



# PNU Continuity Plan 2020



Philippine Normal University



# **PNU Continuity Plan 2020**



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## LIST OF ACRONYMS

ACI – ASEAN Citation Index

AsTEN – Association of Southeast Asian Teacher Education Network

AWA – Alternative Work Arrangement

BARMM – Bangsamoro Autonomous Region in Muslim Mindanao

BHROD – DepEd Bureau of Human Resource and Organizational Development

CILOs – Course Intended Learning Outcomes

CHED – Commission on Higher Education

COCOPEA – Coordinating Council of Private Educational Associations

COE – Center of Excellence

CSC – Civil Service Commission

DBM – Department of Budget and Management

DOST-PHREB – Department of Science and Technology-Philippine Health Research Ethics Board

EASSEE – Electronic Application and Systems-Based Solutions for External and Internal Stakeholders Essential Services

FLD – Flexible Learning Delivery

FLM – Flexible Learning Modality

FMSS – Facilities Management and Sustainability Services

IATF – Inter-Agency Task Force

IPCR – Individual Performance Commitment and Review

LMS – Learning Management Systems

MECILOs – Most Essential Course Intended Learning Outcomes

MSU – Mindanao State University

NBC – National Budget Circular

NCTE – National Center for Teacher Education

OPCR – Office Performance Commitment and Review

PASUC – Philippine Association of State Universities and Colleges

PAPs – Programs, Activities and Projects



PBB – Performance-Based Bonus

PDCA – Plan-Do-Check-Act

PBRG – Project-Based Research Grant

PPSSH – Philippine Professional Standards for School Heads

PPSS – Philippine Professional Standards for Supervisors

PMU – Procurement Management Unit

PQA – Philippine Quality Award

RQAT – Regional Quality Assurance Team

SDP – Strategic Development Plans

SMEC – South Manila Educational Consortium

SOPs – Standard Operating Procedures

SPU – Supply and Property Unit

SUC Levelling – State Colleges and Universities

SWF – Skeleton Workforce

RPMS – Results-based Performance Management System

TABOK – Transisyon Angut sa Bag-o nga Operasyon sa Kahitas-an nga Edukasyon

TANGLAW – Technology Assistance in the New Normal thru Gadget for Learning and Work

TEIs – Teacher Education Institutions

TEC – Teacher Education Council

TESDA – Technical Education and Skills Development Authority

TIP – Teacher Induction Program

TWG-TQ – Technical Working Group for Teacher Quality

WFH – Work from Home

WHO – World Health Organization

WMSU – Western Mindanao State University





**Philippine Normal University**

*The National Center for Teacher Education*

Taft Avenue, Manila

# FOREWORD

As academic institutions in the country begin adapting to the new normal, the Philippine Normal University already took a few steps in its preparation as the National Center for Teacher Education. In the present context where face-to-face (F2F) interactions are no longer advised and extreme social distancing is strictly enforced, the "new normal" in education also means a grand migration from the traditional classrooms to more flexible learning modalities. Thus, responding to the challenge of the Commission on Higher Education (CHED) in its call for all colleges and universities to adopt flexible learning arrangements, PNU began its task in providing capacity-building programs on flexible learning for its faculty members. With an LMS already setup and functioning, preparations are underway for migrating to a flexible and blended learning for the incoming AY 2020-2021.

A full migration to flexible or remote learning is not without impediments. There is the issue of redesigning the curriculum such that students are able to learn remotely without having to rely fully on F2F interactions. There is also the matter of learners who do not have access to personal computers, laptops, gadgets, or a stable internet connection. To address these challenges, the University Continuity Plan (UCP) was organized to prepare, troubleshoot, redefine, and improve all existing practices toward a seamless migration to flexible learning modalities.

To ensure that the plan is implemented system-wide, the PNU community worked together in addressing the challenges of the migration with the Vice Presidents at the helm. The Office of the Vice President for Research, Planning, and Quality Assurance (OVPRPQA) conducted a survey on the readiness of faculty members and students for online flexible learning. The Office of the Vice President for Academics (OVPA) convened all Colleges, Faculties, and Institutes to develop a University Framework for flexible learning. The Office of the Vice President for Finance and Administration (OVPPFA) was tasked with the arrangements of the facilities and equipment of the University to ensure that appropriate and timely administrative support is available. The Office of the Vice President for University Relations and Advancement (OVPUA) likewise facilitated the planning and preparations in the PNU Campuses. Overall, the goal is to continue the delivery of academic programs and administrative services across the system despite the challenges and limitations brought about by the pandemic.

In working together, we have become more equipped in handling the new normal. There is more work to do but we now have more confidence as we come to terms with this new scenario. True to our mission of nurturing innovative teachers and education leaders, we shall work hard to become the Philippine 'New' Normal University. Thus, as the nation heals as one, so do we as a teacher training institution learn as one.

**BERT JAZMIN TUGA, PhD**

*President*



## EXECUTIVE SUMMARY

The PNU Continuity Plan provides important information about the University's Programs, Activities and Projects (PAPs) relative to the major functions of the University - instruction, research, extension and governance vis-a-vis the current COVID-19 pandemic. It highlights a detailed narrative of the Continuity Plan Framework that emphasizes the inputs in relation to the outcomes and outputs, and the plans, programs, processes and actions to bridge the input and outcome.

The Continuity Plan is presented with the following major categories: systems, procedures and policies; curricular modifications and project implementation; resources and support services for students, faculty and other stakeholders; dialogues with other government agencies; health and safety; dialogues and consultation with parents, teachers and students; mechanism for continuous improvement; and the PNU recalibrated programs, activities and projects (PAPs).

The **systems, procedures and policies** are presented in relation to the major functions of the university relative to research, publication, planning, quality assurance, financial management, administration and governance. Added to these are the programs, activities and projects of the campuses/hubs of the university.

**Curricular modification and project implementation** reflect the flexible learning strategies on content and use of learning materials and objects, teaching and learning activities and requirements, evaluation and/or assessment, as well as field studies and practice teaching. It also includes flexible learning modality options both in the graduate and the undergraduate levels.

**Resources and support services for students, faculty and other stakeholders** provide information in relation to the initial and ongoing initiatives of the university to give support services to students, faculty and other external stakeholders of the university. These include all virtual programs initiated for the university's internal and external stakeholders.

**Dialogues with other government agencies** exhibit all PNU activities that were conducted and implemented as part of the initial and continuing responses of the University to the needs of partner agencies. In particular, the dialogues provide information of the university's contribution in relation to the CHED's program on Bayanihan HiEd.



**Health and safety** focus on the means and ways of the University in adhering to the health and safety protocols in accordance with the Inter-Agency Task Force and Local Government Unit advisories.

**Dialogues and consultation with parents, students and teachers** showcase the programs of the University in establishing the level of readiness of all its stakeholders in transitioning to the Flexible Learning modality. Results of the survey on the readiness of faculty and students along with the administration and staff to flexible learning are highlighted.

**The mechanism for continuous improvement** provides information on the continuing compliance of the University as an ISO 9001:2015 Quality Management System certified institution. It includes preparatory activities being undertaken by the University for the ISO 2nd Surveillance Audit set in October 2020.

Finally, the **PNU recalibrated Program, Activities and Projects (PAPs)** for FY 2020 are presented. The recalibration considered the current needs of the University along with the government's guidelines on economic measures due to the COVID-19 Pandemic as indicated in the National Budget Circular (NBC) 580.



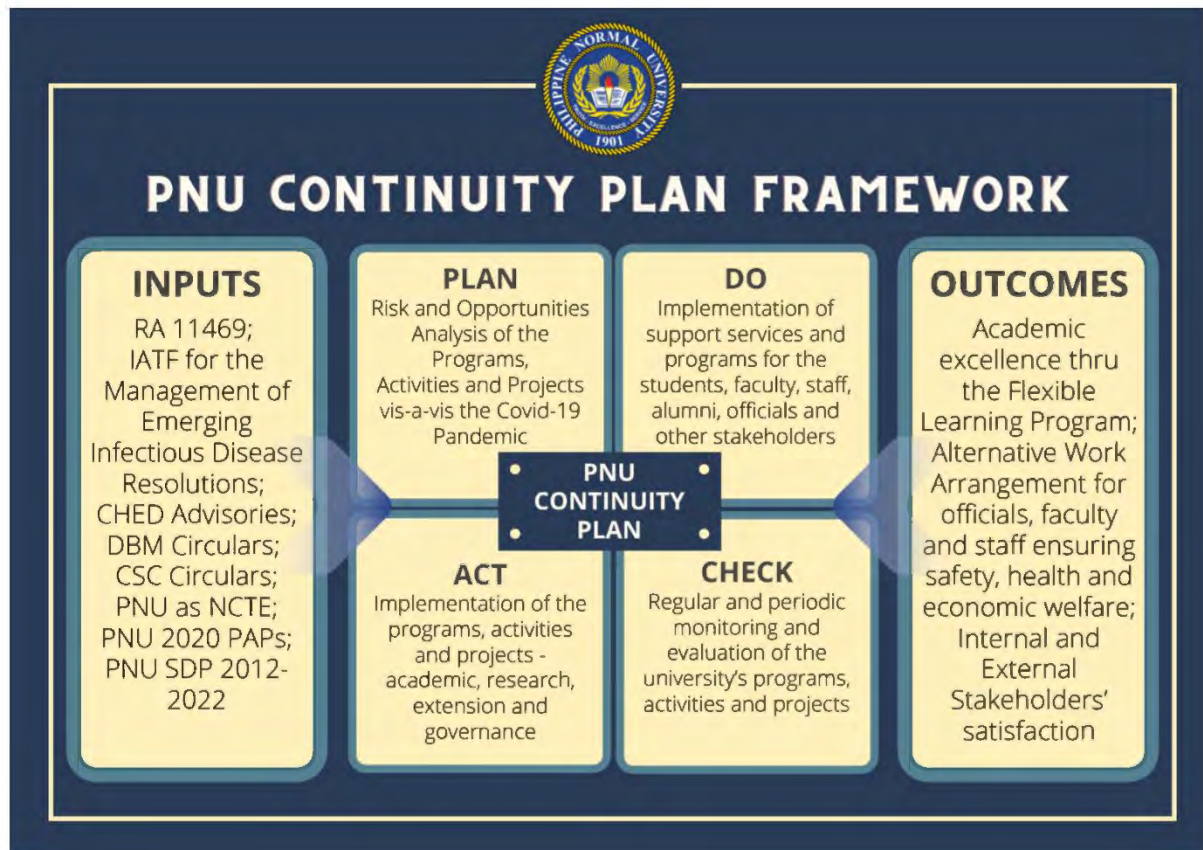


# Systems, Procedures & Policies

- ✓ *PNU Continuity Plan Framework*
- ✓ *PNU Vision and Mission*



## PNU CONTINUITY PLAN FRAMEWORK



The PNU Continuity Plan Framework provides the gist of PNU's main thrust of existence in this new normal. The framework defines all inputs to systematically conduct all processes to still deliver quality products and outcomes. The framework identifies the general scope of the plan, key areas, critical functions, and relations and connections.

In the advent of the health emergency brought about by the COVID-19 Pandemic, PNU takes into consideration the various government regulatory and statutory requirements as part of the INPUTS and/or bases for the development of the course of action taken by the university. These are the circulars and advisories from the government agencies such as the Commission on Higher Education (CHED), the Civil Service Commission (CSC), the Department of Budget and Management (DBM) and the Inter-Agency Task Force (IATF) for the management of emerging infectious diseases. Added to these are the internal mandates of the university as the National Center for Teacher Education (NCTE) along with its current Strategic Development Plans (SDP).



As an ISO 9001:2015 Certified institution, the Philippine Normal University typically follows the P-D-C-A (Plan-Do-Check-Act) Cycle with regard to planning, implementation, monitoring and evaluation of all its academic and administrative services. The Plan component of the PDCA Cycle focuses on the initial evaluation of the immediate impact of the COVID-19 Pandemic to the delivery of academic and administrative services of the university. Such evaluation process resulted to the development of a risk management plan which became the basis in the implementation of action plans to sustain the delivery of university services (the Do component). In the implementation of a Flexible Learning Program (for the academic component) and an Alternative Work Arrangement (AWA) Plan (for the administrative aspect), a monitoring and evaluation system has been put in place to ensure that quality remains observed in such services (the Check component). Finally, the Act component of the PDCA cycle points to the continuing adjustments in the university's services to ensure continual improvement in the system.

The foregoing Inputs and Processes are both aimed at ensuring that quality of services is extended to all stakeholders of the university – the faculty, staff, students, alumni, and other external clients and partners of the university. Client satisfaction from both the academic and administrative services remains to be the critical factor in the development and implementation of the PNU Continuity Plan. Academic excellence for the flexible learning program, and the safety, health and economic welfare for the administrative services – these are the projected Outcomes envisioned for the university's continuity plan.



## VISION AND MISSION

Revised in 2012, the PNU Vision and Mission serve as the guideposts of the University in performing its responsibilities based on its mandate as the National Center for Teacher Education.

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### VISION

PNU shall become internationally recognized and nationally responsive teacher education university. As the established producer of knowledge workers in the field of education, it shall be the primary source of high-quality teachers and education managers that can directly inspire and shape the quality of Filipino students and graduates in the country and the world.

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### MISSION

PNU is dedicated to nurturing innovative teachers and education leaders.





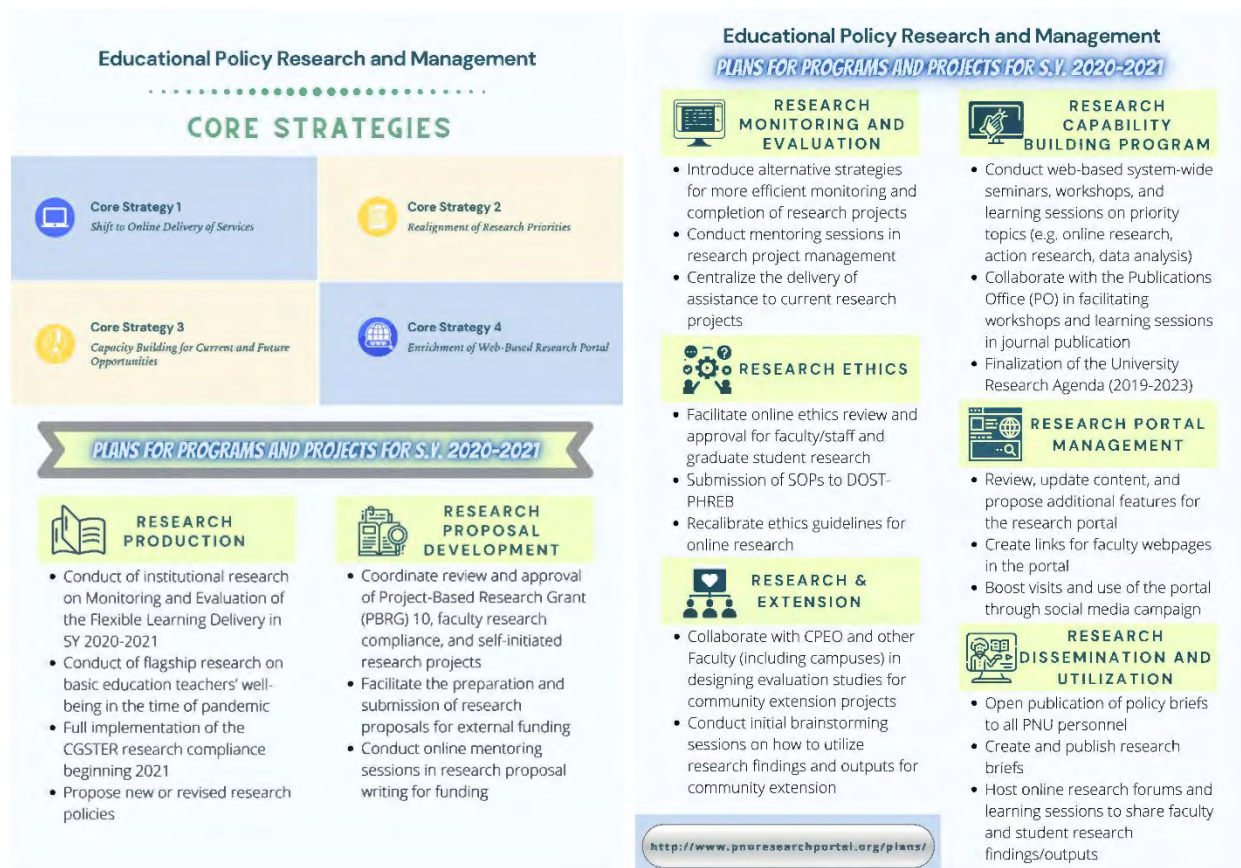
# Research, Planning and Quality Assurance

- ✓ *Educational Policy Research and Management*
- ✓ *Research on Teacher Quality*
- ✓ *Publication Processes and Procedures*
- ✓ *Planning and Quality Assurance*
- ✓ *Finance, Administration, and Governance*
- ✓ *Campus Management*
- ✓ *Indigenous Peoples Education*
- ✓ *Technology Hub*
- ✓ *Environment and Green Technology*
- ✓ *Multicultural Education*
- ✓ *Curricular Modifications and Project Implementation*





## EDUCATIONAL POLICY RESEARCH AND MANAGEMENT



### Description of the Category

Research Management and Policy Research are two key areas under the research functions of the University. PNU is concerned with providing research-based policy recommendations to policy makers and this is consistent with its mandate as NCTE. On the other hand, the management of the university's research production and performance is critical in ascertaining that the research plans and programs of the university and its various units/offices are being implemented effectively and efficiently.



## Processes, Plans and Programs

The Educational Policy Research and Development Center (EPRDC) is a research center which focuses on policy research and studies on teacher education. EPRDC is also the lead office in managing the research production of the university by providing research management services to various PNU stakeholders. EPRDC supervises four main processes – research production, research dissemination, research capability building, and research ethics review.

As part of the University's continuity plan, four (4) core strategies were identified for implementation in order to continue the research-related activities managed or coordinated by EPRDC. These strategies are:

1. Shift to online delivery of services
2. Realignment of research priorities
3. Capacity building for current and future opportunities
4. Enrichment of web-based research portal

The following are the description of the core strategies:

### CORE STRATEGY 1

#### **SHIFT TO ONLINE DELIVERY OF SERVICES**

The current pandemic necessitated the need for the government to impose community quarantine measures which limited face to face interactions among individuals and made work-from-home scheme as part of the work schedule in the new normal. Even if community quarantine is lifted or watered down, the need for social distancing measures and work-from-home scheme may continue as long as the threat of the pandemic remains clear and strong. Thus, there is a need to continue the delivery of the various services of EPRDC by redesigning existing programs and services so they can be implemented through online modality.

Before the COVID-19 pandemic, EPRDC provides online services to internal and external stakeholders through the PNU Research Portal and the EPRDC Facebook Page. With the pandemic still a threat when SY 2020-2021 opens, there is a need to recalibrate the various services provided to PNU faculty, staff, and students in terms of the six research management desks of the Center: proposal development, monitoring and evaluation, research capacity building program, research ethics, university portal management, and research and extension.



Programs and services within these desks shall be recalibrated to online modality whenever appropriate. Online versions of official forms shall be developed whenever necessary.

## **CORE STRATEGY 2**

### **REALIGNMENT OF RESEARCH PRIORITIES**

While the University Research Agenda prescribes the priority topics for research projects and funding, there is a need to refocus the priorities for SY 2020-2021 in light of the pandemic and community quarantine. Given that PNU and many other HEIs, as well as basic education schools, will shift to remote teaching and learning, there are opportunities for creating knowledge in the areas of flexible learning, online teaching, and learning technologies. There is also the opportunity to look into the educational and psychosocial experiences of teachers/faculty and learners/students in the time of pandemic and health crisis. Thus, proposed research projects for SY 2020-2021 are encouraged to focus on these areas. Research proposals on these areas shall be given priority in internal funding and non-teaching loads (NTs).

Incoming research projects (as well as current projects where data collection has not occurred) also need to design their methodologies to be feasible for online data collection. Field research or data collection, especially those that will require distant travel, extensive face to face interaction, and other social activities that may violate social distancing protocols are strongly discouraged.

## **CORE STRATEGY 3**

### **CAPACITY BUILDING FOR CURRENT AND FUTURE OPPORTUNITIES**

With the restrictions afforded by the pandemic, there is a need to refocus capacity building for faculty and staff on topics that would allow them to be more confident and competent in conducting research in spite of the limitations. In particular, capacity building in relation to online research methodologies will be prioritized. With field research a challenge and with faculty and staff likely to be on a work-from-home schedule for the entire school year, capacity building may also focus on data analysis and writing for publication as these are tasks that can be done while working from home.

Moreover, with the hopeful expectation that the threat of the pandemic will be significantly lessened after SY 2020-2021, capacity building that will prepare faculty and staff to do research projects that are not feasible in the current situation will also be prioritized, especially in the latter part of the school year.



## **CORE STRATEGY 4**

### **ENRICHMENT OF THE PNU WEB-BASED RESEARCH PORTAL**

With remote teaching and learning as the new normal for SY 2020-2021, the need to provide stakeholders with updated information and resources related to educational policy and research becomes even more important. Therefore, the need to update the content of the web-based PNU research portal and upgrade some of its features to be more useful to stakeholders are imperative. Assigning one faculty to manage the portal and the social media platform of the Center is the first step in improving the portal.

A closer collaboration with the Publications Office (PO) in relation to sharing of resources for the PNU Online Commons will be pursued.

## **PLANS FOR PROGRAMS AND PROJECTS FOR SY 2020-2021**

The aforementioned core strategies will be implemented in the design and conduct of EPRDC programs and projects for SY 2020-2021.

### **Research Production**

- Conduct of institutional research on Monitoring and Evaluation of the Flexible Learning Delivery in SY 2020-2021
- Conduct of flagship research on basic education teachers' well-being in the time of pandemic
- Full implementation of the CGSTER research compliance beginning 2021
- Propose new and revise research policies

### **Research Proposal Development**

- Coordinate the review and approval of Project-Based Research Grant (PBRG) 10, faculty research compliance, and self-initiated research projects
- Facilitate the preparation and submission of research proposals for external funding
- Conduct online mentoring sessions in research proposal writing for funding

### **Research Monitoring and Evaluation**

- Introduce alternative strategies for more efficient monitoring and completion of research projects
- Conduct mentoring sessions in research project management





- Centralize the delivery of assistance to current research projects

## Research Capability Building Program

- Conduct web-based system-wide seminars, workshops, and learning sessions on priority topics (e.g. online research, action research, data analysis)
- Collaborate with the Publications Office (PO) in facilitating workshops and learning sessions in journal publication
- Participation of faculty in capability building in the design and conduct of policy research and evaluation

## Research Ethics

- Facilitate online ethics review and approval for faculty, staff and graduate student research
- Submission of SOPs to DOST-PHREB
- Recalibrate ethics guidelines for online research

## University Research Portal Management

- Review, update content, and propose additional features for the research portal
- Create links for faculty webpages in the portal
- Boost visits and use of the portal through social media campaign

## Research & Extension

- Collaborate with CPEO and other Faculty (including the campuses) in designing evaluation studies for community extension projects
- Conduct initial brainstorming sessions on how to utilize research findings and outputs for community extension

## Research Dissemination and Utilization

- Open publication of policy briefs to all PNU personnel
- Create and publish research briefs
- Host online research forums and learning sessions to share faculty and student research findings/outputs



## Concluding Paragraph

The COVID-19 pandemic created conditions that necessitated the need for educational institutions to alter the design and delivery of educational processes and procedures. While educational goals remain the same, there is a need for the University to adapt to the challenges of delivering various educational programs and services to all stakeholders amidst the pandemic. As research is one of the core functions of higher education institutions (HEIs), it is imperative to continue the research and research management programs and services of the University. EPRDC shall continue to plan and implement its plans in coordination and collaboration with the other units/offices of the University.

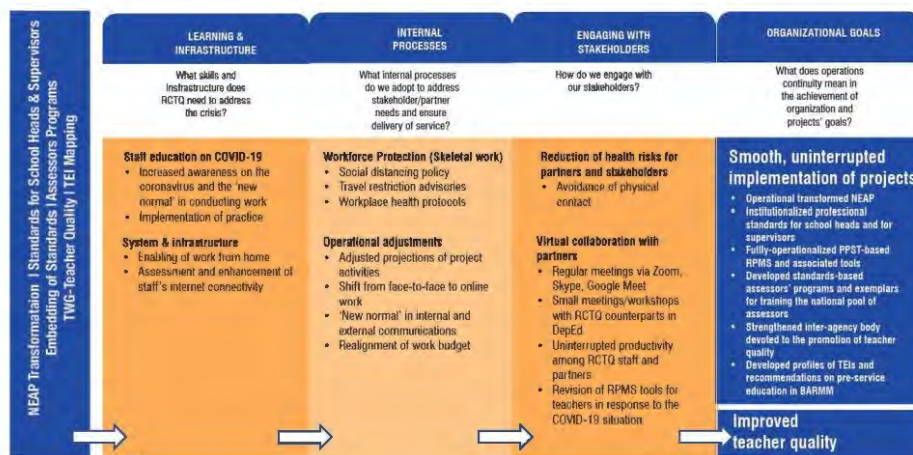
## RESEARCH ON TEACHER QUALITY



Philippine National  
Research Center for Teacher Quality



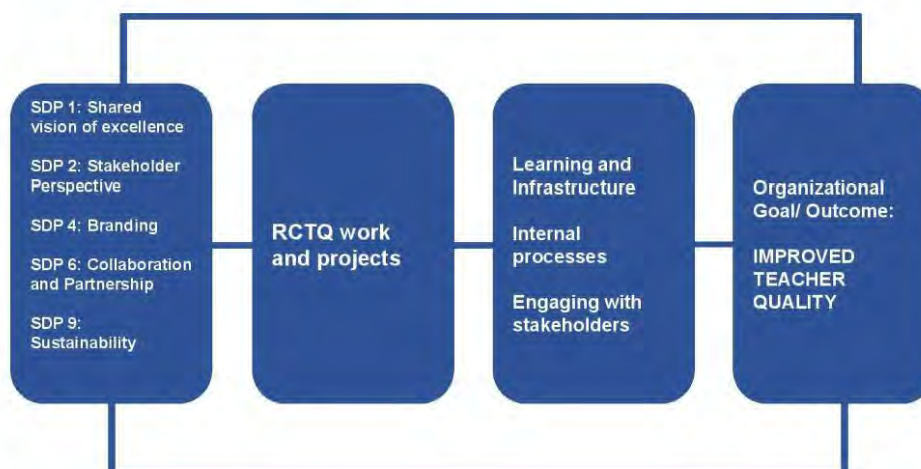
### RCTQ Operations Continuity Framework (COVID-19)



Philippine National  
Research Center for Teacher Quality



### RCTQ Continuity Plan vis-a-vis the PNU SDP





## Description of the Category

During the COVID-19 pandemic, work processes and procedures under research on teacher quality are organized in such a way that they respond to the challenges of the new normal. Measures are instituted to reflect innovations in learning and infrastructure, internal processes, and engagement with stakeholders. All processes are aimed at ensuring a smooth, uninterrupted implementation of research projects that contribute to the improvement of teacher quality in the Philippines and contribute to a number of University's Strategic Development Plans (SDPs).

Work under this category is mainly undertaken by the Research Center for Teacher Quality (RCTQ). Guided by the organization's continuity operations framework, the conduct of work has continued despite a series of lockdowns and quarantine restrictions in Metro Manila and the rest of the country.

## SDP 4. Branding

During the coronavirus crisis, physical separation makes people spend more time online to accomplish work. The same is true for work processes under research on teacher quality. Events and meetings which would have been traditionally held in offices or large venues are conducted online using various video conferencing platforms. RCTQ's hosting and participation in online events provides opportunities for promoting the PNU brand as being the source of responsive innovations in teacher education. RCTQ's online presence, accentuated by the use of PNU-inspired virtual backgrounds, user handles and PNU branding during virtual presentations, helps promote PNU as a top resource for discussing education policies both for pre-service and in-service teacher development.

Research on teacher quality also gains more visibility through various articles and multimedia products that are produced and published weekly on the RCTQ website [www.rctq.ph](http://www.rctq.ph) and syndicated to the PNU community and online subscribers through a monthly email newsletter. These online activities help promote the PNU presence and enhance its reputation to key institutions, and national and global audiences.

## SDP 5: Internationalization

The implementation of research projects through RCTQ has been a product of an international partnership between PNU and the University of New England in Australia through the SiMERR National Research Centre.





