-2021

MANILA		per unit	18 units	21 units	24 units
CAS, CBA, CENG'G, CCESS <small>2nd to 5th BSA and Engineering students</small>		1,768.31	31,829.58	37,134.51	42,439.44
CEDUC <small>2nd to 4th year</small>		1,539.84	27,717.12	32,336.64	36,956.16
DOCTOR OF DENTAL MEDICINE <small>2nd to 6th year</small>		2,538.23	45,668.14	53,302.83	60,917.52
CALOOCAN		per unit	18 units	21 units	24 units
CAS, CBA, CENG'G, BS ARCH <small>2nd to 5th BSA and Engineering, except IT and CS year</small>		1,768.31	31,829.58	37,134.51	42,439.44
COLLEGES OF FINE ARTS <small>2nd to 4th year</small>		1,608.69	28,956.42	33,782.49	38,608.56

NOTE: This does not include miscellaneous and other school fees.

Photo credits: UE University Student Council
and Redwire

Other School Fees

Fees	SY 2020-2021
Audio-visual	198.22
Cultural	297.33
Energy Fee	1,273.81
Guidance & Counseling	198.22
Health Service	499.72
+Physical Examination	439.24
Internet/Technology	1,809.00
Library	1,747.44
Local Fees (1% Markup) (Depending on the total tuition and other fees)	184.68
Publication	996.74
Registration	698.98
Sports Development	1,039.08
Graduation	451.73
ID	474.68
Installation	1,310.32
Panorama	

Other School Fees

Fees	SY 2020-2021
Laboratory ranging	
from	198.22
to	9,351.69
Student Accident Insurance	69.00

1) No increase in Student Accident Insurance Fee, Dawn and Student government.
2) Laboratory Fee depends on the college, course and subject
3) The University reduced miscellaneous fee by P700.00 for first semester SY 2020-2021

She stressed that all of these fees are unjust and really expensive. She pointed in particular, the energy fee that the students would not utilize since they would be attending online classes from home.

The student councils of UE Manila, UE Caloocan, and UERM established a coalition to refund the unused fees, reduce the tuition fees and other miscellaneous fees, and reject all the unjustifiable fees. They also published various appeals to CHED.

Meanwhile, the students also championed many initiatives such as fund-raising drives, Open Tab Project, and the like.



STUDENTS' INITIATIVES

Connected A Student
CAGAWA TINDIGONG LAGAKA BUNGKAWA

SAVE A STUDENT
SAIGIP KAMAAG-ARAL PROJECT

OTHER FUND-RAISING DRIVES

- Open Tab Project
- CaBAlikat
- Help Eng'ng Hand

"PISO para sa Laptop"

She emphasized that the students are calling out the Philippine Government to address and resolve the issues especially on the internet access.

To the Philippine government:

We, students, call for your attention to address and resolve the issues especially on the internet access that our country is deprived from having a fast and stable one. We also seek for your utmost aid in halting unnecessary fees within our institution. And given this rough times, may scholarships and stipends remain.

#NoStudentsLeftBehind
#WalangMaiiwan

HON. SEARY ANNE BALLICUD

Student Regent
University of Eastern Philippines



TERTIARY EDUCATION AMID COVID-19

••••
An uncharted territory for
Provincial SUCs

She emphasized that the first and foremost common concern of the students is the weak or no internet connection and IT infrastructure. More so, in the UEP, there are places that the only strongest network connectivity one can avail is only for calls or text messages. Connecting to internet is really challenging. The electricity is also a huge problem since it is only powered by generator.

