

Teachers' Readiness Assessment on Teaching HIV/AIDS Preventive Education to Senior High School Students – Philippines

Jason Roi Y. Manayon, De La Salle University, Philippines
Marie Grace Pamela G. Faylona, De La Salle University, Philippines

The Asian Conference on Education 2022
Official Conference Proceedings

Abstract

The Department of Health (DOH) reported that HIV/AIDS cases among adolescents aged 15-21 in the Philippines are rapidly increasing. In this correspondence, the Department of Education (DepEd) has joined forces with the DOH and the Commission on Population and Development (POPCOM) to launch a government-wide response to reproductive and healthcare-related issues among the youth, which included the introduction of the Comprehensive Sexuality Education (CSE). This novel research assessed the readiness for CSE implementation in the context of HIV/AIDS preventive education for Senior High School (SHS) students from a teacher's perspective in the Philippines. It also evaluated the current curriculum and policies for the implementation of a contextualized CSE. Through a case study design, data were gathered utilizing semi-structured online and limited face-to-face interviews with SHS teachers at a Roman Catholic parochial co-educational institution in Manila, Philippines. These assessment interviews probed on the biggest barriers to incorporating the CSE curriculum into a teacher's instructional modalities, as well as how teachers can overcome these obstacles. The researchers also explored the interventions needed for the implementation of CSE, as well as the impact of teaching HIV/AIDS preventive education to SHS students from a teacher's point of view. Results were analyzed thematically drawing upon the sociological theory of structural functionalism. They are expected to shape the future of education in contextualized CSE and its implementation and continue the fight against the HIV/AIDS epidemic and its associated stigma and discrimination in the Philippines.

Keywords: HIV, AIDS, Sex Education, Comprehensive Sexual Education, Senior High School, Philippines, Teacher, Pedagogy, Praxis

iafor

The International Academic Forum
www.iafor.org

Introduction

The Philippines is currently facing the fastest-growing HIV epidemic in Asia and the Pacific region by accounting for a 237% increase in annual new HIV infections from 2010 to 2020 and a 315% increase in AIDS-related deaths during the same period, according to the Department of Health (DOH 2021, Table 1). Although national HIV prevalence remains below 0.1%, the DOH expects that the estimated number of Filipino people living with the virus will triple by 2030 and expand to over 330,000 in the next several years if the Philippines sustains its rapid increase in new infections. Most of the HIV transmissions recently recorded are linked to the considerably low usage of condoms and other contraceptives, especially among the younger age groups (DOH, 2020). Of the 82,865 documented HIV cases from January 1984 to December 2020, 3,562 (4%) were 19 years old and younger at the time of diagnosis. Of these cases, 221 were children less than 10 years old, 28 were 10-14 years old, 496 were 15-17 years old and 2,817 were 18-19 years old. In the last ten years, the DOH said that the percentage of HIV cases in the 15-24 age group has almost doubled, from 17% from 2000 to 2009 to 30% from 2010 to 2019. Additionally, 699 of the 4,574 documented HIV-related deaths from January 1984 to December 2020 were males and females aged 24 and younger.

Table 1. Profile and deaths related to HIV in the Philippines

Demographic Data	December 2020	January – December 2020	January 2015 – December 2020	January 1984 – December 2020
Total reported cases	1,076	8,056	60,411	82,865
Advanced HIV infection	198	1,623	8,846	10,888
Male	1,017	7,624	57,480	77,821
Female	59	434	2,931	5,033
Age range	2-74	1-78	1 month-79	1 month-82
Median range	28	28	28	28
Age groups				
<15 y/o	6	32	179	249
15-24 y/o	273	2,241	17,862	23,733
25-34 y/o	579	4,071	30,782	42,069
35-49 y/o	199	1,480	10,105	14,532
50 y/o & above	19	234	1,480	2,209
Reported pregnant	13	105	449	495
Reported deaths	51	846	3,513	4,574

