

# UPDATE

VOLUME 2 • NUMBER 3

DILIMAN

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A green haven  
for humans  
and animals



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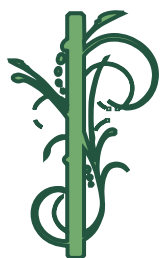
UP College of Fine Arts



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## FROM THE EDITOR

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n my many slow-paced walks around the Academic Oval to either get some fresh air or to reflect on what transpired during the day, I often find myself admiring the bucolic beauty of our beloved campus—from the picture-perfect acacia lane to the freshly cut lush green grasses of the Sunken

Garden—and more often than not, this brings me a certain feeling of peace and calmness.

Situated in the booming district of Quezon City, the 493-hectare UP Diliman (UPD) campus is not only a safe haven for the intellectuals and the people who live here even before it was turned into a constituent campus of the University of the Philippines, it is also a green refuge for humans and animals.

But what happens when the safety of UPD's biodiversity and green spaces are under threat from external factors?

This latest issue of UPDate Diliman is about the stories on the creation of the Technical Working Group for Biodiversity Management (TWGBM) and their plans to protect the biodiversity in UPD. These stories will inform the community on the value of conducting a biodiversity and habitat mapping of UPD and the UPD administration's actions toward preserving UPD's environment.

While we tackle stories on protecting the environment, we also wish to highlight the story on the impact of human activities to the environment and livelihood. Since the Philippines is visited by more than 20 typhoons yearly and belonged to the top 10 countries at risk from natural hazards and climate change, we hope that the story on the business continuity plan will help the micro, small and medium enterprises to be disaster-resilient.


*The UP Academic Oval*



UPDate Diliman introduces to the academic community the newly implemented Associate in Arts Programs (AAPs) in the Arts and Letters Cluster in lieu of UPD's existing certificate and diploma programs. This story will discuss the structure and admissions requirements of UPD's 2-year pre-baccalaureate program which according to its principal proponent, College of Arts and Letters Dean Ma. Amihan Bonifacio-Ramolete "will address Republic Act. No. 10647 which aims to strengthen the ladderized interface between Technical-Vocational Education and Training and Higher Education."

Finally, we close this issue with a story on children and empathy. The story discusses the findings on the research "Working with Children as Study Participants" by Prof. Apryl Mae Parcon, PhD. We hope that through this story, the public will be informed that children as young as 3 years old do have empathy. Thus, they too should be heard and understood.

With this, I am inviting everyone to read our latest issue with an open mind and compassionate heart.

  
**Sir Anril Pineda Tiatco**  
Editor



# Is your business disaster-resilient?

Cagayan de Oro after Typhoon Sendong

Rappler





## On Dec. 17, 2011, flashfloods caused by typhoon Sendong ravaged Cagayan de Oro City leaving death and destruction on its path.

**F**ood company Nestlé was affected with flashfloods stalling transportation in the city. However, it was still able to fulfill its deliverables in the Philippines and the Asia-Pacific as if everything was normal.

Why? “The company had a business continuity plan (BCP),” said Ramil Cabodil, founder and president of Business Continuity Managers Association of the Philippines (BCMAP), at the UP Institute for Small-Scale Industries’ (ISSI) “Forum on Investing in MSME Resilience.”

**IMPACTS TO BUSINESSES.** World Risk Index (WRI) Reports for 2009 to 2017 indicated the Philippines as among the top 10 countries at risk from natural hazards, climate change and high vulnerability. The country placed second in 2014 and third in 2011 to 2013 and 2015 to 2017.

“Knowing this alarming data, MSMEs (micro, small and medium enterprises) should strive to be disaster-resilient,” said ISSI’s Joanna Rose T. Laddaran.

Cabodil cited the 2015 SME Resilience Survey by the Asian Disaster Preparedness Center to describe the scope of damage a hazard could bring.

“More than 500 MSMEs responded to the survey and stated that the top five hazards causing disruptions are typhoons, power outages, floods, earthquakes and accidents in the workplace,” he said.

The survey showed financial loss ranges from P10,000 to more than P10 million where the bulk (75%) is in the P10,000 to P500,000 range. The bulk of the loss is substantial since many MSMEs (at least 800,000) are micro-businesses with start-up capital of P3 million and below.

**PREPAREDNESS.** Disasters from natural hazards occur when governments, agencies, communities or businesses are vulnerable or unprepared. The higher the vulnerability, the more disastrous a natural hazard becomes.

The first stage to preparedness is having a BCP.

“A BCP is a documented plan to help a business respond and recover from a disruption to its operations. Its key purposes are to ensure the employees’ health and safety, build client confidence and minimize economic losses,” Cabodil explained.

The 2015 SME Resilience Survey listed the top five impacts to be “employees’ inability to go to work, inability to deliver products to markets or customers, damages to facilities and equipment, damages to raw materials and suppliers’ inability to deliver materials or services.”

Cabodil said BCP preparation requires eight steps: building the team; risk assessment; business impact analysis; recovery strategy selection; recovery planning; running exercises and training; audit and monitoring; and return to normal operation.

In addition, Laddaran said to successfully implement a BCP, MSMEs should “gain the support and commitment of the management; involve all employees—from developing, testing and continuously improving the BCP; equip the business continuity team and create a culture of preparedness; identify existing processes, procedures and policies related to BCP; and, get feedback from customers, suppliers and other business partners.”

