

university of the philippines

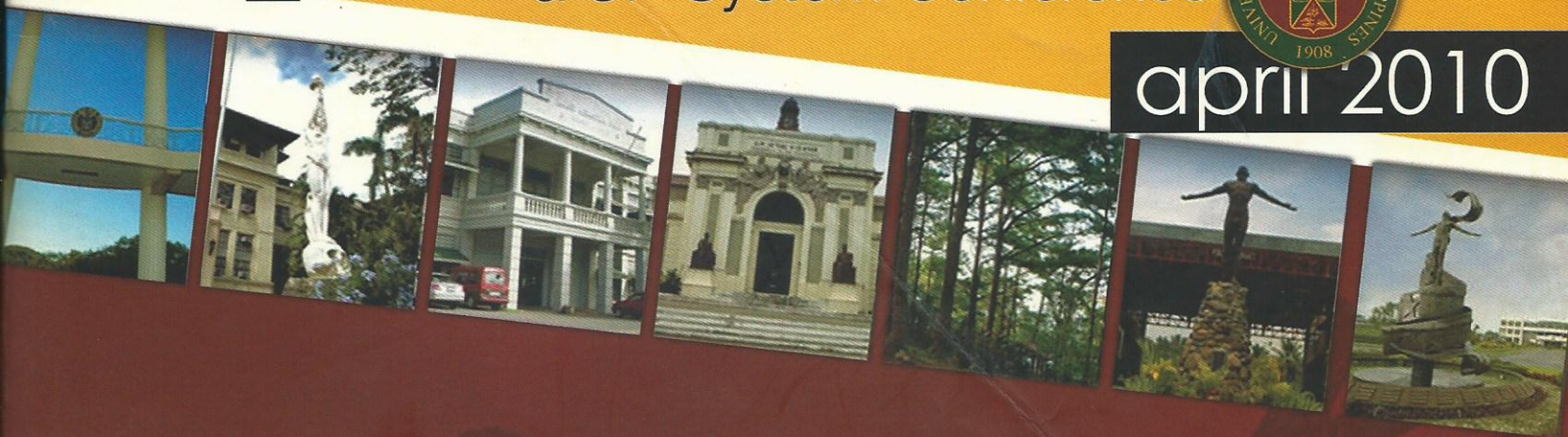
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# : A PUBLIC SERVICE UNIVERSITY

a UP System Conference



april 2010



Opening Message by

President Emerlinda R. Roman

Public Service as Our University by

Marvic M.V.F. Leonen

The Diliman Report

The Los Baños Report

The Manila Report

The Visayas Report

The Baguio Report

The Mindanao Report

The Open University Report

Synthesis by Ma. Cynthia Rose Bautista

The Challenges by

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Opening Message

# UP System Conference on UP as a Public Service University

by President Emerlinda R. Roman  
Malcolm Theater  
December 1, 2009



In May this year the UP System organized its first System-wide conference on the topic “The Challenge of being a National University: Towards UP’s Second Century.” The discussions in that conference focused on what UP’s role should be as the country’s national university. Four major tasks were identified: 1) securing our position as a university, in particular, as a research university, 2) raising the level of public discourse on national and global issues, 3) preparing students for leadership responsibilities, and 4) redefining university governance to create an environment to support the first three tasks.

Since then, our constituent universities have been discussing how they might fulfill these tasks. And as soon as we receive the reports from them we shall determine priority themes that UP should focus on in the immediate term that would lead to the accomplishment of the four tasks.

In thinking through our role as the country’s national university, we make constant reference to what our new charter had identified as UP’s main purposes and

these are that we are a research university, a graduate university, a regional and global university and a public service university.

In the years before the new Charter, UP had been guided by its original purpose: “to provide advanced instruction in literature, philosophy, sciences and the arts, and to give professional and technical training.” It was this original chartered purpose that formed the basis for building itself into a community of scholars. I think we did not do too badly given the circumstances and the resources with which we had to work. Indeed, UP has had its important moments as the country’s leading university, has responded to challenges and risen to every occasion.

Even as we recommit to scholarship and excellence, we now need to think about our other institutional responsibilities as a public service university. The new UP Charter defines our role as a public service university, “providing various forms of community, public, and volunteer service, as well as scholarly and technical assistance to the government, the private



sector, and civil society while maintaining our standards of excellence.”

The question we must now ask is: How have we fulfilled our role as a public service university?

Our major contribution as a public service university is, in fact, in line with our traditional mission of teaching and research. We contribute to the well-being of society by training the country's manpower. It is this which we consider our distinctive contribution to society. We produce teachers, artists, doctors, lawyers, engineers, nurses, poets, philosophers, diplomats, legislators, and scientists. Through the trained manpower we produce and by the quality of services that we provide, we play a significant role in improving the social structures in society. We help prepare individuals who after they leave us will be able to address different, difficult and complicated situations that are part of the national life. We provide a superior quality education to produce leaders who can help forge the country's future.

Moreover, through our research in the basic and applied sciences and the arts, we create and discover new knowledge, new technologies, new initiatives in the different fields (in health care, the financial services, housing, agriculture, to name a few). The importance to society of all this is incalculable.

How else do we lead as a public service university?

Let me enumerate some of the most important ways:

1. The Philippine General Hospital is both a teaching hospital and a public service hospital catering to about 600,000 patients every year. Of this number, about 90% are charity patients who are given access to general, to cutting edge, to multidisciplinary, to integrated services. In addition, PGH has helped empower 17 NCR-LGU and 13 regional DOH hospitals by conducting training programs and seminars. As of the last count, it has trained 41,000 trainees and patients nationwide since this program was started three years ago.
2. UP Manila's colleges and some colleges of UP Diliman are assisting a community in Batangas in the enhancement of the community members' capacities in health care and development using the Primary Health Care approach. Residents and interns are heavily involved in providing

health services including surgery.

3. Through town-and-gown partnerships, UP Los Baños continues to provide technical assistance in institution-building and empowerment, strengthening networks and linkages, youth and student development, even parenting and child development, community nutrition and comprehensive land use planning to various local government units in the province of Laguna. But its outreach programs have extended to other provinces—Quezon, Batangas, Pangasinan, Bohol and Albay.
4. The University has two radio stations—the DZUP in Diliman and the DZLB in Los Baños. While these radio stations serve as laboratories for their students, they also reach out to communities and other groups. For example, Radyo DZLB has broadcast programs in public affairs, agriculture, agrarian reform, health and wellness, family life and development, conservation and the environment, and cooperatives designed to reach out to the farming communities around Laguna.

In other words, public and community service in UP comes in different forms, through our Philippine General Hospital, by the adoption of a community, through training and extension activities, through town-and-gown partnerships, through public service programs via our radio stations, and through policy studies that serve to inform the public or advise targeted groups.

But there is another major group in the University that we cannot ignore. It too is actively engaged in public service or volunteer work. I refer to the thousands of our students who, through formal courses which are part of their curriculum, through the NSTP or through their own student organizations, perform public service of different kinds, addressing the needs of individuals, communities, and other groups. One example is the Office of Legal Aid of the College of Law where students are allowed to practice law for as long as they serve the needs of indigent clients. OLA staff are also involved in public interest cases. One example is a case filed to stop the advertisements of cigarettes in line with the Anti-smoking Law.

Visit schools, hospitals, orphanages, churches, business firms, elderly care facilities, disabled groups, government agencies, local governments, even halls of Congress and other organizations, and the chances are quite high



that you will meet volunteers from UP. All these are important for the spirit of service that UP represents.

And yet, there remains a doubt in some minds about our role as a public service university and the importance we attach to this role. Maybe we should ask questions like: How exactly do we define public service? How are we organized for our public service role? What policies and mechanisms are in place to support our public service role? How does our public service role figure in our agenda? How do we assess our performance as a public service university?

These are difficult questions to answer and we may differ in our answers. But asking them and trying to

answer them is the purpose of this Conference. This conference is important because it is concerned with the very essence of what we do and what we are. It is concerned with the reasons and motives that have led many of us to UP, the explanations behind the decision made by many among us to stay.

I think we all want to live lives of value. Through the University we are able to do this. While I believe we have always taken our public responsibilities seriously, there is an urgent need to define more concretely how we can more effectively carry them out in the years ahead.

Thank you and good morning.







## The University of the Philippines as the University for Our People: Public Service As Our Identity



by Marvic M.V.F. Leonen  
Dean and Professor of Law  
Keynote Speech  
Malcolm Theater

I looked back and saw twenty-six drenched students. The monsoon rains had come earlier than I had expected. It was supposed to be summer. We got caught on our sixth hour of hiking through the Sierra Madre mountains following an old logging road to Sitio Didipio in Kasibu, Nueva Vizcaya. We were still laboring through mud yet many were still conversing with each other. Alongside our column were three horses lent to us by communities which we had passed. I had become acquainted with these families a long time back. Backpacks, which had been carried by students, were now loaded on the horses. A couple of students were now riding the horses. While the trek was physically demanding, the students and the community organizers were in great spirits.

Sitio Didipio, then as now, was a contested area. It was supposed to host the base camps of the second largest mining concession in the Philippines. During this visit, the Supreme Court had not yet decided on a landmark case which questioned whether a fully-owned and controlled foreign corporation could operate and manage mining activities in the Philippines contrary to the provisions of the 1987 Constitution. The transnational mining company that would operate in the area was a conglomeration of two of the bigger

international mining companies in the world. It was incorporated in the Philippines and was able to get clearance to explore as soon as the 1995 Mining Law was approved. Although in the uplands, it was a community that also had been the site of a heavily debated point in constitutional law.

Back then, no vehicle could reach Sitio Didipio. From Bayombong to our staging area for the brief trek, we had to hire a vehicle which members from the community fondly called the “weapons carrier”: a modified elf truck whose exhaust was on its roof and whose axle and wheels had been reinforced.

This upland rural community was like other upland rural communities in the Philippines. There were indigenous people living among migrants. Culturally and politically, gender roles were deeply entrenched. Economic class distinctions were apparent, even while an increasing number had overseas Filipino workers regularly sending back their remittances. It was an agricultural community which was supposed to have a very rich gold deposit underneath. Local politics were defined by who was for or against mining; for sustainable development or for responsible mining. NGO workers as well as development workers with



the mining company would meet each other in various parts of the community. Much of this local color could not be captured through the Socratic method in the law classrooms.

What distinguished the column of students was that they were not enrolled in community development. Rather they were students of Law 176, which in the 1984 curriculum for Juris Doctor in the College of Law of the University of the Philippines, is titled Law and Society. For most of the second semester, they were introduced to law and society as a discipline. They pored through materials that reviewed the shift from legal positivism, to sociological legal studies, to legal realism, to critical legal studies and structuralist and post-structuralist views on law and culture. Many of them were in their third year of studies. This meant that they already had encounters with the basics of substantive Philippine law and procedure.

The final integration lecture for Law and Society was going to take place in Sitio Didipio. It was scheduled as the last session of a three-day directed visit that would bring them into contact with farmers, indigenous peoples, women's groups, and even the community service officers of the mining company itself. Thereafter, they would be deployed for summer internships in Luzon, Palawan, Cebu, Bohol, Cagayan de Oro and Davao City.

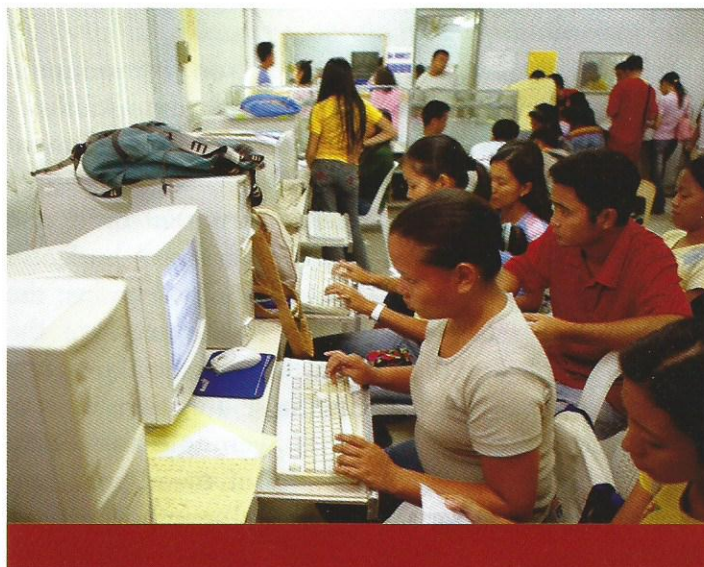
The whole program, including the necessary travel and medical insurance, was funded from outside sources. The Office of the Dean of the College of Law allowed the students to have their summer internship program outside the campus. All its administrative setup was done by the professor and an externally funded research assistant coordinating with various public interest law groups.

Clinical Legal Education, as understood in American Law Schools, has of course already been adopted by the College of Law of the University of the Philippines. As early as the late 1970s, the Office of Legal Aid was established and Rule 139-A or the Student Practice Rule won in the Supreme Court. For many years, Remedial Law 5 and 6 consisted of office and court work for walk-in indigent clients. It is already an established legal pedagogy.

But Law 176 or Law and Society—at least at the time that it was offered as a Public Interest Law

Internship Program—was unique in that it went beyond the doctrinal issues related to legal interpretation. Instead, it sought to present how the law, in its margins and in its interstices, attempted to provide for the needs of those who were either marginalized or oppressed in Philippine society.

Just to complete the picture, the 26 students eventually survived the program, graduated and are now practicing lawyers. Three of them joined public interest law groups. Last year, one of the three secured a writ of preliminary injunction against demolitions that would have been implemented by the mining company. Those who did not join public interest law groups now swear that they have a more holistic understanding of community issues in the Philippines and conduct their lawyering accordingly.



But the social issues in this community continue to fester. The interventions of lawyers and law students were not enough. Certainly, they improved law school pedagogy. But in terms of impact on the community, the results have been ambiguous. Perhaps, public service would have had a better chance if partnering with other disciplines had been more conscious and deliberate.

I am sure that the elements of this scenario are repeated in many disciplines, in many academic and research units across the many campuses of the University of the Philippines System. Many have long desired to incorporate public service into our pedagogies or andragogies. Making public interest the subject of our research work or simply setting up separate institutions to do such activities at the campus or at the UP system level is almost as old as the



university. Even our professional schools are not content with simply producing competitive professionals who would serve with public service ethic. Whether it be the College of Medicine or Law or Engineering or the other professional disciplines, incorporating programs and activities that ensure some consciousness of public service has always been done.

Understandably, many were unimpressed when Republic Act No. 9500 provided that one of the purposes of the national university was to “lead as a public service university.”<sup>1</sup> It has long been a function of the University. Perhaps, it can also be considered part of the identity which the University of the Philippines has earned. “*Iskolar para sa bayan*” only needed new legislation so that it would be clearly articulated. The law recognized but did not create our identity as a public interest university.

There are new charter provisions on “commitment to national development”<sup>2</sup> and “social responsibility.” The provision on commitment to national development encourages the utilization of the intellectual resources of the University by national government units and departments (of course using their own budgets). The provision on social responsibility enjoins the University to relate its activities to the needs of the Filipino people and their aspirations for social progress and transformation.” Again, these functions of the University of the Philippines were already being discharged even with the confines of the old charter.<sup>4</sup> The new charter simply recognized the importance of these functions.

I view this conference, therefore, not as a forum to start fresh discussions on our role as a public service university. Rather, it is an opportunity to revisit its challenges. I believe that I was conscripted in this opening session not to resolve its various issues but rather to provoke and rekindle many conversations that many of you have had in the past. These discussions are being conducted with a view to reexamining our institutional setup to facilitate how we can best maintain our identity as a public service university.

Within this short time, I wish to reintroduce three sets of questions: the first relates to identity; the second, to organization; and the third, to maintaining dialogue and dissent within our ranks. Each of these questions leads to discussions of the other. They certainly are not the only questions that we may ask that relate to the role

of public service for the University of the Philippines as the National University. Certainly, these questions are not exclusive nor original. I hope however that they are sufficiently irreverent to cause serious discussions about the topic at hand.



## The Identity of the University of the Philippines

The first fundamental question is: would we still be the University of the Philippines if we were not a public service university? Unpacking this almost rhetorical question, we proceed to ask: what kind of public service distinguishes us as the University of the Philippines? What should be its relationship to the traditional functions of a university—i.e. to teach, conduct research and do extension work? How much of the kind of public service that distinguishes us should occupy our collective time and resources?

I submit that we would not be the University of the Philippines if we are not a public service university. But, our public service should, to a large extent, be genuinely responsive to what we consider to be our greater public, i.e. the various communities, societies and identities layered within what we view as the Filipino people. It should be more than extension or outreach programs that duplicate what other government or non-government organizations do: even if these activities happen to be good pedagogy for good citizenship. It should, therefore, bear the mark of a University. That



is, it should fundamentally not only contribute to our teaching and research functions but should reflect the quality of these functions. Our time frame is beyond any political term. Our discussions bear the imprint of analytical rigor. Our frameworks may be tentative but they should be paradigmatically challenging; many of our approaches may still be unfamiliar or unpopular. In short, we think deeper, create finer, and should therefore perform better than a governmental department or an advocacy, or service non-governmental organization.

What matters is how we strategically intervene for systemic or structural reforms. It is not how much time and financial resources we spend on public service activities. What matters is the fundamental impact that our action creates. It is not the type of activity we do but the content and methodology of these activities which is important.

In a broad sense, public service activities can consist of things as simple as making our libraries public; allowing public use of what remains of our sports facilities; maintaining a "car-less" oval on Sundays; providing cultural venues to view art, theater and the humanities; or publishing the research work of our teaching and non-teaching academic staff.

