



EDCOM2
The Second Congressional
Commission on Education



Effects of the Pandemic on Student Learning

August 24, 2023

What is EDCOM II?

Republic Act 11899 was passed into law in July 2022, creating EDCOM II, with the mandate of conducting a **“comprehensive national assessment and evaluation of the performance of the Philippine education sector for the purpose of recommending transformative, concrete and targeted reforms in the sector”** in the next three years, from 2023 to 2025.



Learning Recovery as a Priority Area

1. How effectively did students learn when distance learning was implemented? What modalities (i.e. modular-printed, modular-digital, online, RBI/TVI, etc.) did they implement? What factors affected their learning levels?



Learning Recovery as a Priority Area

2. Did schools conduct an assessment of learners upon return to school? What are the results, and how did the schools utilize the results?



Learning Recovery as a Priority Area

3. Did schools implement remediation efforts before resuming the regular curriculum? How were the learners grouped during the remediation?



Learning Recovery as a Priority Area

4. What support do schools and teachers need to provide continuing student remediation?

Learning Loss/Recovery Presentations/Discussion

- Meeting on Learning Recovery last May 18
- DepEd, ABC +, World Vision, AHA Learning Center, PEAC and Thames International School shared their Learning Recovery Programs

Learning Loss/Recovery Presentations/Discussion

RESULTS OF THE 2022 PEAC SURVEY ON LEARNING RECOVERY ACTIONS OF PRIVATE HIGH SCHOOLS

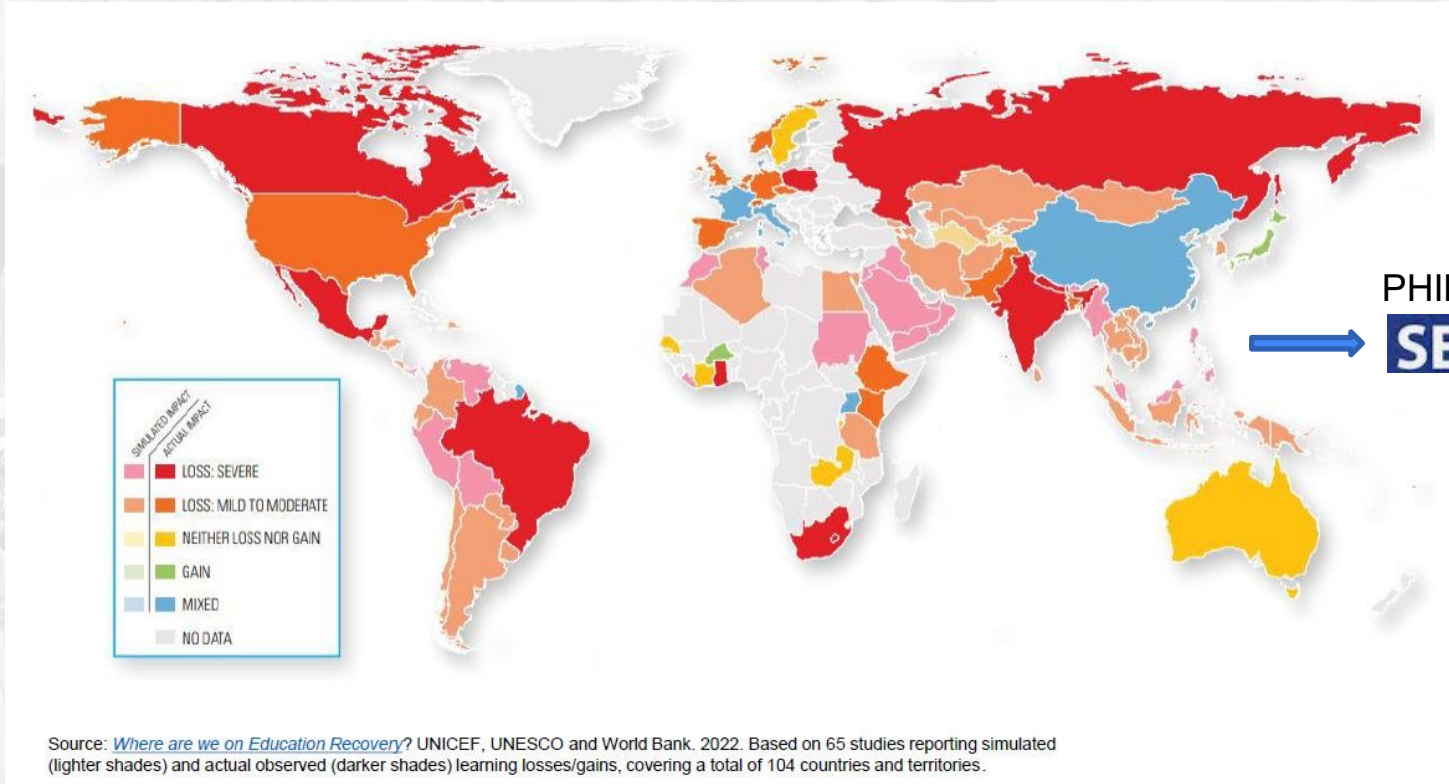
While assessments were used by 34.38–38.96 % of schools, the top indicators of learning loss used by schools were low quality of student work (incomplete submissions and outputs in performance tasks), low attendance, and low engagement in online classes.

