

PRESS CON HIGHLIGHTS



PANAWAGAN SA PAGBABALIK ESKWELA:

WALANG DAPAT MAIWAN, WALANG MAISASANTABI!

SEPTEMBER 30
2020 10:00 - 11:30 AM

MODERATOR

PANELISTS

 RIZA TAHUYAN IP LEARNER	 ALEX TAHUYAN IP PARENT	 JANNESSAH ODIN MUSLIM LEARNER	 CLARIS FETESIO NORFIL FOR LWDS	 DONNIE DELA CRUZ OSY
 METH JIMENEZ E-NET PHILIPPINES	 CORAZON SIYA	 TEDDY A. CANETE ALS VISAYAS	 ROLAND DEL ROSARIO PUBLIC SCHOOL TEACHER	 DR. JOSEPH V. JOVELLANOS PRIVATE SCHOOL TEACHER
			 FLORA C. ARELLANO E-NET PHILIPPINES	

E-Net Philippines Multi-Stakeholders' Press Conference On Opening of Classes

RIZA TAHUYAN



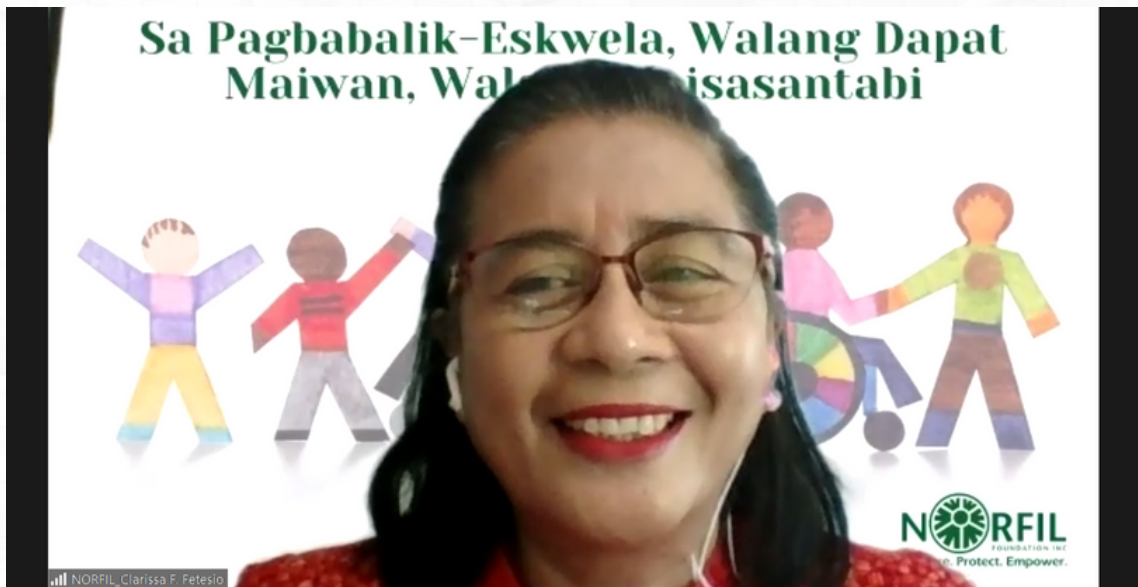
- Riza Tahuyan shared how this coming school year will be a struggle for the Indigenous Peoples (IPs) learners.
- Most parents from IP communities did not finish their basic education, making it difficult for them to teach their children through home-based modular learning.
- Since their livelihood in agriculture requires a lot of effort, they choose to dedicate their time for working instead of studying.
- They also do not have the means to buy gadgets for online learning while modular learning is not applicable to remote areas because of the problems in transportation.
- Ms. Tahuyan calls for the government to provide assistance for the education in IP communities.
- She recommended that the state must send teachers in their areas to help them continue their study.

JANNESSAH ODIN



- Muslim learners will be put in a misery for the academic year.
- There is not enough support from the government to the Madrasah Education Program while only a few number of Madrasah are accredited for integrating K-12 program.
- The traditional Madrasah cannot provide the requirements and their students cannot enroll in private schools, especially in colleges.
- Madrasah lacks the needed facilities and learning resources to provide modules for their learners.
- Muslim elders do not have much knowledge on the current education system so teaching their kids will be a challenge..
- Jannessah Odin demands the government to grant Madrasah the same service that they give to public schools.
- In addition to that, subsidy for private schools must be given.
- The government should provide Muslim and Christian learners an appropriate and relevant educational opportunity while recognizing their religion.

