

Educational Ecosystem of Philippine Learning Institutions in Surviving COVID-19 and Beyond

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Abstract: This article gives an overview of educational institutions in the Philippines so that you can understand how their business plans are changing because of COVID-19. As a business strategy as to how to handle future economic crises, Parson's model was adapted to the current situation. The authors conclude that government-funded schools will survive the pandemic. Catholic schools and other big schools may do better than religious schools and Muslim schools. It is important to keep an eye on, update, and evaluate financial stability. By evaluating teachers' skills with educational technology, we can make sure they know how to use it to improve their teaching, since students may see this as the "New Normal" in school. The results also show how important government assistance programs are, which, despite their flaws, may help make the country's young people friendlier and more nationalistic.

Keywords: Educational institutions, Customer Dimension, and the Need for Protection, Value Dimension, and the Need for Stability, Value Demonstration Dimension, and the Need for Stimulus, Capability Dimension

1 Introduction

Like many other industries in the Philippines, the education business has been negatively affected by the COVID-19 pandemic and its adverse spread throughout the country. Academic learning institutions pivoted, undergoing a radical paradigm shift, completely abandoning the traditional physical face-to-face setting and embracing hybrid forms of learning modalities for almost 21 million students in the basic education sector, almost 3.5 million in the higher education sector, and 2.4 million in the technical-vocational training.

Typology, as defined by Merriam Webster (2022), refers to the study or analysis of, or classification of an item (refers to learning institutions in this paper) based on types or categories. As the education sector is not exempt from rising unemployment due to the impact of COVID-19 on their operations, there is a strong realization that their survival is dependent upon management strategies and capabilities to counteract the ongoing crisis.

Governance and management of the Philippine education sector are under the mandates of three different government agencies, giving proper attention to basic education, vocational training, and higher education. The Enhanced Basic Education Act of 2013 defined an educational framework that includes kindergarten to intermediate (grades K-6), lower secondary (grades 7-10), and upper secondary (grades 11-12) levels that are all regulated by the Department of Education (DepEd). The Technical Skills and Development Authority (TESDA) manages both private and public technical-vocational education training (TVET) institutions. The Commission on Higher Education (CHED) oversees both private and public higher tertiary education institutions offering undergraduate and graduate degrees, and preparing students for more specialized careers in the labor force and management.

In an article published in Minda News by Morales & Morales (2021) provided an operational definition of the Philippines' educational ecosystem and the diversity of its trifocalized system of education. Trifocalization is a general classification of the Philippine educational system, with oversight of the state and non-state learning institutions' typologies as illustrated in Table 1a, 1b, & 1c [see appendix]. We can see how public and private learning institutions in the Philippines differ from one another.

The aim of this descriptive narrative study is to provide an understanding of the typology of the Philippines' various learning institutions and their survival strategies, for the purpose of providing a business model showcasing their viability and solutions-adoption techniques toward potential solutions to the crisis.

2 Literature review

When a natural disaster such the COVID-19 pandemic hits a learning institution, its management needs to evaluate the effects of the pandemic on its short- and long-term goals, plans, and programs. The authors adapted from Ritter and Pendersen (2020), the four core dimensions of business models: customers, value propositions, value demonstrations, and capabilities. From Harris (2020), we present the strategies that schools undertake to address COVID-19, protection, stability, stimulus, and preparation (for the long run). We combine these with Parson's social systems theory (Parson, 2005) and his adaptation, goal attainment, integration, and latency (AGIL) model (Parsons, 2018). There is a need to innovate existing

business models to address the issues brought about by the pandemic and arrive at solutions; for this Santos et al.'s, (2015) theory of business model innovation is presented.

The business model of a company (in this study, a learning institution) may be defined as its value logic in terms of how it depicts the content, structure, and governance of transactions designed to create value through the exploitation of business opportunities (Amit & Zoot, 2022). Content refers to both the goods and information being exchanged as well as the resources and capabilities required to enable the exchange. Structure refers to the parties involved, and how they are linked. Governance refers to the controls placed on transactional exchanges. Therefore, a business model, presents a combination of two systems: a system of activities and relationships. As Santos et al. (2015) noted, to continue an effective and efficient existence, organizations' business models must respond to the challenges imposed by their environment. Its management strategies must be revised to better respond to environmental challenges and arrive at a reliable resource source.