**PRACTICAL STEPS.** “In the case of Nestlé, their BCP contained provisions on transportation, thus, their employees were still able to report for work, operations normalized in no time and deliverables were met,” Cabodil said.





Cabodil



Laddaran



Dela Cruz

*A collapsed supermarket in Pampanga after the Apr. 22, 2019 magnitude 6.1 earthquake*

Some businesses have multiple supply sources, thus, their operations can continue. “Vegetable and fruits vendors must have suppliers from the North (like Baguio) and South (like Cavite) so if there is disaster in the North, they can still have vegetables and fruits from the South, and vice versa,” Cabodil explained.

MSMEs can hire employees from several locations to assure operations will still run. Employees must also be trained how to respond during earthquakes, fire or flooding.

It is also important for businesses to assess their locations. If a business is in a flood-prone area, it is recommended to keep goods in a warehouse’s or storeroom’s elevated area. If one’s budget permits, have a second level built.

It is much better to have an alternative power source in case of power outage due to disasters.

“Perishable goods can be easily contaminated during prolonged power interruptions. It is advisable that MSMEs acquire generator sets or install solar panels to assure uninterrupted power supply,” Cabodil said.

**BUSINESS AS USUAL.** The national government is also offering assistance to MSMEs through the Department of Trade and Industry (DTI).

DTI has five strategic goals that will “integrate seven Ms in the MSME Development Plan 2017-2022:” improved business climate (mindset); improved access to finance (money); enhanced management and labor capacities (mindset, mastery and mentoring); improved access to technology and innovation (machines and models); and improved access to market (market).

“Disaster-preparedness is one of the goals of Development Plan 2017-2022 for MSMEs which aims for more globally competitive MSMEs that are regionally integrated, resilient, sustainable and innovative,” said Cynthia C. Dela Cruz of DTI’s Bureau of SME Development.

When a disaster strikes, a prepared business can prevent its harmful impacts, immediately recover and continue its operations. It will continue to profit and be assured of its clients’ confidence and employees’ loyalty.



A photograph of a bird, possibly a heron or egret, with a long, sharp beak, perched on a vertical bamboo stalk. The bird is facing left, and its body is angled towards the viewer. It has dark plumage on its head and neck, with a lighter, speckled pattern on its chest. The background is a dense thicket of large, green, heart-shaped leaves, likely from a mangrove or coastal plant. The lighting is soft and natural, highlighting the textures of the bird's feathers and the surrounding foliage.

# Preserving UPD 's soul

IMAGES BY The UP Wild

INFOGRAPHIC BY Brent Antigua

*It is easier to forget numbers and details  
but how a person or a place made you  
feel stays with you.*



# IN FOCUS

BY Anna Regidor



**F**or many alumni, their memories of the UP Diliman (UPD) campus took place in its many green spaces: grabbing a quick snack in one of the food stalls; chatting with friends at a jeepney stop beneath a tree; relaxing at the UP Lagoon; petting the stray cat inside the college canteen that always seems to appear before the lunch rush.

The greenery and peaceful atmosphere let students cope with the daily rigors of academic life in the University and UPD is known as a green haven for humans and animals alike in stark contrast to the rest of highly urbanized Quezon City.

So the people who have spent much of their youth amid such surroundings develop an affinity for protecting the environment.

**A LETHAL SPARK.** In 2014, some alumni documented and shared the killing of a Black Bittern (*Dupetor flavicollis*) by people from outside UPD on social media. The reaction among the UPD community and alumni was strong. The incident eventually went viral, prompting UPD Chancellor Michael L. Tan to create the Technical Working Group for Biodiversity Management (TWGBM) in July 2018.

Composed of experts from the College of Science (CS), College of Architecture (CA) and the UPD administration, the TWGBM was created “to manage researches, policies and management plans for biodiversity and green space within the campus for a healthy environment and sustainable development.”

At the head of the committee are Jelaine Gan from the CS Institute of Biology (IB) and Director of the UPD Task Force on Solid Waste Management (TFSWM) Kristian July Yap. The other members are Professors Maureen Anne Araneta and Nappy Navarra of the CA, Prof. Carmela Española, PhD from IB, Prof. Allan Gil Fernando, PhD from the National

Institute for Geological Sciences, Jayvie Camacho from the Office of the Campus Architect (OCA) and Campus Maintenance Office (CMO) Director James Christopher Buño.

Española specializes in conservation ecology and teaches biodiversity subjects at IB. Navarra is a landscape architect by profession while Araneta, an architect, was part of the team that developed the plans for the National Science Complex.

“UPDate Diliman” was present in one of the group’s meetings outside the top floor of the UP CS Administration building.

“Balikan natin kung saan ba tayo nanggaling or kung bakit ito nabuo. A few years back nagkaroon ng incident sa UP Lagoon. Pinatay yung Black Bittern. May witness na mga alumni ng UP and then nagkaroon ng reaction about it,” Gan said.

The incident, Española said, uncovered a lack of preparation to respond to wildlife incidents among the security personnel on campus.

“My friends who were the alumni had to go to the UPD Police (UPDP) and convince them that it was within their jurisdiction to do something about it. They went and collected the bird that died but didn’t know what to do with it so the carcass just went bad and they had to throw it away. But then it turned out that it was supposed to be evidence. We wanted incidents like that not to happen again,” Española said.

