



**UNIVERSITY OF THE PHILIPPINES
OPEN UNIVERSITY**

Master in ASEAN Studies

CARL IVAN B. VILLANUEVA

**DESIGNING A SOCIAL PROTECTION PROGRAM FOR FILIPINO
TEACHERS IN ASEAN COUNTRIES: THE CASE OF INDONESIA AND VIETNAM**

Thesis Adviser:
Joefer B. Santarita, PhD
Faculty of Management and Development Studies

Date of Submission:

August 2021

Permission is given to the following people to have access to this thesis:

Available to the general public	Yes
Available only after consultation with thesis adviser	Yes
Available only to those bound by confidentiality agreement	Yes

Student's Signature:

Signature of Thesis Adviser:

University Permission Page

"I hereby grant the University of the Philippines a non-exclusive, worldwide, royalty-free license to reproduce, publish and publicly distribute copies of this thesis or dissertation in whatever form subject to the provisions of applicable laws, the provisions of the UP IRR policy and any contractual obligations, as well as more specific permission marking on the Title Page."

"Specifically, I grant the following rights to the University:

- a) To upload a copy of the work in the theses database of the college/school/institute/ department and in any other databases available on the public internet;
- b) To publish the work in the college/school/institute /department journal, both in print and electronic or digital format and online; and
- c) To give open access to above-mentioned work, thus allowing "fair use" of the work in accordance with the provisions of the Intellectual Property Code of the Philippines (Republic Act No. 8293), especially for teaching, scholarly and research purposes."

CARL MAN B. VILLANUEVA, August 31, 2021

Signature over Student Name and Date

© 2021 By Carl Ivan B. Villanueva

Acceptance Page

This thesis titled **DESIGNING A SOCIAL PROTECTION PROGRAM FOR FILIPINO TEACHERS IN ASEAN COUNTRIES: THE CASE OF INDONESIA AND VIETNAM** is hereby accepted by the Faculty of Management and Development Studies, U.P. Open University, in partial fulfillment of the requirements for the degree Master of ASEAN Studies.

Members of the Academic Advisory Committee:

_____, Chair, Advisory Committee 2 September 2021
JOEFE B. SANTARITA, PhD

_____, Member, Advisory Committee 3 September 2021
JEAN A. SALUDADEZ, PhD

_____, Member, Advisory Committee 6 September 2021
RIO GRACE OTARA

_____, Dean Faculty of Management and 7 September 2021
PRIMO G. GARCIA, PhD Development Studies

Biographical Sketch

Carl Ivan B. Villanueva is an educator by profession with solid research and communication skills having juggled upon multifarious roles and come to not just succeed but also learn through the roadway lane of his experiences. The intellectually-rewarding and highly-pleasurable atmospheres he has been into has chiseled and shaped him into the mentor he loves portraying today.

Mr. Villanueva is an instructor at University of Batangas Senior High School – Batangas City Campus. He is one of the school publications advisers of the University and has served as a trainer in feature and editorial writing, and in collaborative desktop publishing and online publishing for Region IV CALABARZON. He won champion in Column Writing Region IV-A SPA Seasoned Category and in Editorial Writing as 3rd placer in the region.

He finished his bachelor's degree in Political Science as a scholar and a Dean's Lister at University of Batangas College of Arts and Sciences. He studied Doctor of Jurisprudence for two years at University of Batangas College of Law. He completed his academic requirements at the University of the Philippines Open University for his graduate studies in ASEAN studies and has been working on his research paper at present. He also finished online courses in Organizational Analysis at Stanford University and Diplomatic Relations at University of London. He also completed Online Distance Learning and Management course at Dela Salle University Manila and Remote Teaching and Learning course at University of the Philippine Open University.

He is a debate coach, campus journalism speaker and writer. He believes that preparation is a key, and that failure to prepare is to prepare to fail.

Acknowledgment

The researcher extends his sincerest gratitude and appreciation to all these significant people who are instrumental to the success of this humble piece of work. The researcher is indebted to the following:

To his thesis adviser, Dr. Joeje B. Santarita, dean and professor of Asian Center, University of the Philippines Diliman, for his immense support and guidance that helped the researcher complete his work. The researcher could not thank him enough;

Dr. Primo G. Garcia, Dean of the UP Open University (UPOU) Faculty of Management and Development Studies (FMDS), for the support to UPOU students to finish their respective degrees amid the pandemic;

Dr. Jean A. Saludadez, professor, Program Chairperson of the ASEAN Studies Graduate Program and Vice Chancellor for Finance and Administration, University of the Philippines Open University, for her significant contribution and inspiration;

Prof. Rio Grace Otara for her precious comments and motivation for which the researcher is grateful;

Dr. Abegayle Machel Perez – Chua, UB VP for External Affairs, Dr. Lolita F. Tagon, AVP for Academic Affairs, Dr. Rommel A. Ramos, Director for Research and Publications, Mrs. Famela A. Barairo, LMS Coordinator, Mr. Carl Reman A. Maranan for their help and motivation. The researcher is truly indebted to all of you;

All the respondents from Indonesia and Vietnam, the researcher could not make this piece of work successful without your significant participation;

Mr. Gilbert Pasno, Mr. Jon Dalangin, Ms. Mary Rose Tenorio, Ms. KC Mendoza, Ms. Mara Asi, Ms. Hera, Ms. Mary Joy Sienes, the researcher thanks you for your contribution to this endeavor;

His friends, and classmates in UPOU, Dr. Medz, Ms. Kieren Batiles and Mr. Paul Balagtas for their help and motivation;

The University of Batangas Senior High School Principal, Dr. Agot Africa, CAP-Be Director, Dr. Reden Rodriguez for giving him time and motivation to finish this work;

His best friend, Atty. Sheyna Marie Extra-Lazado; his core friends for pushing the researcher to finish this paper. Lorenz, Sean, Dranreb, Will, Lexie, Alyssa Mae, Alyssa, Nicole and Aron Rayner for their help, too;

Mr. John Vincent K. Forteza for his big help as his editor, for his time and effort too;

The researcher's parents, Mr. Bert Cadevida-Villanueva and Mrs. Nora Bulanlagui – Villanueva and siblings, for the love and undying support;

To all others who have been very supportive of the researcher;

Finally, to the Lord for the guiding light and graces; the researcher's plan is his.
Dum Spiro, spero.

CARL IVAN B. VILLANUEVA

DEDICATION

*For the many unprecedented events that tested our faith, wit and grit,
we shall move stronger, and forward.*

We shall all be pandemic survivors.

*For the Filipino Teachers in **ASEAN** countries and across the world,*

For Mama and Papa,

For myself with love,

This is for you.

~CARL

Abstract

Educators are joining the exodus of Filipinos leaving behind a generation of students hungry for quality education. Yet, behind the remittances that strengthen the country's economy are the untold stories of the so-called modern-day heroes.

This study delves into the lived experiences of Filipino teachers in two ASEAN countries - Indonesia and Vietnam. Through in-depth interviews, the data were gathered and analyzed employing Interpretative Phenomenological Analysis (IPA). Interviews were transcribed, and followed the six standard steps in doing thematic analysis. The researcher was guided by the research objectives, i.e., describe the common struggles encountered by Filipino teachers in two ASEAN countries (Vietnam and Indonesia); determine the coping mechanisms employed to overcome challenges; identify the programs, activities and/or initiatives being implemented by the Philippine embassy to Filipino teachers in two ASEAN countries; and, propose specific social protection program or activities for Filipino teachers in ASEAN countries.

The findings revealed that the common struggles encountered by Filipino teachers in Indonesia and Vietnam are language barriers, homesickness, discrimination, students' behavior, tedious document processing and lack of programs or activities for teachers from the Philippine Embassy. The result also exhibited the coping mechanisms employed by the six participants. Programs and activities provided by the Philippine Embassy were found to be lacking. The researcher arrived at three recommendations: the online application called OGP (*Overseas Gurong Pinoy*) to address the challenges encountered, the "Balikbayan Retirement Plan" as a social protection program for Filipino teachers and a proposed formation of ASEAN Filipino Teachers Association (FilTA).

Keywords: *Social Protection Program, IPA, OGP*

Table of Contents

	Page
University Permission Page	ii
Copyright Page	iii
Acceptance Page	iv
Biographical Sketch	v
Acknowledgement	vi
Dedication	vii
Abstract	viii
Table of Contents	ix
List of Tables	x
List of Figures	xi
Chapter I.	
INTRODUCTION	1
A. Background of the Study	4
B. Problem Statement	6
C. Objectives of the Study	6
D. Scope and Limitations	7
E. Significance of the Study	8
Chapter II.	
REVIEW OF RELATED LITERATURE	9
A. Related Literature	9
B. Challenges and Experiences Encountered by Filipino Teachers	11
C. Cultural Differences and Language Barrier	19
D. Coping Mechanisms	25
E. Programs and Protection for Overseas Filipino Workers (OFW)	30
F. Research Gaps	36
G. Synthesis	37
Chapter III.	
METHODOLOGY	38
a. Conceptual Framework	43
b. Research Design	44
1. Research Method	44
2. Inclusion / Exclusion Criteria	45
3. Assumption	46
c. Research Procedures	46
1. Data Sources and Collection	46
2. Population and Sampling	46
3. Description of the participants	47
4. Participant's Educational Affiliation	48
5. Instruments	48
6. Data Analysis	48
7. Procedure	51
8. Organization of the Study	60
9. Ethical Considerations	51

Chapter IV.	
FINDINGS OF THE STUDY.....	53
A. Common Struggles Encountered by Filipino teachers In two ASEAN Countries (Indonesia and Vietnam).....	53
B. Coping Mechanism Employed to overcome Challenges.....	64
C. Programs or Activities Provided by the Philippine Embassy to Filipino Teachers.....	67
D. Participant's Suggested Programs or Activities For teachers in Indonesia and Vietnam.....	71
Chapter V.	
RECOMMENDATIONS OF THE STUDY	76
A. Overseas <i>Gurong Pinoy</i> (OGP) Online App	76
B. Balikbayan Retirement Scheme	82
C. Proposed ASEAN Filipino Teachers Association	83
Chapter VI.	
SUMMARY, CONCLUSION AND RECOMMENDATION	96
A. Summary	96
B. Conclusion.....	96
C. Recommendation.....	98
REFERENCES	102
APPENDICES	
A. Letter to the Respondent	106
B. Interview Transcript John	107
C. Interview Transcript Luis	125
D. Interview Transcript Bobbie	144
E. Interview Transcript Bea	163
F. Interview Transcript Alex.....	178
G. Interview Transcript Mocha.....	189
H. OGP Logo.....	204
I. Curriculum Vitae	205
LIST OF TABLES	
1. Participant's Profile.....	47
2. Participant's Educational Affiliation	48
3. Presentation of Contribution, Benefits and Expiration.....	92

LIST OF FIGURES

1. Conceptual Framework 42

2. Steps in Thematic Analysis 48

3. Triangulation 50

4. OGP Logo 78

5. OGP Homepage 79

6. OGP Key Functionalities 81

7. Balikbayan Retirement Scheme Framework 91

8. FilTA Organizational Chart 101

LIST OF FIGURES

1. Conceptual Framework 42

2. Steps in Thematic Analysis 48

3. Triangulation 50

4. OGP Logo 78

5. OGP Homepage 79

6. OGP Key Functionalities 81

7. Balikbayan Retirement Scheme Framework 91

8. FilTA Organizational Chart 101

CHAPTER I

INTRODUCTION

A. Background of the Study

There is no stopping Filipinos, be it doctors, nurses or engineers from working abroad. Surprisingly, a considerable number of them is composed of Filipino teachers seeking a better future overseas. Poor working conditions, a slim chance at career advancement and low salaries have compelled thousands of experienced Filipino teachers to seek greener pastures abroad, leaving behind a generation of students in need for quality education. Given this dilemma, Filipino students are said to be the real casualties in the migration of highly-qualified Filipino teachers looking for a rewarding job abroad. Yet, behind the remittances that strengthen the country's economy are the untold stories of the so-called modern-day heroes. This predicament is not uncommon to the researcher as he, himself was a former teacher in the Kingdom of Bahrain who had worked for the Royal Bahraini Airforce Institute and later in an International Intellectual Property Law firm before he returned home equipped with a handful of experiences and surpassed challenges. These exactly motivated the researcher to delve deeper into the common experiences of teachers in the Association of Southeast Asian Nations (ASEAN) member states.

According to Annie Geron, secretary-general of Public Service Labor Independent Confederation, 4,000 Filipinos have already moved to the United States of America (USA), Middle East ,and other Asian countries for teaching jobs in less than a decade, with low salary accounting for this phenomenon. The teacher's salary in the Philippines pales in comparison to how much one can earn in the US. which could be around \$4,000 to \$8,000 a month or 20 times his or her salary in the Philippines. According to Labor Undersecretary Romeo Lagman, his wife had been a

teacher for 41 years but when she retired, her salary was only P14,000. Knowing this, most of us might not be surprised anymore why teachers are selling polvoron, longganisa, tocino, yema and pastillas to their students (Bobet, 2009).

Internationalization and ASEAN integration has led pre-service teachers to explore the world of teaching abroad. To date, there are already more than 16,000 Filipinos who are living and working in Thailand; and most of them are teachers (Novio, 2014). This number does not yet include those Filipinos who are undocumented and who left the Philippines as tourists but later on have found and applied for jobs in Thailand (Ulla, 2018). In Vietnam, there have been a number of students registering to study with Filipino teachers, and despite the debate over the employment of Filipino English teachers in Ho Chi Minh City, local education officials have decided to hire them as part of a national English improvement project. Vietnam wants most of its students by 2020 to be able to use a foreign language, especially English, confidently in their study, daily communication, and work (Tre, 2013).

In a report of the International Labor Organization (ILO) from January to July 2017, an average of 5,000 Filipinos have been leaving the Philippines daily. However, not all jobs abroad provide greener pastures, as there have been reports of difficulties that Filipino teachers experienced such as language barrier, homesickness, and culture shock. A culture shock and cultural disagreement both in the classroom and in the workplace, racial discrimination, demanding working conditions (Bense, 2014), language barriers and dissatisfaction and unhappiness that separated them from the rest of the people in the host school were among the common challenges and issues that teacher-immigrants encountered. A more positive experience by the immigrant

teachers has been that of being able to share with the local teachers their own culture and language (Gu & Canagarajah, 2017).

In the study conducted by Ulla (2018) entitled "English language teaching in Thailand: Filipino teachers' experiences and perspectives", it was found out that some of these challenges were language barrier, homesickness, and lower salary rates compared to native speaking teachers. Similarly, Hickey (2014) interviewed African and Filipino foreign teachers in Eastern and Northeastern Thailand. She found that these teachers were not able to get a teaching job in the country's capital due to their being non-native English speakers. She also suggested that racism, discrimination in the workplace, and lower salary rates were the common issues and problems faced by these teachers. The pre-service teachers have experienced many learning opportunities and challenges in a foreign country.

But what social protection does the ASEAN member states have for teachers working in their country? In the Philippines, for instance, Section 10 of the migrant workers and overseas Filipinos Act of 1995 legally mandated the Department of Labor and Employment (DOLE) through its allied agency, the National Reintegration Center for Overseas Filipino workers (NRCO), to re-integrate returnee Filipino teachers to the Philippine society through its developed mechanisms and programs (Ragma & Molina 2018). However, how far can these go when it comes to protecting Filipino teachers abroad?

To accelerate the government program to lure back Overseas Filipino Workers (OFWs) who are licensed public school teachers, the labor department has released the implementing guidelines of the "Sa 'Pinas, Ikaw ang Ma'am at Sir" (SPIMS) program. Department Order No. 190, Series of 2018, provides detailed procedures as

well as standards in the screening and selection of beneficiaries of the program, a brain-gain initiative that encourages teachers deployed overseas to practice their profession in the Philippines. In issuing the guidelines, the order aims to ensure the continuity of the SPIMS Program and address the shortage of public school teachers in the country. According to the report of NRCO, the convergence program started through a Memorandum of Cooperation among the DOLE, Department of Education (DepEd), Commission on Higher Education (CHED), Professional Regulation Commission (PRC), and Philippine Normal University (PNU). Since its inception, the program has provided a total of 1,421 plantilla positions for returning OFW-Licensure Examination for Teachers (OFW-LET) passers.

Last October 16, 2018, the Teacher Education Program joined other participating universities of the Southeast Asia (SEA) Teacher Project in the signing of the Letter of Agreement with Southeast Asian Mathematical Olympiad (SEAMEO) Secretariat Director Gatot Hari Priowirjanto. The SEA Teacher Project aims to enable pre-service student teachers to develop their teaching skills and pedagogy, encourage the pre-service student teachers to practice their English Skills, allow the pre-service student teachers to gain a broader regional and world view, and lastly expose future teachers to diverse teaching and learning situations and opportunities, as well as the value of flexibility.

For instance, in Thailand, despite the strong diplomatic relations between the Philippines and Thailand, the absence of Bilateral Labor Agreement (BLA) makes most workers from the Philippines entered as tourists. Same situation applies to other ASEAN member states such as Indonesia and Vietnam. In this arrangement, engineers, development workers, and missionaries are sponsored by multinational

companies with sub-offices or churches-based in Thailand. Bilateral agreements (Bas) have traditionally been used to manage migration flows between countries. These are formal, legally binding treaties relating to cooperation in various aspects related to labor migration while MOUs are nonbinding and less formal (Bacalla, 2012, Go, 2007). Recently, ASEAN Declaration on the Protection and Promotion of the Rights of Migrant Workers was adopted by the ASEAN heads of state in Cebu, Philippines in 2007. The Declaration calls on countries of origin and destination to ensure the dignity of migrant workers by outlining their obligations in the areas of: (i) protection from exploitation, discrimination, and violence; (ii) labor migration governance; and (iii) the fight against trafficking in persons.

The researcher chose Vietnam and Indonesia because there are Filipino teachers working at colleges and/or universities whom the researcher knows. Due to the current situation, the convenience is highly considered. This study is focused on learning the experiences of Filipino teachers in these two countries and the coping mechanism they employ. It also aims to determine the programs, activities and/or initiatives being offered by the Philippine embassy and how these help the Filipino teachers in dealing with their challenges. Based on the findings, the researcher will design a social protection program or activities as recommendations to ASEAN state members.

B. STATEMENT OF THE PROBLEM

Working abroad is one of the most challenging and rewarding things that a Filipino will experience in his or her lifetime. But being an OFW is not easy as it requires a lot of courage and sacrifice. Moving away from home, being homesick is an intense feeling that challenges many new OFWs. A lot of stories about OFWs has been recorded: being maltreated, abused, discriminated, victims of racism or becoming victim of drug trafficking and other illegal activities, depression triggered by homesickness, even being illegally dismissed from work and many more (Amparo, 2019). The researcher himself was an OFW teacher in the Kingdom of Bahrain, as the problem being closed to the researcher's heart, his personal accounts lead him to this endeavor which aims to investigate the common experiences encountered by Filipino teachers in Indonesia and Vietnam. Specifically, it seeks to answer the following questions: What are the common struggles encountered by Filipino teachers in Indonesia and Vietnam? What coping mechanisms are employed to address the challenges? What programs, activities and/or initiatives are implemented by Philippine Embassy to Filipino teachers in Indonesia and Vietnam? And based from the findings, what social protection program or activities for Filipino teachers may be proposed?

C. OBJECTIVES OF THE STUDY

The study specifically aims to:

1. Describe the common struggles encountered by Filipino teachers in two ASEAN countries (Vietnam and Indonesia).
2. Determine the coping mechanisms employed to overcome struggles encountered.

3. Identify the programs, activities and/or initiatives being implemented by the Philippine embassy to Filipino teachers in two ASEAN countries.
4. Propose a specific social protection program or activities for Filipino teachers in ASEAN countries.

D. SCOPE AND LIMITATIONS

This study focused on describing the lived experiences of teachers in two ASEAN countries – Vietnam and Indonesia. It also discussed the coping mechanisms employed by the respondents in overcoming the challenges. Since this is qualitative and phenomenological in nature, the chosen respondents for two countries are six (6) Filipino teachers (three from Vietnam and three from Indonesia) who have been working in Indonesia and Vietnam for at least two years.

In observance of the ethical rules in research and governing pertinent provisions of RA 10173 (Data Privacy Act) in securing confidential information, the identity of the respondents was kept confidential and they were given corresponding aliases.

The research output is a prototype online application which aims to address the challenges met only by Filipino teachers abroad. The app is an idea by the researcher and is not developed by an IT expert. The other proposed program which is called “Balikbayan Retirement Plan” is a social protection program that is initially meant to cover only Filipino teachers abroad; however, should the government wish to adopt its use, the program may also be expanded to cover other Filipino overseas workers. The researcher also proposed the formation of Filipino Teachers Association (FilTA) to foray the aspirations, protection and welfare of Filipino teachers in ASEAN countries

by providing activities and trainings necessary for the improvement of their skills and employability.

E. SIGNIFICANCE OF THE STUDY

This study is deemed beneficial to the following individuals and institutions:

OFW Teachers in Vietnam and Indonesia. The possible output of the study may help them address the challenges they encountered while working abroad.

ASEAN Secretariat. The study will provide new ideas on how the secretariat may design programs for foreign teachers and further conclude an agreement between and among ASEAN member states.

Philippine Embassy. The Philippine Embassy may use the results of this study to design programs that will benefit OFWs in terms of the benefits they will enjoy upon returning to the Philippines after years of work abroad. This will also strengthen the important role of the embassy in safeguarding the welfare of OFWs.

Future researchers. The result of this study may serve as a reference for future researchers looking into a similar topic, with an end in mind to come up with a better or improved output to do with social protection program for the OFWs.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter shows the review of related literature and studies which lay foundation of the main problem, and provide credibility of the data that will be gathered by the researcher. This will discuss the related literature on the challenges of Filipino teachers abroad, the social protection programs available for them and highlight the gaps found after reviewing the culled literature and studies.

A. RELATED LITERATURE

While working abroad may be one of the most rewarding experiences for Filipinos, it comes with challenges that requires a lot of courage and sacrifices. Among these challenges are leaving homes and eventually feeling homesick for their families. As a matter of fact, personal accounts of maltreatment, abused, drug trafficking and illegal activities, and depression among OFWs have been recorded. (Amparo, 2019).

This is true in the case of Filipino teachers in Thailand. Findings revealed that although Filipino teachers were positive about teaching English to Thai students, they perceived that English language teaching in the country is a challenging task because of the following factors; students' lack of interest in the English language, lack of exposure to and support for an English speaking environment; unclear and unsuitable English language curriculum; and lack of teachers' professional development.

The experiences of these Filipino English language teachers and their perspectives on teaching in Thailand shed light on issues in English language teaching in the country. Although teaching and learning of English have always been promoted by the government, a lot of work must be done in order to make the English language education in the country successful. This involves giving continuous support for all foreign language teachers, both native and non-native English speaking teachers in the country. Professional development for all teachers must be considered, especially program for English as a Foreign Language (EFL) teaching, a job which may be challenging for non-EFL teachers, and for those who do not have any experience teaching in an EFL classroom. Additionally, support for English language learning must also be given to students. This includes students' continual exposure to the use of English language, curriculum revision, and the use of English as a medium of classroom instruction.

According to Ulla (2017), among the many reasons why Filipinos seek better employment abroad is the lack of employment opportunities and low salary rates in their home country. His findings revealed that one of the common reasons why Filipino teachers come to teach in Thailand is that the Philippines suffers from a lack of employment options. Frederiksen (2014) reported some of the challenges (e.g., the language barriers, homesickness, and lower salary rates compared to those native English-speaking teachers) in her study on Filipino teacher migration.

B. CHALLENGES AND EXPERIENCES BY FILIPINO TEACHERS

Filipino teachers abroad face multiple intricacies of life – challenges accounted as experiences, struggles charged as lessons, sacrifices that are worth it and the likes that really are a test of resilience. Some of these experiences are not exclusive only to Filipino teachers abroad, in that, they are experiences as well by other overseas workers. According to Frederiksen (2014) who found that Filipino teachers chose to work abroad because of better salary rates and working environment, some of the challenges that were revealed in her study included the language barrier, homesickness, and lower salary rates compared to teachers who are native speakers of the target language. Similarly, Hickey (2014) interviewed African and Filipino foreign teachers in Eastern and Northeastern Thailand. She found that these teachers were not able to get a teaching job in the country's capital due to their non-native English speaking status. She also suggested that racism, discrimination in the workplace, and lower salary rates were the common issues and problems faced by these teachers. Students' preferences for being taught by NES and Non-NES teachers were explored by Walkinshaw and Duong (2012) in Vietnam. They found that students preferred the NES teachers of English since they believed that native speakers possessed an ideal English pronunciation model, and that native speaking teachers were better English language teachers. Walkinshaw and Duong (2014) also examined student perceptions of native and non-native English teachers in Japan and Vietnam. It was found that Native English Speaker-Teachers(NESTs) were perceived to be good models of the English language, but ineffective in terms of grammar lesson discussion. The non-NESTs, on the other hand, were perceived to be more effective in teaching grammar lessons.

Relatively, according to Victoria, et.al. (2018), challenges encountered by Filipino teachers overseas were easily identified. As per students, these challenges are not overwhelming and unintimidating to manage other than communication barriers and cultural gaps. Most issues were similar to what they have already encountered while teaching in the Philippines. Flexibility and adaptability of Filipinos have become important factors in contact to new culture and language abroad especially in dealing with colleagues. These characters and positive outlook in life of Filipino teachers allow for them to have a harmonious relationship with their administrators. Strategies were also employed to handle the downsides of teaching abroad. Filipino teachers were supported by their administrators by providing them seminars and sending them to conferences. Some were methods applied to self to cope with and overcome this adjustment and keep themselves abreast with new trends in education. Professionally, working in team with colleagues, mentoring students during competitions and being consistent with rules became valuable assets for both professional and personal growth. To bridge cultural gaps, creativity with Filipino songs and dances undermine this gap, with some Filipino teachers even having strengthened their skills to work with students who have diverse needs and sparked motivation for learners.

In handling disruptive behavior, Filipino teachers usually isolate these students and let them finish the assigned tasks to keep them busy. Participants in the US find them effective in showing respect to their students by giving them time to work alone and have a productive output in their independence. Peer tutoring was still an effective method for foreign students who have lack of motivation to study hard.

There are difficult and varied problems related to the undocumented workers, extended workers and overstaying workers. An example would be their inability to access medical and health care in cases of illnesses, injury or repatriation, is a major problem that is compounded when they have assumed false identities that are later discovered when they apply for new passports or when they disappear and could not be located. Although the embassy has on-site service delivery systems and procedures to deal with these problems, the majority of such workers do not avail of these services and instead seek assistance from Non-Governmental Organizations (NGOs) and church-based volunteer organizations, whom they trust more than embassy personnel (Ublede, 2014).

Despite the monthly examination of legal documents being conducted by the immigration officials in Japan, the undocumented or clandestine workers have been able to elude authorities, some of them for as long as ten years. Estimates on the number of the undocumented and 'irregular' workers have been based mainly on guesswork, which strongly suggests the need for a more effective monitoring mechanism that will enable the Philippine Embassy to act more decisively on problems faced by these workers. As it is, these workers and their supporters in the migrant worker community want the government to negotiate for amnesty or to look into possible ways on how to regularize or extend the stay of these special types of workers. Some Japanese industries or groups which have benefited from their services have expressed interest in supporting amnesty and even the regularization of the undocumented and irregular workers; however, they are waiting for positive signals from their government towards this direction (Romero 2020).

In Hong Kong and other receiving countries, there are reports on violations by Japanese employers of employment contracts and human and labor rights. The practice of confiscation of passports has become an instrument to force migrant workers to perform tasks not within their contract or accept wages lower than what is contractually provided. Violations of contractual agreements of Filipina entertainers include time, place and duties. Time covers the unpaid overtime and undercutting of the agreed contract period, while place refers to those locations such as clubs or areas other than those specified in the contract, a practice known as “flying booking”. Duties, on the other hand, are unfortunate tasks of entertainers who are forced to clean chores prior to opening and after closing of the establishment. Worse, they are also forced to engage in prostitution (Ubalede, 2014).

Another challenge for Filipino teachers abroad is handling student misbehavior, which they should approach in a positive manner according to Amparo (2019). In fact, in Australlia, misbehaving students are not stereotyped as delinquents, instead, the teacher gives positive feedback and talks to the students about the good things they had done before. As students are not teachers’ inferiors or subordinates, they must be treated positively, maturely, and with dignity. This includes a positive approach of looking at wrong answers from students. For instance in Australia, Filipino teachers have learned to motivate students by giving them positive feedback and praises such as ‘That’s excellent’, ‘Great Job!’, ‘ Wonderful!’.

Meanwhile, with the Filipino race being a lower echelon in other countries, it can be said that discrimination is another challenge they deal with. The tendency of foreigners to treat Filipinos as inferior contributes to the set of fears of the OFWs.

When OFWs suffer discrimination, they feel demotivated to complete their tasks, feeling demoralized, and unproductive. The findings of the study support the claim of Pillay (2009) stating that discrimination and rights violation contribute to the growing fear, mistrust, and abuse among OFWs. With over 3,000 Filipinos forced to leave the country daily for overseas employment, no wonder the cases of discrimination they experience are on the rise.

In addition, Amparo (2019) shared that racial discrimination is a common factor to the depression among OFWs. To illustrate, schools in Thailand would likely prefer hire a native English speaker over Asians, not to mention the gap between the salary range of Filipino teachers and native English speaking teachers. There is also a big gap between the salary range of Filipino teachers compared with an English speaker.

There were schools that turned down a scheduled interview when the interviewer realized that the interviewee is Asian. It is quite depressing yet also a challenge how a Filipino will compete with many other job applicants.

In addition, according to Bignotia (2008) in her article, sharing the story of Adelfa Amancio, a well-respected Filipino teacher in Japan, it is very difficult for Filipinos to teach English in Japan because of the misconceptions and negative notion the Japanese have about the Filipinos living in Japan. As a Filipina, she has experienced a lot of racial profiling, a devilish look and outrageous judgment. Some English teachers questioned her ability to teach the language and most Japanese believe that only white people can teach them English. As a result, most schools in Japan always emphasize the countries (of origin) of the teachers they want to hire. Their advertisements would contain specific requirement such as teachers from the

USA, UK, Canada, Australia, New Zealand and South Africa, worse, they specifically state that no other applicants from other countries other than those they mentioned are allowed to apply. For this reason, Adelfa strived to maintain professionalism and self-discipline at all times. She also has to work very hard and aim for excellent result term after term because being the only Filipino English teacher in the organization she opines that she is subject to criticism. She wants to prove to the Japanese people that Filipinos can speak English well and can teach the language much more effectively. Furthermore, she wants to prove to the whole world that their impressions towards Filipinos are completely wrong and biased. She wants the world to know that the Filipinos are the most committed, efficient and hardworking people anyone could expect. Despite the harsh realities, Adelle stays strong and determined. She is happy to say that in her workplace, she is loved, recognized, and respected for being hardworking, committed and having such professional work ethics.

According to Ajarn (2017), racism is real. Rarely does the pay level of a Filipino come close to that of a native speaker. A quick check around the staff room will show you that you are in fact the lowest paid English Teacher in the school – aside from the Thai staff who teach English there – sorry dear friend – it is all relative. Clearly many advertisements look for native speakers only. And while it is often necessary that English teachers have a level of proficiency that is at least equal to that of most native speaking people, a person's racial background obviously does not qualify this fact. Part of this is a mix of quasi cultural/business prerequisite on the part of the employer. Face does play a part of business relations in Thailand. If a parent is paying 30 – 60 000 baht per semester for their child to attend an English program or a bilingual school,

sometimes the parent is not happy to see that child being taught by someone other than a native speaker.

