All Children Reading–Asia (ACR–Asia)

COVID-19 EDUCATION RESPONSE MAPPING STUDY

Building Resilience in the Philippines: Readiness, Response, and Recovery

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LIST OF ABBREVIATIONS

ACER   Australian Council for Educational Research

ACTRC Assessment, Curriculum, and Technology Research Centre

ALS   Alternative Learning System

BARMM Bangsamoro Autonomous Region in Muslim Mindanao

BECLP   Basic Education Continuity of Learning Policy

BLR   Bureau of Learning Resources

COVID-19 coronavirus disease 2019

DepEd   Department of Education

DRRM   Disaster Risk Reduction Management

EFA   Education for All

EGMA   Early Grade Mathematics Assessment

EGRA   Early Grade Reading Assessment

ELLNA   Early Language, Literacy, and Numeracy Assessment

K   Kindergarten

LR   Learning Resource

LRMDS   Learning Resource Management and Development System

MDL   Modular Distance Learning

MELC   Most Essential Learning Competencies

NAT   National Achievement Test

NEAEA   National Environmental Awareness and Education Act

ODL   Online Distance Learning

OECD   Organization for Economic Co-operation and Development

OER   Open Education Resources

PhP   Philippine Pesos

PIRLS   Progress in International Reading Literacy Study

PISA   Programme for International Student Assessment

RTI   Research Triangle Institute

SEA-PLM Southeast Asia Primary Learning Metrics

TIMSS   Trends in International Mathematics and Science Study

TV/R   TV/Radio-Based Instruction

UN   United Nations

UNESCO United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations Children's Fund

USAID   United States Agency for International Development

WHO   World Health Organization

1   OVERVIEW

The coronavirus disease 2019 (COVID-19) crisis has caused unprecedented levels of disruption to education systems worldwide. Across the Asia region, it is estimated that around 760 million children were impacted by school closures at the height of the pandemic. Government response strategies have varied across the region, with some countries imposing prolonged school lockdowns while others have had short, repeated closure periods. As countries begin to reopen schools and prepare for subsequent waves of COVID-19 infection, there is a need to develop a higher capability of education systems to safeguard learning and address persistent barriers to learning equality by harnessing the opportunities for systemic change. However, school-based practices and responses that have effectively supported learning continuity during the COVID-19 pandemic have yet to be well examined, particularly in Asia. While the system and school structures are crucial components of educational quality, understanding what happens in a school setting can offer meaningful insights into overcoming barriers to education quality.

This report presents the research findings undertaken in the Philippines and Southeast Asia. This report forms part of a broader study that explores the system and school-level practices that have supported learning continuity in Asia during the pandemic. The study will focus on the policymaker practices that supported teaching and learning and consider ways school leaders, teachers, and parents have worked to support children during periods of disruption. Rather than comparing the responses of Asia countries, this study will highlight innovations in the system and school policies and programs in the Philippines and make recommendations based on insights from the Philippines' education system. The study will focus on the school system and participants that support students in the Philippines but will not include students themselves.

2   METHODOLOGY

To understand the ways in which the education sector of the Philippines has responded to COVID-19, evidence has been drawn from research, policy, and current examples of practice. The scope covers policies and practices focused on supporting teaching and learning, with emphasis on the conditions that support students in the early years.

2.1   Research Questions

The study was guided by four sets of research questions:

1. How are countries' planned responses aligned with available evidence and frameworks on how to safeguard children's learning progress and social and emotional development, as well as address learning inequalities during the COVID-19 emergency and its aftermath? Do planned responses consider the needs of learners in the early grades?
2. What was the evolution of each country's basic education response to COVID-19, from the initial crisis response to measures they took as the situation stabilized into the "new normal" to their long-term plan for recovery and transformation following the pandemic?
   a. To what extent was the country prepared to respond? What structures and processes were in place that promoted responsiveness and resilience to the pandemic?
   b. What was the country's initial planned response in 2020? Was this a temporary measure or part of a plan for longer-term system strengthening moving forward?

c. Where is the country currently in its response? Is this an extension of temporary measures or part of a plan for longer-term system strengthening moving forward?
d. What plans are in place to strengthen the responsiveness and resilience of the system moving forward?

3. At response timepoints (b) and (c), how successful have select countries been in implementing the proposed solutions?
4. What are the gaps, challenges, and risks for reaching the most disadvantaged schools and learners through technology-based remote learning solutions in response to COVID-19? How could opportunities be leveraged to allow these interventions to be successful in the future, including policy-enabling factors and promising classroom-based practices?

An analytical framework was developed to guide the investigation of the research questions that consider the intersections between policy, school, and stakeholder-level indicators that contribute to a resilient education system (**Figure 1**). The framework is informed by the extensive literature on effective teaching and learning and draws from the emerging evidence base on COVID-19 impacts on education systems worldwide.

Figure 1. Analytical Framework
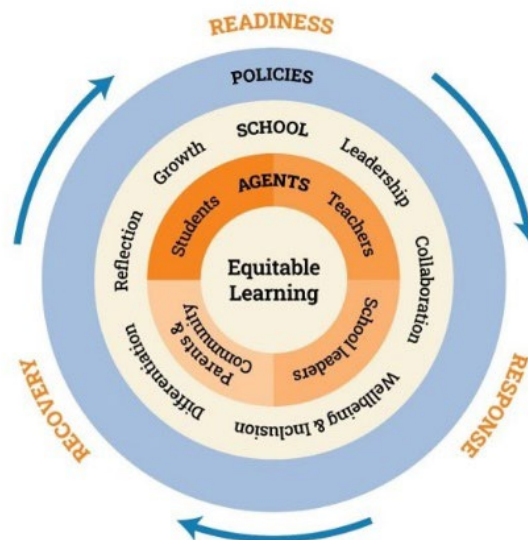
In the context of COVID-19, the three phases—Readiness, Response, and Recovery—provide the operational context that influences how education systems plan for and manage their strategies for improvement and resilience.[1] As such, each phase is aligned with the research questions to examine: (1) an education system's preparedness in anticipation of risks to learning, (2) a continual process of response and adaptation to mitigate those risks during the crisis, and (3) a focus on effective early recovery and long-term education transformation that protects the needs of all learners. The three phases are represented in a cycle to reflect

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[1] This framework draws on USAID's Reigniting Learning: Strategies for Accelerating Learning Post-Crisis evidence review and Return to Learning during Crises toolkit and the work of the Organisation for Economic Co-operation and Development on promising policy responses to support greater education system resilience and responsiveness. Each phase is underpinned by the central notion of resilience, in which change is embraced by educators during periods of disruption, and moving forward, rather than returning to what has always been done, is recognized, and rewarded. Both share similar elements in defining a path forward that prioritizes the policies and practices to promote: (1) equity and inclusion, (2) flexibility in learning interventions and assessments, and (3) building the capacity of educators. However, this framework also seeks to broaden the ways in which we recognize system readiness and quality, by focusing on the interplay between policy, practice, and equitable learning.

an iterative process, where data-driven monitoring and improvement facilitate greater systems strengthening and resilience.

A particular focus of this study is on school-level practices that safeguard children's learning and social-emotional well-being during and after the pandemic. Based on the established body of research on the importance of school-level practices, the analytical framework identifies six quality inputs that have the potential to influence student outcomes positively and should be considered preconditions for a resilient education system. A full description of the analytical framework can be found in **Annex A**.

Leadership

Leadership focuses on improving student learning, supporting ongoing teacher professional learning and collaboration, engaging all members of the school community, and promoting the well-being and growth of the school community. Leadership can occur at various levels, including at the policy, school, or classroom level.

Collaboration

Quality collaboration can occur between systems and schools, schools and families, and school staff. Collaboration supports learning and well-being, engagement, motivation, and student outcomes.

Well-Being and Inclusion

Well-being is a valued outcome of school structures, processes, and programs that support the inclusion of all members of the school community (students, teachers, school leaders, and families). A sense of well-being can support staff and student engagement and participation.

Differentiation

Differentiation relates to multiple pathways for learning, flexible options for engaging in learning, responsiveness to individual needs, the use of evidence to inform decision-making and planning, teacher autonomy to adjust and respond to the needs of their students, and the context for teaching and learning, and support for teachers to enable a differentiated approach (training, resources, mentoring).

Reflection

A culture of reflection looks for pathways to improvement and growth, uses evidence to evaluate impact, and chances to identify areas for improvement, involving all members of the school community in the process of reflection. Feedback is also an integral part of the reflective process.

Growth

Growth is an emphasis on making progress, change, and improvement, and other structures and processes that support teachers, students, and families to contribute to improvement within their school community.

2.2   Data Collection and Analysis

Drawing upon the above analytical framework, the study employs multiple methods to offer a descriptive account of the ways in which policymakers, teachers, school leaders, and parents have responded to the challenges of the COVID-19 pandemic. With a focus on gathering qualitative insights that have not yet been gathered in previous research, the study featured three key data collection and analysis activities, which are explained in more detail below:

- **Desktop Reviews** of relevant documents on COVID-19 education responses in the Philippines. This rapid review was undertaken to collate evidence from various education systems about their COVID-19 responses and reopening strategies.

- **Key Informant Interviews** with Ministry officials and regional donor representatives (*n*=15) to understand the decision-making process and implementation of the planned response, the strategic focus of the planned response at different points in time, as well as the focus moving forward. Interview data were collected face-to-face by in-country researchers. Where live interviews were not possible, phone or online communication was used. See **Annex C** for the complete interview protocols.

- **Survey:** A non-representative survey with purposefully selected school leaders (*n*=20), teachers (*n*=39), and parents (*n*=36) examining COVID-19 specific policies and practices within school communities was conducted. The sample was based on a variety of geographic locations, the experience of teachers, and gender and language backgrounds. Online and paper-based surveys were distributed in both the Filipino and English languages to ensure a diversity of insights. Open-ended data about challenges and opportunities were also collected as part of the survey. See **Annex C** for the full survey instruments.

2.2.1 Participant Demographics

The geographic representation in this sample includes respondents located in urban, remote, and provincial areas. There was equal gender representation among the school leaders and slightly more boys than girls among the students (as reported by their parents in the survey). However, more women teachers responded to the survey than did men. While many teachers (approximately 40 percent) had more than 11 years of teaching experience, the sample also included beginning teachers (5 percent) and teachers with less than ten years of experience (50 percent). More than 50 percent of households surveyed spoke a language other than Filipino at home.

It is also important to note that online access to teaching and learning materials appears to have been available to all participants who responded to this study. This note is important as accessibility issues are common in parts of the Philippines, even though our research suggests there are efforts to improve access to data, devices, and Internet platforms. Parental education levels are also high that attributable to the selection of parents by school leaders rather than in-country researchers. Therefore, the study should not be considered representative but rather as providing detailed insights into the experiences of policymakers, practitioners, and parents during the pandemic. Participants' demographics are illustrated in **Figures 2** to **6**.

Figure 2. Location of Participants
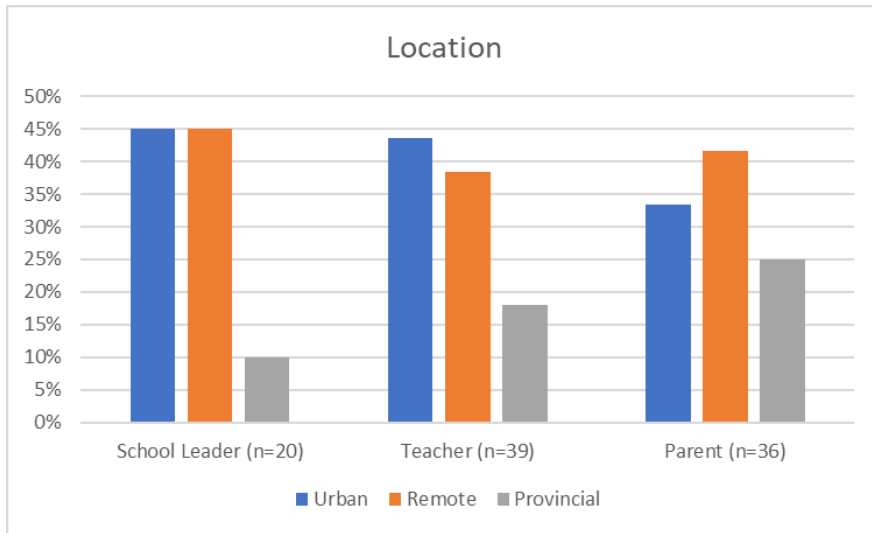
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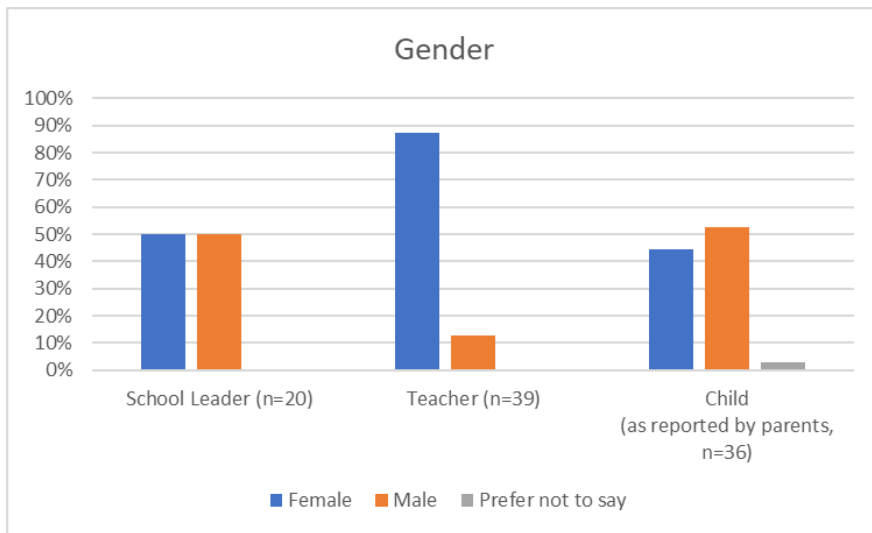
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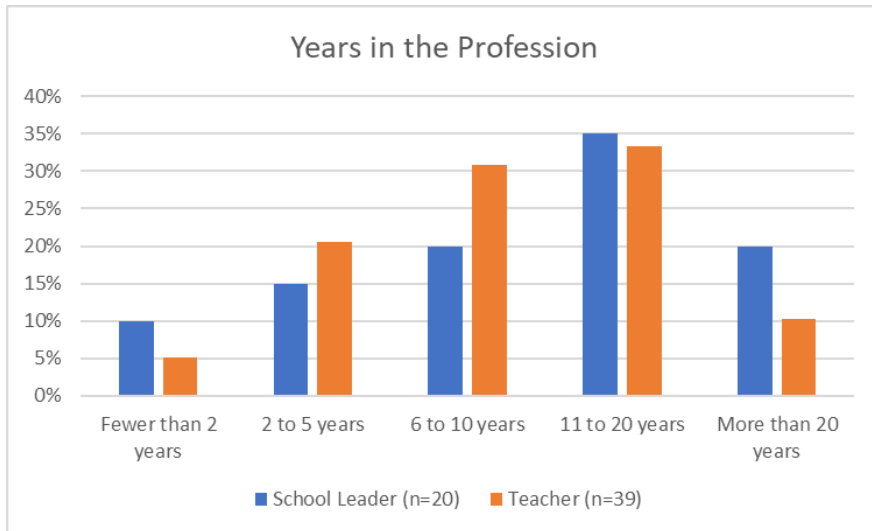
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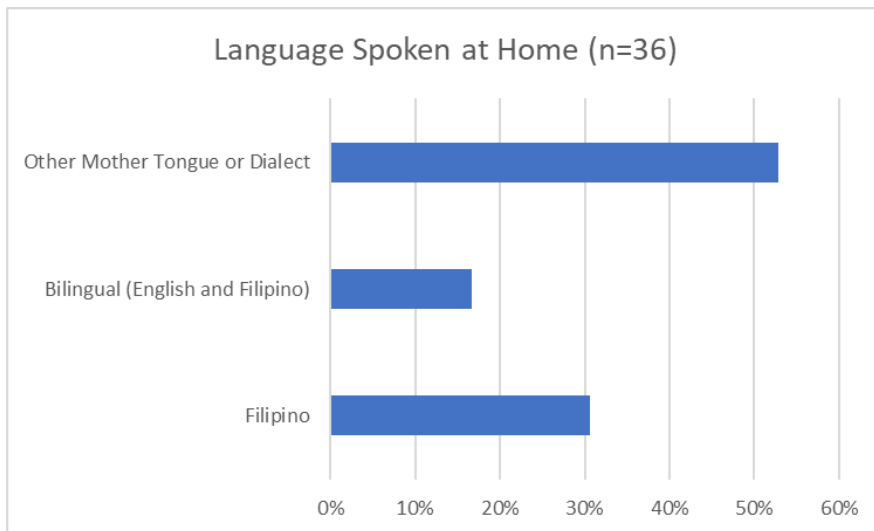
Figure 6. Children with Additional Learning Needs

Parents of Children with Additional Needs (n=36)

- Unsure
- Yes, my child has both additional physical and intellectual needs
- Yes, my child has additional intellectual needs
- No, my child does not have any extra needs

(0% 10% 20% 30% 40% 50% 60% 70% 80%)
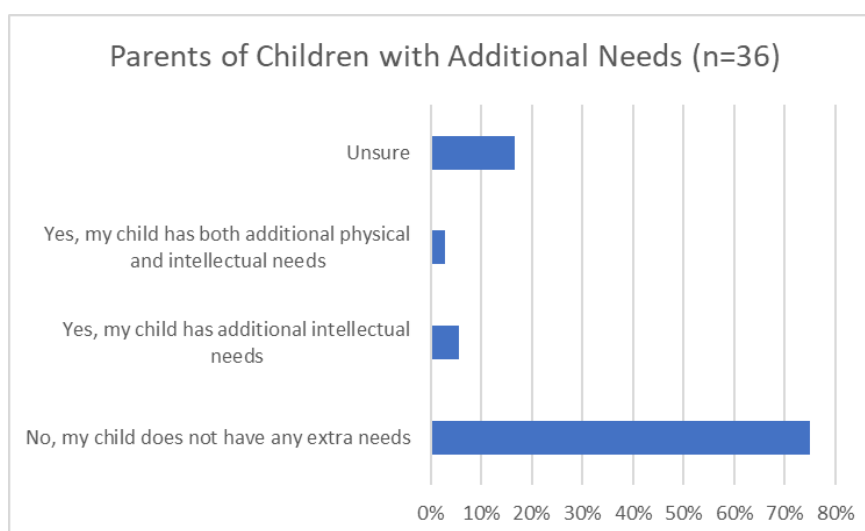
2.3 Analysis

- **Documents** collected as part of the desk review were analyzed against the analytical framework in order to understand levels of readiness to respond to COVID-19 in the Philippines. Documents were collected and analyzed in English and Filipino with the support of in-country research teams.

