



# SOCIAL SCIENCE INFORMATION

Volume 42 (2014)

Feature  
Articles



AGING IN  
ASIA-PACIFIC:  
Energizing the State



New  
Researches

Council  
News



Off The  
Press



Energizing  
the Philippine  
Social Sciences  
for the 2015  
ASEAN Community

# EDITORIAL

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One of the most important roles undertaken by the Philippine Social Science Council (PSSC) is the creation and dissemination of knowledge on social science theory and methods, issues of local and global significance, and to be able to see how Philippine social science can use this knowledge for national development and a better life for all. In this endeavor, we identify themes and issues of interest to Filipino audiences, especially those from our member-associations.

In this issue, we feature the papers delivered at the PSSC-sponsored Conference on Energizing the Philippine Social Sciences for the ASEAN Community: Vision and Prospects held on 17 June 2014. The Conference aimed to clarify the roles and potential contributions of the social sciences in the formation and sustenance of the ASEAN Community, and to use this to explore the agenda for policy development, teaching, research, advocacy, and action for the social sciences within a regional community.

Another knowledge generation agenda of the PSSC has been to lay emphasis on the importance of multidisciplinary studies. To this end, it sponsored a panel on "Innovations in Social Science Research" during the Conference of the Philippine Studies Association, and a colloquium on "40 Years of Labor Migration: Changes in the Field, Lessons for Home," as part of the contribution of PSSC and the Philippine Migration Research Network to the celebration of OFW month in December 2014.

Two research papers on gender and climate change are included, as well as abstracts of completed theses and dissertations that were partially supported by PSSC.

Finally, we invite everyone to experience the modernized Frank X. Lynch, SJ Library, especially through our digital portals: the Social Studies Corner and the PSSC Knowledge Archive.

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# FEATURE ARTICLES

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## ASEAN Community-building and the Role of Social Scientists

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**Ms. Alicia Bala**  
*Deputy Secretary-General  
Association of Southeast  
Asian Nation (ASEAN)*

Let me begin my presentation with an overview of the genesis of the Association of Southeast Asian Nations (ASEAN). ASEAN's founding date was August 8 of 1967. The Philippines was one of the founding members and was represented by then secretary Narciso Ramos, the father of former president Fidel V. Ramos. Looking back, the document was a short, simply worded document with just five articles declaring the establishment of an ASEAN—an association for regional cooperation among the countries of Southeast Asia. The aims and purposes of the organization were cooperation on economic, social cultural, technical, educational and other fields as well as promotion of regional peace by respect for justice and the rule of law in adherence to the principles of the United Nations charter. The association would be open for participation by all states in the Southeast Asian region subscribing to its aims, principles and purposes. It proclaimed ASEAN as presenting the collective will of the nations of Southeast Asia to bind themselves together in friendship and cooperation, and through joint efforts and sacrifices, secure for their peoples the blessings of peace, freedom and prosperity.

ASEAN expanded its membership with the joining of Brunei Darussalam, Vietnam, Lao People's Democratic Republic, Myanmar and Cambodia. Today, ASEAN brings together more than 600 million peoples in the 10 Member-States. Almost a third or some 190 million or 28 percent are in the middle class which is defined as those spending \$16 to \$100 per day (ASEAN 2015, Nielsen). In 2015, its purchasing power parity is projected to reach PhP400 million. It has the third largest Gross Domestic Product (GDP) in Asia, after China and Japan. ASEAN has reached several more milestones to further promote regional integration, economic development and enhanced activity among the people of ASEAN.

In March 2009, the ASEAN leaders adopted the Cha-am Hua Hin Declaration on the Roadmap for the ASEAN Community (Cha-am Declaration), after the adoption of the ASEAN Charter in 2007. The Charter was adopted to provide a legal framework for the existence of ASEAN. The ASEAN Roadmap enshrines the ASEAN Political-Security Community blueprint, the ASEAN Economic Community blueprint, the ASEAN Sociocultural Community



blueprint, and the initiative for ASEAN integration plan, from 2009 to 2015. In effect, the ASEAN Roadmap defines the goals, objectives and implementation strategy for ASEAN community-building. The ASEAN Roadmap includes some 635 actions to be implemented and addressed within strategic framework.

### **ASEAN Community: The Three Pillars**

The **Political-Security Community Pillar** aims for a rule-based community of shared values and norms, a cohesive, peaceful, stable, and resilient region with shared responsibility for comprehensive security, as well as a dynamic and outward looking region in an increasingly integrated and interdependent world.

Let me now cite some of the examples of the key milestones under the ASEAN Political-Security Community. First, in the area of political cooperation, the stature of 1976 Treaty of Amity and Cooperation in Southeast Asia or TAC has been further elevated with the accession of Brazil, United Kingdom, and the European Union in 2012, bringing the total member of high contracting parties to the

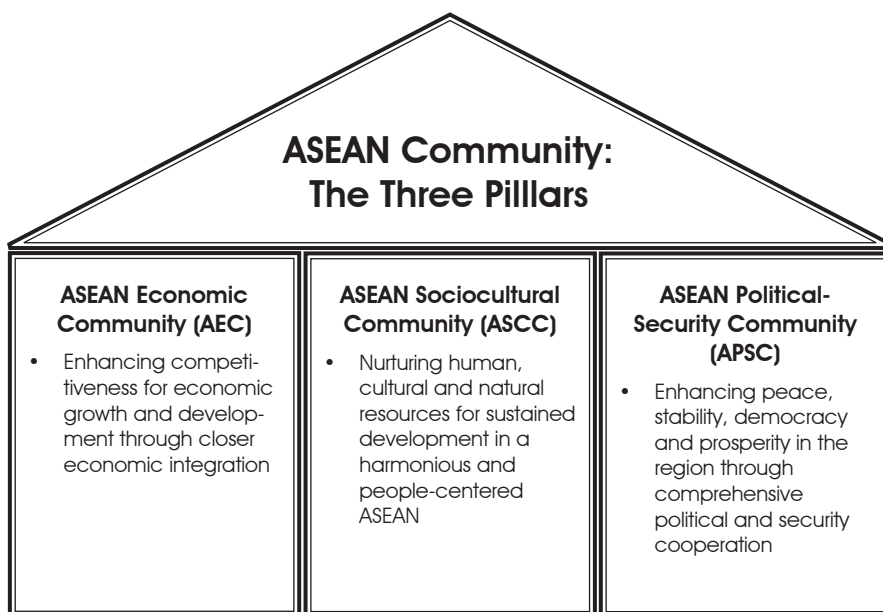
TAC to 31. With the accession of Brazil as the first high contracting party to the TAC from Latin America, the significance and profile of the TAC as the code of conduct for interstate relations in Southeast Asia has been significantly enhanced and as such, international interest in the TAC continues to grow. Second, ASEAN is making progress in conflict resolution and management. The launch of ASEAN Institute for Peace and Reconciliation during the 21st ASEAN Summit is a testimony to this effort. The ASEAN Institute for Peace and Reconciliation is ASEAN's focal research institution on conflict resolution and conflict management to enhance peace, security and stability in the region.

In an effort to provide a framework for regional cooperation to tackle the humanitarian aspects of landmines and explosive remnants of war, ASEAN leaders issued a statement on the establishment of an ASEAN Regional Mine Action Centre or ARMAC during the 21st ASEAN Summit in Phnom Penh. In the same Summit, the ASEAN leaders also adopted and signed the ASEAN Human Rights Declaration, another milestone in the implementation of the human rights provision of the

ASEAN Charter as well as the Political-Security Community blueprint. This Declaration will be implemented by the ASEAN Intergovernmental Commission on Human Rights which is composed of representatives from 10 ASEAN Member-States.

In the area of security cooperation, the ASEAN Regional Forum, which is on its 20th year, has been working towards enhancing coordination with other ASEAN sectoral bodies on cross-cutting issues to promote synergy and complementarity among existing ASEAN mechanisms of cooperation. The ASEAN Defence Ministers Meeting or the ADMM has been progressing steadily, particularly with regard to the establishment of the ASEAN Peacekeeping Centres Network as well as the establishment of the ASEAN Defence Industry Collaboration. The ADMM-Plus (ASEAN and its eight Dialogue Partners) also conducted three major exercises in the areas of humanitarian assistance and disaster response, military medicines, counter terrorism, and maritime security in 2013.

The vision for an integrated ASEAN Community has been seen predominantly from an economic perspective. A study that was commissioned revealed that the availability of the skilled and educated labor force in the region is one of its strengths. In fact, this is one of the driving forces that has drawn investors to locate their investments in the region. This, coupled with economic programs and reforms that ASEAN is implementing on a regional basis, has made the region an important player in the global values supply chain. The regional economic integration imperative moves closer to economic integration and aims to further its foothold in the global supply chain. ASEAN recognizes the importance of facilitating greater mobility of its skilled



workers, professionals and business persons across the region. ASEAN understands that it has to work on the complementation of skills of its human resources to support these twin goals of the region.

Let me cite significant gains under the **Economic Community Pillar**. First, the per capita income in the region had risen from US\$1,172 in 2000 to US\$3,748 in 2012. Total trade of ASEAN grew by 16.8 percent from US\$2.05 trillion in 2010 to US\$2.5 trillion in 2012. And intra-ASEAN trade reached US\$ 602 billion over a six-year period from US\$598 billion or an increase of 15.1 percent. ASEAN continued to attract foreign investment generating a record of US\$114 billion inflows in 2011 from US\$92 billion in 2010 or a 23-percent increase. According to World Bank, if you look at ASEAN as a single economy, we are the 8th largest in the world.

The landmark ASEAN Agreement on the Movement of Natural Persons has been signed and the pilot implementation of the ASEAN Single Window which is expected to continue to improve trade facilitation is well underway. In terms of transport facilitation, progress is made in the ratification of several agreements. ASEAN is also working to address nontariff barriers including enhancement of nontariff measures database and engagement of the private sector to obtain feedback on nontariff barriers and nontariff measures. One of the things that has helped facilitate movement of natural persons involved in trade and investment within the region is the Mutual Recognition Arrangements (MRAs). MRA frameworks have been issued initially for natural persons involved in three areas, namely, business services which include engineering, architecture, land surveying and accounting; health services such as medical, dental

and nursing services; and tourism services. Through these frameworks, we aim to lay the groundwork for deeper engagement on mutual recognition in ASEAN.

The ASEAN Agreement on Movement of Natural Persons, which was signed in November 2012, aims to provide effective mechanisms to liberalize and facilitate mobility of business persons engaged in trade of goods, services and investments. These agreements require streamlined and transparent immigration procedures for the temporary entry and stay of business persons, as well as progressive liberalization and specific commitments on the temporary stay and entry of business in Member-States. ASEAN also recognizes that underpinning the effective mobility of natural persons is ensuring that there is an efficient and effective recognition of skills and qualifications in the region. This requires development of comparable qualifications framework among Member-States. To this end, ASEAN has completed the work towards the development of mutually comparable national qualifications framework based on a common reference framework. The outcome is the ASEAN Qualifications Reference Framework. The development of the framework was participated in by the education, labor, finance, and trade sectors.

On the **Sociocultural Community Pillar**, we also have key milestones. First, the ASEAN curriculum sourcebook for elementary and high school has been adopted and is now being implemented. The sourcebook's translation to different national languages of ASEAN countries is also underway. Meanwhile, the development of the ASEAN Studies course for undergraduate students is being initiated by the ASEAN University Network. In the Philippines, the

ASEAN University Network has three member-universities which have been identified as centres of excellence. The founding member is the De La Salle University and the two others are the University of the Philippines and Ateneo De Manila University. Some of you might be wondering why there are only three member-universities. Please note that there is a process of selection but when I came in, I asked the board to revisit the criteria to make membership more inclusive.

ASEAN also developed a strategic framework on health development that focuses on pandemics, universal health coverage, emerging infectious diseases, noncommunicable diseases, and drug resistant malaria. One of the emerging concerns now is the Middle East Respiratory Syndrome (MERS) since the Philippines, Indonesia, Cambodia, Laos, Myanmar and Vietnam have overseas workers in the Middle East. The ASEAN Coordinating Centre for Humanitarian Assistance has been very effective in disaster management efforts. For example, days before Typhoon Haiyan made a landfall in the Philippines, the Centre is already tracking the typhoon and giving advisories to the Philippines and other Member-States. We also deployed an emergency assessment team and set-up satellite communication before the typhoon hit the country. The ASEAN satellite phone was the one used to make the first phone call to Manila since, I was told, all other communication channels were wiped out. The ASEAN satellite phone facilitated communication between people on the ground during the typhoon Haiyan.

The drafting of the ASEAN instrument on the protection and promotion of the rights of migrant workers is ongoing. The one taking the lead on the Philippine side is

USec. Hans Cacadac, Administrator of the Philippine Overseas Employment Administration (POEA). We have also adopted in 2013 the Social Protection Framework towards improving the quality, coverage and sustainability of social protection, and increasing capacities for social risk management. Identifying the challenges and opportunities facing ASEAN youth and their contribution to economic development is one of the main priorities especially under the chairmanship of Myanmar. The ASEAN Action Plan on Joint Response to Climate Change was adopted by Member-States in September 2012. I think the Philippines will benefit since we are one of the most vulnerable countries in the world when it comes to the impact of climate change.

The ASEAN Declaration on the Elimination of Violence Against Women and Children, which seeks to end violence against women and children and provide different forms of assistance such as protection, rehabilitation, recovery, and integration, has been adopted in 2013. The ASEAN Commission on the Promotion and Protection of the Rights of Women and Children is the unit responsible for monitoring Member-States' compliance with the declaration. The Philippine representatives to this Commission are Dr. Aurora de Dios (Miriam College) and Ms. Amihan Abueva (Asia Against Child Trafficking). I think one advantage of this commission is that it is composed of representatives from government and civil society groups.

### ASEAN Risk and Vulnerability Profile

Let me now focus on ASEAN's risk and vulnerability profile. I would like to specifically discuss ASEAN's progress against some of the Millennium Development Goals (MDGs). MDG Goal 1 is the achievement of full and productive employment and

decent work for all. In ASEAN, the proportion of people living less than \$1.25 per day has fallen from 45 percent in 1990 to 17 percent in 2008. MDG Goal 2 focuses on the achievement of universal primary education. ASEAN's net enrolment for children in primary school age has risen from 92 percent in 1999 to 95 percent in 2010. For MDG Goal 5, which is the improvement of maternal health, ASEAN has managed to reduce its maternal mortality rate from 370 to 161 maternal deaths per 100,000 live births, covering women aged 15-48 years. In terms of MDG Goal 7, access to safe drinking water and basic sanitation, ASEAN's record has also improved — 65 out of every 100 persons now have access to improved drinking water against 55 percent in 1995. In 1990, 37 percent out of the total population in the seven countries have access to improved sanitation facilities and 20 years later, these gone up to 70 percent.

While there are substantial improvements in the different indicators, ASEAN countries still face many risks and vulnerabilities. One is a rapidly aging population which particularly concerns Singapore and Thailand. Another is ASEAN's vulnerability to diseases. ASEAN has been the epicentre of disease outbreaks including pandemic influenza in 2009, the H1N1 virus, and emerging infectious disease or highly pathogenic emerging disease. The pandemic influenza caused ASEAN governments to allocate scarce financial resources



to contain the virus. The threat of Avian influenza also remains within ASEAN countries accounting for 64 percent of the confirmed human cases worldwide and 79 percent of the global deaths, and economic losses in excess of US\$10 billion. Noncommunicable diseases or conditions affecting healthy lifestyle also increasingly affect the ASEAN population. These include cancer, cardio-vascular disease, chronic respiratory diseases, and diabetes. According to the 2011 issue of the medical journal, *The Lancet*, chronic illnesses such as cancer and heart diseases caused the death of 2.6 million people in 2005 — over 60 percent of all deaths in the region. It was extrapolated that there will be an increase of 4.2 million deaths per year by 2030 if no action has been taken to improve the health conditions in ASEAN.

Another risk/vulnerability factor in the region is migration. One of ASEAN's purposes is to facilitate movement of skilled labor and professionals. The reality is that migrant flows are still predominantly low-skilled. This is particularly true for the Philippines and Indonesia. As we

know, migrant workers significantly contribute to the economic growth and labor market demands of receiving states and in turn, migrant remittances have profound impact on the livelihood of the people in the sending states at macro and micro levels. The number of women migrant workers especially the domestic sectors has grown rapidly in the region; however, workers employed for domestic service are usually not well covered by labor laws and this is one of the reasons why the instrument for the protection and promotion of rights of migrant workers is currently being drafted. A large number of migrant workers are in irregular work which puts them more at risk and vulnerable to exploitation and abuse.

ASEAN is also a disaster-prone region. From 2000 to 2009, floods, storms, earthquakes, and landslides were among the most frequent hazards in the region. These disasters account for 14 percent of the world's total number of disasters during the same period and this was confirmed by the AHA Centres' recent statistics. During the period of December 2011 to October 2012, about 44 percent of disasters recorded were related to floods. While flood was the most frequent hazard, earthquakes caused the most adverse impacts in terms of loss of life, number of injured, and number of people made homeless. I think everyone still remembers the Aceh tsunami which was triggered by an earthquake. Four Member-States were severely affected, namely, Indonesia, Thailand, Myanmar, and Cambodia. Each year, on average, our region suffers damage in excess of US\$4.4 billion as a consequence of natural disasters. And this estimate does not even include the mega-disasters such as the Indian Ocean tsunami in 2004; the 2008 cyclone Nargis in Myanmar; the 2011 flood in Thailand; and Typhoon Haiyan.

Finally, statistics show that Southeast Asia is one of the world's vulnerable regions to the impacts of climate change with its heavily populated coast lines, large agricultural sector and huge population living under the US\$2 or even dollar a day. Southeast Asia's average temperature has increased at a rate of 0.1-0.3C per decade, and sea level has risen at 1-3 millimeter (mm) each year over the last 50 years or so. The increasing frequency and intensity of extreme weather events in recent decades are also proof that climate change is already affecting the region. Southeast Asia is likely to suffer more from climate change than the global average in terms of increase frequency and intensity of extreme weather events, declining crop yields, loss of rich forests, damage to coastal resources, increase outbreaks of diseases, and associated economic losses in human suffering. While Southeast Asian countries have made encouraging efforts to build adaptive capacity and resilient communities, much more is needed at the community level.

### **Community-building and the Social Sciences in Today's ASEAN**

In the 47 years since ASEAN's founding, the region has seen phenomenal political development, economic growth and social progress. These developments were possible only because ASEAN has sustained a peaceful and sustainable environment in the region. Beyond the region, ASEAN has also reached out to establish dialogue partnerships with Australia, Canada, China, the European Union, India, Japan, South Korea, New Zealand, Russia, and the United States. ASEAN has concluded many agreements with these countries to cooperate on political, economic and sociocultural pillars. These agreements affirmed the commitment of the ASEAN countries

to fully integrate our region with the rest of the global community.

The networks and partnerships that ASEAN has built have helped the region face its current challenges and gave it confidence to address future challenges. Perhaps one of ASEAN's most significant accomplishments in the area of community-building through an intergovernmental process is the ASEAN Agreement on Disaster Management and Emergency Response. Adversity is the mother of ingenuity and survival. ASEAN Member-States have learned that we can only be strong by remaining united against these adversities. ASEAN governments worked collectively and with our dialogue partners to enhance our capacities to deal with disasters and other obstacles together.

There is no doubt in my mind that social science research has and will continue to have a strong influence in community-building efforts. Its influence is readily apparent in the crafting of documents and similar socio-economic frameworks in ASEAN. Social science research and practice have enhanced our regional governance, administrative and civil service systems; highlighted evidence-based findings, results and achievements; strengthened statistical and analytical skills and capacities; nurtured a culture of assessment; improved monitoring of evaluation processes and demand-driven services; and introduced standard ISO institutional and work processes and tools such as balanced score cards, performance matrix, and results-based management. More recently, the social sciences have helped us understand that the ASEAN Community is not just an intergovernmental system. Social sciences have also emphasized the need for accountability and facilitated translation of statements into a policy framework, actionable



strategies and implementation plan. Finally, social sciences inform the process of community-building, especially as we try to envision what lies ahead, what constitutes our identity, and what challenges must be addressed now and in the near term.

### **Social Science Challenges and Opportunities in a Post-2015 Scenario**

Social sciences' contribution to community-building should be anchored in the 23rd ASEAN Summit in Brunei Darussalam where ASEAN leaders committed to the development of a post-2015 vision for the ASEAN Community, and recognized the importance of realising a politically cohesive, economically integrated, socially responsible, and a truly people-oriented, people-centred and rules-based ASEAN as central elements of a Post-2015 Vision of the ASEAN Community.

What are the general principles for the development of the post 2015 vision? It should enhance and consolidate the ASEAN Community since community-building is a continual process. It should provide a forward-looking vision about ASEAN, taking into account the fast changing realities within each ASEAN Member-State as well as in the regional and international landscape. The post-2015 vision should also take into account the ongoing global discourse in formulating the United Nation's Post-2015 Development Agenda and the Sustainable Development Agenda. The post-2015 vision should continue to maintain and enhance peace and stability in the Southeast Asian region and beyond, promoting shared norms and values in interstate relations based on the governing principle of the rule of law. It should also continue to promote common prosperity through enhanced economic

integration not only among ASEAN Member-States but in the wider Asia-Pacific region. It should promote the principles of inclusiveness and public consultation. It should continue to be outward looking by enhancing ASEAN centrality in the evolving regional architecture and by consolidating its regional partnerships and reaching out to potential partners. The post-2015 vision should promote ASEAN's global platform in line with the Bali Concord III, and should strengthen ASEAN's institutional framework by enhancing effectiveness and efficiency of ASEAN's organs and institutions as well as synergy, consultation, coordination, and coherence among them.

And how does the post-2015 vision for ASEAN distinguish itself from ongoing debates on the sustainable development goals? Much effort should be made to define these distinct regional positions and strengthen their centrality by leveraging the diverse institutional and sectoral bodies as ASEAN's presence expands in the regional and global arena. There are also a number of cross-cutting issues and emerging priorities which cannot be adequately addressed individually and require horizontal coordination of efforts of sectoral bodies across communities. These cross-cutting issues include climate change, disaster management, energy and food security, emerging infectious diseases, and poverty reduction.

### **Role of Social Scientists**

What then is the role of the Social Scientist? I want to highlight five of them. First is research. Social scientists need to leverage their strength in research to provide the needed linkage between policy and programme development. Second is capacity-building and provision of technical assistance. Third is knowledge management and knowledge sharing. Social scientists

can provide documentation and compendium of best practices that can be a powerful tool towards enhancing capacities of ASEAN Member-States. They can also establish knowledge management and sharing systems through ICT. Fourth is policy analysis. Incisive policy analysis by social scientists can be used as a reference in strengthening policy frameworks in ASEAN and agreements. Fifth is innovation. Social sciences can help accelerate innovations in social enterprises and marketing.

How can social scientists encourage the use of evidence-based research as well as science and technology to help ASEAN, for instance, in the area of climate change? What is the role of social scientists in mitigating losses, such as loss of lives, assets and properties? Social sciences can provide the needed support for enhancing stakeholder participation in the ASEAN Community, and in identifying new ways and approaches of engagement of civil society stakeholders.

The ASEAN has, on many occasions, come together to provide quick assistance to those in need—from relief efforts in the aftermath of typhoon Haiyan, to tackling AIDS problems, to regional cooperation, and to stop the spread of H1N1 virus. Social scientists in the academia are in the position to take the lead in tackling these many challenges. On the part of ASEAN Secretariat, it will continue to play active roles in coordinating with and supporting Member-States to facilitate and drive the establishment of ASEAN Community.

If you have inputs or recommendations for this post-2015 vision, you are very much welcome to send these via appropriate government agencies such as the Department of Foreign Affairs, Department of Trade and Industry, etc. Thank you very much.



## The ASEAN Economic Integration and Its Impact on Professional Training and Qualification

**Atty. Teresita Manzala**

*Chair, Professional Regulatory Commission*

I am glad to participate in this forum as it forms part of our consultation with respect to Philippine Qualifications Framework and the ASEAN Qualifications Reference Framework. I am heading the task force of the latter up to 2015. I am happy that Dr. Ma. Cynthia Rose Bautista is my co-panelist in this conference because when I chair the task force meetings, Dr. Bautista represents the Philippine panel. It is also good to meet Deputy Secretary-General Alicia Bala. Some of my discussions were already covered by Deputy Secretary-General Bala so I will just skip those portions.

This will be the outline of my presentation: ASEAN economic community and its four pillars; ASEAN mutual recognition arrangements; Philippine Qualifications Framework; ASEAN Qualifications Reference Framework; promotion and regulation of professional services; and reforms needed to respond to international developments.

### **ASEAN Economic Community and its Pillars**

The three pillars of the ASEAN community—political-security, economic and sociocultural—and

the vision of ASEAN economic community or AEC have already been discussed. In the Strategic Schedule of the AEC blueprint, Pillar 1 talks about the free flow of goods, services, investment, capital, skilled labor; priority integration sectors; and food, agriculture and forestry. I am happy that we are discussing all these things because when we speak of any regional integration, no regional integration can happen without human resources. No goods, services, investment and capital will be produced without people like you and me in this room. No goods, capital, services, investment and services will flow without human resources.