Moreover, the Filipino teachers are pressured to improve their teaching methods as well as seeking avenues to improve their professions to ensure that their employers will renew their contracts yearly (Novio, 2018).

While other teachers experienced commonly known struggles abroad, some teachers who have other sexual preferences have their own challenges. In the study of Wright and Villaflor (2016) entitled “Diasporic Queer in Classroom: The Resiliency of Filipino Gay Teachers in International Schools”, it was established that teaching in an international school entailed greater workloads, obligations, and responsibilities that required the ability to perform more than the usual. Further, being ‘new’ and ‘gay’ in a new working environment would presume heavier responsibilities and pressure to achieve societal expectations. Thus, adjustments to both work roles and social settings would be essential. The Filipino gays’ social situation was significantly affected when he became a diasporic teacher. The teacher as one of the key persons of the school is demanded to engage in, socialize with, and participate in different school gatherings and situations with proper etiquette and high morals. In fact, as to how all gay teacher-respondents claimed, social relations are considered substantial in building the image of the school, relationship to the community, and appropriate association to the parents who are always available to extend help to their needs. All respondents believed that being a gay teacher abroad was not an easy task. It meant not only an opportunity but a more significant responsibility to carry. One needs to go through a lot of processes, which entail various challenges that test not just one’s self-

resiliency but also one's cultural belief and faith that he can stand still and achieve what he has aimed for years (Wright, 2019).

In addition, in the study by Romero (2013) entitled "Problems Encountered by Filipino Educators in United Arab Emirates: Their Effects on Service Commitment", challenges of Filipino teachers were substantially tackled. Most of them were females, aged 31 – 40 years old, earned a degree in Education, and taught either in elementary or high school. Majority had a monthly salary of P20,001.00 – 30,000.00 and enjoyed such as tax- free salary, yearly round-trip tickets, health insurance, housing allowance, and free resident visa/family visa. The nationalities of the heads of offices were Egyptians, Jordanians, Filipinos, Americans, Arabs, and British. Filipino educators in UAE found their teaching job economically beneficial as their remittances sustain the standard of living of their family. However, teaching in a cross-cultural place is challenging as the teachers experience limitations and problems. Foremost, the students' behavior especially superiority complex is a major problem coupled with cultural adjustment which is also a major issue. In spite of the problems experienced, the educators' extent of service commitment in terms of work ethics, job participation and involvement, continuance, and affective dimension is not affected. Support system enhances the teachers' extent of service commitment. In view of the conclusion, it is recommended that the schools strengthen their guidance program to address students' behavioral problems as well as to facilitate cultural adjustment among faculty and students.

The paper published by Berg (2019) entitled: "The Experiences of Four Filipino Teachers in Obtaining Teaching Positions In Arizona: A Narrative Inquiry" chronicled the experiences and explored the challenges faced by Filipino expatriate teachers who

have responded to the current teacher shortage in the United States, specifically by taking jobs in Arizona. The interviews with these teachers reveal five major themes and areas that need attention such as complicated visa procurement procedures, exorbitant Filipino employment agency fees, difficult initial living conditions, cultural shock, and unanticipated classroom realities despite these individuals' academic excellence. Participants wished for more transparency in the process, an immigrant visa that would ensure enough job security in the United States to enable repayment of the initial debts incurred to arrive in America to take a job, and connection with Filipino host families in the United States. Nevertheless, despite the difficulties, these Filipino teachers retain their innate happiness and do not regret the path they have chosen. Education system decision-makers could implement measures to help with the transition of expatriate teachers so they may continue to serve as part of the solution to teacher shortages. Possible solutions include changes to the immigration procedures of both countries, regulation of unfair loan practices and employment agencies that take advantage of Filipino teachers who are chasing their dreams of employment in the school system of the United States, and improved communication between educators and their sponsors.

C. CULTURAL DIFFERENCE AND LANGUAGE BARRIER

It is not uncommon that when one pronounces a word differently from how native speakers would, the latter would react. Indeed, adjustment is not an overnight task, but it is in fact a lifetime process, depending on how one immerses himself or herself in a foreign environment. In a country where English is the first language, foreigners' way of speaking the language is obviously different. Therefore, one can tell that another is an alien or a foreign national by the way the latter speaks. More than the accent, it was the fact that a different teacher—with different looks, color, manners,

accent and even values—suddenly takes the helm and teaches the entire class. It is not easy because Filipinos have a different culture. The way we treat our peers and subordinates in the Philippines just do not work in a foreign land. As neighboring countries, according to the cultural relativism, Southeast Asians share most of the common colonial influences. Students in Vietnam and Indonesia maintain their respect to teachers; however, this does not mean that they are more preferred than the native English speakers.

According to Domingo (2017), because of the concept of *hiya* or shame, Filipinos practice restraint not to bring a situation to conflict, mainly to save face, and controlled aggression in respect to others, regardless of their personal connection. In addition, Filipinos are more soft-hearted than their Western counterparts, and what may seem like constructive criticism and evaluation to the Westerners can seem like an insult to Filipinos. Even the most objective of feedback can cause loss of face for Filipinos, and criticism is equated to shame and embarrassment for them. Finally, Filipinos have the habit of being reluctant to say no, as they see it as a negative reflection of their ability to act upon anything, and say yes against their will. *Conflict avoidance* is a major strategy that others-oriented and collectivist countries like the Philippines employ during cross-cultural encounters. Some respondents discussed how it helped them avoid being offensive to the locals whom they worked with (Hofstede, 1993; Domingo, 2017).

According to Ghemawat and Reiche (2011), cultural differences between the home and host countries of an expatriate are difficult to determine and measure, but are important to learn about to avoid conflict, strains in interaction, and decline in work performance. This sentiment was clearly reflected in the answers given by the

respondents, as they expressed those cultural differences were deterrent in their cross- cultural adjustment.

Differences in national culture became a source of discomfort for the respondents during their assignment, specifically for those who worked in countries that are fundamentally different from the Philippines. National cultures are the norms, attitudes, rules, values, and beliefs held by the citizens of a certain country (Hofstede, 1993).

Relatively, in the study by Ulla (2018), the experiences of Filipino English teachers who were teaching the English language in Thailand were recorded. Based on the findings, Filipino teachers held a positive perception of their Thai EFL students. Although the literature reported that EFL students preferred to be taught by native English speaking-teachers (Songsirisak, 2015; Walkinshaw & Duong, 2012; Walkinshaw & Duong, 2014), teacher-participants maintained that their students respected them as non-native English speaking teachers. However, it must be noted that respect and preference are two different things altogether. While it is true that students respect them as their teachers, it does not mean that they prefer them to the native English speaking teachers. This kind of study must be carried out in the future to investigate whether or not there is a correlation between respect and preference of Thai students for native and English speaking teachers.

Furthermore, in Thai classroom contexts, respect is still the most important behavior needed by the teacher in order to deliver lessons efficiently considering the number of native and non-native English speaking teachers; however, there seems

to be a big challenge faced by a number of Filipino language teachers of English teachers, particularly in Thailand. Students' English language learning interest is a key factor for successful language learning, but students seem to have lacked it. The perceived low level of student interest in learning English as revealed in the interview findings showed that some Thai students, though not all, found no value in learning English. These students found English not so important especially when they do not have plans to work or live abroad. In a study conducted by Hayes (2016), 14% of his Thai student-respondents held a negative perception towards learning English. They stated that English was too difficult to learn and they did not see the economic value of learning English for their future careers. Most of these students did not want to work abroad where English is required. This negative attitude of the students towards the English language might be one of the reasons why Thailand is lagging behind neighboring Southeast Asian countries in terms of English language proficiency (Educational Testing Service, 2010).

Furthermore, this can be attributed to the consequences of cultural dimension. For instance, according to Lunberg (2014), researchers do conceptually agree that cultural dimensions have consequences for the functioning levels of societies, groups within societies, and of individuals within the group. Articulation for these four are seen repeatedly in the interdisciplinary literature on culture: (1) The degree of inequality in society — the power distance index; (2) the individual and the collective in society; (3) the avoidance of uncertainty; and (4) the focus on task or relationship (gender roles). However, it must be noted that cultural dimensions are less visible than the material or celebratory parts of culture. It is more difficult to capture the ideational aspects of culture: the ideas, beliefs, and knowledge of groups.

In studying culture, it was found that there are no specific standards for considering one group intrinsically superior or inferior to another. By applying cultural frameworks for cross-cultural understanding, the learner moves beyond initial assumptions about the different cultures; one moves beyond ethnocentrism and deficit models, and learns to separate value judgments from explanations (Rogoff, 2003). Intercultural work articulates the need for a position of cultural relativism when studying differences in culture among groups, in that, cultural relativism does not imply normlessness for oneself, nor for one's society. It does call for suspending judgment when dealing with groups or societies different from one's own. One should think twice before applying the norms of one person, group or society to another. Information about the nature of the cultural differences between societies, their roots, and their consequences should precede judgment and action

Furthermore, during international assignments, expatriates' experience challenges ranging from socialization with foreign colleagues, to adjusting in a culturally different work environment; likewise, there are challenges related to cultural diversity and distance, and the influence of local norms and practices on leadership and management. In part, the difficulties faced during international assignments are caused by organizations choosing expatriates based only on their work experience and technical expertise. Their international experience, interpersonal skill, and ability to adapt in a culturally foreign environment are often disregarded (Cooper, 2011). These challenges expose expatriates to situations that would affect and damage their relationships, not only with work colleagues, but also with locals they interact with on a daily basis during their assignment. Likewise, organizations face the effects of poor

integration of their employees overseas through early returns from assignments, as well as negative corporate image brought about by misunderstandings and miscommunication (Cooper, 2011). To address this problem, cross-cultural training is advocated as a way of bridging the gap between cultures by teaching expatriates important information that they could use during their overseas assignment. Furthermore, it helps the individual become more familiar with the foreign culture, and this would help them manage their expectations and interactions during their overseas assignment (Mendenhall, et.al, 1987).

Furthermore, Ma, et.al, (2019) found out in their study entitled "Culture Shock Experiences of Foreign Teachers Working in A Selected Private School in Chonburi province, Thailand", that the core essence of culture shock was experienced by foreign teachers who work in a private school in Chonburi province, Thailand. It has been determined that hierarchy culture at school, behaviors of people at school, jealousy resulting from gossips at the workplace, school management differences, language barriers, and school environment differences are the influences of cultural shocks on self-emotions, and attitudes.

In addition, in the study conducted by Sawajtam and Vungthong (2019) entitled "A case study of Thai expatriate's use of code-switching in Singapore", all of the participants reported how they struggled to have a sense of belonging to their environment. These struggles include their roles, beliefs, perception, and their feelings towards their community. These struggles happen in all context of practice, as McCormack and Thomas (2003) highlighted that every teacher has challenges in exercising their role as their classroom practices rely on what is necessary than to

what they want in their community of practice. In any communities, teachers are expected to meet the expectation of the community. In this sense, when teachers enter into the context, they will have their own expectation on how to be a teacher in the society (e.g., teaching roles, teaching approaches). With this, three participants reported and shared the same perception on their role according to the underlying expectations of the community. Furthermore, the participants were invited to respond to questions about their role and beliefs in their immediate environment. Almost all participants reported the changes of their roles and also their beliefs in their current setting; especially they said that the way they acted as a teacher in the Philippines was different from their new environment. In the Philippines, for example, most of the participants revealed that their role was more on teaching the topic in a traditional way, i.e., teachers-centered, paper and pencil task; while in Thailand, all of the participants reported that their role was transformed to learner-centered and more on activities. In this view, it can be seen that most of the participants set aside their old role in order to have sense of belonging, pivoting their teaching styles from being teacher-centered to learner-centered. As O'Connor (2008) observed teachers' role is dynamic and complex which always depending to the context and thus teachers need to adopt, change, accumulate, and accommodate their role according to the expectation of the community. This could be explained by the fact that the participants originated from an ESL context where English is the medium of instructions for second language learners. On the other hand, English is a foreign language and it is not always a medium of instruction.

D.COPING MECHANISMS

A second language can be learned in naturalistic, formal, or immersive conditions. Learners can learn the second language (L2) when they are exposed to a variety of natural discourses that native speakers use in their daily conversations or when they attend a class with a teacher providing grammar instruction and a comprehensible input. They can also learn when they are immersed in a Target language (TL) community where they deeply engage with native speakers and get ample opportunities to use the language in natural, meaningful situations.

According to Meniado (2019), one of the challenges encountered by most Filipino migrant workers is social and cultural adaptation (Ofreneo & Samonte, 2005). This includes difficulties in adjusting to their host country's local lifestyle and in using its local language as medium of communication at work, in schools, stores, banks, restaurants, hospitals, government offices, public transportations, and many other essential establishments. Since most OFWs do not have sufficient language background or the desired level of proficiency in their host country's native language prior to migration or deployment, they struggle with language barriers, which adversely affect their socialization, work performance, and quality of life. Based on observations and relevant literatures, many OFWs struggle in learning a new foreign language (aside from English) to a native-like proficiency level. Though a small fraction can communicate in a new foreign language fluently despite their short exposure to it, learning foreign language almost impossible especially those in the adulthood stage. According to Orillos (1998), second language acquisition (SLA) is a complex process

that involves interplay of several factors within the learner and the learning environment.

According to International teacher's plus (n.d), lack of resources, limited support, loneliness, and language barrier are the common struggles of OFW teachers. The teaching resources abroad is not as fancy as those used in the Philippines, so much so that one may end up in a classroom with little to no supplies – no projectors, whiteboards, laptops, and programs through the Internet. Depending on the place abroad, this may come as a shock. Instead of buying store-bought supplies, one might have to create his own using recyclable materials. Teaching a room full of strangers, a new and foreign language can be difficult to Filipino teachers. Family and friends might be miles away, and the majority of the staff might speak a different first language. This challenge of being away from families and friends for instant support should not get the better of a foreign teacher. It is important when teaching abroad not to let distance or lack of support get you down. When it comes to receiving less help or support from the principal, it is important to voice the concerns early on. Loneliness is a challenge as well, moving to a new city can be daunting, especially if alone. Settling into a new city takes time, and can often cause emotional stress. The great part about teaching English as a second language is that there are lots of opportunities to meet other adventurous individuals doing the same thing. Moving abroad to teach might require a person to learn a new language. In the beginning, one might find it difficult to communicate with people on a regular basis. Ordering food at a restaurant, renting a car, or trying to pay for phone bill can easily turn into a frustrating conversation. It is important to remember that students feel the same frustration when trying to learn English.

According to Lui (2017), the first few months of staying in foreign land were not easy for OFWs. The language barrier was one of the major problems. In the few weeks of staying in Thailand for example, one could hardly communicate with Thai people because of the limited vocabulary. Some Filipinos learned how to speak Thai even after just a short time of staying in Thailand. In fact, to buy fruits or vegetables at the market is already a big accomplishment for OFWs after a long period of communicating through hand signals. The food is also another thing that one had to adjust to as not all Filipinos are not into spicy food. According to the respondents in the study, to become an OFW, one must be able to adapt to other cultures.

All of the respondents claimed that the most influential factor that helped them acquire/learn their L2 was their significant exposure to it. Surrounded with native speakers of the target language every day, they were able to observe the contexts where certain words or expressions are used. By being able to see facial expressions and gestures and hear voice intonations when certain words or expressions are uttered, they were able to figure out gradually the meanings and functions of such utterances. This is related to the case of a Filipino herdsman who mastered the Bedouin Arabic through exclusive exposure with the language (Al-Mazini, 2017). Being exposed with the language in natural setting allows a L2 learner to acquire language naturally (Spolsky, 1989). However, as Liu (2011) cautioned, exposure is not enough. An L2 learner still needs to exert efforts in order to develop language proficiency at a faster rate.

Most of the respondents reported that they encounter language barriers or difficulties when they communicate with native speakers of their L2 in their host countries. The most common strategy they use to deal with such difficulties is avoidance. They use simple words and simple structures, setting aside accuracy, to express information. They also paraphrase or sometimes switch languages (in this case English and the target language, considering that English is the common language both parties can understand) in an attempt to communicate an idea. According to Bialystok (1990), these manifestations are called syntactic avoidance. They avoid topics, forms, or structures which they think are beyond their linguistic knowledge. As beginners, they ask native speakers to speak slowly and stress important words for them to clearly understand the utterances. When they speak, they mainly utter the subject and verb to emphasize their idea. Another frequently used strategy is gestures and facial expressions. When they cannot express themselves in words, they use actions coupled with facial expressions. Google Translate is also a great help according to them and whenever they do not understand something especially with written texts, they use the translation app in their phones. In difficult situations, some respondents stop the conversation or admit non-competency with the L2 use and decide to seek help from other native speakers to translate spoken or written L2s for them.

The same is true for Filipinos working in Japan. Particularly the newcomers, frequently suffer from isolation and alienation due to their minimal knowledge of the Japanese language and find it difficult to integrate to local culture. Regardless of employment status, they suffer from discrimination, prejudice and ill-treatment, due to

the perception by the public, especially Japanese women, that every Filipina worker is an entertainer and engaged in commercial sex work (Ofrenio & Samonte, 2005).

According to Amparo (2019), a good option is to get involved in a Filipino community and make new friends so one will learn how to adjust to the new environment. For instance, one can go to church regularly with his friends. One should also make sure that he has the time to relax and do regular exercise to be more active and happier.

E. PROGRAMS AND PROTECTION FOR OFWS

According to Cosalan (2010), reports of abuses and the consequent public outrage on the exploitation of Filipino workers abroad made the Ramos Administration to rethink its policies on overseas employment. The concern for protection became more apparent. Bans were imposed and laws were passed with the objective of providing much protection for the worker. President Ramos issued a statement on May 1, 1995 saying it is not the policy of my administration to export workers to foreign lands. However, deployment in large numbers still continued. With this, the Medium-Term Development Plan for 1993-1998 served as a policy and strategy for poverty alleviation and employment generation, to "continue the overseas employment program as an alternative source of employment opportunities, provided that this does not result in an undue drain in scientific/technical expertise and locally needed and middle-level skills. The program should be strengthened through adequate strategies to ensure the dignity and welfare of workers and their families. President Ramos also reiterated that working overseas should just be an option and not a need.

Relatively, President Estrada simply upheld the policies of his predecessor. However, a more aggressive move for overseas jobs has been adopted under President Arroyo's administration targeting one million overseas jobs every year. In 2006, a total of 1,062,567 Filipinos was deployed abroad, hitting that target of the current administration of deploying 1 million Filipino workers for jobs abroad. This figure is expected to continue increasing despite the economic recession being experienced globally. Further, it is suggested that government support from both the Philippines and South Korea for OFW returnees be offered. This may come in forms of technical trainings for business and employment which may be conducted during days-off. Also, since there are several Philippine-based Korean companies that are labor-intensive, it might be possible that the employers of the OFWs in Korea refer these OFW returnees to those Korean companies located in the Philippines for possible absorption into their manpower pool (Cosalan, 2010).

Further, if the economic conditions of a source country like the Philippines will improve, it might slow down the flow of migrants and might increase the inflow of migrants from other countries. The challenge to lessen the number of Filipinos working abroad can be addressed by revising the government's macroeconomics policies like promoting foreign direct investments to stimulate faster growth and employment generation and curb emigration pressures.

The government is not alone in providing aid or program for OFWs. For instance, Unlad Kabayan Migrant Services Foundation is founded in 1996 by a non-government organization (NGO) based in the Philippines that focuses on migrant workers and social entrepreneurship in the Philippines. The Asian Migrant Center (AMC), an NGO based in Hong Kong, is one of the few NGOs giving special focus on

migrant savings mobilization for channeling to productive investments. Its savings mobilization program involves the formation of savings associations among migrant workers and the development of investment projects in the Philippines, with the help of a Philippine-based NGO, UnladKabayan.

Another NGO program is Entrepinoy which was developed partly by accident. In 1999, the representatives went to Hong Kong to offer professional upgrading programs, with the help of a Hong Kong-based NGO. But in the process of surveying training need, done mainly at the Central station and other areas where the migrant workers congregate, they observed large numbers of migrant workers who wished to develop and manage their own enterprises.

The Entrepinoy program is a livelihood training program that was a huge and instant success in Hong Kong, producing around 5,000 graduates in one-and-half-year time. The program is conducted by the Executive Center for Professionals Inc. or ExCenPro, a private corporation founded by two young professionals – Prof. Carlito Balita and Reynaldo Galenzoga. It maintains two offices – one in Manila, the other in Hong Kong. ExCenPro runs a curriculum focused on inspiring and motivating migrant workers to become entrepreneurs before they even return to their home country, thus, the label “Balik ‘Pinas “Entrepinoy Program” or simply “Entrepinoy ” (portmanteau ‘entrepreneur’ and ‘pinoy’ or Filipino).

The training program is focused on mental transformation and developing a level of consciousness that will give migrant workers the confidence of developing and managing their own enterprises. The program does not encourage borrowing for start-up projects. Prof. Balita (2010) instead suggested pooling of amounts by several

migrant savers in accordance with geographical or regional origin to ensure resource accessibility by both returning migrant workers and their families while working overseas. The bonding among classmates during the six-month training period has become so strong that many classes eventually end up organizing their own corporations for projects requiring pooled savings (Cosalan, 2010).

In addition, the DOLE, through its Philippine Overseas Labor Offices (POLOs), delivers a wide-range of on-site programs and services to promote and protect the rights and welfare of OFWs. Services include workers' training, case management, custodial services, repatriation assistance, and other welfare assistance. Workers' training focuses on skills and entrepreneurial development to prepare OFWs for their reintegration when they return to the country. Case management covers conciliation-mediation services and legal assistance to address employment-related complaints or cases. The POLOs also provide temporary shelter to OFWs who ran away from their employers and are waiting for the resolution of their labor cases or eventual repatriation. Repatriation assistance covers facilitation of immediate return to the Philippines of OFWs in conflict areas as well as those who are distressed, medically or mentally-ill or those whose remains including their belongings must be transported back home. POLO officials also negotiate for necessary exit clearances and documentation, as well as coordination for airport assistance upon their arrival in the country. Other welfare assistance includes hospital, jail or workplace visits, medical referrals or assistance, counselling, and rescue from unsafe working environment. Complementing these services is the 24/7 quick response to queries from OFWs, employers and other relevant entities (DOLE.gov.ph).

According to ILO Sub-regional Office for South East Asia, social protection for OFWs is provided mainly by Overseas Workers Welfare Administration (OWWA), Social Security System (SSS) and recently, Philippine Health Insurance (PhilHealth). Now catering about eight million migrant workers, social protection for OFWs deserves special attention given the workers' valuable contribution to the Philippine economy. Every year, hundreds of thousands of Filipino workers are deployed overseas. In 2007 alone, land-based and sea-based overseas deployment were at record levels. More than one million OFWs deployed for that year, around 75% was land-based while the rest was sea-based. With remittances amounting to \$16 billion in 2007, OFWs greatly improve the country's cash position and balance of payments. To a limited extent, OFWs enjoy insurance coverage provided by OWWA and PhilHealth. Since 2005, OWWA Medicare functions were transferred to PhilHealth. Moreover, OFWs are not usually covered by their host country's social security institutions. Thus, there exists a strong clamor from OFWs for social protection.

Major challenges for social security coverage of migrant workers include: (1) unequal treatment between nationals and non-nationals; (2) national legislations result in unfavorable conditions for migrant workers; (3) low compliance by employers and low awareness of workers; and (4) problem of social security provision for illegal migrant workers. Another challenge lies not so much on the provision of social protection for migrant workers during their active years of work but more on the provision of social protection after their active years of work. Anecdotal evidence indicates that remittances of OFWs are almost entirely spent on various types of household expenses, leaving little amounts, if any, for savings to be used for retirement. Moreover, in far too many instances, a returning OFW's savings accumulated over a few years of overseas work are spent on one-time acquisition of

personal assets (e.g., car, house, lot, etc.); thus, in a short period, savings earned from overseas work are exhausted (ILO, 2008).

According to Webber (2010), at present, there is no relief fund or protection scheme for loss of employment in the Philippines. But as workers were being displaced and worries of the social impact of the recent global financial crisis intensified, the Philippine government in early 2009 began broaching the idea of making unemployment insurance available. Thus, it is essential that the government has a scheme to address issues of unemployment.

Social security is generally recognized as a basic human right and a means to foster social cohesion, human dignity and social justice. The ILO Social Security (Minimum Standards) Convention 102 established nine classes of benefits including: medical care, sickness benefit, unemployment benefit, old-age benefit, employment injury benefit, family benefit, maternity benefit, invalidity benefit and survivors' benefit. At present, not all of these benefits are part of the social security programs in the Philippines (Weber, 2010).

The government's suggestion to establish an unemployment insurance scheme was lauded by many quarters. It was unclear though how such a scheme could be implemented and what kind of administrative framework it could be based on. There were a number of ideas proposed, ranging from the provision of financial assistance to assistance for basic needs, but no serious discussions ever happened. Also, no specific government agency came forward to take the lead in the deliberations. Most of the unemployed depend on family support if they have no savings or their own means. In most cases, to lose a job also means a loss of regular income for the family.

F. RESEARCH GAPS

While there are many studies that tackled the lived experiences of the Filipino workers abroad, no research is found covering the challenges experienced by Filipino teachers abroad that aimed at proposing programs or activities to the Philippine Embassy. This study highlights the challenges encountered by Filipino teachers in two ASEAN countries, their coping mechanisms and the programs provided for by the Philippine Embassy with the goal to deduce a proposed social protection program and the means through which the challenges of these teachers could be addressed. This study can also determine the gaps in the existing social protection programs in the Philippines.

G. SYNTHESIS

Consistent with the objectives of the present study, the foregoing literature and studies provided evidence on the challenges encountered by Filipino teachers abroad, and the mechanisms they employ to cope with them. However, studies looking into the programs or activities provided by the Philippine Embassy to Filipino teachers abroad are rather scarce, a gap which the researcher aims to fill.

CHAPTER III

METHODOLOGY

This chapter discusses the framework of the study that was used in the conduct of this inquiry. This also comprises the procedure and organization of the study.

A. Conceptual framework

The framework is simple but dynamic in process as it requires an active role for the researcher in the process. This led to the theory of Conrad (1987) of insider's perspective from which the researcher will indirectly look into the personal world of a participant. In this case the personal motivation of the researcher as a former OFW himself becomes relevant. This study gave emphasis on giving meaning to the experiences of the participants, in that, the researcher finds it imperative to understand first the reasons why these Filipinos migrate and look for greener pastures despite the imminent challenges they might encounter. In the study of Tabuga (2018) it was found out that many Filipino migrant workers spend so many years of their life working abroad. Upon returning to the Philippines after years of working overseas, they come to realize that they cannot sustain their standard of living the way they did before, and this eventually forces them to pack their bags and fly again, willing to go through the same stressful and tedious process of leaving their families behind, all for their sake. This premise establishes the importance of creating programs aimed at taking care of the welfare of migrant workers, especially those coming back to the country after years of service abroad.

Figure 1 presents the conceptual framework which reflects on the objectives of the study. It is imperative that these variables should be comprehensively described and/or identified such as the challenges and experiences of OFW teachers in Vietnam

and Indonesia, the coping mechanism/s they employed in order to hurdle these challenges. The programs, activities and/or initiatives being provided by the Philippine embassies in Vietnam and Indonesia and based on the findings, the researcher designs an online application, a social protection program called Balikbayan Retirement Plan and Filipino Teachers Association.

Employing feedback mechanisms, the first box contains the first variable, the challenges encountered by Filipino teachers in Vietnam and Indonesia. The researcher relied heavily on the answers of the respondents through an in-depth interview. Using the double-edged arrow, the second box contains the second variable which is the coping mechanism/s employed by the respondents in dealing with the challenges. In this part, the researcher aims to identify specific coping mechanisms depending upon the kind of situation or severity thereof. Along with it is the third box which exhibits the programs, activities and/or initiatives of the Philippine Embassy in Indonesia and Vietnam which will be given by the participants according to their experiences or knowledge. All these variables are needed to arrive at the researcher's aim to design a social protection program for OFW teachers. The last box with the thickened single-edged arrow is the expected result which is a safe and secure working environment for Filipino teachers in Indonesia and Vietnam.

In relation to these, the resiliency theory provides a conceptual framework in considering the strengths-based approach to understand human development and informing intervention design. This will help in evaluating the resiliency of Filipino teachers in dealing with the challenges they experience. The American Psychological Association (2014) similarly defines resilience as the process of proper adaption in facing adversity, trauma, tragedy, threats or even significant sources of stress. In describing a resilient individual, there should be the presence of the two preconditions,

which include their abilities (a) to recognize the effects of stressful situations, and (b) to experience positive outcomes despite sources of adversity. On the one hand, the resilience of affective-grounding clouds to many factors like biological, psychological, social, and cultural which interact with each other resulting in a stressful experience. On the other hand, the resilience that a person embodies in an event has been likened to the nature of metals where hard and solid materials seemed unbreakable, a contrasting distinction against those that referred to as frail, malleable, and soft. In real-life comparison, the highly positive emotionality characterized the resilient individuals. Such condition captures the essence of the Japanese proverb "In time, even the strongest wind tires itself out, but the bamboo remains standing tall and still". The difficulties of Filipino teachers will be determined as well as the life stressors that challenged Filipino teachers in performing their roles and responsibilities. The lived experiences have defined the resiliency of Filipino teachers abroad. In fact, with the challenges that they encountered, this study formed in the shape as these teachers found ways and means to make things work out better. So, as one did his duties, responsibilities, and obligations, he managed to cope with them and remained firm against the struggles he faced for the good of himself, including the community and school that he served.

In addition, in the study of Tabuga (2018) entitled "A Probe into the Filipino Migration Culture: What is There to Learn for Policy Intervention?", the interviews also revealed that migration intentions do not exhibit a simple leave-or-stay dichotomy. It also illustrates that migration intentions are largely driven by economic reasons. Earning high income is also the most common basis for choosing the destination – family/friends' reunification is only secondary to economic motivation. Nevertheless, given more secure local job opportunities, a non-negligible proportion would opt to

stay. More than 27% of those with migration plans reported that they would change their mind if only there were decent jobs around available for them. If people do have a choice, they would rather stay and be with their families and loved-ones. Family-related reason is most commonly-cited factor that could make would-be-migrants reconsider their migration decisions. It is also the main reason of non-aspirants for not wanting to leave. Therefore, enhancing employment opportunities at home is an obvious way to lure individuals to remain in the country. For many migrant workers, labor migration is not just a one-time, temporary means of livelihood. In fact, it has become the way of life. This is illustrated by the fact that among the 1.4 million land-based migrants in 2015, two-thirds comprise of re-hires. The number of new-hires has been increasing as well. In fact, the trend of migrant deployment shows a continuous upward trend except during periods of crises and tight government control. It is quite unlikely that the deployment will peak soon, at least in the medium term. From a public policy standpoint, this requires constant vigilance and informed decision-making with regards to designing policies and programs that look after the welfare of migrant workers.

According to the International Labor Organization (2018), major challenges for social security coverage of migrant workers include: (1) unequal treatment between nationals and non-nationals; (2) national legislations result in unfavorable conditions for migrant workers; (3) low compliance by employers and low awareness of workers; and (4) problem of social security provision for illegal migrant workers. Another challenge lies not so much on the provision of social protection for migrant workers during their active years of work. It lies more on the provision of social protection after their active years of work. Anecdotal evidence indicates that remittances of OFWs are almost entirely spent on various types of household expenses, leaving little amounts,

if any, for savings to be used for retirement. Moreover, in far too many instances, a returning OFW's savings accumulated over a few years of overseas work are spent on one-time acquisition of personal assets (e.g. car, house, lot, etc.). Thus, in a short period, savings earned from overseas work are exhausted.

