



**ST. PAUL UNIVERSITY SURIGAO SENIOR HIGH SCHOOL MODEL**  
*Catholic Educational Association of the Philippines National Convention 2013*  
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*by*  
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*University President*

Distinguished Guests, Colleagues in Education, Friends, Ladies and Gentlemen, good afternoon! I know this is not the best time to share, especially for those with customized noon meal programs, nevertheless we promise to make this presentation brief and interesting, but more so, as informative as possible so you won't feel nor mind the time.

Foremost, I would like to share my educational background as disciplined in Development Education. As such, I have cultivated and imbibed this passion or view of education as society's principal tool for growth and development, and for every individual, education is man's lifetime journey toward total human development. This immediately translates into the distinction between genuine education and mere schooling!

As early on as the late seventies when I was doing my formal studies in Development Education in the University of Santo Tomas in consortium with the University of Friburg in Germany, I have come to realize a basic flaw of our own educational system (being mainly a product of foreign models) which seemed to mostly respond and satisfy only the personal and social demands of the educands without much regard for societal manpower development needs for growth and transformation. Was this part of the ongoing colonial control even long after our so-called political liberation and independence? Sad to say, but oftentimes, our experience of the way our educational system functions invites serious questions and honest to goodness reforms.

Studies in Comparative Education have clearly shown the inadequacies and weaknesses of our own when seen in the light of tested experiences and relative successes of other more developed countries. A fact that cannot be denied though is the innate and God-given



intellectual giftedness of Filipinos. Again, this has been affirmed and confirmed many times over in the global arena in various recognition and achievement awards enjoyed by our compatriots.

One clear inadequacy of our system, now finally being addressed by DepEd, is the allotted number of years' study for Basic Education. Practically all countries observe 12 years of basic education and training for their young. And so our Congress has enacted RA 10533 known as the Enhanced Basic Education Curriculum more commonly known now as K-12 to be officially implemented nationwide in 2016. Indeed, the debates which preceded this legislative act revealed the many varied perceptions, concerns, priorities and biases of all our education stakeholders whether these be: educators, parents, students, the business sector, Church leaders and the social media. Our own session this morning is part of the ongoing effort to understand, appreciate and accept this significant innovation.

Realizing the need for this long needed educational reform, I was very happy when DepEd under the leadership of Secretary Br. Armin Luistro, FSC finally got the congressional nod after much and arduous preparation. The period between the law's enactment and implementation gave me golden opportunity to immediately put some personal ideas and convictions into motion. I tried to rectify a common negative bias against K+12 which was bandied around and equated to +2 more years of high school-ing through the addition of grades 11 and 12. In many of my parents' and teachers' meetings and personal dialogues, I talked about a -2 years by explaining to them that instead of 4 years of college school-ing in traditional courses or programs that most often do not guarantee gainful employment (as shown by millions of graduates not employed or under-employed over the years); now with a Grade 11 & 12 (Senior High School) Curriculum consciously and carefully laid out to provide responsive programs to the manpower needs of a developing community/society, our graduates after Grade 12 should be assured of jobs to fill up the rank and file staffing needs of our technical, industrial and agri-business sectors. We should now narrow, if not, totally eliminate the gap or the so-called mismatch between our graduates' competencies and the needs of Philippine growth and



development. Let us prioritize the building of knowledge, values and skills for nation building and gradually minimize brain drain and the ill effects of family displacements due to parents, specially mothers, having to work abroad as overseas contract workers under sometimes harsh and oppressive conditions. Let us maximize the God-given talents of every Filipino to contribute to the growth and development of our rich natural resources and cultural heritage. Let us look around us and unravel the many resources that call for the creative transformation and management of our skilled labor and technical genius, before they are totally RAVAGED and gainfully carted off by our foreign capitalists. The implementation of The Senior High School in our Basic Education will mean HOPE for many of our school drop-outs, unable to continue on to College although able-bodied, highly interested and motivated as well as giftedly endowed to contribute their share in nation building as they strive to build meaningful futures and dignified lives for themselves and their community. Let us truly develop globally competitive competencies among our BEST whose contributions to humanity will serve as our Filipino Legacy to the World. Above all, let us glorify God in praise and thanks by giving back to Him a Filipino People, developing and utilizing all their natural resources, living at the service of one another in harmony and peace while building His Kingdom of Love, Justice and Freedom. May our Living Faith move us to Action empowered by Compassion NOW! With Him at the helm, we can hurdle all imaginable difficulties brought about by this present challenge in our education ministry.