The TWGBM sets out with six primary tasks: conduct a survey and compile research studies to create an updated inventory of flora and fauna inside the campus; update the land-use map with biodiversity information, geology and topographical features to delineate areas for biodiversity protection; develop a Communication, Education and Public Awareness campaign regarding biodiversity protection; formulate local policies for biodiversity management, including guidelines to lessen impact of construction work and other developments; build capacity of UPD personnel to implement and enforce environmental policies and laws, specifically those related to wildlife crimes; and facilitate linkages with other related local and national organizations and offices for information sharing.

**WILDLIFE WORKSHOP.** One of the TWGBM’s first projects was to conduct a wildlife encounter clinic, held on Mar. 9 and 23.

Killing of Black Bittern (*Dupetor flavicollis*) in 2014 at UPD



Lu-Ann Fuentes-Bajarías



The wildlife encounter clinic consisted of a lecture on RA 9147 or the “Wildlife Resources Conservation and Protection Act” by the Department of Environment and Natural Resources Biodiversity Management followed by a training by veterinarians of the Ninoy Aquino Parks and Wildlife Center on handling snakes and birds. Over 20 members of the CMO, Special Services Brigade and UPDP attended.

Buño said the training was particularly helpful for the CMO staff because they are usually the first responders during wildlife incidents.

“Just recently we had an encounter with a python or sawa sa open space sa tapat ng CMO complex. Since the staff assigned in handling wildlife were trained, alam na nila kung ano iyong kailangang gawin. Hopefully we can continue with the protocol and as we go along, ma-improve din siya,” he said.

**TAKING STOCK.** To fulfill part of the group’s mandate, Navarra and Gan applied for a source-of-solutions (SOS) grant to conduct a biodiversity and habitat mapping of UPD. The grant will add more detail to UPD’s current land use plan.

“I think that’s important right now with the ongoing construction boom here in the University. That we should know first what we have and identify key or important biodiversity hotspots which we need to preserve. And I think part of the SOS grant is to make sure that we’ll be protecting those,” he said.

To properly protect the wildlife on campus, Gan and Navarra will do an inventory of the wildlife and habitat types on campus.

“If we can look at the association of wildlife and habitat, we can probably identify key areas for management or protection,” Gan said.

Navarra said the inventory is especially relevant with the spate of construction projects on campus in the past years.

Since 2016, the UP System has approved or begun the construction of buildings on campus, including the UP Resilience Institute, the UP Student Union Building behind Vinzons Hall, the new Faculty Center, the Philippine Genome Center, a new swimming pool beside the College of Human Kinetics (CHK) and a water impounding lagoon near the College of Mass Communication.

*Blowflies (Chrysomya megacephala)*



*Jade Vine (Strongylodon macrobotrys)*

In 2018, UP System entered into an agreement with the Department of Public Works and Highways for the renovation of several structures like the University Library, the University Health Service building, the CHK gymnasium and the Kamia, Molave and Yakal Residence Halls.

**SPREADING THE WORD.** Protecting biodiversity is a collective effort. For the TWGBM, educating the public is one of the most important aspects of their mission.

“Ang mga millennials (those born from 1980 to 2000) or young generation are very engaged with social media, that’s one venue we’re trying to exploit because that’s how news can reach them. If they see a picture of an oriole like the one that we saw, they will say ‘aw, so cute!’ And then they are going to read about it. So it’s a way to engage and get them,” Gan said.

Española admitted the task is “monumental” as it involves not just informing the public, but changing their mindset.

**HANDBOOK FOR THE FUTURE.** What TWGBM does have though, is knowledge of UPD policies on biodiversity. The group is currently developing a biodiversity management handbook.

It is going to be a compilation of all existing UPD policies on biodiversity written as a one-stop manual that can be used and referenced by building administrators and individual units.

“Marami tayong policies na magaganda pero hindi naman sila masyadong nae-enforce kasi either hindi alam ng mga tao or hindi sinusunod. Iyong functions ng environmental management is scattered. Iyong iba nasa CMO, iyong iba na related sa development nasa OCA, iyong iba nasa TFSWM,” Gan said.

Buño said the handbook will serve as TWGBM’S legacy. The group expects to finish it by February 2020.

Towards the end of the meeting, Española mused about UPD’s importance in the lives of not just the people within its borders, but also those who have memories of its hallowed halls.

“Ang kaluluwa ng UP ay nasa wildlife. The soul of UP is in the green spaces. It would no longer be UP kung wala na iyon. Iba na siya. Nag-iiba na yung identity niya. Oasis siya of greenery in an urban landscape. That’s what we hope to preserve through time. Kahit may development pa, kahit na umuusad na iyong paligid, dapat ma-preserve iyon,” she said.





# Balancing biodiversity and building

by Anna Regidor

*Striated Grassbird (Megalurus palustris)*

Protecting biodiversity in UP Diliman (UPD) is difficult because protecting and preserving it is complex and ties to many different disciplines and aspects of life on campus. It often comes into conflict with human activity and progress.



