

The Status of Communication/Media Education in the Philippines

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Abstract

A brief overview of the media system in the Philippines introduces the topic and then proceeds with a historical development of communication/media education and training starting as early as 1936 when the oldest university, the University of Sto. Tomas offered a Bachelor of Literature in journalism program. In 1971, a survey conducted placed the number of schools offering programs in journalism and communication at thirteen and subsequent studies showed an increase of fifty-one in 1988, and at present, one hundred thirty four. The focus of the paper will be the programs of the University of the Philippines, College of Mass Communication which evolved from an institute in 1965 into a college in 1988 with degree programs in journalism, Broadcasting, Communication Research and Film and Audio-Visual Communication. All programs offer undergraduate and graduate courses. Only Communication Research offers a Ph.D. in Communication. As the premier university of the country, the University of the Philippines has been the model of most communication programs that have been established. The role of the Philippine Association of Communication Educators (PACE) Foundation, the only nationwide organization of communication educators tasked to develop and upgrade communication education is discussed to some extent. PACE has been responsible for many innovative communication teaching-learning approaches and continues to encourage all schools to be relevant and updated with the latest trends by conducting seminars, workshops, training programs and holding an annual general membership meeting to address pressing and current issues and challenges. Unfortunately, the quality of communication education has not kept pace with the increasing number of schools. However, PACE has been actively correcting the gap with its plans and activities to upgrade the standards of communication education and is working closely with the Commission on Higher Education (CHED) on this. A recent survey on a profile and training needs of educators reveals a need to provide a continuing education agenda which PACE is addressing. The challenges of the Communication and Information Revolution to Philippine Communication education will conclude the paper.

Philippine media basically follows the United States system of free enterprise and adheres to the notion of the "marketplace of ideas". As privately owned and commercially-run entities, there is keen competition for revenues coming mainly from advertis-

ing. As provided in the 1987 Constitution, media are free and independent from government control and ownership and management is limited to Filipinos. Only a handful own media outfits making them virtual monopolies. Government regulation in media is limited to the technical standards set by the National Telecommunications Commission (NTC) for broadcasting and laws contained in the Revised penal Code of the Philippines. Self-regulation through compliance of the industry codes of ethics is generally practiced to put pressure on media practitioners to operate in an ethical manner. The agencies which act as industry regulatory bodies are the *Kapisanan ng mga Brodkaster ng Pilipinas* (KBP) for broadcasting, the *Philippine Press Institute* (PPI) and *National Press Club* (NPC) for the print media; *Movie and Television Review and Classification Board* (MTRCB) which classifies pictures for specific audiences and the *Videogram Regulatory Board* (VRB).

As of July 2003, the *Philippine Information Agency* (PIA) which is still in the process of updating basic media data, places the number of radio stations at 355 AM, 537 FM, 159 TV, 894 CATV and 3 DTH. Ownership of media places TV at 71%, radio 83%, cable 9%, VHS 30% and DVDs and VCDs at 20%. There are 160 + Internet service providers, 500,000 subscribers and 2M users. (See Table 1 below)

| Type of Media | No.of Broadcast Media Stations | Media Ownership |
|---|--------------------------------|-----------------|
| AM Radio | 355 | 83% |
| FM Radio | 537 | |
| TV | 159 | 71% |
| CATV | 894 | 9% |
| DTH | 3 | |
| VHS | | 30% |
| DVDs & VCDs | | 20% |
| ISP (Internet service providers) is 160 + | <i>Subscribers</i> | <i>Users</i> |
| | 500,000 | 2M |

For the print media, PIA lists 12 broadsheets in English except for one in Metro Manila with a circulation of 1,633,688. The tabloids, numbering 17, 8 of which are in Filipino have a circulation of 3,307,744 daily. (See Table 2)

| Print Media | Number of Print Media | | | Circulation |
|-------------|-----------------------|----------|-------|-------------|
| | English | Filipino | Total | |
| Broadsheets | 11 | 1 | 12 | 1,633,688 |
| Tabloids | 9 | 8 | 17 | 3,307,744 |

Tabloids are very saleable and appealing because they are cheap, readable, have many stories and gossips with pornographic pictures and uses the Filipino language, which is the language of the masses. The circulation of 32 magazines is more than 4.5 million. Media content have been criticized for their lopsidedness in favor of too much entertainment which emphasize violence, sex, stereotyping, crime and sensationalism. Too much commercialism at the expense of quality and lack of responsiveness to the needs and interests of the audiences have been the regular programming fare.

There have been some good and compellingly challenging programs but too much programming exploit the images of sex, violence and other types of fast-paced “action” in the most attractive manner to get the audiences to keep the money coming. The profit motive seems to be the driving force in the industry. In this connection and due to the over-commercialized orientation of media, many sectors have initiated the establishment of a public broadcasting system as an alternative service, by converting the government radio and TV networks to provide access and participation to the neglected sectors of society, and to give the public a choice of program offerings. Bills have been filed in Congress for this purpose. Media are fulfilling their watchdog function to some degree and are very critical of government with regular broadcasts and prints of exposés on abuses, graft, corruption, irregularities and wrongdoings by officials and institutions, in spite of their being perceived as corrupt. For a fee, broadcasters and publishers air or publish stories in one’s favor – hence, the so-called “envelopmental journalism.”