### **HOW WE IN ST. PAUL UNIVERSITY SURIGAO FACED UP TO THE CHALLENGE OF SETTING UP A SENIOR HIGH SCHOOL MODEL**

- 1) As University President I presented my ideas to my Board of Trustees and asked approval to pursue study and proposal for the offering of a Senior High School model starting 2013-2014 school year if approved by the DepEd.
- 2) I tasked our Institutional Planning, Research and Development Director to conduct a survey research on the development and industry needs of our province, Surigao del Norte and Region, Caraga Region and from there prepare a proposal for courses of study that could be completed in 2 years, assuring graduates' employment thereafter.



- 3) I further tasked our Vice President for Academic Services to prepare our faculty for needed competencies to teach in senior high school.
- 4) Our Principal for Basic Education was tasked to keep herself updated and attuned to all the developments related to the K-12 or Revised Basic Education Curriculum.
- 5) For a full year, I closely monitored the work in progress.
- 6) After Permit from the DepEd for the Model Program was granted, I shared the good news at our BOT meeting in early June of this year. It was then I asked for my Board's Approval for a program financing proposal which would follow a "Study Now, Pay Later" scheme. One of the members of the Board who is the President of our Alumni Association readily pledged support for the Program and promised to give it full backing of the Alumni Association on condition that we keep and manage the model program on a "study now, pay later" scheme. On the same day he left us a check of a million pesos to start with. This was not yet revealed to the students who came to enroll because we first wanted to test their capacity to pay with an initial one thousand pesos upon enrollment. Only about 50% of the 107 enrollees could meet this amount; some 20% could pay only 500 pesos and the rest lesser, even as low as 50 pesos. The school fees for the 1st year of 2 semesters cost 25 thousand pesos; likewise for the 2nd year, for a total of 50,000 pesos for the whole of Senior High School. This includes tuition and all other fees. In a Profile Table which will be later shared with you, you will understand why this is so. In a formal meeting with the students sometime after classes started, the "Study Now, Pay Later Scheme" was explained to them and all readily accepted these terms and signed the necessary MOA to this effect. I personally feel that more study on our part for the financing of this program be seriously conducted and pursued with government assistance either through ESC-FAPE or the so-called Voucher System discussed in the IRR for RA 10533.
- 6) Last July to August of this year, I conducted research visits and interviews with the Presidents, Vice Presidents for Academic Programs and Directors of Continuing Education in 10 Community Colleges in the East and West Coasts of the United States in an effort to map out a model for our Senior High School's operation come 2016. The gains of this study will soon be submitted to DepEd as proposal for the effective "forking of roads" for all our enrollees into



Senior High School at SPUS. This is still very much in consonance with the just published IRR of RA 10533.

At this point, Mr. Larry Dillo, our director for Institutional Planning, Research and Development will share his actual experiences of the process we underwent to gain DepEd's approval.

Highly esteemed catholic educators of the Philippines, my sister mentors: the Daughters of Charity (1993) and the SPC sisters (1996 – present), fellow lay collaborators in this ministry, ladies and gentlemen, *maayong adlaw kanatong tanan*.

I am greatly honored having been empowered by Sr. Marie Rosanne Mallillin, SPC, President of St. Paul Surigao. Her trust, professional support and intuitive wisdom made a plight to the zenith of my career today. With profundity and sincerity, I thank her, and the entire SPC congregation specially Sr. Merceditas Ang, SPC, the Assistant Provincial for Education for the significant inputs she sent me which added substance to the Senior High School Curriculum of our University.

I'd like to present the historical background and current profile of my University as the anchor of my presentation. These two important features are the impetus of the significant decision of the top administration to further its mission by embarking into the Senior High School – on its birthing phase.

St. Paul University Surigao is a catholic University in the Caraga region founded in 1906 by the Benedictine monks who were succeeded by the MSC fathers. In 1926, the first group of SPC Sisters came to Surigao to administer San Nicolas School (the old school name) through the invitation of Fr. Muskings, MSC. And in 1998, full ownership was granted to the SPC congregation when Bishop Miguel C. Cinchez donated SNC to the congregation.