CLARISSA FETESIO



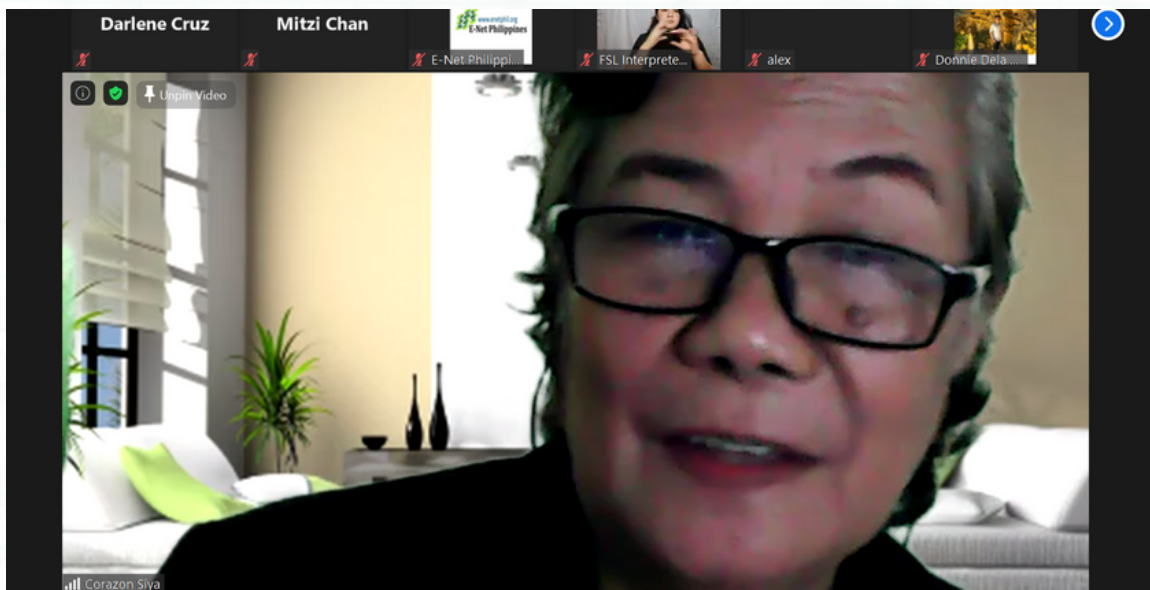
- Persons with disabilities have always been left behind, even before the COVID-19 pandemic.
- Schools are not equipped with the assistance necessary to ensure an inclusive learning environment for their students with disabilities. Despite the postponement of the classes, they are still not ready to operate especially on providing the needed materials for the online and modular learning.
- Teachers are not trained on how to instruct deaf and blind children. Children with disabilities (CWDs) can in fact go to general education, not only in Special Education (SPED). Aside from this, parents were not included in the dialogue regarding the opening of schools so the guardians are not prepared to teach their children. This is why more teachers must be sent to serve in the communities.
- Ms. Clarissa Fetesio calls for a genuine education for all that includes the prioritization of CWDs even in the contents of the learning modules. Funds must be allocated for facilities and a comprehensive assessment on the skills of CWDs is necessary to be accomplished.

DONNIE DELA CRUZ



- Education for out-of-school youth will be delayed now more than ever.
- Families prefer to spend their money on food rather than online learning requirements like phones and load for internet connection.
- For online learning to be successfully implemented, Donnie Dela Cruz said that the basic necessities must be provided by the state first.
- Modular learning is ineffective as well since students will still need internet connection to search for information and collaborate with their peers.
- Mr. Dela Cruz demands that free education needs to be mass-oriented, nationalistic, and scientific.
- He also asked the audience to not belittle the out-of-school youth as if they chose the situation they are in. Although some are already determined to look for jobs, others are still hoping that they may be able to enroll in the school year.
- He repeats that no one must be left behind.

CORAZON SIYA



- Corazon Siya shared that a classroom was formed in Barangay 21, composed of 22 learners that vary from mothers, children, to working citizens. 65% of them passed the equivalency test.
- She demands that these students to be prioritized by the government so that their education may continue.
- However, there is a declining rate of passers due to the lack of support from the state. Instructional Managers (IMs) are also contractual, adding to the hardships experienced by the barangays.
- Despite this, she highlighted that the program produced successful individuals in the fields of banking and tourism.
- Ms. Siya calls for an accessible education for all. A safe and motivating learning environment must be built in order to unleash the potential of every student.
- Also, solutions must be made for the inadequate number of teachers. It is an important move to include persons deprived of liberty (PDLs) in planning for an inclusive education.