Common Concerns of Students

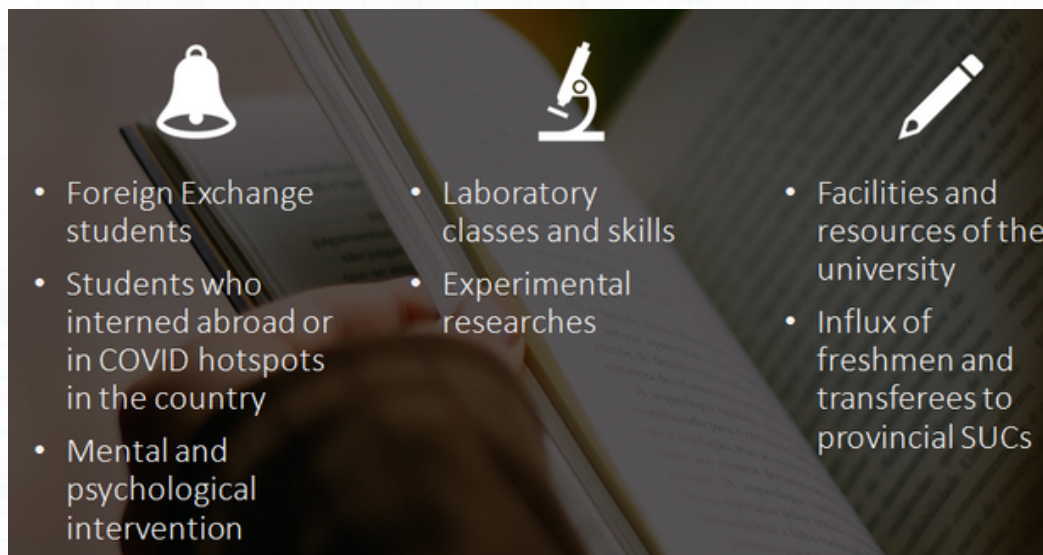


- Weak/no internet connection and IT infrastructure
- Electricity can also be a problem
- Access to modules and submission of documents



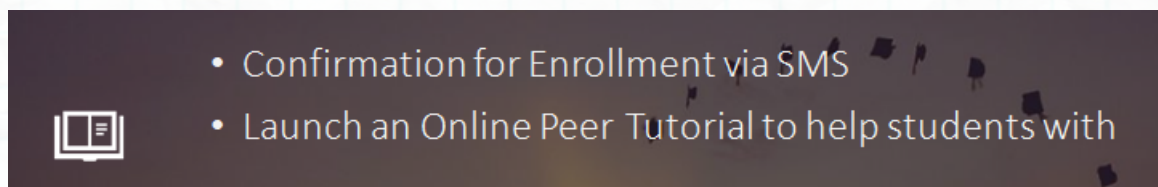
- Evaluation of student performance
- Academic integrity
- Difference in learning styles of students

She stressed that most of the students in the provincial SUCs cannot afford smartphones and other devices necessary in attending online classes. She also enumerated other concerns of the students as follows:



- Foreign Exchange students
- Students who interned abroad or in COVID hotspots in the country
- Mental and psychological intervention
- Laboratory classes and skills
- Experimental researches
- Facilities and resources of the university
- Influx of freshmen and transferees to provincial SUCs

She also presented the projects of UEP Student Council:

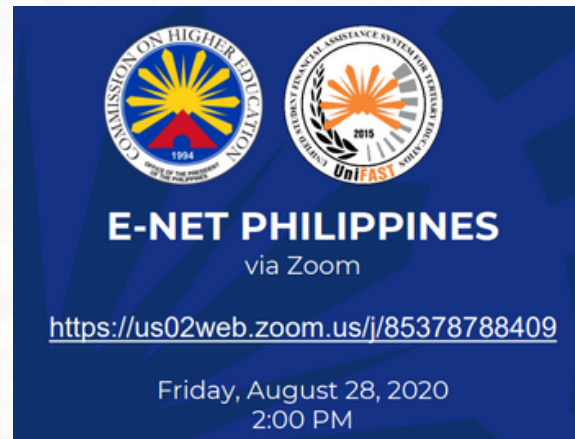


- Confirmation for Enrollment via SMS
- Launch an Online Peer Tutorial to help students with

Meanwhile, the UEP Administration has also pledged to provide laptops and internet connection to each Municipal Links that students can use. However, since then, the USC did not receive updates from the administration regarding the said pledge to the students.

