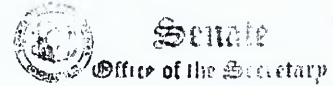


11  
NINETEENTH CONGRESS OF THE  
REPUBLIC OF THE PHILIPPINES  
First Regular Session

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SENATE

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Introduced by SENATOR WIN GATCHALIAN

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**RESOLUTION**

**DIRECTING THE SENATE COMMITTEE ON BASIC EDUCATION, ARTS AND CULTURE TO CONDUCT AN INQUIRY, IN AID OF LEGISLATION, ON THE IMPACT OF THE PANDEMIC SCHOOL CLOSURES AND RECOVERY MECHANISMS FOR THE BASIC EDUCATION SECTOR, FOR THE PURPOSE OF DETERMINING THE EFFECTS THEREOF, IDENTIFYING AND ADDRESSING THE GAPS, ISSUES, AND CHALLENGES IN THE IMPLEMENTATION OF THE PROGRAMS OF THE DEPARTMENT OF EDUCATION, AND CRAFTING COMPLEMENTARY LEGISLATION**

1       **WHEREAS**, the Coronavirus Disease 2019 (COVID-19) pandemic has  
2 significantly affected the education sector worldwide. According to the United  
3 Nations Educational, Scientific and Cultural Organization (UNESCO) Institute  
4 for Statistics, pandemic-induced school closures has impeded the functions  
5 of the education system thereby reducing student learning and restricting the  
6 activities of education authorities, parents, and decision-makers;<sup>1</sup>

7       **WHEREAS**, data from UNESCO reveal that as of February 28, 2022,  
8 43,518,726 schools are still closed and 1.5 billion students and youth with

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<sup>1</sup> UNESCO Institute for Statistics. (n.d.). *Global Monitoring of School Closures caused by COVID-19 Pandemic - Dashboards - Covid-19 Response*. <https://covid19.uis.unesco.org/global-monitoring-school-closures-covid19/>

1 the most vulnerable learners were hit hardest by the COVID-19 pandemic;<sup>2</sup>

2 **WHEREAS**, the Philippines is one of the countries which was seriously  
3 affected by the COVID-19 pandemic and where full school closures were  
4 implemented for 75 school weeks according to the UNESCO Institute of  
5 Statistics' Global Monitoring Dashboard<sup>3</sup>;

6 **WHEREAS**, in March 2020, the entire basic education system had  
7 shifted to remote learning modalities affecting about 27 million learners in  
8 60,957 schools around the country;

9 **WHEREAS**, the joint report of the UNESCO, the UNICEF, and the World  
10 Bank on the state of the global education crisis posits that the 90.5% pre-  
11 pandemic learning poverty – the share of children aged 10 who cannot read  
12 or understand a simple story – in the country could increase by as much as  
13 10 percentage points because of COVID-induced school closures<sup>4</sup>;

14 **WHEREAS**, the National Economic and Development Authority  
15 estimates that a year of school closures is equivalent to Php 10.7 trillion in  
16 long-term productivity and incomes losses over the span of 40 years;

17 **WHEREAS**, the continuous disruption by the COVID-19 pandemic to  
18 education can continuously lead to learners suffering from severe  
19 consequences such as losing basic numeracy and literacy skills, deteriorating  
20 mental health, lacking access to a regular source of nutrition, and making  
21 them vulnerable to abuse;<sup>5</sup>

22 **WHEREAS**, international organizations such as World Bank, UNESCO,  
23 and UNICEF have been calling for governments to focus on various recovery  
24 mechanisms such as: (1) targeted programmes to bring all children and youth  
25 back to school where they can access tailored services to meet their learning,

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<sup>2</sup> UNESCO. (2022, June 17). Education: From disruption to recovery. <https://en.unesco.org/covid19/educationresponse>

<sup>3</sup> UNESCO. See <https://covid19.uis.unesco.org/global-monitoring-school-closures-covid19/country-dashboard/>

<sup>4</sup> UNESCO, UNICEF, and the World Bank. See <https://www.unicef.org/media/111621/file/TheStateoftheGlobalEducationCrisis.pdf.pdf>

<sup>5</sup> UNICEF. (2022, January 24). COVID:19 Scale of education loss 'nearly insurmountable', warns UNICEF. <https://www.unicef.org/eap/press-releases/covid19-scale-education-loss-nearly-insurmountable-warns-unicef>

1 health, psychosocial well-being, and other needs; (2) effective remedial  
2 learning to help students catch up on lost learning; and (3) support for  
3 teachers to address learning losses and incorporate digital technology into  
4 their teaching;<sup>6</sup>