Let us review the AEC blueprint. Under the blueprint, we have the following goals: (1) the recognition of qualification of education, training, certification and experiences of professionals; (2) cooperation on human resources development; (3) cooperation among member-universities of the ASEAN University Network (this was already discussed by our keynote speaker); (4) the development of core competencies and qualifications for job and occupational and trainers skills

required in priority service sectors; and (5) strengthening of research capabilities and developing labor market information networks. It is in this latter item that your group can come in and make a contribution.

When we now speak of integration, we speak of mobility of learners, professionals, skilled workers and educational sectors and we speak of mutual recognition arrangements. When we speak of mutual recognition arrangements, we speak of recognition of qualifications. The qualifications framework refers to harmonizing professional qualifications and having symmetry in the development of educational systems. Some countries have qualification framework, while other countries have qualification systems. Singapore, for example, has a qualification system, but not a qualifications framework. There is a need for a mechanism to harmonize all these qualifications frameworks and systems of the 10 ASEAN Member-Countries so that we have competitiveness and mobility of professionals, workers and learners.

| ASEAN Economic Community   |   |   |   |
|--|---|---|---|
| Strategic Schedule of the AEC Blueprint (2008-2015)  |   |   |   |
| AEC Pillar 1<br>Single Market and<br>Production Base   | AEC Pillar 2<br>Competitive<br>Economic Region  | AEC Pillar 3<br>Equitable Economic<br>Development   | AEC Pillar 4<br>Integration into<br>the Global<br>Economy   |
| <ul style="list-style-type: none"> <li>Free flow of goods</li> <li>Free flow of services</li> <li>Free flow of investment</li> <li>Free flow of capital</li> <li>Free flow of skilled labor</li> <li>Priority Integration Sectors</li> <li>Food, agriculture and forestry</li> </ul> | <ul style="list-style-type: none"> <li>Competition policy</li> <li>Consumer protection</li> <li>Intellectual property rights</li> <li>Infrastructure development</li> <li>Taxation</li> <li>E-Commerce</li> </ul> | <ul style="list-style-type: none"> <li>SME development</li> <li>Initiative for ASEAN Integration</li> </ul> | <ul style="list-style-type: none"> <li>Coherent approach towards external economic relations</li> <li>Enhanced participation in global supply networks</li> </ul> |
| HUMAN RESOURCE DEVELOPMENT   |   | RESEARCH AND DEVELOPMENT  |   |

Bureau of International Trade Relations

### ASEAN Mutual Recognition Arrangements

Let me run through the ASEAN Mutual Recognition Arrangements (MRAs). This is based on the ASEAN Framework Agreement on Services, which provides for the mutual recognition of education, training, certification and qualifications or titles of professionals within ASEAN. The objectives are to facilitate mobility and exchange of information, particularly with respect to educational systems, registration and licensing, requirements, policies and procedures, and standards and qualifications of each ASEAN Member-State.

We have seven professional sectors covered by mutual recognition arrangements. These are engineering services, architecture, surveying, nursing, accountancy, dentistry and medicine. The right to regulate the mutual recognition arrangements shall not reduce or eliminate or modify the rights, power and authority of ASEAN Member-States. Each country's professional regulatory authority and other

relevant authorities will still have the right to regulate and control those who will be crossing borders and entering its market. In other words, mutual recognition arrangements do not require us to change our domestic regulations when it comes to education, training, licensing and certification of our professionals. The mutual recognition arrangements just pave the way for each member-country to assess its own professionals in relation to the qualifications of their ASEAN counterparts who are entering the country's labor market.

The Philippines is the chair of the working group for the ASEAN mutual recognition arrangement for architecture. In August, the Philippines will take over from Myanmar the chairmanship of the MRA working group for engineering. We also have MRA for tourism professionals which has been signed and agreed on by the 10 ASEAN member-countries. They have some tool kits and standards. As such, if you are a bartender or a waiter here and you are certified as such by the Technical Education

and Skills Development Authority (TESDA), then you can be accepted as bartender or waiter in any of the ASEAN member-countries.

So what are the requirements for the recognition and eligibility of foreign professionals to practice the profession within ASEAN Member-States? First, you must have the professional qualifications and valid licenses. Second, you must comply with the number of years in practice. For engineering and architecture, it is seven years, of which two years must involve managing a project. For dentistry and medicine, it is five years. For nursing, it is three years.

Third, you must meet the required continuing professional development policies in our own country. Continuing professional development is the only way that you can maintain your competence. When you pass the licensure exam and begin to practice your profession, that is the entry level competency. But what will make you sustain your competence and qualification is through the continuing professional development and that is the reason why the Professional Regulation Commission (PRC) has already revised its continuing professional development. Continuing professional development is not only for the renewal of your IDs, but also for the maintenance of your competence as professionals.

Fourth, you must not have any pending case. This is very important. As I have said, when you enter another country to practice, you are still subject to the rules and regulations of the ASEAN member-country. In the Philippines, if you are coming here then you must first get your work permit and alien employment permit, but if the nature of the work of the individual is constitutive of the practice of profession then the professional is still required to secure special

temporary permit to practice from PRC.

### The Philippine Qualifications Framework

So let me now discuss the Philippine Qualifications Framework. Our Philippine Qualifications Framework really started with the Technical and Vocational Education and Training (TVET) sector in 1998. As mentioned by our keynote speaker, one of our commitments in the East Asian Summit is to come up with a qualifications framework in TVET. It was our TVET sector that was the forerunner of our Philippine Qualifications Framework. It started in 1998, but it is only after five years that our TVET qualifications framework was established. In 2004, a Presidential Executive Order was issued requiring expansion of the qualifications framework from the TVET sector to cover the trifocal education system. On 1 October 2012, Executive Order No. 83 was issued by the President institutionalizing the Philippine Qualifications Framework and the reasons for this were elaborated in his State of the Nation Address in 2011.

How was our qualifications framework developed? There were inputs from the industry. There were discussions on global recognition of competencies, current qualification level issues, and issues pertaining to prior learning. Qualifications framework work within the ambit of lifelong learning which is formal, nonformal and informal learning, as well as work experiences. Even your attendance here can later be translated into credit units. This is what the Commission on Higher Education (CHED) is working on. In addition to discussions, there were researches and policy papers that were presented and the national qualifications framework of other countries were also studied. Let me note that 142 countries have

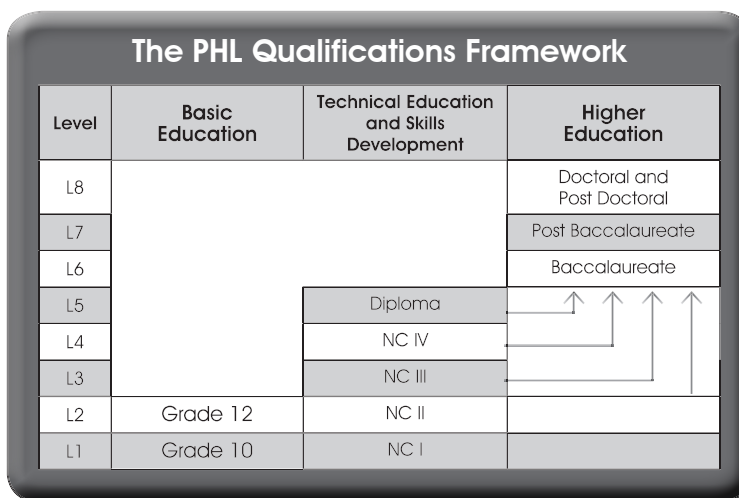
qualifications framework and these countries are the destination of our professionals, our learners and our workers, as well as the sources of our foreign direct investments.

As for the outputs, we have qualification levels, descriptors, working groups, qualifications register, pathways and equivalencies, quality assurance, information and guidelines and international alignment. Our Philippine Qualifications Framework is a national policy. It covers all levels of educational qualifications. It has standards for qualification outcomes. It is competency-based, labor market-driven and has an assessment-based qualification recognition. It covers the trifocal education system: basic education, technical and vocational education, and higher education. It covers all institutions and systems including training, specialization, skills and competencies, work experiences, and lifelong learning. The objectives of the framework are as follows: to develop national standards and levels for outcomes of education and training; to create national regulatory and quality assurance mechanism; to develop pathways and equivalencies for access to qualifications; promote individual lifelong learning goals through education and training; and ensure

its alignment with international qualifications frameworks.

The governance is under the Philippine Qualifications Framework (PQF) National Coordinating Committee. Except for the Department of Labor and Employment (DOLE), all member-agencies are regulators and at the same time, qualifications agencies. The Department of Education (DepEd) is the regulator and qualification agency for basic education. TESDA is the regulator and qualification agency for TVET. CHED is the regulator and qualification agency for higher education. And PRC is the qualification agency for 46 professions. These may increase because there is a bill filed to separate occupational therapy from physical therapy. There is also a bill filed to regulate food technology, regulate speech pathology, regulate microbiology instrumentation and evaluation, etc.

The PQF working group includes TESDA which is in-charge of qualifications register. CHED, meanwhile, is responsible for quality assurance as well as pathways and equivalencies. One cannot speak of qualifications framework without learning outcomes. So what if you have completed 18 units? So what if you have a Master's degree? The qualifications framework





ensures that your completed units or degree correspond to the identified learning outcomes. CHED has already issued a memorandum order on outcomes-based and typology-based quality assurance. In all the countries I have been to, there is only one basic question: Are accreditations mandatory? External accreditation is a form of quality assurance, beyond the minimum requirements of CHED. The PQF working group also includes DepEd, which takes care of information and guidelines, and PRC, which is in-charge of international alignment. We cannot do international alignments by sitting in our offices. We do this by talking to stakeholders like you.

Our Philippine Qualifications Framework has eight levels. Levels vary per area/country. For instance, in Ontario, Canada, they have 13 levels; in Saudi Arabia, they have 6 levels; and in Emirates, they have 10. Even ASEAN has different levels of qualifications. It took the DepEd some time to come up with tracks in K to 12. In the Philippine qualifications level, those who completed Grade 10 (junior high school) already has Level-1 Qualification which, under TVET, is equivalent to National Certificate I. Meanwhile, those completing Grade 12 (senior high school) has Level-2 Qualification, equivalent to National Certificate II. In terms of pathways and competencies, those in Grade 12 can choose the TVET track and gain up to Level-5 Qualification and earn a Diploma. The alternative is the higher education track to earn a baccalaureate degree (Level-6 Qualification), a post-graduate degree (Level-7 Qualification), or a doctoral degree (Level-8 Qualification). We want those graduating from Grade 12 to be employable, or to be ready to be an entrepreneur, or to pursue higher education.

For each qualification level, there is a corresponding set of knowledge, skills and values; application; and degree of independence. These are collectively called the PQF domains. This is the reason why our professional boards are also in workshops with CHED. We are transitioning from a competency-based licensure exam into an outcomes-based licensure examination. We are doing away with easy, moderate and difficult questions, and replacing them with questions that test knowledge, skills and values. We are also including situational cases to test their ability to apply knowledge as well as questions on independence, responsibility and accountability. For example, those that have Level-6 Qualification or those with baccalaureate degrees, must have "demonstrated broad and coherent knowledge and skills in their field of study for professional work and lifelong learning." They must be able to apply their knowledge and skills in "professional work in a broad range of discipline and/or for further study." In work environment, they must demonstrate "substantial degree of independence" or work "in teams of related fields with minimal supervision."

Meanwhile, those with Level-7 Qualification or those with post-Baccalaureate degrees "must be able to demonstrate an advanced knowledge and skill in a multidisciplinary field of study for professional practice." Their knowledge and skill "must be applied in a professional work that requires leadership and management in a specialized or multidisciplinary work or research" and they must have "highly substantial degree of independence that involves exercise of leadership and initiative individual work or in teams of multidisciplinary field." Hence, if you are a nurse with this qualification, you must have the competency to work with professionals from other fields

such as doctors, physical therapists, psychologists, psychiatrists, and must be able to exercise leadership and initiative.

Under this framework, formal, nonformal and informal training as well as work experiences can be converted into credit units which can qualify one for higher level qualifications. As such, if one has Level-6 Qualification and is aiming for a Level-7 Qualification, s/he must be able to show that his/her combined education, training and work experiences have equipped him/her with Level-7 knowledge, skills, values, application, and a degree of independence. CHED is the agency responsible for determining if one's qualifications and competencies are ready to be promoted. For those with professional licenses, they can have their IDs updated as they move up to higher levels. For example, if you are a licensed nurse with Level-6 Qualification, but have taken up continuing professional education courses and have sufficient work experience, you can be granted Level-7 Qualification with appropriate changes to your professional ID.

In all honesty, our professionals working overseas are now having a hard time in destination countries that have qualifications framework. They are now required to submit credentials, such as transcript of records, to prove that their skills and qualifications are up to par. Recently, for example, an overseas worker with an engineer's visa had to be downgraded to an inspector's visa because he could not present proper documentation. This is why we are working on the acceptance of professional identification cards issued by the PRC by employers overseas. We are also planning to have the issuance of professional IDs to go through quality assurance mechanisms.

What are the most important features of the Philippine

Qualifications Framework? These are as follows: (1) there is a shift to outcomes-based education and use of learning outcomes; (2) framework serves as basis for quality assurance mechanisms; (3) training and education providers are held accountable for the attainment of learning outcomes; (4) quality assurance, pathways and equivalencies are implemented; (5) qualifications are internationally aligned/harmonized; and (6) lifelong learning is incorporated. One key feature of the PQF is the recognition of certificates and licenses by government regulatory bodies. For example, a Filipino doctor with specialization or diplomate in family medicine presented his credentials to the Irish medical society, and the Irish medical society came to PRC to inquire if this is recognized by PRC or the board of medicine and we said no. We are changing the rules so that the PRC and professional boards for the 46 regulated professions will have some oversight when it comes to training for specialization by our different professionals. Finally, under the framework, recognition of qualification is based on the assessment of individual competencies. In other words, the certificate of individual qualifications is portable. You cannot claim to be better than another just because of the university you graduated from — you will have the same opportunities as another person with the same level of qualification. And that is the reason why it is our individual professional and personal responsibility to invest in the enhancement of our own qualifications.

### ASEAN Qualifications Reference Framework

Let me now discuss the ASEAN Qualifications Reference Framework (AQRF). The ASEAN Qualifications Reference Framework is a common framework that enables

comparisons of qualifications across ASEAN Member-States. It is seen to help in understanding the qualification systems in other Member-States. It seeks to have a high quality and up-to-date descriptions of the qualifications system and quality assurance arrangements. For instance, if local or overseas employers want to see how we assess training qualifications, assess licenses of, for example, engineers, we cannot say that the information is confidential because quality assurance mechanisms will be completely transparent.

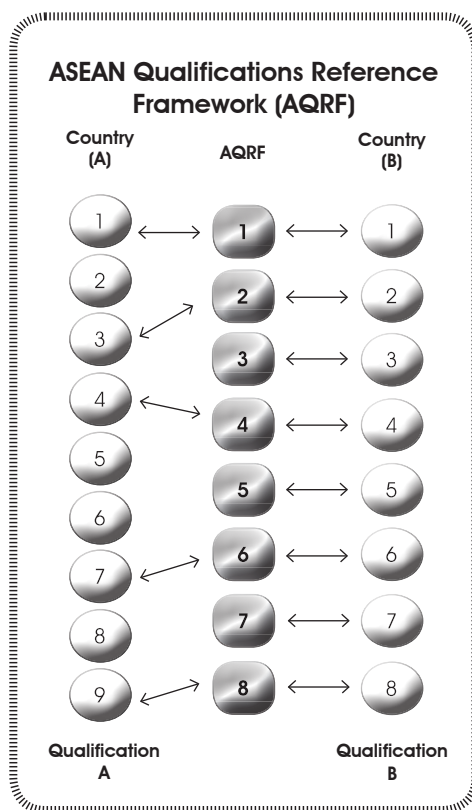
I was designated unanimously by the 10 ASEAN Member-States to head the AQRF Task Force. That means to say that I am not only taking care of the learners, workers, professional mobility of the Filipinos, but of also the 10 ASEAN Member-States. I will chair the Task Force up to 2015. The Vice Chair is from Indonesia. The Task Force has had several meetings and this year, we have finalized the

text of the AQRF and this is now ready for endorsement.

The AQRF document includes the scope, purpose, principles and quality assurance, learning outcomes, learning descriptors, credit or amount of learning, national qualifications framework, procedure, and criteria. I would like to reiterate that the aims of the AQRF are to support recognition of qualifications and facilitate the development of qualifications framework, and promote education and learner mobility, among others. The most essential element is quality assurance. AQRF is focused on learning outcomes, or the results of the learning process rather than the inputs.

Similar to the Philippine Qualifications Framework, the ARQF also has eight (8) levels of qualifications. I will not go through all of them. I will just explain Level-6 because this is very critical in our discussion with the different member-countries. In Cambodia, those in the TVET track can achieve up to Level-8 Qualification which is a doctoral degree, unlike in the PQF where TVET students can earn only up to a Level-5 Qualification or Diploma. In Singapore, meanwhile, they do not have these qualification levels. What they have are as follows: certificate, higher certificate, advanced diploma, specialist diploma, graduate certificate.

In Malaysia, they provide certification for level of skills. In addition, TVET students can earn a Diploma at Level-4 and an Advanced Diploma at Level-5, and higher education starts with a Certificate at Level-3. It is also worth noting that they provide accreditation for prior experiential learning and consider work experience in qualification levels for higher education. In Indonesia, they have nine (9) levels of qualifications. Those in vocational path can reach up to Level-9 Qualification



equivalent to Subspecialist Diploma. The different qualification levels also correspond to industry categories. For example, if you attain Level-2 Qualification, you are labelled an “operator;” those with Level-5 Qualification are classified as “technician” or “analyst;” and those with at least a Level-7 Qualification are classified as “experts.” In Vietnam, TVET students can obtain up to Level-6 Qualification equivalent to an Advanced Diploma. Higher education also starts at Level-6.

In light of these different national qualifications frameworks and systems, the AQRf serves as a guidepost for those wanting to compare qualifications and competencies across countries. For example, if you have Level-2 Qualification from a country with eight qualification levels and you want to work in another country with nine qualification levels, you only need to cross reference this with AQRf to determine its equivalent level in that country — it can correspond to Level-3 or higher depending on the descriptor of other countries.

The Qualifications Landscape includes at the very bottom, the learning outcomes. From these, you craft standards (occupational, institutional, professional standards, qualification criteria, assessment criteria), come up with qualifications (certificates, baccalaureate degrees, diplomas, awards by professional bodies, specialization, diplomates, fellows), and develop sectoral qualifications. An example of the latter is the Federal Canadian Degree Qualifications Framework which primarily focuses on higher education. Next, we have the national qualifications frameworks and regional qualifications frameworks. Examples of the latter are the European Qualifications Framework and the ASEAN Qualifications Reference Framework.

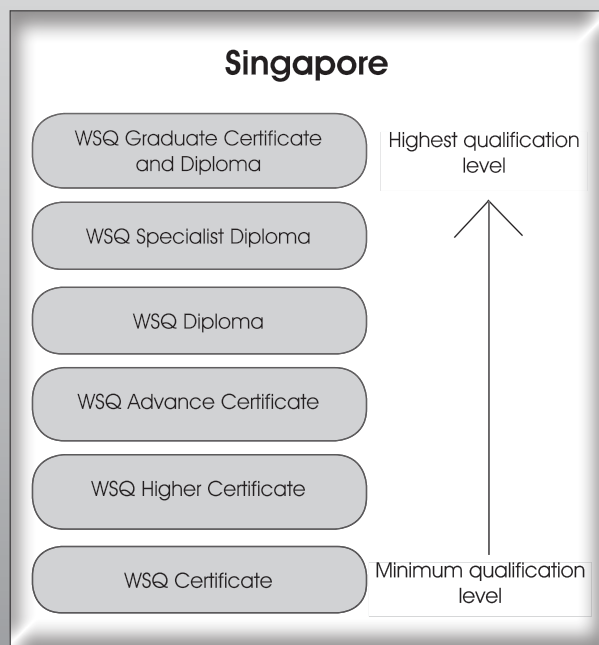
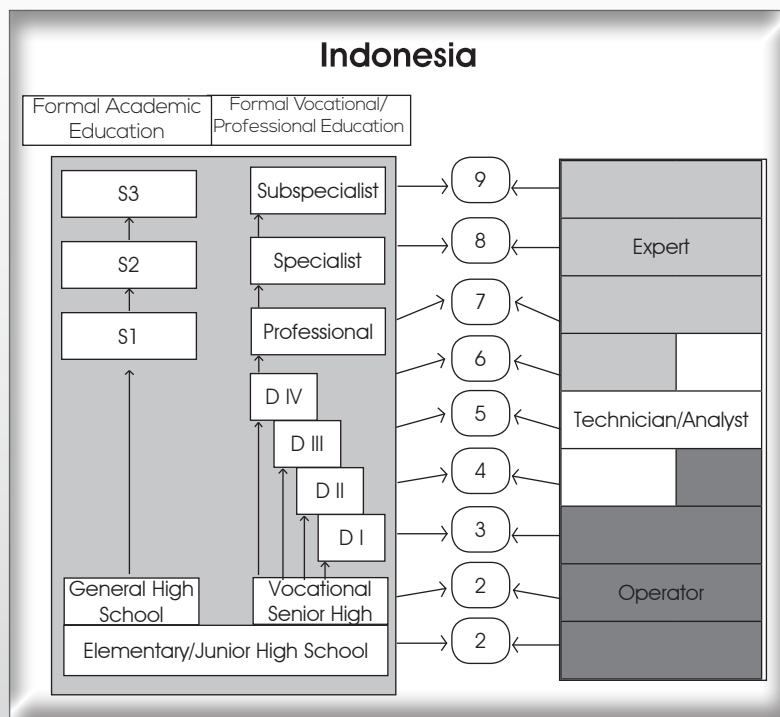
What are the common features of PQF and ARQF? The bottom line is that both are focused on quality assurance. CHED, as the qualification agency and the regulatory body, must make sure that education providers comply with requirements. Educational institutions, meanwhile, must make sure that only graduates who can meet requirements or standards are conferred with the appropriate qualification/degree.

## NATIONAL QUALIFICATIONS FRAMEWORK: ASEAN MEMBER-STATES

| Malaysia   |                      |                                      |  |  |
|------------|----------------------|--------------------------------------|--|--|
| MQF Levels | Sectors              |                                      |  | Lifelong Learning                                    |
|            | Skills               | Vocational and Technical             | Higher Education (Academic and Professional) | Accreditation for Prior Experiential Learning (APEL) |
| 8          |                      |                                      | Doctoral Degree                              |  |
| 7          |                      |                                      | Master's Degree                              |  |
|            |                      |                                      | Postgraduate Certificate and Diploma         |  |
| 6          |                      |                                      | Bachelor's Degree                            |  |
|            |                      |                                      | Graduate Certificate and Diploma             |  |
| 5          | Advanced Diploma     | Advanced Diploma                     | Advanced Diploma                             |  |
| 4          | Diploma              | Diploma                              | Diploma                                      |  |
| 3          | Skills Certificate 3 | Vocational and Technical Certificate | Certificate                                  |  |
| 2          | Skills Certificate 2 |                                      |  |  |
| 1          | Skills Certificate 1 |                                      |  |  |

| Cambodia  |  |                  |
|-----------|--|------------------|
| CQF Level | MLVT + NTB                                   | NbEYS + ACC      |
|           | TVET   | Higher Education |
| 8         | Doctoral Degree                              | Doctoral Degree  |
| 7         | Master of Technology/ Business               | Master Degree    |
| 6         | Bachelor of Technology/ Engineering Business | Bachelor Degree  |
| 5         | Higher Diploma                               | Associate Degree |
| 4         | Technical and Vocational Certificate III     |                  |
| 3         | Technical and Vocational Certificate II      |                  |
| 2         | Technical and Vocational Certificate I       |                  |
| 1         | Vocal Certificate                            |                  |

## NATIONAL QUALIFICATIONS FRAMEWORK: ASEAN MEMBER-STATES



### Promotion and Regulation of Professional Services

The PRC has a number of programs and services to promote and regulate professional services. As I have said earlier, licensure exams will change. We have to benchmark our licensure exams with international standards and then we have the continuing professional development. This is very critical. In fact, continuing professional development is becoming mandatory. Why? This is the only way that professionals can maintain and sustain their qualifications. We also have programs to facilitate recognition and improve global competitiveness of professionals. We have a road map for every profession. We implement international agreements such as the ASEAN mutual recognition agreements and APEC engineer registry. We conduct inspection and monitoring of establishments to ensure their compliance with professional regulatory laws and PRC policies.

I will skip the other parts of my presentation as some are too technical and will take too much time, while some, such as quality assurance for higher education, will be taken up by CHED Commissioner Cynthia Bautista. You may want to take a look at the UNESCO country studies on quality assurance and mutual recognition of qualifications which yield important data (e.g., external accreditation is voluntary in some countries such as the Philippines which accounts for low participation of schools in external accreditation processes; graduates from the Philippines who work in Australia and Canada such as nurses and engineers secure low-skilled employment after assessment of competencies).

### Reforms

I am supposed to discuss necessary reforms in education, but Dr. Bautista will cover these in her presentation. At PRC, our reforms focus on quality assurance such as a review of the framework and content of licensure exams, a review of the accreditation guidelines, among others.