TEDDY CAÑETE



- Teddy Cañete recommended to increase the budget and the number of teachers for ALS. Opportunities must be given to ALS implementers by organizing trainings and community mobilization.
- DepEd must issue an order that mandates school heads, district supervisors, and division superintendents to actively participate in the decision-making of schools.
- In addition to this, DepEd needs to coordinate with DILG and the Department of Budget and Management to issue strict guidelines on the use of funds. Consultations must be done for assessment and evaluation.
- Establish a comprehensive database and monitoring system on the information of out-of-school youth to know what hinders them to enroll.
- Resource mapping is another helpful way to know the available IMs that will teach in barangays.

RONALD DEL ROSARIO



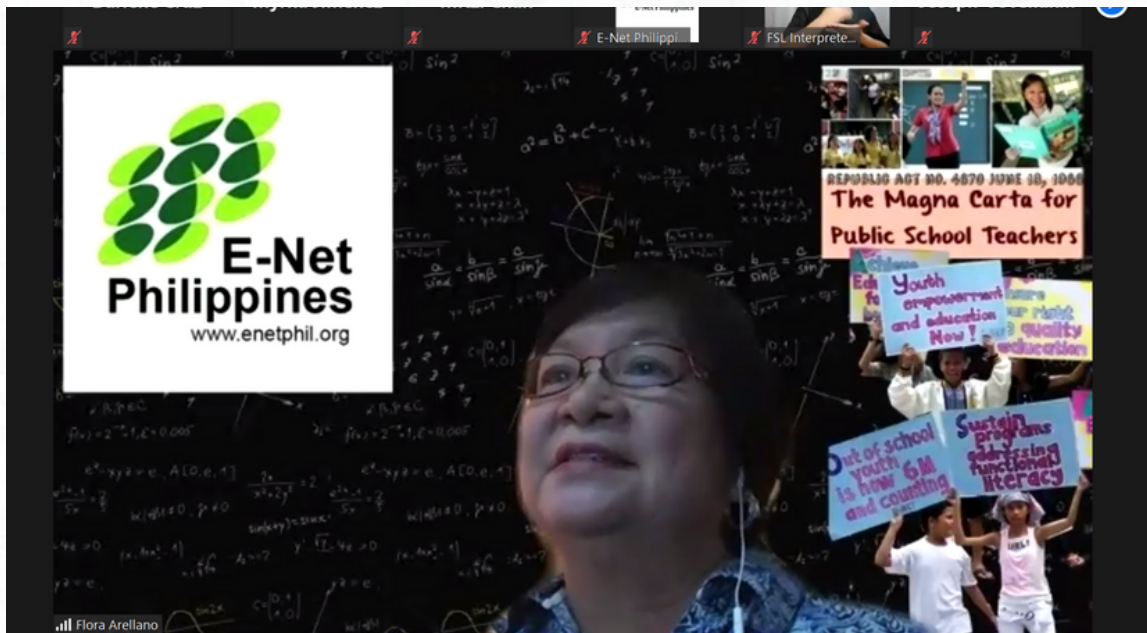
- In the opening of classes, teachers must not be left behind.
- From face to face learning, the education shifted to the online and modular learning, causing the immediate requisite of printing modules. This task is made difficult by the absence of printers, ink, papers, and the manpower needed to produce such, Most cannot afford laptops, phones, and WiFi as well.
- The assistance coming from the government was not elaborated, Due to this, teachers are having difficulties in following the learning continuity plan.
- Workload shouldered by the teachers must also be lessened. Some forms and other tasks can be passed to the non-teaching personnel who are in the brink of losing their jobs due to the closure of schools. This way, duties will be distributed and working opportunities will be given.
- Ronald Del Rosario demands to allocate budget in module production, internet connectivity, and the usage of special education fund to sustain the new modes of learning.