Learning Loss/Recovery Presentations/Discussion

“These predominant indicators of learning loss differ from current literature, which characterizes learning loss as the “...difference between the overall level of attainment that a student would have achieved by the end of their course of study – if they had not been affected by the pandemic – and the overall level of attainment that they achieved in its wake” (Newton, 2021). ”

Global Context

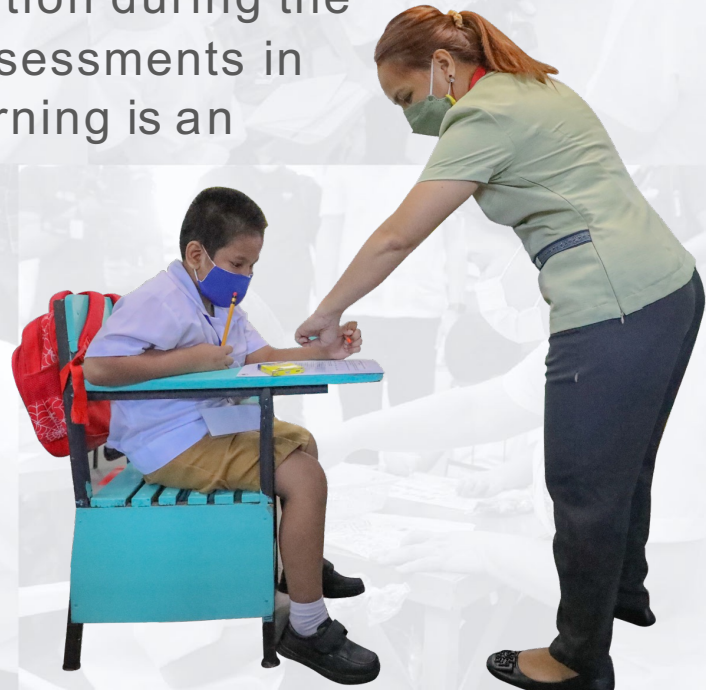
Learning losses have been observed around the world



Source: *Where are we on Education Recovery?* UNICEF, UNESCO and World Bank. 2022. Based on 65 studies reporting simulated (lighter shades) and actual observed (darker shades) learning losses/gains, covering a total of 104 countries and territories.