ATTY. RYAN L. ESTEVEZ

OIC Executive Director
Unified Financial Assistance System for Tertiary Education



Atty. Estevez presented the programs of UNIFAST. One of which is the Free Higher Education. The Memorandum of Agreement Signing between the Commission on Higher Education (CHED) and 112 State Universities and Colleges (SUCs) and 78 Local Universities and Colleges (LUCs) was held at Rizal Hall, Malacañang June 13, 2018.



FREE HIGHER EDUCATION

Exempts students in SUCs and CHED-Recognized LUCs from **paying tuition** and **13 other school fees.**



He enumerated the qualifications for students to avail of free higher education as follows:

- ✓ Filipino citizen enrolled in an SUC or CHED-recognized LUC
- ✓ Meets the admission and retention policies of the institution (no age, financial requirements)
- ✓ No previous undergraduate degree
- ✓ Not overstaying in the program (4 or 5+1 year grace period)

The benefits of free higher education were also enumerated.

1. Admission fees
2. Athletic fees
3. Computer fees
4. Cultural fees
5. Development fees
6. Entrance fees
7. Guidance fees
8. Handbook fees
9. Laboratory fees
10. Library fees
11. Medical/ Dental fees
12. Registration fees
13. School ID fees

He also discussed the Tertiary Education Subsidy. It is a subsidy to support at least the partial cost of tertiary education, inclusive of education-related expenses.

Access to quality tertiary education in city/town without state or local universities and colleges

He also briefly discussed the qualifications for students to avail of tertiary education subsidy.

- ✓ **All enrolled Filipino undergraduate students**
- ✓ **Higher education institution & program are both recognized by the CHED**
 - State Universities and Colleges
 - CHED Recognized- Local Universities and Colleges
 - Private Higher Education Institutions
- ✓ **Not overstaying in the program (4 or 5+1 year grace period)**
- ✓ **Subject to prioritization and availability of funds**

The benefits of tertiary education subsidy are as follows:

	TES 1 (Tuition & Other School Fees)	TES 2 (Other education-related expenses)	Additional TES benefits (if applicable)	
			TES 3A (Person with Disability)	TES 3B (Licensure Exam)
 SUCs & LUCs	FREE	P40,000/ Academic Year	P30,000/ Academic Year	P10,000 one-time max. reimbursement
 PRIVATE HEIs	P20,000/ Academic Year	P40,000/ Academic Year	P30,000/ Academic Year	P10,000 one-time max. reimbursement

Atty. Estevez also discussed the prioritization category that is subject to availability of funds:

- 1 Continuing ESGPPA student beneficiaries in SUCs
- 2 Continuing TES student-grantees
- 3 Students residing and studying in private HEIs in cities/municipalities with no existing SUC or LUC (PNSL)
- 4 Students who are part of the DSWD's Listahanan 2.0, ranked according to household per capita income
- 5 Other poor students

The short and long-term loans to support tertiary education, including medicine and law, and other graduate programs. The qualifications and benefits are:

Qualifications

- ✓ all Filipino undergraduate and graduate students enrolled in SUCs, CHED-recognized LUCs and quality-assured private HEIs
- ✓ enrolled in a program that is in the CHED Registry

Benefits

maximum loan of Php 60,000 every program cycle

- ▶ no interest will be charged if paid within the loan term

The Free Technical-Vocational Education and Training is implemented by the Technical Education and Skills Development Authority (TESDA). It exempts learners of TVET programs from paying fees in State-Run Technical-Vocational Institutions (TVIs)

Php 3.9 B

F.Y. 2018

101,124
Beneficiaries




Php 2.9 B

F.Y. 2019

67,122
Beneficiaries



 = 10,000 Students

He briefly discussed the qualifications for students to avail of Free Technical-Vocational Education and Training:

- ✔ Learners enrolled in their first post-secondary TESDA-registered TVET programs
- ✔ Learners who are not holding a National Certificate III or higher, except those enrolled in bundled programs
- ✔ Subject to prioritization and availability of funds

The benefits of Free Technical-Vocational Education and Training are as follows:

- Tuition and miscellaneous fees/other related fees
- Trainee support provisions including:
 - National Competency Assessment
 - Instructional materials
 - Living allowance
 - Starter toolkit
 - Workshop shirts

Atty. Estevez also presented the updates on RA 10931 Programs.