The high-level partnerships and high-impact research work produced by this partnership continue to build a momentum for PNU to be recognized internationally as a leader in teacher education even at a time when people continue to stay in their homes.

PNU's scholarly work and products showcase the university's leadership in elevating the status of teachers and school leaders and helping them perform better. The Philippine Professional Standards for Teachers (PPST) that RCTQ helped develop, validate, and roll out with the Department of Education since 2017 has put the Filipino teachers at par with international standards. The PPST has become a benchmark for the Bhutan Ministry of Education to develop their own teacher standards. During the pandemic, RCTQ continues to be a source of knowledge and resources for mainstreaming the PPST by making PPST-aligned and RCTQ-assisted Results-based Performance Management System (RPMS) materials widely accessible to both local and international audiences.

The Philippine Professional Standards for School Heads (PPSSH) and the Philippine Professional Standards for Supervisors (PPSS) that followed set a precedent internationally for creating a landmark developmental continuum for school leaders.

## **SDP 6: Collaboration and Partnership**

Since the onset of the COVID-19 outbreak and through the pandemic, work on teacher quality research has focused on collaborating with the DepEd Bureau of Human Resource and Organizational Development (BHROD) in embedding the PPST in the DepEd RPMS and other systems, and in developing assessors programs for teachers and school leaders; working the National Educators Academy of the Philippines (NEAP) for its transformation into a full-blown academy; and collaborating with the Office of the Cabinet Secretary—the Technical Working Group for Teacher Quality (TWG-TQ) in bringing about legislative reforms on teacher quality.

Research on teacher quality expands with the commencement of a study called Mapping Study of Teacher Education Institutions (TEIs) serving the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). The study is being done with UNE, Mindanao State University (MSU) and Western Mindanao State University (WMSU), whose Presidents and Vice Chancellor came together with the PNU President for a virtual ceremonial MOU signing at the height of the pandemic in August 2020. The partnerships strengthen the effective and efficient delivery of the University functions as frontrunner in teacher development.



## SDP 8. Responsiveness to Stakeholders

Research on teacher quality continues to be responsive to the needs or demands of key stakeholders. PNU through RCTQ joined DepEd and its partners in tackling and providing inputs on the agency's Learning Continuity Plan which outlined the strategies in addressing the challenges of the pandemic. Through online meetings, RCTQ participated in two of the five sub-groups of the DepEd-formed Philippine Forum for Quality Basic Education (Educ Forum). RCTQ, as a member of the Education Forum, continues to participate in discussions relevant to education initiatives and reforms, especially on teacher quality.

RCTQ organized a virtual focus group discussion with education leaders from various regions to discuss doable strategies in helping teachers amidst the pandemic. The August 2020 episode of the DepEd Virtual Research O'clock forum also featured the FGD results as inputs on how to support teachers during the COVID-19 pandemic. PNU's expertise on teacher quality through RCTQ provided the Commission on Higher Education (CHED) during its Consultative Meeting on the Discipline of Teacher Education under the New Normal a set of policy advocacy and recommendations which are vital in addressing gaps in teacher education.

RCTQ has produced policy notes, discussion papers, project briefers and reports that are shared with national and international audiences through various PNU platforms. Work with DepEd resulted in the issuance of DepEd Memorandum No. 050, s. 2020 or the DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023. RCTQ provides technical assistance to the BHROD on developing proposals for career progression of teachers and RPMS tools customized for teachers' use during the pandemic, developing assessors manual, and helping NEAP in crafting the new Teacher Induction Program (TIP) for new DepEd teachers.

In the TWG for Teacher Quality, RCTQ works with the Office of the Cabinet Secretary, DepEd, CHED, Technical Education and Skills Development Authority (TESDA), Teacher Education Council (TEC), Coordinating Council of Private Educational Associations (COCOPEA) and others to discuss the amendment to the TEC law to make it more responsive to the needs of teachers and school leaders in the country.

In the celebration of the National Teachers' Month, RCTQ leverages on the nationwide event to respond to the needs of its main stakeholders—both pre-service and in-service teachers—by organizing a series of webinars featuring psychosocial support and financial literacy for teachers, discussions on the PPST for pre-service teachers, and other sessions that will help teachers using the combined platforms of PNU and RCTQ.



## SDP 10: Human Capital Management

Following directives from the national government and PNU, work guidelines are crafted to implement work-from-home and skeleton workforce arrangements among the RCTQ staff. The guidelines specifically address the conduct of online attendance, submission of daily output/work result, work breaks, and protocols during health and other emergencies.

As working from home becomes a pervasive part of the new normal, the RCTQ management assesses the capabilities of staff to conduct work from their respective homes, and advises on how to address individual work needs such as internet connectivity, bringing home some office computers, and finding comfortable work environments at home—all towards building an alternative and conducive work infrastructure to be able to respond better to stakeholders.

This pandemic allows RCTQ to rethink how to organize work sessions including those with partners at the Department of Education (DepEd)—mainly the NEAP central office, and the Bureau of Human Resource and Development Facility (BHROD)—and with the SiMERR National Research Centre in Australia. The use of video conferencing platforms such as Zoom, Microsoft Teams and Skype redefines the way management and staff communicate and interact not only internally with colleagues but with important partner institutions. RCTQ and DepEd continue to make headways in drafting new DepEd policies all through online meetings. The pandemic makes virtual meetings between RCTQ and SiMERR more frequent than ever. The two centers interact real-time, and continue to work constructively with each other through online group meetings.

RCTQ institutes quality controls and nurtures a culture of mentoring in all of its online work and engagement by devising mechanisms for peer review, coaching and mentoring, and critiquing as requisites before presentations and materials are approved for external use. Senior staff guide and mentor their project officers, while project officers mentor their research officers and technical assistants as projects are being implemented. Research on teacher quality maintains a healthy and reciprocal feedback mechanism to allow professional growth among its staff.





## Concluding Paragraph

Processes and procedures, tailored to address the effects of the pandemic, under the research on teacher quality category help provide opportunities for professional growth, leadership, and staff development. They help maximize opportunities that respond to the demands of a knowledge-based society by continuing to develop and produce scholarly research products that attract local and international audiences. Through its contributions on the PNU's SDPs on Branding (SDP 4), Internationalization (SDP 5), Collaboration and Partnership (SDP 6), Responsiveness to Stakeholders (SDP 8), and Human Capital Management (SDP 10), research on teacher quality not only positions PNU as a leader in pre-service teacher development in the country, but helps strengthen the University's mandate as the National Center for Teacher Education.

## PUBLICATION PROCESSES AND PROCEDURES



### Description of the Category

Publication processes and procedures include sets of documents, instructions, and procedures which sustainably respond to stakeholders during this pandemic. Major plans and programs depend on technology and apps to sustain quality online service to our stakeholders amidst the COVID-19 global health crisis. The processes, plans and programs within this system are presented in terms of the University's Strategic Development Plans (SDPs). In each plan, the Publication Office managing the publication processes and procedures of the University in this pandemic emphasizes its products and services, and plans and programs to carry out sustained quality service to its clients and stakeholders.

### SDP 1: Shared Vision of Excellence and SDP 7: Product and Service Development

In this SDP, publication processes and procedures are spelled out in terms of: 1) functioning as the Nation Center for Teacher Education, 2) solidifying international stakeholder's support in pursuit of excellence thru innovation, influence and impact, and 3) producing and providing service development

as education solutions. Particularly, the university thru its publication processes and procedures will continuously provide consultative services to TEIs for them to develop their own Online Journal Systems, Journal Board, and Online Commons.



Other plans and programs include: 1) establishing consortium of TEIs for shared resources via open source Online Common, 2) migration of hosting and cloud system for OC and OJS, 3) crafting the graduate student mentoring programs (in collaboration with GRESO and GTEF) to train graduate students (who are in their thesis and dissertation) in the field of research and publication by training them on journal management and article refereeing, and 4) planning for a Special Issue for AsTEN Journal with National Institute of Education - Singapore and AsTEN.

In carrying out the publication processes and procedures aiming to achieve all set goals in terms of the aforementioned plans and programs, the Unit defines its role in the continued quality service of the University amidst the pandemic in terms of its products and services specific to SDPs 1 and 7 such as: 1) PNU journals as the University's means of disseminating its research products of the University, and 2) open source wide range of research literature and sources to initiate innovation and impact in education. All these products may be accessed at the PNU [Publication Office portal](#).

## **SDP 2: Quality Assurance and SDP 3: System-Based Solutions**

In this SDP, publication processes and procedures are spelled out in terms of: 1) quality assurance embedded management system, and 2) employment of proven management technology and system as solutions to providing quality, reliable and efficient services. Specifically, the university, through its publication processes and procedures, will attempt to sustain its technology-influenced systems through: 1) crafting of activities to maintain and sustain cloud system, system-based management, and web-hosting for 24/7 author/client services, 2) intensifying partnership with the Academics Domain through the Deans and Directors for quality faculty products for uploading in the Online Commons, and 3) sustained system management through monthly systems and products backup.

In carrying out the publication processes and procedures aiming to achieve all set goals in terms of the aforementioned plans and programs, the Unit defines its role in the continued quality service of the University amidst the pandemic in terms of its products and services specific to SDPs 2 and 3 such as: 1) the University's support to international publication standards through its PNU journals, and 2) full online capability of the products using open source softwares and apps. The international reputation of the University's journal provides a wide reach to service the academe in terms of knowledge dissemination. The University's journal in education and teacher education, the Normal Lights is fully online and is currently sustaining its high quality standards by being indexed in the ASEAN Citation Index (ACI) database.





This indexing body is recognized by the Commission on Higher Education (CHED) as ASEAN's counterpart in providing quality assurance in journal publication in the ASEAN countries. The other journals, the [Asia Pacific Higher Education Research Journal \(APHERJ\)](#), and [AsTEN Journal of Teacher Education](#) are international journals managed by the University that provide multiple venues for authors. Finally, the current situation caused the Unit to boost its [Facebook page](#) to reach out to all students and intending authors to provide means to research popularization.

## **SDP 4: Branding and SDP 5: Internationalization**

In this SDP, publication processes and procedures are spelled out in terms of: 1) branding for increased visibility and awareness, and 2) leadership in teacher education in ASEAN. In particular, the university through its publication processes and procedures will attempt to sustain its quality products for research dissemination through: 1) preparation of The Normal Lights for application to other international indexing, 2) application to DOAJ (Directory of Open Access Journals) and DOI (Digital Object Identifier) system of each article in the journal, and 3) provision for intensive Initial and Editorial review by the Editor-in-Chief (EIC) for quality manuscript.

In carrying out the publication processes and procedures aiming to achieve all set goals in terms of the aforementioned plans and programs, the Unit defines its role in the continued quality service of the University amidst the pandemic in terms of its products and services specific to SDPs 4 and 5 such as: 1) theme-based journal issues addressing global and national trends (e.g., IR4.0, Education 4.0, PDP2022, etc.), and 2) The Normal Lights serves as the "International Badge of the University" by being indexed in the [ACI database](#).

## **SDP 6: Collaboration and Partnership, SDP 8: Responsiveness to Stakeholders, SDP 9: Sustainability, and SDP 10: Human Resource**

In this SDP, publication processes and procedures are spelled out in terms of: 1) strategic collaboration and partnership, 2) responsiveness to the needs, demands and requirements of the different stakeholders, 3) integration of values of environmental sustainability, continuing growth and forward thinking in the University system, and 4) human capital management for high performance and professionalism. In particular, the university through its publication processes and procedures will attempt to sustain its quality products for research dissemination.



## SDP 6

Aiming for strategic collaboration and partnership, the University's publication processes and procedures emphasize intensive advertisement via online systems, social media, benchmarking, linkages to establish more international and national collaborations and partnerships. Furthermore, processes to forge more collaboration to practice or implement sharing of expertise (national and international) as editorial board member, peer reviewer/referee are planned and implemented.

In carrying out the publication processes and procedures aiming to achieve collaboration and partnerships, the Unit defines its role in the continued quality service of the University amidst the pandemic in terms of its products and services specific to SDP 6 by strengthening strategic collaboration with local and international reviewers and editors.

## SDP 8 and SDP 9

Aiming for responsive to stakeholders and sustainability, the University's publication processes and procedures emphasize revitalizing its agreements with student organization to synergize submissions of materials in Online Commons. Additionally, the processes underscore re-activation of the YouTube Channel of the Unit to cater to the needs of its clients, and further engage its clients to interactive activities such as [Q&A and PNU SINAG](#).

## SDP 10

Human capital seems to be the most important element of the success and survival of the University amidst the pandemic. Aiming for human capital development, the University's publication processes and procedures focused on the following programs: 1) invitation to all faculty and selected staff to a series of webinars on Turnitin use, 2) enrolment of all faculty to Turnitin and Online Commons, and 3) attendance of the Unit's staff to webinars related to their Terms of References.

## Concluding Paragraph

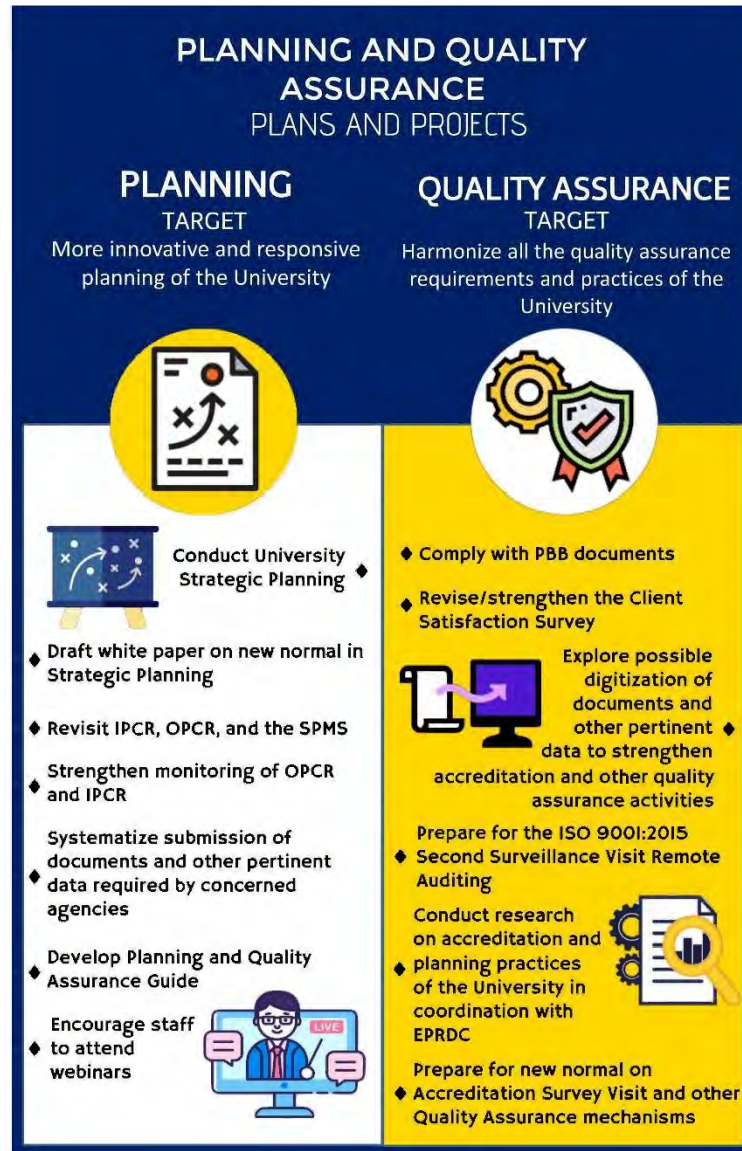
The Philippine Normal University publication processes and procedures managed by the Publication Office highlights the University's mandate as the National Center for Teacher Education to produce innovative, humane teachers, competent educational leaders and proficient research scholars by publishing academic and trade books and scholarly journals – in both print and electronic editions amidst the pandemic as per its aforementioned plans and programs.



Specific milestones of the University's publication processes and procedures during this pandemic include products that engage the stakeholders and provide continued quality services to its clients. These milestones include: 1) the launching of the Q&A amid the current pandemic, 2) recruitment of new associate editors, 3) joining the University's PNU TALKS, 4) contribution to the PNU Post, 5) release of the Normal Lights 14(1), 6) increased FB page likes, and 7) the director's conferment as one of the 10 outstanding Filipino researchers of the National Research Council of the Philippines and being elected as the Chair of the Division on Educational, Governmental and International Policies of the council.



## PLANNING AND QUALITY ASSURANCE



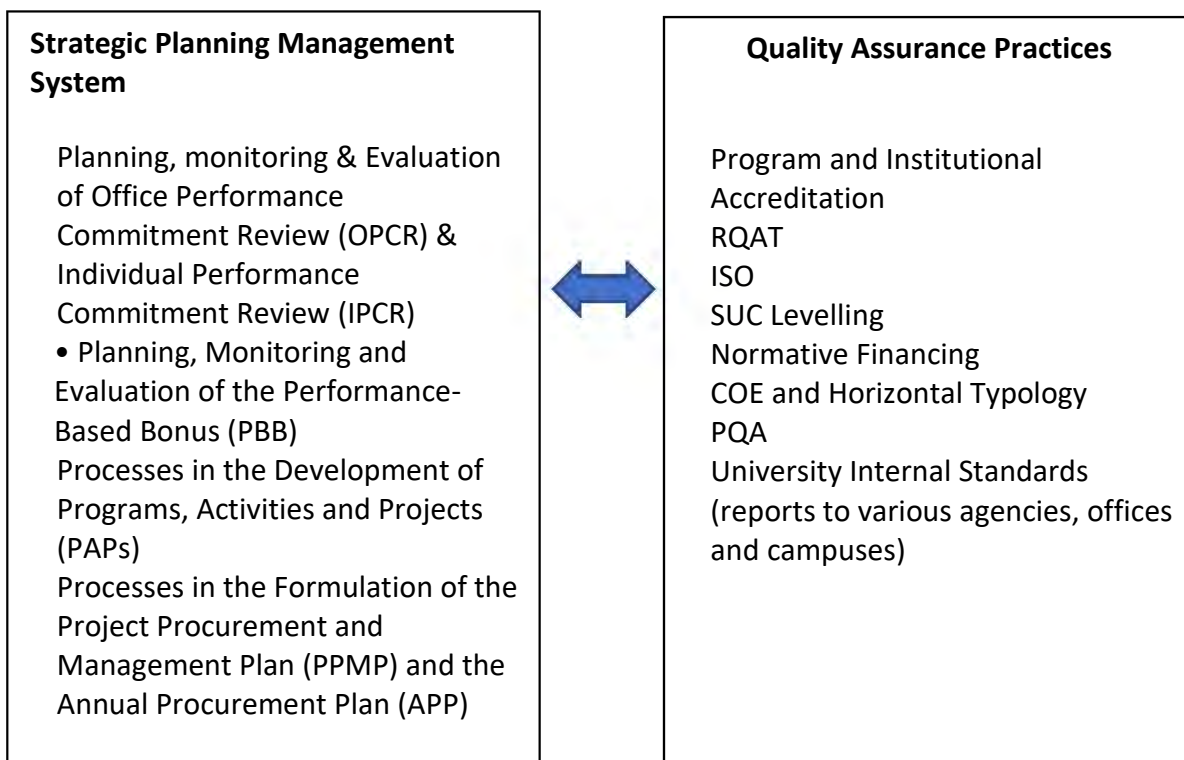
### Description of the Category

Planning and Quality Assurance is one of the major areas of concerns of the University. Strategic Planning focuses on the planning, implementation, monitoring and evaluation of the University targets. These processes are described in the University's Strategic Performance Management System. Quality assurance, on the other hand, focuses on the continual improvement of its Quality Management System including compliance to International Quality Standards and regulatory and statutory requirements and other various quality assurance mechanisms such as accreditation, PBB, RQAT, SUC Levelling, Center of Excellence, etc.



## Processes, Plans and Programs

The Center for Planning and Quality Assurance (CPQA) is the lead office which facilitates the planning and quality assurance activities of the University. CPQA focuses on responsive and innovative planning and harmonized quality assurance practices guided by different internal and external quality standards. Likewise, the planning and quality assurance arm of the University outlines the following tasks:



Despite the current situation, the CPQA presents the following plans and programs:

Areas	Target	Plans/Programs
Planning	More innovative and responsive planning of the University	<ul style="list-style-type: none"><li>• Conduct series of Strategic Planning online workshops</li><li>• Draft white paper on new normal in strategic planning</li><li>• Revisit OPCR and the SPMS</li><li>• Strengthen monitoring of OPCR</li><li>• Systematize submission of documents and other pertinent data required by concerned agencies</li><li>• Develop Planning and Quality Assurance Guide</li><li>• Encourage staff to attend webinars</li></ul>



Areas	Target	Plans/Programs
Quality Assurance	Harmonize all the quality assurance requirements and practices of the University	<ul style="list-style-type: none"><li>● Prepare for the ISO 9001:2015 Second Surveillance Visit Remote Auditing</li><li>● Comply with the PBB requirements</li><li>● Prepare for new normal in Accreditation Survey Visit and other quality assurance mechanisms</li><li>● Conduct research on accreditation and planning practices of the university in coordination with EPRDC</li><li>● Explore possible digitization of documents and other pertinent data to strengthen accreditation and other quality assurance activities</li></ul>

## Planning

Further review of the current Organizational Structure (OS) and Strategic Development Programs (SDPs) will be planned and implemented. Likewise, a move to revise the University's Strategic Performance Management System will be carried out to ensure that PNU adheres to the strategic performance management system set by concerned government agencies especially at this changing educational landscape in the country. A series of University Strategic Planning Workshops will be conducted to determine the targets of the University for the next Fiscal Year 2021 including the essentials like APP, PPMP, etc. as a consequence of these planning workshops. Considering the health and other safety protocols, PNU will implement a series of online strategic planning workshops.

## Institutional Quality Assurance

Despite the current health crisis brought by COVID-19, the University maintains its quality assurance practices such as but not limited to PBB, ISO and Accreditation. Upholding the PNU Quality Policy, the University observes the ISO practices in its transactions. Currently, the University is preparing for the ISO 9001:2015 Second Surveillance Visit through remote auditing. Moreover, requirements to Performance-Based Bonus are continuously being complied. Program Accreditation is also another quality assurance mechanism of the University. In 2019, the undergraduate and graduate programs of the University successfully passed the Level IV Phase 1 Accreditation Survey Visit. Preparations for online accreditation system will be planned and implemented.





## Continuing Compliance to ISO 9001:2015 and Preparation for Program Accreditation

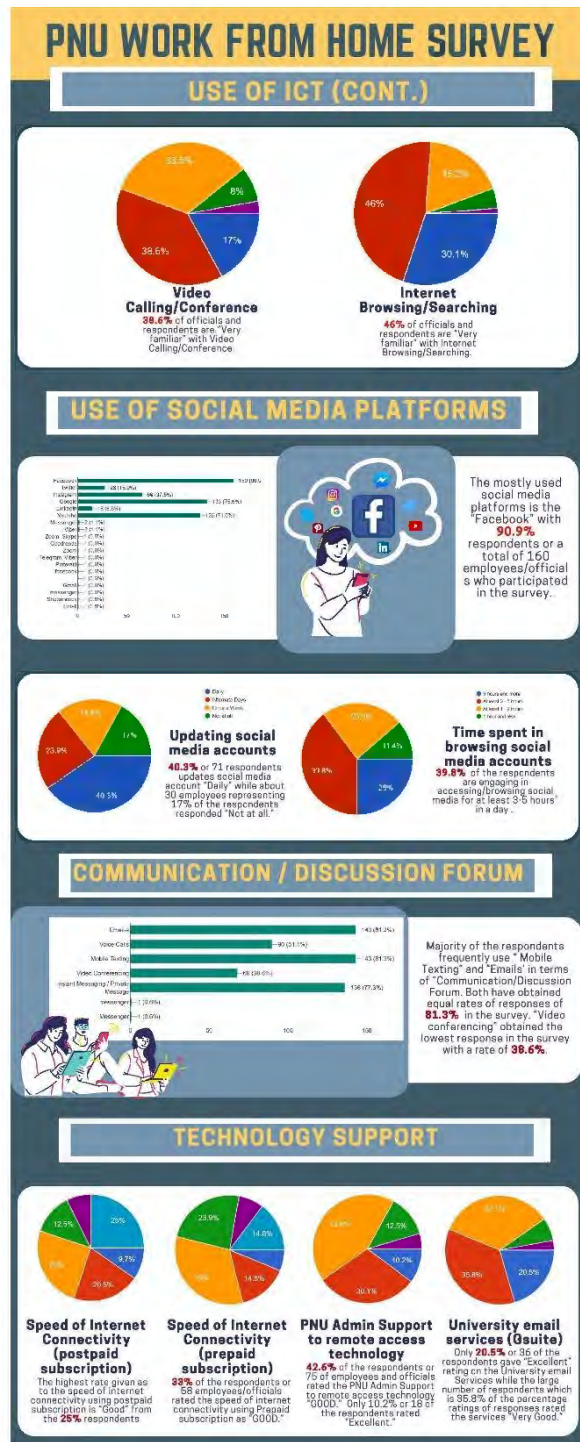
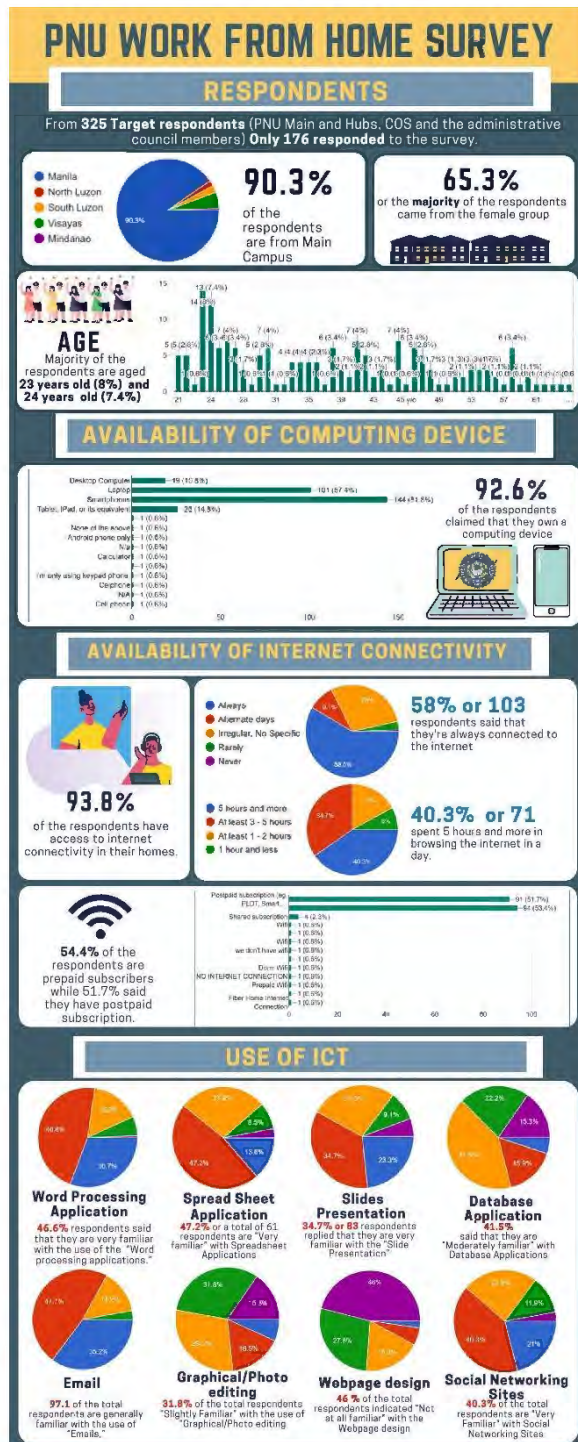
The Center for Planning and Quality Assurance through the ISO Certification Unit leads the University to sustain its compliance to ISO 9001:2015 Standard. A series of online orientations and workshops were conducted to orient and re-orient newly-designated process owners on ISO 9001:2015 standard, accomplishment of the Context of the Organization (COTO) forms, and policies and guidelines on documented information. Likewise, review of procedures and forms are performed by the different units. All these are being conducted for the continual improvement of the Quality Management System of the University.

Preparation for the program accreditation through online accreditation system is also being planned. Quality assurance personnel of the University such as the internal quality auditors and faculty-trained accreditors are capacitated through attendance to online training and webinar as part of the Unit's preparations for the new normal in quality assurance.