Philippine Context

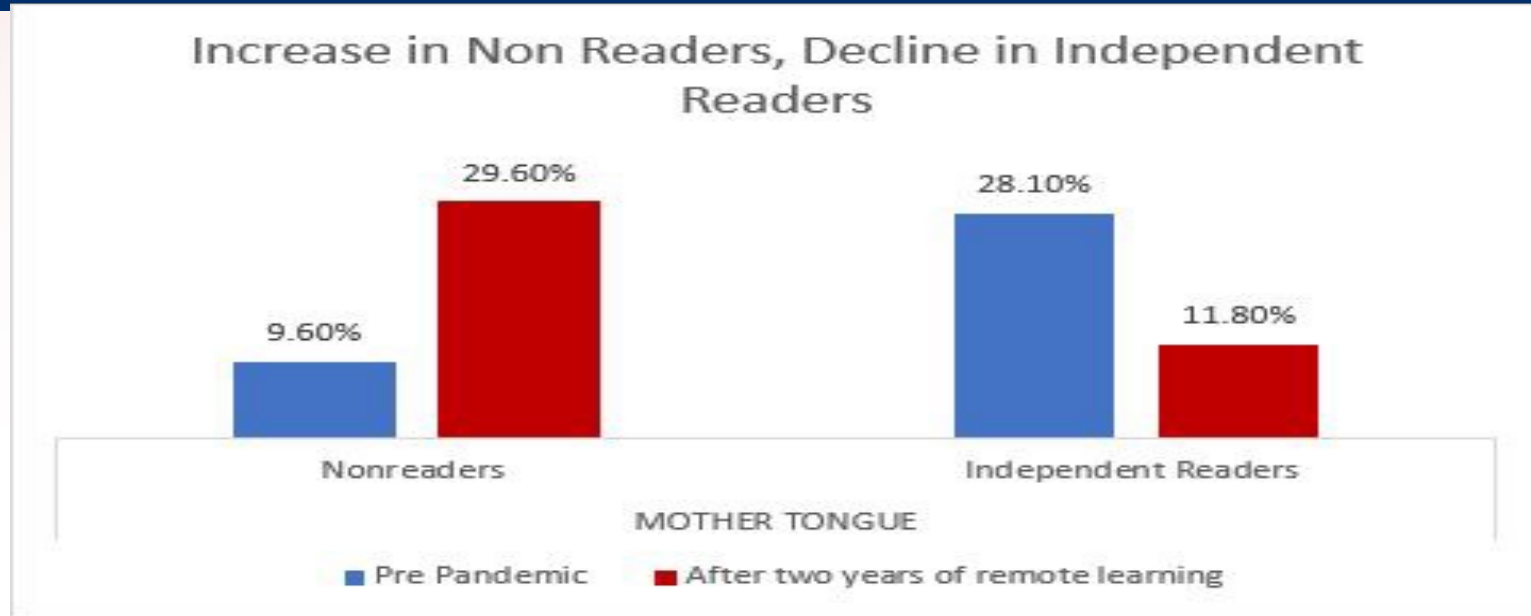
- Results of the International Large-Scale Assessments (ILSAs) confirm the learning crisis in the Philippines even before the pandemic.
- Despite the innovations in delivery of education during the pandemic, studies and results of diagnostic assessments in the different regions recognize that remote learning is an inadequate substitute for in-person classes.



