



THIS ISSUE

This 2021 issue of the *PSSC-Social Science Information* (SSI) says it all—Philippine education is in a lockdown of sorts, and both teachers and learners are in a precarious situation. With this issue, we hope to bring to light the contexts of education-in-lockdown and contribute to widening and deepening the discourse.

The articles here offer a slew of perspectives and thoughtful suggestions on how to cope with the COVID-19 pandemic's onslaught against education. There are solutions, like flexible learning and all stakeholders contributing to keep school children in virtual or blended learning activities. There are advocates and champions of education-for-all and access to open learning.

Hence, this issue has come at a most appropriate time, as it squarely tackles education, specifically, our country's already beleaguered educational system under the novel shroud of the COVID-19 pandemic and its intimidating ramifications. Alongside, the immense global health issue are numerous education-related concerns, such as teaching and learning, that our country's government and people must resolve and fast.

This issue commences with four reflective articles, which scrutinize the struggles and transformation of our country's education system during these complicated pandemic times. In the first article, the authors collectively advocate keeping all children in school to continue the learning experience, regardless of costs and/or the current pandemic.

The second article examines the issues and challenges that teachers, students, and parents face during the onslaught of COVID-19. The problem, particularly with online platforms, seems to have burgeoned among out-of-school-youth (OSY), indigenous peoples (IPs), and other marginalized groups. Worth considering relative to the technological improvement of children's education are policy recommendations anchored on primary and secondary data assessment.

Meanwhile, in the third article, the author trains the spotlight on education under the pandemic, as he discusses two of PPI's roundtable discussion (RTD) webinar-sessions, which dissected the current state of education in the Philippines; DepEd's 'flawed' learning materials; dubious home-based schooling; grading system and the pathetic ranking of the Philippines in international learning assessments.

Finally, the fourth article proposes ways on how to be "well" during the remote learning mode. The authors share their observations about the current mental health crisis vis-à-vis the current pandemic and the latter's negative

impact on remote learning: overexposure to the internet and possible cyberviolence; loss of social interaction and connectedness, and stress—all these in interrelated ways diminish the student's quality of performance and sense of well-being.

In line with the PSSC's commitment to promote the social sciences through the lives and works of our Filipino social scientists, this issue lays out its feature article on Dr. Grace "Gigi" Javier Alfonso, an emeritus professor at the UP College of Mass Communication (UP-CMC), who exemplifies the unconventional, through the harmonious fusing of the arts, humanities and social sciences. Being a multi-awarded artist, painter, sculptor, filmmaker, television director, film researcher, multimedia artist, film critic, teacher, communicator, a lifelong learner, and a social scientist, Dr. Alfonso's narratives show how the various disciplines interconnect through different platforms aiming to reach a correspondingly diverse range of people.

Resonating with the same commitment to promote the social sciences, this issue also features a regular PSSC member-association, the Philippines Communication Society (PCS), which conducted webinars on education amidst the pandemic. PCS's webinars, "Taking the Plunge," analyzed the practice of communication and media profession alongside theories, scholarly discourse, and pedagogies.

Meanwhile, the pandemic, and its eerily concomitant restrictions, simply could not stop the Philippine Migration Research Network (PMRN) from holding its General Membership Assembly. Through an online Zoom platform, PMRN members assembled to reminisce and reflect on their experiences and share their thoughts about the status and future, particularly of their post-pandemic research activities on migration. To its credit, the PMRN launched its newest book, *Looking Back, Moving Forward: Philippine Migration Issues, Policies, and Narratives*.

Still, on the subject of PSSC's commitment to support social scientists, this SSI issue hastens to mention the PSSC's Research Award Program, or RAP, for graduate students. The completed dissertations of three RAP grantees were featured.

Happily, we now segue into PSSC's various activities. Remaining steadfast in generating social science knowledge and maintaining a proactive stance in forging project collaboration ties, we cite a case in point the Oscar M. Lopez Center (OMLC), which has become PSSC's active partner in drumbeating issues pertaining to climate change and its adverse effects. We appreciate and thank

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This issue (cont.)

the OMLC's keen awareness and recognition of the social sciences' critical role in proffering a realistic understanding of the social and behavioral dynamics of climate change.

Another case in point is the Department of Science and Technology – Science Education Institute (DOST-SEI). The PSSC has successfully collaborated to conduct a qualitative study on the “Most Significant Change Stories of Beneficiaries of the DOST-SEI Programs and Projects.” PSSC satisfactorily documented the factors contributing to the success of individuals under the various DOST-SEI programs. Accounts from beneficiaries contain unequivocal expressions of “giving back to society,” whatever the beneficiaries may have learned from the DOST-SEI programs.

Notable among the PSSC's local collaboration initiatives is the follow-up of its 2020 PSSC-SSI “Life in Lockdown” theme, this time with a different platform—a webinar series, which offered more perspectives on the pandemic. The PSSC's partners were the Women's and Gender Studies Association of the Philippines (WSAP); UP Philippine Population Institute (UPPI) UP College of Mass Communication (UP-CMC); Philippine Press Institute (PPI); Nickel Asia Corporation (NAC); the University of the Philippines System (UPS), and the University of the Philippines Manila (UPM).

Meanwhile, in its collaboration with international institutions, the PSSC engaged its international partners, namely: the Korean Communication Association (KCA), the Knowledge Cooperative for Good Governance (KCGG), and the Hallym University, in conducting another webinar,

which looked at the COVID-19 Responses of South Korea and the Philippines. Speakers from Korea and the Philippines combined theory and practice in presenting how their respective countries responded to the COVID-19 pandemic.

Next in our PSSC initiatives' list is the pursuit of more knowledge, as exemplified by seven training projects, both regular and customized: Two “Ethics in Human-Participant Research,” one “Digital Approaches to Social Science Research,” and one “Publishing Social Science Research.” Two more training projects on “Doing Social Science Research” are slated for completion, while a training on “Market Research” is in the offing for employees of Rebisco, Inc.

The PSSC initiatives' list also includes taking the lead in the ethical conduct of research through our Social Science Ethics Review Board (SSERB) program. In addition, we have been continuously assessing research protocols, which have increased thus far by 89% of previous submissions. In light of this pleasant, albeit unexpected, development, we are expanding our Ethics Review Committee (ERC)'s membership and launched the new ethics review online portal.

Still a prolific and active year, notwithstanding lockdowns, PSSC will endure the challenges to reach its vision of “one social science in solidarity with other disciplines for Filipinos and the global community. I wish to thank the contributors and the PSSC staff for their hard work in producing this issue amidst the inconveniences brought about by COVID-19.

Lourdes M. Portus
Editor

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In line with the mandate of PSSC, the PSSC-SSI seeks to promote the dissemination of social science knowledge and research findings and their use in public policy-making. As a newsletter, PSSC-SSI aims to circulate activities and events of its member-association.

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No Child Left Behind? Poor and Vulnerable Learners in the Time of Remote Learning and COVID-19

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Aral Pilipinas

Education is an investment in human capital and is integral in attaining the country's medium and long-term growth targets. In the past decade, the Philippine government has made significant investments to improve education outcomes with programs such as the Conditional Cash Transfer Program (Pantawid Pamilyang Pilipino Program). The Conditional Cash Transfer Program (RA 11310) is a human development measure under the Department of Social Welfare and Development (DSWD) that provides conditional cash grants to low-income families with children aged 0-18 to improve their health and nutrition, and education. Other initiatives undertaken by the government are the Department of Education's (DepEd) school nutrition and feeding programs, reforms on teacher capacity building, and partnerships with stakeholders for infrastructure and school-based programs. These efforts contribute to attaining commitments to the Sustainable Development Goals (SDG) focusing on SDG 4 (Education), which aims to ensure inclusive, equitable quality education and promote lifelong learning opportunities for all.

Despite gargantuan efforts from the national government, the 498,691 total COVID-19 cases nationwide with 28,674 active cases (as of 16 January 2020) have disproportionately affected the poor, especially with the enforcement of community quarantine since March 2020. Elsewhere, the COVID-19 pandemic does not only affect the economy but it also affects long-term human development outcomes because it magnified the pre-existing vulnerabilities of the basic education system (Miradora et al. 2020). Filipino students rank lowest in the world in terms of science, mathematics, and reading competency as reported by three international learning assessments, malnutrition, challenges in school closures and distance learning, and poor teacher quality (Mateo 2020).

According to the United Nations, inequalities in education are exacerbated by the COVID-19 pandemic as remote learning remains out of reach for 500 million students globally. School closures have kept 90% of learners out of school, reversing years of progress in education (UN 2020). For instance, as of November 2020, more than 2.7 million Filipino learners did not enroll for the current school year for various reasons related to the pandemic and its consequences (DepEd 2020a). Further, the pandemic has magnified existing gaps in the education system in terms of quality, access, and participation, with poor children struggling with remote learning – they have to solicit donations for the printing of modules, share gadgets, climb trees to get internet access, or air-dry modules that got damaged during a typhoon.

The ongoing learning crisis needs to be urgently addressed. These critical questions should be answered as we move towards the so-called ‘better normal’: What can be done to ensure that the 2.7 million unenrolled learners will go back to school? How can we keep the 27.7 million enrolled learners in school under remote learning conditions? How can we ensure the health and safety of learners, teachers, and their families?

To ground recommendations to the challenges confronting the basic education system in the time of COVID-19, Aral Pilipinas, a coalition that advocates for learning continuity in times of crisis, partnered with the people’s organization Samahan ng Nagkakaisang Pamilya ng Pantawid (SNPP) to conduct a survey and collect first-hand information on

the general sentiments towards remote learning and the possibility of partial face-to-face classes. The chatbot survey had 9,716 respondents, the majority of whom were beneficiaries of the 4Ps. It was conducted during the period when the national government was considering the partial reopening of schools in areas with no or low COVID-19 infections. The survey results were complemented by the weekly *kumustahan* sessions done online through webinars and small group consultations.

Drawing from the results of the survey and consultations, this article surfaces the challenges confronting learners and their families as they struggle to keep children in school, while trying to survive the other devastating effects of the pandemic on their livelihood and overall well-being.

VOICES FROM THE MARGINS: KEY SURVEY RESULTS AND CONSULTATION NARRATIVES

The simple survey was conducted nationwide from 30 October 2020 to 16 November 2020. It was done through the SNPP network of 4Ps and non-4Ps beneficiaries, and a snowball sampling method was used. The tool used was a chatbot survey questionnaire lodged on Facebook Messenger. This technology limits the respondents to those with access to the internet and the messenger application. Although in some areas, SNPP leaders went to interview respondents with no internet access and encoded their answers using the chatbot.



SNPP core leaders interviewing homeless family beneficiaries of the Modified Conditional Cash Transfer Program in Manila North Cemetery to conduct chatbot survey

The key findings were as follows:

- a. **Profile of Respondents:** A total of 9,716 individuals, composed mostly of parents, responded to the survey, with 8,976 (92%) belonging to the 4Ps program. Given the profile of respondents, the majority of them belong to the bottom 20% of the population and have children attending K to 12 levels in public schools. Of the 9,716 respondents, 81% (7,910) said they have at least one child enrolled in the public school system, while 1,509 (16%) said they have at least one child in K to 12 attending a private school. There were instances that the household had children in both private and public schools.
- b. **Self-learning modules:** 8,572 (88%) respondents indicated that they had at least one child in K to 12 who are using self-learning modules. On average, each respondent household has 2-3 children using modules.
- c. **Online learning:** 5,357 (55%) respondents indicated that they have at least one child who uses an online facility as a learning modality.

Respondents were also asked if they have enough gadgets at home to support their child's education. Out of the 5,773 who answered the question, 3,835 (66%) said they do not have enough gadgets, especially those with many children at home sharing only one device (either a cellphone, a tablet, or a computer).
- d. **Blended learning:** 4,728 (49%) respondents said they have at least one child under blended learning, a combination of different modalities.
- e. **TV and radio:** 776 (8%) respondents said they have at least one child using TV and/or radio as learning modalities.
- f. **Cost of blended and remote learning:** The respondents were asked if there was an increase in household expenses while using blended and remote learning. Out of the 9,716 respondents, 3,917 (40%) indicated that expenses increased (*mas malaking gastos*) compared to regular face-to-face classes. It should be noted that the respondents are beneficiaries of 4Ps, and that 4Ps provides monthly cash grants to a maximum of three children per household. Each child in Elementary receives P300, while a child in High School receives P500. Despite this, they still experienced increased expenses, mainly for data loading for online learning and printing of modules..

- g. **Conditions for face-to-face learning:** 7,297 (75%) respondents favor the resumption of face-to-face classes. The rest of the respondents will still not allow their children to attend face-to-face classes with the threat of COVID-19 endangering their children's health and safety. The primary reason of those who will allow their children to attend face-to-face classes is that their children learn better from in-person classes with teachers than online classes. Online classes result in poor learning because of the household's inability to support the child's distance learning. Notably, the safety of the children is also raised by some respondents who will allow their children to attend in-person classes.

The survey results were complemented by the weekly *kumustahan* sessions that were done online through webinars and small group consultations. Aral Pilipinas conducted *kumustahan* sessions thru online FGD sessions from April to November 2020 and thru Facebook live broadcasts in September to October 2020. The key objective of *kumustahan* is to generate insights and suggestions from education stakeholders on how to best approach learning continuity amid the pandemic.

Key narratives surfaced during the *kumustahan* sessions with DepEd personnel, officials, teachers, LGUs, CSOs, education advocacy groups, and parents. These key narratives included: concerns on the allocation of resources for teaching and learning in the new normal; communication of education policy and changes; the need for feedback and consultation with parents, learners, teachers, and other sectors on the effects and implications of remote learning modalities, and challenges and experiences of the different stakeholders on remote learning

COVID-19 MAGNIFYING PRE-EXISTING VULNERABILITIES OF LEARNERS FROM THE MARGINS

The survey results show the widening inequality about remote learning even amongst the poor and marginalized. Given that the pandemic caused a recession, with the Philippine economy suffering a -16.5% drop in its GDP in the 2nd quarter and -11.5% in the 3rd quarter of 2020 (Venzon 2020), coupled with the unemployment rate rising to 17.7% (PSA 2020), remote learning and its corresponding costs are often passed on to the families. We have seen these at the start of the school year with parents and teachers asking for donations from private sectors and individuals for the printing and reproduction of self-learning modules, which will be used by the learners under DepEd's Basic Education-Learning Continuity Plan (BE-LCP)

(Garcia 2020). The same can be said for learners enrolled in online and blended learning; the cost of mobile data is often shouldered by the families especially if the local government units (LGUs) are unable to provide free wifi access. The additional financial burden of remote learning on parents could lead to dropouts in the middle of the school year due to financial reasons. These sentiments were raised in one of Aral Pilipinas' *kumustahan* sessions.

According to DepEd data, 17.9% of reported dropouts in 2017 were due to financial reasons or the high cost of education (DepEd 2019). In another report by the Philippine Institute for Development Studies (PIDS) in December 2018, 'financial reasons or the high cost of education account for 11.4% of Elementary School and 21.0% of High School dropouts. (David et al. 2018). The pandemic will not be over soon as the country continues to struggle with managing the health crisis; hence, efforts must be made to ensure that support to poor families through social protection programs like the 4Ps are in place to help buffer the economic impact of the crisis and to support the achievement of education outcomes. Great effort must be expended to ensure that the 21.8 million enrolled learners in public schools remain in school.

As indicated in the survey conducted by Aral Pilipinas, the majority of the learners are still using modules because of limited access to the internet or the lack of gadgets. This resonates with the results of the Learner Enrolment Survey Form (LESF) done by DepEd, which showed that more than 9.4 million learners prefer the modular mode of learning. At the same time, approximately 4.1 million opted for blended learning. These make up 81.5% of total LESF respondents who opted to use printed modules. DepEd recognized that only 22,645 or 48% of public schools have an internet connection (DepEd 2020b).

Remote learning is seen as a solution to continuing education during a pandemic and in the transition to the 'better normal,' However, if not correctly implemented and without adequate support, it becomes an additional burden that low-income families have to endure. With limited resources, these families struggle and are often left to choose between having food on the table, keeping their families safe from disease, or keeping their children in school. Their situation worsens if natural disasters like typhoons and other calamities add a burden to their livelihood. This was experienced by many families in Luzon and portions of Visayas when several typhoons ravaged the country in the last quarter of 2020, causing massive damage to property and livelihood. Persistent inequality and lack of access to resources put basic education in peril. Programs like the 4Ps help buffer the financial impact, but the uncertainty of the health situation, even with a

vaccination program underway, still influences families' decisions and opinions on education.

While global evidence indicates that economic recovery is heavily hinged on how well the government can address the health crisis, the widening gaps in basic education cannot wait – especially for the poor. Therefore, collective efforts must be made to ensure that remote learning will work for the Filipino learner and that poor students will have a fighting chance in completing the school year despite the compounded impact of the pandemic on their lives.

The next section explores options to bridge these gaps and ensure that no child will get further left behind as the pandemic magnifies pre-existing vulnerabilities and systemic inequalities in the Philippine basic education system.

LEARNING MUST CONTINUE AT ALL COST

Keeping children in school, especially under pandemic stasis, must be upon all. Investment in human capital must be a priority of the government, and this can be done by establishing a public finance-supported end-to-end system for remote learning to guarantee that no 'out of pocket' expense will be incurred by parents and teachers alike. Modules remain the most accessible modality for learners, especially for those living in areas with no or limited online access or those who do not have the financial means or gadgets to use for online classes. However, insufficient funding for the production of modules and other learning materials puts the continuity of learning for at least 50% of the learners at risk.

As the country moves towards recovery, basic education must remain a priority. Efforts must be put in place to ensure that enrolled children stay enrolled and for the 2.7 million unenrolled children to return to school through the Department of Education's intensified *Balik Eskwela* programs at national and local levels. Although government intervention programs such as social protection programs like the 4Ps give financial support to poor families and help them keep their children in school, more programs should be created to help these poor families alleviate their poverty and not solely rely on the government.