BUDGET SOURCE TO IMPLEMENT RA 10687 and RA 10931 (2017-2020)

FISCAL YEARS	UAQTEA BUDGET	REMARKS
2017	PhP 8,000,000,000	As Higher Education Support Program – Free Tuition 2017 under CHED Budget
2018	PhP 40,000,919,000	Budget source to implement this Law was appropriated in the General Appropriations Act (GAA) in the CHED budget under “Universal Access to Quality Tertiary Education”
2019	PhP 42,516,767,000	
2020	PhP 38,982,019,000 to PhP 28,414,366,000	

Php 42.5 Billion for FY 2019



FREE HIGHER EDUCATION

₱16 B



FREE TECH-VOC EDUCATION AND TRAINING (direct release to TESDA)

₱3.9 B



TERTIARY EDUCATION SUBSIDY

₱25.5 B



STUDENT LOAN PROGRAM

₱1 B

Php 38.9 Billion reduced to Php 28.4 B FY 2020 (due to DBM NBC No. 580)



FREE HIGHER EDUCATION

₱10.1 B



FREE TECH-VOC EDUCATION AND TRAINING (under TESDA budget)

₱2.9 B



TERTIARY EDUCATION SUBSIDY

₱18.3 B



STUDENT LOAN PROGRAM

₱0

Php 44.2 Billion for

FY 2021



FREE HIGHER EDUCATION

₱18.7 B



FREE TECH-VOC EDUCATION AND TRAINING (under TESDA budget)



TERTIARY EDUCATION SUBSIDY

₱24.5 B



STUDENT LOAN PROGRAM

₱1 B



FREE HIGHER EDUCATION

A.Y. 2018-2019

187 SUCs and CHED-Recognized LUCs



Php 14.88 B Budget

1.18 M Students

= 100,000 Students

A.Y. 2019-2020

214 SUCs and CHED-Recognized LUCs



1st Semester 1.33 M Students

2nd Semester 1.24 M Students

Php 16 B Budget



TERTIARY EDUCATION SUBSIDY

A.Y. 2018-
2019

Php 15.1 B
Budget

288,739
Students



= 50,000 Students

A.Y. 2019-
2020



Php 25.5 B
Budget

1st Semester
412,488 students

2nd Semester
384,645 students

+ 147,512
continuing
Tulong Dunong
Program
Beneficiaries

TES Categories	No. of Beneficiaries			
	SUCs	LUCs	Private HEIs	TOTAL
Expanded Students' Grants-in- Aid Program for Poverty Alleviation (ESGP-PA)	3,529			3,529
Students in Private HEIs in no SUC/LUC cities/municipalities			184,940	184,940
Listahanan 2.0	133,635	18,626	67,110	219,371
4Ps not in the Listahanan 2.0, identified using DSWD-Social Welfare Indicators (SWDI)	2,707	272	1,535	4,514
Ongoing Tulong Dunong Program grantees (Under Special Provision No. 3 of CHED Budget, GAA 2019, the implementation of TES shall cover the existing or on-going grantees under the TDP)	47,171	12,548	87,793	147,512
Total Number of Beneficiaries	187,042	31,446	341,378	559,866

STATUS OF STUDENT LOAN PROGRAM FOR TERTIARY EDUCATION - SHORT TERM (SLPTE-ST)