Media have been exploited by media personalities and practitioners themselves for political ambitions. They have influenced audiences to elect them into public office on the basis of mere exposure and popularity and not on political platforms, positions on issues and the necessary qualifications to function as effective legislators/officials. There is much to be desired in Philippine media, and though slowly, through legislation and “political will” there is hope for some improvement.

The Development of Communication/Media Education

The earliest journalism course in the country was first introduced by the University of the Philippines in 1919. Not long afterwards, it was discontinued and resumed only in the 50s. The oldest university in the Philippines, the *University of Sto. Tomas* followed suit in 1936 with the establishment of its Bachelor of Literature in Journalism Programme. It is considered the oldest continuing program in communication education. In 1956, the *Far Eastern University* (FEU) under its Department of Communication started its journalism program.

A survey in 1970 showed that there were 13 schools or departments with degree programs in Journalism, Communication and Broadcasting. Later, a more comprehensive survey conducted through the Philippine Association of Communication Educators (PACE) in 1988 showed 51 schools with the increase more noticeable in the provinces. With only 2 institutions in 1970, the number grew to 32 in 1988 - with 14 in the Visayas, 11 in Luzon and 7 in Mindanao. In 1995 there were 77, a more than double increase, and today there are 134 in the whole country. (See Table 3)

Table 3: Geographical Distribution of Communication Departments/Schools

| DISTRIBUTION | NO. OF SCHOOLS | PERCENT |
|--------------|----------------|-------------|
| Metro Manila | 19 | 37 |
| Luzon | 11 | 22 |
| Visayas | 14 | 27 |
| Mindanao | 7 | 14 |
| TOTAL | 51 | 100* |

*Percentages rounded off

Dr. Crispin Maslog, then the PACE President, reported that communication school chains had emerged with *Ateneo University's* establishment of 5 schools in different parts of the country. *St. Paul's College* followed with 3 and the biggest chain of schools came from the *University of the Philippines* system, which put up 7 units. Forty-three schools offer undergraduate degree programs, two with graduate programs and six have both undergraduate and graduate programs. There are only two schools offering Ph.D. programs: *U.P. Diliman* and *U.P. Los Baños*.

Different specializations or majors under the Bachelor of Communication Program included *Journalism, Mass Communication, Communication Arts* and *Bachelor of Literature in Journalism*. A Bachelor of Science degree in development communication was first offered the U.P. Institute of Development Communication with 5 other schools, all located in the provinces. (See Table 4)

Table 4: Undergraduate Degrees Offered

| DEGREE OFFERED | NO. OF SCHOOLS | PERCENT* |
|--------------------------------|----------------|------------|
| Bachelor's degree** | 7 | 14 |
| Bachelor of Arts | 32 | 63 |
| Bachelor of Science | 6 | 12 |
| Offering graduate degrees only | 2 | 4 |
| No data available | 4 | 8 |
| TOTAL | 51 | 100 |

*Rounded off

**Refers to the following degrees: *Bachelor in Broadcast Communication, Bachelor in Business Journalism, Bachelor of Mass Communication, and Bachelor of Communication Arts*

Not all schools offered majors in particular fields or specializations. Only 20 are considered specialist schools with majors in – broadcasting, journalism, speech, etc., and the rest were called generalist-oriented schools required to take a number of units from all the courses in the curriculum.

The medium of instruction in communication schools was English although students were encouraged to be bilingual in their *scriptwriting* and *production classes*. In 1986-1987, enrollment in 24 undergraduate schools totaled 6,988. There was no data available on the other schools. The biggest enrolments were at state universities, Polytechnic University of the Philippines with 1,207 students and the UP College of Communication with 1,033. Out of the total enrolment, 76% were female. In the 24 schools (both graduate and undergraduate) there were 367 members of the faculty, with the UP College of Mass Communication having the biggest number of full-time teachers. There was an almost equal number of full-time and part-time faculty members. In terms of educational attainment, UPLB's Institute of Development Communication had 11 PhDs followed by UPCMC with 7.

The state universities are given teaching loads of 12 units while other schools are required to teach 20-22 units leaving them with no time to do any research or writing. Most schools did

not have any facilities except for UPCMC and UPLB-IDC. Both schools had their own radio stations. UPCMC also had TV and film production studios and equipment and UPLB-IDC had a small printing shop and computers for word processing. Both have adequate audio-visual equipment. Most instructional materials were still of foreign origin, mostly American. However, the academe recognized the need for local materials. Most graduates from UPCMC, UPLB-IDC and Siliman University had no records of their alumni. Only the state colleges and universities had little research and extension work and none from other schools since they were left with no time for anything else with their heavy teaching loads.

The Problems and Prospects of Formal Education

Dr. Maslog summarized the problems based on the study as follows:

1. Lack of facilities and equipment
2. Lack of instructional materials
3. Lack of qualified faculty with Master's degrees and professional experience
4. Lack of support from the mass media and communication practitioners
5. Lack of direction, coordination, supervision and accreditation, resulting in the proliferation of substandard programs.

Some of these problems were being solved by some schools, like pooling their resources for common facilities and encouraging faculty members to write local instructional materials. Part of the *PACE* study also tackled the Non-formal Communication training offered by many communication colleges and universities. Seminar-workshops and summer institutes were offered on various areas of interest such as: photography, soundslide production, radio scriptwriting, drama production and many more depending on the needs expressed by various sectors of the community. Outside the schools, there are many institutions offering non-formal, non-degree training programs namely: Press Foundation of Asia (PFA) Communication Foundation for Asia (CFA), Sonolux Asia, National Office of Mass Media (NOMM), Asian Social Institute (ASI), Philippine Educational Theater Association (PETA), Philippine Press Institute (PPI), Kapisanan ng mga Brodkaster ng Pilipinas (KBP), Philippine Information Agency (PIA) and the Development Academy of the Philippines (DAP).

