



OFFICE OF THE
FACULTY REGENT



ALL UP ACADEMIC
EMPLOYEES UNION

Suma't Suri:
**U.P. BASIC EDUCATION
SUMMIT 2024**
*Karapatan, Kapakanan,
Benepisyo't Kagalingan*

Suma't Suri:

UP Basic Education Summit 2024

Summit Report

February 29 to March 1, 2024
Alcantara Hall, 3rd Floor
Student Union Building
UP Diliman, Quezon City

*Theme: Karapatan, Kapakanan,
Benepisyo't Kagalingan*

Introduction

Suma't Suri: UP Basic Education Summit 2024 was a two-day summit of teachers of basic education in the different Constituent Units (CUs) of the University of the Philippines (UP) System. The summit tackled the issues concerning the situation of the teachers in basic education in UP. It provided a space for discussions on academic issues, economic situation and mental well-being of the teachers, and reviewed UP policies concerning these. The summit likewise drew up recommendations to address the grave problems and issues of basic education in UP, especially concerning the welfare and well-being of teachers.



Proponents: All UP Academic Employees Union and UP Office of the Faculty Regent

Partners: UP Integrated School (UP Diliman), UP High School Cebu, UP Rural School (UP Los Baños), UP High School in Iloilo (UP Visayas), All UP Academic Employees Union- Los Baños

Supporting Institutions: Office of the Vice President for Academic Affairs, Office of the Chancellor UP Diliman, UP College of Education, UP Diliman Office of Student Projects and Activities

Objectives

- Launch a UP System-wide discussion on the welfare and situation of teachers of Basic Education Units (BEUs) in the different Constituent Universities (CUs);
- Review policies of UP on the academic, economic and physical-mental situation of teachers of Basic Education in UP;
- Forward resolutions that cater to the well-being and welfare of teachers of basic education in UP.

Participants

There were 34 participants in the Summit, representing Basic Education Units from across the UP System: UP Integrated School (UP Diliman), UP Rural High School (UP Los Baños), UP High School Cebu and UP High School in Iloilo (UP Visayas). Participants from UPD Child Development Center and UPV Balay Balay Child Minding Center took part in the Summit.

Suma't Suri: UP Basic Education Summit 2024 Program

[DAY 1] February 29, 2024

8:00 am Arrival and Registration

8:30 am OPENING CEREMONIES

Welcome Messages from University Officials

Edgardo Carlo Vistan, Chancellor, UP Diliman

Frances Olivia Magtoto, College Secretary, UP Diliman College of Education

Messages from Officials of Basic Education Units (BEUs)

Anthony Joseph Ocampo, Principal, UP Integrated School

Catherine Rodel, Principal, UP High School Cebu

Edelia Braga, Principal, UP High School in Iloilo, UP Visayas

Mabel Buena, UP Rural High School, UP Los Baños

Opening Remarks: **Carl Marc Ramota**, Faculty Regent

Conference Overview: **Rommel Rodriguez**, National Vice President for Faculty, All U.P. Academic Employees Union

GROUP PHOTO

9:15 am KEYNOTE SPEECH: **Ruby Anna Bernardo**, President, ACT NCR Union

10:15 am Coffee break

10:30 am PLENARY 1 | **UP Basic Education in Focus: Assessing the Situation of Early Childhood to High School Units in the University of the Philippines**

Early Sol Gadong, UP High School in Iloilo, UP Visayas

Cris Lanzaderas, UP Rural High School, UP Los Baños

Katrina Ortega, UP Integrated School, UP Diliman

Noe Santillan, UP High School Cebu, UP Cebu

Moderator: **Emmanuel Dumlaog**, Vice President of Faculty, All-UP Academic Employees Union – Los Baños

11:45 am OPEN FORUM

12 noon Lunch

1 pm Workshop Mechanics and Breakout Groups

1:10 pm WORKSHOP 1: **Creating a Nurturing Environment for Teaching and Learning**

Facilitators:

Glenn Ray Briones, UP Rural High school, UP Los Baños

Hermie Cartagena, UP High School in Iloilo, UP Visayas

Eric Loyd Hilario, UP Integrated School, UP Diliman

2:40 pm Coffee Break

3 pm Group Presentation and Discussion

4:30 pm Synthesis Day 1
Dominique Maquiran, UPHSI, UPV

6 pm Solidarity Night

Master of Ceremonies: **John Denrie Jose**, UP Integrated School, UP Diliman

[DAY 2] March 1, 2024

8 am Arrival and Registration

8:30 am Message: **Leo DP Cubillan**, UP Vice President for Academic Affairs, UP System

PLENARY 2 | **University of the People: Academic Freedom, Public Service, and Democratic Governance in UP**

Carl Marc Ramota, Faculty Regent

Gene Nisperos, Department of Family and Community Medicine, UP Manila

Perlita Raña, National President, All UP Academic Employees Union

Master of Ceremonies: **Jason Pozon**, UP Rural High School, UP Los Baños

9:30 am OPEN FORUM

10:15 am Coffee Break

10:30 am WORKSHOP 2: **Presentation of Proposed Resolutions and Approval of the Body**

Facilitator: **Rolando Delos Reyes**, President, AUPAEU – Diliman

11:45 am Closing Remarks: **Emmanuel Dumlaog**, Vice President for Faculty, AUPAEU Los Baños

12 noon Lunch

1:00 pm Basic Masses Integration: UP Arboretum, Diliman, Quezon City



Day 1, February 29, 2024



Opening Ceremonies

The Summit opened with welcome messages from different university officials. In a video message, UP Diliman Chancellor Edgardo Carlo L. Vistan welcomed the delegates to the UP Diliman campus, where the Summit was held. He said that his office will eagerly await the resolutions that will be drawn up during the discussions. These resolutions,

he said, will help administrators like him address the many problems facing basic education units. UP Diliman College of Education College Secretary Frances Olivia M. Magtoto, who represented College of Education Dean Jerome Buenviaje who was on leave, meanwhile, discussed the importance of convening teachers of UP basic education.



Principals of the various basic education units in the system also gave brief messages: Principal Anthony Joseph Ocampo of UP Integrated School in UP Diliman; Principal Catherine Rodel of UP High School Cebu; Principal

Edelia Braga in UP High School in Iloilo; and Principal Mabel Buena of UP Rural High School in Los Baños.

Faculty Regent Carl Marc L. Ramota gave the opening remarks for the Summit. He discussed the importance and urgency of holding the first UP Basic Education Summit. He said that the UP System had previously held a discussion on the basic education curriculum, but it did not delve into the situation of teachers. The Summit, he said, is an opportune time to highlight the situation and needs of rank-and-file faculty, beyond a discussion of the curriculum.

Faculty Regent Ramota also discussed the need to revisit the system of basic education in general. There is a clear “crisis in education,” as evidenced by the PISA results that once again showed the country lagging behind other countries. The Summit, he said, will seek to address the welfare and well-being of basic education teachers and how it affects the quality of education.

The Summit, Ramota added, is a second policy initiative of the Office of the Faculty Regent. In 2023, the said office advocated for the formation of committees on academic freedom and human rights in the different constituent units as well as in the level of the UP System. This second policy initiative proposed the establishment of faculty welfare councils at the constituent university and UP system levels. Ramota said that academic security, economic security, as well as physical and mental wellbeing are issues that also matter to the university.

If the university demands excellence and productivity from the faculty, he said, then it must also recognize its institutional responsibility to take care of them.

Prof. Rommel Rodriguez, Vice President for Faculty of the All UP Academic Employees Union, discussed the objectives and the general program. He said that the participants were expected to share with the body their actual experiences in the conduct of their work, and relate these to the issues confronting the teachers such as issues of their promotion, compensation, and adequate institutional support for teachers from the University. He added that resolutions will be drawn up at the end of the discussions in order to further the well-being of teachers in UP basic education units.