JOSEPH JOVELLANOS



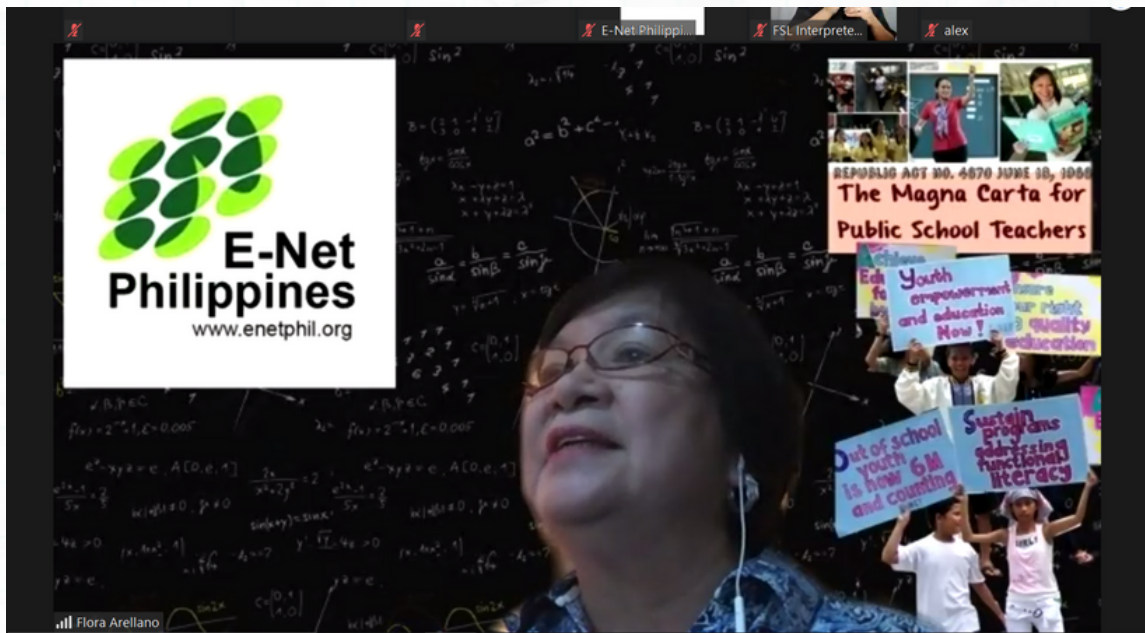
- Educators and non-academic personnel are being neglected.
- There are regular and contractual employees. These provisional workers are in the No Work, No Pay scheme. Since the lockdown, they have not received any salary.
- No assistance were delivered to the teachers even with the implementation of Bayanihan Act. Bayanihan Act 2 was not effective as well since the affected sectors were not presented with any help.
- More than 400 private schools closed due to the lack of students. Because of this, the employees in the said institutions lost their jobs.
- Financial aid must be provided by the state to small private schools. Teachers and non-teaching staff should not be excluded from the priorities of the government.
- Job opportunities and training are recommendations offered by Joseph Jovellanos to ensure that those who were dismissed from work can be hired by other institutions.