Thank you for letting me share with you our ongoing initiatives. Maraming salamat sa inyong lahat!



# REFLECTIONS ON PHILIPPINE HIGHER EDUCATION REFORM IN AN ASEAN AND GLOBAL CONTEXT: A Social Construction

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**Dr. Maria Cynthia Rose  
Bautista**

*Commissioner, Commission  
on Higher Education*

I will step backward and try to construct and paint in broad strokes the social and discursive context of all of the institutional initiatives that we are talking about and some of the implications of these contexts and developments for the Philippines social sciences at this particular point in time. Very briefly, I will discuss globalization and its consequences for higher education — the world is changing very fast and we are not able to cope up with the changes. Then, I will talk a little about the paradigm shift which underlies the discussion of the qualifications framework and after, I will discuss the national qualifications framework—just very briefly because PRC Chair Manzala already gave a very excellent overview of the framework—just to show how this framework is an operationalization of the paradigm shift. I will also talk a little about Philippine education reforms in the context of ASEAN and the implications for the social sciences.

Right after the Second World War, the project was “development” and this development project was within a “nation-state” framework. Developing countries wanted to follow the path of the developed ones. Industrialization was seen as an engine of development. So you had export-oriented, import substitution industrialization,

changes in the international division of labor, etc. ICT developments also happened very fast. Eventually, you had globally organized production system. The global economy became the unit of development and basically replaced the national economy as the barriers and borders broke down. I think the watershed is the debt crisis in the 1980s and global governance. We had a lot of restructuring so national policies were subjected eventually to coordinated and rule-based procedure that strengthened the grip of the global political economy. The World Trade Organization and all the organizations became more assembled.

What changed? Development did not change. Development issues are still there. What changed are the coordinates and the discourses. There was a shift from development, which was primarily economic nationalism with nation-state at the forefront, to globalization which is really world market participation. That is reflected in the change in the mantra — from “catching up with the west” to “finding one’s niche in the market.” At a certain point, I remember in the 1990s, the discussion was that the state is there to facilitate the development of the market. But that has become a discourse. The reason why it is called a “development project” or

a “globalization project” is that it is a project just like ASEAN is a project—it is not natural. Markets are not natural. The state is not natural. ASEAN is not natural. There is a political process involved in the creation of all of these projects. They are created, made real and reproduced at the level of discourse. These all coincided with the breakdown of national borders and regionalization so you have the European Union and now, of course, the ASEAN.

### **Globalization and Its Consequences for Higher Education**

What are consequences of all of these global changes for higher education and for education in general? The first consequence is a paradigm shift from education to learning and eventually, from learning to lifelong learning. Why this paradigm shift? Because the world changed very fast. ICT developments actually mediated this rapid development since the 1990s. The globalization project is a 1990s project which came right after the debt crisis. But even before that, educators were realizing that you have to shift to individual learners because the world is moving too fast and you need individuals to cope with this. When you talk of education, you talk about transmitting knowledge from the educator to a class or a group. When you shift to learning, you shift your focus to the individual. It is the individual that will learn. Why do you shift to individuals? Because the future is so difficult to predict. We do not know sixty percent of all jobs 10 years from now. Because of that, you have to equip these individuals to cope in a world where they can lose their jobs at any time and they can retool and improve. Chair Manzala was talking about continuous professional growth. This time it is lifelong learning. Because the world

is changing very fast, you just have to retool yourself constantly. You have to learn how to cope even psychologically with the loss of jobs. Our children now do not live in the kind of world we lived in. Then, our careers were clearly set for us. We did not even imagine the BPOs (Business Process Outsourcing). We did not imagine that they would be more than call centers that we used to critique. They are now knowledge process outsourcing. I know that because my daughter's first job, four or five years ago, was with Hewlett Packard and this is because Proctor and Gamble outsourced an entire Finance Department to Hewlett Packard worldwide and later, they started distributing the different functions across the world. What are the jobs of the future? We do not know at the moment, just as we never imagined 10 or 15 years ago the kinds of jobs that are available now. Why individuals and why lifelong learning? Because in the 21st century, you have to help individuals adapt to the evolving requirements of the labor market and master changing time-frames and rhythms of individual existence. This is the basis for why we are telling our faculty now, you have to pay attention to each and every individual student. Gone are the days when you just pay attention to lecturing. So these are the consequences of the paradigm shift and I will tell you later why the paradigm shift is radical for us.

The second consequence of these global changes is rankings. In the world before, there were already university rankings. But it did not matter as much as they matter now. Why? Because somewhere along the way they constructed research universities because of the American experience of research universities. Research universities play a critical role of training high-level specialist and generating

knowledge for innovation systems. Since innovation systems enhance the market and niches of countries in today's globalized economy, quality of research in universities became important. So it is now global competition among universities so they are able to give their countries a competitive edge. This is why higher education has become important again. In the past, the owners did not even care about higher education. Research universities became important because they are expected to translate research into technological innovations that will give countries a competitive edge. Korea, for instance, is one of the first ones to actually utilize universities so ranking became reflective of competencies.

Let us take a look at Philippine ranking on different indicators, namely, global innovation index, knowledge economy index, global competitiveness index. Of course, we are not doing well. We either have the lowest or second to the lowest ranking compared to other ASEAN countries. But these are abstract indicators. Now, let us look at the World Economic Forum Innovation Indicators where 144 is the lowest and 1 is the highest (Table 1). In terms of the quality of scientific research—this is the perception of those who were surveyed in the World Economic Forum in 2012-2013—the Philippines is ranked 102, behind Vietnam (87), Indonesia (56) and Thailand (68). We are so far below at the level of perception. Of course, some will argue against or question the methodology; but this is perception and as social scientists, we know it is real in its consequence. The consequence of this is that they start looking down at our careers, at our educational institution. From being a center of graduate education in the 60s, we are now perceived as the diploma mill of Asia. We do not

want that and we want to get out of that. These are rankings that in the past we do not do. We started getting into rankings because we are now more globalized and we want to see where countries are. The Philippines is losing momentum as far as higher education is concerned. It is also falling further behind as far as GDP per capita is concerned. In comparison, all our ASEAN neighbors, e.g. Indonesia, Malaysia, Thailand, and Vietnam, are all catching up in terms of higher education and GDP per capita (Table 2).

Another consequence is international education. International education actually refers to all of those fragmented, unrelated activities that we do that are externally connected. These include faculty exchange, study abroad, area studies, and with the ASEAN integration, we also have the ASEAN International Mobility for Students programme. But, apart from international education, we also have internationalization. Internationalization is different from international education because of the comprehensiveness of its framework and the inclusion of different forms, providers, and products of crossborder education. That is the new challenge. Just as we want to avoid being the diploma mill of Asia, we also want to avoid being the center of transnational education or crossborder programs that are substandard or perceived to be substandard because that will reinforce our being the diploma mill of Asia.

Transnational education is an education provision from one country offered to another. It has different delivery modes such as distance and e-learning, branch campuses, franchise/twinning arrangements, double/dual degrees, etc. I tell you, there are so many types coming in, they are outside our radar. How do

## Philippines' Higher Education

**Table 1. 2012-2013 Economic World Forum Innovation**

| Innovation Indicators                            | China | Indonesia | Malaysia | Philippines | Singapore | Thailand | Vietnam |
|--|-------|-----------|----------|-------------|-----------|----------|---------|
| Capacity for innovation                          | 23    | 30        | 17       | <u>86</u>   | 20        | 79       | 78      |
| Quality of scientific research                   | 44    | 56        | 28       | <u>102</u>  | 12        | 68       | 87      |
| Government procurement of advanced tech products | 16    | 29        | 4        | <u>107</u>  | 2         | 98       | 39      |

Indicators: 1-highest, 144-lowest

**Table 2. Situation with Respect to Per Capita GDP Growth (2005 PPP\$)**

| SITUATION WITH RESPECT TO EDUCATION ATTAINMENT | Situation              | Losing Momentum                        | Moving Ahead           | Falling Further Behind | Catching Up   |
|--|------------------------|--|------------------------|------------------------|---|
|  | Losing Momentum        | United States<br>New Zealand<br>Canada | Australia              | Philippines            |   |
|  | Moving Ahead           | Japan                                  |                        |                        | Korea<br>Taiwan                                       |
|  | Falling Further Behind |  |                        |                        |   |
|  | Catching Up            |  | Singapore<br>Hong Kong | Mexico                 | China<br>Indonesia<br>Malaysia<br>Thailand<br>Vietnam |

Source: Yap, 2012.

we avoid being the diploma mill? Our difference from other ASEAN countries is that we are more market driven in our higher education. It has its strengths and its weaknesses. Massive online open courses (MOOCs) such as Coursera, Udacity, Future Learn will radically undermine formal education. MOOCs are already being developed in the more advanced world. We tell our staff to make use of these massive online courses where thousands can enroll and people do not have to pay. One our staff is taking up 2- to 3-week courses and amazingly, they do better than our teachers since these MOOCs actually give feedback. What does this reflect? I was told a long time ago that

the Department of Science and Technology (DOST) was supposed to be developing a certification. Certification is the end-goal of the future, not the diploma of college. We are no longer in that generation where our parents want us to get the diploma. That is not how the world works anymore. It is a world of certification because of the focus on qualifications. For instance, if you are a college freshman enrolled in an IT academic program, you can take an IT certification exam for fourth year or graduating students. If you pass the assessment, you can stop or move out of formal school for a while and work based on the certification you obtained. You can even qualify for a job typically meant

for a college graduate. If you are an extremely diligent student and are self-propelled—and this is also true for MOOCs—you can look for the experience you need to actually develop yourself. So please help us tell your parents—because our higher education institution is parent driven—that you do not really need to actually get the college diploma. Technical education is not beneath us. Part of our problem is that technical education and even basic education are deemed beneath us. One of the issues raised against K to 12 is actually the labor issue. The Department of Education (DepEd) needs some 30,000-40,000 teachers. Meanwhile, we have college professors who may be losing jobs. They can be absorbed by DepEd, but because they look down on basic education, they do not want to be elementary or high school teachers.

Chair Manzala talked about the ASEAN Reference Qualifications Framework extensively. Then, there is also the UNESCO Recognition of Qualifications in Higher Education. We are setting up national information centers which will tell the world which academic programs actually are at a certain level and correspond to the academic programs of other institutions. The problem is if you have more than 2,000 higher education institutions, but registered very few programs, you are actually admitting that you are a diploma mill. If you have few programs, what does that mean? It does not mean people will not get jobs. They will be losing out because they will be vulnerable to exploitation. For example, in the strategic planning session of the Philippine Science High School, teachers recounted that their former colleagues who are now teaching math and science in Thailand have been recognized for their excellence and have even received awards,

yet they are getting the lowest pay because they lack the two years in basic education. The same is true with those who lack certifications. If your bachelor's degree is not in the roster of programs that are registered, you will still be hired but you will not get the job that you want even if you are more qualified than the next person.

### **From Education to Lifelong Learning: A Paradigm Shift for the 21st Century**

Lifelong learning focuses on individual learners — I explained why that focus was necessary. It is also focused on functional literacy. Functional literacy is not just about knowing how to write your name, read and add. It is being able to function in a world where ICT is important. Lifelong learning also blurs formal, nonformal and informal learning. In formal education, it means focusing on learner outcomes and competence-based learning. Why learner outcomes or competency-based education? With the profound reorganization of work and life in the 21st century, and the demands of living together in a democratic and complex world, individual learners must develop competencies that enable them to perform complex tasks, functions and roles.

We have been debating for two years about this outcomes-based education and some of you may have heard me talk about the most controversial memorandum order CHED has ever produced—the typology and outcomes-based quality assurance. When we talk about outcomes-based, we are talking learner outcomes; we are also talking learning competencies which will allow you to function in the real world. Our problem in the Philippines is that we are so theory conscious. Theory is higher than practice. Lecture is higher than lab

and even our academic units reflect that. This is a problem for employers. The World Bank did a survey of employers in Asia and Philippine-based employers—not all of whom are Filipinos—and they noticed that the main issue in the Philippines is not English or even technical skills — it is problem-solving skills, leadership and resourceful creativity. We were never taught to solve problems. We were taught since childhood that we will solve problems after we learn all the theories. Learn everything in the classroom and then apply it outside and so the connection between application and knowledge is severed.

In a learner outcomes-based education, the best way to learn is to first determine what needs to be achieved. Once the desired results are known, the strategies, processes, techniques and means are put in place to achieve the predetermined goals. In essence, it is working backwards, with students as the center of the teacher-learning milieu. Learner outcomes are easier said than done. For example, there is a crisis of maritime education now. We are going to be out of the white list of the countries that are capable of producing or supplying the world with officers-in-charge. We are not only producing seafarers, we are also producing officers. We have excellent captains who know the Baltic, who know the Atlantic. Our problem is that we are unable to convince the world that we can produce such officers-in-charge continuously. Part of the problem is that we never understood competency-based standards. There was a shift in maritime education in the mid-1990s from knowledge-based/cognitive to lifelong learning. A bible of competencies was developed for those who want to be officers and seafarers. This reference book contains the competencies



you need (e.g. how to make a navigational plan); the skills you must have; and the different options for assessment/evaluation. We did not understand this because our whole education system is so teacher-centered. What is the difference between teacher-centered and learner-centered? In a teacher-centered mode, the teacher does not have to cover all of the topics in the course specification. You could just skim what you do not know since you are the one in control—you are the one giving the test. In a learner-centered approach, this is not acceptable. The students must know all of the areas. If you do not know the topic, then you have to get somebody else to help your students understand the topic. The assessments have to be your assessment as well as the assessment of external assessors who are also part of your faculty. Again, let us use the maritime education as an example. I joined the European audit of one of the best maritime schools in the country. The questions I was expecting them to ask, they just checked. Since their approach is outcomes-based, they asked the school to show the exam and the showing of the exam allowed them to probe, e.g. how often do you validate, how do you know these questions actually measure competencies. It was such an excellent academic review, but I was so afraid for the Philippines. Then, we went to another school, they want to see the exercises, the documents. Of course, there are no documents because in this country, we do not document. We teach but we do not care whether our students understood or not. We need to document to see what worked and what did not work. If we start getting to certify our institutions or getting accredited in an outcomes-based mode, we will be asked to document more. In other words

we will be asked to go above our culture.

Going back to my earlier point on lectures, I would like to share with you the experience of the Bernidos. The Bernidos are theoretical physicists who inherited a school for the poor in Jagna, Bohol. Their major life decision was whether to continue their work as theoretical physicists or become high school teachers and they made that leap. One thing that the wife, Vicky, told me is to never, ever lecture before students grapple with the material. Their problem is that there are no science teachers in place so they had to develop materials for different levels. Once or twice a week, a scientist comes, facilitates the discussion, then the “aha” moment comes. Social scientists are fond of showing videos, but they said never do this before they actually understand the material. Our attention span is short in general. Already, as I talk now, I have lost some of you. Lectures cannot hone competencies. We are not saying do not lecture because lectures are also important, but they cannot be THE method. That is so teacher-centered. We have to use other pedagogies. If you are shifting our education system, the system of assessment and accreditation will also have to shift and that is the reason why PRC is moving heaven and earth to shift out of a purely cognitive examination. It might lower the passing rate but the ones who will pass have the competencies.

### **Operationalization of the Paradigm Shift in Regional and Global Settings**

The national qualifications framework is important. In this global world, they are important because you need to be able to compare your level against another person, especially if you are moving within the region. Chair Manzala has already discussed

this, but I will explain this in relation to the crisis in maritime education. The BS Marine Engineering and BS Marine Transportation are two degrees that are equivalent to Level-6 Qualification under the ASEAN Qualifications Reference Framework. This level involves critical and analytical thinking, at least as far as knowledge and skills are concerned level. Level-4 is just adopting processes while Level-5 involves analytical but not necessarily critical thinking. The single problem of this country is that the very same system that produces the best non-officers of the world—the majority of seafarers (66,000 out of 80,000)—undermines the confidence of the world in the BS degree of the Philippines. That is at the heart of the current crisis and it is not easy to surmount. It is not even the sophisticated equipment that is the problem. You can have a secondhand equipment as long as your students have guaranteed hours to use the equipment. If you have 500 hours and 500 students per one simulator, it is way below the standard since the standard is three students per simulator. If you want learning outcomes and have thousands of students, you have to have 5-6 simulators which our schools do not invest in. Now what are we trying to do? We are saying let us align our programs with the Philippines Qualifications Framework. If the academic program does not correspond to Level-6, then let us not call it BS Marine Transportation or BS Marine Engineering. Let us call a spade a spade. But that will only work if the mentality of the people changes. Do not look down on technical education. Technical education is just as important.

### **Philippine Education Reform in the Context of ASEAN**

What are the education reforms? The first is K to 12. I have explained

why K to 12 is important. Of course, there will be labor displacement, but the labor displacement will not be as bad if the mentality changes. General Education (GE) teachers can become basic education teachers, but there are points of contention such as the number of hours—DepEd requires 54 contact hours, but in college, it is just 40 hours or so per semester—and also a change of privileges. Second is the shift to learning competency-based standards in policies, standards and guidelines. The biggest resistance is coming from the social sciences and the humanities because we are not oriented towards industry and we are not oriented towards the applied. Third is the industry-academe linkage. Linking academe with the industry is now more critical because of the job issues. Industry says that these are the competencies they want, but Filipinos in the industry also have difficulty specifying the competencies they need. We worked with IBM on a very special future area—what they call smart analytics. There is a program now for business administration and IT with a minor in smart analytics. Smart analytics is what we do, but now with bigger databases. A minor will also be developed in the humanities and the social sciences according to IBM's president. The demand for this kind of analytics is so high and they have already projected and they are now trying to make the Philippines the hub of analytics. Why? It is because the infrastructure of the Business Processing Outsourcing is already here. Of course we can be very critical of that as well.

The fourth reform is the shift to learner outcomes-based and typology-based quality assurance. I have already talked about that. Fifth is the revision of the GE curriculum to make this more integrative. The problem before was that courses were divided into parts. For example

in the University of the Philippines, there is Social Science I, which is introduction to the social sciences, and then there is Social Science II, which is social, economic and political thought. A true integration should discuss how the social sciences have evolved and should not just allocate two sessions for anthropology, another two for sociology, etc. Otherwise, we will end up with the same problem we had before. Sixth is referencing with the Asian Qualification Reference Framework and alignment with the ASEAN Quality Assurance Network. All of those qualifications are always learner outcome-based. Let us not debate the terminologies. We may mean the same things. The word "accreditation" for us is the second level voluntary accreditation done by PAASCU, PACUCOA, etc. In Australia, accreditation is the permit-giving. In other words, we use the same word with different meanings. Seventh is research that translates into technological innovations. This is not very developed here, unlike in other parts of the world and that is what gives them a competitive edge.

### **Implications for the Social Sciences**

K to 12 will have an impact on the higher education disciplines. We want the next generation to be taught the same way we were taught so we usually develop the demands and requirements in the context of how we were taught. But the next generation thinks differently from us. Their minds and brains are wired differently from us. So when we are having one consultation—I did not know the Australian who wanted to observe was a cognitive psychologist—she said, look at the next table, a baby who cannot even walk was manipulating an iPad. She gave me an entire lecture on cognitive psychology.

That brain is not the same as our brain. Our best teachers now are not the best teachers of the next generation. Our best teachers now are not the teachers who can hone competencies unless they change their ways.

We also face operationalization challenges. First is operationalizing the paradigm shift to learning competency/learner outcomes-based education in the social sciences. All of us are shifting mind-sets. Even in maritime education, they have difficulty shifting to outcomes-based and this started in 2006. Second is operationalizing Levels 6 to 8 in the qualifications framework. What Chair Manzala presented are the levels and descriptors. But what does it mean for accounting, engineering, and other disciplines? In the proposed high school curriculum under K to 12, there is a proposed humanities and social sciences strand (Table 3). For example, Philippine politics and governance is in grade 12. If this is really what we teach, it is difficult to remain in higher education.

Next are the social science imperatives and the balancing act in the context of globalization, ASEAN, etc. Social scientists do not speak as one. We do not even think the same way. I would just like to end with a discussion of social science practices—the ideal types (Table 4). These are not mutually exclusive categories. There are four ideal types of social science practices, depending on who your audience is (academic or extra academic) and depending on your purpose (to develop knowledge/information that is instrumental, a means towards ends, or to develop knowledge or information that will enable you to question assumptions, that will enable you to be reflexive). The first type is the professional which is what most of you do. In the world of ASEAN, those in professional practice

**Table 3. Proposed Humanities and Social Science Strand\***

|    |                |   |
|----|----------------|---|
| 8  | HUMSS Strand 1 | Creative Writing  |
| 9  | HUMSS Strand 2 | Creative Nonfiction: The Literary Essay   |
| 10 | HUMSS Strand 3 | World Religions and Belief Systems  |
| 11 | HUMSS Strand 4 | Megatrends and Critical Thinking in the 21st Century Culture  |
| 12 | HUMSS Strand 5 | Philippine Politics and Governance  |
| 13 | HUMSS Strand 6 | Community Involvement and Social Issues   |
| 14 | HUMSS Strand 7 | Introducing the Social Sciences<br>(Anthropology, Economics, History, Psychology, Sociology, Political Science) |
| 15 | HUMSS Strand 8 | Introducing the Applied Social Sciences<br>(Communication, Journalism, Guidance and Counseling, Social Work)    |
| 16 | HUMSS Strand 9 | Work Immersion/Research/Career Advocacy/Culminating Activity  |

**Table 4. Social Science Practices: Ideal Types (adapted from Burawoy, 2004)**

| Social Science For whom/<br>Social Science For What | ACADEMIC AUDIENCE | EXTRA ACADEMIC AUDIENCE   |
|---|-------------------|---------------------------|
| INSTRUMENTAL<br>KNOWLEDGE/INFORMATION               | PROFESSIONAL      | POLICY<br>ACTION-ORIENTED |
| REFLEXIVE<br>KNOWLEDGE/INFORMATION                  | CRITICAL          | PUBLIC                    |

can help define the methodologies and facilitate operationalization of what we have developed. The second type is policy which is what Deputy Secretary-General Bala talked about earlier. I am straddling policy at the moment and I have to emphasize that there is so much we need from social scientists in policy. If you want evidence-based policymaking, then you have to help.

I know that we face a lot of pressure and we have to cram because we want to cope in a world that is moving fast and we are afraid to be left behind. But not all of the assumptions of this fast-changing world are assumptions we can take. This is the reason why we also need the critical thinkers among us. Critical thinkers, the third

type, are necessary to continuously make us reflect about what we do and the assumptions of what we do. For example, do we support higher education institutions to become world class so that they can rank? But the first question may be, should we rank at all? The answer can be yes or no. Do you want us to rank? I remember when I was Dean, Singapore was always here, twice a year. They try to pirate our faculty and they get our students at first and second year of college. Every time they are here, they will say that they are higher in rank. They always think of themselves in relation to others. In the Philippines, we do not feel the need to rank. Do we support ranking or not—that is the policy question. If we do not support ranking, then all our schools will be perceived to

be bad. The perception of us as a collective is already not good. We used to work with Chulalongkorn University a lot. After many years, the friends we grew up with, while still respecting us, were looking down on the Pinoys in a meeting. What is happening now is that these people who are not as good as some of our Pinoys are looking down on us because we were not ranking in a world where ranking has become an important thing. Why do you think our colleagues have been pirated by ASEAN universities? It is because their publications will count in their schools and not here. Are we going to enter this game, knowing the methodological flaws and the social science of it? The critical practitioners among us will be the ones raising the questions of methodological assumptions, etc. It is good if they do because it will make those of us who are in policy and action research a bit more reflexive about things. What we do not know is whether the ones that can rank are willing to make the same sacrifices that the other universities in ASEAN are making. For example, when Vietnam says these are our top schools, then they are all mandated to publish, etc. The fourth ideal type is the public. The social science practitioners in public are reflexive and they are the ones who write in the newspapers and clarify matters to help us think things through. In the world of ASEAN, we need all of those social science practices and ideal types. I would like to end by saying that social sciences are important. Social scientists need to help the frame of education and help operationalize because these are things we are good at. Thank you very much.



## Towards 2015: Establishing the ASEAN Community

**Prof. Herman Kraft**

*University of the Philippines*

I suspect I am the first person to show a map today of the Southeast Asian Region. The Southeast Asian region, to a large extent, is synonymous with the ASEAN region. We have a tendency to interchange the two terms because all of the countries geographically located within Southeast Asia, except Timor Leste, are members of ASEAN.

Let me be pedantic for a while and point out that the ASEAN community that we are talking about in 2015 is very much different from the ASEAN that was established in 1967. The difference lies not only in the composition, but also in the objectives of the Association. When ASEAN was established in 1967, people liked to talk about the

Bangkok Declaration. Under the Declaration, ASEAN was established because of three things: the idea of economic cooperation; cultural exchange; and social interaction. There is not even any mention of political and security relations, or what ASEAN refers to these days as regional peace and stability.