Region	TOTAL NO. OF APPLICATIONS	QUALIFIED APPLICANTS FOR ENDORSEMENT TO DBP
1	12	0
2	60	58
3	18	10
4	34	29
5	220	158
6	99	77
7	116	94
8	55	5
9	147	28
10	144	0

 **STATUS OF STUDENT LOAN PROGRAM FOR TERTIARY EDUCATION - SHORT TERM (SLPTE-ST)**

Region	TOTAL NO. OF APPLICATIONS	QUALIFIED APPLICANTS FOR ENDORSEMENT TO DBP
11	66	60
12	39	38
BARMM	0	0
CAR	12	0
CARAGA	21	15
MIMAROPA	14	7
NCR	59	47
TOTAL	1,116	627

Atty. Estevez stressed that they are **PUSHING FOR INCLUSION** in the Listahanan 3.0 the **(1)** Indigenous Peoples, **(2)** Persons with Disability, and **(3)** Dependents of Rebel Returnees.

The UniFAST is also establishing systems and guidelines in ensuring equity in the distribution of financial assistance. In addition, the UniFAST is working on the StuFAP harmonization process as provided under Section 5 of R.A. No. 10687 (Assessment and impact evaluation of government StuFAPs).



QUESTION AND ANSWER

with **ATTY. RYAN L. ESTEVEZ**

From University of the East, Mr. Gino:

Tama po ba na ipasa sa mga estudyante ang mga energy fees? (Private schools UE)

ANSWER: "Ang private school po ay may freedom to collect fees but of course it is subject for approval of CHED. Let us check if these fees are approved by CHED. Siguro i-clear natin ito sa UE kung bakit sila nag-increase ng fees."

Follow up: Hindi po ba dapat may intervention ang CHED sa ganitong usapin?

ANSWER: "Dapat may consultation yan sa stakeholders. It is incumbent upon the private HEI to have stakeholders consultation sa pag-increase ng fees. Tingnan ninyo kung may consultation na nangyari. "

From Holy Angel University, Ms. Clarice:

Ano po ang dapat namin gawin as student councils para sa appeal namin sa laboratory fees?

ANSWER: "Pinag-uusapan na ng CHED kung paano ma-u-utilize ang laboratory fees na hindi na natin magagamit ngayon. Let's just wait for the official memorandum."

From University of the East, Ms. Searry:

Ano po ang puwedeng gawin ng SUCs and Private HEIs to look after the mental health of the students?

ANSWER: "I may not be in the position to answer this."

MS. FLORA ARELLANO: "Siguro magkaroon din ng consultation with the guidance and if the guidance office cannot resolve issues like depression. Probably the guidance office can refer to a medical practitioner. Kasi kung depression ay caused by mental illness, baka kailangan na ng intervention ng psychiatrist and medical practitioner. Yan ang alamin natin sa schools natin if they have a functional medical clinic and guidance center."

ATTY. RYAN L. ESTEVEZ: "Yes kasi binabayaran niyo yan you have the right to demand."

From Philippine Normal University, Ms. Julie Ann Rafael:

Mula po sa lahat ng datos na nabanggit, kitang-kita po natin ang kalagayan ng mga estudyante patungkol sa kanilang kahandaan sa new normal education, paano po natin masisigurado ang kalidad ng edukasyon lalo na sa mga naninirahan sa probinsya at mga isla kahit na modular ang pinili nilang pamamaraan? Mayroon po bang konkretong plano para sa kanila bukod sa pamimigay ng modules?

ANSWER: "Time and again, ang emphasis na sinasabi ng CHED ay hindi lang po siya online lang talaga. It is flexible learning. It can be a combination of modular learning, online or limited face-to-face for those that are puwede naman mag-face to face. Yes we know the situation of the students, but again, isa sa mga hakbang ng CHED is to assess muna ng school. The school should assess their readiness to open classes. Nagiging flexible tayong. Depende talaga sa readiness ng school."