Source: Department of Health's HIV/AIDS and ART Registry of the Philippines

In this regard, the Department of Education (DepEd) in the Philippines has partnered with the DOH and the Commission on Population and Development to roll out a government-wide response to reproductive and healthcare-related issues among the youth (DepEd, 2018). Subsequently, former Philippine President Rodrigo Roa Duterte signed Executive Order 141 in 2021 to prioritize the mobilization of government agencies and the community in establishing interventions for the implementation of CSE (Malacañan Palace, 2021). The *DepEd Order No. 31 s. 2018* seeks to curb the increasing incidences of early pregnancy, HIV cases, and other healthcare-related issues among Filipino children and adolescents through the creation of a common understanding of *Comprehensive Sexuality Education (CSE)*. Currently being piloted in regions 1, 7, and 11 as mandated by the *Responsible Parenthood and Reproductive Health Act of 2012*, the *DepEd Order No. 31 s. 2018* intends to ensure the proper implementation of CSE protocols in all public and private elementary, junior and senior high schools, learning centers for Special Education and Alternative Learning Systems, and laboratory schools of state and local universities and colleges. As part of this policy, teachers are expected to integrate CSE into five subjects: Music, Arts, Physical

Education and Health; Science; *Edukasyon sa Pagpapakatao* (Human Ethics); *Araling Panlipunan* (Social Studies); and Personality Development. The DepEd defined CSE as a curriculum-based process of teaching and learning that is anchored on cognitive, emotional, physical, and social aspects of sexuality. It will be delivered in a scientific, age- and developmentally appropriate, culturally and gender-responsive, and with a rights-based approach. Additionally, the DepEd indicated the implementation of CSE will involve parents-teachers-community associations, school officials, civil society organizations, and other interest groups.

The inherent importance of the implementation of CSE has prompted researchers to probe its role from various perspectives and reviewed other relevant topics, such as its impact on students. Gallao et. al. (2020) explored the extent of Cumulative Sexual Education information obtained by government senior high school students and its effects on their sexual behavior and opinions, while Virtucio & Villafuerte (2020) focused on the influence of age, sex, and education strand on the knowledge on HIV/AIDS among SHS students. Correspondingly, Lucero (2018) stated that there is a substantial difference in the level of awareness and attitude of SHS students before and after conducting a health promotion program focusing on HIV and AIDS.

Meanwhile, other researchers delved into the barriers to the implementation of CSE and debunked common misconceptions about them. La Bella (2014) described the opposition of the Catholic church, students' readiness, and parents' receptiveness as the biggest barriers to CSE implementation. Since the start of the 1990s, the Catholic Bishop's Conference of the Philippines has continued its campaigns against legislation to expand condom access and issued personal attacks to government officials who lobbied for public sexual health education on the basis that these initiatives could promote promiscuity (Conde, 2016). With support from conservative politicians and political parties, CBSP believes that it is the parent's task and not the teachers' to explain sex and relationship to their children, and that teaching sex education in schools will only result in unintended consequences (McGeown, 2010). However, Baldo et. al. (1993) argued that sex does not lead to earlier or increased sexual activity among the youth.

In terms of their readiness, La Bella (2014) also indicated that students and other key informants from across all ages, sex, socioeconomic status, and religion from Manila, Quezon City, and Biñan, Laguna are positive when it comes to integration of sex education in the Philippine primary and secondary public school system's curriculum. Parental involvement will also be playing a pivotal role in CSE implementation (Daria & Campbell, 2004; Dwyer et. al., 1998) because the parents' behaviors and parenting practices will influence their children's health behaviors and decisions (Meschke et. al., 1999). More specifically, children's risky behaviors will be impacted by parenting style, parents' family management skills, as well as the quality of parent-child relationships. Correspondingly, Cabreros (2012) mentioned that most parents from grade schools in Metro Manila see sex education as a significant subject for school children and concurred that it should be integrated into academic curriculums. The result of this research is particularly important because issues relating to the implementation of CSE go beyond school-based limitations (Finger, 2000, as stated in Cabreros, 2012).

However, the success of implementing CSE would still depend on teachers' knowledge, skills, and attitudes that determine students' responses and actions toward the initiative (Finger, 2000, as mentioned in Cabreros, 2012; Haignere & Culhane, 1996). Because of the

pivotal role that teachers are playing in CSE implementation, as well as the lack of attention given to them by previous studies, this research explored their readiness for CSE implementation in the context of HIV/AIDS preventive education for SHS students. More specifically, this study evaluated the current curriculum and policies in the implementation of HIV/AIDS preventive education through the perspectives of SHS teachers in the Philippines.

Methods

- Research Design

A qualitative case study method was employed to identify topics on the readiness of teachers when it comes to the implementation of HIV/AIDS preventive education for SHS students. It is also to inquire into and authenticate these subjects.

- School Profile and Research Respondents

Saint Anthony School is a Roman Catholic parochial educational institution and a private co-educational institution established in 1936. The school implements the K-12 curriculum mandated by the DepEd and is located in Singalong St., Brgy. Malate, Manila, National Capital Region, the area reported the greatest number of confirmed HIV diagnoses from January 1984 to December 2020 with 31,058 (38%) cases (DOH 2021).