What was the paradigm when ASEAN was first conceived? In the 1960s, economic development was talked about and pursued in the context of nation-states. The idea was that nation-states exist to push for economic development in order to benefit their own people. The focus was the collective as the object of development. Why is this important to mention? This has bearing on how ASEAN earlier looked at regional stability. Regional stability was seen not in terms of different states actually coming together in alliances to counteract a threat from the outside, but was seen largely in terms of how states reinforce their capability to push development. This was the underlying purpose of ASEAN. ASEAN was not established in the same way as the European Union. ASEAN exists because states wanted to make sure that the international environment was peaceful so that they can concentrate on their own development projects internally. So if you read the Treaty of Amity and Cooperation and the Bangkok Declaration, you will find the emphasis on national sovereignty and non-interference. Each state is focused on its own development project.

### **Rationale for the ASEAN Community**

The establishment of an ASEAN Community was supposed to materialize by 2020. However, in the 2007 Cebu meeting, ASEAN members decided that this is doable by 2015, so the deadline

was adjusted. The rationale behind the establishment of an ASEAN community in 2015 is different from the original objectives of ASEAN. Non-interference is still an important principle in the charter, but the main goal now is cooperation. Now we have the ASEAN Economic Community, ASEAN Sociocultural Community, and ASEAN Political Security Community. These were the main provisions in the 2007 Charter. The Charter sought to institutionalize cooperation among the ASEAN states and go beyond the idea of just letting the different ASEAN states do whatever it is that they need to do in order to pursue their respective development projects. In addition to institutionalizing cooperation, the ASEAN Community sought to create caring and sharing societies, with emphasis on the people. In other words, there is a shift in focus within the ASEAN — from nation-states, whose objectives are very state-centric, to the people and their well-being.

If you compare the ASEAN of 1967 and ASEAN of 2007, it is interesting to note that when ASEAN was first established, there were no real demands on its members. The assumption was that members will, at their comfort level, apply or enforce/ implement whatever was agreed upon by the ASEAN Member-States. ASEAN only began to conform with schedules when the ASEAN Free Trade Area was established. ASEAN countries committed to lower tariffs at certain schedules. But that was the only time. Otherwise, it was up to the different states to determine when they think they can actually implement provisions in the signed declarations. Now, with the 2007 Charter, there is an enforcement mechanism in place. The goal is to strengthen the Secretariat and other governance mechanisms as well as to make ASEAN more rules-based to ensure compliance of Member-



States. This also means restructuring ASEAN so that it will be more proactive instead of just reacting to what is going on.

The rationale for an ASEAN Community was pushed not only by developments within the ASEAN states, but also because of evolving relations with other countries. First is the need to engage a politically and economically influential China. Individual ASEAN states would not be in a position to compete with an economically strong China. The goal is for the states to come together to create a more competitive region. Second, ASEAN is part of or plays a role in many different kinds of organization that are interrelated and overlapping. We need to be able to make sense of them and rationalize them. Third is the need to address emerging challenges in the region. These include nontraditional security concerns such as pandemics, disasters, etc., which are issues that cannot be addressed by individual states alone. The idea is to strengthen ASEAN integration to reinforce ASEAN's centrality or the notion that ASEAN plays a central role within the region. ASEAN centrality in political security terms means that it is ASEAN that manages regional security and stability so that we do not rely on the big powers like China or the United States to dictate what is going on as far as security in the region is concerned. Otherwise, it will lead to what we refer to in international relations as balancing conditions which may lead to conflict. In a sense, ASEAN plays the role of "manager" of regional security and stability or an "honest broker" which all players in the region see as trustworthy — an association that plays no favorites, so to speak.

### **The Political Security Pillar**

But let me go back to something that I had mentioned earlier.

Underlying the ASEAN security framework, as I said, is the focus on the people or a people-oriented notion of security. This means that all sectors of society regardless of religion, gender, etc. will actually be protected and will have a space within the process of integration. What did the Charter say as far as governance and political security is concerned? First is the commitment to democracy. If you look at the ASEAN Political Security blueprint, there is an emphasis on democracy, rule of law, good governance, and respect for and protection of human rights and fundamental freedoms. Second is the establishment of a human rights body. ASEAN DSG Bala earlier mentioned the establishment of the ASEAN Intergovernmental Commission on Human Rights. It is intergovernmental because we want to reflect the structure of ASEAN itself. Like I said, ASEAN is not the EU. ASEAN is made up of states that consider themselves sovereign powers. In EU, sovereignty is shared between the region and the Member-States. In ASEAN, the most important decisions emanate from the state themselves and made by the leaders acting together. Intergovernmentalism is the abiding governance framework within ASEAN. Third, all Member-States are obliged to take all necessary steps to effectively implement the provisions of the Charter and comply with all the obligations of membership. At the end of the day, what the Charter wants is a more rules-based ASEAN.

Remember what I was saying earlier about ASEAN being a group of nation-states wherein the idea of security and stability was seen in terms of the relationship with other states? The ASEAN Project from 1967 onwards and now, the ASEAN Community Project are projects directed at interstate relations despite the fact that the latter now places more emphasis on people.

This is highlighted in the ASEAN Political Security Community blueprint. Democracy is central to the whole project. Good governance, rule of law, and promotion and protection of human rights are emphasized as well. These are aspirations. Even by 2015, you do not expect all of the ASEAN states to suddenly transform themselves overnight into democracies. That is not going to happen. Neither should we expect all of the countries to suddenly have Commissions on Human Rights that will check on human rights violations happening in their countries.

Another important aspect of the Political Security blueprint is the shared responsibility for comprehensive security. This is important because in ASEAN, the framework for security was really internal, even as there was an emphasis on trying to make sure that relations among the big powers do not translate into competition or into conflict within Southeast Asia. Comprehensive security involves the different areas that can serve as a source of threat or vulnerability to the nation-states. When you talk about comprehensive security, a large part of it actually emphasizes economic development. You are talking about being able to make sure that the welfare of your people is taken care of. It also includes the promotion of peace and stability in the region, conflict resolution and peaceful settlement of disputes, and post-conflict peace-building. Note that ASEAN is still very much a region where a lot of conflicts are actually taking place. We are not only talking about Mindanao. Thailand and Indonesia have insurgency problems. Myanmar is also embroiled in internal conflicts. We need some sort of post-conflict, peace-building arrangements and ideally, these ought to be done at the level of the region. And finally, of course,

what I was emphasizing earlier on: nontraditional security issues. Increasingly, most countries in the region are recognizing that security threats also include nontraditional ones, such as pandemics like SARS, natural disasters, and transnational crimes like drug smuggling, human trafficking, and small arms trafficking. They are national security issues but they need to be addressed at the regional level.

### **Rhetoric-Action Gap**

The problem of ASEAN has always been that it talks big, but does little action. DSG Bala earlier presented the achievements of ASEAN, but most of them are declarations, joint statements, and agreements. The problem is always the translation of those agreements and statements into actionable things that can be implemented by the members of ASEAN. We are still bogged down by what ASEAN needs to do to operationalize the things it aspires to. When Indonesia became Chair of the ASEAN in 2011, the Indonesians decided at that particular point that they are not going to introduce anything new to ASEAN, and instead, will push for the implementation of what ASEAN members have committed themselves to. I would like to point out that the governance of ASEAN is similar to that of the Philippines in that every time there is a change in administration, old programs and projects are abandoned and new ones are introduced. Instead of doing this, Indonesia decided to revisit all of the commitments made by ASEAN Member-States and to enforce and implement these to the extent possible. I was hoping that after Indonesia's chairmanship, the other chairs would follow its footsteps. It did not quite happen that way.

To be fair to ASEAN, a number of important measures are being put into place, particularly in the areas of governance and security. First is the increasing involvement of civil society in ASEAN affairs. We have the ASEAN People's Assembly which started in 2000. Civil society conferences have also been held since 2005. The main problem there is that even if there is a commitment to greater cooperation with civil society, the political leadership of some states is very uncomfortable dealing with civil society. Thus, some countries in the ASEAN did not have civil society representatives because the leaders did not want to meet with them. This just proves that ASEAN is still very much an intergovernmental association, and the leaders and the states have the leeway to decide whether or not they are going to implement an ASEAN agreement.

The establishment of the ASEAN human rights body can also be rightfully called an achievement. But again, the human rights body is still very long on rhetoric. In the Charter and in the Political Security blueprint, the emphasis is placed on promotion and protection of human rights. Before this, protection is not part of the commitment. But in implementing that, you will have problems because when you look at the human rights body itself, the ASEAN Intergovernmental Commission on Human Right, it does not receive complaints nor does it conduct investigations. These are not yet part of its mandate. What it actually does is the promotion of human rights.

Another positive development is ASEAN's role in the democratization of Myanmar. DSG Bala was saying that the surprise of the century is probably the fact that Myanmar is closer to democratization than the more established members of ASEAN. ASEAN is trying to guide the

process itself and to push it forward. It sets the tone for cooperation in the region.

### **Weaknesses in the ASEAN**

ASEAN still falls short in a number of critical areas. First, it has failed to address economic gaps in the region. On one hand, you have the original members plus Brunei, and on the other, you have Cambodia, Laos and Myanmar which are lagging behind economically. Second, like I said, while it has a human rights declaration, ASEAN falls short on enforcement and implementation. Human rights activists believe that if you are going to introduce a regional human rights declaration, then its provisions had better be no less than what you have in the UN Declaration. The problem is that there are some elements in the UN Declaration that are not in the regional declaration.

Third, ASEAN is ineffectual in crisis management. Note that ASEAN did not do anything about the crisis in Scarborough Shoal. When its Member-States have a political crisis that can potentially lead to a conflict or threatens peace in some way, ASEAN is not in a position to do anything about it. Finally, ASEAN needs to work on institutionalization.

### **ASEAN Centrality in East Asian Regionalism**

ASEAN centrality is threatened by the fact that you have an intensive competition between the United States and China. Japan is another major player in the region we have to deal with. The power dynamics is increasingly becoming the overarching issue that needs to be addressed within the region. The issue now is, how effective is the ASEAN Community going to be in pushing the Asian regionalism amidst various players in the region and with the pressure of political security issues? I will end my discussion here.

As discussed earlier, the three pillars of ASEAN Community are the Political-Security Community Pillar, Economic Community Pillar, and the Sociocultural Community Pillar. The focus of my talk is the Economic Community Pillar. There are essentially four subcomponents that make up this pillar. By 2015, ASEAN envisions: (1) a single market and production base; (2) a highly competitive economic region; (3) an equitable economic development; and (4) full integration into the global economy.

The key aspect of all these components is "inclusivity." The third component specifically articulates ASEAN's aspiration for its member-countries not to dominate each other, and to give less developed countries an opportunity to climb up the ladder and be part of and enjoy the benefits of the integration process.

What is going to happen in terms of economic integration? The ASEAN integration process intends to address issues of small markets and high transaction costs. For example, we can potentially integrate the rice production process, but there are so many small markets and the transaction costs for moving from one market to another are very high. Added to these are the domestic economic issues facing each country.

#### **Single Market and Single Production Base**

In a single market and production base, there will be free flow of goods, services, and skilled labor. Deputy Secretary-General Bala mentioned early this morning that the movement of labor within ASEAN at the moment is confined mostly to low-skilled workers.

In addition to free flow of goods and services, ASEAN also targets the free flow of investments and capital. At this stage, it may not be possible to achieve all integration targets by 2015. Even the European Union took some time to fully integrate its economic sectors. What is important is to prioritize the sectors where integration is not very problematic, for example, food, agriculture, forestry, and the like.

If we look at the growth of the region as a whole, it is going at six percent. At present, the Philippines is contributing a lot to that growth because we are growing faster than the rest of our neighbors in the region. ASEAN also has a large market base with a total population of about 600 million, half of which is contributed by Indonesia and the Philippines. ASEAN currently corners 10 percent of all foreign direct investment (FDI) flows to the developing world and four percent of the world's total FDI. Its main competitors are the other regional blocs and emerging markets.



## **Impact of ASEAN 2015 to Inclusive Growth and Development in the ASEAN Region**

**Dr. Alvin Ang**

*Ateneo de Manila University*

#### **Free flow of goods**

ASEAN has put in place measures to facilitate the free flow of goods. One of these is the ASEAN Free Trade Area (AFTA). AFTA was instituted long before the ASEAN Community was conceived. It seeks the reduction of tariff levels for commodities. The Philippines, for instance, still has double-digit tariff rate for rice and sugar. By 2015, the country's tariff level for sugar will go down to five percent. In general, the tariff rates of agricultural products in ASEAN have been reduced, facilitating their movement within countries in the region. This is already being felt in the Philippines. When you go to the supermarket, you will notice that there are now more products made in ASEAN. If you check the chocolate products, you will see that the Indonesians and Malaysians are dominating the market. To be able to compete in the world market, local brand Goya has to be absorbed by a larger company called Delfi in Switzerland.

### **Free flow of services**

ASEAN is also working towards the liberalization of trade in services. I think many of these things have been discussed by PRC Chairperson Manzanala. Under services, 80 sectors have opened up as of 2013. Opening up means allowing maximum foreign equity participation of 51 to 70 percent. The Philippines has a constitutional restriction on foreign equity participation so it is an issue that the country needs to address.

One sector that has been liberalized is air transport. This is the reason why air fares have dropped substantially and why many can now afford to travel. The other sectors that are opening up are the nursing and medical field, IT, tourism, and logistics. It is in the area of logistics where the Philippines is lagging behind. For example, many of the trucks that go around the country are second-hand used trucks which slow down the transport of products. Other countries in the region are using better and faster equipment.

Mutual Recognition Agreements (MRAs) have been established to speed up the process of opening up other professional services. MRAs have been forged in the fields of engineering, accounting, nursing, dentistry, medicine, architecture, and surveying.

### **Competing in the Global Economy**

ASEAN Community 2015 allows the member-countries in the region to connect/deal with the broader economy, not on a country per country basis, but by using the ASEAN bloc as a springboard. It allows us to compete in what is known as the Regional Comprehensive Economic Partnership (RCEP). Right now, ASEAN has free trade agreements with China, Japan, Korea, Australia, New Zealand and India. Through these agreements, small countries like the Philippines get economic

concessions from bigger countries without having to negotiate with them bilaterally. ASEAN negotiates as a group and benefits as a group.

### **Commitments to Attain Economic Integration**

To facilitate economic integration, there is a need to harmonize standards and adopt conformity assessment measures. Countries must have similar systems and procedures, for instance, in the area of accounting. ASEAN must also focus on capital market development and liberalization of financial services and banking to speed up financial integration. This is the reason why the Philippine Senate recently passed a bill allowing more foreign banks to enter the Philippines.

ASEAN is also committed to achieving connectivity, specifically through ICT and energy infrastructure. Imagine if there is an interconnected power system around ASEAN, what will happen to the price of electricity in the country? We have already done this in telecommunication and there is no reason that integration in energy and ICT cannot be attained.

Member-states are also obliged to establish national competition policy by 2015 to ensure a level playing field and fair competition. In the Philippines, there is no competition policy, and monopoly, oligopoly are not very clearly defined.

With regard to agriculture, instead of Thailand, Vietnam and the Philippines competing with each other on rice production, they can complement each other.

ASEAN is also working towards uniform taxation. Maybe one day, the tax rate in the region will be the same. Right now, the Philippines' maximum income tax is 32 percent. In Indonesia, it is 30 percent, while in Vietnam, it is 20 percent. But when we move people, move finances,

and move services at the same time, then there should be a convergence of taxes as well.

### **Challenges to Economic Integration**

As I mentioned earlier, one of the subcomponents of the ASEAN Economic Pillar directly addresses inclusive growth — equitable economic development. Unfortunately, if we look at the detailed plan of the ASEAN, it only talks about one major aspect which is small and medium (SME) enterprise development. Attaining inclusive growth still requires more deliberate individual country efforts. Each Member-State must work towards its own development goals, social welfare and justice.

What I am saying is that integration is not automatic. Each country has to do something deliberately to become part of the process. For example, the Philippines has to adjust its SME policy, otherwise, other countries will beat us. If we are not going to improve our forward-backward linkages, we will lose some of the markets because we have not developed small enterprises.

Under the integration framework, what we are going to achieve is economies of scale. But before we reach scale economies, we need small parts to contribute to the scale. This is where all will benefit.

A successful integration may require regional identity, but ASEAN has no common religion, language or a single land mass. The ASEAN case is very different from the European Union.

The key to inclusive ASEAN growth is not to require a regional distribution policy. We cannot say all countries must do this in regard to redistributing wealth. It is imperative for each country to do it on its own. It is the responsibility of each member country.



I will show you some data just to highlight that what we are talking about here is trade. ASEAN wants easy movement of products and services across countries. This requires the right policies; an institutional framework to implement the right policies; institutions—meaning culture and political structure—which allow for economic policies and institutional policies to work together; and effective use of investments.

In terms of trade balance, which is the difference between the value of exports and value of imports, many of the countries in the region actually have a trade surplus, meaning they have more exports than imports. The Philippines continues to be one of the net importers. From an ASEAN perspective, Thailand and Indonesia are no longer our competitors, but our complement.

As regards the current account balance, which means the extra dollars that we have, many of the richer ASEAN member-countries such as Brunei, Malaysia and Singapore will actually lose a lot because they are already very developed. The catch-up countries including the Philippines, to a certain extent, will benefit from this process.

As for foreign direct investments, only a few member-countries have a big share of foreign direct investments in ASEAN. Singapore is one of these. It is difficult to market individual countries in the region to foreign investors, but what we can do is sell ASEAN as a regional investment haven. Member-countries in the region must have the appropriate policies to absorb these investments. Even if ASEAN is marketed as a region, individual

countries must perform well to be able to reap benefits.

Let us now take a look at the direction of exports. For example, Brunei exports oil and so the volume of its exports in Asia in 1990 and 2011 remained quite high. If we look at the Philippines, the volume of our exports in Asia in 1990 was only around 35 percent, now we are exporting around 66 percent to the region. So the critical factor here is that our trading partner now is no longer the big western countries but our region. In the same manner, if you look at imports, we are importing more from our own region.

In terms of foreign debt, the foreign debt of most countries in the region has lessened considerably. The only one that has high foreign debt is Vietnam.

With regard to tourist arrivals, there is an upward trend for most

## GLOBAL COMPETITIVENESS REPORT CARD

| REPORT                              | 2014 Rank | 2013 Rank | 2012 Rank | 2011 Rank | CHANGE | ASEAN RANK | NEXT RELEASE | SOURCES  | TARGET |
|-------------------------------------|-----------|-----------|-----------|-----------|--------|------------|--------------|--|--------|
| 1. WEF Global Competitiveness       |           | 59/148    | 65/144    | 75/142    | ↑6     | 6 of 10    | Sep-14       | World Economic Forum                               | 49     |
| 2. IFC Ease of Doing Business       |           | 108/189   | 138/185   | 136/183   | ↑30    | 6 of 10    | Oct-14       | International Finance Corp                         | 63     |
| 3. IMD World Competitiveness Report |           | 38/60     | 43/59     | 41/59     | ↑5     | 4 of 5     | May-14       | International Institute for Management Development | 20     |
| 4. Ti Corruption Perception Index   |           | 94/177    | 105/176   | 129/183   | ↑11    | 4 of 10    | Dec-14       | Transparency International                         | 60     |
| 5. Economic Freedom Index           | 89/178    | 97/177    | 107/179   | 115/179   | ↑8     | 5 of 9     | Jan-15       | Heritage Foundation                                | 59     |
| 6. Global Innovation Index          | 78/148    | 86/144    | 86/142    | 86/138    | ↑8     | 6 of 10    | Apr-15       | World Economic Forum                               | 49     |
| 7. Travel and Tourism Report        |           | 82/140    | n/a       | 94/139    | ↑12    | 7 of 8     | Mar-15       | World Economic Forum                               | 46     |
| 8. Global Innovation Index          |           | 90/142    | 95/141    | 91/125    | ↑5     | 7 of 8     | Jul-14       | World Intellectual Property Org                    | 47     |
| 9. Logistics Performance Index      | 57/160    | n/a       | 52        | n/a       | ↓5     | 6 of 9     | Mar-16       | World Bank   | 53     |
| 10. Failed States Index             |           | 59/178    | 56/177    | 50/177    | ↑3     | 7 of 10    | Jun-14       | Fund for Peace                                     | 118    |
| 11. Global Enabling Trade Index     | 64/138    | n/a       | 72/132    | n/a       | ↑8     | 6 of 10    | Mar-15       | World Economic Forum                               | 46     |
| 12. Global Gender Gap Report        |           | 5/136     | 8/135     | 8/135     | ↑3     | 1 of 9     | Oct-14       | World Economic Forum                               | --     |

Source: National Competitiveness Council | Philippines (as of April 2014)

of the countries in the region. I feel bad when I watch the CNN or the international channel. Malaysia has a very effective marketing campaign—"Malaysia Truly Asia"—while the Philippines has not leveled up. We cannot promote just our beaches because these also abound in other countries. We have to market something else that is uniquely ours that will complement, not compete, with other countries in the region. The number of tourist arrivals in the country is less than five million. While it has increased, it is still a far cry from that of our neighbors like Vietnam, Indonesia, Singapore, Malaysia and Thailand. In the last few years, Thailand has experienced several coup d'état and political instability, yet it still managed to attract droves of foreign tourists.

Integration is already happening and the date is just a formality. It has been happening for some time and it is not something that will suddenly occur between 31 December 2014 and 1 January 2015.

### **Philippine Readiness for Economic Integration**

The Philippines needs to improve its own domestic capacities to benefit from integration. The good news is that we are already in a growth path that is above the generational average. The Philippine generational average—I call it generational average because it spans 40 years, from 1970 to 2010—is only around four percent. But we are beyond that now. We have broken the pattern. My hope is that we continue to grow about five to seven percent every year. The country's main problem is its high poverty rate which remains at 25 percent.

The country is constantly threatened by natural disasters as well as global financial instability.

We know that OFW remittances and BPO revenues are very strong. But, we have an employment structure that is still agricultural in nature. The contribution of agriculture to growth is very small and there is large underemployment in the agricultural sector. This is one of the challenges we face in the integration process. How do we integrate the underemployed workers and lower-skilled agricultural workers to a global market?

Our main export—electronics—is also our main import. What this is telling us is that we are importing components and we are re-exporting a whole product. This is basically ASEAN integration. Our other main exports are clothing and furniture. I think we have the best furniture minds in this country. The problem is that we no longer have abundant forests that will supply wood. Our top exports also include banana and tuna. But the contribution of these products is quite small at only one percent of our total exports. This is where the creativity of Filipinos needs to be harnessed. For example, while we have been able to produce varieties of canned tuna products, these all cater to Filipino taste. Producers need to think of markets beyond the Philippines since we are now in the process of integration.

The Philippines is doing well in terms of competitiveness. It is one of the fastest improving economies in the world since 2011. All our scorecards are very good such as business competitiveness, ease of doing business, corruption perception, etc. We are up 30 points in 30 positions.

The latest Philippine Development Plan from the National Economic and Development Authority points to the need for adjustments in the light of the

different structural difficulties of the country and regional disparities. If we look at growth in this country, we will see that most of the growth is concentrated in four to five regions: NCR, Region 3, Region 4 and Region 7. All the rest are just contributing below five percent to the total growth. We need to bring them up so they can participate in the ASEAN integration. We need growth strategies that have spatial and sectoral dimensions to ensure inclusivity. This means that we need locally-anchored service delivery, making the local government an important player in the new paradigm. Response must be area specific; that is, provinces with high proportion of poor must be given social assistance, while those prone to hazards must have social insurance and income diversification. It also means creating sectoral outcomes. In agriculture, for example, we cannot just talk about policies to improve output. We also have to talk about finances, access, environment, and sustainability. We have to look at each sector from a complete dimension. These are all part of the updated development plan.

The Philippine Institute for Development Studies (PIDS) has a number of recommendations. One is to build capacity and based on the presentation and the data, it is very clear that it is something we have to prioritize to catch up or else the benefits will be enjoyed by only a few sectors. Another is compliance with standards, especially in education, information, and technical support. We also have to set up accredited testing laboratories, cater to SMEs, align domestic laws and regulations with ASEAN commitments, and undertake information campaign. I think I will end here. Thank you very much.

I am going to talk about the socio-cultural pillar and included in that pillar is the whole notion of building an ASEAN identity. My talk will revolve around the issues surrounding ASEAN identity. Let us first watch the ASEAN Community 2015 video (<https://www.youtube.com/watch?v=YrnK5UQDdO0>). I would also like to play the ASEAN Anthem (<https://www.youtube.com/watch?v=0jxoPawYMJ0>) to emphasize how emotion is deployed. These are the kinds of things that social scientists interested in cultural politics and discourses work on.

What is regional identity? Regional identity has been seen as "an important tool—laden with social and productive magic—in regional planning and development" (Amdam 2002; Haartsen et al. 2000; Raagma 2002). I am referring here to the fact that ASEAN is deploying the emotion of regional identities as a tool for harmonizing the whole region.

This is the central idea: "Collective identity is not out there waiting to be discovered. What is 'out there' is identity discourse on the part of political leaders, intellectuals and countless others, who engage in the process of constructing, negotiating, manipulating or affirming a response to the demand—at times urgent, mostly absent—for a collective image" (McSweeney 1999). In this case, the collective image of the ASEAN. In short, instead of assigning automatically an explanatory role, regional identity itself has to be explained. Thus, it is important to ask not what regional identities are but what people mean when they talk or write about regional identities.