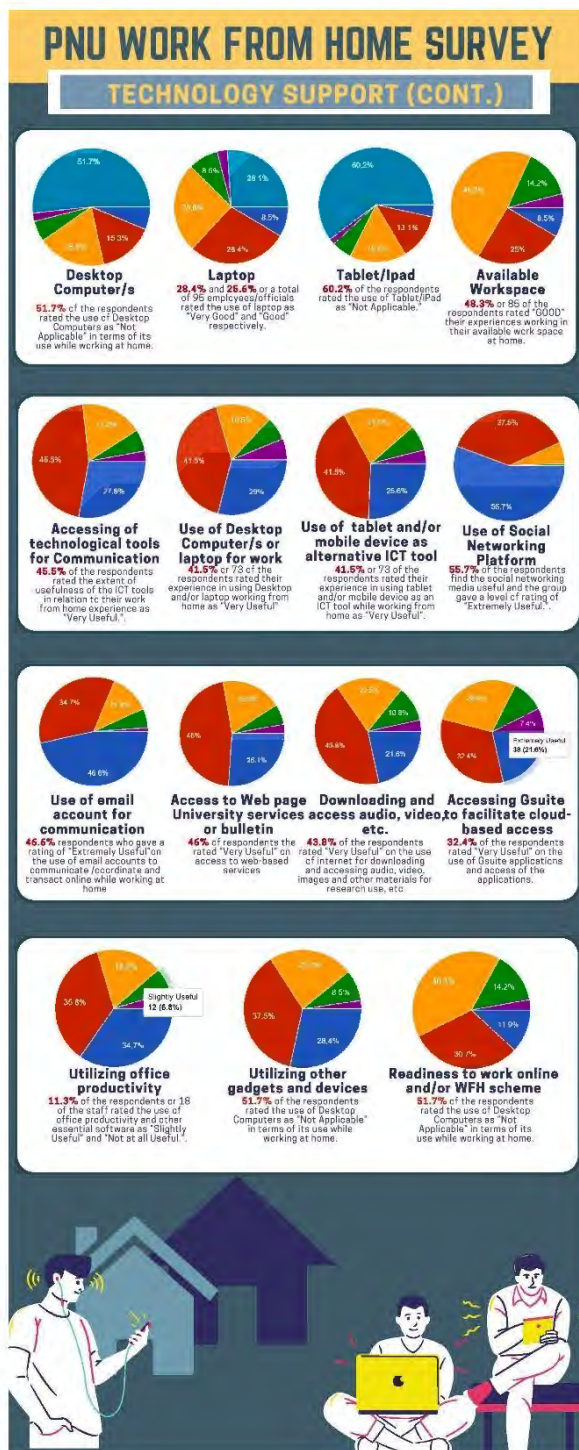
## Concluding Paragraph

The planning and quality assurance activities of the University are in place despite the challenge of physical restriction brought by the current health crisis. The Center for Planning and Quality Assurance, under the Office of the Vice President for Research, Planning and Quality Assurance, ensures the implementation of the University's Strategic Performance Management System to responsively and innovatively conduct its strategic planning, continually improves its Quality Management System, and harmonize the quality assurance mechanisms and practices of the University despite any disruptions.

## FINANCE, ADMINISTRATION, AND GOVERNANCE







## Description of the Category

The alternative work arrangement was prescribed by the Civil Service Commission in the CSC Memorandum Circular No. 10 s, 2020 "Revised Interim Guidelines for Alternative Work Arrangements and Support Mechanisms for Workers in the Government during the Period of State of National Emergency Due to COVID-19 Pandemic" issued last May 7, 2020 effective retroactively on March 16, 2020.

In relation to this, the entire Metro Manila and nearby provinces were placed under the more relaxed general community quarantine (GCQ) on May 1, 2020 which allowed the resumption of public transport and reopening of establishments, while the University Memorandum No. 108 "PNU Alternative Work Arrangements for University Officials and Administrative Employees" was issued on May 26, 2020 for the resumption of office works and to ensure unimpeded service operations.

## Processes, Plans and Programs

During the start of the pandemic that placed the entire Metro Manila to Enhanced Community Quarantine (ECQ), a marching order from the top management was issued to the HRMDS with directive to come up with

a proposal on Alternative Work Arrangements and programs that will support its implementation.

The following are the programs and plans for the implementation of the AWA:

1. Alternative Work Arrangement General Guidelines and IRR



2. Survey on the Readiness of the Administrative Workforce on the Work from Home Scheme
3. Support Mechanisms to Strengthen the AWA

## Implementation of the Programs

### Alternative Work Arrangements General Guidelines and its IRR

The HRMDS crafted the General Guidelines of the AWA and it has passed through the VPFA Management Committee level up to the Executive Committee level for thorough review. Significant components of the guidelines were identified such as the priority deliverables and services and the establishment of functional work set up composed of the SWF and WFH groups. It was a collaborative work performed by the Directors of the VPFA domain taking into consideration the bigger picture of the impact of the enforced community quarantine and how the University can cope with the new requirements of an operational agency under ECQ to ensure that delivery of service will not be impeded despite the threat of the COVID-19 disease. The factors taken into consideration were the applications of the National issued guidelines from the IATF, CSC, DOH, DBM and other relevant national policies and the resources needed for the programs.

The alternative work arrangement is applicable to all regular, casual and contract of service administrative employees and University Officials on full release effective June 1, 2020. The immediate supervisors shall have the discretion to determine which of the following alternative work arrangements or the combination of both, whichever is applicable to their staff, taking into consideration factors such as but not limited to exigency of service, specific health risks of personnel, nature of work, available transportation arrangement and place of residence:

1. Work from Home (WFH) Arrangement – refers to an output-oriented work arrangement that authorizes the worker to produce outputs/results and accomplishments outside of the office.
2. Skeleton Workforce (SWF) Arrangement – refers to a work arrangement where a minimum number of employees is required to man the office to render service when full staffing is not possible.





## Required Forms for Work Scheme, Commitment and Monitoring Reports

To comply with the required alternative work arrangements, the following forms must be submitted by the employees and heads of units:

1. Office Monthly Workplan and Monitoring Form (Form 1)
2. Individual Commitment Form (Form 2)
3. Individual Workweek Accomplishment Report (Form 3)

## Coverage

The alternative work arrangements shall be adopted only for the duration of the general community quarantine (GCQ). The set of guidelines covered only the administrative employees whether regular, casual or contract of service, and University Officials on full release. A set of guidelines for the Alternative Work Arrangements (AWA) for regular faculty with full time teaching and those with non-teaching loads was released separately upon finalization of the transition plan.

### 1. *Survey on the Readiness of the Administrative Workforce on the WFH Scheme*

The University through the HRMDS released a “Work from Home Survey” on April 25, 2020 to assess the readiness of the administrative workforce and the members of the administrative council for the adoption of the WFH scheme. The result of the survey helped establish the data that served as input in crafting a more comprehensive policy and guidelines for the WFH scheme for the academic and administrative offices.

A total number of 176 out of 325 employees and University officials or 54% participated in the Survey. The following results were gathered: 92.7% of the respondents have computing devices; 93.8 have internet connectivity; 93.2% were moderately to extremely familiar in the use of Word processing applications; 88.6% were moderately to extremely familiar in the use of Spreadsheets; 85.3% were moderately to extremely familiar in the use of PowerPoint presentations; 57.45 were moderately to extremely familiar with database applications; a high of 97.1% were moderately to extremely familiar in the use of email; 85.2 were moderately to extremely familiar with social networking sites; 89.1% were moderately to extremely familiar with video call/conference; 94.3% were moderately to extremely familiar with internet browsing and searching; 90.9% were frequent users of Facebook app; and lastly 71% of the respondents were very ready to perfectly ready to work online or under work from home scheme.



The overall results of the online survey led to the swift implementation of the support mechanisms of the University with the aim of ensuring and enabling a PNU workforce that is continuously functioning and serving PNU and its stakeholders.

## 2. *Support Mechanisms to Strengthen the Alternative Work Arrangements*

With the accomplished online survey on the readiness of administrative employees for a WFH scheme, the University management continuously thought of other support mechanisms that can be given to employees and officials. The following are among the support provided for those working from home:

### 2.1 Technology Support

- 2.1.1 Immediate procurement of Laptop units and other IT gadgets for faculty and staff accomplishing works at home
- 2.1.2 Immediate procurement of Video Conferencing equipment, Software license, upgrading of servers and other paraphernalia
- 2.1.3 Procurement of the Flexible Learning and Technology Support (FLATS) for the academic workforce
- 2.1.4 Provision of Communication Post-paid Lines and Prepaid Loads for the administrative employees
- 2.1.5 Connectivity allowance to faculty members

### 2.2 Health and Safety support

- 2.2.1 Lodging accommodation for the skeleton workforce
- 2.2.2 Transportation service for the skeleton workforce
- 2.2.3 Daily health monitoring of the employees SWF and WFH through the UHSU
- 2.2.4 Provision of COVID-19 response supplies/items and equipment to employees for the disease prevention

## Concluding Paragraph

The HRMDS' role is significantly critical as it is primarily concerned in facilitating the readiness of the workforce in dealing with emergencies and disasters that may have widespread impact. As the HRMDS is playing a key role in the personnel interface elements of the University plans, it shall ensure updating of plans and programs for the sustainability of the operations and service delivery of the University through the readiness of faculty and staff with the emerged Alternative Work Arrangements.



In general, the PNU Alternative Work Arrangement (AWA) program is efficiently managed. The unit's deliverables and daily sustenance of the University operations are the evidences in adopting alternative work arrangement with support mechanisms. The very essence of embracing the alternative work arrangement helped in developing commitment and flexibility and, is indeed a viable option for the University workforce set-up in times of pandemic.

There may be some issues and concerns in terms of the current staffing management practice such as some deviations on the usual enforced regular work schedules compared with the reduced work schedules, fair and equal distribution of work assignments, the need to augment resources, and ensuring work and life balance of employees. However, the HRMDS shall ensure that necessary steps shall be taken to better help the University management in making the alternative work arrangement successful for PNU.

With the new normal, the HRMDS will continuously monitor current staffing management practice and review and update plans regularly in terms of the University compliance of its enforced work arrangement program with the assurance that health protocols and safety of the University employees are of utmost priority.

## CAMPUS MANAGEMENT

### Campus Management



### Campus Management



#### Section 1: Organization and Management Roles & Responsibilities

##### I. Academic Domain

##### A. Academic Transition Plan and Learning Modality

To plan and enact the necessary measures to guarantee continued high-quality learning, both online and on site before, during, and after the reopening of classes.



##### B. Faculty Continuing Development Training

To design and implement training needs analysis and thereafter develop, propose, lead, and coordinate capacity building activities for the faculty and staff of the campuses.



##### C. Enrollment and Other Academic Services

To project and model all possible enrollment scenarios, while collecting data on student re-enrollment potential, as well as current whereabouts for potentially returning students.



##### D. Student Services:

Outreach to students (families) to assuage concerns about returning to campus, help to communicate with the students about the new processes in the campuses (e.g. enrollment, scholarships, etc), ensure the welfare and wellness of the students before, during, and after each academic terms.



##### II. Infrastructure Support and Technology

To work closely with concerned groups and offices, to primarily determine and request purchase of necessary infrastructure and technology as technical support to effective and efficient delivery capacity building programs for faculty and staff and flexible learning modalities.



##### III. Health Services

Plan the health & safety actions required prior to opening of the campuses from transportation through school activities



#### Section 2: Prevention, Control, and Monitoring General Coordination

##### Prevention Stage (May – August)

Based on the latest information from (DOH, LGU, IATF) outbreak nationwide, the university President and administrators assign prevention and control tasks to each task force group, and define job responsibilities.



##### Control Phase and Monitoring Phase (August – December)

No face to face classes on Term 1, AY 2020 however, physical attendance of the work force in the university may resume depending on the recommendation and decision of the government and university authorities.



#### Section 3: General Plans of each Task Force and Coordination Groups

##### A. Academic Transition Plan and Learning Modality

Learning at PNU Campuses for the 2020 – 2021 school year will be focused on being inclusive, flexible and supportive while planning for learning in a variety of possible scenarios.



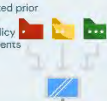
##### B. Faculty Continuing Development Training

The task force responsible for continuing development training developed a proposal on faculty and staff training. Implementation of the program will be held on July – August, 2020.



##### C. Enrollment and Other Academic Services

- Admissions Data to be collected prior to campus opening of classes
- No appearance Enrollment Policy
- Request for Important Documents
- Student Services



*Paghahanda sa New Normal*

*Paghahanda sa New Normal*

## Description of the Category

Campus Management indicates the process of preserving the functions of all the core offices of the PNU campuses. This not only includes the teaching and learning, but also the other processes in the university that impact the stakeholders.

This current pandemic affected the higher education in different aspects and warrant institutional responses in a variety of ways, depending on the scale and localized level of the crisis. This crisis presents operational disruptions that require emergency action to protect the University's human resources, academic core functions, and physical assets.

Upon the consolidations of the different information from the four PNU campuses, this campus management continuity plan was developed.





PHILIPPINE NORMAL UNIVERSITY

**CAMPUS DEVELOPMENT TASKFORCE**

**"Paghahanda sa New Normal"**

Recognizing the serious threat of COVID-19 pandemic in the country, Dr. Bert J. Tuga, University President, created a taskforce responsible for the implementation and monitoring of the interim guidelines and policies of the University to sustain a well-ordered transition in the campuses.



**THE TRANSITION PLAN AND LEARNING MODALITY GROUP**

The group will coordinate with the transition planning process and identify necessary academic and non-academic transition activities. Wherever necessary, the group may work with outside agencies like LGUs, CHED, and DepEd for any assistance to transform needs of and in the campuses.



**THE ACADEMIC SERVICES DRIVER-THRU AND DELIVERY GROUP**

The primary responsibility of the group is to coordinate, oversee, liaise, deliver and move efficiently documents such as course packs, modules, and other academic related materials. Also, this group will determine necessary logistical support and mechanisms on how the University may perform the aforesaid without compromising security and safety of documents and employees concerned.



**"THE TANGLAW PROJECT": ADOPT A STUDENT FOR FLEXIBLE LEARNING GROUP**

The main task of the group is to review applications and identify qualified beneficiaries and recommend the same to concerned Offices. In addition, the group is also responsible for the development of criteria for the awarding of any grant/subsidy/assistance to students and modifying the same if necessary. The group works closely with OSASS and OVPA in determining opportunities for the purpose and putting in place mechanisms for implementation.



**THE PROFESSIONAL DEVELOPMENT TRAINING GROUP**

The group is tasked to design and implement training design needs and analysis and thereafter develop, propose, lead, and coordinate capacity building activities for the faculty and staff of the campuses. Moreover, this group is expected to design training resources and to evaluate and monitor training effectiveness.



**THE INFRASTRUCTURE SUPPORT AND TECHNOLOGY GROUP**

The group, working closely with concerned group/s and Offices, primarily tasked to determine and request purchase of necessary infrastructure and technology as technical support to effective and efficient delivery of capacity building programs for faculty and staff and flexible learning delivery.



## SECTION 1. Organization and Management Roles & Responsibilities

### Academic Domain

#### Academic Transition Plan and Learning Modality

The Academic Transition plan and Learning Modality group is composed of the Deans of the four campuses. Their major role is to plan and enact the necessary measures to guarantee continued high-quality learning, both online and on-site before, during, and after the reopening of classes. They also sustain these measures and adjust the plans as deemed necessary to meet the needs of the learning community in the changing situations in the campuses.

#### Faculty Continuing Development Training

The Associate Deans of the campuses handle the Faculty Development Training. This group aims to design and implement training needs analysis and thereafter develop, propose, lead, and coordinate capacity building activities for the faculty and staff of the campuses.



Moreover, this group is expected to design training resources and evaluate and monitor training effectiveness.

## **Enrolment and other Service**

To ensure that quality and prompt response to the enrolment services of the campuses, the Registrar and the Admissions officers project and model all possible enrolment scenarios, while collecting data on student re-enrolment potential, as well as current whereabouts for potentially returning students. They also continue the academic document processing and releasing despite the lessened physical contact by proposing the project **Electronic Application and Systems-Based Solutions for External and Internal Stakeholders Essential Services (EASSEE)**.

## **Student Services**

The students are greatly affected by this sudden change in the learning environment. Hence, the directors of Student Services of the campuses reached out to the students and their families to address their concerns in returning to school. They conducted orientations both for students and parents about the new processes in the campuses and how to cope with the “new normal” schooling. It is also their aim to ensure the welfare and wellness of the students before, during, and after each academic term by providing counselling and other wellness activities.

## **Infrastructure Support and Technology**

The campuses’ Infrastructure Support and Technology team ensures that the buildings and facilities, internet and connectivity, technological devices and materials, among others, are available for use of the faculty and staff in the campuses. They also provide technical support to ensure the effective and efficient delivery of the new learning modalities. This team includes the director of Information Knowledge, the director of Finance and Administration, and the IT personnel of each campus.

## **Health Services**

Everyone’s good health is needed for the smooth implementation of all the current and future plans in the campuses. Hence, the health officers of the campuses planned the health and safety actions required prior to the opening of the campuses for school activities.



Several protocols are for implementation. Such steps include the daily temperature monitoring, health referrals, contact tracing and other preventative health, treatment and tracing measures. Also, this team planned some activities and programs for health and wellness during and after the pandemic.

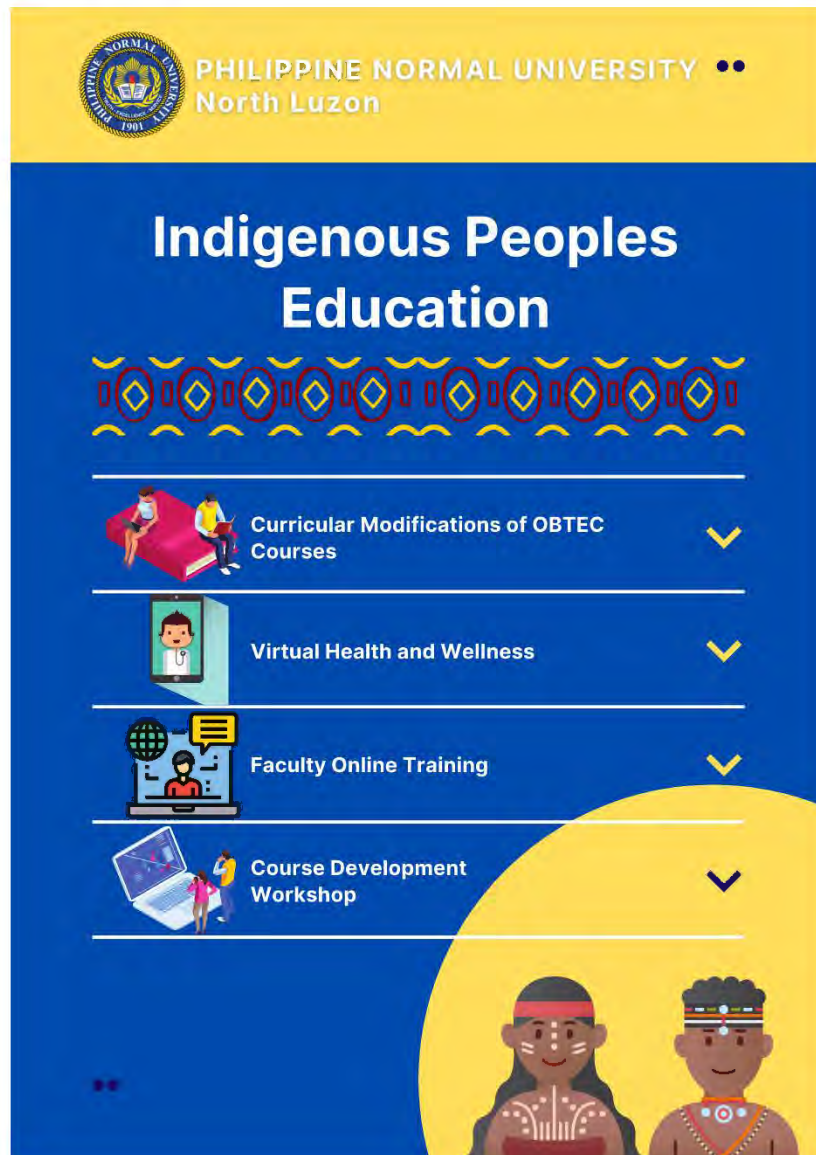
## **Concluding Paragraph**

It is in the purpose of the Campus Management to provide a general framework to guide the planning and decision-making as it pertains to functions of the university in the case of campus crisis like this COVID-19 pandemic. This plan hones in on the issues relating to teaching, learning, infrastructure, and other services to continue the quality services of the university. The success of this plan can be best achieved with the unity and dedication of the whole PNU system.





## INDIGENOUS PEOPLES EDUCATION



### Description of the Category

The world has been challenged by the current pandemic which changed the way people live. The education sector is not excused and it has been adversely affected by the wrath of COVID-19 which resulted to the shift of paradigm in the educational landscape.





PNU North Luzon has responded positively to the learning delivery framework of the University, The Kaway Aralan sa Bagong Kadawyan. This framework adheres to the principle of bringing education to the students to their homes despite of the absence of the essentials of doing things the normal way. Today, more than ever, the significance of embracing flexible learning delivery where there is a tremendous push to information access via Information & Communications Technology can be seen.

The following are the contingencies the North Luzon Campus has considered to implement Kaway Aralan sa Bagong Kadawyan:

## Curriculum Modifications of OBTEC Courses

The Kaway Aralan sa Bagong Kadawyan adheres to the shift on curriculum. Modification of OBTEC Courses in the campus resulted to tangible strategic plans which include 1) orientation-workshop of the faculty members on Curriculum Migration; 2) clustering of courses according to course intended learning outcomes (CILOs) by the faculty; 3) identification of the Most Essential Course Intended Learning Outcomes (MECILOs); and d) writing and migrating the syllabus.

For term 1, the campus has planned to utilize course packs as a response to the survey conducted with the students on their learning preference. Majority of them has chosen modular instruction as a learning modality which includes synchronous and asynchronous delivery of learning. The delivery of the modules happened on August 27-29, 2020. It was strategically planned that the campus has coordinated with the mayor of every LGU for the provision of drop off and pick up station. The distribution of the course packs was conducted successfully.

Relatively, the campus adopted a 3-6 loading scheme for term 1 which features 3 subjects to be taken up by the students for the duration of 6 months. This scheme is friendly for both the students and the faculty. It consists of 2 shifts to complete the whole-time frame for the First Term.

## Virtual Health and Wellness

The campus, through the Office of the Coordinator for Culture and Sports, has initiated activities that can help achieve balance in the life of the faculty, staff and students. Regular physical activity can improve energy levels and boost confidence. The physical activity program being implemented in the campus is entitled, “Fun Fitness Friday” which aimed at maintaining healthy body and mind amidst the challenge of the pandemic.



Likewise, the office of the Guidance Counselor of the campus also initiated programs that ensure the socio-emotional and psychological fitness of students, faculty, staff and administrators in the campus. The faculty and staff attended webinars conducted in the campus on how to maintain physical and mental fitness in this trying time. Furthermore, a list of activities from the OSS was proposed to assist students and faculty advisers to guard themselves against emotional, psychological and social factors that affect their mental health and stability.

## Faculty Online Training

One very important consideration to better prepare the campus for flexible learning is the preparation of the faculty members for flexible teaching as well as the preparation of the students for flexible learning. A part of the transition plan which started in June was the Capacity-Building of faculty members on flexible learning where faculty attended various webinars on preparing video lessons and modules. Several webinars were organized, however, it was the lecture on *Face Book Learning Management System* that has challenged the modular approach that was prepared for the First Term. The sharing has brought the campus into the idea of using LMS as the learning platform for the second term.

## Course Development Workshop

The migration to the new normal way of teaching has brought the campus to think of innovative measures in transforming education to the next level. Innovations have to be done on the part of the teaching force and of the students such as: conducting a series of workshops and webinars for the faculty to get ready for flexible learning in the new normal; evaluating and validating of the course packs; printing and producing the materials; planning and implementing delivery mechanism of the materials to the students; and implementing flexible learning via synchronous and asynchronous delivery which uses different flexible learning modalities found in “Pagannurutan,” a PNU guide book that compiles all e-tools needed for the conduct of online learning. Relatively, DOST Region 02 has donated “Starbooks” to PNU NL to meet the challenges of flexible learning. It is a digital library that serves as one-stop repository of Science and Technology information which provides offline access to over 500,000 digitized journal, publications, technical and project reports, theses and dissertations, and directories.

Moreover, the assessment aspect of the flexible learning has been designed in order to identify mechanism for the monitoring and evaluation of the teaching-learning process. A Flexible Learning Resource Center was established to serve as a studio for walk through activities. The faculty will conduct their synchronous sessions in the room equipped with ring light, mic and computer.



On the other hand, course catalogues were designed per program. Administrative support has been instituted to back up flexible learning such as the Tanglaw Project to provide gadgets to indigent students. Health measures to ensure protection and safety of everyone were installed such as QR Scanner and provision of health protocols on hand washing and sanitizing.

Of all the preparations made for the new normal, the topmost consideration of the administration is the safety and protection of the manpower in the campus. It is tantamount to achieving good quality of education that the university offers.

## **Concluding Paragraph**

PNU North Luzon is all ready for the opening of classes come September 28, 2020. The strategies and mechanisms provided were all set to pave way to the implementation of flexible learning. As Indigenous Peoples Education Hub, it will continue to plan for programs that cater to the needs of the indigenous communities. It shall take the lead to address the educational needs of the Indigenous communities on the preservation, promotion and enrichment of IPs cultural heritage in the Region.

## TECHNOLOGY AND LIVELIHOOD EDUCATION



### PNU Uses Lukad Institutional Pedagogy

PNU South Luzon is the Technology and Livelihood Education Hub of the PNU System. Situated at the southern part of Luzon, PNUSL has evolved its goal of developing technologically-skilled, pedagogically competent, and content-based teachers and specialists that are responsive to the changing context and needs of the society.





The current context is that Lopez, Quezon has 95 barangays with vast coconut plantation and the schooling of the coconut farmers' children is sustained by the century-old copra-making industry.

These children are immersed in the continuously-shaped community culture of finishing tertiary education by not leaving their municipality since Lopez is known as the University Town in Quezon because of the presence of the four state universities here – PNU, PUP, TUP, and LSPU. As TLE students, PNUSL learners have to take active roles in supporting the industry through educating the present and the next generations. Thus, Lukad Institutional Pedagogy blends well with PNUSL's goal of nurturing educators who become technologically-skilled, pedagogically-competent, and content-based specialists in order to effectuate changes in the society where copra-making and formal schooling are intertwined.

## **The Lukad Pedagogy**

The best way of intertwining copra-making and formal schooling is by metaphorization. Lukad Pedagogy assumes that the children and grandchildren of the copra-makers are very much familiar with the copra-making processes, thus making the processes as the KNOWN part of metaphorization. Under education, the substance of specific lessons (UNKNOWN), being abstract, may not be fully grasped by these children. So, the unknown can be known by using what is already known, the principle which educators like Gregory (2014) often stress. Besides instruction, Lukad as Institutional Pedagogy can be useful as pegs in research (that is why PNUSL has the Lukad Research Journal), extension wherein the ideas are easily understood and accepted by the community folks, and production where the hubness of PNUSL comes in. Besides, several products can be made using coconut as raw material because the tree is famously called the Tree of Life.

## **Paghahawan sa Bagong Kadawyan**

Bagong Kadawyan heralds the new normal under the COVID-19 pandemic. This pandemic has disrupted coconut-related livelihoods and has changed the landscape of formal education. There arises a phenomenon of family-school interface since the very heart of Filipino value, *kaginhawahan*, threatens the family and survival could mean the disregard of formal schooling. This phenomenon has been neutralized by the creative, innovative, and responsive PNUans by maximizing the use of technology in both online and offline modalities of interaction.



The COVID-19 scare and the quest for neutralizing the effects of this Pandemic have turned things upside-down. Because education resides in the cosmos, never in the chaos, there has to be *Paghahawan* (being the first process in copra-making). *Paghahawan* includes retooling of teachers, debriefing of students, and creating a technology-friendly environment. This uses Kaway-Aralan as PNU's response to the new normal education.

## Learning Out-of-the-Board-and-Beyond (Mobile-Aided Pedagogy)

Blended and mobile pedagogy had found its niche in higher education setting when smartphones had penetrated the campuses. Multiple devices offer experiential knowledge through flexible learning activity. All students have access to mobile phones and other devices, so the use of Facebook groups and Gmail accounts is very promising as a quasi-learning management system. Facebook indubitably has a great potential in the conduct of online classroom activities. Facebook is a repository of content by topic or category for easy management, and a platform for synchronous and asynchronous modalities of interaction. *Pagtatapa* is one of the copra-making processes that can clearly metaphorize such modalities. Equipped with technological know-how, pedagogical competence, and mastery of the content, the new normal educators have the TPCK as the greatest tool in the Bagong Kadawyan.