Keynote Speech: Ms. Ruby Anna Bernardo, ACT NCR Union President

In her keynote speech, ACT NCR Union President Ruby Anna Bernardo discussed the general situation of basic education teachers in the country. ACT NCR Union is one of the biggest teachers' unions in the country, and is the sole and exclusive negotiating agent of the more than 80,000 teachers in the National Capital Region (NCR).

Basic education in the Philippines, according to Bernardo, is in a state of crisis, with public schools sorely lacking in teachers, school infrastructure and academic materials for the almost 27 million students of public schools across the country. Meanwhile, there are 879,793 teaching personnel in the 47,678 public schools. The Department of Education itself admitted

that most public school buildings are in a state of disrepair, with only 32 percent that can be considered in good condition.

Meanwhile, the lack of teaching personnel is confounded by the rampant contractualization of teachers, as well as low pay, lack of benefits and overwork that have clearly adversely affected the quality of their teaching. Teachers in public basic education schools are being burdened by many tasks outside of teaching, from preparing lesson plans and advising students and clubs, to taking care of their health and nutrition needs. There is a grave lack of support for teachers from the government, she added, with teachers being the only group of government employees that do not even have sick leave. Most teachers now teeter on the edge of poverty, Bernardo said, with 93 percent of them not earning living wages.

On top of this, teachers who organize into associations and unions and assert their rights are being attacked. The Department of Education itself has led the way in red-tagging and terror-tagging ACT, who has led the campaign for better, liveable salaries, benefits and working conditions for Filipino teachers. ACT has also led the campaign against the neoliberal character of the education system, where education is seen as a privilege and commercial good rather than a basic right of all.

Plenary Session 1: Assessing the Situation of Early Childhood to High School Units in UP

Speakers from the different basic education units in UP discussed their actual situation, from the teaching personnel and their work load to the state of school facilities.



Early Sol Gadong, UP High School in Iloilo

Teacher Sol discussed the situation of basic education teaching in UPHSI, which has 37 faculty members, more than half of which were contractuales. Most teachers work at least 40 hours per week teaching, doing homeroom advising, club or organization advising, sports coaching, among others. Teacher Sol also tackled the lack of promotion of teachers (“sagad”) despite being qualified for it. This, after the Faculty Merit Promotion required that teachers in assistant professor level must have doctoral degrees to be promoted to associate professor. She also lamented the fact that tasks such as homeroom advising are not credited with any unit, so no compensation no credits for promotion. Teacher Sol also discussed the situation of Balay-Balay Child Minding Center, whose teachers are project-based and enjoy no benefits.

Katrina Ortega, UP Integrated School (Diliman)

Teacher Kat tackled the state of teaching in UPIS, which is the only basic education institution in UP that offers elementary education, aside from offering junior and senior high school education. UPIS teachers also face similar problems as that of UPHSI: too much workload and lack of compensation, benefits and support. Teacher Kat discussed teachers’ burden of taking on multiple tasks in addition to teaching, from homeroom advising, grade-level coordination, among many others. All this work is only compensated with honorarium. Club advising, scouting activities, canteen management, sports advising and coordination, etc. are not even compensated with honorarium. Because of all these tasks, teachers have almost no time for research and publishing – two tasks needed to get promotion.



Teacher Kat also briefly discussed the work of teachers of UP Child Development Center, a laboratory preschool of the Department of Family Life and Child Development (FLCD) under the College of Home Economics in UP Diliman. CDC teachers are also heavily overworked, with 19 faculty handling 150 children, with ages from three months to 5.5 years.

Cris Lanzaderas, UP Rural High School (UPLB)

He briefly discussed the history of the institution. Designed as a vocational high school and practice teaching laboratory for Agricultural Education under the UP College of Agriculture in UPLB, it was eventually transferred to UPLB College of Arts and Sciences in 2003 as practice teaching laboratory of BS Mathematics and Science Teaching programs. UPRHS has 70 faculty members,

with only 30 permanently employed teachers and 40 temporarily or contractually employed or as lecturers. Many lecturers are under a non-tenure track, while a few members of administration staff continue to be under job order or contractual work arrangements. Lanzaderas also discussed how the academic union spearheaded the campaign for the regularization of teachers and admin staff and increase in the number of items.