There are also public service activities expected during times of crises. When typhoon Ondoy struck, our alumni asked what the University of the Philippines was doing to provide succor to those who were affected by the disaster. Of course, the truth was that various units such as the College of Social Work and Community Development, the College of Arts and Letters, the Office of the Vice Chancellor for Community Affairs, and the College of Law were already organizing in their own subtle ways to provide relief and rehabilitation for their students, staff and faculty, as well as for communities affected by the disaster.

I understand that the administrators of UP Visayas encountered the same pressure after the oil spill in Guimaras. The public seriously questioned what it was doing to provide remedies to the damage that had already happened.

During this election exercise, the expectation is for us to assist in voter education, i.e. helping out in the registration process, encouraging everyone to vote and to do so wisely, and organizing electoral constituencies to prevent the inevitable fraud that happens in every

political exercise in the Philippines. Statements from key institutions within the UP System were expected by the public after the massacre of 59 innocent individuals in Ampatuan, Maguindanao.

While important as lessons in citizenship, and therefore, expected to be always present in the life of UP, these activities are still better provided by other existing institutions. These are the minimum activities we should do, but do not necessarily define who we are.

Recreation and sports facilities are better provided by public parks and sports centers. The Cultural Center of the Philippines is mandated to present Filipino art. The Internet is already a public resource for knowledge that are contained in many libraries. The Department of Social Work and Community Development as well as the National Disaster Coordinating Committee or even non-governmental organizations are more equipped to do relief and rehabilitation work. The cleaning up of oil spills is the expertise of a lot of private companies. Private law firms or even public interest law groups can exact accountability from those that cause these disasters. Election watchdogs and civic organizations are perhaps more equipped to do voter education and other related activities.

On the other extreme, there are activities in UP which require pure intellectual effort and would probably redound to some form of public utility in the future. These include the creation of a plant variety which may not yet have any commercial use, the discovery of the next prime number or the solution to a long-standing mathematical puzzle, the articulation of the basic science in fusion technology if it already exists, contemplations on the semiotic linkages of various interpretative methods in law or in art, the discovery of a specie, taxonomy, the debate on what truly is the national language and whether it is truly necessary, and the critique of northern/dominant/hegemonic epistemologies imposed on our understanding of the social sciences.

These are activities essential to a university as a community of scholars maintaining their independence from the market or from government for the purpose of discovering or laying the foundations for the discovery of various conceptions of truth and necessity. It is the essence of a university *qua* university.



But we are also the *University of the Philippines*. Hence, as essential as it is to be a community of scholars, we are also a university in the Philippines. A defining dimension of who we are should be our ability to inquire, to critique, to propose, to frame, to articulate and to perform deeply and effectively on existing social problems that can have local or global implications. Our tradition as a university inculcates a habit of not taking anything for granted as a given; our tradition as a public service university compels us to apply our store of intellectual resources to handle problems faced by our various communities, societies and identities.

The kind of public service that we should privilege by our discussions in this forum is not the sort that involves activities which are public simply because they are participated in by the public. It should not be the sort involving basic academic activities that may have some public utility in the future. Rather, we should be concerned with the types of academic and non-academic activities which use present crises in the Philippines as their frame of reference. This is the kind of public service that is pragmatic because it seeks to define what activities we can do now. But at the same time, it should be strategic in that it is leveraged for the long term and aimed at achieving systematic and structural solutions to our basic problems.

UP's brand of public service should be relevant, pragmatic and strategic.

We are the University of the Philippines not simply because we have venues for cultural exhibition, but rather because we produce representations that can be subversive of the oppressive elements in current culture. We are the University of the Philippines not simply because we can provide knowledge in current laws, but rather because we can critique its jurisprudence and question the hermeneutical value of various methods of legal interpretation. We are the University of the Philippines not simply because we house a Philippine General Hospital, but rather because we problematize community and preventative medicine while at the same time looking for appropriate technology to remedy diseases that afflict those in our poorer urban and rural communities.

Viewed this way, public service cannot be lumped together with extension and outreach services. Public service for the University of the Philippines is likewise a dimension of teaching and research activities. It

cannot be evaluated quantitatively. It should always be considered qualitatively with a historical, systemic, cultural or structural view.

## **Organization for Public Service**

The second fundamental question is: how do we organize ourselves so that we can deliver, effectively and efficiently, these types of public service? Again, unpacking this question: are there elements in our current practice that we can build upon or take advantage of? Are there institutions and practices which retard our ability to synergistically provide public service as one university? Do we have mechanisms to measure, evaluate and analyze the kind of public service that we provide?

I submit that the effectivity and efficiency of the University's efforts to offer public service as we have described are both functions of the degree to which we can achieve integrated activities and work in an interdisciplinary way.

UP has more areas of study than any other institution of higher learning in this country. It provides the most undergraduate degrees. It also has the most number of advanced graduate degree programs that examine social problems in depth and with excellent academic rigor. Unfortunately, the kind of strategic public service that we envision does not respect the disciplinary boundaries we maintain in the academe. Certainly, the solutions to public issues do not correspond neatly to the specializations of our academic units.

Food security transcends food safety and nutrition issues. It spills over into politics, economics, industrial relations, agriculture, ecology, law, advertising, mass media and many other fields. Health involves not only medicine, but also business and entrepreneurship, social structures, history, risk assessments, risk communication, economics, law, gender, community relations and many other fields. Any community's problem, even that of Sitio Didipio, cannot solely be represented as a legal one. Nor is it solely a business or even an economic issue. It is also cultural, social and political. It is important to deploy academic rigor in analyzing it as a legal or political economic problem. But to proceed to create and implement a solution simply on this basis, and without considering the other systemic and/or cultural elements of society, will lead only to half baked results, perhaps even more crises.



Interdisciplinary analysis of the problems and integrated delivery of services will also allow us to use each other's expertise. Hence, it automatically reduces the amount of effort and resources that we may have to expend. This efficiency will also likely reduce the conflicts between our discharge of our public service functions with that of our pure teaching and research activities.

These concepts are not new. They will not require the evolution of new institutions. Perhaps, they will just entail a reframing of incentives as well as a rethinking of the limits of our bureaucratic jurisdictions.

The UP System's Center for Integrative Development Studies (CIDS) is built for interdisciplinary policy studies. It also has the Center for Women's Studies (CWS) whose functions entail that it also work with various disciplines. UP Baguio has the Cordillera Studies Center (CSC) that focuses spatially in the Cordillera but whose knowledge base exceeds that of anthropology and sociology. There is also the Third World Studies Center (TWSC) located at the College of Social Science and Philosophy (CSSP) that has development as its handle. Its studies go beyond the confines of its host college and even of its host university. Then there is the Law Center in the UP Law Complex that is mandated to intervene through legal policy proposals. By the very nature of these proposals, the contributions of other disciplines and the arts become a necessity.

UP Los Baños was especially formed to examine agriculture with all its complexities. In its effort to provide comprehensive public service in various activities, it benefits from interventions from other experts hosted by other campuses. UP Mindanao was initially chartered to problematize the issues unique to that island. But the solutions to these issues extend beyond its geographical confines. The National Service and Training Program (NSTP), properly reconfigured, has the potential to inculcate civic consciousness in our students. It can also build their confidence to view social problems holistically and to use their knowledge and skills to find long term solutions to our social ills.

Rather than increasing the resources of the UP System, interdisciplinary and integrated work can be done by the various universities or units agreeing to allot more resources and more conscious programs relating to other experts from other campuses. Enough incentive to work together can be provided by evaluating our public

service activities primarily on the basis of our impact on issues or on our ability to exit or replicate community experience. This is better than simply counting the number of activities that involve or affect the public, which we usually relate with extension services.

## **Dialogue, Dissent and Debate**

The last fundamental question I wish to raise is this: will our concern for what would be pragmatically important for our advocacies necessarily stifle intellectual creativity within the university?

Should there be room for intellectual dissent, even for those who sincerely believe that the best form of public service is in the discovery of pure knowledge *qua* pure knowledge? What mechanisms should we put in place so that ideological biases that creep into our projects and programs will also be made transparent to critique and reform?

Public service may not necessarily validate knowledge. Knowledge is valid, for a community of scholars, simply because it is knowledge. In the context of UP, there should be room for the creation for knowledge for knowledge's sake, but it should not be our sole preoccupation. I would even add that it should not be our principal preoccupation.

The problems and crises that beset our country should inspire relevant pedagogy and research. Addressing these problems should distinguish us from other institutions of higher learning in this country. It would certainly justify the investment of public money poured into the National University relative to other state universities.

Necessarily, the University pragmatically assumes a set of programmed activities founded on a limited set of beliefs and analysis when it engages in real life issues. Normally, this would be inspired by the intellectual predisposition, methods of analysis or ideologies deployed by its principal academic leaders. By itself, these necessary choices do not endanger the University as an institution. Risking our standpoint is part of a commitment to public service. All life, after all, is an experiment.

Part of the risk of engaging in public service is that its assumptions can fail. Exogenous species can be introduced which cause ecological disasters. Social



interventions can result in further cultural and economic crises bringing communities to a situation worse than what they started out with. Political programs embedded in the law proposed by research units within a university may have unintended repercussions.

It is the ethical responsibility of the University to encourage and instill diligent deployment of best practices. Incentive structures and institutions must be in place to assure this. Feedback mechanisms from the communities we service must always be in place.

However, we can only do so much. More than the responsibility of due diligence, the University must evolve a resilience to admit its own failures. It must nurture an environment that allows critique of its own interventions.

Fundamental to a university is that it should be a forum for contending opinions. Dissent should be an integral part of its ecology. The better the quality of the dissent and the wider the venues for its expression, the greater the assurance of better analysis in the next project. The more intense the critique, the better our measure and evaluation of the impact of our solutions. Internal dissent should be jealously and passionately guarded. It should be guarded as intensely as our own desire for institutional autonomy from political and commercial interests. It is this dissent and disagreement that ensures that we maintain academic excellence even within our public service programs.

A heterodoxical constituency assures healthy dialogue and dissent. It prevents the permanence of academic hegemony which stifles our ability to provide public service. Faculty members should be representative of all possible ideas. Students should continue to critically guard against anything that is proposed on the basis of authority rather than reason. Non-teaching staff participating in public service activities should also have their ideas on the table.

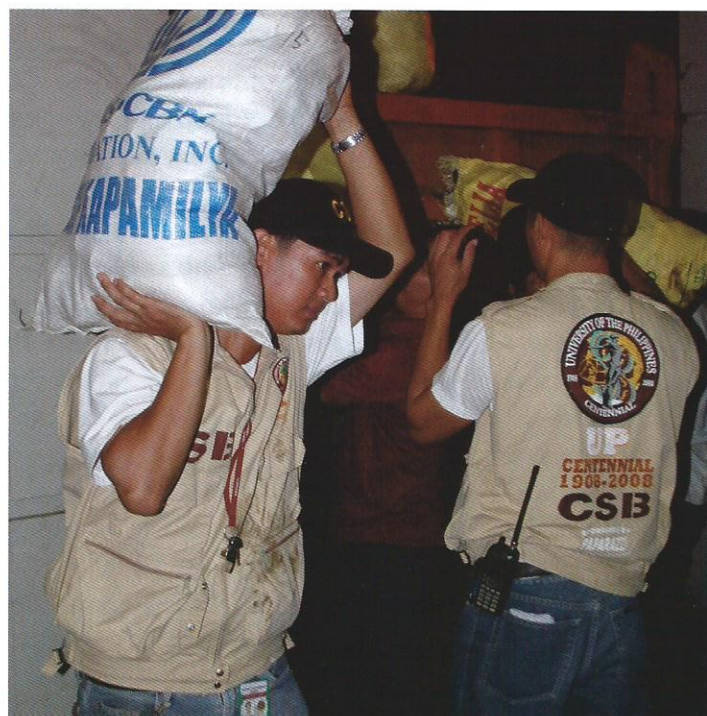
## Conclusion

The commitment of the University of the Philippines to public service defines us. It is the public service which allows our societies to question more fundamentally, think more deeply, and act more creatively that distinguishes what we are. It is what makes us search for the root cause to be addressed, the fundamental hegemonic idea to be exposed, and the

long-term solution to be proposed. The kind of public service that we should privilege should not be that which can be provided by other government or non-government institutions. The kind of public service that we should cherish should be that which requires the University of the Philippines to apply itself—a community of scholars in search for truth—to find solutions that will cause all our societies to resolve all that which has caused our people grief, hunger, oppression, and marginalization.

We are the University of the Philippines. We are the University for our People. This is neither a burden nor a responsibility. It just is. It is what we should always aspire to be.

Thank you.



1 "Section 3. Purpose of the university—As the national university, a public and secular institution of higher learning, and a community of scholars dedicated to the search for truth and knowledge as well as the development of future leaders, the University of the Philippines shall perform its unique and distinctive leadership in higher education and development. The University shall: ...

(d) Lead as a public service university by providing various forms of community, public, and volunteer service, as well as scholarly and technical assistance to the government, the private sector, and civil society while maintaining its standards of excellence..."

2 SECTION 7. Commitment to National Development—The national university shall harness the expertise of the members of its community and other individuals to regularly study the state of the nation in relation to its quest for national development in the primary areas of politics and economics, among others, identify key concerns, formulate responsive policies regarding these concerns, and give advice and recommendations to Congress and the President of the Philippines.

The Congress of the Republic of the Philippines, the Supreme Court and other lower courts, other government agencies and instrumentalities as well as any constitutional body may request the national university to conduct research or provide advice on any matter involving public policy. The budget for such research or request for advice shall come from the appropriation of these public agencies.

3 SECTION 8. Social Responsibility—The national university is committed to serve the Filipino nation and humanity. While it carries out the obligation to pursue universal principles, it must relate its activities to the needs of the Filipino people and their aspirations for social progress and transformation. The national university may provide venues for student volunteerism.

4 Act No. 1870 (1909)



The Diliman campus is the flagship campus of the University of the Philippines. With 26 degree-granting colleges and units, and several institutes and centers; 1,400-strong faculty; administrative research, extension and professional staff numbering 3,000; and 25,000 students, it draws upon a wide array of programs which may be considered public service. In fact, the sheer variety of the programs and activities lends itself to in-depth discussions on what constitutes public service, how to define public service and what the parameters of public service are.

UPD's public service offerings might be considered models of public service. They consist of: (1) service to education and other educational institutions; (2) service to government and government agencies; (3) service to the private sector; (4) service to communities; (5) service to the general public; and (6) the National Service Training Program, under Republic Act No. 9163.



**The UP Diliman Report**





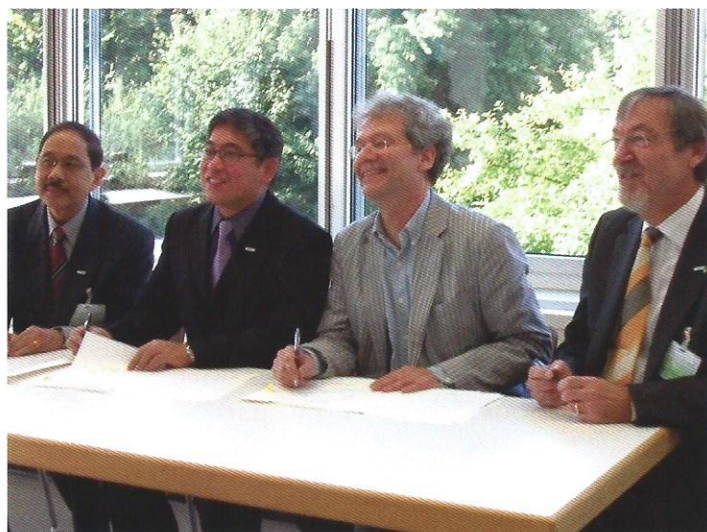
### **Service to Education and/or Other Educational Institutions**

All colleges and units under UP Diliman are very much involved in teacher training, curriculum design, and other services for other educational and academic institutions. The National Institute for Science and Mathematics Education Development, one of the country's premier institutions involved in science and mathematics education, is an exemplar in this realm of public service, with its regular offerings of seminar-workshops, video lessons, educational software and models, books, modules and other publications to help upgrade the competencies of science and mathematics teachers and supervisors in the country.

Other notable programs are the Management Development Program being undertaken by the College of Business Administration and the Commission on Higher Education, which offer seminars and lectures on human behavior, finance, policy and development



for presidents, vice presidents and chancellors of other state universities and colleges; and the Engineering Research and Development for Technology (ERDT), a nationwide consortium of the country's top engineering schools and universities working toward developing the science and technology manpower of the country, initiated in 2007 by the College of Engineering. The latter's focus on producing a core of highly-trained research engineers and commercially-viable R&D output will ultimately serve as a driving force for the country's economic development.