Prioritizing education programs and delivery should be provided with a sufficient budget. An ideal education budget should be about 20% of the national budget. For 2021, a meager 14.03% of the national budget is allocated for education. Though there is an increase from the 13.52% education budget of the previous year, this is still far from the budget needed to provide for the optimal support for educational programs, especially during the COVID-19

pandemic (Luistro 2021). A recent report from the United Nations recommends that about 6% of a country's GDP should be allocated for education, especially for the Philippines, which is one of the countries with the smallest allocation for education in the ASEAN region (Medenilla 2019). The COVID-19 pandemic underscores the need for additional support and resources, and the provisions for educational funding and budget must be revisited and prioritized.

With the possibility of limited face-to-face learning, the health and safety of learners, teachers, and their families must be given primacy. One way of doing this is through stringent guidelines that are aligned with the recommendations of health professionals, such as the practice of *APAT Dapat* (A-Air circulation, P-Physical distancing, A-Always wear mask and face shield, and T-Thirty minutes interaction or less) (HPAAC 2020). In addition, while the possible resumption of face-to-face classes is being explored, other modes of learning or options must be available to learners. They should be contextualized in their respective situations providing support in consideration of learner needs and community resources.

Finally, in need of a coherent and responsive national government program for learning continuity, local governments must intensify efforts to support basic education. The government must allocate more resources for learners, especially those from low-income families, whether through the printing of modules or the provision of online access and gadgets. As part of the shift to the so-called 'better normal,' the Local School Boards of the LGUs can also consider realigning allocations for infrastructure to logistical support to learning resources. Further, developing a complementary social protection program

for these families will also help sustain keeping children in school.

The challenge to meet the learners' needs for quality and accessible education is far from over. In addition to the foregoing challenges, other risks that further affect DepEd include equity issues, especially among low-income families. The extra costs of blended learning may lead learners to drop out of school. As the second year of the pandemic enters, there is an increased clamor for the partial opening of in-person instruction in low-risk areas. This merits both the government and the private sector's attention. The weight and challenge of remote learning are too heavy for families and teachers to carry alone.

The romanticized proverb "It takes a village to raise a child" holds true especially now that the pandemic has magnified the vulnerabilities of having an unequal society. One out-of-school child is enough reason to take action—it should not have taken a pandemic to realize that. The results of the survey only present a snapshot of the prevailing challenges faced by Filipinos. Many of these challenges can be addressed through coherent and sound policymaking as well as collective and collaborative action. The question is how much the government and the nation are willing to pour resources into human capital investment and rescue the basic education sector from this crisis. Any long-term prospects for growth and recovery depend on how much investment is made in human capital, specifically education. The government cannot do it alone. Individuals, organizations, and the private sector must intensify their role in sharing the burden to improve the condition of the Philippine basic education system. They must ensure that no child will be left behind as the Philippine society works towards recovering from the COVID-19 pandemic and building a 'new and better normal.'



Aral Pilipinas is a network of education practitioners, parents, students, and development workers who advocate for the continuity of education in times of crises.

We recognize and support the need to meet the United Nations Sustainable Development Goals on education: to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Aral Pilipinas believes that education for all is an irreversible human capital investment for a better future of the country. Education increases the opportunities for economic progress of Filipino families not just through better employment and higher income, but by expanding the country's capacity and productivity, and improving the well-being and health of learners and their families.

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Challenges and Opportunities of Remote Learning in the Philippines: E-Net Philippines' Policy Recommendations

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Before the pandemic, the country was already facing formidable challenges in fulfilling the promise of education as a basic human right. The number of Filipino out-of-school children and youth (OSCY) estimated to be at 3.6 million (PSA 2017) is one of the highest figures in the ASEAN region, where poverty is the main obstacle to access. Now that the economic impact of the pandemic has pushed millions into severe poverty, this will indeed have a disproportionately negative effect for the most vulnerable learners to continue their education – the rural and urban poor children and youth, learners with disabilities, Indigenous and Muslim children and youth, children in conflict and emergency situations, and in Last Mile Schools in geographically isolated depressed areas.

True enough, no matter how the Department of Education (DepEd) assured families that it would exhaust all possible means to ensure that no Filipino learner will be left behind, the number of enrollees dropped when schools opened in October 2020. According to DepED enrollment data in SY 2019-2020, “the total number of enrollment on all sectors and level of education is 27,790,114 for both

formal and informal systems. Of this number, 27,030,391 are learners from Kinder to Grade 12, and 759,723 are in the Alternative Learning Systems (ALS) program. There were 22,572,923 enrollees in public schools and 4,203,676 in private schools last school year” (DepEd 2019).

For SY 2020-2021, the Elementary level has the highest number of enrollees with 11,848,909, followed by Junior High School (JHS) with 7,807,946. There are 2,836,518 enrollees in Senior High School (SHS) and 1,760,923 in Kindergarten. There are also 394,274 enrollees in ALS and 72,144 non-graded LWDs (Malipot 2020).

Sad to say, DepEd Undersecretary Nepomuceno Malaluan told the Senate Committee on Basic Education, Culture and Sports hearing on blended education, about the non-participation of around four million learners due to COVID-19 crisis who would become out-of-school youth. An estimate of 2.75 million of those who did not enroll came from private schools. In addition, over a million students enrolled in basic public schools did not register for the 2020-2021 academic calendar (CNN Philippines Staff 2020).



“Education for All” has been the banner call of the Civil Society Network for Education Reforms or E-Net Philippines since its inception in 2000 at the same time the EFA movement has been revitalized globally.

Access to quality and inclusive education presents an alarming situation, as reported. Aside from the almost 28 million affected students in the public and private schools, there are more than two million enrollees in the Alternative Learning Systems. In addition, about 3.8 million Filipinos aged six to 24 years old were out-of-school children and youth (OSCY), and 12.8 million Filipinos, age 31-59 years old, have not completed their basic education (PSA 2017).

ISSUES AND CHALLENGES FACED BY TEACHERS IN THE NEW NORMAL

Use of Online Platforms

The Department of Education has launched the “DepEd Commons,” an online educational platform for public school teachers and learners that contains the five (5)-step process of accessing it and modules arranged by grade level and subject. However, skills and readiness of teachers, parents, and students to online learning, absence of gadgets, access to the internet, inefficient connection, and absence of electricity remain the challenges from taking full advantage of using the platform, especially among poor teachers and students in remote areas. Experiences on the ground validated these.¹

A teacher from Bulacan noted that out of her 35 students, only 15 (43%) are with gadgets and are accessing the DepEd Commons. Other teachers use chat messaging in Messenger in giving learning activities to students.

Observations made by teachers in Manuel Roxas High School in Manila expressed that both the students and the teachers are still in the process of adjustment to the new mode of learning delivery. Around 50 to 60 percent of their students are unable to attend online classes regularly because of the problems like poor interconnectivity, insufficient time for synchronous classes, lack of gadgets and money to buy load, noncompliance of students to submit requirements, and the need for parental participation and guidance of their children.

Another teacher said, “In a class scheduled for 15 minutes, it looks and sounds easy, yes. But those are the most grueling 15 minutes filling up the teacher’s entire week: setting up the Google classroom activities, retrofitting the lesson

presentations, preparing the online forms for assessment, checking and monitoring student compliances—all these are to be done in a single week. My eyes hurt staring at the computer all day, not to mention the back pain and carpal tunnel, and many more.”

Another teacher from Bulacan said, “In our district, the distance learning that we are using this school year is Modular Distance Learning or the use of Self-Learning Modules (SLM). Students’ parents visit the school once a week during the distribution of SLMs. It could have been much easier on the teacher’s part if there are enough modules for all the pupils. The 50% or less of the total enrolment that we are being provided with, burdens us, teachers. Physically it is so tiring to prepare and retrieve the modules.”

A Manila teacher shared, “On the physical level, I find the current distance learning modality draining my energy level – sitting in front of the computer for hours. Then, at the end of the day, I have to deal with muscle pains, finger strain, and worse, eye strain. So, of course, I have learned to “arrest these problems on my own.”

Another teacher in Quezon City said, “People may see us teachers as blessed individuals because they thought we are working less during this pandemic, but it is the other way around. The eight (8)-hour working time extends up to almost midnight—no holidays and weekends most of the time. We may be working at home, but we are loaded with school works (paper works to accomplish, online classes, attending to parents’ and pupils’ queries, attending webinars and online meetings, and many more.”

A secondary teacher from Pasig City stated, “After years of teaching face-to-face, it will never be that easy for teachers to cope with this flextel mode because it requires a lot of technical knowledge. Unfortunately, not all teachers are technology literate to manage the applications they must use in teaching.”

Likewise, university students experience the same challenges of remote learning. Rotas and Cahapay’s (2020) research paper entitled, “On the students in the wake of COVID-19” described the challenges that includes unstable internet connectivity, inadequate learning resources, electric power interruptions, vague learning contents,

¹ Interviews conducted by F.C. Arellano among teachers on the Effect of the Learning Modality on the Wellbeing of Teachers, April 2021.



Early Childhood Education which is the foundation of the future learning of the child should be available to all.

overloaded lesson activities, limited teacher scaffolds, poor peer communication, conflict with home responsibilities, poor learning environment, finance-related problems, physical health compromises, and mental health struggles.

Adapting to the “New Normal”

Teachers are challenged on how to gauge the effectiveness of the remote learning mode. Before the pandemic, comprehension and quality of learning have been an issue on hand during face-to-face learning. Without interactive and collaborative understanding between students and teachers, and among the students, do they learn? How teachers will measure the cognitive and behavioral competencies of the students remain a question.

Quoting from E-Net Philippines’ statement in its website, “access to quality and equitable education is more challenging now, and even after the lockdown, that brought a ‘new normal’ lifestyle like social distancing, wearing masks, and frequent hand washing. How could the marginalized, excluded, and vulnerable learners adapt to the digital technology of learning? How would they practice frequent hand washing if there is a shortage of water supply in schools and their houses? Even in the home-based study for the modular learners, physical distancing is still an issue since most urban poor learners’ houses are too small, averaging about 15 square meters with five family members. How would the well-being of teachers be

addressed? Would these learning modes lessen or increase their workload?” (E-Net Philippines 2020)

The impact of the flexible learning modalities makes students uneasy because most of them preferred the face-to-face learning situation, particularly those who cannot afford an internet connection. And those who have access, stability of internet connectivity becomes a burden too. The result is anxiety on both sides, the teacher and the student. Moreover, studying with this modality gives students and teachers more struggle because many opportunities are missing online.

For the longest time, teachers constantly adapt to every situation they face. Using an online platform instead of the chalk-and-blackboard method is alien to teachers, especially those nearing retirement age. Teachers implore the assistance of either their techno-savvy sons or daughters, nephews, nieces, or whoever they can tap to help them use online devices.

Out-of-school Children and Youth

Much of the attention of the government and public attention or concern, at present is focused on Filipino students, who are attending formal schooling. However, the COVID-19 pandemic has also affected about 3.8 million Filipinos ages six (6) to 24 years old who are out-of-school children and youth (OSCY) and 12.8 million Filipinos age 31-59 years old who have not completed their basic education (PSA 2017).

The DepEd's Alternative Learning Systems (ALS) which will benefit about 3.8 million OSCY, must be adequately supported financially to meet its target. Unfortunately however, the Department of Budget and Management (DBM) integrated DepEd's 2021 budget allocation for the ALS program into the budget for Flexible Learning Options. In addition, the Flexible Learning Options include other areas such as the Alternative Delivery Modes (ADM) and Education in Emergency (EiE), pegged at P16.13 billion to cater to 690,208 learners with an amount of P22,022.35 per learner.

In his speech during the Asia Pacific Regional Dialogue on Education Financing held on 26 April 2021, Senator Sherwin Gatchalian, Chair of the Philippine Senate Committee on Basic Education, Arts, and Culture (18th Congress), projects an ideal budget of P30,000/ALS learner. He added that with the new law on the Alternative Learning System, the concerns for access and equity-based education of those learners left behind would be addressed and given adequate support in alternative learning.

Furthermore, the budget allocation for IP Education of marginalized indigenous people is only P159 million for 129,000 learners in 3,070 schools, or an average of P395.04 budget per learner. The funding for the Last Mile Schools—located in the geographically isolated and depressed areas, where the marginalized, excluded, and vulnerable learners are in need of spaces for learning and other forms of educational support—has been realigned to the Bayanihan Heal Act. This year, the P1.5 billion budget as well as the P6 billion derived from the unprogrammed fund for the school building infrastructure were allocated for the construction of the initial 44 schools in the LMS areas (DepEd's FY 2021 Budget Proposal; GAA Appropriation Act FY 2021 RA 11518).

Vulnerable Children, Youth, Adults, and Learners with Disabilities

Senator Sherwin Gatchalian noted that the DepEd should also give attention and support to another group of learners – learners with disabilities. He cited in the Senate Committee on Basic Education that DepEd's 2021 National Expenditure Program should include funding for the procurement of special education (SPED) equipment for over 400,000 SPED learners in the country. There was a PhP107 million budget allocation for the Special Education Program in 2020 GAA but it was discontinued and realigned in the Bayanihan COVID-19 response.

The E-Net Philippines, in its website, stated that “While this pandemic has undoubtedly disrupted society's normal functions and disproportionately affecting marginalized sectors and the learners within them, it is about time to look for creative and alternative solutions to learning and advocate for reforms and improvements in the education sector.”



Support the Passage of the Bill on Inclusive Education for Learners with Disabilities

There is no going back to the past. Our education system must immediately adapt to the new normal. The 1987 Philippine Constitution, specifically Article XIV, Section 1², and the government's commitment to the Sustainable Development Goals (SDG), particularly SDG 4, must serve as the guideposts in all government efforts and targets to make education adapt to the new normal.

The underlying principle of the SDGs is to leave no one behind. Therefore, the SDGs should be a hallmark of the national and global recovery effort. To realize the concept of ‘building back better,’ we need a foundation—the attainment of the SDG4.

DepEd's Learning Continuity Plan (LCP) cites a strong and resilient teaching force and school leadership as crucial to achieving Sustainable Development Goals, especially Goal 4.³ In addition to existing policies and programs for upskilling and reskilling teachers, teachers must be adequately equipped with the competencies required to teach in a rapidly changing learning environment and in emergency situations. Likewise, teachers must also be given mentoring and psychosocial healthy management and support.

Basic Education Learning Continuity Plan

The Department of Education is addressing the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020 as mentioned by the ACCRA Law. However, DepEd is faced with many challenges in implementing the BE-LCP such as: (1) dealing

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- 2 The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all.
 - 3 Ensures inclusive and equitable quality education and promote lifelong learning opportunities for all.



Clamor of Students in the State Universities and Colleges:
"Free Education Now! "

with learners under any of the modes of distance learning who are not capable of learning independently, or who are not periodically supported by their parents or guardians; (2) the need for substantial and additional financial resources to meet the objectives of the BE-LCP, and (3) holistic development of students due to limited interaction with their teachers and fellow students (Pimentel-Tibon 2020).

In a webinar organized by the Philippine Forum for Inclusive Quality Education on 6 August 2020, DepEd Undersecretary Nepomuceno Malaluan mentioned a quality loss in terms of instructional quality because of the absence of teachers doing direct supervision in a face-to-face classroom setting. However, he added that there would be quality gains in skills resulting from independent learning and collaborative efforts of teachers, parents, and the community.

The issues and challenges being posed by remote learning are quite intense and require crucial investment for a better future of our education system even beyond the pandemic. Therefore, focus on financing the costs of education should be foremost in the government's list of priorities to save the schools for our learners.

E-NET PHILIPPINES' POLICY RECOMMENDATIONS

In this context, we are presenting below the E-Net Philippines' policy recommendations to address the effects of the COVID-19 pandemic on the well-being of learners, parents, teachers, non-teaching personnel, and school leaders.

On the Curriculum

1. The Minimum Essentials Learning Competencies (MELC) must integrate topics and competencies towards greater resilience in our learners. Some of the recommended topics include child health and nutrition (e.g., building health literacy, and health-

seeking behaviors), civic education, skills-building, learning in emergencies, life skills, and the changing nature of work.

2. The management of lessons should be flexible with consideration of the learning context of the learners (Writing, PE & Health, Personal Management, Home routines, etc.).
3. An integrated approach in the handling of curriculum content/learning tasks with a focus on the COVID-19 situation must be considered.
4. Comprehensive school health and safety programs in the context of the emergency curriculum, especially in the rapid increase of COVID-19 cases and other diseases and health threats, should be prioritized.
5. The K-12 curriculum must be reviewed in terms of its appropriateness to the learners and society in general and towards a safe, protective, inclusive, and quality learning for all students.
6. Vocational/technical education curriculum in Senior High School should be designed as a training and preparation for life skills for young people in their political, cultural, and economic life.

On Learning Modalities

Digital technology can be an essential tool to facilitate distance education, but this can never replace classroom teaching and learning.

1. Provide guidance, expertise, and support structure on various modalities that may be employed in the provision of education and learning continuity. Such modalities include distance education programs, alternative learning systems, homeschooling, virtual/online learning in-school, and out-of-school modality with a mix of printed, offline, digital, radio and TV resources.
2. Enrich and support the alternative learning system curriculum, production of learning materials and modules, safe spaces/home for learning and provision of community learning centers, learning contracts, and provision of subsidy to learners.
3. Full implementation of Republic Act No. 10929 or the Free Internet Access in Public Places Act, upgrade and rehabilitate ICT infrastructure and connectivity in the Basic Education and State Colleges and Universities (SUCs).

4. The learner's cultural diversity of the learners, ethnic identity, values, languages, history of the local communities must be considered in the use of information and communication technology (ICT) in education. Consultation with teachers in the choice of the essential content of the curriculum and choice of pedagogical tools of teaching and learning must also be done.
5. Partner with the National Telecommunications Commission (NTC) and the Department of Information and Communications Technology (DICT) to expand the connectivity coverage and deploy multiple levels of technology in larger areas, especially in far and remote areas.

On Learning Assessment

1. Conduct a possible pilot-testing of Micro-certification of Learners, especially in the Vocational-Technical Strand.
2. Consider other forms of assessment that will credit the learners' experiences through practical activities, simple research, portfolio assessment, and constructive feedback.