## PNUSL considers stakeholders' background and technology affordances

The vita elan of the university's existence is the studentry with all the students' background knowledge and capabilities insofar as technology is concerned. Included in such background is how these students are situated in their respective families living in different communities. The family-school interface as an emerging phenomenon is a rich source of content and an avenue of important discussions among the PNUSL faculty and students because such interface is anchored on *kaginhawahan* – the important Filipino value. This value has to be discussed comprehensively and thoroughly besides being integrated in all discussions under the new normal academic engagements. The L in TLE stands for Livelihood and surely it does not solely refer to the livelihood of the Campus but the livelihood of families. That is why, under the Bagong Kadawyan, there is a strong need for the students to be subjected to debriefing in order to ensure their psychological and emotional readiness to engage in flexible learning activities. Students and their parents need to see how the Campus equips itself with the necessary tools similar to seeing a group of copra-makers with all the things they need in copra-making where quality of product (*lukad*) is the greatest consideration.



## Concluding Paragraph

PNUSL's Lukad Institutional Pedagogy is a guiding principle of the Campus as TLE Hub. Paglulukad shows principles of ecocentrism and anthropocentrism and its processes are rich sources of metaphorization that will guide the Campus in fulfilling its quadratic functions of instruction, research, extension, and production. This portion represents the initiatives of the Campus EDP and in blending them with what the PNU System cascades to the Campus. Paghahawan sa Bagong Kadawyan is the Campus' version of the Kaway-Aralan. The new normal educators have to be equipped with the TPCK and such retooling of the faculty need the intervention of the personnel. The Office of Student Services, as the bridge between the faculty and the students, plays a very crucial role in the Bagong Kadawyan since the psychological and emotional aspects of the students need attention and action. Below are but some lines from a winning Poetry (*Pag-asang Kinawit*) of a PNUSL student:

*Idadarang ka sa alab ng apoy  
Ika'y tutugon sa mga panaghoy  
Lilitaw kang tunay sa pagtitigkal  
Sa laban at hamon ika'y tatagal.*

There are still more in Lukad as Institutional Pedagogy. Lastly, as the people of PNU South Luzon figuratively fight against this pandemic, paglulukad likewise struggles to survive as an old industry in Southern Luzon.

## ENVIRONMENT AND GREEN TECHNOLOGY EDUCATION



**ENVIRONMENT AND GREEN TECHNOLOGY EDUCATION**

**TABOK-Edukasyon**  
Transisyon Angut sa Bag-o nga Operasyon sa Kolehiyo nga Edukasyon

**Faculty Transition Program**

**Proposed Syllabi Review Committee**

**Other Concerns:**

- Transfer of Trust Funds (TF) to Special Trust Funds (STF)
- USB for every PNUan
- Communication / Connectivity Allowance for Faculty & Staff
- Provision for funding the technological improvement / advancement of the campus

 **PHILIPPINE NORMAL UNIVERSITY**  
**Visayas**

### Description of the Category

Learning is an important aspect of human life. It is a fundamental necessity to be able to understand and be understood. While learning takes place in any form and modality, formal education coincides as a measure of competence and qualification in the world of work and social construct.





When we think of formal education, the basic understanding is conducting of classes in a face-to-face manner inside a classroom where the teacher facilitates the learning. Some years ago, the introduction of technology had paved the way for innovations in education. Some educational institutions, especially in more developed countries, had re-imagined their education into online platforms utilizing learning management systems and social media sites. But this is not the case in all of educational institutions in the Philippines yet.

However, the challenges brought about by the recent pandemic obliged a paradigm shift of education from traditional face-to-face to remote learning. Higher education institutions were advised to shift to online education or if not possible, to implement remote teaching employing flexible learning.

In response to this call, alongside with the innovation implemented by PNU System, PNU Visayas has developed its contextualized transition and continuity plans for the coming academic year. Hence, PNUV TABOK Edukasyon was conceptualized.

TABOK Edukasyon stands for *“Transisyon Angut sa Bag-o nga Operasyon sa Kahitas-an nga Edukasyon,”* translated in English as Transitions for the New Operation in Higher Education. Coincidentally, *“tabok”* is a Hiligaynon word for crossing which means PNU Visayas is crossing into the new normal of education from the traditional concept of education through its transition plan.

As the Campus goes toward transition, it needs to prepare its faculty, staff, infrastructure, and facilities. Thus, PNU Visayas presents this transition plan relative to the capacity-building of its faculty and staff, assistance to students, and improvements of its infrastructure and facilities. This is in line with the *“Bagong Kadawyan”* concept of the PNU System.

## INFRASTRUCTURE AND SUPPORT TECHNOLOGY

The Campus purchased health equipment such as thermal scanners, alcohol, and masks. It also installed footbath and established parameters for social distancing such as foot walk marking, counter shields and marked benches as compliance to the health protocols issued by the IATF. Logging of visitors coming into the Campus and regular disinfecting of the premises were also observed.

In terms of technology support, the Campus revisited the existing contract with its internet service provider and assessed the connectivity infrastructure of the Campus. The assessment report was submitted to the PNU System for evaluation while enhancement of internet connectivity is on process.



## CURRICULUM, INSTRUCTION, AND PRODUCTION

There was no rigid change in the curriculum of the Campus as it still follows the OBTEC 2.0 being implemented by the whole system. However, to adapt to the changing landscape in education, the manner of how it is delivered will be changed – from a face-to-face and flexible learning delivery to full blended learning delivery. As the campus considers the context of the students and the challenges of the recent condition, its blended learning is characterized by production of full module for every student both in hard copies and saved in USB flash drives. In addition to this, the Campus also recognized the role of social media and internet in education, hence, it employs two quasi-learning management system as supplemental components of the learning delivery: Google Classroom and Facebook with Messenger.

## RESEARCH AND EXTENSION

The conduct of research and extension had been limited due to health and safety reasons, however, as an education institution, research and extension should always be a part of its function. Hence, the Campus reviewed its research and extension programs. Faculty and students were strongly encouraged to get involved in the research undertaking of the Campus while most of the extension programs, specially in education and information dissemination, were diversified into webinars.

The OBCCUP of the students is also scheduled for review to lessen physical and face-to-face activities without compromising the value of the programs and the experience that they will provide.

## Concluding Paragraph

The recent pandemic might have brought challenges in terms of education delivery, mobility, and convenience. It transformed the landscape of education, however, on one hand it also provided opportunities to revisit the University's practices. As an education institution, it is PNUV's mandate to always rethink education - its content and delivery, and to adapt to the changing demands of time and society. In line with this, PNU Visayas would keep on innovating so that the quality of education would not be compromised. As an environment and green technology education hub, it will continue to explore and discover environment-responsive pedagogy that would soon adapt to the technological world so that education would become technological but not detrimental, and advanced but ecologically-laden.

## MULTICULTURAL EDUCATION



PHILIPPINE NORMAL UNIVERSITY  
Mindanao

### Multicultural Education

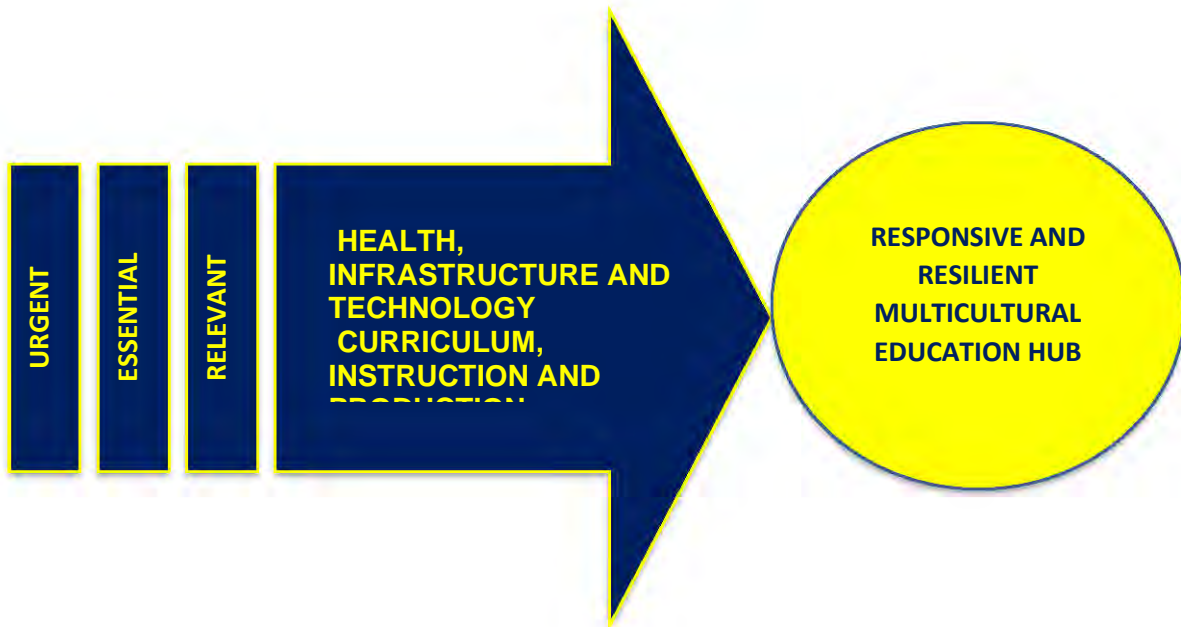


### Description of the Category

PNU Mindanao, as a multicultural education hub, responds to the challenges brought by the global health crisis due to the COVID-19 pandemic. In this context, the university devised a shift in implementing its programs, projects and activities by prioritizing whatever is urgent, essential and relevant. Although all implementations are shifted, the strategies have remained to gear towards the fulfillment of its key result areas, namely curriculum and instruction, research, extension and production.



Health, infrastructure and technology have also been given equal importance for these are the relevant facilities to consider in this time of pandemic. All of these initiatives are put together in the plan to continue the operations despite the predicament and become a responsive and resilient multicultural education hub.



## INFRASTRUCTURE SUPPORT AND TECHNOLOGY

This ensures sustained basic foundational services needed for its operation not only during the time of pandemic but in the years to come. It covers but are not limited to the following:

1. Utility services for the provision of basic amenities;
2. Economic services for payment of employees and suppliers;
3. Basic equipment that promote effectiveness and efficiency;
4. Environmental services that provide clean and conducive spaces and classrooms; and
5. Communications and network services covering computing devices, applications and a reliable internet connection.

## HEALTH SERVICES

The campus has to institutionalize essential services that promote quality of life like health facilities, medical and psychological services, and protocols for controlling and preventing the spread of diseases. This requires procurement of the needed equipment and proper care and maintenance of existing health facilities.





The university also prepares plan for safe resumption of face-to-face classes and the day to day disinfection or sterilization activities. Other health services may require collaboration with experts from other partner institutions.

## **CURRICULUM, INSTRUCTION AND PRODUCTION**

One of the university functions is Product Development (Knowledge Application and Dissemination). This function refers to the production and marketing of quality and innovative print and non-print educational materials based on knowledge generated from research, practices, and trends in education that could be made readily available and useful to improve practices, opportunities, and conditions in the educational system.

The shift to remote learning encouraged the development, production of instructional materials/aids, textbooks, workbooks, modules, study guides, teachers' guides, etc. containing innovative ideas/practices developed by teachers to further improve the teaching-learning process or that may be picked up by other teacher education institutions and teachers in the field.

## **RESEARCH AND EXTENSION**

### **RESEARCH**

PNU Mindanao ensures that its directions in research are aligned with the national programs and policies for the thrusts of nationalism, inclusive growth and sustainable development, and global competitiveness. The shifts in targets and delivery in basic and higher education brought about by the pandemic provide opportunities to conduct researches on pedagogy, assessment, materials production in remote learning.

### **EXTENSION**

As holder of CHED's Center of Excellence (COE) in Education, PNU- Mindanao has seriously taken its commitment to nourish the needs of the TEI's (Teacher Education Institutions) by sharing available resources and expertise in teacher education, a responsibility carried out by the Office of Linkages and Extension Services. This unit of the campus has stepped out of the box and adopted measures to implement necessary changes in the areas of community service, capacity building, and networking for continuous relevance. This is to ensure that best practices are upheld and to enable that the best graduates and facilities emerge from the institution.

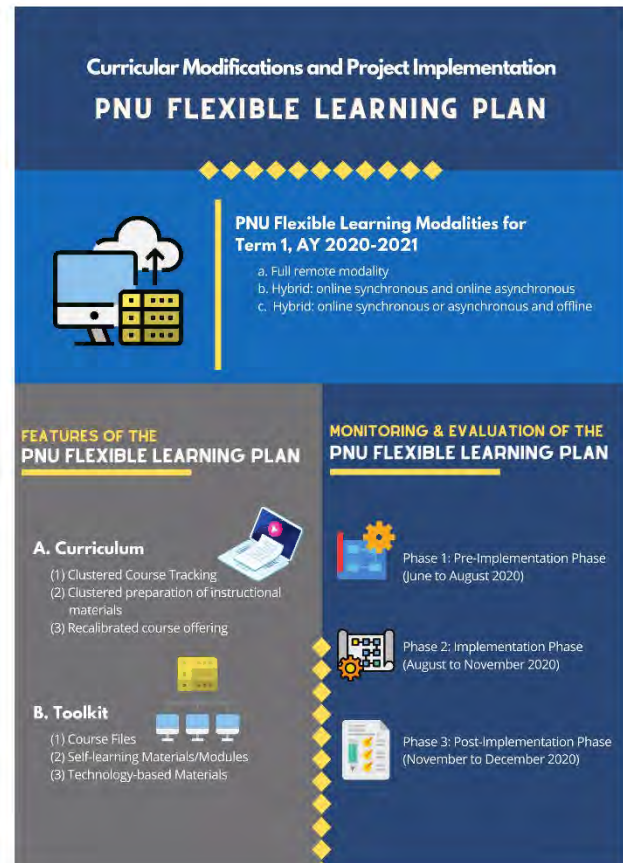


The pandemic may have caused limited physical activities, but extension services continue through “Edukasyon sa Kahanginan” (Education on Air) which is aimed at providing information on numeracy and literacy to both adult and basic education learners through broadcast media (radio and television).

## **Concluding Paragraph**

In every crisis there is always an opportunity. In the case of PNU Mindanao, it is the opportunity for the review of how the campus university operates. It is also a time to be ready for any unforeseen circumstances. PNU Mindanao needs to be ready to analyze the needs of the organization, and most especially, to make an informed decision on an appropriate solution. This continuity plan defined what the campus university did and is doing during this time of pandemic.

# CURRICULAR MODIFICATIONS AND PROJECT IMPLEMENTATION



## Support System for the Faculty, Staff, and Students

The Academics domain, through the College of Flexible Learning and e-PNU (CFLeX) and the Institute of Knowledge Management, will provide technical support for faculty and students in the flexible learning delivery. This support covers the following areas: 1) improved teaching and learning experience through the use of PNU LMS; 2) parameters in using other platforms, including social media, for teaching and learning; and 3) support to references (i.e. open access to e-books, PNU digital library).

The faculty is also supported in the preparation of HR-related concerns such as the Report on Loads (ROL), daily time record (DTR), and other necessary documents. Pertaining to processes involving submission, any faculty academic requirement will be prepared and submitted online unless otherwise announced.



## *Process of online submission of faculty requirement*

Likewise, a series of workshops will be continuously conducted to support faculty on the planning and delivery of assessment activities in the flexible learning plan.

The College of Graduate School and Teacher Education Research (CGSTER) also provides support for their faculty and students in the areas of online consultation (research coursework; terminal program requirement; and thesis/dissertation) and online defense. The Graduate Research Office provides processes for these areas of concern.

Support for student services are handled by the OSASS. Schedule of program-related and University-led online activities will be prepared for the information of the student body. Student services in the flexible learning delivery are contained in the student handbook called *ALPAS: Tugon ng Tanggapan ng mga Gawain at Serbisyong Pangmag-aaral sa Bagong Kadawyan*.

Registrar and admission concerns are supported by the OUR and Admissions Office, respectively. Since the University values the health and safety of its stakeholders, processes involving admission, enrollment, request for documents and services from academic offices will be done online. New guidelines for these concerns will be provided.

## The Flexible Learning Plan

The PNU flexible learning delivery is a response to the current challenges of the pandemic. The shift will be pilot tested during Term 1, AY 2020-2021. The pilot implementation will be subjected to monitoring and evaluation to establish the viability of the framework, processes, and activities for an institutional adoption.





This learning delivery is anchored on the following guiding principles:

1. A full face to face program delivery is seen as health risk based on the issuances by the IATF- Emerging Infectious Disease.
2. The PNU community faces a challenge in going full online program delivery as shown in the results of the survey conducted by EPRDC (and CTD and CGSTER) which reveals that a certain percentage of faculty and students have challenges in doing online learning and delivery. Moreover, concerns on the viability of the PNU LMS platform poses challenge in quality delivery of online learning.
3. This learning delivery adheres to the principles from available studies on online learning, distance education, and blended learning. Specifically, this proposal capitalizes on the need to build *communities of practice* where students can learn with their peers, through guided study and facilitation.
4. This learning delivery responds to the principles set in PNU OBTEC 2.0: educated person, reflective teachers, and responsive specialists.
5. This learning delivery focuses on the development of the over-arching system, which includes materials, tools (both for teacher performance and student learning), support mechanism, and impact study.

There are the three layers of the shift to flexible learning:



Figure 1. The Three Layers of Shift to Flexible Learning

Curriculum under the flexible learning program will still follow the PNU OBTEC 2.0. The existing curriculum was designed to address the expectations of the ever-changing world. It considered the concepts associated in Education 4.0, with emphasis in: 1) Flexibility of the delivery of learning; and 2) Multi-disciplinary approach to program implementation. In order to align with the shift to flexible learning program, some refinements in the PNU OBTEC 2.0 syllabi were made revolving around two levels: 1) review of the Course Intended Learning Outcomes (CILOs); and 2) the clustering of subjects.

The flexible learning delivery demands a link between the curricular offering to the other systems. In particular, the flexible learning delivery uses the PNU LMS as the primary online platform.

## PNU Flexible Teaching & Learning Framework

According to Shurville et al. (2008), “Flexible Learning is a set of educational philosophies and systems, concerned with providing learners with increased choice, convenience, and personalization to suit the learner.” Coming from this definition, PNU sets the following conceptual framework for the shift to flexible learning:

### PNU’s shift to flexible learning

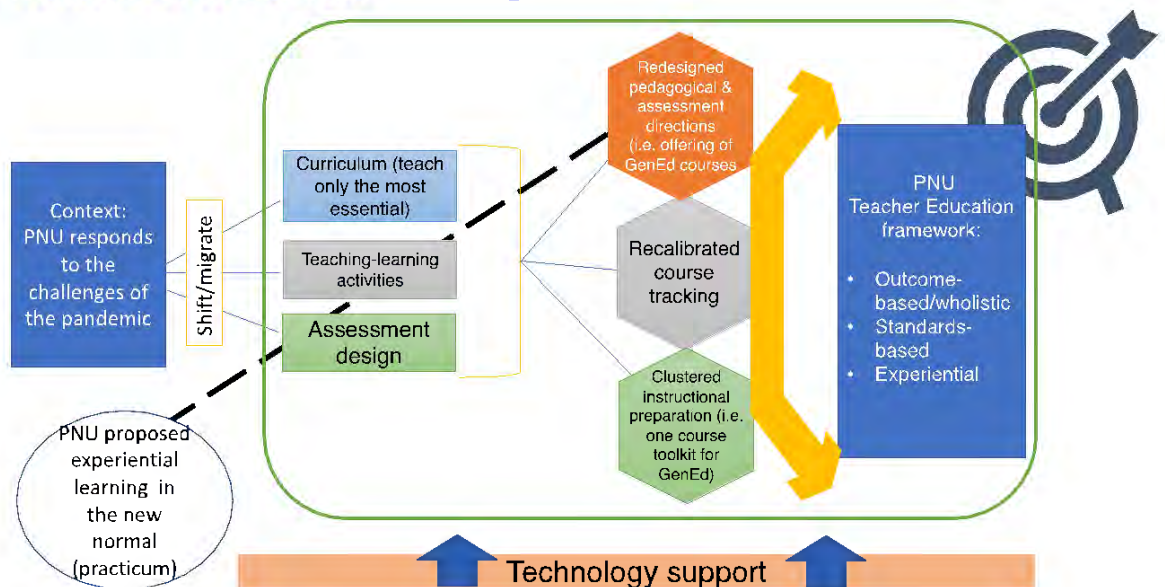


Figure 2. Conceptual framework of the shift to flexible learning

In this framework, PNU’s response to the challenges of the pandemic resulted to a refinement of the PNU teacher education framework. This framework, when fully redefined, will be used to influence pre-service teacher education framework in the country.

In line with the refinement of the PNU framework on teacher education, a series of conversations will be held with the different academic units in PNU-Manila and the academic units in the campuses. The conversations will become an avenue for the faculty and other academic officials to discuss matters relating to the delivery and review of the flexible learning.

## PNU's shift to flexible learning

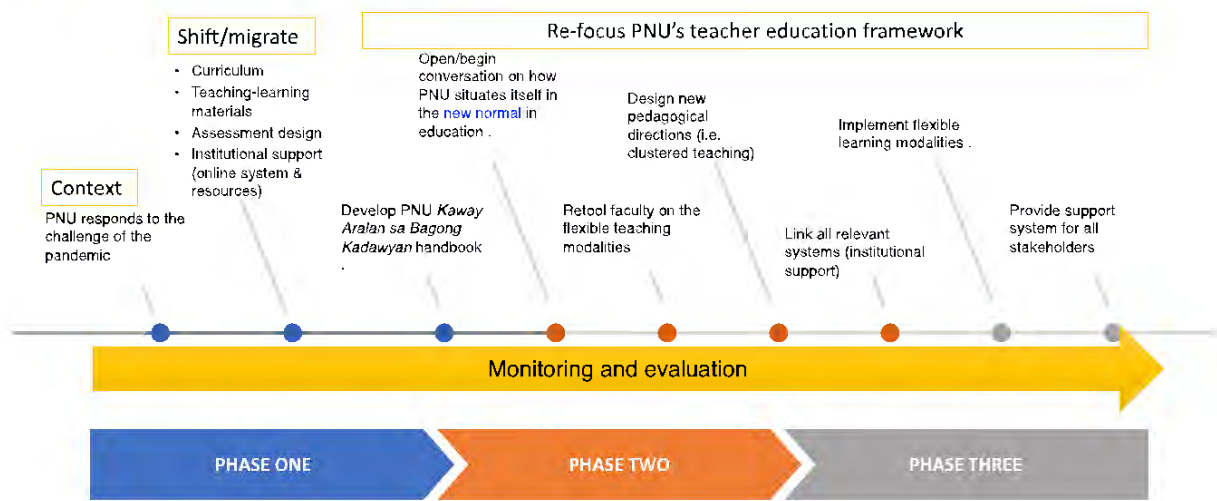


Figure 3. schematic presentation of the timeline in shifting to flexible learning delivery

The shift to flexible learning comes in three (3) phases with monitoring and evaluation (M&E) present in all stages. Phase one focuses on the response to the pandemic and planning for the shift/migration to flexible learning. Existing curriculum, teaching-learning materials, assessment design, and institutional support were revisited to plan for the flexible learning delivery. Phases two and three centers on the re-focusing of PNU's teacher education framework through conversations, retooling of faculty on flexible teaching modalities, design and development of new pedagogical directions, and linking of all relevant systems for institutional support. Ultimately, these preparations are intended towards the implementation of the flexible learning program with adequate support system for all stakeholders.

## PNU Flexible Learning Modalities for Term 1, AY 2020-2021

In order to identify the appropriate learning modality under flexible learning program, two University surveys were conducted to obtain data pertaining to students' internet connectivity and readiness for online education. Based from these survey data gathered by the College of Teacher Development (CTD) and Educational Policy Research and Development Center (EPRDC), PNU students can be categorized into three (3) types:

- 1) No capacity and connectivity;
- 2) Limited capacity and/or weak/intermittent connectivity; and



- 3) With capacity and full connectivity. These student categories were the basis for the classification of flexible learning modalities.

The following are the classification of flexible learning modalities:

*a. Full remote modality*

For offline mode, students will be provided with printed module type course packs for independent learning. They will be divided into study groups to support the community of learning strategy. They will read, research, discuss concepts and issues among the members of their study groups either face-to-face or synchronous and asynchronous modes using available platforms such as Facebook or Messenger, respond to activities in the module/course packs, and write reaction and critic papers which will be submitted via courier, email, ePNU or Facebook Messenger. Online communication between faculty and students and student groups using email and available social media platform is still required.

*b. Hybrid: online synchronous and online asynchronous*

The online synchronous instructional delivery identified in Step 4 will be mapped to indicate the number of hours/minutes appropriated for the activities including the specific platform to be used. This process ensures the use of ePNU, the university LMS, and it also indicates the various platforms employed by the faculty. The matrix will be used as basis for plotting schedule for the ePNU.

Full online learning delivery will be implemented as long as the circumstances will prevent students and faculty members from holding on-campus or face-to-face classes.

The following platforms could be used: ePNU, MS Teams, Google Meet or Facebook and Messenger. Students will view videos, go to linked websites or pages, and participate in synchronous or asynchronous discussions and other activities such as: ask clarification questions, start discussion among class members, submit responses to worksheets or activities, etc. The faculty will act as facilitator.

*c. Hybrid: online synchronous or asynchronous and offline*

This modality combines activities in support of the use of any online activity and offline work.





## Features of the PNU Flexible Learning Plan

### A. Curriculum

PNU OBTEC 2.0 is still the curriculum to be used in the PNU Flexible Learning Plan with new pedagogical innovations to respond to the challenges of the pandemic. These innovations are: 1) Clustered Course Tracking; 2) Clustered preparation of instructional materials; and 3) Recalibrated course offering.

1. **Clustered Course Tracking** - The primary goal of clustered course tracking is to reduce course workload and deliverables for the students. The process of clustering requires reviewing the commonalities between and among subjects to come up with essential content and de-load the syllabus content for migration. Clustering focuses on the nature of the subjects as basis for grouping such as theories and principles, performance, research, teaching methods and other possible classifications.

All clustered subjects will also consider possibilities for merging course requirements, collaborative tasks, interdisciplinary capstone projects, and one end-of-term project for the students. However, these clustered subjects will still be migrated as separate subjects.

2. **Clustered Preparation of Instructional Materials** - For the purpose of the shift to flexible learning, course instructional materials, i.e. tool kit, must be available for the students at the start of term 1. Faculty members will be grouped together to prepare the toolkits. The following groupings will be followed:

- Faculty who will teach the same subjects for term 1
- Faculty who will teach subjects with similar CILOs
- Faculty who have shared expertise in the offered courses in term 1

3. **Recalibrated Course Offering** - Modifications were made in terms of **prioritizing foundational/theoretical and contextualized courses over content-performance courses** in the course offering. Content-Performance courses can be programmed later in the academic year because these courses entail much concern in learning the content and skill. A face-to-face mode of delivery is needed to teach and assess these courses. If the condition will be better later in the year, these courses can be easily re-programmed. Some content-performance courses also need laboratory to fully maximize the attainment of the intended learning outcomes.



The existing curriculum will also be refined for both the undergraduate and graduate programs. For the undergraduate programs, Course Intended Learning Outcomes (CILOs) were reviewed to reassess which outcomes remain significant, and which competencies continue to be relevant in the present times. The review of CILOs puts premium on the more needed outcomes to be achieved by each course. The goal of this refinement is to develop the most essential course intended learning outcomes. As a result of this refinement, each of the clustered subject will be migrated separately indicating the essential content and merged subject requirements resulting from the clustering. The faculty teams will continue to work collaboratively on the migration template of the clustered subjects.

Refinement of OBGTEC, with respect to the present context, follows the principles of adult learning in a flexible learning modality (FLM). In this approach, the teacher becomes the manager and facilitator of the learning process by building suitable resources or facilitating access to them. Technology plays a central role in this process, however, FLM-OBGTEC embraces, extends and combines a number of familiar, existing and evolving approaches to learning and teaching such as distance learning and blended learning.