Dr. Maslog concluded the study with some general observations and questions:

1. Is the growth in the number of schools offering communication training desirable? Will there be enough jobs? Are the growths in the right direction? Is there a need to develop areas of strength so that the various school programs complement each other rather than compete?
2. What can be done about the part-time faculty in private schools? Does this affect the quality of the graduates?
3. Is there a need for graduate level training in communication for would-be teachers?
4. Philippine communication schools/programs offer a great variety of majors, at least 15, ranging from advertising to writing. Are there majors relevant to the needs of the country?
5. For whom is mass communication? Are Philippine communication schools training communicators who will only contribute to widening the gap between

the rich and the poor?

University of the Philippines Diliman: College of Mass Communication

The University of the Philippines Institute of Mass Communication, a pioneer in communication education in Asia, was established in 1965 by Republic Act No. 4379. Its main objective was *“primarily to inculcate and foster awareness of the ethical and social significance of, as well as responsibility in, the use of interpersonal and mass media including the press, radio, television and film. Its main functions were: 1) to provide students graduate and undergraduate training in communication which rests on a broad general education base and which treats communication as a science, an art and a service; 2) to undertake basic and applied communication research geared to the service of education and development; and 3) to provide a continuing education program for practitioners in the country and in the Asian region that is oriented to national and regional development.”*

The University of the Philippines, College of Mass Communication (UP-CMC) is the only university that offers nine academic programs under five departments namely: Bachelor of Arts (BA) degrees in *Broadcast Communication, Communication Research, Film and Audio-Visual Communication and Journalism*; Master of Arts (M.A.) degrees major in *Broadcast Media Studies, Journalism, and Film*; and a Doctor of Philosophy (Ph.D.) degree in *Communication*. The UP-CMC vision states that *“the college envisions a society that is egalitarian, participative, and progressive through the development of media that is socially responsible, critical and vigilant; liberative and transformative; and free and independent.”* To fulfill this vision, the College shall:

1. Pursue excellence in transformative media studies and cultural works, the generation of relevant knowledge, and the development of professionalism among faculty, students and communication and media practitioners;
2. Develop and strengthen linkages with different sectors and institutions for information and media literacy, and people empowerment;
3. Provide the critical voice that promotes and safeguards the freedom, independence and responsibility of media.

The college has 41 faculty members and 50 part-time lecturers, many of whom are prominent scholars and practitioners who hold advanced degrees from UP and foreign schools. There are 36 administrative staff members and an enrollment of 1,200 students. CMC has the biggest mass communication library in the country, with a book collection of around 30,000 volumes, nearly a thousand journals, about 5,000 theses and dissertations, and some 10,000 non-print materials.

Since its establishment in 1965 CMC has graduated thousands, many of whom are now noted practitioners in mass media and in the communication professions. Beginning 1994, the College initiated substantial changes in the curriculum, research and extension functions for the 21st century. It is constructing a Media Center to house additional broadcasting and film facilities as well as its expanding library, as part of the College vision of strengthening its premier role in communication/media education in the Philippines. (*CMC brochures, 2003*)

CMC Degree Programs

Bachelor of Arts Programs

1. BA Journalism

The Journalism program is the oldest in the college. The program gives students a strong grounding in the arts and sciences and equips them with the skills currently required by the profession. They are trained to be socially responsible and critical professionals aware of the power and the responsibilities of the press, and of the need to defend press freedom and live up to the highest ethical norms. The BA Journalism program is a four-year undergraduate course which has existed since 1966 and has produced about 1,400 graduates from 1966 to 1998. Each year the program can accept only 70 students as it is a quota course. Only those who pass the *UP College Admission Test* can apply for admission after meeting the requirements of a general weighted average of 2.25 for shiftees and 1.75 for transferees and an essay examination. Students can apply for college and university scholarships which provide free tuition, stipends and book allowances.

One needs to complete 147 units from general education subjects in the *Arts and Humanities* domain, in the *Math, Science and Technology* domain, *Social Sciences and Philosophy* domain, *Philippine Studies*, *CMC electives from Broadcast, Communication Research or Film* and *non-CMC electives* from any discipline offered by other units with the corresponding number of units. Journalism majors must maintain an average grade of 2.25 or better in all major subjects in order to be retained in the program.

Subjects offered are: *History of the Press, Introduction to Journalism, News Reporting, Interpretative Writing, Investigative Reporting, Business Reporting, Writing for Popular Audiences, Feature Writing, the Newsroom, Publication Design and Layout, Photojournalism, Alternative Journalism, Community Press, Advertising, Public Information and Public Relations, Journalism Ethics, Research in Journalism, Specialized Reporting, Journalism Internship, and Thesis*. Aside from journalism subjects, students are required to take the following Mass Communication courses: *Introduction to Mass Communication, Law on the Mass Media, Communication Theory, Mass Media and Society, Introduction to Broadcasting, Introduction to Film and Introduction to Communication Research*. The Journalism Department is a *Commission on Higher Education Center of Excellence (CHED)*. (*Journalism brochure, 2003*)

2. BA Broadcast Communication

The Bachelor of Arts in Broadcast Communication degree was established through a resolution approved by the Board of Regents in 1966 at the Institute of Mass Communication. However, broadcasting courses were already being offered the Speech and Drama Department, College of Arts and Sciences as early 1963. The BA Broadcast Communication program aims to provide the requisite training for future broadcast practitioners who are competent, critical and responsible. The program's objective is to develop creative skills and critical thinking among its students to prepare them for their role as responsible, ethical and professional broadcasters.