3. Paper and pencil tests should not be the main form of evaluating the competencies of our learners.

Capacity Building for Teachers and School Leaders

1. Conduct professional training of teachers on the new learning delivery designs from face-to-face setting to remote learning setup.
2. Develop and implement assessment tools for alternative modalities.
3. Provide teachers with access to trainings and workshops on the integration of approaches for the development of learning tasks for a streamlined process (horizontal and vertical integration of approaches) and better sharing of practices.
4. Guide/orient parents/teachers in facilitating homeschooling (e.g., radio and TV for learning) and other Alternative Delivery Modes (ADMs).
5. Provide psychosocial support and training to learners, parents, and teachers relevant to COVID-19 pandemic.
6. Provide teachers and school leaders with continuous professional development programs depending on the multimodal nature of education delivery. The work on the alignment between pre-service and in-service teacher development should start as a long-term perspective.
7. Treat teachers and education-support personnel as front liners and provide them with a safe and healthy teaching and learning environment, hazard/hardship pay, and personal protective gear (i.e., face masks, disinfectants, alcohol).
8. In public and private educational institutions, financial assistance can be given to teaching and non-teaching personnel, including job-order and contract of service, part-timers, and long-term casual employees.



Learning Modalities focus on the cultural diversity, ethnic identity, language, values and cultural history



Empowering Teachers in Building Sustainable Societies

Parental Support

1. Provide orientation and training for parents and other possible household mentors on functional literacy, simple digital technology, health protocols, module management, and feedback.
2. Find out the problems and constraints confronting the parents and make necessary interventions to assist them.
3. Provide learners with gadgets, loads, workbooks, and other modular materials to deliver a flexible learning system. Flexible blended learning is guaranteed if the homes have internet access. Learners would have more time to study at home; thus, preventing unnecessary exposure to the virus and safeguarding their health and wellness.
4. Provide support incapacitating the parents, guardians, and older siblings to support the learners' learning in psychosocial enhancement, knowledge enrichment, attitudinal formation, and skills development, especially in home-based schooling.
5. Coordinate with the local barangay for the needed support to the parents and other household mentors for the children's education. Take full advantage of using the radio and TV especially government-owned Radyo ng Bayan and PTV4.

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About the writer



Prof. Flora C. Arellano is the president of the Civil Society Networks for Education Reforms (E-Net Philippines). She consistently defends the right to education of the marginalized, excluded and vulnerable sectors of our children, youth and adult learners. She was also the founding Chairperson of TEACHERS, Inc.

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About E-Net Philippines

The Civil Society Network for Education Reforms or E-Net Philippines is a national coalition of civil society organizations engaged in policy advocacy and partnerships for education reforms. Since its inception in 2000, at the same time that the Education for All (EFA) movement has revitalized globally, E-Net has been committed to expand and strengthen civil society participation in reforming the Philippine education system and in developing alternative learning systems with special concern for the marginalized, excluded and vulnerable sectors (MEVS). “Education for All” has been its banner call then, and now as E-Net endeavors to continue the EFA movement in the light of the new Sustainable Development Goal 4 (SDG4) aimed to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

E-Net Philippines presently has 130 member and partner organizations nationwide.

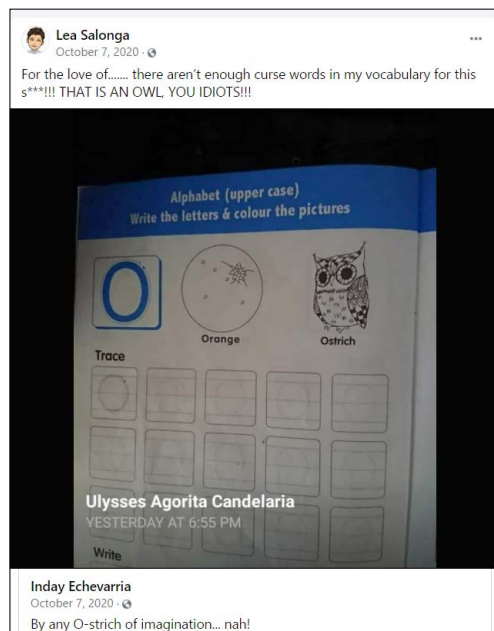
SPOTLIGHT: Education During Pandemic

ARIEL C. SEBELLINO
Philippine Press Institute

The **Philippine Press Institute (PPI)** and the **Hans Seidel Foundation (HSF)** jointly conducted, online, a two-part roundtable discussion with the spotlight on the current state of education in the Philippines. Attended nationwide by media practitioners, PPI members, and educators, the RTDs tackled the topics, “Education During Trying Times” and “Education and COVID-19,” on 21 October 2020 and 20 January 2021, respectively.

Since the opening of classes last year, and after the ballyhoo on the modular method, or virtual classes, the Department of Education (DepEd) has found itself embroiled in still another controversy - this time, on the alleged “flawed” learning materials being used by elementary pupils. Netizens blatantly raised the issue about said learning materials, which presumably contain questionable information and content, as posts on these went viral and trending on social media.

No less than music icon **Lea Salonga** expressed her dismay over errors in DepEd’s learning modules. She took to Facebook to repost some of what she thought were glaring errors. Netizens were quick to notice her caption: “For the love of there aren’t enough curse words in my vocabulary for this s***!!! THAT IS AN OWL, YOU IDIOTS!!!”



Screenshot of Lea Salonga's Facebook page

Another issue was brought up during the virtual roundtable fora for media vis-a-vis unprecedented home-based schooling, further raising doubts on whether or not the students themselves do their homework. Dr. Diosdado M. San Antonio, DepEd Undersecretary for Curriculum and Instruction, said:

Actually, palagi naman natin binibigyan din ito na ang ating home-based learning, habang may Covid 19 ay pagkakataon din sa mga pamilya o sa mga magulang na magturo nang maayos na values o talaga po ang isang challenge natin ay papaano matuturuan ang mga bata na maging matapat kung yung mismong binibigay na sasabihing ginawa ng bata ay ginawa ng iba. (“Actually, we always emphasize that our home-based learning, while with COVID-19 pandemic, is also an opportunity for families or parents to teach good values; or it is a challenge to teach children to be honest when what they submit, which is claimed to be done by them was actually done by somebody else”).

Usec. San Antonio added that grades or high marks were not necessarily the only measures of a pupil’s learning capability, stressing the importance of lessons learned during online classes or from the modules.

Observers say that, during this ongoing health crisis, the disparity between the rich and the poor has been more pronounced in the education sector. Dr. Ethel Valenzuela, Director of the Southeast Asian Ministers of Education Organization (SEAMEO) in Bangkok, and who teaches via online at the UP College of Education, believes in “a magnifying lens of inequalities in the world.” “Dito natin nakikita those who can access online classes” (“We can see here those who can access online classes”).

Ms. Yoly Crisanto, Globe Telecom’s Head for Corporate Communications, underscored telecommunication companies’ role in addressing the current curriculum issues. Globe Telecom helps teachers cope with online trainings, popularly called webinars nowadays, which Ms. Crisanto thinks can bridge the learning skills and the teachers’ capability to do any kind of teaching and learning modalities. She explained:

In the aspect naman of the divide (disparity between the rich and the poor), what we did was to help make the connectivity accessible to as many people as possible. Alam naman natin na in this country mas marami ang prepaid, so ang ginagawa namin is we are making products na talagang Php 50.00 lang for five (5) Gigabytes data for three days. It is like na extend yung product namin sa kanila and these products are exclusively for learning. On top of that, nagbibigay tayo ng malalaking discounts doon sa ating home prepaid wifi. (In the aspect of the

divide [disparity between the rich and the poor], what we did was to help make the connectivity accessible to as many people as possible. We know that there are more prepaid accounts in this country, so what we are doing is making products that costs only Php 50.00 for five (5) Gigabytes data for three days. It is like extending our product to them, and these products are exclusively for learning. On top of that, we offer huge discounts on our home prepaid wifi.)

There had been a learning crisis long before the pandemic started, according to Love Basillote, Executive Director of Philippine Business for Education (PBED) – a non-profit organization of business leaders in the country, which sees education as the key to national growth, development and competitiveness. Ms. Basillote emphasized that the “clear indicator of the performance of an education system is whether or not the students are learning.”

Nakita natin yun sa recent national assessments na kung saan nag-participate yung Pilipinas. Noong ina-assess yung mga 15-year-olds natin, mga nasa Grades 10 and 11, nahu-huli po tayo sa 78 countries or economies na nag-participate. Noong nag-participate din tayo sa Math and Science assessment ng teams noong 2019, huli din po tayo sa around 68 economies. (We saw those in recent national assessments in which the Philippines participated. When assessing our 15-year-olds, those in Grades 10 and 11, we lagged behind 78 countries or economies that participated. When we participated in the Math and Science assessment in 2019, we were also at the bottom of around 68 economies.)

Ms. Basillote raised her concern that this pandemic might have worsened the learning crisis among the students. First, she said, was the delay in opening the academic year from June to October 2020; the sudden shift in learning modalities, and the country’s poor internet connectivity. She stressed:

Crisis na po sya, hindi lang problema kasi nagbi-build up na siya, it’s multi-stakeholders hindi lang DepEd problem, the private sector is involved, business community, civil society. We need to really re-think and solve this crisis para maayos natin kung paano natin ma ta-transition and to really implement the learning continuity plan. (This is already a crisis and not just a problem because it is already building-up. It is multi-stakeholders and not just a DepEd problem; the private sector is involved,

the business community, and the civil society. We need to re-think and solve this crisis to know how to transition and implement the learning continuity plan.)

Many believe that the teachers’ welfare needs to be addressed. The teachers are considered as frontliners and essential workers in the educational system and in the various communities that they serve.

Citing the media’s role as watchdog and truth-teller, the RTD panelists focused on the media for the latter to highlight both the problems and their corresponding solutions.

Some of the abovementioned RTDs’ recommendations were the following:

- The country should consistently participate in international learning assessments to make Filipino learners and graduates globally competitive;
- Parents should impart correct values to their children;
- DepEd’s learning modalities and implementation of the Learning Continuity Plan (LCP) should be enhanced, and
- Conduct tutorials after online classes and strengthen the teachers’ professional development.

Said some young mothers, like Marie Peña and Maricel Oriña, who live in a middle-class subdivision in Imus, Cavite, and whose daughter and son, respectively, go to different elementary schools with different modalities: “This pandemic has brought the worst and the best in us.” The young mothers are now hoping for the pandemic to end so that their kids could attain some normalcy in their schooling.

About the writer



Ariel C. Sebellino is the Philippine Press Institute’s Executive Director and a member of its Board of Trustees. He heads its training operations and special projects. Mr. Sebellino was also a former President of the Philippines Communication Society (PCS), which is a regular member of the Philippine Social Science Council. (PSSC).

Being “Well” during Remote Learning

**NIÑO JOSE MATEO and
RON RESURRECCION**

*Psychological Association
of the Philippines*



A grade schooler attending an online class.

Due to the government-imposed lockdown in response to the threat of COVID-19, an estimated 28 million Filipino students across all academic levels have been forced to abruptly shift to remote learning as the mode of delivery for an indefinite time. The situation has come at the worst possible time since the Philippine education system has already long been in a bad shape.

In the Program of International Student Assessment (PISA) 2018 results, the Philippines ranked lowest in reading and second-lowest for Science and Math among the 15-year-old students in 79 participating countries (Schleicher 2019).

We saw the same trend in the 2019 Southeast Asia Primary Learning Metrics (SEA-PLM), which compared the performance of Grade 5 students among Southeast Asian nations. Results showed that 27% of Filipino Grade 5 students were considered illiterate in Reading and could only “match single words to an image of a familiar object or concept,” a skill comparable to a nursery student. Results also showed only 1% reaching the highest levels in writing and Mathematics (UNICEF & SEAMEO 2020).

Apart from this “educational crisis,” the Philippines has also been experiencing a connectivity crisis. The Philippines, known for some time as the “texting capital in the world,” has been suffering from one of the slowest internet speeds in the world, ranking 110th out of 139 countries in the Ookla Speedtest Global Index as of November 2020 (Hallare 2020).

However, a greater cause for concern is the lack of internet access for almost half of Filipino citizens, and 75% of our students in public schools. The situation is far worse in some far-flung rural areas where there is no internet access at all.

It is within this context that we observe the current mental health crisis in our country. Even before the pandemic started, the Philippines was already experiencing a mental health issue, with an estimated 3.5 million Filipinos suffering from some forms of mental health disorder.

A World Health Organization (WHO) survey has revealed that the diagnosis of depression has increased from 5.3% in 1994 to 14.5% in 2005. Statistics on suicide cases have experienced an increase of 0.23 to 4.3 per 100,000 males (with 0.12 to 2.0 in females) from 1984 to 2016 (WHO, 2017). With the recent COVID-19 pandemic and the eventual lockdown where almost 50% of the population lose their jobs and livelihood, a recent SWS survey has revealed that 86% of the respondents reported experiencing being moderately or severely stressed (Lalu 2020).

THE NEGATIVE IMPACT OF REMOTE LEARNING IN MENTAL HEALTH

Teachers and students alike are familiar with stress in the school environment. Most of our teachers face work overload and the pressure to perform in an environment with limited resources and support. Similarly, students experience academic stress attempting to complete tasks that are oftentimes too much or too difficult for them—all this in the context of an environment with strong parental and peer pressure to conform.

However, the lockdown and eventual shift to remote learning have brought forth new and severe challenges to the academic community.

Teachers face serious disruption in their routines and that adds to their already overburdened state. Most of them have to fend for themselves to secure the necessary equipment to use in online learning. The situation has significantly affected their productivity and the quality of their output.

Moreover, teachers need to adjust to the new platform ensuring that no students are left behind and that the students continue to engage in class. Sometimes, to compensate for lessons missed due to connectivity and unfamiliarity with the new platform, teachers find the need to assign more readings and homework, and, consequently, these cause a lot of stress to themselves and their students. Not only do they have to focus on the academic aspect of teaching, but teachers also have the added task of monitoring and addressing the mental and emotional well-being of their students.

Since teachers are in a work-from-home mode as well, family responsibilities may also interfere. Some of them even need to supervise their own children attending online classes, while preparing for their classes. It may be accurate to say that, amidst these concerns, teachers would not even have an opportunity to engage, much less prioritize, mental health self-care.

Students are also negatively affected by this sudden change in their environment as they face significant disruption in their usual routines. This change has negatively impacted their productivity, mobility, and access to necessary resources.

There is also a growing financial concern among parents and students, who are working to support themselves after losing their sources of income. As a result, most students struggle to secure gadgets to participate in online learning.

This is especially true among the poor. Not only do they have limited means to purchase the equipment, but they also do not have a stable internet connection, a conducive space, and the time to concentrate on their tasks. These connection and space problems cause difficulty in catching

up with the lessons and requirements that lead to more stress.

Aside from these, some students become more anxious when teachers require them to turn on their cameras, and the entire class can see them, unlike in the classroom, where all eyes are practically on the teacher the whole period. Indeed, “Zoom fatigue” is real.

Overexposure to the internet, by itself alone, has been found to bring about negative consequences. A recent study by University of the Philippines (UP) Assistant Professor and Developmental Psychologist Dr. Annalyn Capulong has shown that increased screen time is associated with decreased language and socio-emotional skills. She recommends a one-hour maximum screen time for children 2-5 years old.

There is also the inherent danger of overexposure to internet use, such as, internet addiction; exposure to inappropriate content, and cyberbullying. The latest data have shown that almost half of children ages 13-17 years old had been exposed to some form of cyberviolence (CNN Philippines 2020).

Although there are studies that internet use leads adolescents to report higher levels of happiness, specific conditions need to be present for this to be true (such as engaging in healthy interactions with their peers).

It is important to highlight one of the most significant negative impacts of switching to remote learning: the loss of social interaction and connectedness of the student, which are significant factors in socio-emotional development and identity formation.

The school is a good source of opportunities for developing skills related to emotion regulation, conflict resolution, leadership, citizenship, and other skills important in socialization. It is also in school where most individuals discover their interests and potentials. With the shift to remote learning, these opportunities have been greatly diminished.

Many claim that the pandemic has allowed them to spend quality time with their families since everyone is at home. However, we should also recognize the concern that not all families are living in harmony. The school serves as a refuge for some children, who have such families. But during the lockdown they are forced to interact with each other and deal with their conflicts.

The overwhelming challenges brought about by the pandemic have created a condition conducive to the experience of stress. Stress is a psychological reaction that occurs when the demands of the environment become too much for one's capacity to cope. These negative experiences lead to reduced quality of performance and an overall decrease in one's sense of well-being. With a continuing presence of stressors overwhelming one's mental and emotional capacities, one is prone to

experience burnout, which is characterized by physical and mental exhaustion, reduced self-efficacy, and a feeling of negativism with what one is doing.

There is also a threat of developing anxiety and depression brought about by isolation, uncertainty, and lack of control. The pandemic alone poses a real threat to one's life and livelihood that creates a conducive condition for one to react with over-vigilance and heightened concerns.

Mental health practitioners have encountered several individuals, including teachers, students, and administrators, who started manifesting symptoms of anxiety and depression, such as, sleep problems, irritability, anger outbursts, agitation, difficult concentration, restlessness, fatigue, and even panic attacks. Patients would often mention how it surprised them that they were experiencing such symptoms that they had never experienced before.

The crisis has also disrupted many school systems. At the start of the pandemic, administrators were working 24/7 to adjust school policies to make sure that these were fair to all students and teachers. Generally, teachers were asked to extend patience and understanding to students, who were suffering from mental health conditions, by giving accommodations, such as, extended deadlines or exemptions.

However, some students would magnify their symptoms to get concessions, thereby putting teachers in a moral dilemma—a scenario that causes a lot of stress and anxiety. On the part of the students, who were given extended deadlines, their requirements would pile up, and they would become overwhelmed, thus causing more mental health issues.

Although it has been a year since the lockdown began, and a full academic year in online learning has just been completed, it does not automatically translate to adjustment. There is a need to be cautious of the prolonged stress that people have been experiencing as well.

MAINTAINING AND REGAINING OUR WELL-BEING AMIDST REMOTE LEARNING

Due to the growing mental health crisis brought about by online learning, people have sought the help of mental health practitioners, such as psychologists, psychiatrists, guidance counselors, psychometricians, and other allied professions. These professionals are equipped to provide preventive services, such as, psychoeducation and training and more crisis-oriented reactive services such as counseling and psychotherapy.