## B. Toolkit

Flexible learning delivery puts premium to the development of toolkits. Since learning is remotely done, an acceptable toolkit for each course is prepared for the students to use. The flexible learning toolkit is designed in accordance with the classification of flexible learning modalities (full offline, hybrid: online synchronous and online asynchronous, and hybrid: online synchronous or asynchronous and offline). The toolkit can be one or combination of the following:

*Table 1. Types of Toolkit for the Flexible Learning Delivery*

Course Files	<p>A course file is a compilation of the</p> <ul style="list-style-type: none"><li>• readings,</li><li>• lectures, and lecture notes, and</li><li>• other relevant documents needed in the course.</li></ul> <p>The materials may be included in the course file may range from</p> <ul style="list-style-type: none"><li>• a simple lecture of the professor,</li><li>• printed copy of slide presentations,</li><li>• articles from various sources,</li><li>• readings from original texts,</li><li>• results of studies published in journals or books.</li></ul>
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Self-learning Materials/ Modules	<p>Self-learning materials/modules are flexible materials designed for individualized learning which can be studied in a variety of modality such as print, CDs, or via Internet.</p> <p>Traditionally, these are self-learning kits where content and topics are divided into smaller “chunks” to allow learners to progress at their own pace as they go through the materials by themselves or with minimal supervision of the teacher.</p> <p>Modules are designed in such a way that learners are actively involved through the many activities and self-assessment questions provided in the lesson. These are specially designed for specific group of learners.</p>
Technology-based Materials	<p>Technology-based materials are basic or supplemental instructional materials that are designed for use by students and teachers as learning resources which require the availability of electronic equipment. Technology-based materials include, but are not limited to:</p> <ul style="list-style-type: none"><li>● software programs,</li><li>● video disks,</li><li>● compact disks,</li><li>● optical disks,</li><li>● video and audio tapes,</li><li>● lesson plans, and</li><li>● data bases.</li></ul> <p>Courseware is an educational material included as kits or as tutorials for students usually packaged for use with a computer. Courseware can include:</p> <ul style="list-style-type: none"><li>● material for instructor-led classes,</li><li>● material for self- directed computer-based training (CBT),</li><li>● web sites that offer interactive journals;</li><li>● material that is coordinated with distance learning, such as live classes conducted over the Internet; and</li><li>● videos for use individually or as part of classes.</li></ul>

Developed toolkits will undergo a process of submission and approval before printing. The UCMIMO is the primary office concerned in the evaluation of submitted toolkits.

Each student will have a printed copy of the specific course’s toolkit that will support the teaching and learning process in the flexible learning. Moreover, students with internet connectivity can also access the course’s toolkit through the ePNU.



## Monitoring and Evaluation of the PNU Flexible Learning Plan

The Research, Planning, and Quality Assurance (RPQA) domain is in charge of the monitoring and evaluation of the shift to flexible learning. In particular, EPRDC leads the activities on M&E covering the transition period to document all the preparation and the full implementation starting Term 1, AY 2020-2021. Below is a draft M&E activity based on the proposal of EPRDC.

<p><b>Program of Activities</b></p>	<p><b><u>Phase 1: Pre-Implementation Phase (June to August 2020)</u></b></p> <p>This phase refers to the monitoring of all processes conducted by the academic domain during the Transition Term in preparation for the implementation of flexible learning delivery in Term 1. Information on processes conducted prior to this date can be collected post hoc.</p> <p>Focus will be on finalizing the identification of antecedent, transaction, and outcome variables in coordination with key personnel of the academic group.</p> <p>Training of the monitoring and evaluation (M &amp; E) team and design of evaluation tools for the next phases will also be done in this phase.</p> <p><b><u>Phase 2: Implementation Phase (August to November 2020)</u></b></p> <p><i>Phase 2.1. Beginning Phase (Week 1 to Week 6)</i> This phase refers to the monitoring of course instruction and assessment from the first week of classes to the sixth week (Midterm period). Evaluation data (antecedents, transactions, short-term outcomes) will be collected in this phase.</p> <p>Analysis of data from Phase 2 and preparation of terminal report for Phase 1 will also commence in this phase.</p> <p><i>Phase 2.2. Concluding Phase (Week 7 to Week 12)</i> This phase refers to the monitoring of course instruction and assessment from the seventh week of classes to the last week of classes. Evaluation data (antecedents, transactions, medium-term outcomes) will be collected in this phase.</p> <p>Analysis of data from Phase 2 and preparation of terminal report for Phase 2.1 will also commence in this phase.</p>
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**Phase 3: Post-Implementation Phase (November to December 2020)**

Analysis of data and preparation of terminal report for Phase 2.2 will commence in this phase.

The integration of all reports to one technical report will also be done during this phase.

Workshop for the finalization of the technical and research reports will be conducted in this phase.

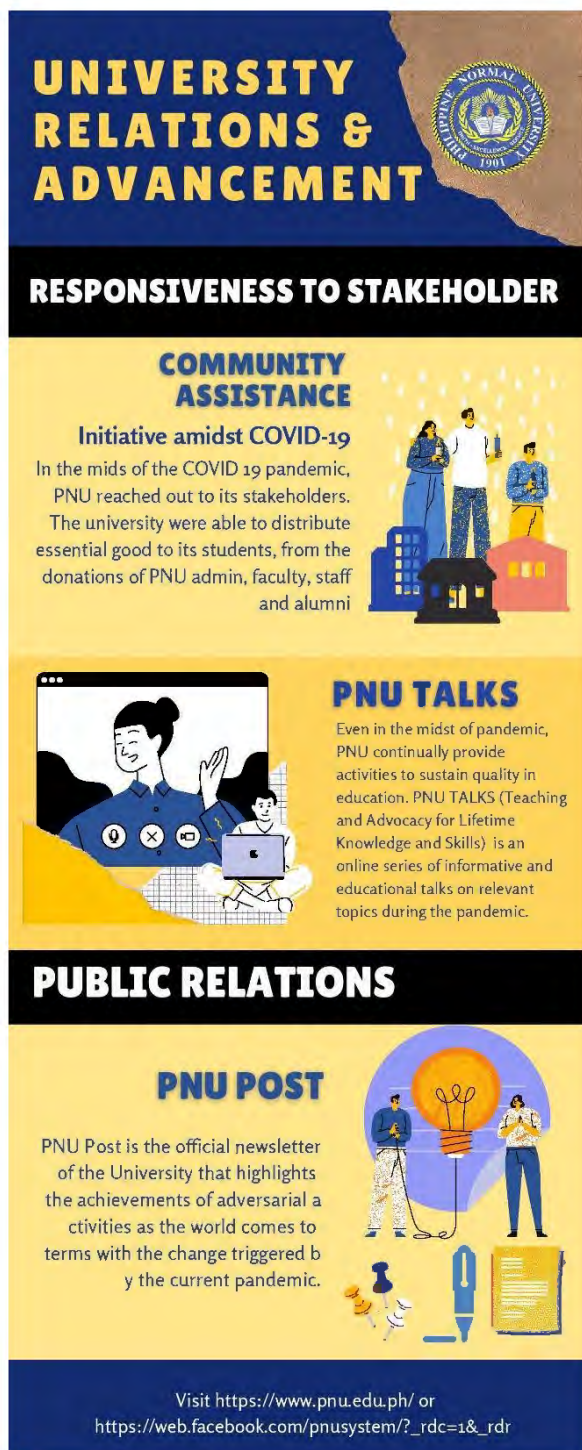


# Resources and Support Services for Students, Faculty and other Stakeholders

✓ *University Relations and Advancement*



## UNIVERSITY RELATIONS AND ADVANCEMENT



**UNIVERSITY RELATIONS & ADVANCEMENT**

**RESPONSIVENESS TO STAKEHOLDER**

**COMMUNITY ASSISTANCE**

**Initiative amidst COVID-19**

In the midst of the COVID 19 pandemic, PNU reached out to its stakeholders. The university were able to distribute essential good to its students, from the donations of PNU admin, faculty, staff and alumni

**PNU TALKS**

Even in the midst of pandemic, PNU continually provide activities to sustain quality in education. PNU TALKS (Teaching and Advocacy for Lifetime Knowledge and Skills) is an online series of informative and educational talks on relevant topics during the pandemic.

**PUBLIC RELATIONS**

**PNU POST**

PNU Post is the official newsletter of the University that highlights the achievements of adversarial activities as the world comes to terms with the change triggered by the current pandemic.

Visit <https://www.pnu.edu.ph/> or [https://web.facebook.com/pnusystem/?\\_rdc=1&\\_rdi](https://web.facebook.com/pnusystem/?_rdc=1&_rdi)

### PNU TALKS and PNU TALKS Live!

It is important now, more than ever, that PNU's presence should be felt especially that the landscape of education in the country is undergoing a drastic metamorphosis. As part of PNU's effort to intensify the use of technology and social media to deliver literacy services to its stakeholders especially during times when physical classes are not permissible due to the pandemic, a school-on-the-air program called PNU TALKS or Teaching and Advocacy for Lifetime Knowledge and Skills will be launched through various online platforms of the University. PNU TALKS is a video lecture series which will feature various topics elaborated by experts from the University. Episodes will be at least 30 minutes long and will be premiered through the PNU Facebook page. As of writing, it exceeded the 30-episode mark which featured various stakeholders of the University.

This online lecture series aims to:

1. Discuss relevant and functional topics which are relevant to various stakeholders of the University;
2. Utilize PNU online platforms in delivering literacy services;
3. Establish a PNU's brand of online presence through educational media



Building on the success of PNU TALKS, the University's School-on-the-Air program, and the very first online send-off program for graduating students, it is evident that PNU can make the most out of the use of open and free online streaming platforms to reach out to more members of the community.

To acknowledge the need for a more interactive avenue where various stakeholders could meet, PNU TALKS Live! is conceived. PT Live is an hour-long program to be streamed over the University's Facebook page. The content of this program will consist of live materials such as interviews, greetings, and announcements. Various topics will be tackled in every episode and questions from viewers can be immediately answered by the experts after the interview. A segment will also be allotted for "*Kumustahan*" from students, professors, and even administrative staff. Finally, PT Live will also serve as an announcement arm where pertinent information will be disseminated live.

## **PNU POST**

Institutions of higher learning have the responsibility of disseminating its achievements and updates to its various stakeholders. This is primarily done to loop in these important groups of people towards the achievement of a common goal. Various approaches have been deployed in doing such endeavor especially in the advent of social media and improved press production. Despite having quick information channels such as Facebook and official website, another medium, particularly the print medium, could be explored or rather revived in order for the University to reach more constituents. Newsletters, for example, have been deemed useful for information sharing for its non-ephemeral nature, meaning it can last without undergoing quick deterioration. Information contained in print medium are considered to be the most accurate for it undergo several levels of scrutiny by an editorial board. Finally, print materials can be considered as tangible proof of an institution's excellence.

The PNU POST is considered to be the official newsletter of PNU. The revival of the production of the said newsletter is pertinent especially during periods of accreditation and other certifying activities where physical evidence is expected. This newsletter could also serve as a feedback mechanism from the various benefactors of the university. Aside from its print version, the PNU POST will also be released online through email and the official website. As of writing, PNU POST have two (2) releases that have been circulated through PNU Gmail.





# Dialogues with Government Agencies

- ✓ *Bayanihan HiEd*
- ✓ *University President's Initiatives*
- ✓ *Health and Safety*

## BAYANIHAN HiEd



The COVID-19 pandemic paved the way to a new normal that is governed by the implementation of social distancing and strict safety and health protocols in order to prevent the spread of the virus. The World Health Organization (WHO) acknowledges the severity of the situation and concluded that this will continue until a vaccine is made available. The pandemic required an abrupt shift in the context of familiar systems for work, travel, entertainment, and education, which had an unprecedented impact on all industries around the world.

In the education sector, the new normal heralded the era of Education 4.0 in which desired learning approaches associated teaching with technological tools. This also led to the development of more personalized ways of learning for the students. There is an option to learn virtually in various learning platforms where students can access information and connect with both the faculty members and students online.

In March, the cancellation of classes brought an end to the school calendar when President Rodrigo R. Duterte declared that the country be subjected to enhanced community quarantine (ECQ). Universities were compelled to find alternative modalities in order to complete the curricular requirements for the school year. For many, this meant

conducting online classes using various platforms such as learning management systems (LMS), if available.





The reality was that not all universities have LMS or any online platforms for instruction. Moreover, not all faculty members were prepared for the abrupt transition to online learning, and neither were the students. In most cases, internet connectivity became a major issue for both faculty members and students alike.

Realizing the need to address these challenges, the Commission on Higher Education (CHED) called upon all Higher Education Institutions to find a way to use whatever available flexible learning tools and other alternative modes of delivery of instruction, if they have the resources to do so (CHED COVID-19 Advisory No. 6). With this, CHED recognized the differences among HEIs in terms of their resources and inherent capacities to adapt to flexible and remote learning modalities, hence have allowed the HEIs to exercise their best judgment in order to cope with the challenges in the educational landscape.

CHED pledged support to all HEIs by tapping industry partners and organizations in orienting or re-orienting the faculty members in the tertiary level, which brought about the CHED HiEd Bayanihan Project. Six (6) universities have partnered with CHED in this initiative, namely Far Eastern University (FEU), De La Salle – College of St. Benilde (DLS-CSB), Manuel S. Enverga University Foundation (MSEUF), Philippine Normal University (PNU), Tarlac Agricultural University (TAU), and Central Luzon State University. Akin to The Great Reset initiative of the World Economic Forum (<https://www.weforum.org/great-reset>), the stakeholders of the education sector needed to act simultaneously and collaboratively in order to capacitate not only faculty members and students but also administrative staff who will be detrimental in ensuring that teaching and learning platforms are implemented accordingly.

The Philippine Normal University, the National Center for Teacher Education, is a specialized university for teacher education which aims to nurture innovative teachers and education leaders in the country. PNU also aims to transform itself into an internationally recognized and nationally relevant leader in teacher education. One of its Strategic Development Plans (SDP) is 'Responsiveness to Stakeholders,' which seeks to effectively and innovatively address the needs, demands, and requirements of the various stakeholders in pursuit of excellence through innovation, influence and impact. The CHED HiEd Bayanihan thus provided PNU with an opportunity to share with other universities its best practice in flexible and blended learning as the HEIs and the rest of the country prepare for the challenges of the new normal.

PNU has already initiated training programs with various universities and colleges, both public and private. The online training on flexible learning was characterized by three important features: 1) customized content; 2) remote training delivery; and 3) relevant output. To ensure a more meaningful and relevant training, it was customized to meet the specific learning needs of the institution and linked back to their shared perspective of the situation.



Moreover, adapting content and strategies to the participating institution's context helped bridge the gap between the overall goal of the capacity building initiative and served as an impetus for transition to online delivery.

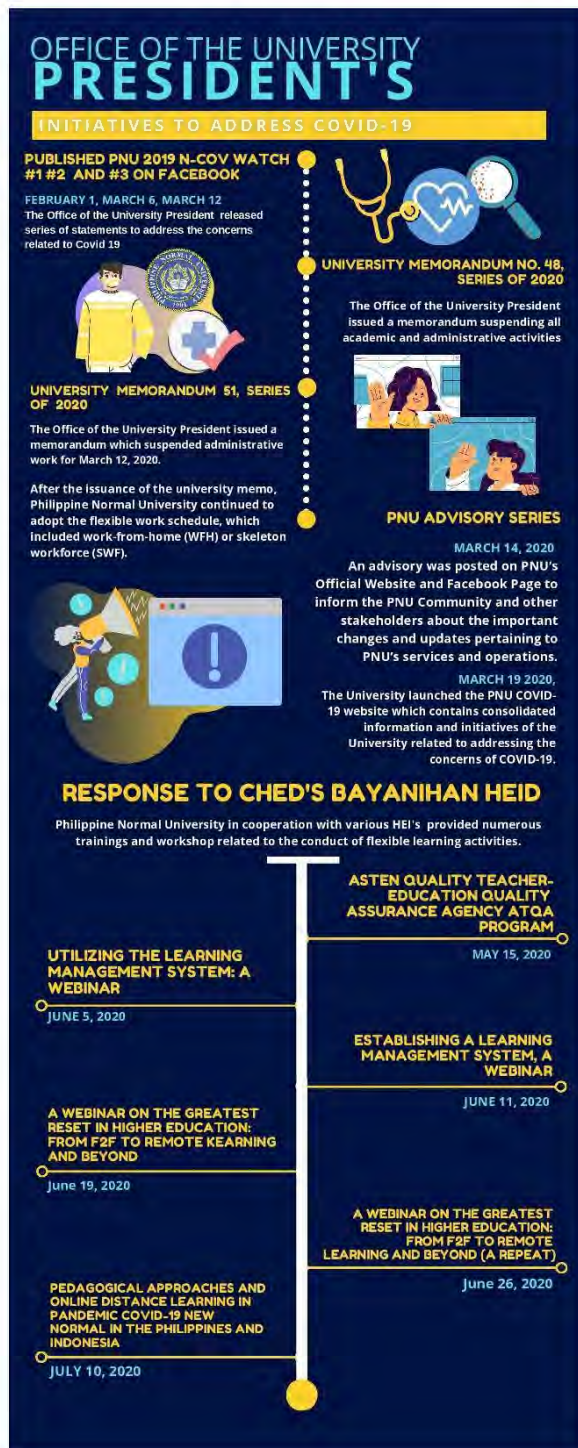
Overall, the CHED initiative on a virtual training for capacity building and resource sharing among HEIs opened an opportunity to explore innovative responses to the challenges to education brought about by the pandemic. The CHED HiEd Bayanihan further strengthened the collaborations and mutual cooperation among many educational institutions, particularly between the HEIs with expertise in flexible learning and the smaller institutions that needed the most help and assistance. The online training likewise confirmed the common challenges that HEIs have to face in the conduct of flexible and remote learning such as internet connectivity, access to online resources, and faculty preparedness.

At a crucial time when it is imperative for HEIs to transition toward flexible and remote learning modalities for teaching and learning, the collaborative efforts of the community are indeed necessary in order to achieve the desired goals. The process of migrating to flexible learning, especially during this time, requires careful planning and implementation in order for HEIs to develop shared ownership, resources, and accountability. This also makes the arduous work ahead less onerous than if it were to be done individually. In the words of CHED Chairperson, Dr. J. Prospero E. De Vera III, HEIs will be able to address the disruption in education caused by the pandemic "only if we altogether educate and learn as one."





## UNIVERSITY PRESIDENT'S INITIATIVES



The Office of the University President (OUP) has been proactive in addressing the concerns brought about by the novel coronavirus. As early as February 1, 2020, just two days after the first case of the disease in the Philippines was reported by the Department of Health (DOH), the OUP released PNU 2019-nCoV Watch #1, which talks about the status of the disease and what PNU is doing to address the concerns related to it. This was followed by two more related information drives called PNU COVID-19 Watch #2 and #3 released on March 6 and 12, respectively.

On March 9, 2020, following the directive of Manila City Mayor Francisco "Isko" Moreno Domagoso, classes on all levels were suspended at PNU through the issuance of University Memorandum No. 48, series of 2020. In addition, all administrative- and academic-related activities were also suspended. On March 11, work was also suspended at PNU following the declaration by President Rodrigo R. Duterte of a state of public health emergency. Personnel from the Facilities Management and Sustainability Services (FMSS) and University Health Services Unit (UHSU) were tasked to conduct disinfection activities within PNU Manila. This was followed by suspension of work by noon time of March 12 and March 13 through University Memorandum No. 51,

s. 2020. At this point, the Civil Service Commission (CSC) guideline on the four-day workweek was adapted.



Since the cases of COVID-19 escalated, especially in the National Capital Region (NCR), PNU continued to adopt the flexible work schedule, which included work-from-home (WFH) or skeleton workforce (SWF). From then on, the OUP continuously monitored the advisories released by the national government and other agencies related to COVID-19. Similarly, classes for Term 3 AY 2019-2020 were declared officially ended by April 30, 2020.

The OUP released several memoranda and announcements to keep the PNU Community abreast with the initiatives of PNU amidst the global pandemic caused by COVID-19. Starting on March 14, the PNU Advisory series were published on PNU's Official Website and Facebook Page to inform the PNU Community and other stakeholders on important changes or updates pertaining to PNU's services and operations. In addition, on March 19, the University launched the PNU COVID-19 website at <https://www.pnu.edu.ph/COVID-19>, which contains consolidated information and initiatives of the University related to addressing the concerns of COVID-19.

The OUP continuously maintains communication and collaboration with several agencies and institutions such as the Commission on Higher Education (CHED), the Department of Education (CHED), the House of Representatives (HOR), and the Senate of the Philippines. PNU participated in several online meetings of experts, resource persons, and members of technical working groups (TWG) to address key issues in government and other matters that require legislation. In addition, PNU is also active in its participation in several organizations such as the Philippine Association of State Universities and Colleges (PASUC), South Manila Educational Consortium (SMEC), and ASEAN Teacher Education Network (AsTEN), to name a few.

In July 9, 2020, CHED HiEd Bayanihan was launched, which is a virtual and free cooperative learning environment for educational fora, training, capacity building, and resource sharing among Philippine Higher Education Institutions (HEI). This CHED initiative involves the following HEIs: Philippine Normal University (PNU), De La Salle – College of St. Benilde (DLS-CSB), Central Luzon State University (CLSU), Far Eastern University (FEU), Manuel S. Enverga University Foundation (MSEUF), Tarlac Agricultural University (TAU), International Business Machines Corporation (IBM), British Council of the Philippines, and the Philippine Society of NSTP Educators and Implementers, Inc. (PSNEI). Several state universities and colleges (SUC) have already been provided with training and workshop related to the conduct of flexible learning activities in their respective institutions.

## HEALTH AND SAFETY

### Safety and Health Committee



In accordance with the CSC-DOH-DOLE Joint Memorandum Circular No. 1, s. 2020, otherwise known as the "Occupational Safety and Health (OHS) Standards for the Public Sector," PNU is hereby required to establish a Safety and Health Committee with the Head of the Agency or an authorized Representative who holds an Executive/Managerial rank/ position as the Chairperson and the Agency Physician to be designated as the Occupational Safety and Health Officer.



The Joint Circular aims to institutionalize occupational safety and health (OSH) in government workplaces to protect government workers from the dangers of injury, sickness, or death and to prevent loss or damage of properties through the adoption of safe and healthy working conditions. The Committee is expected to craft policies and programs that will promote occupational health and safety standards for PNU.



Reference: the CSC-DOH-DOLE Joint Memorandum Circular No. 1, s. 2020

### Description of the Category

The process in addressing national health crisis in the education sector starts with the prevention measures. While there are threats of the spread of disease within and outside of the university premises, the PNU has taken steps to ensure that amidst the threats, prevention and control guidelines are in place. The preventions are in the forms of security protocols, dissemination of public health advisories and COVID-19 prevention and awareness information, intensified health monitoring process of employees, equipping the university with sets of COVID-19 response supplies and equipment, and adopting contingency actions in response to threatening situations.

### Processes, Plans and Programs

The following are the processes, plans and programs for the efficient implementation of the COVID-19 – University Wide and Contingency Plans and the Prevention and Control of the Spread of the Disease:

1. University Screening Protocols
2. Regular Campus Disinfection and Sanitation Services
3. Alternative Modality in Health Monitoring and Consultation





4. Procurement of COVID-19 Response Supplies and Equipment
5. COVID-19 Prevention Awareness Campaign and Implementation of DOH and Wellness Programs
6. Partnership with Local and National Agencies
7. Emergency Response and Contingency Measures for Possible Threats

## UNIVERSITY SCREENING PROTOCOLS

### READINESS AND INITIAL RESPONSE TO COVID-19 SCARE

The University has acted swiftly in ensuring the safety of the PNU community even before the enforced enhanced community quarantine in the NCR. One major COVID-19 prevention policy imposed was the university-wide screening protocols in all campus access points.

As early as January 2020, after the first confirmed COVID-19 case in the country was reported, the **University Health Services Unit (UHSU)** proposed measures for Readiness and Initial Response to COVID-19 Scare. The proposal put systems in place and called for implementation of readiness measures in the university toward prevention of COVID-19 transmission.

The **Security Service and Safety Management Unit (SSSMU)** closely monitor the implementation of the following COVID-19 safety screening/protocols:

- 1) The University designated specific entry and exit access of the campus for the strict monitoring of people who come in and out of the University. The “no face mask- no entry” policy is strictly enforced. Employees and visitors are subject to footwear sanitizing through footbath, body temperature thermal scanning, hand sanitizing and collection of health declaration forms for visitors.
- 2) Control of the entry of visitors is in place thru a registry log sheet and the issuance of visitors pass to monitor duration of stay while inside the campus.
- 3) Implementation of appointment and entry permit policies:
  - a. The Security main gate strictly observes the visitor’s appointment system imposed by the offices, particularly the frontline units. No appointment-no entry policy is enforced.
  - b. Entry permit is also required for employees and other workforce who are not part of the skeleton workforce.





- 4) Roving guards regularly monitor the visitors transacting in frontline offices ensuring that they observe physical distancing.

The safety protocols are in accordance with IATF and DOH guidelines. These measures were also funded by the university. The currently enforced COVID-19 response will be continuously implemented and shall be assessed, reviewed and updated in terms of the level of efficiency and impact to the community.

## REGULAR CAMPUS DISINFECTION AND SANITATION SERVICES

### *Workplace Assessment and Infection Control Action*

The UHSU mobilized staff in conducting actual workplace inspection ensuring that skeleton workforce in all offices comply with the COVID-19 prevention and safety measures.

The Administrative Services ensure that the UHSU and the FMSS closely coordinate with the regular schedule of the campus disinfection and sanitation services facilitated by the Excellent service personnel. Friday is set as the regular disinfection day where work from home scheme is arranged for all employees to ensure continuity of service through online transactions with clients.

## ALTERNATIVE MODALITY IN HEALTH MONITORING AND CONSULTATION

### *UHSU Care Online*

The UHSU has been delivering its services online since March 2020. Medical and dental primary care, consultations, and health counselling are done via email and UHSU's official Facebook page.

The (UHSU) also strategized the conduct of regular monitoring of the health status of all employees of the university by designating UHSU staff per group of faculty and staff. The monitoring is being done online/remotely using communication lines such as social network, emails, text messaging and other platforms, making sure they have ways and means to communicate with the faculty members and staff under work from home scheme.

The medical examination for incoming freshmen for AY 2020-2021 also adopted changes. The applicants were not asked to visit the UHSU and were just required to submit medical records thru email. UHSU prepared the detailed procedure which was forwarded to the Office of Admissions.



## PROCUREMENT OF COVID-19 RESPONSE SUPPLIES

### *COVID-19 Response Items*

The University is equipped with COVID-19 prevention supplies distributed to all offices and in all entry/exit gates of the University. The **Procurement Management Unit (PMU)** ensures that all COVID-19 response items are immediately purchased using the emergency alternative mode of procurement set by the GPPB in response to the pandemic crisis. The **Supply and Property Unit (SPU)** likewise ensures the immediate distribution of the supplies to employees, and at the same time, does assessment of the adequacy of infection-control supplies and review distribution plan to ensure immediate replenishment of stocks as the COVID-19 response items are critical for prevention measures.

The UHSU is continuously keeping abreast of the latest, safe and effective COVID-19 prevention supplies and equipment prescribed by the DOH that are available in the market to be recommended to the university for possible procurement.

## COVID-19 PREVENTION AWARENESS CAMPAIGN AND IMPLEMENTATION OF DOH AND WELLNESS PROGRAMS

### *UHSU Health Beware Update*

Communicating public health reminders to the PNU community is one major approach of the UHSU to educate all stakeholders about COVID-19 and its prevention.

- 1) The UHSU has initiated the rolling out of hygiene practice campaign, wearing of face masks, face shields, PPE for medical personnel and social distancing through a wide dissemination of information online and through posters and other infographic materials that can be visibly seen in building hallways and offices of the campus. The **Press and Printing Unit (PPU)** is responsible for the continuous production of the visual aid materials.
- 2) The **Facilities Management and Sustainability Services (FMSS)** made sure that ground markings are in place in all frontline offices to ensure observance of physical distancing by employees and clients.
- 3) The UHSU also promoted healthy and happy wellbeing of the faculty and staff. Various Interactive fitness and other relevant materials on health and overall wellness activities are remotely shared to faculty and staff regularly.



- 4) The UHSU also ensured that the community is getting fresh updates from the DOH and other related health advisories in practicing vigilance in this time of pandemic and educating them of the importance of a healthy and safer environment.

The UHSU uses various communication outlets through sharing such information with the faculty, staff and students.

## EMERGENCY RESPONSE AND CONTINGENCY MEASURES FOR POSSIBLE THREATS

### *Designation of Isolation Facilities*

There are two (2) designated Isolation Facilities to prevent possible threats of spread of disease through the recommendation of the UHSU. The first Isolation Area is stationed in the Main parking space, intended for employees and/or visitors with a reading of body temperature of 37.5 degrees and above upon entry at the main gate. They will be immediately attended by the UHSU personnel. The second Isolation Facility is intended for use in the event that a probable case is diagnosed while inside the university premises.

