

INCLUSIVE TERTIARY EDUCATION IN ILOCOS SUR PROVINCE, PHILIPPINES: THE CASE OF ILOCOS SUR COMMUNITY COLLEGE

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ABSTRACT

Addressing inclusive growth and development on government programs and projects is a sign of good governance. In doing so is a realization of one of the Millennium Development Goals and now the United Nations Global Goals for Sustainable Development by 2030. “*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*”, as global goal number 4 is a challenge to everyone not only for those at the academe but for every human being who needs the right to self-development. While the Philippines meets a high literacy rate due to free primary and secondary education, but a significant percentage does not continue up to college. Thus, this either remains unemployed or can hardly find permanent jobs, due to lack or absence of skills for available job opportunities. In the long run this would cause the cycle of poverty and underdevelopment even worse.

This paper shows the importance of education in breaking that cycle and an instrument that could address all the other issues and problems in the world that we must cope up with, urgently.

The Ilocos Sur Community College is one of the local colleges in the Philippines in which the Provincial government of Ilocos Sur has established in order to inclusively and equitably provide an easy access to quality technical/vocational education – a step to prepare the youth of Ilocos Sur and its nearby provinces to become work-ready immediately after graduation. Having established as early as 1975, ISCC has already produced professionals and skilled workers alike who satisfy the workforce of the Region, even overseas. Its Technical Education Skills Development Authority (TESDA) – accredited ladderized programs are effective in helping students find their niche at the workplace.

The mission of the provincial government of Ilocos Sur is “*to enable the citizenry to participate in attaining sustainable human development*”, and in realizing this, it commits to, “*create an enabling environment that would increase opportunities for education, health care, income and employment especially by the marginalized sectors in the province*”. With this commitment, the Ilocos Sur Community College including its Barang-ay Demo farm extension school, aims to provide quality education and training for after-school employment, with National Certificate issued by TESDA after a series of assessments. With the assurance that education is accessible and equitable, ISCC has the lowest tuition fee compared to the state universities and colleges within the region and the entire archipelago. It offers On-The-Job training to world class establishments at a minimal and affordable price. The provincial government also offers various scholarship programs to poor but deserving students and the school likewise observe an atmosphere where students can work while study. This is maintained due to the fact that ISCC caters to students who live within the poverty line but believe that they too can make a difference for their lives and the society in general.

Access to quality and affordable education is a catalyst that could awaken one’s vital role as a global citizen.

Introduction

Education is a human right. It is anchored on the right of everyone to self-development. It is a right that may eventually aid the fulfilment and protection of any other rights. It is therefore a challenge for governments to realize and consider it as one of the priorities in governance. In the Philippines, one of its actions towards free access to education aside from free elementary and secondary education is the creation of state universities and colleges in the entire archipelago. These higher education institutions (HEI's) are being subsidized by the national government in order to ensure its citizens to avail a low-cost but quality education. Parents are also motivated to send their children to pursue a college degree in as much as higher institutions are located closer to the communities and tuition fees are not as high compared to private institutions that are available within the area. This action undertaken by the state has dramatically increased the number of professionals in the country.

Moreover, the empowerment of local government units especially with the implementation of the Local Government Code of 1991 (RA 7160), local officials saw the necessity of creating local universities and colleges to provide courses that are easily employable such as technical-vocational and short term courses. This brings higher education even more accessible to students. It also provides another option for all to avail equal access to education most especially to those at the poverty line.

Within this purview, the local government of the province of Ilocos Sur established as early as 1975 the Ilocos Sur Community College under the care of the provincial government. This local college primarily considers the offering of courses that are based on the needs of the companies, agencies and offices within the locality. In its initial operation, its offering of midwifery course had satisfied the employment needs of the municipal governments. Its first graduates were employed to different Rural Health Units in the different municipalities of Ilocos Sur and its nearby provinces. Four decades after its creation, the Ilocos Sur Community College is still fully supported by the provincial government. Likewise, the local government continues to guarantee that the needs of the school in providing equitable and quality education are also one of its priority programs.

Keyword:

Inclusive tertiary education – pertains to the priority program of the provincial government of Ilocos Sur in providing equitable and quality post-secondary education for equal and easy access to opportunities especially among the marginalized sectors of the society. This program is anchored on Ilocos Sur Community College.

