

• THE OFFICIAL PUBLICATION OF FAR EASTERN UNIVERSITY •

# TAMBULI

DO  
GOOD

TRANSITION

CHANGE

VOL 21  
ISSUE NO.1  
2023

# CONTENTS

## 4 PMMA Message: Four Crises Philippine Education Must Address

5 Change the Game

6 Teaching Moment of Peace

7 Time's Up

8 Disinformation VS. Democracy

## 10 Braving the Odds in Education

11 Lesson from the Past

13 Moving Forward

## 14 Our Sustainability Journey

## 18 Doing Good

## 23 Volunteerism

## 26 Back in Thy Happy Halls

29 95th Wreath Laying Ceremony

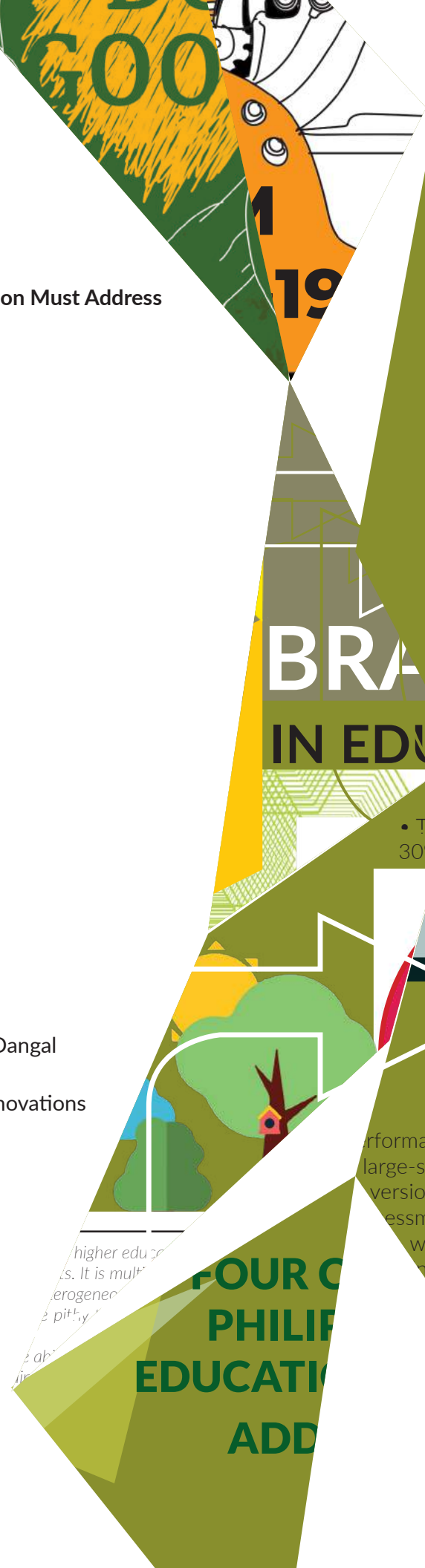
30 FEU Chorale Awarded by NCCA Ani ng Dangal

31 Piña Futures: Weaving Memories and Innovations  
Book Launch

32 FEU Football Treble

34 TamVows

34 National Book Awards





# TAMBULI

Published by  
Far Eastern University Publications  
Nicanor Reyes Street  
P.O. Box 609 Manila, Philippines  
[publications@feu.edu.ph](mailto:publications@feu.edu.ph)  
<http://www.feu.edu.ph>

---

Lance E. Caperal  
*Publications Manager*

Rondy R. Cabiles  
Gil Vegerano Jr.  
Rachel Denise Nicolas  
*Graphic Designers*

Zymon P. Bumatay  
Media Center  
*Photography*

Atty. Gianna R. Montinola  
*Editorial Consultant*

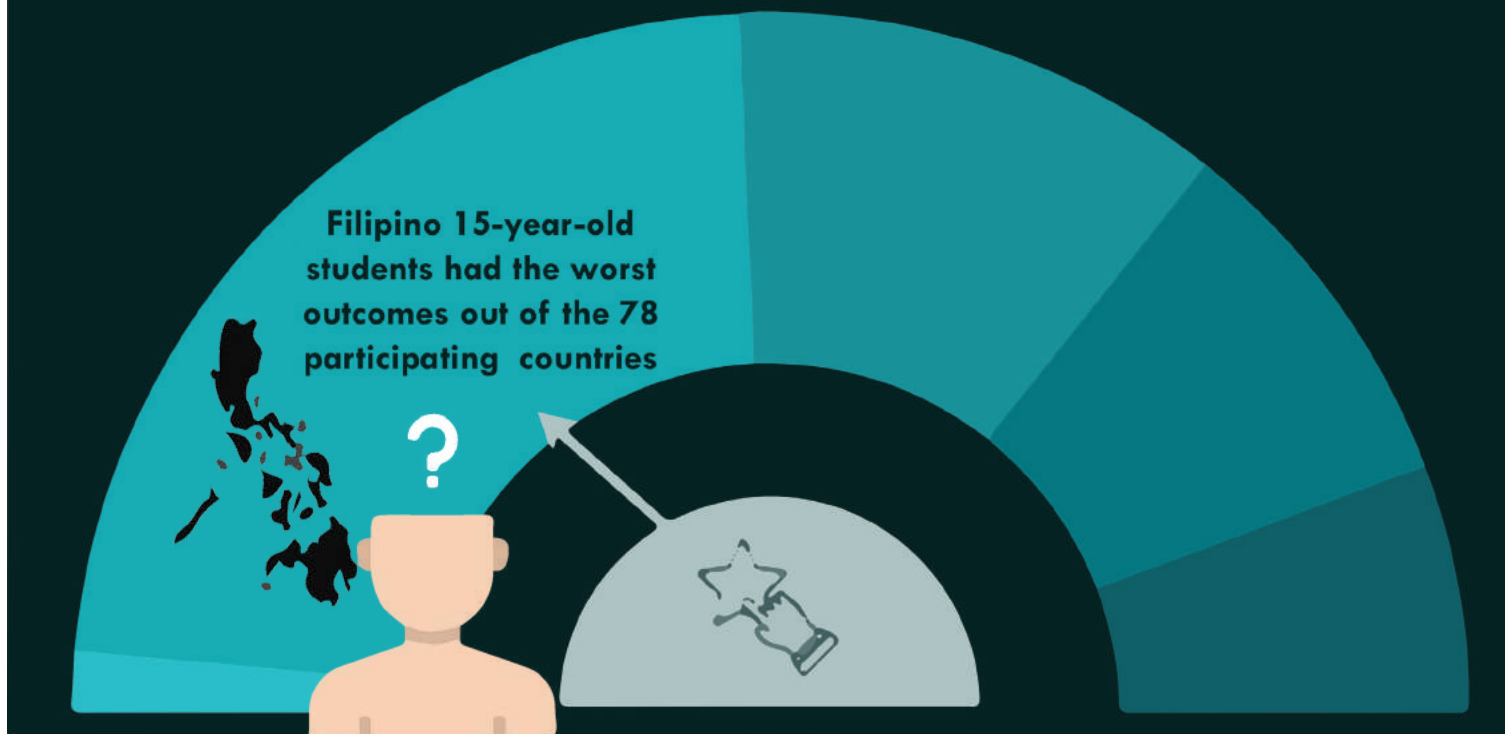


PRESIDENT'S VIEW

# FOUR CRISES PHILIPPINE EDUCATION MUST ADDRESS

Dr. Michael M. Alba

**E**ven as the world tentatively, unsteadily – in fits and starts – transitions to the endemicity of covid19, Philippine education must urgently turn its attention to four crises, which have significant implications on the country's economic growth and development prospects, the peaceful coexistence of nations, Planet Earth's ability to sustain life in its diverse forms, and the survival of democracy as the organizing principle of the Philippine Republic. These are the national learning crisis, the Russian invasion of Ukraine, climate change, and disinformation and social media in the post-truth world.