Presentation on Learning Recovery Interventions

ABC+

Overall G2 Results Pre-pandemic and after 2 years of remote learning



■ Pre-Pandemic ■ After two years of remote learning

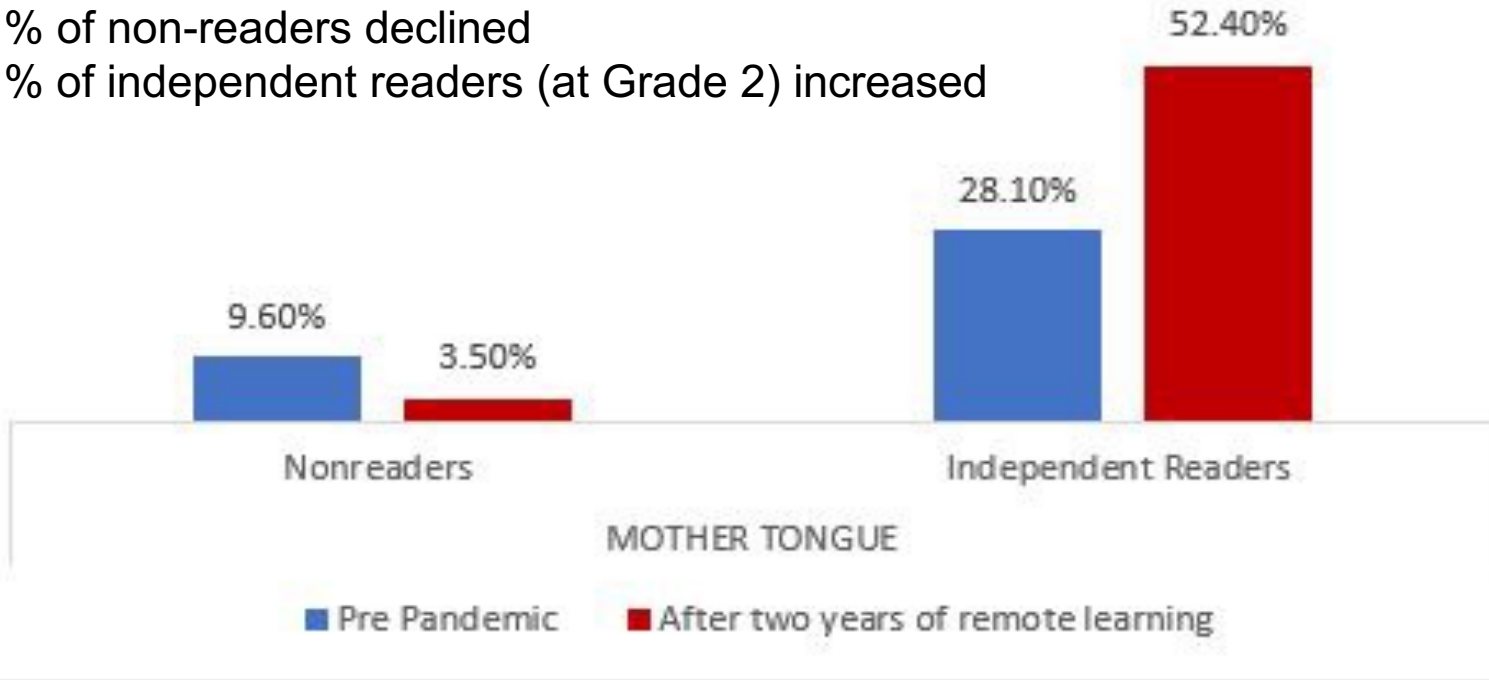
Nonreaders – those than cannot read a single word correctly.

Independent readers – read more than 95% of passage and answer more than 75% of questions correctly, reading fluency > 45 words per minute

Overall G4 Results, Pre-pandemic and after two years of remote learning

% of non-readers declined

% of independent readers (at Grade 2) increased

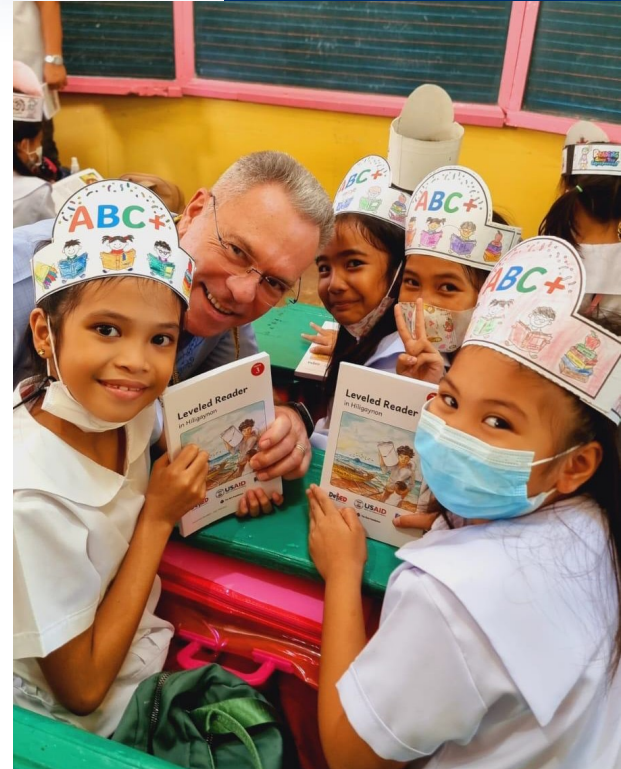


Nonreaders – those than cannot read a single word correctly.