The Psychological Association of the Philippines (PAP) and other mental health associations are at the forefront of mitigating the effects of stress brought about by online

learning to the academic community. Other mental health associations are the Philippine Guidance and Counseling Association (PGCA), Philippine Mental Health Association (PMHA), and Philippine Psychiatric Association (PPA).

The PAP conducts free webinars and telepsychology services. However, the number of mental health practitioners is lacking in addressing the mental health needs of Filipinos. Currently, there are around 2,000 registered psychologists, 4,000 registered guidance counselors, and 700 psychiatrists addressing the needs of 120 million Filipinos.

Ultimately, each one of them needs to be a guardian of his/her own and of other people's mental health as well. Each one has to be mindful not to add to the burden of the overwhelming stress that other people are already experiencing.

Stress, as defined, is a response people have when their work demands are beyond their knowledge and coping abilities. There are two parts to experiencing stress: first is the source, or presence, of the stressors, and second is the coping capacity to deal with the stressors. As such, it is important to deal with both sides in addressing the emerging issues faced by teachers and students from online learning.

The following sections provide some ways that could help teachers and students manage stress from online learning:

- **Prioritize physical health and practice self-care.**

There is no mental health without physical health. Overall well-being rests in making sure that one's health is being well-taken care of. Being mindful of the food teachers and students eat and drink, having enough sleep, and exercise are fundamental to being mentally healthy. After schoolwork, teachers and students can reward themselves by doing things they enjoy, such as engaging in hobbies, watching favorite shows, or doing meditation.

- **Foster meaningful connections.**

No need for many relationships. What is important is to have meaningful relationships, even if there are only few. Sometimes, having two to three people who can engage others in a simple, but meaningful, online conversation is more than enough to increase one's well-being.

Others find it meaningful to connect with nonhumans. For example, being with an animal may alleviate physical, emotional, psychological, and social stressors related to the COVID-19 pandemic (Hoy-Gerlach & Rauktis, 2020). Many people also claim that taking care of plants helps them cope during the lockdown.



Alternative wellness activities to manage stress from online learning – having a pet animal, engaging in music and doing exercises and yoga.

Others try to enhance their spirituality by reconnecting with nature and with a Higher Being. Meaningful connections should be the goal.

- **Adopt a positive mindset.**

Mental health practitioners are not advocating for a denial of reality. On most occasions, they are more focused on the solutions instead of the problems; or on things that can be done rather than on what cannot be done.

Optimism works for most people during adversity. However, positive thinking should be accompanied by action. Teachers and students should know their resources. There are many reliable online resources to enhance their online teaching and learning. They can also avail themselves of free webinars about various topics related to learning and mental health. Anxiety will also decrease if students are aware of the adjusted policies during the pandemic, such as extended deadlines, requirements, application for leave of absence, etc.

Part of having a positive mindset is also respecting how others cope as long as they do not hurt themselves and others. If a particular coping strategy works for one person, it can be recommended, but not imposed on others.

- **Avoid unnecessary sources of stress.**

People need to accept the things that cannot be controlled and focus on areas where they can exercise their choices to avoid stress. This begins with the awareness of the sources of stress.

The key is to learn to prioritize and learn to say no. This may involve negotiating with other people. For example, students may ask their parents if they can finish their schoolwork first before doing house chores.

Since students spend most of their time indoors, they tend to be on social media practically the entire day. Social media contain many negative news and comments that can increase stress, anxiety, and depressive symptoms. Reducing exposure to social media can be very beneficial to mental health.

- **Establish a routine.**

Having a routine helps develop a rhythm in doing activities that lead to being more productive and reduces the anxiety of not being able to keep up with the things that need to be accomplished.

Create a conducive working space and plot a daily schedule. Aside from providing good internet connectivity and gadget to their children, parents can help their children by respecting their study schedule

and working space. Some teachers – who are also parents—need to be reminded of the difference between “working from home” and “being at home.” It is important to put those boundaries in place.

- **Allow yourself to grieve.**

All of us experience different kinds of loss during the pandemic that cause stress: people lose their jobs; families lose their relatives to the COVID-19 virus; others have to let go of family milestones such as weddings and graduations. Whatever kind of loss people are experiencing, they should be allowed to grieve. Do not force yourself to move on if you are not ready.

It is not a sign of weakness for teachers and students to seek help when they are overwhelmed with the stress brought about by online learning. Teachers and students can talk to friends, family members, teachers, colleagues, and spiritual advisers. If a professional intervention is needed, mental health practitioners – counselors, psychologists, psychiatrists – are ready to provide the appropriate intervention.

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About the Writers



Dr. Niño Jose Mateo is currently a board member of the Psychological Association of the Philippines. He is a Registered Psychologist and Registered Guidance Counselor and concurrently serves as an associate professor at the Counseling and Educational Psychology Department at De La Salle University.



Dr. Ron Resurreccion is the immediate past president of the Psychological Association of the Philippines. He is a Registered Psychologist and associate professor at the Department of Psychology at De La Salle University. He is currently the Associate Dean of the College of Liberal Arts.



Founded in 1962, the Psychological Association of the Philippines (PAP) is an organization committed to the promotion of excellence in the teaching, research, and practice of Psychology, and its recognition as a scientifically-oriented discipline for human and social development.

The PAP is the Accredited Integrated Professional Organization (AIPO) for registered psychometricians and psychologists of the Professional Regulation Commission (PRC) of the Republic of the Philippines. It is the oldest and largest professional organization of psychologists in the country. PAP certifies specialists in seven (7) areas of expertise within the broad discipline of psychology -- Assessment Psychology, Clinical Psychology, Counseling Psychology, Developmental Psychology, Educational Psychology, Industrial-Organizational Psychology, and Social Psychology. Apart from these divisions, members also take part in the four (4) special interest groups (SIGs), namely, Teaching Psychology SIG, Mental Health and Psychosocial Services (MHPSS) SIG, Lesbian Gay Bisexual and Transgender (LGBT) Psychology SIG, and Sports and Exercise Psychology SIG. (for more information, visit www.pap.org.ph)

IN FOCUS

Know your Social Science Expert Better

GRACE “ GIGI” JAVIER ALFONSO

Bridging the Distance Between People and Education

SARAH VERNICE R. SISON

Publications and Media Officer

Philippine Social Science Council



To describe the life of Dr. Grace Javier Alfonso as exciting and inspiring is an understatement. She is a multi-awarded artist, painter, sculptor, filmmaker, director for television, film researcher, multimedia artist, film critic, teacher, communicator, and a lifelong learner. Dr. Alfonso's life characterizes a fervent exploration of new platforms and mediums to tell her story, communicate with a larger audience, and collaborate with diverse sets of people. As she said, life for an artist is "allowing people to masticate on your work, and hopefully allowing them to understand."



Dr. Alfonso is one of only two artists who the University of the Philippines has permitted to cast and create the iconic UP Oblation. In addition, she has participated in numerous group exhibits and solo shows to display her work as a painter and sculptor. Her most recent work is called "The Culture of Sharing Wisdom," a public sculpture displayed in front of the UP Open University featuring a tableau of *katakataka* leaves, seemingly disconnected by distance but bridged together as one. The sculpture represents her insights on the University of the Philippines' role of providing a shared space for the disconnected to create knowledge. As the erstwhile Chancellor of UP Open University, Dr. Alfonso is passionate about making education accessible and advocating lifelong learning and Technology-Mediated Education, particularly, Open and Distance eLearning.

Dr. Alfonso has always been surrounded by art, even as a child. Her mother owned an antique shop and mounted a gallery on the second floor of their house, called "Aba ng Sining." When she was still a Fine Arts student at the University of the Philippines Diliman where she majored in Painting, Dr. Alfonso would hold classes and teach art to students.

While teaching, she experienced her first spark of interest in pursuing a fusion of humanities and the social sciences through film and communication. While observing her students create their art, she witnessed the formative process of texts and visual communication. She saw her students putting elements together to express their inner thoughts and ideas through pictures, colors, and strokes. The art fascinated her and ignited her interest in communicating her thoughts through images. In her words, "the explanation is within the work itself." Film critics or academics may express themselves through words, but artists explain their thoughts through pictures. Creating art also includes social science through the audience or the society and those who witness it. As she said, "art is a process of putting elements together to tell stories or impart ideas that you have constructed in your mind (to the people)."

Eventually, she moved on from the solitary nature of painting to the more collaborative art and science of film. For her, she viewed the film as a different medium of reinterpreting her thoughts. Compared to paintings, she said that film allows for both theorizing and choosing the pictures to communicate your thoughts and insights to an audience. After graduating with a bachelor's degree in Fine Arts at the University of the Philippines, she taught photography and visual communication at the College of Mass Communication. As time went by, she got into film and communication. She naturally moved to work with film from working with pictures and using these to



communicate her thoughts because these are a series of images used to convey a message to connect to society. In this regard, sound and motion is now part of the picture. When asked why she made the move, she said that she wanted to access a different platform that would allow her to reach a wider audience or the public in general. This interest has been a recurring theme in the life of Dr. Alfonso, as she explores different mediums to appeal and collaborate with a diverse range of people in society.

Compared to paintings or sculptures viewed by fellow artists visiting her exhibits, her work in film and television allowed her to reach into the daily lives of her audiences. In her aim of expanding the choices of programs in the country, she offered various new programs during her work in television. According to her, "[she] wanted to bring out stories that have been perpetuated through time, but using other pairs of lenses to view these and bring out new knowledge in the process." She worked with IBC 13, and created the first miniseries in the Philippines. According to her, she has probably directed more than 100 dramas and helped write more. She said that if she did not write the work, she always made sure that young women writers write the drama to hear their voices. More than this, she also provided a platform for younger filmmakers to reach a wider audience by showing their short films on mainstream television. She produced a daily comedy show, "Oh Sige," where young fresh graduates write their material and perform it alongside mainstream artists. For Dr. Alfonso, she finds platforms that will amplify her voice and the

younger generation. She served as a mentor for budding talents and helped them break into the industry.

Being a mentor has been a massive part of Dr. Alfonso's life. While working in television and film, she was also a faculty at the University of the Philippines. When asked why she kept teaching, she said it felt natural for her to become an academic. She said that going to universities to mentor was the right path in sharing what is happening to the world. As she was writing for her column as a film critic in the Daily Tribune, as "Sights and Sounds" and in Malaya as "Kultura Popular," she was also looking at film, and writing about it using society and the world as the contexts. As she advanced writing about films, she recognized the importance of documenting her analyses in conjunction with writing about these as pieces of cultural heritage. As an academic, writing about films contributes to this cultural heritage by documenting how certain thoughts and insights reflect the context from which these films emerged. In part, she wanted to share and communicate these thoughts through teaching and guide the new breed of filmmakers and communicators.



Despite her triumphs, Dr. Alfonso has had her fair share of challenges. She has been a part of many projects and held numerous positions throughout her life, and has always been excited about facing new opportunities. When she became the founding Chair of the then-Department of Film and Audio-Visual Communication, she encountered difficulties in designing the curriculum and defending the department's position, that it is an art, a science, and social science and emphasized that film is communication and that it belongs to the College of Mass Communication rather than to Fine Arts.

Above all, helping establish the UP Open University (UPOU) is one of the biggest challenges of Dr. Alfonso. She is an advocate of education for all and has moved towards making it more accessible. She started as the Dean of UPOU Distance Education in 1995, then became the Director of its Audio-Visual Teaching and Learning Laboratory in 1999, and eventually the Director of the Multimedia Center in 2004. Owing to her years of service in developing methods to improve distance learning, she became the Chancellor in 2007 when UPOU went entirely online. Before the Open University went online, modules were printed and mailed to the students. During her time, the UPOU programs were overhauled and the faculty retooled to adapt the courses to an online setup. Her term saw the establishment of the massive open online courses (MOOC).

Distance learning in the Philippines was not regarded with an equal footing as traditional face-to-face learning. Nine years ago, Dr. Alfonso fought for having a law that would recognize distance education at the same level as conventional education. Despite the difficulties, Dr. Alfonso saw her efforts and initiatives to improve distance learning as a fulfillment of the mandate for broader access to quality education to strengthen the country's higher education system. For her, there was a definite need to improve the accessibility of education in the Philippines. As we are an archipelago, the geography itself disrupts the connectivity of the students.

Distance learning expands the reach of education and provides students with a choice and chance for education. Through her efforts to build the capacity and quality of distance learning and technology-mediated education, Dr. Alfonso hopes that distance education will be held in the same respect and regard as traditional education. She lamented that distance education is seen as an inferior mode of education despite being widely recognized in different countries worldwide. One of the biggest challenges Dr. Alfonso faced when she was the Chancellor of UPOU was ensuring the quality of distance education. Right now, she said, equity is a factor for quality, along with sustainability, transparency, and integrity. Equity puts pressure on the education system causing many schools to close, especially during the pandemic. It becomes difficult

for teachers and students to mitigate the distance and meet the demands for constant connectivity. She emphasized the importance of flexible learning, where students can learn at their own pace. Her current work as the Executive Director of TVUP demonstrates the impact of multimedia in significantly improving the education system and helped ease the burden among faculty members and students.

Dr. Alfonso became the Executive Director of TVUP in 2016. TVUP is an Internet television network or webcast, that produces and broadcasts different informational and educational programs. From documentaries to short films and webinars, Dr. Alfonso's efforts and advocacies are reflected in each aspect of this project. She recalled how she had to defend the establishment of the TVUP to the Board of Regents, who were skeptical of the project, claiming that a TV station was too expensive for the University. However, Dr. Alfonso convinced the board that TVUP would be cheap to run online. Similar to what she resolved during her time in IBC 13 and UPOU, she provided a platform for filmmakers and communicators to showcase their work in public. She also utilized it as a multimedia platform for educational content to increase accessibility for information.

When asked about how she wanted to be remembered, Dr. Alfonso said she wanted to be remembered as someone dedicated to her work and as someone who "believed in the culture of sharing, someone who pushed forward that knowledge must be free and open to all." Dr. Alfonso's life has been spent connecting people and allowing increased access to information. According to her, "[she wants] to bring Filipino scholars, researchers, experts, and thought leaders, to push them to claim their space and proliferate the virtual world."

In this day and age, she recognized the importance of social scientists to help people understand the world. For her, they now have a bigger space to explore and therefore have a more significant role to play as explainers. She said that the world we live in is getting chaotic, and social scientists are there as curators of knowledge to make sense of what is happening. As the virtual world grows and connects more people, Dr. Alfonso said multiple realities are being constructed, and we want to find the truth. The scientific way is to go straight to the fact. But social scientists weave the path through the cultural and critical frameworks and consider the different factors involved as they find the truth. With the changes happening in society, the challenge for social scientists is to know how to adapt as they find realities and truths in the world.

There is no slowing down for Dr. Alfonso despite her numerous accomplishments. Her latest project "Sora: Ang Babae Para sa Bayan," is a graphic novel about the life and works of Melchora Aquino. Albeit a new medium for her,



Dr. Alfonso said she is not afraid of exploring new projects and is excited to collaborate with new people. It seemed that the life of Dr. Alfonso is characterized by continuously reinterpreting herself by telling her own stories through different mediums. Her life work is a collaborative experience, filled with stories of redefining herself and reclaiming her identity. From art to social science, to the academe, to being the Chancellor of UPOU, and to directing TVUP, her life's story has been about exploring new avenues to reach more people, explore new choices, and bridging the barriers to sharing knowledge.

In her current work, she wants to push people to create more documentaries and present a visual narrative that goes beyond the lines of print. She hopes to allow filmmakers and communicators to have an avenue to document the ways of life of our people and their relationships, communities, and environments. With the world going into multimedia, she mentioned newly added dimensions to the medium: connectivity, interactivity, and ubiquity. With these new dimensions, she hopes to see the new age of filmmakers and social scientists maximizing this new space and help maintain a culture of sharing knowledge and wisdom.

Indeed, Dr. Alfonso, has fused the art, humanities, and the social science while building bridges to narrow the distance among different people in societies through sights and sounds!

About the writer



Sarah Vernice R. Sison earned her Bachelor's degree in Political Science from the University of the Philippines Diliman. She has been involved in research projects about clientelism, decentralization, and civil society and political accountability.

MEMBERS' PAGE

News about PSSC Member-organizations

Taking the Plunge: Adapting to the New Normal

KRIZTINE R. VIRAY

Immediate Past President

Philippines Communication Society

A futuristic thinker, whom I had a chance to talk to in an online platform, excitedly proclaimed: "This new normal is what we have been telling you about, decades or even a century back. And, unsurprisingly, you haven't prepared!"

I was not taken aback at all by his words, but I did not outrightly affirm his assertion lest it inflate his ego. But, he was right! The pandemic had overtaken us all!

The crisis caught us at that moment when we were most confident, but, ironically, vulnerable and indefensible. We thought at that time that the world and all its affairs were under our power and control.

The new normal, as we realized just recently, was not only constituted by climate change and other technological revolutions. It was also a product of crises of microscopic origin, which we were helplessly battling since December of 2019.

In the academe, teachers were so accustomed to teaching inside the classroom and their students so comfortable in their armchairs waiting for the bell to ring. The previous or erstwhile normal appeared like this for decades until its sudden disruption!

In a two-part webinar, entitled, "**Taking the Plunge**," and mounted in 2020 by the Philippines Communication Society (PCS), educators shared their insights on how to adapt to the new normal and keep abreast with the constantly changing landscape of education resulting from the worldwide developments in education and the pandemic.

The webinar focused, not only on the practice of communication and media profession, but, also, on theories, scholarly discourse and pedagogies surrounding the field of education. These were evident in the two webinar subthemes: "**Communication and Technology in**

PHILIPPINES COMMUNICATION SOCIETY

taking the plunge:

communication and technology
in the cyber classroom

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the Cyber Classroom," on 22 June 2020, and "**Communicating Content in the Cyber Classroom**," on 29 September 2020.

COMMUNICATION AND TECHNOLOGY IN THE CYBER CLASSROOM

Dr. Grace 'Gigi' Javier Alfonso, emeritus professor at the **UP College of Mass Communication**, offered scenarios around communication and technology in the cyber classroom. She discussed "*Digital Communication for Teaching and Learning*."

With the advent of the pandemic, the Philippines realized, albeit belatedly, the need to go to flexible or convertible learning and teaching modes. Dr. Alfonso stressed that the COVID-19 pandemic had immensely disrupted our way of life compelling or challenging educational institutions to go beyond the traditional ways of doing things.