Region	December 2020 (National Rate: 1,076)	January – December 2020 (National Rate: 8,058)	January 2015 – December 2020 (National Rate: 60,411) ^b	January 1984 –December 2020 (National Rate: 82,862) ^c
National Capital Region	300 (28%)	2,485 (31%)	21,000 (35%)	31,058 (38%)
4A	136 (13%)	1,372 (17%)	9,851 (16%)	12,705 (15%)
3	90 (8%)	1,065 (13%)	6,365 (11%)	8,179 (10%)
7	281 (26%)	552 (7%)	5,114 (8%)	7,138 (9%)
11	24 (2%)	331 (4%)	3,188 (5%)	4,513 (5%)
Other regions	245 (23%)	2,253 (28%)	14, 891 (25%)	18,134 (22%)

^a 9,518 (31%) cases had no data on self-identity at the time of HIV testing

^b No data on region of residence for 2 (<1%) cases

^c No data on region of residence for 1,138 (1%) cases

Source: Department of Health's HIV/AIDS and ART Registry of the Philippines

Table 2. HIV cases by region in the Philippines

Respondents consisted of randomly selected teachers specializing in Music, Arts, Physical Education and Health, Science, *Edukasyon sa Pagpapakatao* (Human Ethics), *Araling Panlipunan* (Social Studies), and Personality Development, which are the five subject areas that the DepEd wants to integrate CSE in its nationwide implementation. Out of the 25 teachers from Saint Anthony School, only 8 of them were able to participate in this study.

- Data Gathering and Analysis

Data were gathered through semi-structured interviews. They were mostly conducted via video conferencing applications such as *Zoom*, *Facebook Messenger Rooms*, and *Google Meet* or through an online questionnaire using *Google Forms* due to the rules and restrictions still imposed by the COVID-19 pandemic. Most of the interviews were done during the weekends and some during the teachers' free time on weekdays. To invite additional participants for this study, the authors also personally visited Saint Anthony School to

conduct face-to-face interviews concerning the educational institution's COVID-19 health and safety protocols.

The structure of the interview is segmented into three primary parts. The first few questions centered on teachers' perspectives on the current CSE curriculum of Saint Anthony School, as well as its enacted policies for the implementation of CSE in the context of HIV/AIDS preventive education. The second set of questions focused on assessing the readiness of teachers on teaching topics related to HIV/AIDS. In particular, the researchers probed on the perceived barriers to incorporating HIV/AIDS preventive education into the lesson plans of teachers at Saint Anthony School, and how they can overcome these obstacles. The final part of the interview focused on the interventions required to improve the readiness of teachers in teaching HIV/AIDS preventive education, as well as on their perceived impact of educating their SHS students on such knowledge domain.

The results of the interviews were transcribed and analyzed using thematic analysis methods. Furthermore, structural functionalism was adopted to analyze and authenticate the validity of analyzed themes on teacher readiness for teaching HIV/AIDS preventive education. Structural functionalism sees education as a crucial and essential institution that serves to provide several benefits or functions to society such as socialization, social placement, as well as social and cultural innovation.

Results and Discussion

The results of the research are specifically subdivided into three themes drawing upon the questions provided by the researchers to the study population. Additionally, each theme will be followed by a discussion to allow the researchers to fully evaluate and validate their authenticity.

1. Current CSE curriculum in the context of HIV/AIDS preventive education for SHS students and its implementation policies

Teachers revealed that Saint Anthony School's current academic curriculum does not include or has not yet included propositions mandated by the DepEd Order No. 31 s. 2018, which intends to integrate CSE in Music, Arts, Physical Education and Health, Science, *Edukasyon sa Pagpapakatao* (Values Education), *Araling Panlipunan* (Social Studies), and Personality Development subjects among SHS students in the Philippines. As they are still not mandated by their educational institution, the SHS teachers said that they have not integrated CSE in any of the subjects they are teaching to their students, including specific concepts and topics pertinent to the prevention of HIV/AIDS. Some teachers elaborated that their school has not yet instructed them to integrate CSE in their lesson plans because their educational institution is still following the DepEd's basic education curriculum, which is only focusing on teaching students the basics of reading, writing, arithmetic, science, and patriotism. These same teachers added with an uncertainty that the integration of CSE, especially in the context of HIV/AIDS preventive education, is only or currently required in senior high schools within colleges and universities.