## The National Learning Crisis: Change the game

This crisis is highlighted by the dismal performance of Filipino learners in international large-scale assessments (ILSAs). To recall: in the 2018 version of the Programme for International Student Assessment (PISA), Filipino 15-year-old students had the worst outcomes out of the 78 participating countries; in the 2019 edition of Trends in International Mathematics and Science Study (TIMSS), Filipino Grade 4 students also came out last among the 64 countries; and in the 2019 Southeast Asia Primary Learning Metrics (SEA-PLM), Filipino Grade 5 students scored in the bottom half of the 6 ASEAN member countries that took part in the test.

What frustrates and grates is that not many Filipinos seem to be concerned, despite our *Ilustrado* legacy which holds the may *pinag-aralan* in high esteem, so much so that it is a universal parental aspiration to have all children earn a college degree. Is it that this aspiration has degenerated to credentialism – the view that education is simply about earning academic credentials (rather than developing work productivity and life skills or signaling innate ability)?

While mindful that the ILSA results are merely the tips of the learning-crisis icebergs, I suggest the following initiatives to improve the learning outcomes of Filipino students to world standards:

- Study the ILSAs and understand how their performance benchmarks are operationalized.

Adopt these benchmarks as the rubrics of the summative assessments in our schools and construct the test items in the same way.

- Align the curriculum to the ILSAs in terms of content knowledge by grade levels.
- Apply data analytics (e.g., machine learning algorithms) on the big-data that are generated by the assessments and other information on schools, students, and faculty to understand the correlates of good and bad learning outcomes.
- Develop interventions on two principles: no student is left behind; no student is held back.
- Without taking the high-stakes assessment approach, reward schools that show continuous improvements and help schools that aren't able to do so.
- Share best practices among schools, teachers, and parents.



**What frustrates and grates is that not many Filipinos seem to be concerned, despite our *Ilustrado* legacy which holds the may *pinag-aralan* in high esteem, so much so that it is a universal parental aspiration to have all children earn a college degree.**



Ultimately, though, a national all-hands-on-deck emergency response is warranted to address the myriad problems that beset basic education in the country, which funnel into the dismal learning outcomes for the majority of Filipino students. We should be wary about its long-term consequences on the country's economic competitiveness and the quality of our democracy and civic discourse.

## The Russian Invasion of Ukraine: Teaching Moment for Peace Advocacy

The invasion is an unprovoked, immoral, outrageous act of aggression against a sovereign nation; it violates the United Nations Charter and the Rome Statute (which created the International Criminal Court). In its prosecution of hostilities, Russia has been accused of committing war crimes and crimes against humanity: Russian troops have attacked densely populated areas, including private homes, hospitals, schools, and historic buildings and churches; and they have sexually assaulted Ukrainian women and deliberately killed civilians, including children. In addition, thousands of civilians have been forcibly deported to Russia.

Five months into the Russian campaign, the conflict has degenerated into a grinding war of attrition that is exhausting both countries and

which no side is likely to win any time soon. The danger is, if pushed too far, Putin may pull the trigger on his nuclear option.

In the meantime, Europe is scrambling to wean itself from its dependence on Russian gas and crude oil imports; air travel and air shipment costs are rising and times are taking longer because of the no-fly-zone restriction over Russia; and with both Russia and Ukraine being major exporters of wheat, world food shortages loom, which is likely to set off the worst famine crisis in the world's history.

Not to be discounted are the horrors and trauma of the conflict. Deaths now number in the tens of thousands. Millions of Ukrainians, the majority of them women and children, have been displaced from their homeland and are now refugees.

Ahead, the global economy faces a higher risk of recession, if not stagflation. With supply chain disruptions from the war shoring up prices and price expectations, there could be lower consumption spending from households due to the higher cost of living; firms for their part may set lower investment outlays due to greater uncertainty.

The questions for us in Asia are: Will the Russian invasion embolden China to similarly attack Taiwan? Will China become even more assertive in Asia to toughen up its sphere of influence? Will Japan strengthen its defensive capabilities and project more military power to counteract China (as the recently assassinated Shinzo Abe aspired)?

Schools should use this dark, sad episode of the times as a teaching moment. I suggest the development of supercourses<sup>1</sup> on wars and conflicts, which can study past, present, and emerging economic and political world orders, sources and resolutions of international conflicts, and possible paths to peace.

“

**I suggest the development of supercourses on wars and conflicts, which can study past, present, and emerging economic and political world orders, sources and resolutions of international conflicts, and possible paths to peace.**

”



<sup>1</sup> A new development in US higher education, a supercourse focuses on big, fascinating, important, intriguing questions and problems that spark intrinsic interest in students. It is multidisciplinary, problem-based, and collaborative in approach, and breaks down the big question into a series of smaller issues that heterogeneous groups of students are assigned to collectively work on from their different perspectives.



“

**Climate science is an inherently difficult subject to study. But it is not an excuse for turning a blind eye on climate change...**

”

### Climate Change: Time's Up<sup>2</sup>

Climate science is an inherently difficult subject to study. But it is not an excuse for turning a blind eye on climate change – the consequences being so dire as to be of existential significance to Planet Earth, humanity, and many life forms. Moreover, we are almost at the cusp when irreparable damage to the environment will become inexorable.

Perhaps what is important for intelligent laypersons to uphold are the following two starting points:

One, scientific research has established that human-induced climate change has significantly increased the risks of a runaway hothouse environment transpiring; and, two, climate science has enhanced our understanding of many facets of the risks.

Here are the key messages of climate science:

- Between 1900 and 2000, the Earth's average surface temperature increased by 1.2°F, with most of the increase having occurred between 1920 and 1950 and then starting 1975. The current global mean temperature has never been higher over the last 500 years.
- The warmest year on record was 2005, followed closely by 2010 and 1998, meaning that the highest temperatures were observed in the more recent past.
- The striking increase in global mean temperatures since the 1970s has been due primarily to the increasing concentration of greenhouse gases – water vapor, carbon dioxide, methane – in the atmosphere, which have been caused by the continued burning of fossil fuels and biomass. Unless greenhouse-gas emissions are reduced, global mean temperatures are likely to rise by 4.5°F to 8°F by 2100.
- The annual mean geographic expanse of the arctic sea ice has decreased by 15% to 20% since 1978, while the sea level has risen by 4 inches in the last 60 years, with more than 1 inch of the rise occurring in 2000–2010.
- The expansion of sea water volume due to warming ocean temperatures and the melting of ice sheets and glaciers will cause sea levels to rise by 7 to 23 inches in the next hundred years.
- Rainfall will be heavier but less frequent events, while floods and droughts will become more frequent and intense and have longer durations.
- The acidity<sup>3</sup> of ocean water has increased by about 30% since the 1780s.



<sup>2</sup> My source here is the pithy book by Kerry Emmanuel, *What We Know About Climate Change*, Second Edition (Cambridge, Massachusetts: MIT Press, 2012).

<sup>3</sup> Acidity weakens the ability of pelagic organisms to form or maintain calcium carbonate shells and skeletons. These organisms are an important part of the food chain.

Sadly, despite these existential consequences, countries and peoples have not been paying much attention. Schools must take the lead to change mindsets. A supercourse on climate change can be the spur of change, starting with the young students who will suffer the dire effects. Schools may also initiate climate-resilience projects, first to protect school campuses from the effects of climate cataclysms and second to lead other industries by example.

### **Social Media in a Post-Truth Era: Disinformation vs. Democracy.<sup>4</sup>**

Culture-studies researchers claim that we now live in a post-truth world – a socio-political condition in which objective truths are no longer respected because emotional viewpoints and convictions are held to be more important than rational or fact-based arguments. The result then is that we have an epistemic crisis: confusion abounds on how we know what we know and what it means for a given claim to be true or false; the gatekeepers of information and truth arbiters of the past – mainstream media, mainstream political parties, and subject experts (e.g., scientists and intellectuals) – are no longer trusted; in political discourse, specifically, the standpoint of the tribe with which a person identifies is what matters above all, truth be damned.

In this state of affairs, social media is implicated. The soc-med platforms, which have displaced traditional sources of information, have had and continue to have

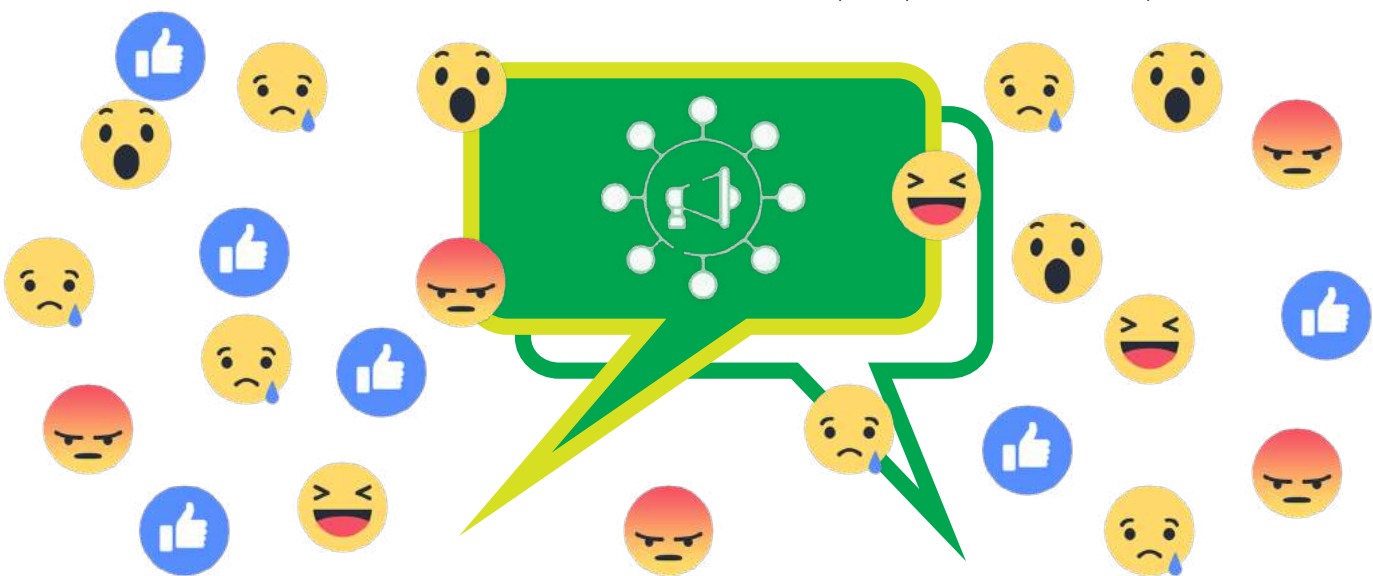
destabilizing, polarizing effects on civic discourse. Driven by the profit motive, the tech companies that own the platforms want users to be engrossed in their apps. Since anger and fear are the best triggers of immersion and engagement, the curating algorithms have been designed to boost content that evokes these negative emotions. One effect that we see the world over is that democracy is in retreat and autocracy has charged forward.

While deception has always been part of strategic communication – consider war propaganda and public relations – two elements are distinctive in the post-truth era: (a) the speed and reach of circulation of deceptive information and (b) the deluge of information (both true and false) to which people are exposed, which saturates their attention and impairs society's critical-thinking resources.

How did this come about?

The roots of the present (dis)order may perhaps be located in the period 1980–2000. That era was characterized by the widespread adoption of neoliberal economic policies – the promotion of broad-based property rights, privatization, market deregulation, free trade, monetarism, and an expanded role for the private sector, in a word free-market capitalism – and conservative and libertarian politics, i.e., a small, non-interventionist government.

With the dissolution of the Soviet Union at the end of 1991, the US emerged as the only superpower, which prompted Francis Fukuyama's end-of-history



<sup>4</sup> My source here is Gabriele Cosentino, *Social Media and the Post-Truth World Order: The Global Dynamics of Disinformation* (Cham, Switzerland: Palgrave, Macmillan, 2020).





**And so it has come to pass that: State and non-State actors, citizens, and trolls routinely collaborate to produce post-truth narratives. Taking advantage of the volatile technological, political, and cultural conditions of the times, they engage in information wars and ideological battles to subvert established political, scientific, and cultural orders.**



hypothesis: The “Western modernity package” is the best ideological model that countries can aspire for; it is the last grand narrative of the 20th century, backstopped by the “regime of truth.”

As it turned out, however, the globalized, networked communication system that was supposed to support the regime of truth was stressed by complexity and instability in the global mass media environment. The expanded scope and accelerated flows of information by 24/7 news channels were difficult to oversee, so that scandals and news leaks proliferated. The Internet facilitated mass participation, so that citizen journalism, user-created content, and interactivity flourished.

The unintended consequence was the engendering of a globalized public square that the traditional truth arbiters and information gatekeepers could no longer police.

The backlash then came in the following two decades. The 9/11 attacks on the US bore out Samuel Huntington's clash-of-civilization thesis that future conflicts would be about culture and religious identities. Premised on the US government lie about Iraq's weapons of mass destruction, the 2003 invasion of Iraq prompted the rise of Islamic fundamentalism in the Middle East. Spawned by predatory lending to low-income homebuyers who did not have the financial resources to repay and excessive risk-taking by global financial institutions, the global financial crisis of 2007–2008, which burst the US housing bubble, exposed the greed of the rich and the injustices perpetrated on the poor. The authoritarian backlash against the Arab Spring has ushered in the Arab Winter.

With these developments challenging the superiority of the Western modernity package, the results

were the erosion of trust in institutions, the rise in economic discontent, and increased hostility to the economic globalization.

Dissenting voices – the alt-right in the US and nationalist populism in Europe – tapped into the discontent, causing the global public square to break up into alternative factional public spaces that slid away from the reach of the elite-guided consensus and became the channels for political gatherings and mobilization. Rogue actors with both country-specific and international agendas then seized and manipulated these global but fragmented public squares for their own ends.

And so it has come to pass that: State and non-State actors, citizens, and trolls routinely collaborate to produce post-truth narratives. Taking advantage of the volatile technological, political, and cultural conditions of the times, they engage in information wars and ideological battles to subvert established political, scientific, and cultural orders. Ironically, exposés have outed rich patrons as funders of disinformation campaigns that try to sway the public to favor their vested interests.

Disinformation and social media in the post-truth world is still a relatively unstudied topic, particularly in developing countries. It behooves educators to take the lead in researching the phenomenon. If a majority of people persistently make choices that are premised on false narratives, no less than democracy will be under threat.

---

Dr. Michael M. Alba served as the President of Far Eastern University from October 2012 to July 2023. He is currently the President of the FEU Public Policy Center. He obtained his Ph.D. in Applied Economics from Stanford University, M.A. in Economics from UP, and AB in Economics from Ateneo de Manila University.

# BRAVING THE ODDS

## IN EDUCATION

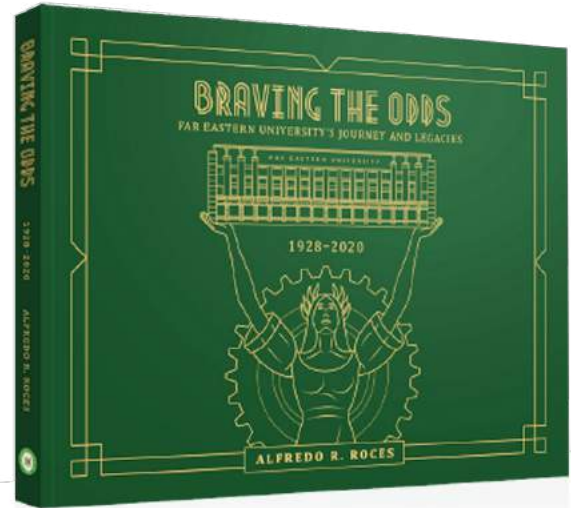
DR. EDILBERTO DE JESUS

Greetings and gratitude for the chance to participate in today's gathering, which connects Far Eastern University's history and its future. With this launch of **Braving the Odds**, we look back at FEU's 90-year journey and reflect on destinations it might yet reach.

Sometime in the last century, I accepted an offer to serve as the president of Far Eastern University. That decision gave me a place in FEU's history.

Today, I serve on the University's board of trustees. I am also involved, therefore, in helping to chart the University's future. Past engagement and present responsibilities explain my presence here today.