Noe Santillan, UP High School Cebu (UPHSC)

Teacher Noe Santillan discussed the situation of teachers in UP High School Cebu. He said that the problems mentioned by previous teachers in other BEUs also exist in UPHSC: overworked and overburdened teachers, lack of compensation and inconsistent and unfair promotion system, and lack of job security, among others. In the problems that have been identified, he said, there have already been proposed solutions. But these proposals have not been prioritized by the administration. He also identified the problem of lack of training for teachers with homeroom advising tasks. He also reiterated the need to develop the Faculty Merit Promotion according to the actual situation of teachers in the BEUs.



Open Forum

The open forum commenced after the sharing of the speakers from the different basic education units of UP. Some of the topics discussed include the successes achieved by the academic union in UPLB; the need to harmonize, not just the curriculum but also the administrative processes, including promotion guidelines, etc. at the system level, while at the same time recognizing the differences in the different BEUs (for example, the basic education programs in different CUs belong to, or are under, different colleges or offices).

WORKSHOPS: Creating a Nurturing Environment for Teaching and Learning

After the plenary session 1, participants were divided into workshop groups to further discuss the concrete situation of the basic education units as well as field recommendations for the improvement of these situations. (See recommendations below.)

Day 2, March 1, 2024



Message of UP Vice President for Academic Affairs Leo DP Cubillan

Day 2 of the Basic Education Summit started with a message of support from UP Vice President for Academic Affairs Leo DP Cubillan. He reiterated the importance of the Summit. On behalf of the UP administration, he expressed support for its objectives. Cubillan said that the Summit might also be able to contribute to the further development of the basic education curriculum, not only in UP, but also across the country. The challenge, he said, is for the curriculum to be responsive to the actual situation and needs of Filipino students. UP's BEUs have the capacity to influence policymakers, Cubillan added.

Plenary Session 2: Academic Freedom, Public Service and Democratic Governance in UP

Faculty Regent Carl Marc Ramota

Faculty Regent Ramota started his talk by once again underscoring the importance of the gathering of basic education teachers in order to congregate and share experiences, as well as recommendations, in improving the quality of education and welfare of teachers in BEUs in UP.

The plenary session for the second day now focused on issues of academic freedom, public service and democratic governance in the University. Ramota said that as a national university, UP has to reflect the Filipino people's aspirations and interests, and it can only do so under a climate of academic freedom and democratic governance.

The Office of the Faculty Regent, in February 2023, kicked off Tipunan, which is a series of assemblies intended to come up with proposals to contribute to the protection of academic freedom and democratic governance. In such an assembly in UP Manila, the OFR proposed the creation of a UP committee on the promotion and protection of academic freedom and human rights, both within each



CU and across the system. This proposal was adopted by the different CUs in the UP system.

OFR also proposed the creation of a Faculty Welfare Council in the different levels of CUs as well as at the systemwide level. This was inspired by the 2018 system REPS conference in Diliman where they instituted REPS welfare council at the CU and system level. Another proposal was to revisit the existing guidelines on the selection of faculty regent, who will come from UP Visayas, to make it more inclusive and democratic.

But focusing on academic freedom, Ramota said that the idea of it is enshrined in the UP charter and 1987 constitution. That is, all educational institutions have the right to exercise academic freedom. Although the idea of a committee for academic freedom started as a proposal of the OFR, and later on became a multisectoral initiative campaign and adopted by fellow sectoral regents. It was also adopted by the All-UP Academic Employees Union, All-UP Workers Union, and student formations and the Defend UP Network, a multisectoral alliance. It was also a topic in a series of dialogues with university officials.

The importance and urgency of this campaign is evident in the wake of increasing threats that endanger academic freedom and human rights in UP. Just three years ago, the Department of National Defense unilaterally abrogated the agreement between the said department and UP (UP DND Accord of 1991) which aimed to protect the UP community, including students, faculty, staff and other community members, from unwarranted threats and attacks from state security forces. The proposed committees in UP aim to provide internal mechanisms for UP to ensure the unhindered exercise of academic freedom, free expression and other constitutionally-guaranteed civil and political liberties both inside and outside the campuses.