### The ASEAN Identity

Dr. Fernando Zialcita wrote a book called *Authentic Though Not Exotic* (2006) where one chapter is devoted to Southeast Asia. He said:



## POSITION AND POSITIONING DISCOURSES: From Nationality to an ASEAN Identity

**Dr. Eufracio Abaya**

*University of the Philippines*

*There is not one Great Tradition that covers all of Southeast Asia today, but four: The Chinese (Vietnam, Singapore), the Indian (Laos, Cambodia, Thailand, Burma, and to a continuing extent, the aristocracy of Central Java), the Islamic (Sulu, parts of Mindanao, Malaysia, most of Indonesia) and the Western (Singapore, Philippines, Flores, East Timor).*

*True, there are commonalities in myth and behavior because of the related languages (Austroasiatic and Austronesian); there are also commonalities created by a similar physical environment. But there are no highly charged symbols that are universal throughout the region. This is not to say that no such symbols will appear in the future. I refer to the situation at present.*

*There are laudable efforts to create a Southeast Asian consciousness on the basis of*

*similarities in art-form. In general we can notice these tendencies: an emphasis on commonalities shared by aboriginal art forms in the region; an emphasis on commonalities given by two Great Traditions: the Indian and Islamic; and a deemphasis of art shaped by two other Great Traditions: the Chinese and the Western.*

*To conceive Southeast Asia purely in terms of Pagan, Sukotai, Angkor, and Prambanan is to close doors rather than to open them. The prevailing tendency is to imagine "Southeast Asia" as a piece of a larger jigsaw called "Asia," that is, as a bounded cultural unity with definable boundaries that neatly set it apart from other cultural unities in the world jigsaw puzzle. It may be better to imagine it as a collage which different materials cluster and overlap with each other, while extending into the surrounding space.*

Now let us take a look at how Acharya and Layug (2012), political scientists, gave their own take with respect to this whole issue of ASEAN identity. You would notice as we go through the text that their notion of ASEAN identity implicates the organization itself.

*It must be underscored that ASEAN identity is never a fait accompli, but a quest of "identity in the making" (Acharya 2000; 2006a, 83). Its main strength lies on its processual nature – the ever-present possibility of evolving from nascent to ascendant and finally a mature security community.*

*These sources are ideas, norms, values, culture and history, multilateralism, diversity, and Southeast Asian people's perception about ASEAN and the Southeast Asian region as determined through sample surveys.*

So there is that ASEAN identity referring to the different people in Southeast Asia and there is that ASEAN identity which has been constructed by the, what you call, political entrepreneurs. They themselves have constructed some kind of a culture, which Acharya and Layug are implicating in their description of the ASEAN identity. First, they said that their identity is not ready-made, it is not fait accompli. They said that the way to go is to look at some of these materials that would constitute what can be called ASEAN identity – mainly ideas, norms, values, cultures, and history, multilateralism, and diversity. These are the things that political scientists would draw from to construct an identity and to empirically demonstrate that there is such a thing as ASEAN identity.

What are these ideas? First is the idea of "one Southeast Asia." The membership of all these Southeast

Asian states in ASEAN in the post-cold war period, they said, breathes life to the idea of one Southeast Asia identity. In short, the production of discourse in that particular organization would contribute to the making of that ASEAN identity. Such political project, Acharya and Layug (2012) said, is "'a conscious region-building exercise seeking to redefine the Southeast Asian political space' and the 'logical extension of the political settlement of the Cambodian conflict following the Paris Agreement of 1991' (Acharya 2000, 134)." So, part of those ideas would contribute to the building of ASEAN identity. Second is the idea of an "ASEAN Community." They then elaborated on how this ASEAN Community came into being.

Acharya and Layug also spoke about the importance of legal-rational norms and sociocultural norms in establishing an ASEAN identity. I am not going to elaborate on this anymore since I think these are very self-explanatory. Next, they talked about values that Southeast Asian elites have struggled to realize since 1967 in their quest for identity. Some of these are respect for justice, rule of law, freedom, sovereignty, and lately, democracy and human rights.

Then, Acharya and Layug suggested the different aspects of cultural history in Southeast Asia that would contribute to the making or the construction of the ASEAN identity. These are the Pre-Colonial Pattern of Statehood and Inter-State Relations; Colonialism and the Making of and Unmaking of the Region; Commerce and Southeast Asian Region; Nationalism, Cold War and Regional Order; and Regional Identity and the Post-Cold War Order.

Multilateralism is a characteristic feature or an element of that ASEAN identity. Lastly, one defining source of the ASEAN identity is the diversity among its Member-States and

peoples. They said: "The variegated ethnic composition of the ASEAN countries; cultural heritage, history, and traditions; geographical divide between and amongst continental and maritime states; political systems and values; and national interests bespeak of the ASEAN identity-cum-diversity."

### Celebratory Discourses

I am going to make sense of the ASEAN identity discourse by categorizing them along two axes: the celebratory discourse and the skeptical discourse. The examples (below) are all coming from the official documents of ASEAN, and obviously they are very celebratory.

*We envision the entire Southeast Asia to be, by 2020, an ASEAN community conscious of its ties of history, aware of its cultural heritage and bound by a common regional identity. We see vibrant and open ASEAN societies consistent with their respective national identities, where all people enjoy equitable access to opportunities for total human development regardless of gender, race, religion, language, or social and cultural background. (ASEAN Vision 2020)*

*We envision a socially cohesive and caring ASEAN. (ASEAN Vision 2020, 15 December 1997, Kuala Lumpur, Malaysia, <http://www.asean.org/news/item/asean-vision-2020>)*

*The ASEAN Sociocultural Community, in consonance with the goal set by ASEAN Vision 2020, envisages a Southeast Asia bonded together in partnership as a community of caring societies.... The Community shall nurture talent and promote interaction among ASEAN scholars, writers, artists and media practitioners to help preserve and promote ASEAN's diverse*



cultural heritage while fostering regional identity as well as cultivating people's awareness of ASEAN. (Declaration of ASEAN Concord II, 07 October 2003, Bali, Indonesia, <http://www.asean.org/news/asean-statement-communiques/item/declaration-of-asean-concord-ii-bali-concord-ii-3>)

The last statement is very striking for me. In other words, ASEAN leaders will train a group of scholars, writers and media people, and they will serve as the promoters, the purveyors of the agenda of ASEAN as a whole. How is this identity promoted? If you read the papers, you will see the regional conferences, sports competitions, summits, festivals, and artistic events that are all ASEAN-led. There are also state-led articulations of identity. For example, in the Philippines, we hear about schools that began integrating ASEAN matters in their curriculum, and how to socialize the Filipinos to become aware of ASEAN and eventually to become loyal to ASEAN.

Here is another celebratory discourse:

ASEAN identity, however nascent and evolving, does matter in shaping security politics, regionalism and international relations in the Asia-Pacific. The central idea is that the very constitutive elements of such ASEAN identity—i.e. ideas, norms, and values—help construct Asia-Pacific regional order by laying its normative foundations beyond the material regional balance of power. This ASEAN identity-based regional order provides ample space for peaceful regional cooperation as the common interest of all regional stakeholders. (Acharya and Layug, 2012)

Again, identity is obviously being instrumentalized to perform a function and obviously in the end,

the function of that is to create populations that will embrace the ASEAN agenda.

### Skeptical Discourses

Let us now go over the skeptical ones. Some examples are:

*An elite project: . . . the quest for a regional identity is a political (elite) project and that without an accommodating, inclusive, and pluralistic society, a common regional identity will be hard—if not impossible—to create. (Jönsson, 2008)*

*Christopher Roberts, in a series of interviews conducted with over 900 people within all the ASEAN countries between 2004 and 2007, demonstrated that the level of distrust within ASEAN remains surprisingly high. Moreover, a majority of ASEAN elites feel that the non-interference principle is as important today as it was a decade ago. (Narine, 2009)*

It is very straightforward. There is the agenda on nation-building and the agenda on region-building and often, they need not be in consonance with each other. Here are other examples [taken from an article authored by K. Jönsson (2008)]:

*One also has to remember that ASEAN was designed as an organization for states engaged in nation-building rather than for creating a supranational organization. Nation-building is often a brutal business, and the states wanted to make sure that neighboring states would not interfere in their domestic affairs. Consequently, sovereignty remains firmly located at the national level rather than on a supranational level. The idea was to create a strong region based on strong states, not strong regional institutions.*

*Transnationalism and divided loyalties in times of increasing*

*migration and porous borders, which challenge the present form of citizenship granted by individual states.*

*Globalization forces may encourage further regionalism, but it may also open up for fragmentation. Ethnonationalism and transnationalism pose a threat to many states creating divided loyalties and thus also questioning the legitimacy of the regimes.*

You are familiar with the tensions within Thailand and Burma. You have probably heard about democratization of Burma and people are very wary because the government is going to conduct a nationwide census which some people fear is a way of intensifying surveillance in their country.

Acharya and Layug (2012) also asserted: "Globalization limits ASEAN identity." Finally, Narine (2009) said:

*'ASEAN identity' is simply one identity—and a relatively weak one—among the many other identities that shape the policies and actions of the ASEAN states. From this perspective, the ASEAN Community is a distant objective and the ASEAN Charter is pushing the limits on what ASEAN can reasonably accommodate.*

*The creation of a sociocultural community is absolutely essential if ASEAN is to evolve into a more institutionalized and effective regional actor. However, of the three pillars of the ASEAN Community, the ASEAN Sociocultural Community (ASCC) was the one given the least time and attention.... Promoting a sense of regional identity among the ordinary people of ASEAN should be a fundamentally important issue for ASEAN, but it is one that has not received the resources that it merits.*

You have seen how these competing discourses spark our imagination. I think that these discourses are not straightforward. In fact, they are materials for our social scientists to unravel; in particular the taken for granted symbols, structures, and pronouncements of people who want to homogenize, to "normativize" our lives.

This is my take on this. ASEAN is an institution which orders the lives of nations. It is using identity as a vehicle to standardize emotion—that all ASEAN will love each other, will live in a caring system. This is a clear expression of coercive harmony. And I think, that is a very neat category to make sense of what is going on. Education is one tool where coercive harmony takes place. Coercive harmony is very much expressed in the mantra "one vision, one identity, one community."

The message I want to get across is that the discourse on identity is

something that should engage us because identity pervades everyday life. Identities are constructed, identities are made, identities are officialized. These are the very materials that social scientists should pay attention to because they obviously will lead us to thinking about social relationships, social interactions, and how these social interactions are mediated by power.

In the first video that I showed you, the kids are being socialized into thinking that they have a future that ASEAN will build for them. It is a future of peace. It is people-oriented. It is a future that will allow them to grow, to be able to increase their economic, social and cultural capital. It is a future that will allow them to travel and to learn new things. But we know that behind that discourse is the fact that social differentiation prevails. Who gains the privilege? In short, and I repeat,

there is much to this discourse on ASEAN identity than meets the eye. Thank you very much.

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## ENERGIZING THE PHILIPPINE SOCIAL SCIENCES FOR THE ASEAN COMMUNITY

17 June 2014, PSSC Auditorium



## MAINSTREAMING GENDER IN CLIMATE CHANGE: Towards Sustainable Human Development

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### Introduction

Gender equality and climate change are constructs that influence a good part of the academic activities of social scientists and the practice of social development professionals. The promotion of gender equality regained prominence as an upshot of the Fourth World Conference on Women, whose outcome document, the Beijing Platform for Action, continues to form the basis for global and national plans and priorities. The inclusion of gender equality among the Millennium Development Goals further pushed forward scholarship and mobilization around issues of gender equality.

The magnitude of the potential consequences of climate change led to the articulation of the United Nations Framework Convention on Climate Change (UNFCCC). The Kyoto Protocol, signed by the Conference of Parties in 1997, facilitated compliance with the Convention's final objective to reduce emissions, and delineated new quantitative goals for compliance by countries (UNDP 2009). In this regard, government has been mandated to plan and execute programs for the promotion of gender equality and resilience in the face of climate change. Thus, it is important to see how these twin concerns of human development can be adequately addressed.

### What is Gender Mainstreaming?

Mainstreaming refers to a set of strategies to ensure that gender perspectives and the goal of attaining gender equality are central to all activities – policy development, research, advocacy/dialogue, legislation, resource allocation, planning, implementation and monitoring of programs and projects (UN 2001).

In the Philippines, strategies for mainstreaming gender in the government bureaucracy include legislative mandates that compel agencies of government to incorporate gender equality goals in their plans and processes, a gender-focused development plan to guide the process, a gender budget to ensure that plans come to fruition, and a set of harmonized gender-responsive indicators for monitoring and evaluating ongoing and completed plans.

Today, the most important piece of legislation that propels us to undertake gender mainstreaming is the Magna Carta of Women, or Republic Act 9710. It seeks to promote the “empowerment of women and pursue equal opportunities for women and men and ensure equal access to resources and to development results and outcome” (RA 9710 2010). In this regard, gender mainstreaming is identified as the

key institutional mechanism to implement the Magna Carta of Women.

In the Aquino government, the Women's Empowerment, Development and Gender Equality Plan [Women's EDGE] serves as the companion document to the Philippine Development Plan (PCW 2014). It provides the tool to analyze the gender dimensions of the nation's development goals and enables government to address gender equality issues in different areas of undertaking. This paper will review spaces for gender mainstreaming in programs that address the impacts of climate change on vulnerable sectors and communities.

### What is Climate Change?

Climate change refers to any long-term change in the statistical distribution of weather patterns, whether as changes in average conditions (more/less rainfall, higher/lower temperatures), or in the distribution of events around the average (Aboud 2011). Studies have shown that, as a result of human activities (such as the burning of fossil fuels, deforestation, urban development and other changes in land use), concentrations of greenhouse gases (GHGs) in the atmosphere have increased markedly all over the world and have raised the Earth's temperature beyond the levels that would have existed through natural processes.

An average global temperature increase of more than 2°C could produce an inevitable, rapid reversal of human development and nearly unavoidable

ecological damage (UNDP 2009). Experts warn that climate change could lead to an increase in average sea level, the melting of polar ice caps or an increase in the intensity of extreme hydro-meteorological events. Figure 1 (excerpted from the Sterns Review, 2006) summarizes the potential impacts of climate change.

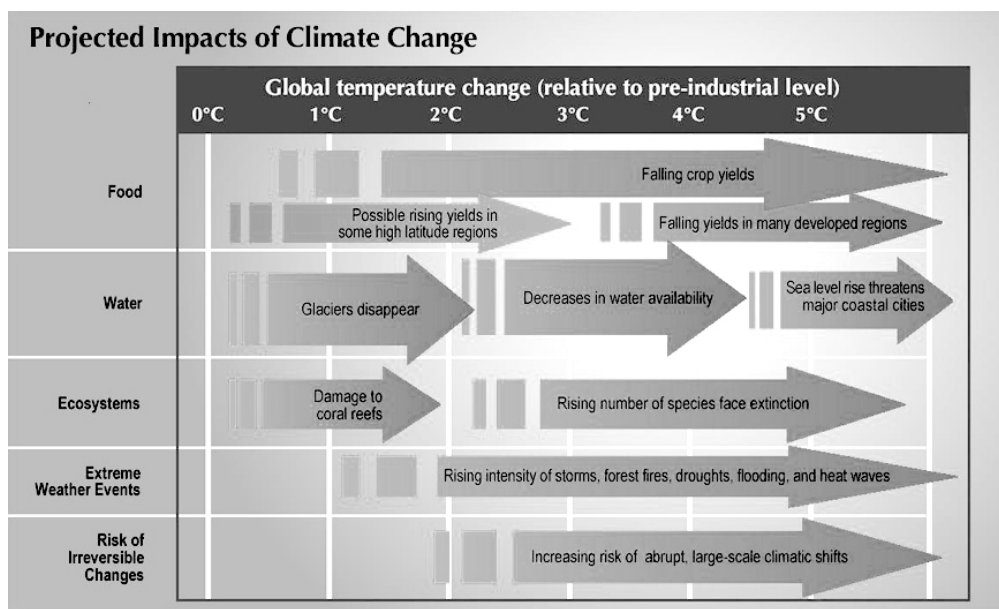
As illustrated, climate change can alter or damage our planet in ways that threaten our food and water resources, place human populations at risk of floods, extreme heat or cold temperatures, and torrential rains. All of these changes place our means of subsistence, livelihood, health, sources of energy, habitat and human settlements at risk. They produce impacts on the overall security of families, communities and nations.

The recent occurrence of typhoon Haiyan, locally known as typhoon Yolanda, sadly illustrates the appalling effects of severe climate change. Recognized as the strongest tropical cyclone to make a landfall on record, it devastated Leyte, Samar, parts of Panay, Palawan and other provinces in unprecedented ways. More than a year after the calamity, affected population groups have not yet fully recovered from the adverse effects of the devastation.

### Climate Change and Development

The magnitude of the potential consequences of climate change has fostered both local and international action. In 1992, the United Nations

Figure 1. Projected Impacts of Climate Change



C = Celsius; CO<sub>2</sub> = Carbon Dioxide

Source: Adapted from the Stern Review on the Economics of Climate Change.



Framework Convention on Climate Change (UNFCCC) was signed at the Earth Summit. It delineated broad objectives to stabilize the concentrations of GHGs in the atmosphere, as well as to define adaptation measures for multilateral action (UNDP 2009). However, the concerned parties were unable to comply with their commitments to reduce GHGs and carbon emissions. Thus, in 2005, the Conference of the Parties in the city of Kyoto signed a new protocol to facilitate compliance with the Convention's final objective to reduce emissions. It also established new quantitative goals for the countries. The Kyoto Protocol was to remain in force until 2012.

In 2011, at the United Nations Climate Change Conference held in Durban, South Africa, a new treaty to limit carbon emissions was established. The conference agreed to a legally binding deal comprising all countries, to be prepared by 2015, and to take effect in 2020. This was further modified by the 2012 United Nations Climate Change Conference, where an agreement was reached to extend the life of the Kyoto Protocol until 2020, and to reify the 2011 Durban Platform, meaning that a successor to the Protocol is set to be developed by 2015 and implemented by 2020. In the meeting of Parties in Warsaw (2013), further essential decisions were taken to stay on track towards securing a universal climate change agreement in 2015 (UNFCCC 2014). Thus, efforts to control GHGs and carbon emissions remain very much a struggle between the Parties, with more developed states guilty of high carbon emissions unable to comply with international agreements. To date, the United States stands out as the only developed nation that is not yet a signatory to the Kyoto Protocol and post-Kyoto agreements.

### **Philippine Laws and Policies on Climate Change**

In 2009, the Philippine Congress passed RA 9729, also known as the Climate Change Act of 2009. The bill was passed in July 2009, shortly before the advent of Typhoon Ketsana (locally known as Ondoy). The Act adopted the following principle: "... protecting the climate system for the benefit of humankind, on the basis of climate justice or common but differentiated activities" (RA 9729 2009).

The law adopts the principles of the UN Convention, to wit:

*... stabilization of greenhouse gas concentrations in the atmosphere at a level that would prevent dangerous anthropogenic interference with the climate system which should be achieved within a time frame sufficient to allow ecosystems to adapt naturally to climate change, to ensure that food production is not threatened and to*

*enable economic development to proceed in a sustainable manner. (RA 9729 2009)*

Further, the Act recognizes the complexity of the effects of climate change on the Philippines and its local communities, particularly the poor, women, and children. These dangerous consequences of climate change were identified as "rising seas, changing landscapes, increasing frequency and/or severity of droughts, fires, floods and storms, climate-related illnesses and diseases, damage to ecosystems, biodiversity loss that affect the country's environment, culture, and economy" (RA 9729 2009). The Act also created the Climate Change Commission as the sole policy-making authority on climate change. The Chairperson of the Philippine Commission on Women sits in its Advisory Board. Moreover, one of the components of the Framework Strategy and Program on Climate Change is the identification of differential impacts of climate change on men, women and children.

In 27 May 2010, Republic Act 10121 or the Philippine Disaster Risk Reduction and Management Act was passed into law and paved the way for the need to "adopt a disaster risk reduction and management approach that is holistic, comprehensive, integrated, and proactive in lessening the socio-economic and environmental impacts of disasters including climate change, and promote the involvement and participation of all sectors and all stakeholders concerned, at all levels, especially the local community" (RA 10121 2010). Its final passage followed the heels of Typhoon Ketsana (Ondoy), which had resulted in over 700 fatalities and \$1 Billion in damages, severely affecting Metro Manila and 25 provinces (CDN 2012).

The National Framework Strategy on Climate Change (NFSCC) was established in 2010 to serve as the roadmap for national programs and plans towards more climate risk-resilient Philippines (Aquino 2011). It identified key climate-sensitive sectors that would be greatly affected by climate change. These sectors include agriculture, biodiversity, infrastructure, energy, and population, health and demography. From these climate-sensitive sectors, the twin objectives of climate change adaptation (improved resilience) or climate change mitigation (greenhouse gas reduction) were developed.

### **Gender and Climate Change**

In 2001, the Intergovernmental Panel on Climate Change (IPCC), a scientific body, observed that the impacts of climate change will be differently distributed among different regions, generations, ages,

classes, income groups, occupations and sexes. It also affirmed that climate change will disproportionately affect less developed countries and people living in poverty in all countries, exacerbating inequalities in well-being and in access to food, clean water and other resources (UNDP 2009). Given the inferior position of women, these conditions will likely render them more vulnerable.

The Hyogo Framework for Action of the World Conference on Disaster Reduction in 2005 (ISDR 2005) represents one of the important international efforts to integrate gender equity into all decision-making and planning processes on disaster risk management (UNDP 2009). The Framework for Action calls on State parties to integrate gender equity into all decision-making and planning processes related to disaster risk management. It took into account the need to integrate "into all disaster risk management policies, plans and decision-making processes, including those related to risk assessment, early warning, information management, and education and training" (ISDR 2005: 6).

At the 14th Meeting of the United Nations Commission on Sustainable Development (CSD 2006), the Women's Major Group pointed out that climate change has specific gender characteristics. The group made the following assertions (from UNDP 2009: 28):

- Women, due to their social roles, discrimination and poverty, are affected differently by the effects of climate change and by extreme climate events that often translate into disasters.
- Women are not sufficiently represented in decision-making processes on climate change, or adaptation and mitigation strategies.
- Women must be included, not because they are "more vulnerable" but because they have different perspectives and experiences to contribute (for example, in implementing adaptation measures).

In its 55th session, the Commission on the Status of Women adopted a resolution to mainstream gender equality and promote the empowerment of women in climate change policies and strategies (CSW 2011). The body recognized that gender equality, the integration of gender perspectives and the effective participation of women at the global, regional, national and local levels are important for effective action on all aspects of climate change.

Among its provisions, the Resolution calls upon Governments to integrate a gender perspective in environmental and climate change policies, and:

- to strengthen mechanisms and provide adequate resources to ensure women's full

and equal participation in decision-making at all levels on environmental issues, in particular on strategies related to the impact of climate change on the lives of women and girls;

- to promote women's equal access to education, media and information, communications and technology and to encourage women's equal participation in training and capacity-building;
- to support and empower rural women, who are engaged in agricultural production by enhancing their access to and control of resources, including land tenure and other property rights. (CSW 2011).

It also enjoined Governments, including States Parties to the United Nations Framework Convention on Climate Change, to continue to incorporate a gender perspective and make efforts to ensure the effective participation.

### **Mainstreaming Gender in Climate Change Policy and Legislation**

Both the National Climate Change Action Plan (NCCAP 2011–2028) and the National Disaster Risk Reduction and Management Plan (NDRRMP) integrate gender concerns and recognize the value of gender mainstreaming. The NCCAP's avowed ultimate goal is to "build the adaptive capacities of women and men in their communities, increase the resilience of vulnerable sectors and natural ecosystems to climate change and optimize mitigation opportunities towards gender-responsive and rights-based sustainable development" (CCC 2011). Specific gender-related activities have been identified in the NCCAP's seven strategic actions, namely: food security, water sufficiency, ecological and environmental stability, human security, climate-friendly industries and services, sustainable energy, and knowledge and capacity development.

Gender mainstreaming is about reducing vulnerabilities and encouraging a balance in the participation and decision making roles in Disaster Risk Reduction and Management (DRRM) [PCW 2014]. The NDRRMP outlines activities for strengthening the capacity of the national government and LGUs, together with partner stakeholders, to build the disaster resilience of communities and institutionalize arrangements and measures for reducing disaster risks (RA10121). It is committed to promoting gender-sensitive vulnerability and capacity analysis in all disaster risk reduction and management activities. It encourages balancing the roles, responsibilities, needs, interests, capacities of and effect to both genders in contingency plans as well as implementation of community-based activities.

The Magna Carta of Women (RA 9710) recognizes the equal right of women to food security and productive resources. Section 23 declares that "the State recognizes the contribution of women to food production and shall ensure its sustainability and sufficiency, including in the context of climate change, with the active participation of women" (RA 9710 2010). In this regard, it guarantees equal status between women and men, whether married or not, in the titling of the land and issuance of stewardship contracts, patents, including in the agrarian reform program. In the case of indigenous communities, women are to enjoy equal rights to the enjoyment, use, and management of land, water, and other natural resources within their communities or ancestral domains.