Impelled by the charism of the Sisters of St. Paul of Chartres, our University envisions learners to become Christ-centered, competent and responsible persons in the service of the Church and society. Ensuring to preserve its tradition of excellence and to sustain its vision, SPUSurigao maintains its international certification from TUV Rheinland as Din ISO Certified 9001:2008 institution (Certificate No. 01 100 096480 ID: 9105023716), and programs accreditation from the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)

Faithful to its mission, SPUSurigao offers all levels of education: pre-elementary, elementary, secondary, tertiary and graduate school. It is also a Training Provider of Technical Education, Skills and Development Authority (TESDA) programs in the region, a Center of Training for DepEd Certificate and Inset Programs, and a conduit implementer of the Graduate Diploma in Cultural Education of the National Commission for Culture and Arts (NCCA).

With its 107 years of existence, SPUSurigao has become part of what the Caraga region is at present by ensuring its program offerings relevant to the community. As Caraga is envisioned to be a Forestry, Agriculture, Mining and Ecotourism (FAME) hub of the country by 2020 by the Caraga Regional Development Council (CRDC), SPUS finds its niche by providing skills and human resources needed by the region.

Hence, the advent of the implementation of the K to 12 Curriculum in the country becomes an imperative for this University to further its mission by securing a relevant Senior High School Curriculum Model in June 2013. The SHS Curriculum espoused by this institution is industry-based, technologically oriented, and Paulinian spirituality anchored. All proposed programs are bundled with Technical Education Skills Development (TESD) curriculum of TESDA, K to 12 compliant, and St. Paul of Chartres Education Ministry (SPCEM) aligned.

The process of developing our SHS Model Curricula underwent 4 phases: conceptualization, application, implementation and eventually evaluation at the end of each school year. It began with the top management's decision to offer relevant curricular offerings, which are industry-



based, pragmatic and research-based. Hence, proposals were drawn at the end of the research phase.

The Office I am directing was the key player in the technical work of this phase. It began with the Board of Trustee's approval of the proposal in June 2012. Institutional Planning, Research & Dev't (IPRD) Director drafted Research Proposal and conducted surveys and interviews from August - October 2012.

On September 22, 2012 the IPRD Director attended a meeting with the Caraga Chamber of Mines and the Philippine Society of Mining Engineers to convey to the body St. Paul's SHS proposal to conduct the survey and arrive at a unified decision of their industry as regards particular tracks they would need for us to offer. Results of their proposals were validated when I personally interviewed the Provincial and Regional Administrative Officers of TESDA in October of last year.

The research outputs were submitted by the IPRD director on November 19, 2012 to the University President. Of the 8 recommended tracks by the IPRD director (based on the result of the research conducted), the administration decided to offer the following tracks: Mining Technology, Survey Technology, Tourism and Travel Management Services, and Accounting Technology with Computer Applications.

Fortunately, on November 24, 2012 the IPRD director was allowed by the PSME and the CARAGA Chamber of Mines to present the University's plan to offer SHS come June 2013. The Council Officers strongly supported the proposal. Curricula of the 4 tracks were developed in January – February 2013. The Paulinian Philosophy of Education and the Proposed SHS Curriculum of DepED (as of February 27, 2013) were the inputs into the designing of the Core Curriculum, while the TESDA's Training Regulations and CHED's Memorandum Orders were the inputs considered in determination of the Career Tracks. On March 8, 2013, application papers were submitted electronically to Mr. Elvin Alvin Y. Uy, the Coordinator of the K to 12



Implementation Program of DepED, and on March 19, 2013 hard copies of pertinent documents were personally submitted by the IPRD Director to DepED Central Office. Series of correspondence through emails were done from March – June 2013 until the permit was granted to SPUSurigao to offer SHS Model Curriculum on June 7, 2013. Among the attachments to the application documents I personally brought to the Office of Mr. Uy included Regional Development Plan of Caraga for 2020 were: the Minutes of meetings with the industry partners, and the University profile.

Major application documents consisted of the Program Objectives of the SHS, Proposed Curriculum of each track, and the pertinent papers of prepared teachers and trainers. As approved, Grade 11 will be taken in the 1<sup>st</sup> and 2<sup>nd</sup> Semesters of 2013 – 2014 and Summer 2014, while the Grade 12 will be on the 1<sup>st</sup> and 2<sup>nd</sup> semesters of 2014 – 2015. Hence, the first batch of graduates will be in March 2015.