Ritter and Pendersen (2020) assessed the impact of COVID 19 on learning institutions' business models and proposed the following core dimensions, which when combined with Harris's schools' strategies yield: a) customer dimension and the need for protection; b) value proposition dimension and the need for stability; c) value demonstration dimension and the need for stimulus; and d) capability dimension and the need for preparation. The integration of Parson's AGIL (Adaptation, Goal attainment, Integration, and Latency) Model (2018) is focused on, as shown in Figure 1 below:

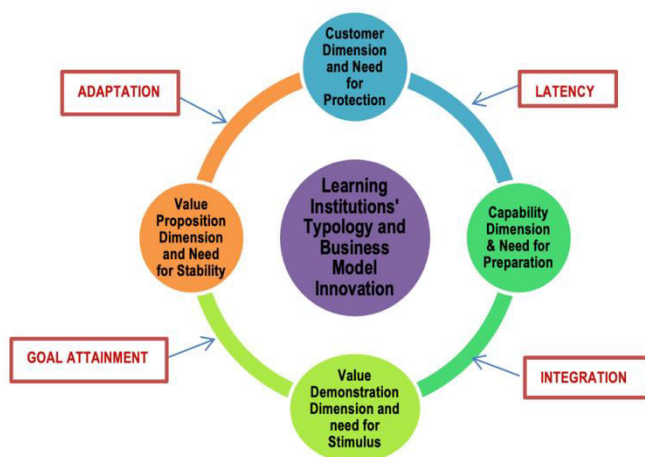


Figure 1. Core Dimensions of Learning Institutions Typology

The customer dimension and the need for protection aim to assess what the crisis means for the educational institution's customers and their demand. There is a need to examine the overall demand (will it go up or down?) -- spending patterns, delivery channels, considering the possibility of new customer groups, and safety concerns. Additionally, protective measures should be taken to stop the spread of the virus and reinforce the safety of everyone to prevent further spread of the disease.

Regarding the value proposition dimension and the need for stability, the main queries look at how the crisis will affect the educational institution's value proposition. Decisions must be made, such as increasing the business value in terms of rethinking migration to an online learning platform in the absence of physical face-to-face classroom interaction. This may help the school gain stability, reinforcing social safety while maintaining income and employment for the school and its teaching and non-teaching personnel. And at the same time, differentiating themselves from the competition in the overwhelming need to maintain income and employment.

With the value demonstration dimension (Synergus) and the need for stimulus (Harris, 2020) learning institutions' sales and marketing channels refer to value demonstration -- finding ways to demonstrate value as a learning institution offering educational services. Schools may consider providing relief packages to clients and workers (i.e., free gadgets upon enrolment, internet load subsidy for workers, and additional financial assistance to students, which can be availed through a partnership with national agencies such as the Department of Education (DepEd), Technical Education and Skills Development Authority (TESDA), and the Commission on Higher Education (CHED). Such a strategy could provide a much-needed stimulus to drive businesses.

Finally, with the capability dimension and the need for preparation, the learning institution's capabilities - create fuel that motivates the school to create value among its clientele. In times of crisis, learning institutions' capabilities face greater challenges, such as developing and improving the school's information technology (IT) support for tools. Although this will take more time, it is a good strategy for long-term preparation, facilitating better response, and putting the school in a good long-term position to bounce back.

Talcott Parsons' AGIL model initially proposed in 1951, explains how a social system can survive through adaptation. He suggests that systems in society are related to their external non-essential environments (psychic, biological, and cultural environments). Learning institutions, especially private schools, rely on external references (such as the economic status of their clientele, educational technology demands, and government policies related to education). The AGIL model, as Parson (2018) posits, that learning institutions must show adaptation (the ability to acquire sufficient resources and adapt to the environment), goal attainment (strategizing and implementing its goals), integration (maintaining unity, solidarity, or coordination among the different components of the system); and latency (creating, preserving, and transmitting the system's unique and distinctive culture and values for the future). As noted by Candara (2020), management strategies should be oriented toward future trends. During a pandemic like COVID-19, it is important to look at the role of crisis management as part of an external non-social environment that schools must deal with to survive. For social systems such as learning institutions to maintain a balance or equilibrium to its environment and continue to exist, broad social and economic needs help to identify risks and opportunities should the same crises arise (Harris, 2020).