The political realities outside the campuses, especially, underscore the need for these mechanisms. Members of the UP community are often maligned, vilified, red-tagged, or even legally and physically threatened in their exercise of their civil liberties and academic freedom, or sometimes simply because of their affiliation with the University. In speaking up against injustices, criticizing government inequities, or pointing out problems in national governance and policies, these members of the UP community provide invaluable service to Philippine society. UP as an institution of higher learning should address these threats against them.

Among the tasks that members of the UP community should take is to develop unities among the different sectors in the University in order to campaign for academic freedom. They should also insist on institutional support from the University, while building on networks and coalitions within and outside UP.

***Gene Nisperos, Associate Professor,
Department of Family and Community
Medicine, UP Manila***

Dr. Gene Nisperos' talk centered on the notion of service and how UP should serve the people. He began his presentation with a criticism of UP President Angelo Jimenez. He said that during Jimenez's turnover and investiture speeches, as well as initial messages after being installed as UP President, the latter often mentioned the word "service" in reference to the importance of UP in Philippine society. But Nisperos said that his notion (and that of the administration's) of "service" is limited, hewing, for example more towards mere recognition of services rendered by university officials, or "service to the university, the disciplines or UP-organized volunteer work or public service".



He sought to expand the idea of UP in service of the people, saying that UP should also recognize the work of the many workers in its employ, and give ample compensation to them for their service to the University and the country. This also means using UP's intellectual, technological and political capital to address deep-seated problems in the country, from the lack of employment, widespread hunger and lack of housing and other social services for the majority of impoverished Filipinos. It also means, according to Nisperos, addressing structural inequalities and injustices, such as those inflicted upon marginalized communities and sectors in the country.



Service to the people should also entail, he said, active involvement in the campaign to protect the economic and political rights of Filipinos. It should also entail standing in solidarity with other sectors of Philippine society in their struggles and calls for justice. It should use its voice to amplify these calls for justice and peace and bring its expertise where it is most needed. The University and its community should, in other words, become a part of the social movements for genuine change.

***Perlita Raña, National President, All-UP
Academic Employees' Union (AUPAEU)***

AUPAEU National President Perlita Raña discussed the importance of democratic governance in the University. Its definition is based on Republic Act No. 9500 or the University of the Philippines Charter of 2008 which states that UP shall "provide democratic governance based on collegiality, representation, accountability, transparency and

active participation of its constituents, and promote the holding of fora for students, faculty, research, extension and professional staff (REPS), staff and alumni to discuss non-academic issues affecting the University”.

She said that the practice of democratic governance in the University can be seen in how it has selected deans in the UP system throughout its history. The UP Charter of 1961, for example, does not mention any process of consultation among the many stakeholders or of any search committees when nominating and selecting deans. During the presidency of Onofre Corpuz from 1975 to 1979, there was rapid democratization of the process of selection of deans. The UP President, meanwhile, was limited to a recommendatory role and was no longer included in the process of nomination and selection.

During the presidency of Edgardo Angara, in 1982, democratic participation was further improved with the formation of search committees that would field criteria in the selection of nominees. The process of decision making was consensual and collegial. During Francisco Nemenzo Jr., term as UP president, a controversy involving the selection of Prof. Raul Pangalangan as College of Law dean erupted, with the members of the Board of Regents and the UP President being compelled to release the documentation of how the BOR decided on the selection of Pangalangan. Several members of BOR were also compelled to explain to the UP community how they came up with the selection.

Because of this controversy, Nemenzo’s term also saw the creation of an Academic Management Conference in 2004 that proposed that the colleges manage the selection processes and not the chancellor. But it was still up to the BOR to choose among the nominees. Under UP President Emerlinda Roman in 2005, the idea of the dean as an “academic leader” was reiterated, with academic merit taking precedence over popularity. In 2011, UP President Alfredo Pascual formed a committee to “review the policies and guidelines on the selection and appointment of deans”. Among the proposals were the formation of a college-managed search process, and the formation of a search committee that will rank the nominees to be submitted to the chancellor. These were still grounded on the idea of “self-determination” outlined in RA 9500 on democratic governance.