## PARTNERSHIP WITH LOCAL AND NATIONAL AGENCIES

### *Local and National Authorities Engagement*

Partnering with local and national agencies is important for ensuring that PNU is properly guided in enforcing COVID-19 preventive and control measures. The UHSU acts as the focal unit and it makes sure that all relevant information and support from local and national agencies are available for immediate dissemination to the PNU community. Moreover, PNU is properly guided in seeking assistance for COVID-19 emergency cases.

## Concluding Paragraph

Precautions are necessary to prevent the potential spread of COVID-19 in school setting and in the workplace. The PNU has exercised vigilance and promptness in addressing the threats of COVID-19. Immediate plans, measures and actions were taken. All activities under the COVID-19 PREVENTION AND RESPONSE PROGRAM were properly and efficiently implemented through the collective efforts of the offices concerned. Sufficient funding was made available to support the immediate procurement of "COVID-19 Response Items."



The technology support under the leadership of the MISO made it possible for the university to continuously provide service to clients without compromising the health of the employees and the stakeholders.

The overall strategy of monitoring and well-coordinated activities inside the campus has been successful since the initial stage of the enforced enhanced community quarantine. While it can be attested that PNU has been completely armed with the necessary preparations in its fight for COVID-19 threats, the continuous implementation of the established COVID-19 prevention guidelines must be intensified, with follow up assessment on a regular basis in terms of its effectiveness and impact to the community, making sure that the university-imposed sets of guidelines and practices are still relevant in addressing threats and effects to the PNU community the current national public health crisis.

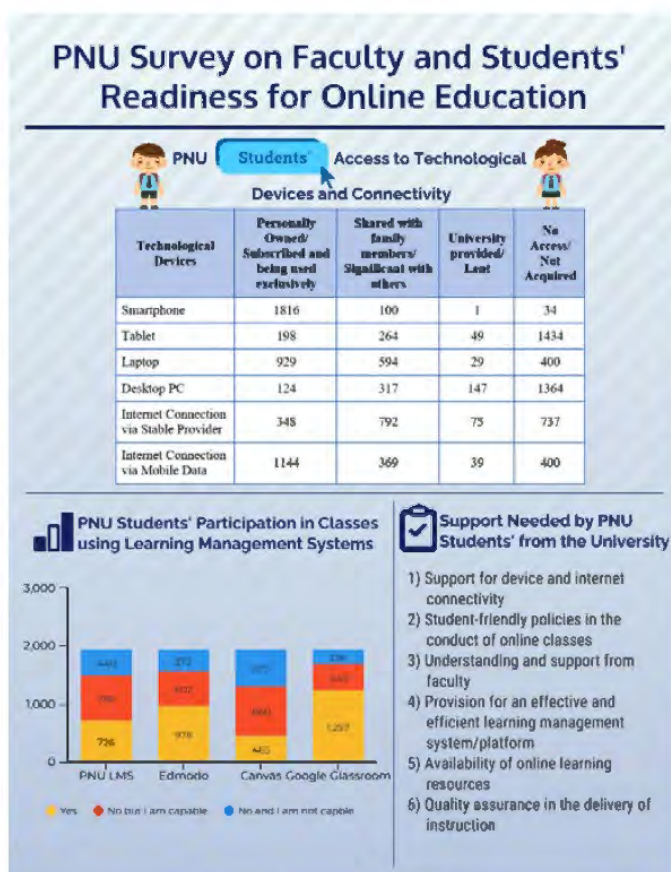
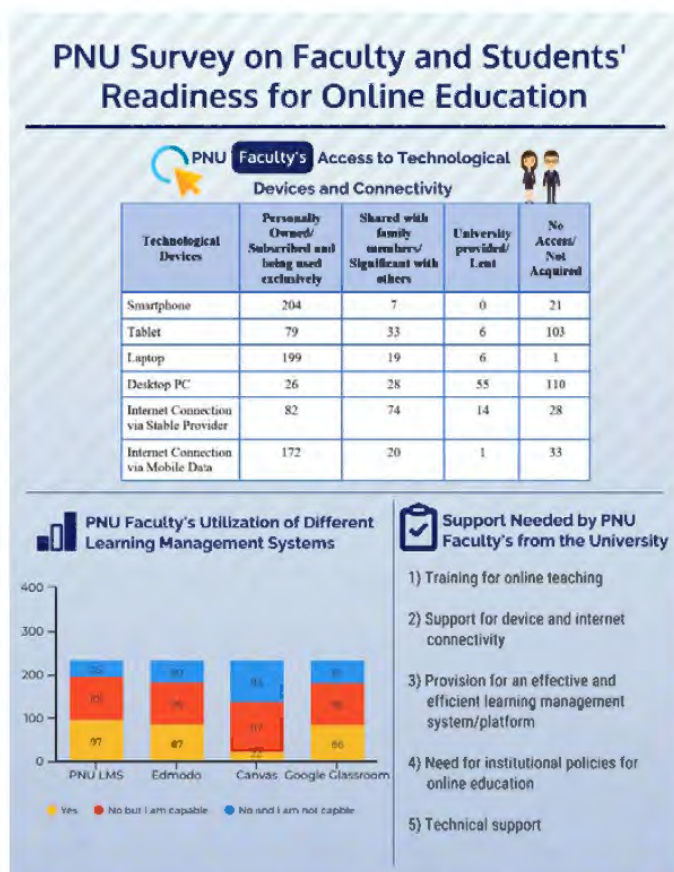




# Dialogues and Consultation with Parents, Students and Teachers

- ✓ *PNU Survey on Faculty and Student Readiness for Online Education*
- ✓ *Project TANGLAW*

## PNU SURVEY ON FACULTY AND STUDENT READINESS FOR ONLINE EDUCATION



### Description of the Category

The current COVID-19 pandemic is forcing academic institutions to adapt to the “new normal” and has prompted debates on how academic communities should deliver instruction to learners. In light of the global and national health crisis, PNU is committed to respond to the need for a more flexible learning environment given the challenging circumstances brought about by the pandemic. Hence, a survey which aimed to determine the readiness of the PNU faculty and students for the adaptation and implementation of online education was conducted by the University through the Office of the Vice President for Research, Planning and Quality Assurance (OVPRPQA) with assistance from the Educational Policy Research and Development Center (EPRDC) and the Graduate Research Office (GResO).





To determine the readiness of faculty members and students for a full online or blended teaching and learning environment, two parallel survey questionnaires were developed and disseminated to target respondents from April 5 to 24, 2020. A total of 233 faculty and 1,952 students participated in the survey.

## Key Results

The following are the key results for the faculty respondents: 1) most have adequate access to technological devices required for online teaching in terms of smartphones and laptops; 2) majority have access to connectivity through mobile data and a stable provider; 3) most have basic experiences in the use of technology for instruction but some faculty have no experience in using any LMS; 4) the situation that they perceived as most challenging in online teaching is about their access to a stable internet connection; and 5) the support that they need from the university centers on training for online teaching, support for devices and internet connectivity, provision for an effective and efficient learning management system or platform, need for policies and guidelines for online education, and technical support in the conduct of online instruction.

The following are the key results for the student respondents: 1) most have adequate access to technological devices required for online learning in terms of smartphones and laptops; 2) majority have access to connectivity through mobile data and a stable provider; 3) most have basic experiences in the use of technology for learning but many do not have training or actual experience in using any LMS; 4) the situation that they perceived as most challenging in online learning is about their access to a stable internet connection; and 5) the support that they need from the university centers on support for devices and internet connectivity, student-friendly policies in the conduct of online classes, understanding and support from faculty, provision for an effective and efficient learning management system or platform, availability of online learning resources, and quality assurance in the delivery of instruction.

In summary, not all faculty and students have the required level of readiness in order to become active participants in online education. Therefore, the university should develop a framework for flexible learning that goes beyond online modalities and allows faculty and student participation in offline or non-online remote learning environments. The results of the survey point to the following conclusions: 1) Both faculty and students understand the personal and external requirements for online education to be successful, 2) While most faculty and students view themselves as ready for online education, their level of readiness varies which suggests the need for the university to adopt a flexible learning system that includes option/s for offline/non-online modalities, 3) For faculty and students, access to



connectivity is the most critical challenge when they shift to online teaching and learning which indicates the need for institutional support on connectivity and the need to emphasize asynchronous learning sessions over synchronous ones, 4) The level of readiness of both faculty and students largely depend on the support that they will receive from the university, 5) The institutional support that faculty need the most center on support for access to stable connectivity and capacity building for online teaching. For students, the support they need the most center on support for access to appropriate devices and stable connectivity and the need for an online learning environment that considers their needs and limitations, and 6) Online teaching and learning will require a systematic but workable framework and policy for flexible learning. Therefore, the university should develop a framework for flexible learning that allows full online, hybrid/blended, and offline/non-online remote learning modalities.

## **Concluding Paragraph**

This report ends with the view that a shared understanding among all university stakeholders on the need to be flexible and online (most of the time) in the “new normal” is the first critical step towards the successful design and delivery of education amidst the current global crisis. Therefore, active and continuous consultations with stakeholders in the design, implementation, and evaluation of the flexible learning delivery (FLD) is imperative.





## PROJECT TECHNOLOGY ASSISTANCE IN THE NEW NORMAL THRU GADGET FOR LEARNING AND WORK (TANGLAW)

**SUPPORT OUR PROJECT TANGLAW**

A CALL FOR DONATION OF TECHNOLOGY TOOLS FOR THE "NEW NORMAL" FOR THE BENEFIT OF UNDERPRIVILEGED PNUANS

For cash donations, you may deposit to this bank account:

Account Name: **PNU Trust & Refundable Fund**

Account Number: **1982-1011-11**

Bank Name: **LAND BANK OF THE PHILIPPINES**

Bank Address: **YMCA Branch, New YMCA Building, Complex, A. J. Villegas Street Ermita, Manila Philippines**

SWIFT Code: **TLBPPHMMXXX**

**PROJECT TANGLAW**  
(Technology Assistance in the New Normal thru Gadgets for Learning and Work)

The Community Partnership and Extension Office (CPEO), through Project TANGLAW, is appealing to the PNU Community to provide financial assistance to indigent students during these challenging times. Collected funds will be used to purchase ICT equipment or gadgets and provision of connectivity allowance for students.

**For cash donations, you may deposit to this bank account**

Account Name: PNU Trust and Refundable Fund  
Account Number: 1982-1011-11  
Bank Name: Land Bank of the Philippines  
Bank Address: YMCA Branch, New YMCA Building Complex, A. J. Villegas Street, Ermita, Manila, Philippines  
SWIFT Code: TLBPPHMMXXX

Please email a screenshot of the transaction to [cpeo@pnu.edu.ph](mailto:cpeo@pnu.edu.ph) (cc: [accounting@pnu.edu.ph](mailto:accounting@pnu.edu.ph)) for documentation purposes.

**For faculty members and administrative staff who are willing to donate through salary deduction**

please download and fill out the attached **AUTHORIZATION FOR PAYROLL DEDUCTION FORM**. Send in signed form to [accounting@pnu.edu.ph](mailto:accounting@pnu.edu.ph) (copy/furnish [cpeo@pnu.edu.ph](mailto:cpeo@pnu.edu.ph) and [tanglaw@pnu.edu.ph](mailto:tanglaw@pnu.edu.ph) for recording purposes).

For other inquiries regarding this mode of donation drive, please contact [cpeo@pnu.edu.ph](mailto:cpeo@pnu.edu.ph).

### Description of the Category

#### Overview

Project TANGLAW or the Technology Assistance in the New Normal thru Gadgets for Learning and Work is a project aimed to respond to the challenges in the education sector brought by the COVID-19 pandemic. It aims to assist the students who are deprived of the access in the channels of distance education by providing them with electronic gadgets that will help them in fulfilling their academic requirements remotely, without compromising their health to risks.



## Rationale and Project Details

The emergence of the Coronavirus disease 2019 (COVID-19) pandemic had shifted the normality across social sectors, including the sector of education. This led to the sudden migration of instruction from the traditional face-to-face interaction among the students and the teachers, to strategies that can minimize health risks, without compromising the learning competencies that was needed to be attained by the students at the end of the academic year. As a response, distance learning strategies were set up by educational institutions to ensure the delivery of instruction remotely.

Distance education, which is one of the innovations in the educational sector, can provide a channel wherein a wide-range of strategies can be used in order to assure the quality of education delivered, with minimal health risks. Distance education can also provide opportunities to maximize the available technologies useful for educating the students, depending on their needs and the competencies set. These include online learning that utilizes learning management systems (LMS), learning portals and applications that can assist both the students and the teachers in meeting the learning objectives.

With the recent developments brought by the pandemic, challenges also interfaced the advantages of distance education. These include the issues regarding internet connection, which is essential in online education, and the unavailability of the electronic gadgets.

The shift in education brought by the COVID-19 pandemic made the Philippine Normal University realize the challenges that its students face as the university is considering to maximize the use of distance education during the height of the pandemic. As it aims to maintain the quality of education as the National Center for Teacher Education, PNU also acknowledges the importance of holistic development of its students while prioritizing their health.

Project TANGLAW or the Technology Assistance in the New Normal thru Gadgets for Learning and Work will be one of the University's responses in the underlying challenges that its stakeholders face as the University shifts to distance education.

It aims to provide students who are deprived of electronic devices that they can use in distance learning, through a call for donations of old, but usable electronic gadgets, such as, but not limited to, laptops and tablets. This project also intends for the students to cope with the effects of the pandemic in their education, to ease their anxiety in fulfilling their academic requirements in the university, and to practice the flexibility in learning.



The project will be mainly spearheaded by the Community Partnership and Extension Office (CPEO) and the Office of the Vice President for University Relations and Advancement (OVPUA). Project TANGLAW donation drives will run from May 2020 to September 2020.

## Processes, Plans and Programs

### Project Objectives

1. To provide assistance to students who are deprived of accessibility to devices that they can use in line with the migration to distance education.
2. To initiate the call for donations of old electronic devices that can be used for distance education by the said students.
3. To strengthen the partnerships between and among the stakeholders of the university in adapting to the emergence of the “new normal” brought by the COVID-19 pandemic.

### Project Mechanics

#### *PRE-DONATION DRIVE*

1. Initial beneficiaries will be determined. This is to give the donation drive team a minimum estimate of the target number of devices or amount to be solicited.
2. A pool of benefactors will be formed. After clustering the targeted benefactors, various offices will be in charge to reach out to them through all possible communication means (email, Facebook chat, SMS, mail, etc.). These benefactors will be informed in advance that the actual confirmation for their donations will be done through a telethon through FB Live.

Alumni	ARSO
Linkages/International Students	LIO
Academic Partners	CTD, CFlex, IKM, CGSTER, IPEHRDS
Administrative Staff	AEA
Faculty	FU
Students	USC

3. VPURA with CPEO and UEMPRO will be in charge of publicity and promotion of the donation drive through visual materials and videos that will provide the initial information to the community.
4. A possible ad hoc account for cash donations should be set up to facilitate immediate utilization of the solicited amounts.



## DONATION DRIVE PROPER

1. A three-day telethon or live acceptance of donations will be done through Facebook Live. This telethon will air before the scheduled PNU TALKS for that day.
2. Various speakers and officials will speak during the telethon and at the same time, possible recipients will be featured.
3. The following donation packages will be elaborated:

Device Package 1.0 (DP1)	Device Package 2.0 (DP2)	Connectivity Package (CP)	Cash Equivalent (CE)
<p>This package features the donation of actual device that can be used for actual activities.</p> <p>New Unit of "Phablet" (Phone-Tablet) or Tablet with the following minimum specifications:</p> <ul style="list-style-type: none"> <li>• Android Nougat or higher Version</li> <li>• 4GB RAM</li> <li>• 64 GB Internal Storage</li> <li>• Front and Rear Camera</li> <li>• 4G Connectivity</li> <li>• Wi-fi Connectivity</li> </ul>	<p>This package features the donation of second-hand device that can be used for actual activities.</p> <p>Second hand unit should have the following minimum specifications:</p> <ul style="list-style-type: none"> <li>• Android Nougat or higher Version</li> <li>• 4GB RAM</li> <li>• 64 GB Internal Storage</li> <li>• Front and Rear Camera</li> <li>• 4G Connectivity</li> <li>• Wi-fi Connectivity</li> </ul> <p>No hardware or software damage that could affect performance of device.</p>	<p>This package features the donation of a connectivity device (pocket Wi-Fi) and a load allowance good for 1 year.</p> <ul style="list-style-type: none"> <li>• Mobile Wi-Fi Device</li> </ul> <p>Load Allowance (1 Academic Year at Php 500 per month)</p>	<p>This will allow donors to donate the cash equivalent of Device Package 1.0 or the Connectivity Package</p> <p>For this option, it is encouraged that donors will merge their individual donation to reach the value of each package's cash equivalent.</p> <ul style="list-style-type: none"> <li>• Device Package 1 CE: Php 15,000</li> </ul> <p>Connectivity Package CE: Php 10,00</p>

4. For cash donations, details of the ad hoc account will be given (using G-cash or other mobile online banking app). On the other hand, item donations can be delivered through courier services to the office of the VPURA.





5. The opening of the donation drive will be on the day of the first episode of the telethon and will run for at least 1 month.

## *PROCUREMENT OF DEVICES FROM CASH EQUIVALENT*

1. In the case that an ad hoc account served as the repository of cash donations, the total amount collected will be used to procure devices through the help of MISO as consultants for the gadgets' specifications.
2. In the case that donations are deposited to the PNU Trust Fund account, state procurement rules will be followed.
3. Both scenarios should be in compliance with governing laws and rules.

## *RECEIVING OF PHYSICAL UNITS*

1. Brand new units for both Device and Connectivity will be received at the OVPURA.
2. Second hand devices will be inspected and tested by MIS to make sure that the donated devices meet the minimum requirements. Devices that failed quality control will be discarded or returned to the donor.

## *MONITORING*

1. CPEO and VPURA staff will monitor the monetary and the device donations on a weekly basis.
2. Weekly donation status will be prepared until the last week of the donation.

## *TURN-OVER OF DONATED TECHNOLOGIES TO BENEFICIARIES*

1. After consolidating all donations, further scrutiny of beneficiaries will be conducted in case target amount and items are not reached. The most financially handicapped students will be prioritized.
2. A formal turn over ceremony will be conducted where donors can be invited to witness the actual acceptance of the donations by the beneficiary.
3. In the case that the beneficiary cannot come due to constraints, the device may be delivered to him or her (delivery should be within Metro Manila and should be coordinated with the FMSS).
4. The full list of donors will be posted in the PNU Website and Facebook page together with the documentation during the turn-over of devices.



## Initial Steps

To secure appropriate mechanisms for cash donations, a coordination meeting was held last June 11, 2020 between the offices of the Vice President for University Relations and Advancement, Vice President for Finance and Administration, Financial Management System, and the Community Partnership and Extension Office, and TANGLAW Project Head. It was agreed that cash donations will be accommodated through the PNU Trust Fund account.

Faculty and staff are also given an internal option to give their donation through salary deduction.

Project TANGLAW was also seen as a program that could cater to the needs of the students in the various hubs of the PNU system. Hence, a coordination meeting was held last June 24, 2020 with the campuses' extension coordinators, alumni focal persons, and student leaders with the Director of the Campus Development Office and a representative from the Office of the Students Affairs and Students Services of the Main Campus. In the said meeting, the mechanics of TANGLAW in the main campus were presented to the representatives of the hubs. It was emphasized during the meeting that each hub can create their own set of guidelines which is tailored and more convenient for their stakeholders.

One of the features of this donation drive is that benefactors can first create a pledge for their donations. This is to assure that they will be properly acknowledged and at the same time a smooth flow of accounting can be facilitated.

Hence, an online pledge form was set up which can be accessed by the donors. The information they have given here will be used to project the amount that will be received by the program. This will also serve as a communication platform which will be used by the organizing body to follow up the donations.

Benefactors with cash donations are expected to send their pledged amount to the PNU Trust fund account.

Device donations are to be sent to the office of the Vice President for University Relations and Advancement.

The Project TANGLAW was officially launched through the University program *PNU TALKS with VP LAV and Mr. John*. In the said talk show aired via Facebook Live, various stakeholders were enjoined to help PNUans cope with the emergence of this new normal in the education sector.



## TANGLAW Updates

To widen the implementation of Project TANGLAW, University Memorandum 153 Series of 2020 was released on July 29, 2020 allowing donations from faculty and staff via salary deduction.

On August 26, 2020, the Community Partnership and Extension Office (CPEO) together with University Relations and Advancement, launched Project TANGLAW 2.0. Auction for Internet Connectivity where donated pre-loved items from University officials were auctioned. This particular donation drive is intended to raise funds for the provision of connectivity support to PNUans.

As of September 11, 2020, PNU main campus Project TANGLAW collected Php 426,000.00 in cash and a total of 21 tablets. University Students Council pledged Php 400,000.00.

In the campuses, PNU North Luzon has raised a total of Php 6,180.00 and 30 units of gadgets. PNU Visayas collected Php 50,000.00 and five laptops. PNU Mindanao received Php 311,000.00 while PNU South Luzon collected a total of Php 227,197.00.

Students also initiated various activities to help in promoting the Project TANGLAW. The latest of which is a benefit concert dubbed as Nagkakaisang PNUANS: Benefit Concert for Project TANGLAW. The concert featured talents from various majors.



# Mechanism for Continuous Improvement

- ✓ *PNU Recalibrated Programs, Activities and Projects*
- ✓ *Continuing Compliance with ISO 9001:2015 QMS*
- ✓ *PNU Risk Management Plan*



## PNU RECALIBRATED PROGRAMS, ACTIVITIES AND PROJECTS



### Description of the Category

The PNU Recalibrated Programs, Activities and Projects (PAPs) provide information relative to the budgetary allocations and priorities of the university for Fiscal Year 2020 in response to the challenges brought about by the COVID-19 Pandemic and in compliance with the national government's budget circulars.

The university's Recalibrated Programs, Activities and Projects (PAPs) for Fiscal Year 2020 are in compliance to the Department of Budget and Management's (DBM) National Budget Circular (NBC) 580 – Adoption of Economy Measures in the Government Due to the Emergency Health Situation, issued on April 22, 2020. The initially appropriated budget for the 15 PAPs has been recalibrated by the members of the Administrative Council of the university and such was subjected to the approval of the Board of Regents (BOR).



## Processes, Plans and Programs

The Program, Activities and Projects (PAPs) for FY 2020 have been initially implemented at the start of the year and it consisted of the main priorities of the university in its delivery of both academic and administrative services to all its stakeholders. The following are the university's recalibrated PAPs for FY 2020:

### Academic Excellence/Flexible Learning

This pertains to the university's implementation of the Flexible Learning Program. In particular, budget has been appropriated for all the activities and technological support both during the preparation and initial implementation phases of the program.

### Student Development

It includes budgetary allocation for all student services along with the automatic appropriations for the student government coming from the Fiduciary Funds.

### Research and Publication

The budgetary allocations for all research and publication – related activities including incentives.

### Culture and Sports

All remaining programs relative to culture and sports that were given limited budget for the rest of the year.

### Quality Assurance

Remaining activities that are budgeted for 2020 including the 2<sup>nd</sup> Surveillance Audit as an ISO 9001:2015 certified institutions.

### Gender and Development

All related activities including research projects that are funded by the GAD funds.

### Internationalization and Linkages

All internally funded collaborative activities of the university both nationally and internationally.

### Knowledge Management

all activities under the College of Flexible Learning and e-PNU which is in charge of improving the university's Learning Management System (LMS). It also pertains to the utilization of fiduciary funds for library services.



## Branding, Events, Promotions and Public Relations

All virtual activities including capacity building webinars catering to both internal and external stakeholders.

## Community Extension and Alumni Services

Activities aimed at sustaining the university's partnerships with the alumni associations and community organizations.

## PNU 3.0

Refers to all information, communication and technology-related procurement projects of the university aimed to sustain the academic and administrative services.

## HR PRIME

Pertains to programs relative to professional development of faculty and staff.

## Good Governance, Occupational Safety and Health Standards

All programs relative to maintaining administrative services along with ensuring the safety, health and economic well-being of the faculty and staff.

## Financial Asset and Management Support Program

Refer to programs aimed at maintaining the financial capacity of the university in supporting all its programs, activities and projects.

## Campus Development

Refers to financial support to the 4 campuses of the university in their implementation of the flexible learning program.



## CONTINUING COMPLIANCE WITH ISO 9001:2015 QMS

### WHO ENSURES THE CONTINUOUS COMPLIANCE OF THE UNIVERSITY TO ISO 9001:2015 STANDARD?



#### INTERNAL QUALITY AUDITORS

Reports the performance and opportunities for improvement of the Quality Management System that concerns various units.



#### DOCUMENT CONTROL MANAGEMENT TEAM

Manages the processes involving control of documented information.

#### CENTER FOR PLANNING AND QUALITY ASSURANCE OFFICE

Manages and oversees the activities of the University Project for ISO 9001:2015 Certification.



#### OFFICE OF THE VICE PRESIDENT FOR RESEARCH, PLANNING AND QUALITY ASSURANCE

Ensures the effectiveness, adequacy and sustainability of the Quality Management System and alignment with the strategic directions of the University.

## COMPLIANCE WITH THE ISO 9001:2015 STANDARD

### INTRODUCTION TO ISO 9001:2015 STANDARD

Catching up with ISO 9001:2015 Standard!

To provide a concise and accurate understanding of the ISO 9001:2015 Standard, the ISO Certification Office spearheaded an orientation program for the newly designated process owners of the University.

### ORIENTATION TO ISO 9001:2015 SECOND SURVEILLANCE VISIT (REMOTE AUDIT)

Setting expectations!

PNUE's ISO 9001:2015 Second Surveillance Visit will be on October 22, 2020. Therefore, as early as now the ISO Certification Office conducts various orientations through online platforms to prepare for the said audit.

### CONTEXT OF THE ORGANIZATION LOGS

Towards effective management, assessment and enhancement!

Every year, a workshop orientation is done with PNUE's offices/units to ensure the establishment of an effective and efficient Quality Management System that fits to the changing needs of our clients.

### MONITORING OF NON-CONFORMITIES AND OPPORTUNITIES FOR IMPROVEMENT

All the way to continual improvement!

The action plans to address the non-conformities and opportunities issued by the external auditors for Surveillance Visit are monitored.

### REVIEW OF PROCEDURES AND FORMS

A closer look!

The review of procedures and forms are done by each office/unit to ensure that the changes in the procedures and forms are well-documented and approved by the officials.





## Description of the Category

In the continuous adherence of the Philippine Normal University to the ISO 9001: 2015 Standard, noticeable improvements and delivery services are embraced by the whole educative community. The ISO Certification Office, together with the help of its Internal Quality Auditors, Technical Working Group and Document Control Management Team, conducts various online monitoring and orientations to ensure the valuable practices and services performed by each office/unit. These activities are part of the University's preparation for the upcoming ISO 9001:2015 Second Surveillance Visit on October 22, 2020.

## Processes, Plans and Programs

As part of the University's preparation, various plans and programs were implemented and conducted by the ISO Certification Office, Internal Quality Auditors, ISO Technical Working Group and Document Control Management Team. Most of the plans and programs focus on addressing the major concerns of the Process Owners with regard to the effective and efficient implementation of their procedures and services in line with the statutory and regulatory requirements and ISO 9001:2015 Standard.

## The ISO Certification Office

After successfully hurdling the University's roadmap towards ISO 9001:2015 Certification last 2018, the ISO Certification Office continuously oversees and manages matters related to ISO 9001:2015 Standard. It provides orientations, trainings and consultation meetings with different offices/units, Internal Auditors, ISO Technical Working Groups and Document Control Management Team. Also, the ISO Certification Office proposed a calendar of activities for PNU Community to help them prepare for the annual external audit to be conducted by PNU's external auditor SOCOTEC Certification Philippines Inc. Among the activities conducted were the following:

- Introduction to ISO 9001:2015 (Clauses, Terminologies and Requirements)
- Orientation on ISO 9001:2015 Second Surveillance Visit (Remote Audit)
- Orientation with Offices/Units with Non-conformities and Opportunities for Improvement during the 2019 First Surveillance Visit
- Consultative meetings with various offices/units
- Collaboration with the Document Control Management Team
- Constant monitoring of offices/units' adherence to the ISO 9001:2015 Standard



## Internal Quality Auditors

The Internal Quality Auditors Team (IQA), which main task is to report the performance and points of improvement of the University, will undergo an intensive training in September 2020. Said training will help the IQA Team to equip themselves with the appropriate knowledge and skills to conduct remote audit in the time of pandemic. Once the IQA training is done, internal audit of offices/units will commence respectively.

