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Resolve distance learning woes – Gatchalian



By Bernadette E. Tamayo

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SEN. Sherwin Gatchalian on Sunday underscored the need to resolve distance learning problems to ensure equitable learning for the country's K-to-12 learners.

The chairman of the Philippine Senate Committee on Basic Education, Arts and Culture voiced concern over the difficulty of some learners in answering modules.

He cited the results of a Pulse Asia survey last February which showed 53 percent of the parents polled identified difficulty in answering modules as the most common problem encountered in distance learning.

The problem is more common in Mindanao (74 percent) than in the National Capital Region (32 percent), the rest of Luzon (43 percent) and Visayas (62 percent).

The survey showed 23 percent of respondents said they do not understand what the teacher is teaching. The problem is most prevalent in Mindanao at 33 percent and least prevalent in the Visayas (10 percent).

A 2017 report by the World Bank, the Mindanao Development Authority and the Philippine Business for Social Progress pointed out 36 percent of the population in Mindanao live below the poverty line, compared to 13.1 percent in Luzon and 28 percent in Visayas.

Gatchalian cited the importance of ensuring the quality of learning materials, the safe reopening of schools and bridging the digital divide in recovery efforts. He also stressed the role of highly qualified teachers in supporting disadvantaged and underperforming students.

Insights from the results of the 2018 Program for International Student Assessment highlight the importance of sending high quality teachers to schools with a high concentration of low-performing and disadvantaged students.

“If we analyze the data, many of our fellowmen in Mindanao lag behind in the implementation of distance learning and we should not allow this to continue,” Gatchalian said in Filipino.

He has filed Senate Bill (SB) 1887 or the Teacher Education Council Act, which aims to reform teacher education and training.

SB 1887 seeks to strengthen the collaboration among the Department of Education, the Commission on Higher Education and the Professional Regulation Commission in improving the quality of teacher education.

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