She expected the pandemic to “change, redefine, and reconfigure” teaching, learning, research, and even teacher-learner interaction. Dr. Alfonso pointed out that, in the world of education, the terms, “flexibility, agility, openness and inclusivity,” and even “digital communication culture” had already been used in discussions in conferences, at least in the last decade.

Unfortunately, the emergence of *Technology Enhanced Learning and Teaching*, especially those computer-mediated technologies, which had already reached WEB 4.0 and WEB 5.0, escaped the attention of many educational managers and policymakers in the country.

WEB 4.0 was referred to as the era of the internet of things, and was also known as the “symbiotic web.” It was so-called because there is a symbiosis in the relationship between machines and humans where “users can meet and interact trans-spatially.” And the latest, WEB 5.0, is the era of “telepathic web” or “symbionet web.” It is also regarded as the sensory and emotive web.

With this technological development, there must be ways on how education can adapt to the digital environment. Dr. Alfonso shared that Educ 5.0 is the key. Educ 5.0 is characterized by (1) diverse time and place (self-paced, e-learning tools flipped classroom); (2) personalized learning; (3) free choice; (4) project-based; (5) field experience; (6) changes in examinations; (7) student ownership, and, most importantly,

(8) technology-mediated and technology-enhanced lifelong learning.

According to Dr. Alfonso, Educ 5.0, now in this time of the pandemic, “is being looked at for continuity and enhancement of education.” The present situation calls for a reflexive mode of reviewing the management of curriculum and course design, content, delivery modes, assessment, and student and faculty support. Various models of flexible convertible learning and teaching are now being intently reviewed.

Meanwhile, **Dr. Jose Reuben Q. Alagaran II, a member of the Commission on Higher Education (CHED)’s Technical Committee on Communication**, laid the groundwork for “*Teaching Communication Courses Virtually*.” Dr. Alagaran is also the current president of the Philippine Association for Media and Information Literacy (PAMIL),

Dr. Alagaran offered practical tips on how to do online/virtual learning. In trying to adapt to the new normal, school administrators must focus on three important things—*School Governance, Curricular Reforms and Faculty and Student Support*.

Regarding *School Governance*, administrators must know who their learners are. They must know their personalities, demographics/psychographics, interests, needs, access to technology and instructional materials, study habits, and current community quarantine status.

Furthermore, administrators should know how to engage learners, parents, teachers, and stakeholders. With all the pertinent data on hand, the administrators could accurately and appropriately design a program schedule that ensures an ideal work-life balance.

Dr. Alagaran shared various ways on how to engage learners, parents, and other stakeholders under the new normal. The best options on engaging them would be as follows: online consultations, online meetings and webinars, house visits (personal visits), social marketing strategies, and publication of manuals and guides for teachers, students, and parents. Administrators must utilize the available technology to reach their audiences.

According to Dr. Alagaran, it is not right to simply transfer what we do *offline* to doing the same thing *online*. Computer or screen fatigue is a problem that must be taken seriously. In virtual education, administrators have to ensure that not all six (6) subjects are offered in one setting.

Dr. Alagaran forwarded two models in designing the program schedule. The first model requires only 9-12 hours of synchronous sessions per week (one hour synchronous and two hours asynchronous for every subject per meeting). The model also requires only six meetings per subject within, or for, a semester.

The second model features a per-cycle basis schedule. He suggested that one semester could have three cycles, and offering two subjects per cycle would ensure an ideal work-life balance for both teachers and learners.

According to Dr. Alagaran, curriculum reforms would have to consider the following: minimum standards and learning outcomes; course content; technologies available; teaching-learning modalities and class activities, and student performance in a virtual learning environment.

Dr. Alagaran discussed various modes of course-deliveries in remote learning/distance learning, such as, e-learning, online learning, mobile learning, CD-based learning, blended learning, flexible learning and flipped learning.

COMMUNICATING CONTENT IN THE CYBER CLASSROOM

On the topic, “*Deconstructing the Structure of Traditional Classrooms: Framework for Flexible and Remote Learning and Teaching*,” Dr. Alfonso shared her own experience as a teacher-course designer at the University of the Philippines Open University (UPOU).

According to her, she always made sure that her course design was learner-centered. Furthermore, she stressed that students had varied digital literacy and access to digital technology. Hence, teachers must take “an extra effort to be inclusive” and must use “various means



Ramon R. Tuazon



Jose Reuben Q. Alagaran II

of digital and nondigital technology as delivery modes” to reach all students in various levels of literacy or access.

She said that the paradigm of learning she had used was an assemblage of constructivism, humanism and connectivism. She defined constructivism as *“the idea that people are responsible for creating their understanding of the world and using what they know, based on previous experiences.”*

Humanism would highlight *“the value and agency of human beings, individually and collectively.”*

And connectivism would be *“based upon the idea that people process information by forming connections.”* Over time, connectivism evolved and developed because of the advancement of digital technology.

Dr. Alfonso emphasized the need for students and teachers to (1) stay connected and engaged; (2) keep their self-motivation high; (3) manage their time wisely; (4) seek collaboration; (5) connect with more experts, (6) be co-creator of new knowledge; and, lastly, (7) learn from the crisis.

Mr. Ramon R. Tuazon, former president of the Asian Institute of Journalism and Communication (AIJC) and chair of the CHED Technical Committee for Communication (TCC), examined the *“Curriculum Modifications for Communication Courses amid COVID-19 Pandemic.”* He argued that the COVID-19 pandemic disruption *“provides an opportunity to pilot innovations and pursue transformation, if not reforms.”*

Thus, CHED COVID-19 Advisory No. 6 directs higher education institutions (HEIs) to *“use distance learning, e-learning, and other alternative modes of delivery in lieu of face-to-face learning.”* This advisory was a distinctive mark that CHED was beginning to tilt towards a great educational reform and advance flexible learning.

Changes in delivery modes could also mean curricular changes. Mr. Tuazon enumerated some parameters for possible curricular modifications: curricular structuring

(prioritize non-lab intensive courses); recalibrate learning outcomes (identify essential competencies); reconsider electives (opportunity for inclusion of emerging competencies); revisit course requirements (reduce requirements for submission); identify delivery modes (wired and non-wired modes), and reconceptualize internship (reduce internship hours).

Taking on a different perspective, which is positive, Mr. Tuazon said that the pandemic had allowed us to see a silver lining. He observed that issues and

concerns that “dominate public agenda today relate to communication and information.” COVID-19 ironically offered an *“opportunity for the communication discipline to be recognized.”* Hence, communication education must also undergo the appropriate changes.

The CHED-TCC proposed modifications to improve teaching in higher education. Some of these were as follows: (1) teachers should be cognizant of new or additional learning outcomes/competencies per course which can be included in the updated syllabus; (2) curricular content should consider data communication, online research, value of life-long learning, value of self-learning, value of peer learning, and value of flexibility and agility, among others; (3) new or additional electives, such as multimedia storytelling, digital materials development, web content development, digital publishing, and social media and mobile technology, among others should be offered; (4) HEIs are encouraged to revisit the number of units per school term, changes should be based on readiness to flexible learning, number of students, accessibility of teaching-learning resources, impact on loading assignment of teachers and on financial viability of the HEIs; (5) flexible learning should use digital and nondigital technology and should cover both residential and nonresidential learning for both BA Communication and BS Development Communication programs; (6) adopt a learning management system; (7) teachers are expected to reduce the usual requirements and/or identify alternative requirements; (8) the concept of common (shared) course requirements is encouraged; (9) assessments should be standardized and personalized assessments, and (10) internship program should be reinvented.

CONCLUSION

Educators and students need support to enable them to smoothly transition from traditional to virtual learning-teaching strategy. Experts in the field who possess a

wealth of knowledge could help faculty members and students adapt in this most disruptive age of education. Hopefully, webinars, such as “Taking the Plunge,” have helped educators keep abreast of the constantly changing landscape of education.

The practice of communication, since the pandemic started, has been at the core of discussions. Most conversations have revolved around the accessibility of information, modes of delivery, communication education technology, and even media practice.

This indicates that communication as a field is beginning to gain attention from the public. If there is anything good that has been brought about by this pandemic, it would be the opportunity to improve the practice either on media and communication education or in research. Indeed, as Mr. Tuazon has stressed in his talk, the pandemic shows a silver lining.

With limited mobility and resources being brought about by this pandemic, educators now have to reimagine, restructure, and redesign the way knowledge is delivered or the way things are done. To deconstruct the classroom, the available technology, the capacity of the learners and teachers, and the overall educational environment would have to be reflexively reassessed and surveyed to ensure that communication pedagogies would yield better results.

The cyber classroom must offer an environment of ‘work-life balance’ to both teachers and learners.

Certainly, our generation will be encountering more problems and difficult times in the future. But, with our common desire to stay relevant, we can easily overcome all challenges.

Finally, I would like to encourage and remind everyone that this is the time when we must take the plunge. We must dive deeply into the new normal for us to survive.

About the writer



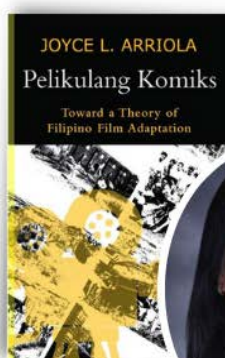
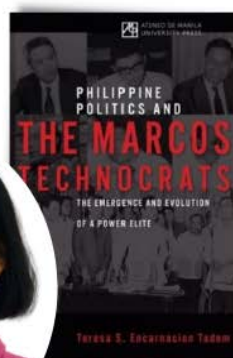
Kriztine Rosales-Viray is the immediate past president of the **Philippines Communication Society (PCS)**. She is an associate professor at the **Polytechnic University of the Philippines (PUP)** and teaches courses in communication, theatre, and film. She also serves as trainor on media and communication for Asian media practitioners of **Radio Veritas Asia** since 2014. In addition to her being an accomplished event director having directed conferences, concerts and corporate gatherings for national and international organizations, and public and private corporations.

Congratulations!



Philippine Politics and the Marcos Technocrats
The Emergence and Evolution of A Power Elite (2019)

Teresa S.
Encarnacion Tadem
**PHILIPPINE POLITICAL
SCIENCE ASSOCIATION**



Pelikulang Komiks
Toward a Theory of Filipino Film Adaptation (2019)

Joyce A. Arriola
**PHILIPPINE
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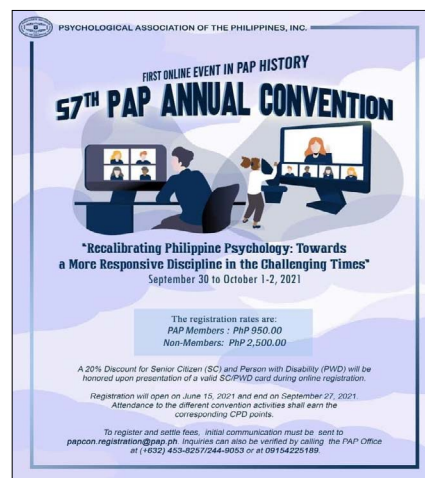
LINGUISTIC SOCIETY OF THE PHILIPPINES
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*Linguistics, Languages, and Language:
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*Media and Communication Education in
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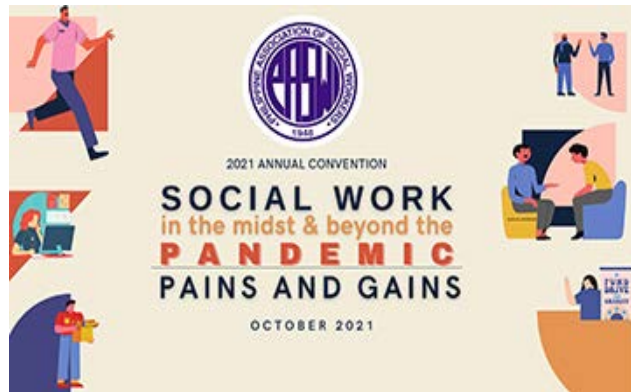
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14-16 June 2021
*Towards a Better Normal: COVID-19
Pandemic Politics*



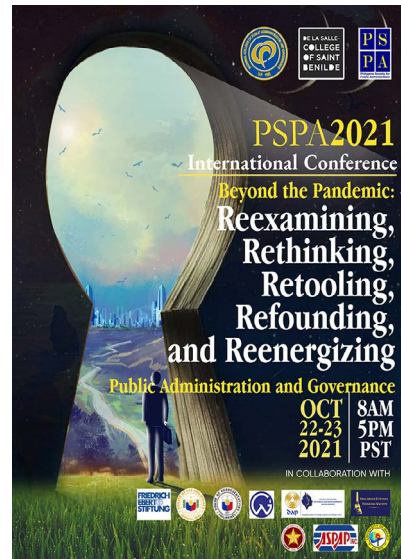
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PHILIPPINE SOCIOLOGICAL SOCIETY
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*Social Work in the Midst and Beyond the
Pandemic Pains and Gains*



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*Reexamining, Rethinking, Retooling, Refounding, and
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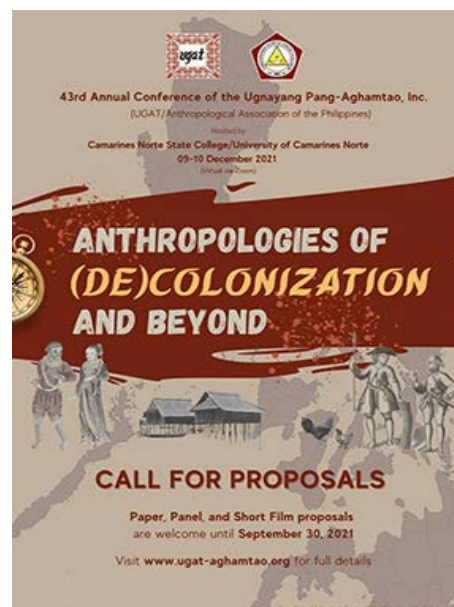


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28-30 October 2021
*Bayanihan at Pakikipagkapwa-tao:
Empathy, Resilience and Humanity
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Revisiting the Events of 1521



UGNAYANG PANG-AGHAMTAO
9-10 December 2021
*Anthropologies of (De)Colonization
and Beyond*

NEW RESEARCH

Completed Research Funded by the PSSC Research Award Program

Exploring Language Attitudes of Stakeholders of Mother Tongue-Based Multilingual Education (MTB-MLE) in Linguistically Diverse Contexts (LDC) in Central Mindanao

Ariel Robert C. Ponce
Ph.D. in Applied Linguistics
De La Salle University

This study explored MTB-MLE stakeholders' (learners, parents, and teachers) language attitudes towards Tagalog, English, and the mother tongues: *Maguindanaon*, *Maranao*, *Iranun*, *Cebuano*, and *Hiligaynon*. Using Exploratory Sequential Mixed Methods, qualitative data gathering through the individual interview was first carried out to five learners, five parents, and five teachers. They were selected based on their ethnicity *Maguindanaon*, *Maranao*, *Iranun*, *Cebuano*, and *Hiligaynon*. Following the tripartite model of language attitudes (Rosenberg & Hovland 1960), themes such as Beliefs about the Language, Uses and Domains of Use of the Language, and Exemplified Emotions towards the Language were generated from the interview data. Moreover, language attitudes survey questionnaires in Tagalog, English, and mother tongues were designed from the qualitative data. These survey questionnaires were administered to 404 grade three learners, 404 parents, and 88 mother tongue teachers. Results revealed that learners had positive attitudes towards Tagalog, English, *Iranun*, *Cebuano*, and *Hiligaynon* and showed slightly positive attitudes towards *Maguindanaon* and *Maranao*. Moreover, their parents manifested positive attitudes towards all the languages. Meanwhile, all the teachers expressed very positive attitudes towards Tagalog and positive attitudes towards English and the mother tongues.

Furthermore, advanced statistics were also used to determine whether social factors such as SES and ethnicity, play a role in their language attitudes. Multiple regression results showed that learners' language attitudes towards the mother tongues were found to be statistically significant with social factors, particularly with SES. Moreover, one-way ANOVA findings indicated that teachers' language attitudes towards *Iranun* were statistically significant when grouped according to SES. In addition, the Pearson Correlation Coefficient was employed to determine the relationship between learners'

and parents' language attitudes. Data showed that there was a positive but weak correlation in their attitudes towards *Maguindanaon* and *Maranao*. Also, learners and parents belonging to 75,001-100K income bracket were found to have a positive but weak statistical correlation in their attitudes towards English. Likewise, a positive but weak statistically significant relationship in their language attitudes towards the mother tongues was found for those who come from 25,001K-50K and 50,001K-75K monthly income. Therefore, a statistical model for learners' language attitudes was derived using Structural Equation Modelling (SEM). The results in general may inform the current status of language-in-education policy, MTB-MLE that follows a Lingua Franca Model implemented in a linguistically diverse context (LDC). Ultimately, recommendations for future research were provided.

The Lived Experiences of Meaning in Life among Single Filipino Women in their Thirties

Samantha Erika Nellas Mendez
Ph.D. in Psychology
University of the Philippines Diliman

Interpretative Phenomenological Analysis was used as an approach to explore the lived experiences in life of single Filipino women in their thirties. Data were collected from a purposive homogeneous sample of six participants through multiple face-to-face interviews using a semi-structured interview guide. Five superordinate themes with at least two subthemes each were extracted using saliency analysis. I found that the six participants, despite sharing the same larger social, political and economic context of being unmarried thirty-something women in the Philippines, presented themselves as living uniquely meaningful lives. They experienced meaning in life under the following circumstances: 1) advocating the self, 2) pursuing others-oriented goals, 3) finding opportunities to pursue meaningful lives in singlehood, 4) making sense of life's challenges, and 5) incorporating spirituality. Based on these, recommendations were made for future research, policy, community support, developmental programs and counseling interventions.