Figure 1 portrays the relationships among the different core dimensions of learning institutions' business models and how they need to innovate to address the challenges of the COVID-19 pandemic. As noted, the typology of learning institutions and their inherent educational philosophy would require the following multi-stakeholder resource sources to sustain and maintain their business models and survive crises.

A crisis not only puts these four facets of a business model to the test, but it also opens up opportunities to adjust each dimension and the ways in which they are interconnected. (Ritter & Petersen, 2020).

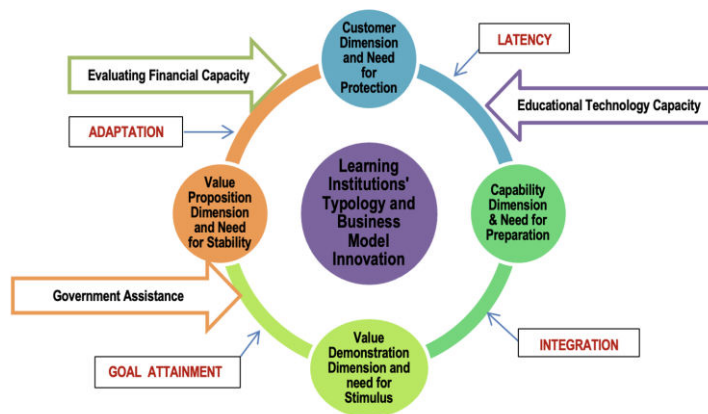


Figure 2. Learning Institutions' Typology, Business Model Innovation, and Multi-Sectoral Stakeholders' Roles that will Aid in Surviving COVID-19

Figure 2 illustrates how to span the gap between different types of learning institutions and the interventions that need to be undertaken. An African proverb states that it takes a village to educate children. Therefore, we humbly suggest that multi-sectoral and multi-stakeholder interventions are required for our learning institutions' business models to innovate to surpass COVID-19 issues.

3 Methodology

In a pandemic requiring global collective action, the most judicious research method is narrative analysis (Taylor & Jodice, as cited in Earl et al. 2004). Narrative analysis is dedicated to analyzing stories or artifacts used for data analysis (Foss, 2004, as cited in Robert & Shenhay, 2014). The content analysis of newspaper articles included interviews with key academic, business, environmental, and medical professionals. This was conducted during the early months of COVID-19, when the government declared that all schools were closed. The authors proceeded with content to determine the type of educational institution that would best navigate the COVID-19 crisis.

The authors intended to provide an understanding of the typology of educational learning institutions in developing countries such as the Philippines. In the process, illustrate how to best weather the impact of COVID-19 in their operations, come up with viable solutions and business strategies to adapt to survive the pandemic crisis and similar economic disruptions in the future.

4 Results and discussion

This section presents the findings of the qualitative content analysis of interviews based on newspaper articles and interviews.

4.1 Evaluating Financial Stability

According to Morales et al. (2020), government schools, education and training institutions depend on government funding to remain operational. They also argued that reliance on the allocation of their funds, government schools and education and training institutions would be adaptive to blended learning. They are able to continue paying their teachers and administrative employees their regular wages throughout the quarantine period. Employees of government institutions, particularly those working in far-flung public schools, would have a chance of surviving the pandemic.

“The Department of Education (2020) assured so-called “last mile schools” or far-flung public schools in conflict-ravaged areas, remain a top priority in the Department’s Public Education Network (PEN) Project that seeks to provide internet connectivity to schools despite budget cuts owing to the ongoing pandemic. (Hernando-Malipot, 2020).”