Lastly, social security is generally recognized as a basic human right and a means to foster social cohesion, human dignity and social justice. The ILO Social Security (Minimum Standards) Convention 102 established nine classes of benefits including: medical care, sickness benefit, unemployment benefit, old-age benefit, employment injury benefit, family benefit, maternity benefit, invalidity benefit and survivors' benefit. At present, not all of these benefits are covered in the social security programs in the Philippines (Weber, 2010).

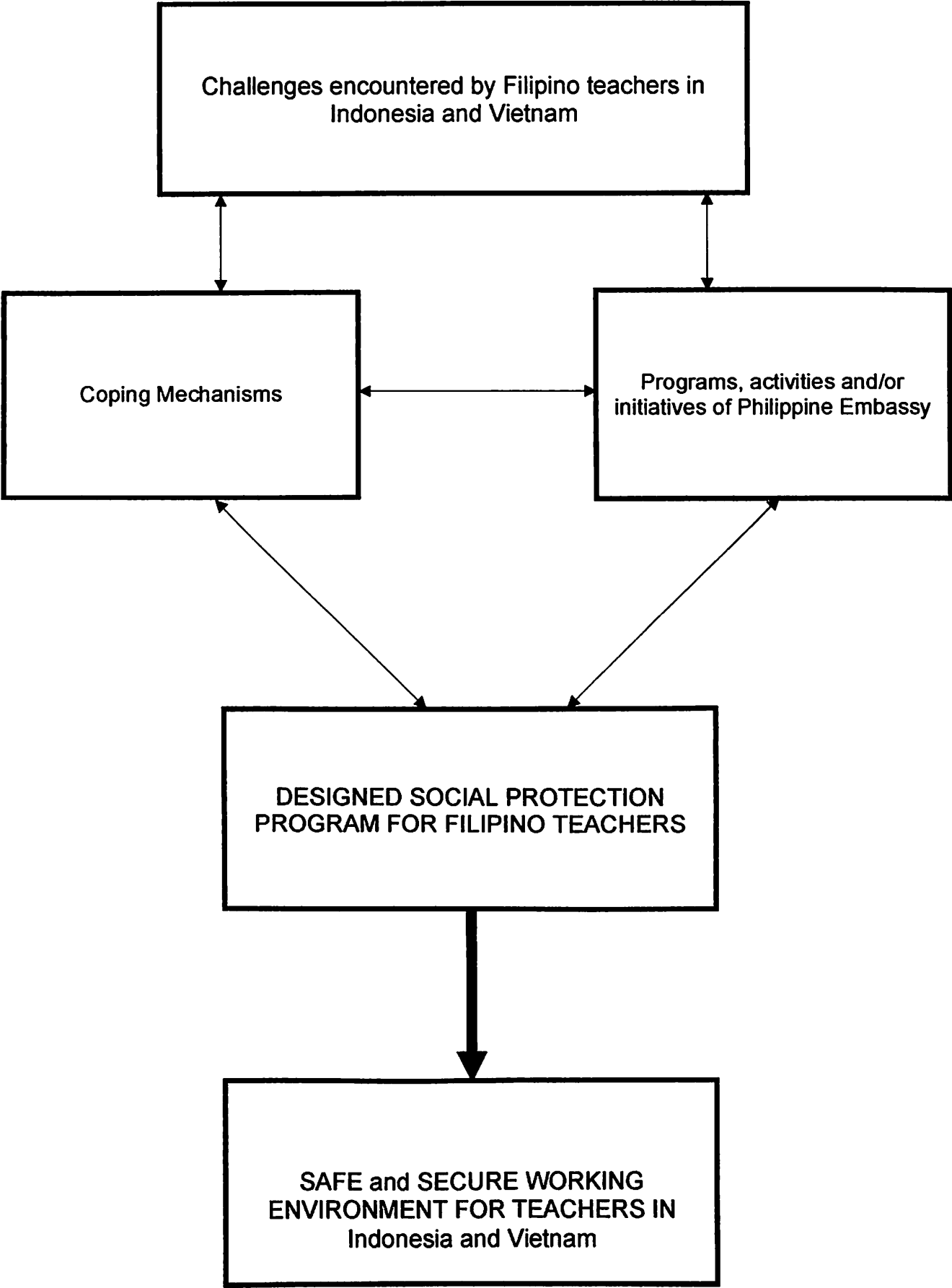


Figure 1. *Conceptual Framework for Designing a Social Protection Program for Filipino Teachers in ASEAN Countries: The Case of Indonesia and Vietnam*

B. RESEARCH DESIGN

1. Research Method. This study is qualitative in nature. The researcher employed qualitative research which is a systematic subjective approach used to describe life experiences and give them meaning to gain insight, explore the depth, richness and complexity of the phenomenon. This study relies heavily on in-depth interviews as the main technique in data collection. The researcher used an unstructured interview to address the research questions. This research design was employed to explore and describe the experiences of these Filipino teachers in Indonesia and Vietnam and believed to be the most appropriate design for this study.

Specifically, the researcher made use of Interpretative Phenomenological Analysis (IPA). According to Smith and Osborn (2007), the aim of the IPA is to explore in detail how participants are making sense of their personal and social world. The approach is phenomenological in that it involves detailed examination of the participant's personal experiences and is concerned with an individual's personal perception or account of an object or event, as opposed to an attempt to produce an objective statement of the object or event itself. At the same time, IPA also emphasizes that the research exercise is a dynamic process with an active role for the researcher in that process. According to Conrad (1987), a researcher employing the IPA aims to examine closely the personal world of a participant through an 'insider's perspective' "but one cannot do this directly or completely". Access depends on and is complicated by, the researcher's own conceptions which are required in order to make sense of other's personal world through a process of interpretative activity. Thus, consistent with its phenomenological origins, IPA is concerned with trying to understand what it is like, from the point of view

of the participants, to take their side. At the same time, a detailed IPA analysis can also involve asking critical questions of the texts from participants.

2. Inclusion and Exclusion criteria

A total of six Filipino teachers worked in colleges and universities located in Indonesia and Vietnam participated in the study; three respondents for each country. Their ages ranged from 25 – 45 with a total years of teaching experience ranging from two – ten years. These teachers are eligible as respondents if they taught in Indonesia and Vietnam for at least two years, either in, high school or university/college regardless of the subject handled; however, the minimum required years of teaching abroad is considered to see to it that the respondents have enough experiences working in Indonesia or Vietnam.

In determining the number of respondents, the researcher has followed the model proposed by Malterud et.al (2016). This model propounds that a sample size can be determined in relation to what they refer to as the 'information power' that a given sample holds. This information power is influenced by the aim of the study (the broader the aim, the greater the required sample size); the specificity of the sample (the more specific the characteristics of the participants in relation to the study aims, the smaller the sample size); the theoretical background (the less developed the underlying theory, the greater the sample size); the quality of dialogue (the richer the dialogue in the interviews, the smaller the sample size); and the analysis strategy (a study aiming for an exploratory cross-case analysis will require a larger sample size than aiming for an in-depth analysis of a few informants (Sim, et.al. ,2018) . Therefore, the researcher opted to include only six participants, guided by the concept that the smaller the sample size, the better and richer the dialogue be generated.

3. Assumption. It is assumed that despite the fact that Filipino teachers face the same challenges working abroad, their coping mechanisms are not the same. Moreover, while it is a given that the Philippine Embassy is doing its role as an adjunct of the national government, they can only do so much, and that they too experience setbacks along the process of promoting the welfare of Filipinos abroad. Further, the result of the study is assumed to yield possible outputs that will be helpful to Filipino teachers in ASEAN countries.

C. Research Procedure

1. Data Collection. The researcher has conducted an in-depth interview. Due to pandemic, the Zoom Cloud Meetings was utilized for safety and convenience of both the participants and the researcher. With narratives as the data of the study, an unstructured interview was employed which allowed free-flowing conversation between two parties. Needless to say, the researcher did not use any instrument to set the direction and pace of the conversation, as he aimed to elicit spontaneous responses from the participants

2. Population and Sampling. A total of six Filipino teachers based in Indonesia and Vietnam participated in the study. Three participants for each country were sampled with age ranging from 24-45 years old, and teaching experience ranging from 2 to 10 years in any subject area.

Qualitative purposive sampling was used in the study. According to Creswell (2007), in purposeful sampling the researcher can select participants and research sites that are associated with the phenomenon and research problem being studied. This concept gave the researcher the liberty to choose the participants and research

locale which he deemed suitable to the phenomenon under investigation. Rubin and Rubin (as cited in Bachman & Schutt 2011:129) suggest three guidelines for selecting participants for purposive sampling, to wit, (1) participants should be knowledgeable about the subject or phenomenon that is being studied; (2) willing to participate in the study; and (3) representative of the range of points of view. In terms of the size of the sample, it is suggested that researchers continue to select participants until they have achieved completeness and saturation. Completeness is reached when the data the collected provides an overall sense of the phenomenon under investigation. Saturation is achieved when little new information is collected from any new participants (Bachman & Schutt 2011:131).

3. Description of the Participants. In order to keep the identity of the participants, each was respectively given an alias. Below is the profile of the participants.

Table 1. Participant's Profile		
Participant's Name (Alias)	Age	No. of years of Teaching Experience
John	35	4 years
Luis	34	4 years
Bobbie	33	5 years
Alex	35	6 years
Mocha	28	2.5 years
Bea	30	6 years

Table 1 presents the profile of the participants such as age, number of years of experience teaching abroad and the country the respondents are employed. The first column lists down the names of the participants in their aliases. The second column

documents the age of the participants ranging from 28-35 years old and the next two columns show the number of years of teaching experience.

Table 2. Educational Affiliation

Participant's Name (Alias)	School	Country of Employment
John	Duy Tan University	Vietnam
Luis	Duy Tan University	Vietnam
Bobbie	Saigon American English System	Vietnam
Alex	Mentari Intercultural School Jakarta	Indonesia
Mocha	Primeone School	Indonesia
Bea	Mentari Intercultural School Jakarta	Indonesia

Table 2 exhibits the educational affiliation of the participants where three of them are teaching in Universities in Vietnam and the rest are in Basic Education in Indonesia.

4. **Data Analysis.** The data obtained in this research are collected through an interview. The interview questions asked by the researcher are anchored with the research objectives. The researcher interviewed the participants in their convenient time-via the Zoom Cloud Meetings after consent was obtained. Permission to record was also secured from the participants. The recorded interviews were then transcribed verbatim and were given back to the participants for feedback . After which, the researcher re-read the transcription several times until he had a full grasp of the data. The data were then coded into categories until themes were deduced. Thematic Analysis was applied following the six steps below:



Figure 2

Steps in Thematic Analysis

Figure 2 shows the steps the researcher had replicated in analyzing the generated data. As a head start, the researcher made himself familiar with the data by reading the transcription a few times. He, then, generated coding categories, trimmed them down until dominant answers were determined. After which, the researcher identified themes and meticulously checked if they are aligned with the research objectives. After the generated themes were carefully identified, the researcher, re-read and reviewed all the themes to make sure that the data gathered would be able to answer the research questions. The themes were then defined and named which the researcher made himself familiar of before trimming theme down to the most emerging and relevant themes. Lastly, the responses were identified and grouped according to the themes as exemplars. After thorough data familiarization, the researcher interpreted the data in narratives.

5. Procedure. The participants were informed about the study and their consent was sought. After they agreed, their contact numbers were asked in order to schedule an in-depth interview at their convenience. Although there was no time limit, the interviews lasted 30-60 minutes and was conducted via the Zoom Cloud Meetings. The interview was centered on the respondents' teaching experience and challenges in Vietnam and Indonesia, the coping mechanism they employed, the programs and activities the Philippine Embassy provides for them. Moreover, the participants were

also asked of their suggestions regarding the activities or program that they think might help them. Their body languages such as gestures and other nuisances were accordingly noted during the interview.

The participant's consent to record was also obtained. The interview was then transcribed verbatim. Triangulation was done afterwards.

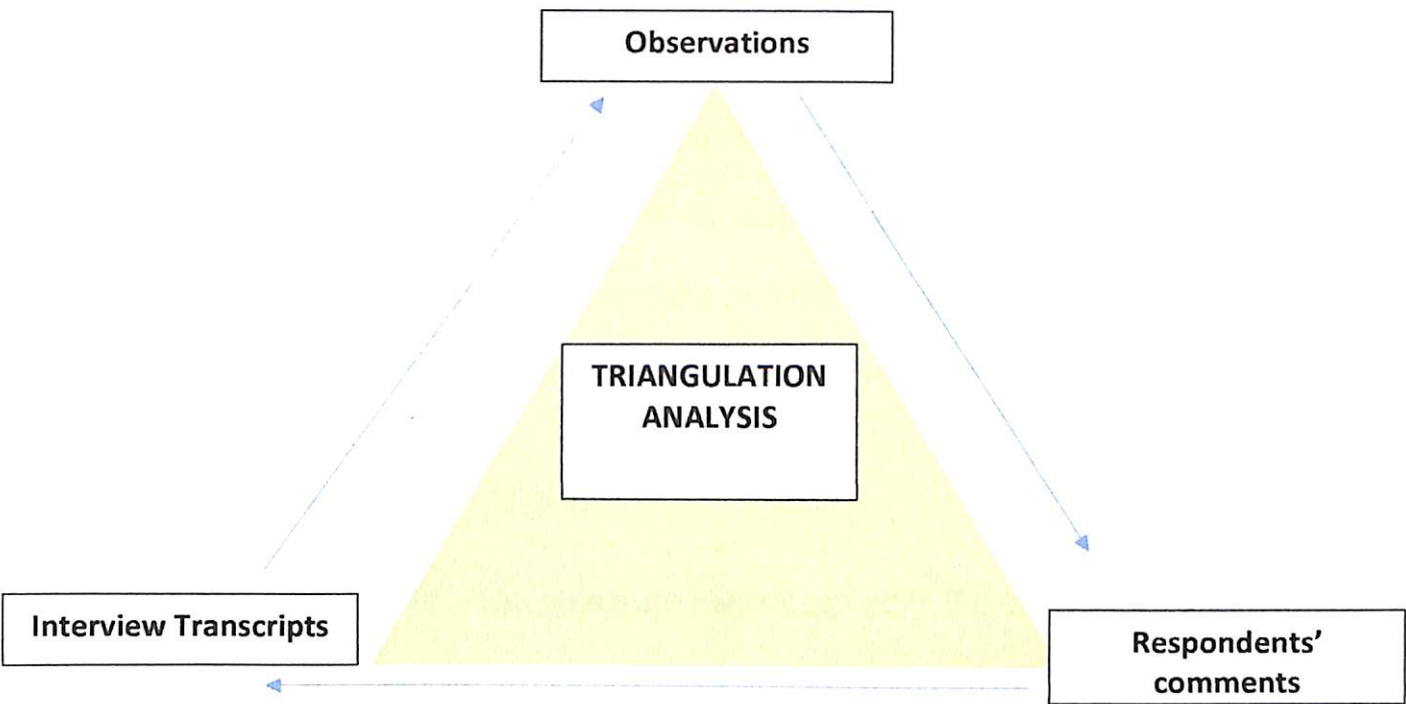


Figure 3. Triangulation

Figure 3 shows the triangulation process that was used by the researcher. It is believed that this procedure is helpful in the completeness of the data obtained. The transcript was given back to the participants for their comments. Here, the participant's discretion to omit some statements were considered. Their identity was also kept confidential.

6. Organization of the study. This paper is divided into six parts. The first part contains the introduction of the study, where the background, statement of the problem, objectives of the study, and scope and limitations were tackled. The second part is the review of the related literature part where books, reports (etc) both online

and offline were consulted. Research gaps were also identified in this part. The third section covers the methodology used by the researcher where the data collection, data analysis, population or sampling were presented. In this part, the process and data analysis were also clearly stated. This portion also includes the framework of the study which guided the researcher. The fourth part, on the other hand, contains the findings of the study wherein the interpretation and results of the data were discussed. The fifth chapter presents the outputs of the study: the online application called OGP (Overseas Gurong Pinoy) and the social protection program for Filipino teachers called "Balikbayan Retirement Plan" and the formation of Filipino Teachers Association (FilTA). The sixth chapter is divided into three parts: summary of the findings, conclusion drawn from them and the prospects which the researcher aims to recommend to the Philippine Embassy, other related government agencies, and future researchers.

7. Ethical Considerations. Protocols were fully observed in the conduct of the study. The researcher sent letters of request to the participants whose consents were obtained. They were fully informed of the process and their participation in the study. During the interview the researcher asked permission from the participants if the interview could be recorded. In compliance with the Data Privacy Act, the real names and other identification of the participants were kept confidential and were given aliases instead. They were also assured that all the information obtained from the research would be treated with utmost confidentiality and the same shall only be used solely for this purpose. The participants were informed that their participation should be on a voluntary basis and they are free to decide not to answer any question/s if they find them offensive or too personal. Furthermore, they were also informed of their

rights as participants, the anticipated risks or benefits of their participation, and potential conflicts of interest.

CHAPTER 4

FINDINGS OF THE STUDY

This chapter deals with the presentation of findings, analysis, and interpretation of data gathered.

A. COMMON STRUGGLES ENCOUNTERED BY FILIPINO TEACHERS IN TWO ASEAN COUNTRIES (VIETNAM AND INDONESIA).

It is not always greener on the other side. This adage encapsulates the many experiences of Filipino workers abroad in holding grip of hope for a better life. As working abroad is not at all a walk in the park, Filipino teachers abroad faced multiple life intricacies – challenges accounted as experiences, struggles charged as lessons, sacrifices that are worth it and the likes that really are a test of resilience. According to Ghemawat and Reiche (2011), cultural differences between the home and host country of an expatriate are difficult to determine and measure, but they are important to learn about to avoid conflict, strains in interaction, and decline in work performance. This sentiment was clearly reflected in the answers given by the respondents, as they expressed those cultural differences were deterrent in their cross- cultural adjustment.

Differences in national culture became a source of discomfort for the respondents during their assignment, specifically for those who worked in countries that are fundamentally different from the Philippines. National cultures referred in this study are the norms, attitudes, rules, values, and beliefs held by the citizens of a certain country (Hofstede, 1993).

In the case of Filipino teachers in Vietnam and Indonesia, at least six of them narrated the challenges or struggles they encountered such as language barrier,

homesickness, discrimination, students' behavior, tedious procedure in document processing, improper information dissemination and lack of support from the embassy,

1. Language Barrier

The participants narrated their struggles when it comes to communication. All of them shared that language barrier was a challenge especially during the first few months of their stay in the hosts countries. They found it hard to communicate outside, when buying in the market, transacting in the bank, and talking to the locals. According to Meniado (2019), one of the challenges encountered by most Filipino migrant workers is social and cultural adaptation. This includes difficulties in adjusting to their host country's lifestyle and in using its local language as medium of communication at work, in schools, stores, banks, restaurants, hospitals, government offices, public transportations, and many other essential establishments. According to Ofreneo and Samonte (2005), since most OFWs do not have sufficient language background or the desired level of proficiency in their host country prior to migration or deployment, they struggle with language barriers, which adversely affect their socialization, work performance, and quality of life.

John, for instance, experienced to repeat his statements during conversations with the Vietnamese since they have limited English. Since John is not proficient in Vietnamese, he finds himself using sign language in a desperate attempt to communicate with the locals.

"The only problem is that their level of English isn't that good, so I have to, like, repeat again and again for them to understand what I'm trying to say; Uh, language barrier somehow– not somehow, but really is, like, affect– a bit–difficult factor for me to communicate with them every day because I am zero in terms of Vietnamese language, so it's like– if there's a case like I no longer know how to rephrase what I'm trying to say, we go to sign language" – John (Appendix B)

"Here, when you go to the market, when you go to the supermarket and you want to buy something, they will try to avoid you if you talk to them in English

and, uh, even though there are some courageous people who will try to talk to us in English. Still, they cannot comprehend whatever maybe we are, we were talking.”- Luis (Appendix C)

“it’s normal because you are teaching someone who doesn’t really speak English well. So yeah, uhm, I cannot explain my ideas, I cannot simplify the simple words. I mean, you are using the simple words that you think you can use but still, no understand— they don’t understand what’s going on, they don’t understand what you’re talking so, yeah it was difficult” – Bobbie (Appendix D)

In Indonesia, Filipino teachers shared the same predicaments. They encountered frustration when transacting in groceries, banks and markets. There were cases that Filipinos like Bea had to go home without accomplishing her tasks due to language barrier.

“And then, there... there was a challenge i-in my first year because, uhm, since outside school very few can speak English— outside school, in the groceries, in the... like market, in the bank. It was so hard... we brought dollars so we... were trying to “okay, can you exchange this? Can you exchange this to, uhm rupeeya?” and then like— it was so hard because even the... the bank tellers, the bank managers, they cannot speak, uhm, English and... we cannot speak Bahasa yet, so we just... w-we were so frustrated and just went home “ -Bea (Appendix G)

Mocha honestly shared that the most challenging part while in Indonesia is to transact with the locals in the market place.

Siguro yung hard part of communicating ay the lo— yung sa locals. So, yung outside school na. Halimbawa, going to the bank, going to some transactions because Indonesia is not so good at speaking in English kasi Dutch-colonized sila. So, hindi masyadong na-introduce ang English sa kanila since the very start. So, yun siguro yung communication-wise na challenge. Not in school, pero yung sa marketplace- Mocha (Appendix F)

The narratives of the participants from both countries indicate language barrier as their common struggle. All of them shared their difficulty in communicating with the locals especially when transacting at the market, in the bank, and even in public transportation. While they all teach in international schools, they also faced

communication barrier to students as not all of the students can speak and understand English very well.

In support of the teachers' narrations of struggle when it comes to language barrier, according to Lui (2017), the first few months of staying in a foreign land were not easy for OFWs due to language barrier. In the few weeks of staying in Thailand for example, one could hardly communicate with Thais because of the limited vocabulary. While some Filipinos learned Thai language even after just a short period of staying in Thailand, not all of them can easily cope as Thai people are very particular with tones and proper pronunciation. However, being able to communicate to local vendors in the market when buying foods is already considered as an achievement after employing sign language.

2. Homesickness

The participants from two ASEAN countries vividly narrated instances of homesickness. According to Mocha, there was a time that she was in front of her students when she suddenly felt homesickness. She excused herself to go to the bathroom and cried there, after which she immediately went back to the classroom. However, other participants said that they experienced similarly, feeling homesick for their families, and they could do anything about it. Indeed, loneliness can be challenging for people living alone in a foreign land by themselves (International teaching plus, n.d). Tognoli's (2010) suggests that homesick individuals often longing for family and friends and become better adjusted once they maintain contact with important individuals.

John recalled that even if he is used to being away from his family, he still feels homesickness especially when feeling alone. While he can afford to eat in a good restaurant, he would still prefer to eat with his family.

"And of course, like, every OFW, every people who work away from their family would— would I think agree that it is the biggest burden when you are working away, like, every time you miss your family, every time you wanna see them and you wanna be with them. Homesickness is always around— it's always around. Sometimes, during your alone moments, well, when you are alone, you would feel homesick, like, you wanna call them, you wanna see your family. Also, the— the sad thing is that even when you are happy, when you are in beautiful places, you are eating in a good restaurant, still, you would feel homesick because you would think of them. You would think that, uhm, it could be— it could have been better if you are dining with your family, if you are traveling with your family — John (Appendix B)

"Well, before, it's quite hard when I was starting. But right now, it's kinda...okay, aside from being I am used to it already, but nobody gets used to homesickness, right?" -Luis (Appendix C)

"I have to accept the reality of the decision— I-I have to accept, okay? The feeling of homesickness is normal. But, that's reality; that's the consequence of what you chose. I mean, I chose this, okay? So, what— I just feel it, you feel it, okay? And that's it. You just have— you just have to accept that that this place is your new place so you have to live with it, live with the pain. Uh, yeah, feel t-t-the— If you wanna cry, cry" -Bobbie (Appendix D)

"Yes, Sir. Super. I've been homesick for almost a month but, uh, thank God, I got my sister here. I got her a work also that's why I'm not alone after a month... Ang hirap. Ang hirap magtrabaho sa abroad. Hahaha. Uh, lalo na kung malayo ka sa pamilya... sa mga mahal mo sa buhay." - Mocha (Appendix F)

" that was the first time that I left home... that I left... for abroad. It's like a first time going away from my... from my family and when I arrived here actually for the... for the first six months it was... it was a struggle" – Bea (Appendix G)

From the six participants in Vietnam and Indonesia, it could be deduced that homesickness is one of the common struggles they encountered, working and living away from their families, sacrificing time for them, and dealing with loneliness all by themselves. According to Polay (2012), moving away from home has always led most people to feel homesick. Homesickness as a psychological state created by the prospect or the reality of social isolation continues to attract research attention. Most of the literature on international human resource management acknowledges that one of the key issues met by expatriates and international workers is related to adjustment to the new place.

Bobbie and Luis, for example, were used to being homesick as they had previous experiences working abroad but still suffer the same. This means that whenever one transfers to a new place away from family and out of his comfort zone, homesickness is an inevitable challenge. This condition is documented in the study of Bardelle and Lashley (2017) whereby homesickness is undeniably experienced by everyone at some point of their lives. Indeed, separation from home and finding a new place to get accustomed with are a challenge in itself. Hence, they concluded that being homesick is a “mini-grief,” involving different stressors of being in new places.

Participants from Vietnam and Indonesia experienced homesickness during the early phase of their stay. Homesickness is a common struggle working away from families and friends in a new environment. This observation is usually the topic or is included in the many studies where homesickness is one of the major struggles of migrant workers such as the case of Filipino teachers who are usually family-oriented but have to sacrifice to work abroad and be away from them for a longer period.

3. Discrimination

Discrimination is also experienced by migrant workers where Filipinos are looked down upon in other countries. Such treatment leads to low morale, and decreased productivity among OFWs, making them feel demotivated to accomplish their tasks. According to some respondents, they were deprived of a job opportunity for not having blue eyes, blonde hair and Caucasian skin. In their host countries, the announcement for hiring appears discriminatory since schools vividly asked for white people (American/European). In terms of salary, Filipinos received lower compensation compared to other foreigners. This narrative is supported by the claim of Pillay (2009) stating that discrimination and rights violation contributes to the growing work-related anxieties of OFWs and at the same time it also feeds mistrust

and abuse. As a matter of fact, over 3000 Filipinos are forced to leave the Philippines daily to work abroad, hence, the growing number of recorded cases of discrimination against them.

Bobbie recalled her experience of being discriminated as Asian. She shared that when she applied in an international school, the principal outrightly rejected her not because of her qualifications but because of the color of her skin and hair.

"I was rejected in an International School back in Saigon. I just don't wanna say the name of the school but it's an International School. Uhm, the Principal talked to me and she explained like "you are very good, you know how to teach, you know how to talk, uhm, your speaking skills is really good but you don't have blue eyes and you don't have white skin, you don't have blonde hair and the parents of the children do not accept you even if your skills is, uh, enough for this position." They didn't accept me because I am Asian" said Bobbie (Appendix D)

"There are times when we are trying to search for an opening or, uh, some hiring, immediately they will be looking like, uhm, uh, "we are urgently needing, uhm, uh, a native speaker, an American, blonde hair, blue eyes, white skin." Then immediately after that, okay, now. And there are sometimes, uh, that an advertisement on Facebook will just say "we'll be needing native speakers, uh, teachers—native teachers from America, Canada, or somewhere else white." Not even, there are some, there are even some, uhm, nationalities mentioned that are not native speakers like Venezuela, they wanted to have a teacher from Venezuela, which is not exactly like, uh, a native speaker, right?" – Luis (Appendix B)

"meron akong mga friend sa ibang school na merong mga Western foreigner, so ayun. Ganon. Ganon yung nafi-feel nila. Mas malaki sweldo nila kesa sa pinoy"- Mocha (Appendix F)

The struggle narrated by the participants is common to other Filipinos in other countries. This condition is documented by Bignotia (2008) in her article about the story of Adelfa Amancio, a well-respected Filipino teacher in Japan. The article presented how difficult for Filipinos to teach English in Japan because of the misconceptions and negative notion the Japanese have about the Filipinos living in Japan. Adelfa, as a Filipina, has experienced a lot of racial profiling, a devilish look and outrageous judgment. In the article, it was mentioned how her ability to teach

English was questioned just because she is not white. Japanese believe that only white people can teach English, as a result, most schools in Japan always emphasize the countries (of origin) of the teachers they want to hire. Their advertisements would always say, “Only teachers from the USA, UK, Canada, Australia, New Zealand and South Africa are allowed to apply.

According to Ajarn (2017), racism is real as rarely does the pay level of a Filipino come close to that of a native speaker. Just by merely looking around the faculty room, white people dominate the roster of teachers. Even if there are some Filipino teachers, one of them can tell the big difference in salary. This situation is reinforced by the study of Amparo (2019). Racial discrimination is a common factor leading to depression for OFWs. This condition is even exacerbated by the disparity in the salaries received by the Filipinos and native English speakers. There were instances when schools turned down a scheduled interview when the interviewer realized that the interviewee is Asian. Indeed, a depressing situation for many but also demonstrates resiliency on how Filipino teachers successfully overcome this challenge.

4. Students’ behavior

Teaching in a cross-cultural place is challenging as the teachers experienced limitations and problems. Foremost is the demonstration of superiority of students is a major challenge (Romero, 2013). In many countries, local students openly exhibited their preferences for native English speakers. In Indonesia and Vietnam, misbehaviors of students were lucidly noticed by respondents as illustrated in their answers below.

“I didn’t really have any problems with dealing with the kids. As a teacher, as a home room I have, uhm... a homeroom teacher... I have some... you know, students delinquent like attendance only... attendance and then some problem with the family. I had a student who had mental break downs, who didn’t want to go to school, and... uhm good thing we have our guidance and counseling who always help us with this kind of struggle. And as a home room

teacher I— I think as a home room teacher I had... struggles” said Bea (Appendix G)

“The behavior of the students also. It’s very different. Uh, the students here— here in the school that I’m working— they are very active unlike, uh, unlike there in the Philippines... na they are the one who will ask you. They will ask a lot of questions and it’s very challenging for you as a teacher”, Mocha narrated.

“There are some students who really are somehow disrespectful, but they are easy to be instructed and uh, I could talk to my superior to handle such cases”, John (Appendix B)

“I remember one time, when I was going down the stairs, and there was this one student who was approaching me and then almost an accident happened, because he was trying to bow and he was about to fall the stairs” Luis (Appendix C)

According to Domingo (2017), based on cultural relativism, Southeast Asians share most of the common colonial influences. For instance, students in Vietnam and Indonesia maintain their respect to teachers but this does not mean that they preferred them to the native English speakers.

Meanwhile, differences in national culture became a source of discomfort to teachers during their tour of duty which includes dealing with students’ behavior, specifically for those who worked in countries that have different culture and traditions from the Philippines. Mocha, for example, shared those students in Indonesia are more inquisitive than Filipino students and became a challenge for her. Luis added that his student almost met an accident at the stairs for bowing to him – a practice in Vietnam for paying respect to teachers. Ulla (2018) maintained that being respected and being preferred are not synonymous, in that, if a Filipino teacher is respected by his students, it does not necessarily follow that they prefer him to others who are native speakers of English,

5. Tedious procedure in document processing, improper information dissemination and lack of support from the embassy

The embassies and consulates of the Philippines work to assist their nationals in distress whilst abroad. They are responsible to provide support and help in a number of different scenarios including assisting citizens in need of emergency replacement of travel documents; provide legal advice and support, if necessary, issuance of passports to citizens; provide diplomatic support to citizens experiencing persecution or imprisonment whilst overseas and upholding the rights of citizens living or traveling abroad. But like many other government agencies, the embassy or consulate can only do so much. From the experiences of the participants, they talked about the lack of proper information dissemination from the Philippine embassy, long process of procuring necessary documents and even availing financial assistance would require them submitting documents the embassy has already records of. One participant has mentioned that the presence of PH embassy is not felt by many Filipino workers and is seen by participants with flaws and shortcomings.