From PUP - Alfonso, Mr. Nathan:

About sa UNIFAST CHED financial assistance kung limited lang po ba ang slots nito sa SUCs? Kasi po nitong mga nakaraang taon, limited lang ang slots sa university namin.

ANSWER: "Isa sa pinakamalaking binabayaran ng UNIFAST ay PUP. Because they have more than 70,000 students. Yan po ay libreng tuition and other school fees. Siguro po ang sinasabi ni Mr. Nathan ay itong slots sa CHED Merit Scholarships and other Scholarship grants na binibigay ng other agencies.

But as far as UNIFAST is concerned, lahat po ay covered. Wala po kayong binabayaran sa PUP. Yan po ay binabayaran ng program ng UNIFAST na binigay sa atin ng gobyerno"

From PUP Sto. Tomas Batangas, Mr. Anthony:

What can we possibly do with practical based courses most especially those that requires physical contact? May re-assessment po ba ng current curriculum? May pag-a-adjust po ba kasi it needs physical contact and we're on online classes?

ANSWER: "Ang curriculum adjustment for SUCs ay basically CHED concern. But kailangan natin maghintay sa school. Kung ano ang kanilang way ng implementation ng kanilang curriculum considering the situation that we have. Titingan yan ng school kung papaano nila masosolusyonan ang problemang ito."

From PUP Student Regent, Hon. Ellenor Bartolome:

There are 424 CSMP grantees whose scholarship are in danger of being revoked due to the pass all or mass promotion policy implemented in their respective HEIs in which this policy is the most humane response and due to inaccessibility of online classes on top of the numerous concerns from the previous semester when the lockdown was imposed.

What is the concrete plan of CHED UNIFAST with regards to these grantees so that they will still be included and retained under the scholarship program?

Because Ateneo de Naga and La Salle Dasma already clarified that they did not implement an all pass policy instead they have a separate and unique grading system. However mayroon pa ring mga schools na nagpasa ng mass promotion policies, ipinapasa sa estudyante ang burden due to non numerical grades given to them.

Ano ang possible intervention ni CHED UNIFAST para makasama pa rin ang grantees na ito?

ANSWER: "Actually, hindi siya masyadong concern ng UNIFAST. We're talking about **GRANTS**. Ang **Merit Scholarships ay for CHED ito**. Kasi nga naman, ano nga ba ang evidence ng estudyante na na-maintain niya ang general weighted average? Paano ang computation kung walang numerical grade?

But for UNIFAST, hindi siya masyadong concern. Kasi ang requirement lang ng UNIFAST is that **hindi lang siya dapat matanggal sa program niya**. So if **PASS** yan, **you are still included as a beneficiary**. Siguro magkakaproblema ka talaga dito kapag CHED Merit Scholarship. **Pinapa-review na po natin yan.**"

With regards to the budget, puwede po bang i-rechannel for flexible learning, like field trip and tours budget ng iba't ibang universities na ma-convert and re-channel to the printing of modules, internet allowance of students, to cope up with the flexible learning?

ANSWER: "Right now, pinag-uusapan pa rin po namin yan. The CHED and UNIFAST board will come up with a statement. Inaaral po natin kung paano tayo magco-cope up sa changing times. Nagkaroon ng pagbabago sa sitwasyon natin. May pandemya at may mga items sa miscellaneous fees na hindi magagamit. Siyempre tinitingnan namin ang batas na nag-go-govern sa UNIFAST and CHED kung puwede nating gawin ito.

We will soon release a statement through CHED if we can use this funds and other fees para magamit sa flexible learning activities."

How can we intervene to Private HEIs to revisit their system of collection of fees. Will it be possible to release a memorandum from CHED to remove fees that do not reflect the needs of the students such as laboratory fees and re-assess what really are the needed ones?

ANSWER: "Siguro maganda is sumulat tayo sa CHED if gusto niyo talaga mag-intervene for clarification on this matter because they are Private HEIs so limited ang aming masasagot ng UNIFAST diyan other than recommending students to write to CHED."