**I**n July 2018, UPD Chancellor Michael L. Tan created the Technical Working Group for Biodiversity Management (TWGBM) composed of people from many disciplines. Jelaine Gan from the College of Science (CS) Institute of Biology (IB) and Director of the UPD Task Force on Solid Waste Management (TFSWM) Kristian July Yap head the committee with members Professors Maureen Anne Araneta and Nappy Navarra of the College of Architecture, Prof. Carmela Española, PhD from IB, Prof. Allan Gil Fernando, PhD from the National Institute for Geological Sciences, Jayvie Camacho from the Office of the Campus Architect (OCA) and Campus Maintenance Office (CMO) Director James Christopher Buño.

"UPDate Diliman" sat down with the TWGBM last July as they discussed biodiversity in UPD.

**ESPAÑOLA:** We are gifted as a university with this variety of habitats for wildlife in the campus. These are not just open areas considered as idle land. Some people actually call them wasteland, saying "what's in there? Just grassland." But they're actually part of the academic life of the students in IB.

We do a lot of wildlife sampling, which includes for example courses in aquatic ecology, advanced ecology, fundamentals of ecology courses, entomology, invertebrate biology. We have so many classes that make use of these wild places in the campus.

We use them to illustrate concepts in biology and ecology that we cannot teach otherwise within a classroom setting. So these are places that should be enhanced, restored. Especially those that were affected by the development and the construction of those roadways.

We have people who can do that. The IB can help lead in the restoration of these habitats.

**NAVARRA:** I think we also have to recognize the University's role, especially of UPD, as a model for other institutions wherein we recognize and accommodate all types of diversity, be it gender diversity or wildlife diversity.

That includes those who can't be in the boardrooms or those who can't speak up during decision-making. That's why a biodiversity group is important. As a moral institution, we have to show that we can reconcile the academic activities along with the requirements for habitat, especially in an urban area which is becoming less friendly to wildlife.

**GAN:** One example we can raise here is iyong nahulog na puno doon sa De Los Santos Street in front of OCA.

**CAMACHO:** The construction company in charge of reblocking the road along De Los Santos Street decided to build retaining walls na hindi naman talaga kailangan to hold the soil in place. Since ginalaw nila naputol nila yung roots ng puno and nabuwal yung isang puno.

**ARANETA:** I think it's also part of a lot of people's ignorance—I don't think there's any other term for it—na just because they see, they think there's an unprotected side, it has to have a wall. Not necessarily.

All the acacias along the academic oval, the roots are also spreading outwards. So even our streams are natural channels that are already here, we have reinforced embankments, naturally speaking. So a wall is not always a solution when a tree also serves as the natural filter of soil.

**N:** You can build a wall in a week's time but you can't just replace an acacia tree that has been there for 40 years. Imagine its capacity to absorb carbon dioxide, provide oxygen.

**A:** We're also not saying that we're always supposed to have tree planting here on campus. That's not the solution either.

**BUÑO:** Actually, we are against indiscriminate planting of trees because it also has a negative effect on the ecosystem on campus. And sometimes, trees that are indiscriminately planted tend to not grow as well kasi nga hindi napag-isipan kung saan sila pinakamagandang itanim. There's already a policy on that kung sakaling magkakaroon ng tree planting activities, it should be native species.

Isa sa major thrusts noong aming mission is also to educate.

**UPDATE:** Iyon po bang buildings na tinatayo naging negative ang effect sa biodiversity?

**G:** It's a conflict between the architecture designs, or development in general, with the wildlife that creates a set of problems that we're probably not ready to address. That's also one of the reasons why we're here, why biodiversity management is something that we need for this campus.

**A:** It's also a challenge for us when it comes to building design. I know that there are certain spots though that are still problematic here on campus like our very reflective windows.

**G:** For example, this room, yung nire-reflect niya is the trees there. So akala noong ibon continuous lang yung surrounding niya so they end up bumping there very hard, breaking their neck and skull, and then they die.

**E:** The most that you can hope for is that before any development, it can be evaluated. Measures can be done to prevent the impact to be more severe. If it can be minimized, baka pwede na yun.

**G:** Since iyon iyong principles namin na kaya namang mag-adjust ng mga development natin at hindi dapat iniwan iyong mga environment side ng pagdedevelop ng campus, we're also making ourselves involved in different development projects in UP. We are also being consulted.

**B:** I think it's a positive impact ang pagkakaroon ng TWGBM and also floating or manifesting these ideas out there sa administration. They are consulting us





*Director James Christopher Buño*

*Prof. Carmela Española, PhD*

*Prof. Maureen Anne Araneta*

**UP Technical Working Group**





Jayvie Camacho

Jelaine Gan

Prof. Nappy Navarra

for Biodiversity Management



now and people are talking about it and even the administrators concerned are requesting our input on the different developments on campus.

**UPDATE:** Do you mean the newly created Office of the Vice Chancellor for Planning and Development (OVPD)?

**B:** Hindi pa sa level na iyon pero doon sa level halimbawa ng OVPD. Kapag halimbawa meron silang new projects, they are extending their invitation to us. They will consult us kung ok ba itong ganitong activity or does the TWGBM see any problem with this.

We're beginning to become part of their process. For example, assessing the impacts noong developed projects or parang guiding them towards development decisions.

**G:** For example, in development. Those are usually just architects and engineers talking about it. We provide the perspective of the environment. How is it going to affect the wildlife, the biodiversity as well as academic and place-making functions? It's putting that perspective into the development making and policies of the university.