For instance, John shared that the problem has to do with information dissemination. Not all programs of the embassy are well disseminated and information could only reach him by word of mouth from *kababayan*. However, he admitted that sometimes he knew about these programs but chose instead not to involve himself in any of these.

"I don't wanna disregard the idea that maybe, I don't— like, I don't— I myself don't go there to know what the programs are. But, in my opinion, as an OFW, uhm, that's why an embassy is there. It's their job to reach the people, not the people reaching them, though, I am aware that sometimes, since the— the Philippine embassy here in Vietnam is in Hoi Chi Minh City, I am aware that sometimes, they— they have this— they collect caravan, like, uh, they will do some paper works, and then, I don't know, like, medical mission. But the thing is, yeah, I'm not aware of that. I will only hear that oh, there's a caravan from another OFW. So, I don't know if it is— it has something to do with information dissemination."

I don't know how they are going to do that, but I think not all Filipinos are aware of those programs, John narrated (Appendix B)

Meanwhile, the source of frustration for Luis is the embassy's request for numerous documents which are almost impossible to provide given his situation. There was an instance when he was required by the embassy to produce his personal documents, which were already submitted to them even before they left the Philippines. He said that the embassy should at least go an extra mile to check with other agencies such as OWWA and POEA, if they have the copy of the documents rather than passing the inconvenience again to the Filipino workers.

"They were asking for a lot of documents. Those documents that are almost impossible for you to provide, uhm, I... am not so sure about that but look... when we came here, we are properly documented. And we, no one...no one could go out of the country without the proper papers or documents to provide them, why do they have all those documents again, if they do really have the copies, or if they do really, uhm, have those, uhm, list of those people? We have the OWWA, we have the POEA, why don't they just check it there? Filipinos need them, we are outside, we are away from the family, they need to be there. That's why they have salaries, right? They have two salaries, those people who are working in the embassy, they got two salaries—the salary in this foreign country and the salary in the Philippines. They do have that, I personally know that from a friend who is working in the embassy" said Luis (Appendix C)

Bobbie recounted the time she was told about the importance of having personal connection with any employee from the embassy so one may be updated on their programs and activities. As a matter of fact, she was able to process her cash assistance from the embassy, with the assistance of a friend who knows someone working in the embassy. This narrative may be a testament to the weak strategy of the embassy in campaigning their programs to the OFWs.

“So, I was able to provide the complete documents that they require. So I was able to receive the cash assistance but, how did I know that? It was through a friend. Uhm, I’m not following any of their social platforms so it was my friend who messaged me and said “Uhm, the embassy is now providing assistance to teachers, so maybe you can avail” so that’s how I know the program. But, uhm, even I was in Saigon— I stayed in Saigon for three years but it’s like this... uhm, you... do the Embassy, I think need you know, to reach to teachers more. Uhm, those people who are friends of those people working in the embassy knows everything. But, if you don’t know anyone— if your friend is not a friend of those people, then you won’t know anything. It’s like we d— uh, for those people who don’t have that connection won’t feel the presence of the embassy. Though we know the embassy is there, or the consulate is there but they lack programs” Bobbie (Appendix D)

Alex shared that the Philippine Embassy has a weak presence in their host country, so much so that it was actually on her fifth year abroad when she had realized that there was an embassy in their area all along.

“parang going four years or fifth... fifth year ko na ata nung naramdaman kong, “Ay, may Philippine Embassy pala?” May ganong feels.... wala akong alam. Hearing, uh, stories from other Filipinos na nawalan ng trabaho, they are going home. Ang alam ko, directly going home. Pero, interventions from the Philippine Embassy, sana meron, pero wala akong alam. “Alex (Appendix E)

The narratives of the participants speak about their experiences with the services of the Philippine Embassy. However, according to Cosalan (2010) the POLOs are doing their job as mandated to ensure that they are within the reach of all Filipino workers in host countries. In addition, the DOLE, through its POLOs, delivers a wide-range of on-site programs and services to promote and protect the rights and welfare of OFWs. Services include workers’ training, case management, custodial services, repatriation assistance, and other welfare assistance. Workers’ training focuses on skills and entrepreneurial development to prepare OFWs for their reintegration when they return to the country.

2. COPING MECHANISM EMPLOYED TO OVERCOME CHALLENGES

When one size does not fit all, every person uses his own coping mechanisms.

For Filipino workers, giving up is not a resort whenever confronted by different challenges abroad. In the case of the respondents, they employed ways to overcome language barrier such as sign languages, and learning the basic words of the language used in the host-countries. To overcome homesickness, they utilized social media applications to always connect with their families in the Philippines. Some of them also tried to socialize by going out to bars, some of them travel to other places and others tried to meet new friends. When it comes to students' behavior, they immediately addressed the problem by raising this concern to the school administrators or guidance counselors. As to discrimination, they see to it that they improve each day without insinuating their worth.

In the case of John, he employed several ways as his coping mechanism such as meeting people, visit different places, and communicating with his family back home.

"Now, to answer your question, what are my coping mechanisms, first is like, I— I, I meet people. I have Filipino friends too, as well as locals. And then sometimes I travel— I tried to travel around. First is to— to enjoy, that is one, to kill the time, also to know their culture. So, and also frequent communication, uh, calling my family from time to time lessen the idea of homesickness and being away from them" – John (Appendix B)

Meanwhile, Bobbie overcame the challenges by educating herself on the basics of the Vietnamese language for conversation.

"I had to learn basic Vietnamese words. I had to— I had to observe how they do things; I have to listen to the common words that they are using and I have to, uhm, research the words that are positive and negative, if it's good— how do you say good, uh, how do they describe if someone is good, or something is good, or if the teacher is good. Or what language— or how they will say if they don't understand. So, I have to research those words and I have to learn those words and I have to know them because that's the usual words that they use in the class. The

basic; Uh, I am not— I can't speak Vietnamese very well but I just have to know the basic, like if they're good or not good, right or wrong, yeah"
– Bobbie (Appendix D)

Similar with John's, Luis' coping mechanisms involved the use of social media to connect with loved ones, making him feel he was just working in Manila. He would also go hang out with friends, sometimes in expensive restaurants, until the pandemic happened which forced him to save money, and set aside his extravagant habit.

"Well, before, it's quite hard when I was starting. But right now, it's kinda...okay, aside from being I am used to it already, but nobody gets used to homesickness, right? But, uhm, with the technology again, Facebook is really helpful, you know? The Facetime also, and the video call—that really helps a lot, it's like you're just working in Manila. When I was in Saigon, uhm, I used to go to bars. I used to go out and go to a restaurant, sometimes to an expensive restaurant but not anymore, why? First and foremost, I learned from this pandemic [laughs] We have to learn this the hard ways again, but yeah, I learned it, we need to save, whatever happens in the future that we don't know, so I need to save. But before, I used to go to the bars, I meet people, I meet some Filipinos outside, also other nationalities and yeah, it helps me also. Sometimes if you're really, really tired, you just want to hear loud, loud music and have uhm cocktail or something" – Luis (Appendix B)

Alex, on the other hand, interestingly found a friendly approach to overcoming language barrier by teaching English language to their Indonesia housemaid and reciprocately learn Bahasa words for market's use. This eventually gave her an idea to propose to their school administrator that an after-school tutorial to learn Bahasa be conducted with the help of local teachers.

"Good thing may Google Translate na. 'Tapos ay... mayro'n kaming kasambahay na Indonesian na been— been with a Filipino teacher already for like 10 years before us. So, nag-try din kami ng language. So, in-exchange of Bahasa, tuturuan namin s'ya mag-English. So, see... d-d'un nagstart na m-matutunan namin yung basic ng... ng Bahasa na m-ma— halimbawa: counting. Halimbawa ay kung magkano ang specific na item. Yung mga market language na tinatawag. Yung mga, "Magkano 'yan?", "P'wedeng discount?" Mga ganong— mga g-ganong

mga bagay. So, d'un kami nag-start mag... mag... mag-learn ng Bahasa. 'Tapos sinabi namin sa administrator namin na it would be nice if we will have, like, a lesson after school to learn Bahasa. So, n-nagkaro'n s'ya ng kaunting... kaunting time for us to, uh, sit down with the local teacher 'tas tinuturuan na nila kami ng basic. Pero during that time, during that lesson, alam na namin yung basic kasi nga dahil nung kasambahay namin na kasama naming " Alex (Appendix F0

In relation to language barrier, in the study conducted by Lui (2017), most of the participants reported that they encounter language barriers or difficulties when they communicate with native speakers in their host countries. The most common strategy they used to deal with such difficulties is avoidance. They used simple words and simple structures, setting aside accuracy, to express information. They also paraphrased or sometimes switched languages (in this case English and the target language, considering that English is the common language both parties can understand) to communicate better. According to Bialystok (1990), these manifestations are called syntactic avoidance. They avoid topics, forms, or structures which they think are beyond their linguistic knowledge. As beginners, they asked native speakers to speak slowly and stress important words for them to clearly understand the utterances. When they speak, they mainly utter the subject and verb to emphasize their idea. Another frequently used strategy is gestures and facial expressions. When they cannot express themselves in words, they use actions coupled with facial expressions. For Eric, Marielle, and Enrique, Google Translate is also a great help. Whenever they do not understand something especially with written texts, they used the translation app in their phones. In difficult situations, some respondents stopped the conversation or admit non-competency with the L2 and decided to seek help from other native speakers to translate spoken or written L2 for them. The same mechanism was utilized by some of the respondents in this study.

In dealing with homesickness, a good option is to join and participate in the activities of the Filipino community. Doing so will make new friends and gradually learn how to adjust to the new environment. For instance, one can go to church regularly with his friends. One should also make sure that he has the time to relax and do regular exercise to be more active and happier (Amparo, 2019).

These experiences are good examples which simply fit to the variables described by resiliency theory. In this framework, strengths-based approach in understanding human development and informing intervention design is considered. This will help in evaluating the resiliency of Filipino teachers in dealing with the challenges they experienced. Resilience, according to the American Psychological Association (2014) is the process of proper adaption in facing adversity, trauma, tragedy, threats or even significant sources of stress. In describing a resilient individual, there should be the presence of the two coexisting preconditions, which include their abilities (a) to recognize the effects of stressful situations, and (b) to experience positive outcomes despite sources of adversity. On the one hand, the resilience of affective-grounding clouds to many factors like biological, psychological, social, and cultural which interact with each other resulting in a stressful experience. These are basically what the respondents did in order to cope with the challenges that they encountered while teaching in the host countries.

3. PROGRAMS OR ACTIVITIES PROVIDED BY THE PHILIPPINE EMBASSY TO FILIPINO TEACHERS

The Philippine Embassy serves as the Filipino workers' last resort whenever get confronted of challenges while working/residing abroad. It caters to the needs of the workers working and living in the host countries. The services include providing

programs or activities to Filipinos including the protection of the welfare of its citizens. In the case of Indonesia and Vietnam, the respondents hardly recognized the programs or activities provided by the respective embassies for teachers. For them, the embassy does not have an effective information dissemination strategy to inform OFWs about their programs. During the interview, the participants stated that the embassy has a limited number of programs intended to assist Filipino teachers:

In fact, John, while admitting to not involving himself in the activities of the embassy, emphasized that it is the job of the embassy to reach them, not the other way around.

"I don't wanna be unfair, and maybe because I am not well-connected to them, but I have not heard any of, uhm, program that they have launched for an OFW. I am knowledgeable about the— the group they called SAPI, I think Samahang Pinoy in Vietnam, and online, they are having this, ah, training, I think, like, Zoom and MidApps for trainings, but I don't know if that is linked to the embassy, and second, I don't know if it's because I am not, like, frequently visiting the embassy, that's the reason why I don't know about the programs, but to be honest, I don't know any of the program. I don't wanna disregard the idea that maybe, I don't— like, I don't— I myself don't go there to know what the programs are. But, in my opinion, as an OFW, uhm, that's why an embassy is there. It's their job to reach the people, not the people reaching them, though, I am aware that sometimes, since the— the Philippine embassy here in Vietnam is in Hoi Chi Minh City, I am aware that sometimes, they— they have this— they collect caravan, like, uh, they will do some paper works, and then, I don't know, like, medical mission. But the thing is, yeah, I'm not aware of that. I will only hear that oh, there's a caravan from another OFW. So, I don't know if it is— it has something to do with information dissemination. I don't know how they are going to do that, but I think not all Filipinos are aware of those programs—" John (Appendix B)

Luis, who never heard of any training programs initiated by the embassy for teachers, suggested that they should at least provide, for example, skills training programs for teachers who would want to venture in other industries that technical-vocational skills required.

"Never heard of a training from them, helping us teachers or maybe other workers. Why don't we have like, uhm, uh, like a TESDA program here to

enforce skills on the Filipinos. like For example, like me I am getting old, I am getting tired of teaching, right? Uhm, I might, you know, change my mind of going into a career change but how can I? ive been stuck teaching for a decade now there should be, atleast one organization or one group that will help us enforce our skills, or maybe teach us other skills. Something like, outside our, uhm, profession right now. One good example, like me, Im getting really tired of teaching, you know, and I wanna have a career change. What if I would want to apply in a hotel, how will the hotel, uh, accept me if I don't event know what to call those things in a hotel. So at least, those basic, basic trainings could be really helpful for those people who would want to get another job and also those people who are looking for a new job. That could be really a good help for them, for us" – Luis (Appendix C)

Bobbie, meanwhile, was firm to say that the Philippine Embassy was not doing

much for the Filipino teachers especially during the pandemic. While she was able to claim her DOLE- AKAP cash assistance since her documents were complete, the case was different for a lot of Filipinos who did not receive any financial subsidy, and instead were offered free flights back home. Bobbie implied that one cannot rely on the embassy should an unfortunate incident happens to him.

"No, nothing... nothing. When you decide to work here in Vietnam, the Philippine embassy has— I mean it's not doing anything... not doing anything. I was— I was uh out of work for a couple of months because of Covid but— uh, yeah good for me because I received the AKAP, the cash assistance, but I know a lot of Filipinos... uh, Filipino teachers received nothing... nothing from the government. Uh, I was lucky though because my documents were complete. But other than that, I mean other teachers— no, no. Uhm, yeah they offered flights back home. Yeah, there were uh— there were flights, free flights, for Filipinos who are stucked here in Vietnam during the Covid, uh, time uhm Pandemic way back April, June, July— May, June, July... there was free flights, yeah. But that's all I know— the free flights going back home... that's all I know. No. No, nothing. When you move to Vietnam, when you decide to teach, it's gonna be you. I mean, you have to work your sac— we have to do everything, you have to improve yourself; there was no training at all. It was the school— the school that you're employed— uh, your employer is the one organizing a program for you, not the embassy. The embassy has nothing to do with our Visa. The embassy has nothing to do with our residence card. It's our Vietnamese employer. When something happens to me, the embassy won't be an— a choice" -Bobbie (Appendix D)

Alex, to her dismay, could not remember any moment she made use of the

services of the embassy aside from passport renewal and ballot casting.

“Actually, uh, Carl, to be honest with you, we learned about the... the Embassy... I think going four years kami dito. Hindi— hindi namin naramdaman ang kahit na anong program. Actually, until now! Uhm, hindi kami masyadong aware sa programs ng Philippine Embassy. Kung yung mga ganong klaseng programs unless passport issue. Just— just recently, I renewed my passport and I-I think that was, if not the second time... second time that I went to the Philippine Embassy. The first one was for me to vote for... for senatorial elections. After that, wala na. And whenever I— hindi ko rin— yung school namin, hindi ganon ka-active in terms of communicating with the Philippine Embassy na hindi namin alam yung mga programs nila talaga. Wala. Hahaha. May naitulong na ba ang Philippine Embassy sa’tin? Sorry. May natulong ba sa’tin ang Philippine Embassy? Wala akong ma— wala akong maisip, Carl. Sorry. Uh, yung renewal lang ng passport pero yung, uh, programs related to kung kumusta kami... yung socioemotion— socioemotional? I think wala – Alex (Appendix F)

Bea has the same sentiments with the foregoing participants, expressing her disappointment that the embassy does not provide relevant trainings for teachers in Indonesia.

“Uh, I haven’t heard any activities specifically for teachers. Mmmm, like trainings? No. Because probably they just give those professional trainings to their... to the school... to the school where we are employed so... I don’t think they really focus on the teachers alone, that they provide any training. But I don’t know if there are any other OFWs here who are not teachers here in Indonesia, I don’t know” – Bea (Appendix G)

Mocha even reinforced the claim on the absence of trainings for teachers, citing programs they enjoyed which were in fact sponsored by organizations not connected to the embassy.

“Meron kaming Fil-Comm Community in Medan... in Medan, Indonesia. Uh, like, uh tsk, they... they assist us when we have any questions. We have, actually, group. We have lots of group na lahat ng Pinoy is, uh, nandoon sa group na ‘yon and then puwede ka magtanong. Like ngayon, madamming umuwi na Pinoy, uh magta— puwede ka magtanong sa group na ‘yon kung ano yung mga... mga, like about the swab test. Something like that. And kapag may mga lockdown, lock—lockdown sa bansa na ‘yon. ‘Yan. Nandoon yung mga news. And during, uhm, ano ba— Christmas. Like Christmas. We have online virtual Christmas party ng mga Pinoy. So meron din silang mga binibigay, like uh, uhm, mga raffle. Well, natural naman ‘yon sa mga Pinoy. ‘Di mawawala yun ‘pag may mga Christmas party noh? Hahaha. Ayon,

so far— Pero program or training for teachers, Uhm, wala. Hahaha. No, Sir. Hahaha.” Mocha (Appendix F)

Based from the narratives of the participants, there is no program or training provided by the embassy for the teachers necessary for their improvement other than the socialization programs like Christmas celebration in Indonesia and caravan for passport renewal in Vietnam. These, for the participants, are not enough to help them overcome their challenges. Some of them did not want to appear biased since they are not aware of any program or activities being provided by the Embassy but they too admitted that it may be because they are not active or not frequently visiting the embassy.

These experiences of the OFW participants highlight the need for the Philippine government to prioritize social protection for about eight million migrant workers. At present, social protection for OFW is provided by OWWA, SSS and PhilHealth according to ILO Sub-regional Office for Southeast Asia. This social protection program, however is enjoyed by overseas workers to a limited extent, and they are not usually covered by the social security institutions in their host countries.

In addition, according to ILO (2018), unequal treatment between national and non-nationals, unfavorable conditions for migrant workers of national legislations, low compliance by employers and low awareness of workers and problem of social security provisions for illegal migrant workers are the major challenges for social security coverage. These challenges were also evident in the foregoing narratives of the participants.

4. RESPONDENTS' SUGGESTED PROGRAMS OR ACTIVITIES FOR TEACHERS IN INDONESIA AND VIETNAM

The respondents were asked of their suggestions on the programs and activities that they think would be helpful for them. In my conversation with them, the following are the suggestions such as trainings designed for targeted teachers. They also suggested that there should be a recognized organization to represent them to the Philippine Embassy. Furthermore, they also recommended that a retirement plan be included in the existing social protection program. They further suggested to receive a list of job opportunities which they could conveniently check in the event they lose their jobs. Finally, they recommended that the Philippine embassy collaborates with different schools in order for them to promote the talents and skills of teachers and bring advantage to hiring. Following are the statements of the participants:

"I think is— like now, pandemic, why don't they give them— give us a training? I think to— to— yeah, training that will increase or improve the knowledge of of— of— of a Filipino worker because like— like this time, most people are not doing anything. They have a Facebook page so it's better to use it— to use it, right? To connect people. I mean, it's high time that they conduct trainings to further prepare and equip the teachers in online distance learning because not everyone is— "Never heard of a training from them, helping us teachers or maybe other workers. Why don't we have like, uhm, uh, like a TESDA program here to enforce skills on the Filipinos. Like For example, like me I am getting old, I am getting bored of teaching, right? Uhm, I might, you know, change my mind of going into a career change but how can I? ive been stuck teaching for a decade now " John (Appendix B)

"there should be, atleast one organization or one group that will help us enforce our skills, or maybe teach us other skills. Something like, outside our, uhm, profession right now. One good example, like me, Im getting really tired of teaching, you know, and I wanna have a career change. What if I would want to apply in a hotel, how will the hotel, uh, accept me if I don't event know what to call those things in a hotel. So at least, those basic, basic trainings could be really helpful for those people who would want to get another job and also those people who are looking for a new job. That could be really a good help for them, for us" Luis (Appendix C)

“Free TESOL training for teachers; that would be really good. Because, uhm, the... the schools now require— I mean not the school, but the government, the Vietnamese Government require teachers. You cannot have— if you are not an education graduate and if you are not an English major, you have to have a TESOL certificate or a SELPA certificate if you are not a— uh, i-if you are not education graduate. So if for example you are a nursing graduate, you must have a— not the license, the Philippine license, but you must have a TESOL certificate or SELPA certificate. So I think, if the embassy could provide a free TESOL certificate for teachers that would, somehow, be very good; that would lessen the expense the teacher would, you know, use. I think a collaboration— A collaboration with the... they should have a collaboration with other Vietnamese companies that would, you know, need or that needs Filipino or foreign workers to be their employees and then the embassy can provide trainings. Aside from teaching, maybe they can have skills in cooking or being a barista on other things, yeah, that they can work for... yeah” – Bobbie (Appendix D)

“So we really have to save personally. May ganon ba sa ibang embassy na may program sila about sa retirement plan? Kasi ang SSS naman, meron naman silang contribution na “OFW” ang pangalan, so, oo, pag dineclare mo na OFW ka, pwede ka magbayad ng quarterly or yearly. I think the government, kung sila man ay, kung isipin man nila ang retirement plan, sabihin naman nila “diba yun na nga yung SSS,” so ganon. So tayo, as OFW, I think sa SSS lang talaga tayo makakaasa ng retirement plan. Kami naman, may insurance naman kaming binili personally, so yun talaga yung aming pinag-iinvestan, ang pinagtutuunang pansin na insurance – Bea (Appendix G)

“siguro kung merong...meron tayong programa? Na yung bang...pano ko ba to sasabihin? Yung programa na tipo na okay nandito kami ngayon sa ibang bansa, we’re working we could pay, uhhm, this amount na hanggang ngayon na nakakapagwork kami pwede kaming magbigay dyan? So just in case, for example, in the future wag naman sana, may mangyari, mawalan tayo ng trabaho, yung bang tipong na oy baka naman, baka naman pwede kaming makakuha dyan kami ng konti para pang-start man lang or para maka survive man lang, yung tipo na parang nagbabanko ka...as of now sakanila, na okay dahil ngayon ay abled pa ako, dahil ngayon ay nakakapagtrabaho pa ako, uh, sige gamitin muna yan ng ibang mga tao na siguro mas nangangailangan or walang trabaho ngayon pero pag ako naman yung tipong mawawalan ng trabaho, meron akong babalikan na hindi naman ako yung zero na zero. Sana merong ganong program na” Luis (Appendix C)

While the Philippine Embassy can only do so much, the government has been collaborating with other NGOs in providing aid for OFWS. For instance, Unlad Makabayan Migrant Services foundation helps the government by focusing on migrant workers’ social entrepreneurship in the Philippines. The Asian Migrant Center (AMC), an NGO based in Hong Kong, gives special focus on migrant savings mobilization for

channeling to productive investments which involves the formation of savings associations among migrant workers and the development of investment projects in the Philippines. Another NGO program is Entrepinoy which was developed partly by accident, is a livelihood training program that was a huge and instant success in Hong Kong, producing around 5,000 graduates in one and half year. In 1999, the Center went to Hong Kong to offer professional upgrading programs, with the help of a Hong Kong -based NGO. But in the process of surveying training needs (done mainly at the central station and other areas where the migrant workers congregate), they observed large numbers of migrant workers who wished to develop and manage their own enterprises.

The program is conducted by the Executive Center for Professionals Inc. or ExCenPro, a private corporation founded by two young professionals – Prof. Carlito Balita and Reynaldo Galenzoga. It maintains two offices – one in Manila, the other in Hong Kong. The Center runs a curriculum focused on inspiring and motivating migrant workers to become entrepreneurs before they even return to their home country, thus, the label “Balik ‘Pinas “Entrepinoy Program” or simply “Entrepinoy ” (fusion of words ‘entrepreneur’ and ‘pinoy’ or Filipino).

In addition, to promote and protect the right and welfare of OFWs, the DOLE, in cooperation of POLOs, provides a flexible on-site programs and services which include workers training, that focuses on skills and entrepreneurial development of OFWs’ case management, that covers conciliation-mediation services and legal assistance to address employment-related cases, custodial services which the POLOs provide temporary shelter to OFWs who ran away from their employees and are waiting for resolution of their labor cases, repatriation assistance that covers facilitation of immediate return to the Philippines in conflict, as well as those who are

distressed, medically and mentally ill and other welfare services which include hospital, jail or workplace visits, medical referrals or assistance, counselling, and rescue from unsafe working environment. Complementing these services is the 24/7 quick response to queries from OFWs, employers and other relevant entities. (DOLE.gov.ph).

However, when it comes to social protection, according to Webber (2010), at present, there is no relief fund or protection scheme for displaced workers in the Philippines. But as workers were being displaced and worries of the social impact of the recent global financial crisis intensified, the Philippine government in early 2009 began broaching the idea of making unemployment insurance available; thus, it is essential that the government has a scheme to address issues of unemployment.

CHAPTER V

RECOMMENDATIONS OF THE STUDY

This chapter presents the recommendations of the study. These are the online application as a one-stop app for Filipino teachers, the Balikbayan Retirement Plan as a social protection program and the proposed formation of Filipino Teachers Association (FILTA) to further address the challenges encountered based on the narratives of the participants.

A. OGP (Overseas Gurong Pinoy) App

In order to address the challenges of the Filipino teachers in two ASEAN countries – Vietnam and Indonesia, the researcher designed an online application called Overseas Gurong Pinoy (OGP) which caters to the need of the teachers such as ease in passport renewal, online training for teachers, language tutorial, job listing, payment of SSS, Philhealth and Pag-ibig and delivery of other essential information. The online application is relevant in the current situation as it will not require them to be physically present at the Embassy or even go to a remittance center to pay their contributions. All these will be provided for them in just a click away.

Meanwhile, the mentioned application is merely a prototype that is within the capacity and ability of the researcher with the aid of an IT enthusiast. The app can only be used by Android users and is not yet available in the existing app store however; it can be downloaded by checking through Google drive. The android phone user has to have a Google drive app on the phone to download the app https://drive.google.com/file/d/1Z5OW9aKxn6GieQl_Uzrk72yRM5JQAzr3/view?fbclid=IwAR0o46KQNMOb72M-sAmycvw99Kilhsi4Y0bgiPV_iBb2htlDeaykJD9A1rE

1. About the OGP

Inspired by the stories shared by the Filipino teachers in Indonesia and Vietnam, the OGP application is designed to address the challenges encountered by Filipino teachers while working abroad as frontliners in the delivery of education.

Functioning like a one-stop shop, or, more appropriately, a 'one-stop app', the OGP aims to be a premier online app for teachers abroad. If adapted and fully developed by the Philippine Embassy, it is projected to be a fully functional online application that may also be used by other sectors of Philippine human capital.

2. OGP Logo

With the ardent desire to amplify the spirit of nationalism, the logo displays symbolisms of being a Filipino: the "*salako*" represents the Filipino teachers as they bear the heart of a true Filipino as modern-day heroes. The gold color signifies their resiliency as they overcome challenges that they encountered while working abroad. The text Overseas Gurong Pinoy has its *baybayin* translation that adds up to its core.

The OGP is conceptualized with the researcher's closeness to the journey of Filipino teachers abroad. The researcher chose eyeglasses as he believes it symbolizes the teaching profession. The letter O was formed as a perfect circle complementing the circle in small letter G that exhibits a constant and infinite sacrifices of Filipino workers abroad, a circle of life they chose in the name of service, love for family and for the country. The letter P was highlighted in color white that symbolizes the pureness in their heart as to their clear intention to have a better life. The green background manifests the hope of every Filipino worker for a greener pasture.



Figure 4

OGP Logo

3. OGP Features and Key Functionalities

This online application has its features that are tailor-fitted to the needs of the Filipino Teachers in Indonesia and Vietnam. It enables the user to renew his passport, pays bills, checks visa application, watches trainings and looks for potential employment. It also provides necessary information about the Philippine Embassy in Indonesia and Vietnam including hotline directories of important offices or agencies.

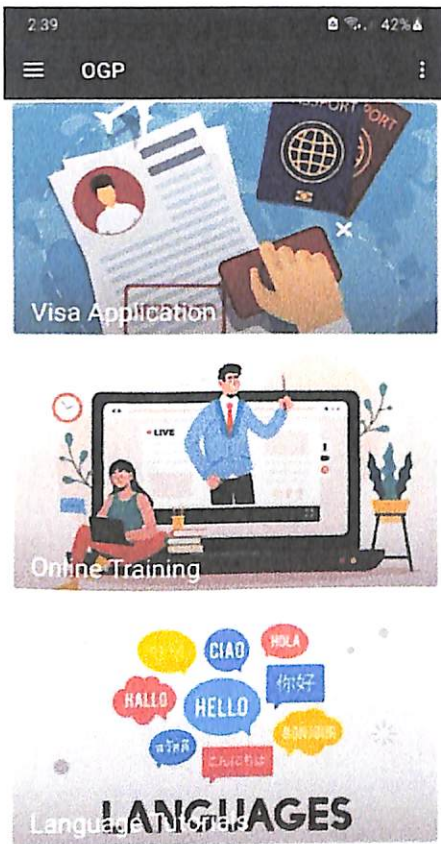
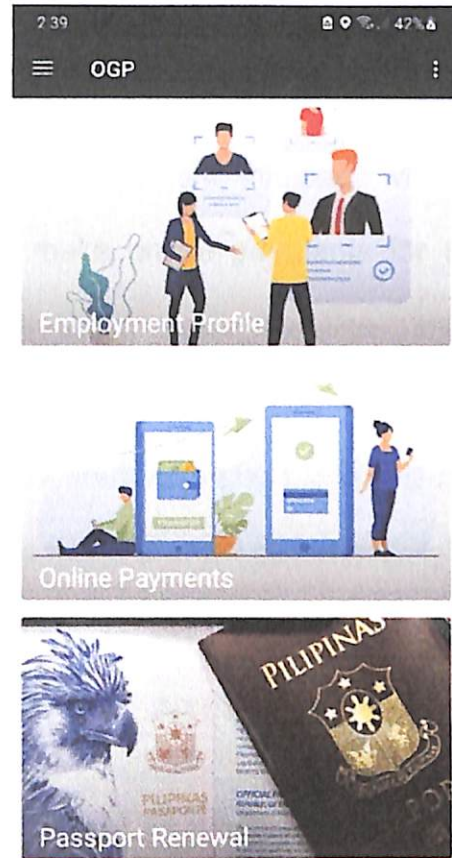
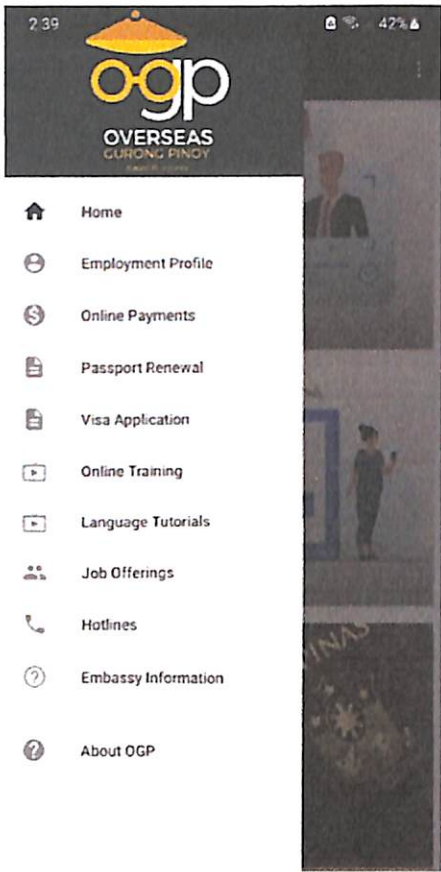


Figure 5
OGP Home Page and Features

Figure 5 shows the homepage of OGP that user can immediately see upon entry after giving his name, passport number and the registered country of work (Indonesia or Vietnam) as information. The user will be directed to this page where he has the options to check his employment profile; make online payments for SSS, Philhealth, OWWA fees and Pag-ibig through Paymaya, Gcash or online banking; apply for passport renewal; check the status of visa application or set an appointment for it. In this app, a Filipino teacher in Indonesia and Vietnam may also listen and watch online trainings using conveniently the online training menu that will automatically lead him to YouTube to watch the selected online trainings for teachers. There are also language tutorials that the user can watch. In addition, the app also comes with job listing in case a teacher is looking for potential employer. Hotlines are also available for easy access such as of POLO, Embassy and local hospital that are ready to be contacted via the app. Lastly, the menu also contains other Philippine Embassy's important information.