As beneficiaries of the agrarian reform program, both spouses and parties are entitled to equal rights and access in availing of support services as provided for in agrarian reform laws, without discrimination of sex. Information and assistance in claiming rights to the land shall also be made available to women at all times. Equally important, the Magna Carta of Women stipulates that women-friendly and sustainable agriculture technology shall be designed based on accessibility and viability in consultation with women's organizations (RA 9710 2010: 80-86).

Recognizing these rights, participants in consultative meetings of various sectors, identified important gender issues related to access and control over natural resources and climate-change-induced disasters. The Women's EDGE Plan singles out the following gender issues in climate change activities for sustainable development (PCW 2014: 213-216):

- Lack of integration of gender issues in policies and programs on environmental management, biodiversity conservation, and climate change resiliency,
- Women's limited awareness of their status and roles in ENR management and CCA strategies,
- Women's limited or lack of access to and control over resources, and
- Weak implementation of GAD-related policies and strategies in the NCCAP and the NDRRMP, as well as in the monitoring of their implementation.

Planners, policymakers and service providers apparently still need to hone their skills and capacities for gender mainstreaming in climate change adaptation and mitigation programs. For this reason, gender issues are poorly-represented in policies and programs on environmental management, biodiversity conservation, and climate change resiliency. Gender analysis is lacking on the status and roles of women

in environment and natural resource management and in climate change adaptation (CCA). In fact, women's contributions to and important participation in natural resource utilization and management are unrecognized or undervalued, both by duty-bearers in government and by the community women themselves. Even in disaster risk reduction and management programs, women tend to be viewed as passive victims, so that their real needs and interests in DRRM may be left unattended.

Due to traditional views on gender, agricultural production is associated with masculine roles, and women are often considered to have only marginal roles in rural production systems. As such, women still have problems in accessing natural resources that are crucial to their families' full human development, including the right to land reform, forestry stewardship and aquatic resources. For instance, women across the regions constituted only around 28 percent of those in the Agriculture, Hunting and Forestry industry and eight percent in Fishing, making up no more than 15 percent of around six million farmers, forestry workers and fishers. Due to the nature of labor arrangements, compounded by gender stereotypes on women's role in society, women's earnings can be nil, or lumped together with the account of their spouses or fathers. Women who do receive earnings from agriculture usually get paid less than the men, although the gender wage gap in Agriculture, Hunting, and Forestry has declined over the past four years (Torres 2011).

In the current market economy, indigenous women have gone into the production of commercial crops, including vegetables, fruits, rice, and corn. Despite their intense involvement in agricultural production, however, indigenous women rarely earn enough for their daily basic needs. The low yields from their subsistence production, coupled with cheap market prices, usually result in depressed earnings for indigenous women (Cadiogan 2004). As a result, indigenous women become domestic workers, wash clothes, tend gardens, or engage in construction. They may also become small-scale miners (Cariño 2004).

Government programs intended for peasants and farm workers also tend to neglect women. They comprise only a small percentage of recipients of the Community-Based Forest Management Agreements (CBFMAs), and only 29 percent of the Protected Area Community-based Resource Management Agreements are with women. Nonetheless, after the promulgation of the Magna Carta of Women, more steps are being taken to acknowledge women's participation in rural production. For example, RA 9700 or the Comprehensive Agrarian Reform

Program Extension with Reform (CARP-ER) directs the Presidential Agrarian Reform Council (PARC) to recognize the specific needs and well-being of women farmer- beneficiaries in its support services, taking into account the specific requirements of female family members of farmer- beneficiaries.

RA 9700 also stipulates that landless women beneficiaries are entitled to self-organization, to enable them to obtain equal access to economic opportunities, to have access to agricultural credit and loans, marketing facilities, technology and other support services, and to enjoy equal treatment in land reform and resettlement schemes (Section 37-A, RA 9700 2009).

Both the National Climate Change Action Plan and the National Disaster Risk Reduction and Management Plan have been tasked to incorporate gender equality goals into their processes. Nonetheless, the full implementation of gender mainstreaming into NCCAP and the NDRRMP appears to be moving at a slow pace. The PCW notes that there is limited sex- and age-disaggregated data that could aid in calibrating support measures according to age- and sex-specific requirements (PCW 2014). There has also been a paucity of information on the severity of the conditions and needs of affected residents. Thus, women and young girls are exposed to many risks, including gender-based violence, sexual harassment, lack of health services and nursing care for pregnant and lactating women, adequate food for themselves and their children, and suitable living spaces that afford privacy and personal safety.

### **Gender Mainstreaming in Climate Change Programs and Services**

Social workers, community development and other social development professionals, organizers and advocates from civil society and peoples' organizations, have made it their mission to work for the growth of resilient communities. Their principal strategy has been through organized, collective action, empowering groups and communities, through consciousness-raising and capacity building, to overcome the risks associated with climate change, so that the people are freed to attain their human rights and development. The incorporation of gender equality goals into these processes and objectives is deemed essential, and is mandated by both global accords and national laws. In the succeeding discussion, we will discuss the elements of gender mainstreaming that are important to the realization of these ideals.

### **Gender Sensitivity**

Before anything else, climate change managers, planners and direct service workers need to understand the essence of gender mainstreaming, and its part in their work. They need to become familiar with policy and legislative directives, and international obligations to mainstream gender in climate change.

Development workers have to understand basic concepts and strategies associated with gender and development: such as gender roles, the division of labor, practical and strategic gender needs, and the country's development goals. For example, gender sensitivity training (GST) can enable workers to appreciate how gender roles may disadvantage women from receiving more education on renewable energy sources, or how traditional gender beliefs have become a deterrent to land ownership, forest or community stewardship. At the same time, a GST can demonstrate the creative solutions devised by women when faced with crisis situations, such as how to continue cooking in a flooded kitchen, or what herbal remedies can be applied to cuts, wounds, burns and bruises brought on by brush fires.

Through gender sensitivity sessions, a deep and abiding commitment to gender equality should be formed and become the philosophical basis for all activities related to climate change mitigation and adaptation. Development workers need to be able to argue for women's empowerment and gender equality. Eventually, this 'wisdom' can become the core of development planning.

### **Information on Gender and Climate Change Processes**

Gender mainstreaming is an informed and analytic process. In climate change planning and program implementation, it has to be based on gender-differentiated and/or sex-disaggregated knowledge about the demographic, cultural and livelihood characteristics of affected sectors and communities. This can include information on the following:

- Sociodemographic characteristics of communities at risk,
- Sex-differentiated impacts of climate change in different production settings (e.g. agriculture, forestry, fisheries, plantations, industry),
- Sex-differentiated impacts of climate change across the provinces,
- Sex and gender differences in access to and use of biofuels and renewable sources of energy,
- Gender aspects of the technology and financing of climate change projects, and
- Representation of women and men in local, regional or national assemblies engaged in ENR or CCA management.



These different bits of information can be obtained through national surveys, community studies, situation analysis, and personal observations. They are also found in researches from academe. Ideally, a sex-disaggregated and gender-responsive database should be developed and maintained by each of the partner organizations working on climate change concerns. The database will serve as guide to the formulation of gender-responsive plans, programs and activities. Gender analysis of gender concerns in climate change programs commences from the contents of a gender database.

### **Capacity Building: Training on Gender Analysis**

An analysis of how gender and climate change phenomena are linked together provides the bases for pinpointing the most important gender issues embedded in these situations. It enables different stakeholders to design activities that incorporate these concerns in climate change programs.

The basic questions all development programs and projects respond to are the following: "What are the gender issues that the project needs to address in view of its goals and objectives? Which women's human rights are promoted by the programs and projects?" (ODA-GAD 2005). Gender analysis of climate change can answer the following questions:

- What are the gender roles and the gender division of labor of the women and men in the sector or community affected by climate change?
- Who gets what share of natural or productive resources? How does a man or woman make use of these resources?
- What interventions are needed and desired to enable women and men to effectively undertake their present roles in the community?
- How can their choices and capacities for human development be enhanced in the face of climate change?
- What are the obstacles and constraints to women's empowerment and gender equality?

Some examples of how gender analysis can be applied in climate change research are as follows:

- A case study on the use of renewable energy can be examined by asking: Who use these technologies? What gender roles are satisfied? How do they affect the user's rights and functioning?
- Vagaries of temperature and other climate changes in specified rural settings can be used to answer: What crops are affected and who raise them? What are the proportions of women and men engaged in crop production? What

alternative procedures for crop production, if any, are used by men and women farmers?

- A document summarizing attendance or representation in the Agricultural and Fisheries Councils of a region can be analyzed to determine the proportions of women and men in the different municipal and provincial AFCs. Decisions arrived at by mixed groups can be compared to the solutions delivered by men-only or women-only decision-makers.
- Research, field practice and service delivery should bring out women's knowledge on different aspects climate change: as on how they have adjusted their farm calendar with changes in rain patterns or temperatures, or what steps they take to secure their children's safety when faced by the threats of flooding, earthquakes or epidemics. Such studies can also surface the 'omens' that women watch out for, in order to predict weather patterns, earthquakes or other unusual climate events.

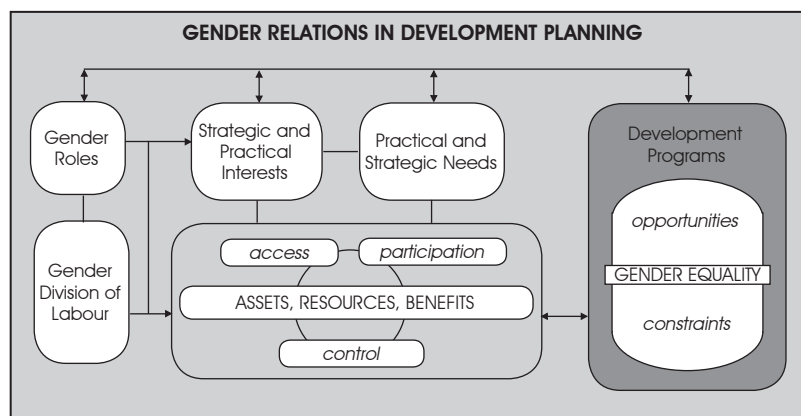
### **Capacity Building – Gender-responsive Planning**

The gender issues that emerge from gender analysis should form the core around which a gender-responsive plan is formulated. The process of gender-responsive planning commences with the analysis of gender roles and the gender division of labor. Gender relationships influence the practical and strategic needs of women that emerge, as much as they hinge on women's capacities and freedoms: as represented by her access to, participation in and control over assets, resources and benefits. A thorough analysis and recognition of these linkages should be used as the basis for gender-responsive planning, whose goal is the attainment of gender equality, a basic human right. Figure 2 illustrates these relationships (Torres 2012).

For example, gender analysis tells us that women's reproductive roles are strained by prolonged stay in an evacuation center. Breastfeeding mothers have to contend with lack of privacy (a practical gender interest) which can make them victims of sexual harassment from peeping toms (lack of control over their privacy). The programmatic response could be to set aside a curtained portion of the evacuation center for breastfeeding.

In another instance, we find many rural women bereft of titles to land and other productive resources, since property tends to be passed on from fathers to sons (due to the male productive role). When they are widowed or left by their spouses, women have little or no assets to depend on for their own and their children's survival. Hence, women are at greater risk of immiseration, especially when wage labor is not

Figure 2. Framework for Gender-Responsive Planning



readily available. Gender equality can be promoted in this instance through legal reforms or the infusion of gender equality values in socialization (responses to a strategic need, the right to own property). It can also be more immediately addressed by extending employable skills and credit to women in such vulnerable positions (responses to a practical need, to have money for daily expenditures).

Using the Harmonized GAD Guidelines as starting point (ODA-GAD 2005), the following areas of concern can be used as guideposts in designing gender-responsive projects or activities in climate change planning:

- Articulation of a woman's human right, gender equality goal, purpose or objective in the proposed activity for climate adaptation or mitigation;
- Inclusion of gender equality and women's rights outputs and outcomes as among the indicators of community resiliency;
- Support for gender-responsive activities or interventions that can strengthen capacities, understanding and execution of gender mainstreaming in climate adaptation or mitigation programs and services;
- Inclusion of gender-responsive monitoring targets and indicators in the main project document for the NCCAP or NDRRMP;
- Inclusion of GAD activities among the key result areas of the climate adaptation or mitigation program or plan;
- Congruence of the GAD agenda in an agency with that of the Philippine Government, in this case the W-EDGE.

### Gender-sensitive Project Implementation

The observance of gender equality goals in the actual implementation of the gender-responsive plan

is as crucial as in its conceptualization. In climate change adaptation or mitigation processes, the following guideposts can be observed:

- Ensure the fair representation of women and men in all aspects of CCA/CCM projects;
- Provide structures and mechanisms that encourage the meaningful participation of women and men in different aspects of the projects or services;
- Enable both women and men to enhance their knowledge and skills on the technical aspects and management of climate adaptation or mitigation projects through study tours or scholarships.

### Institutionalization of Mechanisms for Gender Mainstreaming

In order to sustain gender mainstreaming processes in an agency, bureau, or organization, it is important to institutionalize the following structures: (a) a Gender Focal Point tasked to monitor progress in GAD programs, and, to reiterate, (b) a gender database or knowledge repository. Regular project monitoring would be ideal, using the guide questions of the Harmonized GAD Guidelines annual reviews; and updating of GAD plans are encouraged, which can serve to identify good practices, limitations and pitfalls.

As a separate but crucial process, GAD Champions have to be identified from among key management officials. GAD Champions can be the 'face' of gender equality advocacy in the organization, the rallying point for program implementation, goal setting and organizational transformation. Training and GSTs need to be provided to other staffers, in order to be able to transform the establishment into a gender equality organization.

## Last Thoughts

Gender mainstreaming, like other strategies for organizational transformation, is a long arduous process, with unexpected twists, turns and tumbles along the way. Change does not happen overnight, especially with respect to gender constructions. The reflections of Frances Hesselbein of the Girls Scouts of the USA serve as food for thought. She said:

*Culture does not change because we desire to change it. Culture changes when the organization is transformed – the culture reflects the realities of people working together every day.*

*(From Frances Hesselbein Quotes & Sayings)*

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# THE GENDER DIMENSIONS OF CLIMATE CHANGE AS A HUMAN SECURITY ISSUE

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Well into the 21st century, the connection between climate change and human security has become undeniable. As threats to various aspects of people's lives due to climate change become increasingly felt everywhere, the need to understand climate change in a way that captures the totality of its impacts also becomes more apparent. Human security, defined as the freedom from fear, want, and indignity, adequately captures the intensity and extent of climate change impacts on people's lives as it looks at seven dimensions including economic, food, health, environmental, personal, community, and political (United Nations Trust Fund for Human Security [UNTFHS] 2009).

The global nature of climate change is emphasized when considered as a human security issue. Since human security frames people's freedoms as inherent rights that cut across national boundaries, it allows for the appreciation of climate change as a global issue that thus must have a global response. As expressed in the United Nations Development Program (UNDP) Human Development Report of 1994, human security is in fact "both a new measure of global security and a new agenda for global action"; indeed, there are "threats that hold no respect for national borders" (International Institute for Environment and Development [IIED] 2008: 68). Climate change is inarguably among these.

Appreciating the full reality of climate change as a human security issue, however, is incomplete at best if blind to the underlying gender constructions that structure people's lives. Understanding people's vulnerabilities is crucial, as these determine the gravity

and dynamics of climate change impacts on human security in a given context; and as growing literature on both climate change and human security has shown, gender constructs are a major factor to people's vulnerabilities. In many of the world's societies, women are still tied to roles and responsibilities that place them at greater risks and make them more vulnerable than men when faced with impacts of climate change such as climate-related disasters. They are also still significantly left out from planning and decision-making over mitigation and adaptation strategies.

A human security approach to climate change takes the quality of people's lives as a starting point in addressing its impacts, as it holds as premise that "a people-centered view of security is necessary for national, regional and global stability" (Dokos 2008: 10). It thus necessarily requires looking at gender-based vulnerabilities as well as capacities, as it upholds people's individual human rights as an end in itself on one hand and as it is essential to global security on the other.

## **Climate Change as a Threat to Human Security**

Climate change threatens human security. It brings about change in various aspects of the physical environment which, in turn, impacts on social realities. With environmental changes that are unnatural and relatively rapid, people are faced with threats to their lives, both in terms of the most immediate and the most enduring questions of survival.

Around the world, people are experiencing direct impacts such as in food security and access to water, as well as indirect impacts such as on people's health



and physical safety (Mignaqui n.d.: 2). For example, changes in temperature can affect water resources for food production whether for consumption or income generating purpose. This is especially true for agricultural areas that experience drought. As water sources dry up, crop yields are affected in number and quality, with implications on what the community can consume and/or earn from. Webersik (2010) cites how this has become apparent in France in 2003 when crop yields were reduced to as much as 30 percent. Diseases are also likely to take new forms or otherwise adapt to climate change more quickly than humans can. This is true with malaria in Africa, which spread to the highlands in the East, a previously unaffected area, due to a rise in temperature in the region (Webersik 2010).

Challenges with the security of basic needs further become causes or aggravating factors for socio-political conflicts. Competition and conflict over resources, energy sources, and territories are some inevitable outcomes that are bound to become serious political security issues (Dokos 2008). For instance, scarcity in resources such as water can escalate to armed conflict such as in the case of Darfur and Somalia (Webersik 2010). Processes involved in responding to climate change can aggravate political conflicts as well, driving human insecurity further worse. Webersik (2010) proposes that political unrest and dissatisfaction with the government, for instance, can intensify when disasters are mismanaged. Existing political hierarchies and other forms of relationships among groups not only determine resource distribution and use but intensify the struggle for resources as well.

### **Climate Change Impacts on Vulnerabilities and Inequalities**

It is important to stress that climate change threatens people's lives not only because it creates new threats, but also because it adds to the intensity and extent of threats to human security that already exist in communities. This happens in at least two levels: by intensifying people's vulnerabilities, and by magnifying social inequalities.

On one hand, the impacts of climate change are more severely felt by those who already experience human insecurity as such initial condition determines their adaptive capacity to crises in general (IIED 2008; Mignaqui n.d.). They include those who are faced with armed conflict, have little or no access to basic goods and services, or have no sustainable sources of income. In such contexts, addressing climate change also become the least priority, either because resources

are limited, there is a need to prioritize more pressing issues, or there is simply no long-term consideration for climate change (IIED, 2008: 75). As such, not only does climate change create threats, it reproduces their vulnerabilities and furthers their inability to overcome them as well. Freedom from fear, want and dignity only become all the more unattainable once climate change impacts set in.

On the other hand, the fact that different groups bear different vulnerability levels points to the reality of social inequalities. This is another aspect of climate change as a human security issue, one that has been emphasized in a number of literature. For instance, the economic South or developing countries are more disadvantaged than the economic North in terms of climate change impacts as people in the former live with greater vulnerabilities. Whether because of "political unrest, reduced access to global markets, violent conflict, or economic fluctuations," developing countries have less adaptive capacity to deal with climate change (Dokos 2008: 11). In comparison, developed countries, with their greater access to resources and decision-making power, have greater adaptive capacities.

The structured nature of social inequalities that makes some more vulnerable to climate change than others raises the need for a global action. More importantly, the fact that the responsibility for climate change falls on those actually least affected by it and conversely that the least responsible for climate are the most adversely affected by its impacts, spells injustice that needs to be responded to as such (Webersik 2010; IIED 2008). Behind climate change are excessive carbon emissions from fossil fuels, from industries which are based in the most economically developed countries. Yet, its impacts on human security, from food to political dimensions, affect the poorest regions of the world.

Climate change impacts are felt by people differently, but the worst of these are felt by those whose lives are initially characterized by human insecurity. This goes on the basis of the state of development of one's country and economic class, as well as other socially constructed categories such as race and ethnicity (Women's Environment and Development Organization [WEDO] 2008; Resurreccion 2011). Most increasingly recognized, however, is how climate change "is not gender neutral... [It] magnifies existing inequalities, reinforcing the disparity between women and men in their vulnerability to and capability to cope with climate change" (WEDO 2008: 33). As women carry the burdens of gender-based human insecurities

in addition to environmental injustice, they are faced with greater risks posed by climate change.

### **The Gender Dimension of Climate Change as a Human Security Issue**

The gender dimension of human insecurity is among the perspectives on climate change that is increasingly gaining ground in relevant literature and policies (Resurreccion 2011; Mignaqui n.d.). Some policies related to climate change also call for a gender perspective. For instance, the Hyogo Framework for Action in 2005 states that “a gender perspective should be integrated into all disaster risk management policies, plans and decision-making processes, including those related to risk assessment, early warning, information management, and education and training” (as cited in WEDO 2008). However, this has not yet translated to changes in attitudes and actions on the ground (Mignaqui n.d.).

One of the rationale for this is the feminization of poverty: 70 percent of the world's poor are women, making them particularly vulnerable to climate change impacts by virtue of poverty curtailing their capacity to prepare as well as adapt to it (Resurreccion 2011; WEDO 2008; Mignaqui n.d.). In short, the perspective that economic poverty determines vulnerability to climate change automatically puts women as a special concern because they are increasingly becoming the face of poverty.

Another angle to the gender perspective comes from the fact that human insecurity impacts women and men differently. The 2005 Human Development Report, for instance, in incorporating a gender perspective into the impact of human security on human development, found the extent to which one form of armed conflict in the Philippines, the Ideologically-Based Armed Conflict or IBAC, affects people's lives. The Gender Development Index, which is based on the Human Development Index or HDI but disaggregated based on gender, affirms how IBAC cuts across gender on one hand and affects women on the other. Provinces at the lowest ranks in the GDI are all IBAC-ridden areas: Eastern Samar, Biliran, Agusan del Sur, Zamboanga del Norte, Sarangani, Masbate, Basilan, Tawi-Tawi, Maguindanao, and Sulu (Human Development Network [HDN] 2005). This reinforces the impact of human insecurity on the quality of women's lives.

Effectively addressing the impacts of climate change on human security requires a gender perspective, whether one considers how they make up most of the world's economically poor or how they are significantly affected by human security issues

in general. A closer look at women's lives, however, shows that there are nuances to their gender-based vulnerabilities. In fact, looking at climate change as a human security issue becomes clearer and more complete once its gender dimensions are considered.

### ***Social constructions of women and men play a large part in how climate change translates to human security issues***

Gendered vulnerability sums up how the impacts of climate change affect women and men differently, as women's gender-based roles put them in greater disadvantage. In understanding why and how, studies show that looking at the social context of women's vulnerabilities provides a better explanation than by looking at (just) physical ones. As Terry (2009) sums it up: 1) women's livelihoods tend to depend more on the natural environment, and are thus primarily affected by climate-change related disasters; 2) vulnerabilities of women from the South, including poverty, lack of access to basic goods and services, and marginalization from decision-making processes, increases their vulnerability to climate change; 3) the intersection of vulnerabilities based on gender as well class, caste and others magnifies the vulnerabilities of women in the face of climate change; and 4) women's ways of knowing and doing, marginalized from mainstream processes, are yet to be considered as alternatives to mainstream male-oriented ways of resource use. Interestingly, looking at the gender dimension of vulnerability to climate change enriches Webersik's (2010) earlier cited emphasis on how those that are least responsible for climate change tend to be the ones most affected by it. Not only are women from the South at the lower rungs of political hierarchy the world over, they also tend to be marginalized in the political processes of their very communities and even families. They do not make decisions but carry consequences of such decisions.

It is not only because women make up 70 percent of the world's poor that they are particularly vulnerable to crises such as climate change, but also because of the characteristics of such poverty. One is that they take on unpaid reproductive roles, which deprive them of resources. Another is that poor women usually do informal work, which does not provide secure income or benefits. Women, whether for productive or reproductive work, depend on nature more than men do, such as in subsistence farming, thus making them again more vulnerable to climate change. At the end of the day, “women have less access to resources that are essential in disaster preparedness, mitigation and rehabilitation” (WEDO 2008: 33).

Cultural practices can also create vulnerabilities for women. For example, in many societies, leaving the house and clothing oneself follow male-dominant norms. In some cultures, women are not free to leave the house without permission from the 'man of the house'; nor are they allowed to dress in ways other than fully clothed with long dresses and skirts (Mignaqui n.d.: 11). Both can be impediments during evacuation from climate change-related disasters, for instance.

When disaster strikes, the same roles and responsibilities that initially made women vulnerable further place greater burden on them as they try to cope with the new situation. Reproductive tasks become all the more difficult for women, as food, water, health and other basic goods and services are affected by disaster and thus demand more of their energy and time such as when they search for food, fuel or water. Women's lack of access to resources become liabilities that hinder them from responding better to their situation; and cultural norms affecting their decision-making power and mobility also pose serious risks on their survival such as simply moving to safer places (WEDO, 2008: 36; Mignaqui n.d.: 12). On the other hand, new vulnerabilities also spring from responses to climate change impacts such as climate-related disasters that leave out women's gender-specific needs. Immediately after disaster, for instance, sexual harassment and assault against females, violence against women, and human trafficking, as well as reproductive and sexual health issues including cases of HIV/AIDS would rise (Mignaqui n.d.: 6; WEDO 2008: 34).