A controversy again erupted during the presidency of Danilo Concepcion when the BOR chose the dean of Virata School of Business who was not recommended by the search committee, as well as the chancellor. Appeals of faculty, students and staff were also ignored.

Raña, in conclusion, stated that UP has so far fallen short of practicing democratic governance as defined by RA 9500. This is glaring with the refusal to recognize the voices of members of the UP community in its selection of deans, chancellors and other university officials. Community members have had to insist on being heard (through protest actions and other measures) for the University administration to be compelled to listen. Sometimes, even with protest actions mounted by members of the UP community, UP officials still refuse to listen, she added.

Among the challenges in upholding democratic governance in UP is the impunity by which the BOR seems to reign in the University. Sectoral regents are often marginalized or drowned out in the

decision-making processes within the Board. It is up to the broader UP community to insist upon the full realization of democratic governance in the University. Members of the community should be ready to engage in militant action, be active in representation, stand and unite with other patriotic sectors within and outside UP.

Presentation of Resolutions

The workshop groups presented the following resolutions:

Academic concerns

Issue	Resolution
Lack of Plantilla Items <ul style="list-style-type: none"> Heavy teaching load for regular faculty Contractualization in the form of the increasing number of non-tenure tracks at lecturers (weakening of bargaining power of AUPAEU) Slow process of hiring and fast attrition rate because of lack of retention and items 	<ul style="list-style-type: none"> Demand transparency from UP administration (in the form of updates) on the equity of distribution of plantilla items in the BEUs Consolidate and review Faculty Development Plan or Core Staffing Pattern in each BEU (with emphasis on regular teaching load and plantilla item needed by BEUs)
Teaching Load Credits (TLC) and Faculty Merit Promotion (FMP) <ul style="list-style-type: none"> Unequal recognition of different types of academic work In UPCHS, a teacher can only get a maximum 6 points in 6 presentations (18 units) 	<ul style="list-style-type: none"> Review the teaching load credits of teachers in early childhood and BEUs Review teaching load credits of early childhood and K-2 faculty and points in different varieties of teaching preparation Demand transparency (in the form of updated data) in unit/college/university evaluation of FMP
Committee Involvement <ul style="list-style-type: none"> Piling up of committee work among faculty Different crediting systems on committee work among BEUs Not all levels of APC have a union representative 	<ul style="list-style-type: none"> Review policies among BEUs regarding committee involvement (with the emphasis on balancing committee work of temporary faculty and possible adoption of UPLB Workload Crediting Guidelines) Strengthen representation of the Acad Union in each Unit/College/University APC
Review and Approval of courses Quality assurance of programs and courses in BEUs have no clear structures	<ul style="list-style-type: none"> Clarify the processes in reviewing and approving programs and courses towards quality assurance



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- Review and make clear plans for the Faculty Development Program and Core Staffing Pattern for teachers in BEUs, and for courses and programs in BEUs.
- Review the teaching load credits of the University and align it with specific conditions of teachers in each BEU toward creating a centralized FSR.
- Review the promotion guidelines of the University and align it with specific conditions of teachers in each BEU toward creating a centralized FMP.
- Support research and publication of teachers in BEUs through decreasing their heavy workload.
- Strike a balance between committee work and other workload of teachers and ensure union representation in every level of APFC.