“  
**The book [we are launching] reminds us that education is a long term enterprise. Success takes time to achieve.**  
”



Our elders recognized the importance of this connection between past and future, teaching us this piece of folk wisdom: *“ang hindi marunong lumingon sa pinagdaanan, hindi mararating ang paruruonan.”* (Those who do not know to look back from whence they came, will not get to where they want to go.) This insight bears deeper reflection at this time for those engaged in education. Most everyone now recognizes that we are confronting a complex learning crisis whose resolution will not be accomplished in a single lifetime.

Unfortunately, education tends to fall into the category of very important, but not very urgent. Delays in addressing core educational issues make them worse. Ointment and band-aid on infected wounds give temporary relief but allow the underlying infection to fester and become more difficult to cure.

Let me then place this learning crisis in context and suggest some lessons we should learn from our long experience dealing with the problems of education.

## Context

The COVID-19 aggravated the learning crisis and constrains our coping efforts. But let us recall three points. First, the pandemic did not cause the learning crisis. That was in full bloom before COVID-19 reached our shores, exposed by international assessment tests: the 2018 PISA (Program for International Student Assessment, administered to 15-year-old students), the 2019 TIMSS (Trends in Mathematics and Science Studies taken by Grades IV and VIII cohorts), and the 2019 SEAMEO PLM (Southeast Asia Ministers of Education Organization Primary Learning Metrics for Grade V students).

Second, the crisis is most serious in the basic education sector, which is bigger than the tertiary and voctech sectors combined.

Receiving the bulk of government expenditures, it has made despite notable progress in the provision of near universal access and the adoption of the K12 pre-tertiary education cycle.

Third, the last place finish of the Philippines in assessment tests was not the most troubling concern.

We are naturally disappointed when our athletes place last in Olympic games. We take comfort from knowing that we qualified to compete among winners. In the assessment tests, the bottom place performance shows our students not meeting expected minimum standards.

International comparisons aside, barely 20% of students are meeting the competencies they are expected to learn in the foundational subjects of reading, math and science. In the TIMSS tests, only 19% and 13% of Filipino students reached the Low Benchmark scores in Math and Science., Anecdotal reports based on admission tests conducted by private provincial colleges indicate that Grade 10 graduates show Grade 6 competencies.

## Lessons from the Past

Dismal test results have come despite significant support for education. In the 2010 elections, education advocates organized Education Nation to campaign for candidates who would support its education reform agenda. Noynoy Aquino campaigned as an “Education President” and during his term finally implemented the shift to a K12 basic education cycle as a prerequisite for pursuing college degrees, a plan that had been on the drawing boards

## Education Agencies’ Budget (2016-2022)

	<b>DepEd</b>	<b>CHED</b>	<b>TESDA</b>
<b>2016 GAA</b>	411,905,257,000.00	5,635,834,000.00	6,738,432,000.00
<b>2017 GAA</b>	544,109,087,000.00	18,704,975,000.00	6,684,759,000.00
<b>2018 GAA</b>	553,312,832,000.00	49,426,187,000.0	7,560,385,000.00
<b>2019 GAA</b>	501,115,892,000.00	51,491,252,000.00	12,554,663,000.00
<b>2020 GAA</b>	521,350,651,000.00	46,782,466,000.00	12,974,013,000.00
<b>2021 GAA</b>	557,254,657,000.00	50,505,682,000.00	14,464,356,000.00
<b>2022 NEP</b>	589,858,495,000.00	51,535,883,000.00	14,537,093,000.00

Source: PBE, based on GAAs and NEP from DBM website

for some 80 years. The early years of the Duterte Administration also registered significant education initiatives. *Anyare?* What happened?

Only the people who are managing the system have the data to dissect the problem. But let me invite you to consider this conundrum.

The intervention to introduce K12 was intended to address the problem of teaching college students unprepared for college. Limited to a K10 system, graduates going beyond high school had to take remedial courses in language and math, leading to a heavily congested curriculum that progressively extended and made their college courses more costly. K12, mainly at the government's cost, would give Filipino students the time enjoyed by those in other countries to develop the competencies needed to pursue college degrees or vocational/technical courses to prepare them for employment.

But SHS teachers discovered that they faced comparable curricular congestion suffered in freshman and sophomore years in pre-K12 college. Neither did post-K12 freshman and sophomore years benefit from additional time for major courses in their

college disciplines or for voctech training. Given the disruptions Covid caused in the learning cycle, addressing this problem became more urgent.

With assistance from University of the Philippines education experts, DepEd drastically chopped down the Minimum Learning Competencies required in basic education from 14,162 to 5,162, a 64 percent reduction. The ax cut most generously on English (90 per cent); Filipino (70 per cent); Science (34 per cent); and Math (27 per cent).

Here, then, is the puzzle with three aspects. First, how did an education initiative expressly designed to give students more time to master core tool courses result in less time for this objective? Second, if DepEd had been teaching competencies beyond the minimum, why the low proficiency in English, Science and Math? Third, given the poor test scores in these subjects, how do we know that the MELC surgery only trimmed excess fat and not critical muscles? We do not have answers to these questions. Nor evidence that these questions are being studied. A tip for our students. You may not always have the right answers to share with your class. But you can still contribute with good questions.

## • Overall average achievement scores

- Math: 297
- Science: 249

Performance Benchmarks			
Benchmark	Min Score	Math	Science
Advanced	625	Students can apply their understanding and knowledge in a variety of relatively complex situation and explain their reasoning	Students communicate their understanding of life, physical, and earth sciences and demonstrate some knowledge of scientific inquiry
High	550	Students apply conceptual understanding to solve problems	Students communicate and apply their knowledge of life, physical, and earth sciences
Intermediate	475	Students can apply basic mathematical knowledge in simple situations	Students show knowledge and understanding of some aspects of science
	400	Students have some basic mathematical knowledge	Students show limited understanding of scientific concepts and limited knowledge of foundational science facts

Source: TIMMS MATERIALS GATHERED BY DR. MICHAEL M. ALBA



## Moving Forward

The Learning Crisis has prompted calls for Congress to convene a second Education Commission with the kind of mandate that EdCom I received in 1990 to propose key reforms in our system. What happens in EdCom II will affect several generations of students. Let me end with two examples of attempts at education reform.

In 2010s, Congress proposed a bill making English the medium of instruction for all subjects at all levels. Education specialists also pushed for the adoption of the “spiral” approach in the teaching of Math. This involved moving away from the practice of teaching math, algebra, geometry, trigonometry, as separate subjects. Instead, students would combine these “disciplines” in one subject that would progressively introduce their underlying principles as they move up the grades. It also involved integrating the concepts and tools of biology, physics and chemistry.

Both proposals promised to improve student learning outcomes. Business, alarmed at the decline in English-language competency of students welcomed its use as medium of instruction. Both proposals suffered from one major problem: the teachers in the system lacked the training and the capacity to implement the reforms in their classrooms. Both proposals succumbed to the temptation to choose the theoretically better option to the one less ideal but more workable.

We were able through PBE to abort the change in medium of instruction and to avoid a potential disaster. The shift to the spiral approach did not need legislation and was duly implemented. This, despite the warning from experts that the teachers

themselves admitted their unpreparedness for the change. Math experts had already warned us, as the international assessment tests have confirmed, that math education in K12 is a disaster area.

But you will be glad to know that FEU is making an effort to address the problem. The Policy Center has just launched a project to determine the essential learning competences at Grades IV and VII for Math and to develop the learning materials appropriate to deliver them. We should not make the mistake of making the perfect the enemy of the good.

But the book we are launching today reminds us that education is a long term enterprise. Success takes time to achieve. It requires the assistance of many. New challenges will emerge, requiring a renewed commitment to the mission, even as we approach FEU's centenary.

---

Dr. Edilberto De Jesus served as President of Far Eastern University from 1995-2002 and was also a former member of the FEU Board of Trustee. He is currently the Chairperson of the Board of Directors of the FEU Public Policy Center.





# OUR SUSTAINABILITY JOURNEY



**F**EU initiated programs to improve efficiency in its operations as early as 2015. With support of the Board, Management was mandated to look for up-to-date technologies that promote efficiency and realize savings.