- **Interview data** were subject to inductive thematic analysis using the *Dedoose* platform against the analytical framework developed for the study. Saturation in themes was reached during the process of analysis. The findings of the interviews confirmed those key challenges and opportunities facing the Philippines as raised in the desktop review and identified additional opportunities to those highlighted in the survey.

- **Survey data** were subject to descriptive statistical analysis using SPSS, with additional open-ended responses subject to thematic analysis in the survey platform *Alchemer*. The survey data provided insight into the experiences of school-level participants and were triangulated with the key informant interview data and document analysis to consider perceptions of given and received support in the Philippines education system.

2.4 Limitations

This study aims to investigate the ways in which schools and education systems in the Philippines adapted to changes and challenges brought on by the COVID-19 pandemic. To fill the current gap of school-based insights around teaching and learning practices, the study is largely based on qualitative data. Thus, the data included in this study are not representative, although they may reflect the insights gathered by other studies on education in the Philippines.

3 READINESS: PREPAREDNESS TO SUPPORT STUDENTS IN THE PHILIPPINES

3.1 Education Reform Policies

To improve the quality of education students receive, the Philippines has implemented several major education reforms over the previous decade. These reforms focus on areas of educational practice common in high-quality education systems, including policies regarding access, teacher quality, and inclusive education. The pandemic has also led to renewed efforts to support students, particularly in times of crisis and disruption. Understanding where the education system was at the onset of the pandemic provides an important context for understanding the country's readiness to respond to the needs of students, parents and communities, teachers, and schools during the pandemic and into the future.

Over the past decade, the education system has witnessed several important reforms. First, the expansion of basic education to 13 years of schooling, and second, the introduction of the mother tongue as the language of instruction in primary education (Pouezevara et al., 2020). The Alliance for the Education Sector has also attempted to support several Quality Education Development Tasks, namely implementing school-based management and national competency-based teaching standards; implementing kindergarten (K) education; and introducing extended K to Grade 12 (K–12) curriculum. All these interventions aim to improve the quality of the education system in the years to come (UNESCO, 2021).

Educational Expansion and Reform

In 2013, the Philippines government implemented a major education reform in the expansion of the education system (Cagasan et al., 2020). In addition to adding a K year prior to Grade 1, 2 additional years were added to the secondary school education system, culminating in the development of a K–12 education structure, reflecting the 13-year education sequence found in high-performing education systems. K was also made both compulsory and free in 2012, a reform that acknowledges the importance of early learning in broader educational participation and achievement (UNICEF, 2018).

Assessment Programs and Practices

Students in the Philippines participate in several internal and external assessments. System-specific assessments directed at younger students include the Early Language, Literacy, and Numeracy Assessment (ELLNA), Early Grade Reading Assessment (EGRA), and Early Grade Mathematics Assessment (EGMA). A recent EGRA found a decline in literacy skills in both English and Filipino, with a concerning rise in the number of children who were unable to provide any correct responses National Achievement Tests (NAT) (Department of Education, 2017) are also conducted in Grades 6, 10, and 12. These tests for older students provide information about performance but are not a requirement for graduation or university admissions (Arinto, 2020). The Philippines also participates in several external assessments, including the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and Southeast Asia Primary Learning Metrics (SEA-PLM) (Department of Education, 2017). Classroom-based assessments are less common than summative assessments of proficiency; however, recent initiatives to incorporate assessment practices as part of daily teaching and learning are becoming more common (Cagasan et al., 2020).

Improving Teaching Quality

To improve national teacher quality, the Philippine government has implemented several initiatives, including the Philippine Professional Standards for Teachers. The Philippine Professional Standards act as a framework for defining teacher quality as related to

knowledge, practice, and professional engagement (Department of Education, 2017). The standards also outline expectations for teachers across a range of teaching and learning situations at different career stages (Department of Education, 2017, *p. 9).*

Co-designed Resources

The Department of Education (DepEd) manages a central learning resource portal, or the Learning Resource Management and Development System (LRMDS), a repository of approved teaching materials and professional development resources that teachers can download and use in their K–12 classes (RTI, 2020). This resource hub accommodates printable and digital learning modules, teacher's guides, activity sheets, activity cards, lesson plans, and some media assets like illustrations, videos, audio, and photos that teachers can use in their classrooms (Arinto, 2020). Many resources are developed and shared among teachers and only published after going through a strict quality assurance process through the school, division, and regional bodies, before being uploaded onto the portal by the LRMDS administrator.

Policies for Inclusion and Equity

According to the Philippines DepEd (2017), the Philippines has long attempted to promote inclusive education and support students with additional needs (UNESCO, 1994). Inclusive education policies were officially adopted in 1997 by DepEd, with 'Silahis Centres' ('school within schools') supporting the implementation of inclusive education policies. The development of infrastructure and education for small and remote schools (also known as "last-mile schools"); and mandated opportunities for out-of-school youth through the Alternative Learning System (ALS) (RTI, 2020). In addition, mother tongue language provision has been expanded with the law now mandating that children learn in their mother tongue in early primary school and gradually transition to English and Filipino as they move to higher grades (RTI, 2020). There are also many initiatives to promote gender equity in the Philippines, in the education system, and more broadly. Assessment and planning mechanisms that support students' needs with different learning needs are still emergent.

Education for Sustainable Development

Within the Philippines' Education for All (EFA) Plan of Action 2001–2015, education for sustainable development is a key focus. In 2008, the Philippine government implemented the National Environmental Awareness and Education Act (NEAEA), which mandated all relevant agencies to integrate environmental education into public and private school curricula for all levels of education (UNESCO, 2021). Specific law has also been implemented regarding human rights teaching within the curricula across all education levels (Institute of Human Rights and Peace Studies et al., 2013, as cited in UNESCO, 2021). These initiatives attempt to prepare students for a changing world and to assume responsibility for creating a more sustainable future.

Emergency and Crisis Management

In 2008, the Philippines also implemented Disaster Risk Reduction Management (DRRM) within the national basic education framework. The framework focuses on three outcomes: access, quality, and governance (DepEd, 2015a). This framework attempts to provide a foundation for supporting the safe continuity of learning during periods of crisis via the system and school-level coordination and recovery efforts. At the start of the pandemic, a School Safety Assessment Tool[2] for schools to use in assessing their readiness to return to face-to-

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[2] The School Safety Assessment Tool supports schools in the safe reopening of face-to-face classes and provides necessary information on improvements and adjustment prior to the implementation of face-to-face classes. For more details please see: UM | UPDATED SCHOOL SAFETY ASSESSMENT TOOL (SSAT) | DepEd Dasma

face learning was also developed. However, no emergency management plans prioritize the needs of early childhood learners.

Open Education Resources

Awareness of Open Education Resources (OER) designed to support teaching practice has increased in the Philippines since 2012. As a result of research, which highlights disparate access to resources among students in the country, an LRMDS has been established, which has since become a flagship program of the Bureau of Learning Resources. Today, the Learning Resource Portal (LR Portal) aims to strengthen resource development and distribution systems at the region and division levels and foster the provision of quality learning materials, particularly in reading in the early grades (Arinto, 2020; Pouezevara et al., 2020).

In 2013, the Philippines government implemented a major education reform in the education system expansion (Cagasan et al., 2020). In addition to adding a K year prior to Grade 1, 2 additional years were added to the secondary school education system, culminating in a K–12 education structure development, reflecting the 13-year education sequence found in high-performing education systems. K was also made both compulsory and free in 2012, a reform that acknowledges the importance of early learning in broader educational participation and achievement (UNICEF, 2018).

The next section of this report provides more detail on the ways in which education policies and practices in the Philippines supported student participation during the COVID-19 pandemic. It also considers how these practices have evolved and reflected on the lessons learned that can promote recovery and resilience in the Philippines into the future.

4   RESPONSE: SYSTEM AND SCHOOL RESPONSES IN THE PHILIPPINES

At the onset of the pandemic, the central DepEd established a Basic Education Continuity of Learning Policy (BECLP), which provided an anchor for several other policies and government directives, including guidelines for supporting vulnerable students such as those with disability. The BECLP also aimed to promote the health, safety, and welfare of learners, teachers, and DepEd personnel. As part of the BECLP, the curriculum was also adapted to focus on the Most Essential Learning Competencies (MELC), and standardized assessments were suspended. The U.S. Government, through the U.S. Agency for International Development (USAID), also provided 126 million Philippine pesos (PhP) ($2.5 million) to help the Philippine government's implementation of the BECLP to support learning continuity.

In March 2020, DepEd launched DepEd Commons, a searchable online database of interactive digital resources for teaching and learning that has registered 2.6 million views within its first two weeks of launching (Arinto, 2020). DepEd has also promoted initiatives to support participation in educational resource sharing and collaboration between community members and schools during the pandemic (Arinto, 2020). For example, DepEd's Open Education *Digital Rise Program* has been widely used during the pandemic and aims to develop information-seeking, media access, and technology skills among teachers and students (Arinto, 2020).

The Department of Education implemented multiple learning modalities to ensure that online learning offered a chance for continuity of learning (DepEd, 2020). These modalities included modular distance learning (MDL), online distance learning (ODL), TV/radio-based instruction (TV/R), and blended learning. Printed and digital resources, including learning materials, textbooks, activity sheets, worksheets, study guides, and other study materials, were also distributed, with consideration given to the needs of different types of learners. Parents and teachers were also given professional learning support and resourcing to adopt remote learning during periods of disruption (Pouezevara et al., 2020).

Challenges

Like many countries in Asia, the education system of the Philippines has faced many challenges during the pandemic. The length of remote learning periods has been a significant barrier to the continuity of learning. Remote learning began in March 2020. As of 2021, remote learning continued in many regions, exacerbating the risk of disruption to learning, disengagement, and dropout, but also the risk of children developing mental health conditions, missing out on school-given vaccinations and being vulnerable to child labor and child marriage (UNICEF Philippines Representative Oyunsaikhan Dendevnorov, as cited by UNICEF, 2021).

During the pandemic, a higher percentage of children have stopped attending school in the Philippines than in other countries in Asia, and a relatively low percentage of children have attended online classes during the pandemic due to weak Internet connections and a lack of digital devices (Morgan & Trinh, 2021). Now that periods of remote learning have largely ceased, in the Philippines, there are concerns that girls may not return to school as quickly as boys, as evidenced by higher school attrition rates for girls than boys in the Philippines during the Asian financial crisis (Lavado et al., 2022; World Bank, 2020).

In the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), school disruptions and emergency education were not new; however, COVID-19 presented different challenges due to the widespread and ongoing nature of disruptions. The BARMM government responded quickly by adapting DepEd's BECLP as a response to resource and capacity constraints for delivering remote and online learning for the BARMM population. This policy included an adapted curriculum and alternative learning system. However, the transitional process in the BARMM added further challenges to the government's response due to a lack of preparedness and a lack of formal structures and policies in place during school disruptions.

There needs to be more information on school-level responses and the ways in which the policies and practices mentioned above have been enacted at a school level. Accordingly, the next section presents the findings of surveys with school leaders, teachers, and parents, as well as interviews with key policymakers across the Philippines, focused on responses to the pandemic across the education sector. The data are presented by the six key themes outlined in the analytical framework:

4.1　Leadership

4.1.1　Government Policies

At a policy level, participants reported that the Philippines government was quick to implement lockdowns and health policies to reduce the impact of COVID-19 and protect the population. These efforts are perceived as effective preventive measures to slow the spread of the virus in the community, protecting the health and well-being of those in school environments. There was also clear evidence of political commitment from the initial response phase to continue delivering education services. To support the continuity of learning across the Philippines, DepEd introduced remote learning in March 2020.

The implementation of remote learning involved a coordinated effort between ministry officials, school leaders, and teachers. Policies for learning continuity and remote learning focused on supporting a broad range of schools and students, but perhaps more importantly, ensuring schools were made aware of such policies and supported to implement them.

"Many policies were issued during the pandemic, and we needed to put them together into one cohesive document so that our principal could understand the different policies and how to manage the school. Different bureaus released issuances, and there was a need to develop a framework to guide the school head, and that's why we developed the toolkit."

—(OFFICER, DEPED)

In all, 100 percent of school leaders responded that they were aware of policies regarding remote learning delivery and expectations of the ministry and provincial offices that were aimed at ensuring continuity of learning. The data collected as part of this study suggest that both government and school leaders were motivated to succeed in the implementation of remote learning and make improvements during COVID-19 and in the future.

4.1.2 School Leadership

At the school level, there was evidence of increased autonomy for schools to identify and respond to their relevant needs. While DepEd provided support and resources, schools identified a need for increased budgets and a focus on the development of interim learning materials. Increased funding also enabled schools and local governments to hire learning support aides to help teachers.

High levels of responsiveness and motivation to ensure learning continuity was observed across the schools surveyed. Most teachers also reported that during the pandemic, they were expected to deliver remote learning, provide students with adequate resources to continue learning, and communicate teaching and learning strategies with parents and families. It is likely due to high levels of school and government leadership that 100 percent of parents surveyed responded that their child continued to learn remotely through school during periods of remote learning. This may be because children were given different opportunities to engage with learning through a wide provision of modes and modalities, as **Figure 7** demonstrates.

Figure 7. Children's Engagement During Remote Learning
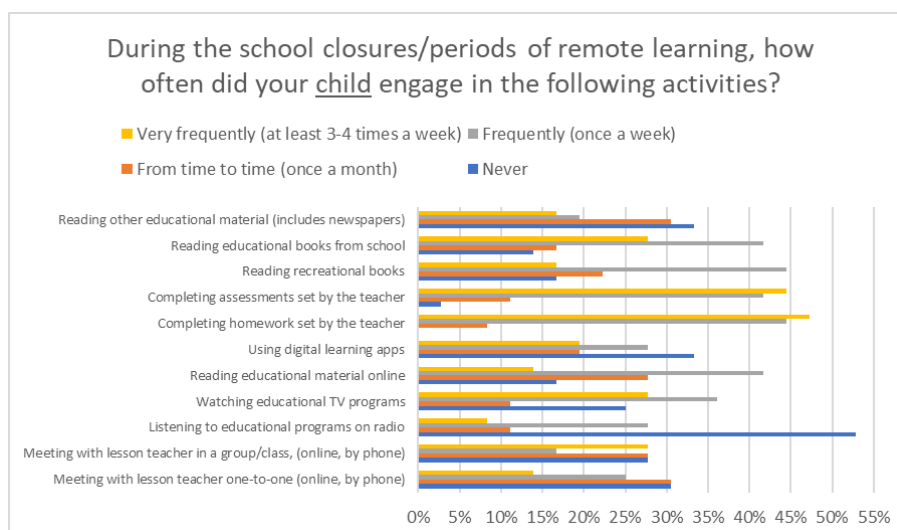
As the graph demonstrates, there were observable differences in the frequency between online/virtual materials compared to physical materials and handouts provided by the teacher. The survey also shows direct engagement with the teacher (either by phone or online application). Interestingly, radio broadcasting programs used often in low-income and emergency settings during times of crisis appear to have yet to have as broad a reach as other modalities for learning.

4.2   Collaboration

Collaboration between the government and DepEd was found to be key to the development of policies and guidelines supporting adaptation to the provision of education services across the country at community and school levels. Study participants highlighted the impact of collaboration and support from local governments in producing and distributing learning materials (providing paper, printers, ink, and buildings to use as distribution centers). Collaboration with external stakeholders also supported the DepEd in working with local private businesses/individuals to support local schools.

Collaboration between DepEd and universities to train teachers in remote teaching and develop broadcast lessons for radio and TV was also reported in the Philippines. Partnerships with external stakeholders, such as private education providers and donors, were formed to develop training and learning resources/materials, to support the delivery of remote learning practices. Partnerships with parents and the community also occurred, with an aim to support children's learning through different modalities. In the BARMM, support from development partners led to the development of paper-based learning materials and teacher training resources. Community groups were also formed to provide community education for students during remote learning while parents were at work.

"The participation of different stakeholders when it comes to responding to the educational needs during the pandemic... we saw the advantage of localities that have the multi-stakeholder participation from [the] private sector, local government, national government, even the parents and the teachers... that's what they call it in a good school-based management, it's the enabler for responding to the needs during the pandemic."

—(POLICYMAKER, DEPED)

The pandemic also offered an opportunity to accelerate reform and improvement agendas and contribute to the strengthening of relationships between schools and systems and schools and families. From **Figure 8**, 100 percent of school leaders, for example, reported feeling supported by parents and caregivers, while most also felt supported by the local community and DepEd.