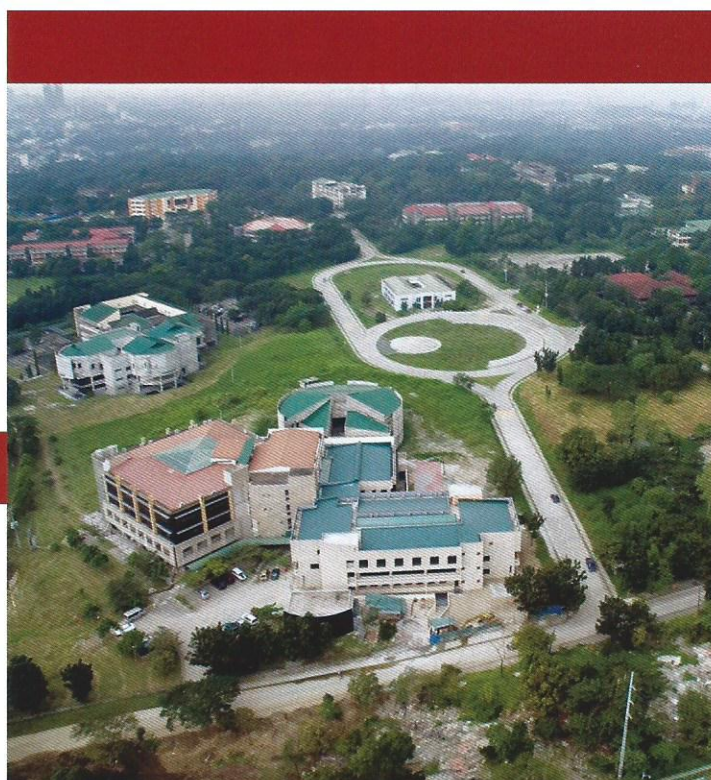


### **Service to Government and Government Agencies**

Service to government and government agencies takes many forms. One of these is the service rendered by UPD faculty who serve as Cabinet Secretaries and heads of various executive departments of national government, including the Commission on Higher Education, the Department of Education, the Department of Science and Technology, the Department of Environment and Natural Resources, the Department of Social Welfare and Development, the Department of Interior and Local Government, etc. UP faculty members are also involved in technical working groups and assessment committees working for the government, and are also advisers of senators, congressmen and local government units.

### **Service to the Private Sector**

Many UPD colleges and units offer service to the private sector in the form of consultancies and other



forms of technical assistance. For instance, the College of Business Administration would regularly render services to the Securities and Exchange Commission by reviewing the compliance of publicly-listed firms' financial statements with Rule 68 of the Implementing Rules and Regulations of the Securities Regulation Code.

### **Service to the Communities**

UPD offers programs and activities as a form of service to the communities. One of the most notable community service programs is the Field Instruction Program of the College of Social Work and Community Development, a college already known for its commitment to serving the grassroots. The CSWCD Field Instruction Program places both undergraduate and graduate students in field areas where they can apply hands-on the knowledge and skills they learned from their classes in real life situations. The field areas are identified in coordination with the field partners of the college, such as people's organization (POs), non-government organizations (NGOs), local government units, hospitals and other service agencies.

The University has an Open Grant program led by the Asian Institute of Tourism, titled "An Interdisciplinary Research on an Alternative Model toward Sustainable Tourism." This is an example of a collaborative effort among different colleges and units within the campus. The research project, which



is focused on Sariaya, Quezon Province, has brought together the seemingly disparate fields of music, architecture, cuisine and human kinetics to provide perspectives which allow communities to produce unique and culturally-sensitive tourism experiences that could be converted into viable tourism projects. This is a reflection of the multidisciplinary nature of many issues and problems in society.

The College of Home Economics, through its Food Science and Nutrition Department, is also actively involved in the UP Manila Community and Health Development Program's advocacy in San Juan, Batangas, specifically in the formulation of its Municipal Nutrition Action Plan (MNAP). The specific role of the CHE FSN Department is to equip the members of the San Juan Municipal Nutrition Committee (MNC) with the knowledge and skills in developing their MNAP. This community-program serves as a model for future collaborations between two different UP campuses working to help a particular community.

UPD offers another model for a collaborative undertaking for community development among three entities, namely the College of Architecture, the National Taiwan University Department of Planning and Architecture, and the Tao Pilipinas, Inc., a local NGO. The three entities work together to provide technical assistance for the improvement of the community environment. This includes giving people the benefits of socio-urban development knowledge and skills on planning, landscape design, disaster mitigation, environmental protection, and shelter development. This demonstrates that collaborative effort with other universities, even foreign universities and organizations, is an effective vehicle of public service.

Through the UP Extension Program in Olongapo and Pampanga, UPD renders service through its *Ayta* Studies Center located in Pampanga, which serves the displaced *Ayta* communities by providing lectures on personal hygiene and personal hygiene kits, providing relief goods for displaced *Ayatas*, teaching accounting and product marketing to *Ayta* entrepreneurs, as well as other livelihood projects and programs.

### **Service to the General Public**

Notable programs and projects extended to the general public include those offered by the Office of Legal Aid, which houses the clinical legal education program of the College of Law and provides free legal assistance to indigent litigants; the Natural Sciences

Research Institute, which conducts tests and other technical analyses for government and private industries, especially small and medium-scale businesses, particularly for quality control needs and certification of acceptability of products for local marketing and exports; and the Institute of Small Scale Industries, the only unit in UP Diliman not attached to an academic college, which offers several short courses and seminars on entrepreneurship, small and medium-scale business management, human resource management, and accounting and finance for entrepreneurs.

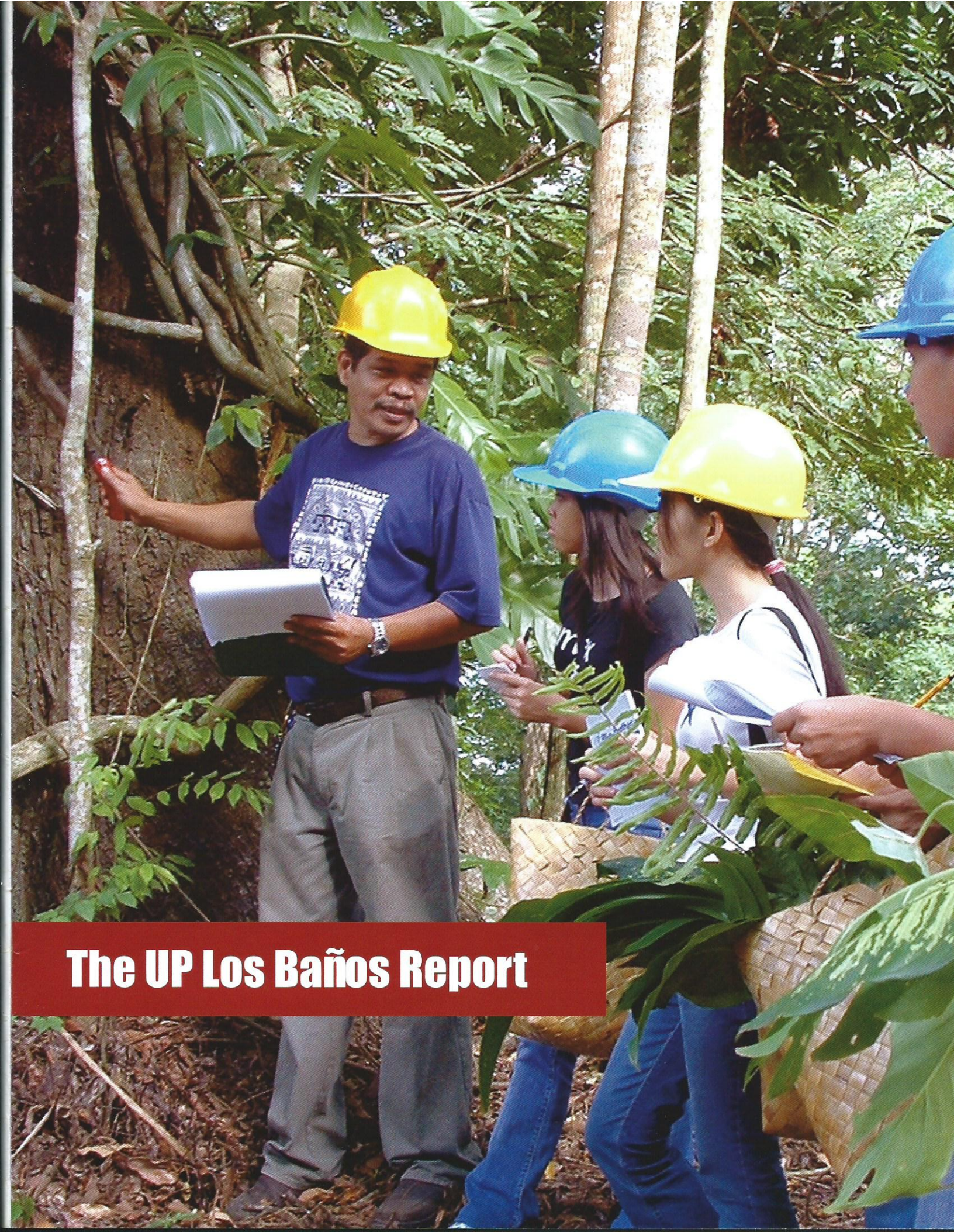
The College of Mass Communication has revitalized the DZUP as its public service offering to the general public. The radio station delivers three types of programs: informed discourse on and analysis of national issues and events, educational programs and on-the-air trainings, and a radio program focusing on the issues of the youth.

### **The National Service Training Program**

Similar to the other UP constituent units, UPD delivers public service through the National Service Training Program, with each college offering an NSTP program that uniquely reflects its particular field. The College of Social Sciences and Philosophy, for instance, has provided cultural programs for juvenile prisoners, worked to improve the fire-fighting equipment of a barangay, and helped develop a barangay website. The students of the School of Library and Information Studies have designed programs to help maintain and improve barangay reading centers, particularly in areas in Quezon City. The target market in these reading centers is mostly children, and activities consist of organizing the collection as well as holding storytelling sessions for children. The students of the School of Statistics are required to do statistical surveys and studies and social issues, such as a survey on the impact of the Comprehensive Agrarian Reform Program (CARP) in some communities in Bulacan which was done last year.

From the services rendered by its faculty, students and staff for the flood victims of Typhoon Ondoy, the role it plays in educating the public regarding issues of national import, to the simple act of opening the campus to park-goers, sports enthusiasts and residents of the surrounding communities, it is clear that the spirit of public service is alive and well in the University's flagship campus.





## **The UP Los Baños Report**



The University of the Philippines Los Baños has long been inculcating a spirit of public service among its constituents, as exemplified in its programs, course offerings, initiatives and developed technologies. Located in Southern Luzon, UPLB has also been endeavoring to come up with its own paradigm of public service, one that will reinforce its commitment to be more outward-looking and to become a strong force for positive transformation by rendering service to the nation. In fact, the tagline "Iskolar ng Bayan" could be transformed into "Iskolar para sa Bayan" to more adequately reflect what UPLB has been doing for several decades.

UPLB offers four broad types of public service, namely: community service, public service, volunteer service through the Ugnayang Pahinungod, and scholarly and technical assistance. These public service programs and activities reach a broad geographic range in both Luzon and Visayas, and even in ASEAN countries, Afghanistan and Liberia.

### **Community Service**

Perhaps the most significant of these services is its stewardship of the Makiling Forest Reserve (MFR), and protecting and preserving the 4,244-ha forest reserve of Mount Makiling, an important watershed and environmental resource in the region.

UPLB also has a town-and-gown program, through which it provides limited material support such as gasoline to mobile patrols of the local government units of Los Baños and Batong Malake, with a reciprocal commitment from police forces to be on-call for emergencies in the UPLB campus. It formed a Community Emergency Response Group which works with the Los Baños Municipal Disaster Coordinating Council. Faculty members, students and staff of UPLB do not hesitate to participate in disaster relief operations even in the middle of exam week, as seen during the typhoons that hit the country last year.

UPLB is a member of the Los Baños Science Community Foundation, Inc. (LBSCFI), a large federation of around 120 science-oriented organizations, including government organizations, NGOs, and private organizations. The LBSCFI holds regular science festivals dubbed "Syensaya," which has been featured on TV shows, to attract tourists to the science community of Los Baños.



Its spacious campus serves as park, picnic grounds and jogging areas for the surrounding communities. In fact, the "100 Steps to Health: Centennial Community Aerobics Program" is held every Saturday morning near Baker Hall, participated in by both the UP community and nearby communities. Aside from the campus grounds, UPLB also provides numerous recreational and educational venues for the public, including the Makiling Botanic Garden and the Museum of Natural History.

The University disseminates information to the community, in the form of public service announcements and development programs tailored to the audience's needs through Radyo DZLB. The UPLB Veterinary Clinic, also offers vaccination services, information dissemination on animal diseases, and disease surveillance and monitoring.

### **Public Service**

UPLB units involved in the delivery of public service include the University Health Service, which grants public access to its facilities and medical experts, holds medical and dental outreach programs, and deploys medical personnel for medical and relief operations.

UPLB holds regular blood-letting activities to replenish the blood supply of the Philippine National Red Cross-Laguna Chapter. Various public awareness campaigns are held, participated in by members of the



UPLB community. Some of the more recent public awareness campaigns focused on the spread of AH1N1 and the information dissemination on the status of Los Baños water resources.

UPLB students, particularly Development Communication students, have developed advocacy materials and successfully waged educational advocacy campaigns. One of these focused on reducing the use of plastic in the community, which resulted in the passage of a municipal ordinance penalizing business establishments, including fast-food establishments such as McDonalds, Jollibee and KFC, if they use plastic indiscriminately. Other educational advocacy campaigns by UPLB students deal with waste management, obeying traffic rules, compliance with the motorcycle helmet law, an anti-smoking campaign, the promotion of the use of energy-efficient light bulbs, and the promotion of a healthy lifestyle.

UPLB has an Adopt-a-School Program, which offers training in basic journalism in Filipino and English for students and teachers, as well as basic economic literacy for teachers of targeted schools.

Almost all UPLB colleges and units offer research and development symposia, lectures, seminars and workshops for the public. Recently, the most popular topic has been climate change. Other topics include the water resources of Laguna, topics under agroforestry, seed collection and nursery development, forest and environmental protection and management, energy and biofuel plantation development, organizational and financial management, and enterprise development.

## Volunteer Service

UPLB undertakes volunteer service through the *Ugnayang Pahinungod*, in the form of Technical Assistance Programs, Indigenous Communities Support Programs, Technical Assistance Programs, the Gurong Pahinungod Program, the Affirmative Action Program, and the Youth and Sectoral Development Program.

Some of the UPLB technical assistance programs include the Agriculture Participatory Research and Extension Model Projects, which have been undertaken for the last 20 years, and the Bayan-Anihan para sa Magsasakang Siyentista or the Farmer-Scientist program of UPLB. The latter is a brainchild of Professor Emeritus Romulo Davide and has been

adopted even in Mindanao and the Visayas. Through the Indigenous Communities Support Program, field technical experts teach integrated pest management and undertake other agricultural technology transfer activities to farming communities. Moreover, UPLB provides a sustained technical support mechanism through the farmer-scientist volunteerism program.

Examples of UPLB Technical Assistance Programs are the LINGAPLOOC Pagbilao, which involve field technical experts working with communities toward capability-building through livelihood, local resource management, and environmental protection; and the DA-GMA Corn Volunteerism Program, through which field technical experts teach corn seed selection and processing and provide infrastructure support mechanisms to increase corn production.



The Gurong Pahinungod Program fields full-time UPLB alumni volunteers as regular faculty members of needy public high schools in Oriental Mindoro, Abra, Bohol, Cagayan, Romblon, Negros Occidental, Quezon, Palawan. The Affirmative Action Program, on the other hand, fields faculty and student volunteers as facilitators of summer bridge/college preparatory remedial classes for underserved poor, rural/suburban areas.

Through the Youth and Sectoral Development Program, faculty members, students and REPS conduct short-term trainings and other capability building activities for diverse underserved sectors, and undertake capacity building for youth in order to enable





them to participate in the development process (e.g., environmental protection projects).

### **The National Service Training Program**

Through the Literacy Training Service of the National Service Training Program (NSTP), UPLB students are fielded to low-performing elementary public schools in Laguna, facilitated by fellow students, faculty members and REPS. The Civic-Welfare Training Service program, on the other hand, deploys NSTP students to nearby communities and schools for educational enhancement and livelihood support.

UPLB gives particular emphasis to providing scholarly and technical assistance to various communities. These may come in the form of: information dissemination through DZLB radio programs participated in by UPLB faculty members and REPS; publications and printed materials including popular and scientific reading materials, brochures, information kits and bulletins; or accommodation of interested students, visitors, tourists and guests in various UPLB educational facilities such as museums and laboratories.

Short courses, seminars and training programs are also conducted by faculty and researchers, on such topics as creative and interactive teaching strategies in science and media literacy for Mangyan tribes, animal disease diagnostic techniques, ultrasonography, acupuncture, orthopedic surgery, environmental health and education, and basic microbiology for high school students. The short courses on bee-keeping technologies have been particularly successful.

Other topics offered include biotechnology, community-based forest management, sustainable upland development, watershed conservation, valuation of mangrove forests, swine production and management, basic animal nutrition and feeding, milk and milk products processing, dairy cattle management, corruption and good governance, small and medium enterprise, and food security.