Independent readers – read more than 95% of passage and answer more than 75% of questions correctly, reading fluency > 45 words per minute

Summary of Findings

- Direct, structured, and explicit beginning instruction is critical in the acquisition of literacy skills
- Children who have not acquired foundational skills in literacy struggled to acquire them at home.
- Children who had acquired foundational skills before the lock downs were able to use these skills in home-based learning
- Girls on average have suffered more from the switch to home-based learning environment compared to boys, but boys continue to perform more poorly than girls



Assessing Learning Loss on 21st Century Skills during the Covid-19 Pandemic: Initial Findings (Grade 6)

Grade 6

Critical Thinking	2018	➡	2021 (low proficient)
Problem Solving	2018	➡	2021 (low proficient)
Information Literacy	2018	↔	2021 (low proficient)

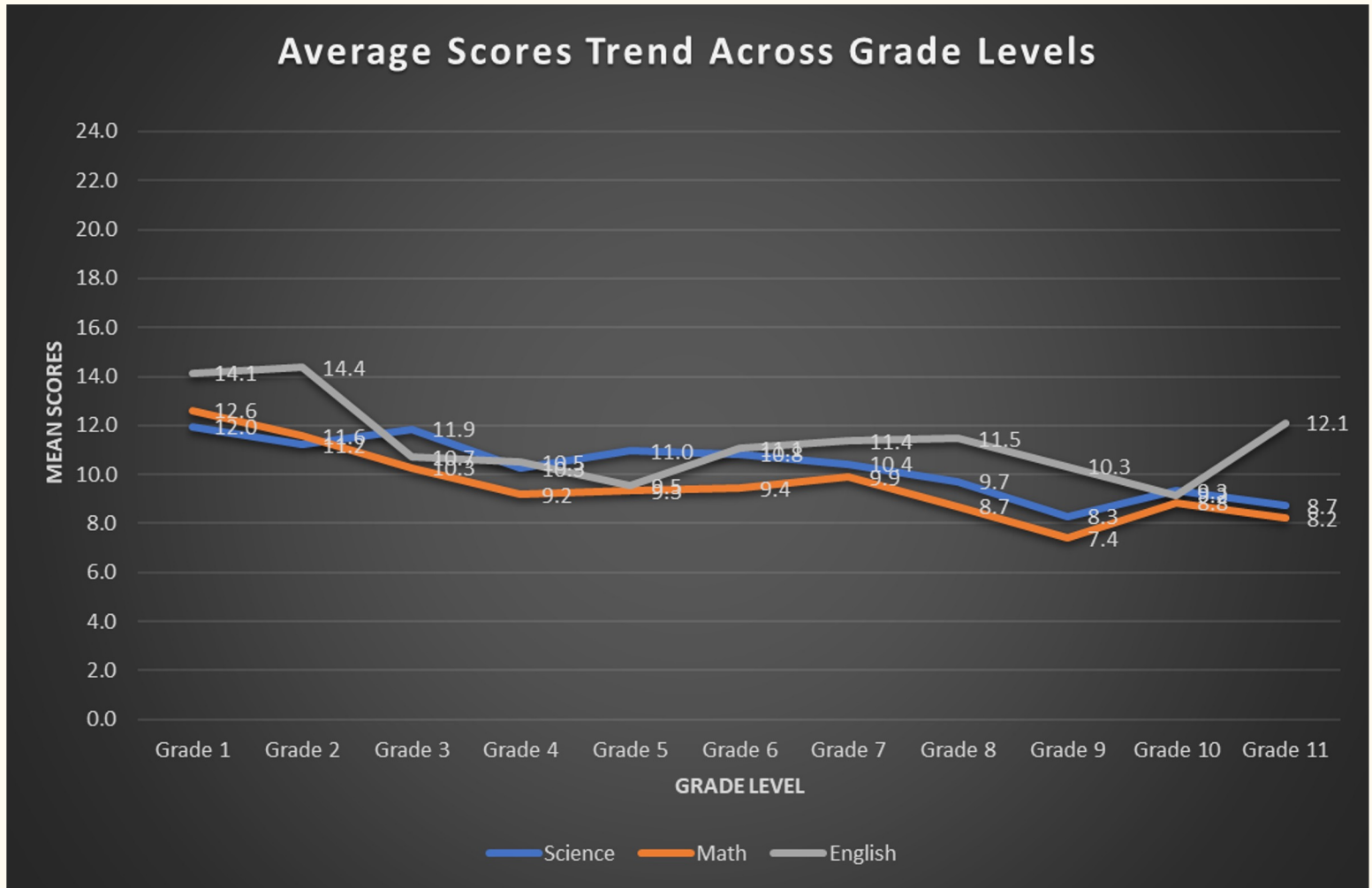
For sampled Grade 6 learners, a significant learning loss was detected in Problem Solving and Critical Thinking, but not in Information Literacy.