In terms of utilities, power is the core cost of operations, particularly air-conditioning. Thus, energy efficiency was identified as a priority. The installation of centralized district cooling systems was piloted in 3 of the 12 buildings on campus. This yielded positive results in terms of energy efficiency that significantly reduced energy consumption by 35%. To date, 8 of 12 buildings have this system to be expanded to all buildings by 2023.

Diversification of power from clean and renewable sources as prescribed by the EPIRA law was also pursued. A deal with First Gen was executed from 2017 to present and 50% of our power requirements are coming now from clean and renewable sources.

It is also worth noting that other subsidiary campuses like Rodriguez have installed solar panels and

Marikina is scheduled for installation of such panels in 2023. Parallel initiatives were put in place to recycle water, reduce waste, and enhance operational protocols for efficiency through reduced consumption and generation of waste.

With the advent of the United Nations 17 Sustainable Development Goals, Environment, Social and Governance or ESG was adopted as a benchmark for FEU to embark on an integrated approach towards sustainability.

- Goal #4 Quality Education - main focus being an educational institution and since quality education is the primordial contribution among the 17 Goals of the United Nations 2030 Sustainability

- Goal#13 Climate Action – efforts of the university to reduce its carbon footprint has gained and has not only managed to reduce carbon emissions but has also yielded positive results in reducing its operational costs in the long run.



## Sustainability through Education

FEU aspires to be the educational institution on sustainability, incorporating ESG principles for a safe and inclusive work and study place for all through its initiatives, activities, and policies.

1. Establishment of Gender and Development Desks compliant with the laws on equality and anti-discrimination and a policy on Diversity and Inclusion.
2. Outreach activities providing opportunities and support to the marginalized through the Volunteerism Services Office and the Nicanor Reyes Memorial Foundation Inc.



3. Biodiversity conservation through participation in the annual population survey of the highly endangered Tamaraws, and support for the Tau Buid communities in Mt Iglit Baco National Park, Mindoro.

4. Stewardship and habitat protection of a 24 hectare lowland forest in Teresa, Rizal through its subsidiary FEU-Roosevelt.

FEU, furthermore, desires to produce graduates who can be sustainability champions and who can learn life skills in their respective fields of specialization. A holistic approach to integrate sustainability principles in existing courses is being done.

The faculty across institutes have been creative and innovative in honing the necessary skills of the students for this through applied methodologies on sustainability. To name a few:

- TAMBIZ, a business innovation platform for future entrepreneurs which will incorporate SDGs in business plans
- SIKAT or Sustainable Innovation & Knowledge Application in Tourism, a program in partnership with the LPU Batangas and the University of Alicante in Spain

The faculty continued to excel with two (2) FEU-ITHM faculty, Dr. Chrisdie Flores-Tongol, and Dr. Joy Sheelah B. Era as recipients of the CHED-Sustainable Knowledge Application in Tourism (SIKAT) program scholarship from May 2021 to May 2022; a project in partnership with LPU Batangas and the University of Alicante, Spain.

### **Sustainability through Efficiency and Mitigation**

The university has adopted measures that will reduce the vulnerability of its facilities, of property, and of assets against extreme climate events and geohazards. Risk maps of all campuses generated sound risk management, planning, and mitigation.



FEU has continually invested in and utilized newer and efficient technologies to reduce energy consumption and subsequently lessen carbon footprint in its operations. For Fiscal Year 2021-2022, the following are highlights of the sustainability efforts:

1. Realized 1.2M KWh in energy consumption through the following initiatives:

- Expansion of the district cooling system to 8 out of 12 buildings on campus
- Continuous replacement of existing CFL lighting fixtures to LED
- Application of sound building management protocols to reduce power consumption

2. Used up to 5,403 cubic meters of water equivalent to 7.7% of total water consumed by recycling water through condensate and water harvesting

3. Worked for certification of sustainable building through operations and design of building. As such, the Administration building is being considered for certification under the Edge Certification of the International Finance Corporation. The aim is for the Administration Building to be certified Edge Silver, which means classified as operationally efficient by 20%, according to industry standards.

### Sustainability through Partnerships

FEU's sustainability journey is also founded on partnership and collaboration. The gains that the programs have achieved thus far have succeeded because of the support of our partner host communities, local Government Units, civil society organizations, suppliers, and multilateral institutions, among others.

Overall, the mainstreaming of sustainability and ESG as part of its mandate, programs and activities have contributed to 11 of the 17 Sustainable Development Goals, which are : #3 Good Health and Well Being, #4 Quality Education, # 5 Gender Equality, #6 Clean Water & Sanitation; Affordable & Clean Energy, #8 Decent Work & Economic Growth, #12 Responsible Production & Consumption, #13 Climate Action, #15 Life on Land and #17 Partnership Goals.

Photo Credits: Volunteerism Services Office,  
Community Extension Services , Alumni Relations  
Office and Community Relation and NSTP Offices

## FEU ALABANG: FIRST EDGE-CERTIFIED ACADEMIC BUILDING



FEU Alabang received its first Excellence in Design for Greater Efficiencies (EDGE) LEVEL I Certification for its green campus situated in Filinvest City, Alabang. With this recognition, FEU Alabang gains the distinction of being the first EDGE-certified Academic Building in the Philippines. In the formal awarding ceremony, Far Eastern University Chairman Aurelio R. Montinola III received the award from Philippine Green Building Initiative's (PGBI) Engr. Ramon Aguilos. EDGE is a certification system for green buildings that focuses on cost-effective strategies to reduce energy use, water use, and embodied energy in materials and is given to environment-friendly buildings worldwide.

In photo (L-R): Architect Emelito Punsalan (PGBI), Mr. Angelo Tan (International Finance Corporation), Engr. Ramon Aguilos (PGBI), Architect Carmelo Casas (Casas + Architects), FEU Chairman Aurelio R. Montinola, FEU President Michael M. Alba, Ph.D., Senior Vice President for Corporate Affairs Atty. Gianna R. Montinola, Chief Finance Officer Juan Miguel R. Montinola, and FEU Tech Senior Executive Director Benson T. Tan, Ph.D.

*Photo by: Kevin Roldan  
FEUture Arts - FEU Alabang*



A graphic illustration on a dark green background. In the center, a heart shape is filled with a bright yellow, textured, scribbled pattern. The words "DO GOOD" are written in a bold, dark green, sans-serif font across the heart. Surrounding the heart are several white line-art hands, some reaching up and some reaching down, as if holding or supporting the heart. At the very top center, there is a small, solid yellow square.

DO  
GOOD



# DO GOOD:

## Advancing Social Responsibility, Volunteerism, Community Relations and Community Service at FEU

*"One's success has often been gauged in terms of the material wealth one accumulates. Higher ethical considerations, however, demand that the worth of the individual be measured by the quality of service that he renders to the community."*

- Dr. Nicanor Reyes Sr.  
Founder, Far Eastern University



**S**ocial responsibility and service for the community have always been at the heart of Far Eastern University.

Volunteerism at FEU means nurturing a "service-oriented and environment-conscious community which seeks to contribute to the advancement of the global society; to establish mutual stakeholders' relationships and community development by providing social responsibility programs focused in the areas of education, culture, livelihood skills development, environment and disaster and emergency response." Values formation covers

strong character education, cultural rootedness and social involvement.

This mandate continues with a new governance structure in place to support not just volunteerism but also to strengthen community relations and service at Far Eastern University. These efforts are now collectively being implemented by the FEU Alumni Relations Office (ARO), Community Service Office, Community Relations and NSTP Office as well as the support of the Nicanor Reyes Memorial Foundation.

## **STRONG TRACK RECORD OF PROGRAMS AND SERVICES**

### **Outreach Services and Livelihood**

TAMGabay: Pangkabuhayan Project enhanced livelihood program is designed to support entrepreneurship to low-income selected beneficiaries in the marginalized society by educating them with innovative ideas on true entrepreneurial spirit; assisting/helping them with their marketing strategies, and providing Seed Capital Grant of Php50k each to selected beneficiaries.