### **Scholarly and Technical Assistance**

UPLB provides technical assistance, mentoring and other services to government agencies and other institutions in the form of resource persons and technical consultants in policy formulation (e.g. in the

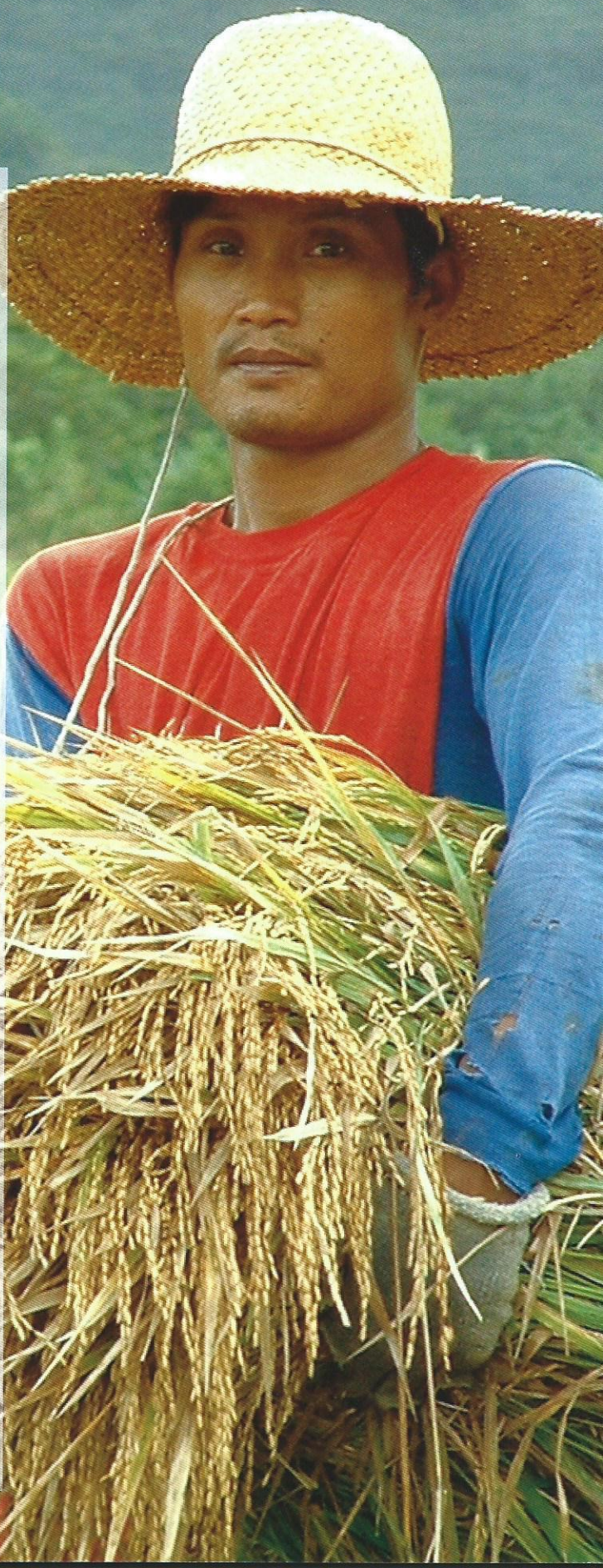


establishment of the Anti-Rabies Act, the Veterinary Medicine Practice Act, Agrarian Reform, and Nutrition Labeling). UPLB faculty members are invited in Senate committees and technical working groups to serve various line agencies, and provide assistance to state colleges and universities in curriculum development and strengthening of program offerings. Recently, UP Los Baños has been involved in the preparation of indicative climate change adaptation plans by selected local government units.

Other forms of technical assistance, mentoring and miscellaneous services provided by UPLB include: the formulation of integrated communication strategy for rehabilitation of the Marilao-Meycauayan-Obando River System Project, bee- and pest-disease monitoring, pollination advisory, bee product analysis, the design of a model township in Camarines Norte, and environmental impact assessment of Cavinti water system and wastewater treatment facility in Paete.

UPLB offers its services in the form of action research, such as participatory planning and appraisal of activities implemented by the barangay in partnership with government and non-government agencies; analytical services such as offering quality, low-cost analytical services for soil, tissue, water, and fertilizer analysis and recommendations to farmers, students, schools and universities, and public and private organizations; and offering laboratory services and facilities of the Animal Nutrition Analytical Service Laboratory, Enzyme Analysis, Analytical Service Laboratory, the Electron Microscopy Service Laboratory, the Fermentation and Engineering Service Laboratory, the Philippine National Collection of Microorganisms, and Testing of Agricultural Machinery Laboratory.

Public service has underpinned all UPLB initiatives undertaken through the years.







## The UP Manila Report

The University of the Philippines Manila takes its calling from its mandate to serve as the Health Sciences Center of the UP System and of the country. The premise is that in the health sciences, students are not being educated merely to be able to earn a living but to ensure the health of all Filipino communities. UP Manila has geared its courses, programs and initiatives toward addressing crucial health issues, such as the exodus of the country's health professions graduates, the unequal distribution of health professionals in the Philippines, and the shortage of health professionals, particularly in the regions.

Following the tenet that the health profession is intrinsically a service profession, UP Manila undertakes several activities and programs as vehicles for public service. Two of these are the National Service Training Program (NSTP) under RA 9163, and the Ugnayang Pahinungod.

### **The NSTP / Ugnayan ng Pahinungod**

Under the three components of the NSTP, UP Manila students undertake a variety of activities, including providing services to patients at the Philippine General Hospital (PGH), taking on rotation-shifts in communities, holding lectures and training workshops for students, patients and communities, and holding

debates, and symposia on health issues.

The NSTP serves to reinforce among the students a deeper sense of service, civic awareness, nationalism, as well as an awareness of the harsh realities of life in both the PGH and the communities they serve, while at the same time enriching the lives of the faculty-facilitators and giving them an opportunity to serve as role models to the students.

The Ugnayan ng Pahinungod—which extends service to underserved communities through a corps of volunteers who provide leadership in the implementation of the community-oriented programs complementary to the Teaching, Research, and Extension functions of the University—is very much alive in UPM. Its programs and activities include the health mission program, which has had 6,000 volunteers undertaking over 800 health missions in over 3,600 communities; the health training program, which has fielded almost 200 volunteers to 179 communities; the emergency room volunteers program, which has had over 1,800 volunteers; the program for street children, with over 1,100 volunteers; the summer immersion service programs, with 265 volunteers in 50 communities; the teachers development program, with 126 faculty volunteers in 140 communities and over 700 public school teachers as beneficiaries; and the advocacy programs, with 48 volunteers.



## **Community Health and Development Program**

UP Manila boasts of several units, institutions and programs unique to the University's Health Sciences Center, offering quality health service to communities and the public. One of these is the Community Health and Development Program (CHDP), which aims for comprehensive community development in genuine partnership with the people. Through the CHDP, students develop the values of commitment to service, compassion, humility and honesty while contributing to the attainment of community development. The CHDP has fielded trainees from the Colleges of Medicine, Allied Medical Professions, Nursing, Pharmacy, Public Health, Arts and Sciences, and Dentistry, as well as residents from the Departments of Internal Medicine, Family and Community Medicine, and Pediatrics to communities and barangays in various regions. The trainees are immersed in real community experience, training barangay health workers and barangay



nutrition scholars, and holding home visits, medical clinics, dental clinics and family health planning sessions in barangays, among others.

The CHDP also serves as an example of a collaborative public service program not only among the different units within the University, but among different constituent units. It has trainees from the UP Diliman Colleges of Home Economics, the College of Social Work and Community Development, as well as trainees from the UP Los Baños agricultural and animal husbandry group. In fact, the CHDP hopes to become a system-wide public service program.

## **The Return Service Agreement**

The UP College of Medicine's Return Service Agreement, implementation of which began in Academic Year 2009-2010 after approval by the UP Board of Regents, requires UPCM graduates to sign a contract to render a three-year return service to the country after graduating and obtaining their medical license as part of the requirements for admission to the college. The contract stipulates that the return service may be in the form of public service, research or private practice in any part of the Philippines, or postgraduate residency or fellowship training in any government institution in Metro Manila or in any public or private institution outside Metro Manila.

UPCM graduates are also encouraged to serve at the PGH through this Agreement. The return service should be completed within five years from graduation. Graduates who fail to comply will be required to pay a penalty double the value of the amount of state subsidy used for their education with interest at legal rates. Besides the College of Medicine, other units in UP Manila, including the Colleges of Allied Medical Profession, Dentistry, Nursing, Pharmacy, and Public Health, have also instituted their own Return Service Agreement, which aims to address the critical lack of health professionals in the country.

## **The School of Health Sciences**

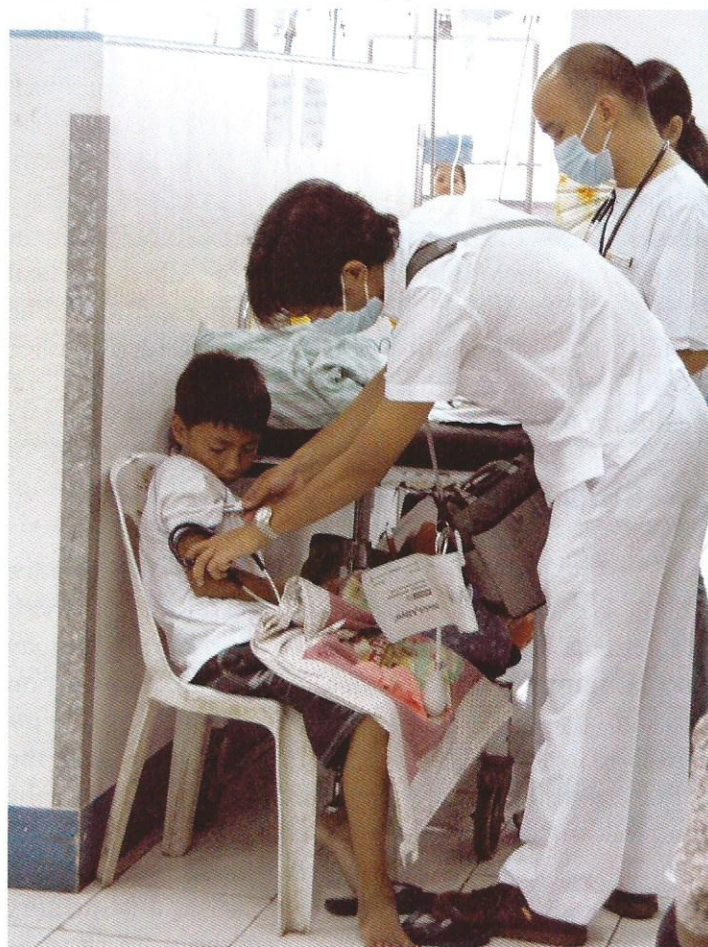
The UP School of Health Sciences, the distance unit of UP Manila, has long had its own Return Service Agreement and has served as a model of a barangay and community-oriented health education institution through its unique step-ladder curriculum. Students enrolling in the UPM-SHS are not required to pass the UPCAT; instead, they are nominated as scholars by their barangays and communities. Selection is a joint effort of the local government units and the University. Each scholar enters the SHS program as a Midwifery student then goes back to the community to serve as a licensed midwife. The scholar is then nominated for the BS Nursing program and upon completion again returns to the community to serve. The final step is the Doctor of Medicine program, which again requires the scholar to serve the community.

The final year in medical school is spent in community internship. Interns are trained to perform the roles of health care provider, educator, researcher/data



manager, medico-legal officer and manager-mobilizer. In the end, a UPM-SHS graduate of Medicine acquires three licenses—as midwife, nurse and doctor—and a lifelong commitment to community service.

The UPM-SHS in Palo, Leyte was established in 1976, and serves the Visayas region. A new branch was established in Baler, Aurora in 2008, servicing not only its home province, but Nueva Ecija, Nueva Vizcaya, Isabela and Quirino as well. In 2010, the construction of the third SHS unit in Coronadal City, South Cotabato, will begin drawing students from South Cotabato, General Santos, Sultan Kudarat and the ARMM region. At present, there are a total of 74 nominating provinces, 546 nominating municipalities and 1,835 nominating barangays.



**Tatak PGH Plus**

In August 2007, which was declared PGH Centennial Month through Presidential Proclamation No. 1266, the “Tatak PGH Plus” or “Expanded Health Services for the Poor” Project, the outreach program of the Philippine General Hospital, was launched through a tripartite agreement among UP Manila, the Department of Health and the Center for Health Development

(although activities had already begun since August 2006). The “Tatak PGH Plus” aimed to develop and improve the capacity and skills of the hospital staff of 16 cities and one municipality in the NCR and of selected DOH regional medical centers through three phases: immersion of PGH staff in LGU and selected regional hospitals; development of customized modules on medical, nursing, paramedical and administrative skills; and continuing staff development training in the PGH through exchange programs.

### **The Child Protection Unit**

Since its establishment in 1997, the UP Manila Child Protection Unit (CPU) has worked to increase the number of trained child protection specialists and multi-disciplinary child protection units (CPUs), helping protect and facilitate the recovery and healing of battered women and abused and neglected children. It has trained doctors, social workers, police officers, family courts and DOJ prosecutors, as well as helped the DOH, the National Bureau of Investigation and the Philippine National Police establish a system of nationwide regional CPUs and centers for medico-legal investigation.

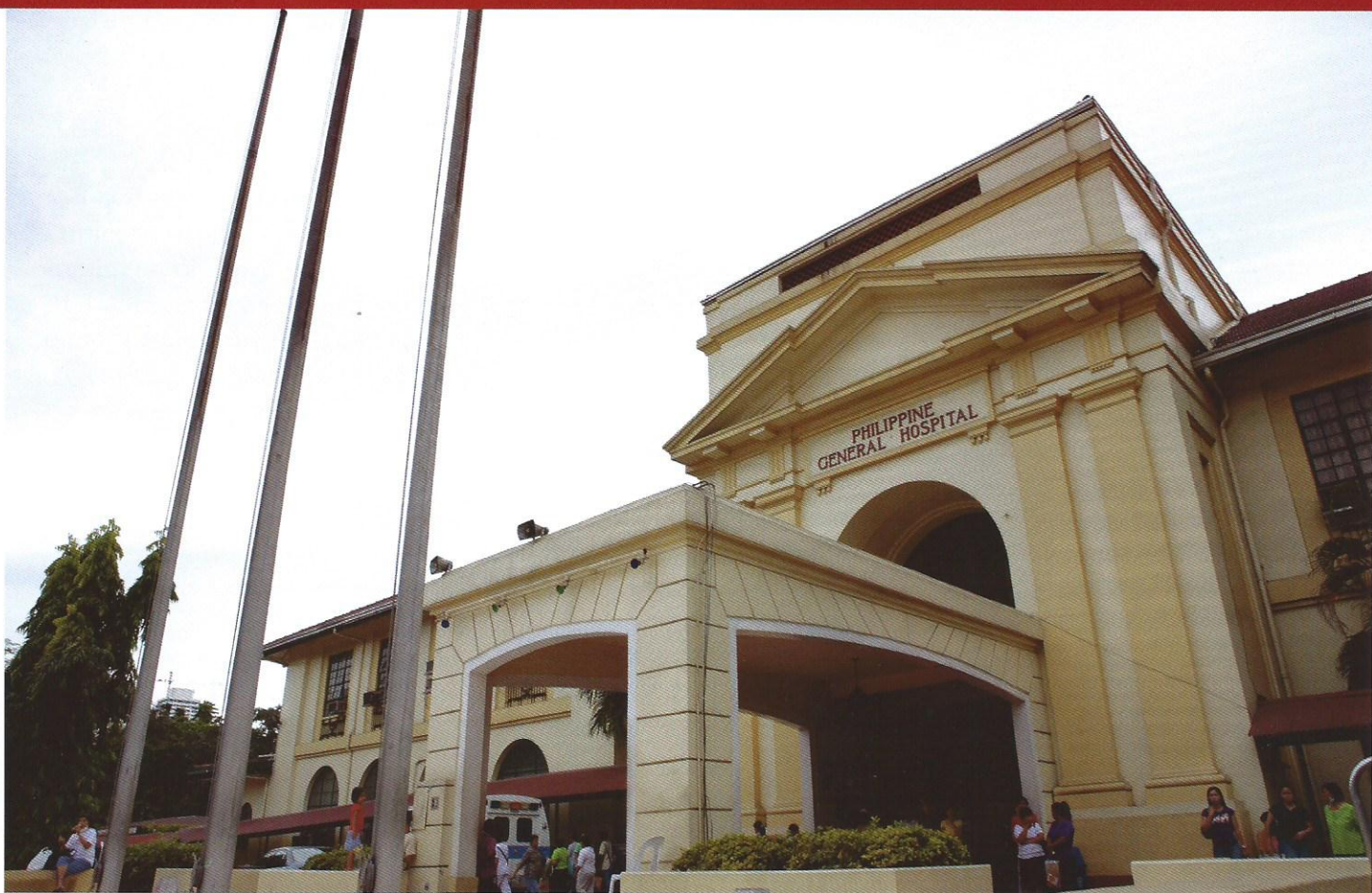
### **The Newborn Screening Referral Center**

Another UP Manila unit that has successfully reached out across the country is the Newborn Screening Reference Center of the National Institutes of Health (NIH), institutionalized by Republic Act 9288 in 2004 to oversee the implementation of the newborn screening in all hospitals and birthing homes in the Philippines. Newborn screening is the process of testing newborn babies for treatable genetic, endocrinologic, metabolic and hematologic diseases, as well as mental retardation through a blood test. The UP Manila Newborn Screening Program is a spin-off of a project initiated by the Institute of Human Genetics (IHG), NIH, in collaboration with 24 hospitals in Metro Manila. As of today, over 2500 health facilities all over the country are offering newborn screening services. Three laboratories strategically located in various parts of the Philippines serve as testing facilities.

### **The National Telehealth Center**

The UP Manila National Telehealth Center is a network of 124 doctors to the barrios and has responded to more than a thousand telereferrals via





telemedicine, specifically in the fields of telecardiology, teleradiology, teleradiology, and teletoxicology. The Community Health Information Tracking System, the unit's electronic health records, is now located in 24 sites across the country and has conducted eight eLearning sessions.