Faculty Welfare, Health, and Well-Being

Issue	Resolution
<ul style="list-style-type: none"> • Lack of mental health professionals for faculty and staff (and students) • Overwork/Overloading, Weak Knowledge Database • Distant location and integrity of infrastructures/facilities • Differences in appreciation of advising and consultations 	<ul style="list-style-type: none"> • Hiring of MH professionals and adapting UPV's MH Program • Review loading and recognize the unique characteristics of the BEU • Provide more safe and conducive spaces for wellness and consultation • Load crediting for homeroom/club advising and student consultations
<ul style="list-style-type: none"> • Unequal point system in workload of teachers • Different FMPs in BEUs • Too many research and publication requirements • Early childhood educators are classified as daycare workers without plantilla • Admin staff are usually project-based or have lower plantilla items 	<ul style="list-style-type: none"> • Centralize FMP guidelines across BEUs – Increase points for teaching and extension work, bawasan research and publications • Adopt a resolution stating that early childhood is part of basic education and should be allotted appropriate plantilla items
<ul style="list-style-type: none"> • Substitute teachers are slotted in low positions, and are not given any assurance that they will be retained in the long term • Low salaries and lack of benefits of employees 	<ul style="list-style-type: none"> • Expedite the release of salaries of newly hired employees and provide benefits such as: <ol style="list-style-type: none"> 1. Allot slots in BEUs for children of UP employees 2. Shuttle service 3. Housing 4. Basic services (such as health benefits)

- The University should develop a strong mental health and wellness program for Basic Education Units.
- Recognize the unique character of BEUs; in particular, assign unit load credits for tasks such as homeroom advising and club advising.
- Develop a clear mentoring program for junior faculty in BEUs.
- Advance the calls for an expanded e-HOPE.

Economic Security and Work Conditions

- Create a workspace with a safe, appropriate, enabling and nurturing environment.
- Create opportunities for discussion and dialogue regarding different concerns among BEUs.
- Continue to call for higher wages and benefits from the University.
- Provide basic services and appropriate facilities for employees of BEUs.
- Call for more plantilla items for employees of BEUs.

Academic Freedom, Democratic Governance and Public Service

- Invigorate the campaign of faculty, REPS and staff for immediate implementation and creation of the Committee on the Promotion and Protection of Academic Freedom and Human Rights in the entire UP System and in each constituent university (CU).
- Demand that the leadership of the various BEUs and CUs ensure free, safe and democratic governance.
- Advance the equality of different public service work on par with academic work.

Basic Masses Integration

After the plenary session of Day 2, delegates participated in a Basic Masses Integration (BMI) as a final part of the Summit. The BMI was held in UP Arboretum, where residents are facing displacement as part of the establishment of the Philippine General Hospital (PGH) Diliman.

The BMI was aimed at providing a venue for the delegates of the Summit to interact and integrate with other sectors of the UP community who are facing various challenges and issues and are fighting for their democratic rights.

Some photos of the Basic Masses Integration in UP Arboretum:





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Summit Participants

UP Cebu

Roberto Basadre
Ofelia Aljade Ramos
Noe Santillan

UP Diliman

Maria Araceli M. Baygan
Rhodora F. Ereño
Eric Loyd P. Hilario
Helenay A. Jimenez
John Denrie N. Jose
Tina Roisin V. Linsangan
Erickson M. Maclid
Anna Cristina G. Nadora
Katrina Paula V. Ortega
Rolando C. delos Reyes II
Frauline C. Tadle

UP Los Baños

Perla Y. Bejerano
Judith M. Bernardo
Glenn Ray B. Briones
Ronne Matthews C. Castillo
Emmanuel V. Dumlao
Aries John G. Enardecido
Jerryco M. Jaurigue
Leopoldo B. Laset, Jr.
Cris R. Lanzaderas
Ronadane N. Liwanag
Elisa SJ. Onal
Jason F. Pozon

UP Visayas

Jaypee B. Agregado
Feaches Pearl M. Cabrobias
Hermie Cartagena
Early Sol Gadong
Jelyn Derla Geraldoy
Dominique Maquiran
Raquel Ningas
Denise Tumugdan

Organizing Committee

Ma. Stephanie Andaya
Hermie Cartagena
Rolando Delos Reyes
Early Sol Gadong
Cris Lanzaderas
Katrina Ortega
Carl Marc Ramota
Perlita Raña
Rommel Rodriguez

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Kenneth Roland Guda
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