The average class hours are as follows: 6.2 hours this semester, 6.5 hours comes 2<sup>nd</sup> Semester of this year, and 5.5 hours in Summer 2014; 6 hours on the 1<sup>st</sup> and 2<sup>nd</sup> Semesters of 2014 – 2015, respectively. The Mining Technology track is ladderized to the BS Mining Engineering program of the University with the following core competencies: mine surveying, mine safety management, and mineral mining. Graduates of this track shall obtain an NC II certificate in Technical Drafting and an institutional Diploma.

Likewise, the Survey Technology has Technical Drafting NC II Certificate ladderized to a BS Civil Engineering program. Hence, graduates of this course shall obtain a Certificate of Competency and an Institutional Diploma. These programs are in consonance with the demands of the mining industry in the region, particularly in Surigao del Norte which is the mining hub of the region.

The Accounting Technology with Computer Applications shall have two (2) TESDA curricula: Computer Operations NC II and Bookkeeping NC III. Likewise, this program is articulated towards





the business programs of the University such as BS Accountancy, BS Accounting Technology, and BS Business Administration.

The Tourism and Travel Management Services is a response to Surigao del Norte's need for human resources being the ecotourism destination of the region, and is ladderized to the University's BS Tourism and BS Hotel and Restaurant Management programs. It has four (4) TESDA components, namely: Front Office Services NC II, Tourism Promotion Services NC II, Tour Guiding Services NC II and Travel Services NC II. Hence, graduate of this program shall obtain four (4) Certificates of Competency and an Institutional diploma.

Herewith, is a sample of the curriculum designed for the Mining Technology track. This track provides students the basic competencies on mine surveying, mine safety management, and the fundamentals of the mineral processing.

It likewise introduces to students the principles of mining and the issues on mining – ethical, environmental and political, which can enable them to become service-oriented, effective mining aides or assistants and responsible stewards of God's creation.

The learning areas for Languages include: English Grammar/Reading and Technical Writing; For Filipino, Kumunikasyon sa Akademikong Filipino and Retorika. There are two subjects on Literature: The Philippine Literature with Emphasis on the Literature of Caraga, and the 21<sup>st</sup> Century World Literature. We also have Media and Information Literacy for Communication; Analytic Geometry and Solid Mensuration for Mathematics; and the Philosophy of Man as the basic course on philosophy.

The area of Social Science includes, Personality Development & Understanding Society & Culture. Meanwhile Religion subjects such as Revelation & Faith in the Old Testament, Revelation & Faith in the New Testament and Fundamentals of Christian Morality also form part of the curriculum. The Homeroom Guidance Program delivers to learners the Paulinian Spirituality, Advocacy and Mission (PSALM).



The Natural Sciences, include Engineering Physics [Lecture + Laboratory] and Environmental Science [Lecture + Laboratory]

The Career Track is bundled with TESDA'S Technical Drafting NC II while the other subjects such as Elementary Minerology, Mineral Processing, Surface Mining, Underground Mining, Mine Safety, Mining & Environmental Laws & Ethics, and Principles of Mining are based on CHED's standards. Field Exposure shall be carried out through apprenticeship and the industry-immersion program.

The marketing and promotions of our SHS Model was done through information drives during parent assemblies and the year-end PHI meeting, student fora (IPRD had the chance to present the SHS program during the Top Students' Summit sponsored by the Provincial Government of Surigao del Norte), and in conferences, assemblies and meetings attended by the top management with LGUs and National Line Agencies.

Our significant learnings during the process development of the curriculum: DepED did not critically question the bases for the conceptualization of the proposed curriculum because it was backed by research. From the email sent to the IPRD by Dr. Corpus, DepED Curriculum Consultant, I quote: "This is what I call an R and D based curriculum." Since SPUS enjoys ISO Certification and PAASCU accreditation, these accounted for the easy access to and availability of needed evidence-based data and the comprehensiveness of the application documents. Everything needed was found in the archives and organization of data was not so much a problem.