Figure 8: School Leader Perceptions of Support

How supported were you by the following organisations/people during the school closures/periods of remote learning?

■ Supported ■ Not Supported

- Aid organisations/private donors
- The local community
- Parents/caregivers
- Teacher associations
- Local education authority
- Provincial education body
- Ministry of Education/Department of Education

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

4.2.1 Collaboration Between Teachers and Parents

As a result of the transition to remote learning, participants indicated that collaboration had increased between teachers and families. In many cases, teachers reported increasing their meetings with parents, with 80 percent of teachers reporting communication with parents on a weekly basis on ways to support student learning.

"I constantly have my open communication with the parents regarding the academic status and behavior of their kids."

—(TEACHER)

"Regular meeting with parents has greatly helped us to know the situation of students, especially during the pandemic."

—(SCHOOL LEADER)

"The strong collaboration among parents and teachers to produce quality students even in these times of pandemic"

—(SCHOOL LEADER)

Most parents reported that they were satisfied with the support level provided by their child's school, as shown in **Figure 9**. Most parents also identified that their child was, to a moderate or large extent, interacting with family members in similar ways prior to remote learning. Parents reported that their children were motivated to engage with educational materials and were eager to complete take-home packs of learning material. During remote learning periods, most parents indicated that they supported by helping their children with learning assignments, helping with remote learning, and checking that their children had completed homework.

Figure 9. Parental Support During Remote Learning
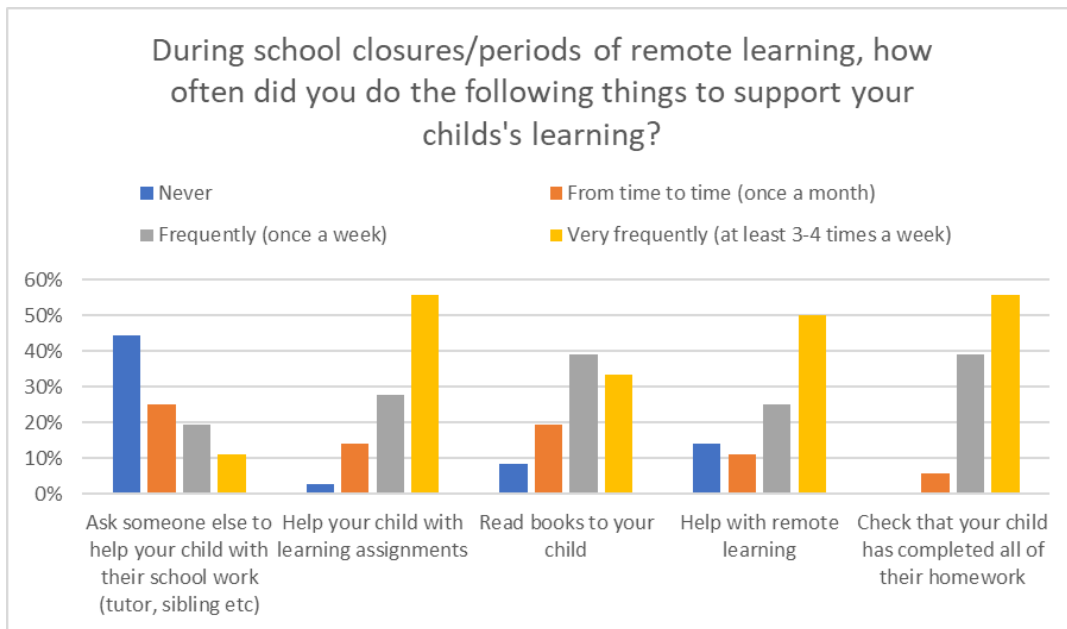
Collaboration Between Teachers and School Leaders

School leaders indicated that they met with teachers frequently online and by phone to discuss ways to support student learning and understand the teachers' changing needs and the challenges they were facing. Most school leaders also reported providing additional weekly training on remote learning mechanisms. Overall, 84 percent of teachers were satisfied with the support level provided by their school. Most teachers also agreed they met their school leader weekly to discuss their needs and challenges via various modalities. Like parents, teachers reported continuity of teaching and learning practices during the pandemic. However, based on previous research in the Philippines, it is crucial to realize that many teachers in the Philippines likely faced connectivity challenges, even if these results do not indicate this to be the case.

4.3   Well-Being and Inclusion

Student Mental Health

Policymakers in the Philippines reported a growing mental health crisis and a lack of qualified staff to support them. Mental health and well-being were seen as key concerns for many system leaders; however, supporting vulnerable students (particularly those with low levels of literacy or additional learning needs) was seen as especially challenging, with schools reporting various levels of success.

"Their main concern actually is the mental health of the students during the pandemic... some teachers and principals attempted to respond to and are successful, and on the other hand, some schools are not successful in responding to the mental health needs of the students."

—(POLICYMAKER, NONGOVERNMENTAL ORGANIZATION)

"Mental health, that is also a problem in DepEd, the lack of guidance counselor, and that was made very visible by the pandemic. We often heard that children are stressed and not coping without social interaction, so the need for guidance counselors was heightened."

—(OFFICER, DEPED)

While system-level support for remote learning and learning continuity was repeatedly highlighted in interviews with both system and school-level participants, more information was needed about mechanisms to support mental health and well-being. Policymakers reported that student mental health was a growing concern for educators, with many teachers reporting they conducted home visits to check in with families and students. Monitoring of student well-being through home visits was also reported by educators.

"We support the students by creating a safe and conducive e-learning environment for them. We make sure that the home and school relationship is open and consistent in communicating progress, challenges, and interventions. We made home visitation if necessary. We consider the unique family set up at home to help the children further."

—(TEACHER)

4.3.1 Educator Well-Being

"Handling mental health issues...No one is prepared for that, because even the teachers themselves, or even the principals, are also facing some mental health issues. So, it's a big barrier for us to be able to move forward."

—(POLICYMAKER, DEPED)

The mental health of educators was also impacted during the pandemic. Policymakers expressed concerns about teachers' and school leaders' mental health and well-being. As shown in **Figure 10**, most school leaders also responded that they worried about the stress levels of teachers and the mental health and well-being of their students. Most school leaders said that they responded by providing additional resources and training for teachers of students with individual learning needs and mental health resources to teachers. School educators did not provide further details on the type or quality of mental health resources provided. School leaders also reported monitoring the mental health and well-being of teachers, while teachers also reported regularly monitoring the mental health and well-being of students.

Figure 10: School Leader Perceptions of Well-Being
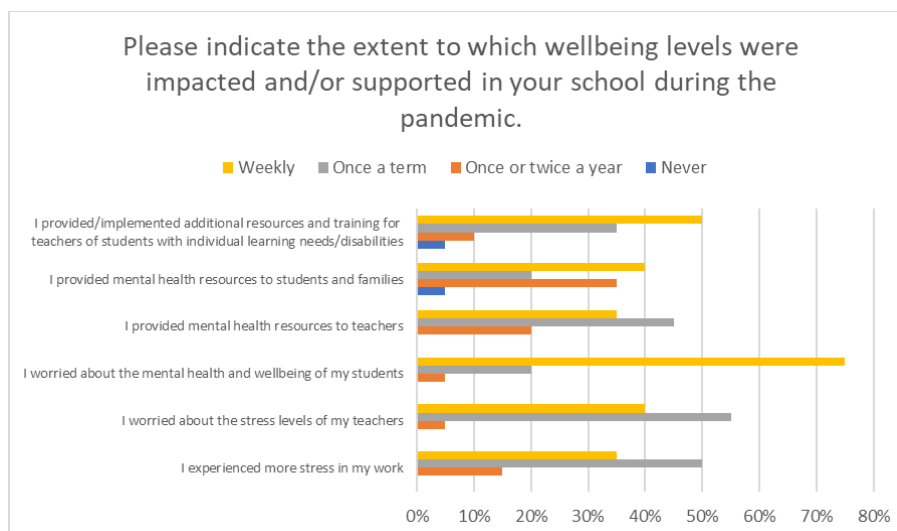
Despite support from school leadership, many teachers indicated that they had experienced more stress in their work than prior to the pandemic, as indicated in **Figure 11**. Teachers also indicated that they 'sometimes' or 'often' worried about their students' mental health and well-being (85 percent) and experienced more stress at work (82 percent). In response to trying to maintain well-being levels during the pandemic, most teachers said they integrated mental health and well-being activities into their teaching practice (90 percent) and provided mental health resources to students and families (80 percent).

Figure 11. Teacher Perceptions of Well-Being
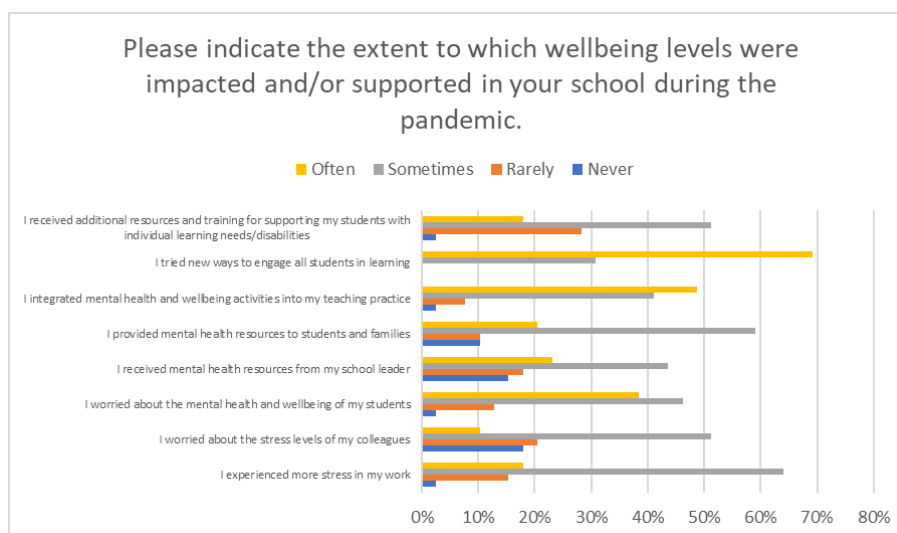
4.3.2 Promoting Well-Being and Inclusion

During periods of remote learning, many educators reported adapting their practice to cater to the needs of different students, such as those with special learning, psychosocial needs, or different language backgrounds. Efforts were made by local government agents, as well as teachers, to distribute tablets and free Internet data in some areas and for some students (particularly those at-risk or those with different learning needs). Consideration of the importance of promoting social-emotional learning and interaction between students during periods of remote learning was also highlighted by teachers who participated in the study.

"Since most of our students are [Indigenous People], we contextualized our lesson into Manobo so that our learners can easily understand our lesson."

—(TEACHER)

"To make learning more fun and enjoyable, I use different online educational applications when teaching them."

—(TEACHER)

"I provide them opportunities to express their feelings, and I always ask them how they feel before we start our class sometimes, I let them talk and socialize with their classmates as I can see the changes and the progress they made when we started doing that in the class."

—(TEACHER)

For children with access to technology, technology is identified as key to supporting differing learning needs and aiding the Philippines education system's ability to transition to remote

learning. Technology is seen as having many benefits and advantages, but only for those students and families with access to devices, data, and connectivity. For other students, the reliance on technology for continuity of learning appears to have exacerbated existing inequalities.

"The best alternative work that can support our students during [the] pandemic is to constantly contact them through social media platforms and continuously give them moral support all throughout the school year."

—(SCHOOL LEADER)

"We're trying our best to make the students learn. When we give the modules to the parents, we explain to them what to do with these at the same time because we can't go online; because often there's no electricity."

—(TEACHER)

4.4   Differentiation

As part of the BECLP, a school-based survey was conducted by DepEd at the beginning of the pandemic to map the needs of learners and their parents and their readiness for remote learning. Data were used by the school, division, and region to devise relevant continuity learning plans and to support budget decisions at the school, division, and regional levels. As part of this initiative, multiple modalities were used for distance learning, including online, paper-based modules, and television and radio.

"Another important policy was the provision of the distance learning modalities that are included in the Learning Continuity Plan. Having the online learning modality, DepEd TV, [MDL] and, and radio education."

—(POLICYMAKER, DEPED)

Teachers also reported differing levels of readiness for remote learning; 100 percent of teachers surveyed reported trying new ways to engage students in learning. Teachers also reported adjusting the delivery of curricula and focusing on core content areas and capabilities. As mentioned earlier in the report, students were also supported through home visits. Although many teachers were trying to learn how to use the technology as they were going, teachers also reported examples of "*contextualization*" and "*differentiated instruction*" being supported with increased flexibility and different modalities.

"We intensified our home visitation such as providing intervention in reading and numeracy."

—(TEACHER)

"We are sending learning materials aside from modules, and reading materials, in math, English, Filipino, and Mother Tongue Based. We do have teachers in Teach for the Philippines. They identify slow learners and then conduct home visits."

—(SCHOOL LEADER)

"I tried using different strategies outside of just using paper and pencil for the students' exercises... I also used other methods to meet students' needs outside of academics (emotional, social, etc.) by using my consultation hours because they were not given an opportunity during regular class time. Examples are giving students the opportunity to set up meetings/interactions with their classmates that are not teacher-led such as online recess and flipped classroom where the student will share their skills and passion with their classmates."

—(TEACHER)

"Students were given an extension to pass schoolwork (homework/seatwork), reduced the work given to students, used a variety of methods (break out rooms, online games/activities) to provide students the opportunity to talk to the kapta bed-students."

—(SCHOOL LEADER)

4.5   Reflection

Survey and interview findings concurred that the Philippines government was responsive and made early decisions to support the continuity of learning, including the development and dissemination of learning materials in new modalities, such as via television lessons (**Figure 12**). The responsiveness and motivation of school leaders and teachers were also well-documented throughout the findings.

"We have a very good, a very responsive... Schools Division Superintendent. Because even at the start of the pandemic, when we first hear that education must continue, we immediately meet. She immediately met all our DepEd officials and talked about what are the things that we need to do in anticipation to the closure of the schools."

—(OFFICER, DEPED)

"I tried new strategies to engage the students on Zoom: use of online websites/apps, use of movement activities, gamification of lessons with digital tools."

—(TEACHER)

Figure 12. Teacher's Adapted Teaching Practices
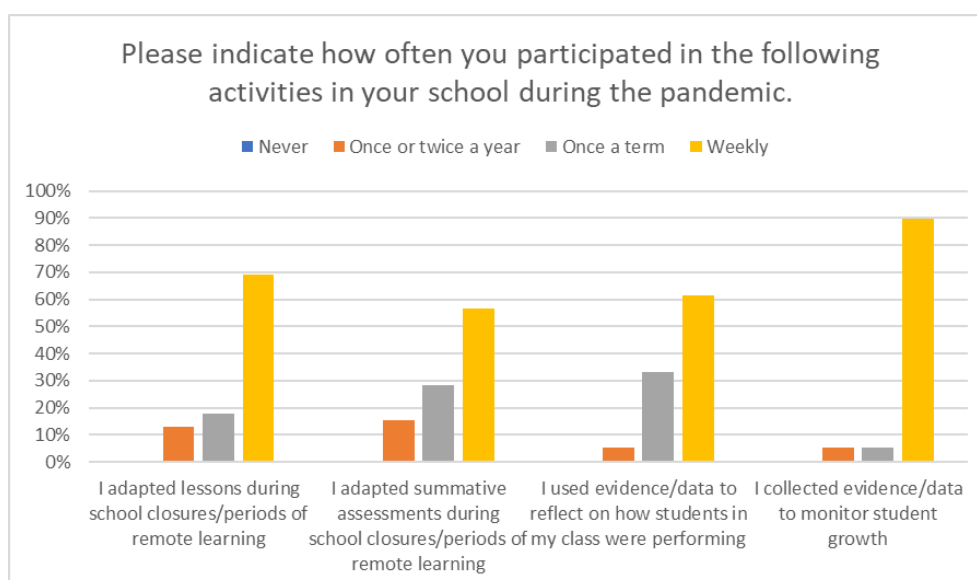
In schools in the Philippines, there was a recognition of the need to accelerate learning and make up for lost ground during the pandemic as part of future planning and to reflect on opportunities for improving teaching and learning practice. There was an acknowledgment of the extent to which teachers required support through the provision of learning support aides to support teachers in their work, assist teachers with preparing materials, and coordinate with parents. There was an acknowledgment of the need to focus not only on the challenges of the pandemic but opportunities for improving education programs and practices in the future.

"The curriculum simplification, I think, is one [change].... The continuous training of teachers. That's another important part. The decision to reopen schools. I think that's very important for learning recovery... I hope that this would be part of this new plan, like a national remedial learning program or national catch-up program, because, as in other countries, there would be a high level of learning loss after these two years, and we need to find ways to accelerate and minimize the learning loss to accelerate the recovery and minimize the learning loss."

—(POLICYMAKER, DEPED)

"We are working on the Learning Recovery and Transition Plan... it may be so difficult to accept... we have to come up with a Learning Recovery and Transition Plan, but we just don't focus on learning recovery, on the losses or the gaps, but ... we also have to focus also on the learning and innovation gains."

—(OFFICER, DEPED)

4.6   Growth

The School Safety Assessment Tool is a promising step forward in raising expectations for the school environment and the student's experience at school. Asking teachers to develop learning modules and lesson plans and having these reviewed by Area Supervisors is also an important example of regional autonomy. This approach worked well to promote greater local uptake and ownership of the curriculum and create conditions for a shared focus on practices that promote engagement and growth.