The Filipino Lower Class: Perceived Permeability of Group Boundaries and Legitimacy of Status Difference as Predictors of Seeking Dependency-oriented and Autonomy-oriented Help

Austin Jay P. Ferolino
Ph.D. in Social-Organizational Psychology
Silliman University

Moving beyond the focus on the individual-level effects of poverty and economic inequality (e.g., subjective well-being and mental health), the present study examined how Filipinos with lower socioeconomic status (SES) respond to such social ills from an intergroup perspective (Social Identity Theory and Intergroup Helping as Status Relations model). Specifically, this study examined the interaction between perceived socio-structural conditions (permeability of group boundaries and legitimacy of the status differences) on help-seeking preferences (dependency-oriented and autonomy-oriented help). Data were collected from 327 household heads who belong to the lower SES brackets in Cebu City. Results showed that participants who perceive lower permeability of group

boundaries (i.e., lower possibility of acquiring higher SES) and higher legitimacy of status differences (i.e., income and wealth gap seen as fair) show significantly higher preference to seek dependency-oriented help (i.e., provides the recipient full solution to the problem in hand, but does little to contribute to his/her independence in solving the same problem in the future). Meanwhile, those who perceive higher permeability of group boundaries (i.e., higher possibility of improving their SES) and lower legitimacy of status differences (i.e., income and wealth gap seen as unfair) show significantly higher preference to seek autonomy-oriented help (i.e., equips the recipient with knowledge and tools to solve similar problems in the future). The pattern of the obtained results provides evidence on the applicability of an intergroup perspective when examining poverty and economic inequality. Overall, the present study elucidates that addressing poverty and economic inequality in the Philippines should not purely rely on objective criteria (e.g., GINI index) but also include psychological mechanisms that perpetuate poverty and economic inequality (e.g., social perceptions and behavioral responses)

PHILIPPINE SOCIAL SCIENCE COUNCIL
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VIRGINIA A. MIRALAO EXCELLENCE IN RESEARCH AWARD 2021

Congratulations!

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The **VAM Excellence in Research Award** serves as an incentive for young social scientists to pursue original and meaningful research. Every year, it recognizes the best article, book chapter, or book written by a promising young scholar in the profession.

COUNCIL NEWS

Happenings within the Philippine Social Science Council

Social Science Experts Converse on Bolstering Climate Action



On 22 October 2020, the Oscar M. Lopez Center (OMLC) initiated an activity entitled “Brainstorming on Society and Development” to solicit ideas and insights to understand climate change’s social facets. Former respondents to an OMLC survey participated in the activity. This survey among OMLC collaborators aimed to determine how beliefs, values, behavior, and culture play a role in addressing climate change and spurring climate action.

In the brainstorming session, a strategy called “starbursting,” generated about 58 questions pertaining to climate vulnerability, current studies, best practices, and the role of social scientists, actors, and behavioral factors relevant to addressing climate change.

Continuing the initial brainstorming with social scientists, OMLC partnered with the Philippine Social Science Council (PSSC) and held The Climate Dialogues:

Bolstering Climate Action with Social Science on 27 January 2021, via Zoom. The dialogue aimed at recognizing the critical role of the social sciences in providing a deeper understanding of climate action’s social and behavioral dynamics.

In her welcome remarks, Dr. Lourdes Portus, PSSC Executive Director, underscored that the social sciences matter in the climate change discourse as these impact on people and communities. The conversations, Dr. Portus said, sought to surface insights to fortify data and identify evidence-based information that will feed into plans of actions relating to the environment.

Mr. Alfi Lorenz Cura, an OMLC research associate, provided an overview of the program, explaining that social science experts were invited to converse about their disciplines to enrich the understanding of the interaction between human and natural systems in the context of

climate change. The experts were tasked to answer the question: How can the social sciences help solve climate change?

Prof. Flordeliz L. Abanto, a core member of the Philippine Academic Society for Climate and Disaster Resilience, moderated three conversations involving representatives from different social science fields: Prof. Rosalie Arcala Hall (Political Science), Dr. Maria Helen F. Dayo (Anthropology), Atty. Josine Alexandra S. Gamboa (Law), Mr. Debbie Jim C. Duran (Communication), Dr. Emmanuel M. Luna (Community Development), and Dr. Oliver B. Sta. Ana (Psychology). Dr. Rene E. Ofreneo (Labor/Industrial Relations) served as a reactor to all three conversations.

The experts surfaced insights from the social science perspectives that can help understand the human-nature interaction, how these can work with other disciplines, and how these can shape climate discourse and spur action.

The first conversation featured Dr. Dayo, Dr. Hall, Dr. Sta. Ana and Mr. Duran providing a variety of concepts, theories, and insights in understanding and addressing the climate issue.

Atty. Gamboa and Dr. Luna joined Dr. Dayo and Dr. Sta. Ana in the second conversation, which probed into how the social sciences, as well as other disciplines, can work together. The experts agreed that the integration of social science aspects into climate change discourse through diverse focus and applications establishes a system of information that can offer a deeper understanding of the social dimensions of climate change.

In the third conversation, Mr. Duran, Atty. Gamboa, and Dr. Hall tackled ways to establish or institutionalize knowledge networks, capacity building, and interdisciplinary co-production to help shape the climate discourse and lead into actions. The experts pointed out that interdisciplinary research is a preferred approach and a dominant method for addressing climate change. However, they also agreed that political, behavioral, and informational factors present challenges and barriers to action.

The three conversations revealed that stakeholder engagement, capacity building, knowledge platform or tools, and co-production are key elements to increase awareness and promote climate action.

Dr. Rodel Lasco, OMLC Executive Director, closed the event by emphasizing that the changing climate must be viewed from the human perspective, therefore taking into account who the most vulnerable are and those who are responsible and can act.

(This article is written by OMLC staff Perpilli Vivienne Tiongson, Albert Idia and Alfi Lorenz Cura.)

PROFILE OF SPEAKERS

- **Prof. Flordeliz L. Abanto** is a former president of the Philippine Association of Communication Educators (PACE) and currently teaches communication at the Far Eastern University.
- **Dr. Rosalie Arcala Hall** is a professor of political science at the University of the Philippines Visayas. She does research in Conflict Processes, International Security and Arms Control and International Relations.
- **Atty. Josine Alexandra S. Gamboa** is an environmental lawyer who has been a Philippine delegate to conferences by the United Nations Framework Convention for Climate Change in Morocco and Bonn. She was Deputy Chief then later Legal Consultant of the Climate Change Commission of the Philippines.
- **Dr. Emmanuel M. Luna** is a professor of community development at the UP College of Social Work and Community Development. He has extensive practice in community organizing, action research, participatory monitoring and evaluation, and social environmental impact studies.
- **Dr. Oliver B. Sta. Ana** is a senior manager at Maynilad Water Services, Inc., and currently head the Maynilad Academic Services. A graduate of psychology, he is also a Professorial Lecturer at the Department of Psychology in the University of the Philippines Diliman and the College of Education at De La Salle University (DLSU).
- **Dr. Maria Helen F. Dayo** is an anthropologist and a GAD specialist at the University of the Philippines Los Banos (UPLB). She has degrees in Agricultural Economics in UPLB and Masters degree in Development Studies at the Institute of Social Studies at The Hague, The Netherlands.
- **Dr. Rene E. Ofreneo** is a professor and former dean of the School of Labor and Industrial Relations (SOLAIR), University of the Philippines Diliman. He has a Certificate in Development Economics, an MA in Industrial Relations and a PhD in Philippines Studies (Labor and Economy).
- **Mr. Debbie Jim Duran** is a communication lecturer at Far Eastern University - Manila. He is also a faculty member of the College of Arts and Sciences at San Beda University - Manila. Mr. Duran is a former board of director of Philippines Communication Society.

Philippine Migration Research (PMRN) General Membership Assembly



The Philippine Migration Research Network (PMRN), under the auspices of PSSC, held its General Assembly on 1-2 March 2021, gathering its members to discuss the issues and prospects of migration research in the new normal.

With the theme, “Looking Back, Thinking Forward: Status and Future of Post-pandemic Migration Research,” the event program was bannered by the keynote presentation of Dr. Melissa Withers, Director of the Global Health Program of the Association of Pacific Rim Universities. Her talk focused on the impact of politics and the COVID-19 pandemic on immigrants in the United States and how research and data should inform public health and immigration policies.

The first panel discussion had shed light on emerging issues and challenges in collecting, managing, and analyzing migration data in the Philippines. Panelists included Dr. Lisa Grace S. Bersales, Professor at the University of the Philippines (UP) School of Statistics, and Dr. Maruja M.B. Asis, Director of the Scalabrini Migration Center. Dr. Geoffrey M. Ducanes of the Ateneo de Manila University Department of Economics moderated the session.

Meanwhile, the second panel focused on research methods and the challenge of doing migration research

during a global pandemic. Panelists included Dr. Riwanto Tirtosudarmo, a retired researcher at the Indonesian Institute of Sciences, and Dr. Nimfa B. Ogena, a Professor of Demography at the UP Population Institute. PMRN Convenor, Ms. Stella P. Go, moderated the session.

Lastly, the third panel delved into the prospects of labor migration in Asia post-COVID-19. Panelists included Mr. Rex Marlo Varona, National Project Coordinator of the International Labour Organization’s Safe and Fair Programme in the Philippines; and Dr. Stefan Rother, lecturer at the Department of Political Science of the University of Freiburg, Germany. Ms. Imelda Nicolas, former Chairperson of the Commission on Filipinos Overseas and current Co-Convenor of Metropolis Asia, moderated the session.

The assembly also saw the launching of PMRN’s newest publication, *Looking Back, Moving Forward: Philippine*

PMRN GENERAL ASSEMBLY 2021

LOOKING BACK, THINKING FORWARD:

STATUS AND FUTURE OF POST-PANDEMIC MIGRATION RESEARCH

1-2 March 2021 via Zoom


KEYNOTE PRESENTATION | 1 March 2021, 9:00-9:50 a.m.

**Politics, Public Health, and the Pandemic:
How Immigrants in the United States Have Been Impacted**

Keynote Speaker:
DR. MELLISSA WITHERS
Associate Professor, Keck School of Medicine
Director, Global Health Program, Association of Pacific Rim Universities


Melissa Withers, PhD, MHS is an Associate Professor at the Keck School of Medicine in the Department of Preventive Medicine. She is also the Director of the Global Health Program of the Association of Pacific Rim Universities, a non-profit network of 56 leading universities in the region. She earned a PhD from the Department of Community Health Sciences at UCLA, an MHS in International Health at Johns Hopkins Bloomberg School of Public Health and a BA in international development at UC Berkeley. Dr. Withers is the editor of two books: *Global Perspectives on Sexual and Reproductive Health Across the Lifecourse*, and *Global Health Leadership: Case Studies from the Asia-Pacific*. She also writes a blog on human trafficking on Psychology Today.

Register Now: pssc.org.ph/pmnga2021
For inquiries, email us at pmrn@pssc.org.ph



Labour migration in ASEAN

- 10 million international migrants in the ASEAN, almost half of whom are women.
- Migrant workers in ASEAN countries of destination:
 - 38% of the workforce in Singapore
Singapore: 90% of COVID-19 cases are migrant workers*
 - 24% of the workforce in Brunei
Brunei: 18.5% of COVID-19 cases are foreigners**
 - 15% of the workforce in Malaysia
Malaysia: 30% of COVID-19 cases are foreigners***
 - 2.7 million migrant workers in Thailand
- Migrants work in construction, agriculture, manufacturing, restaurants and hotels and in households.



Advancing social justice, promoting decent work

* As of 13 August. Source: <https://www.thetation.com/article/world/singapore-coronavirus-migrant-workers/>

** As of 16 April. Source: <https://theasianpost.com/article/brunei-response-covid-19>

*** As of 8 August. Source: <https://icodblue.galencentre.org/2020/08/14/malaysia-tested-73000-foreigners-for-coronavirus-3-7-positive/>

ilo.org

A slide presentation of Mr. Rex Marlo Varona showing labor migration in Asia.

Migration Issues, Policies, and Narratives, edited by Dr. Jean Encinas-Franco, PMRN Deputy Secretary-General for Research. The book gathered eight articles that collectively brought together recurring dilemmas, contradictions, and potentials of Philippine emigration.

Ms. Go also presented her Convenor's Report, highlighting the accomplishments of PMRN in the last five years. These were mostly centered on knowledge-sharing activities, such as fora, colloquia, and webinars.

A total of 43 individuals attended the General Assembly, all of whom were automatically admitted as members of PMRN.

PMRN STEERING COMMITTEE NEW MEMBERS

The assembly nominated four new members of the PMRN Steering Committee, namely: Dr. Marla Asis of the Scalabrini Migration Center; Dr. Elma P. Laguna of the UP Population Institute; Dr. Jeremiaiah M. Opiniano of the Institute for Migration and Development Issues; and Dr. Johanna O. Zulueta of Toyo University, Japan.

They will serve alongside the five incumbent members of the PMRN Executive Committee, namely: Ms. Go, Convenor; Dr. Jorge V. Tigno, Secretary-General; Dr. Encinas-Franco, Deputy Secretary-General for Research; Dr. Ma. Elissa-Lao, Deputy Secretary-General for External Affairs; and Dr. Lourdes M. Portus, Deputy Secretary-General for Administration and Finance.



M. Asis



E. Laguna

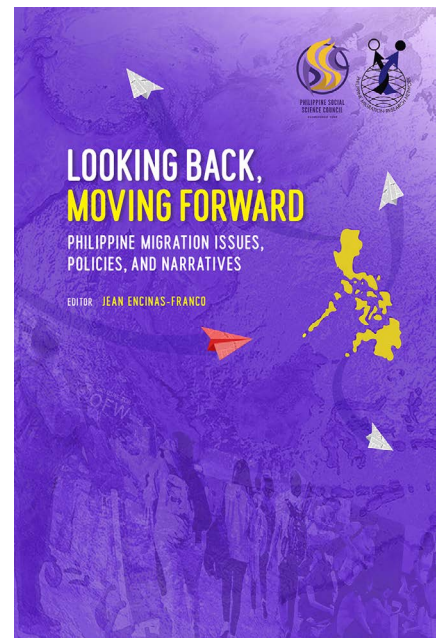


J. Opiniano



J. Zulueta

PMRN'S 10TH PUBLICATION



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Training on Ethics in Human Participant Research

Some 54 members of the academe across the country learned the basics of ethics in human-participant research with PSSC in its online training workshop held from 4-7 May 2021.

The online workshop discussed four of PSSC's modules during the training via Zoom: (1) Ethical Principles in Social Science Research, (2) Maintaining Research Integrity, (3) Informed Consent, Privacy and, Anonymity, and (4) Designing Research for Beneficence, Social Justice, and Inclusivity.

Dr. Amaryllis T. Torres, Professor Emeritus of the College of Social Work and Community Development, University of the Philippines Diliman presented Module 1. She presented a brief history of research ethics and the ethical standards in Philippine social science research, including PSSC's Code of Ethics. Meanwhile, Ms. Stella P. Go, convener of Philippine Migration Research Network, discussed the steps in maintaining research integrity in different research phases. The third resource speaker was Dr. Peter A. Sy, chair of the Privacy Experts Group of the National eHealth Governance Steering Committee and Technical Working Group of the Department of Health and the Department of Science

and Technology. He focused on privacy and consent in research and discussed approaches for obtaining informed consent and strategies for maintaining confidentiality and anonymity at different stages of the research process. Dr. Maria Carinnes P. Alejandria, Social Health Studies Lead and Assistant Professor at the Department of Sociology of the University of Santo Tomas, capped off the training with a discussion of the ethical dilemmas in designing research for beneficence, social justice, and inclusivity, and designing research for human wellbeing, economic, social and cultural development.

The training content, delivery of resource persons, and the platform used garnered excellent ratings from the participants, with many saying they got valuable, timely, and diverse learnings relevant to their work.

The majority (or 40) of the participants came from Luzon, while three and 10 came from Visayas and Mindanao. In addition, one participant came from Jiangsu University in China. Unfortunately, since the training can only accommodate a number of participants, PSSC will run another ethics training later this year.



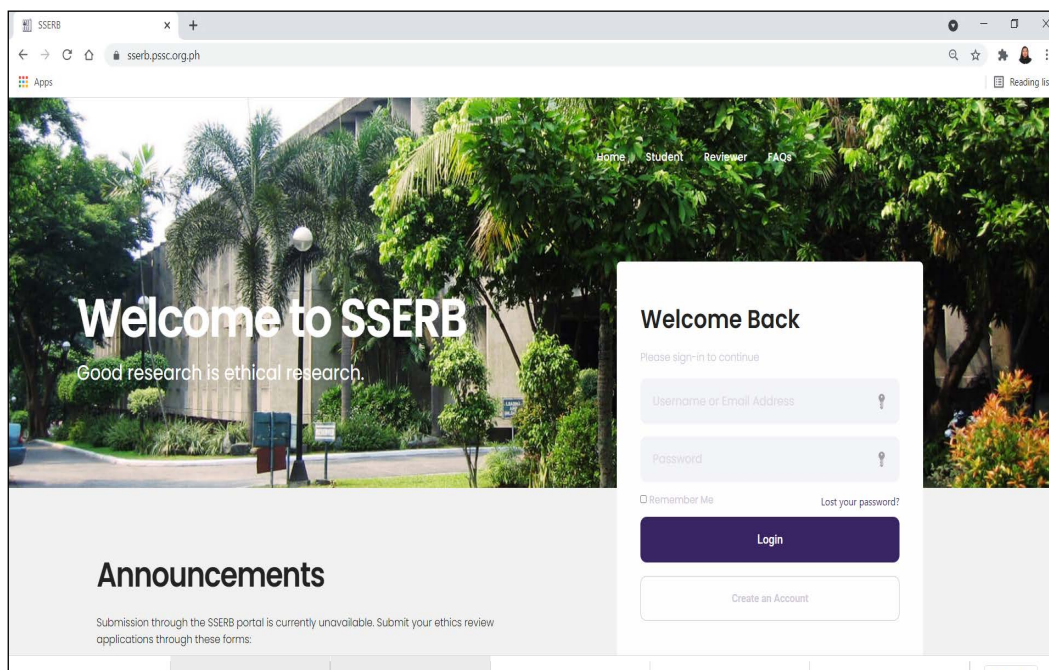
SSERB New Portal and Other SSERB-related News

Ready to SSERB: PSSC launches new Ethics review online portal

The Social Science Ethics Review Board of PSSC launched its new online portal for ethics review applications last May 14. The portal's launch seeks to improve SSERB's ethics review process and provide a more secure platform for applicants.