New approaches and methodologies in instruction of broadcast communication theory and practice have been introduced due to recent developments in information technol-

ogy. Curricular revisions include:

1. Integration and/or strengthening of existing courses in radio and television production;
2. Introduction of a new course in multi-media production; and
3. Strengthening of elective courses offerings.

With convergence and blurring of distinctions of the various media, suggestions have been made to also merge separate courses in Radio and television like *Radio Speech and Performance* and *Television Speech and Performance* into *Broadcast Speech and Performance*; *Radio Writing and Television Writing* into *Broadcast Writing* and so on. The *Commission on Higher Education* uses the CMC Broadcast Curriculum as an academic standard for other broadcast academic programs in the country.

3. BA Communication Research

The BA Communication Research Curriculum was last revised in 2002 with the change in program requirements. The recent developments brought by the institution of the *Revised General Education Program (RGEP)* indicated the need to adjust the curriculum in terms of instituting courses, adjusting course prerequisites and requirements as well as content. The curriculum revisions are meant to reflect the needs of the program, including envisioned developments in the field of communication research.

Since its inception in 1975, the Department of Communication Research has continuously refined every aspect of its theoretical and practical approach to the study of mass media and communication. The department, which seeks to train ethical, critical and competent researchers, is the sole academic unit that offers a full communication research program in the undergraduate, master's, and doctoral levels in the country. The *Commission on Higher Education (CHED)* has designated the department as a *Center of Excellence for Communication Education*. (*CR papers, 2002*)

4. BA Film and Audio-Visual Communication

The BA in Film and Audio-Visual Communication program is the youngest academic program in CMC. Established by the Board of Regents in 1984, it is the only degree program in the Philippines that offers a four-year BA Film and Audio-Visual Communication Course.

The program aims to contribute to the development of a genuinely Filipino national cinema by producing graduates with a well-rounded liberal arts education as well as creative and technical skills and social responsibility. (*CMC brochure, 2002*)

Graduate Studies Program

In October 2001, the MA Program of the College underwent a major revision after several minor changes since it was instituted in 1966 to be in step with the developments and technological advances which had changed the media environment and to respond to changing needs in media education.

The rationale for the paradigm shifts and the change in the degree program's name from MA in Communication to MA in Media Studies as stated in the proposal was *to re-focus the study of media as they operate not only as information and communication agents but also,*

and more importantly, as consciousness industries.

Media Studies is an area of intellectual discourse that produces knowledge about the vast array of evolving global and local technologies, economies, and power centers that affect the way people communicate. Courses in media studies are focused on the political, economic, and socio-cultural forces that shape and inform media and conversely, on how media shape these forces.

The departments of Broadcast Communication and Journalism are undertaking this shift under a single program in recognition of the interconnectedness of the media, while respecting the uniqueness of each area of media practice. The sub-disciplinary concentrations are maintained even as the curricular changes move the MA program in the direction of cross-media studies, through the institution of common courses in media studies. All students of the program, regardless of major, take subjects in *Media Theory*, *Media Ethics*, *Media Literacy* and *Media Research* (See Table 5).

Table 5: Media Courses Taken by M.A. Journalism, Broadcast and Film

| COURSE | DESCRIPTION |
|----------------|---|
| Media Theory | Theoretical foundations of media studies. |
| Media Literacy | Critical studies of content, structures, production, and distribution of media texts. |
| Media Ethics | Ethical practices and legal standards in free media. |
| Media Research | Creative and critical proficiency in conceptualizing. |

The change in program name re-focuses media education from the broader approach of Communication, which is diffused among all kinds of communication, including the non-mass media type, to one that *problematizes the technological as well as the socio-cultural convergence resulting from the new media environment*.

Media Studies in Broadcasting, Journalism and Film students have to complete 39 units: 12 units of required *media studies*; 9 units, required *Broadcasting/Journalism/Film* courses; *CMC electives*, 6 units; *Social Science*, 6 units and 6 units in *Thesis*.

The graduate studies program was established to provide a comprehensive understanding of communication and media studies as academic disciplines with areas of specialization in broadcasting, journalism, communication research and film in the M.A. level, and communication in the Ph.D. level. It adheres to the principle of communication and media studies as applied science that combines both theory and practice. The program shares the overall aim of graduate study at the University of the Philippines Diliman, which is to develop the skills of critical inquiry and high-level research. (*G.S. proposal, 2001*)

Office of Extension, Research and Publication (OERP)

The OERP serves as a conduit for all extension activities of the college. It aims to undertake, develop, promote and enhance communication and media education, research, and consultancy to various professional groups and institutions in the Philippines and abroad. It is a certified

training institute of the *Civil Service Commission*.