Ladderized courses – this term refers to the kind of courses or programs that enable a student to graduate after each year level. This course may entitle a graduate to undergo assessments after acquired a certain skill which may capacitate him for employment.

Local College or University – refers to a higher public education institution established by the Local Government Units (such as provinces) through an enabling ordinance, and financially supported by the concerned local government unit.

Local Government Unit – it refers to municipal, city or provincial governments that created or established the Local College or University. In the case of ISCC, it is the province.

Provincial government – this pertains to the local government unit which comprised of cluster of municipalities and cities, under a provincial governor.

Body

“Without education and liberty, which are the soil and the sun of man, no reform is possible no measure can give the result desired.” This message from the Philippines’ greatest hero, Dr. Jose P. Rizal in one of his writings, is an indication of the indispensable and vital role of education in transforming the lives and directing the future of his people. After more than a century, his thoughts still remain an inspiration to the Filipinos.

During the past decades, education in the country was a luxury because not everyone was given the opportunity to attend a formal schooling. Private schools, mostly ran by religious orders provided an avenue for students who were interested and can afford education especially at the higher level. Filipinos who were victims of oppression from their dark era of colonization did not have the privilege to become educated except those who belonged to the *principalia* or middle class. Thus, majority of the people remain poor and ignorant. When a group of Filipino *ilustrados* or those who were highly educated and intellectual Filipinos emerged, consciousness among the Filipino nation evolved. Campaign for the rights and liberties of the people was advocated through education. The concept of state subsidized education came into limelight after another era in Philippine history. This turn out of events had brought an opportunity for a greater number of citizens to avail education at a minimal cost. After the country attained its independence from the waves of colonization, education was considered a right and has to be equally enjoyed by everyone. At present, guided by the 1987 Philippine Constitution, education at the elementary and secondary levels are free. At the tertiary level, state colleges and universities are established by the national government to provide a low tuition fee college degree. Likewise, local government units have taken initiatives to put up locally-funded Higher Education Institutions (HEI’s) by the municipal, city or provincial governments.

At the global perspective, international organizations like the United Nations came out with policies and agreements with its member-countries, including the Philippines, to ensure and guarantee the people of their right to education. The UN Millennium Development Goals had identified eight (8) goals to be addressed in 15 years (2000-2015); one of which is to increase functional literacy rate across the world. The results on the attainment of the MDG’s were not as expected as there were goals mostly missed by member-countries. This scenario did not stop the problems but brought these problems into more complicated ones. States, although came out with their own laws and programs in addressing all these issues, however, intervention of International communities still is in place. Therefore, to cope with the problems and issues of this present time, another set of goals have been identified to conform to the most pressing concerns of humankind. Fifteen (15) Global Goals for Sustainable Development (GGSD) are determined to realize in 15 years

that is by the year 2030. The most significant approach that is integrated for the GGSD is the involvement of all stakeholders, from the public, private, and most importantly, the people – as global citizens. Therefore, this is everybody's concern.

In the Philippines, the 1987 Constitution stipulates that the *State values the dignity of every human person; shall promote social justice in all phases of national development; and shall give priority to education*. Furthermore, Art XIV, Sec.1 provides that *the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all*. Sec. 2, sub-section 1, states further that *the state shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and the society*. Within this context, Global Goal number 4 which states, “*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*” is addressed. Furthermore, policies and programs have been undertaken by the Philippine government to conform to these provisions. For example, Republic Act 7722 otherwise known as “*Higher Education Act of 1994*” the Commission on Higher Education (CHED) was created in pursuance of this law. CHED in its Memorandum Order No. 32, Series of 2006 with the title: *Policies, Standards and Guidelines on the Establishment and Operation of Local Colleges and Universities*, rationalizes the creation of Local Colleges and Universities in such a way that they address quality and excellence. Likewise, it recognizes the pertinent provisions of RA 7160 or Local Government Code of 1991. It states that for provinces, Art. 3, Sec. 468, par 4 (iii), “*subject to the availability of funds and to existing law, rules and regulations, provide for the establishment and operation of vocational and technical schools and similar post-secondary institutions, and with the approval of the Department of Education Culture and Sports (now Department of Education) and subject to existing laws and tuition fees, fix reasonable tuition fees and other school charges in educational institutions supported by the provincial government.*” This mandates the Local Colleges and Universities to provide quality education in spite of low-tuition fees. This is a concept of decentralization that somehow empowered local governments and provided them the essential powers, authorities, responsibilities, and resources. This mechanism of governance capacitated local leadership and enabled initiatives and greater people's participation at the grassroots level. Likewise, more efficient and effective delivery of services is ensured as the needs, concerns, problems and issues of the people are closely observed and felt.