Through the portal, applicants can create their accounts and profiles, submit their applications for ethics review, upload requirements, and submit post-review requirements and feedback. The portal also features sections that may be helpful for applicants, such as a link to PSSC's payment center and the FAQ page where applicants may access a detailed guide on account creation and SSERB's review procedure. Its homepage will also function as SSERB's bulletin board for announcements.

As a leader in the field of ethics in social science research, the completion of the portal marks PSSC's continuous commitment to improving its ethics review process. This is also expected to reduce SSERB's operation cost by eliminating maintaining a subscription with online form creation tools.



SSERB records 89% increase in ethics clearance applications, expands membership

As of July 15, SSERB recorded an 89 percent increase in the number of ethics review applications it has received compared to 2020. The increase prompted SSERB to expand the membership of its Ethics Review Committee from six members last year to 10 as of July 2021. In the coming months, SSERB plans to create two to three committees of research ethics experts from various social science disciplines to increase its capacity to review research protocols.

SSERB also maintains its standard turnaround time by conducting monthly deliberations every third Tuesday of the month.

PSSC leads the creation of national ethics guidelines in social science research

With the help of its members, PSSC will take the lead in drafting a national ethics guideline in social science research. PSSC started the process by gathering ethics codes and ethics-related materials from its members. Of the 25 members who responded, eight have provided materials for the draft. PSSC member-organizations are expected to discuss and formulate the draft in a round-table discussion.

PSSC WEBINAR SERIES: Life in Lockdown Webinars

Following the release of its 2020 newsletter, PSSC *Social Science Information*, special issue on “Life in Lockdown: Learnings and Stories from the Filipino Social Scientists,” PSSC launched Life in Lockdown: The Social Science Webinar Series in 2021. While the newsletter featured the social science community’s reactions and engagements related to the COVID-19 pandemic that plagued the country that year, the new platform will continue PSSC’s goal of featuring the works and contributions of the social science community in helping solve issues brought about by the COVID-19 pandemic.

The first webinar was held on 15 June 2021 and delved into the topic **Examining the Vaccination Plan and Public Response in the Philippines**. Dr. Grace T. Cruz, Director of the University of the Philippines (UP) Population Institute, and Dr. Gideon Lasco, Senior Lecturer at the UP Diliman Department of Anthropology, presented their perceptions on the general measures being taken to cushion the impact of COVID-19, specifically the government’s vaccination program for the Filipino population.

PSSC tapped the UP Population Institute, one of its associate members, to co-organize the webinar. UPPI Assistant Professor Michael Dominic del Mundo moderated the webinar.

Meanwhile, the second webinar held on 29 July 2021 tackled the topic **Experiences of Women and the LGBTQ+ Community during the COVID-19 Pandemic**.

PSSC partnered with another PSSC associate member, the Women’s and Gender Studies Association of the Philippines (WSAP), for this webinar. WSAP is an association of professionals and institutions that aims to introduce and strengthen women’s and gender studies in Philippine education.

Dr. Excelsa C. Tongson, WSAP President, invited four women and LGBTQ+ advocates to join the discussion: Philippine Muslim National Women Council Inc. Board Member Irene Tillah; UP Office of Anti-sexual Harassment Consultant Remedios P. Mondiguin; Galang Philippines Executive Director Marie Rose R. Ramos, and Negros Island Bamboo Network Founding President Darlene May P. Casiano.

Dr. Julianne Baldo-Cubelo, Associate Professor at the UP College of Mass Communication, facilitated the conversation as they discussed the different issues women and the LGBTQ+ community faced during the pandemic and how various organized groups and institutions have responded to these issues.

Both webinars were held via Zoom and simultaneously live streamed on PSSC’s Facebook page. The recordings of these webinars are available at <https://pssc.org.ph/webinars/>.

Life in Lockdown
perspectives from the social scientists

PART ONE

Examining the Vaccination Plan and Public Response in the Philippines

15 June 2021
10 am | via Zoom

SPEAKERS

Gideon Lasco, M.D., Ph.D.
Medical Anthropologist

Grace Cruz, Ph.D.
Director, UP Population Institute

MODERATOR

Michael Dominic del Mundo
Asst. Prof, UP Population Institute

REGISTER NOW
Scan the QR code to register to the Zoom webinar or go to bit.ly/pssc11webinar1

Life in Lockdown
perspectives from the social scientists

PART TWO

Experiences of Women and LGBTQ+ community during COVID-19 pandemic: A Conversation

29 July 2021 | 2 pm
via Zoom and FB Live

SPEAKERS

Maroz Ramos
Executive Director
GALANG Philippines

Remedios P. Mondiguin
Consultant
Office of Anti-Sexual Harassment
University of the Philippines

Irene P. Tillah
Board of Trustees
Negros Island National Women Council

Darlene May Casiano
President
Negros Island Bamboo Network, Inc.

MODERATOR

Julianne Baldo-Cubelo
Associate Professor
College of Mass Communication
University of the Philippines

REGISTER NOW
Scan the QR code or go to bit.ly/PSSCLi2

PSSC WEBINAR SERIES: Health Information Literacy Campaign

The Philippine Social Science Council (PSSC) has been a part of successful multiple online seminars. Through these webinars, PSSC continues to spread information and knowledge regarding relevant topics, such as COVID-19 issues.

On 27 May 2021, the UP College of Mass Communication, in partnership with the Philippine Press Institute and the Philippine Social Science Council, with support from the Nickel Asia Corporation, the University of the Philippines System, and the University of the Philippines Manila, held a webinar focusing on **Health Information Literacy for Health Workers, Legislator Advocates, Educators, Media and Information Literacy (MIL) Teachers, Journalists and Media Persons**. Mr. Ariel Sebellino, Executive Director of the Philippine Press Institute, hosted the event.

Dr. Arminda V. Santiago, Dean of the U.P. College of Mass Communication, gave the opening remarks to get the webinar started. This was followed by a message from Nickel Asia Corporation delivered by Jose Bayani D. Baylon, Vice President of Corporate Communication. Dr. J. Prospero E. de Vera III, chairperson of the Commission on Higher Education, who could not attend the webinar sent a message read by Ariel Sebellino.

The first speaker Dr. Elena E. Pernia focused on the frameworks that had to be set up for an effective communication and health literacy. She emphasized the importance of literacy and expounded on what it is and its role in alleviating the adverse effects of the COVID-19

pandemic. The second speaker Prof. Buenalyn Teresita R. Mortel spoke about the need for effective promotion of health information, which yields positive impact. Different factors come into play when promoting health information, such as good governance and health literacy.

The last speaker Ms. Diana Mendoza outlined what the journalist's role should be in times of crisis and how he or she prepares reports on health and health information. She shared common problems encountered by journalists when reporting about health. She drove home the point of doing research and urged journalists to study the phenomenon, so they may be able to explain it well.

An open forum ensued and questions from the audience in the Zoom room and Facebook Livestream were addressed by the speakers. Then, Dr. Lourdes M. Portus synthesized what transpired and highlighted all the learnings from the different speakers.

To continue engaging with international partners, PSSC conducted another webinar in partnership with the Korean Communication Association and the Knowledge Cooperative for Good Governance, with support from Hallym University. Entitled **Examining the COVID-19 Responses of South Korea and the Philippines**, the webinar had Ms. Karen B. Barrios, PSSC's Membership Services Officer, as its host. PSSC Executive Director Lourdes M. Portus gave the opening remarks where she emphasized the good relations between South Korea and the Philippines and the such relationship has extended into

The UP College of Mass Communication Foundation Inc. in partnership with Philippine Press Institute and Philippine Social Science Council with the support from Nickel Asia Corporation

Health Information Literacy Webinar

FOR HEALTH WORKERS, LEGISLATOR ADVOCATES, EDUCATORS, MIL TEACHERS, JOURNALIST AND MEDIA PERSONS.
May 27, 2021 | 2pm

DR. ELENA E. PERNIA
"Setting the framework for health communication and health literacy"
(include findings and study on COVID vaccination)

MS. DIANA MENDOZA
"Health Reporting in the time of Pandemic"

ASST. PROF. BUENALYN TERESITA R. MORTEL
"Health Promotion and Development in the Time of COVID19"

Moderated by
MR. ARIEL C. SEBELLINO
Executive Director
Philippine Press Institute

Register at: <https://tinyurl.com/56mwa5cf>
zoom link: <https://tinyurl.com/8csza3zp>

EXAMINING THE COVID-19 RESPONSES OF SOUTH KOREA AND THE PHILIPPINES

**6 AUGUST 2021
10 AM (GMT +8)**
VIA ZOOM AND FACEBOOK LIVE

SPEAKERS:

DOHYUN AHN, PHD
Professor
Department of Journalism & PR
Jeju National University

NINA CASTILLO-CARANDANG MA, MSC, PHD
Health Social Scientist and Professor, Department of Clinical Epidemiology
College of Medicine, University of the Philippines Manila
Member, National Immunization Technical Advisory Group (NITAG) for COVID-19 Vaccines
Member, WHO Social Science Working Group on COVID-19

MODERATED BY:

ENRIQUE NINO LEVISTE, PH.D.
Director
Institute of Philippine Culture

REGISTER AT:
bit.ly/COVID19SKxPH

an MOA signed between the PSSC and Hallym University. The host then introduced the moderator of the event, Dr. Enrique Niño P. Leviste, PSSC Board member and director of the Institute of Philippine Culture at the Ateneo de Manila University.

The first speaker was Dr. Dohyun Ahn, a Journalism and Public Relations Department professor at Jeju National University. Dr. Ahn explained how different people have different perspectives on how their respective countries dealt with the pandemic. He then proceeded to explain how his country responded to the COVID-19 pandemic.

On the Philippines' part, Dr. Nina Castillo-Carandang, Health Social Scientist and Professor of the Department of Clinical Epidemiology, College of Medicine, University of the Philippines, presented the different responses and circumstances why the country is under community quarantine.

The speakers entertained questions during the open forum. The event concluded with the closing remarks of Dr. Shin Dong Kim, professor at the Media School of Hallym University.

WATCH! PSSC's Usapang Sosyal

Usapang Sosyal is the PSSC's public affairs talk program that will tackle current and relevant issues using the lens of various social science disciplines.



Episode 1. CRIME AND PUNISHMENT IN THE PHILIPPINES

Interviewed by political scientist Matthew S. Miranda, Dr. Filomin Gutierrez talked about her newest book, *Crime and Punishment in the Philippines: Beyond Politics and Spectacle*, and discussed the different dimensions and perspectives to the criminal system in the Philippines.

Episode 2. COMMUNITY PANTRIES, RED-TAGGING AND THE LOCKDOWN

Dr. Roland Tolentino and Prof. Danilo Arao in a conversation with Ms. Athena Charanne "Ash" Presto about community pantries, redtagging and the year-long lockdown.



These two episodes can be viewed at <https://pssc.org.ph/usapang-sosyal/>.

Online Training Series: Doing Social Science Research

Digital Approaches to Social Science Research

The PSSC has adapted to the new technologies and emerging structures in continuing the delivery of social science knowledge and learning. In late 2020, PSSC conducted its inaugural e-Learning Courses, focusing on Digital Approaches to Social Science Research. The course had three components – Doing Ethnographic Research Online, Doing Interviews & FGDs Online, and Doing Surveys Online.

In July, the same course was again offered by PSSC, and was joined in by 70 participants (combined for three courses) from the Philippines and other countries. The training series had the same resource speakers from its first round. Dr. Clement C. Camposano trained the participants on how to do Ethnographic Research Online (every Monday); while Dr. Julianne Baldo-Cubelo, tackled Doing Interviews & FGDs Online (every Wednesday), and Assistant Professor Martin Borlongan lectured on Doing Surveys Online (every Friday).

The participants were asked to evaluate the trainings to get their perception or assessment of the training courses after the activity. The participants found the resource speakers very engaging in the delivery of their respective topics. New theories and perspectives were discussed, and there was a balance in the lecture and exercises. The participants were also satisfied with the materials (e.g., presentation copies, handouts, recordings) provided, especially with the shared sample case studies of actual experiences.

THE TRAINORS



Clement C. Camposano



Julianne Y. Baldo-Cubelo



Martin B. Borlongan



Jonalou S. Labor



Publishing Social Science Research

PSSC held another training on Doing Social Science Research, focusing on Publishing Social Science Research. Held every Wednesday of August, the training aimed to provide the participants know-how on the principles and procedures for developing an academic manuscript for conference or journal submission, and reviewing, presenting, and defending academic manuscripts.

Dr. Jonalou S. Labor gave lecture and exercises to 16 participants. Dr. Labor is a full-time faculty member of the Department of Communication Research at UP Diliman College of Mass Communication. Unlike the training on Digital Approaches to Social Science Research, Publishing Social Science Research had a smaller group to allow more time for the resource speaker to mentor individually the participants during the writeshop sessions.

Most Significant Change Stories of Beneficiaries of the DOST-SEI Programs and Projects

The Department of Science and Technology - Science Education Institute (DOST-SEI) has commissioned the Philippine Social Science Council (PSSC) to conduct a collaborative research project titled “Most Significant Change Stories of Beneficiaries of the DOST-SEI Programs and Projects: A Qualitative Evaluation Study.” The project documented the factors relative to the various programs of DOST-SEI that buttressed the success of individuals who were recipients of the scholarships, participants in teacher training, and promotions projects for science, technology, engineering, and mathematics (STEM) among the youth. This collaborative project employed qualitative research methods in order to generate in-depth information and evidence on the selected science-trained individuals relative to the major projects and programs of the DOST-SEI.

The project revealed that the four SEI programs—Science Camp, Promotions, Teacher Training, and Scholarships—had a significant impact on the participants, particularly those who pursued the science track. Narratives from successful ones have unequivocal expressions of giving back to society what they have learned from the SEI programs. The “giving back to society” implies that more than the technical know-how obtained from the programs is the impressive developments in attitude leading to an understanding of what is happening around us and contributing to the solution of the country’s problems in the environment, technology, and education.

The interviews captured insights on their aspirations as STEM students and professionals have contributed to the development of the respective sector where they are working. Of significant note are the teacher-STAR awardees who are continuously applying their learning from the training to make children's education meaningful and enjoyable. In addition, innovations in teaching and learning strategies to educate students are seen as better ways of shaping the minds of the youth to develop a culture of nationalism, commitment to society, and paying the country forward.

Emerging factors for the participants' success include orientation and participation in the STEM programs, support of parents, inspiration from teachers and STEM personnel, and desire to improve their environment, work area, and financial condition.

For participants of promotions programs, not all have pursued the science track after joining their respective

programs due to prior plans and interests. However, all have reported an increased appreciation and interest in STEM immediately following their participation in the promotions programs. The impact of the programs has varied translations into their lives, from small changes in behavior to greater advocacies.

On the other hand, participants of teacher training programs have all reported that their participation in the said SEI programs were pivotal moments in their professional growth. In addition, all have shared improvements in their pedagogy by adopting the teaching styles and strategies they had learned during the training sessions.

Lastly, most of the interviewed participants of the DOST-SEI Scholarship programs have described it as an enabling mechanism for allowing them to pursue higher education. Through undergraduate and graduate scholarship programs made possible by pioneering legislation and international loans, the DOST has provided many talented but underprivileged members of Filipino youth the chance to study and pursue careers in STEM. For most of the participants, this has allowed them to build their careers in STEM. However, some pursued careers in different fields due to varied societal factors.



The Science Education Institute (SEI) is one of the service institutes of the Department of Science and Technology (DOST).

Its mandate is to develop a critical mass of highly-trained scientific and technological (S&T) manpower by administering scholarships, awards and grants in S&T and formulating plans for the promotion, development and improvement of science and technology education and training.



CALL FOR NOMINATIONS

For the complete details of the LMS Prize, please visit www.pssc.org.ph/lmsprize/

LORETTA MAKASIAR SICAT PRIZE FOR THE SOCIAL SCIENCES

The Loretta Makasiar Sicat Prize for the Social Sciences (LMS Prize) seeks to promote the social sciences and honor the legacy and contribution of Dr. Loretta Makasiar Sicat for making the Philippine Social Science Council (PSSC) the leading institution in the promotion of the social sciences and one of the country's longest-running and financially viable non-profit organizations.

The LMS Prize is an attractive and sufficiently rewarding monetary award for excellence in research in social science by Filipino graduate students.



DR. LORETTA MAKASIAR SICAT served as the PSSC Executive Director from 1977 to 1984. Before she became the Executive Director, she was a member of the Executive Board from 1973 until 1976 when she was elected as the Chairperson of the Board of Trustees.

Dr. Sicat was instrumental in making PSSC have its own building--the Philippine Social Science Center,

WHO CAN BE NOMINATED?

A nominee must have graduated from a Philippine college or university and completed the MA thesis or Ph.D. dissertation on the social sciences in the last two academic years of the award year.

WHO CAN NOMINATE?

College Deans (or the head of the equivalent academic unit) and Department Chairs may nominate a thesis or dissertation to the LMS Prize. College Deans can only nominate one thesis or dissertation for the LMS Prize. However, for Colleges that cover different disciplines under their jurisdiction, Department Chairs may also submit a nomination provided that there is only one nominee from each distinct social science department.

DOCUMENTS NEEDED FOR THE NOMINATION

- LMS Prize Nominee's Information Sheet and Nomination Form; downloadable at the PSSC-LMS Prize portal (<https://pssc.org.ph/lmsprize/>).
- Three-page CV of the nominee, and
- A five-page extended abstract of the MA thesis or Ph.D. dissertation, containing the rationale, research problem, theoretical framework, literature review, methodology, a summary of results, and conclusion.

DEADLINE OF SUBMISSION

The filled-up documents and other attachments (in .pdf) should be uploaded to bit.ly/pssc-lmsprize by **30 SEPTEMBER 2021**.

SELECTION OF WINNERS

1. PSSC will constitute a Selection Committee from the roster of recognized scholars of its member-organizations. The Selection Committee evaluates the submitted nominations and selects the top five semi-finalists.
2. The College Deans or Department Chairs of the five semi-finalists will be informed and asked to submit three (3) printed copies and an electronic copy of the full version of the MA thesis or Ph.D. dissertation.
3. A three-member Review Panel will review the MA thesis or Ph.D. dissertation of the five semi-finalists and select the top three finalists.
4. The announcement of winners and awarding ceremony will be in APRIL of the following year.