University of San Carlos/ Thames International Results & Key Findings

- **Results for 3,600 Private School G1-12 Students from 18 schools**
- 60% as the standard passing score, results show below passing marks -
 - **54.1% for Science,**
 - **47.5% for Mathematics, and**
 - **61.5% for English**
- **FAIL & BARELY PASSING results**
- the magnitude of learning loss is much higher at the upper grade levels



Mean
Score
Trends
Across
Grade
Levels
The
older the
student
the
lower
the
results



Learning Loss/Recovery Summary

- There needed to be more widespread use of assessments to assess learning loss.
- Assessments are necessary for more nuanced analyses of the loss/es and making targeted (grade level, specific skills) learning recovery interventions.

Learning Loss/Recovery Summary

- Assessments are also necessary for anticipating the pandemic's long-term losses/effects:

“Apart from the immediate effects of the pandemic on students’ learning, there were also effects that came out later. One of these was the difficulty of performing at a high level upon resuming in-person classes. The limited learning during the pandemic made it difficult for students like myself to grasp new concepts and topics taught in in-person classes post-pandemic.

Implementing a tapered-down curriculum made it possible for students to attain high grades. However, once the regular curriculum was brought back, the grades of most students who had previously attained high grades dropped significantly.”

Learning Loss/Recovery Summary

“In my opinion, this happened because students were not prepared for the level of rigor of school work post-pandemic. Along with other schools, (name of school) did not invest enough in the IT aspect of remote learning as well as equipping teachers with the necessary skills to teach effectively in the remote setup — this could have also been one of the reasons why the curriculum needed to be tapered down.”

This highlights an additional role of assessments: for us to anticipate the support schools and teachers need to provide continuing student remediation (and even helping students gain metacognitive skills, become more resilient, etc.).

DepEd's Learning Camps

C. Learner Placement in the Camps

28. Learners shall be placed in specific camps based on the results of their pre-assessment or academic performance in the immediately preceding school year, which shall determine their academic needs and proficiency levels. The placement process aims to ensure that learners receive appropriate support and teaching aligned with their specific needs.

29. Learners who demonstrate advanced proficiency in the grade-level competencies shall be assigned to the Enhancement Camp. The camp shall focus on deepening their knowledge, expanding their skills, and fostering a more comprehensive understanding of the learning competencies.

30. Learners who have shown proficiency in the grade-level competencies but may benefit from additional practice and application shall be placed in the Consolidation Camp. The camp shall provide opportunities for learners to reinforce their understanding, make connections between concepts, and support in Foundational their skills across different areas.



Thank you.



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