A focus on student growth was also reported in school-level data; 100 percent of school leaders agreed that, during the pandemic, their school communicated teaching and learning strategies with parents and families and assessed student learning. Most teachers who participated in the study agreed that they were expected to assess student learning and monitor student engagement by their school. **Figure 12** above also highlights that most teachers reported using evidence/data to reflect on how students were performing and highlighted their collection of data to monitor student growth (35 percent of teachers reported using evidence to reflect on growth weekly).

During the pandemic, most teachers reported that they collected evidence/data weekly to monitor student growth. Most teachers surveyed also indicated reflecting on how the students in their class were performing and adapting lessons and summative assessments to monitor student growth and progress. The integration of remote mechanisms was reported as promoting flexible learning while also enabling students to develop technology-based skills. Different use of learning modes and modalities, and ongoing communication with staff and families, were also recognized as key enablers in supporting a focus on growth and achievement.

"I use extensive monitoring of my student's participation. We found a good platform where we can monitor the recordings and assess areas that I am not able to observe during the actual class time. The platform, I can say, is designed for education and support plays like boardgames and the actual output of my students."

—(TEACHER)

"Communication is one of the best ways to support our learners during the pandemic. Because in this way, we will be able to monitor them or assess their achievements and performance."

—(TEACHER)

Surveys with teachers suggest that most teachers adapted assessment and monitoring practices during the pandemic. However, some teachers reported finding that assessment and

monitoring student growth is challenging during the remote learning periods. A lack of awareness of the availability of comparative data and mechanisms for improving student learning was also identified as an area that could improve a school's focus on growth.

"I find it hard to test their skills and comprehension."

—(TEACHER)

"[We need to be] training teachers to use available or baseline data to improve the teaching/learning process."

—(SCHOOL LEADER)

5 CHALLENGES TO EDUCATION RESPONSES

Although the data presented as part of this study outline positive practices in response to the pandemic, the study has identified two significant challenges for school and policy leaders in the Philippines in adapting education systems as a result of COVID-19: (1) parental capacity to support remote learning, and (2) return to face-to-face learning.

5.1 Parental Capacity to Support Remote Learning

Based on the data collected as part of the survey, parents did not appear to face significant barriers to their child's learning during periods of remote learning. Most households surveyed reported access to resources with the capacity to facilitate remote learning, for example, mobile phones, computers, and an Internet connection. In total, 92 percent of households had access to a mobile phone, 72 percent had access to a computer and an Internet connection, and 75 percent had a television. Also, 58 percent of the parents had radio access.

However, despite these high reporting rates on access to devices, most school leaders selected limited home resources as an ongoing challenge they faced in supporting students during the pandemic. Most school leaders surveyed identified parental capacity to support their child's education as a key challenge (**Figure 13**).

Figure 13. School Leader Perceptions of Challenges in Supporting Students
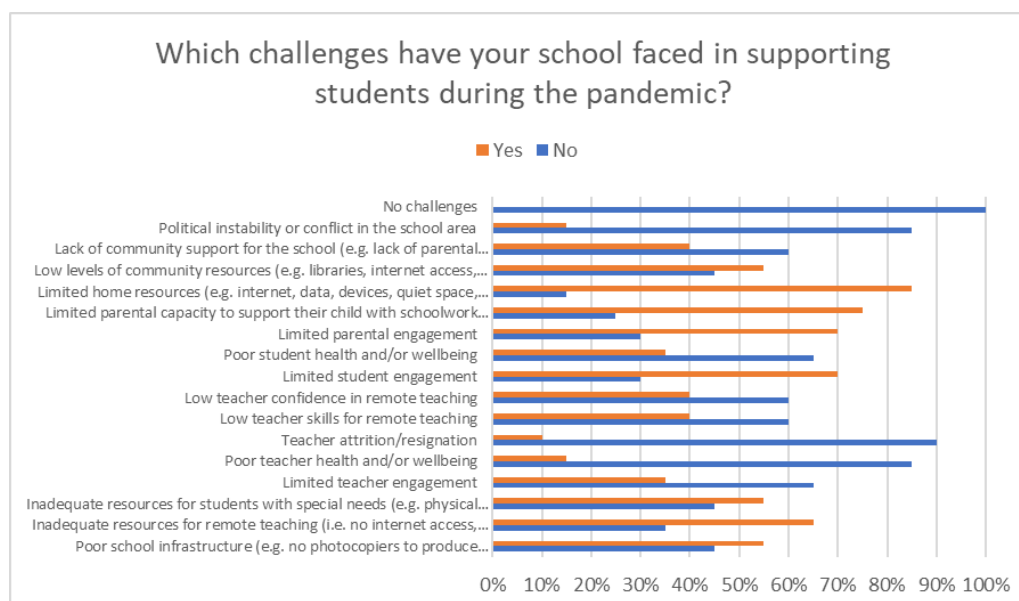
Teachers also identified limited parental capacity and low levels of community resources as major barriers to participation. Limited student engagement was also seen as a challenge. Study participants also highlighted a lack of access to materials as a challenge and noted that many students were not prepared to participate in remote learning due to limited home infrastructure, location, or adequate parental support.

"Some learners/parents can't get [paper-based] modules [on time] due to the distance of their home to school."

—(TEACHER)

"It is difficult to contact parents because not everyone has a cell phone. There are many children who do not want to go to school... Many learners do not want to study."

—(TEACHER)

Educators reported that many parents who were working were not able to support their children adequately with remote learning and that gender impacted caring responsibilities, with mothers bearing the load of childcare responsibilities. Parents with low literacy levels or limited knowledge of curriculum content also needed help to help their children learn at home. Inadequate remote learning resources, including both paper-based and digital modalities, were also reported as a barrier for students with additional learning needs.

"The parents became... really the teacher, not just the supporter but the teachers of their kids. So, there is a very difficult balancing act. Especially for parents and mothers, especially mothers and older sisters, who need to respond to their work or household chores and the needs of their siblings or daughters and sons in terms of their educational needs."

—(POLICYMAKER, NONGOVERNMENTAL ORGANIZATION)

"[There was] difficulty in addressing the extra needs of students who are lagging behind."

—(TEACHER)

Disparate literacy levels among children also reduced the potential to engage with different modalities used in remote learning materials, including paper-based resources. Many digital or online mechanisms do not warrant high literacy levels and are being used globally to engage children of different skills and abilities. Policymakers outlined that disparate access to devices and data meant that most teachers were using paper-based learning modules, especially in the BARMM.

"Students lack equipment such as tablets, cell phones, and other gadgets that they can use in online classes. Students do not have a fast and stable Internet connection".

—(TEACHER)

However, paper-based resources can be problematic for children with low literacy levels, reducing engagement and ability to comprehend resources without support from teachers. It is important to examine ways to support parents in communities without access to devices, but also in those areas where literacy levels are low and disadvantage is often prolific. Understanding the practices of schools and families impacted by accessibility challenges requires further research. As Akamai noted (2017, as cited in Winthrop, 2020), the Philippines has the lowest Internet connectivity in Asia with accessibility issues most pronounced in marginalized communities.

Return to Face-to-Face Learning

Support for a return to face-to-face learning was also highlighted as a challenge, both for policymakers and members of the school community. Concerns around parental preferences

for continuing online learning were highlighted as particularly apparent in private schools. Online learning was preferred by those from private schools who had moved back to their provinces during periods of remote learning, as well as those who had concerns about the safety of their children. Department representatives also reported concerns around safeguarding the health and well-being of children and outlined the importance of risk assessments in understanding readiness to reopen at a school level.

"For most of the parents in the public school, they were more than willing to send their children back to school, but for the private schools, we are already seeing a very huge number of parents who don't want to let their kids go back to school... they prefer the online schooling."

—(POLICYMAKER, DEPED)

"There was an adjustment on the part of our learners... many of our learners, our teachers, and the parents are requesting to go back to or to return to schools... and as much as we want the learners to go back to schools or to return to the schools, it shouldn't be at the expense of their health and safety. So, what the department did was after in preparation for the reopening of our schools, we created a School Safety Assessment Tool, so the purpose is to assess the readiness of our schools to participate or to go back to our physical classroom, and then at the same time, the tool also intends to gather information from our schools to help them in preparing for the safe reopening of classes."

—(OFFICER, DEPED)

At the time of reporting, face-to-face learning had commenced widely in the Philippines. Together with partners, the United Nations continues to work closely with the government to support safe in-person schooling (Kahambing, 2021; Mabolec, 2021; UN, UNICEF, WHO, & UNESCO, 2021). However, given concerns around engagement and attrition within some student communities, support for more flexible learning options, and adapted ways to promote face-to-face learning, are worth examining in the future.

6 RECOVERY: OPPORTUNITIES FOR EDUCATIONAL IMPROVEMENT IN THE PHILIPPINES

While the challenges posed by the COVID-19 pandemic have been extensively researched and reported, the identification of enablers that supported schools to adapt to the changes brought on the COVID-19 is equally important to note. Based on the many policies the Philippines had in place prior to the onset of the pandemic, coupled with the rapid mobilization of considered policies for educational continuity, the Philippines is well positioned to recover, particularly with the support of external agencies. However, as in all contexts, children who are disadvantaged are likely to experience continued vulnerability. This chapter will provide a reflection on lessons learned about what works best to support recovery and educational improvement in the Philippines.

6.1 Partnerships

This study found that many schools and education providers in the Philippines are well-positioned to respond to the challenges raised due to strengths in leadership, partnerships, and inclusion. During the pandemic, investment in remote learning and support from external partners, as well as districts and schools, were widely reported. If the high level of collaboration between local government and schools, local communities and schools, external

stakeholders, and DepEd continues after the pandemic, the Philippines may be well-placed to respond to crises and challenges into the future.

"So, that means one of the enablers are support from Local Government Units, from those education specific non-government organizations as well as those who are non-traditional partners of education that, [non-government organizations] that are not traditionally supporting education, you know, have shifted some of their support towards education, acknowledging the needs. And, of course, probably the support that the greater development community has provided including us and other bigger partners. So, I think it's the collective effort, right, of the school community as well as the overall development community is one of the great assets of schools in terms of support, have been supported during the pandemic."

—(POLICYMAKER, DEPED)

Effective collaborations between schools and families also led to improved learning opportunities for students during the pandemic. Parents developed a stronger understanding of the educational process, became further invested in their child's education outcomes, and gained a stronger understanding of how to enhance support for student learning at home.

As Section 3 highlights, there were already many policies and practices in place in the Philippines that helped the country to shift to remote learning, including practices focused on partnerships and collaboration. It is important to acknowledge that parents, as well as teachers, were also given professional learning support and resourcing to adopt remote learning at the start of the pandemic (Pouezevara et al., 2020). However, educators and policymakers who participated in this study highlighted an ongoing need to strengthen support systems across the education system to encourage continued collaboration during times of future crisis.

"It is better for the government to have programs in place in case any unforeseen events come again. Provide regular training or seminars to teachers or staff of not only public schools but also private schools."

—(SCHOOL LEADER)

6.2   Support for Teacher Practice

In the Philippines, the necessity to adapt to the challenges faced by education systems during the COVID-19 pandemic led to the development of strategies and practices to improve the quality and provision of education for children. Many of these adapted practices and learnings from the difficulties faced during this time have established a strong basis for positive progression across education systems.

The findings of this study also demonstrate that not all teachers were equipped with the skills or resources for remote learning, and some schools did not have adequate budgets to support targeted teacher training. Some teachers expressed a desire to return to traditional forms of learning rather than to adapt or change their practice, while school leaders highlighted the need for more visible support and ready-made resources to assist teachers in the delivery of remote learning.

"We need support for the teachers and learners to boost their morale."

—(SCHOOL LEADER)

"Hopefully, the department can produce ready-made videos, PowerPoint presentations, and other teaching-learning appropriate to the situation. The teacher could not do this because they lacked the equipment and sufficient skills to do so."

—(SCHOOL LEADER)

"Provide additional training to teachers on how they can teach their lessons more effectively using modern technology and how they can help their students during face-to-face, hybrid, or ODL classes. It is also good to continue to develop the ODL method of teaching to be an alternative method in case we experience another type of pandemic."

—(SCHOOL LEADER)

Positive examples of school autonomy are also highlighted in the study, where teachers and school leaders have demonstrated the capacity to lead and innovate the delivery of remote learning to suit the needs of their local contexts. This includes adapting pedagogical approaches, the curriculum, instructional time, and assessment of students. School autonomy is crucial to system recovery and resilience, and teachers need to be supported and have the agency to make decisions about school-level improvements, where the learning outcomes and well-being of their students are central.

Overall, it appears that teachers experienced high levels of responsibility for supporting the continuity of learning. Many were faced with the challenge of making time for home visits, downloading and printing off learning materials, and distributing these materials to families. Although this is a challenge, it is also a strength of the education system in the Philippines. Teachers were able to pivot to invest the time and effort necessary to visit homes and make sure families had the materials and support needed. This is not the case in all countries. However, more support needs to be provided to teachers so they do not bear the responsibility for ensuring learning continuity into the future. Shared responsibility for resource provision between policymakers and school leaders will ensure teachers do not get overwhelmed or burn out. Despite concerns around teacher support, most teachers reported being satisfied with the level of support provided by their school, as **Figure 14** below demonstrates.

Figure 14. Teacher Perceptions of School Support
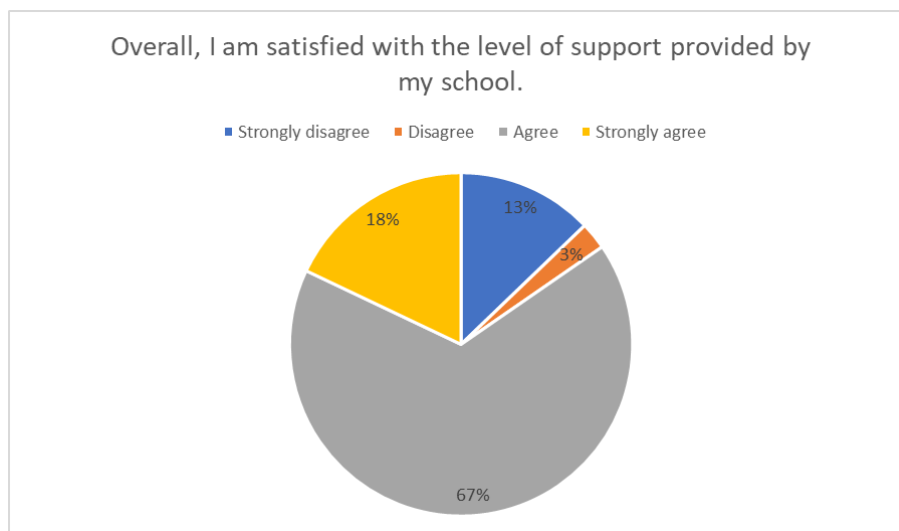
Numerous teachers who participated in the study also provided recommendations for ways in which school and system leaders can continue to provide support into the future. Additional resources and training, an adaptation of blended learning, and meaningful collaboration between community members and educators were highlighted as key opportunities for supporting quality teaching into the future.

"Provide us more resources and training to support the needs of the students and the teachers."

—(TEACHER)

"I would like my school to continue providing us teachers, as well as our students and parents, the same support they gave us during the pandemic and more. They can provide us with more types of equipment or devices that can boost our productivity and that we can use during the hybrid learning."

—(TEACHER)

"Be open to listening to community members and have concrete, institutionalized, and intentional steps, and guidelines to support them/us... Instead of just well-meaning reminders... Reminders are good, but until they are institutionalized and monitored, having an equitable and healthy learning environment becomes 'optional.'"

—(TEACHER)

6.3 Flexible Learning Modalities

The pandemic marked the introduction of a blended learning modality and long-term plans to continue to use blended learning to meet the needs of learners according to context, learning requirements, and access to resources. Teachers were given many different opportunities to try new ways of teaching, and 85 percent of school leaders and teachers reported an intention to continue to use blended pedagogies into the future. However, study participants also highlighted the need for a consistent approach to teacher training across different school types.

"If the government's focus is quality education, private schools (small or growing) should also provide teachers with adequate and quality training for remote learning. What has happened is that we each have our own approach to delivering learning to children. There is no concrete program for private schools."

—(SCHOOL LEADER)

School leaders also reported a desire for ongoing system support for future blended learning, shaped by guidance and support mechanisms that enhance student engagement and learning.

"Provide clear and concrete policies and guidance on the practice of remote learning, such as what the school should do to students who do not actively participate in school activities."

—(SCHOOL LEADER)

7 CONCLUSION AND RECOMMENDATIONS

Table 1. Summary of Readiness, Response, and Recovery Strategies to Support Pathways to Resilience

Phase	Strategies
Readiness	• Education reform policies supporting education quality improvements, including teacher quality and effectiveness • Cross-government coordination for disaster risk management • Policy supporting digitalization of education and blended learning approaches • Policies supporting resourcing for disadvantaged populations
Response	• State of emergency declared • Implementation of remote learning

	• Development of content for online learning platforms and broadcasting • District-level resourcing to provide teachers and students with devices for learning • Training in remote learning for parents and teachers
Recovery	• Adapted teaching and learning strategies at the school level (e.g., adapted curriculum, learning mode, instructional time, assessment) • Establishment of learning networks for upskilling • Strengthened engagement with parents and the community
Resilience	• Fostering school-parent-community partnerships • Building teacher confidence in digital literacy and blended pedagogy • Supporting teachers with additional training and a focus on workload and well-being • Incorporating blended and flexible learning approaches to support equity of access

The aim of this study was to understand the extent to which the Philippines' education sector was prepared to respond to the pandemic and explore how different levels of the education system adjusted support children in the Philippines. The research found that while the Philippines faces challenges across its education system, there are also many opportunities to leverage innovation and motivation at the school level. In particular, teachers' willingness to trial new methods of teaching and adjust their practices to support equitable participation should be recognized as a key contribution and sustained into the future.