What would be your considerations whether or not to accept an application given the current situations. Will it be purely online transaction or we need to go to certain offices pa po?

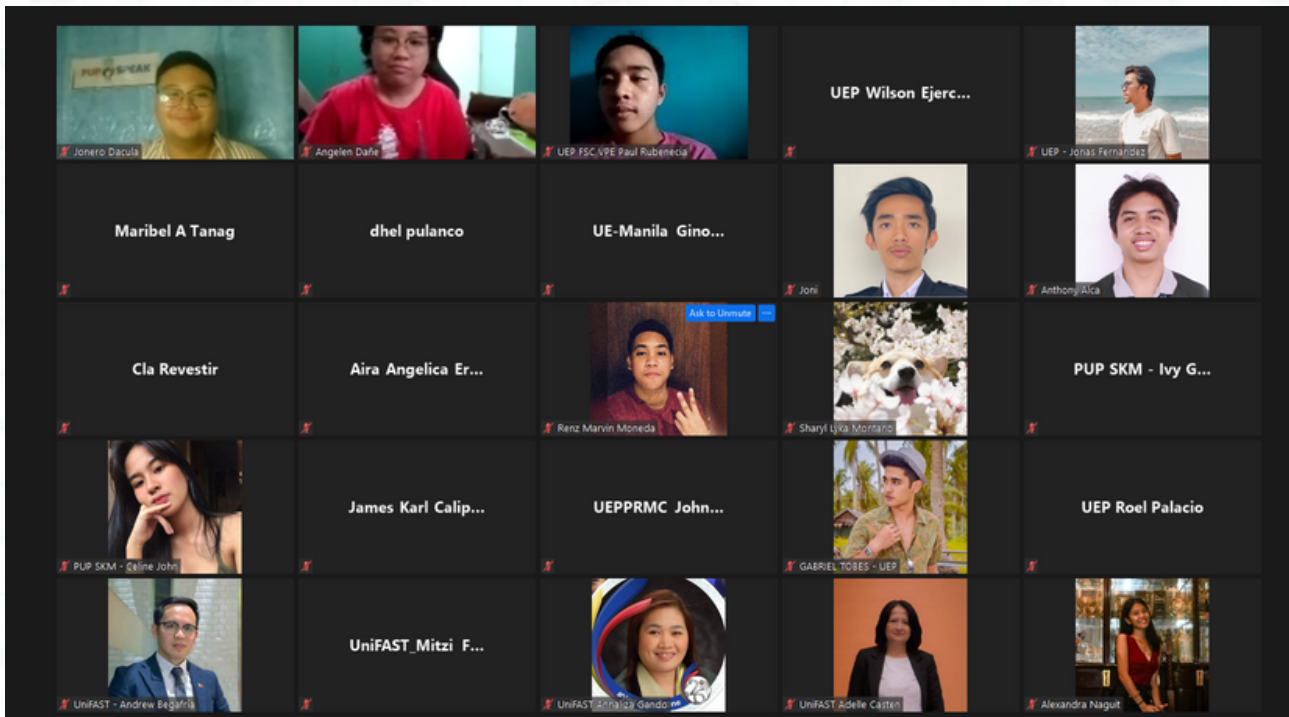
ANSWER: "So as I've said, itong Free Higher Education ay automatic na sa SUCs students. For the Tertiary Education subsidy, yan po ay inaapply through the school. Mayroon tayong Focal Persons to the school. Yan po ay online na rin. Makipag-coordinate tayo sa focal persons ng school in applying for the test. Also for Student Load Program, online rin po yan. No need to go to the schools to submit application. Just call student services of the school where the focal persons are lodged. "