The country is politically divided into provinces as the highest level of local government, which are under the leadership of a provincial governor. Ilocos Sur is one of the provinces. It is situated at the northwestern part of the archipelago at the islands of Luzon. It is classified as a first class province by the Department of Interior and Local Government. This local government unit is surrounded by the provinces of Ilocos Norte on the north, Cordillera Administrative Region on the eastern portion, La Union on the south, and the West Philippine Sea or South China Sea on the western part. It has coastal and mountainous municipalities and cities. Municipalities and cities are subdivisions of provinces, under a municipal/city mayor.

As a local government unit, Ilocos Sur established a local college in 1975. This was founded as a priority project of local officials of Ilocos Sur with the passage of Sangguniang Panlalawigan, or Provincial Board Resolution No. 523, Series of 1975. This enactment created the Ilocos Sur Community College governed by Board of Trustees and supported by the resolutions from the Municipality of Vigan, (now, the Heritage City of Vigan, the capital of Ilocos Sur), and Rotary Club of Vigan. In May 30, 1975, the Minister of Education, Culture, and Sports, (now Department of Education or Dep. Ed.) approved the establishment of the College. In the same year, Dep. Ed. recognized the two-year Midwifery course and its operation started on an honorarium basis with an Officer-in-Charge. Few Medical Personnel and Nurses were hired to start the operation. Teachers from the Ilocos Sur National High School (ISNHS) were requested to teach major subjects needed in the college. Due to budget constraints, doctors and nurses assigned at the Provincial Hospital and Rural Health Units were requested to teach on honorarium basis during their vacant hours. So, classes were held at 7:00AM and at 7:00PM, before and after office hours. ISNHS offered its reference books and laboratory facilities so as to start the operation of the college. Hiring of qualified instructors and acquisition of books and equipment were the priority needs that were met afterwards. Students came from the different municipalities of Ilocos Sur and even other LGU's such as the province of Abra, an adjacent province of the Cordillera Administrative Region. After the first year of operation, the enrolment began to increase as students were attracted to the quality of Instruction, low tuition fee rate, and the unequalled interest of the provincial government to help the poor but deserving students, so that someday, they will realize their dreams of a better tomorrow and become productive members of the society. Their synergized efforts paid off, as the percentage of passing in the first two Midwifery examinations were 100%. (ISCC history, 2004)

Through the years, ISCC has unfolded other programs such as **Technical-Vocational Educational Training** (TVET) and ladderized courses to continually cater to the needs and challenges of the present generation, tied-up with the **Technical Educational and Skills Development Authority** (TESDA), the government agency in promoting Technical – Vocational programs. These courses enable students to receive a National Certificate after a series of assessments related to their skills. This entitles graduates to land a job because they have already acquired the necessary knowledge, skills, and attitudes for employment. Furthermore, ladderized and short term programs do not consider the students as undergraduates or graduate level only but practical graduates.

Below are the courses offered by Ilocos Sur Community College.

| PROGRAM/COURSE |
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| |
| One Year Certificate in PC Operations NC II |
| Two Year Certificate in Comp. Programmer NC IV |
| Diploma in Information Technology |
| BS in Information Technology |
| |
| One Year Certificate in Food & Beverage Services NC II |
| Two Year Certificate in Commercial Cooking NC II/ Bartending NC II |
| Three Year Certificate in Housekeeping NC II |
| BS Hotel & Restaurant Management |
| |
| One Year Cert. in Tour Guiding Services NC II |
| Two Year Certificate in Travel Services NC II |
| Three Year Certificate in Front Office Services NC II |
| Bachelor of Science in Tourism |
| |
| Associate in Cooperative Management (1 st Year) |
| Associate in Cooperative Management |
| |
| Health Care Services NC II |
| Two Year Midwifery |
| Caregiver NC II |
| |
| Animal Production NC II |
| Horticulture NC II |
| Aquaculture NC II |

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|----------------------|
| |
| Backhoe Loader NC II |
| Motor Grader NC II |