Consequently, the teachers indicated that their school has no policies currently in place for the implementation of CSE in the context of HIV/AIDS preventive education for SHS students. Thus, there is no clear indication of whether they are permitted or not to incorporate topics about HIV/AIDS in their lesson plans.

The teachers also showed a lack of awareness of the implementation of CSE. Some of them are not informed about DepEd's cooperation with the DOH and POPCOM to create an action plan to address reproductive and healthcare-related issues among the youth, which included the implementation of CSE in public and private elementary, junior and senior high schools, as well as other educational institutions in the Philippines. One teacher attributed this lack of awareness of the implementation of CSE to their school's Christian faith formation. While others have heard or read about the DepEd Order No. 31 s. 2018 before social media, most teachers are not yet fully familiar with or lack relevant information about the memorandum, especially as to where it is currently piloted, when it be enforced in the National Capital Region, and how it will take effect in their school.

2. Readiness of teachers to teach HIV/AIDS preventive education to SHS students

Most of the teachers expressed readiness to integrate CSE in their lesson plans, as well as willingness to teach concepts related to the prevention of HIV/AIDS. While some also expressed ambivalence when it comes to their confidence and authority to teach sensitive topics, they all agreed that a critical component to their readiness in teaching HIV/AIDS prevention education to their SHS students is preparation and planning. According to the teachers, they need to identify the learning objectives before they integrate the CSE curriculum in the context of HIV/AIDS preventive education into their respective lesson plans. One teacher mentioned, "this matter must be presented first to the faculty and all instructor(s). Afterward, through collaboration among the coordinators and teachers, we will devise strategies on how to integrate it into our curriculum implementation." Generally, the teachers believe that an effective and efficient learning objective will describe what their students are expected to learn and how will they apply those learnings in the future rather than just what their students will be exposed to during classes. The teachers also emphasized the importance of identifying the specific learning activities that would expose their students to relevant information regarding the prevention of HIV/AIDS.

The majority of the teachers agreed that time management is an important factor to consider when identifying learning activities to provide each topic the appropriate attention they need and to allow students to fully understand concepts that they are not familiar with. Teachers must also allocate extra time for extended explanation or discussion, especially if students are having a hard time understanding a complex concept. By allocating appropriate time to each topic, most of the teachers believe that it will help them avoid "watering down" the importance of a particular topic related to the prevention of HIV/AIDS. Lastly, the teachers concurred that they must assess student understanding, by giving them quizzes and practical tests or examinations. They believe that these assessments would allow their students to demonstrate their new knowledge and skills as stated in the learning objectives. Assessments will also allow teachers to offer additional coaching and mentoring that can guide further learning for their students. Some of the teachers also mentioned that assessment can provide them with an idea if their lesson plans and instructional modalities are successful or not.

Moreover, teachers have recognized religion as the biggest barrier to adopting the CSE curriculum and teaching HIV/AIDS preventive education to their SHS students. Since their educational institution is primarily Roman Catholic, almost all the teachers are concerned about preserving their school's conservative core values, as well as on how they would approach the topic of HIV/AIDS with added sensibility and sensitivity in comparison to schools that are not affiliated with a religious organization. One teacher said teaching HIV/AIDS preventive education "is a worldwide issue and the church needs to be involved to

prevent future moral dilemma.” Several teachers have also highlighted students’ readiness to receive HIV/AIDS preventive education as they might still not have the same maturity as those students at the tertiary level to understand sensitive topics and concepts. Few teachers are also perplexed as to how teaching HIV/AIDS preventive education will impact their students who came from a more conservative background and with still naïve attitudes. Parental receptiveness is also seen as an obstacle to embedding the CSE curriculum in the context of HIV/AIDS prevention into the core SHS subjects. Several of the teachers expressed fear and anxiety as to how parents will react if they learn that their children are receiving HIV/AIDS preventive education, especially those with traditional or old-fashioned thinking. Almost all the teachers said that they are afraid that parents might blame them if something bad happens to their children and if parents will accuse them of corrupting their children’s characters, as well as “perverting” their behavioral patterns on sex and human relationships.