### **The National Poison Management Control Program**

The National Poison Management and Control Program was established in 1975 as a poison control center at the Philippine General Hospital. It was renamed the National Poison Control and Information Service in 1991 when the Poison Control and Information Service Network was established through a Memorandum of Agreement between the Department of Health and UP Manila. The UP Board of Regents approved its change in status to a Center on January 27, 2005. The National Poison Management and Control Center provides a 24-hour telephone information service to health workers and health professionals dealing with cases of poisoning. In the event of a chemical incident, mass poisoning, or chemical disaster, the Center is called upon to help manage victims, participate in post-incident evaluations, and coordinate with other agencies such as the DOH

Health Emergency Management Services, the National Disaster Coordinating Council of the Department of National Defense, and other hospital poison control centers and hospitals.

Examples of incidents in which the Center has been actively involved are the cases of organophosphate poisoning in Mabini, Bohol, 2005; the mercury spill of 2006; the Guimaras oil spill of 2006; and the MV Princess of the Stars tragedy in June 2008. The Center also manages the Poison Control and Information Service Network (PCISN), with poison control centers located in several hospitals nationwide. The PCISN offers proper diagnosis and treatment of poisoning cases, treatment service and information, training, laboratory facilities, research and extension services and toxicovigilance, and provides reference materials on chemicals and poisoning management.

As a whole, UP Manila regards public service as part of the University's social accountability. Through its numerous programs, units and initiatives, UP Manila embodies its unique definition of social accountability: educating health sciences students in order to prepare them to meet the needs of the people.





# The UP Visayas Report

The University of the Philippines in the Visayas is the country's acknowledged leader in marine science education and research, fisheries, and aquaculture. With four campuses located across the region—Iloilo City, Miag-ao, Cebu and Tacloban—the UPV is also a major center for regional studies, with its programs, courses and activities geared toward the preservation and enrichment of the Visayan historical and cultural heritage.

UPV is committed not only to achieving and maintaining academic and scholarly excellence at the national, regional and global levels, but to harnessing its resources toward serving its home region and the diverse people of the Visayan islands. To achieve this, UPV has several public service thrusts: (1) training programs and seminars; (2) facilitating or hosting special training sessions, symposia and events; (3) community outreach programs; (4) quick and expert responses to issues and problems; (5) dissemination and promotion of the local cultural heritage; and (6) partnerships and networks among different sectors.



## **Training Programs and Seminars**

UPV offers various training programs and workshops designed and conducted by the UPV Office of Continuing Education and Pahinungod (OCEP), such as the regular Training on the Philippine Bidding Documents, which is required for all Bids and Awards Committees of government agencies per RA 9184 or the Government Procurement Reform Act, the Summer Options in Art and Recreation (SOAR), and Fun Learning for the Young (FLY). These are regular summer course offerings for children which have served as models for the summer program offerings of surrounding schools and even malls.

The various UPV colleges and units also design and conduct their own training programs and workshops, according to their fields and specialties. The College of Arts and Sciences offers programs geared toward supplying basic knowledge in the natural sciences, social sciences and humanities, such as In-service Training Programs and workshops on multiple intelligence for teachers and guidance counselors. The School of Technology conducts research and offers training in food processing and preservation, food safety, environmental and resources management and geographic information systems. The College of Fisheries and Ocean Sciences offers extension services to various clientele groups, including technology dissemination through community outreach services and the conduct of trainings, workshops and seminars. The College of Management offers various extension programs and trainings in management and computer applications, including Capability Enhancement on Local Governance, Cooperative Development and Management, Accounting and Financial Management, Entrepreneurship Development, Value Formation, Systems Analysis and Design, Web Development, and Computer Business Applications.

Other training programs are conducted in partnership with the Department of Education and the Commission on Higher Education, such as the massive upgrading of General Education (GE) instructors in Western Visayas conducted from 1997 to 1998, and the Teacher Training in Math, Science and English. There are also training programs and workshops requested by organizations or local government units, such as training in fish deboning and smoking for the fisherfolk of Ajuy, Iloilo.

## **Facilitating or Hosting Trainings and Events**

UPV acts as facilitator or host to special trainings and events. In 2008, after Typhoon Frank devastated Iloilo and the surrounding provinces, UPV conducted free training workshops for teachers, counselors, church, health and community workers on "Psychosocial Intervention for Typhoon Frank Survivors."

In 2008, UPV hosted the KAPWA-2, an international conference focusing on the relevance of Asian values and indigenous worldviews and knowledge in the age of globalization. The KAPWA-2 provided a forum on the traditional representations of knowledge, with epic chanting, oral histories, myths, music, dance, ceremonies, ritual performances, art exhibits, and films augmenting the lectures and presentations.

## **Community Outreach Programs**

UPV's outreach programs target low-income communities around its campuses. Prominent among these is the Gurong Pahinungod Program. The GPP volunteers were selected and trained UP graduates who teach Science, Mathematics, English and History according to their field of specialization, and assigned based on the need of the school. Beneficiary areas during the first four years of the program were provinces of the Autonomous Region of Muslim Mindanao (ARMM) such as Tawi-Tawi, Sulu, Maguindanao and the provinces of Agusan del Sur, Lanao and Compostela Valley. On its fifth year, however, when UP Mindanao had its own graduates to serve the area, the UPV-OCEP decided to focus on Regions VI, VII, and VIII. The provinces of Antique, Capiz, Aklan, Iloilo, Negros Occidental, Cebu, Bohol, Negros Oriental, Leyte and Samar were among those served by the program. Among the constituent universities of the UP System, UPV consistently produced the largest number of volunteers. The total number of volunteers for the Affirmative Action Program, the Teacher Training Program and the Gurong Pahinungod range from 10 to 45 per year. In 2008-2009, the UPV fielded two volunteers under the Gurong Pahinungod, the last campus to have done so before the GP was dissolved.

Also under the Office of Continuing Education and Pahinungod is the Affirmative Action Program, which aims to provide public high school students greater access to state universities. Under the Affirmative Action Program, UPV students are deployed as volunteers to



different communities to tutor incoming high school seniors in English, History, Math and Science. The UPV has consistently been able to instill a spirit of volunteerism and a desire to serve the community and to serve selflessly among its students. These student-volunteers, in turn, bring to the barangays and communities UPV's trademark dedication to academic excellence.

Another notable and long-standing public service program is the Barangay Integrated Development Approach for Nutrition Improvement (BIDANI), initially developed by the UP Los Baños College of Human Ecology and now institutionalized under the College of Arts and Science. The BIDANI program envisions a country of healthy, well-nourished children growing up to be adults according to their potential, and carries out this vision through a process of participative planning and appraisal of activities facilitated by SUCs' extension programs implemented by the barangay people in partnership with the government and non-government agencies. Its goals include good governance through empowerment in systematic program planning and management, project formulation and implementation, resource allocation and linkages; poverty alleviation through income generation and livelihood projects; food security by promoting production and proper utilization of foods; and nutrition improvement through concerted efforts of partnerships.

### **The National Service Training Program**

Through the National Service Training Program (NSTP), UP Visayas aims to contribute to the well-being of the surrounding communities while at the same time instilling among UPV students the spirit of volunteerism, sense of responsibility and selflessness and improved personal and interpersonal skills through activities that include community organizing, solid waste management, tree-planting and reforestation, assistance in small infrastructure projects, medical missions, and literacy programs for public elementary school students.

UP Visayas is a partner and member agency of Enhancing Farmer's Information and Technology Services (FITS) under the Department of Science and Technology-Philippine Council for Agriculture, Forestry and Natural Resources Research and Development's (DOST-PCARRD) Techno Gabay Program, which aims to bring science-based information and technology

services to end users in the agriculture, forestry and natural resources sector. It is also a member of the Peace Initiatives Project under the UNDP-NEDA. The program's objective is to improve the access of conflict-affected communities to basic services and participation in governance, and features community-based peace-building activities for rebel returnees in Leon, Iloilo and two other barangays.



Part of UPV's community outreach efforts is holding public fora, lectures and symposia on issues and topics of interest and importance to the general public, such as electoral reforms and Violence Against Women and Children. Through the WESVARRDEC, UPV contributed toward the holding of a Bamboo Development Symposium, which offered training and skills development to registered bamboo planters in several municipalities in Iloilo, including Miag-ao, and resulted in opening the doors of opportunity for the Iloilo bamboo industry.

Time and again, UPV faculty members, researchers, staff and students have demonstrated the spirit of volunteerism by directing their scientific and technological knowledge and skills toward dealing with critical issues and responding to disasters. The oil spill incidents at Semirara, Antique and Guimaras, for instance, prompted initial assessment and continuous monitoring studies on the disasters' impact on the environment and affected communities. The UPV organized and hosted a national conference on the Solar 1 oil spill in Guimaras. In addition, faculty members, staff and students helped clean up the oil from the shores of the UPV Taklong Island Marine Biological





Station after the oil spill. They pooled their efforts to give free training workshops to teachers, counselor and community and church workers on “Psychosocial Intervention for Disaster Survivors” in order to help them help those dealing with the aftermath of Typhoon Frank in 2008. This served as a model for other schools and organizations to hold their own training workshops. UPV-NSTP students have rendered service in various critical times, such as in the aftermath of Typhoon Frank, where they helped survivors recover by cleaning up the flooded houses and property.

UPV has worked for the creation of an inter-agency multisectoral disaster management task force in order to establish disaster-preparedness and a quick response to disasters among the communities. The UP Visayas Health Service also allows public access to its efficient but low-cost services, which is a source of vital support for the surrounding communities during emergencies such as the dengue outbreak.

UPV plays a significant role in the promotion and dissemination of the local cultural heritage. The research, initiatives and activities of the cultural centers based in UP Visayas—the Center for West Visayan Studies in Iloilo, the Central Visayas Studies Center in Cebu, and the Leyte-Samar Heritage Center in Tacloban—serve to raise public awareness and generate interest in the local culture by providing a venue for the creative expression

of the different art forms, local histories, folklore, literature and visual arts through training workshops, conferences, performances, exhibitions and research projects. Even local industries are promoted through the Center for West Visayan Studies’ Interactive Museum, which features demonstrations of bolo-making and hablon-weaving.

Another centerpiece of its cultural heritage preservation and propagation program, the UPV Center for West Visayan Studies’ Balay Turun-an (Central Panay School for Living Tradition), located in Barangay Garangan, Calinog, Iloilo, is a learning center for non-formal and oral modes of transmitting the values, traditions and arts of the Panay Bukidnons, one of the country’s indigenous tribes, to its young generations. The Central Panay School for Living Tradition is the brainchild of renowned anthropologist and UP professor emeritus Dr. Alicia P. Magos, who received numerous awards both local and abroad for her contributions to enriching Western Visayas culture.

By forging partnerships and networks with other educational, governmental, international and private sector agencies and NGOs, UPV has also worked toward establishing an environment conducive to the scientific, technological and economic development of the region. The University is host agency to the Visayas Zonal Center for Aquatic and Marine Research and



Development (UPV-VZCAMRD), which assists the Philippine Council for Aquatic and Marine Research and Development (PCAMRD) in monitoring fisheries research and development, information dissemination and technology promotion.

UPV is also a partner and member agency of the Western Visayas Agriculture Regional Research and Development Consortium (WESVARRDEC), which is one of the fourteen consortia under the Philippine Council for Agriculture, Forestry and Natural Resources Research and Development (PCARRD) mandated to establish a unified management group for the purpose of planning, integrating, reviewing and coordinating programs of various member institutions and agencies for a more significant contribution to agriculture and natural resources R&D for advancing regional development.

UPV was the lead agency during the planning sessions for the workshop on health research priorities of the DOST VI Regional Health Research and Development Committee. In partnership with the Department of Science and Technology and the German Development Service, UP Visayas also established the Regional Environment Information System in UPV Tacloban, which uses GIS technology to provide information for local government units, NGOs, POs, academic institutions and other agencies in planning, implementing, monitoring and evaluating resource management and sustainable development programs; raise community awareness on environmental issues and concerns through environmental education programs; and empower communities to enhance their capability to protect and manage their resources.

UPV is also an active partner of the "Principles in Practice (PIP): Ocean and Coastal Governance, a Coastal Resource Management Plan" developed for the municipality of Dumangas with Canadian and Vietnamese universities as co-partners, a project that aims to enable Vietnam and the Philippines to build credible capacities in coastal and ocean policy, law and management, with an emphasis on applying sustainable development principles to ocean and coastal governance.




The inter-LGU alliance Southern Iloilo Coastal Resource Management Council for Management of Panay Gulf was spearheaded by UPV. Its mission is to rehabilitate and restore the productivity of the coastal waters of southern Iloilo; to strengthen the capabilities of the local government units in the management of their coastal resources; to educate and empower the fisherfolk to enable them to utilize and manage their resource sustainably; and to develop and promote alternative livelihood schemes for fisherfolk.

Other Memoranda of Agreement signed and undertaken by the UP Visayas are those with the Southeast Asian Fisheries Development Center (SEADEC), and various local and international universities and LGUs.



# The UP Baguio Report

A group of approximately ten people, including students and faculty, are gathered outside a building with large windows. Some are looking at mobile phones, while others are engaged in conversation. The ground is paved with reddish-brown bricks. A wooden bench is visible on the left. The building has white walls and green-tinted windows.

The University of the Philippines Baguio holds itself to a vision of socially committed academic leadership capable of sustaining responsive and proactive teaching, research and extension programs supported by high-quality resources and services. As the UP constituent unit located in the heart of Northern Luzon, UP Baguio recognizes the needs of its specific geographic region, and regards the rich opportunities and needs of Northern Luzon and the Cordilleras—including the various ethnic groups and indigenous communities—as challenges in the delivery of its academic programs, the generation of knowledge and public service. The challenging topography and rich biodiversity of the ecosystem of the region, which includes mountains, forests, rivers and seacoasts, is also a particular concern. Over time most of UP Baguio's faculty, researchers and students—such as those involved in research under the auspices of the Cordillera Studies Center—have ventured into the most difficult and remote areas in the mountains to deliver their research outputs to their targeted barangays and sitios.



## The Pahinungod

The Pahinungod is one of UP Baguio's means of delivering public service and consists of three components. (1) The Affirmative Action Program involved teams of students and faculty who went to the far-flung communities to encourage students from the remote areas to take the UP College Admission Test (UPCAT) in order to ensure a studentry more representative of the regional and indigenous populations. The AAP was conducted in communities in Mountain Province, Ifugao, Benguet, and even as far as Apayao and Kalinga.

(2) The Gurong Pahinguod is the second component. From 2006 to 2008, UP Baguio was able to send at least two teams consisting of two volunteers each to teach high school students in various towns and municipalities in the Mountain Province, Ifugao, Benguet and Kalinga.

(3) Special Projects included the establishment of the Save the Abra River Movement (STARM), which was the result of efforts of a team of UP Baguio scientists and faculty-researchers working with communities and non-government organizations to look into the effects of mining on the Abra River. After Typhoon Pepeng devastated the countryside, UPB Geology faculty-researchers surveyed and assessed the devastation wrought by the storm, and contributed to the disaster rehabilitation and hazard assessment in Baguio.

## The Cordillera Studies Center

In a category of its own is the Cordillera Studies Center (CSC), which for the past 30 years of its existence has been extending public service among the communities in a myriad ways. One of the key concepts guiding the research activities of the CSC is close linkage with communities to enable the CSC to respond to social issues confronting the region, as well as a vision of social science practice relevant to the process of social transformation. The research programs it has undertaken—including agro-ecosystems research, research on Issues on Cordillera Autonomy,” research on Ibaloy customary law, a program on natural resource management, and other smaller studies conducted on economic, political and social institutions of local communities, indigenous knowledge and world views, local history, health, women and gender issues—are the CSC's way of taking the lead in this field, in accordance with the exercise of UP's academic leadership, thus promoting a continuing dialogue and linkages among academics, the communities and various sectors within the region.

## The NSTP-Literacy Training Service

The National Service Training Program (NSTP), established under Republic Act No. 9163, serves as another major channel for UP Baguio to extend public service to the communities around it. From the three components of the NSTP—the Reserve Officers' Training Corps (ROTC), the Literacy Training Service (LTS) and Civic Welfare Training Service (CWTS)—the UPB chose to offer only the LTS, a program designed to train students to teach literacy and numeracy skills to school children, out-of-school youth and other segments of society. UPB students who want to enroll in ROTC are advised to cross-enroll in other Baguio universities.

UP Baguio, however, expanded the LTS program, moving beyond activities resulting in mere functional and basic literacy, to trainings in the acquisition of skills that are necessary for communities/client groups to address their needs. Each UPB college has identified specific advocacies and themes, with the College of Arts and Communication focusing on advocacies/issues on women and children, the College of Science tackling environmental advocacies and issues, and the College of Social Sciences concentrating on local history and basic economics. Students then train their chosen target groups—schools or members of both formal and informal sectors—according to the advocacies and





the deployment of NSTP teams to the barangays. The latter can be trained in waste segregation and the like.

Another environmental issue is the city's dumping of human and solid waste into the Balili River, which can lead to the river's eventual death. Continued rehabilitation and monitoring of communities affected by Typhoon Pepeng and other natural disasters—particularly communities located on former mining sites—is also a challenge for UPB.

As logistics allow, however, UP Baguio aims to expand its delivery of public service from Baguio City to the entire Cordillera Administrative Region, through the Civic Welfare Training Service component of the NSTP. Specific directions the CWTS program of UP Baguio can take include Disaster Mitigation (relief operations), Disaster Response (coordination and rescue efforts), Environmental and Climate Change Awareness and Information Campaigns, Philippine Games Skills Development, and Sports Management and Organization.