## ISO Technical Working Group

The ISO Technical Working Group continuously monitors and remind offices/units under their supervision. They assist with all the requirements of the ISO 9001:2015 Standard and ensures the implementation of the Quality Management System in accordance to its quality objectives and policies.

## Document Control Management Team

The Document Control Management Team manages the processes that involves the control of documented information. They also convened and discussed the following important concerns:

- Document Control Management Team Terms of Reference (TOR)
- Review of Procedures and Internal Systems of Document Control
- Orientation and Review of External Documents
- Storage for Document Control
- Management of Controlled Documents

## Concluding Paragraph

The Philippine Normal University believes that quality and exemplary services transcend the challenges of the changing times. Being an ISO 9001:2015 certified institution, it has established a commitment to deliver its services effectively and ensures that the expectations of both internal and external parties are met. The pandemic has paved a way for the University to improve its management system and continuously look for avenues to work with in order to guarantee suitable provision of its products and services in accordance with the ISO 9001:2015 Standard.



## PNU Risk Management Plan

PHILIPPINE NORMAL UNIVERSITY			
RISK MANAGEMENT PLAN			
(Implementation of the Flexible Learning Plan & Opening of Term 1 on September 24/28, 2020)			
<b>Quality objective: Ensuring responsiveness to the needs of stakeholders</b> <b>Target: To ensure readiness of the University for the Opening of Term 1 on September 24/28, 2020</b>			
RISK	OPPORTUNITIES	PLAN OF ACTION/ ACTIVITIES	CONCERNED OFFICES
Non-readiness of the University to open classes on September 24/28, 2020	Successful opening of classes on September 24/28, 2020	Development of a Risk Management Plan to address all potential consequences of the risk from opening classes on September 24/28, 2020	ExeCom, EPDs
Non-readiness of faculty to open classes on September 24/28, 2020	100% readiness of the faculty to open classes on September 24/28, 2020	Ensure compliance of faculty to the Memorandum issued by the VP for Academics (dated August 27, 2020) thru the closed monitoring of the concerned EPDs, Associated Deans and Institute Directors	VPA Domain, VPURA, and EPDs
Non-readiness of students to open classes on September 24/28, 2020	100% readiness of the students to open classes on September 24/28, 2020	Ensure compliance of faculty to the Memorandum issued by the VP for Academics (dated August 27, 2020); ensure that all toolkits (printed and in the USBs) are distributed to all concerned students before the opening of classes on September 24/28, 2020	VPA Domain, other concerned offices
Non-readiness of the e-PNU (LMS)	A functional ePNU (LMS) for Term 1	Coordination with the Registrar's Office, MISO and CPLEX to ensure 100% functionality of the LMS	VPA Domain, MISO, CPLEX
Non-distribution of toolkits (printed and uploaded to the flash drives) to all concerned students	100% student satisfaction in the distribution of toolkits	Completion of the process of printing and uploading the toolkits to the flash drives and facilitate distribution of the same to all concerned students before the start of classes on September 24, 2020 (graduate students) and September 28, 2020 (undergraduate students)	VPA, MISO, CTD, SIKM, IPEHRDS, UCHIMO, HUBS
Non-readiness of some faculty for the flexible learning modality	100% readiness of faculty for the flexible learning modality	Ensure compliance of faculty to the Memorandum issued by the VP for Academics (dated August 27, 2020) thru the close monitoring of the concerned EPDs, Associate Deans and Institute Directors	OP, VPA, CTD, PP, MISO, CPLEX, HUBS
Non-readiness of students for the flexible learning modality	100% readiness of students for the flexible learning modality	Provision of the necessary assistance to the concerned students (based on the obtained data from the initial communication with students conducted before the opening of classes)	OP, VPA, CTD, PP, MISO, CPLEX, HUBS
Some classes are left with no assigned professors	ALL courses have been assigned to the faculty	Associated Deans and Institute Directors are to ensure that all courses have been assigned to the faculty	VPA, CTD, CGSTER, SIKM, IPEHRDS, HUBS

<b>Quality objective: Ensuring system-based solutions in addressing academic issue</b> <b>Target: To efficiently and effectively implement of the flexible learning plan</b>			
RISK	OPPORTUNITIES	PLAN OF ACTION/ ACTIVITIES	CONCERNED OFFICES
Emergence of technical glitches in the use of LMS	A 100% functional LMS	1. Tasking MISO and CPLEX to closely monitor the LMS to identify any glitches and make the appropriate course of action relative to it/them 2. Provision of the necessary support (technical and financial) to the MISO and CPLEX	OP, VPFA, MISO, CPLEX
Inability of faculty using full online modality to sustain their internet connectivity	100% readiness of the concerned faculty	1. Close monitoring of the Associate Deans/Institute Directors/ on the faculty's actual online engagement thru LMS 2. Provision of the necessary assistance to the concerned faculty thru the VPA (1,000.00 connectivity allowance of the faculty)	CGSTER, CTD, IKM, IPEHRDS, Hubs
Problems in monitoring the performance of students using the printed toolkits	A functional monitoring system of the flexible learning modality with students using the printed toolkits	Development and implementation of a monitoring system for the flexible learning (for students using the printed toolkits)	VPA, CTD, SIKM, IPEHRDS, Hubs
Problems in monitoring the performance of students using the online modalities	A functional monitoring system of the flexible learning modality with students using the online modalities	Development and implementation of a monitoring system for the flexible learning (for students using the full online modalities)	VPA, CTD, SIKM, IPEHRDS, Hubs
Problems in monitoring the faculty vis à vis the flexible learning plan	A monitoring system of the performance of faculty vis à vis the flexible learning modality	Development and implementation of a faculty performance monitoring system for the flexible learning	VPA Domain, EPDs
<b>Quality objective: Ensuring system-based solutions in addressing issues/concerns of administrative services</b> <b>Target: To efficiently and effectively implement the alternative work arrangement (AWA) plans during the 'quarantine period'</b>			
Declaration of a University lockdown due to the emergence of Covid-19 positive case/s in the University	A flexible alternative work arrangement (AWA) plan is in place	Implementation of a more flexible alternative work arrangement (AWA) plan allowing limited SWF for officials and personnel (needs-based)	ExeCom, VPFA, HRMDS
Failure to process 'financial transactions' due to the University lockdown	An alternative work arrangement (AWA) plan for the OVPPA domain and the OP in case of a University lockdown	Implementation of a more flexible alternative work arrangement (AWA) plan allowing limited SWF for officials and personnel in charge of financial transactions (salaries, etc.)	OP, OVPPA Domain
Failure to provide the necessary administrative services to internal and external stakeholders of the University	A flexible alternative work arrangement (AWA) plan is in place	Development and implementation of a more flexible alternative work arrangement (AWA) plan allowing limited SWF for officials and personnel regardless of the 'quarantine status' in the City of Manila	ExeCom, VPFA, HRMDS





## Description of the Category

The PNU Risk Management Plan provides information relative to the potential risks brought about by the current health emergency due to the COVID-19 Pandemic. In particular, the Plan highlights three (3) important programs of the university that necessitate the development of a corresponding risk management plan. These programs are: 1) ensuring readiness of the University in the opening of Term 1 AY 2020-2021; 2) ensuring systems-based solution in the efficient and effective implementation of the Flexible Learning Program; and 3) ensuring systems-based solution in the implementation of the alternative work plan (AWA) of the university.

As an ISO 9001:2015 certified institution, the university develops its risk management plan using the risk and opportunities assessment tool in addressing the potential risks in the implementation of the above cited academic and administrative programs. By identifying the potential risks, the university's top management is able to provide the necessary plan of action to each and every risk in the implementation of its programs, activities and projects in the midst of the COVID-19 Pandemic.

## Processes, Plans and Programs

The PNU Risk Management Plan focuses on the following programs, activities and projects:

### Ensuring readiness of the university in the opening of classes for Term 1 AY 2020-2021

The plan addresses potential risks to the readiness of the faculty, the students and the university system as a whole. Concrete plan of action has been developed relative to the preparation of the necessary toolkits (electronic and printed) both for the faculty and students; the readiness of the university's learning management system (LMS); and, the readiness and availability of other logistical and technological support from the management.

### Ensuring systems-based solution in the efficient and effective implementation of the Flexible Learning Program

A system for monitoring and evaluation in the implementation of the flexible learning program has been put in place to ensure that all potential risks are properly addressed. Regular and periodic evaluation is conducted to serve as inputs to the management for possible adjustments and recalibration of the university's programs, activities and projects along with their corresponding budgetary requirements.





## Ensuring systems-based solution in the implementation of the alternative work plan (AWA) of the university

In compliance with the Civil Services Commission (CSC) Memorandum Circular No. 10, series of 2020 entitled “Revised Interim Guidelines for Alternative Work Arrangements and Support Mechanisms for Workers in the Government During the Period of State of National Emergency Due to COVID-19 Pandemic,” the university developed and implemented a flexible Alternative Work Arrangement (AWA) Plan. The main objective of the AWA Plan is to ensure that all academic and administrative services of the university shall be sustained taking into consideration full client satisfaction in such services. In addition, the AWA Plan considers the safety, health and economic well-being of the faculty and staff.



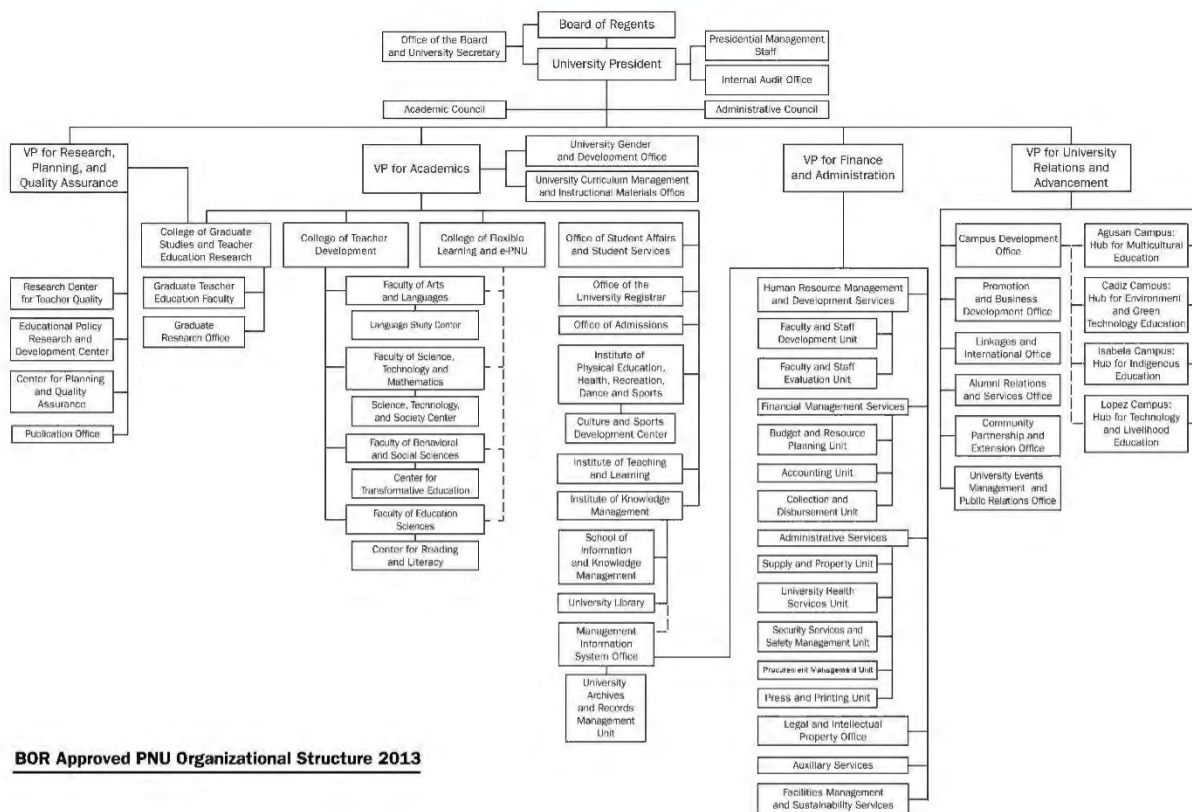
# Appendices

- ✓ *PNU Organizational Structure*
- ✓ *PNU Officials*
- ✓ *PNU Campuses and its Departments/Units*
- ✓ *PNU Special Order No, 93, Series of 2020*
- ✓ *Joint Memorandum Circular No. 1, Series of 2020*



*Truth, Excellence and Service*

## PNU ORGANIZATIONAL STRUCTURE



**BOR Approved PNU Organizational Structure 2013**



## PNU OFFICIALS

### **Dr. BERT J. TUGA, *President***

Dr. Elvira V. Chua, *OIC, PNU Mindanao*

Dr. Lordinio A. Vergara, *OIC, PNU North Luzon*

Dr. Roel V. Avila, *Executive Director and Campus Provost, PNU South Luzon*

Dr. Denmark L. Yonson, *Executive Director and Campus Provost, PNU Visayas*

### **Mr. Harry P. Huliganga, *Vice President for Finance and Administration***

Prof. Michael M. Nael, *Director, Auxiliary Services*

Mr. Ronnie B. Pagal, *Director, Financial Management Services*

Prof. John P. Natividad, *Director, Facilities Management and Sustainability Services*

Mr. Joemar D. Sajona, *Director, Management Information Systems*

Ms. Maribel G. Gerundio, *OIC, Human Resource Management and Development Services*

Ms. Jenny C. Malitao, *Director, Administrative Services*

### **Dr. Jennie V. Jocson, *Vice President for Academics***

Dr. Ruth A. Alido, *Dean, College of Teacher Development*

Dr. Ali G. Anundin, *Associate Dean, Faculty of Arts and Languages*

Dr. Zyrallie L. Bedural, *Associate Dean, Faculty of Behavioral and Social Sciences*

Dr. Corazon B. Sigua, *Associate Dean, Faculty of Education Sciences*

Dr. Josephine E. Tondo, *OIC, Faculty of Science, Technology, and Mathematics*

Dr. Antriman V. Orleans, *Dean, College of Graduate Studies and Teacher Education Research*

Dr. Hiedi B. Macahilig, *Associate Dean, Graduate Teacher Education Faculty*

Dr. Arlyne C. Marasigan, *Director, Graduate Research Office*

Dr. Celia M. Ilanan, *Dean, College of Flexible Learning and e-PNU*

Prof. Lovely Airein D. Albania, *Deputy Dean, College of Flexible Learning and e-PNU*

Dr. Jose M. Ocampo, Jr., *Dean, Office of Student Affairs and Student Services*

Dr. Niño D. Naldoza, *Director, Institute of Knowledge Management*

Dr. Rosanna A. Diana, *Director, Institute of Physical Education, Health, Recreation, Dance,  
and Sports*





Dr. Darryl Roy T. Montebon, *Director, Institute of Teaching and Learning*

Prof. Jason A. Orozco, *University Registrar*

Dr. Leonora P. Varela, *Director, Admissions Office*

Dr. Minda C. Valencia, *Director, University Center for Gender Development*

**Dr. Ronald Allan S. Mabunga, Vice President for Research, Planning and Quality Assurance**

Prof. Ruel A. Avilla, *Director, Center for Planning and Quality Assurance*

Dr. Adonis P. David, *Director, Educational Policy Research and Development Center*

Dr. Marie Paz E. Morales, *Director, Publications Office*

Dr. Gina O. Gonong, *Director, Research Center for Teacher Quality*

**Dr. Lordinio A. Vergara, Vice President for University Relations and Advancement**

Dr. Josephine M. Calamlam, *Director, Alumni Relations and Services Office*

Dr. Leah Amor S. Cortez, *Director, Campus Development Office*

Dr. Rowena R. Hibanada, *Director, Community Partnership & Extension Office*

Dr. Ma. Elvira A. Asuan, *Director, Linkages and International Office*

Mr. Joseph G. Luceño, *Director, Promotions and Business Development Office*

Mr. James V. Bailon, *Director, University Events Management and Public Relations Office*



## PNU OFFICES, DEPARTMENTS, UNITS AND CAMPUSES

### Office of the President (OP)

### University Hubs (UH)

- PNU North Luzon
- PNU South Luzon
- PNU Visayas
- PNU Mindanao

### Office of the Vice President for Academics (OVPA)

- College of Teacher Development (CTD)
  - Faculty of Arts and Languages (FAL)
  - Faculty of Behavioral and Social Sciences (FBeSS)
  - Faculty of Education Sciences (FES)
  - Faculty of Science, Technology, and Mathematics (FSTEM)
- College of Graduates Studies and Teacher Education Research
  - Faculty of Graduate Teacher Education (GTEF)
  - Graduate Research Office (GRESO)
- College of Flexible Learning and ePNU (CFLex)
- Office of Student Affairs and Student Services (OSASS)
- Institute of Knowledge Management (IKM)
- Institute of Physical Education, Health, Recreation, Dance, and Sports (IPEHRDS)
- Institute of Teaching and Learning (ITL)
- Office of the University Registrar (OUR)
- Office of Admissions (OA)
- University Curriculum Management and Instructional Materials Office (UCMIMO)
- University Center for Gender and Development (UCGD)



## Office of the Vice President for Research, Planning and Quality Assurance (OVPRPQA)

- Educational Policy Research and Development Center (EPRDC)
- Research Center for Teacher Quality (RCTQ)
- Publication Office (PO)
- Center for Planning and Quality Assurance (CPQA)
- ISO Certification Office

## Office of the Vice President for University Relations and Advancement

- Campus Development Office (CDO)
- Alumni Relations and Services Office (ARSO)
- Community Partnership and Extension Office (CPEO)
- Linkages and International Office (LIO)
- Promotion and Business Development Office (PBDO)
- University Events Management and Public Relations Office (UEMPRO)

## Office of the Vice President for Finance and Administration (OVPFA)

- Financial Management Services (FMS)
- Accounting Unit (AU)
- Budget and Resource Planning Unit (BRPU)
- Collection and Disbursement Unit (CDU)
- Facilities Management and Sustainability Services (FMSS)
- Human Resource Management and Development Services (HRMDS)
- Management Information System Office (MISO)
- Press and Printing Unit (PPU)
- Supply and Property Unit (SPU)
- Security Services and Safety Management Unit (SSSMU)
- University Archives and Records Management Unit (UARMU)
- University Health Services Unit (UHSU)



# PNU SPECIAL ORDER

## No. 93, SERIES OF 2020



*Bert J. Togo, PhD*  
President

REPUBLIKA NG PILIPINAS  
Republic of the Philippines  
PAMANTASANG NORMAL NG PILIPINAS  
Philippine Normal University  
ANG PAMBANSANG SENTRO SA EDUKASYONG PANGGUGRO  
The National Center for Teacher Education  
Maynila  
Manila

June 23, 2020

### PNU SPECIAL ORDER

No. 93  
Series of 2020

#### TO:

Mr. HARRY P. HULIGANGA, VPFA  
Dr. JENNIE V. JOCSON, VPA  
Dr. RONALD ALLAN S. MABUNGA, VPRPQA  
Dr. LORDINIO A. VERGARA, VPURA  
Dr. ANTRIMAN V. ORLEANS, Dean, CGSTER  
Dr. RUTH A. ALIDO, Dean, CTD  
Dr. CELIA M. ILANAN, Dean, CFlex  
Dr. JOSE M. OCAMPO, JR., Dean, OSSAS  
Prof. MICHAEL M. NAEL, Director, AuxS  
Ms. JENNY C. MALITAO, Director, AS  
Mr. RONNIE B. PAGAL, Director, FMSS  
Prof. JOHN P. NATIVIDAD, Director, FMSS  
Mr. JOEMAR D. SAJONA, Director, MIS  
Ms. MARIBEL C. GERUNDIO, OIC, HRMDS  
Dr. ROWENA B. ESCOTO, Head, UHSU  
Ms. ROWENA B. MARIÑAS, AEA Level 1  
Ms. RACHEL P. EVANGELISTA, President, AEA Level 2

#### SUBJECT:

**Constitution of the PNU Safety and Health Committee and  
Designation of Safety Health Officer**

In accordance with the CSC-DOH-DOLE Joint Memorandum Circular No. 1, s. 2020, otherwise known as the "Occupational Safety and Health (OHS) Standards for the Public Sector," PNU is hereby required to establish a Safety and Health Committee with the Head of the Agency or an authorized Representative who holds an Executive/Managerial rank/ position as the Chairperson and the Agency Physician to be designated as the Occupational Safety and Health Officer.

In view of the above, the constitution of the *PNU Safety and Health Committee* will be the following:

Chairperson: Mr. HARRY P. HULIGANGA  
Members: Dr. JENNIE V. JOCSON  
Dr. RONALD ALLAN S. MABUNGA  
Dr. LORDINIO A. VERGARA





Dr. ANTRIMAN V. ORLEANS  
Dr. RUTH A. ALIDO  
Dr. CELIA M. ILANAN  
Dr. JOSE M. OCAMPO, JR.  
Prof. MICHAEL M. NAEL  
Ms. JENNY C. MALITAO  
Mr. RONNIE B. PAGAL  
Prof. JOHN P. NATIVIDAD  
Mr. JOEMAR D. SAJONA  
Ms. MARIBEL C. GERUNDIO  
Ms. ROWENA B. MARIÑAS  
Ms. RACHEL P. EVANGELISTA

Secretary Dr. ROWENA B. ESCOTO (Occupational Safety & Health Officer)

The Joint Circular aims to institutionalize occupational safety and health (OSH) in government workplaces to protect government workers from the dangers of injury, sickness, or death and to prevent loss or damage of properties through the adoption of safe and healthy working conditions. The Committee is expected to craft policies and programs that will promote occupational health and safety standards for PNU.

In reference to the duties and functions of the committee, attached is the CSC-DOH-DOLE Joint Memorandum Circular No. 1, s. 2020, for your perusal.

The PNU Hubs are likewise directed to constitute their own Safety and Health Committee and Safety Health officer through the directive of the Vice President for University Relations and Advancement.

The abovementioned designations shall take effect immediately.

Your usual cooperation is highly appreciated.

  
**BERT JAZMIN TUGA, PhD**  
*President*

Cc: Vice Presidents  
HRMDS  
UBS  
UARMU



# JOINT MEMORANDUM CIRCULAR NO. 1, SERIES OF 2020



Republic of the Philippines  
Civil Service Commission  
Department of Health  
Department of Labor and Employment

JOINT MEMORANDUM CIRCULAR NO. 1, s. 2020

**TO :** HEADS OF CONSTITUTIONAL BODIES,  
DEPARTMENTS, BUREAUS AND AGENCIES OF THE  
NATIONAL GOVERNMENT, LOCAL GOVERNMENT  
UNITS, GOVERNMENT-OWNED AND/OR CONTROLLED  
CORPORATIONS WITH ORIGINAL CHARTERS AND  
STATE UNIVERSITIES AND COLLEGES

**SUBJECT :** OCCUPATIONAL SAFETY AND HEALTH (OSH) STANDARDS  
FOR THE PUBLIC SECTOR

**WHEREAS**, Section 15, Article II of the Philippine Constitution of 1987 provides that the State shall protect and promote the right to health of the people and instill health consciousness among them. Article XIII, Section 3 provides further that the State shall afford full protection to labor, local and overseas, organized and unorganized, and promote full employment and equality of employment opportunities for all.

**WHEREAS**, Paragraph 2, Section 3, Article XIII of the 1987 Constitution guarantees the rights of all workers to a decent and humane conditions of work.

**WHEREAS**, Section 18, Article II of the 1987 Constitution provides that the State affirms labor as a primary social economic force. It shall protect the rights of workers and promote their welfare.

**WHEREAS**, Section 3, Article IX-B of the 1987 Constitution provides that the Civil Service Commission (CSC), as the central personnel agency of the bureaucracy shall adopt measures to promote morale, efficiency, integrity, responsiveness and courtesy in government.

**WHEREAS**, Item 3, Section 12, Chapter 3 Book V Title 1, Subtitle A of Executive Order No. 292 (Administrative Code of 1987), mandates the CSC to promulgate policies, standards and guidelines for the civil service and adopt plans and programs to promote economical, efficient and effective personnel administration in the government;

**WHEREAS**, the CSC recognizes the importance of providing healthy and safe work environment for the government workforce, thus, it promulgated Memorandum Circular No. 38, s. 1992 dated September 30, 1992 (Physical and Mental Fitness Program for Government Employees); Memorandum Circular No. 30, s. 1994 dated September 8, 1994 (Checklist



of Reasonable Working Conditions in the Public Sector); Memorandum Circular No. 33 dated December 22, 1997 (Policy on Working Conditions in the Workplace) ; and many other related policy issuances;

**WHEREAS**, PD 442 or the Labor Code of the Philippines; Book IV, Title II set the standards for Occupational Safety and Health in different industries, as well as measure for the prevention and control of occupational hazards. Accordingly, the Bureau of Working Conditions-Department of Labor and Employment (BWC-DOLE) promulgated rules pertaining to Occupational Safety and Health (OSH) such as Rule 1060 (Premises of Establishments); Rule 1070 (Occupational Health and Environmental Control); Rule 1080 (Personal Protective Equipment and Devices); Rule 1090 (Hazardous Materials) and DOLE Department Order No. 136-14 dated February 28, 2014 (Guidelines for the Implementation of Globally Harmonized System [GHS] in Chemical Safety Program in the Workplace); Rule 1030 (Training of Personnel in Occupational Safety and Health) as amended by DOLE Department Order No. 16 series of 2001; Rule 1040 (Health and Safety Committee); and Rule 1050 (Notification and Keeping of Records of Accidents and /or Occupational Illnesses). These rules provide specific OSH-related standards for the workers in general.

**WHEREAS**, Executive Order No. 102 series of 1999 dated May 24, 1999 mandates the Department of Health to promote the well-being of every Filipino; prevent and control diseases among populations at risks; protect individuals, families and communities exposed to hazards and risks that could affect their health; and treat, manage and rehabilitate individuals affected by disease and disability.

**WHEREAS**, under PD 856 or the Code on Sanitation of the Philippines (Chapters 6 & 7), school sanitation and industrial hygiene services should be directed towards the protection and promotion of workers' health.

**WHEREAS**, considering the continuing influx of changes in the working environment brought about by industrialization, globalization, and technological advancement affecting health and wellness of government workers in the workplace, there is a need to enhance and to further improve the existing working conditions in all government agencies.

**WHEREAS**, on January 31, 2017, the CSC, DOH and DOLE issued the Joint Administrative Order on the National Occupational Health and Safety Policy Framework (JAO No. 2017-001) to guide the key stakeholders in the development, implementation, monitoring and evaluation of Occupational Safety and Health for both the public and private sector workers.

**WHEREAS**, the Civil Service Commission (CSC), Department of Health (DOH) and the Department of Labor and Employment (DOLE) recognize the need for all government agencies to establish a set of Occupational Safety and Health (OSH) Standards to protect all government employees from the hazards of injury, sickness or death through the adoption of safe and healthy working conditions to assure the conservation of human life and the prevention of loss of resources and damage to properties.





**WHEREAS**, OSH Standards for the Public Sector must be strictly complied with, implemented, diligently monitored, and evaluated to facilitate future policy innovations and/or initiatives.

**NOW, THEREFORE**, the CSC, DOH and DOLE hereby enjoin all concerned to comply with the Guidelines on Occupational Safety and Health Standards for the Public Sector, as follows:

## **GUIDELINES ON OCCUPATIONAL SAFETY AND HEALTH STANDARDS FOR THE PUBLIC SECTOR**

### **I. Rationale**

Global trade liberalization, rapid technological progress, shifting patterns of employment to include migration, changes in organization's work practices, such as business process outsourcing, and the size, structure and life cycles of enterprises can all generate new types and patterns of hazards, exposures and risks.

For the year 2011, the Philippines Labor Statistics reported 48,977 occupational injuries; mostly occurring in the manufacturing, wholesale and retail trade, accommodation and food service, construction and agriculture industries. Further, an estimated 85,843 cases of occupational diseases were also reported in establishments employing 20 or more workers. Among the leading causes are back pain, essential hypertension, neck-shoulder pain, peptic ulcer, and tuberculosis.

In spite of the numerous policy instruments, guidelines and standards for Occupational Health and Safety (OHS), gaps and issues identified relate to the lack of awareness among rights-holders on the provision of 'just and humane terms and conditions of work'; and among duty-bearers, unclear scope of policies in implementing OHS system elements (*i.e.*, governance, information systems, financing, products and technologies, health service delivery, and human resources).