The study has highlighted positive examples of the school and home partnership, where children's learning success became a shared responsibility between the school and parents. This partnership should be reinforced and fostered post-pandemic through continued, regular communication with parents about teaching and learning strategies to support monitoring and growth. Strategies to build parental capacity to support learning at home also provide parents with an opportunity to contribute to their children's learning.

Historic education improvement agendas in the Philippines have the potential to build system resilience in the long term, enhance the education system's ability to respond to the pandemic, and move forward with previous education initiatives designed to improve education quality. Throughout the pandemic, well-designed policies ensured that schools were able to implement new programs and practices, with remote learning mechanisms, including paper-based, low-mid tech (radio, TV, phone), and high-tech (online, digital) particularly important at this time. Although access to devices and data remains a challenge for some schools in the Philippines, many teachers reported trying new modes and modalities to deliver lessons, conduct assessments and monitoring of student learning, with some teachers reporting optimism around the potential for these mechanisms to foster inclusive learning. Awareness of the importance of mental health and well-being as part of inclusive and sustainable practice was apparent in the responses of many teachers. Examples of differentiation and reflection on practice and learning throughout the pandemic, both at systems and school levels, were also apparent.

In terms of ongoing system improvement, data collected as part of this study indicate that access to resourcing and policies, including teacher training, needs to be more consistent across schools in the Philippines. Schools with adequate resourcing were more likely to be able to support continuity of learning. There were some perceptions that public schools received higher levels of support, particularly for teacher training than private schools, despite many private schools reporting a need for improved teacher training in remote delivery. The

delivery of policies and programs that support mental health and well-being could have been better examined across schools in the Philippines. More evidence is needed on the quality and implementation of mental health and well-being programs, which are crucial during times of crisis.

Consistent processes for monitoring student growth, both formative and summative, also remain emergent. It is, therefore, important that teacher development is prioritized to leverage increased teacher confidence in digital pedagogy that has developed over the pandemic. Blended approaches to learning should continue to be encouraged and appropriately resourced at both school and system levels. This will also contribute to the further development of the digital literacy skills of educators, families, and students, as well as improving access for children who may be marginalized based on location or ability. It is important to note that the findings presented in this study are not representative and should be considered alongside other research on education challenges and successes experienced in the Philippines.

Finally, as noted throughout this report, although school-level participants in this study were selected from different geographic locations, gender groups, and linguistic and socioeconomic backgrounds, the data must be interpreted carefully. High levels of education, experience, and access to technology were widely reported by educators and families in this study. Thus, while the perspectives presented in this report offer insight into the educational experiences of educators and families, it is important to realize that these experiences are rare across some school communities. Further research should continue to seek the insights of those in the most marginalized settings to improve our understanding of what works and for whom, regardless of resourcing. With these insights considered, the findings of this study support several key recommendations, which are outlined in **Table 2** for policymakers, educators, parents, and families in the Philippines.

Table 2. Recommendations for Policymakers, Educators, and Parents/Families

Policymakers	Educators	Parents/Families
• Ensure equitable provision of resources to schools • Integrate a focus on mental health as part of school improvement agendas • Prioritize parental engagement during periods of remote learning • Enhance the digital literacy of teachers, parents, and students • Explore options for effectively sustaining blended learning pedagogy • Promote knowledge and resource sharing among teachers from diverse settings • Communicate the location of existing government resources to schools	• Practice self-care and collaborate with colleagues to adapt resources that can be delivered remotely • Adapt and contextualize remote learning practices to support different learner needs (including adapting resources based on access, ability, and location) • Enhance your capacities to deliver teaching and learning practices remotely • Participate in training on assessment and monitoring • Encourage parental engagement through formal communication channels and feedback loops	• Ask questions about your children's learning and ask what you can do to reinforce learning at home • Encourage your child's learning by showing an interest and asking questions • Learn how to use different tools and technologies if you have them in the home • Ask where to find paper-based resources if you do not have access to devices or data • Learn more about how your child likes to learn • Encourage your child to ask for help for their learning and to talk about their feelings and friendships in the home

This study provides insights for the system and school leaders to reflect on what can improve educational experiences for school children during periods of crisis and beyond. System actors, school leaders, and teachers in the Philippines have demonstrated a resilient and adaptive approach to their practice during the pandemic and an obvious motivation to improve conditions that foster safe and equitable learning. If the school-level practices highlighted in this study can be embedded in purposeful policies and practices that promote professional learning, this will contribute to changing teachers' mindsets and new skills being applied and shared. Further consideration might be given as to how DepEd can best position itself as a partner in reform efforts that promote family engagement, high-quality teaching, and leverage opportunities for equitable learning.

"Let's accept that times are changing, and traditions are not always conducive to the development of students and teachers. Sometimes it has to be let go because it is the very thing that is hindering our progress... I hope new ideas will be given more space and enough consideration, especially since our situation is new and different. Hopefully, our institutions will be more open to exploring more progressive methods of continuing education. It's about time."

(Teacher)

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ANNEX A: ANALYTICAL FRAMEWORK

This analytical framework underpins the design and implementation of the coronavirus disease 2019 (COVID-19) mapping study across six countries in the Asia region. It will be used to guide data collection, analysis, and reporting to meet the objectives of the study: (1) to fill the gap in comparative analyses on countries in developing Asia, and (2) to focus on policies and actions countries have taken to mediate and remediate learning loss and learning inequalities during COVID-19.

The framework is informed by the extensive literature on effective teaching and learning and draws from the emerging evidence base on COVID-19 impacts on education systems worldwide. The figure below depicts the different interacting levels of the education system (policy, school, agents) that impact on equitable student learning. In the context of COVID-19, the three phases—Readiness, Response, and Recovery—provide the operational context that influences how education systems plan for and manage their strategies for improvement and resilience.

This framework draws on USAID's Reigniting Learning: Strategies for Accelerating Learning Post-Crisis[3] evidence review and Return to Learning during Crises[4] toolkit and evidence review on strategies to accelerate learning and the work of the Organisation for Economic Co-operation and Development (OECD)[5] on promising policy responses to support greater education system resilience and responsiveness. Both share similar elements in defining a path forward that prioritizes the policies and practices to promote: (1) equity and inclusion, (2) flexibility in learning interventions and assessments, and(3) building the capacity of educators. However, this framework also seeks to broaden the ways in which we recognize system readiness and quality by focusing on the interplay between policy, practice, and equitable learning.

By exploring possibilities and opportunities rather than deficits, this framework will guide the investigation into how the different levels of the education system operate and interact at each phase of the COVID-19 planning and management cycle. Within each country's context, evidence will be collected on which systematic levers and school-level practices education systems can mobilize in safeguarding equitable learning among educational agents during and after the pandemic. Examples of innovative, flexible, and responsive systems and school practices relevant to the context will be explored and presented against the framework, creating meaningful pathways for comparative education systems to learn and adapt into the future. Lessons will be drawn from each country's response to COVID-19 to highlight the most promising approaches to address persistent quality and equity challenges in the education system.

Analytical Framework

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[4] Boisvert, K., Weisenhorn, N., & Bowen, J. (2021). *Returning to learning during crises: Decision-making and planning tools for education leaders.* United States Agency for International Development (USAID). Available online. https://www.edu-links.org/sites/default/files/media/file/Returning%20to%20Learning%20During%20Crises.pdf

[5] Organisation for Economic Co-operation and Development (OECD). (2020). *Lesson for education from COVID-19: A policymaker's handbook for more resilient systems.* Available online. https://www.oecd.org/education/lessons-for-education-from-covid-19-0a530888-en.htm.
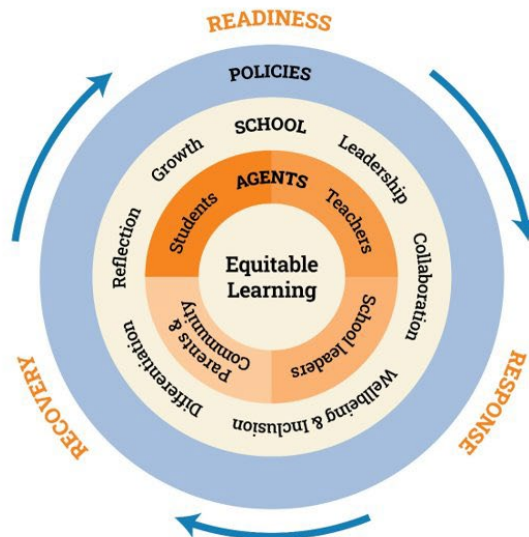
Equitable Learning

Drawing upon the USAID and OECD frameworks, we place equitable learning at the center of the framework, surrounded by those practices that can improve equitable learning opportunities amongst students, but also parents/caregivers, teachers, and school leaders. Equity is also highlighted as an area of interest in examining indicators of readiness, response, and recovery potential in the context of the pandemic. While research into the impacts of the pandemic on student learning has not yet demonstrated broad evidence of learning loss, there is convincing evidence of learning inequity in many contexts,[6] including low- to middle-income countries.[7]

The COVID-19 Context

The COVID-19 crisis has caused unprecedented levels of disruption to education systems worldwide. Across the Asia region, it is estimated that around 760 million children were impacted by school closures at the height of the pandemic. Government response strategies have varied across the region, with some countries imposing prolonged school lockdowns while others have had short, repeated closure periods. As countries begin to reopen schools and continue to prepare for subsequent waves of COVID-19 infection, there is a need to develop the greater capability of education systems to: (1) safeguard learning in the early response phase, and (2) address persistent barriers to learning equality by harnessing the opportunities for systemic change.

The Inter-agency Network for Education in Emergencies (INEE) Minimum Standards for Education[8] provides a useful framework for understanding how systems can better respond to emergencies and how they can improve preparedness to build a more resilient education system. The Preparedness phase involves having plans and processes that document what should happen during and after an emergency, such as national disaster response plans. The Response phase refers to policies, plans, and actions to manage priority areas, such as the closing of schools. The Recovery phase focuses on returning students to pre-emergency

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[6] Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). *COVID-19 and student learning in the United States: The hurt could last a lifetime*. McKinsey & Company, 1.

[7] Reimers, F.M. (Ed) (2022). Primary and secondary education during COVID-19: Disruptions to educational opportunities during a pandemic. Springer.Available online. https://link.springer.com/content/pdf/10.1007%2F978-3-030-81500-4.pdf

[8] Inter-agency Network for Education in Emergencies (INEE). (2012). *Minimum standards for education: Preparedness, response, recovery*. Available online. https://inee.org/resources/inee-minimum-standards

learning. The three phases are represented in a cycle to reflect an iterative process, where data-driven monitoring and evaluation processes facilitate systems readiness and improvement. In our framework, we have adapted the INEE standards to consider **_Readiness, Response, and Recovery_** not only in the context of emergencies but in relation to system resilience during and beyond the pandemic.

Policies

This framework assumes that resilient education systems rely on the interaction between policies and institutions with classroom-level practices and the ability of agents to mobilize them. Successful policy implementation requires skilled teachers and effective school leaders to connect classroom practices with the broader education reform agenda.[9] Well-designed policies, supported by political commitment and strong institutional structures, including capacity and resourcing, have the best chance of success.

The OECD (2020)[10] proposes three key policy priorities to take education forward beyond the COVID-19 pandemic. It challenges systems to take a transformational view of education that values people and processes over classrooms and devices. This links to the second policy priority, which calls for investments in teachers through carefully designed professional development that builds resilience and responsiveness to the new learning environment which considers new learning approaches that meet the learning needs of all children. The third priority area focuses on equity and inclusion in learning that combines policies that support effective learning interventions with student engagement and well-being.

In the context of COVID-19, education systems must understand the policy levers and school-level inputs that are necessary for safeguarding learning to pre-pandemic trajectories. For example:

- Policies support schools and teachers to develop emergency distance learning materials and activities accessible to all children, particularly the most marginalized.

- Government health authorities decide when schools reopen, and all educational authorities adhere to the Guidance for COVID-19 Prevention and Control in Schools.

- Education planners develop and adapt instructional times, curricula, and learning resources and tools, as well as modify examinations and promotion procedures to make them feasible.

School-Level Practices

There is no doubt that quality inputs at the school level have the potential to influence student outcomes positively.[11] The quality of those inputs, and the potential they bring for student learning and well-being, depends on what students, teachers, school leaders, and parents do and how they interpret and enact broader policies that guide classroom practice and student learning. When we consider the school-level practices that have the potential to promote a resilient approach to change and support equitable outcomes for all, it is helpful to conceptualize the school as a community made up of four key stakeholder groups that come together to support learning and well-being. They are the students, the teachers, the school leaders, the parents, and the community. We refer to these different stakeholder groups as "Agents" in recognition of the active role they can play in identifying needs within the school community and responding to those needs, particularly during a time of change or disruption.

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[9] Schleicher, A. (2018). *What makes high-performing school systems different. World Class: How to Build a 21st-Century School System*. Paris: OECD Publishing.

[10] Organization for Economic Cooperation Development (OECD). (2020), OECD Economic Outlook, Volume 2020 Issue 2, OECD Publishing, Paris, https://doi.org/10.1787/39a88ab1-en.

[11] Hattie, J. (2003). Teachers make a difference, What is the research evidence? University of Auckland

School-level factors that have the potential to influence student outcomes positively include the following.

- **Leadership**: Leadership that focuses on improving student learning, supporting ongoing teacher professional learning and collaboration, engaging all members of the school community, and promoting the well-being and growth of the school community. In the context of this framework, we acknowledge that leadership can occur at various levels, including at policy, school, or classroom level. In this current study, we are interested in how leadership at the school level contributes to resilience in the face of challenges and supports equitable outcomes. This leadership may come from school leaders themselves, but also collaborative leadership involving teachers, families, and the local community.

- **Collaboration**: Quality collaboration between school and families to support learning and well-being, a professional collaboration between teachers that is focused on improving learning and the impact on student outcomes,[12] a collaboration between students and teachers (e.g., formative assessment[13]) to improve student engagement, motivation, and learning.[14]

- **Reflection**: A culture of reflection that looks for pathways to improvement and growth, uses evidence to evaluate impact, and identifies areas for improvement, involves all members of the school community in the process of reflection. Feedback is also an integral part of the reflective process[15,] allowing agents across various levels of the school to develop a sense of agency.

- **Differentiation**: Multiple pathways for learning, flexible options for engaging in learning, responsiveness to individual needs, using evidence to inform decision-making and planning, teacher autonomy to adjust and respond to the needs of their students and the context for teaching and learning, support for teachers to enable a differentiated approach (training, resources, mentoring).[16]

- **Well-Being and Inclusion**: An emphasis on promoting well-being as a valued outcome of school, structures, processes, and programs that support the well-being of all members of the school community (students, teachers, school leaders, and families) can support student engagement and learning.[17] Inclusion should also be considered a key condition for well-being.[18]

- **Growth**: An emphasis on making progress, change and improvement, and other structures and processes that support teachers, students, and families to contribute to improvement within their school community.[19]

While the system and school structures are crucial components of educational quality, understanding what happens in a school setting can offer meaningful insights into overcoming

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[12] Donohoo, J. (2018). Collective teacher efficacy research: Productive patterns of behaviour and other positive consequences. Journal of educational change, 19(3), 323-345.

[13] Wiliam*, D., Lee, C., Harrison, C., & Black, P. (2004). Teachers developing assessment for learning: Impact on student achievement. Assessment in education: principles, policy & practice, 11(1), 49-65.

[14] Timperley, H., Ell, F., & Le Fevre, D. (2017). Developing adaptive expertise through professional learning communities. In Teachers leading educational reform (pp. 175-189). Routledge.

[15] Hattie, J., Clarke, S. (2019). *Visible learning: Feedback*. Routledge.

[16] Tomlinson, C. A., Murphy, M. (2016). *Leading for differentiation: Growing teachers who grow kids*. Hawker Brownlow Education.

[17] Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American psychologist, 55(1), 68.

[18] Goldan, J., Hoffmann, L., Schwab, S. (2021). A matter of resources? – students' academic self-concept, social inclusion and school well-being in inclusive education. *Resourcing Inclusive Education*, 89–100. https://doi.org/10.1108/s1479-363620210000015008.

[19] Griffin, P. E. (2017). *Assessment for teaching*. Cambridge University Press.

barriers to educational quality. Exploring which school-based practices and responses have been effective in supporting the continuity of learning during the COVID-19 pandemic has yet to be well examined, particularly in Asia.

In the context of this framework, the above school-level practices are intentionally broad and reflect the established body of research on the importance of in-school practices on student learning. This is a point of difference to many existing frameworks that assess school improvement or education quality, which often base quality on access to resources, infrastructure, school management systems, standards-based curricula, and summative assessment.

ANNEX B: FULL DESK REVIEW

To improve the quality of education students receive, the Philippines has implemented several major education reforms over the previous decade. These reforms focus on areas of educational practice that are common in high-quality education systems, including policies regarding access, teacher quality, and inclusive education. The pandemic has also led to renewed efforts to support students, particularly in times of crisis and disruption. Understanding where the education system was at the onset of the pandemic provides important context for understanding the country's readiness to respond to the needs of students, parents and communities, teachers, and schools, during the pandemic and into the future. Over the past decade, the education system has witnessed several important reforms. First, the expansion of basic education to 13 years of schooling, and second, the introduction of the mother tongue as the language of instruction in primary education (Pouezevara et al., 2020).[20] The Alliance for the Education Sector has also attempted to support several Quality Education Development Tasks, namely: implementing school-based management and national competency-based teaching standards; implementing kindergarten (K) education; and introducing extended K to Grade 12 (K–12) curriculum. All these interventions aim to improve the quality of the education system in the years to come (UNESCO, 2021).