Research is one of three functions of the faculty and students with the aim of: "1) *Strengthening the three pronged academic programs of teaching, research, and public service (extension services) at national and regional levels; and 2) Assisting decision/policy-making, planning, and implementation of national and regional development programs and projects.*"

As a public service, the College offers extension services, which include publications, research, consultancy, and short-term training. The program is designed to:

1. Serve the needs of media institutions and practitioners at the community, national and regional levels;
2. Support related disciplines in planning and implementing interdisciplinary development projects; and
3. Assist national and international agencies in planning, programming, and implementing communication activities.

The College offers short-term seminars, workshops, extramural studies, and intensive courses to varying levels of local, Asian, and Third World country audiences, as well as non-degree training programs for various professional individuals or groups.

Facilities

The College library has an extensive, up-to-date collection of books and periodicals, media and related disciplines. The collection is particularly strong in the areas of broadcasting, advertising, telecommunications, desktop publishing, popular culture, gender studies, critical theory, and cultural studies. The College has the biggest Mass Communication library in the country, with a book collection of around 30,000 volumes, nearly a thousand journals, about 5,000 theses and dissertations, and some 10,000 non-print materials. It has a TV studio, a radio station (DZUP), a photo laboratory and three computer laboratories including a 3-D animation laboratory.

The Role of PACE in Communication Education

The Philippine Association of Communication Educators (PACE) Foundation

The Philippines Association of Communication Educators (PACE) Foundation is the first and only nationwide professional association of communication educators organized in 1975 but SEC registered only in 1985 and SEC registered as foundation in 1995. Its Preamble, goals and objectives, as quoted in the PACE brochure, state:

- Conscious of the power of communication and its influence on the perceptions, beliefs and ideas of individuals in society;
- Aware of the role of communication education in forming and training individuals who shall help create the communication environment for a developing Philippine Society;
- Realizing that communication educators have to assume their responsibilities in helping determine the goals and directions of communication in the Philippines today;
- Believing that responsible participation in development calls for an active involvement in issues which affect communication and its environment;
- Convinced that an organized body of communication educators can exercise a critical influence in shaping communication policy and charting the directions

- of communication education in the Philippines today;
- We, therefore, form this Philippine Association of Communication Educators Foundation.

Goals and Objectives

- To promote, encourage and support the development of communication education.
- To promote, encourage, and facilitate research studies on communication, particularly communication education.
- To facilitate cooperation among its members in developing materials, techniques, and approaches in the teaching of communication.
- To organize seminars, workshops, and conferences which shall promote the professional growth and development of its members.
- To support practices which shall enhance and promote developmental concerns.
- To organize its members in taking collective action or assuming a collective stand on communication issues.
- To recognize and give awards to individuals or media organizations which have contributed to the development of communication or communication education in the Philippines.
- To assist member institutions develop their human resources, extending to them the foundation's professional expertise.

PACE's Declaration of Commitment states that "The aim of communication education is not merely to train a skilled work force for the job market in the communication field; but, just as important, also to educate individuals who will take it upon themselves to assume the responsibility of shaping media, of exercising leadership in the profession, and of articulating the needs and aspirations of the masses".

PACE has several standing committees and ad hoc committees to take care of its various activities such as, Curriculum Development, Faculty Development and Instructional Materials, among others.

PACE Projects and Activities

Below are some PACE projects and activities since 1995 which were reported by past president Mr. Ramon Tuazon at the 2002 annual conference:

- 1) Curriculum Development
Participation in the drafting of the minimum standard curriculum for communication, journalism and broadcasting in 1996. The development of a course syllabus on cultural reporting.
- 2) Institutional Development
The production of a Directory of Communication Departments and Schools in the Philippines containing basic information. PACE Regional Cluster Chapters were revitalized.
- 3) Research and Development
FA study on the Profile and Training Needs of Communication Educators in the Philippines. Funded study in 1997 by graduate students on "A Survey of Re-

- search and Publications among Communication Schools in the Philippines.
- 4) Teaching – learning Resources Development
The completion of an “Annotated Bibliography of Communication-related Publications in response to an expressed need by PACE members for timely and adequate information on local communication publications.
 - A PACE Library Collection
 - Unicef donation of 100 copies of the book “The Child with a Fish for a Tivin” (A Reporter’s Guide)
 - 5) Capability Building for faculty members
Drafting of a Comprehensive Continuing Education Program for Communication Educators which includes faculty internship, faculty exchange, regular symposia and possible scholarship for post graduate work Convening of Training workshops on Investigative Journalism for Journalism Teachers held at the Asian Institute of Management in cooperation with the Philippine Center for Investigative Journalism (PCIJ) in 2001. The holding of the PACE and Philippine Information Agency Asean Communication Educators Forum: Retooling for Emerging Cybercommunity in December 1996 and the Organization of the Federation of Asean Communication Educators and Trainers (FACET).
 - 6) Networking and Partnership
PACE serves as Technical Secretariat for the Annual Community Press Awards. Involvement of members in industry awards as judges, such as Metro Bank Search for Outstanding Journalists, the Unicef-PI Child Friendly Newspapers, Journalists Awards, CCP Gawad Awards, Golden Dove Awards and many more. Linkages with professional media and technology organizations and relevant government agencies are being sustained and strengthened and expanded. Among the agencies are *Unesco, Unacom, Philippine Press Institute*, and the National Commission for Culture and the Arts.

Innovative Approaches to Teaching – Learning

The PUP Experience

Considered a breakthrough in their search for a more democratized education structure, the Polytechnic University of the Philippines (PUP) launched its non-Traditional Studies Program in Mass Communication in the undergraduate and masteral levels for media practitioners to “serve the learning needs of those deprived of formal education” due to various constraints. This program shifted the traditional relationship between teacher and student to one of student and adviser relationship.