**A:** There are informal mechanisms in the sense that the immediate affected community can already say something. [During the construction of the National Science Complex] They were able to address it at that time to the dean, who addressed it to the OCA. It was the assurances of OCA that ensured that their construction practices at least were importantly considered.

There was impact during construction but because time also took place in terms of nature coming back and because the spaces were there for them to come back nandyan na ngayon iyong "the built and the natural integrating."

**UPDATE:** The TWGBM issued a previous statement on the proposal to build an impounding lagoon near the College of Mass Communication.

**E:** That was already a go before we stepped in. They were already thinking of flooding that whole thing iyong doon sa University Avenue area.

Naisip namin na if that will happen mawawalan tayo ng grassland, sunken area, dadami yung mawawala na tikling, which are birds found naturally in grassland areas. We stepped in and tried to tell them about these things. Fortunately, nakinig naman sila. Responsive naman yung administration.

**UPDATE:** Do you think na ginawa po yan sa recent infrastructure projects in UPD?

**B:** In terms of yung considerations, hindi pa talaga siya doon sa ganoong level na automatic na may consideration about the natural environment kung saan iyong site nila.

**UPDATE:** May napansin po ba kayong effect or interaction iyong informal settlers natin with biodiversity?

**E:** May estudyante ako na nag-thesis on campus cats. Nakita namin na those places with the informal settlers around, iyon ang areas na may open trash unlike dito sa campus natin na may mga takip ang karamihan. Those areas ang may pinakamadaming density ng pusa. Iyong pagdami ng pusa, it impacts the wildlife kasi may predation na nangyayari. 'Yan iyong isa sa mga nakikita ko lang na impact.

**G:** Doon sa arboretum, may mga waterway na puno na ng basura. I think it's also brought by the people who started to live there.

**E:** Pati UP students, I've seen them throw trash; sa classroom pa lang naiiwan na nila. Milktea [cups] galit na galit ako doon. That's something that we're trying to work out pa lang. Iyong Tatak UP nila na education sana will also include those things. Kasi some of our plans are long-term. Hindi siya pwedeng magawa in a year lang or months lang. Or one administration. Mahirap.

**N:** Regarding informal settlers, in terms of an actual number of their captured wildlife, wala pa kaming data.

But the thing most obvious is the effect on water quality of our streams. Kasi maraming basura talaga sa streams natin and that might have an effect on our wildlife. Siguro as a university, we need evidence. We don't have the data yet.

Hopefully, makita talaga kung saan nanggagaling ang pollution natin, saan ba nanggagaling ang solid waste issues, sino ba ang nanghuhuli. Sana there's an office who'll take care of these.

Kasi sa TWGBM, the level of engagement namin is on policies talaga. We can't really come up with say statistics from the ground. We would mobilize our students to do certain studies kaya minsan nagkakaroon kami ng data but TWGBM itself, we don't have the capacity yet.

While TWGBM is aware that many issues will take time to be fully addressed, they hope their various projects, such as the compilation of a biodiversity management handbook and creating a central inventory of UPD wildlife will be a step in the right direction.

*UP TWGBM (Left to right: Española, Gan, Camacho, Navarra, Buño and Araneta)*







# What is AAP @ UPD?

IMAGES BY Jefferson Villacruz and Leonardo A. Reyes



KOLEHIYO NG ARTE AT LITERATURA



College of Fine Arts  
University of the Philippines



College of Human Kinetics



UNIVERSITY OF THE PHILIPPINES  
COLLEGE OF MUSIC

**Aspiring University of the Philippines Diliman (UPD) students may now choose to apply for an Associate in Arts (AA) degree in the Arts and Letters Cluster, a 2-year pre-baccalaureate program, following the UP Board of Regents' (BOR) approval at its 1345<sup>th</sup> meeting on Jul. 31.**





UP Dance Company during a performance

**F**our colleges in the Arts and Letters Cluster, the College of Arts and Letters (CAL), College of Fine Arts (CFA), College of Human Kinetics (CHK) and College of Music (CMu), are all set to offer the AA Program (AAP) in lieu of their existing certificate and diploma programs.

Presently, Theatre Arts and Malikhaing Pagsulat (CAL), Fine Arts (CFA), Sports Studies (CHK) and Certificate and Diploma in Music (CMu) are the certificate and diploma programs offered in the four colleges.

CAL Dean Ma. Amihan Bonifacio-Ramolete, head proponent of the AAP in the Arts and Letters Cluster, said it will take effect on the first semester of Academic Year 2019-2020.

“In an Academic Program Improvement (API) symposium of the UP Curriculum Committee Arts and Letters Cluster held in September 2017, the need to unify all pre-baccalaureate offerings under a common title was addressed. The members of the cluster came to an agreement to replace the current Diploma and Certificate programs in the arts with the AA, conceived as a 2-year pre-Baccalaureate program. The AA title is widely recognized internationally and has already been adopted by the UP Open University,” Bonifacio-Ramolete said in an email interview with UPDate Diliman.

UP Vice President for Academic Affairs Maria Cynthia Rose B. Bautista during the Jul. 31 BOR meeting (UP Gazette, Vol. 49 No. 6) explained the AA Program “aims to harmonize the nomenclature of qualifications for existing non-degree programs such as certificates and diplomas” and is also intended to align with the “levels of qualifications in lifelong learning, more specifically with Level 5 of the Philippine Qualifications Framework (PQF), which is shared by the Commission on Higher Education (CHED) and the Technical Education and

Skills Development Authority (TESDA).”