Active and informed involvement in the environmental and social issues and advocacies facing Baguio City and the Cordillera Administrative Region is something that people have long since come to expect from UP Baguio, and UP Baguio is ready to rise to the challenges.



themes assigned to their college, utilizing communication and educational tools that they deem effective in promoting and educating their target group.

The UP Baguio NSTP-LTS module is fairly rigid, both for the students and the faculty-facilitators. Students are required to attend trainings and workshops, then to select their target group and coordinate with the local or barangay authorities through the help of the NSTP facilitators. They then gather baseline information about their target group and submit this information to their facilitator. The information serves as the foundation of a training or service program which students design and present as a proposal to their facilitator. Upon approval, students implement their program, monitored by the facilitators, and submit the program's output at the end of the program. Fifty-four institutions, including daycare centers, public and private elementary schools and charitable foundations, have been beneficiaries of the UPB NSTP-LTS program.

### **Serving the Community**

At present, UPB has focused much of its efforts, involvement and contribution on the issues confronting Baguio City. The University's scientific and research capabilities can help in the search for an adequate solution to the city's garbage crisis, perhaps through





# The UP Mindanao Report



After almost 15 years since its establishment in Davao City, UP Mindanao remains dedicated to human resource development and the democratization of access to UP education for all sectors, especially the poor, the isolated and those inadequately prepared for higher education. With its tradition of excellence, liberalism, total human development, social relevance and leadership, it hopes to impact on the economic, socio-cultural, political and sustainable development in Mindanao.

Each of UP Mindanao's three degree-granting units—the College of Humanities and Social Sciences, the College of Science and Mathematics, and the School of Management—regularly undertake public service programs and activities, either through the National Service Training Program (Republic Act No. 9163) or through the initiatives of the faculty, staff and students.

The College of Humanities and Social Sciences (CHSS) renders public service through three modes: teaching-related programs and activities, scholarly research and creative work, and extension services. With regard to teaching-related programs, the Department



of Social Sciences has profiled the communities surrounding UP Mindanao, with the aim of gathering data and exploring and experiencing the realities of the people in the communities. Through funds provided by the provincial government, the Department of Humanities has held training seminars and workshops for English teachers in secondary schools in order to enhance their competencies in teaching English and improve their teaching skills.

The College helps develop teaching aids for teachers in other schools, in order to enable them to impart knowledge creatively to their students, as well as help students realize the value of the subjects and classes they are taking. Faculty members and researchers of the College are also undertaking the documentation and exposition of the architecture, arts and culture of indigenous peoples, in order to study and showcase the traditional knowledge and cultural heritage of the indigenous peoples of Mindanao.



As part of scholarly research and creative work, the College has initiated, facilitated and provided avenues for policy formulation, with collaboration from other government agencies, non-government organizations and private institutions, with the aim of moving toward a Peace Agenda for Mindanao and an understanding of the GRP-MILF peace process and the controversial Memorandum of Agreement on Ancestral Domain.

As part of extension services, faculty members and students regularly host, organize, and hold artistic performances and exhibitions with the aim of reviving interest in and enriching Mindanao arts and culture.

The UP Mindanao Dance Ensemble, the resident dance troupe of UP Mindanao, and the Kombuyahan, the performing arts company of the CHSS, are notable for their studies in indigenous dances and artistic forms and for their performances, shows and exhibitions. The faculty members and students of the CHSS Department of Human Kinetics, on the other hand, regularly contribute to the development of the physical and mental well-being of the surrounding communities through the development of barangay sports programs in track and field, fitness for senior citizens, and grade-school football.

By leveraging the skills and expertise of its faculty, researchers and students, the UP Mindanao School of Management (SOM) has extended public service to farming communities across Mindanao. Through its research projects in supply chain and regoverning



markets, the SOM has for the last seven years sustained funds generated from external sources, such as the Australian Center for International Agricultural Research (for the Re-governing Markets Program), the International Development Research Center, and the International Finance Corporation under the World Bank Group. The SOM's research output has been translated into recommendations and actions that benefit stakeholders in the chain, particularly the disadvantaged, low-income community farmers, such as the assistance extended by the SOM to the farmers of Marilog, Davao City in accessing seeds from the City Agriculturist Office; and sessions held for farmers of Maragusan and Marilog to train them to gather market



information from the Bankerohan wet market in Davao City, in order to improve their marketing practices and increase sales in the market.



The SOM assisted low-income community farmers in accessing not only local wet markets but high-value markets, such as supermarkets in urban centers. Through the SOM's efforts, at least 84 small calamansi producers in Siay, Zamboanga were able to sell directly to more profitable markets in Metro Manila and other development centers.

The SOM uses its research output to contribute to policy discussions and reforms, such as the policy resolutions based on SOM research prepared for the National Vegetable Congress of 2005 and the two research papers (one in 2004 funded by the World Bank and the other in 2008 funded by the International Finance Corporation), that led to the repeal of Letter of Instruction 58/790 restricting banana plantation hectareage to 26,000 hectares in June 2009. Such endeavors have earned awards and recognition for the SOM. Among the more recent awards are the Commission on Higher Education (CHED) Regional Award for BEST HEI Research Program for the Agribusiness Supply Chain Research, and the CHED Republica National Award for Research Publication (Social Science category) for the SOM research "Quality Grading in the Food Chain: The Case of Vegetables in Southern Philippines."

Research is the primary mode of delivering public service for the College of Science and Mathematics. Utilizing funds provided by the UP System and the

Department of Science and Technology (DOST), faculty and researchers of the CSM have been able to produce patentable products and scientific discoveries that benefit the surrounding farming communities. Some of these products include high-value food, and industrial products such as *sago* and other Mindanao bioresources, medicinal and health products from herbal plants, microorganisms utilized for food and industrial product development (e.g. *L. faecium* DMF 78 and bacteria from sago guts for amylase production), and soil ameliorants and plant growth-promoting microorganisms from plant rhizospheres.

Various technologies have been generated, including a wide variety of sago-, nipa- and other plant-based products, as well as information technology systems, all of which have been patented and made available to the public.



With regard to information dissemination, the faculty members and researchers of CSM have published a number of books on biology and agriculture, such as *Unfolding Gene Revolution* (Rasco ET Jr.), *Insects on Palm* (Abad RG et al.), *Coral Reefs Atlas* (Nañola CL et. al.) and *Philippine Raptors* (Miranda HC), as well as numerous articles in scientific journals, that benefit the general readership, interested individual farmers, agricultural institutions, and the scientific community.

The CSM also envisions its laboratories and facilities, such as the Molecular Biology Laboratory, the Biotechnology Analytical Service Laboratories, and the GIS Remote Sensing Laboratory, as public service facilities.





Research outputs generated by the faculty-researchers of the CSM have been utilized as recommendations or references in various policy and advocacy discussions, such as the coordinated research program on nipa and marine ecosystem studies among academic institutions, including UP Mindanao, under the CHED umbrella, the DOST-guided biotechnology program of UP Mindanao, the formation of a Department of Agriculture (DA)-initiated technology working group for *Phytophthora sp.* and DA-coordinated research program on *Phytophthora sp.*, the biodiversity studies of Mt. Hamiguitan undertaken by UP Mindanao and Central Mindanao University, and the development of a consolidated Agusan Marsh Studies Program focusing on sago.

Exemplifying the best of the *Iskolar ng Bayan*, the students and student organizations of UP Mindanao have been actively reaching out to the surrounding communities through various projects and activities such as clean up drives and campaigns, solicitation of donations, medical and dental missions, tree-planting activities, feeding programs, tutorials and academic assistance to school children, and information and awareness campaigns. Among the most noteworthy of the student-based activities are the following:

- the book and pencil drive and clothes donation organized by the UP Omega Alpha Fraternity and Sorority for the Sto. Niño National High School at Relocation, Mintal, Davao City, and areas of South Cotabato, and the relief drive for war victims and evacuees in Lanao and Cotabato by the UP Mindanao Association of Muslim Students;
- the medical mission, which featured free consultations, dressing of wounds, suturing, free tooth extractions, free laboratory exams for urinalysis and CBC, and free medicine,



conducted by the Biological Society, Beta Sigma Fraternity and the Federation Beta Sigma Alumni Association of North America Chapter; and the Rotaract UP Mindanao Chapter Medical Mission at Brgy. Mindal and Bago Oshiro, Riverside, Ma-a, Davao City, Tigbok District communities;

- various tree-planting activities conducted by the Pi Sigma-Pi Sigma Delta, the UP Omega Alpha Fraternity and Sorority, Red Cross Youth, and Kappa Epsilon in areas within and around Davao City;



- Operation *Kontra-Baha*, a clean-up drive and tree-planting activity conducted jointly by the UP Omega Alpha Fraternity and Sorority, Society of Math Majors, UPMin Navigators, and Alpha Phi Omega Service Fraternity and Sorority, at the Davao River, Brgy. Waan Area, and Buhangin, Davao City;
- the feeding and kids' nutrition programs conducted by the PAFT-Lambda Chapter of UP Mindanao for the Paginhawaan Drop-in Center for Children; those by PSALM in partnership with L.I.F.E. Ministries, for the children of the neighboring areas of Sitio Basak, Mintal and Bago Oshiro; those by Pi Sigma-Pi Sigma Delta for the children of Boystown, Maa, Davao City; and then by the UP Omega Alpha Fraternity and Sorority for the mental patients of CSSDO at Tigbok District and elderly residing at the Missionaries of Charity, Davao City;

- tutoring sessions held by the Communicators' Guild for the Sitio 117 Day Care Center; the "Kilay at Kwentong KEBataan" held by the Kappa Epsilon Fraternity and Sorority for the students of the Bago Oshiro Learning Center; the year-round Kids' Tutorial Program conducted by PSALM in partnership with L.I.F.E. Ministries for the children in the neighboring areas of Sitio Basak, Mintal and Bago Oshiro; and "Omega Art" conducted by the UP Omega Alpha Fraternity and Sorority to enhance the artistic skills of children of Sitio 117, Mintal, Davao City; and
- the dengue and good grooming information campaign conducted by the Biological Society for students of Mintal Elementary School in Davao City.

The Gurong Pahinungod and the UP Mindanao Volunteer Programs have been major vehicles of public service for UP Mindanao, fielding volunteers to communities as far as Tawi-Tawi. Unfortunately, the Gurong Pahinungod was discontinued around two years ago. In the last year of the program, UP Mindanao fielded four volunteers.

Through the Gurong Pahinungod, which operated through a Memorandum of Agreement (MOA) signed with the local government units, civil society groups, NGOs and other cause-oriented organizations based in the areas of deployment, volunteers from UP Mindanao performed various functions in the communities, such as teaching, preparing students for and campaigning for applicants for the UPCAT, conducting academic enhancement activities and assessments of the community's needs, among others. The Pahinungod's Academic Enhancement Program (also known as the Affirmative Action Program), led to collaborations with LGUs, NGOs and civil society groups for the benefit of the communities in the areas, before it was discontinued. The Pahinungod also conducted *Libreng Gamutan* and Bloodletting Activities, again through collaboration with agencies, entities and other cause-oriented organization delivering health services.





## The UP Open University Report

The new UP Charter of 2008 has identified the role of the University of the Philippines as a public service university alongside its roles as a research university, a graduate university and a global and regional university. In the case of the UP Open University (UPOU), however, the lines between these roles are blurred. It is the only UP constituent unit and the only university in the country that is completely immersed in open and distance learning, with its classrooms, libraries and university resources available through the Internet and other media, accessible to anyone from anywhere in the world. Moreover, UPOU offers mostly graduate programs and courses. Its faculty members, researchers and learners are all co-creators of scholarly works that are recorded, documented, and published digitally. All of these are designed with one aim in mind: to reach the Filipino workforce and the many other marginalized sectors in order to provide them with access to quality education.

Public service is ingrained in the vision and mission of the UPOU. It is a community of scholars serving the nation and the world. It is a university for the people and about people having wider access to quality education. It is fully committed to contributing to the upliftment of the quality of tertiary education in the

country, and to creating a culture of excellence, making sure that what is exercised is academic freedom and critical thinking; to helping in exploring and managing knowledge; to responding to the needs of the Filipino workforce in the country and abroad; to doing research in Open and Distance Education and the disciplines under it; and to providing quality transnational education and building global learning communities.

The different faculty members have their own perspectives regarding public service, but the most notable view is the importance of being change agents, whether on the level of the individual or the institution. For UPOU, public service is about effecting or helping to facilitate change for the better, a transformation from ignorance to knowledge, scarcity to adequacy, disorganization to stability, subordination to empowerment, and degradation to sustainability.

UPOU is involved in this transformative process by being not only an agent of change itself, but also by developing others to be change agents themselves. Faculty, researchers and staff are engaged in a host of public service, extension, and volunteer activities. On a broader scale, the University has been involved in developing individuals and institutions so they can



better perform what they have been mandated and committed to do for the public.

The pursuit for quality education as a basic human right is just one of the areas UPOU is addressing. UPOU has chosen the path of focusing on potential leaders as learners, and not just replicating what the numerous other institutions of higher education are doing. It wants to enable Filipinos, who do not have access to quality education through the traditional mode of education, to become part of its community of scholars. UPOU has focused on producing learners who become change agents within their workplace and communities as they apply new knowledge. All the other communities that they interact with are envisioned to be immediate beneficiaries.

The emphasis on national development is reflected in all of UPOU's programs and courses under its various departments or faculties.

The Faculty of Education (FE) has focused its programs on helping in the uplifting of the quality of higher education. Its faculty members, researchers, staff and students see themselves as not merely presenting scholarly treatises on current issues, but as acting on recurrent problems in education. They are involved in developing and maintaining degree and non-degree education programs to sustain professional growth and promote lifelong learning among teachers and other educational leaders, including school administrators, instructional supervisors, university professors and training personnel; developing and providing instructional packages in education accessible to the public through collaborative arrangements, institutional agreements and other appropriate mechanisms; and leading in the development of open learning and distance education expertise in the country in the field of teacher education, through the appropriate use of information and communication technologies.

The Information and Communication Studies (FICS) emphasizes technology and communication for development, with instruction, research and extension designed and implemented with the public good in mind. By utilizing a distance education (DE) or online education system, UPOU advocates "education for all." Through the use of appropriate technologies, it ensures that there is digital inclusion—i.e., all learners are included in the learning opportunities that UPOU provides. The FICS provides the following: training

programs for various sectors; technical expertise to make education available for all, such as in the training of workers in information and communication technology (ICT), in establishing community e-center programs in the Philippines, and in helping shape the policies for the rural ICTs; and degree programs which, by themselves, are public service programs.

The Faculty of Management and Development Studies (FMDS) offers nine graduate programs geared toward producing leaders, practitioners and advocates in environmental protection, conservation and mitigation; more progressive government executives and leaders; and more agents of change at the community, national and global arenas. Its current students include a senator, former rebel soldiers, members of the diplomatic corps, career officials, business managers, academicians, media practitioners and "ordinary" citizens like the 2009 CNN Hero of the Year, Efren Peñaflorida. Recently, the Master of Public Management program has added to its fields of specialization, Voluntary Sector Management, which recognizes the vital role not only of governments but of various publics and stakeholders in governance. The FMDS also offers at least seven regular non-degree courses: for special child, caring for older person, community mental health, personal enterprise development, new enterprise planning, e-commerce and simplified accounting for entrepreneurs.

UPOU likewise aims to help upgrade tertiary education in the country by strengthening teacher education programs and by working with numerous higher education institutions as testing and learning centers. It also works through partnerships with the Commission on Higher Education and local governments, such as in the cases of Mauban, Quezon, and the towns of Bani, Pangasinan, Tagbilaran, Bohol, and Cotabato City, Cebu and Sta. Cruz, Laguna. Through these partnerships, the teachers who become direct beneficiaries of scholarships and communities also benefit from the establishment of learning centers, creating an efficiently running venue for teaching and learning.

UPOU's vision as a public service university is to be a catalyst for change in an increasingly digitized world, to equip Filipino teachers, learners and partners to be knowledge enablers to be able to maneuver in an ever changing complex virtual environment and to make use of these resources for the common good of our communities. Teaching and learning online predisposes





and learning communities. With its borderless campus, UPOU can provide both the human and technological bridges in reaching out to these global learning communities, through partnerships and exchanges with students, faculty, administrators and staff of cooperating academic institutions.



the academic community to deal with cyberspace, a world that is connected, interactive and ubiquitous, as part of the teaching and learning culture. In research, UPOU has chosen to concentrate on discipline-focused research and research on distance education, its disciplines, strategies, operations and technologies. UPOU's public service focus is to provide continuous learning for especially the marginalized or those who cannot otherwise have access to quality education, such as stay-at-home parents, those who are physically challenged, the working population, and Filipinos working abroad. In this endeavor, UPOU counts among its partners national and international institutions, local governments, government offices, non-government organizations and private institutions.

The move towards building global teaching and learning communities has also involved UPOU in national education and transnational education. UPOU operates 27 testing and learning centers all over the country, with various Philippine embassies acting as testing centers. It also maximizes the use of the World Wide Web to reach students in more than 60 countries all over the world. UPOU is fully online in delivering its courses, but it also provides the option for the blended distance education mode in some of its programs.