As published in the PACE Newsletter *Communicate*, equivalent experience may be admitted for accreditation for a maximum of 50 points. The student shall earn 50% of the units required to complete the program either by enrolling in the courses or by using the independent study method as prescribed by the University.

Subject preferences include core and major subjects. On the other hand, independent studies are conducted through: use of modules, special assignments given by the teacher; student’s participation in group discussion; a service as practicum coordinator. The candidates for graduation must present a research production project or thesis which is defended before the Non-traditional Studies Committee.

The student's experience as media practitioner, his published works, his awards and citations, his attendance in seminars as participant or speaker and his officership/membership in media organizations are duly accredited.

PUP is a deputized Center for Accreditation and Equivalency of the Commission on Higher Education (CHED) for the implementation of the Expanded Tertiary Education and Accreditation Program (ETEEHP) and is authorized to accept candidates applying for accreditation, administer appropriate assessment, grant equivalent credits, provide academic supplementation for deficiencies and award appropriate equivalent certificates and degrees. This innovative approach has become quite popular to many working professionals who want to pursue higher formal studies but are prevented from doing so for one reason or another. Many well-known personalities in the print and broadcast media are opting for accreditation (equivalency) for their work and are awarded certificates and degrees.

The University of Asia and the Pacific (UA&P): Institute of Communication (*Major in Integrated Marketing Communications*)

The *Integrated Marketing Communications (IMC)* graduate program at the UA&P offers a unique curriculum that combines the fields of marketing, marketing communications (e.g. advertising, public relations, direct marketing, new media), management and research. The program prepares future forward-thinking professionals for a career in a cutting-edge management communications, as they imbibe a holistic and strategic approach to business and brand communications planning that is customer or audience-focused, data and results driven, channels-centered, and research based.

The IMC program at UA&P equips its graduates with the necessary knowledge and skills to effectively face the challenges of the 21st century business and communications environment. Northwestern University defines IMC as the *management of all organizational communications that build positive relationships with potential customers and stockholders, including employees, legislators, the media, the financial community and other segments of the public*. The general program of the curriculum in communication is a unique academic plan that allows a student to graduate with a master's degree in 5 years.

The student goes through a 3-year liberal education program at the UA&P College of Arts & Sciences. The student then seeks admission into the graduate school. The IMC curriculum is divided into three clusters:

- The first cluster (3rd Year) offers introductory courses in communication (business communication and communication theory) and marketing principles.
- The second cluster (4th year) covers most of the core courses in IMC.
- The IMC courses develop in the students an understanding of market segmentation, media selection, marketing communication channels such as financial management, new media message delivery systems, and IMC campaigns. But what sets this curriculum apart from other marketing communications courses in other universities is the Professional Residency Program taken by the students in the 5th year.

Both hosting companies and student residents have certain expectations from the program. Expectations from hosting companies include among several, hosting the residents for one year and providing the student residents for one year with professional work experience in the field of marketing communications. At the start of the program, the residents must be given

proper orientation on procedures, policies, systems, structures and general workflow of the marketing communications function of the company. The residents will form part of business units within the organization and will be expected to function and perform as full team members. The student residents in turn have to maintain the highest standards of professionalism in carrying out assigned tasks. They are also expected to develop skills and improve their knowledge and grasp of the business and brands one is involved with. All residents are well grounded in the fundamentals of marketing and brand communications planning. They also have a deep understanding and appreciation for the effective use of multiple media channels and evaluating results of marketing communications programs.

In August 1997, IMC received accreditation from the New York-based International Advertising Association (IAA). Making it international the first and only IAA accredited program in the country to secure recognition. With this recognition, the students receive an international diploma upon graduation. The Institute of Communication fully upholds the goal of the University to produce professionals with a strong social conscience and a Christian outlook (*Catalogue, UA&P*). The immediate past president of PACE, Mr. Ramon Tuazon presented some of the activities which were undertaken in the last seven years at the last PACE annual conference last July, 2002.

One of the projects of PACE was the commissioning of a survey covering 100 respondents, both from Metro Manila and the regions, in 1995 on the training needs analysis of communication educators nationwide. The results of the study were to be used in designing a Comprehensive Continuing Education Program for communication educators.

Some of the results revealed that: the average communication educator is a female, below 35 years old, a masteral degree holder in communication with no more than 10 years of teaching experience on a full time basis; does research and administrative work on top of her teaching load, uses the traditional teaching methods and is computer "semi-literate"; there are more single educators relatively young with 35% below 35 years old; the faculty are highly educated with 63% holders of a master's degree, 14% have a doctoral degree. This is due to the minimum standard curriculum set by the Commission for Higher Education (CHED) which PACE helped draft a requirement for accreditation. CHED was created by RA No. 772, the "Higher Education Act of 1994" for the purpose of formulating policies and standards for Humanities, Social Sciences and Communication to "keep a pace with the global competitiveness and control class standards.

PACE Action Agenda

Furthermore, teachers still use traditional teaching methods despite the advent of information technologies and audiovisuals which allow more interactive and participatory learning. The faculty feel they need more training in: applications of computer in communication (70%), use of statistics in data analysis (61%), communication research techniques (58%), communication technology (49%), distance education (50%), and research utilization (43%). (See Table 7)

As a result of the study, an agenda was set for Communication Education which included a continuing education which included a continuing education program for communication educators to focus on in-service training utilizing both traditional approaches (seminar-workshops, internship, scholarships) and non-traditional systems such as distance learning using

self-learning multi-media packs. The programs are not only skills oriented but provide a balance among knowledge, attitudes, values and skills/practices.