The National Certificate II (NC II) courses are under the TVET program. These courses equip graduates with the essential training that they need for employment. A certain number of hours is needed for on-the-job training. Afterwards, TESDA will administer an assessment for the qualified applicants to evaluate their knowledge, skills, and attitudes along the course they pursue. If the result is favourable, the applicant shall be issued with the National Certificate needed for employment locally or abroad. It is also noticed that only three of the courses lead to a baccalaureate degree such as Bachelor of Science in Hotel and Restaurant Management, Tourism and, Information Technology. Basically, these are the most in demand courses particularly in the region, as the tourism industry in the Ilocos provinces is booming. Vigan City, where ISCC is located, is being hailed as one of the “Seven Wonders Cities” by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) has fuelled the rise of the manpower needs along the said industry. The local government of Ilocos Sur finds the opportunities to push for the offering of these TVET courses in order to sustain the industry with more skilled and trained personnel.

Discussions:

Ilocos Sur is comprised of 32 municipalities and two cities. It is a first class province that is basically agricultural. Its annual budget comes from its industries and share from the national government. With the limited budget, the provincial government allots a big share along education particularly for ISCC. This is anchored on the mission of the provincial government of Ilocos Sur which is “*to enable the citizenry to participate in attaining sustainable human development*”, and in realizing this, it commits to, “*create an enabling environment that would increase opportunities for **education**, health care, income and employment especially by the marginalized sectors in the province*”. Relevant to this, the local government works with Ilocos Sur Community College in the administration of the school. To cater the needs of the marginalized ones, tuition fee is very low at twenty pesos (less than .50 cents US dollar) only per unit. While its neighbouring schools raise tuition fees several times already, ISCC is discouraged to increase because of its mission for equal and equitable higher education opportunities.

ON JOB OF PARENTS/GUARDIAN

The province of Ilocos Sur is an agricultural province. Its vast and fertile lands motivate the Ilocanos (*the ethnic group of the people of Ilocos Sur who speak the Iloco language*) to work and till the soil. The industry of the Filipinos is seen among the Ilocanos.

This is manifested under table 1, on the work of the parents/guardians of the students. With the 596 total number of freshmen students, the biggest percentage belongs to farming (33%) followed by skilled (28%) and no work or no permanent work (20%). The no work or no permanent work category includes those who work as house helper. Skilled works include carpentry, driving, mechanic, electrician, welder and the like; while the smallest percentage (1%) include barangay official and musician. This implies that most of the students' families live a simple one, which may be the reason why students want to pursue a practical course at ISCC that can easily be employable. It also means further that the recipients of the educational program of the provincial government are the lesser fortunate ones. This holds true to the mission of the province to provide access to higher education for all especially the indigents or the marginalized sectors.

Table 1. Parents'/Guardians' Work

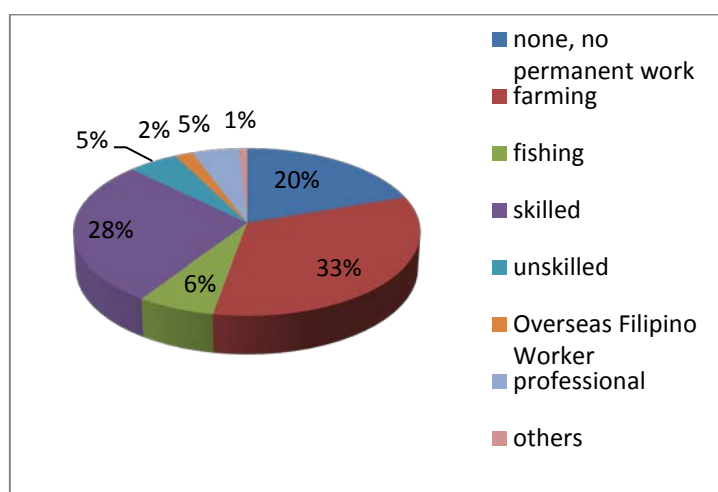


Fig.1. shows the nature of job of the parents/guardians of the freshmen students of ISCC

ON ENROLLEES

Below is a graph showing the enrollees of the school for the past five years. It is noticeable that there is a gradual increase in the number of students enrolling at ISCC yearly. However, it is also observed that at second semester, there is a sudden drop of enrollees. Although the trend in almost all schools is true that at second semester, there are students who do not continue their studies, but in the case of ISCC, this trend may not absolutely mean the same. For ISCC, this is attributed by the short courses which are only offered during the first semester, like caregiving. Thus, enrolment is expected to decrease as new graduates of short courses are eliminated from the roster.