Considering the continuing influx of changes in the working environment brought about by industrialization, globalization, and technology advancement affecting health and wellness of government workers in the workplace, there is a need to enhance and to further improve the existing working conditions in all government agencies.

Under Section 3, Article XIII of the 1987 Philippine Constitution, Occupational Health and Safety is a right, hence, it is important that all sectors, both public and private, should endeavour for better working conditions in their respective workplaces. Evidence-based studies revealed that a holistic approach, combining occupational health and safety with disease prevention, and tackling the social determination of health within a systems framework generates a more responsive and concerted action for





protecting and promoting the health of workers. Thus, the need for a policy framework that will illuminate entry-points for interventions and shared responsibilities among all stakeholders and partner agencies.

## II. Objectives

This Guidelines on Occupational Safety and Health Standards for the Public Sector is aimed at protecting all government employees from the dangers of injury, sickness or death in the workplace through the adoption of safe and healthy working conditions to ensure the preservation of human lives and resources and prevent loss/damage of properties.

This shall also guide the government agencies in the development, implementation, monitoring and evaluation of Occupational Safety and Health for government employees.

More particularly, this Guidelines seeks to:

- (1) Institutionalize occupational health and safety in the public sector and government workplaces;
- (2) Identify and delineate roles and responsibilities of lead agencies, heads of agencies and safety and health committees, within the scope of the Joint Memorandum Circular; and
- (3) Establish Safety and Health Committees within government agencies.

## III. Scope

- (1) This Guidelines on the OSH Standards shall apply to all officials and employees in the NGAs, SUCs, LGUs; and GOCCs whether permanent, temporary and/or casual status.
- (2) Job orders, contract of services, institutional and individual contractors shall likewise be covered in this guidelines in accordance with the provisions stated in the CSC-COA-DBM Joint Circular No. 1 s. 2017<sup>1</sup>, as amended by CSC-COA-DBM Joint Circular No. 1, s. 2018.

## IV. Definition of Terms

- (1) Contract of Service – refers to the engagement of the services of an individual, private firm, other government agency, non-government agency or international organization as consultant, learning service provider or technical expert to undertake special project or job for a specific period.
- (2) Government agencies – government offices that are created by law, with prescribed powers and mandate. It refers to all branches,

<sup>1</sup> CSC-COA-DBM Joint Circular No. 1s. 2017 dated June 15, 2017 – Rules and Regulations Governing Contract of Service and Job Order Workers in the Government as amended by CSC-COA-DBM Joint Circular No. 1, s. 2018



subdivisions, instrumentalities, and agencies of the Government, including National Government Agencies (NGAs), State Universities and Colleges (SUCs), Local Government Units (LGUs) and Government-Owned or Controlled Corporations (GOCCs) with original charters.

- (3) Government-Owned or -Controlled Corporation (GOCC) refers to any agency organized as a stock or nonstock corporation, vested with functions relating to public needs whether governmental or proprietary in nature, and owned by the Government of the Republic of the Philippines directly or through its instrumentalities either wholly or, where applicable as in the case of stock corporations, to the extent of at least a majority of its outstanding capital stock.<sup>2</sup>
- (4) Institutional Contract – refers to an agreement between a government agency and contractor or service provider duly-registered and authorized to provide services such as janitorial, security, consultancy, and other support services.<sup>3</sup>
- (5) Job Order – refers to piece work (pakyaw) or intermittent or emergency jobs such as clearing of debris on the roads, canals, waterways, etc. after natural/man-made disasters/occurrences and other manual/trades and crafts services such as carpentry, plumbing, electrical and the like. These jobs are of short duration and for a specific piece of work.<sup>4</sup>
- (6) Local Government Units (LGUs) – refer to the provinces, cities, municipalities, barangays, and other political subdivisions as may be created by law, enjoying local autonomy to enable them to attain their fullest development as self-reliant communities.
- (7) National Government refers to the entire machinery of the central government as distinguished from the different forms of local governments.<sup>5</sup>
- (8) National Government Agencies (NGAs) - refer to units of the National Government.
- (9) Occupational Safety and Health (OSH) - refers to (a) promotion and maintenance of the highest degree of physical, mental and social well-being of workers in all occupations; (b) prevention among workers of

<sup>2</sup> Republic Act 10149, An Act To Promote Financial Viability And Fiscal Discipline In Government-Owned Or Controlled Corporations And To Strengthen The Role Of The State In Its Governance And Management To Make Them More Responsive To The Needs Of Public Interest And Other Purposes

<sup>3</sup> Joint CSC-COA-DBM Circular re Rules and Regulations Governing Contract of Service Workers in the Government

<sup>4</sup> Joint CSC-COA-DBM Circular re Rules and Regulations Governing Contract of Service Workers in the Government

<sup>5</sup> Item (2), Section 2, Executive Order no. 292: The Administrative Code of 1987 dated July 25, 1987



any departures from health caused by their working conditions; (c) protection among workers in their employment from risks usually from factors adverse to health, and placing and maintenance of the worker in an occupational environment adapted to his/her physiological ability; and (d) provision of access to social insurance and related benefits.<sup>6</sup>

- (10) Occupational Safety and Health Devices and Technology – refers to Personal Protective Equipment, Personal sampler, work environmental monitoring devices (e.g., air sampler, sound level meter, lux meter, psychrometer, velometer, dosimeter, etc.<sup>7</sup>) and the like.
- (11) Occupational Safety and Health Management and Information System – refers to integrated data collection, processing, reporting and use of the information which is necessary for improving occupational health service efficiency and effectiveness.
- (12) Occupational Safety and Health Services – refer to preventive, promotive, protective, curative and rehabilitative services related to OSH.<sup>8</sup>
- (13) Occupational Safety and Health Standards – refer to the set of rules, guidelines and measures for the prevention and control of occupational hazards to safeguard the workers' social and economic well-being as well as their physical safety and health.
- (14) Safety and Health Officer – refers to a person responsible for ensuring adherence to safety regulations, rules and policies and for assessing unsafe act and environment and hazardous situations/circumstances in the work place.
- (15) State Universities and Colleges (SUCs) - refer to public Higher Education Institutions (HEIs) in the Philippines created and established by law which constitutes their charter and which have independent and separate Governing Boards (GBs).<sup>9</sup>
- (16) Working Condition – refers to the working environment and all existing conditions and circumstances including but not limited to working hours, rest periods, work schedules, health and safety programs, amenities, physical environment and work environment structure, among others, which are needed to support employees in the course of their duties and functions.
- (17) Workplace – refers to a place/establishment/agency where people are employed/hired which includes working areas, employee lounges and

<sup>6</sup> DOH-DOLE-CSC Joint Administrative Order No. 2017-001, *National Occupational Safety and Health Policy Framework* dated February 13, 2017

<sup>7</sup> *Ibid*

<sup>8</sup> *Ibid*

<sup>9</sup> Item b), Section 3, Rule II (Definition of Terms), CHED Memorandum Order No. 03 s. 2001 dated January 17, 2001





restrooms, convention halls, class rooms, employee cafeterias, hallways and quarters, if there are any, as well as the office vehicles or shuttle.

## V. Provision For Reasonable Working Conditions

### (1) Workplace

- (a) Building premises shall have adequate fire, emergency or danger signs, Globally Harmonized System (GHS) pictograms and safety instructions of standard colors and sizes visible at all times, in accordance with the "Standard colors of signs for safety instruction and warnings in building premises"<sup>10</sup>.
- (b) Facilities for persons with disabilities should be provided for their safe and convenient movement within the establishment/agency.
- (c) Good housekeeping shall be maintained at all times, e.g. cleanliness of building, premises, machines, equipment, eradication of stagnant water that serves as breeding ground of mosquitoes and other insects, regular waste disposal, and orderly arrangement of processes, operations, storage and filing of materials.
- (d) Sanitary Facilities, e.g. adequate comfort rooms and lavatories separate for male and female workers/employees, among others must be provided and maintained<sup>11</sup>.
- (e) Building construction and maintenance, space requirement, walk way surface, floor and wall openings, stairs, window openings, fixed ladders, among others, must conform to the provisions of Rule 1060 of the OSH Standard<sup>12</sup>.
- (f) Indoor air quality management program shall be instituted to ensure prevention of exposure of employees to hazardous environment and/or conditions.
- (g) Provisions for personal protective equipment and devises must conform to Rule 1080 of the OSH Standard<sup>13</sup>.
- (h) Handling, use and storage of hazardous materials must be addressed accordingly pursuant to Republic Act No. 6969 (Toxic Substances and Hazardous and Nuclear Wastes Control Act of

<sup>10</sup> Department of Labor and Employment, "Standard Colors of Signs for Safety Instruction and Warnings in Building Premises" in *Occupational Safety and Health Standards, As Amended* (Manila, 2007)

<sup>11</sup> Code on Sanitation of the Philippines (Presidential Decree No. 856)

<sup>12</sup> Department of Labor and Employment, "Standard Colors of Signs for Safety Instruction and Warnings in Building Premises" in *Occupational Safety and Health Standards As Amended* (Manila, 2007)

<sup>13</sup> *Ibid.*, 34





1990), Rule 1090 of the OSH Standard<sup>14</sup> and DOLE Department Order 136 -14, Series of 2014<sup>15</sup>.

- (i) There shall be provision for health clinics or treatment room.

## **(2) Emergency Preparedness**

- (a) A Risk Reduction Management System and a Crisis Management Plan and Contingency Program in an emergency situation within the agency must be established as provided for by the Philippine Disaster Risk Reduction and Management Act of 2010.<sup>16</sup>
- (b) Trainings and drills on Disaster Risk Reduction Management must be conducted to ensure employees and staff are prepared during emergencies.
- (c) Emergency supplies such as fire extinguishers, medical first aid kits, etc. among others, must be adequate and ensured to be available all the time.
- (d) A first aider trained and duly certified or accredited by the Philippine National Red Cross or by any authorized organization qualified shall administer first-aid during emergencies.
- (e) A Memorandum of Understanding/Memorandum of Agreement with the nearest government health facility for emergency medical services for occupational accidents and injuries must be establish, to ensure medical services will be available during emergency.

## **(3) Occupational Safety and Health Program**

- (a) Minimum OSH Programs such as, but not limited to the following shall be established:
  - a. 1 Occupational Accident and Illness Prevention Program
  - a. 2 Medical Services Assistance and Rehabilitation Program
  - a. 3 Occupational Accident and Illness Surveillance Program
  - a. 4 Information and Education Campaign Program
- (b) Promotion and practice of Health and Wellness in the workplace as provided in CSC Memorandum Circular No. **38**, series of

<sup>14</sup> Ibid., 39

<sup>15</sup> DOLE Department Order 136 -14, Series of 2014

<sup>16</sup> Philippine Disaster Risk Reduction and Management Act of 2010. (Republic Act No. 10121)



1992<sup>17</sup>; CSC MC No. 06, series of 1995<sup>18</sup>; and CSC MC No. 21, series of 2009<sup>19</sup>, shall be ensured.

#### (4) Support Facilities

- (a) Facilities which may be used for the promotion of health and wellness in the workplace, such as but not limited to the following shall be provided:
  - a.1 Recreation areas
  - a.2 Seminar/Training rooms
  - a.3 Day care facilities
  - a.4 Drop-in centers
- (b) Work assignments and good working atmosphere for improved productivity shall be provided to the following employees with special needs<sup>20</sup>
  - b.1 Pregnant women
  - b.2 Older employees with special needs
  - b.3 Differently abled employees
  - b.4 With limited working abilities
- (c) Policy and provision for lactation stations for lactating mothers shall be established, as provided by Republic Act No. 10028<sup>21</sup>.

#### (5) Working Hours, Break and Leave Privileges

- (a) The Agency Heads shall ensure that the provisions of the Omnibus Rules on Leaves are strictly observed.
- (b) The Agency Heads shall ensure that working breaks in between working hours are complied with in order to minimize/prevent employees' exposure to illness due to prolonged sitting without prejudice to the "No Noon Break" Policy.
- (c) The Agency Heads shall ensure that policies and guidelines on overtime services based on CSC-DBM Joint Circular No. 1 s. 2015<sup>22</sup> are strictly observed and implemented.

<sup>17</sup> CSC Memorandum Circular Nos. 1 MC No. 38, series of 1992 "Physical and Mental Fitness Program for Government Personnel"

<sup>18</sup> MC No. 06, series of 1995 – "The Great Filipino Workout";

<sup>19</sup> MC No. 21, series of 2009 – "Civil Servants' Health and Wellness Month"

<sup>20</sup> Amendment of the Magna Carta of Disabled Person (Republic Act No. 10524)

<sup>21</sup> Expanded Breastfeeding Promotion Act, Republic Act No. 10028

<sup>22</sup> CSC-DBM Joint Circular No. 1 s. 2015 dated November 25, 2015, *Policies and Guidelines on Overtime Services and Overtime Pay for Government Employees*



- (d) Agency Heads shall allow and adopt flexible working hours or arranged working hours while maintaining the required total number of work hours per day or week except for health care facilities and offices involved in emergency services, law enforcement and similar duties, which may adopt the four-day work week scheme<sup>23</sup>, if applicable.

## **(6) Work Environment**

Implement policies and programs relative to:

- (a) Prohibition of smoking at the workplace as provided in CSC Memorandum Circular No. 17, s. 2009<sup>24</sup> and CSC-Department of Health Joint Memorandum Circular No. 2010-01<sup>25</sup>
- (b) Workplace Policy and Program for a Drug-free Workplace<sup>26</sup>
- (c) Tuberculosis prevention and control in the workplace<sup>27</sup>
- (d) Workplace Policy and Education Program on HIV and AIDS<sup>28</sup>
- (e) Workplace Policy and Program on Hepatitis B to ensure prevention of such and protection for employees exposed and vulnerable of acquiring Hepatitis B infection.
- (f) Medical assistance and other benefits for employees<sup>29</sup>

## **VI. Promotion of OSH**

- (1) Agency Heads shall ensure comprehensive dissemination of OSH information through a Communication Plan which includes the publication of pertinent OSH information in the agency website and other communication materials and the establishment of a feedback mechanism which shall be utilized to enhance the OSH program.
- (2) Employees shall participate in the OSH information and education program, trainings and other related initiatives of the agency to contribute to the improvement and sustainability of the same.

<sup>23</sup> CSC Memorandum Circular No. 22, s. 2014 dated September 12, 2014, *Adoption of Four-Day Workweek Scheme in Government Agencies in Metro Manila*

<sup>24</sup> CSC Memorandum Circular No. 17, s. 2009 dated May 29, 2009, *Smoking Prohibition based on 100% Smoke Free Environment Policy*

<sup>25</sup> CSC-Department of Health Joint Memorandum Circular No. 2010-01 dated June 21, 2010, *Protection of the Bureaucracy Against Tobacco Industry Interference*

<sup>26</sup> CSC Memorandum Circular No. 13, s. 2017 dated April 19, 2017 *Guidelines on the Mandatory Random Drug Test for Public Officials and Employees and for other Purposes*

<sup>27</sup> Executive Order No. 187, s. 2003 dated March 21, 2003 *Instituting A Comprehensive And Unified Policy For The Tuberculosis Control In The Philippines*

<sup>28</sup> CSC Memorandum Circular No. 11, s. 2013 dated May 20, 2013 *Guidelines in the Implementation of Workplace Policy and Education Program on HIV and AIDS*

<sup>29</sup> CSC Memorandum Circular No. 33, series of 1997 dated December 22, 1997, *Policy on Working Conditions at the Workplace*



- (3) Employees shall report OSH related illness and accidents to the Management in order for the latter to act and provide the necessary intervention thereby enhancing the OSH Program.
- (4) Establish network to support and sustain the implementation of OSH program with DOLE, DOH and academic institutions which can provide trainings, technical and medical assistance.
- (5) Ensure that OSH program and activities are included in the Annual Work and Financial Plan of the agency.

## **VII. Institutional Arrangement**

The lead agencies for the implementation of this Guidelines are the DOH, DOLE and CSC.

For efficient administration and implementation of this guidelines and in consonance with the DOH-DOLE-CSC JAO No. 2017-001, the duties and responsibilities of the stakeholders are enumerated as follows:

### **A. Civil Service Commission**

- (1) Oversee the implementation of this Guidelines.
- (2) Formulate or enhance policy in support of OSH for the public sector.
- (3) Integrate OSH subjects / topics in Learning and Development Programs for government officials and employees; and
- (4) Investigate and decide on administrative cases arising from non-compliance with this Rules or the OSH Program.

### **B. Department of Health**

- (1) Establish a system / mechanism to provide health services and health service providers to government employees, including those in temporary or casual status;
- (2) Establish surveillance and monitoring of occupational health injuries, diseases and deaths in the public sector through its Health Information System;
- (3) Develop occupational health service and benefit packages for the public sector;
- (4) Provide technical assistance and human resource support in the periodic and special inspection and investigation of OSH-related accidents and as deemed necessary;
- (5) Develop a tool kit as a guide for agencies in their program implementation; and,





- (6) Provide guidance on the implementation on preventive and promotive workplace health programmes.

## **C. Department of Labor and Employment**

- (1) Provide relevant OSH Standards for the government sector;
- (2) Provide knowledge and information services/data on OSH standard, programs and enforcement activities, and recommend mechanisms to harmonize different OSH Promotion campaigns with partner agencies;
- (3) Plan, develop and implement Occupational Safety and Health training programs for government agencies, through its Occupational Safety and Health Center (OSHC);
- (4) In partnership with Government Owned or Controlled Corporations (GOCCs), specifically the Government Service Insurance System (GSIS), Employees Compensation Commission (ECC) and the Philippine Health Insurance Corporation (Philhealth), formulate compensation guidelines for work-related injuries and illnesses; and,
- (5) Provide technical assistance and human resource support in periodic and special inspection and investigation of OSH-related accidents and as deemed necessary.

## **D. CSC-DOH-DOLE Joint Functions and Responsibilities**

- (1) CSC, DOH and DOLE as lead agencies shall collaborate, provide technical assistance and share expertise in conducting capacity building program on OSH for government employees.
- (2) CSC, DOH and DOLE as lead agencies shall develop a system of rewards and recognition for compliant government agencies on OSH program.

## **E. Heads of Government Agencies**

- (1) Provide a reasonable working condition and ensure that the workplace is free from hazardous conditions that will cause death, illness or physical injury/ies to its workers/employees;
- (2) Ensure the conduct of occupational safety awareness; work hazards analysis sessions; identification of hazards and measures to be undertaken by all their employees in case of emergency and other analogous incidents/circumstances ;
- (3) Comply with the requirements of the OSH Standards;



- (4) Provide Personal Protective Equipment (PPE) at no cost to the worker and ensure that the appropriate and approved devices and equipment used are only those that passed the Philippine quality standards whether local or international.
- (5) Establish and adopt policies on safety peculiar to its environment in conformity with the provisions of this Standards outlining therein accountable persons and the scope of their delegated authority;
- (6) Appoint or designate, as the case may be, a Safety and Health Officer, and ensure that the needed OSH trainings are undertaken;
- (7) Create a Safety and Health Committee and/or a Special Investigation Committee which will conduct regular meetings and/or investigation on occupational related accidents, injuries, illness and/or death; and acts on measures recommended by the Safety and Health Committee and/or Special Investigation Committee;
- (8) Provide annual report and documentation on the health and safety program of the agency, including but not limited, to the following:
  - (a) OSH related activities;
  - (b) Safety performance;
  - (c) OSH Committee recommendations and measures taken to implement such recommendations;
  - (d) Survey Report of approved sick leave applications due to work related sickness/diseases;
  - (e) Incident report on work related injuries.
- (9) Provide emergency medical services for all employees for occupational related accidents, injury, illness and or death, including but not limited to emergency hospitalization, medical supplies and emergency kits.
- (10) Ensure that institutional contractors or service providers have functional OSH policy and program which will cover employees deployed in government agencies and meet the requirement as provided in the CSC-COA-DBM Joint Circular No. 1, s. 2017



dated June 15, 2017<sup>30</sup>, as amended by CSC-COA-DBM Joint Circular No. 1, s. 2018.

- (11) Ensure that emergency OSH related services will be provided for job order, contract of service and/or individual contract employees such as first aid, emergency medical supplies and emergency hospitalization assistance; confinement and other related expenses shall be borne by the said contracting agency/individual and must be stipulated in the terms and conditions of the contract.

#### **F. Government employees**

- (1) Cooperate with the agency in carrying out the provisions of this Guidelines and report to the Safety and Health Committee any work hazard that may be observed in the workplace;
- (2) Follow all instructions on work safety given by the agency in compliance with the provisions of the Standards and make use of all safeguard and safety devices provided by the agency;
- (3) Participate/Cooperate with the Safety and Health Committee on OSH programs, initiatives and activities; and
- (4) Support government agencies in the conduct of health and safety inspection or other programs.

#### **G. Job-order and contract of service workers**

- (1) The institutional contractors or contract service providers must ensure that their employees deployed in government agencies are provided with medical coverage and they must meet the requirement as provided in the CSC-COA-DBM Joint Circular No. 1, s. 2017 dated June 15, 2017, as amended by CSC-COA-DBM Joint Circular No. 1, s. 2018. Heads of the receiving government agencies where the said job order or contract of service employees are deployed shall only provide medical assistance in case of emergency.
- (2) Follow all instructions on work safety given by the agency/employer in compliance with the provisions of the Standards and make use of all safeguard and safety devices provided by their employer.

#### **H. Safety & Health Officer (SHO)**

<sup>30</sup> CSC-COA-DBM Joint Circular No. 1, s. 2017 dated June 15, 2017, *Rules and Regulations Governing Contract of Service and Job Order Workers in the Government as amended by CSC-COA-DBM Joint Circular No. 1, s. 2018.*



- (1) Undergo training on Occupational Safety and Health and related programs;
- (2) Act as the focal person of the agency in the implementation of programs to eliminate hazards in the workplace and to correct and/ or amend risky and/ or unsafe work practices;
- (3) Serve as Secretary to the Safety and Health Committee, and as such he/she shall:
  - (a) Notify members of the meetings
  - (b) Prepare minutes of the meeting;
  - (c) Submit to the head of agency a report of the activities of the Committee including the recommendations made thereof;
- (4) Report on the occurrence of accidents; and,
- (5) Coordinate all safety and health training programs for the agency management and employees.

## I. Safety and Health Committee

### Composition

All government agencies shall constitute their respective Safety and Health Committees (SHC) within six (6) months from the effectivity of this policy while they may reorganize as deemed fit.

The composition of the Safety and Health Committee is as follows:

Chairperson - The Head of the agency or his/her authorized Representative who holds an executive/managerial rank/ position

- Members - The highest ranking officer/executive in charge of Human Resource
- Two (2) representatives from the accredited employees' association (one 1st Level and one 2nd Level employee)

*In case there is no accredited or registered employee organization, the employees shall elect one representative each from the 1<sup>st</sup> and 2<sup>nd</sup> level positions*





- The agency physician, or in the absence thereof, any employee who is a graduate of a medical-related course
- Representative from the Local Risk Reduction and Management Council / Risk Reduction Management Officer or its equivalent

Secretary - Occupational Safety & Health Officer

The Safety and Health Committee shall be established at the national, local and regional offices, if applicable.

#### Duties and Functions of the Safety and Health Committee

The Safety and Health Committee is the policy making body on matters pertaining to safety and health. The Committee is tasked to:

- (1) Develop OSH policy and standards internal to the agency which should be in accordance with the herein rule;
- (2) Plan and develop health related trainings/seminars for the furtherance of promotion and accident prevention programs in the workplace;
- (3) Initiate and implement improvement of working conditions relative to a safe and healthy working environment;
- (4) Ensure the health promotion and accident prevention efforts of the agency in compliance with the government safety programs to maintain healthy work habits and safety practices in the workplace;
- (5) Conduct periodic safety meetings;
- (6) Submit reports on its meetings and other activities to the head of the agency;
- (7) Review reports of inspection, accident investigations and implementation of programs;
- (8) Provide the necessary support to government inspection authorities in the proper conduct of the said activities;
- (9) Initiate safety trainings on OSH for the agency by coordinating with appropriate training institutions;
- (10) Develop and maintain contingency plans and provide trainings/seminars in handling disaster situations; and



- (11) Submit to the head of the agency an Annual Work and Financial Plan and budget needed to support the OSH programs.

## J. Employee Organization Representative/s

The representatives of the accredited employee organization, or in its absence, a registered employee organization within the agency, shall:

- (1) Support the agency in carrying out the provisions of the standards and report to Management any work hazards that can be observed in the workplace;
- (2) Participate/Cooperate in activities initiated by the Safety and Health Committee;
- (3) Assist their agency in the conduct of safety and health inspection or other OSH programs;
- (4) Gather occupational safety and health related concerns/issues and elevate the same to the OSH Committee for discussion and appropriate action; and
- (5) Negotiate for better working conditions in their workplace as the provisions stated herein guarantee no infringement of the rights of the employees' organizations to negotiate for such.

## VIII. Procedure on Special Inspection, Investigation and Review

Any employee or representative of employees or any concerned person who believes that a violation of any of the provision of this Standards threatens physical well-being, harm or poses imminent danger to life, may submit a request to address the issue/concern along with a narrative report regarding the violations, to the agency Grievance Committee, as prescribed in CSC Memorandum Circular No. 2, series of 2001 dated January 26, 2001<sup>31</sup>.

If the Grievance Committee finds a reasonable ground that a violation has been committed or a danger exists, an immediate inspection or investigation shall be conducted. The complainant, the Head of Agency and the CSC Regional Office or Field Office shall be given a copy of the result of such inspection/investigation upon its completion.

## IX. Reporting Requirements & Records Keeping

<sup>31</sup> CSC Memorandum Circular No. 2 series of 2001 dated January 26, 2001, *Revised Policies On The Settlement Of Grievances In The Public Sector*



- (1) All work related accidents, injuries or illnesses in the workplace, resulting to a disabling condition and/or dangerous occurrence must be periodically reported by the Human Resource Office of the respective government agency to the Safety and Health Committee copy furnished the Head of the Agency.
- (2) Where the accident / illness results in death or permanent total disability, a report must be submitted within twenty four (24) hours after its occurrence to the Health and Safety Committee and the Head of Agency, for appropriate and necessary action to address the concern.
- (3) The agency, through its Human Resource Office, shall maintain and keep an accident or illness record which shall be open at all times for inspection by authorized personnel which shall contain the following information:
  - (a) Date of accident or illness;
  - (b) Name of injured/ill employee, age and sexual orientation;
  - (c) Occupation/position of the employee;
  - (d) Cause of accident/illness;
  - (e) Extent and nature of disability/injury;
  - (f) Duration of disability/injury;
  - (g) Extent of damage, including actual medical cost;
  - (h) Corrective action/s on OSH related findings which caused illnesses/accidents to be undertaken or was undertaken.
- (4) In reporting, medical confidentiality must be ensured<sup>32</sup>
- (5) The agency through the Human Resource Office shall assist the employee for Employee Compensation claims by submitting pertinent records to the GSIS.

## **X. Monitoring and Evaluation**

- (1) Agencies shall include in its Annual Report their compliance with this Joint Memorandum Circular and provide copy/ies for the CSC.
- (2) An annual review of the agency's past year's compliance with the Standard must be done by the Safety and Health Committee every first quarter of the succeeding year. Thereafter, the Safety and Health Committee of the agency shall conduct a quarterly periodic review and report on the same must be included in the Agency's Annual Report.

## **XI. Administrative Justice Mechanism**

<sup>32</sup> Data Privacy Act of 2012.



Heads, officials and employees of government agencies who violate this guidelines shall be subject to administrative disciplinary action pursuant to Section 50, Rule 10 (Administrative Offenses and Penalties) of the 2017 Rules on Administrative Cases in the Civil Service, without prejudice to the filing of criminal as well as civil actions under existing laws, rules and regulations.

## **XII. Funding Source**

Funds needed for the implementation of this Joint Memorandum Circular shall be included in the agency's regular budget and Annual Work and Financial Plan.

## **XIII. Separability Clauses**

In the event that any of the provisions of this Guidelines is declared unconstitutional, the validity of the other provisions shall not be affected by such declaration.

## **XIV. Effectivity**

This Circular shall take effect fifteen (15) days after its publication in a newspaper of general circulation.

Quezon City, 4 March 2020.

**(Sgd.) ALICIA dela ROSA-BALA**  
Chairperson  
Civil Service Commission

**(Sgd.) FRANCISCO T. DUQUE III**  
Secretary  
Department of Health

**(Sgd.) SILVESTRE H. BELLO III**  
Secretary  
Department of Labor and Employment