Our extensive involvement with the community, LGU and NGOs provided significant inputs to the development of the program. Had we not been an active TVET institution in the region, bundling of TESDA curriculum would be quite cumbersome and probably may have posed a problem during the DepEd assessment of such.



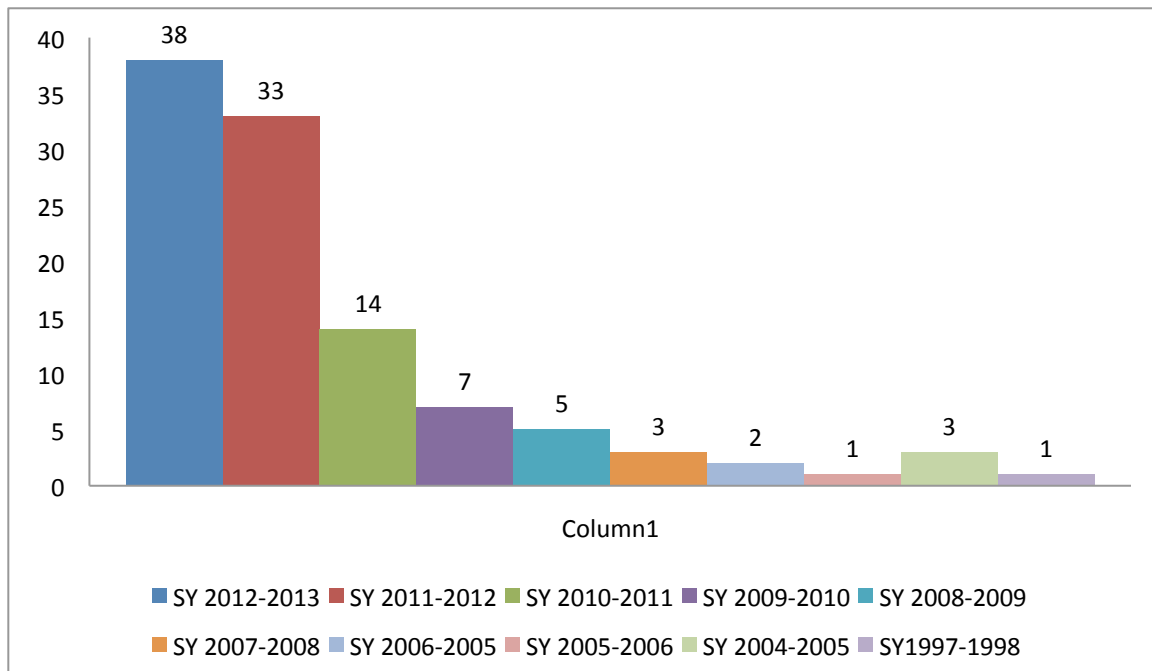
There was very little time for the marketing and promotion phase of the Program while waiting for DepEd’s formal approval of the application. All we could do was to tell the public about the application status. During the top Students’ Summit on April 1, I assured the students that we will immediately inform them as soon as we get the permit. Although the permit was dated June 7, Ms. Joyce Samaniego, the K-12 Assistant Program Coordinator on Transition Management of DepEd, assured us on the third week of May about the possibility of granting the permit. The accepting of enrollees was facilitated then.

Indeed, our Senior High School Program is a blessing to the Surigaonons through SPU Surigao!  
 Maraming salamat, po!

The actual implementation and other significant experiences and learnings will be presented by Sr. Aileen Bonifacio, our Principal for Basic Education.