Table 2. Number of Enrolees per Semester

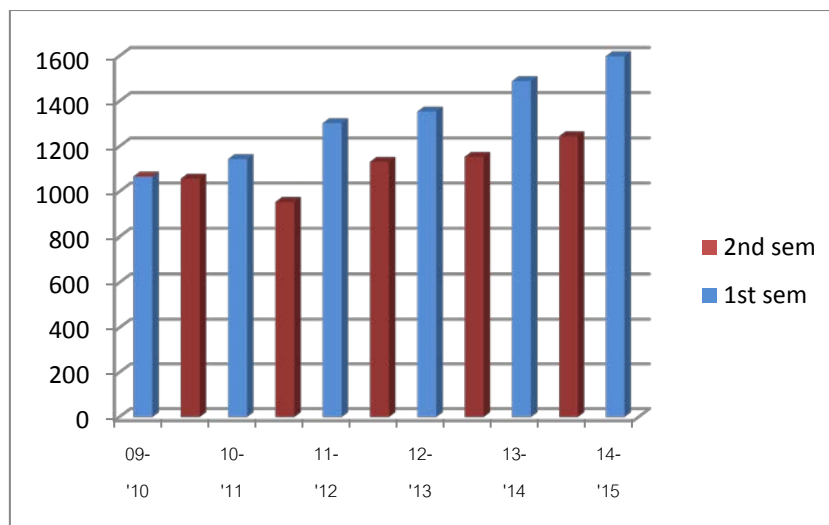


Fig. 2. Showing the number of enrolees from school year 2009-2015 per semester

ON SCHOLARSHIPS

The scholarship program of the local government is an effective mechanism to encourage the youth in the province to study and attain a post-secondary course. This is a tool that may help the marginalized sector develop a sense of pride. It may also be an instrument for them to get out from the bondage of poverty and ignorance as the national hero, *Dr. Jose P. Rizal* said. On the part of the government, it is a step towards eradicating poverty and empowering people at the local level. Based from this year's budget, an amount of 15 million pesos is allotted only for the scholarship program of the province.

As observed in the table there are 1,500 recipients of the provincial scholarship program, to wit, 440 or 23% are from the Ilocos Sur Community College, both the main campus and the Demo-farm campus. Other scholarships include **Barangay Scholarship**, which is for the children of *barangay* (village, cluster of which make up a municipality or city) officials, **TESDA Scholarship**, **Tobacco Free Education Program**, members of the school's **Dance Troupe**, **Drums and Lyres**, and **Ilocos Sur Employees Association Scholarship Program** (ISEASP). Aside from that there are also other scholarships granted by individuals and groups of benevolent individuals. Recipients for the provincial scholarship program are those students from indigent families. Qualifying exams, interview, certificate of indigence from the *barangay*, average grade not lower than 80%, and at least one year residency in the province are the requirements to avail for the program. According to the head of the provincial scholarship program, (*C. Pineda, personal communication*) who conducts interview, if students acquire grades lower than 80% for as long as the student shows interest and perseverance to finish a course, said student is given the chance to maintain his/her scholarship. One of the reasons of students to this matter is because they work during their vacant time or after school hours in order to sustain their other school needs such as their daily allowance. This indicates the desire of the local government to ensure that the provision of social services along education is accessible to all especially for the poor but deserving students.

Table 3. Scholarship

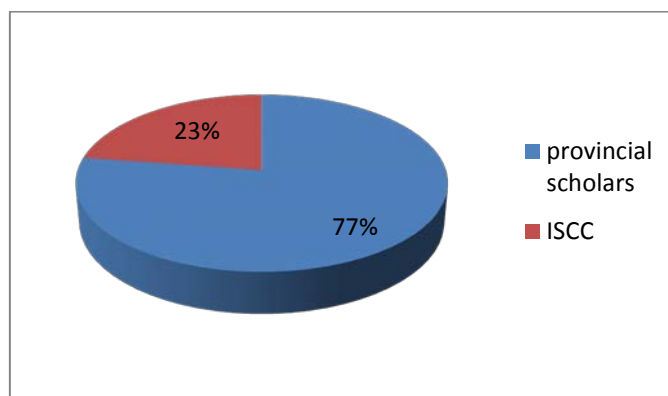


Fig. 3. A graph showing the percentage of ISCC scholars from the provincial scholarship program