**Women's experiences should inform adaptive responses to human security issues brought about by climate change**

In a collection of studies entitled *Climate Change and Gender Justice*, Terry (2009) points out three difficulties one encounters in looking at how gender matters in climate change. First is how the discourse on climate change policy is "stereotypically masculine," as it focuses on technical expertise, approaches problems mechanically, and favors solutions that privilege the neoliberal economic framework. Second is the challenge of understanding climate change within the context of a capitalist-driven globalization rather than as an isolated phenomenon. Third, is the reality that climate change also involves nonhuman causes or factors and thus also demands appropriate perspectives. These points are consistent with Webersik's (2010), which warn about the risks in coming up with solutions for climate change that fall short of

truly addressing people's needs. Wasting resources, creating political conflict and increasing people's vulnerabilities are only some of these.

Women's ways of knowing and doing are ignored especially with the deprivation of their right to take part in decision-making processes within the household or the larger community, and sufficient solutions to climate change impacts are missed as a result (WEDO, 2008). As studies have shown, women are clear about their priorities when it comes to climate change adaptation. They identify safety for themselves and their families, adapt agricultural practices, and gain access to information and services, capacity-building and access to resources and ecological restoration (WEDO 2008: 36-37). These should reflect in responses to climate change, as they carry the views of those that are most affected. More importantly, women who participate in decision-making are less vulnerable. A gender perspective into climate change as human security issue thus emphasizes not only women's vulnerabilities but women's contributions to adequately responding to it (Mignaqui n.d.: 17).

Gender aspects of mitigating climate change, while focusing more on the physical environment than the coping ability of women or people in general, also focus on women's empowerment as a crucial element in reducing the possible further impacts of greenhouse gas emissions on earth and its inhabitants. The use of biofuels, for instance, earlier thought to be a most effective mitigating response to climate change but were later found to cause more vulnerabilities to climate change especially for peoples in the South, is argued to have been arrived at without enlightenment from women's experiences with the environment (Terry 2009). Women, especially from the South, who take on food production work, depend more on nature for their livelihood, and are more concerned with securing the family's or community's health and nutrition, are bound to come up with mitigation strategies far from the likes of biofuels. As with adaptation strategies, the surfacing of women's voices, the enhancement of their capabilities, and the security of their political participation up to agenda setting are crucial in efforts to mitigate climate change.

Gender justice in adaptation strategies emphasizes the need for gender-responsive strategies in reducing the effects of climate change. In acknowledging how women from the South are most vulnerable to and affected by climate change, participatory roles in strategies against its effects are necessary. Studies tend to emphasize the need for empowering women as the ideal gender-responsive strategy. At the minimum, women's voices must be heard; and at the

maximum, they should not only be part of decision-making processes but of development agenda setting as well (Terry 2009; Resurreccion 2011). Climate change is in itself a human security issue, but what that means in reality is determined by women's position in a particular community and in the global community. Unless women are empowered to claim their right for equal position as with those who are currently in power, no adaptation strategy will truly reduce their vulnerabilities to climate change.

Terry (2009) emphasizes that the task of influencing public policy, from lobbying to staging protests, needs to be truly participatory and aimed at women's empowerment. Such consistent insistence on the right to political participation underscores how climate change is rightfully framed within human security, which, as it upholds the human rights approach to empowerment, places a clear obligation on states to take action for respecting, protecting, and fulfilling these rights. In the particular context of climate change, it also calls on them to take concerted action.

### **Some Experiences of Women in the Philippines**

Stories of women in Philippines particularly provide testament to how gender plays into the threats of climate change to human security. The country, considered a "Mecca of disasters" by climate change experts due to its exposure to various natural environmental hazards and limited adaptive capacity, is expected to experience the worst of its impacts (SEAMEO Innotech 2014; Rappler 2013). Despite being among the least of contributors to climate change, as a developing country, the country is among those that will feel the impacts of climate change the most (Peralta 2008). Consistent with international literature on climate change, its gender dimension is undeniable. Women bear the consequences of climate change more heavily, but at the same time, they are key to finding more effective response.

As observed in different contexts, women in the Philippines also work closely with nature for their livelihood. Women make up a significant population of farmers and fishers in the country, and are thus directly affected by climate change both in how it affects their livelihood and human security as a whole. In Nueva Ecija, women's farming livelihoods have been affected as "thousands of hectares of rice farming and core plantations were destroyed" due to a series of typhoons that occurred in the country, an

observed impact of climate change (Santos 2012). The loss of livelihood, for women, not only meant the loss of an economic source; it also meant that they have to look for other means of income and secure food for the family.

Women's domestic roles are multiplied with climate change impacts. This is a burden not only because of the tasks involved but also the manner in which these tasks are carried out. Women already living in poverty will face even more difficult situations. Once social systems break down, in the aftermath of climate-related disasters, women tend to continue assuming their traditional roles, such as borrowing money, securing food in case of crop failure, caring for the sick, cleaning and maintaining their houses after flooding" (Peralta 2009 as cited in Tatlonghari and Paris 2012: 237).

Gender-based violence is known to escalate with climate change impacts. Cases of violence against women have been documented at the time climate-related disasters, the latter proving to be an aggravating factor. In Samar and Leyte, which were hit by Typhoon Haiyan in 2012, gender-based violence was observed to rise after the disaster although its occurrences was already high even before the disaster (Hersh 2014). The disaster exacerbated women's vulnerability to violence as social systems further deteriorated.

The emphasis on empowerment by such authors as Terry (2009) is also observable in the Philippine context, particularly with regard to women's organizing initiatives which allow them to respond to their situation. The Surigao del Sur case, where fishing communities face the threats of climate change impacts on food security and settlement is one such case. The Center for Empowerment and Resource Development, Inc. (CERD), acknowledging that "50%-90% of fishing activities are done by women," has facilitated the formation of a women-led organization that established a fish sanctuary in Hintuan Bay that secured the availability of and access to fish stock, as well as initiated a mangrove reforestation that helped secure their settlements (CERD, n.d.). As women's roles and responsibilities expose them to particular vulnerabilities related to climate change, they have more stake in addressing issues of human security. Their right to participate in decision-making in matters related to climate change can never be downplayed.



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# COUNCIL NEWS

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## PSSC Multidisciplinary Panel at the Philippine Studies Association Conference



The Philippine Social Science Council organized a multidisciplinary panel session at the Philippine Studies Association (PSA) National Conference on 12 November 2014 held at the National Museum of the Philippines. Titled "Innovations in Social Science Research," the multidisciplinary panel showcased some innovative approaches that are quickly gaining ground as research methods.

Led by Dr. Amaryllis Torres, PSSC Executive Director (leftmost, top photo), the panel was composed of Dr. Joseph Ryan G. Lansangan of the UP School of Statistics (second from left, top photo) who spoke on "Identifying Influencers of Consumer Activity: A Case Study of Predictive Modeling." His paper illustrated how data mining processes, including clustering, sampling, aggregation, modeling, and validation, can be used

to identify consumers who could initiate or influence the complex dynamics of consumer behavior. Prof. Roselle Rivera of the UP College of Social Work and Community Development (third, top photo) discussed "Gender and Socially Inclusive Transport Planning Research: Reflections on Methodological Pluralism." She focused on the application of methodological pluralism in her examination of the different levels of interplay between notions of "gender" and "transport." Ms. Pamela Cajilig of Curiosity Design Research (rightmost, top photo) talked about "Wearing your Map on your Sleeve: Practices of Identification in the Creation and Consumption of Philippine Map T-shirts." She presented how the T-shirt as an artifact was capable of shaping, rather than merely reflecting, everyday cultural processes.

## PMRN Celebrates Month of Overseas Filipinos with a Research Colloquium

Multiple generations of Filipinos have experienced the effects of labor migration — either as migrants themselves or as family members left behind. The Philippine Migration Research Network (PMRN), a network of scholars under the direction of the Philippine Social Science Council, organized a colloquium to look into the myriad ways that migration has affected the lives of migrant workers, their families, and communities.

The PMRN Research Colloquium titled “40 Years of Labor Migration: Changes in the Field, Lessons for Home” was held on 17 December 2014 at the PSSCenter Mercedes Concepcion Seminar Room. The Colloquium served as the contribution of the PMRN and PSSC to the celebration of the Month of Overseas Filipinos, held annually in December.

Sec. Imelda Nicolas, Chair of the Commission on Filipinos Overseas, gave the keynote speech. She provided a brief overview of Philippine migration trends, the key elements of managing migration from the perspective of a sending country, issues of migration management, and the challenges faced by the Philippines as a sending country and how these were being addressed.



Three other speakers presented their research papers that were partially supported by PSSC through its Research Award Program and Travel Assistance Program. Dr. Hector Guazon of Saint Louis University-Baguio presented his dissertation on the experiences of Filipino Catholics in Brussels, Belgium. Ms. Chrysalyn Gocatek presented her MA thesis on the correlates of migrants' occupational mobility, while Mr. Jeremiah Opiniano shared the results of his and Dr. Alvin Ang's research on business, investment probabilities and remittances in two rural hometowns in the Philippines.

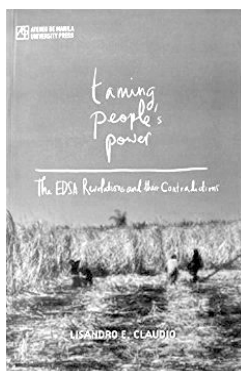
Initial findings from the ongoing PMRN-PSSC research project on government responses to migrants in crisis situations were also presented by the group of Ruth Rico, Jean Franco and John Robert Go.

The Colloquium ended with a video-presentation on “BalinkBayan,” CFO's one-stop portal for returning migrants. The program aims to connect Filipino individuals and communities to the Philippines through the Diaspora to Development (D2D) program of CFO. It promotes investment, philanthropy, technology and skills transfer.

The colloquium was attended by some 50 representatives of various migration organizations, universities, and private organizations.







*Taming People's Power* analyzes the ways in which Filipinos commemorate and remember the bloodless People Power revolution of 1986. Drawing on archival research and fieldwork in various "sites of memory," Dr. Claudio unpacks the symbolic constellation he calls the "People Power narrative"

- a narrative that continues to define present day nationalism and post-authoritarian politics in the Philippines. This narrative, however, is not homogenous; it is constantly in flux, constructed by various groups representing different subject-positions.

It is also inevitably tied up with the "National Democratic" revolution of the Communist Party of the Philippines (CPP), creating a "twinning" of two symbolic imaginaries. Prior to *People Power*, the CPP was the first line in the resistance against Marcos. The revolution, however, sidelined the Communists, thus EDSA not only weakened authoritarianism, but also Philippine communism.



## DR. LISANDRO E. CLAUDIO

### 2014 Recipient of the Virginia A. Miralao Excellence in Research Award

The VAM Excellence in Research Award honors the best-written article, book, or book chapter produced by a young and promising social scientist. In 2014, the award was given to Dr. Lisandro E. Claudio for his work entitled *Taming People's Power: The EDSA Revolutions and their Contradictions*, published in 2013 by the Ateneo de Manila University Press. Dr. Claudio is Assistant Professor at the Department of Political Science of Ateneo de Manila University and Research Associate of the Institute of Philippine Culture.

Dr. Claudio (second from right) received the Award and its accompanying cash prize from Dr. Isabel Pefianco-Martin (far right), PSSC Chairperson, and Dr. Amaryllis Torres (far left), PSSC Executive Director, during the PSSC General Assembly on 15 February 2014. He was nominated by the Institute of Philippine Culture of the Ateneo de Manila University represented by its Director, Dr. Marita Concepcion Guevara (center). Dr. Filomeno Aguilar Jr. (second from left), Dean of the Ateneo School of Social Sciences and former PSSC Chairperson, was also on hand to congratulate Dr. Claudio for the award.

The Funds for the VAM Excellence in Research Award were provided by Dr. Belinda A. Aquino, professor emeritus at the University of Hawaii-Manoa, who donated US\$5,000 to PSSC shortly after the retirement of Dr. Virginia A. Miralao as PSSC Executive Director in December 2009, to honor her invaluable contributions to the development of social sciences in the Philippines.





## PHILIPPINE STUDIES ASSOCIATION: Newest PSSC Associate Member

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The Philippine Studies Association, Inc. (PSA) was founded in 1984 with the following as charter members: Ofelia R. Angangco, Wilfredo F. Arce, Fe R. Arcinas, Isagani R. Cruz, Doreen G. Fernandez, Bro. Andrew B. Gonzales, FSC, Milagros C. Guerrero, Carolina G. Hernandez, Florentino H. Hornedo, Elsa Perez-Jurado, Vivencio Jose, Fr. Antonio Ledesma, S.J., Patricia B. Licuanan, Aurora Roxas-Lim, Bienvenido L. Lumbea, Resil B. Mojares, Nicanor G. Tiongson, and Wilfredo V. Villacorta. In its first organizational meeting, the following were elected officers of the Board: Ofelia R. Angangco, President; Doreen G. Fernandez, Vice President; and Elsa P. Jurado, Secretary-Treasures.

The main purpose of PSA is "to promote study, criticism, and research in Philippine languages, literature, culture and society, and to further the common interests of teacher and scholar in these fields." (By-Laws, Article 1, Section 2.) The PSA duly registered with the Securities and Exchange Commission (SEC Reg. No. 124621) on 17 January 1985.

To implement its mission, the PSA held conferences to gather scholars engaged in the different fields of Philippine Studies, the latest of which was the Fifth National Conference on "Philippine Studies in the 21st

Century: Mapping the Shifting Terrains of Inquiry" held on 12-14 November 2014 at the Philippine National Museum.

PSA has maintained its linkage with the Philippine Studies Group (PSG) of the Southeast Asia Council of the Association for Asia Studies (USA) and the Philippine Social Science Council (PSSC) since the First International Conference on Philippine Studies (ICOPHIL) in 1980. Since then, the ICOPHIL has been convened regularly every four years, coordinated by PSA Philippines, PSSC, and an ICOPHIL Committee.

PSA, in cooperation with PSSC, had sponsored and hosted past ICOPHILs held in the country (1989, 2000 and 2008), while it acted as Philippine convenor for other ICOPHIL conferences as follows: 4th ICOPHIL in Canberra (1992), 5th ICOPHIL in Hawaii (1996), 7th in Leiden (2004) and 9th ICOPHIL in East Lansing, Michigan (2012).

PSA is once again holding a national conference this 2014, and begin its preparations for the 2016 ICOPHIL. The ICOPHIL Committee is currently chaired by PSA President, Bernardita R. Churchill (Front row - 6th from left).

## A New Experience for Frank X. Lynch SJ Library Users

Modernization of the PSSC Frank X. Lynch SJ Library continues this year. In line with its vision to become the premier hub of social science publication, materials, and resources in the Philippines, PSSC sought to make social science knowledge more accessible to users not only in the Philippines but other countries as well.

Among the measures PSSC has undertaken to improve access and enhance the library experience of users are the installation Koha integrated library system, Dspace document management program, and the creation of the Social Studies Corner website.

PSSC upgraded its library management system to **KOHA integrated library system**. KOHA supports the different functions of the library such as acquisitions, cataloguing, serials management, circulation, reporting, and the online public access catalogue (OPAC). The upgrade to this system has facilitated the organization of library materials and the improvement of information access especially on the World Wide Web. Users can now access Frank X. Lynch SJ Library's OPAC and also create and customize their profiles to organize their own research and searching options.

Using the **Dspace document management application**, PSSC launched the Philippine Social Science Council Knowledge Archive, which is envisioned to be the leading repository of Philippine social science publications including books, journals, and theses. Uploading of PSSC publications (e.g., Social Science Information and PMRN Book Series), social science journals of member-organizations, abstracts of theses and dissertations, as well as the works of Philippine social science pioneers have commenced. Once completed, these materials will be freely accessible to PSSC member-organizations and the general public under Creative Commons Attribution-Noncommercial 3.0 Philippines License. The digitization of these materials is being



pursued in partnership with the Commission on Higher Education, and the UNESCO National Commission of the Philippines.

PSSC also launched the **Social Studies Corner**, a website which aims to cater to the social science information needs of K-12 students and teachers. The website features current events, public issues and other social science topics. Professional social science societies take turns in identifying topics and uploading relevant articles. Topics such as "Wika ng Pagkakaisa o Pagkakaisa sa Wika" and "Are We Losing Faith?: An Invitation to the Sociology of Religion in the Philippines" have been featured in the Social Studies Corner since it was launched in August 2014.

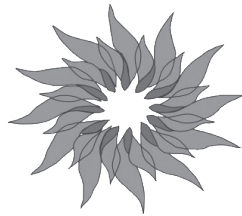
For more information on collection of resources in the Lynch Library, you may visit its OPAC at [lynchlibrary.pssc.org.ph](http://lynchlibrary.pssc.org.ph); the Philippine Social Science Council Knowledge Archive at <http://lynchlibrary.pssc.org.ph:8081>; and the Social Studies Corner at [socialstudiescorner.wordpress.com](http://socialstudiescorner.wordpress.com).

The Library is located at the 2nd floor of the Philippine Social Science Center, Commonwealth Ave. Diliman, Quezon City and is open daily, Monday to Friday, 8:30 am –12:00 pm and 1:00 pm – 4:30 pm.

# NEW RESEARCHES

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Six new graduate research papers are now available at the Franck X. Lynch Library. Two are recipients of the PCPD Graduate Fellowship and four are grantees under the PSSC Research Award Program.



## PHILIPPINE CENTER FOR POPULATION AND DEVELOPMENT Graduate Fellowship

### **Human Agency in the Maintenance and Transformation of the Higaonon Reproductive System**

JAY REY G. ALOVERA, *PhD Sociology*

The last five decades witnessed the transformation of the Higaonon reproductive system as consequence of internal choices and external pressures. The study employs the Structuration Theory of Anthony Giddens with emphasis on the agency of individuals in producing, reproducing and transforming the reproductive system. This examines the impacts of external systems into the reproductive practices of the Higaonon. The study aims to describe and identify the factors involved in the transformation. Utilizing survey, key-informant and informal interviews, the study shows that in the last five decades the reproductive system of the Higaonon has been altered and modified as external influences like Christianity, the *Dumagat* and government interventions (education, health policies and poverty alleviation schemes) have encroached into the cultural setting. The contact prohibition among unmarried adolescents had been breached; the traditional rituals, practices and infusions abandoned; the practice of polygyny and divorce obliterated. The findings reveal that as old and new structures overlap, the tradition is often suppressed and the introduced practice is transmitted leading to the alteration of the reproductive system. While the beliefs and practices continue to linger in the memory of the elderly, it is among the younger generation that the traditional practices are lost and completely transformed. The study further discloses that religion and government play significant roles in obliterating practices and the transformation of the Higaonon reproductive system.

### **Estimating a Model of Fertility Bargaining**

LIKAS MA. UMALI, *MS Statistics*

High fertility rates have been problematic for countries seeking development, not only in terms of its adverse effects, but also when it comes to its causes, which make it difficult to lower fertility rates. Hoping to contribute to the overall goal of lowering fertility rates in the Philippines, this study attempts to elucidate one aspect of the fertility process, that between the husband and the wife, to see how fertility preferences, bargaining power, and outside options affect fertility outcomes. Rasul's bargaining model over fertility, a simplified version of a two-stage game, was used as the theoretical framework for this purpose. This was estimated using a multilevel model with a Poisson distribution with data from a 2010 United Nations Population Fund survey covering 11 Philippine provinces, and supplemental provincial data from the 2010 Philippine Census and from the 2009 Philippine Labor Force Survey. Results suggest that both wives' and husbands' preferences matter in the fertility process as much as bargaining power. Outside options, compared across provinces, also matter in determining fertility outcomes. These findings provide evidence that Filipino couples bargain without commitment, which has ostensibly resulted in inefficiently high fertility outcomes with 3.74 children ever born on average per household.



## PHILIPPINE SOCIAL SCIENCE COUNCIL Research Award Program

### Testing the Homework Quality Model among the Grade Six Students In Private Schools

ZENAIDA P. PIANO, *PhD Educational Psychology*

The study is anchored on the homework quality model of Dettmers, Trautwein, Ludtke, Schnyder, and Baumert (2010). The model advances the theory that homework quality and student characteristics are associated with homework motivation (homework expectancy and value beliefs), homework behavior (time spent on homework and homework effort), and achievement in mathematics. The study involved two phases with phase 1 of the study examining further the homework quality model on its influence on the Filipino school children's achievement in mathematics. To address the limitation of the existing model, another model (phase 2) was tested to determine the influence of parental involvement on students' homework behavior. Phase 1 and phase 2 of the study were tested through path analysis. Phase 1 involved 369 participants while phase 2 consisted of 382. The fit of the homework model in phase 1 was found to be adequate with  $\chi^2 = 97.49$ ,  $df = 2$ ,  $\chi^2/df = 48.74$ ,  $NFI = .91$ ,  $IFI = .92$ ,  $CFI = .98$ ,  $RMSEA = .03$ . For phase 2, the fit of the homework quality model was also found to be adequate with  $\chi^2 = 89.50$ ,  $df = 3$ ,  $\chi^2/df = 29.83$ ,  $NFI = .89$ ,  $IFI = .90$ ,  $CFI = .95$ ,  $RMSEA = .05$ . The strong effects of quality homework selection on mathematics achievement were well established in both homework models (model 1 and model 2) among the Filipino school children. Both models revealed that participants' performance in mathematics achievement was supported by well selected homework tasks and their high levels of cognitive ability. Likewise, parental support successfully predicted students' homework effort but not on students' homework time.

### In Their Voices: The Rights and Capabilities of the "Anak ng OFW"

MARK ANTHONY D. ABENIR, *Doctor of Social Development Program*

This dissertation makes use of a Human Rights Based Approach (HRBA) and Capabilities Approach in expanding and deepening the migration-development discourse in understanding the lives of the Anak ng OFW. Its main thesis argues that it is necessary to identify specific Rights and Capabilities that are reflective of the voices of the Anak ng OFW so this may serve as a basis for what Rights should be secured by organized interest groups in order to safeguard the Capabilities that are crucial for the Social Development of individuals and families belonging in the OFW sector. By Social Development, this dissertation means the process of enabling the Anak ng OFW to expand their capabilities (substantive freedoms) and helping them fulfill and claim their rights so the benefits that they have gained from their parent(s)' migration can be sustained and the negative consequences brought about by family separation can be mitigated. The dissertation use mixed methods as research design, as follows: 2446 survey questionnaire respondents, 50 small group sharing session participants, 70 interview respondents, and 5 years of focused ethnographic exposure in doing development work with the Anak ng OFW. The insights generated from these were used to demonstrate praxis-oriented learning and theorizing from the ground in identifying the five specific rights and three important capabilities that are reflective of the voices of the Anak ng OFW. This dissertation ends with a summary and insights of research findings, a discussion on the contribution of the dissertation on the field of Social Development as a discipline, and implications of research findings on crafting the Social Development agenda that will benefit the Anak ng OFW and their families and the families of the non-migrants as well.





## PHILIPPINE SOCIAL SCIENCE COUNCIL Research Award Program

### **Authenticity and Mindfulness: The Process Involved in Regulating Depressive Symptoms in Day-to-Day Living**

ROSALIND THERESE M. ESPIRITU, MA *Clinical Psychology*

Depression is characterized by the near-absence of positive affect and the person's tendency to view the self in a negative light. Authenticity, a form of personality integrity in which one freely expresses all aspects of the self, and mindfulness, a receptive form of consciousness that may be practiced moment-to-moment, predicted less depressive symptoms through self-acceptance and negative mood regulation expectancies. Studies have claimed that authenticity and mindfulness both predicted lesser depressive symptoms by going through self-acceptance and negative mood regulation expectancies, but have not tested all of these variables in a path-analytic model. A questionnaire packet containing the following self-rated scales: the Inauthenticity Scale, Freiburg Mindfulness Inventory, Center for Epidemiological Studies-Depression Scale, Self-acceptance Scale, Negative Mood Regulation Expectancies Scale, and the Dispositional Positive Emotions Scale; measured these variables. The questionnaire packet was distributed to 274 participants aged 18-25. Results from the study show that authentic and mindful persons experienced less depressive symptoms because they accepted and saw themselves in a positive light. They too were confident in knowing that when they find themselves in an unpleasant mood, that the mood was a part of the many psychic processes that they experienced from moment-to-moment, and that eventually this would pass. These latter statements are findings that mirror those reported and suggested in the literature (Jimenez, Niles, & Park, 2010; Gross & John, 2003), but differ in that positive emotions emerged as an outcome when a person is both mindful and authentic. These findings imply that living day-by-day is a continuous process of self-knowledge directed towards growth, maturity, and autonomy.

### **Observatorio de Manila: Institusyong Pang-Agham at ang Ambag Nito sa Pagsusulong ng Meteorolohiya sa Pilipinas, 1865-1933**

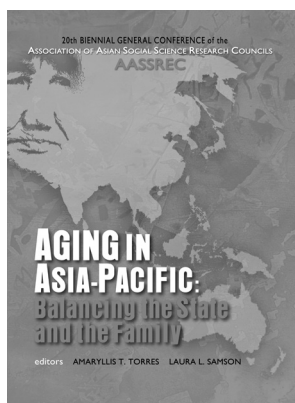
KERBY C. ALVAREZ, MA *History*

Papaksain ng pananaliksik ang pag-unlad ng Obserbatoryo ng Maynila, isang institusyong siyentipiko na nagsulong ng ilang agham pangkapaligiran, partikular ang meteorolohiya. Saklaw ng pag-aaral ang pag-iral ng obserbatoryo mula sa pagkakatatag noong 1865 hanggang sa ikalawang reorganisasyon sa ilalim ng mga Amerikano noong 1933.