When it comes to overcoming barriers in teaching HIV/AIDS preventive education to their SHS students, many of the teachers underscored the significance of having an open mind. One teacher elaborated that open-mindedness would provide her with some “creative freedom” to create new strategies in teaching sensitive topics relevant to HIV/AIDS. An open mind will also allow teachers to fully understand and analyze HIV/AIDS-related topics and concepts that they might not be particularly interested in, according to some teachers. They emphasized that teachers must first be able to establish the importance of teaching HIV/AIDS education within themselves because it is the only way they can successfully fulfill DepEd’s CSE implementation. Apart from open-mindedness, subject matter knowledge, and teachers’ ability to establish a supportive and safe learning environment among their students. Additionally, some teachers noted that students nowadays are very “sensitive” and that they can easily feel if their teachers are not confident in the topics they are teaching. They added that a teacher’s impartiality in his or her lesson plans and instructional modalities will negatively affect students’ learning ability and their capacity to respond and react to sensitive topics tackled in HIV/AIDS preventive education.

While others shed a light on the important qualities a teacher must have in teaching HIV/AIDS preventive education, several teachers highlighted the importance of opening a dialogue or creating conversations regarding gender and sexuality to create a common understanding of their definition. Several of them have also suggested social studies teachers intensify the teaching of gender and sexuality among their students and then connect the impact and importance of these two talking points to the issue of HIV/AIDS. By introducing these key points first, one teacher explained that “we can ensure that we are doing our job as teachers slowly but surely.” Another teacher elaborated that bringing in discussions about sexuality and gender will ensure students will not be surprised as they tackle more sensitive topics about HIV/AIDS. Furthermore, several teachers see the significance of “normalizing” discourse on syphilis, gonorrhea, chlamydia, and other sexually transmitted infections (STIs) as they too are still “taboo” topics much like HIV and AIDS. Alongside parental guidance, teachers said that it is their responsibility as second parents of their students to make them feel safe and secure when asking questions about sensitive topics and concepts associated with the prevention of HIV/AIDS or other STIs.

Concerning fostering open-mindedness, confidence, a sense of authority, and credibility, as well as promoting the practice of favorably perceived norms, all teachers agreed that several interventions are needed in the implementation of CSE, especially in the context of HIV/AIDS preventive education. They all shared a similar perspective on the importance of the unification of parents, students, and the school to avoid “awkward treatment” on this

matter. One teacher stated that all stakeholders must reach a consensus to assure the effectiveness and appropriateness of subject matters and messages that will be integrated with the lesson plans for teaching HIV/AIDS preventive education. Another teacher noted that parent-teacher meetings could be conducted to talk about updates regarding student learning and review feedback on instructional modalities.

Additionally, some teachers accentuated the significance of government intervention in the integration of HIV/AIDS preventive education into the lesson plan. They believe that DepEd should encourage community participation in the creation of a new lesson plan for students. One teacher suggested schools partner with their local government units or DOH-accredited HIV/AIDS treatment hubs and clinics to improve the knowledge and awareness of students on the topic of HIV/AIDS. The same teacher also said that schools should allow DOH-accredited civil society organizations and other DOH-recognized non-profit organizations such as Love Yourself Inc. to conduct HIV testing and counseling for students from time to time. Screenings for other sexually transmitted infections should also be permitted by schools if they are conducted by organizations with accreditation from DOH to students of legal age, according to the same teacher. She added that teachers can also test for HIV and other STIs to be a good example to their students. Several teachers agreed on the pivotal role they are playing in removing the stigma of HIV and STI testing. They believe that these screenings should be encouraged constantly by parents and teachers, especially for sexually active students. Some teachers also believed that HIV and STI testing should be branded as a “self-care” practice so students can live long and healthy lives.

Accordingly, many of the teachers are expecting to receive additional training and recurring seminars or conferences organized by their school in conjunction with the DepEd or DOH on topics and concepts about the prevention of HIV/AIDS. They emphasized that not all of them are subject matter experts on HIV/AIDS so it would be helpful for teachers and beneficial to students if the DepEd can create a common language as to how they should integrate the key messages on the lesson plans. Several teachers also emphasized the importance of the DOH to establish best practices for teaching sensitive topics regarding HIV/AIDS. At least three teachers also believed that they should be given an allowance or additional compensation for teaching HIV/AIDS preventive education considering that it is outside the scope of their specialization and would require extra time and effort from their “routine.” A salary increase would also permit them to purchase additional materials and acquire the required resources in learning HIV/AIDS so they can teach it to their students with more credibility and reliability, according to the teachers.