FLORA ARELLANO



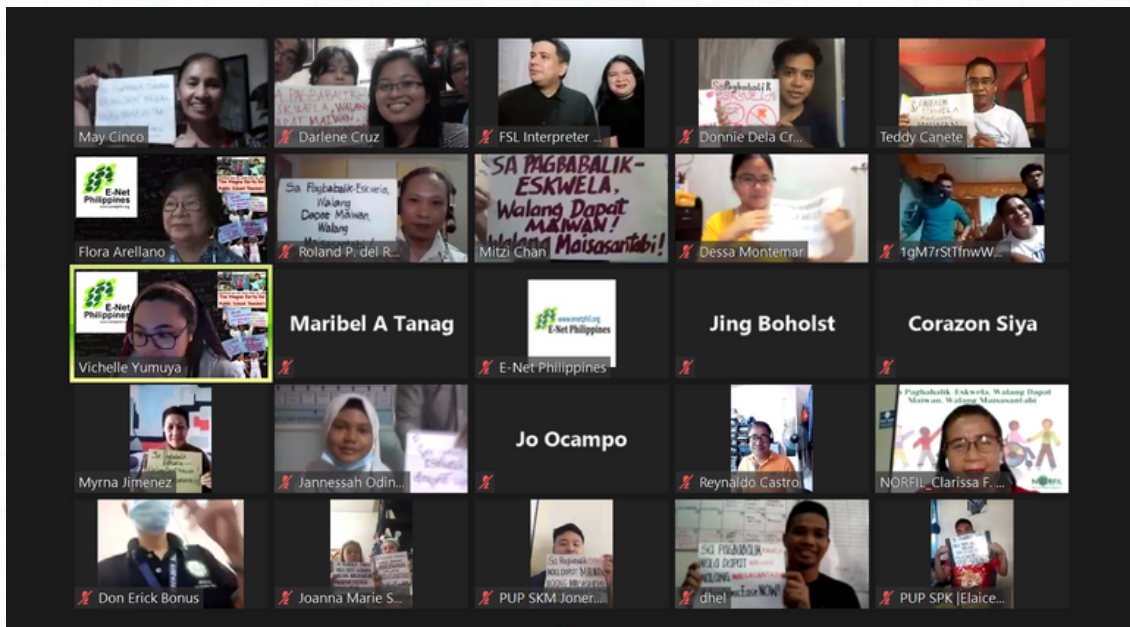
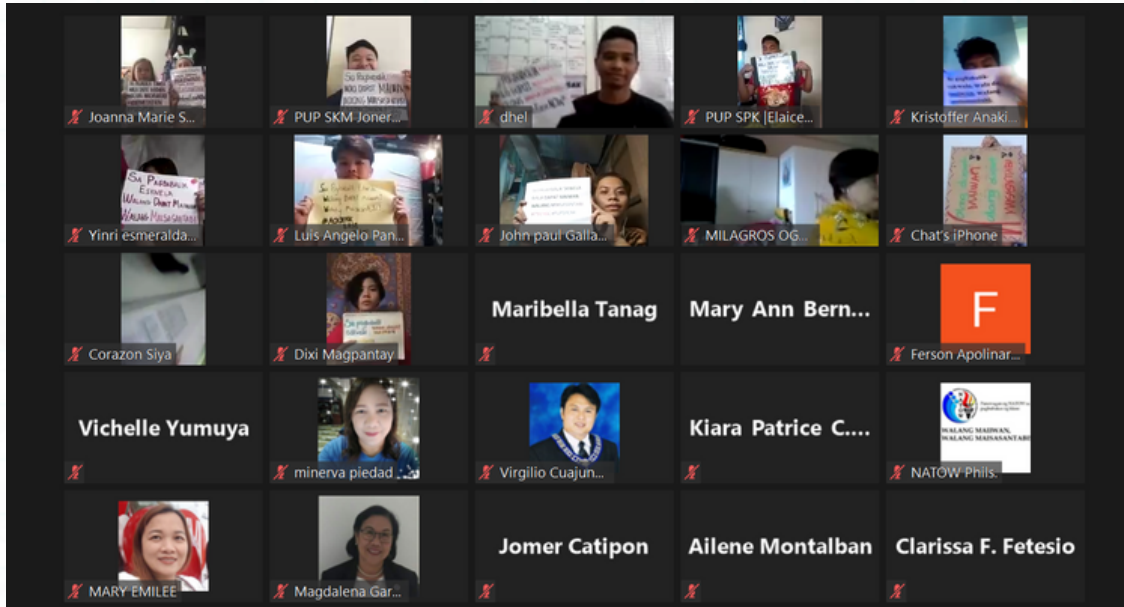
- E-Net Philippines is calling on the government to address the needs of the poor and disadvantaged sectors for inclusive and quality education in the new normal.
- The organization firmly believes that the government must exert all efforts in accommodating students to ensure that no one is left behind. Learning programs must be made accessible to all, including students living in remote areas.
- Urgent and long term solutions must be adapted to address the financial, technical, and legislative challenges in the education sector.
- Improve the systems and mechanisms to increase the number of enrollees. Aside from this, access to internet, gadgets, printed modules, and assistive technologies must be ensured.
- Include budget for learners with disabilities and provide financial support for teachers and non-teaching personnel.
- Cease the mass laying off of the provisional teachers.