The challenge for UPOU as a public service university is to widen the reach of its quality education in order to give access to Filipinos within and outside the country. Transnational education will always be part of UPOU's mandate; there is a constant need to have strong linkages with leading universities, research and academic institutions, and access to the libraries of the world to help develop and build global teaching

Creating leaders and equipping both the leaders and constituents with critical thinking in all fields is UP's paramount concern. UPOU's main function is the creation of knowledge through well-researched scholarly texts and materials for sharing that can improve the everyday lives of people. The challenge now is to make these knowledge products and services accessible to more people through various formats and platforms. This will allow people to determine what they need and when they need them, and to immediately apply the new knowledge to benefit their communities. To widen access to quality education means an unending study and use of new technology as it enriches and changes pedagogies for teaching and learning in all modes of education. Ultimately, UPOU's main contribution to development is to perform the reason for its being: to provide education opportunities to individuals aspiring for higher education and improved qualifications but are unable to take advantage of traditional modes of education.



# Synthesis: The University of the Philippines, the University for our People

by: Ma. Cynthia Rose Bautista

The December 2009 System Conference of the University of the Philippines, on the theme *UP as Public Service University*, is a sequel to an earlier conference on *The Challenge of Being a National University: Towards UP's Second Century* held in Subic in May 2009. Both conferences were organized to reflect the implications for the University of the recent passage of the law (Republic Act No. 9500) that officially conferred on it the title of National University. Referred to as the revised UP Charter, RA 9500 enshrines the University's commitment to national development and directs it to "relate its activities to the needs of the Filipino people and their aspirations for social progress and transformation". It specifically mandates UP to "lead as a public-service university."

The two conferences recognized the UP Charter's function of formalizing how UP has been viewed all along. Since the time its first president, Murray Bartlett, challenged the newly established state university to become both a university in the finest traditions of older universities and a university for the Filipino, UP's pursuit of truth in the spirit of academic freedom has been inextricably linked to the struggles of the Filipino nation to define itself. Hence, throughout





its 101-year history, the University has embraced both a nationalist mission and a liberal orientation.

While recognizing UP's taken-for-granted identity as the National University, Subic Conference keynote speaker Professor Randolph David nevertheless noted that the revised Charter enjoins UP to become even more aware of the weight of its responsibility to the Filipino nation. By acknowledging UP's role, the law has effectively raised the bar of the public's expectations of the University. Thus, the fulfillment of UP's mission could no longer be allowed to evolve spontaneously, without heeding a demand for concerted and synergistic efforts across the UP units to think through how they can make a difference to the life of the nation in the next 25 years. Professor David referred to being a National University as a "burden"—prompting some participants in the Subic Conference to take issue with the title of his speech and ask why the "privilege" of serving the nation is considered a "burden"—in order to move the Conference to seriously ponder UP's mission at this particular historical juncture and plan how best to carry it out.

The Subic Conference concluded with several resolutions. They include: (1) aspiring to be among the best research universities in the region and the world in light of the profound impact of globalization on higher education institutions worldwide; and (2) rethinking UP's public service function. The December Conference is in line with the second resolution.

In his keynote speech in the December Conference, aptly titled *'The University of the Philippines as the University for our People: Public Service as Our identity,'* College of Law Dean Marvic Leonen brought UP's status as the National University back to the realm of the taken-for-granted. He instead problematized how to substantiate UP's public service identity and systematically plan on carrying out the public service mission associated with it. He eloquently ended his speech with existential statements about UP's being and becoming: *"We are the University of the Philippines. We are the University for our People. This is neither a burden nor a responsibility. It is just is. It is what we should always aspire to be."* It is what UP has always aimed for since its official beginnings in the legislative act that created it in 1908.

The December Conference raised four questions that Dean Leonen unpacked, restated, and repacked into three clusters of questions in his keynote speech.

1. What does it mean for UP to be a public service university, or more pointedly, will we still be UP if we were not a public service university?
  - This translates into questions such as—what kind of public service distinguishes us in UP? What should be its relationship to the traditional functions of the University? How much of the kind of public service that distinguishes us should occupy our collective time and resources?
2. How do we organize ourselves so that we can deliver, effectively and efficiently, these types of public service?
  - This question is broken down into: Are there elements of our current practice that we can build upon or take advantage of? Are there institutions and practices that retard our ability to synergistically provide public service as one university? Do we have mechanisms to measure, evaluate and analyze the kind of public service that we provide?
3. Will our concern for what would be pragmatically important for our advocacies necessarily stifle intellectual creativity within the university?
  - This question relates to other questions, such as: Should there be room for intellectual dissent even for those who sincerely believe that the best form of public service is the discovery of pure knowledge qua pure knowledge? What mechanisms should be in place so that our own ideological biases that creep into our projects and programs will also be made transparent to critique and reform?

This synthesis weaves together the results of the faculty's conversations in the December 2009 Conference on some of these questions. The discussions understandably overlap with those of the Subic Conference. After all, to assert that UP is the National University is to also claim that it is and will always be a public service university.

### **The Meaning and Modalities of UP's Public Service: A First Approximation**

In everyday parlance, the term "public service" refers to either of two things: (1) any service rendered



for the benefit of the public or its institutions, or (2) employment within a government system. If one goes by the more restrictive definition, then UP's teaching, research and administrative staff are de facto public servants by simply working in the University. However, the discourse on the University's service to its multiple publics in the Conference is certainly far more than the civil service affiliation of its staff or its character as a state agency. It also goes beyond opening UP's library to the public, the provision of public space on Sundays or the availability of facilities for public exhibits, cultural shows, and religious gatherings.



Across the Conference workshop groups, public service was viewed as a measure of UP's "self-less" commitment to "the various communities, societies, and identities layered within what we call the Filipino people" (Leonen). Its goal is to enhance their capabilities and empower especially the marginalized and underserved among them to improve the quality of their lives. Enlightened by contemporary development perspectives, UP's public service, in so far as it is grounded in communities, is guided by the principles of participation (stakeholder involvement), collaboration, multidisciplinary, relevance, and pragmatism, among others.

Community-oriented programs, however, constitute only one of the many forms public service in the University has taken. A quick survey of the programs and activities that were presented in the Conference offers a glimpse of the diversity of these forms. However, the presentations could not possibly capture the wide range of modalities across and within time and space. In fact, they hardly touched the surface

of UP's cumulative contributions to the nation. They exclude for instance, critical public debates at crucial moments in the nation's history such as those waged over academic freedom in the 1960s, partisan scholarship in the 1970s, and the economic crisis of the 1980s for which the Economics faculty's White Paper stands out as a catalytic document. Confined to officially reported programs that are mostly ongoing or to interventions that participants could readily draw from memory, those cited in the December Conference also exclude major scientific discoveries, technological interventions, and social development models through the years that UP has yet to fully track.

In documenting the myriad public service programs of the University, it is easy to lose sight of the fact that public service is at the heart of the establishment of UP as an institution as reflected in the following:

1. Like any major university, UP's primary mandate as an academic institution is the performance of three functions:
  - the transmission of knowledge, interactive sharing of ideas with the next generation, and formation of future leaders in various fields of human endeavor (teaching);
  - knowledge production and generation (research); and
  - outreach and extension.

All the workshop groups resonated with the idea that public service is integral to the University's main functions and is more than the outreach or extension programs with which it is generally associated. By performing excellently on the three functions therefore, the University is rendering an invaluable public service.

2. There is a specialized mandate and foci of the research and teaching units in the different campuses—the development of the agricultural sciences to service Philippine agriculture for UP Los Banos (to which is added the stewardship of Mt. Makiling); of the medical sciences for UP Manila; of the marine sciences for UP Visayas; and of the humanities, social sciences, natural sciences, engineering sciences, law and management sciences for UP Diliman.



3. There is a mandate to serve the education needs of Filipinos in specific geographic locations that has shaped the involvement of the campuses in local concerns—UP Baguio's focus on the Cordilleras and Northern Luzon; UP Visayas' focus on the Visayas and UP Mindanao on Mindanao.
4. The composition of the students in the regional campuses is different—bright but poor or marginalized potential leaders in the regions. (This is especially true for UP Mindanao, UP Visayas and UP Baguio to a lesser extent.)
5. There is a mandate to lead in the alternative delivery of higher education services to Filipinos of all walks of life, within or outside the geographic confines of the Philippines and in the production of knowledge to enhance this delivery for the UP Open University.
6. There is a mandate to manage the Philippine General Hospital (PGH) that provides about 600,000 patients access to integrated services annually, with 90% of them charity patients. Beyond the hospital facility, PGH expands quality service to the poor through customized modules on medical, nursing, paramedical and administrative skills, one-month immersion of the PGH staff and exchange programs with networked local government units (LGUs) and regional hospitals.
7. There is a mandate to produce professionals who will serve the country's health system which is reflected in the Step Ladder Curriculum of the School of Health Sciences in Baler, Palo, and South Cotabato.

new pedagogies and interactive technologies provide an enabling environment for the University's fulfillment of its mission to develop the country's human resources.

UP, however, is more than just an average higher education institution. Because the cream of the nation's crop pass through its portals, UP is charged with the mission of contributing meaningfully to the formation of future leaders in various fields of endeavor. UP's *Iskolars ng Bayan* are envisioned to be global change catalysts, strongly grounded in love of country and service to humanity. To reiterate the discussions in the Subic Conference, these values include: independent thinking; a fundamental respect for others as human beings with intrinsic rights; the sense of being Filipino; the vocation for service, more specifically, for national service; personal integrity and intellectual honesty; a sense of professionalism; and the value of enlightened spirituality—that is not necessarily based on religion—in rendering “considered judgments.”



### UP's Teaching and Research as Public Service

Regardless of the direct relevance for Philippine society of the ideas discussed in UP classes, the Conference participants across the four workshop groups asserted that in and of itself, stimulating students to think critically and inspiring them to live by the values UP holds dear constitute public service. The Subic Conference underscored the role of teaching in developing the next generation's ability to synthesize disparate information in analyzing a situation, think holistically, develop problem solving skills and know when solutions no longer work. The various University interventions to enhance teaching through the use of

The Conference provided a sampling of the University's rich collection of programs that have helped inculcate the values of liberal education, empathic understanding of the social conditions Filipinos find themselves in, and a preferential option to address the needs of the disadvantaged and marginalized. These programs highlight the integration of value formation into the students' training in their respective disciplines and professions. The College of Law's Clinical Legal Education and its Summer Internship Program are cases in point. In the case of the former, the Office of Legal Aid involves students in office work for walk-in indigent clients.







As to the Summer Internship Program, Dean Leonen opened his keynote speech with a description of one such internship program. He talked about the experience of 26 students enrolled in his class in Law and Society who immersed themselves in a far-flung community in Nueva Vizcaya, a contested area that hosted the base camp of the second largest mining concession in the Philippines before the Supreme Court rendered its judgment on the constitutionality of the Mining Act of 1995. Visiting the community for three days exposed the students to the nuanced perspectives of the people on the ground and the local color that the Socratic method in the classroom could not have possibly captured. The integration lecture for the Law and Society course took place in the community. It capped an earlier theoretical review of the “turn from legal positivism to sociological legal studies, to legal realism, then to critical legal studies and to structuralist and post-structuralist views on law and culture.

Dean Leonen reported that, remarkably, of the 26 students in this particular course who are now practicing lawyers, three have joined public interest groups. Accordingly, one of them secured a writ of preliminary injunction against demolitions that would have been implemented by the mining company “while those who did not join public interest law groups now swear that they have a more holistic understanding of community issues in the Philippines and conduct their lawyering accordingly”.

The internship of Law students is only one of the curriculum-related immersion programs reported in the Conference. Samples of other immersion programs include UP Manila’s Community Health and Development Program, the College of Social Work and Community Development’s Field Institute; and the field courses in anthropology, geography, geology, agriculture, engineering, medicine, fisheries, and marine science, to name a few disciplines that have increasingly exposed the students to deal not only with their subject matter but with Filipinos in the communities of their immersion. Apart from regular courses that immerse students in Philippine realities on the ground, the National Service Training Program (NSTP) is also a significant means for the different campuses to enable face-to-face interaction between the students and the marginalized sectors of Philippine society. Reflecting the concerns of the campuses they represent, the NSTP activities ranged from community profiling to engaging in information campaigns on resource conservation and

livelihood training among indigenous populations; from literacy teaching among out-of-school youth to volunteer teaching in poor performing schools; from providing service to patients in PGH, to cultural programs for juvenile prisoners and ICT assistance (e.g. website design and development) to local government units. An interesting recommendation made in the Conference is to focus the efforts of some UP Diliman units on the regular gathering and processing of relevant data on Quezon City, much like the University of Michigan’s initiative more than 30 years ago to create the data archive on Detroit.

Outside the curriculum, the University’s volunteer corps, the *Ugnayan ng Pahinungod*, has contributed to the spread of the spirit of volunteerism and the values formation of its alumni and student volunteers. It offers a wide range of programs. These include the System-wide Gurong Pahinungod Program that used to field UP graduates who were given some training in pedagogy to the public school system in different parts of the country; UP Manila’s Health Mission Program, Health Training Program; Emergency Room Volunteers Program; Teachers Development Program, and Program for Street Children; UP Los Banos’ Affirmative Action Program or bridge program to prepare high school students in underserved communities for college, Youth and Sectoral Development Program, and Information Dissemination and Technical Assistance Program in the form of the provision of short-term technical courses and training for different publics in areas like biotechnology, community-based forest management, milk and milk products processing, among many others.

To enhance the commitment of students to serving the Filipino public, the health related units of UP Manila—Allied Medical Profession, Dentistry, Medicine, Nursing, Pharmacy; Public Health; School of Health Sciences—have instituted a return service policy. Students admitted to these programs are required to serve in the Philippines within five years after graduation and to serve for not less than two years. Graduates who do not serve in full are made to pay double the cost of their education plus interest.

Beyond teaching, the University has produced through the years, relevant knowledge that has yet to be documented systematically and comprehensively. The patents for various products that have been on the increase in recent years attest to the utility of many of the ideas and discoveries of UP scientists and



professionals. The work on the toxins from marine snails of Conference speaker and National Scientist Lourdes Cruz is a good example of these discoveries. The University's research institutes in the different campuses, many of them national research institutes, have had a track record of research findings that have contributed not only to the disciplinary literature but to the solution of some of the country's problems.

UP's resolve in the Subic Conference to transform itself from a comprehensive university to a research university as soon as possible is public service at another level. It owes this to the Filipino people. Otherwise, it will be unable to secure its status as a major university in a global academic hierarchy that is based on the level and quality of research output.

Beyond rankings and public image, however, the more compelling reason for morphing into a research university is UP's responsibility as the National University to help transform the society it is part of, a responsibility that universities elsewhere in the developed world have not felt obliged to take on.

#### **UP's Direct Public Service: Outreach and Extension Services**

The notion of public service in the University's outreach and extension services is most direct and palpable in the public eye. A random listing of a few services mentioned in the Conference is given below:



#### **Sampling of University-based Services**

1. The Newborn Screening Reference Center of the National Institutes of Health that supervises all newborn screening laboratories in the Philippines
2. The National Telehealth Center that networks doctors to the barrios
3. The National Science Research Institute that conducts tests (including DNA testing) for different agencies
4. The Animal Nutrition Analytical Service Laboratory that caters to the feed laboratory needs of commercial farms and feedmills
5. The Philippine National Collection of Microorganisms that undertakes water analysis, evaluation of microflora and detection assays for various microorganisms
6. The radio stations DZUP and DZLB. DZLB reaches out to farming communities, cooperatives, etc.
7. The museums, art exhibits, concerts and theater performances

#### **Sampling of Community-based Programs**

1. Barangay Integrated Development Approach for Nutrition Improvement (BIDANI)
2. Science and Technology-based economic development and community empowerment among the Aytas
3. Community health care in San Juan, Batangas;
4. Municipal Development of Valencia, Negros Oriental and Lopez Jaena in Misamis Oriental
5. Town and gown partnerships e.g. helping develop a comprehensive land use planning in Laguna, Quezon, Batangas, Albay, and Bohol

#### **Service to Education**

1. Assistance to the Commission on Higher Education through membership in Technical Working Groups and Technical Panels and institutional development assistance, e.g. the Management and Development Program of CHED
2. Assistance to the Department of Education through the inputs of the College of Education and the National Institute of Science and Math Education
3. The Engineering Research and Development





for Technology (ERDT) Consortium

4. The Consortium of UP, Ateneo de Manila University and De La Salle University under the Department of Science and Technology's Engineering and Science Education Program that hastened the production of Filipino PhDs in the sciences

### **UP, Public Discourse, Cultural Heritage and the Arts**

The Subic Conference highlighted UP's role as a link between the intelligentsia and the public. It is, accordingly, in the best position to offer conceptual clarity on public issues as well as critiques of frameworks, and interventions. In this regard, the University has provided a venue for countless debates between opposing sides on various critical issues, sharp analyses of the differences between opposing positions in these debates; new perspectives on the issues; and in some instances, a range of options and alternative courses of action to help resolve them. In addition, UP's public intellectuals, communication experts, and technical researchers (e.g. agriculturists) have, for decades, expanded their classrooms to reach out to a much wider Filipino audience.

Throughout its history, UP has also contributed significantly to the overall development of literature, the visual and theater arts, music, and culture. The roster of great Filipino artists, many of whom produced creative works within the haven of the University, showcase another dimension of UP's public service. Leading in the codification of the country's languages and ethnic groups, UP has also paid particular attention to the understanding of the Filipino's cultural heritage through programs such as the establishment of regional studies centers—*Ayla* Studies; Manila Studies; Cordillera Studies; Western Visayan Studies; Leyte-Samar Heritage; Central Visayas Studies Center; Mindanao Studies.