We argue (in 2020) that the only way for private schools to be of assistance to the students and instructors in their management is if they have sufficient financial resources. It is probable that they have smaller class sizes and lower tuition fees, that they are community-based, and that they would suffer during a pandemic due to the fact that they depend so much on student tuition to pay their personnel, especially their teachers. These are all possibilities. Less money is paid out, and some of the smaller private schools can't even afford to pay the basic minimum. On the other hand, larger private educational institutions are better equipped to pay the barest essentials to their employees.

[Today I cannot provide assurances as to when our classes will open, because if we do not have students, how can I provide salaries for them as we are reliant on them (tuition)].

[“Ngayon, wala rin ako mabigay sa kanila na assurance kung kelan ako magbubukas o kung hindi na ako magbubukas. Kasi kung wala rin naman estudyante, saan ako kukuha ng pambayad sa kanila eh dun din naman ako umaasa” (GMA News Online, 2020)”]

On the other hand, employees in larger private learning institutions, may have a variety of employment statuses, as contractual, provisional, and regular arrangements. Schools, like other companies, may be forced to terminate non-permanent staff because of the present economic crisis, thereby increasing the number of unemployed people (Morales & Morales, 2020).

“Labor Secretary Bello said that he tasked all labor officials, both in the regional offices and those in Philippine Overseas Labor Offices (POLO), to be on alert footing to allow a quick reporting system on workers’ displacements and pave the way for countermeasures (DOLE, 2020).”

“CHED Chair J. Prospero De Vera III had said at a previous Senate hearing those 50,000 part-time faculty members from various higher education institutions need financial assistance as they are employed on a “no teach, no pay” setup (Mateo, 2020).”

The economic downturn would be detrimental to private technical-vocational schools regardless of whether the schools were independent or affiliated with a specific industry. This is because the industries themselves would be adversely affected and suffer financial losses as a result (Morales & Morales, 2020).

“Private schools are affected too and are on the verge of closing down operations,” said COCOPEA Managing Director Atty. Joseph Noel Estrada. “The revenue loss for the private education sector if school opening is pushed to August is already estimated at Php 55.2 billion [and] this estimate shoots up to 142.1 billion of revenue loss if classes do not open at all this coming school year” (Hernando-Malipot, 2020).”

The most severely impacted are religious and cultural learning schools. Although Christian seminaries are well endowed and supported by their patrons, Islamic religious learning institutions are adversely affected because not all Islamic religious learning institutions are endowed or supported by their patrons. As a result, Islamic religious learning institutions are heavily reliant on student tuition and may be forced to close. Furthermore, because these Muslim religious learning institutes do not have any social safeguards in place, they are extremely vulnerable to closing their operations (Morales & Morales, 2020).

[In Tausug dialect: “Masigpit in Covid ini pa manga madrasah namu Rih ha sug, piyauwi na namuh in mga bata. Sumagawa kasigpitan in manga guru pasal way hikagadji kanila”].

"This COVID-19 has severely affected our Islamic schools here in Sulu, we have sent our children back to their homes, but we can hardly provide (salaries) for our teachers as we could not pay them" (Morales, et al., 2020)."

4.2 Assessing Educational Technology Capability

With limited internet connectivity, the transition to blended or online education is difficult. The Philippines has the slowest Internet speed in Southeast Asia (Santos, 2014, as cited in Morales & Morales, 2020) and is rated 108th out of 174 nations globally (Terrazola, 2020).

"Honasan said that the country's Internet connection speed still lags behind other Southeast Asian countries (Madarang, 2020)."

Public schools are challenged by limited connectivity when using online learning platforms. The government can readily train educators, whether they are public school instructors, technical educators, educators at state universities, or uniformed service teachers. However, there is still an issue of how these same teachers will present training content to their students/trainees in a way that is both flexible and relevant using 'blended' or 'hybrid' learning approaches.

"From the standpoint of DepEd, "blended learning" or "hybrid learning" is a fusion of online distance learning and in-person delivery of printed materials to the homes of the learners through the barangays for those who don't have internet access and interactive facilities in the comforts of their home (Malindog-Uy, 2020)."