In addition to the above, there are efforts for a stronger academe-communication (media) industry linkage to acting media practitioners in curriculum planning and development to narrow the gap between theory and practice. Media practitioners are invited to handle courses and collaborative programs are conducted.

Other projects as enumerated were the development of indigenous learning materials development, a research program to provide common direction to include policy research on current issues such as regulation, media convergence and futuristic studies; and action research where communication strategies and materials are tested and validated. Participatory research is also being recommended.

Finally, there is need to retool communication schools by upgrading and acquiring equipment and communication (media) environment by lobbying for legislation to democratize media access, strengthen public access to information and revitalizing the *Asian Communication Education Network (ACENET)* which was organized in 1922 to facilitate faculty exchange programs to integrate the presence of an Asian perspective in communication education curricula.

Conclusion

In conclusion, PACE has played a significant role in the development of communication education in the Philippines as shown in its projects, activities and involvements since its organization in the mid 70s.

Challenges and opportunities which have to be addressed include a review of the CHED Curricular for all Communication schools in Journalism, broadcasting and communication due to the emergence of a new media landscape and alternative learning delivery systems; the implementation of a Comprehensive Continuing Education Program for faculty, strengthening PACE Regional Cluster Chapters, PACE awards in recognition of outstanding faculty in communication, and advocacy on global and national communication media issues by lobbying for much needed policies and reforms. There is a lot more to be done and PACE continues to meet the opportunities and challenges in communication education with the commitment expected of the organization as embodied in its constitution.

ANNEX I

Table 1. Geographical Distribution of Communication Programs/Schools 1996 (1995-96)

| Geographical Area | No. of Programs/Schools | Percent |
|-------------------|-------------------------|---------------|
| Metro Manila | 40 (19) | 51.95 (45.24) |
| Luzon | 21 (7) | 27.27 (16.67) |
| Visayas | 12 (12) | 15.58 (28.57) |
| Mindanao | 4 (4) | 5.19 (9.52) |
| TOTAL | 77 (42) | 100.00 (100) |

Table 2. Number of Students per Undergraduate Degree Offered (SY 1992-93)

| Degree | No. of Students | Percent |
|--------------------------|-----------------|---------|
| BS/AB Mass Communication | 3,774 | 37.63 |

| | | |
|--------------------------------------|---------------|--------------|
| BS Broadcast Communication | 1,603 | 15.98 |
| Diplomate in Broadcast Communication | 1,440 | 14.36 |
| BS in Business Journalism | 1,088 | 10.58 |
| Diplomate in Business Journalism | 889 | 8.86 |
| BS Development Communication | 773 | 7.71 |
| BS/AB Journalism | 231 | 2.30 |
| AB Public Relation | 124 | 1.24 |
| Assoc. in Mass Communication | 106 | 1.06 |
| TOTAL | 10,028 | 99.99 |

Table 3. Educational Attainment

| Base: All Respondents100 | Total100 | | Areas | | | |
|-------------------------------|----------|----|-----------------|----|-------------|----|
| | F | P | Metro Manila 77 | | Province 23 | |
| | | | F | P | F | P |
| Doctoral Degree | 14 | 14 | 10 | 13 | 4 | 17 |
| Candidate for Doctoral Degree | 1 | 1 | 1 | 1 | 0 | 0 |
| Master's Degree | 63 | 63 | 54 | 70 | 15 | 65 |
| Candidate for Master's Degree | 3 | 3 | 3 | 4 | 0 | 0 |
| Bachelor's Degree | 16 | 16 | 9 | 11 | 2 | 9 |
| Not reported | 3 | 3 | 1 | 1 | 2 | 9 |

Table 4. Total Years of Teaching Experience

| Base: All Respondents100 | Total100 | | Areas | | | |
|--------------------------|----------|----|-----------------|----|-------------|----|
| | F | P | Metro Manila 77 | | Province 23 | |
| | | | F | P | F | P |
| 1 to 4 | 19 | 19 | 14 | 18 | 5 | 22 |
| 5 to 9 | 27 | 27 | 24 | 31 | 3 | 13 |
| 10 to 14 | 16 | 16 | 11 | 14 | 5 | 22 |
| 15 to 19 | 13 | 13 | 9 | 12 | 4 | 17 |
| 20 to 24 | 8 | 8 | 5 | 6 | 3 | 13 |
| 25 to 29 | 6 | 6 | 5 | 6 | 1 | 4 |
| 30 to 34 | 3 | 3 | 2 | 2 | 1 | 4 |
| 35 to 39 | 0 | 0 | 0 | 0 | 0 | 0 |
| 40 to 44 | 2 | 2 | 2 | 2 | 0 | 0 |
| Not Reported | 6 | 6 | 6 | 6 | 1 | 4 |