In addition, Bautista said “The AAPs are going to help professionalize industries, apart from the fact that it is within a lifelong learning framework which will allow students to move in and out of the formal education system.”

Bonifacio-Ramolete said in PQF, a student who completed the K-12 curriculum (basic education) is qualified for the National Certificate (NC) I and II (Levels 1-2) while TESDA students upon completion of their program qualifies for NC III-V (Levels 3-5). Meanwhile, Level 5 completion qualifies a student for an associate degree while Levels 6-8 correspond to higher education and make the student qualified for a Baccalaureate, Post-Baccalaureate, Doctoral degrees and Post-Doctoral program, respectively.

Offering AA Program at UPD is very timely with the implementation of the Arts and Design Track in the K-12 curriculum. Bonifacio-Ramolete said, “several courses (such as Performing Arts [Music and Theater] and Creative Industries) currently being offered in the UPD Certificate Programs are being introduced in Grades 11 and 12.”

In a country where earning a degree is given high importance to qualify for a job, AAP will “address Republic Act No. 10647 which aims to strengthen the ladderized interface between Technical-Vocational Education and Training and Higher Education,” Bonifacio-Ramolete added.

**AAP STRUCTURE.** In the proposal, Certificate/Diploma Programs students are required to take a minimum of 60 units and a maximum of 150 units and can be completed for two to four years. For the AAP, the Arts and Letters Cluster set a minimum of 72 units and a maximum of 79 units and should be completed in two years.

Bonifacio-Ramolete said the current certificate programs are craft-oriented, “designed to train prospective artists” while diploma programs “are post-Baccalaureate programs taken from one to two years geared for students interested in pursuing a graduate degree but constrained to pursue a higher graduate degree.”

Meanwhile, she said the AAP structure is similar to the existing certificate and diploma programs.

In the AAP structure, courses to be taken by students will include a combination of core, major, elective, general educations (GE) and legislated courses.

UPD Faculty Manual 2003 described students will take core courses as “subset of major courses common to all majors or tracks of a particular program” and the required number of units are 24 to 32 units.



Major courses are “set of courses in principal discipline/field of study with prescribed total number of courses and units, of which certain courses are specifically required courses” (24-30 units).

Elective courses “are courses in the discipline and/or related field of study” (6-18 units) while GE are “courses to be selected from the 21 core courses in the approved UPD GE framework” (12-21 units).

Meanwhile, the legislated courses are “PI 100 (The Life and Works of Jose Rizal), four Physical Education subjects and two NSTP (National Service Training Program) modules” (3 units). Moreover, the maximum residency allowed for AAP students is three years as per university rule.

Certain departments from CAL, CFA, CHK and CMu will administer AAP.

### ADMISSION POLICIES/REQUIREMENTS.

Bonifacio-Ramolete said AAP applicants are not required to take the UPCAT except for CHK’s AAP. However, she said “applicants must comply with the admission requirements of the college and pass the AAP Admission Test administered by the college. This may be in the form of an audition/talent test, written/practical test and interview.”

CHK College Secretary Rachelle U. Peneyra said “One of the admission requirements of the CHK’s AAP is the UPCAT grade and it is part of the computation of their overall score.” She said the minimum grade of UPCAT takers who would like to apply for the AAP is 2.800.

In addition, Peneyra said CHK’s AAP other admission requirements are the sports skills test, sports readiness test (SRT), Guidance Test and a panel interview. For the sports skills test, applicants will be tested for their proficiency in three sports and/or dance. SRT is to check if the applicant is physically fit. The Guidance Test is for testing the mental ability and study habits of the applicants.

For the panel interview, Peneyra said “We want to make sure that the applicant knows what they are getting into and if they really want to be in the College. We also want to check if their goals are aligned with the goals of the College.”

It is important to note, however, that CHK’s AAP is not connected with the Varsity Athletic Admission System (VAAS) Program.

According to the UP System website, “The Varsity Athletic Admission System (VAAS), administered by the College of Human Kinetics of UP Diliman, awards slots to exemplary athletes and talented dancers who may not have taken or passed the UPCAT, after a stringent system of tryouts. VAAS students are required to represent the university in national or international sports competitions to maintain their status as UP students.”

In terms of shifting or transferring to another course/program, Bonifacio-Ramolete said AAP students can only shift to another AAP provided they pass the admission requirements of the said program.

In addition, students who have completed the AAP requirements and are interested in pursuing a Bachelor of Arts/Bachelor of Fine Arts degree are not automatically admitted and should still apply and conform to the admission requirements of the unit.

On the other hand, Bachelor of Arts or Science degree holders who are interested to take an AA degree are welcome to apply as long as they pass the AAP Admission Test administered by the college.

**FUTURE OF AAP GRADUATES.** Bonifacio-Ramolete said among the concerns raised about the program when it was proposed were the probability of finishing the program in two years and that students will need to “take courses during midyear for them to finish on time.”

Nevertheless, once the AA degree students finish the program she said there are limitless opportunities for them in the creative industry.

She said AAP graduates are expected “to be skilled enough to work in the creative industries as performers, freelance artists, production assistants, in education as teacher’s aides or administrative staff, in the sports world as assistant coaches, trainers, athletes and similar professions.”