"Flexible learning" for higher education institutions involves a combination of digital and non-digital technology, which according to CHED, doesn't necessarily require being connected to the internet. De Vera said that universities and colleges have the freedom to choose a mode that would be effective for them (Magsambol, 2020)."

Low-cost private schools (LCPS) have been forced to close for the time being because their primary clientele are students from Class C (with a monthly income of 20,000-100,00php) and Class D (with a monthly income of 10,000-20,000php) families who, despite the cost of providing private education, have chosen to enrol in these LCPS due to unforeseen circumstances. In the midst of dealing with the pandemic, these schools are having trouble paying their teachers. This is especially true when teachers can't work because of lockdowns and restrictions and don't get paid. Also, they need to figure out how to help these teachers get ready for the "new normal."

"A total of 440 small private schools with a student population of 100 and below are "Temporary lang and closures nila pero kung maganda-ganda na next year, magbubukas na po sila," Education Undersecretary Jesus Mateo said in a virtual press briefing on Wednesday. [Their closures are temporary; if the situation improves next year, they will reopen.] (Magsambol, 2020)."

Ateneo de Davao University, a large private university in the Philippines, has been developing infrastructure for online learning. Their students were from upper - middle - income and middle-class families; hence, students were more likely to have access and connectivity, as well as access to electronic equipment (laptops and mobile devices).

"In Ateneo de Davao Preschool and Grade School, online learning takes a more structured form with set schedules that will help them establish routines as they engage in this new learning platform. Building habits and being guided accordingly in the transition from face-to-face learning is vital. Therefore, their versions of online learning are closely monitored by teachers and parents. The flexibility of the new medium comes from instances where the students are given the liberty to orchestrate their own learning experience during offline study sessions (Ateneo de Davao University, 2020)."

As we have reported in MindaNews (2020), the use of educational technology has an impact on religious learning and cultural institutions. Among these are Catholic theology seminaries, the majority of which are boarding schools, as well as Muslim religious institutions, some of which are stay-out schools, such as Madrasahs, and others, such as Torils, which are predominantly residential schools. As their teachers may not have been trained in the use of educational technology, the government must devise a strategy to assist them in incorporating educational technology into their pedagogical practices.

“Father Eric Escandor, SJ, Vocations Director of the Society of Jesus in the Philippines, said they must delay the start of their formation this year because “we have no candidates.” He said it is impossible to do everything online because activities are mostly designed with “face-to-face interaction.” The recruitment process of the Jesuits starts with a seminar, that requires physical presence (Saludes, 2020).”

“Our madrasah schools will temporarily close because we cannot provide technical resources to teachers and students (Morales, 2020).”

4.3 Government Assistance Initiatives

On March 23, 2020, the Philippines passed (Republic Act 11469), also known as the Bayanihan to Heal as One Act, giving the president additional authority to fight the COVID-19 pandemic. After the law expired on June 5, 2020, the President signed the Bayanihan 2 Act on September 11, 2020. One of the special powers granted to the President focused on reviving the country’s struggling economy (Santos, 2014, cited in Morales & Morales, 2020) which caused massive layoffs and, business closures (including the education business sector), and was dreaded by consumers.

“For the Bayanihan Act, Congress earmarked P300 million in financial assistance to private school personnel affected by the COVID-19 crisis to be included in House Bill 6953 or the P162-billion Bayanihan to Recover as One Act (Bayanihan 2) (Ranada, 2020).”

As the national government enacted a law to fight the deprivations of a hard-hit country, local government units must continue assisting national agencies in aiding their respective localities.

“We urge them to help or provide assistance to private schools but it’s up to LGUs (Local Government Units) to determine how it can be done, whatever will be legally and fiscally viable for them” Sevilla said, (2020).”

The provision of technical training and support in exploring alternative learning methods can help these learning institutions increase their capabilities as part of their long-term preparation in facing pandemics. Special emphasis should be given to using Open Educational Resources (OER) that is part of the United Nations Educational, Scientific and Cultural Organization mandate (UNESCO, 2021). By encouraging the use of locally developed free and open-source software that is focused on the community (Mara, 2020), these institutions will have more freedom to create and produce their own content without being limited by patented technology rules. The poor can get help from national government agencies, local government units, and the business world.