Table 5. Teaching Methodologies Used

| Base: All Respondents100 | Total100 | | Areas | | | |
|------------------------------------|----------|-----|-----------------|-----|-------------|-----|
| | F | P | Metro Manila 77 | | Province 23 | |
| | | | F | P | F | P |
| Discussion/Recitation | 100 | 100 | 77 | 100 | 23 | 100 |
| Lecture/Symposia | 96 | 96 | 73 | 95 | 23 | 100 |
| Individual/Class Projects | 93 | 93 | 70 | 91 | 23 | 100 |
| Oral Reporting | 87 | 87 | 68 | 88 | 19 | 83 |
| Group Projects | 71 | 71 | 64 | 83 | 7 | 30 |
| Demonstrations | 69 | 69 | 53 | 69 | 16 | 70 |
| Field Trip/Visit to companies | 57 | 57 | 51 | 66 | 6 | 26 |
| Use of resource persons | 50 | 50 | 34 | 44 | 16 | 70 |
| Case Study | 58 | 58 | 46 | 60 | 12 | 52 |
| Writing Project | 4 | 4 | 3 | 4 | 1 | 4 |
| Role Playing | 4 | 4 | 0 | 0 | 4 | 17 |
| Visit to Radio and TV Stations | 4 | 4 | 3 | 4 | 1 | 4 |
| Internship | 2 | 2 | 1 | 1 | 1 | 4 |
| Multi-media/Production | 2 | 2 | 9 | 12 | 0 | 0 |
| Interactive Computer | 1 | 1 | 0 | 0 | 1 | 4 |
| Electronic Conferencing Discussion | 1 | 1 | 0 | 0 | 1 | 4 |

Table 6. Training Needs

| | Base: All Respondents100 | | Total100 | | | | |
|--|--------------------------|----|-----------------|----|-------------------|----|----|
| | | | Metro Manila 77 | | Areas Province 23 | | |
| | F | P | F | P | F | P | |
| Application of Computer in Communication | | 70 | 70 | 51 | 66 | 19 | 83 |
| Use of Statistics in Data Analysis | 61 | 61 | 48 | 62 | 13 | 56 | |
| Communication Research Techniques | | 58 | 58 | 42 | 54 | 16 | 69 |
| Distance Education | | 50 | 50 | 36 | 47 | 14 | 61 |
| Communication Technology | | 49 | 49 | 33 | 43 | 16 | 69 |
| Research Utilization | | 43 | 43 | 34 | 44 | 9 | 39 |
| Trends in Advertising | 40 | 40 | 31 | 40 | 9 | 39 | |
| Trends in Public Relations | | 39 | 39 | 31 | 40 | 8 | 35 |
| Audio-visual Education | 39 | 39 | 23 | 30 | 16 | 69 | |
| Communication Management | | 37 | 37 | 26 | 34 | 11 | 48 |
| Communication Models and Theories | | 38 | 38 | 25 | 32 | 13 | 56 |
| Applied Communication Research | | 37 | 37 | 23 | 30 | 14 | 69 |
| Communication Trends | 36 | 36 | 23 | 30 | 13 | 56 | |
| Community Communication | | 35 | 35 | 26 | 34 | 9 | 39 |
| Journalism Trends | | 34 | 34 | 21 | 27 | 13 | 56 |
| Broadcasting Trends | | | | | | | |
| Other* | 31 | 31 | 23 | 30 | 8 | 35 | |

*include one each for strategic communication, speech communication, film making, module development, and film theory

Table 7. School Facilities and Equipment

| | Base: All Respondents100 | | Total100 | | | |
|--|--------------------------|----|-----------------|-----|-------------------|----|
| | | | Metro Manila 77 | | Areas Province 23 | |
| | F | P | F | P | F | P |
| FACILITIES | | | | | | |
| Air-conditioned Auditorium for Seminars/Symposia | 63 | 63 | 55 | 71 | 8 | 35 |
| Speech Laboratory | 42 | 42 | 34 | 44 | 8 | 35 |
| Recording Studio for Radio | 49 | 49 | 35 | 45 | 14 | 61 |
| Non Air-cond. Auditorium for Seminars/Symposia | 34 | 34 | 30 | 39 | 4 | 17 |
| Research Laboratory | 22 | 22 | 16 | 21 | 6 | 26 |
| Video Library | 2 | 2 | 2 | 3 | 0 | 0 |
| EQUIPMENT | | | | | | |
| VHS/Beta | 97 | 97 | 77 | 100 | 20 | 87 |
| Colored TV | 86 | 86 | 67 | 87 | 19 | 83 |
| Cassette/Tape Recorder | 80 | 80 | 61 | 79 | 19 | 83 |
| Slide Projector | 79 | 79 | 60 | 78 | 96 | 83 |
| Overhead Projector | 80 | 80 | 31 | 79 | 19 | 83 |
| Video Camera | 78 | 78 | 59 | 77 | 19 | 83 |
| Computer for Word Processing | 69 | 69 | 57 | 74 | 12 | 52 |
| Radio Set | 78 | 78 | 66 | 86 | 12 | 52 |
| Regular Camera | 57 | 57 | 38 | 49 | 19 | 83 |
| Computer for Video Graphics | 52 | 52 | 48 | 63 | 4 | 17 |
| Opaque Projectors | 45 | 45 | 32 | 42 | 13 | 56 |
| Editing Machine | 41 | 41 | 33 | 43 | 8 | 35 |
| Offset Publishing Press | 4 | 4 | 1 | 1 | 3 | 13 |
| Bulletin Board System (BBS) | 2 | 3 | 2 | 3 | 0 | 0 |

Tables were all taken from Ramon Tuazon's paper on Communication Education in the Philippines: Coping with IT, 1996.

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