Furthermore, after completing the program, she said students should “Display a higher level of skill and competence as a practicing artist/scholar/athlete committed to honor and excellence; employ critical and creative thinking and independent judgment as a versatile and innovative artist/scholar/athlete; exhibit pride for one’s national identity while promoting understanding and respect for other cultures; and uphold professional ethics in practicing one’s profession.”

CHK during 2012 Lantern Parade











# Mapping PSA's course

IMAGE BY Jefferson Villacruz

The implementation of the Philippine Identification System (PhilSys) and the Community-Based Monitoring System (CBMS) are the top priorities of Claire Dennis S. Mapa as the new National Statistician and head of the Philippine Statistics Authority (PSA).



**T**he professor and former dean of the UPD School of Statistics (STAT) assumed his post on May 27 and will serve until 2024. He succeeded Prof. Lisa Grace Bersales whose term ended on Apr. 22.

“As a huge and complex undertaking, the PSA sees the utmost importance for the PhilSys to first undergo a series of pilot testing before finally launching it to the public. PSA wants to ensure that the processes are efficient, the systems are fully functional, and all information within the system are secure—ultimately because the Filipino people deserve nothing less,” Mapa said.

The PSA serves as the Philippine government’s central statistical authority on primary data collection. Through Republic Act (RA) No. 10625, the four statistical offices and bureaus of the different national government agencies (the National Statistics Office, the National Statistical Coordination Board, the Bureau of Agricultural Statistics and the Bureau of Labor and Employment Statistics) were consolidated under one organization in 2013 to create PSA. PSA is attached to the National Economic Development Authority (NEDA) for policy coordination purposes.

Mapa said PhilSys or the national identification system aims to provide Philippine IDs to all Filipinos. It is a priority program of the Duterte administration.

The pilot registration for the PhilSys has already begun. This signals PSA’s full dedication in delivering specific targets on schedule.

“The pilot test registration is the initial step in realizing Philippine’s first-ever national ID system and registering the population by mid-2022,” Mapa added.

Another priority Mapa is keen on seeing through is PSA’s full implementation of CBMS.

RA 11315 defines CBMS as “an organized technology-based system of collecting, processing and validating necessary disaggregated data that may be used for planning, program implementation and impact monitoring at the local level while empowering communities to participate in the process.”

The law mandates a regular and synchronized data collection by cities and municipalities every three years, with PSA taking the lead as implementing agency.

CBMS is intended to improve poverty analysis in the country.

Mapa said both the PhilSys and the CBMS are life-changer initiatives that will surely help improve every Filipino’s welfare.

Next on Mapa’s agenda is the Census of Population and Housing (CPH) set in May 2020.

Conducted every five years, CPH is an enumeration of the Philippines’ total population and provides data on the number of people, their spatial distribution, age and sex structure, their living conditions and other key socioeconomic characteristics. Mapa said CPH would guide policymakers and planners in crafting policies and programs for housing.

The PSA head said his leadership at PSA is guided by three goals: to harmonize all official statistics reported by the agency; to introduce new techniques and technologies in statistics (NTTS); and to urgently address the issues concerning Civil Registration.

Mapa is an expert in econometrics and financial time series analysis, empirical economic growth, population dynamics, poverty analysis and impact evaluation.

Prior to his appointment as PSA head, Mapa served as UPD STAT dean (September 2014 – May 2019).

Mapa graduated with a BS Statistics from UPD in 1990. It was also at UPD where he pursued and finished his graduate studies (MA in Economics, 2002, MS in Statistics, 2004 and PhD in Economics, 2008). He was a Visiting Scholar at the International Centre for the Study of East Asian Development in Kitakyushu, Japan from September to October 2013, the Gross National Happiness Commission of the Kingdom of Bhutan and the Federal Institute for Vocational Education and Training (BIBB) in Germany.

Mapa is also distinguished as National Academy of Science and Technology-Philippines Outstanding Young Scientist (Economics, 2008), Bangko Sentral ng Pilipinas Sterling Professor in Government and Official Statistics (2014, 2016, 2017, 2018 and 2019), One UP Professorial Chair (2016-2018; 2019-2021), Southeast Asian Regional Center for Graduate Study and Research in Agriculture/ SEARCA Regional Professorial Chair for poverty research (2015), UP Centennial Professorial Chair (2011) and UP Scientist II.

PSA



PSA PhilSys banner



PHILIPPINE  
IDENTIFICATION  
SYSTEM





# Children and empathy

IMAGES BY **Leonardo A. Reyes**





# Do children have empathy?



n experiment involving 227 children ages 3 to 7 found that yes, they do have empathy.

This was the finding from the research “Working with Children as Study Participants” by Prof. Apryl Mae Parcon, PhD.

The study that focused on children and predictors of empathy was one of the topics at the public lecture “Psych Research: Notes from the field” at the Lagmay Hall Lobby, in celebration of the 100<sup>th</sup> birth anniversary of National Scientist Alfredo Lagmay, the Father of Philippine Psychology.

In the Lesley University article “The Psychology of Emotional and Cognitive Empathy,” (<https://lesley.edu>) empathy “is a broad concept that refers to the cognitive and emotional reactions of an individual to the observed experiences of another.”

Parcon’s research stemmed from her observation of some intelligent people who seem to lack empathy.

“Doon ako nagtanong (kung) ang cognitive intelligence ba is (it) really related to empathy?” Parcon said.