ON GRADUATES

As seen on table 3, using table 1 or the number of enrolment as the point of reference, the total number of graduates also increases and the number of graduates is not far from the number of enrolment. This means that there is a discreet percentage of students who do not finish their studies. This may be due to the nature of courses which are either ladderized or short-term that encouraged them to finish their courses each year to be able to graduate and become eligible for employment.

Table 4. Total Number of Graduates

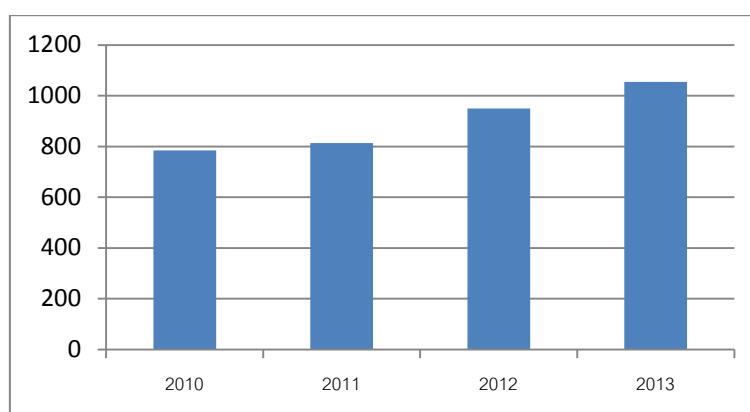


Fig. 4. A graph showing the number of graduates from school year 2010 to 2013

TESTIMONIES OF GRADUATES:

In order to validate how the program on inclusive tertiary education of the provincial government affected or improved the well-being and quality of life of the recipients, graduates of ISCC were interviewed. It was found out that the reasons why they studied at ISCC are: lowest tuition fee in the province/region, ladderized degree programs and technical-vocational courses, good skills training, instructors are mostly TESDA Accredited Assessors, recommended by some companies in the province, and scholarship grants.

1. One of the Midwifery graduates mentioned that she studied in ISCC because it was the most affordable school during that time (which still remains true at present). She came from the farthest upland municipality of Cervantes in the province, about 140 km. away from Vigan City. Having hailed from a poor family in a remote mountainous area, she worked as a house helper to a family living in the municipality of Sta. Catalina, a municipality west of Vigan. Driven by her ambition to change her status in life and uplift the condition of her family, she decided to study at ISCC. She took up midwifery course while she works as a house helper. With her perseverance and diligence, she graduated with flying colors and eventually passed the licensure exam for midwifery. As a registered midwife, she worked at a private hospital in the province and at the same time as part time clinical instructor at her alma mater. Due to the need of her service, she decided to work full time at ISCC. True to her belief of uplifting her status of life and the economic condition of her family, the program of the province was an instrument in realizing that. She said that the inclusive and equitable education program of the province was life changing. (*N. Adcapan, personal communication, November 14, 2015*)

2. Another alumnus related his story as a recipient of the educational program of the provincial government. He was hailed at the province of La Union, a province south of Ilocos Sur. According to him, his aunt from Ilocos Sur advised him to enrol at ISCC due to its affordable tuition fee and good standing in skills training program. He was hesitant at first because of the humble look of the school compared to the private schools and state universities and colleges in the region. Since his parents could not afford to send him to college, he was left with no other choice because it was his aunt who will finance his studies. Eventually, he enrolled at ISCC. When he saw and experienced the training in his Hotel and Restaurant Management course, he finally appreciated the school. He described his experience as trainee to various hotels and restaurants in Cebu and Boracay as very memorable. Aside from the new learning he acquired that improved his knowledge, skills and attitude, he also learned new lessons about life. With the very meagre allowance that he had for the duration of the training, he and his classmates had to be extra thrifty (although being thrifty is a known Ilocano character). He recalled that they had to rely sometimes to the tips that they get from their generous and well-satisfied customers. For the length of their training, the tips resolved their financial worries. One very notable remembrance that they brought home was the positive feedback of the management of hotels and restaurants where they conducted their training. According to him, the management and staff of the establishments mentioned during their evaluation that ISCC trainees always show the best skills, even beyond the skills of those from famous and prestigious schools in the country.