TERMS AND CONDITIONS FOR THE WINNER

1. The LMS Prize top winner will deliver a scientific lecture on the winning thesis or dissertation during the awarding ceremonies.
2. The winner must convert the thesis or dissertation into an article version, which should be officially published, locally or internationally, within 12 months after receiving the award.

The Loretta Makasiar Sicat Prize for the Social Sciences



Become a PSSC Member!

Join our network of organizations in advancing thought leadership, social forecasting, and advocacy in Philippine social sciences!

PHILIPPINE-BASED SOCIAL SCIENCE (AND RELATED FIELDS) INSTITUTIONS, ORGANIZATIONS, CENTERS, OR AGENCIES

WHO can be a member?

FOR REGULAR MEMBERSHIP

- must be a duly established, qualified, independent, private, non-profit national societies, associations, or organizations of individual professionals or practitioners in the social sciences and related fields
- must be an active and SEC-registered organization
- must have regularly published journals or similar learned publications and knowledge generation activities at least once a year
- must regularly conduct national conferences or congress

FOR ASSOCIATE MEMBERSHIP

- must be a duly established and qualified social science institutions, organizations, colleges, centers or agencies, where membership is restricted to those who are employed and/or enrolled in them
- must have regularly published journals or similar learned publications and knowledge generation activities at least once a year
- must hold one knowledge dissemination activity at least once a year

WHAT are the benefits?

BENEFITS FOR MEMBERSHIP

- Discounted rate for SSERB ethics review for research undertaken by the members
- Discounted rate for PSSC-organized trainings
- Discounted registration fees for PSSC-organized conference/fora
- Priority application to the PSSC Research Award Program by individual members
- Eligibility to apply for PSSC Travel Assistance Program (TAP) by individual members
- Nomination of individual members to the Virginia A. Miralao Excellence in Research Award
- Uploading of official journals (e-copy) at the PSSC Knowledge Archive
- Marketing of journal publications through the PSSC Central Subscription Service
- Updated information on indexing of journals
- Web page link in the PSSC website
- Announcement of activities to all PSSC social media accounts
- Organized sessions in PSSC conference/fora will be given a priority time slot
- Co-sponsorship of lectures/fora by offering the PSSCenter as the venue

Other benefits (for regular members only) are listed on the PSSC website

HOW to be a member?

REQUIREMENTS FOR MEMBERSHIP

A prospective member-organization must submit the following:

- expression of interest through a formal letter;
- endorsement by an existing PSSC member-organization (regular or associate) through a formal letter;
- supporting documents including
 - a. profile and a short history of the organization,
 - b. SEC registration and by-laws (for professional/national organizations),
 - c. BOR resolution on the establishment of the institutions/centers (for school/university-based);
 - d. copy of latest financial statement/report;
 - e. copy of the latest annual report, and
 - f. copy of the latest journal / official publication, or proof of knowledge,

For inquiries and submission of documents, contact us at membership@pssc.org.ph

The Membership Committee will review the eligibility of the organization and will recommend to the Board of Trustees (BOT) whether or not to accept the organization as a regular or associate member.

Deadline of Application is Sept. 30, 2021 · For more information, visit pssc.org.ph

The new organization/s will be formally welcomed to the PSSC family during the PSSC Annual General Membership Meeting held in February.

OFF THE PRESS

Latest PSSC Publications and Journal Releases of Member-organizations

PHILIPPINE POLITICAL SCIENCE JOURNAL*

Volume 42 (2021): Issue 1 (Jul 2021)



* The Philippine Political Science Journal is exclusively distributed by Brill. Publishing House. You may access the issues of PPSJ at <https://brill.com/view/journals/ppsaj/>.

Unpacking Presidential Satisfaction: Preliminary Insights from Survey Data on the Bottom Poor in Metro Manila

Tristan A. Canare, Ronald U. Mendoza, Jurel K. Yap, Leonardo M. Jaminola III, and Gabrielle Ann S. Mendoza

Beyond Personalistic Politics: A Progressive Congresswoman's Challenge to a Political Dynasty in Dinagat Islands, Philippines

Tamiki Hara

The Philippines in 2020: Exposed Deficiencies and Aggravated Backsliding in a Year of Crises

Enrico V. Gloria

Region, Nation and Homeland: Valorization and Adaptation in the Moro and Cordillera Resistance Discourses, written by Miriam Coronel Ferrer

Maria Elize H. Mendoza

Restricted Access
The Political Power of Global Corporations, written by John Mikler

Iris May Ellen Y. Caluag

PHILIPPINE POLITICAL SCIENCE JOURNAL*

Volume 41, Issues 1-2 (2022)

"Dutertismo": Roots, Outcomes, Trends

Temario C. Rivera and Maria Ela L. Atienza

Explaining Duterte's Rise and Rule: "Penal Populist" Leadership or a Structural Crisis of Oligarchic Democracy in the Philippines?

Mark R. Thompson

The Drug Menace as Contributor to the Duterte Electoral Victory

Raul V. Fabella

Rodrigo Duterte as Ideology: Academic vs. Social Media Myths and Representations and their Implications to Political Order

Antonio P. Contreras

Partisanship, Political Support, and Information Processing Among President Rodrigo Duterte's Supporters and Non-Supporters

Naomi B. Arata, Ador R. Torneo, and Antonio P. Contreras

Duterte Presidency and the 2019 Midterm Election: An Anarchy of Parties?

Yuko Kasuya and Julio C. Teehankee

Duterte's Foreign Policy Pivot and Its Impact on Philippine Trade and Investments: An International Political Economy Perspective

Jenny D. Balboa

Seeking Accountability, Legitimacy, and Transparency: Congressional Intervention in the Philippines' South China Sea Policy

Robert Joseph Medillo

Aileen San Pablo Baviera (1959–2020)

Herman Joseph S. Kraft

Counterrevolution: The Global Rise of the Far Right, written by Walden Bello

Teresa S. Encarnacion Tadem

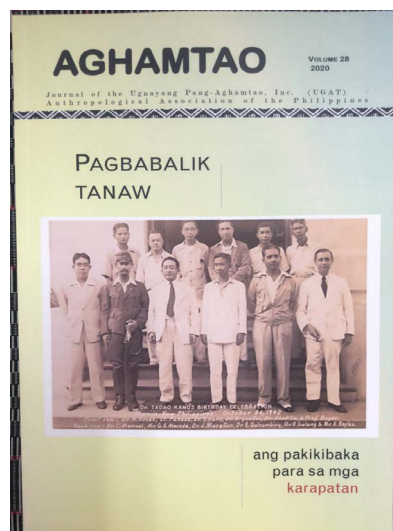
Twentieth-Century Philippine Political Thinkers: Selected Readings, edited by

*Jorge V. Tigno
Mark R. Thompson*

Alliance Decision-Making in the South China Sea. Between Allied and Alone, written by Joseph A. Gagliano

Michał Dahl

AGHAMTAO
Volume 28 (2020)



EDITOR'S NOTES

Islamic Models of Social Justice in the South Sulawesi, Indonesia
Thomas Gibson

UGAT ARCHIVES

Status of the Moros' Struggle for the Right to Self-Determination
Mohagher Iqbal

Mapangahas na Pananaliksik: Pagbubuo ng Kaalaman at Katatagan sa 'Gera Laban sa Droga'
Teresa Jopson and Aliya Sakaran

Tado Kano (1906-1945) and Japanese Imperialism in Taiwan and Southeast Asia
Kyung-soo Chun

'Bakla' at 'Gay': Pagbabalik Tanaw sa Kasaysayan, Nagbabagong mga Konteksto, at Pagpapakahulugan
Felino S. Garcia Jr.

Mga Tala sa Pananaliksik: Ang Pagiging Batang Ina sa San Nicolas, Batangas

Krisandra A. Mariano
Maria Kathryn N. Purnell

Toward Gender Equality and Women's Human Rights: Platforms for Critical Engagement
Carolyn I. Sobritchea

A Forest People and COVID-19: Representations and Practices of the Pala'wan highlanders
Nicole Revel

COMMUNICATIONS
Report on Human Rights Violations in Mindanao
Aurora Roxas-Lim

NOTICE OF PASSING
Jonathan Malicsi
(April 29, 1947 - December 1, 2019)

Maria Paz E. Palis
(January 5, 1965 - April 22, 2020)

Felixberto H. Roquia
(December 2, 1947 - October 29, 2020)

Aurora Roxas-Lim
(November 27, 1935 - November 16, 2020)

PHILIPPINE JOURNAL OF PSYCHOLOGY**
Volume 53 (2020)



Canvassing the Filipino Trans Man's Story: A Narrative Analysis of Transgender Men's Youtube Video Blogs
Nic L. Castañeda

An Exploration of Factors that Motivate Human Rights Workers in Areas of Armed Conflict in the Philippines
John Francis Hernandez, Jan Nikko Dela Paz, Ethan Cedric Chua, and Mendiola Teng-Calleja

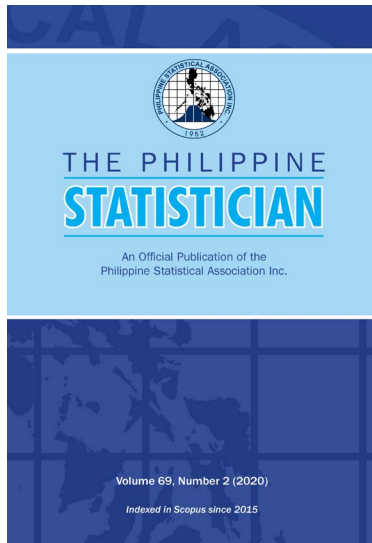
The Effect of Gratitude Journaling on Conflict Resolution in Intimate Dyadic Relationships
Maria Teodora S. Dizon

Sa Awa ng Diyos: Understanding the Lived Experiences of Panata Among Filipina Black Nazarene Devotees in Low Income Communities
Sophia T. Sto. Domingo, Ezraella Carmela U. Gesmundo, Anya Isabella P. Cordero, and Judith M. de Guzman

A Review of Psychological Assessment Practice in the Philippines: What Do Some Practitioners Say?
Maria Caridad H. Tarroja, Ma. Araceli B. Alcala, Patricia D. Simon, and Jeffrey D. Sanchez

* The Philippine Journal of Psychology Volume 53 (2020) is accessible at PSSC Knowledge Archives at <https://pssc.org.ph/wp-content/pssc-archives/>.

THE PHILIPPINE STATISTICIAN
Volume 69 NO 2 (2020)



A Sequential Markov Chain Model
of FIFA World Cup Winners
Nehemiah A. Ikoba

A Validation of the Non-
Parametric Continuous Norming
Procedure
*Melissa Jane Siy and
Francisco N. de los Reyes*

Examining the Theoretical
Assumption of a Six-fold
Structure of Management
Competency Sub-scales (MCS)
Manuelito De Vera Bengo

Investigation of Factors
Contributing to Indigenous
Language Decline in Nigeria
N. A. Ikoba and E. T. Jolayemi

Using Uncertainty and Sobol'
Sensitivity Analysis Techniques
in the Evaluation of a Composite
Provincial Level Food
Security Index
*Christian P. Umali and
Felino P. Lansigan*

Equality of Test Statistics/
Procedures
for Independent Samples
*Joyce Raymond B. Punzalan,
Charlie S. Labina, and
Therese Ann G. Capistrano*

THE PHILIPPINE STATISTICIAN
Volume 69 NO 1 (2020)

Analyzing the Impact of RPRH
Law Implementation on Poverty
Reduction in the Philippines
*Michael Ralph M. Abrigo,
Aniceto C. Orbeta, Jr.
and Alejandro N. Herrin*

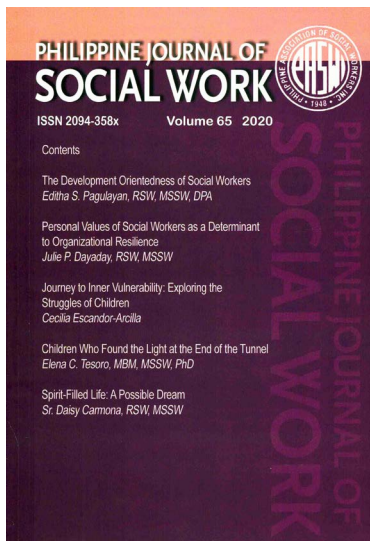
Bounds Testing Approach in
Determining the Impact
of Climate Change Indicators to
the Rice Yield of Central Luzon
*Hernan G. Pantolla and
Rechel G. Arcilla*

Evaluation of Sampling Methods
for Content Analysis of
Facebook Data
*Xavier Javines Bilon and
Jose Antonio R. Clemente*

Penalty Analysis with Resampling
Method for Sensory Evaluation
*Reanne Len C. Arlan, James
Roldan S. Reyes, and
Mary Denelle C. Mariano*

Recursive Quantile Estimation
through a Stochastic Algorithm
*A. Bachir and K. Djeddour-
Djaballah*

PHILIPPINE JOURNAL OF SOCIAL WORK
Volume 65 (2020)



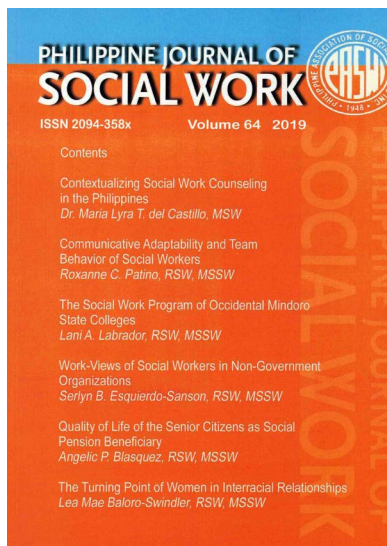
The Development Orientedness
of Social Workers
Editha S. Pagulayan

Personal Values of Social
Workers as a Determinant to
Organizational Resilience
Julie P. Dayaday

Journey to Inner Vulnerability:
Exploring the Struggles of
Children
Cecilia Escandor-Arcilla

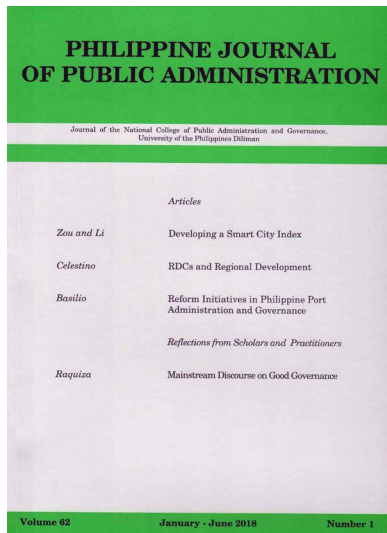
Children who Found the Light at
the End of the Tunnel
Elena C. Tesoro

Spirit-filled Life: A Possible Dream
Sr. Daisy Carmona



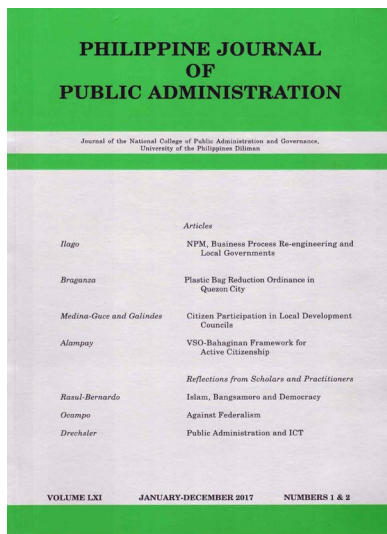
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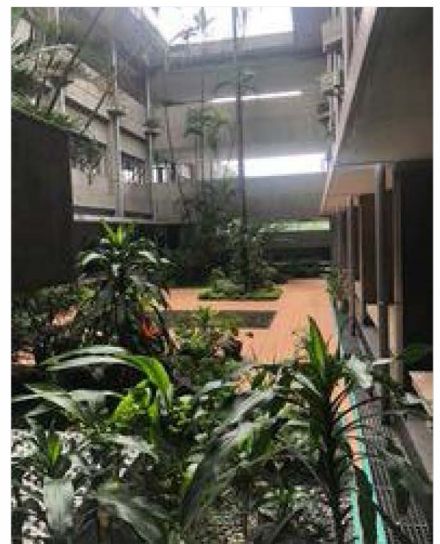
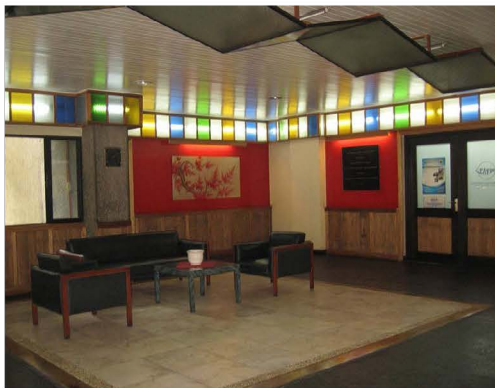
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The romanticized proverb "It takes a village to raise a child" holds true especially now that the pandemic has magnified the vulnerabilities of having an unequal society. One out-of-school child is enough reason to take action—it should not have taken a pandemic to realize that.

Maria Karla Abigail Pangilinan, James Francis Miradora, Kathleen Tolosa, and Maria Regina Corazon Sibál
in "No Child Left Behind? Poor and Vulnerable Learners in the Time of Remote Learning and COVID-19"

Now that the economic impact of the pandemic has pushed millions into severe poverty, this will indeed have a disproportionately negative effect for the most vulnerable learners to continue their education – the rural and urban poor children and youth, learners with disabilities, Indigenous and Muslim children and youth, children in conflict and emergency situations, and in Last Mile Schools in geographically isolated depressed areas.

Flora C. Arellano
In "Challenges and Opportunities of Remote Learning in the Philippines: E-Net Philippines' Policy Recommendations"

The school is a good source of opportunities for developing skills related to emotion regulation, conflict resolution, leadership, citizenship, and other skills important in socialization. It is also in school where most individuals discover their interests and potentials. With the shift to remote learning, these opportunities were greatly diminished.

Nino Jose Mateo and Ron Resurreccion
in Being "Well" during Remote Learning

ABOUT THE COVER

The cover is a depiction of an online class, where students are separated in cells and their identities are reduced to nametags. It represents the poor implementation for remote learning in the Philippines. Students have virtually no interaction, while some are left behind and disconnected.

Headshot silhouette by Vecteezy.com