3. Perceived impact and implications of teaching HIV/AIDS preventive education to SHS students

Most teachers believe that teaching HIV/AIDS preventive education if done right, will positively impact the lives of their students. They are hoping that allowing their students to learn more about HIV/AIDS will not generate fear or stop them from engaging in sexual acts but help them make more informed decisions. The majority of the interviewed SHS teachers are also assuming that teaching HIV/AIDS preventive education would encourage their students to always be mindful of the consequences of their actions, especially around their sexual and reproductive health. Overall, the teachers are expecting their students to reduce risky behaviors when it comes to sex through increased usage of contraception, as well as improve their health-seeking behaviors. One teacher said that teaching HIV/AIDS preventive education could not only improve his students’ understanding of sexual and reproductive

health problems but also enhance their coping mechanisms if one of them will be diagnosed with any related illnesses. Another interviewed teacher stated that he wants his students to share their learnings and takeaways about the prevention of HIV/AIDS from the classroom with their family and friends at home to “destigmatized” conversations around the topic of sexual and reproductive health, most especially among the conservative younger generation.

Furthermore, many teachers expressed optimism as they strongly believe that teaching HIV/AIDS to their students could remove the stigma around the contagious virus. Apart from spreading awareness of HIV/AIDS to their students, teachers also aim to promote more empathy and foster compassion, especially for those people who are suffering from the infectious virus. One teacher said that teaching topics centering around the prevention of HIV/AIDS could be her “own little way” of helping her many friends from the LGBTQIA+ community. More specifically, she said that incorporating CSE in the context of HIV/AIDS preventive education into her lesson plans could be an “excellent and exciting opportunity” for her to correct the wrongful assertion that portrays the infectious disease as a “gay plague.”

Conclusion

Research revealed that amplifying awareness of the implementation of CSE, intensifying self-efficacy of teachers in teaching topics and concepts with relevance to the prevention of HIV/AIDS, as well as magnifying community-based interventions and social encouragement are the most important factors in improving the readiness of teachers. The researchers believe that the synergy of these significant variables to improve the preparedness of teachers in teaching HIV/AIDS preventive education will result in the expected outcomes or help obtain the objectives of the RH Law, DepEd Order No. 31 s. 2018, and PRRD’s EO 12. Moreover, the synergy of these independent yet interrelated facets to enhance teacher readiness for teaching HIV/AIDS preventive education can also inform the impact and implications of teaching other contextualized CSE from across primary, secondary, and tertiary educational levels. Thereby, this synergy has the potential to reshape the landscape of the current educational system in the Philippines, as well as redefine the future of teaching and learning in the country.

Moreover, the researchers also recognize the obstacles in organizing and managing relevant efforts to fortify the preparedness of teachers when it comes to incorporating HIV/AIDS-related topics and concepts into their lesson plans or instructional modalities; hence, proactive, and reactive participation from all stakeholders, as well as public cooperation, is required based on research results and discussions. After all, and as posited by previous academic studies, implementing HIV/AIDS preventive education, as well as addressing both constraints and restraints of administering a contextualized CSE goes beyond the classroom, as they should also be tackled at home and in the community.

The authors of this study strongly suggest five significant directions other scholars may take if they would like to specifically delve into the same subject area as ours. Since this study only focused on the perspective of teachers from one school that is essentially a private, Roman Catholic parochial co-educational institution, other researchers can center their exploration on the point of view of other teachers from other public schools or government, single-sex, nonsectarian schools. Other researchers may also focus their analyses on the viewpoints of teachers from provincial schools, especially those located outside of the National Capital Region or from far-flung places in Visayas and Mindanao. Similarly, future

studies may examine the readiness of teachers to teach contextualized CSE in schools located in regions with low HIV/AIDS cases.

In addition, this research anticipates the need for other scholars to probe teachers' readiness in teaching other STIs, including chlamydia, genital herpes, genital warts, gonorrhea, and some types of hepatitis, syphilis, and trichomoniasis. By specifically targeting any of the five directions that the authors of this study suggested, other scholars can contribute to deepening the understanding of human social development as fostered by a contextualized CSE. These scholars can also help broaden the understanding of the enabling and disabling aspects of the current landscape of the Philippine educational system. The proposed topics can also allow other researchers to provide evidence-based recommendations that promote improvements and advocate innovations within the systematic framework of Filipino educational institutions. Other researchers can similarly produce recommendations that can potentially tackle existing limitations of the Philippine educational system, as well as address its current conundrums and other pending dilemmas. Finally, the authors of this study believe that the five directions highlighted above can fundamentally bring new and meaningful insights that can pave the way for the future of learning and teaching in the Philippines.

Acknowledgments

This research was supported by the De La Salle University and the Philippine Normal University in Manila. We thank these two institutions who provided travel funding for the Asian Conference on Education (ACE 2022) held in Tokyo, Japan on 28 November to 2 December 2022. We would also like to thank the teachers at Saint Anthony School, Manila who participated and shared their views on teaching HIV/AIDS Preventive Education to Senior High School students.