Readiness

Educational Expansion and Reform

In 2013, the Philippines government implemented a major education reform in the expansion of the education system (Cagasan et al., 2020). In addition to adding a K year prior to Grade 1, two additional years were added to the secondary school education system, culminating in the development of a K–12 education structure, reflecting the 13-year education sequence found in high-performing education systems. K was also made both compulsory and free in 2012, a reform that acknowledges the importance of early learning in broader educational participation and achievement (UNICEF, 2018).

Assessment Programs and Practices

Students in the Philippines participate in several internal and external assessments. System-specific assessments directed at younger students include the Early Language, Literacy, and Numeracy Assessment (ELLNA), Early Grade Reading Assessment (EGRA), and Early Grade Mathematics Assessment (EGMA). A recent EGRA found a decline in literacy skills in both English and Filipino, with a concerning rise in the number of children who were unable to provide any correct responses[1]. National Achievement Tests (NAT) (Department of Education, 2017) are also conducted in Grades 6, 10, and 12. These tests for older students provide information about performance but are not a requirement for graduation or university admissions (Arinto, 2020). The Philippines also participates in several external assessments, including the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and Southeast Asia Primary Learning Metrics (SEA-PLM) (Department of Education, 2017). Classroom-based assessments are less common than summative assessments of proficiency. However, recent initiatives to incorporate assessment practices as part of daily teaching and learning are becoming more common (Cagasan et al., 2020).

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[20] Pouezevara, S., Arinto, P., Dunuan, L. & Sasing, M. (2020). Philippines EdTech ecosystem profile. Prepared for USAID under the All Children Reading-Philippines Project, AIDOAA-TO-16-00017. Research Triangle Park, NC: RTI. Available online. https://shared.rti.org/content/philippines-education-technology-ecosystem-profile

Improving Teaching Quality

To improve national teacher quality, the Philippine government has implemented several initiatives, including the Philippine Professional Standards for Teachers (shown in the figure below). The Philippine Professional Standards act as a framework for defining teacher quality as related to knowledge, practice, and professional engagement (Department of Education, 2017). The standards also outline expectations for teachers across a range of teaching and learning situations at different career stages.

The Philippines Professional Standards for Teachers[21]

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS			
CAREER STAGES			
Career Stage 1 Beginning Teachers	Career Stage 2 Proficient Teachers	Career Stage 3 Highly Proficient Teachers	Career Stage 4 Distinguished Teachers
Beginning Teachers have gained the qualifications recognized for entry into the teaching profession.	Proficient Teachers are professionally independent in the application of skills vital to the teaching and learning process.	Highly Proficient Teachers consistently display a high level of performance in their teaching practice.	Distinguished Teachers embody the highest standard for teaching grounded in global best practices.
They have a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy.	They provide focused teaching programs that meet curriculum and assessment requirements.	They manifest an in-depth and sophisticated understanding of the teaching and learning process.	They exhibit exceptional capacity to improve their own teaching practice and that of others.
They possess the requisite knowledge, skills and values that support the teaching and learning process.	They display skills in planning, implementing and managing learning programs.	They have high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience.	They are recognized as leaders in education, contributors to the profession and initiators of collaborations and partnerships.
They manage learning programs and have strategies that promote learning based on the learning needs of their students.	They actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement.	They provide support and mentoring to colleagues in their professional development, as well as work collaboratively with them to enhance the learning and practice potential of their colleagues.	They create lifelong impact in the lives of colleagues, students and others.
They seek advice from experienced colleagues to consolidate their teaching practice.	They are reflective practitioners who continually consolidate the knowledge, skills and practices of Career Stage 1 teachers.	They continually seek to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students.	They consistently seek professional advancement and relevance in pursuit of teaching quality and excellence.
			They exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines.

Co-designed Resources

The Department of Education (DepEd) manages a central Learning Resource Portal or the Learning Resource Management and Development System (LRMDS), a repository of approved teaching materials and professional development resources that teachers can download and use in their K–12 classes (RTI, 2020). This resource hub accommodates printable and digital learning modules, and teacher's guides, activity sheets, activity cards, lesson plans, and some media assets like illustrations, videos, audio, and photos that teachers can use in their classrooms (Arinto, 2020). Many resources are developed and shared by teachers themselves and only published after going through a strict quality assurance process through the school, division, and regional bodies, before being uploaded onto the portal by the LRMDS administrator.

Policies for Inclusion and Equity

According to the Philippines DepEd (2017), the Philippines has long attempted to promote inclusive education and support students with additional needs (UNESCO, 1994). Inclusive education policies were officially adopted in 1997 by DepEd, with 'Silahis Centres' ('school within schools') supporting the implementation of inclusive education policies. The development of infrastructure and education for small and remote schools (also known as "last-mile schools"); and mandated opportunities for out-of-school youth through the

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[21] Department of Education (DepEd). (2017). "National adoption and implementation of the Philippine professional standards for teachers." DepEd Order No. 42, s. 2017. August 11, 2017. Pasig City: DepEd.

Alternative Learning System (ALS) (RTI, 2020). In addition, the mother tongue language provision has been expanded, with the law now mandating that children learn in their mother tongue in early primary school and gradually transition to English and Filipino as they move to higher grades (RTI, 2020). There are also many initiatives to promote gender equity in the Philippines, in the education system, and more broadly.

Education for Sustainable Development

Within the Philippines' Education for All (EFA) Plan of Action 2001–2015, education for sustainable development is a key focus. In 2008, the National Environmental Awareness and Education Act (NEAEA) was implemented by the Philippine government, which mandated all relevant agencies to integrate environmental education into public and private school curricula for all levels of education (UNESCO, 2021). Specific law has also been implemented regarding the teaching of human rights within the curricula across all education levels (Institute of Human Rights and Peace Studies et al., 2013, as cited in UNESCO, 2021). These initiatives attempt to prepare students for a changing world and to assume responsibility for creating a more sustainable future.

Emergency and Crisis Management

In 2008, the Philippines also implemented Disaster Risk Reduction Management (DRRM) within the national basic education framework. The framework focuses on three outcomes: access, quality, and governance (DepEd, Order No. 21, s., 2015). See the figure below (DepEd, Order No. 21, s., 2015, p.6). This framework attempts to provide a foundation for supporting the safe continuity of learning during periods of crisis through the system and school-level coordination and recovery efforts. However, there is no education in emergency plans to support young learners. Assessment and planning mechanisms that recognize the needs of all students are, therefore, still emergent.

Open Education Resources

Awareness of Open Education Resources (OER) designed to support teaching practice has been increasing in the Philippines since 2012. As a result of research that highlights disparate access to resources amongst students in the country, an LRMDS was established, which has since become a flagship program of the Bureau of Learning Resources (BLR). Today, the Learning Resource Portal (LR Portal) aims to strengthen resource development and distribution systems at the region and division levels and foster the provision of quality learning materials, particularly in reading in the early grades (Arinto, 2020; Pouezevara et al., 2020).

Response

Like that in many countries in Asia, the education system of the Philippines has faced many challenges during the pandemic. However, the length of school-related closures has been a significant barrier to the continuity of learning. School closures began in March 2020. As of 2021, school closures continued in many regions, exacerbating the risk of disruption to learning, disengagement, and dropout, but also the risk of children developing mental health conditions, missing out on school-given vaccinations, and being vulnerable to child labor and child marriage (UNICEF Philippines Representative Oyunsaikhan Dendevnorov, as cited by UNICEF, 2021).

A higher percentage of children have stopped going to school in the Philippines than in other countries in Asia, and a relatively low percentage of children (21 percent) attended online classes due to weak Internet connections and a lack of digital devices (Morgan & Trinh, 2021). It is also expected that girls may not return to school as quickly as boys following school closures, as evidenced by higher school dropout rates for girls than boys in the Philippines during the Asian financial crisis (Lavado et al., 2022; World Bank, 2020). However, despite

these challenges, there have been several examples of responsive and innovative practices apparent in the education system during the pandemic, which are discussed below.

Teaching and Learning During a Pandemic

DepEd developed the Basic Education Learning Continuity Plan (BELCP), which provided guidance on education delivery while ensuring the health, safety, and welfare of learners, teachers, and DepEd personnel. The U.S. Government, through the U.S. Agency for International Development (USAID), also provided PhP126 million ($2.5 million) to help the Philippine government's implementation of the BELCP to support learning continuity In March 2020, DepEd launched the DepEd Commons, a searchable online database of interactive digital resources for teaching and learning, which registered 2.6 million views within its first two weeks of launching (Arinto, 2020). DepEd also implemented multiple learning modalities to ensure that online learning offered a chance for continuity of learning (DepEd, 2020). These modalities included modular distance learning (MDL), online distance learning (ODL), TV/radio-based instruction (TV/R), and blended learning. Printed and digital resources, including learning materials, textbooks, activity sheets, worksheets, study guides, and other study materials, were also distributed, with consideration given to the needs of different types of learners. Parents and teachers were also given support to adopt remote learning during periods of disruption (Pouezevara et al., 2020).

Resource Sharing

Resource sharing was increasing before the pandemic in the Philippines due to the availability of DepEd-curated OER and the practice of sharing content through social media. However, DepEd has also promoted initiatives to support participation in resource sharing and collaboration during the pandemic (Arinto, 2020). The DepEd's Open Education Digital Rise Program, for example, has been widely used during the pandemic and aims to develop information-seeking, media access, and technology skills among teachers and students (Arinto, 2020).

Recovery

Based on the many policies the Philippines had in place prior to the onset of the pandemic, the country is well-positioned to recover, particularly with the support of external agencies. However, as in all contexts, children who are disadvantaged are likely to experience *continued* vulnerability. As of 2022, the Philippines has now begun to reopen schools across the country. Near the end of 2021, DepEd's leadership enabled the start of in-person classes and its coordination with relevant agencies, including the Department of Health. Together with partners, the United Nations continues to work closely with the government to support safe in-person schooling in anticipation of eventual scale-up (Mabolec, 2021; UN, UNICEF, WHO, & UNESCO, 2021). A staggered approach to reopening relies on the support of low rates of transmission, stringent health and safety measures, commitment from Local Government Units to facilitate ongoing safety, and parental consent for student attendance from parents or guardians (Kahambing, 2021).

Conclusion and Next Steps

As this review has demonstrated, historic education improvement agendas in the Philippines have the potential to build system resilience in the long term, enhance the education system's ability to respond to the pandemic, and move forward with previous education initiatives designed to improve education quality. However, there are further opportunities for understanding how policies driven by the government of the Philippines have been enacted during the pandemic. Understanding the practices of schools and families impacted by accessibility challenges requires further research. As Akamai's 2017 quartal report (cited in Winthrop, 2020) has noted, the Philippines has the lowest Internet connectivity in Asia, with accessibility issues most pronounced in marginalized communities. However, there needs to

be more information on ways in which schools have supported families of different need levels or how teachers have adapted teaching and learning practices to accommodate different levels of access, particularly during periods of disruption.

It also remains to be seen which school-level practices have supported the continuity of learning during the pandemic. Reflecting on the analytical framework presented in the main report, there are indicators of collaborative practices among teachers, leadership (in the hierarchical sense), efforts to reflect on the progress of the system to date, and policies designed to differentiate the delivery of curricula for students of additional needs. Although there are many policies focused on inclusion, there needs to be more information on practices and programs designed to support well-being among students and staff in recent literature. Finally, while a focus on growth can be observed in system-level internal and external assessments, there needs to be more information as to how teachers have assessed students during the pandemic.

Overall, the frameworks and policies reviewed remain focused on system initiatives and policy perspectives rather than providing insights into examples of teacher practice. Insights from school leaders and teachers have yet to be widely shared in the literature on education responses in the Philippines, particularly in marginalized or disadvantaged settings. Although reflection on the lessons learned during the pandemic is crucial to broader system recovery, broader reform and improvement efforts must focus on school-level indicators of resilience. The Philippines has many structures in place that can support educational recovery and reform, thus, it is important to understand the ways in which teachers understand and enact these structures in their practice, including during periods of disruption. These lessons can provide insights for the Philippines now and into the future.

ANNEX C: INSTRUMENTS

C.1   Survey Protocols

School Leader (Filipino)

Talatanungan para sa Pinuno ng Paaralan o Prinsipal _FIL
_____
Ang Pagtugon sa Covid 19 na Pandemya ng mga Sistema ng Edukasyon sa Asya

1) Bago magpatuloy, maaring paki tiyak kung ikaw ay Pinuno sa Paaralan.*
( ) Oo
( ) Hindi

_____
The COVID-19 Pandemic Response of Education Systems in Asia

2) Bago magpatuloy, maaring paki tiyak kung ikaw ay Pinuno sa Paaralan.*
( ) Oo
( ) Hindi

_____
SEKSIYON A: TUNGKOL SA IYO

3) Paaralan*
_____

4) Saan matatagpuan ang inyong paaralan (school address)? *
( ) Bayan/Liblib
( ) Probinsya/Lalawigan
( ) Kalungsuran/Lungsod

5) Ano ang iyong kasarian?*
( ) Babae
( ) Lalaki
( ) Pinipiling huwag sabihin

6) Ilang taon ka nang nagtratrabaho bilang isang Pinuno ng Paaralan?
(Huwag isama sa bilang ang kahit anong panahon ng extended leave gaya ng maternity/paternity/long service leave)
 *
( ) Mas mababa sa 2 taon
( ) 2 hanggang 5 taon
( ) 6 hanggang 10 taon
( ) 11 hanggang 20 taon
( ) Higit sa 20 taon

7) Ikaw ba ay may mga anak o isang taga pangalaga sa bahay?*
( ) Oo
( ) Hindi
( ) Pinipiling huwag sabihin

_____

SEKSIYON B: MGA HAMON

8) Aling mga sumusunod na hamon ang kinaharap ng inyong paaralan sa pagsuporta sa mga mag-aaral sa panahon ng pandemya?
(Lagyan ng tsek ang lahat ng angkop na sagot.)*
        Please tick
Kakulangan ng imprastraktura sa paaralan (Halimbawa: walang photocopiers para sa paggawa ng mga ipamamahaging worksheets, wala o limitadong internet)   [ ]
Hindi sapat na mga kagamitan para sa remote teaching (Halimbawa: kawalan ng internet, printed materials para sa mga guro)   [ ]
Hindi sapat na kagamitan para sa mga mag-aaral na may espesyal na pangangailangan (special needs) (Halimbawa: pisikal na kapansanan, mental o emosyonal/sikolohikal na kapansanan)   [ ]
Kakulangan sa panahon para sa pakikibahagi ng mga guro   [ ]
Hindi mabuting kalusugan o wellness ng mga guro   [ ]
Pag-kapagod sa trabaho ng mga guro [ ]
Pag-bitiw ng mga guro sa trabaho   [ ]
Kakulangan sa abilidad ng guro para mag remote teaching   [ ]
Mababang kumpyansa (confidence) ng guro sa remote teaching   [ ]
Limitadong interes sa pakikibahagi ng mga mag-aaral [ ]
Hindi mabuting kalusugan o wellness ng mga mag-aaral   [ ]
Limitadong interes sa pakikibahagi ng mga magulang [ ]
Limitadong kakayahan ng mga magulang na suportahan ang kanilang anak sa mga gawain sa paaralan (Halimbawa: kakulangan ng kakahayang magbasa at magsulat, trabaho   [ ]
Limitadong kagamitan sa bahay (Halimbawa: internet, data, devices, tahimik na espasyo, mesa, mga aklat)   [ ]
Limitadong kagamitan sa komunidad (Halimbawa: silid-aklatan, internet access, kuryente sa mga pampublikong lugar, atbp.)   [ ]
Mahina ang suporta ng komunidad para sa paaralan (Halimbawa: kawalan ng pakikibahagi ng mga magulang, kawalan ng kagamitan sa komunidad) [ ]
Pabago-bagong estadong politikal o kaguluhan sa kinaroroonan ng paaralan [ ]
Walang nararanasan na hadlang   [ ]

_____
SEKSIYON C: PANANAW UKOL SA SUPORTA

9) Gaano ka sumasang-ayon sa mga sumusunod na pahayag?