AWARDING OF CERTIFICATE

to Atty. Ryan L. Estevez
OIC Executive Director, UNIFAST



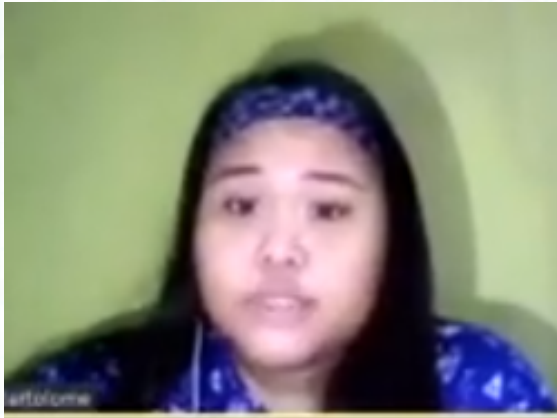
PHOTO OPPORTUNITY



HON. ELLENOR JOYCE BARTOLOME

Student Regent
Polytechnic University of the Philippines System

Synthesis



Hon. Bartolome stressed 4 major points namely: **(1)** Technical, **(2)** Economical **(3)** Practical and, **(4)** Financial approach in order to make Tertiary Education a **STRONG AND UNBREAKABLE** Foundation in Building and ESTABLISHING A Better Normal in SCHOOLS AND UNIVERSITIES.

Technical

She emphasized that it is not an alienable fact to us that the problem of the New Normal Academic Condition is not only limited to the burden of the HEI but lies on the coherence of policy and coordination together with all of the NGAs. We should establish a coordination with the National Telecommunications so as to inaccessibility of internet.

She also said that we can possibly launch a campaign that will push for the passage of 50% discount allocation to subscriptions in prepaid load until it become completely free to teachers and students.

Economical

There is a need to understand that students and teachers have different socio-economic status. We cannot impose to them inconsiderate policies. She stressed that at the end, we should ask ourselves, do we really achieve a fair, equal, and quality education for imposing such? Second, we can create policies that cuts across the student concerns and their families welfare. We need to campaign for tuition fee freeze and discounts to Private HEIs.

Practical



We do not stick with one approach kaya dapat flexible at yung mga incosiderate policies should not be entertained.



She also said that we need to introduce coherent policy reforms not only in education but integrated in Strategic Plan and Philippine Development Plan. We should establish and boost our own economy by creating strategic line industries and from there, we need to fix the curriculum.

Financial

It is necessary to have concrete fiscal policies. The 6% GNP is the global standard percentage that should be allocated for Education. According to United Nations Delor's Benchmark, it is the ideal percentage from the NATIONAL BUDGET that we should should utilize and maximize.



Sa parte naman ng ating mga kaguruan, dapat tiyakin ng pamahalaan na walang guro o empleyado ang matatanggal o mababawasan ng benepisyo dahil sa pandemya, bagkus dapat ay tiyakin na walang maiwanan at malaglag pa sa laylayan ng lipunan.



She also stated that there's a need to highlight that amidst the pandemic, fund for research is vital. The scientific method and approach in educational system especially in the curriculum.

In conclusion, there should be No Student Left Behind amidst the challenging time.

“

Together, we are all in fight for the welfare of the students establishing and creating a better normal for the all of the University and all of the sector. Kaya natin. Magagawa natin. Itatag natin ang isang better normal lalo na sa sektor ng edukasyon.

The state more than ever must invest in the youth for a better future not only of the students but of the whole country. Pag hindi natin ito ginawa, parang wala na tayong natutunan sa pandemya.

MR. JONERO DACULA

President, PUP Sentral na Konseho ng Mag-aaral

Closing Remarks



Mr. Dacula recognized all the speakers and participants. He expressed his sincerest gratitude for the unity that has been shown through the webinar.

He stressed that influx of concrete policy recommendations and reforms are expected to happen.

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**HINDI NATATAPOS SA WEBINAR
NA ITO ANG ATING CALL FOR AN
INCLUSIVE AND ACCESSIBLE
RIGHT TO TERTIARY EDUCATION
LALO PA'T NARITO TAYO'T
KINAKAHARAP NATIN ANG ISANG
GLOBAL CRISIS.**

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