References

- Baldo, M. (1993). Preventing HIV transmission among teenagers and young adults. *Glob AIDSnews*, (4) 3. PMID: 12287432.
- Baldo, M. Aggleton, P. & Slutkin, G. (1993). Does sex education lead to earlier or increased sexual activity in youth. Corpus ID: 77889208.
- Bandura, A. (2006). Guide for constructing self-efficacy scales. *Self-efficacy beliefs of adolescents*, 14, 307–337. Retrieved from <https://www.uky.edu/~eushe2/Bandura/BanduraGuide2006.pdf>
- Center for Health Solutions Philippines, Inc. (2018). Efficacy of principals and teachers in implementing a comprehensive sexuality education in Philippine public schools [Final Report].
- The Challenge Initiative. (2020). Supporting Teachers in Implementing CSE: Insights from a Baseline Assessment of Capacities in Teaching CSE of Philippine Public School Teachers from Regions 1, 7, and 11. Retrieved at <https://tciurbanhealth.org/wp-content/uploads/2020/12/CSE-Baseline-Assessment-of-Teachers-Short-Report.pdf>
- Congress. (2012). An Act providing for a National Policy on Responsible Parenthood and Reproductive Health. Retrieved at https://pcw.gov.ph/assets/files/2019/04/RA_10354_The-Responsible-Parenthood-and-Reproductive-Health-Act-of-2012.pdf
- Daria, M.P., & Campbell, K.J. (2004). Schools need sexuality education programs. *Electronic Journal of Human Sexuality*, 7. Available at <http://www.ejhs.org/volume7/sexed.html>
- Department of Education. (2018). Policy Guidelines on the Implementation Of The Comprehensive Sexuality Education. Retrieved at https://www.deped.gov.ph/wp-content/uploads/2018/07/DO_s2018_031-1.pdf
- Department of Education. (2020). Regional Virtual Training On The Integration Of Comprehensive. Sexuality Education Program (CSE) In The K To 12. Retrieved from https://depedcar.ph/sites/default/files/announcementFiles/memo_-_national_online_training_of_teachers_on_the_integration_of_cse_in_the_k_to_12_basic_education_curriculum.pdf
- Department of Health. (2021). A Briefer on the Philippine HIV Estimates 2020. Retrieved at https://doh.gov.ph/sites/default/files/publications/A%20Briefer%20on%20the%20PH%20Estimates%202020_08232021.pdf
- Department of Health. (2020). Epidemiology Bureau's HIV/AIDS & ART Registry of the Philippines. Retrieved at https://doh.gov.ph/sites/default/files/statistics/EB_HARP_December_AIDSreg2020.pdf
- Dwyer, W., Leeming, F., & Oliver, D. (1998). Studying parental involvement in school-based sex education: Lessons learned. *Family Planning Perspectives*, 30 (3), 143-147.

- Fishbein, M., & Yzer, M. C. (2003). Using theory to design effective health behavior interventions. *Communication Theory*, 13 (2), 164-183. DOI: 10.1111/j.1468-2885.2003.tb00287.x.
- Gallao, M., Daniel, P., Faylogna, D.S., Galivo, A., Guerrero, N.J., & Taqueban, M.A. (2020). Sex Education: Level of Knowledge and Its Effects on the Sexual Behavior and Opinions Among the Government Senior High School Students of Vigan City SY 2018-2019. DOI: 10.22492/issn.2435-5240.2020.19
- Haignere, C.S., & Culhane, J.F. (1996). Teachers' receptiveness and comfort teaching sexuality education and using nontraditional teaching strategies. *Journal of School Health*, 66 (4), 140-144. DOI: 10.1111/j.1746-1561.1996.tb08234.x
- La Bella, V. (2014). Incorporating Sexuality Education in the Public School System: Perceptions from the Philippines. Universiteit van Amsterdam, Graduate School of Social Sciences. Retrieved from <https://educationanddevelopment.files.wordpress.com/2013/11/victoria-la-bella-6103332-final-thesis-ids-jan-19-2014.pdf>
- Lucero, J. (2018). Raising HIV and AIDS Awareness: A Health Promotion Program for Accountancy and Business Management Students of Congressional National High School. DOI: 10.17758/URUAE.UH0117446
- Malacañan Palace. (2021). Adopting As A National Priority The Implementation Of Measures To Address The Root Causes Of The Rising Number Of Teenage Pregnancies, And Mobilizing Government Agencies For The Purpose. Retrieved at <https://www.officialgazette.gov.ph/downloads/2021/06jun/20210625-EO-141-RRD.pdf>
- Meschke, L.L., Bartholomae, S., & Zentall, S.R. (1999). Adolescent sexuality and parent-adolescent processes: Promoting healthy teen choices. *Family Relations*, 49 (2), 143-154.
- Montano, D. & Kasprzyk, D. (2015). Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model. 5 (6) 95-124.
- UNAIDS. (2021). Global HIV & AIDS statistics – Fact sheet. Retrieved at https://www.unaids.org/sites/default/files/media_asset/UNAIDS_FactSheet_en.pdf
- UNICEF. (2021). HIV and AIDS Global Snapshot. Available at <https://www.unicef.org/malawi/media/6266/file/2021%20Global%20Snapshot%20on%20HIV%20&%20AIDS.pdfstis/understanding-hiv-and-aids/what-are-hiv-and-aids>
- Virtucio, C.P. & Villafuerte, I. K. (2020). The Influence of Age, Sex, and Strand on the Knowledge on HIV/AIDS among Senior High School Students: An Assessment. *American Academic Scientific Research Journal for Engineering, Technology, and Sciences*, 74 (1).