4. Administering Agency and Funding

If adapted, the Philippine Embassy or its duly appointed officer will administer the application. This will include the registration of the application, its implementation and monitoring.

Relatively, through the Department of Foreign Affairs (DFA) or OWWA, the funding and related expenses for its implementation, technical operations and manpower shall be shouldered by them.

B. BALIKBAYAN RETIREMENT SCHEME

1. Summary / abstract:

The proposal is designed for the Filipino teachers in ASEAN countries with employment contracts of two years to six years or more or permanent contracts who are employed by private and public sector organizations workers covered by this benefit. The insured must have at least six months of contributions and must be registered in OWWA as “balikbayan teacher” and must have been officially retired from teaching abroad with a contract of not returning to any country. The benefit is 50% up to 80% of the average monthly earnings with not less than 6-month contribution. The duration benefit varies according to the number of contributions ranging from three months to one year.

ILO Conventions 102 and 168 provide a basis for the development of benefit schemes. The proposal is based on the ILO conventions and aims to improve social protection and employment. It also aims to fill the gap in the existing social security system in the Philippines with the primary intention of addressing sustainability issues of citizens in case of settling back home or retiring from teaching abroad.

It must be of prime consideration that the retirement plan of the country does not only provide for monetary need of the OFW teacher, it is imperative that the scheme be able to aid workers in reestablishing life in the Philippines.

2. Justification:

To protect employment is a key in a market economy. Most people depend on employment in order to secure their income. This is why employers and government

agencies have a special responsibility to achieve to the extent possible a guarantee of tenure. Employers can ensure that employment opportunities are created through growing their enterprises and that these are in line with legal obligations, such as basing the employment relationship on a contract and including social security coverage. Trade unions and workers need to accept that to a certain extent employers follow the law of the market and are not always able to maintain a universal guarantee of tenure. In any case, the social partners need to work together as closely as possible to make universal tenure feasible. The role of the state is to provide the enabling environment for private sector development on the one hand and social protection for workers on the other.

According to Webber (2010), the general situation in the Philippines today is not satisfactory: Relatively high unemployment, low compliance with social security law, unstable employment relations for many and a volatile labor market.

According to the recent study of the Philippine Statistics office (PSA) the result of the April 2017 Labor force survey revealed that among the unemployed persons in April 2017, 63.7 percent were males. Of the total unemployed, the age group 15 to 24 years comprised 49.5 percent, while the age group 25 to 34, 29.3 percent. By educational attainment, 20.6 percent of the unemployed were college graduates, 13.7 percent were college undergraduates, and 33.5 percent have completed junior high school (PSA, 2017).

At present, there is no relief fund or protection scheme for loss of employment exist for Filipino workers abroad. But as workers were being displaced and worries of the social impact of the recent global financial crisis intensified, the Philippine government in early 2009 began broaching the idea of making unemployment

insurance available. Thus, it is essential that the government has a scheme to address issues of unemployment when they decided to settle back home.

Social security is generally recognized as a basic human right and a means to foster social cohesion, human dignity and social justice. The ILO Social Security (Minimum Standards) Convention 102 (<http://www.ilo.org/ilolex/english/convdisp1.htm>) established nine classes of benefits including: medical care, sickness benefit, unemployment benefit, old-age benefit, employment injury benefit, family benefit, maternity benefit, invalidity benefit and survivors' benefit. At present, not all of these benefits are part of the social security programs in the Philippines (Weber, 2010).

Retirement Plan for Balikbayan Filipino teachers aims to guarantee at least partial income replacement, enabling the beneficiary to maintain a certain standard of living until settled to the Philippines. On the other hand, they support the unemployed in seeking new employment and increasing their employability in the Philippines.

3. Background and Related Studies:

Among the ASEAN countries, only Thailand (in 2004) and Viet Nam (in 2009) have established unemployment insurance (UI) schemes. Several countries, such as Indonesia or Cambodia, have developed public employment programs but these schemes have often been ad hoc, scattered and insufficiently linked with measures to increase the employability of the working poor (ILO.org).

In the study of Carter, Céline & Bista (2013) there may currently be about 72 countries worldwide that provide unemployment benefits of some kind (ILO, 2012). The research included the review of 14 unemployment/employment insurance schemes: in North America: Canada and the United States; in South America:

Argentina and Chile; in Europe: Denmark, France and Germany; in the Middle East: Bahrain; in Asia: China, Japan, Mongolia, Republic of Korea, Thailand and Viet Nam. Some countries, notably Canada, the Republic of Korea and Japan, use employment insurance as it provides a more pro-active name to their scheme. Although under employment insurance scheme, more emphasis may be put on employment support programs, fundamental principles applying to the design and implementation of unemployment benefits remain the same. The adoption or revision of UI schemes was often influenced by regional or international crises. The United States and Canada respectively launched their UI schemes in 1935 and 1940, in response to the Great Depression of the 1930s. The expansion of the Korean EI scheme in 1998 was partly a response to the Asian financial crisis of 1997. Thailand, having recovered from the Asian financial crisis around 2001, chose to launch its UI scheme in 2004. At different dates, China (1986), Mongolia (1997) and Viet Nam (2009) perceived the need for unemployment protection to cope with inevitable labor market implications of moving from a socialist planned economy to a market-oriented economy.

In other countries, two conditions apply for qualification to UI benefits: first, the previous insured employment and contributions needed to qualify; and second, the reason for contract termination, e.g. whether it was involuntary or voluntary. In the determination of the reason for contract termination, special mechanisms must be in place to properly deal with forced or unavoidable resignations. Countries usually require either six or 12 months of contributions to qualify. Countries requiring six months are Argentina, Chile (for temporary workers), the United States, Japan, the Republic of Korea and Thailand. Countries requiring 12 months to qualify are Bahrain (12 continuous months for first time compensation, though also allowing first-time jobseekers to qualify), Chile (for permanent workers), China, Denmark, Germany and

Viet Nam. France has a lower qualification requirement, with only four months of insured work. Mongolia has the highest requirement, with 24 months of contributions, the last nine of them being continuous. The UI schemes in Viet Nam and Chile (under the individual saving component) allow similar treatment to voluntary quitters. However, a better approach to deal with voluntary resignation is probably either to extend the waiting period (Denmark, France, Germany, and Japan) or to offer reduced benefits (Thailand) (Carter, Céline & Bista, 2013)

In the study of Webber (2010), the current situation in the Philippines is that workers, who lose their jobs, mostly (except GSIS members) have no unemployment insurance. However, there is a variety of laws and benefits that give workers some kind of protection:

1. Public employees can avail of a regular unemployment benefit from GSIS (50% of the average monthly compensation, maximum six months, see also GSIS Act in the attachment). This, however, is little known by employees and consequently hardly practiced. The condition is, however, that he or she at the time of separation is a permanent employee. To date, many public employees are on fixed term contracts, so they are not protected by this provision.
2. Employers are obliged to pay for each year of contract one month of severance pay. This, however, is mostly practiced in the formal sector. Especially in the informal sector and in small enterprises (less than 10 employees), most employers tend to neglect this obligation.
3. Formal sector employees can avail of a loan (80% of the savings) from Pag-Ibig Fund to bridge the period of unemployment. This, however, is only a substantial amount if workers have fulfilled a number of years of contract. In terms of optimal social policy outcomes, this is also limited.

4. Formal sector employees can avail of a loan from SSS (maximum 24,000 Pesos).
This facility is quite in demand though it can be questioned, whether taking loans against old age security is appropriate from a social protection point of view as it defeats the purpose of securing pension benefits. For unemployed they cannot avail of these loans in any case as only those employed can apply for them.
5. All workers can avail of three months contribution-free health insurance (PhilHealth) coverage as long as they have paid their premiums.
6. Unemployed workers can obtain assistance from PESO offices and from TESDA (job facilitation and training).

For the rest, most of the unemployed depend on family support if they have no savings or their own means. To lose a job in most cases also means a loss of regular income for the family.

4. Legal basis:

A. ILO Conventions

Two ILO Conventions directly relate to UI:

- the Social Security (Minimum Standards) Convention, 1952 (No. 102) [C102] and
- the Employment Promotion and Protection against Unemployment Convention, 1988 (No. 168) [C168] (ILO 1952, 1988).

The basic organizational and administrative principles, as well as the rules, with which any UI scheme should comply are the following:

- general state responsibility for proper scheme administration and the due provision of benefits;
- participation of insured persons in scheme management, if the scheme is not administered by a public authority responsible to a legislature;
- definition of covered contingency (here: loss of income due to unemployment);
- definition of scope of personal coverage;
- definition of conditions for benefits entitlement (qualifying periods; residency; others);
- treatment of persons that cannot have fulfilled entitlement conditions (e.g., school leavers, divorced persons that have not worked before, previously self-employed);
- definition of benefit amount (benefit formula; actuarial equivalency; relation with severance pay);
- definition of waiting period (if any);
- definition of duration of benefit payment periods;
- definition of disqualifying conditions, suspension of benefit (fraud, etc.);
- definition of method of protection (insurance based; income-tested; means-tested);
- stipulation of the right of appeal of claimants in the event of the refusal of a benefit.

Both Conventions allow countries a wide range of flexibility when establishing the scheme parameters in their legislation. When other benefits are provided under the

national legislation and when they are indirectly or directly made conditional upon occupational activity, C168 invites governments to formulate specific policies that aim at:

- maintaining the right of beneficiaries and their dependents to health care, and
- guaranteeing that the periods during which unemployment benefit is paid are taken into account for acquisition of the right of the insured person to other social security benefits (pensions, disability, sickness, medical care, etc) and in the calculation of certain benefits (old-age, disability, survivors).

The Conventions can be used as a guideline, reliable model, and benchmark for the further development of UI in Asia and specifically in the Philippines. (Webber, 2010)

B. Labor Law

According to the study of Webber (2010) the introduction of a contributory unemployment insurance scheme may only work in practice if it is done in tandem with labor law reform that allows for some easing of provisions regarding dismissal. This means that employers would have an obligation to offer jobs with social security but that they could also retrench workers under some specific restrictive conditions, for example when the economic situation of an enterprise calls for adjustment of labor.

Employers would be able to retrench workers only with prior notice, the period of which should depend on the duration of employment. The employer and the employee could agree to convert the notice period into a severance pay.

Employers who do not register their employees for social security should be fined. Unpaid contributions should be recovered. If employers do not pay the

contributions, employees, nevertheless, would be entitled to benefits and the costs would be recovered from the employer plus administrative costs and interest.

This in the end might lead to a greater formalization of the labor market because:

1. Employers would have less costs and obligations to fear if they formalize employment
 2. Employers would have more penalties to fear if they do not legalize employment
 3. It would abolish distortions in competition among employers, because there would be no cost advantage to employers that do not legalize employees.
- Thus, even on the employer's side there would be pressure to legalize employees in order to avoid unjustified cost advantages.

ILO Convention No. 158 lays down that the employment of a worker shall not be terminated unless there is a valid reason for such termination connected with the capacity or conduct of the worker or based on the operational requirements of the undertaking, establishment or service (ILO 158).

5. Design framework:

The proposal is based on the assumption that Filipino teachers abroad would contribute in a responsible way to a feasible long-term solution. It could serve as a basis for negotiation and further discussion between employers, trade unions and government. The employee has to register to the Balikbayan Retirement Scheme to be forwarded to a the committee which is under the OWWA. Qualifications, contribution requirements benefits/allowance and documents needed are discussed below.

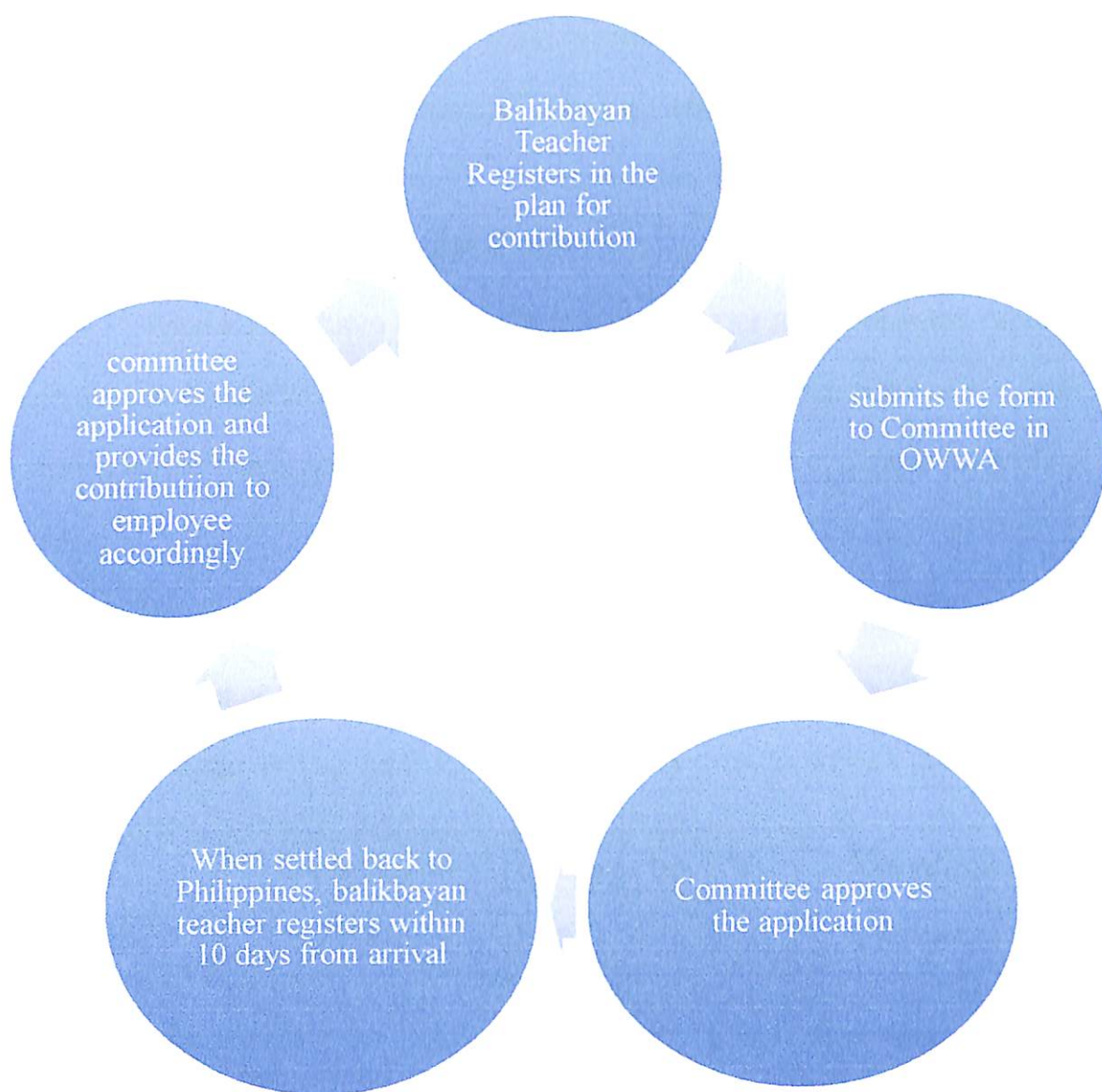


Figure 7

Balikbayan Retirement Scheme Conceptual framework/flow chart

a. The process:

In this scheme, the Balikbayan Filipino teachers are requested to accomplish the form and register for the Retirement scheme, which they will submit to the Committee under OWWA's supervision. The committee then will put the same into record. In the event the Filipino teacher settles back home, within ten days from the arrival to the Philippines will have to fill out a form to register as Balikbayan Teacher after which the committee will approve the application for allowance claim within three to five working days. The employee shall be entitled to minimum of 60% to 80% of his basic salary.

The table below explains the number of months an employee can be given the allowance, the amount of the allowance and the expiration depending on the number of contributions as approved by the Unemployment insurance committee under DOLE.

No. of Contributions	Duration of benefits	Rate of benefits	Expiration of benefits
6 months to 1 year	3 months	60% of basic salary	3 months
1 year and 1 day to 2 years	6 months	60% of basic salary	6 months
2 years and 1 day to 3 years	9 months	80% of basic salary	9 months
3 years and 1 day or more	1 year	80% basic salary	1 year

Table 3 Presentation of contributions, benefits and its expiration

b. Qualifications and requirements:

1. Filipino citizen, by jus soli or jus sanguinis;
2. Registered in the Balikbayan Retirement Plan with a contribution of not less than six months;
3. Settled back home and is recognized as retired OFW teacher.
4. Approval from the Committee; and,
5. Able to submit a form declaring as an official Balikbayan Filipino teacher submitted and approved by the committee within ten days from the arrival to the Philippines.
6. Employee must have not been dismissed for disciplinary reason or moral turpitude.

c. Administering Agencies:

The OWWA shall create a committee specifically for the Balikbayan Retirement scheme. The committee will only focus on administering the plan in order not to duplicate some functions of the SSS. The specific tasks of the said committee have to be determined through a special legislation or policy to be created by DOLE.

d. Financing:

The financial aspect of the scheme will basically depend on the contributions of the employees. However, Article 71 of ILO Convention No. 102 recommends that benefits and administration costs be borne collectively either by insurance contributions or by taxes, in such a way as to avoid hardship on low income workers. It also asks countries to assume responsibility for sound governance, which could include required calculations and periodic actuarial reviews. Convention No. 168 is

less specific, but also asks countries (Article 28) to assume responsibility for the sound administration of such schemes. As a matter of good governance, countries are also asked under both Conventions (Article 72 of Convention No. 102 and Articles 3 and 29 of Convention No. 168) to consult with and involve employers and workers in the operation of these schemes.

e. Suspension of benefits

The insured will be suspended from receiving benefits if failing to report his/her settling back to the Philippines as a Balikbayan Filipino teacher or being remanded during the period of receiving the benefits. The insured shall be terminated from receiving unemployment benefits when the period of unemployment benefits ends, or if he/she: goes back to working abroad; fulfills military service obligation; becomes an old-age pensioner; fails to report his/her settling back home to Philippines after three consecutive months; goes abroad for residence; serves administrative penalties at reformatories, training institutions, treatment institutions; or is under incarceration; or dies. After the termination of receiving unemployment benefits, the previous duration of unemployment insurance contribution will not be counted for the subsequent receipt of the unemployment insurance allowance. After the termination of receiving unemployment benefits, the previous duration of unemployment insurance contribution will not be counted for the subsequent receipt of the unemployment insurance allowance. (Long and Thuy, n.d)

f. Possible Challenges:

1. **Contribution issues.** The insured or contributor may not consistently pay the contribution thus there should be an option to automatically deduct the contribution from the monthly salary.

2. **The creation of the Committee under OWWA.** The committee on Balikbayan Retirement Plan shall be formed to administer the process. This has to be approved by a policy, presidential decree or appointed by the office of the President.
3. **Renewal of the contribution.** This should be patterned by the SSS scheme since the existing policy in SSS is working.
4. **Sustainability of the scheme.** In EU, the rest and most obvious measure of sustainability of a UI/EI scheme concerns the willingness and capacity of contributors to meet a particular and predictable level of expenditures. But a scheme also has to be sustainable by providing benefits that are and will remain adequate, based on an agreed upon definition of adequacy. There would be little point in providing low and insufficient unemployment benefits, such as might contribute to unrest and social disruption. As noted by one author: "This argument leads to conclude that social expenditures are a relevant factor of "sustainability" for the economic system organized as a market economy with privately owned means of production.

C. Formation of Filipino Teachers Association (FilTA) in ASEAN Countries

I. Rationale:

One of the tenets of the ASEAN Declaration on Strengthening Social Protection is the implementation of social protection towards progressive realization in ASEAN member-states. It is one of the main responsibilities of the respective governments based on national legislations, policies, programs, strategies, standards and guidelines. In accordance with this principle that the Filipino Teachers Association (FilTA) is proposed to be formed.

Further, the declaration states that the social protection covers, but is not limited to, social welfare and development, social safety-nets, social insurance, social assistance, social services, in ASEAN Member States. It should strengthen the capacity of government officials, communities, service providers, and other stakeholders for better responsiveness, coordination and effectiveness of social protection and delivery services at regional, national and local levels.

Taking the experiences of the Filipino teachers in Indonesia and Vietnam, it is worth noting that forming a duly recognized organization of teachers is a necessity to start with. The association shall embody the aspirations of the teachers to a more cohesive cooperation of the Philippine Consulate and the host-countries. The collaboration of the FilTA, the Philippine Consulate and the ASEAN host-countries shall gear toward providing flexible mechanisms to address the challenges of Filipino teachers. FilTA, an organization duly recognized by the Philippine Consulate, shall fulfill the aspirations, prioritize the protection and welfare of Filipino teachers in ASEAN

countries by providing activities and trainings necessary for the improvement of their skills and employability.

II. About the ASEAN Filipino Teachers Association (FilTA)

The FilTA is a society of migrant Filipino teachers in ASEAN countries. The goal of the association is to address the challenges and issues concerning their welfare including but not limited to their employment in ASEAN countries. It also aims to strengthen collaboration between the Philippine Consulates and ASEAN host countries in establishing a stronger relationship which will serve as a platform to fortify the protection of Filipino teachers while in the host countries. The association shall spearhead necessary programs and activities for Filipino teachers.

III. VISION

The ASEAN Filipino Teachers Association (FilTA) is envisioned to be the premiere organization of Filipino teachers that shall foray the aspirations of migrant teachers in ASEAN countries, collaborate with the necessary government agencies and the host countries to achieve maximum protection of Filipino teachers.

IV. MISSION

The ASEAN Filipino Teachers Association (FilTA) being the steward of social protection and development of Filipino teachers serves as unified organization that forwards and promotes the equal access and opportunity for Filipino teachers through strong collaboration with the Philippine Consulate, the host countries and respective government agencies.

V. OBJECTIVES:

ASEAN FiITA in cooperation with the Philippine Consulate and the ASEAN host-countries shall:

1. provide help to Filipino teachers by keeping the community informed of all the necessary information from the Philippine Consulate;
2. establish strong collaboration with the host-countries and their agencies in terms of providing them more opportunities for employment;
3. offer social assistance to Filipino teachers not only those who are distressed as well as those in need;
4. develop programs for Filipino teachers such as trainings and skill enhancement; and;
5. create a network among Filipino teachers that will serve as a hub for collaboration and oneness.

VI. GUIDING PRINCIPLES

Anchored in the guiding principles of the Association of South East Asian Nations (ASEAN), the FiITA shall be guided by the following fundamental values:

1. Respect to the existing laws and policies of the host-countries including their culture and traditions.
2. Uplift morals and values of the Filipino community.
3. Peaceful settlement of disputes and proper forum.
4. The right of every member to withdraw from membership without prejudice to both parties.
5. Effective collaboration and cooperation among trustees, members, alliances and partner-agencies in host-countries.
6. Strong relationship among the officers and members.

7. Uphold the mission, vision and underlying principles at all times.

VII. The FilTA Attributes:

Flexible organization and service-oriented

Independent and dedicated community

Life-long network servers with compassion

Teachers' protection- focused

Adept with ASEAN principles and aspirations

VIII. The FilTA and the Philippine Embassy

The Philippine Embassy shall be the central office of FilTA as the administering agency. It shall initiate the formation of the association as well as the announcement of its elected officers and admitted members.

The FilTA represented by its officers shall coordinate all the undertakings of the association and shall secure approval thereof from the Consulate at all times.

IX. COMPOSITION OF FILTA

By virtue of the votes of all the members of the association, FilTA's officials are composed of:

- a. The Philippine Consulate or its duly appointed administering officer
- b. Executive Director
- c. Assistant Director for External Affairs
- d. Assistant Director for Internal Affairs
- e. Linkages and Liaison Officer
- f. Public Relations Officer
- g. Information Officer
- h. Technical Operations Officer

i. Program and Activities Officer

j. Official Members

X. Organizational Chart

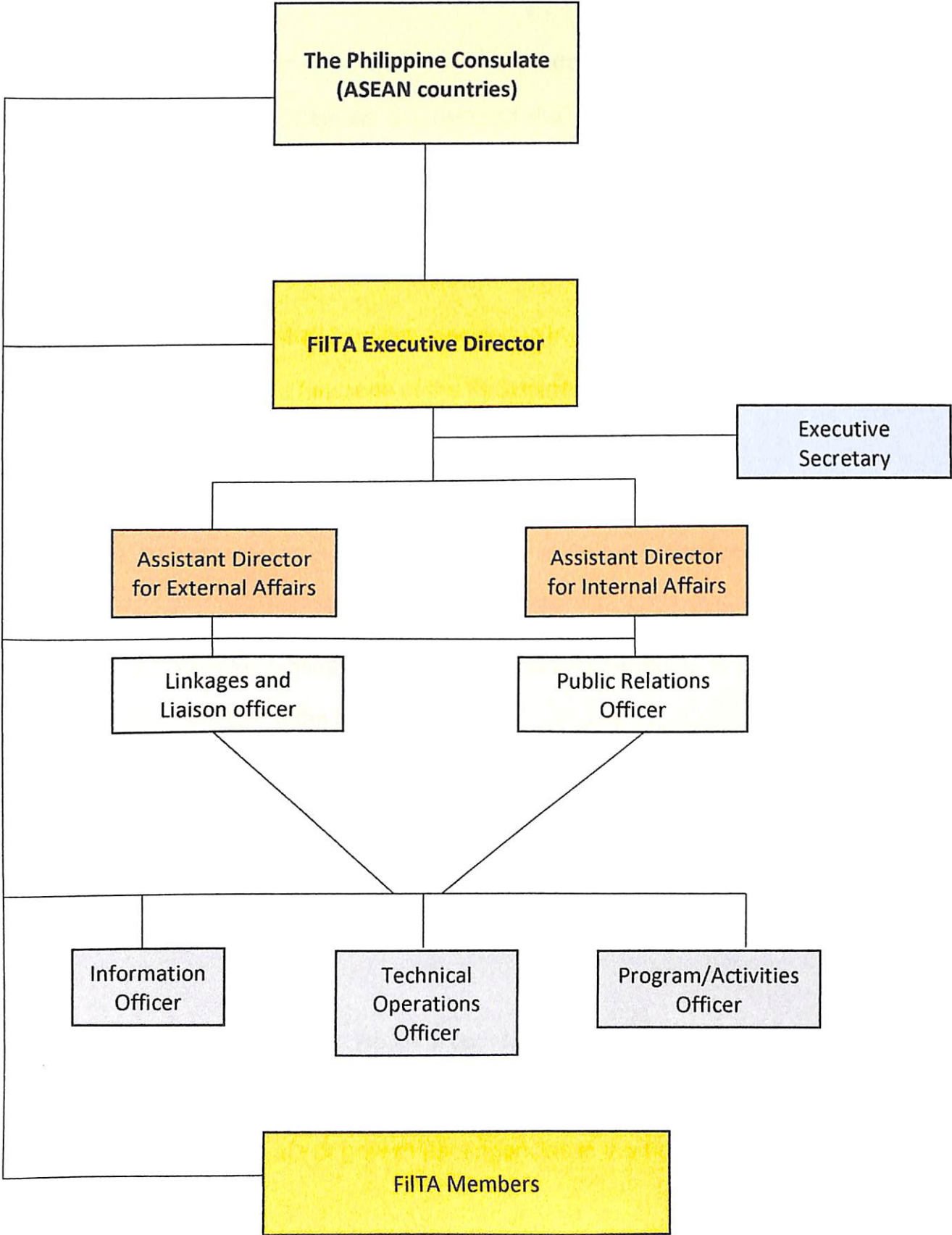


Figure 8 FILTA Organizational Chart

XI. Duties and Responsibilities

1. Philippine Consulate or its Duly Appointed Administering Officer. He shall perform administrative functions as the head of the association including but not limited to granting requests of the association and collaborating to the private and government agencies in the host-countries.

2. Executive Director. He shall lead the association in its external and internal affairs and shall perform duties and functions of the Philippine consulate or its administering officer in its absence or whenever the consulate appoints him.

3. Assistant Director for External Affairs. He shall be responsible for all the initiatives of the association in all of its external affairs. The function includes leading the programs or activities linking the association and its members to any private or public agencies or entities in the host-countries.

4. Assistant Director for Internal Affairs. He shall be responsible for all the initiative of the association in all of its internal affairs. The function includes initiatives in internal programs, activities and training for Filipino Teachers in host countries.

5. Linkages and Liaison Officer. He shall coordinate with the office of the Assistant Director for External affairs in relation to the association's initiatives on developing collaborations with any private or government agencies in the host countries.

6. Public Relations Officer. He shall be responsible for all the communications of the association internally and externally. The function includes effective information dissemination and documentation of all the affairs of the association.

7. Information Officer. He shall be responsible for the incoming and outgoing information such as recording all the documents, keeping all the records and coordinating with the Public Relations officer.

8. Technical Operations Officer. He shall be responsible for the associations' technical operations which includes managing the associations' official website and Facebook page.

9. Program and Activities Officer. He shall be responsible for all the initiatives of the association regarding its programs and activities. He shall coordinate with the information officer, public relations officer, assistant director for external affairs and assistant director for internal affairs.

10. Official Members. The members shall form part of the association as the focal point of its services and assistance. They shall serve as the major support system of the association.

XII. MEMBERSHIP

A. Criteria for membership

The following are the criteria for FilTA Membership

1. The member must be a Filipino citizen residing and working in ASEAN countries as a teacher.;
2. The member must be legally employed in ASEAN host-countries whose documents are recognized and authorized by the Philippine Embassy;
3. He/She has no bad records in his/her employment.
4. The member must have valid documents submitted to the Executive Secretaary of FilTA approved and recognized by the Philippine Consulate and the Executive Director of the Association.

B. DOCUMENTARY REQUIREMENTS

1. Letter of intent to join the association.
2. Curriculum Vitae
3. Valid Visa
4. Employment Records
5. Statement of Commitment

C. MEMBERSHIP PROCESS

1. The aspiring member must submit the relevant documents mentioned in Part B.

2. The deliberation and approval of the membership application will be held during the Meeting of Directors and officers. A referendum may be done if deemed necessary.

3. A simple majority vote of the is needed for the approval of the membership application.

4.The aspiring member will be informed of the decision of the directors and officers regarding the application.

5. If approved, the final confirmation of membership will be given once the aspiring member has paid its first membership fee.

XIII. FUNDING

The association must be funded by the Department of Foreign Affairs through the Philippine mission. The association may also solicit funds from the non-governmental organizations or may impose membership fee, if applicable.

CHAPTER VI

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of findings, conclusions to concretize the results of the study and further recommendations.