### **SUPPORTING EDUCATION AND SCHOLARS**

The **FEU Alumni Scholarship and Financial Aid Program** launched by FEU Alumni Relations Office (ARO) in partnership with the Nicanor Reyes Memorial Foundation aims to provide financial support to deserving but underprivileged students who wish to enroll in a two-year technical vocational course.

The Scholarship program funded through FEU ARO's OneFEU Fund is open to all dependents of the FEU community, including but not limited to maintenance staff, security personnel, drivers, contractors, forest rangers, and indigenous people.

The project seeks to help scholars harness their skills and land a job immediately after completing their chosen TechVoc course from among the partner schools, namely Anihan Technical School, Don Bosco Technical College, and DualTech Training Center. To date, the program has supported 10 pilot scholars to Anihan Technical School, 10 to Don Bosco Technical College, and 10 to Dualtech Training Center.

## **ENVIRONMENT PROTECTION**

The tamaraw (*Bubalus mindorensis*) is the mascot of all FEU athletic teams. The FEU founder, Dr. Nicanor Reyes Sr., chose the local endemic animal because of its strength and intelligence.

Save the Tamaraws Project is FEU's flagship program on preserving and conserving the tamaraws and their habitat. This is tied up with the Tamaraws Month Celebration Nationwide under Presidential Proclamation No. 273 declaring October a Special Month for the Conservation and Protection of Tamaraws in Mindoro. The program raises awareness in helping conserve the tamaraws in Mindoro and to promote their continuous and stable existence.

The Annual Tam Count Activity initiated by Protected Areas and Wild Life Bureau (PAWB) and Department of Environment and Natural Resources (DENR) strictly monitor the tamaraws' population. This includes mountain trailing and studying the biodiversity of the tamaraws' habitat.

In 2022, FEU delegates participated in the Annual Tamaraw Population Count headed by the Department of Environment and Natural Resources – Tamaraw Conservation Program (DENR-TCP) in San Jose, Occidental Mindoro. The program concluded through a data consolidation event attended by participants from different vantage points. The tamaraws, estimated at 10,000 in the 1960s, have dwindled to 480 in 2019.

Apart from this, the delegation also conducted a feeding program and distributed love gifts (hygiene kits, clothes, & ready to eat food) in Tamisan Elementary School, followed by a short program for the Tau-Buid community members.

## SERVICE TO HUMANITY: DISASTER RESPONSE AND MITIGATION

The bayanihan spirit of the FEU community is evident in all its disaster relief operations to provide relief and social service assistance to victims of natural calamities and disasters that have hit the country for the past couple of years.

As a string of typhoons and calamities adversely affected the different regions of the country, FEU has always braved the challenging weather and circumstances and responded to the needs of fellow Filipinos.

## MEANINGFUL PARTNERSHIPS

By collaborating with other NGOs, FEU continues to expand its community service programs.

## SERVATHON: Hands on Manila (HOM)

An annual event which brings together volunteers from various corporations for a collaborative effort in the service of the marginalized sectors of the society.

HOM's flagship program, the Servathon (Service Marathon), makes volunteering easily accessible for different companies and organizations. For one day, companies' career-driven associates step out of the office and build camaraderie through volunteerism. The program focuses on volunteer projects that help uplift the most marginalized and at-risk communities in the region.

## BRIGADA ESKWELA 2022

JULY - OCTOBER  
TUGON SA HAMON NG LIGTAS NA BALIK ARAL  
FAR EASTERN UNIVERSITY REACHES OUT TO FAR-FLUNG AREAS OF THE PHILIPPINES

More than PHP 5M (estimated cost) worth of donations were distributed to 44 public and private school beneficiaries.

Philippine Air Force extended their full support in providing logistics, transportation, manpower, security and even an Aircraft C130 to make it possible to reach out farther areas.

### SUPPORT UNITS:

HRD, ARO, NRMF Inc., SDEV, FEUCSO, NSTP, FTS, LOGISTICS and TAMBayani Volunteers.

### DONORS AND PARTNERS:

FEU-RCI, DepED, Unilever Philippines, Philippine Airforce, Y's Men's Club of Raha Philippines, FEU Bookstore, Rex Bookstore, and Aboitiz Foundation.

DONATIONS	UNITS	ESTIMATED COST (based from online & delivery receipts)	ESTIMATED TOTAL COST
1. OLD CLASSROOM ARMCHAIRS (Good Quality Condition)	2179	PHP 1,500.00/unit	PHP 3,268,500.00
2. SCHOOL SUPPLIES	1724	180.00/set	310,320.00
3. EDUCATIONAL AID/S			
- Grolier's Books	85 @ 20/box	6,000.00/box	510,000.00
- Assorted Elementary, Highschool Books, and Flash Cards	175 127 25 boxes	500.00/book 500.00/book 500.00/book	87,500.00 63,500.00 12,500.00
- from Rex Bookstore			
- White Enamel Chalk	60	250.00/box	15,000.00
- Colored Chalk	26	300.00/box	7,800.00
- Poster Color	18	600.00/box	10,800.00
4. CLEANING MATERIALS			
- Broom Stick	206 pcs	75.00/pc	15,450.00
- Dust Pan	180 pcs	150.00/pc	27,000.00
- Lysol Disinfectant	42 gallons	300.00/gallon	12,600.00
- Cream Silk Conditioner	415 boxes	2,304.00/box	956,160.00
5. ENERGY DRINK (Choco Hero Malt Drink)	95 boxes	2,888.00	274,360.00
6. MODULAR TABLE	1 set @ 3 pcs	56,990.00	170,970.00
			<b>PHP 5,742,460.00</b>

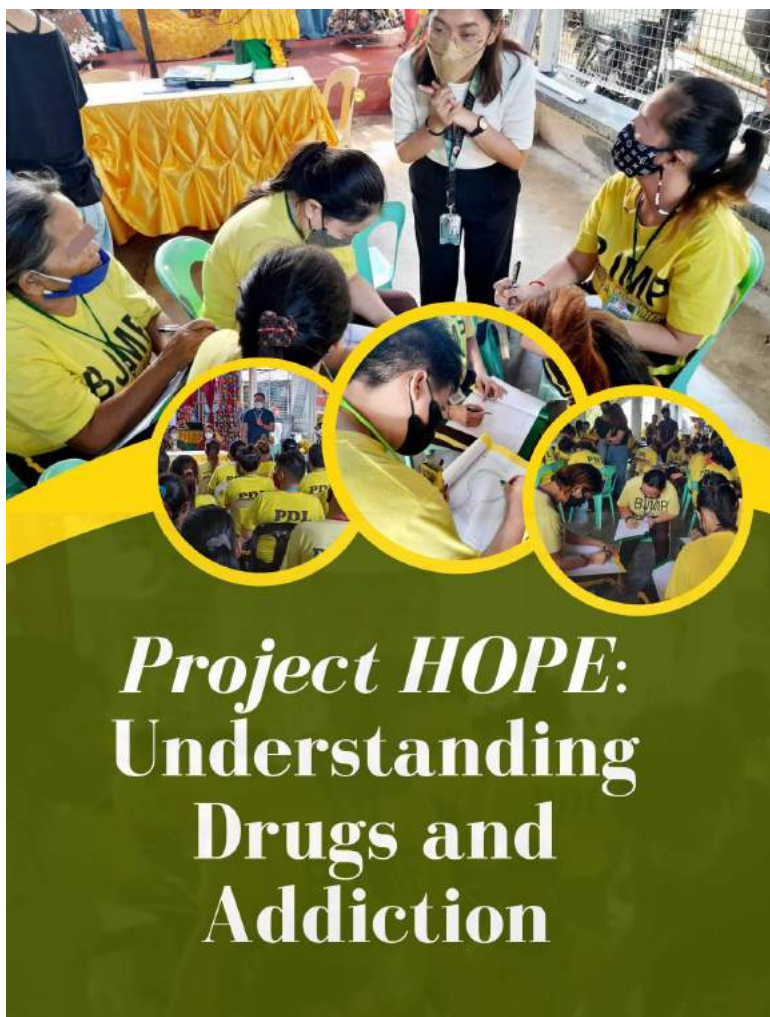


BRIGADA ESKWELA focuses on national concerns depending on the theme prescribed by Department of Education. "Brigada Eskwela" is implemented to all public elementary and secondary schools nationwide.