[In Tagalog dialect “Sigurado rin po ako na ang ating pribadong sector ay gagawa rin ng mga hakbang para makapagbigay din po ng mga gadget sa ating mga kababayan.]

“I am sure that the private sector would also find a way to give gadgets to learners],” Presidential Spokesperson Harry Roque said in a virtual press conference (Gita-Carlos, 2020).

“Unfortunately, private schools have not been spared of the economic crisis caused by the pandemic. The private sector has lost P55.2 billion, even if schools open in August, according to the Coordinating Council of Private Educational Associations or COCOPEA. If school opening is delayed further, losses could balloon to P142.1 billion (Manila Times, 2020).”

5 Conclusion

This article dived deep into newspaper articles and took note of interviews with notable academic, business, environmental, and medical personalities to arrive at an understanding of what typology of learning institutions will safely navigate the muddied waters stirred up by COVID-19. We conclude that government learning institutions will survive the pandemic because they have a stable fund source. Catholic schools and larger universities may also have a better chance of success than small private schools. Sectarian and Muslim schools may also be heavily challenged in the days ahead until the pandemic has decreased to an endemic status. Continuous monitoring, upgrading, and evaluation of the financial stability of learning institutions need to be conducted. Furthermore, because financial stability is believed to be a continuum: dynamic through time and consistent with numerous combinations of the fundamental aspects of finance (Schinasi, 2004), the university will be unable to innovate if it does not have solid financial management (Xuan, 2021). Since technology has

become an integral part of our everyday lives (Rajendran & Saad, 2021), assessing educational technology capability will ensure that our teachers are proficient in educational technology to bolster their pedagogical skills, as there is a very good chance that their students, now that they have been using technology in their daily teaching and learning activities for more than a year, will perceive this as the now normal in education (Corpus, 2021).

Likewise, credit must be accorded where due to acknowledge government assistance initiatives, which, although admittedly sparse in some areas, are there and will provide the impetus towards a more conducive and nationalistic drive towards the unflinching provision of education for the youth of the land.

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Appendix A

Table 1a. Typologies of state and non-state learning institution

Type of learning institution	Short description	Funding Source		Levels of Education Offered according to the Philippine Standard Classification of Education*										
		State (Public)	Non-state (Private)	0	1	2	3	4	5	6	7	8	N/A	
The Government Kindergarten, Elementary, Junior High and Senior High Schools	State-run educational institution offering Kindergarten, Grades 1–6, Grades 7–10, and Grades 11–12. Budget allocation is determined by the national government	✓		✓	✓	✓	✓							
Government Trade and Technical-Vocational, and Training Centers	Students have the option of when to enter and quit the educational ladder and to get a credential that corresponds to the knowledge and skills acquired. These institutions provide Certificate and Diploma courses. Budget allocation is determined by the national government	✓						✓	✓					
State Universities and Colleges a	Offers baccalaureate degree, Post-baccalaureate program, Doctoral degree and Post-doctoral degree programs. Budget allocation is determined by the national government	✓								✓	✓	✓		
Uniformed Service Academies	Generally, serve the Philippine government's uniformed services, including the Armed Forces of the Philippines, the Philippine National Police, and the Philippine Coast Guard.	✓								✓				
Low-Cost Private Preparatory Schools	may be found in locations where government public schools are inconveniently located or unavailable due to distance or inaccessibility. Their class sizes are typically small, ranging between 10 and 20 pupils, depending on the number of students in the community. Should economic or financial difficulties arise, they may find themselves unable to continue operations on a long-term basis.		✓	✓										

*Levels of education are grouped as follows: 0 Early Childhood Education; 1 Primary Education; 2 Lower Secondary Education; 3 Upper Secondary Education; 4 Post-Secondary Education; 5 Short-Cycle Tertiary Education or Equivalent; 6 Bachelor Level Education or Equivalent; 7 Master Level Education or Equivalent; 8 Doctoral Level Education or Equivalent (PSCED, 2018)