A. SUMMARY

In all, Filipino teachers said that they struggle abroad because of language barrier, homesickness, discrimination, student misbehavior, tedious document processing, limited support from the embassy and limited access to information about their programs. To address these, they employed coping mechanisms such as (1) learning the language of the locals to overcome language barrier; (2) having leisure time and using social media to avoid homesickness, (3) upskilling themselves through seminars most of the time sponsored by their employers, in order to combat discrimination; and, (4) seeking help from administrators and experts, and adapting to the culture of the students to address student misbehavior. Notably, the participants did not indicate any coping strategy to address their limited access to information and support from the embassy, which means that the solution for these must come from the embassy itself. They also claimed that the embassy has limited programs for the betterment of overseas teachers; nevertheless, they admitted to not taking the initiative to inform themselves, and worse, not engaging themselves in the activities or initiatives of the embassy, if any. To address these, the researcher came up with Overseas Gurong Pinoy (OGP) online application, Balikbayan Retirement Plan, and Filipino Teachers Association (FilTA) as recommendations of the study.

B. CONCLUSION

Based on the results of the study, the following conclusions are drawn.

First, the concept of migration brings Filipino talents into a new environment where they feel alienated. The challenges they encountered in the host countries may affect the way they perform their roles as teachers no matter how resilient they are.

Second, it is worth noting that while they can overcome the challenges by employing their own coping mechanisms, majority of their struggles can be addressed through the necessary programs or activities including language tutorials, online trainings and active intervention from the Philippine Embassy in the host countries.

Third, the information dissemination efforts regarding the programs available for teachers are ineffective. Some of the respondents claimed that they were not aware of any program or activities provided by the Embassy but they too admitted that it may be because they are not active or not frequently visiting the embassy.

Fourth, trainings specific for teachers are needed for upskilling. Based on the narratives of the participants, the Philippine embassy needs to reach out and collaborate with different schools in order to promote the talents and skills of teachers and consequently bring advantage to hiring. This goes without saying that the failure of the Philippine Embassy to improve its channel when it comes to informing the Filipino migrant workers of their programs and activities will discourage workers to participate in their programs and activities. In addition, the tedious processing of

documents was also a major concern that the embassy needs to streamline and improve in near future.

Lastly, the presence of Philippine Embassies in the host countries is important to OFWs as protector of last resort and morale booster to Filipino teachers. The representative office can provide upskilling and capacity building programs to improve their teaching skills. By doing so, trust of the locals to the teachers will remain high and their employability will be on top of their choice.

C. RECOMMENDATIONS

Based on the findings, the following recommendations are hereby provided.

1. The Philippine Embassies in host countries are highly encouraged to improve channels regarding information dissemination in order for all the Filipino workers be informed of the necessary information they need to know. In addition, it is also important that their presence is felt as the participants stated that they could hardly feel the presence of the Philippine embassy.

2. The designed online application should be fully developed as it aims to cater the needs of the Filipino teachers which will eventually address the challenges they experienced. The OGP app is not yet available on google play store due to financial reasons. Its development may be sponsored or may be fully developed by the government through proper or legal acknowledgment. The app also needs further evaluation by IT experts.

3. It is also suggested that the Philippine Embassy should collaborate closely with different schools in Vietnam and Indonesia in order for them to design more flexible

programs or activities to highlight the employability of Filipino teachers. This will help the embassy to provide more jobs to Filipino teachers.

4. The proposed formation of Filipino Teachers Association must be considered as this will help the embassy to get connected to all the teachers while working abroad.

5. Most of the participants expressed their fears of settling back home due to financial instability. As most of them support their families back home, they feel unprepared to retire from teaching abroad. For this reason, it is suggested that the government must incorporate in the existing social protection program a retirement plan or balikbayan program scheme through which they can receive retirement benefits based on their contributions once they settled back to the Philippines. This may be made through a legislation with a designated committee in OWWA specific for handling such scheme.

6. Participants also shared accounts of depression triggered by homesickness. Thus, this also needs special attention to ensure mental wellness of OFWs while working abroad.

7. This study is only focused on the lived experiences of six participants, three teachers from Indonesia and three teachers from Vietnam. Thus, it is highly suggested to conduct further research to study other phenomenon or similar lived experiences in other ASEAN countries.

References:

- Ajarn X. (2017). Discrimination against Filipinos. What a nasty issue, Retrieved from <https://www.ajarn.com/ajarn-guests/discrimination-against->
- Al-Mazini, M. (2017, November 24). Why do some expatriates learn Arabic quickly? Saudi Gazette. Retrieved from <https://saudigazette.com.sa/article/522628/Opinion/Local-View-point/Why->
- Amparo, J. (2019). Homesickness and big adjustment: Great lessons to learn as an OFW in Thailand, Retrieved from <https://www.richlyblessedtoday.com/the-ofw-is-vulnerable-to-homesickness-and-depression/>
- Berg, A. (2019). The experiences of four filipino teachers in obtaining teaching positions in arizona: a narrative inquiry, Retrieved from <https://www.proquest.com/openview/60e42ab358cbadd6c2024f070abd5ee5/1?cbl=18750&diss=y&pq-origsite=gscholar>
- Bignotia C. (2008). Adelfa Amancio: Well-respected Filipino teacher in Japan, Retrieved from <https://www.gmanetwork.com/news/news/content/77057/adelfa-amancio-well-respected-filipino-teacher-in-japan/story/>
- Bialystok, E. (1990). Communication strategies: A psychological analysis of second-language use. Cambridge, MA: Basil Blackwell
- Bonilla, G. & Gruat, J. (2003). Social Protection A Life Cycle Continuum Investment For Social Justice, Poverty Reduction and Sustainable Development, Retrieved from <https://www.ilo.org/public/english/protection/download/lifecycl/lifecycle.pdf>
- Cosalan M. (2010). Study on the overseas filipino worker: a general profile, Retrieved from [:/Users/g/Downloads/000000005429.pdf](https://Users/g/Downloads/000000005429.pdf)
- De Guzman, O. (2013). Overseas Filipino Workers, Labor Circulation in Southeast Asia, and the (Mis)management of Overseas Migration Programs, Retrieved from <https://kyotoreview.org/issue-4/overseas-filipino-workers-labor-circulation-in-southeast-asia-and-the-mismanagement-of-overseas-migration-programs/>
- DOLE (2019). Guidelines out for OFWs turned teachers, Retrieved <https://www.dole.gov.ph/news/guidelines-out-for-ofws-turned-teachers/>

- Domingo, M. (2017). Exploring the Overseas Experience of Filipino Employees Working Abroad: A Qualitative Study on Cross Cultural Adjustment, Retrieved from file:///C:/Users/g/Downloads/23-Article%20Text-131-1-1020171024%20(2).pdf
- Frederiksen C. (2014). Filipino EFL Teachers Working Abroad: Some benefits and downside for teachers working abroad, Retrieved from <http://195.178.227.4/bitstream/handle/2043/16749/Filipinos%20Teachers%20Working%20Abroad.pdf?sequence=4&isAllowed=y>
- Ghemawat, P., & Reiche, S. (2011). National cultural differences and multinational business. *Global Note Series*, 1-18.
- Hofstede, G. (1993). Cultural constraints in management theories. *Academy of Management Executive*, 7(1), 81–94.
- International teachers plus, (2020). The Challenges of Teaching English as a Second Language, Retrieved from <https://www.internationalteachersplus.com/post/the-challenges-of-teaching-english-as-a-second-language>
- Lundberg, F. (2014). Teachers talk: a case study of the experience of working across cultures with immigrant children and their families, retrieved from https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1224&context=disser_tations_2
- Ma,X., Charoenarpornwattan, P., & Xuto P. (2019). Culture Shock Experiences of Foreign Teachers Working in A Selected Private School in Chonburi province, Thailand, Retrieved from file:///C:/Users/g/Downloads/204451%E0%B9%84%E0%B8%9F%E0%B8%A5%.pdf
- Meniado J. (2019). Second Language Acquisition: The Case of Filipino Migrant Workers, Retrieved from https://www.researchgate.net/publication/333404856_Second_Language_Acquisition_The_Case_of_Filipino_Migrant_Workers

- Norton, A., Conway, T., & Foster, M. (2001) Social Protection Concepts And Approaches: Implications For Policy And Practice In International Development, Retrieved from <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/2999.pdf>
- Novino, B. (2015). Pinoy hurdles teaching challenges in OZ. Retrieved from <https://globalnation.inquirer.net/128633/pinoy-hurdles-teaching-challenges-in->
- Novio E. (2018). Tourist to Ajarn: The Filipino Teachers in Thailand, Retrieved from <http://journalgrad.ssru.ac.th/index.php/8thconference/article/view/1216>
- Ofreneo, R. E., & Samonte, I. A. (2005). International migration papers 64: Empowering Filipino migrant work-ers: Policy issues and challenges. Geneva, Switzerland: International Labor Organization.
- Orillos, L. Q. (1998). Language acquisition theories, principles, and research. Quezon City: UP Open University
- Osborn M. & Smith J. (2007). Interpretative Phenomenological Analysis, Retrieved from <http://med-fom-familyme> research.sites.olt.ubc.ca/files/2012/03/IPA_Smith_Osborne21632.pdf
- Ragma F. & Molina J. (2018), Angst of Warriors: The Fears of Overseas Filipino Workers (OFWs), Retrieved from https://www.researchgate.net/publication/324137028_Angst_of_Warriors_The_Fears_of_Overseas_Filipino_Workers_OFWs
- Romero, V.(2020). "Problems Encountered by Filipino Educators in United Arab Emirates: Their Effects on Service Commitment." *Liceo Journal of Higher Education Research*, vol. 9, no. 1, 2013, p. 278+. *Gale Academic OneFile*, Accessed 16 Apr. 2020.
- Sawajtam P. & Vungthong S. (2019). A case study of Thai expatriate's use of code-switching in Singapore, Retrieved from http://lc.nida.ac.th/pdf/proceeding_iclc2019.pdf#page=38
- Sea Teachers, (n.d). Pre-Service Student Teacher Exchange in Southeast Asia (Sea Teacher Project). Retrieved from <https://www.usi.edu.ph/pdf/Sea%20Teacher%20Experience.pdf>

- Sim J., Saunders, B., Waterfield J. & Kingstone, T. (2018): Can sample size in qualitative research be determined a priori?, International Journal of Social Research Methodology, Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/13645579.2018.1454643>
- Tre, T. (2013). Vietnam hires Filipino teachers despite concerns, Retrieved from <https://tuoitrenews.vn/news/education/20130409/vietnam-hires-filipino-teachers-despite-concerns/29794.html>
- Tripzilla (2019). Filipinos share experiences when the language barrier was way too real, Retrieved from <https://www.tripzilla.ph/filipino-experiences-language-barrier/9886>
- Ubalede J. (2014), Philippines: Teachers migration. Retrieved from <https://isslerhall.org/drupal/content/philippines-teachers-migration>
Philippines: Teachers migration
- Ulla, M. (2018). English language teaching in Thailand: Filipino teachers' experiences and perspectives, Retrieved from <http://www.iier.org.au/iier28/ulla2.pdf>
- Victoria, J., Fernandez S., and Cuvín E.(2018). Filipino Teachers Experiences in Embracing Vision, Mission and Objectives of Foreign Schools. Retrieved from <https://www.semanticscholar.org/paper/Filipino-Teachers'-Experiences-in-Embracing-and-of-Cuvín-Victoria/d19e422e58c13979aad1d1b5dfc58e9f5b60748c>
- Yulia, Y. (2013). Teaching Challenges in Indonesia: Motivating Students and Teachers' Classroom Language, Retrieved from <https://ejournal.upi.edu/index.php/IJAL/article/view/186/131>
- Webber, A. (2010, February). Social Protection in Case of Unemployment in the Philippines, Retrieved from http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-manila/documents/publication/wcms_126070.pdf

APENDICES

APPENDIX A

LETTER TO THE RESPONDENT

June 2020

Mr. _____
Lecturer
Ton Duc Thang University
Vietnam

Dear Mr. _____:

The undersigned is a student of University of the Philippines Open University, Los Banos Laguna. As part of the requirement for Master of ASEAN Studies, he is conducting a study entitled: ***Designing a Social Protection Program for Filipino Teachers in ASEAN Countries: The Case of Indonesia and Vietnam***

Relative to this, the undersigned would like to request permission from you to be one of the participants in this study. The researcher believes that your experiences of teaching in Vietnam/Indonesia for several years will be very essential to the success of the study. Rest assured that all the information that will be gathered from you will be *treated with utmost confidentiality and shall only be used for this purpose.*

To give you an overview of the process, the researcher will be asking your consent to be part of the study. The free flow interview will then be conducted via the zoom or google meet at your convenience which shall only take 30 – 60 minutes. The undersigned will also ask for your consent to record the same for transcription and/or documentation purposes. The question will only be focused on challenges and/or struggles you experienced, coping mechanism you employed and the programs, activities and/or initiatives being offered by the Philippine embassy in your host country.

Kindly reply to this letter for your permission with your date of availability.

Your cooperation is essential to the success of my study and shall be highly appreciated.

Thank you and keep safe!

Respectfully,

Mr. Carl Ivan B. Villanueva
Researcher
Master of ASEAN Studies
UPOU Student

APPENDIX B

Interview Transcripts

Interviewee: John
Teacher in Vietnam
January 11, 2021
58 minutes
Via Zoom

Researcher	Mr. Jon	Codes	Categories	Themes
<i>Let's start with perhaps the challenges teaching foreign students. How was it? I mean, I'm excited to know how—how it has been, for you teaching Vietnamese</i>	I feel like I'm teaching Filipino kids simply because they look Filipinos as well. We have the same features, only that— uhm, they have different language. It is good to know, or like, good to teach them because they are really, like, cooperative. The only problem is that their level of English isn't that good, so I have to, like, repeat again and again for them to understand what I'm trying to say. But nonetheless, teaching, ah, Vietnamese students— or, I could say, good. I remember one of my boss,	The students have the same features as Filipinos Different language The level of English of students is not good Difficult to communicate due to language differences	Language Barrier Students Behavior or discipline	Challenges encountered working in Vietnam

	uhm, he told me, uh, being an ASL teacher, I am not required to learn their language simply because when I learn to talk their language, well, the medium of speaking would be like, they will try to talk to me in their own language, so they won't be forced to learn English. Uh, language barrier somehow– not somehow, but really is, like, affect– a bit– difficult factor for me to communicate with them every day because I am zero in terms of Vietnamese language, so it's like– if there's a case like I no longer know how to rephrase what I'm trying to say, we go to sign language.			
<i>How do you cope with language barrier?</i>	siyempre, nagtu-tune in na din tayo ano, if every day na naririnig natin 'yong language nila. We could, like, oh, 'yon pala 'yong ibig sabihin because we get hear it–	Tuning in and sign language to better communicate Vietnamese	Using sign language and tuning in	Coping Mechanism

Now, let's talk about— let's talk about your, uhm, experiences handling the behavior, or maybe the culture differences of you as a teacher and your students, Vietnamese?	Well, about, like, dealing with them, the attitudes are okay. They really are well behaved, I could say that. And uh, they are well disciplined. Most likely they are quiet simply because I think they are thinking that they are dealing with an expat, or a foreigner, so they tend to behave, like, more— should I say tamed? Or, more, how can I say that? More disciplined, should I say. But, well, we cannot minus the idea that there are some students who really are somehow disrespectful, but they are easy to be instructed and uh, I could talk to my superior to handle such cases.	The students behavior is good. Students are disciplined even if they are Filipino Teachers Some are also disrespectful but listens to instruction	Students behavior	Challenges encountered working in Vietnam
<i>Nahomesick ka ba, or have you thought of those things that you needed to sacrifice just to have a career abroad, 'yong mga gano'n?</i>	Oh, yeah. Working abroad, like, I could say that I've been working abroad, like, for more than ten years— I— more than ten years, I think so. Ah, I	Working away with family is a burden	Sadness being away with the family Homesickness	Challenges encountered working in Vietnam

worked in Bahrain for seven years, and then, I remember when I came here, it was after my vacation from Bahrain to the Philippines. I had a month of vacation, and then I flew here as – as a tourist. So my first two weeks was like, “Okay, I’m traveling and I’m having a good time” – ah, traveling and ano, experiencing the place and their food. But you know, after– after two weeks, and then when I finally had my first job, everything sunk into my reality that “Oh, I am now again an OFW and I am away from my family.” And of course, like, every OFW, every people who work away from their family would– would I think agree that it is the biggest burden when you are working away, like, every time you miss your family, every time you wanna see them and you wanna be			
--	--	--	--

	with them—but I think it's worth it working away from home, simply— from your family I mean, simply because I am able to provide their everyday needs, or I could help— I could say— I could say that I could help their— to their living.			
how did you cope with that if— if there was such a time naexperience mo 'yon?	Okay, like I could say that uhm, I'm used to be away from family because, ah, I've been an OFW for quite some time. But yeah, like, I think that is, like, kambal ng OFW. Homesickness is always around— it's always around. Sometimes, during your alone moments, well, when you are alone, you would feel homesick, like, you wanna call them, you wanna see your family. Also, the— the sad thing is that even when you are happy, when you are in beautiful places, you are eating in a good restaurant, still, you would feel	Homesickness is felt when alone Even if in a beautiful place eating good food homesickness is always felt	Homesickness Meeting new people Eating good food Going to different places	Coping Mechanism

	homesick because you would think of them. You would think that, uhm, it could be— it could have been better if you are dining with your family, if you are traveling with your family. Now, to answer your question, what are my coping mechanisms, first is like, I— I, I meet people. I have Filipino friends too, as well as locals. And then sometimes I travel— I tried to travel around. First is to— to enjoy, that is one, to kill the time, also to know their culture. So, and also frequent communication, uh, calling my family from time to time lessen the idea of homesickness and being away from them.	Meeting new people to cope with homesickness Travelling, enjoying and killing the time to cope with homesickness		
<i>let us talk about how— how, how, how does our government there, or the Philippine embassy worked for you, or with you? Uhm, do you visit our Phil—the Philippine</i>	, I don't wanna be unfair, and maybe because I am not well-connected to them, but I have not heard any of, uhm, program that they have launched for an OFW. I am	No information about the programs for OFW teachers in Vietnam	No information about programs from Embassy	Programs provided by Philippine Embassy

embassy there in Vietnam, or are there some programs for you, or events for you?	knowledgeable about the— the group they called SAPI, I think Samahang Pinoy in Vietnam, and online, they are having this, ah, training, I think, like, Zoom and MidApps for trainings, but I don't know if that is linked to the embassy, and second, I don't know if it's because I am not, like, frequently visiting the embassy, that's the reason why I don't know about the programs, but to be honest, I don't know any of the program. I don't wanna disregard the idea that maybe, I don't— like, I don't— I myself don't go there to know what the programs are. But, in my opinion, as an OFW, uhm, that's why an embassy is there. It's their job to reach the people, not the people reaching them, though, I am aware that sometimes, since the— the Philippine embassy here	There is a group called SAPI or Samahan ng mga Pinoy in Vietnam There is online training but unsure if it is linked to the embassy There is no program in their awareness Embassy should reach the people not the people reaching out to embassy as it is part of their job	SAPI as an organization that helps OFW in Vietnams No direct link between some trainings provided and the embassy No program from the embassy Embassy should reach out to people	Programs provided by Philippine Embassy Programs provided by Philippine Embassy
---	---	---	--	---

	in Vietnam is in Hoi Chi Minh City, I am aware that sometimes, they— they have this— they collect caravan, like, uh, they will do some paper works, and then, I don't know, like, medical mission. But the thing is, yeah, I'm not aware of that. I will only hear that oh, there's a caravan from another OFW. So, I don't know if it is— it has something to do with information dissemination. I don't know how they are going to do that, but I think not all Filipinos are aware of those programs— And during the pandemic, uhm, many Filipinos got jobless simply because uh, many schools— many— many institutions closed. They cannot sustain the idea of, like, running their institution without having, like, no income at all because, uhm, many parents decided not to send their	There is caravan for filipinos. Medical mission, passport renewal. Embassy falls short on information dissemination	Caravan for passport renewal Medical Mission No proper Information dissemination	Programs provided by Philippine Embassy
--	---	---	---	--

	child or their—their—their kids to school. So here in Vietnam, there's a rule that, "No work, no pay". Okay— well, we ar— I could say the teachers are well paid, but you know, having the idea that, "No work, no pay." isn't that good, especially we need to we need to rent, we need to pay, ah, house rent, we have bills, we need to send money to— to the Philippines. I heard that there were many Filipinos who were, like, jobless. They flew back to the Philippines. And I told you I was in Hoi Chi Minh City. Now, I'm in Da Nang. Why? Because my university, like, wasn't able to— to give the necessary documents for me to work, so I need to relocate here in Da Nang. Good thing that there's a university here in Da Nang who could facilitate and who could help me with what I need and then gave me	Many filipinos became jobless when pandemic arose	Jobless OFW during pandemic	Challenges Encountered working in Vietnam
--	--	--	------------------------------------	--

	job so that's one thing. Many Filipinos— I heard that during the pandemic, there were Filipinos who were looking for a job to— in restaurants to clean the plates just to have an extra income. Because, you know, we, Filipinos— we tend to send money to— to our families and, uhm, some Filipinos were not ready for this pandemic	Some filipinos resorted to restaurants job like dishwashing to survive living in Vietnam.	Teacher turned dishwasher	Challenges encountered
<i>Uh, in case like this, when— when these— uh, for example, these— like what you— you shared earlier. In cases like this, where's the Philippine embassy in the picture? I mean, how did they— how did they help our co-Filipinos there, or do— do our co-Filipinos try to reach out to our embassy?</i>	Ah, how can I answer that question? It's kinda difficult for me because I don't wanna be biased and I don't wanna be one-sided. During the pandemic, I decided— I and my friends, we decided to stay in one house, and we could day that during that time, uh, we have supply, so we were able to sustain. So, it's not we did not need help— of course, we needed their help, but we chose to, like,	PH embassy has financial assistance during pandemic but requires the ofw to provide documents	Financial assistance from the Ph Embassy during Pandemic	Programs provided by Ph Embassy in Vietnam

	support ourselves, but I did not not hear anything from them naturally. But I remember that through SAPI, like, the organization that I told you, Samahang Pinoy sa Vietnam, I- I heard that they gave away some, uhm, rice and food and then they helped repatriating Filipinos who wanna go home. But I don't- again, I don't know if they had program during the pandemic. But I'm talking on my behalf, I did not hear any from them. Maybe because I did not reach them out, but if they want to reach me out, I think I'm- I didn't hear any from them. survival, but do you know, like, thinking or having the idea of a professional, well, we know, we, Filipinos, are very resilient and we, uh, we can easily cope with whatever	The embassy through SAPI helped in providing food to OFW SAPI helped in repatriation Unsure if there are really programs from Embassy Filipinos can cope with every situations even if it would mean resorting to unwanted jobs	Samahan ng mga Pinoy (SAPI) in Vietnam Resiliency of Filipinos	Coping Mechanism
--	---	---	--	-------------------------

situation is, but you know how a bit, uhm, disappointing and the morale of someone, like, you know that you are a teacher, you know that you are professional, and then you need to— you would need to look for a job like a dishwashing job, dish— job of a dishwasher. Well, I'm not trying to belittle the job of a dishwasher. I am talking about someone as a teacher and resorting to finding a job, okay, just to have food for that day. Might as well, it's better if this Filipino cannot find a food for that day, go to that one institution, ask for help, maybe they could provide. Uhm,

I've been working as OFW for quite ten years, but every time we go home, I am aware that I need to pay, so in my mind, I was thinking,

Wondering where do the contributions go

Contributions to SSS, Philhealth, Pag-ibig

	"Saan napupunta po ang binabayad namin?" I mean as an OFW, you give your fair share, right? Uhm, you are paying some— I don't know, because sometimes, I just need to pay just for me to go back to the country where I'm working, but you now, it's very, uhm, disappointing when you know that there should be someone, or a group of people— an authority that could help you but you opt not to call them simply because it's either you will be turned down or maybe the answer is no.	An organization to aid the OFW		Suggested program
Yeah. How do you think— how do you think we could we could, uh, we could cope with that situation, or nasaan— paano kaya makakatulong ang Philippine embassy for example in case na unemployed tayo tapos ayaw naman natin umuwi	I think one thing— one of my suggestions would be, like, first, I— think the embassy should be, like, they should have a program that would at least— if not give the job— at least help the people find a job. I know working from the embassy would— they	Embassy should help OFW find a job	Provide job findings or offers for OFW teacher	Suggested program

agad. We're trying our best to find a new job, and kasi, mga Filipinos are resilient: we're not gonna go home zero or empty pocket, right? Ah, pero h-how do you think the embassy- or do you have any suggestions on how the embassy could help in the event that Filipino people got unemployed and walang-wala masyadong naipon? Paano makakasurvive kaya? Parang gano'n.	have a bigger platform to have a connection to big companies, because sometimes when you are an OFW, when you got, like, fired from one, uhm, work or sometimes naging jobless ka, you just walk by yourself na finding a job wherein it's better if there will be a group of people who could help na find a job, okay. Second, I think is- like now, pandemic, why don't they give them- give us a training? I think to- to- yeah, training that will increase or improve the knowledge of of- of- of a Filipino worker because like- like this time, most people are not doing anything. They have a Facebook page so it's better to use it- to use it, right? To connect people.	Training should be provided for the OFW to improve knowledge and skills	Provide training for teachers	Suggested program
I mean, it's high time that they conduct trainings to further prepare and equip the teachers in	Trainings should be provided for teachers in teaching and learning in ODL	Provide trainings or tutorials for teachers	Suggested program/activities	

	online distance learning because not everyone is—			
<i>Do you have any suggestions regarding the programs that you need as an OFW?</i>	: Okay, regarding that matter, it— it really is difficult when— when you become, you know, jobless and you can't find any resource to finance yourself, so I think— yes, I agree, it is mandatory. It is the government, well, we have to follow— we our just, you know, a citizen so we need to follow. I remember, like, I told you earlier, we are paying, we are giving contributions, like, we need to pay SSS, PhilHealth [laughs] this PhilHealth controversial, okay, uh, SSS, uhm, it's okay because, uhm, I think I could use that when I go home and retire then I would benefit. But for this PhilHealth, uhm, well, I don't wanna use PhilHealth, but in my time of working abroad, I get sick and I think the company	An organization to help them find a job and go to in case of unemployment Financial contributions they could get when they got jobless or when they settle back home.	Form an organization officially recognized by Ph Embassy in Vietnam Contributions they could get when they got unemployed or when they settle back home	Suggested program/activities

where I am working shoulders or shouldered, uhm, my expenses. So I think instead of, you know, paying to institutions or to whatever, I think it's better if we could have, like, a group that will support the teacher once they get- I don't know- how to- to get- I don't know what- use the correct word to use but I think there should be an organization, okay, wherein we could run to in- in times of needs because sometimes, we just pay, contribute, contribute, and contribute, and after some time, okay, where is my contributions? Nothing. I don't even know where- where to- where to get my contributions, so why not have a, uh, what do you call that one? A plan or a program where an OFW would be, like, giving a contributions okay, at the same time			
--	--	--	--

security wherein whatever happens to that OFW, when he— when— when some— something happens then he could get something or if he, like, nobody wants it but dies or whatever then a family would be getting something— something— something like that, at least somehow when you contribute and you know that your contributions, you could get something from your contributions, mas maluwag ba sa dibdibm and somehow, uhm, you feel secured when you know that you are contributing, at the same time, you will get something every time.			
---	--	--	--

APPENDIX C

Interviewee: Luis
 Teacher in Vietnam
 January 12, 2021
 53 minutes and 23 seconds
 Via Zoom

Researcher	Teacher Gilbert	Codes	Categories	Themes
<i>Can you walk me through back to the times when you started teaching in Vietnam? What were your challenges and how did you overcome those?</i>	First, the most, the struggle that I really experienced firstly, is the language barrier. Unlike from where I was from in Bahrain, almost everybody could speak English, atleast the basics. But here, when you go to the market, when you go to the supermarket and you want to buy something, they will try to avoid you if you talk to them in English and, uh, even though there are some courageous people who will try to talk to us in English. Still, they cannot comprehend whatever maybe we are, we were talking. So, language barrier is the first.	Not everyone in Vietnam speaks English Struggle in communicating to the market with the locals Difference of System in Vietnam and Philippines Students Behavior Teaching Vietnamese is a struggle when it comes to language differences	Language Barrier Differences in the System	Challenges encountered working in Vietnam

Second, in terms of teaching, the same thing— language barrier. There are some instructions that I am giving to my students and I thought they are okay with it, at the end of the day, they will be asking me again, "Teacher, what are we going to do? Da, ra, ra, ra." Not only the students, even my colleagues, even the superiors, they are not really good in English. They might have their degrees or Doctoral degrees, or whatever they have, but still, the language is still, uhm, I cannot still understand some of their speech or talk. And also, uhm, their system here in Vietnam, it's different. Uhm, I, like what I've learned in Bahrain before, I asked the head if whatever they want is the quality or the quantity of from students, and I learned it the hard ways because the			
--	--	--	--

	system here is really different. Still, they want, still, here it's business. It's business, so they are much of the quantity, not the quality.			
	When it comes to behavior of the students, I could say that they are...they're okay. I mean they are very respectful, uhm, even if you are not their teacher, they will bow unto you. I remember one time, when I was going down the stairs, and there was this one student who was approaching me and then almost an accident happened, because he was trying to bow and he was about to fall the stairs.			
<i>What did you have to sacrifice to work abroad?</i>	Firstly, of course, staying away with the family. That's really the normal thing when you chose to be an OFW. Secondly, I don't know when—when—when I started going out of the country, I think I forgot almost everything	Staying away from family Forgetting about almost everything about life in the Philippines	Homesickness Sacrifices to go abroad Reasons why they work abroad	Challenges encountered

	about my life there in the Philippines. Like what—whatever--whatever, I used to say this, but uh, uh, whatever my family or whatever my friends see on the Facebook is just the front of what I want them to see me. But it's kinda different with what's behind that picture. Right? They always say "oh, you're really lucky because you're there and you have a good life." Oh, you don't know what's happening here, you don't know what's happening after that party. You just see the party itself, you don't know what happened to me before or prior to that party. You don't know what happened in the school at work because I don't want them to see that, those parts. Yeah, also, of course money. Money, in the sense, that uhm, well I chose to be an OFW to have my family that's	Homesickness Sacrifice time with family Giving back to the family Supporting the family		
--	---	---	--	--

	my reason of, you know, choosing to be an OFW. And it's kind of fulfilling to--to give those things to my family. It's kinda, uhm, It's like an achievement to me to send my nieces and my nephews to universities and now they are helping their own families now. And those were my sacrifices, but you know I could see now the fruits of those sacrifices because there's this saying that, uhm, "Teach a man how to fish, not just—do not just give them a food in a day, because they will just have the food on that day but teach them how to fish and they will have a food on their table in a life, lifetime."			
<i>You mentioned about being away from family back here in the Philippines and that comes with homesickness, which is very usual or</i>	Well, before, it's quite hard when I was starting. But right now, it's kinda...okay, aside from being I am used to it already, but nobody gets used to	Using technology in connecting to family Going to the bar for	Utilization of social media application Meeting new friends Socialization	