FEU reaches out to far-flung areas to include the Southern and Northern parts of the Philippines. More than P5M worth of donations were distributed to 44 public and private school beneficiaries. The Philippine Air Force also extended its full support for logistics, transportation, manpower, security and even use of the C130 aircraft to further reach inaccessible areas.



## FEU AS A WORLD-CLASS INSTITUTION WITH A VOCATION



### *Project HOPE:* Understanding Drugs and Addiction

Living true to its core values, FEU's Community Extension Services (CES), supports various communities all over the country.

It is committed to serve their local communities, establish partnerships based on respect and meaningful collaboration, nurture civic engagement and strengthen community spirit.

Some of the notable projects are: Project HOPE (Harnessing Offenders' Personal Empowerment), which runs a series of activities on fitness, mental health awareness, art, livelihood, and more that are dedicated to helping rehabilitate the inmates of Manila City Jail Female Dormitory; Project

SAM (San Agustin Museum), with the goal of preserving select artifacts in San Agustin Museum's collections through curatorial activities; and Project Calatagan, which aims to drive the economical and social sustainability for the people of Barangay Quilitisan, Calatagan in Batangas through capacity building programs.

Far Eastern University reaffirms its commitment as a world - class institution with a vocation. It continues to lead the charge and reflects on the best practices with all meaningful programs and projects successfully undertaken in the past years. It is now working towards a more streamlined approach that will result in increased opportunities for students, alumni, beneficiaries and a stronger relationship across all stakeholders for the years to come.



Photo Credits: Volunteerism Services Office,  
Community Extension Services , Alumni Relations  
Office and Community Relation and NSTP Offices

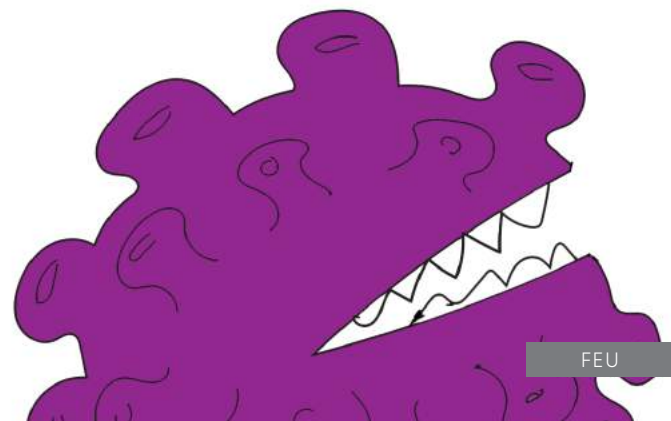
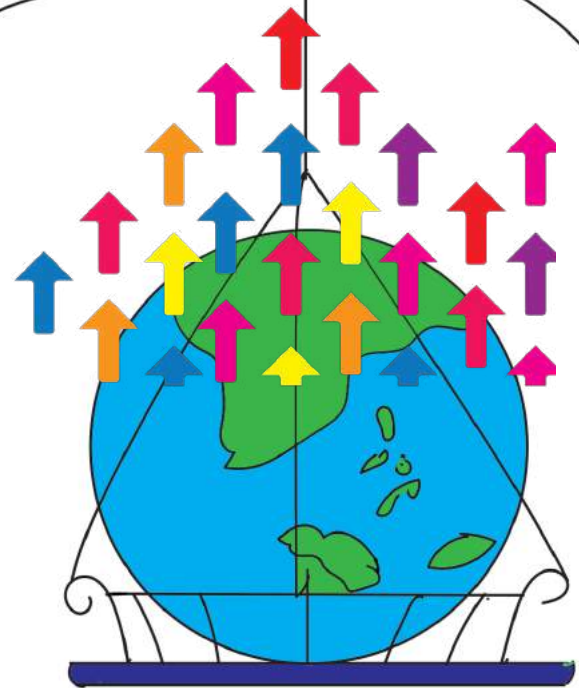
# RESHAPING CORPORATE VOLUNTEERISM DURING COVID-19

GIANNA R. MONTINOLA

International Volunteer Day is celebrated globally every 5th day of December. In the last two years, however, the COVID-19 pandemic has forced us to reshape how we volunteer.

Central to volunteerism are relationships forged from physical interaction among volunteers and beneficiaries, non-governmental organization (NGO) partners, donors and sponsors. Sadly, medical risks now severely hamper all in-person interactions, obliging us to reinvent ways we can volunteer safely.

In the last 20 years, Hands On Manila Foundation (HOM) ([www.handsonmanila.org.ph](http://www.handsonmanila.org.ph)), a volunteer management organization, has helped corporations develop and execute bespoke corporate service programs that focus on education, the environment, livelihood and health care. It continues to pursue its vision to develop sustainable programs that contribute to nation-building. Studies have shown that corporate volunteering, compared with other corporate social responsibility (CSR) initiatives like sponsorships and donations, has resulted in higher productivity, reduced absenteeism and contributed to higher job satisfaction—all factors that collectively benefit employers themselves (The Deloitte 2011 Volunteer Impact Survey).





## ENGAGING EMPLOYEES

HOM's affiliation with Points of Light (POL) in the United States ([www.pointsoflight.org](http://www.pointsoflight.org)), the world's largest volunteer organization, is especially beneficial during these unprecedented times. POL affiliates all over the world continue to share successful volunteer models. In collaboration with Singapore affiliate Empact, HOM conducted sessions on needs assessment and project scoping with Macquarie employees in Manila. Beneficiaries were NGOs Concordia Children Services Inc. and the Asilo de San Vicente de Paul.

Skills volunteering has become popular because it allows employees to share their expertise with NGOs, whether these be accounting, marketing and communication or fundraising. Apart from increased employee engagement, these acts of service also offer employees opportunities to hone skills knowledge and to have other avenues for social interaction.

Upon introduction of HandsON Hong Kong, Knownium, a training consultancy, conducted a series of three workshops on (1) speaking to persuade, (2) effective virtual communication, and (3) effective excellence and leadership for seven HOM beneficiary public schools and three NGOs.

At the onset of the pandemic, HOM, under its OplanHatid Laban sa COVID-19, organized volunteer drivers to deliver masks, face shields and protective personal equipment

(PPE) donated by companies and individuals for medical frontliners in hospitals. American Express packed and delivered bags of groceries to a community of women, hygiene and PPE kits to the Jose Reyes hospital and distributed much-needed learning materials to Dr. Albert Elementary School-Manila. They also provided hygiene kits and medical support to people living with HIV.

Mondelez distributed food products to public schools and shelters for children and the elderly. With the help of a POL grant, Mondelez also conducted arts and crafts sessions for 200 employees. POL likewise provided a grant for hygiene and PPE kits for the Nueve De Febrero Elementary School in Mandaluyong.

## URBAN FOOD GARDENS

For two years, HOM's Servathon (Service Marathon) mobilized companies and organizations—American Express, BPI Foundation, EON, FEU, ICTSI Foundation, LSEG, One Meralco Foundation, Northern Trust, Rockwell Land, Romulo Law, True Value, Wells Fargo, WEnergy, and Zendesk—to support the creation of sustainable vegetable gardens in public schools to help alleviate hunger. Employee volunteers were thrilled to get away from their daily computer routines to paint pots and signages for these gardens from the safety of their homes. Beneficiary school volunteers helped establish these gardens, maintain the same, and share the produce in their communities. It is hoped that the produce generated can be used for nutritious meals



for the students when in-person classes resume. Seedlings are also propagated and distributed to surrounding families to encourage urban food gardens. On the occasion of the international event Good Deeds Day, patrons donated food ingredients for over 7,000 meals that were distributed to street dwellers in Manila in partnership with the AJ Kalinga Foundation Inc. Again, volunteers cooked these meals from their individual homes and establishments, observing all the necessary safety protocols.

most vulnerable in their companies and communities, finding innovative solutions to systemic problems. Service model have been adapted to changing times, forcing everyone to view the bigger picture and to help make our world a better place. Companies should view corporate volunteerism the same way they view their businesses. Many say that the effects of COVID-19 will not disappear in the near future, hence the need to develop both short-term and longterm approaches to the shifting playing field. Changes like work-from-home and virtual volunteering look like they are here to stay. It will be beneficial for companies to develop a hybrid system of programs with partial in-person and remote volunteering options, or a mix of both. Whatever the future brings, Hands On Manila will remain committed to its mission to mobilize people to address the critical social, educational, health, and environmental needs in our country through volunteer action in the years to come. We encourage all of you to join us by sharing your time, talent and treasure and to continue to BE HANDS ON!