She added that it was while she was conducting the study that she was able to differentiate cognitive empathy and affect empathy.

Affect empathy as Parcon defined is “more on feeling the feelings of the person you are talking to.” This is not the same as cognitive empathy, which Parcon defined as “understanding the feelings of the person you are talking to.”

From the same Lesley University article, cognitive empathy refers to “how well an individual can perceive and understand the emotions of another” while affect empathy or emotional empathy has three components: “feeling the same emotion as another person;” “one’s own feelings in response to perceiving another person’s plight (personal distress);” “and feeling compassion for another person.”

Parcon, who is Assistant Professor of Psychology, said her research found that the “Theory of Mind” can predict cognitive empathy but not affect empathy. It is the relational aspect of the parent and child that predicts affect empathy.

“May ibang factors na napi-predict ang affect empathy na hindi nakikita ng Theory of Mind. Doon sa research, nakita na it’s more of the parent-child attachments, it’s the relational aspect of the parent and the child that predicts affect empathy. Nakita na



Parcon





From left to right: Clemente, Quiñones, Parcon and Gaba

iba ang napi-predict ng cognitive empathy sa kanyang affect empathy at ang maganda sa research na ito, ini-extend natin siya to prosocial behaviors,” Parcon said.

She said Theory of Mind is a developmental mind milestone among children. “Nandoon na sila sa stage na kaya na nilang ihiwalay ang sarili nila doon sa kausap nila and at the same time na masasabi na nila na ‘Ang iniisip ko ay iba sa iniisip ng kausap ko.’”

She said prosocial behaviors are measured by means of the length of time.

Prosocial behavior, according to Roberta L. Knickerbocker who also cited Eisenberg and Mussen, (<https://www.learningtogive.org>) refers to ‘voluntary actions that are intended to help or benefit another individual or group of individuals.’ This definition refers to consequences of a doer’s actions rather than the motivations behind those actions. These behaviors include a broad range of activities: sharing, comforting, rescuing and helping. Though prosocial behavior can be confused with altruism, they are, in fact, two distinct concepts. Prosocial behavior refers to a pattern of activity, whereas altruism is the “motivation to help others out of pure regard for their needs rather than how the action will benefit oneself.”

Meanwhile, the “Internet Encyclopedia of Philosophy” (<https://www.iep.utm.edu>) defined Theory of Mind as “the branch of cognitive science that investigates how we ascribe mental states to other persons and how we use the states to explain and predict the actions of those other persons.”

In her experiments, Parcon used a box of crayons and a clipboard. Parcon said she would act in front of the children that a box of crayons on a table would fall to the floor. After 10 seconds, she would take note on how the children reacted after they saw a box of crayons falling and if they would pick the box of crayons or not.

“Mahuhulog kunwari ang box of crayons at aarte akong magugulat at magsasabi ng ‘Ay!’ Dapat in 10 seconds pupulutin ito ng bata. Pero kapag natapos na

ang 10 seconds at hindi pa niya pinupulot (ang box of crayons), ako na ang pupulot nito.”

In another experiment on the same study, she used a clipboard. Parcon would act out as if her finger got caught on the clipboard. The staged “injury” would cause Parcon to look like she is in pain. She said the clipboard experiment was also a measure of a child’s prosocial behavior.

“In my research, apparently, among kids, the factor that represents cognitive ability cannot predict affect empathy but can predict cognitive empathy.”

In her experiment, Parcon said affect empathy was measured by means of a video to which a child participant watches and reacts to.

“Affect empathy is measured by a video na pinapapanood ko. Ito iyong video na happy, sad and angry. Paano ko imi-measure ang affect? Kapag ang bata nakita nya na happy ang character ay maghappy face sya. Kapag sad, magsa-sad face sya. Kapag angry, mag-a-angry face. Kino-code ko iyon. Hindi ako agad nagko-code kasi mahahalata ng bata na hindi ka nakikinig sa kanila or wala iyong atensyon mo sa kanila. Kailangan maging engaged ka sa kanila. Nagko-code ako after. I will watch the video (recording) noong reference ko sa kanila,” Parcon said.

She said it really helped that the experiment was recorded in video. The public lecture was also a venue for getting pointers from other researchers on how to go about a research.

“Iyong research na gagawin ninyo ay iyong interested kayo at passionate kayo, para kahit anong hirap ang pagdaanan mo, kakayanin mo,” Parcon said.

Together with Parcon on “Psych Research: Notes from the field” were Prof. Diwa Malaya Quiñones, PhD and Donn Gaba. Quiñones shared about his work “Forms and Psychological Predictors of Civic Engagement,” while Gaba talked on “Translating Questionnaires for Uncomfortable Topics.” Prof. Jose Antonio Clemente, PhD served as the public lecture’s moderator.

“Psych Research: Notes from the field” public lecture





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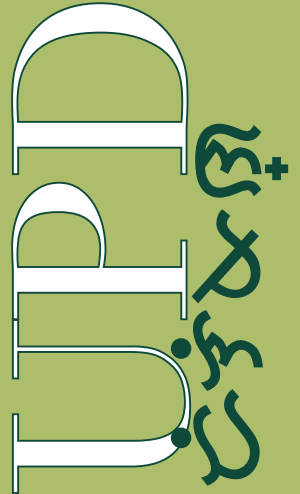
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