5 **WHEREAS**, the Department of Education (DepEd) has implemented  
6 several initiatives to combat the ill effects of the COVID-19 pandemic on the  
7 basic education sector;

8 **WHEREAS**, to support distance learning modalities, the DepEd built  
9 DepEd Commons, an online platform where resources and learning materials  
10 are being shared, discovered, and reviewed<sup>7</sup> for the benefit of public school  
11 teachers and learners;

12 **WHEREAS**, on June 19, 2020, the DepEd issued DepEd Order No. 012,  
13 Series of 2020 or the “Adoption of the Basic Education Learning Continuity  
14 Plan for School Year 2020-2021 in Light of the COVID-19 Public Health  
15 Emergency” which aims to: 1) protect the health, safety, and well-being of  
16 learners, teachers, and personnel, and prevent the further transmission of  
17 COVID-19; 2) ensure learning continuity through K to 12 adjustments,  
18 alignment of learning materials, deployment of multiple learning delivery  
19 modalities, provision of corresponding training for teachers and school  
20 leaders, and proper orientation of parents or guardians of learners; 3)  
21 facilitate the safe return of teaching and non-teaching personnel and learners  
22 to workplaces and schools; 4) be sensitive to equity considerations and  
23 concerns, and endeavor to address them the best that the DepEd can; and 5)  
24 link and bridge the Basic Education Learning Continuity Plan to the DepEd’s  
25 pivot to quality and into the future of education, under the framework of  
26 *Sulong Edukalidad* and Futures Thinking in Education;<sup>8</sup>

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<sup>6</sup> UNICEF. (2022, August 25). *Filipino children continue missing education opportunities in another year of school closure*. <https://www.unicef.org/philippines/press-releases/filipino-children-continue-missing-education-opportunities-another-year-school>

<sup>7</sup> See <https://commons.deped.gov.ph/>

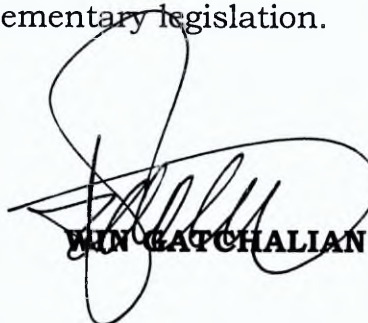
<sup>8</sup> DepEd Order No. 012, Series of 2020. See [https://authdocs.deped.gov.ph/deped-order/do\\_s2020\\_012-adoption-of-the-be-lcp-sy-2020-2021/](https://authdocs.deped.gov.ph/deped-order/do_s2020_012-adoption-of-the-be-lcp-sy-2020-2021/)

1           **WHEREAS**, the DepEd implemented *Oplan Balik Eskwela* to focus on  
2 an information campaign on the implementation of the Basic Education  
3 Learning Continuity Plan in light of the COVID-19 situation in the country;<sup>9</sup>

4           **WHEREAS**, notwithstanding the programs of the DepEd to try to curb  
5 the impact of the pandemic on the school system, the basic education sector  
6 is faced with problems which are either exacerbated or brought about by the  
7 pandemic such as: 1) massive learning and long-term economic losses due to  
8 school closures that further exacerbates poor performance of our learners pre-  
9 pandemic; 2) growing evidence internationally that points to the  
10 ineffectiveness of remote learning in facilitating effective learning and  
11 mitigating further learning loss<sup>10</sup>; and 3) negative impact of school closures  
12 on learners' socio-emotional and mental health;

13           **NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE**  
14 **PHILIPPINES**, to direct the Committee on Basic Education, Arts and Culture  
15 to conduct an inquiry, in aid of legislation, on the impact of the pandemic  
16 school closures and recovery mechanisms for the basic education sector, for  
17 the purpose of determining the effects thereof, identifying and addressing the  
18 gaps, issues, and challenges in the implementation of the programs of the  
19 Department of Education, and crafting complementary legislation.

*Adopted,*



**WIN GATCHALIAN**

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<sup>9</sup> Department of Education. (2020, May 31). *DepEd's first virtual Brigada Eskwela, Oplan Balik Eskwela set to promote Bayanihan amid COVID-19 situation*. <https://www.deped.gov.ph/2020/05/31/depeds-first-virtual-brigada-eskwela-oplan-balik-eskwela-set-to-promote-bayanihan-amid-covid-19-situation/>

<sup>10</sup> World Bank. See <https://www.worldbank.org/en/topic/edutech/brief/how-countries-are-using-edtech-to-support-remote-learning-during-the-covid-19-pandemic>