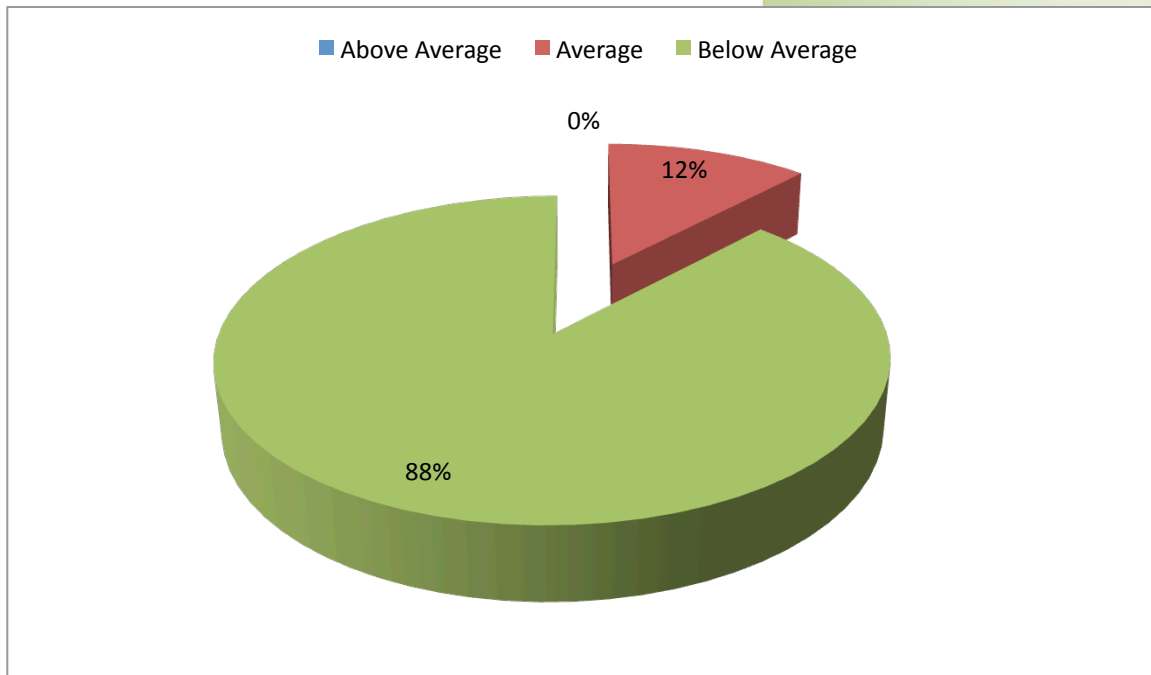
Good Afternoon! The opening of Grade 11 in our department this school year brought us blessings and challenges. Before I lay down these blessings and challenges may I present first the profile of our 107 Grade 11 students.