Sa panahon ng pandemya, ang aming paaralan ay...*
        Lubos na hindi sang-ayon   Sang-ayon   Hindi sang-ayon   Lubos na sang-ayon
Inasahang maghatid ng remote learning sa mga panahon na nakasara ang paaralan ( )   ( )   ( )   ( )
Nagbigay ng mga kagamitan sa mga guro (Halimbawa: internet connection, digital facilities, learning materials) upang maipagpatuloy nila ang kanilang pagtuturo   ( )   ( )   ( )   ( )
Nagbigay ng sapat na mga kagamitan sa mga mag-aaral (Halimbawa: internet connection, digital facilities, devices, learning materials) upang maipagpatuloy ang kanilang pagkatuto ( )   ( )   ( )   ( )
Naipagbigay-alam sa mga magulang at mga pamilya ang mga pamamaraan sa pagtuturo at pagkatuto   ( )   ( )   ( )   ( )
Sinubaybayan ang mental health at well-being ng mga guro   ( )   ( )   ( )   ( )
Sinubaybayan ang mental health at well-being ng mga mag-aaral   ( )   ( )   ( )   ( )

Baguhin ang mga inaasahan (expectations) para sa pagkatuto ng mga mag-aaral (Halimbawa: pag-angkop nga mga pagsasanay, pagtutok sa literacy lamang)   ( )   ( )   ( )   ( )
Subukan ang mga makabagong pamamaraan para mahikayat ang mga mag-aaral sa pagkatuto
      ( )   ( )   ( )   ( )
Sinubaybayan ang pakikibahagi ng mga mag-aaral   ( )   ( )   ( )   ( )
Sukatin ang kalidad ng pagkatuto ng mga mag-aaral   ( )   ( )   ( )   ( )
Nagbigay ng karagdagang suporta para sa mga dehado na mag-aaral (Halimbawa: mga babae, mga mag-aaral na galing sa mga pamilyang may mababang kita)   ( )   ( )   ( )   ( )
Nagbigay ng karagdagang suporta para sa mga mag-aaral na may iba't ibang pangangailangan o kakayahan sa pagkatuto   ( )   ( )   ( )   ( )

10) Paano ka nabigyan ng suporta ng mga sumusunod na organisasyon o mga tao sa panahon na nakasara ang paaralan? *

	Hindi sinuportahan	Sinuporta-han
Kagawaran ng Edukasyon	( )	( )
Tanggapan na pang lalawigan	( )	( )
Local na komunidad o baranggay	( )	( )
Asosasyon ng mga guro	( )	( )
Mga magulang / taga pangalaga	( )	( )
Mga magulang / taga pangalaga	( )	( )
Ayuda mula sa mga organisasyon / mga pribadong donors	( )	( )

11) Alam mo ba ang mga polisiya tungkol sa remote learning delivery at mga inaasahan ng kagawaran ng edukasyon / tanggapan ng panlalawigan para matiyak na patuloy ang pagkatuto ng mga mag-aaral?*
( ) Oo
( ) Hindi

12) Ano pa ang ibang suporta ang kinailangan/kailangan ninyo mula sa mga tanggapan or opisina na nabanggit habang nasa panahon ng pandemiya? Ipaliwanag ang iyong sagot.*
_____
_____
_____
_____

13) Ano pa ang ibang suporta ang kinailangan/kailangan ninyo mula sa mga tangappan o organisasyon na nabanggit para sa kinabukasan? Ipaliwanag ang iyong sagot.*
_____
_____
_____
_____

_____
SEKSIYON D: PAMUMUNO AT KOLABORASYON

14) Isaad kung gaano kadalas nangyari ang mga sumusunod sa inyong paaralan sa panahon ng pandemya.*

	Never	Once or twice per year	Once a term	Weekly
Dumalo ako sa professional development tungkol sa remote learning	( )	( )	( )	( )
Nakipag-ugnayan ako sa mga sanga ng gobyerno na gumagawa ng mga polisiya at ibang organisasyon tungkol sa mga paraan ng pagsuporta sa mga mag-aaral sa panahon ng pandemya	( )	( )	( )	( )
Nagbigay ako sa mga guro ng karagdagang pagsasanay tungkol sa remote learning (telebisyon, radyo, paper-based delivery)	( )	( )	( )	( )

Nagbigay ako sa mga guro ng karagdagang pagsasanay sa remote learning gamit ang teknolohiya sa internet ( ) ( ) ( ) ( )

Nakipagpulong ako sa mga guro upang pag-usapan ang kanilang mga pangangailangan at mga hadlang sa pagturo ( ) ( ) ( ) ( )

Nakipagpulong ako sa mga guro upang pag-usapan ang mga paraan ng pagsuporta sa pagkatuto ng mga mag-aaral ( ) ( ) ( ) ( )

Nakipag-ugnayan ako sa mga guro upang pag-usapan ang mga paraan ng pagsuporta sa pagkatuto ng mga mag-aaral ( ) ( ) ( ) ( )

Nakipagpulong ako sa mga magulang pag-usapan ang mga paraan ng pagsuporta sa pagkatuto ng mga mag-aaral ( ) ( ) ( ) ( )

_____

SEKSIYON E: PAGLAGO AT PAGKAKAIBA

15) Pakisaad kung gaano ka dalas nangyari ang mga sumusunod na gawain sa inyong paaralan sa panahon ng pandemya?*

Hindi kailanman   Isa o dalawang beses sa isang taon   Kada termino ng pasukan   Kada linggo

Sinuportahan ko ang mga guro na maiangkop ang mga leksyon sa mga panahon na nakasara ang paaralan ( ) ( ) ( ) ( )

Sinuportahan ko ang mga guro na maiangkop ang mga pagsasanay (assessments) sa mga panahon na nakasara ang paaralan ( ) ( ) ( ) ( )

Sinamahan ko ng mga patunay at datos upang pagnilayan kung epektibo ang pamamaraan ng pagtuturo sa aking mga mag-aaral ( ) ( ) ( ) ( )

Nakipagpulong ako sa mga guro upang suriin ang kanilang paggamit ng mga patunay/datos upang subaybayan ang paglago ng mga mag-aaral ( ) ( ) ( ) ( )

Balak kong pagbutihin ang resulta ng aming paaralan at mga mag-aaral (Halimbawa: long-term goals, strategic planning) ( ) ( ) ( ) ( )

_____

SEKSIYON F: WELL-BEING AT INKLUSYON

16) Pakisaad kung gaano kadalas nangyari ang mga sumusuno sa inyong paaralan sa panahon ng pandemya.*

Hindi kailanman   Bihira   Minsan Madalas

Nakaranas ako ng higit na pagod sa aking trabaho ( ) ( ) ( ) ( )

Nabahala ako sa antas ng pagod ng aking mga kasamahan na guro ( ) ( ) ( ) ( )

Nabahala ako sa mental health at well-being ng aking mga mag-aaral ( ) ( ) ( ) ( )

Nagbigay ako sa mga guro ng mga gabay na may kinalaman sa mental health ( ) ( ) ( ) ( )

Nagbigay ako sa mga mag-aaral at mga pamilya ng mga gabay may kinalaman sa mental health ( ) ( ) ( ) ( )

Nagbigay ako ng mga karagdagang kagamitan at pagsasanay sa mga guro ng mga mag-aaral na may pansariling pangangailangan o kapansananan sa pagkatuto ( ) ( ) ( ) ( )

_____

SEKSIYON G: PAGNINILAY

17) Alin sa mga sumusunod ang inyong ginawa o balak na gawin upang suportahan ang inyong mga tauhan at mag-aaral matapos ang pagkatapos ng pandemya?*

Oo   Hindi

Makipagtulungan sa mga guro tungkol sa mga paraan upang mapabuti ang pagkatuto ng mga mag-aaral ( ) ( )

Makipagtulungan sa mga magulang/pamilya tungkol sa mga paraan upang mapabuti ang pagkatuto ng mga mag-aaral ( )   ( )
Pagbisita sa bahay upang masubaybayan ang pakikibahagi ng mga mag-aaral( )   ( )
Pagtawag sa telepono upang masubaybayan ang pakikibahagi ng mga mag-aaral   ( )   ( )
I-angkop ang mga leksyon sa iba't ibang uri ng mga mag-aaral   ( )   ( )
I-angkop ang mga pag-sasanay sa iba't ibang uri ng mga mag-aaral   ( )   ( )
Gumamit ng mga prinsipyo ng blended/remote learning (Halimbawa: kaunting oras para sa face-to-face, mas maraming gawain sa online)   ( )   ( )
Tutukan ang mental health at well-being ng mga guro ( )   ( )
Tutukan ang mental health at well-being ng mga mag-aaral   ( )   ( )
Subaybayan ang paghusay ng mga mag-aaral gamit ang mga datos mula sa silid-aralan at paaralan   ( )   ( )

18) Ano ang naging pinakamabisang paraan upang suportahan ang mga mag-aaral sa inyong paaralan habang na sa panahon ng pandemya? Ipaliwanag ang iyong sagot.*
_____
_____
_____
_____

_____
SEKSIYON G: PAGSUBAYBAY

19) Anong mga pamamaraan o polisiya ang makatutulong upang mapabuti ang kalidad ng edukasyon sa inyong paaralan sa panahon ng pandemya at sa hinaharap?*
_____
_____
_____
_____

20) Papayag ka bang lumahok sa isang follow-up individual interview bilang bahagi ng pag-aaral na ito?*
( ) Oo, payag akong makipag-ugnayan para sa isang pagtutuloy na panayam
( ) Hindi, huwag na kayong makipag-ugnayan sa akin

21) Kung pinili mo ay "Oo" sa itaas, pakibigay ang inyong contact details (numero ng telepono / email address) sa taong kumokolekta ng iyong talatanungan*

PASASALAMAT

Teacher (Filipino)

Talatanungan para sa mga Guro (Teacher Questionnaire_FIL)
_____
Ang Pagtugon sa Covid 19 na Pandemya ng mga Sistema ng Edukasyon sa Asya

1) Sa pagpapatuloy, pakisaad na ikaw ay guro.*
( ) Oo
( ) Hindi

_____
SEKSIYON A: TUNGKOL SA IYO

2) Paaralan

_____

3) Saan matatagpuan ang inyong paaralan (school address)?*
( ) Bayan/Liblib
( ) Probinsya/Lalawigan
( ) Kalungsuran/Lungsod

4) Ano ang iyong kasarian?*
( ) Babae
( ) Lalaki
( ) Pinipiling huwag sabihin

5) Ilang taon ka na nagtatrabaho bilang guro?
(Maaring hindi isama sa bilang ang panahon ng mahabang pamamahinga tulad ng maternity/paternity/long service leave).*
( ) Mas mababa sa 2 taon
( ) 2 hanggang 5 taon
( ) 6 hanggang 10 taon
( ) 11 hanggang 20 taon
( ) Higit sa 20 taon

6) May mga anak ka ba o isang taga pangalaga?*
( ) Oo
( ) Hindi
( ) Pinipiling huwag sabihin

_____
SEKSIYON B: MGA HAMON

7) Aling mga hamon ang kinaharap mo sa pagsuporta sa mga mag-aaral sa panahon ng pandemya?
(Lagyan ng tsek ang lahat ng angkop na sagot)*
        Lagyan ng tsek
Kakulangan ng imprastraktura sa paaralan (Halimbawa: walang photocopiers para sa paggawa ng mga ipamamahaging worksheets, wala o limitadong internet)   [ ]
Hindi sapat na mga kagamitan para sa remote teaching (Halimbawa: kawalan ng internet, printed materials para sa mga guro)   [ ]
Hindi sapat na mga kagamitan para sa remote learning (Halimbawa: kawalan ng internet, printed materials para sa mga mag-aaral)   [ ]
Hindi sapat na kagamitan para sa mga mag-aaral na may espesyal na pangangailangan (special needs) (Halimbawa: pisikal na kapansanan, mental o emosyonal/sikolohikal na kapansanan)   [ ]
Kakulangan sa panahon para sa pakikibahagi ng ibang mga guro   [ ]
Hindi mabuting kalusugan o wellness [ ]
Pag-kapagod sa trabaho ng mga guro [ ]
Pag-alis o pagbibitiw sa tungkulin ng mga guro   [ ]
Kakulangan sa abilidad ng guro para mag remote teaching   [ ]
Mababang kumpyansa (confidence) ng guro sa remote teaching   [ ]
Limitadong interes sa pakikibahagi ng mga mag-aaral   [ ]
Hindi mabuting kalusugan o wellness ng mga mag-aaral   [ ]
Limitadong interes sa pakikibahagi ng mga magulang [ ]
Limitadong kakayahan ng mga magulang suportahan ang kanilang mga anak sa mga takdang aralin   [ ]

Limitadong kagamitan sa komunidad (halimbawa: aklatan, internet cafes, imprastraktura sa komunikasyon)   [ ]
Mahina na suporta ng ng komunidad para sa paaralan[ ]
Pabago-bagong estadong politikal o kaguluhan sa kinaroroonan ng paaralan [ ]
Walang nararanasan na hadlang   [ ]

8) Ano pa ang ibang mga hadlang sa iyong pagtuturo bilang guro? Pakilista ang mga iyon sa ibaba.*
_____
_____
_____
_____

_____
SEKSIYON C: PANANAW UKOL SA SUPORTA

9) Gaano ka sumasang-ayon sa mga sumusunod na pahayag?

Sa panahon ng pandemya, ang aming paaralan ay...*
        Lubos na hindi sang-ayon   Hindi sang-ayon   Sang-ayon   Lubos na sang-ayon
Inasahang maghatid ng remote learning sa mga panahon na nakasara ang paaralan ( )   ( )   ( )   ( )
Nagbigay ng mga kagamitan sa mga guro (Halimbawa: internet connection, digital facilities, learning materials) upang maipagpatuloy nila ang kanilang pagtuturo   ( )   ( )   ( )   ( )
Nagbigay ng sapat na mga kagamitan sa mga mag-aaral (Halimbawa: internet connection, digital facilities, devices, learning materials) upang maipagpatuloy ang kanilang pagkatuto ( )   ( )   ( )   ( )
Naipagbigay-alam sa mga magulang at mga pamilya ang mga pamamaraan sa pagtuturo at pagkatuto   ( )   ( )   ( )   ( )
Sinubaybayan ang mental health at well-being ng mga guro   ( )   ( )   ( )   ( )
Sinubaybayan ang mental health at well-being ng mga mag-aaral   ( )   ( )   ( )   ( )
Baguhin ang mga inaasahan (expectations) para sa pagkatuto ng mga mag-aaral (Halimbawa: pag-a-adjust ng mga assessments, pagtutok sa literacy lamang)   ( )   ( )   ( )   ( )
Subukan ang mga makabagong paraan para mahikayat ang mga mag-aaral sa pagkatuto   ( )   ( )   ( )   ( )
Sinubaybayan ang pakikibahagi ng mga mag-aaral   ( )   ( )   ( )   ( )
Sukatin ang kalidad ng pagkatuto ng mga mag-aaral   ( )   ( )   ( )   ( )
Nagbigay ng karagdagang suporta para sa mga dehado na mag-aaral (Halimbawa: mga babae, mga mag-aaral na galing sa mga pamilyang may mababang kita)   ( )   ( )   ( )   ( )
Nagbigay ng karagdagang suporta para sa mga mag-aaral na may iba't ibang pangangailangan o kakayahan sa pagkatuto (mataas o mababa)   ( )   ( )   ( )   ( )

10) Sa kabuuan, ako ay kontento sa antas ng suporta na ibinigay sa akin ng aming paaralan.*
( ) Lubos na hindi sang-ayon
( ) Hindi sang-ayon
( ) Sang-ayon
( ) Lubos na sang-ayon

11) Sinubukan mo gumamit ng kahit anong bagong istratehiya o pamamaraan sa pagtuturo sa panahon ng pandemya? Ano-ano ang mga ito? Paano mo ito ginamit na bahagi ng iyong pagtuturo?*

_____
_____
_____
_____

12) Gumamit ka ba ng kahit anong bagong modality sa panahon ng pandemya (telebisyon, apps, radyo, atbp) bilang bahagi ng iyong pagtuturo? Ano-ano ang mga ito?*

_____
_____
_____
_____

_____
SEKSIYON D: PAMUMUNO AT KOLABORASYON

13) Please indicate how often you participated in the following activities in your school during the pandemic.*

	Never	Once or twice a year	Once a term	Weekly
Dumalo ako sa professional development tungkol sa remote learning	( )	( )	( )	( )
Nakipag-ugnayan ako sa ibang organisasyon tungkol sa mga paraan ng pagsuporta sa mga mag-aaral sa panahon ng pandemya	( )	( )	( )	( )
Nakatanggap ako ng karagdagang pagsasanay ukol sa remote learning (sa pamamagitan ng telebisyon, radio, paper-based)	( )	( )	( )	( )
Nakatanggap ako ng karagdagang pagsasanay ukol sa remote sa pamamagitan ng learning/IT/paper-based delivery	( )	( )	( )	( )
Nakipagpulong ako sa aking school leader upang pag-usapan ang aking mga pangangailangan at hamon	( )	( )	( )	( )
Nakipagpulong ako sa aking school leader upang pag-usapan ang mga paraan ng pagsuporta sa mga mag-aaral	( )	( )	( )	( )
Nakipag-ugnayan ako sa mga magulang tungkol sa mga paraan ng pagsuporta sa pagkatuto ng mga mag-aaral	( )	( )	( )	( )

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SEKSIYON E: PAGLAGO AT PAGKAKAIBA

14) Pakisaad kung gaano kadalas nangyari ang mga sumusunod na gawain sa inyong paaralan sa panahon ng COVID-19.*

	Hindi kailan-man	Isa o dalawang beses sa isang taon	Isa bawat termino ng pasukan	Kada linggo
Iniangkop ko ang mga aralin sa mga panahon na nakasara ang paaralan	( )	( )	( )	( )
Iniangkop ko ang mga lagumang pagtataya (summative assessments) sa mga panahon na nakasara ang paaralan	( )	( )	( )	( )
Sinamahan ko ng mga patunay o datos upang pagnilayan kung paano nagpe-perform ang mga mag-aaral sa aking klase.	( )	( )	( )	( )
Nangongolekta ako ng mga patunay o datos upang masubaybayan ang paglago ng mga mag-aaral	( )	( )	( )	( )

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SEKSIYON F: WELL-BEING AT INKLUSYON

15) Please indicate the extent to which well-being levels were impacted and/or supported in your school during the pandemic.*

	Hindi kailan-man	Bihira	Minsan	Mada-las
Nakaranas ako ng higit na pagkapagod sa aking trabaho	( )	( )	( )	( )
Nabahala ako sa antas ng stress ng aking mga kasamahan	( )	( )	( )	( )
Nabahala ako sa mental health at well-being ng aking mga mag-aaral	( )	( )	( )	( )
Nakatanggap ako ng mga gabay may kinalaman sa mental health mula sa aking school leader	( )	( )	( )	( )
Nagbigay ako sa mga mag-aaral at mga pamilya ng mga kagamitang may kinalaman sa mental health	( )	( )	( )	( )
Isinali ko ang mga gawain para sa mental health at well-being sa aking pagtuturo	( )	( )	( )	( )
Sinubukan ko ang mga bagong pamamaraan para mahikayat ang mga mag-aaral sa pagkatuto	( )	( )	( )	( )
Nakatanggap ako ng mga karagdagang kagamitan at pagsasanay para sa pagsuporta sa ang aking mga mag-aaral na may pansariling pangangailangan o kapansananan sa pagkatuto	( )	( )	( )	( )