## VIRTUAL VOLUNTEERING

The silver lining in all this is that virtual volunteering has allowed us to operate beyond geographic boundaries. Our audiences and networks have expanded as we shifted from local in-person activities to projects and events all over the world. Time and travel challenges no longer exist, as volunteering can now take place even in one's backyard. Employers have also focused on the

---

This article was reprinted with permission from the Hands On Manila 2023 Annual Report. The author is co-founder of Hands on Manila Foundation, Inc. and Senior Vice President for Corporate Affairs at Far Eastern University.



February 2022

## BACK IN THY HAPPY HALLS

Towards the end of the school year and with Alert Level 1 classification, on-campus activities were implemented.







### Inauguration of The Huddle: Student Leadership Development Center

The Huddle is a shared space for collaboration, creativity, and connectedness among student leaders and potential student leaders.

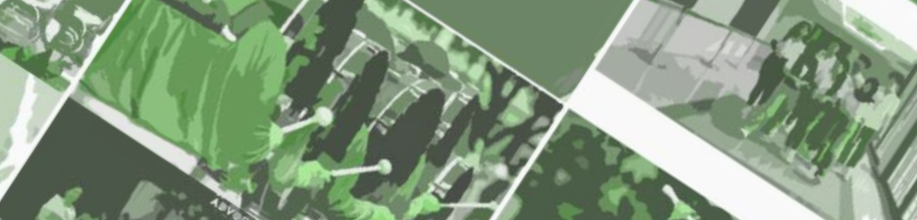


April 2022

### One Concierto Piyu

One of the Green and Gold community's biggest and grandest events, One Concierto Piyu serves as the University's annual concert that marks the culmination of FEU's Foundation Week celebration. A spectacular series of fireworks displays concluded the festivities, symbolizing the university's vibrant culture and community.





April 2022



FEU Model Congress was conducted at the Mini Auditorium

May 2022

### Sine Piyu XIV Awarding Ceremony

FEU Film Society commenced the 14th year of their annual film festival, the Sinepiyu with the theme 'Sinepiyu XIV: Layag sa Agos ng Kwento'. The event celebrate seeing life through the lens of young Filipino filmmakers, welcoming different genres to all schools and universities in the country.



November 2022

### Special Commencement Exercises for Batch 2020 & 2021

Plenary Hall, Philippine International Convention Center, Pasay City.





December 2022

## Alumni Homecoming 2022: Braving the Odds



December 2022

## Christmas Tree Lighting

February 2023

## 95th Wreath-laying Ceremony

Manila Memorial Park, Sucat, Parañaque City





# February 2023

Marching Band VII: The HeART of Music. The FEU Drum & Bugle Corps (FEU DBC), Metropolitan Manila Development Authority (MMDA) Drum and Bugle Corps and Philippine Army Band's performances brought the beat back.



FEU Chorale won First Prize in Mixed Choir Competition at the Andrea O. Veneracion International Choir Festival in 2020. The awards were given during the 15th Ani ng Dangal Awards held on February 22, 2023 at the Ceremonial Hall, Malacañang Palace.





## Green and Gold Awards / Centennial Bench Ribbon Cutting



## FEU Publications launched Piña Futures: Weaving Memories and Innovations in collaboration with HABI: The Philippine Twxtile Council

The book bridges piña's rich cultural traditions with contemporary innovations that sustain its existence as the "Queen of Philippine Fabrics."



**Dr. Randy Madrid** is Assistant Professor 7 from the University of the Philippines Visayas where he teaches education, research, and social science courses.





# TAMARAW FOOTBALL TREBLE!

## UAAP Season 85 High School Boys' Football

FEU Diliman bagged its 11th consecutive UAAP High School Boys' Football Championship, winning 2-1 at an extra time over De La Salle-Zobel. The Baby Tamaraws have one of the longest active championship streaks in the league.



## UAAP Season 85 Men's Football

FEU secured its 10th UAAP Men's Football championship by defeating Ateneo de Manila University.



## UAAP Season 85 Women's Football

FEU Tamaraws Women's football team dethroned defending champion De La Salle University to win the Season 85 championship at Rizal Memorial Football Stadium. This is the 11th UAAP crown for the women's football team.





## UAAP Season 85 Junior Basketball

FEU Diliman captured the UAAP Season 85 boys' basketball crown, sweeping Adamson in the best-of-three finale with a 77-76 Game 2 win.



## UAAP Season 85 Chess Champion

FEU Diliman dominated the UAAP high school chess scene after sweeping the UAAP Season 85 Chess Championship crowns in the boys and girls divisions.



## UAAP Season 85 Boys' Volleyball

FEU Diliman dethrone NU Nazareth School in dominant fashion.





**March 2023**

**TamVows 2023:  
Ties that Bind,  
Now and Forever**



The annual mass wedding was hosted by the Institute of Tourism and Hotel Management (ITHM)

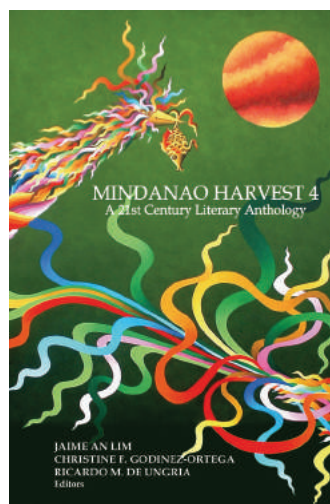


Non-Literary Division  
BEST BOOK IN HUMOR,  
SPORTS & LIFESTYLE



WALK MANILA  
by: Lorelei D.C. De Viana

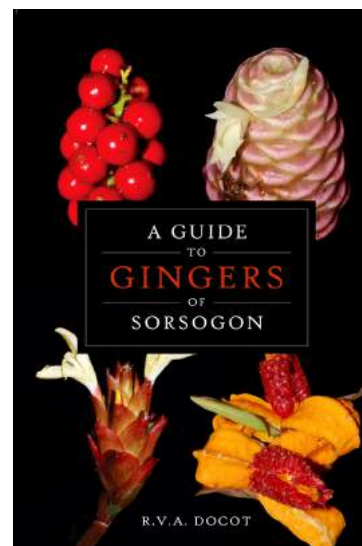
Literary Division  
BEST ANTHOLOGY  
IN ENGLISH



MINDANAO HARVEST 4  
by: Jaime An Lim,  
Christine F. Godinez-Ortega  
and Ricardo M. De Ungria  
Editors



Non-Literary Division  
Science Category



A GUIDE TO GINGERS OF  
SORSOGON  
by: Rudolph Valentino A. Docot  
Edited by: Dr. Sandra L. Yap



# CONGRATULATIONS ON YOUR RETIREMENT!

FEU wishes outgoing University President, Dr. Michael M. Alba, and SVP for Corporate Affairs, Atty. Gianna R. Montinola all the best on their retirement and their new journey.

Dr. Alba and Atty. Gianna retired from their respective positions, leaving a legacy of remarkable leadership and commitment to the University's vision and advocacies. The FEU community celebrated this important occasion and surprised them with a flash mob and a serenade from the FEU Center for the Arts (FCA).

The FEU community is also grateful for the commitment and service of the following officers who have also retired: Atty. Melencio Sta. Maria, former Dean of the Institute of Law, Dr. Marilou Cao, former Director for Volunteerism Services, and Mr. Glenn Nagal, former Comptroller.



**Atty. Melencio Sta. Maria**  
Former Dean of the Institute of Law



**Dr. Marilou Cao**  
Former Director for  
Volunteerism Services



**Glenn Nagal**  
Former Comptroller







NICANOR REYES HALL  
POCKET GARDEN