<i>normal, uhm, to OFWs. How do you deal with homesickness? How do you deal with feeling of being with your family when you're in fact miles away from them?</i>	homesickness, right? But, uhm, with the technology again, Facebook is really helpful, you know? The Facetime also, and the video call—that really helps a lot, it's like you're just working in Manila. When I was in Saigon, uhm, I used to go to bars. I used to go out and go to a restaurant, sometimes to an expensive restaurant but not anymore, why? First and foremost, I learned from this pandemic [laughs] . We have to learn this the hard ways again, but yeah, I learned it, we need to save, whatever happens in the future that we don't know, so I need to save. But before, I used to go to the bars, I meet people, I meet some Filipinos outside, also other nationalities and yeah, it helps me	relaxation or leisure Meeting new people		Coping Mechanisms
---	--	--	--	--------------------------

	also. Sometimes if you're really, really tired, you just want to hear loud, loud music and have uhm cocktail or something.			
<i>Did you experience any discrimination?</i>	Uhm, two parts. I mean, firstly, there are times when we are trying to search for an opening or, uh, some hiring, immediately they will be looking like, uhm, uh, "we are urgently needing, uhm, uh, a native speaker, an American, blonde hair, blue eyes, white skin." Then immediately after that, okay, now. And there are sometimes, uh, that an advertisement on Facebook will just say "we'll be needing native speakers, uh, teachers—native teachers from America, Canada, or somewhere else white." Not even, there are some, there are even some, uhm, nationalities mentioned that are not native speakers like Venezuela, they	Native speakers are preferred than Filipino English teachers Discrimination on the color of eyes, skin and race	Discrimination on qualifications Racial discrimination	Challenges encountered

	wanted to have a teacher from Venezuela, which is not exactly like, uh, a native speaker, right? here's the thing: the parents, especially the parents they are looking at the skin, the color of the eyes, not what they could get form those people. Maybe they are blonde, maybe they are white, maybe they are, hmm, Caucasian or whatever, but the question is—are they capable enough?			
<i>Have you had or have you heard a story about a teacher or your own personal experience when you lost a job? I mean, what happened? How did you cope with that?</i>	Uhm, specifically this pandemic that we have. A lot. A lot of teachers went home because they were not renewed by the company and also because they cannot sustain the living here in Vietnam and maybe also, they are scared about the virus. A lot of people got scared and a lot of people were sent home last year, I think. And I heard one story	Teachers lost job during pandemic Teachers were forced to take jobs in restaurant to conitinue their living		Challenges encountere d

	of a woman... a teacher here in Vietnam also. She is a graduate, I think she... she got MA also and she got fired from the university or from the school that she was teaching in and she did not have even a food for that day, so, what she did was to look for a restaurant that could be, uh, a source of income for her. Like, she asked if she could wash the dishes in that restaurant for... for food in return. It happened, yeah, really, before. And I don't know if... if... uh, if... any organization or any, or maybe, the embassy or the consulate, uh, whatever, uh, ever knew that.			
<i>How does the Philippine Embassy provide help to you?</i> <i>How do they extend help or at least cascade information you need to know in</i>	With regards to the information dissemination... do they have? [laughs] I don't know... uh, uh, I am not really... sure about that, uh, I didn't know any... Well, there is one, uhm, organization here	No proper information dissemination One organization is existing called SAPI who helped Filipinos	Proper Information dissemination is lacking	Programs provided by the Philippine Embassy to teachers

<i>these trying times?</i> <i>What are there programs for OFW teachers?</i>	in Vietnam—it's SAPI, I don't know the meaning of that SAPI, but, uhm, they helped Filipinos here. There's one time that they send food to Filipinos, uh, like 10 kilos of rice, uh, hotdogs, those instant noodles and biscuits. Basic needs, uh, basic foods, that, uh, they could share. They sent it, I even had one before and yeah, but with the regards to the embassy I am not so sure, I just know the embassy when I renewed my passport because, yes, they do...they do conduct, They do conduct caravan here, because the embassy here in Vietnam, the Philippine embassy here in Vietnam is in Hanoi, which is the northern part of Vietnam, uh we were in Ho Chi Minh City which is the south. They do caravan, they do have caravan of	Caravan is conducted for passport renewal They need to provide documents to get 10k financial assistance. The program for financial assistance is risky as they are required to submit them to the embassy	Caravan for passport renewal Financial Assistance for OFW	
---	---	---	---	--

you know, for those Filipinos who want to renew their passport or to process their documents. They will have like 2 or 3 days caravan in Ho Chi Minh City wherein you could apply there and they will process it in Hanoi, and they might be back around after 3 to 4 months after. Just those. But with regard of these issues in uh, with the pandemic, I am not so sure. They... I think they—they—they offered money around 10,000 pesos before, but they were looking... they were asking for a lot of documents. Those documents that are almost impossible for you to provide, uhm, I... am not so sure about that but look... when we came here, we are properly documented. And we, no one... no one could go out of the country without the proper papers or			
---	--	--	--

	documents to provide them, why do they have all those documents again, if they do really have the copies, or if they do really, uhm, have those, uhm, list of those people? We have the OWWA, we have the POEA, why don't they just check it there? Filipinos need them, we are outside, we are away from the family, they need to be there. That's why they have salaries, right? They have two salaries, those people who are working in the embassy, they got two salaries—the salary in this foreign country and the salary in the Philippines. They do have that, I personally know that from a friend who is working in the embassy.			
But, moving forward, uh, I was just wondering in case of... for	[coughs] Ehem... from the experiences that we... that I personally have	No program for unemployment	Program for Unemployment	Suggestion on the possible programs for teachers

example...knock on wood...in case that you will be unemployed, uhm, in the future, maybe something happened that we really, we really do not expect, uh, do you feel secured? I mean, do you have any fallback for example, f—for financially? Career-wise? Uhm, Do you think that the embassy could—could help you coping?	right now with the embassy from the previous country that I worked with, uhm, that I worked in, and here in Vietnam...I don't think...do they have a program for those people who will not have...who will not, uh, have their—sorry, who will be terminated maybe? Or will be kicked, uh, out of their job? I don't think so, but, uhm, that's my hope and wish to have like someone, uhm, may be a group, maybe from the embassy or to—to support those workers, those Filipino workers that lost their jobs. Like right now, there are a lot of Filipinos who are stuck in the Philippines, OFWs who are stuck there, OFWs who would choose to go back to the Philippines, because th-the-they cannot find any job right now because of this pandemic and because, they simply just cant. I	Embassy does not help teachers find a new job No program for teachers		
--	---	---	--	--

	don't know if they have this...uh, is that the—the—the—the...should be the main reason why they should be there? Right?			
<i>do they provide you training for teachers?</i>	Never heard of a training from them, helping us teachers or maybe other workers. Why don't we have like, uhm, uh, like a TESDA program here to enforce skills on the Filipinos. likeFor example, like me I am getting old, I am getting tired of teaching, right? Uhm, I might, you know, change my mind of going into a career change but how can I? ive been stuck teaching for a decade now , there should be, atleast one organization or one group that will help us enforce our skills, or maybe teach us other skills. Something like, outside our, uhm, profession right now. One good example, like me, Im getting really	No training for teachers is provided An organization for teachers is needed Trainings for teachers will be helpful	No trainings for teachers No organization for teachers	Challenges encountered Suggestions for possible programs for teachers

	tired of teaching, you know, and I wanna have a career change. What if I would want to apply in a hotel, how will the hotel, uh, accept me if I don't even know what to call those things in a hotel. So at least, those basic, basic trainings could be really helpful for those people who would want to get another job and also those people who are looking for a new job. That could be really a good help for them, for us			
<i>Now, my next question is that, uhm, say for example, we know that we work abroad because we want to provide the needs of our family, we want to support our family, but now, uhm, what happened if we became unemployed for example? Given the fact that we make hulog to PhilHealth, we make hulog to SSS, we make</i>	That's the big question Like me, right now, I know there is program or there are some people explaining this. I've been, uh, contributing to PhilHealth already for a long time and I've been doing the different taxes already, but I don't know where are those going? How will I use that in the future? Anyway, PhilHealth, fine, I am paying PhilHealth, when	No idea where the contributions are going (Philhealth, Pag-ibig etc) No checking from embassy as to their situations in Vietnam	Contributions to SSS, PhilHealth, Pag-ibig	Programs provided by Embassy Suggestions for possible programs for OFW teachers

<i>hulog to Pag- lbig, but when we are unemployed, what do we get?</i>	will I use that? When will I use that? I am out of the country for how many years already? 10 years? 11 years? Who's using those funds? Okay, they will say oh your family could use those things. Okay fine, but what if, what if now we are paying the highest, we are obligated already to pay the highest the— the—highest contribution in PhilHealth, I don't know what's going to happen to that. But uhm, right now, for example, for example, I got sick here in Vietnam, there are some institution there are some universities that will pay for my hospitalization, or whatever, for medication or something, but where is the Philippines there? Where is the embassy there? Will they even ask oh do you have medicine? Do you have food?			
---	---	--	--	--

	Did you eat for this time because you were not able to go to work?			
<i>Yeah, we totally understand, so with that being said Gilbert, do you have any suggestions like programs that the embassy should provide the Filipino teachers there? Or do you have anything in your mind in order for us, for the embassy to recalibrate their programs for Filipino teachers? In particular</i>	Uhm, at least an organization who could you know, would be our support system here, especially right now that everybody is struggling, everybody is unsure, everybody is like looking for a, uh, looking for security in their job, in life. Uhm, at least one organization that could help us, uhm, that could help us, uh, what do you call this? How will I say that? That could help us...be more equipped, I should say. More, not in the sense that well—well, we are quipped already with the profession that we chose, but the thing is what if this job will not pursue in the future? Where will I go? I will go back to the Philippines zero? I would want to--I would rather stay, uh, here	Suggestion to have an organization as support system for teachers		Suggestion for possible programs for OFW teachers

	and find a new job and get, you know, a decent amount of salary or pay rather than going back to the PHiliipines and starting with nothing. Right? At least an organization that could help us be more equipped or be more competitive in other areas or skills maybe.			
<i>how do you think that the embassy could help you in that part?</i>	<i>In that sense, siguro—pano ba—siguro kung merong...meron tayong programa? Na yung bang...pano ko ba to sasabihin? Yung programa na tipo na okay nandito kami ngayon sa ibang bansa, we're working we could pay, uhhm, this amount na hanggang ngayon na nakakapagwork kami pwede kaming magbigay dyan? So just in case, for example, in the future wag naman sana, may mangyari, mawalan tayo ng trabaho, yung bang tipong na oy baka naman,</i>	Suggestion for a back up contributions in case of settling back to the Philippines	Back up contributions in case they settle back to the Philippines	Suggestion s for possible programs for teachers

<i>baka naman pwede kaming makakuha dyan kami ng konti para pang-start man lang or para maka survive man lang, yung tipo na parang nagbabanko ka...as of now sakanila, na okay dahil ngayon ay abled pa ako, dahil ngayon ay nakakapagtrabah o pa ako, uh, sige gamitin muna yan ng ibang mga tao na siguro mas nangangailangan or walang trabaho ngayon pero pag ako naman yung tipong mawawalan ng trabaho, meron akong babalikan na hindi naman ako yung zero na zero. Sana merong ganong program na</i> <i>Pag nawalan ka ng trabaho, atleast somehow mararamdaman mo sa sarili mo that you worked, secured, somehow na whatever happens in the future I'm okay na di naman ako uuwi sa Pilipinas</i>			
---	--	--	--

	<i>ng zero kasi may nakaabang sa kin na ganito.</i>			
--	---	--	--	--

APPENDIX D

Interviewee: Ms. Bobbie
 Vietnam
 January 14, 2021
 41 minutes and 44 seconds

Researcher	Ms. Hera	Codes	Categories	Themes
<i>Could you walk me through back the times when you started teaching in Vietnam? What were the adjustments perhaps, or what were your challenges during that time?</i>	my experience was not enough for a classroom setting, and was not enough for an ASL industry. Though I teach English but, it was basically a different world when I started. So for the first three months, I barely have students like, uhm, they change teachers, uhm, I mean I realize that speaking English wasn't enough. It doesn't mean you speak English you can be a teacher. It doesn't mean that you know how to speak English, you came from the Philippines, you graduated in an	Difficult for the first few months due to language difference Knowing the language is not enough. Even if words are simplified students could hardly get the meaning.	Adjustments Language Barrier	Challenges encountered working abroad

education degree and then that's all—No it will never be enough. So, it was difficult for me for the first three months to, you know, establish rapport with the students.

Of course, uh, it's normal because you are teaching someone who doesn't really speak English well. So yeah, uhm, I cannot explain my ideas, I cannot simplify the simple words. I mean, you are using the simple words that you think you can use but still, no understand—they don't understand what's going on, they don't understand what you're talking so, yeah it was difficult.

So how did you overcome the language barrier, I

I had to learn basic Vietnamese words. I had

Learning the basics of the Vietnamese Language

Learning basic Vietnamese words

Coping mechanism

<i>mean, uhm, did you like try to at least, uhm, learn the basics?</i>	to— I had to observe how they do things; I have to listen to the common words that they are using and I have to, uhm, research the words that are positive and negative, if it's good— how do you say good, uh, how do they describe if someone is good, or something is good, or if the teacher is good. Or what language— or how they will say if they don't understand. So, I have to research those words and I have to learn those words and I have to know them because that's the usual words that they use in the class. The basic; Uh, I am not— I can't speak Vietnamese very well but I just have to know the basic, like if	Observing how the locals do their thing Listening to common words Researching words that are positive and negative	Coping mechanism on language barrier	Coping mechanism
--	---	--	--------------------------------------	------------------

	they're good or not good, right or wrong, yeah.			
now aside from language barrier, uh, was there a time that you experienced being discriminated just because you're a Philippine passport holder?	Yes, of course. Uh, it happened to me once. Uhm, I was rejected in an International School back in Saigon. I just don't wanna say the name of the school but it's an International School. Uhm, the Principal talked to me and she explained like <i>"you are very good, you know how to teach, you know how to talk, uhm, your speaking skills is really good but you don't have blue eyes and you don't have white skin, you don't have blonde hair and the parents of the children do not accept you even if your skills is, uh, enough for this position."</i>	Rejected to an international school because of not having blue eyes, blonde hair Did not get accepted in an international school because of being Asian	Racial Discrimination	Challenges encountered

	They didn't accept me because I am Asian.			
<i>Aside from those barriers—we talked about language barriers, we talked about how you dealt with the students and how the students dealt with you or deal with you. Now, let's—let's talk about how does our Philippine Embassy, or our consulate, uhm, helped the teachers back there I mean... h-how is the information dissemination? Are there programs or activities for teachers?</i>	I— I'm not active an active OFW. So, you know, the only thing that I went to the embassy—because I'm in Da Nang right now, it's in the central part of Vietnam, so the embassy is in the North. The first and the last time I was there was when I had to renew my passport and that's my first time visiting the Embassy. And, uh— and also, a few months ago, because of Covid, they had a program for OFW—for registered Filipino workers. They offered a assistance, 10,000 cash assistance to Filipino workers— I mean, legal Filipino	PH embassy provides financial assistance to OFW during pandemic The only time the embassy was visited was when the passport had to be renewed. The program required documents to be availed	PH Embassy Programs PH embassy's information dissemination	Philippine Embassy's program/activities for teachers

those people who are friends of those people working in the embassy knows everything. But, if you don't know anyone—if your friend is not a friend of those people, then you won't know anything. It's like we d— uh, for those people who don't have that connection won't feel the presence of the embassy. Though we know the embassy is there, or the consulate is there but they lack programs. I will be very honest. I know SAPI, I know the members of SAPI, uhm, I met them a couple of times already— those active members of SAPI are... were my good	The embassy lacks programs There is an organization called SAPI It is not preferred to join in an organization with Filipinos especially if not recognized by embassy	Ph Embassy's Program or activities Filipino Organization in Vietnam	Programs/activities for teachers
--	--	---	---

	friends. Uhm, it's just that—how can I say... When you joined an organization with a lot of Filipinos, you would prefer not to. So, I feel.....(no audio).....really achieved and I feel like the existing organization is just mainly for those people who have been in Vietnam more than ten years. So, it's like erm, it's like a status. Being part of the organization is like your key to the high level of society. So, yeah that's what I feel. Personally though, it's fine if, uh—this is my own perception, this is my own perspective, that this is how I see things. So, being a member of such an organization for me is like			
--	--	--	--	--

	your key to be able to enter a different world of teachers. So, yeah mmm I tend not to... I wasn't invited but I tend not to, yeah.			
<i>what support could be received from the Philippine embassy? Is there such a protection being offered by the Philippine embassy in Vietnam in case of unemployment?</i>	No, nothing... nothing. When you decide to work here in Vietnam, the Philippine embassy has— I mean it's not doing anything... not doing anything. I was— I was uh out of work for a couple of months because of Covid but— uh, yeah good for me because I received the AKAP, the cash assistance, but I know a lot of Filipinos... uh, Filipino teachers received nothing... nothing from the government. Uh, I was lucky though	There is no support from PH Embassy A lot of Filipino teachers received nothing from the embassy Free flight is offered to Filipinos who want to go back home during pandemic	Ph Embassy's program/activities for teachers No full support for teachers Free flight home during pandemic	Ph Embassy's program/activities for teachers Ph Embassy's program/activities for teachers

	because my documents were complete. But other than that, I mean other teachers—no, no. Uhm, yeah they offered flights back home. Yeah, there were uh—there were flights, free flights, for Filipinos who are stucked here in Vietnam during the Covid, uh, time uhm Pandemic way back April, June, July— May, June, July... there was free flights, yeah. But that's all I know— the free flights going back home... that's all I know.			
<i>aside from that, do they provide trainings or workshops for you?</i>	No. No, nothing. When you move to Vietnam, when you decide to teach, it's gonna be you. I mean, you have to work your sac— we	No trainings for teachers The schools provides training for teachers not the Embassy	Trainings for teachers No programs for teachers from the embassy	Suggested programs/activities for teachers PH Embassy's program/activities for teachers

	have to do everything, you have to improve yourself; there was no training at all. It was the school— the school that you're employed— uh, your employer is the one organizing a program for you, not the embassy. The embassy has nothing to do with our Visa. The embassy has nothing to do with our residence card. It's our Vietnamese employer. When something happens to me, the embassy won't be an— a choice. Honestly, okay, I will be very honest. If you never asked— I-if you asked me— I-if you didn't ask me that question, I would never think of	The embassy has nothing to do with their Visas Because of the long process in embassy, going there is not preferred. A lot of documents is required.	Long process in Embassy	Challenges encountered
--	---	---	--------------------------------	-------------------------------

	embassy; I would never go to embassy because I... I feel like it will be a long process if I seek help from the embassy. I need to have a lot of documents and so on... need to provide a lot of documents; I need to comply a lot of requirements so... yeah. If you never—thank you for asking me. Yeah, they could be an option hahahaha but I never thought of it.			
do you have any suggestions for our... our embassy to work on? Especially focusing on your protection as teacher, Filipino teachers there?	I think they have to, uhm, like have a program—visit different places in Vietnam. Uhm, how can I say, like visit big cities like Da Nang where—where I'm right now. It's a big city that,	PH Embassy authorities should visit teachers from different places in Vietnam Reach out to teachers even to	Connecting to teachers	Suggested programs/activities for teachers

	uh, yeah. They should visit cities and meet Filipino teachers, that would be really good... yeah? So, they don't just let teachers go to Hanoi but they have to also let those teachers in the provinces, in the mountain areas, feel that somehow they care for those teachers—not just the big cities like Hanoi and Saigon, yeah. So they can go around Vietnam and try to, uh, you know talk to those teachers staying in the provinces.	those living in the province		
<i>do you have any specific, uh, programs—I mean, as a teacher yourself there and seeing and working with co-Filipino teachers in Vietnam, what</i>	Free TESOL training for teachers; that would be really good. Because, uhm, the... the schools now require—I mean not the school, but the government,	Provide Free TESOL training for teachers	Free TESOL training for teachers	Suggested programs/activities for teachers

<i>do you think are the things you need that the embassy should provide?</i>	the Vietnamese Government require teachers. You cannot have— if you are not an education graduate and if you are not an English major, you have to have a TESOL certificate or a SELPA certificate if you are not a— uh, i-if you are not education graduate. So if for example you are a nursing graduate, you must have a— not the license, the Philippine license, but you must have a TESOL certificate or SELPA certificate. So I think, if the embassy could provide a free TESOL certificate for teachers that would, somehow, be very good; that would lessen the expense the	PH Embassy should collaborate with Vietnamese	Collaboration with Vietnamese companies	Suggested programs/activities for teachers
---	--	--	--	---

	teacher would, you know, use. I think a collaboration — A collaboration with the... they should have a collaboration with other Vietnamese companies that would, you know, need or that needs Filipino or foreign workers to be their employees and then the embassy can provide trainings. Aside from teaching, maybe they can have skills in cooking or being a barista on other things, yeah, that they can work for... yeah. Because after the training here I mean, you have to look for the job by yourself. So, it's the same	companies for employment purposes		
--	---	--	--	--

	thing because the market is really— I mean the competition is really tight, okay? It's really tough. We are— we are fighting against those American teachers, okay; they're white, they're beautiful, they're handsome so, if I have the training, I received the training, but I don't know where to go after, it's useless. Why would I join... join the training?			
<i>Now, Ms. Hera, do you have any suggestions for our Philippine Embassy to work on, at least foc— let's focus on protection for teachers. Do you have anything in mind?</i>	they should look for partners. They should collaborate to different schools and instead of teachers applying to those schools, we will go through the embassy and the embassy would like have, uh, a department that would collaborate	Collaborate with different schools in Vietnam to be informed of possible job offerings	PH embassy's collaboration with different schools in Vietnam	Suggested programs/activities for teachers

	to— with those schools. That would be better and safer for those teachers.			
<i>what did you have to sacrifice to work abroad? T-t-to, you know, to try your luck there in Vietnam?</i>	My family, that's all— that's all, my family... uhm yeah. Uhm, when you say career, I prefer my life right now here even if it's difficult at the moment. But, I'm thankful that I left. I have to accept the reality of the decision— I-I have to accept, okay? The feeling of homesickness is normal. But, that's reality; that's the consequence of what you chose. I mean, I chose this, okay? So, what— I just feel it, you feel it, okay? And that's it. You just have— you just have to accept that that this place is your new place so you have to live with it, live	Family had to be sacrificed. Feeling of homesickness is a consequence of working away from family. Live with the pain; accept that you have to live with it, live with yourself.	Sacrificies Homesickness Living alone	Challenges encountered working abroad Coping Mechanism

	with the pain. Uh, yeah, feel t-t-the— If you wanna cry, cry. Yeah, but remember there is a reason why you chose to stay, so you have to always go back to the reason why you chose to stay. You can go home, but there's a reason for you to stay. So, why did you stay? You have to think of it again and again. Yep, that's all.	Remember the reasons why you chose to stay abroad.	Reminding oneself the purpose	
<i>What coping mechanism did you employ to overcome homesickness?</i>	I'm quite lucky because I can survive alone. So, I explore things I mean, I go around, I walk... I walk around the city. Uhm, I- I'm not scared to walk around. I go to different coffee shops, I go to the markets by myself, I discover the place, I— yeah, so there are many things you	Exploring things. Walking around the city. Going to coffee shops and meet new people.	Coping Mechanism on homesickness	Coping Mechanism Coping Mechanism

	can do when you are in a different place. Talk—I'm not really good in using, uhm, Facebook. I'm not good in using, uhm, chats. I'm not the kind of person who chats every day, that's one of my weakness so I prefer talking, yeah. I—yeah, so chatting... no, not an option for me; using Facebook, not an option for me. So, I go out—I need to go out. Yeah, that's one way for you to accept the fact that you are in Vietnam.			
--	---	--	--	--

APPENDIX E

Interviewee: Ms. Bea
Indonesia
May 11, 2021
52 minutes and 31 seconds

Researcher	Ms. KC	Codes	Categories	Themes
<i>Are there some challenges that you have encountered during the first years or up to now?</i>	Hmm back then, so coming from the Philippines, I was actually uhm... not familiar with our— with the curriculum. Although I—I came—I also came from an International school in the Philippines before I came here, the curriculum was totally different in here.	The curriculum is totally different in Indonesia	Differences in the curriculum	Challenges encountered working in Indonesia
	And then, there... there was a challenge i-in my first year because, uhm, since outside school very few can speak English— outside school, in the groceries, in the... like market, in the bank. It was so hard.	Challenge in communicating as very few can speak English outside schools	Language Barrier	Challenges encountered working in Indonesia
	I remember the first experience in when... we went to the bank and we— it's like actually a week after our arrival here. We went to the bank to, uhm, to... what do you call that? Transfer money to the Philippines	Hard to communicate in the market, in the bank.		

	because we brought money but then we want to give it back again. So it's like pocket money but you have... we want to... we want to give it back again to the... to our family. So we went to the bank and then we were... we were giving dollars because they what... we brought dollars so we... were trying to "okay, can you exchange this? Can you exchange this to, uhm rupeeya?" and then like— it was so hard because even the... the bank tellers, the bank managers, they cannot speak, uhm, English and... we cannot speak Bahasa yet, so we just... w-we were so frustrated and just went home. And then... and then when we came here it's actually Ramadan season so... it was July... it was Ramadan and people were fasting and I think they're also frustrated so we don't really... when we... when we're communicating in English o-or sign	Used sign language to communicate	Sign language	Coping Mechanism on Language Barrier
--	--	-----------------------------------	---------------	--------------------------------------

	language they don't understand us and w-we both get frustrated and... yeah. I think that's... one of the challenges with communication during our first year. But then, eventually our Bahasa got better so... we were the ones who adjusted to the language— so we learned Bahasa instead... instead of them learning English. There's so... uhm— I think the Indonesians are very, uhm... blocked— I don't know if ha... blocked on learning English. They only... they only have English in college and... oo they only learn English in college not in... in elementary to high school.	Learned Bahasa. Adjusted to learn Bahasa	Learning local language	Coping Mechanism on Language Barrier
<i>Regarding... regarding that, uhm— regarding lang... learning the language, does the Philippine embassy in Indonesia provide training to... for you to learn the language or</i>	From the embassy— we only went to the embassy right after... no, we didn't really informed them of our employment and I think the embassy people they're very good in Bahasa too... they speak in Bahasa actually,	No training in learning Bahasa is provided by the Embassy The school offers Bahasa training to	No local language training	PH emabssy's Programs/activities for teachers

prior to going there in Indonesia	though the people in the ban... in the embassy they talk to us in Bahasa too. But they didn't really provide... or probably they did but did... I didn't know. I didn't... I didn't know from any from any from any of my colleagues that the embassy was offering any communication or Bahasa lesson. But the school offered for quite some time.	teachers before		
I-I know that it's not really at all a walk in the park working abroad there... there may be some curls that you had t-to... you know, fix and— Now, what did you have to sacrifice for you to work there in Indonesia? Meron bang mga kinailangan kang ano... isakripisyo para makapagtrabaho?	Oo naman... oo naman. I think, uhm, one and the most, uhm, sacrifice that I can think of is my... it's the time with my family, of course. Kasi it's, uhm— 2015, that was the only... that was the first time that I left home... that I left... for abroad. It's like a first time going away from my... from my family and when I arrived here actually for the... for the first six months it was... it was a struggle also, uhm... good thing _____ was with me and uhm... for the first six months home six was _____. And... fortunately again we were	Had to sacrifice family It was a struggle for the first 6 months Went back home to December to lessen the homesickness Had to sacrifice studying masters Financial reasons is the major reason to work abroad	Sacrifices to work abroad Going back to Ph for vacation Sacrificing education in PH Financial reasons	Challenges Encountered working in Indonesia Coping Mechanism for homesickness Challenges Encountered working in Indonesia

able to book a flight by December of that year so... it was lessen... the homesick was lessen. And I think one more sacrifice is was, uhm— u-uh my masters. I was taking my masters during that year and I finished all my academic requirements by that year but then, uhm, financial is more important, I think, so I really have to... to take this risk and to take this opportunity because I— For— To be honest with you I was not really expecting, uhm, this employment. I was really, uhm, just trying out... just trying out some things because back in the... in UB, I was really happy in UB. I— uhm, I was content with my-my teaching load and my friends there and then I just tried... I just tried to apply abroad and then fortunately the opportunity came in surprisingly, actually. I didn't really expect... so I think those are the things that I really think as my sacrifice coming here.			
---	--	--	--

can you share a story of, for example your struggles with your students, do they respect you? Being a Filipina teacher, do they have high regard to teachers?	But, in my first year of teaching, my first teaching experience was grade 8... grade... and grade 11. In grade... in my grade 8 students— actually they're not very different with Filipino students. They're very sweet, they... they are... uhm... they really have a good respect to their Filipino teachers and, uhm, they...— at the end of the year, they appreciate them... yan. I think, uh— ... I didn't really have any problems with dealing with the kids. As a teacher, as a home room I have, uhm... a homeroom teacher... I have some... you know, students delinquent like attendance only... attendance and then some problem with the family. I had a student who had mental break downs, who didn't want to go to school, and... uhm good thing we have our guidance and counseling who always help us with this kind of	There is no problem with student's behavior Indonesian students are like filipino students too. There are problems with student's attendance	Students behavior Student's attendance	Challenges Encountered working in Indonesia
--	---	---	--	--

	struggle. And as a home room teacher I— I think as a home room teacher I had... struggles, but as a subject teacher I didn't really have much.			
<i>how does the Philippine embassy take care of you as, uhm... as an OFW there? Uhm, let's start with... information dissemination: are you well informed of the... of... the happenings or of important announcements with regard to... to you being a worker there in... in... in Indonesia.</i>	The very first information that I got from them was about the Philippine election. It was only when we went to the embassy... I forgot already why we went to the embassy, probably to... renew passport and then that... huh? no we didn't register... no, no, no. So we went to the embassy and that is the only time when they got our email so that... I think that was 2017 already... was it 2017 or 2016? 2016? When was the election? I don't remember.			
<i>aside from that, are there... are there programs or activities that they provide you?</i>	We only get the information about the program from our colleague who's very active with Filipino community... Filipino teachers community here in Indonesia. He usually gives us, uhm, information coming from the embassy that for example, there would be an all-	The information is obtained from colleagues who are active in Filipino Community There is IG account where	Information dissemination	PH emabssy's Programs/activities for teachers

	Filipino party in December... and then recently there is, uh... they already have— I don't know if it's recently but the already have an IG account. They have instagram account wherein they... they invite Filipinos to join some contests, they... to join some, uhm, parties... like that and... yeah we do... we just don't usually attend hahaha because usually it's also the time when we... we're in the Philippines. Because these colleagues of ours that usually give us the information stays here because the family is here already. So, they're the ones who really attends this kind of activity and gatherings and parties from the embassy. And... the— one thing that I remember was when they all gathered, all Filipinos, they had a benefit concert like that. They invited a singer, yeah but we didn't attend.	Filipinos are being invited to join in competitions, parties and the likes. Benefit concert was held before.	Program/activities from PH Embassy	
<i>What about activities for teachers? Do they provide</i>	Uh, I haven't heard any activities specifically for	No activities for teachers in Indonesia.		