**Chart 1: Number of Students vis-avis Year Graduated from 4<sup>th</sup> Year High School**

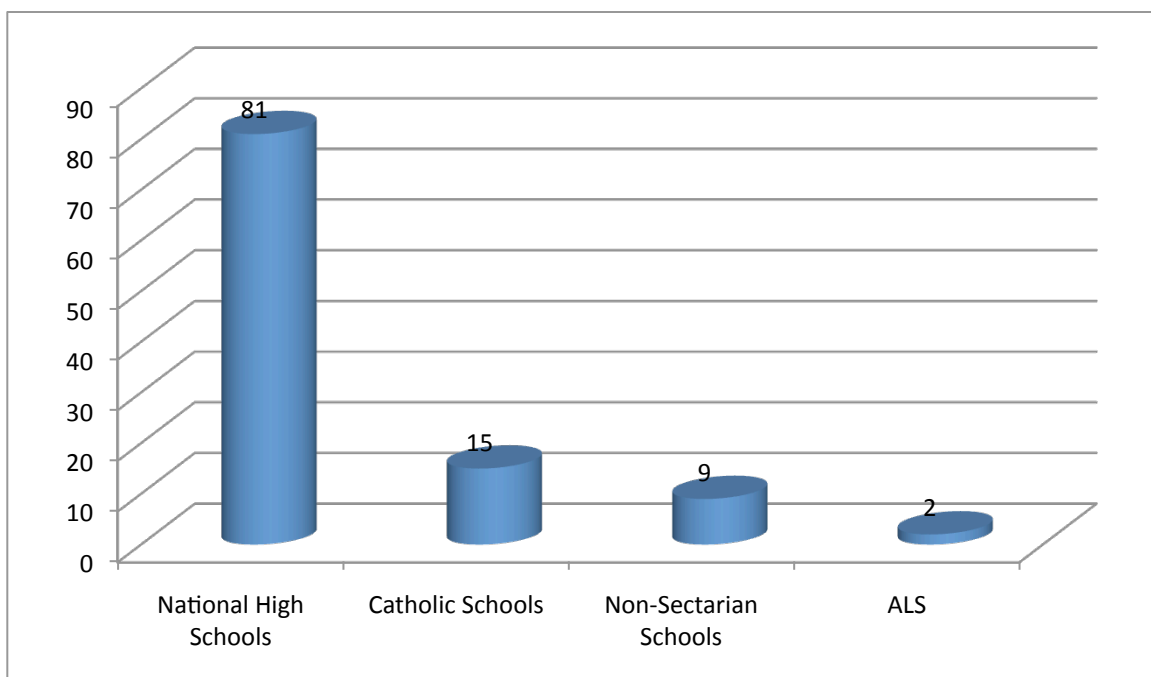




**Chart 2: OLSAT (Otis-Lennon School Ability Test) Result**



**Chart 3: Schools Attended of 107 Grade 11 Students**





## THE BLESSINGS:

### 1. Fulfillment of our Vision and Mission

St. Paul University Surigao opened this Academic Year 2013-2014 with a big leap in achieving spirituality of excellence in its truest sense. The Senior High School Grade 11 was opened with scholarship granted to 107 students who graduated mostly from public schools. After a week of assessment, we realized that the opening of Grade 11 ahead of many institutions is a great avenue to share Paulinian education to those who cannot meet the expense of being part of this university. The teachers describe them as “eager for Catholic and quality education”. They are truly receptive to formation not only of their minds but more so of their hearts.

### 2. Increase in Enrollment

A marked increase is observed in the Basic Education enrolment aside from 37 or 7.44% in the Grade School and 68 or 8.11% in the Junior High School the added 107 Grade 11 or Senior High School brings the Basic Education total to 1,538 from 1,335, an increase of 175 or 15.21%.

### 3. Stronger Linkages

The opening of Senior High made our linkages wider and stronger. Linkages with local industries have also been effectively forged to provide scholarships, OJT experiences and hopefully, future employment. It made us realize that indeed education, as integrative part of the community, must work hand in hand with all the sectors to achieve such purpose of alleviating poverty and other systemic communal problems.

### 4. Honor and Pride

We are the only Institution in the Mindanao Region and also the only CEAP school which has ventured to pilot the Senior High School Program prior to its national implementation in AY 2016-2017, we will make extra effort to closely monitor and provide the necessary interventions for maximum learning and skill building among our enrollees.



## THE CHALLENGES:

1. Adjustments of policies, rules and regulations and other existing documents pertinent to Senior High School

It is only after a short assessment of our program that we realized the demands of opening the Senior High. Among the little things we missed to prepare are their uniforms, handbooks, student leadership, etc. There is a need to review existing policies and procedures to accommodate the needs of the Senior High students.

2. Continuous refinement of our curriculum

The profile of our Grade 11 challenges us to continuously refine our curriculum.

All general education subjects team leaders conducted assessment to know where the students are at. Students enrolled in Mining and Survey Technology took diagnostic tests in Science and Math, those in Accounting Technology in Math and Basic Accounting while those in Tourism Management took diagnostic tests in English and Communication Skills. All of them took Computer assessment to equip them for subjects that will require computer skills. Since 76% of our grade 11 students come from the public school we also gave them assessment on the basics of Faith. Aside from basic catechism or formal religion class they are nourished with Paulinian Spirituality Formation program based on the PSALM (Paulinian Spirituality, Life and Mission) that the SPC Education Ministry has laid as a core for pursuing such program.

3. Updating of Faculty

The Senior High School espoused by this institution is industry-based, technologically oriented, and Paulinian spirituality anchored. The proposed programs are bundled with Technical Education Skills Development curriculum of TESDA, K-12 compliant, and St. Paul of Chartres Education Ministry (SPCEM) aligned thus the need for updating of Faculty. At present there are around 20 College Faculty and Staff undergoing TESDA training for assessorship, they are already NC II holders. SPU Surigao aims to be a TESDA Assessment Center at the end of this school year. Basic Ed teachers are advised to finish their Masters Degree and become TESDA NC holders as well. These will help us meet



the challenge to consciously implement a meaningful and fruitful Senior High School Program that can guarantee employability of our graduates as well as readiness to embark on another 2 years of Tertiary Education for a Bachelor's Degree if so desired.

#### 4. Upgrading of Facilities

Although we have prepared early our facilities, we are still challenged to upgrade other areas to meet with the coming demands by Academic Year 2016. A separate building for the Senior High School with laboratories and workshops is proposed.

We shall end with a short video presentation that captures Grade 11 activities from June 2013 to present.