Magsisilbing balangkas teoretikal ng pananaliksik ang pagturing sa institusyunal na meteorolohiya bilang isa sa agham na umusbong sa konteksto ng kolonyal na lipunan; naging bahagi ng unti-unting pagbabago ng kamalayan ukol sa mga penomenang pangkalikasan, at naging suporta sa mga gawaing pampubliko, higit sa sektor ng agrikultura. Sa panahong nabanggit, nanguna ang obserbatoryo sa sa pagsusulong ng mga pag-aaral ukol sa kalagayan ng panahon at klima sa Pilipinas. Mula sa pagiging isang pribadong laboratoryo ng mga Heswita, pagkilala bilang opisyal na ahensiyang Espanyol hanggang sa reorganisasyon nito bilang isang ganap na sentro ng institusyunal na agham meteorolohikal sa ilalim ng pamamahala ng Amerikano, isinulong ng obserbatoryo ang isang siyentipikong pagtingin at pagsasakatuparan ng mga serbisyong kolonyal pampubliko sa Pilipinas. Ipakikita sa papel ang ambag ng Obserbatoryo ng Maynila sa pagpapayabong ng kolonyal na agham sa Pilipinas.

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## Latest PSSC Publication



### Aging in Asia-Pacific: Balancing the State and the Family

Family and State Roles in Promoting the  
Well-being of Older Filipinos  
*Grace Cruz and Armand Camhol*

Aging in Bangladesh: Tasks and  
Challenges Ahead  
*Md. Abdur Rahim Khan*

Aging in Population and Social Security  
in Sri Lanka  
*S.T. Hettige and W. Indralal De Silva*

Aging in Iran: State, Family, and Social  
Support  
*Susan Bastani*

Successful Aging in Japan: The Role  
of the Government  
*Yasuhiko Saito and Vanessa Yong*

Aging in New Zealand: Reimagining Issues,  
Frameworks, and Actors in a  
Post-development State  
*Richard Le Heron*

India's Support System for the Elderly:  
Myths and Realities  
*K.S. James and T.S. Syamala*

Senior Citizens in Indonesia: Caregiving in  
Some International Migrant-Sending Areas  
in West Java  
*Mita Noveria*

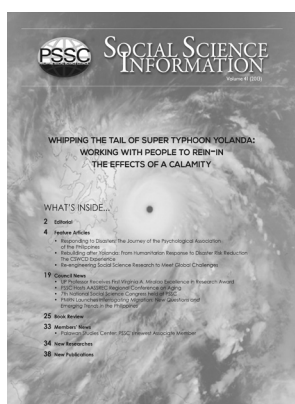
"Only-Child-Death" Family and Its  
Developing Trends under China's Family  
Planning Policy  
*Wang Guangzhou*

Intergenerational Relationships between  
Aging Parents and their Adult Children in  
Malaysia  
*Khadijah Alavi*

Elderly People in Vietnam: Some Issues  
of Concern from Family and Gender  
Perspectives  
*Ngo Thi Tuan Dzong*

Individuals, Families, and the State:  
Changing Responsibilities in an Aging  
Australia  
*Hal Kendig and Nina Lucas*

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*Jen-Der Lue, Shao-hua Liu,  
and Shu-min Huang*



### PSSC SOCIAL SCIENCE INFORMATION 2013: Whipping the Tail of Super Typhoon Yolanda: Working with People to Rein-in the Effects of a Calamity

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Psychological Association of the Philippines

Rebuilding after Yolanda: From  
Humanitarian Response to Disaster Risk  
Reduction — The CSWCD Experience

Re-engineering Social Science Research to  
Meet Global Challenges

#### BOOK REVIEW

*Interrogating Migration: New Questions and  
Emerging Trends in the Philippines*

#### MEMBERS' NEWS

Palawan Studies Center: PSSC's newest  
Associate Member

#### COUNCIL NEWS

UP Professor Receives First Virginia A.  
Miralao Excellence in Research Award

PSSC Hosts AASSREC Regional Conference  
on Aging

7th National Social Science Congress  
held at PSSC

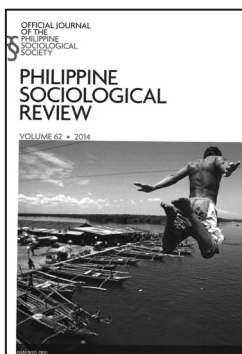
PMRN Launches *Interrogating Migration:  
New Questions and Emerging Trends in the  
Philippines*

#### NEW RESEARCHES

#### NEW PUBLICATIONS

# Latest Journal Issues of PSSC Member-organizations

## Philippine Sociological Review Volume 62 (2014)



Redefining and Experiencing  
Masculinity in a Philippine Fishing  
Community

*Nelson Nava Turgo*

Gaze in the Dark: Sexual Discourses  
and Practices in Gay Bathhouses

*John Andrew G. Evangelista*

Female Researches in a Masculine  
Space: Managing Discomforts and  
Negotiating Positionalities

*Ma. Bernadeth Laurelyn P. Pante*

Discipline or Punish: State's Patterns of  
Punitiveness Against Youth Offenders

*Jose Carlo Garcia de Pano*

Anthropology and Sociology at UP:  
Lessons from an Academic Union,  
1914-1951

*Carlos P. Tatel, Jr.*

Research Report  
Graying Matter: Aging in  
Contemporary Philippine Society

*Justine Kristel A. Villegas*

Reflective Essays  
Reflections on the Relevance of the  
Social Sciences in the Philippines

*Raul Pertierra*

The Philippine Sociological Society:  
The Early Decades

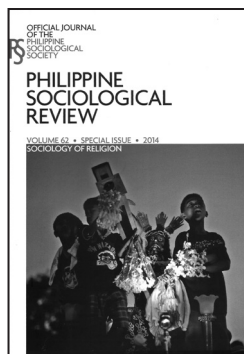
*Belen Tan-Gatue Medina*

Is Sociology in the Philippines a  
Professionalized Discipline?

*Erwin F. Rafael*

## Philippine Sociological Review Volume 62 (2014)

### Special Issue: Sociology of Religion



Catholic Partisanship in the 2013  
Elections: 'Churchifying' Democracy or  
Democratizing the Church?

*Eleanor R. Dionisio*

The Virgin Mary as Mazu or Guanyin:  
The Syncretic Nature of Chinese  
Religion in the Philippines

*Aristotle C. Dy, SJ*

The Secular Reasons for Entering the  
Diocesan Priestly Formation of Young  
Filipinos

*Filmore D. Calibo and Enrique Oracion*

Worship and Urban Structure in  
Unconventional Locations: The Spatial  
Features of Religious Group Diversity  
in Metro Manila

*Jose Edgardo A. Gomez Jr. and Marie  
Stephanie N. Giles*

### Interview

Reinvention: Religion and the Promise  
of Sociology—An Interview with  
Professor Linda Woodhead

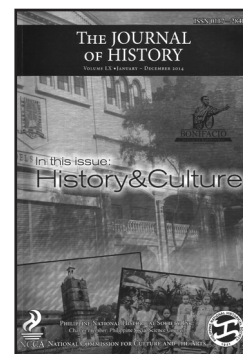
*Jed Elroy E. Rendor*

### In Memoriam

Fr. John J. Carroll, S.J. (1924-2014)  
Priest-sociologist: An Oxymoron (With  
an introduction by Prof. Mary Racelis)

Obituary

## The Journal of History LX (2014) "History and Culture"



The Philippines, Asia and Oceania:  
Living Organisms, Pulsing with Life,  
Living Tapestries of Culture and History

*Leslie E. Bauzon*

The First and True Structure of the  
Katipunan

*Angelito S. Nunag*

The Participation of Butuan in the  
Southeast Asian Maritime Trade Before  
the Advent of Western Civilization

*Mary Jane Louise A. Bolunia*

A Survey on the Role of the  
Augustinian Recollects in the  
Establishment of Cagayan de Misamis  
(1622-1898)

*Ruhollah Al-Husseini J. Alonto*

The Fort Victoria Mutiny

*Greg Hontiveros*

The Visayas: Islands in the Seas, A  
Historical Perspective (Series 6)

*Earl Jude Paul L. Cleope*

Pride of Place: Representing Heritage  
in Cebuano Local History

*Erlinda L. Alburo*

Adaptation of the Laws of the Indies  
Plan in Cebu Province

*Kiyoko Yamaguchi*

The Rise and Fall of Samar Pueblos  
(1768-1911)

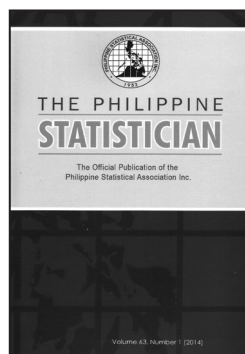
*Rolando O. Borinaga*

Batanes and Its Ecology of Hiwaga

*Nick Deocampo*

# Latest Journal Issues of PSSC Member-organizations

## The Philippine Statistician Vol 64 No 1 (2014)



### Autologistic Spatial-Temporal Modeling

*Ma. Andriena Ida B. del Ayre-Ojina*

### Modeling Zero-inflated Clustered Count Data: A Semiparametric Approach

*Kevin Carl P. Santos*

### Semiparametric Poisson Regression Model for Clustered Data

*Eiffel A. de Vera*

### Design Strategies in Fitting a Nonlinear Model

*Michael Van Supranes*

### Comparison of Different Methods of Constructing Housing Start Index in the Philippines

*Felicidad Hebron*

### Effects of Household Use of Biomass Fuel and Kerosene on Birth Weight of Babies in the Philippines

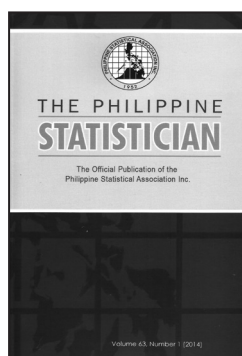
*Michael Daniel C. Lucagbo*

### Identifying Influencers of Consumer Activity: A Case Study in Predictive Modeling

*Angela D. Nalica and Joseph Ryan G. Lansangan*

### Proceedings of the Focused Group Discussion on Accreditation/Certification for Professional Statisticians

## The Philippine Statistician Vol 64 No 2 (2014)



### Modelling Clustered Survival Data with Cured Fraction

*Angela D. Nalica and Iris Ivy M. Gauran*

### A General Class of Chain Ratio-Product Type Exponential Estimators in Double Sampling using Two Auxiliary Variates

*Gajendra K. Vishwakarma, Manish Kumar, and Raj K. Gangele*

### An Efficient Variant of Dual to Ratio and Product Estimator in Sample Surveys

*Gajendra K. Vishwakarma, Raj K. Gangele, and Ravendra Singh*

### Biosurveillance of Measles using Control Charts: A Case Study using National Capital Region Laboratory Confirmed Measles Counts from January 2009 to January 2014

*Lorraine Christelle B. Angkico, Priscilla A. Diaz, Robert Neil F. Leong and Frumencio F. Co*

### The Link between Expenditure on Contraceptives and Number of Young Dependents in the Philippines

*Michael Daniel C. Lucagbo, Genica Peyre C. Alcaraz, Kristina Norma B. Cobrador, Elaine Japitana, and Gelli Anne Q. Sadsad*

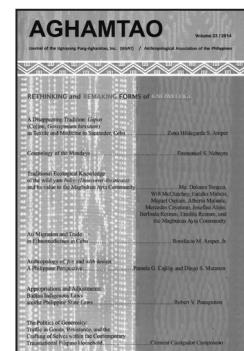
### Determinants of Regional Minimum Wages in the Philippines

*Lisa Grace S. Bersales and Michael Daniel C. Lucagbo*

### Determinants of Income Class in Philippine Households: Evidence from the Family Income and Expenditure Survey 2009

*Stephen Jun Villejo, Mark Tristan Enriquez, Michael Joseph Melendres, Dexter Eric Tan, and Peter Cayton*

## AghamTao Vol 23 (2014) Rethinking and Remaking Forms of Knowledge



### A Disappearing Tradition: Gapas (Cotton, *Gossypium hirsutum*) as Textile and Medicine in Santander, Cebu

*Zona Hildegard S. Amper*

### Cosmology of Mandaya

*Emmanuel S. Nabayra*

### Traditional Ecological Knowledge of the Wild Yam buloy (*Dioscorea divaricata*) and its Value to the Magbukun Ayta Community

*Ma. Dolores Tongco, Will McClatchey, Eulalio Malicsi, Miguel Quitain, Alberto Malunic, Mercedes Cayetano, Josefina Alejo, Berlanda Restum, Emilita Restum, and the Magbukun Ayta Community*

### Ati Migration and Trade in Ethnomedicines in Cebu

*Bonifacio M. Amper Jr.*

### Anthropology of, for and with Design: A Philippine Perspective

*Pamela G. Cajilig and Diego S. Maranan*

### Appropriations and Adjustments: Badjau Indigenous Laws amidst Philippine State Laws

*Robert V. Panaguiton*

### The Politics of Generosity: Traffic in Goods Resistance and the Crafting of Selves within the Contemporary Transnational Filipino Household

*Clement Castigador Camposano*



# Latest Journal Issues of PSSC Member-organizations

## Philippine Journal of Psychology Vol 47 No 1 (2014)



Revisiting the General Help Seeking Questionnaire: Adaptation, Exploratory Factor Analysis, and Further Validation in a Filipino College Student Sample  
*Antover P. Tuliao and Pocholo Andrew Velasquez*

The Basic Psychological Needs in Physical Education Scale in Filipino: An Exploratory Factor Analysis  
*Jonathan Cagas and Mary Hassandra*

Parental Socialization of Moral Behaviors in the Context of Poverty  
*Danielle P. Ochoa*

Internet Usage from a Generational Perspective  
*Joe Sanjay Ignatius and Ma. Regina Hechanova*

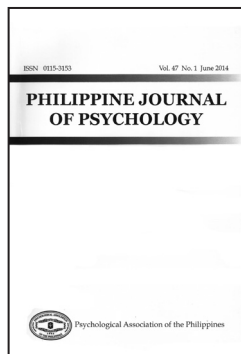
Gender, Adult Attachment Styles, and the Tendency to Commit Dating Infidelity: A Mixed Methods Study  
*Athena Charisse S. Ong, Phillip U. Poon, Shannen Fay J. Sibya, and Ma. Elizabeth Macapagal*

"Bakit Ka Kumakayod?" Developing a Filipino Needs Theory of Motivation  
*Jonathan Robert A. Ilagan, Ma. Regina Hechanova, Trixia Anne C. Co, and Vincent Jullian Z. Pleyto*

"Pampapayat, Para Lumakas, to be Healthy": Exploring Filipino Motives for Exercise  
*Jonathan Cagas, Beatriz Torre and Eric Julian Manalastas*

Negative Self-Identity, Autonomy Support, and Disclosure among Young Filipino Gay Men  
*Orlando T. Rances and Ma. Regina Hechanova*

## Philippine Journal of Psychology Vol 47 No 2 (2014)



Filipino Mothers' Self-efficacy in Managing Anger in Parenting, and Parental Rejection as Predictors of Child Delinquency  
*Mary Angeline A. Daganzo, Liane Peña Alampay, and Jennifer R. Lansford*

Dimensions of Filipino Employers' Attitudes in Hiring Persons with Disability  
*Ederlyn Marie C. Gatchalian, James Peign N. Bulahao, Filam Grace G. Boyayao, Michelle M. Cataina, Janice S. Cumilang, Jovie Ann G. Dulnuan, and Patricia Paola V. Salaguban*

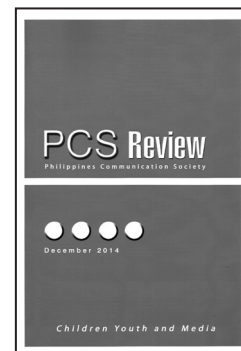
Attitudes of Psychology Graduate Students Toward Face-to-Face and Online Counseling  
*Lota A. The, Avegale C. Acosta, Ma. Regina M. Hechanova, Melissa R. Garabiles, and Arsenio S. Alianan Jr.*

A Model for Filipino Work Team Effectiveness  
*Cristina A. Alafriz, Mendiola Teng-Calleja, Ma. Regina M. Hechanova, and Ivan Jacob Agaloos Pesigan*

Bullying among High School Students and Its Relation to Parent-Child Attachment and Parenting Style  
*Sally I. Maximo and Nicole Sabrina Nastaaja G. Loy*

Resolution of the Psychological Association of the Philippine on Gender-Based Violence and Violence Against Women (VAW)  
*Psychological Association of the Philippines*

## PCS Review 2014



### Articles

Seeing Children's TV (SeeCTV): The Values Presentation of the Children's Show of ABS-CBN2, GMA7 and TV5  
*Princess Rocel A. Uboñgen and Nicolle S. Timoteo*

Ba[Li]Ta: Portrayal of Child Victims and Suspects in 24 Oras News Report on Crimes Against Children  
*Jason Paolo R. Telles*

Computer-mediated Communication between PUP College Freshmen and their OFW Parents  
*Dennis R. Caasi*

Visual Voices: Children's Family and Media Experiences  
*Ma. Margarita A. Acosta*

### Essay

Reporting on Children: Quo Vadis, Media?  
*Ma. Theresa B. Bacalla*

### Interview

On the Status of Filipino Children: The Story of Bantay Bata Interview of Regina Paz L. Lopez  
*Ariel Sebellino*

Guidelines in Reporting on Children  
*Philippine Press Institute*

# Latest Journal Issues of PSSC Member-organizations

## The Philippine Review of Economics Vol LI No 1 (June 2014)



Comprehensive Agrarian Reform Program (CARP): Time to Let Go  
*Raul V. Fabella*

Time to let go of CARP? Not so fast  
*Toby C. Monsod and Sharon A. Piza*

On the Cusp of Budget Transformation: The Work of an Inclusive Budget Process under the Aquino Administration  
*Florencio B. Abad*

Recent Philippine Budget Reforms: Separating the Chaff from the Grain, the Whimsical from the Real  
*Benjamin E. Diokno*

Optimal Solution to Cybercrimes: Lessons from Law and Economics  
*Ruperto P. Majuca*

The Impact of Philippines' Conditional Cash Transfer Program on Consumption  
*Melba V. Tutor*

When Did We Begin to Spell "Heteros\*edasticity" Correctly?  
*Alfredo R. Paloyo*

## The Philippine Review of Economics Vol LI No 2 (December 2014)



Market Competition in the Downstream Oil Industry: Is there Evidence of Price Asymmetry?  
*Ma. Joy Abrenica, Rolando Danao, and Ma. Nimfa Mendoza*

Poor Parents, Rich Children: The Role of Schooling, Nonfarm Work, and Migration in Rural Philippines  
*Joanna P. Estudillo, Yukichi Mano, Yasuyuki Sawada, and Kenjiro Otsuka*

Has the Philippines Forever Lost its Chance of industrialization?  
*Jeffrey G. Williamson and Emmanuel S. de Dios*

Evolutionary Economics and Household Behavior  
*Charles Yuji Horioka*

Empirical Measurement of Illicit Tobacco Trade in the Philippines  
*Victor Abola, Deborah Sy, Ryan Denniston, and Anthony So*

The Effects of a Minimum Wage on Employment Outcomes: An Application of Regression Discontinuity Design  
*Kristine Laura S. Canales*

The Impacts of Microcredit on Poverty Reduction: Evidence from Cambodian Rural Villages  
*Phim Rusinarith*

## Philippine Political Science Journal Volume 35 (2014)



### ISSUE 1

Articles:  
The Study of Politics in Southeast Asian Political Studies  
*Julio C. Teehankee*

At the Mercy of the Market?: State-enabled, Market- oriented Labor Migration and Women Migrants from the Philippines  
*Jorge V. Tigno*

Globalization and Politics of Identity in Southern Thailand, Betong District  
*Chantana Banpasirichote Wungaeo*

Beyond Roll Call: Executive-legislative Relations and Lawmaking in the Philippine House of Representatives  
*Rogelio Alcor L. Panao*

"Discovering" Normative Power as a State Strategy in the Framework of Security, Foreign, and Defense Policy: The Case of Japan  
*Rok Zupancic and Miha Hribernik*

Year-end Country Report:  
The Philippines in 2013: Of Trust and Betrayals, Triumphs and Disasters  
*Nelson G. Cainghoh*

Book Reviews:  
Ramon Magsaysay: "Servant Leader" with a Vision of Hope  
*Malaya C. Ronas*

The Rhetorics of Sin  
*Jan Robert R. Go*

China's Emergent Political Economy: Capitalism in the Dragon's Lair  
*Anthony Lawrence A. Borja*

High-level Political Appointments in the Philippines: Patronage, Emotion and Democracy  
*Aliya Sartbayeva Peleo*

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*Jenina Joy Chavez*

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## ISSUE 2

### Articles:

Sulu Sojourns: Photo-ethnography and Political Discourses on Four Ethno-linguistic Groups in the Sulu and Tawi-tawi Archipelagoes

*Reuben Ramas Cañete, Matthew C.M. Santamaria and Marc San Valentin*

Policy Diffusion and Its Determinants: The Case of the Multicultural Family Support Ordinance in South Korea Local Governments

*Heung Ju Kim, Pan Suk Kim and Kyungyon Moon*

China's Ocean Development Strategy and its Handling of the Territorial Conflicts in the South China Sea

*Joseph Y.S. Cheng and Stephanie Paladini*

Toward an Enriched Understanding of Factors Influencing Filipino Behavior during Elections through the Analysis of Twitter Data

*Zelinna Cynthia Pablo, Nathaniel Oco, Ma. Divina Gracia Roldan, Charibeth Cheng and Rachel Edita Roxas*

Changing Configuration of Philippine Capitalism

*Antoinette R. Raquiza*

Women's Naked Body Protests and the Performance of Resistance: *Femen* and *Meira Paibi* Protests Against Rape

*Ma. Lourdes Veneracion-Rallonza*

### Review Article:

Challenging Conventional (Political) Wisdom: Revaluing Democratic Participation and Representation

*Jenina Joy Chavez*

### Book Reviews:

The Korean State, Public Administration and Development

*Ador R. Torneo*

Chinese Industrial Espionage: Technology Acquisition and Military Modernization

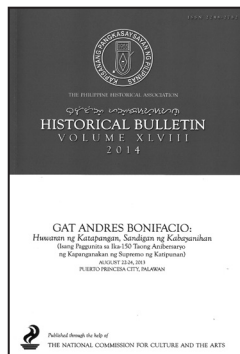
*Francis S. Domingo*

### Obituaries:

Professor Estrella D. Solidum, 1927-2014  
*Noel M. Morada*

Professor Lydia N. Yu-Jose, 1944-2014  
*Maria Elissa Jayme Lao and Karl Ian Cheng Chua*

## Historical Bulletin XLVIII (2014)



The Trial and Death of Andres Bonifacio: A Myth

*Luis Camara Dery*

Si Manong Andres: Stories about Andres Bonifacio de Castro

*Augusto V. de Viana*

Gamit ang Utak, Pluma, at Armas: Ang Konsepto ng Kagandahang-loob at Pakikipagkapwa sa Buhay at mga Akda ni Emilio Jacinto

*Jerome A. Ong*

Oriang: Lakambini ng Himagsikan

*Mary Dorothy dl. Jose at Atoy M. Navarro*

Buhay at Kabayanihan ni Dr. Pio Valenzuela

*Jonathan C. Balsamo*

Maynila at Kapaligiran noong 1896: Pagmamapa ng Himagsikan

*Celestina P. Boncan*

The Ilocos Region and the Philippine Revolution

*Estrellita T. Muhi*

Ang Hangaway nga Nasamaran, Nagadugang ang Kaisog: Isang Pag-unawa sa Stratehiya ng Pakikidigma ng Katipunan ni Gat Andres Bonifacio sa Pulo ng Panay, 1896-1898

*Vicente C. Villan*

Demystifying the Rivalry between Rizal and Bonifacio as National Hero  
*Oscar L. Evangelista*

Pana, Palaso, Nobena, Anting-anting, Kamote, Monggo, Atbp: Mga Katutubong Pamamaraan ng Pakikipaglaban ng mga Filipino noong Panahon ng Himagsikan  
*Arleigh Ross D. Dela Cruz*

Ang Mararangal na Sagisag ng Katipunan ng mga Anak ng Bayan  
*Ian Christopher B. Alfonso*

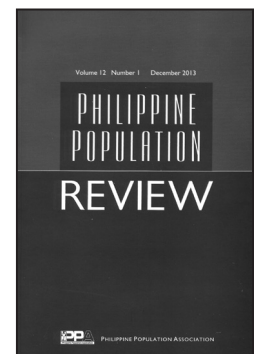
Konstraktibismo, Transpormasyon at O.B.E

*Evelyn A. Songco*

Appendix: Ang Buhay ng Supremo: Isang Timeline Ukol kay Andres Bonifacio

*Michael Charleston "Xiao" B. Chua*

## Philippine Population Review (Volume 12 Number 1 December 2013)



Diminishes Pleasure, Inconvenient to Use, and Spoils the Mood: When Filipino Men Report Problems with Condom Use

*Eric Julian D. Manalastas and Erin Michaela D. McDonnell*

Migration and Cultural Identity of the Cebu-Based Sama-Bajau

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The Effect of Stable Marital Unions on Child Health, Nutrition and Development

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