<i>you training? Or are there any programs specific for teachers?</i>	teachers. Mmmm, like trainings? No. Because probably they just give those professional trainings to their... to the school... to the school where we are employed so... I don't think they really focus on the teachers alone, that they provide any training. But I don't know if there are any other OFWs here who are not teachers here in Indonesia, I don't know.	There is no training for teachers.	No trainings/activities for teachers alone	PH emabssy's Programs/activities for teachers
<i>for example if a teacher lose job or gets terminated or the school uh... closed the school, uhm, I mean... declared something that would, you know, would terminate your... your work, uhm... how do you think the embassy would help those teachers who lost the job? Is there any, I mean, mechanisms from the embassy for teachers?</i>	I don't really know. I don't have any idea, but I don't really know about those...if they have any policy about that. Probably, I don't really ask about it, I don't read about it, but I don't have any idea about that of how they're going to help the Filipinos here. Probably, I just haven't thought about it, but there was an instance when my friend is this... when my friend in other school was complaining her experience to me that their passport was with the administrators and things like that and then I... I talked to one of my co-teacher because one of	No idea if there is a policy or protection for teachers There are complains in passport renewal experience in embassy Not aware where to find information regarding programs or activities for teachers	Not aware of policy for teachers Long process of procuring document Problem in information dissemination	PH emabssy's Programs/activities for teachers Challenges encountered in Indonesia PH embassy's Programs/activities for teachers

	my co-teachers used to work in the embassy, I don't know if it is here, but he used to work to an embassy...the Philippine embassy and he advised me to tell my friend to report it to the embassy but I think...I think she did it, she just transferred school and paid the bond but I don't really know...probably, they have policy with regarding that, but I don't have any resources where I can find that, where I can find that policy.			
<i>for example, uhm, you want to apply for a new job or some of your co-workers, if you have heard them doing this, some of your co-workers, uh, if you gotta go to the Philippine embassy, do they provide you list of employers where you could apply? Do they help you find a job?</i>	I haven't tried, I haven't tried asking them. We only go to the embassy to renew passport and...or to ask or... I remember going... Oh, I went to the embassy because of red ribbon, I think, because my family is visiting here so I...so I asked the embassy to give me some documents. Those are the only things that or the only reasons we go to the embassy, but we don't really ask them for employment and if you are going to the embassy, the ones that... the	Went to embassy for passport renewal Posters in embassy only contain about SSS, Philhealth.	Ph Embassy is visited for passport renewal only Bulletin Board in embassy	PH embassy's Programs/activities for teachers

	poster that are there are about SSS, PhilHealth, and what else? Yeah, we don't really, we don't really ask them. Probably, it's time to ask the embassy if they have any... We don't really talk about it.			
<i>when you went there, did you observe something like that, like uh, posters or in the bulletin board of our Philippine embassy there? Did you observe anything that would help the Filipino people of Filipino teachers there?</i>	About employment, there's none. Because I usually read the posters on their windows and on their bulletin board. I only read about the list of Filipinos who have registered for the election. I found that paper there on the bulletin board that are list of OFWs here. And then, there are lists, list of...what was that on the window? I think it is all about registering on a poll election, but not about any employment, yeah.	No information about job offering in the bulletin of embassy. Only the list of OFWS is available on the bulletin board of embassy. Information about election and registration is found on the bulletin board.	Information dissemination Job offering list should be available in PH Embassy bulletin	Suggested programs/activities for teachers in Indonesia
<i>what programs or activities you may suggest for Filipino teachers there in Indonesia?</i>	we should be aware of...of their activities or their, uh, programs...if there are any programs of how they can help us when we lose our job. Because I remember, there was an instance, there was a news here that one	Programs on how embassy can help teachers who lost jobs.	PH embassy should have a program for teachers who lost jobs	Suggested programs/activities for teachers in Indonesia

	teacher committed suicide in one of the malls near us because she lost her job as a teacher She jumped of a floor from a mall very near to us, and we heard that she just lost her job, and I didn't know, probably she was not aware that the embassy can help her, could have helped her. Yeah so, I think those programs...probably, they have, it's just that we don't attend those gatherings or those informative seminars that they offer although we're not aware of that. Pero siguro 'yon lang, magiging, uhm, magiging beneficial for us if we...if we will know that we are safe here and we are, among tawag don? May insurance ba, parang ganon. Uh-Uhm, so yeah, I think... I think that one. Kasi yung mga gatherings naman siguro they, they organized eh, they organize for Filipinos. 'Di lang talaga kami umaattend. Kami lang talaga yung masama dun, 'di kami umaattend.	A teacher committed suicide when she lost her job. Embassy should conduct informative seminars Retirement Plan when teachers decide to settle back home	Struggle in working abroad Unemployment Seminars for teachers Retirement plan for teachers	Challenges working abroad Suggested programs/activities for teachers in Indonesia
--	--	--	--	---

	Oo, hindi kami masyadong umaattend kasi ewan, ewan naming kung bakit. Siguro, we're just lazy, we're not used to attending those type.			
<i>aside from that, meron ka pa bang naiisip na maiisuggest na program or activities for teachers or maybe social protection for teachers?</i>	Ano ba yung mga programs ng other embassy? Kasi itong Indonesia, not very different from the Philippines—the people, the culture. So, kasi halimbawa yung mga embassy sa, uhm, what do you call that? Middle East, ano ba yung mga programs nila for Filipino? Kasi as a teacher naman, we get enough trainings from our school naman so I don't think the embassy can still, although, they can still offer if they want to, they can. Pero yung school talaga namin and our administrators, in fairness din, as much as possible, they give us lots of trainings na ano na kailangan naming.	Trainings for teacher can be helpful	Trainings for teachers	Suggested programs/activities for teachers in Indonesia
<i>So diba KC, mayroon tayong mga SSS, PhilHealth, Pag-IBIG, and we are</i>	Uhm, ang PhilHealth ko kasi, I pay it sa Philippines. 'Yong SSS I think nakalikdang na			

<i>obligated to pay that, so yun ang parang mga social protection na meron ang Philippines para sa'tin. Ngayon sa mga Pag-IBIG, PhilHealth, uhm, SSS. Uhm, palagay mo, ano pa ang kulang doon na dapat meron ang mga OFW. Kasi diba, nagcocontribute tayo monthly, tas yung PhilHealth meron namang mga insurance-health insurance dyan sa Indonesia, the employers provide also. Bilang OFW, ano sa palagay mo yung gap don sa mga social protection na 'yun?</i>	ako nang ilang years, yung Pag-IBIG naman di ko na talaga binabayaran ever since nagpunta ako dito. 'Yung OWWA, we pay it like every, yung membership, every two years. Kasi I think, yung SSS naman, that's insurance na rin diba? So, although hindi ganong kalakihan, I think one of the reasons why we are encouraged to pay SSS para kahit na, kasi wala kaming pension dito eh, we are just contractual, hindi talaga kami magiging permanent. Hindi talaga kami magkakaroon ng pension, kumbaga. So we really have to save personally. May ganon ba sa ibang embassy na may program sila about sa retirement plan? Kasi ang SSS naman, meron naman silang contribution na "OFW" ang pangalan, so, oo, pag dineclare mo na OFW ka, pwede ka magbayad ng quarterly or yearly. I think the government, kung sila man ay, kung	Retirement plan through SSS for teachers alone. Retirement plan or contribution of teachers where they can pay quarterly or yearly.	Retirement plan for teachers abroad	Suggested programs/activities for teachers in Indonesia
---	---	---	--	--

	isipin man nila ang retirement plan, sabihin naman nila “diba yun na nga yung SSS,” so ganon. So tayo, as OFW, I think sa SSS lang talaga tayo makakaasa ng retirement plan. Kami naman, may insurance naman kaming binili personally, so yun talaga yung aming pinag-iinvestan, ang pinagtutuunang pansin na insurance.			
--	---	--	--	--

APPENDIX F

Interviewee: Ms. Alex
Indonesia
May 10, 2020
34 mins
Via zoom

Researcher	Ms. Meos	Codes	Categories	Themes
<i>now that you have been there working in Indonesia for six years already... almost six years, going six years in July, uhm tsk, could you walk me through back to the times when you had some challenges working there? Mayro'n ka bang mga challenges n'ong nag-uumpisa ka magpasa-hanggang ngayon?</i>	Hmm. Uhm, siguro yung challenge ay to know the curriculum kasi yung curriculum natin sa Philippines ay hindi kasing... kasing, uh, specific ng mga— ng curriculum dito. And, bilang second year of teach— uh, being a teacher pa 'ko no'n... first year ko sa UB... uh, hindi talaga ako guro. Pero, di— yung challenges siguro ay to... to allow myself to learn yung curriculum. Siguro yung hard part of communicating ay the lo— yung sa locals. So, yung outside school na. Halimbawa, going to the bank, going to some transactions because Indonesia is not	Differences in the curriculum Communicating with the locals English is not a common language in Indonesia	Differences in education curricula Language barrier	Challenges encountered working in Indonesia

	so good at speaking in English kasi Dutch-colonized sila. So, hindi masyadong na-introduce ang English sa kanila since the very start. So, yun siguro yung communication-wise na challenge. Not in school, pero yung sa marketplace, sa... sa malls, sa bank, ganong mga issues.			
<i>how did you cope with that challenge?</i> <i>How did you cope with, uh, the language barrier whenever you go outside?</i>	! Good thing may Google Translate na. 'Tapos ay... mayro'n kaming kasambahay na Indonesian na been— been with a Filipino teacher already for like 10 years before us. So, nag-try din kami ng language. So, in-exchange of Bahasa, tuturuan namin s'ya mag-English. So, see... d-d'un nagstart na m-matutunan namin yung basic ng... ng Bahasa na m-ma— halimbawa: counting. Halimbawa ay kung magkano ang specific na item. Yung mga market	Using google translate Asking an Indonesian friend to teach Bahasa Learning the basic words in Bahasa	Using technology application Learning Basic words Requesting for language training	Coping Mechanism

	language na tinatawag. Yung mga, "Magkano 'yan?", "P'wedeng discount?" Mga ganong— mga g-ganong mga bagay. So, d'un kami nag-start mag... mag... mag-learn ng Bahasa. 'Tapos sinabi namin sa administrator namin na it would be nice if we will have, like, a lesson after school to learn Bahasa. So, n-nagkaro'n s'ya ng kaunting... kaunting time for us to, uh, sit down with the local teacher 'tas tinuturuan na nila kami ng basic. Pero during that time, during that lesson, alam na namin yung basic kasi nga dahil nung kasambahay namin na kasama namin.	Asking language training to the school administrator		
<i>Is there a program from the Philippine Embassy, uh, offering you to learn the lang— the Indonesian language?</i>	Actually, uh, Carl, to be honest with you, we learned about the... the Embassy... I think going four years kami dito. Hindi— hindi namin naramdaman ang kahit na	Not aware of Programs from the Embassy	No awareness in Ph embassy program	PH Embassy Programs/Activities

	anong program. Actually, until now! Uhm, hindi kami masyadong aware sa programs ng Philippine Embassy. Kung yung mga ganong klaseng programs unless passport issue. Just— just recently, I renewed my passport and I-I think that was, if not the second time... second time that I went to the Philippine Embassy. The first one was for me to vote for... for senatorial elections. After that, wala na. And whenever I— hindi ko rin— yung school namin, hindi ganon ka-active in terms of communicating with the Philippine Embassy na hindi namin alam yung mga programs nila talaga. Wala. Hahaha.	Went to the embassy for passport renewal only Visited embassy to vote No program is known to their awareness	PH embassy is not frequently visited No program is known	PH Embassy Programs/Activities
— you think that there is something wrong with information dissemination from the Philippine Embassy?	Hmm-hmm. Siguro. Oo. Kasi kung... kung talagang placed-in yung programs nila for us from the	The Ph embassy's presence could hardly be felt	The Ph embassy's presence could hardly be felt	Challenges encountered

	very moment na we step foot dito sa Indonesia, siguro mararamdaman na namin sila. Pero sabi ko nga sa'yo, parang going four years or fifth... fifth year ko na ata nung naramdaman kong, "Ay, may Philippine Embassy pala?" May ganong feels.			
<i>I-is there a website or Facebook page for all of you to... to refer to when you need information from them?</i>	Meron siguro pero we were not aware. Ngayon... ngayon kasi, dahil nag-renew ako ng passport, nalaman ko na na meron pala silang... ano yun... anong group... anong WhatsApp... WhatsApp ano yun... Viber group ng mga Filipinos dito sa Indonesia na kasama ang Philippine Embassy. So, yun lang yung parang way ko na makita— or actually, 'di ko pa nga tinitingnan— yung mga programs nila kasi nga, siguro ang feeling ko a-a-ay mas dapat stronger yung connection	There is a viber group for Filipinos with Ph Embassy but they are not aware of it There is no strong connection with Ph Embassy There is not proper information dissemination	Filipino Viber group PH embassy does not connect with Filipino workers Problem with information dissemination	PH Embassy Programs/Activities Challenges encountered

	ng... ng Philippine Embassy sa schools, hindi sa individuals. Kasi ang nangyayari, individuals ang kanilang ina-approach. Parang it would be best kung makikipag-partner sila at makikipag-communicate sila sa mismong school na merong presence ng Philippines. That will, I think, h-helpful.			
<i>ano yung mga pinaka, uh, pinaka-alam mo na malaking tulong ng Philippine Embassy sa inyo?</i>	May naitulong na ba ang Philippine Embassy sa'tin? Sorry. May natulong ba sa'tin ang Philippine Embassy? Wala akong ma—wala akong maisip, Carl. Sorry. Uh, yung renewal lang ng passport pero yung, uh, programs related to kung kumusta kami... yung socioemotion—socioemotional? I think wala. Merong kaming na-receive recently na email asking us kung kami'y	No help from the PH Embassy No emotional support from Ph Embassy Email was received from	No support from PH embassy	PH Embassy Programs/Activities

	uuwi o hindi. M-merong just recent. I-I think I've received that also. Pero, eto yung first time na maka—ma... makaka-receive ako ng something from the Embassy that would ask how I am. Eh, imagine mo, six years na ako dito. Ito pa lang yung first time na makaka-receive ako.	the Embassy asking them if they want to go home to Philippines In six years, only one email from Ph embassy was received.	Problem with information dissemination	Challenges Encountered
<i>for some reasons ay nagsara ang school, hindi makayanan ang ODL, or for any reason, nawalan ng work ang isang Filipino teacher there, paano s'ya tutulungan ng Philippine Embassy? Is there a program for, uh, sa isang OFW na mawalan ng trabaho?</i>	Wala akong alam. Sana meron! Pero, wala akong alam. Hearing, uh, stories from other Filipinos na nawalan ng trabaho, they are going home. Ang alam ko, directly going home. Pero, interventions from the Philippine Embassy, sana meron, pero wala akong alam.	There is no help from Ph Embassy to those Filipinos who lost their jobs No intervention from the Ph Embassy	No support from the PH Embassy	PH Embassy Programs/Activities
<i>For example, punta ako sa Philippine Embassy, "Uh, meron po ba kayong listahan ng mga schools na p'wede kong pag, uh,</i>	Sana? Pero, sabi ko nga, 'di ako aware. Hahaha. Wala akong knowledge about that.	No help to find a job from the PH embassy	Ph embassy does not help Filipino teachers to find a job	

pagtra— pag-applyan?" Or tutulungan ba ako ng Philippine Embassy na i-ihanap ng trabaho while I'm still in Indonesia? Mayro'n kayang ganon?	Hmm-hmm. Pero in fairness sa Philippine Embassy, Carl, kasi ang alam ko na mga— may yung... bago kami pumunta dito, yung mga Filipinos kasi ay nagkaro'n ng t-trouble going, parang, to get visas. So, uhm, like my experience, I went here, using tourist visa tapos I waited for x number of months para magkaro'n ng... ng visa. So siguro, kaya din nagkakaroon ng discrepancy sa pagri-reach out sa mga Filipinos kasi ang mga Filipinos, sabi ko nga sa iyo, ma... ma-ano... madidiskarte, so... a-at itong information naman na ito ay talagang alam na natin na may ibang mga Pilipino, pupunta as tourist, 'tas mags-stay para makakuha ng visa, right? So siguro, along that line, nagkaka... nagkakaroon ng discrepancy to reach out kasi yung number of	Personnel in PH embassy is not friendly Long time of processing of documents There is problem with reaching out PH Embassy Some information are from friends and not from PH embassy	PH embassy is not reaching out to Filipino teachers Problem with information dissemination	PH Embassy Programs/Activities
---	--	--	--	---------------------------------------

	OFWs, certified OFWs, coming in sa isang bansa ay hindi yun yung exact number, or hindi... h-hindi nila alam na itong... i-itong Filipinong ito ay naga-apply as... as a teacher here pero sa number nila ay tourist lang s'ya. So siguro ganon— m-may ganong... may ganong issue din sila sa... s- s-sa side nila. Pero again, lahat ng Filipino dito ay nire- require na magpasa ng kontrata sa Philippine Embassy as soon as magkaroon sila ng... ng employment. So, sana... haha... yung sa information na meron sila na number of Filipinos, kahit hindi ma-count yung mga pumupunta dito na... na mga tourist, at least 'yon, ma-reach out nila yung school na may presence ng In— ng Filipino na, "I have to reach this Filipino." G- ganon lang yung side ko.			
		Presence of PH embassy is not felt		

do you have any suggestions? What do you think do the, or does the, or do the Filipino workers there need from the Philippine Embassy? Ano pala... ano sa palagay mo yung mga programs na kailangan na ma— ninyo d'yan sa Indonesia?	Uhm, siguro programs... yung... upon... upon coming here, yung language. Yung language at saka mga traditions siguro na hindi mo dapat gawin kasi ang Indonesia kasi, very traditional din at Mu— dahil Muslim country sila, there are many things that you should avoid doing. So siguro, 'yo-on, at saka, yung... ma... kami naman— ako, personally, gusto ko lang may maramdaman na m-m-may ahensya ng gobyerno na maglu-look after sa akin kahit nasaan ako. Siguro yung presence lang. Hindi s'ya specific na program, pero yung presensya lang na kahit anong mangyari sa'kin, kahit malayo ako sa pamilya ko o sa Pilipinas, 'pag kinailangan ko ng... ng refuge, as you say nga, may matatakbuhan ako. Yung presence lang, Carl. Yung	Local Language Training Indonesian Culture and Tradition Training or Orientation PH embassy's presence should be felt. Ph Embassy should reach out to Filipinos	Language, Culture and Tradition Orientation Connect to Filipino workers	Suggested Programs/activities for Filipino teachers Suggested Programs/activities for Filipino teachers
---	--	---	---	---

	kailangan ko lang makita at maramdaman na nand'yan sila.			
--	--	--	--	--

APPENDIX G

Interviewee: Ms.Mocha
Teacher
Indonesia
February 1, 2021
29 minutes and 45 seconds

Researcher	Ms. Grace	Codes	Categories	Themes
<i>ano po ba yung mga challenges n'yo, uh, sa pagtuturo d'yan sa Indonesia?</i>	Uhh Sir, actually, a lot... a lot of challenges that we're facing right now, especially that we're doing online—the same with there in the Philippines and... yeah. Actually, uhm tsk, doing this is very, you know, stressing also to the teachers, not only to Filipino teachers but also to the local teachers, Sir. Uhm before the, before we started this—actually, before the... after... uh no, I mean,	Stress due to pandemic Difficulty in the changes from face to face to online Language differences	Stress Difficulty in teaching online Language barrier	Challenges encountered working abroad (Indonesia)

	uhm actually when the COVID started, uhm, the pandemic started, we also started the... the online learning program so we are... we're being shocked about it and without preparation, we go for it. Uh, the online learning started and, uhm tsk, and we are adjusting ourselves... and yeah. Just like it.			
<i>may I know what did you have to sacrifice? Working abroad? Uhm, ano ba yung parang... h.. wha... how much did you have to let go in the Philippines for you to work there in Indonesia?</i>	Ohh. Actually Sir, uhm, I have a lot of things, yeah, na nasacrifice n'ung pumunta ako dito is because I'm already working in public school. Uhm, just for... I just grabbed this opportunity, uh, to have	Sacrificed public school employment to work in Indonesia Working in Indonesia to help family Wanting to achieve a goal Sacrificed family time and physical bonding	Sacrifices	Challenges encountered working abroad (Indonesia)

	you know... para umayos ang buhay kasi alam naman natin na isang kahig, isang tuka tayo d'yan sa Pinas kaya, ayon. Uhm, uh actually kaka... kaka-item ko lang n'ung December, then I decided na magresign n'ung natanggap ko yung kontrata. Out of the blue naman, kumbaga bigla na lang na naisipan ko din na— why not i-try ko naman mag-abroad? So... para naman— uh, para ma-achieve ko yung goal ko bilang tao. Alam mo naman, may mga gusto tayong marating kaya ginagawa natin 'to. 'Pag minsan bigla-bigla tayo eh,	Difficult to work abroad when away with family	Struggle	Challenges encountered working abroad (Indonesia)
--	--	---	------------------------	---

	ginagawa natin para... para may ma-achieve nga tayo. So ayun, nasacrifice ko yung, uh, my work there in the Philippines as well as my family. Uhm, I won't— you know, it's very... uh... tsk. Ang hirap. Ang hirap magtrabaho sa abroad. Hahaha. Uh, lalo na kung malayo ka sa pamilya... sa mga mahal mo sa buhay. Ayun Sir.			
<i>Yeah. I-I've been there... I know how it feels. Especially the first year of working abroad. Uhm, you would really need... you would really need to... to surpass the emotional challenges as well noh. Ano po yung—</i>	Yes, Sir. Super. I've been homesick for almost a month but, uh, thank God, I got my sister here. I got her a work also that's why I'm not alone after a month. So, I'm lucky. Hahaha. I'm lucky that I	Got homesick for a month Sister's company and help ease the homesickness	Homesickness Sister's company	Challenges encountered working abroad (Indonesia) Coping Mechanism

<i>nakaramdam ka ba ng homesickness? N'ung nad-d'yan ka?</i>	have my sister here.			
<i>Nung mga first month, ano pong mga ginawa n'yo? Or ano pong mga coping mechanisms na in-employ n'yo to overcome homesickness?</i>	Ayon. I... uhm, I tried to explore the place. I tried to explore the place, 'yan. Nagpunta ako sa mga... mga lugar na, uh, tourist spots here and then just work. I... I put myself working always— I mean, all of the time, I'm always working. That's why. Hahaha. That's my... and you know? Y-yung sarili mo na kailangan may ginawa ka para hindi mo— 'di ka makapag-isip ng mga bagay na ikakalungkot mo.	Exploring places in Indonesia Devoting time for work Making self-busy all the time	Visiting places Devoting time for work	Coping Mechanism
<i>Uhm, did you... did you, like, go out? Make</i>	Yeah. Actually, I met a lot of Filipinos also	Meeting co-filipinos		Coping Mechanism

some friends? New— meet new people?	here. And, yeah. Lagi ka— lagi kaming nagbo-bonding every weekends. But uhm, not that we're doing— that we have pandemic— of course na- lessen na s'ya. So, no choice. Just to stay here sa bahay. So ayun Sir.	Bonding with newly met friends during weekends	Meeting and bonding with new friends	
Now, let's talk about ano yung mga ano... mga naging challenge mo? Being a Filipino teacher and your students are Indonesian, ano yung mga kumbaga not really pagsubok, but challenges as a Filipino teacher there?	English na iba yung pagkaka-intindi nila. Like uhm, the accent. The behavior of the students also. It's very different. Uh, the students here— here in the school that I'm working— they are very active unlike, uh, unlike there in the Philippines... na they are the one who will ask you. They will ask a lot of questions and it's very challenging	Differences in the language and accent Behavior of students is different too Most students are active Needs to be prepared all the time	Language barrier Student's behavior	Challenges encountered working abroad (Indonesia) Challenges encountered working abroad (Indonesia)

	for you as a teacher. It will... it will makes you... you know, uh, mas ano— mas mag-grow ka bilang teacher na ang dami nilang tinatanong sa'yo so mapipilitan ka ngayon na magsearch din about those things na tinatanong nila. So kailangan you're always ready being a teacher. And, yun. Yun, Sir. And aside from that, uhm language, uhm they're... how they... ano pa ba... tsk. Uh. Uh, attitude— language, attitude. Yun. Wait. Uhm, I-I'll go back mamaya 'pag may naisip pa ako. Hahaha.			
--	---	--	--	--

<i>what did you do to cope up with language barrier?</i>	Uhm, uh, medyo marunong na ako. Nakakapunt a na ako ng palengke. Hahaha. And, nakaka—nakakasakay ako, before pa ng pandemic s'yempre. Nakakasaka y ako ng public transportation. Nakakabalik pa naman ako ng bahay. So, ayon. You should know the basics, uh, that you need to know like numbers, how to... how to ask, "How much is it?", "Where to go?", "What's the place?" 'Yeah. Something like that.	Knowing the basics of Bahasa Learning the functionalities; going to the market, asking how much. Asking for the place etc.	Learning the basics of Bahasa to cope with language barrier	Coping Mechanism
<i>let's talk about the... the help the Philippine Embassy</i>	Meron, actually. Meron kaming Fil-Comm	There is a filipino community in Medan that provide		

<i>provide in your— may mga programs ba na... na pino-provide ang Philippine Embassy in Indonesia? Like para sa mga teachers?</i>	Community in Medan... in Medan, Indonesia. Uh, like, uh tsk, they... they assist us when we have any questions. We have, actually, group. We have lots of group na lahat ng Pinoy is, uh, nandoon sa group na 'yon and then puwede ka magtanong. Like ngayon, madamming umuwi na Pinoy, uh magta— puwede ka magtanong sa group na 'yon kung ano yung mga... mga, like about the swab test. Something like that. And kapag may mga lockdown, lock— lockdown sa bansa na 'yon. 'Yan. Nandoon yung mga news.	assistance to filpino workers Virtual /online celebration is also held occasionally.	Online Filipino Community Virtual celebration	PH Embassy's Programs/Activities
--	--	--	---	--

	And during, uhm, ano ba— Christmas. Like Christmas. We have online virtual Christmas party ng mga Pinoy. So meron din silang mga binibigay, like uh, uhm, mga raffle. Well, natural naman 'yon sa mga Pinoy. 'Di mawawala yun 'pag may mga Christmas party noh? Hahaha. Ayon, so far—			
<i>How about sa professional growth ninyo? Meron bang pa-training ang Philippine Embassy for... for teachers?</i>	Uhm, wala. Hahaha. No, Sir. Hahaha.	No training is provided for teachers	No training for teachers from PH Embassy	PH Embassy's Programs/Activities
<i>In case na the employee—the employer terminated your contract, what do you do? Does the Embassy</i>	I think they will ask you to go home to Philippines. Yeah, uhm.	Ph embassy will ask you to go home in case you got terminated from work	Going home as the only choice given	PH Embassy's Programs/Activities

help you find a job?				
how about the information dissemination ng Embassy sa mga teachers? Uhm, mabilis ba nila napaparating yung mga information sa inyo? Like announcement, ganyan?	Oo, yun nga, Sir. Just like what have mentioned before, we have WhatsApp group where all the Filipino— not only teachers but, uh, different jobs— are there in WhatsApp group so it's very easy. It's very accessible to ask questions and the informations are well-disseminated. That's why.	There is whatasp group for all filipino workers Information is obtained from the group	Information dissemination is not proper	PH Embassy's Programs/Activities
what do you think do you need? I mean anong kailangan n'yo bilang foreign teachers d'yan— Filipino teachers d'yan sa Indonesia? What do you think are the support you need from	Ano bang kailangan ko? Kailangan ko ng mas mataas na sahod. Char. Hahaha.	High salary is needed	To have higher salary for teachers	

<i>the Philippine Embassy?</i>				
<i>Speaking of sahod, uhm, na-experience n'yo ba na parang, "Bakit yung Americans, pag ka maputi ang skin, mataas ang sweldo kaysa Pilipino?" Na-feel mo ba yan d'yan?</i>	Oo. But not here in our school. Wala kasi kaming—wala, wala kasi kaming Western foreign, foreigner dito. So, meron akong mga friend sa ibang school na merong mga Western foreigner, so ayun. Ganon. Ganon yung nafi-feel nila. Mas malki sweldi nila kesa sa pinoy	Salaries of western teachers are higher than filipino teachers	Salary discrimination	Challenges encountered working abroad (Indonesia)
<i>For example, nawalan ng work si teacher, anong tulong na mabibigay ng Philippine Embassy?</i>	I think they should give offer. At least, job offer, uh, kapag nawalan ng trabaho ang, uhm, ang teacher. Not only teacher. I think o-other jobs also sana. Magkaroon sila ng job offer sa mga teacher na mga— or na mga	In case of unemployment, PH embassy should help teachers find a new job If teachers went home, they should be prioritized to be given work.	PH Embassy should help filipinos who lost job by providing them job offerings or listing	Suggested programs/activities for teachers

	you'll just go to the comfort room and then you'll cry there. Yeah. That's— I think it's my saddest moment. Uh, I'm in the middle of my teaching and then suddenly, I felt... I felt alone. Then, I excused myself to my students. Then, I go to the CR. 'Tas yun, d'un ako umiyak. Nakakalungkot 'pag mag-isa ka lang talaga.	It is difficult to feel alone sometimes.		Challenges encountered working abroad (Indonesia)
<i>I'd like to know your if you have any suggestions sana. Uhm, how could we help? How could the Philippine Embassy help you as a teacher there</i>	Sir. Like what I've mentioned before is if there's any, you know, any job, job vacancies or, uh, if possible, the visas— the working visas— are... it's... the Philippine Embassy	PH Embassy should help filipino teachers find a job Provide job listing or offerings Help filipinos in securing visas	Provide job listing for filipino teachers PH embassy should assist in securing documents such as visa from employer	Suggested programs/activities for teachers

	here will be the one who... you know, issue, not the employer. Yeah. And, tsk, ano pa ba... trabaho. 'Pag nawalan ng trabaho yung OFW—			
--	---	--	--	--

APPENDIX H

OGP LOGO



APPENDIX I

CURRICULUM VITAE



**CARL IVAN
B. VILLANUEVA**

Research Teacher/ School
Publications Adviser

CERTIFICATES

Online Course Design and
Management – DLSU Manila,
PEAC

Remote Teaching and
Learning – UPOU Courses

Certificate in Teaching
Profession

HOBBIES



TRAVEL



MUSIC



MOVIE



SPORT

CONTACT



09399130289



University of Batangas
Batangas City



Carlivan.villanueva@ub.edu.ph

ABOUT ME



Educator by profession with solid research and communication skills; have juggled upon multifarious roles and come to not just succeed but also learn through the roadway lane of my experiences. The intellectually-rewarding and highly-pleasurable atmospheres I have been into have chiseled and shaped me into the mentor I love portraying today. With the purpose of improving myself further and gaining more knowledge that is aimed to be shared with a large number of people, I am Carl Ivan Villanueva, 31 and I am up to figure out another tale of myself – for myself, for the greater good.



EDUCATION

- 2017-Present
MASTER OF ASEAN STUDIES
**UNIVERSITY OF THE PHILIPPINES
OPEN UNIVERSITY**
Los Banos, Laguna
- 2010-2012
DOCTOR OF JURISPRUDENCE
UNIVERSITY OF BATANGAS COLLEGE OF LAW
Hilltop, Batangas City
- 2005-2009
BACHELOR OF ARTS IN POLITICAL SCIENCE
UNIVERSITY OF BATANGAS
Hilltop, Batangas City
- 2020
Certificate in Diplomacy – United Nations
UNIVERSITY OF LONDON, Online Course
Certificate in Organizational Analysis
STANFORD UNIVERSITY, Online Course



EXPERIENCE

- 2017-Present
UNIVERSITY OF BATANGAS
Senior High School Department
Research and Social Sciences
- 2015-2017
**TALAL ABU-GAZALEH INTELLECTUAL
PROPERTY LAW FIRM**
Paralegal, Kingdom of Bahrain
- 2014-2015
AL WISAM INTERNATIONAL SCHOOL
Reading Specialist/ Model United Nations
Director, Kingdom of Bahrain
- 2013-2014
ROYAL BAHRAIN AIRFORCE INSTITUTE
Language Teacher, Kingdom of Bahrain
- 2011-2012
STA. TERESA COLLEGE
Oral Comm and Journalism Instructor



AWARDS

Most Influential Teacher 2020, First Place Column Writing –
Regional Seasoned SPA Category, 3rd Place Editorial Writing,
RSCP SPA Category, Debate Champion (Coach)

PERSONAL PROFILE

Sex : Male
Civil Status : Single
Age : 32 years old
Birth date : March 28, 1989
Height : 5' 4"
Weight : 68 kgs
Mailing Address: 28 Ilat South San Pascual, Batangas

I hereby certify to the correctness and accuracy of the foregoing information.

CARL IVAN B. VILLANUEVA
Researcher