- “Church vs state in Philippine sex education row” by Kate McGeown: Available at <https://www.bbc.com/news/world-asia-pacific-10552591>
- “Comprehensive sexuality education protects children and helps build a safer, inclusive society” by Dunja Mijatovic: <https://www.coe.int/en/web/commissioner/-/comprehensive-sexuality-education-protects-children-and-helps-build-a-safer-inclusive-society>
- “Comprehensive Sexuality Education: Developing responsible youth vs rising risks.” by the Department of Education: <https://www.deped.gov.ph/2018/08/04/comprehensive-sexuality-education-developing-responsible-youth-vs-rising-risks/>
- “Education and HIV: where we’ve come from and where we need to go” by the UNESCO: <https://www.unaids.org/en/resources/presscentre/featurestories/2014/april/20140401unesco>
- “Fueling the Philippines’ HIV Epidemic: Government Barriers to Condom Use by Men Who Have Sex with Men” by Carlos Conde: <https://www.hrw.org/report/2016/12/08/fueling-philippines-hiv-epidemic/government-barriers-condom-use-men-who-have-sex>
- “The Functionalist Perspective on Education” by Charlotte Nickerson: <https://simplysociology.com/functionalist-perspective-education.html>
- “HIV in 6 PH cities may reach 'uncontrollable' rates – DOH” by Jee Geronimo: <https://amp.rappler.com/nation/89412-hiv-6-philippine-cities-uncontrollable-rates>
- “HIV/AIDS” by the World Health Organization: <https://www.who.int/news-room/fact-sheets/detail/hiv-aids>
- “How Education Plays a Key Role In The Fight Against AIDS” by the Global Partnership for Education: <https://www.globalpartnership.org/blog/how-education-plays-key-role-fight-against-aids>
- “Philippines: Policy Failures Fuel HIV Epidemic” by Human Rights Watch: <https://www.hrw.org/news/2016/12/08/philippines-policy-failures-fuel-hiv-epidemic>
- “Philippines Toolkit: AYSRH Community Support” by The Challenge Initiative: <https://tciurbanhealth.org/courses/philippines-toolkit-community-support/lessons/comprehensive-sexuality-education-2/>
- “Socialization” by The LibreTexts libraries: [https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3A_Sociology_\(Boundless\)/13%3A_Education/13.04%3A_The_Functionalist_Perspective_on_Education/13.4A%3A_Socialization](https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3A_Sociology_(Boundless)/13%3A_Education/13.04%3A_The_Functionalist_Perspective_on_Education/13.4A%3A_Socialization)
- “The Stages of HIV Infection” by the National Institutes of Health: <https://hivinfo.nih.gov/understanding-hiv/fact-sheets/stages-hiv-infection>

“A Timeline of HIV and AIDS” by the National Institutes of Health:
<https://www.hiv.gov/hiv-basics/overview/history/hiv-and-aids-timeline>

“What are HIV and AIDS?” by Avert: <https://www.beintheknow.org/hiv-and-stis/understanding-hiv-and-aids/what-are-hiv-and-aids>

“What is Self-Esteem? A Psychologist Explains.” By Courtney E. Ackerman:
<https://positivepsychology.com/self-esteem/>