FLORA ARELLANO

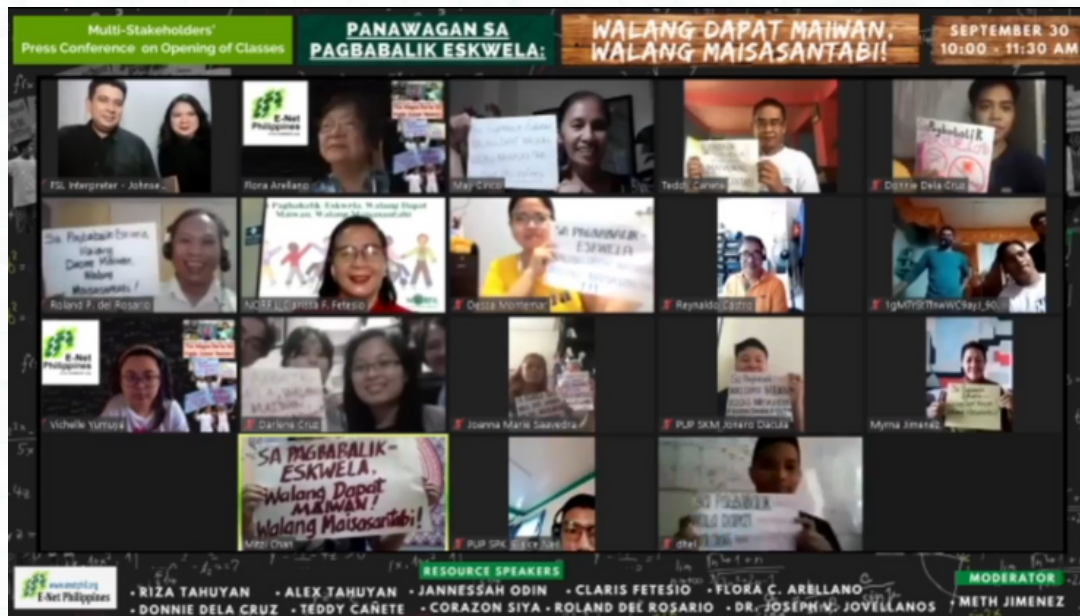
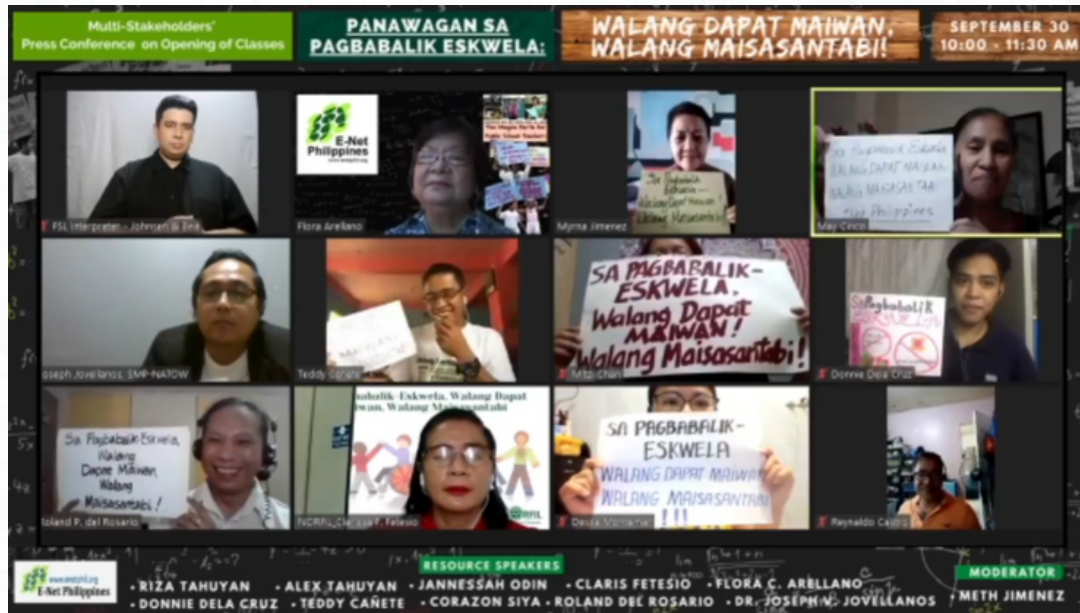


- Hire ALS community facilitators as parateachers to assist parents in modular learning.
- Realign budget in learning materials for learners with disabilities, SPED, Last Mile Schools Program, internet connectivity program, feeding program, and child protection program.
- Provide specific budget for teachers' minimum health standard requirements like PPEs and medical health benefits.
- Allocate budget for module production and procurement of devices.
- Ensure equity-based financing. Implement no increase of tuition in private schools to prevent learners from dropping out.
- Upgrade and rehabilitate ICT infrastructures in state universities and colleges.
- Magna Carta in public schools must be implemented.
- Lastly, expedite the legislation of bills that ensure the education of the marginalized sectors.

PHOTOS



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