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SEKSIYON G: PAGNINILAY

16) Ano ang naging pinakamabisang paraan upang suportahan ang mga mag-aaral sa inyong paaralan sa panahon ng pandemya? Ipaliwanag ang iyong sagot.*

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_____
_____
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17) Alin sa mga sumusunod ang inyong balak na gawin pagkatapos ng pandemya upang suportahan ang inyong mga kasamahan? *

	Oo	Hindi
Makipagtulungan sa mga kasamahan tungkol sa mga paraan upang mapabuti ang pagkatuto ng mga mag-aaral	( )	( )
Makipagtulungan sa mga magulang/pamilya tungkol sa mga paraan upang mapabuti ang pagkatuto ng mga mag-aaral	( )	( )
Pagbisita sa tahanan upang masubaybayan ang pakikibahagi ng mga mag-aaral	( )	( )
Pagtawag sa telepono upang masubaybayan ang pakikibahagi ng mga mag-aaral	( )	( )
I-angkop ang mga aralin sa iba't ibang uri ng mga mag-aaral	( )	( )
I-angkop ang mga pagsasanay sa iba't ibang uri ng mga mag-aaral	( )	( )
Gumamit ng mga prinsipyo ng blended/remote learning (Halimbawa: kaunting oras para sa face-to-face, mas maraming gawain sa online)	( )	( )
Tutukan ang sariling mental health at well being	( )	( )
Tutukan ang mental health at well being ng mga mag-aaral	( )	( )
Subaybayan ang paghusay ng mga mag-aaral gamit ang mga datos mula sa silid-aralan at paaralan	( )	( )

18) Ano ang nais mong makita na gawin ng inyong paaralan upang masuportahan ka at ang iyong mga mag-aaral sa hinaharap?*

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SEKSIYON G: PAGSUBAYBAY

19) Papayag ka bang lumahok sa isang follow-up individual interview bilang bahagi ng pag-aaral na ito?*

( ) Oo, payag akong makipag ugnayan para sa susunod na panayam

( ) Hindi, huwag na kayong makipag-ugnayan sa akin

20) Kung ang sagot mo ay "Oo" sa itaas, pakibigay ang inyong contact details (numero ng telepono at email address) sa taong kumokolekta ng iyong talatanungan.*

PASASALAMAT

Parent (Filipino)

Talatanungan para sa Magulang (Parent Questionnaire_FIL)

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Ang Pagtugon sa Covid 19 na Pandemya ng mga Sistema ng Edukasyon sa Asya

1) Para sa pagpatuloy, maaring sagutin kung ikaw ay magulang.*

( ) Oo

( ) Hindi

_____

SEKSIYON A: TUNGKOL SA IYO AT IYONG PAMILYA

2) Pangalan ng paaralan ng inyong anak?

_____

3) Saan matatagpuan ang paaralan na pinapasukan ng ang anak niyo?*

( ) Bayan/Liblib

( ) Probinsya/Lalawigan

( ) Kalungsuran/Lungsod

4) Ang sumasagot ng talatanungan na ito ay*

( ) Ina / Taga pangalagang babae

( ) Ama / Taga pangalagang lalaki

( ) Lolo/Lola

( ) Iba pa (halimabawa: kapatid, kamag-anak, iba pang taga pangalaga):

_____

5) Ano ang pinakamataas na antas ng edukasyon ang inyong natapos?*
( ) Doctorate degree
( ) Master's degree
( ) Kolehiyo o Bachelor degree
( ) Teknikal o bokasyonal na edukasyon
( ) Nagtapos sa mataas na paaralan (high school)
( ) Hindi nakatapos ng high school

6) Nagtratrabaho ka ba ng full time noong panahon ng pandemiya?*
( ) Oo
( ) Hindi

7) Ilang mga anak ang nasa bahay niyo na nasa edad 18 taong gulang at pababa?*
( ) 1
( ) 2
( ) 3
( ) 4 o higit pa

8) Pagungkol sa bata o anak na tinotukoy sa talatanungan na ito, ano ang kanyang edad?*
( ) 3 taong gulang
( ) 4 taong gulang
( ) 5 taong gulang
( ) 6 taong gulang
( ) 7 taong gulang
( ) 8 taong gulang
( ) 9 taong gulang
( ) 10 taong gulang at pataas

9) Patungkol sa bata o sa anak na tinutukoy sa talatanungan na ito, ano ang kanyang kasarian?*
( ) Babae
( ) Lalake
( ) Mas naisin na ayaw ipaalam

10) Ano ang pangunahing wika na ginagamit sa inyong tahanan?*
( ) Pambansang wika na Tagalog
( ) Ibang Filipino na wika
( ) English
( ) Pinaghalo na English at Filipino (bilingual)

11) May karagdagan ng pangangailangan ba ang inyong anak?*
( ) Hindi, walang ano mang dagdag na pangangailangan ang aking anak
( ) Oo, ang aking anak ay may dagdag na pangangailangang pisikal
( ) Yes, my child has additional intellectual needs
( ) Yes, my child has both additional physical and intellectual needs
( ) Hindi sigurado
( ) Hindi nais sagutin

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SEKSIYON B: TUNGKOL SA INYONG TAHANAN

12) Alin sa mga sumusunod na bagay o kagamitan ang matatagpuan sa inyong bahay?
(Kung ang bagay at sira o hindi gumagana kasalukuyan ngunit maaring maayos sa loob ng 30 araw, maaring piliin ang "Oo"*

	Yes	No
Computer/laptop/tablet	( )	( )
Internet connection	( )	( )
Telebisyon	( )	( )
Radyo	( )	( )
Cellphone	( )	( )
Landline	( )	( )
Refrigerator	( )	( )
Kalan (hotplate and oven, gas stove)	( )	( )
Automatic washing machine	( )	( )
May flush na palikuran	( )	( )
Tubig na galing sa gripo/poso	( )	( )
Pinakabit na kuryente, generator, o solar	( )	( )
Car, motorcycle, or moped	( )	( )
Bisekleta	( )	( )

13) Sa inyong bahay, anong ang pangunahing sanhi ng ilaw?*
( ) Walang ilaw sa gabi
( ) Kandila
( ) Ilaw na mitsa
( ) Gas na lampara
( ) De-kuryenteng ilaw
( ) Solar na lampara

14) Alin sa mga sumusunod na kagamitan sa bahay ang mayroon ang iyong anak sa inyong bahay?
(Kung ang gamit ay sira o hindi gumagana sa kasalukuyan ngunit maaaring maayos sa loob ng 30 araw, mangyaring piliin ang 'Oo')*

	Oo	Hindi
Ballpen o lapis	( )	( )
Ruler	( )	( )
Calculator	( )	( )
Mga aklat o libro	( )	( )
Mga kwaderno (notebooks) para sa gawain sa paaralan	( )	( )
Mesa na nakalaan lamang para sa mga gawain sa paaralan	( )	( )
School bag	( )	( )
Pangkulay na lapis o pen	( )	( )
Computer/laptop/tablet	( )	( )

15) Ilan ang mga aklat kahit anuman paksa ang makikita sa inyong tahanan?
(Maliban sa mga aklat na ginagamit sa paaralan, e-books, diyaryo, o mga pahayagan)*
( ) Wala o kakaunti (0-10)
( ) Sapat upang mapuno ang isang istante o shelf (11-25)
( ) Sapat upang mapuno ang isang lagayan ng mga aklat o bookcase (26-100)
( ) Sapat upang mapuno ang dalawang lagayan ng mga aklat o bookcase (101-200)
( ) Sapat upang mapuno ang tatlo o higit pang lagayan ng mga aklat o bookcase (lagpas 200)

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SEKSIYON C: TUNGKOL SA PAG-AARAL NG IYONG ANAK SA MGA PANAHONG NAKASARA ANG PAARALAN

16) Sa mga panahong nakasara ang paaralan, gaano mo kadalas ginawa ang mga sumusunod na bagay upang suportahan ang pagkatuto ng iyong anak?*
        Hindi kailanman   From time to time (once a month)   Paminsan-minsan   (isang beses sa isang buwan) Napakadalas (hindi bababa sa 3-4 na beses
Humingi ng tulong sa ibang tao na tulungan ang iyong anak sa kanyang gawain sa paaralan (tutor, kapatid, etc)   ( )   ( )   ( )   ( )
Tulungan ang iyong anak sa mga takdang-aralin   ( )   ( )   ( )   ( )
Magbasa ng aklat sa iyong anak   ( )   ( )   ( )   ( )
Umalalay sa remote learning   ( )   ( )   ( )   ( )
Siniguradong natapos ng iyong anak ang lahat ng kanyang takdang-aralin   ( )   ( )   ( )   ( )

17) Sa mga panahong nakasara ang paaralan, pinagpatuloy ba ng inyong anak ang pagkatuto sa pamamagitan ng remote learning?*
( ) Oo
( ) Hindi

18) Sa mga panahon na nakasara ang paaralan, gaano kadalas ginagawa ng inyong anak ang mga sumusunod na tungkulin?*
        Hindi kailanman   Paminsan-minsan (isang beses sa isang buwan   Madalas (isang beses isang linggo   Napakadalas (hindi bababa sa 3-4 na beses sa isang linggo)
Pakikipagpulong tungkol sa aralin na kaharap mag-isa ang guro (online, sa telepono)   ( )   ( )   ( )   ( )
Pakikipagpulong sa guro kasama sa grupo o buong klase (online, by phone)   ( )   ( )   ( )   ( )
Pakikinig ng programang pang-edukasyon sa radyo   ( )   ( )   ( )   ( )
Panonood ng programang pang-edukasyon sa telebisyon   ( )   ( )   ( )   ( )
Pagbasa sa online ng mga materyal/babasahing pang-edukasyon   ( )   ( )   ( )   ( )
Pag gamit ng mga digital learning apps   ( )   ( )   ( )   ( )
Pagtapos ng mga itinakdang aralin ng guro   ( )   ( )   ( )   ( )
Pagtapos ng mga pagsasanay (assessments) itinakda ng guro ( )   ( )   ( )   ( )
Pagbasa ng mga aklat na panlibang (recreational books)   ( )   ( )   ( )   ( )
Pagbasa ng mga aklat mula sa paaralan   ( )   ( )   ( )   ( )
Pagbasa ng iba pang babasahing pang-edukasyon (kabilang ang pahayagan/dyaryo) ( )   ( )   ( )   ( )

19) Gaano nailalarawan ng mga sumusunod na pahayag ang pag-uugali ng iyong anak sa mga panahong nakasara ang paaralan*
        Hindi nailalarawan   Hindi gaanong nailalarawan   Bahagyang   nailalarawan   Labis na nailalarawan
Ang aking anak ay ganadong gumamit ng mga kagamitang pang-edukasyon   ( )   ( )   ( )   ( )
Ang aking anak ay sabik na makakumpleto ang remote/online learning (halimbawa: mag-log on sa online learning, matuto ng aralin sa radyo o telebisyon)   ( )   ( )   ( )   ( )
Ang aking anak ay sabik na tapusin ang takdang aralin na take-home packs (module)( )   ( )   ( )   ( )
Ang aking anak ay malungkot na walang pasok   ( )   ( )   ( )   ( )
Ang aking anak ay ganadong gumawa ng mga mga gawaing bahay   ( )   ( )   ( )   ( )

Ang aking anak ay nakikisalamuha sa mga buong pamilya gaya ng nakagawian ( ) ( )
( ) ( )
Ang aking anak ay naging balisa ngayon kumpara noon bago mag pandemiya ( ) ( ) ( )
( )

20) Ano ang mga hadlang sa pagkatuto ng iyong anak sa mga panahon na nakasara ang paaralan?*
Lubos na hindi sang-ayon Hindi sang-ayon Sang-ayon Lubos na sang-ayon
Hindi makakonekta online ( ) ( ) ( ) ( )
Hindi pagkakaroon ng mga gamit pang-edukasyon para matuto (halimbawa: workbooks, worksheets, textbooks, notebook) ( ) ( ) ( ) ( )
Ang aking anak ay nakaramdam ng pagkabalisa noong lockdown ( ) ( ) ( ) ( )
Ang abilidad ng aking anak magpahiwatig ng mga humahadlang sa kanyang pagkatuto ( )
( ) ( ) ( )
Kawalan ng suporta ng guro ( ) ( ) ( ) ( )
Kawalan ng kakayahang suportahan ang anak sa bahay ( ) ( ) ( ) ( )
Kinailangan tumulong ang aking anak sa pag hanapbuhay para kumita ng pera ( ) ( )
( ) ( )

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SEKSIYON D: PANANAW UKOL SA SUPORTA

21) Gaano ka sumasang-ayon sa mga sumusunod na pahayag?

Sa panahon ng pandemya, ang paaralan ng aking anak ay...*
Lubos na hindi sang-ayon Sang-ayon Hindi sang-ayon Lubos na sang-ayon
Nagbigyan ako at ang aking aking anak ng sapat na mga kagamitan upang masuportahan ko siya sa pagkatuto ( ) ( ) ( ) ( )
Nagbigay sa akin at sa aking aking anak ng sapat na mga kagamitan upang matuto mag-isa kahit walang guro ( ) ( ) ( ) ( )
Ibinahagi sa akin ang mga pamamaraan sa pagtuturo at pagkatuto, bilang magulang /taga pangalaga ( ) ( ) ( ) ( )
Ibinahagi sa akin ang kalagayan ng aking anak sa kanyang pag-aaral ( ) ( ) ( ) ( )
Sinuportahan ang aking mental health at well-being bilang isang magulang ( ) ( ) ( )
( )
Sinubaybayan ang mental health at well-being ng aking anak ( ) ( ) ( ) ( )
Baguhin ang mga inaasahan para sa pagkatuto ng aking anak ( ) ( ) ( ) ( )
Sumubok ng mga makabagong pamamaraan upang mahikayat ang aking anak na matuto ( )
( ) ( ) ( )
Sinubaybayan ang pakikibahagi ng aking anak ( ) ( ) ( ) ( )
Sinuri ang pagkatuto ng aking anak ( ) ( ) ( ) ( )

22) Kontento ako sa suporta na ibinigay ng paaralan *
( ) Lubos na hindi sang-ayon
( ) Hindi sang-ayon
( ) Sang-ayon
( ) Lubos na sang-ayon

23) Papayag ka bang lumahok sa isang follow-up individual interview bilang bahagi ng pag-aaral na ito?
*
( ) Oo, payag akong makipag-ugnayan para sa isang pagtutuloy na panayam (follow-up interview)
( ) Hindi, huwag na kayong makipag-ugnayan sa akin

24) Kung pinili mo ay "Oo" sa itaas, pakibigay ang inyong contact details (numero ng telepono / email address) sa taong kumokolekta ng iyong talatanungan.*

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PASASALAMAT

C.2   Key Informant Interview Protocol

Format

The interview with key informants will last approximately 30 minutes. The interview will be conducted using videoconferencing software (where possible). If a live interview is not possible due to disruption, the interview questions will be administered over the phone or sent by email if phone interviews are not possible. Where there is a lack of internet connectivity or due to remoteness, interviews may be conducted face-to-face. The interviews will follow a semi-structured protocol, with key questions asked of all informants and scope to explore ideas/examples in more detail as they emerge in individual interviews.

Purpose of Interview

This interview seeks to explore the support provided to educational settings during the pandemic, the barriers, and enablers to responding to needs during and beyond the pandemic, and the system-level strategies for improving educational quality and equitable outcomes at different points in time. These interviews aim to capture the perspective of stakeholders at the system level (e.g., policymakers, supervisors, teacher educators), providing a point of comparison for the school-level interviews in the case studies. Asking informants about the key policies that are in place to support responsiveness and improvement provides an opportunity to connect with and compare the results of the desk review. The Key Informant Interview will consist of the following key questions:

1. What policies were designed to support educational settings during the COVID-19 pandemic? Can you describe examples of the support that was given to educational settings during the pandemic?
2. What do you see as the main needs that schools were attempting to respond to during the pandemic? Student needs? Needs of families? Needs within the community?
3. What do you see as the barriers or challenges that schools face when responding to these needs within their school community? (Student needs, needs of families, needs across the community)
4. What were some of the enablers or things that helped schools to respond to needs during the pandemic?
5. What strategies and/or policies are designed to improve educational quality within schools during the pandemic and moving beyond the pandemic in the future?

ANNEX D: KEY INFORMANTS

We would like to thank informants from the following organizations for their insights and expertise.

List of Key Informants

Role	Organization
Team Leader	Save the Children; Sustaining Education Reform Gains
Program Manager	NORFIL
Project Development Officer	Department of Education
Chief, Curriculum and Instruction	Ministry of Basic, Higher and Technical Education
Education Program Supervisor	Department of Education
Director, Bureau of Learning Delivery	Department of Education
Schools Division Superintendent	Department of Education
Chief Education Supervisor	Department of Education
Portfolio Manager	Australian Embassy – Department of Foreign Affairs and Trade
Senior Economist	World Bank
Senior Education Specialist	Asian Development Bank
Chief of Education	Unicef
Curriculum, Learn and Delivery Advisor	Palladium – Education Pathways to Peace in Mindanao
Director	National Economic and Development Authority
Undersecretary	Central Office