### **Public Service in Response to Crisis and Disasters**

At many points in its history, UP has risen to the challenge of mobilizing its expertise to help communities deal with disasters. In the last few years alone, UP Visayas promptly assessed and monitored the impact of the oil spill in Semirara, Antique and Guimaras on the environment and affected communities. Recently, UP Diliman scientists and engineers have helped the public make sense of the Ondoy disaster that affected



a large portion of Metro Manila. Beyond, explaining hazards and disasters, some UP units notably extended psychosocial interventions for the disaster victims.



### **Privileging Modalities of Public Service**

Indeed UP has served its public in various ways, as the preceding snapshots of its contributions reveal. But given its resources, what forms or levels of public service ought to be privileged by the University? How can UP best serve the Filipino?

The answers of the members of our UP community would fall within a continuum of perspectives. At the extremes of this continuum are two ideal typical positions:

At one extreme end, UP serves the Filipino public best by aiming to be one of the finest universities in Asia and the world. The word university in its name is emphasized. In this perspective, the primary task of UP is to excel in research and teaching preferably at the graduate level. Direct and indirect service to UP's multiple publics from this viewpoint would be limited to what the units are already doing or can do. If there are gaps that the UP units are unable to fill or choose not to fill, such as clarifying public issues that fall down their intellectual alley, then the University ought not to feel compelled to fill them. If there are gaps in society that the government agencies tasked with fulfilling them are unable to fill—agencies such as DepEd and CHED for education or NAMRIA, the Department of Foreign Affairs, National Security and DENR for baseline mapping or archipelagic issues—UP is not duty bound

to mobilize its intellectual resources and immense credibility to help fill them. The singular focus is to be at par with other universities by achieving excellent research and research-based teaching that the Filipino public expects of its National University.

As noted in the Subic Conference, the challenge of gaining the reputation of being one of the best universities in Asia is even more salient at a time when developing countries like India and China have fully accepted the universal criteria of academic excellence. China in fact has geared itself to compete with the best universities in the West in terms of research and publications. Chinese universities reportedly provide more incentives (e.g. higher pay) to the younger faculty who promise to produce the knowledge the country needs to fast track development and land its output in the key scientific journals. As noted in the Conference plenary session, China has shifted the pendulum away from the University's privileging of immersion with the people to purely academic concerns, including the search for knowledge for knowledge sake that Chinese Universities are now encouraged to do in the interest of China.

At the other extreme, are those who emphasize the "Philippines" in the name of UP. Accordingly, UP serves the Filipino public best not only by performing its traditional functions well, i.e. teaching and research, but by also walking extra miles to address social problems, i.e. by taking needed steps, from setting up public service programs all the way to filling in gaps that other agencies and development NGOs mandated to fill them are unable to do because of their limited institutional development.

In critiquing the binary thinking that conceptually separates the words "University" and "Philippines" in UP or academic excellence on the one hand, and relevance to local and national problems on the other, the Subic Conference resolved that UP will aim to be both a research university and a public service university. Although limited resources often compel it to prioritize one over the other, this decision challenges the University to generate the resources required to integrate its bid to meet the international standards of a fine university into its reason for being—what President Emerlinda Roman in her opening remarks referred to as "the essence of what we do and what we are, the reasons and motives why we choose to stay," or what Dean Leonen constituted as the UP identity—an





academic community committed to serving the Filipino people which in this day and age means helping the country address crisis situations and solve problems that continue to plague it.

While allowing a hundred flowers to bloom so to speak and encouraging a diversity of types of public service, Dean Leonen passionately appealed to the University not to duplicate the public service that other agencies provide more effectively and efficiently unless perhaps it is to assist them in improving their efficacy and advocacy. His keynote speech pointed to considerations for prioritizing the forms of public service UP renders.

“The kind of public service that we should privilege is not those activities that are public simply because it is participated in by the public. It should not also be those basic academic activities that may have some future public utility. Rather these are the types of academic and non-academic activities which use present crises in the Philippines as its frame of reference. This is the kind of public service that is pragmatic because it seeks to define what activities we can do now. But at the same time, it should be strategic in that it is leveraged for the long-term and to achieve systematic and structural

solutions to our basic problems....UP’s brand of public service should be relevant, pragmatic, strategic [and timely].”

Conversely, Dean Leonen also argued that UP’s public service should reflect the quality of its teaching and research. Its discussions should “bear the imprint of analytical rigor,” the “frameworks may be tentative but paradigmatically challenging.”

“In short [UP] should think, create, and therefore perform deeper than a government department or an advocacy or service non-government organization” and its action should generate fundamental impact.

But how does one measure the impact of UP’s public service? Since the Conference did not delve into the forms of public service to privilege, its discussion on assessing the impact of the University’s public service were mostly confined to indicators for community-based programs (except for some discussion on how the public perceives UP products as gleaned from its demand for them and the awards UP obtains).



Distinguishing process from impact indicators, different indicators were suggested for: (1) properly designed programs (e.g. clear plan and implementation frameworks, transparent, multidisciplinary, cost-effective, well-established institutional linkages); (2) outcomes of community-based interventions (e.g. improved well-being and health, the acquisition of various types of skills, enhanced core values, and economic upliftment); and (3) the sustainability of outcomes (leadership and empowerment, capacity building, sense of ownership and control, replicability and scaling up, multiplier effect).

### **Organization of UP's Public Service Program**

The keynote speech and plenary discussions on the first day of the Conference privileged forms of public service that use the present crises in the Philippines as their reference and aim to provide pragmatic solutions that will help transform the country. The search for solutions to concrete problems marks the adoption of a different mode of knowledge production<sup>1</sup> and practice from what the University has been accustomed to. Referred to in the literature as knowledge production under Mode II, as opposed to the university-based, disciplinary research under Mode I, this research mode has characterized major developments in fields like computer science, environmental science, and development studies.

Research under Mode II necessarily transcends perspectives, moves from the abstract to the concrete, from the fundamental to the applied, from the theoretical to the practical, from the curiosity oriented to the mission oriented. In this mode, quality is assessed not only in technical terms but also in terms of relevance to problem-solving. The organization of knowledge production is less hierarchical. It is transient—with teams coming together only to solve theoretical and practical issues towards addressing a concrete problem and disperses thereafter—and recognizes multiple and alternative sites of knowledge production and practices, including communities.

Knowledge production under Mode II—which captures the desirable characteristics of public service-oriented academic research that were discussed in the Conference—is difficult to achieve given the way the University is currently organized. Except for

multidisciplinary centers within units and campuses such as the Center for Women Studies, the UP Center for Integrative and Development Studies, the Third World Studies Center, and the different regional studies centers, UP is organized into artificially delineated silos. In this regard, the information President Roman disclosed in her welcome remarks regarding the possible clustering of disciplines in the reinvention of UPLB might augur well not only for transdisciplinary academic collaboration but also for collaborative public service programs.

Considering the organization of academe, there may be a need to review and streamline the efforts of the different units as well as identify issues around which they can collaborate. Climate change, environmental degradation, disaster preparedness, and food security were among the cross-cutting issues identified in the Conference. Wherever the initiative to convene will come from, i.e. either from the System or the units concerned, it is imperative according to one workshop group to consider the need to balance centralized coordination at the CU or system level with the decentralized initiatives of units.

The past experience of the University suggests that joint initiatives often arise from like-minded individuals coming from different units who have worked together previously or are open to working together. Such natural groupings ought to be encouraged and proactively organized when UP has developed a more strategic and focused public service program.

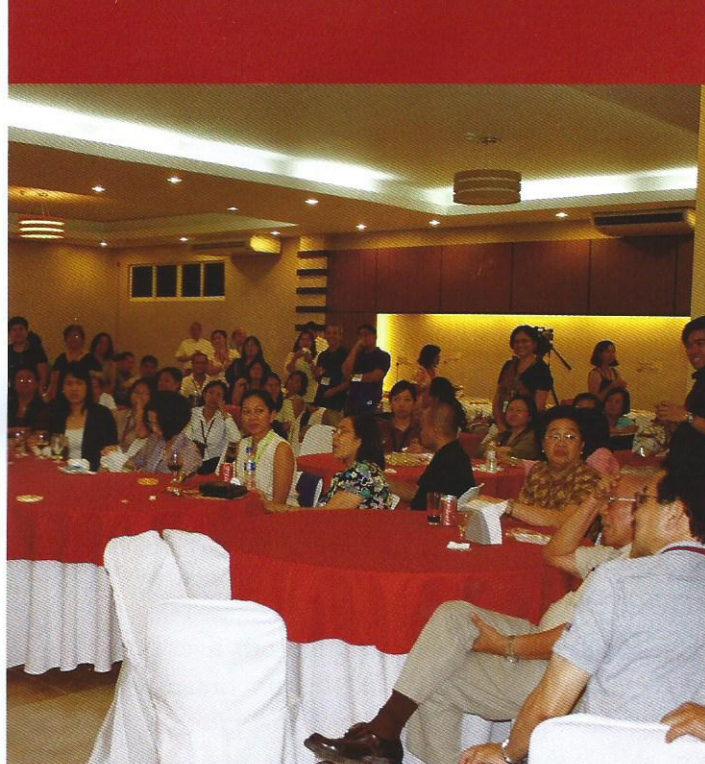
There were specific recommendations regarding the organization of UP's public service: e.g., a system-wide organization to coordinate public service, and the allocation of from 2% to 10% of UP's income to its public service program.

### **Dialogue, Dissent, and Debate**

One of the issues raised in the Subic Conference was the balance between the concrete advocacies emanating from UP's involvement in social reform and the solution of concrete problems and its position as an academic institution with many voices and divergent views. In Subic, three positions emerged in response to the question: should the University as an institution pursue particular advocacies?

<sup>1</sup> The codification of research into modes of knowledge production was first discussed in Gibbons, M et. Al (1994). *The New Production of Knowledge: The Dynamics of Science and Knowledge in Contemporary Societies*. London: Sage.





ideologies deployed by its principal academic leaders. By itself, these necessary choices do not endanger the university as an institution. Risking our standpoint is part of a commitment to public service. All life, after all, is an experiment.

Part of the risk of engaging in public service is that its assumptions can fail...It is the ethical responsibility of the university to encourage and instill diligent deployment of best practices... However, we can only do so much. More than the responsibility of due diligence, the university must evolve a resilience to admit its own failures. It must nurture an environment that allows critique of its own interventions."

For as long as the university is a "forum for contending opinions" and "dissent is part of its ecology," UP's analyses of the concrete problems it addresses become better. The advocated solutions turn out more appropriate and effective and proposing them would not undermine UP's institutional autonomy. Given the function of healthy dialogue and dissent in the performance of UP's public service functions, Dean Leonen argued that "internal dissent should be jealously and passionately guarded" and as intensely as UP's own "desire for institutional autonomy from political and commercial interests."

## Conclusion

To conclude, UP is a deep wellspring of experiences in public service. It has breathed life and continues to breathe life into various public service programs. However, it has not yet fully taken stock of its best practices and may not have had many opportunities to reflect on its failures. What it needs therefore is a sense of what worked and what did not work. What it needs is concerted effort as UP to review and rethink its public service programs. At the end of the day, what it needs is the development of a public service framework and an effective system for designing, linking, and sustaining public service programs that are relevant, pragmatic, strategic, timely and pioneering.

1. UP is in the best position to advance advocacies.

2. UP as an institution should not engage in advocacy on political issues because negotiating with politicians would undermine the autonomy of the university and its role as social critic.

3. Units of the University move in a different cadence. While UP as an institution should not take official positions on issues, specific individuals and units may pursue their evidence-based advocacies.

Dean Leonen in his keynote speech addressed this issue from another angle. The investment of public money in UP as the National University is justified because it helps the nation address the problems and crises that beset it. As an academic institution, it is expected to develop relevant pedagogy and research for analyzing and addressing these problems. As a public service university, it will inevitably make choices and push evidence-based standpoints as it confronts the conditions beyond the walls of academe. These standpoints may be proven wrong but the University has the feedback mechanisms for correcting errors or revising perspectives on the problem to be solved.

"Necessarily, the university pragmatically assumes a set of programmed activities founded on a limited set of beliefs and analysis when it engages real life issues. Normally, this would be inspired by the intellectual predisposition, methods of analysis or



Closing Remarks:

# "The Challenges"

by President Emerlinda R. Roman  
Malcolm Theater  
December 2, 2009

After listening to yesterday's keynote speech, presentations and discussions I have become even more convinced that UP is engaged in many activities which are in accordance with UP's being a public service university. The reports of the Chancellors reaffirm what Dean Leonen said in his keynote speech—that the UP Charter did not really mandate UP's public service purpose but merely recognized what has already been done before—what is an established UP way of life.

I think we can say that at this crucial stage in our nation's life, UP can do so much more—perhaps not so much in terms of the number of activities which I think you will agree is considerable—but perhaps in the direction and focus of our engagements. It is this aspect of being a public service university that I want to focus on as we end this conference.

The almost countless activities of the CUs are commendable but they may need some streamlining so that they can become more effective and can add greater value to the sectors that are being served. There are activities which are best left to other organizations which are specifically mandated to undertake them, or because they have more resources to pursue them. At

the same time, we should consider more seriously those activities which will be done less well if UP did not do them.

Perhaps this conference is a necessary first step for us to define clearly and in more solid terms what we want to do, where we can be most effective, and what programs we can pursue that would have the greatest impact.

To the constituent universities I offer this challenge: Without a doubt you must continue to do those programs that you are convinced are meaningful and have a strong impact, those programs which would be done less well if your university did not do them. But at the same time you must have the humility to accept and to let go of those other activities which result in the dissipation of your resources, because there are others qualified to do them better.

Another challenge is getting your respective campuses more engaged in issues that are grounded not just in self-interest but in the national interest. For example: engagement in the improvement of basic education is an issue that concerns both the well-being of the nation as well as that of the university. For how can we effectively



proceed with higher education if there is something terribly wrong with our basic education? I am sure UP Los Baños can engage the public on the issues of food safety and food security; UP Manila on the state of the nation's health, etc.

Even as I urge you all to keep up the good work, I emphasize that we must be aware that there is a higher level of engagement that is possible which we are probably still not addressing. We need to retool our public servant orientation to be in line with the specific context of UP today, and what it expects this context to be in the next 100 years as the country's National University.

As we approach the national elections we note a void in the discussion and debate on genuine issues that affect our country and our people. As a public service university and as a community of scholars, UP is in a strategic position to fill that void. Chancellor Cao made a comment over dinner last night that might serve as a useful framework to challenge us: if UP were to run for President, what would UP's reform agenda be? With this as framework, UP can engage the public on various issues with the view of coming up with a reform agenda for the next government.

Some months ago, we had an excellent briefing and dialogue on universal health care. We invited all those who had expressed the intention to run for President to come. Unfortunately only one candidate was brave enough to accept. The briefing and dialogue yielded very useful data about the health situation in the country. And the reflections and insights of our very knowledgeable panel may very well help in shaping a policy on universal health care. It should be most useful and interesting to our future leaders.

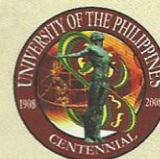
Next year, as mentioned by Dean Leonen, there will be an academic congress which will bring together various persons of influence to discuss specific issues for the purpose of coming out with options and alternatives for reform. It is hoped that the congress will present incisive analyses and clear directions for formulating policy directions for this country.

We hope to reinvent the UPCIDS so that it will become a more active/aggressive convenor for the discussion of social issues not only when controversies arise but on a more regular basis. We plan to establish the Eminent Fellows Program, to enable distinguished members

of our faculty to take the lead in convening groups of experts and scholars to analyze urgent and recurring issues in various aspects of the nation's life and well-being. Soon we hope to make available writing grants for policy papers, the output of which will be a menu of options for government reform. We also hope to come out regularly with a publication perhaps on an annual basis which will put together objective analyses on the state of the nation, with some prescriptions for reform.

In closing, let me thank you all again for participating in this forum. Good day.





**'PaG tuMaya  
ka sa UP,**  
tumataya ka sa bayan.

## PRIDE in the past.

32 out of 33 National Scientists,  
40 out of 61 National Artists,  
7 out of 14 presidents,  
12 Chief Justices of the Supreme Court,  
15,000 doctors, 8,000 lawyers,  
15,000 engineers, 23,000 teachers.

The lives and work of over 247,000 alumni are woven into the fabric of our country.

As we celebrate our 100th year as a national university, we celebrate the minds and hearts that have walked through our halls, and tell the stories that make our school 'UP Naming Mahal'.

## PROMISE for the future.

In the next 100 years, UP will lead the way...

In breaking new ground in science and technology....  
In developing emerging fields....  
In collaborating with government and industries...

UP has kicked off an ambitious plan to raise P5 billion to ensure its stature as a world-class national university.

The first steps have been taken. A National Science Complex has been established at the Diliman campus. Two science and technology parks have been put up, cutting edge programs in fields like materials science, biotechnology, pervasive computing, telemedicine, food technology, and environmental management are now in place.

In the coming years, expect to see more PhD holders in the faculty, greater specialization in each campus, increased research, and better use of knowledge in real-world applications.

The University of the Philippines will never be content to just sit on its laurels. As we celebrate our Centennial, we're already at work on the next 100 years.

## POWER of the present.

7 universities  
12 campuses all over the country  
239 undergraduate programs  
407 graduate programs  
Students from almost all 16 regions  
and all socio-economic brackets  
More than 80% passing rate in  
national licensure exams

Over 50,000 students demonstrate that excellence and strength are born out of diversity.

Today, UP is a melting pot of varied Filipino regions, cultures, and religions. Here, the best minds are not limited by their capacity to pay. Side by side, students prepare for life in the real world by immersing themselves in the varied, vibrant microcosm of the real world that is UP.