Attributed to this, based on his observation corroborated by most of his former classmates/co-trainees, was the training that ISCC is providing them. The school may be humble as compared to other schools, but the graduates especially in Bachelor of Science in Hotel and Restaurant Management are quality graduates. He appreciates the support that the provincial government is extending to the program. The educational training to the best

culinary schools in the country of the HRM instructors, funded by the provincial government, their being TESDA Trainers/Assessors, and the unparalleled passion that they give for their students are basic ingredients in a quality skills training, he said. This is also one of the factors why some students in this program work part time to restaurants, bars, and food chain companies while studying because the offer comes from the management of these establishments based on the efficiency that they show towards work during their OJT. He also proudly stated that most of the hotels, restaurants, bars and food chains prioritize graduates from ISCC. In closing, he said that it's poverty that pushed them to enhance and perform their job at the best of their abilities, because this will help them improve the quality of life that they have. He is now pursuing a master's degree related to HRM and employed as HRM instructor in one of the tertiary schools in the province. (B. Quidolit, *personnal communication*, November 30, 2015)

3. A former student leader recalled that, a "no collection policy" is strictly imposed by the school. Sometimes they find hard time in conducting activities due to a very minimal budget. However they had to understand because the school wants not to pass financial burden to parents. The total training fee is very cheap because the school desires to help and serve. For instance, the 20-day training to Boracay in summer of 2015 only cost 15,500 pesos (about US \$350) inclusive of all travel fares and taxes(bus, ship etc.), training fees, and board and lodging, while those from other schools paid three times their price. Considering that Boracay Island is a famous island of long stretched white beaches in the Visayas which is a favourite destination of both local and foreign tourists alike, where various hotels and restaurants rise, was for him worth it. What the students left for spending was their tricycle fare from their boarding house going to place of work and vice versa. He saw the sincere mission of the province towards inclusive education. (E. Castillo, *personal communication* October 30, 2015)

Conclusion

The provincial government commits to, "*create an enabling environment that would increase opportunities for education, health care, income and employment especially by the marginalized sectors in the province*". Ilocos Sur Community College is the instrument in realizing this. However, since the school is under the direct supervision of the province, through a school administrator, its operation sometimes is still politicized. Its budget is dependent on the share that comes directly from the local government which has also other priority programs along social services aside from education. Thus, the school has to maximize the limited budget. Because of this, problems on lack of classrooms and other facilities are endured by the faculty and students. It seems that the government is focused on the students only that faculty and employees are left with poor benefits and privileges. There are only few permanent positions and many are on a contractual and job order status for quite long. Thus, there are those who are encouraged to find better opportunities outside.

With the onset of the Kindergarten to Grade 12 (K-12) Program next school year under the Department of Education, Commission on Higher Education and Technical Educational and Skills Development Authority, and being considered as one of the schools to cater to the Grades 11 and 12 or Junior and Senior High School, ISCC is challenged to deliver its best. With the booming tourism and hospitality industry in the region particularly in the city of Vigan and Ilocos Sur, the school being tapped to offer Tourism course for the entire region has to take appropriate action in improving its present state in order to attract

more students. Vigan as UNESCO's one of the "Seven Wonders Cities" and Ilocos Sur as a heritage province have to collaborate with ISCC should they want to develop the best kind of service that tourists could experience. This will eventually hasten social and economic growth in the province.

In cognizance with this goal, the other programs of ISCC should also be given equal importance with the most in-demand courses today. Because as HRM and Tourism courses remain the in-thing, all other courses offered will further be needed.

The manpower needs of the province to date depend on the graduates. And the kind of service that the province provides depends on the knowledge, skills and attitudes acquired by the graduates. Therefore, the vision of the local government "*to enable the citizenry to participate in attaining sustainable human development*", depends on its programs in inclusive education. Because if it continues, as what Rizal said, "*Countrymen: I have given proofs, as well as the best of you, of desiring liberty for our country, and I continue to desire it. But I place as a premise the education of the people, so that by means of instruction and work they may have a personality of their own and that they may make themselves worthy of that same liberty.*" That liberty he mentioned may mean at present as freedom from poverty and ignorance.

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