

learning modality that suits them. The department is announcing that a modular modality is the one to be catered for those who have no internet access. But in the documentary, it was so evident that John Jhon and Mark Joseph are on high level of difficulty in reaching a high speed internet connection. Yes, it may be funny watching Mark Joseph attending his online class while someone is harvesting coconut behind him and sometimes an animal(cow) is passing, but the difficulty, the struggle is not a joke.

I wonder where the adjustment on the scenario is, the adjustments that CHED is stressing out, that those who have struggles on internet access should be given a different learning mode instead.

I just don't know if the implementation issue is rooted to the teacher or teacher's understanding. It could also be a glitch on the system. The funding problem or supply of modules or materials can be considered as well.

Whatever the issue is along the way, the clear part is that there is no synchronization of the mandates or memorandum to its implementation.

TRENDS:

Technology and Distance Education

Technology was already part of Juan's system even before pandemic. This is somehow a good sign of adapting to the 21st century progress. The contribution of technology was more recognized or became the "*bida*" or blockbuster part of the society particularly in education during pandemic.

When pandemic kicked off, the department (DepEd/CHED) was like in dilemma on whether to keep the schools open or have it closed instead. After few deliberations, after a series of mantra, open close open close decisions, the department opted to keep the schools open but still putting the learners' health on top priority by placing them at home while learning. Here came the blended learning, combination of modular and online classes.

From my own point of view, the combination of technology and distance learning did not really resolve the problem. It may just be an interim solution, as they term it, but this solution just gave birth to another problems. To John's and Mark Joseph's families who have been struggling already prior to pandemic, the online classes just gave them another round of problem intensity. The cellphone itself, its load to run its function and purpose is an additional fight and struggle, other than their struggle on what to load on their stomachs.

2. What are the solutions that can be provided by the government to address the issue and trends discussed in the video?

On technology or digital learning issues that has been a glaring problem being confronted by John and Mark Joseph in the documentary, the government should have a close monitoring of the implementation of what they say adjusted blended learning, that those who have learning access (internet) difficulty should be catered with a different modality instead.

There should be a strong adaptation of community-based technology to reduce the digital gap. The department (DepEd) has been announcing that they have the radio-based, television-based instruction or materials. But the question is, are the parents and learners aware or even informed of when, where and how to access it? There should be a systematic information drive campaign or trainings, seminars on other means of instructions such as these ones.

Poverty as one of the fibers of diversity in education should be given resolution. There should be inclusive education enumerating those students who should be given proper attention or assistance such as cash grants to go along with the needs of curriculum or academic requisites. Other countries are