Table 1b. Typologies of state and non-state learning institution

Type of learning institution	Short description	Funding Source		Levels of Education Offered according to the Philippine Standard Classification of Education*										
		State (Public)	Non-state (Private)	0	1	2	3	4	5	6	7	8	N/A	
Low-Cost Private K-10 Schools	These are located in areas where public schools may be inaccessible or relatively remote at times. Their classes are often small, depending on the community's student population. May be unable to sustain operations for an extended period of time in the event of economic or financial challenges. These LIs do not give any further schooling.		✓	✓	✓	✓								
Secular/Church-based private K-10 and K-12 Schools	Students may come from regions other than the community in which the school is located; these are parochial/church-based institutions. Their activities are reliant upon their ability to manage community relationships effectively and the stability of the local community economy.		✓	✓	✓									
Private Technical-Vocation Training Schools	offer vocational courses ranging from short-term (minimum 45 days, approximately 1.5 months) to diploma courses (up to two years), as well as courses with high enrollment rates and high demand on the job market, such as computer technical skills, food and beverage services, and others.		✓				✓	✓						
Private Industry-based Training Institutions	Typically, a training institution is affiliated with an industry or business, or is integrated into the institution's business model, such as hotels that provide courses like baking or food and beverage services. Personnel agencies that may provide housekeeping or security services. Construction and fabrication firms that provide plumbing, carpentry, and electrical wiring services, as well as hospitals that provide medical education Their business strategy is mutually beneficial to both the business and the affiliated training school, since it gives the industry experience necessary by the sector in which they are already employed or will be employed.		✓				✓	✓	✓					

*Levels of education are grouped as follows: 0 Early Childhood Education; 1 Primary Education; 2 Lower Secondary Education; 3 Upper Secondary Education; 4 Post-Secondary Non-Tertiary Education; 5 Short-Cycle Tertiary Education or Equivalent; 6 Bachelor Level Education or Equivalent; 7 Master Level Education or Equivalent; 8 Doctoral Level Education or Equivalent (PSCED, 2018)

Table 1c. Typologies of state and non-state learning institution

Type of learning institution	Short description	Funding Source		Levels of Education Offered according to the Philippine Standard Classification of Education*										
		State (Public)	Non-state (Private)	0	1	2	3	4	5	6	7	8	N/A	
Private Higher Education Institutions	Offer primarily undergraduate (baccalaureate) and graduate (master's and doctorate) degrees; may be secular, non-secular, or religious in nature; and may have long-term funding to support operations.		✓								✓	✓	✓	
Religious Learning institutions	Educates and trains religious leaders and clergy for the purpose of assisting in the propagation of their faith. For Christians, they may take the shape of seminaries, theological schools, and evangelical colleges; for Muslims, they may take the form of Toril, Madrasah, Mahad, and Kulliyah, among others. Primarily dependent on sponsorship and donations to support their operations		✓				✓	✓	✓	✓				
Cultural Learning Institutions	Generally maintained by Indigenous Peoples Organizations (IPO), Indigenous Peoples Structures (IPS) the National Commission for Culture and the Arts and the NCIP; assists indigenous cultural communities in conserving Indigenous Knowledge Systems and Practices (IKSP) (e.g., School of Living Traditions). Additionally, some universities operate their own IKSP facilities as part of their Extension and Community service offerings.	✓	✓											✓
Special Education Learning Institutions	cater to differently-abled children and adults, physically and mentally handicapped but show qualities that the able-bodied do not have (Martin, n.d.). While the mainstreaming program model is mandated by the 2012	✓	✓	✓	✓									

	Enhanced Basic Act, the country's demand for special education centers is critical to meeting current needs and challenges.							
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*Levels of education are grouped as follows: 0 Early Childhood Education; 1 Primary Education; 2 Lower Secondary Education; 3 Upper Secondary Education; 4 Post-Secondary Non-Tertiary Education; 5 Short-Cycle Tertiary Education or Equivalent; 6 Bachelor Level Education or Equivalent; 7 Master Level Education or Equivalent; 8 Doctoral Level Education or Equivalent (PSCED, 2018)