Undeniably, education was not spared by the COVID-19 pandemic that has been shaking different sectors in the entire world in an enormous scale since its arrival. The trifocal education system was forced to revisit its operations and has made critical decisions such as the rescheduling of the opening of classes, shifting of learning delivery modalities, revisiting of curriculum, remodifying and remaking of learning resources and others steps in an attempt to deliver education with a great consideration for the safety and well-being of all learners as well as the teachers. People from different walks of life such as teachers, learners, parents, entrepreneurs, even some school administrators and other concerned individuals clamored for academic freeze which was then dismissed by Department of Education (DepEd) and even tagged as “shortsighted” solutions. This call emanated from exhausted teachers, parents and learners due to the struggles brought by distance learning such as lack of gadgets and lack of or poor internet connectivity. Indeed, on whether all learners will have access to quality education in these trying times remains a question yet it is not close to impossibility as long as we all work together towards its attainment.

The urge to give Filipino learners amidst the global pandemic poses a problem for a lot of Filipinos who suffer from the pangs of poverty. Thus, education, more than ever, has become a privilege for the people who have the means to afford the necessities that come along with homeschooling. DepEd acknowledged this point of difficulty and offered learners different learning modalities for the learners to choose from. These are blended learning, online learning and modular. Expectedly, modular mode of learning emerged the best choice of the parents being incapable to support their children with gadgets and internet connectivity in blended and online learning. However, learning through modules alone is far-fetched. There is a still a need to scaffold learners in the learning process; hence, DepEd instructed teachers to monitor the learner through text messaging, phone calls and Facebook messaging. Still, these all entail
the need of the learners to own a mobile phone. There are some learners who have mobile phones who are living in remote areas where signal is problematic.

On a good note, private and public sectors and individuals in some provinces and cities took this problem to heart and helped through donations given the fact that our government cannot carry all the responsibility whilst fighting the unseen enemy killing thousands of people.

Reference: