

# Role of community and stakeholders in alleviating the effect of pandemic in education

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## Abstract

After a school year of trying to leverage back into the norm, the Department of Education of the Philippines continued to pursue schemes that would cater into the enhancement of learners, especially those who are lagging behind. DepEd Order No. 14, series of 2023 was introduced, as replacement of the summer class for those who need academic assistance in getting ready for the next grade level. The order is entitled “Policy Guidelines on the Implementation of National Learning Camp”, and this is in line with the department’s agenda “MATATAG: Bansang Makabata, Batang Makabansa.” This study focused on investigating the role of the parents, the community officials, and the non-government organizations in alleviating the effect of pandemic in the education and well-being of the youth. The authors purposely selected five parents, six government officials, and five business owners to share their insights on the role of community and stakeholders in collaborating with the schools to battle against the learning lag brought about by the pandemic. The projects and programs that the education sectors still need to adapt and initiate were also solicited. Semi-structured, face-to-face interview transpired, as their responses were transcribed, sorted as to sub-themes, and finally developing themes that encapsulated patterns of solutions suggested. As the pattern of responses from the 16 participants unfold, the five themes were developed, and they are the following: (1) The previous pandemic posed challenges to youth not just in the aspect of learning loss but in their overall wellbeing as well; (2) Parents should constantly foster their children’s passion of learning through meeting their needs and providing them support, guidance and teachings; (3) Fostering community-school collaboration and taking initiatives on innovative programs can greatly contribute to quality education; (4) Non-government organizations commitment and willingness to reach out will create a brighter future for the youth; and (5) Education sector should continue to innovate and adapt, and secure collective effort with other sectors. The joint efforts of the school, the parents, government and non-government organizations are vital for mitigating learning gaps and ensuring the youths educational and personal well-being during this post pandemic situations. Recommendations to parents, community officials, non-government organizations, and education sector were laid down at the end of the study.

Keywords: parents; community; government officials; non-government organizations; education sector

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## 1. Introduction and Rationale

To commensurate with the two-year educational lag brought about by COVID-19 pandemic, when Vice President Sarah Duterte of the Republic of the Philippines was instated as the Secretary of the Department of Education, DepEd Order No. 34 series of 2022 was signed. This particular order entitled “School Calendar and Activities for the School Year 2022-2023” is part of the recovery plan of leveraging back into the norm disrupted by the two-year pandemic. It recognized the need to resume the 5 days in-person classes, providing the schools their own strategy of slowly transitioning from distance learning modality to face-to-face interaction (Part V. 16-17. General Guidelines). For those schools who operated on limited face-to-face classes in the last quarter of the school year 2021-2022, they were encouraged to carry on with the 5-

day face-to-face classes. From the opening of class which was August 22, 2022 until October 31, 2022, schools can choose from any of the following schemes: (a) 5-days of in-person classes, (b) blended learning, or (c) full distance learning. But starting November 2, 2022, both public and private schools are expected to have transitioned to 5 days in-person classes. There should be no more blended learning and full distance learning, except for those implementing the Alternative Learning System and those under Homeschooling Program.

After a school year of trying to leverage back into the norm, the Department of Education continued to pursue schemes that would cater into the enhancement of learners, especially those who are lagging behind. DepEd Order No. 14, series of 2023 was introduced, as replacement of the summer class for those who need academic assistance in getting ready for the next grade level. The order is entitled “Policy Guidelines on the Implementation of National Learning Camp”, and this is in line with the department’s agenda “MATATAG: Bansang Makabata, Batang Makabansa.” The NLC (National Learning Camp) is a voluntary learning recovery program and it operates as an intervention camp. It has the following five guiding principles: (a) Every learner has the right to learn, (b) Engaged learners are motivated, inspired, and willing to invest effort in learning, (c) Teaching must be rigorous and relevant, (d) Purposeful assessment enhances teaching and learning, and (e) A whole-school approach and community engagement support the improvement of education quality (Part IV.11 Policy Statement). This is offered initially for Grades 7 and 8 in English, Science and Mathematics in three groups based on learning needs – Consolidation Camp (for learners needing practice and application), Enhancement Camp (for advanced learners) and Intervention Camp (for high-need learners). Enhancement Camp is for three weeks, while Consolidation and Intervention Camps are for five weeks. All these three camps have a three-day engagement with learners every week. This commenced one week after the end of the school year rites.

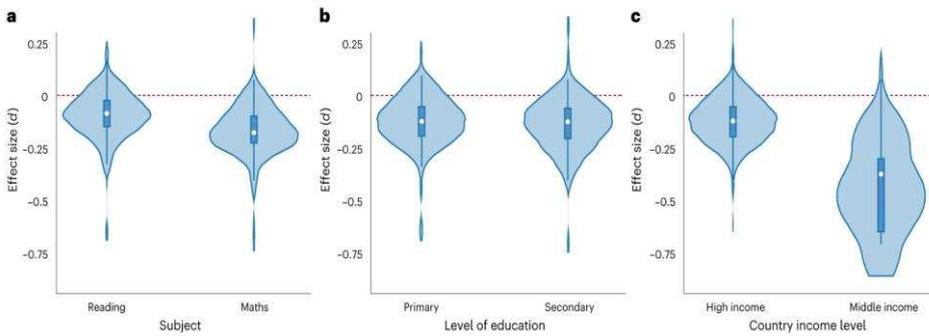
With these two recently implemented programs (return of 5 day in-person classes and learning camps), and many other projects being implemented, will the Filipino learners be able to leverage back into the norm back when the pandemic has not yet hit the globe? In what ways are the effect of pandemic seen in the youth of today? How can stakeholders (parents, barangay officials, non-government organizations) be able to assist educational institution so as to provide maximum quality education to the youth of today? What actions and projects does educational sector still do and implement in order to battle against the lowering performance of learners? The findings in this study can be used in action plans needed to have education recovery.

## 2. Literature Review

The study made by Betthäuser, Bach-Mortensen and Engzell revealed learning deficits from 291 countries are noticeably observed both in Mathematics and in Reading. But between these two areas, it is in Mathematics that learners are having more learning deficits compared in Reading. The learning deficit is also observed in terms of level of education and country income level. In terms of subject, reading is set at -0.09 while math is set at -0.18 during the pandemic period, the 0.00 being the standard performance of learners during pre-pandemic (2019). During times of pandemic, it can be said that parents are able to extend help to learners in terms of reading than in Mathematics. In terms of level of education, though both primary and secondary are set at -0.12, the interquartile range of the learning deficit in primary is -0.19 to -0.05 while for secondary is -0.21 to -0.06. The range of deficit in secondary is seen to be wider in a sense that as when the learners progress from one stage to another, the competency that they are lagging behind in previous stage is carried to the next stage. While for country income level, the high-income group has a learning deficit set at -0.12 and for middle income group is at -0.37. It is interesting to note that high-income group were able to sustain learning through materials that they can provide to their kids, and even probably paid learning assistance.

**Fig. 6: Variation in estimates of COVID-19 learning deficits ( $n = 291$ ) across different characteristics.**

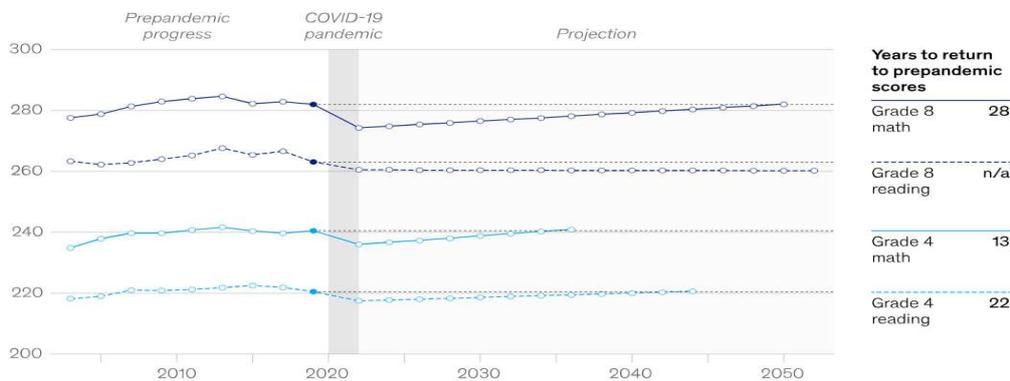
From: [A systematic review and meta-analysis of the evidence on learning during the COVID-19 pandemic](#)



The in-dept study made Byant, Dorn and Sarakatsannis (2023) highlighted the report of the National Assessment of Educational Progress (NAEP) or the Nation’s Report Card of the United States of America. The two decades of effort and progress of education in terms of Math and Reading for Grades 4 and 8 were wiped out by the pandemic. When the pandemic hit the world, the national score dropped by 5 points and 8 points in Math 4 and Math 8 respectively, while a drop of 3 points both in Reading 4 and Reading 8. Getting back in the status during pre-pandemic will take 28 years for Grade 8 Math, 13 years for Grade 4 Math, 22 years for Grade 4 reading, and no prediction of getting back into leverage for Grade 8 Reading because there is no progress that was noted after the pandemic.

**If future National Assessment of Educational Progress score patterns reflect historical trends, it will take many decades to return to 2019 levels.**

**National Assessment of Educational Progress composite scores, by grade and subject**



Note: Projections assume the 2003–19 CAGR of 0.10% for grade 8 math; 0.0% for grade 8 reading; 0.15% for grade 4 math; 0.06% for grade 4 reading.  
Source: The Nation’s Report Card

Three general factors that might be affecting numeracy skills were investigated by Latiban and Mendez (2022). Their study resulted into a moderate relationship between the level of numeracy skills and factors affecting numeracy skills – (1) student-related factors, (2) environmental factors and (3) teacher factors. Among these three factors, the teacher factor in terms of encouraging cooperation and participation

was the problem that affected student’s level of numeracy skills. The result implied that some actions must be taken, especially for classroom teachers.

Groves Learning Organization (2021) lined up five literacy skill areas that can impact a person’s ability to read well:

1. Phonemic awareness: the ability to identify and manipulate individual sounds in spoken words.
2. Alphabetic principle: understanding there are systematic and predictable relationships between written letters and spoken sounds.
3. Applying reading skills in a rapid and fluent manner.
4. A strong vocabulary coupled with syntactic and grammatical skills.
5. Good comprehension and the ability to related reading to our own experiences.

Face-to-face instruction has always been the norm, however, during Covid-19 it was suspended to reduce the risk of infection. With this, the Commission on Higher Education (CHED) and the Department of Education (DepEd) are putting into practice a variety of learning modes, including modular learning. Based on the study of Anzaldo (2021), the following are the advantages and disadvantages of this method:

Advantages:

1. Learning continues when the learners adapt to change. There are learners who have the ability to learn with this kind of set-up wherein they answer the SLMs (self-learning modules) at home under the direction and supervision of their parents.
2. Parents realize their important role in their children’s education. Due to Covid-19, parents were able to teach their children. Moreover, with this, they are able to interact with their children more often.
3. Modular distance learning teaches the learners values as well as the lessons. Learners gain time management skills as they must adhere to their timetable in order to complete their LAS, or learner's answer sheets.
4. Teachers become open-minded with the challenges brought by the pandemic. There are teachers that view the pandemic as educational advancement through the creation of SLMs wherein all the lessons are compiled in one book.

Disadvantages:

1. Not all learners do their modules committedly. Based on the survey, the majority of learners and students complete the tasks just for compliance with the rules and for requirements.
2. Some parents pamper their children and do their task instead of them. Other parents are answering the activities of their children that is why they are not able to understand the lessons.
3. Parents are having a hard time teaching their children with modules. Some parents struggle to teach their children at home, especially those in the upper grades and secondary pupils for whom the lessons are more challenging.



**Q1:** Are you a working parent? , **Q2:** Do you have enough time to help your child with his/her modules?, **Q3:** Are you having difficulty with the set schedule of the retrieval and submission of your child's modules? , **Q4:** Are the teachers of your child approachable?

Pe Dangle and Sumaoang (2020) conducted a study wherein they assessed challenges encountered, opinions, and recommendations of teachers, parents, learners about the implementation of modular learning. Based on one of their findings the majority of parents said they had adequate time to help their child(ren) with their studies by providing academic support. In addition, 79% of parents say they have no problems adhering to the deadlines for retrieving and submitting their children's modules. Facebook and Messenger are the mediums that parents usually use to contact their child's teachers. The majority of them said that they have a communication with the teachers. However, some parents complained that certain professors don't always answer their questions right away, and occasionally, they can't be contacted due to poor internet connection.

In a study conducted by Singh (2022), there are some strategies that the stakeholders will implement for the reopening schools in India. During this, the schools are responsible for ensuring the health of each child and protecting them from pandemic.

1. Vaccinating school teachers and support staff as a matter of priority. This strategy was not yet developed as many still have reservations about being vaccinated.

2. Increasing administrative and teaching staff members' preparedness to handle COVID 19 instances. The State government will develop a program that only allows them to take part in the campaign to reopen schools.

3. Following government SOPs is a must. Despite being aware of the SOPs, some instructors, staff, parents, and learners do not always adhere to them. However, they have to abide by the laws as it was for their safety.

4. Keeping interior facilities such as schools, buses, and other enclosed areas well-ventilated to reduce the danger of COVID 19. School facilities are expected to be cleaned by schools.

5. Encourage more outdoor group activities and less interior group activities.

A complete strategy for either restarting primary schools or making up for lost educational time has not yet been developed by education planners. However, steps are taken during the pandemic to make sure distant learning was restricted to a small subset of the learner's population.

The above-mentioned studies shed light into the areas of concern of this present study, which is laying down possible action and participation needed by stakeholders in order to battle against the effect of pandemic in our country, specifically in Nagcarlan Sub-Office.

### 2.1. Research Questions

This study aimed to describe the needed participation of stakeholders in order to alleviate the effect of pandemic in education sector.

Specifically, it sought to answer the following questions:

1. In what ways are the effect of pandemic seen in the youth of today?
2. How can the following stakeholders be able to assist educational institution so as to provide maximum quality education to the youth of today?
  - a. Parents
  - b. barangay officials
  - c. non-government organizations
3. What actions and projects does educational sector still do and implement in order to battle against the lowering performance of learners?

### 2.2. Scope and Limitation

The researchers made an exploration on the role of community and stakeholders in Nagcarlan, Laguna, Philippines in asking ideas on the assistance needed to battle against the effects of pandemic in the education field. This study focused on knowing how will community and stakeholders take an action in helping the education sector reduce the effects of pandemic to the youth's acquisition of learning. By gathering data through face-to-face interview employing qualitative questions, the researchers were able to

develop themes, conclusion and recommendations regarding the findings of the study.

### 3. Research Methodology

#### 3.1. Participants

To gather important data, six local officials in Nagcarlan, five from private sector, and five parents were interviewed face-to-face. To sum it up, there were 16 respondents for this study. Through their responses, themes were developed which represented the roles of community and stakeholders in alleviating the effects of pandemic in education.



**Parent Participants**



**Public Official Participants**



**Private Business Owner Participants**

### 3.2. Data Collection

The researchers asked permission from the chosen respondents a scheduled interview. A semi-structured interview with prepared questions, and instant follow-up questions were employed during the face-to-face encounter. The basic questions were those which the respondents deemed to be the assistance that community and stakeholders can contribute to the education sector in order for the youth of today leverage back from effect of pandemic in their studies. Researchers both utilized the pen-and-paper method of taking down responses from participants, and the audio recording as well, so as not to miss important details from the participants responses.

### 3.3. Ethical Issues

To ensure proper treatment of the participants and of the data as well, the following actions were taken:

1. Permission from the education sector were secured by passing a study proposal.
2. A coordination with the municipality of Nagcarlan in asking assistance regarding the conduct of the study was done by the researchers.
3. Information obtained using semi-structured interview was kept secured, not divulging personal information from the participants, but the responses to qualitative questions only.
4. Informed consent was secured from the participants so as to gain their commitment in being part of the study.
5. The results of the study were shared to the respondents, as well as to the education sector.

### 3.4. Plan for Data Analysis

Qualitative data were gathered from a face-to-face interview, sorted according to the question, item, and answer of respondents, and treated using a content analysis. Content analysis is used by data analysts. It is a form that can show patterns in recorded communication that indicate the question and answer of the respondents. Using this method, the researchers of this study were able to form themes, representing the needed role of the community and stakeholders in eradicating the effects of pandemic in the education of the learners.

## 4. Discussion of Findings, Conclusion, Recommendation and Reflection

### 4.1. Effect of Pandemic to the Youth

Five parents, six public officials, and five business owners were asked the qualitative question, “In what ways are the effect of pandemic seen in the youth of today? Seven frequently appearing words were seen in their responses, and they were presented in the table that follows:

Frequency	Word
16	pandemic
11	module
10	people
9	young
9	face
8	just
7	school

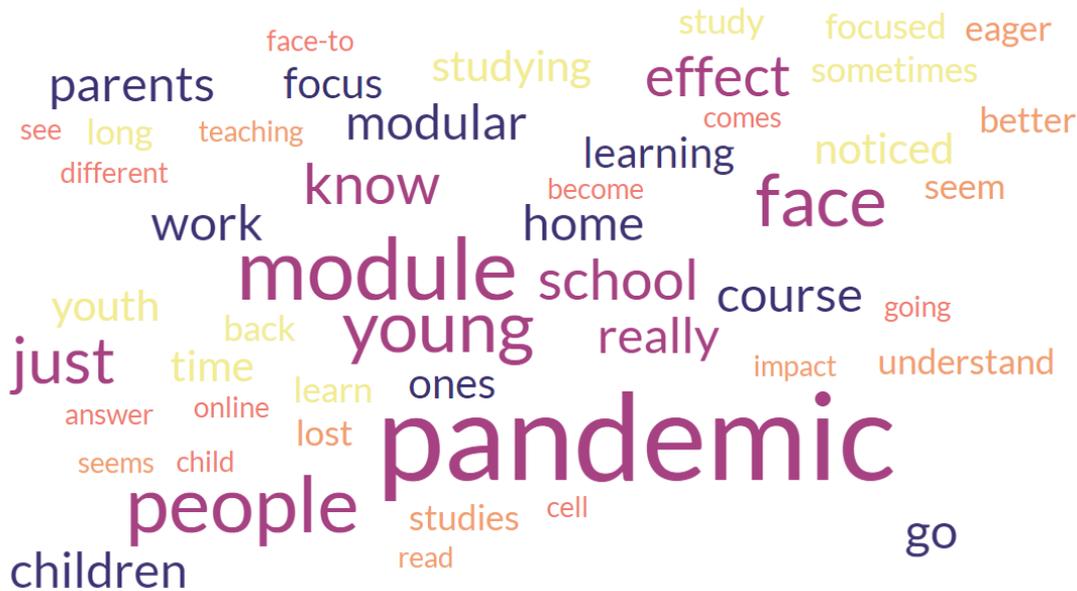
Representative samples of the responses are encoded below:

Participant No. 3 - *"I noticed that the children during the pandemic took it easy. Then, the young people lost their self-respect during the pandemic, and I noticed that on social media. But it's ok already because now that they're face-to-face or entering the school, I noticed that they don't go out much. That's the best effect I really noticed."*

Participant No. 9 - *"Last year's pandemic affected the education of young people; of course, they can't go to school; they are just at home; many are bored; their lives are not normal; and the young people, because they have nothing to do, what can they think of just to get away? They were somehow focused on their studies when the modular came."*

Participant No. 11 - *"I have noticed with the youth today in education, they say they know that but when asked they either don't know or have forgotten. There are many explanations. I think they are also affected by the pandemic because almost everything is on the internet and cell phones have become instant."*

The figure that follows is the associated word cloud of the frequently appearing words. The words "pandemic", "module", "people", "young", and "school" are the ones striking and that which formulates the following sub-themes:



1. The **pandemic** has derailed the personal development of the youth in many aspects, and this included their emotional intelligence.
2. **Module** has replaced the role of the teacher, which has not become effective since the learners are often seen to be using gadgets for mobile games and others have their parents doing task at home.
3. **People** experienced depression and boredom because of lengthy period of stay-at-home situation
4. .
5. The **young** minds experienced learning loss due to disruption of classes.
6. **School** closure due to lockdowns offered isolation of youth to their friends, providing poor socialization.

With these five concepts, the first theme is thus laid down here:

**The previous pandemic posed challenges to youth not just in the aspect of learning loss but in their overall wellbeing as well.**

For mental health, there has been several news of depression, anxiety, loneliness and suicide attempts during pandemic. Many students experienced learning loss, particularly in numeracy and literacy skills. This is the very reason why the Department of Education focused on these two things immediately after the cessation of pandemic. Physical health deteriorated as well, as many youths were not properly guided on proper health care in times of pandemic. Digital overload has also become an issue not just for educators but for learners as well, as teaching-and-learning mostly depended on gadgets for competency transfer and communication.

#### 4.2. Providing Maximum Quality Education through Parents' Assistance

Five parents, six public officials, and five business owners were asked the qualitative question: "How can the following stakeholders be able to assist educational institutions so as to provide maximum quality education to the youth of today? A. Parents B. Barangay officials C. Non-governmental organizations" Seven frequently appearing words were seen in their responses for the first indicator, A. Parents, and they were presented in the table that follows:

Frequency	Word
17	children
15	parents
12	always
9	school
8	support
7	need
6	teach

Representative samples of the responses are encoded below:

Participant No. 1 - *"As a parent, it's better now because like in the barangay there is a "Barangay Dunong". Those who can't read or need to research and it's not available at home, they can still read and learn in our barangay. The parents were also there, because like me as a parent, when I have extra time, I really teach him. I advise him to stop the cell phone first, as long as possible for two hours a day or two hours in the morning, two hours in the afternoon. I said, you need to learn to read again. Apart from school, parents also teach at home. At school, I know that the teachers will focus on the children because I know that there are really high-quality teachers to teach the children. And right now, the children are really being focused by the teachers. For example, at noon they have to go to school early because as much as possible the children have to read for 30 minutes. That's why the parents and the school really make a way for the children to learn and catch up in education."*

Participant No. 6 - *"As parents, of course we have to support our children when it comes to education. So we should not always rely on our teachers to teach. It's there for them to start with, but when they get home, it should always be there and they should always check. Is there an assignment? Are there projects that need to be done? So let's show our children that although we won't be the ones to do it, they will be the ones to do it, but our support is there, the help. That we will always motivate them that no matter what grade they get, even if they are low, we will not let them down so that they will not be discouraged. But let's always tell them that next time you can do it, that's just the beginning when you're new, so next time you'll get it, you'll be able to do it right. So our support is the counterpart of the parents in the school. That we also guide when the children are out of school."*

Participant No. 12 - *"Be an example at home and teach the child to understand what is being*



of pandemic to the education of their children, and to the bigger context, the youth of today. One is active involvement. They themselves should make themselves available whenever needed for an activity, program or event, the least being the card showing and parent-teacher conference. Second is creating a learning-friendly environment at home in which their child can have an extension of school at home like having a designated area to study, and to the larger extent, applying what they are learning in a family setting. Supporting homework and assignments is a big assistance for the learners because take-home activities can really deepen learners' knowledge and understanding of the things they have learned in school. Fostering a growth mindset and a love for learning is something that parents need to model to their children at home, so they can have a live springboard of what it is to be a seeker of knowledge, and not just students waiting to be spoon-fed. Guiding kids for a healthy lifestyle like limiting screen time and encouraging enough time to rest is a big assistance to the teachers. Lastly, advocating quality education by possibly having professional growth and development, taking some crash courses, attending seminars and workshops, would really show advocacy for quality education, aside from donating educational materials to school.

#### 4.3. Providing Maximum Quality Education through Community Officials' Assistance

Five parents, six public officials, and five business owners were asked the qualitative questions: "How can the barangay officials be able to assist educational institution so as to provide maximum quality education to the youth of today?" Seven frequently appearing words were seen in their response, and they were presented in the table that follows:

Frequency	Word
26	barangay
14	school
11	help
10	need
10	people
9	officials
8	children

Representative samples of the responses are encoded below:

Participant No. 3 - "As for the barangay officials, they should also have a project for the youth about education to increase their knowledge so that they can learn good habits and activities. Because sometimes young people neglect their activities. Their bad habits, it's like they don't pay attention to the behavior of today's youth."

Participant No. 6 - "As barangay officials, we are really partners with the schools, with the students in all the programs implemented by the Department of Education. Especially during the time of the pandemic, the barangay officials are also the ones who get the modules that are delivered to the houses. That's why it



Government organization like the barangay council has an important task in rearing children of their community towards decreasing the learning gap brought about by pandemic. Developing and facilitating a community-based educational monitoring system can aid the school in tracking drop-outs, out of school youth, having updated child mapping, cohort-survival rate, and the likes. Allocating learning resources from the community budget is an encouragement to school officials. Supporting alternative learning system operations and even sponsoring children for financial support will decrease the number of absenteeism and dropout in schools. Collaborating with the general parent-teacher association is a sure way of knowing the needs, progress and achievement of the school programs and projects.

#### 4.4. Providing Maximum Quality Education through NGOs Assistance

The Researcher conducted a study wherein 5 parents, 6 public officials and 5 private institutions were asked the qualitative question: “How can the following stakeholders be able to assist educational institution so as provide maximum quality education to the youth of today? A. Parents, B. Public Officials, C. private institution.” Seven frequently appearing word were seen in their responses, and that were presented in the table that follows:

Frequency	Word
11	children
10	give
7	school
7	help
7	private
6	really
6	schools

Representative samples of the responses are encoded below:

Participant No. 1 - *“Just like here, we have a church here, the Jesus Eternal Word of Savior Alibungbungan. We actually conducted activities when we were looking for funds so that we could produce school supplies for the children, especially here for the students in Alibungbungan. We really made a livelihood, a fund just to help especially the children who are indigent.”*

Participant No. 3 - *“They often sponsor seminars. That's what they can give something in the seminar for children. Because especially when it's public schools, there's not much money. Usually in the public schools there are those who give free seminars, but these private individuals are the ones who can help the most if they sponsor projects and seminars for the goodness of young people.”*

Participant No. 6 - *“For the private organizations, they are also the stakeholders of the schools, so it is not actually that they teach the children but the needs of the schools, for example school supplies, so the schools can also request to private institutions or individuals that the children need. School supplies, then the*



tying-up like vocational training is something that many would avail, especially the out-of-school youth, or those who have special skills and are promising to be a strong workforce of the community and whole nation. NGO’s may even offer teacher training and capacity building programs especially on the aspect of technology and rearing 21<sup>st</sup> century learners. Health, nutrition and basic need support is a brilliant feat, too, like launching medical and dental missions, children gift giving, or school supplies distribution. Financial aids cannot be undermined because there are many learners who are not anymore preferring to go to school because there is still somehow the need for finance like transportation cost, even though it is a well-known fact that public, basic education in the Philippines is free, and a right of the child as well.

4.5. Educational Sectors’ *Ways Forward*

Five parents, six public officials, and five business owners were asked the qualitative question, “What actions and projects does educational sector still do and implement in order to battle against the lowering performance of learner?” Seven frequently appearing words were seen in their responses, and they were presented in the table that follows:

Frequency	Word
16	school
10	children
9	youth
8	students
8	really
8	education
7	go

Representative samples of the responses are encoded below:

Participant No. 8 - "Seminar, especially in out-of-youth school, those children who don't want to go to school should be encouraged that they need to go; the others who really don't want to go to school, that's really up to the parents."

Participant No. 11 - "*I think that there should be a project once a week of reading to the children, because I have noticed that many of the students today are entering high school but are not that proficient in reading. There should also be mapping of young people who do not or have stopped studying in order to raise the level of their education and leave no youth behind in terms of education.*"

Participant No. 16 - "They should sponsor students, especially those who can't afford it. Their sponsor, that's all. Because that's all. What's difficult for us is that we don't have money. If you don't have money, it's hard to enter. Hungry children. Anything Whatever they have to do with the food, pocket or whatever uniform, because if you don't have a uniform, they will scold you. If you don't have food, you don't think about anything but your hunger. That's all."



Project-based learning can be relived because this type of teaching approach promotes experiential, practical and real-world learning where learners can easily apply what they are learning through collaboration with other members of the school and community. Social-emotional learning (SEL) programs should be continued and strengthened by the guidance office even during post-pandemic, knowing that the effect of this world-wide event has a long-term effect to the youth. Digital literacy and access need to be secured so that there will be equal opportunity for maximum learning. Curriculum development should never stop because our time is a rapid changing era. Early intervention programs will greatly help in providing precautionary measures for learners lagging behind, so that the learning gap will not aggravate. Collaboration across sectors should never be set aside, knowing that education is a collective effort. Finally, research and data-driven decision making becomes more needed nowadays, as our world condition continue to escalate in terms of the need for time-tested and proven solution for long term impact.

## 5. Conclusion, Recommendation and Reflection

### 5.1. Conclusion

As the pattern of responses from the 16 participants unfold, the five themes were developed, and there are the following: (1) The previous pandemic posed challenges to youth not just in the aspect of learning loss but in their overall wellbeing as well; (2) Parents should constantly foster their children's passion of learning through meeting their needs and providing them support, guidance and teachings; (3) Fostering community-school collaboration and taking initiatives on innovative programs can greatly contribute to quality education; (4) Non-government organizations' commitment and willingness to reach out will create a brighter future for the youth; and (5) education sector should continue to innovate and adapt, and secure collective effort with other sectors. The whole community impact is several times greater than the school impact alone. The joint efforts of the school, the parents, government and non-government organizations are vital for mitigating learning gaps and ensuring the youth's educational and personal well-being during this post pandemic situations.

### 5.2. Recommendation

Based from the discussion of findings with the sub-themes and themes crafted, the following recommendations were laid down to group of authorities:

1. **Parents** should go hand-in-hand with the school in alleviating the effect of pandemic in education through the following: (a) active involvement, (b) creating a learning-friendly environment at home, (c) supporting homework and assignments, (d) fostering a growth mindset and a love for learning, (e) guiding kids for a healthy lifestyle, and (f) advocating quality education.

2. **Community officials** should goal to decrease the learning gap brought about by pandemic by (a) developing and facilitating a community-based educational monitoring system, (b) allocating learning resources from the community budget, (c) supporting alternative learning system operations, (d) sponsoring children for financial support, and (e) collaborating with the general parent-teacher association.

3. **Non-government organizations** (NGOs) should contribute for the return of good standing of education by (a) having the professionals suggest or develop tailored educational programs, (b) providing alternative educational training programs, (c) offering teacher training and capacity building programs, and (d) extending financial aids.

4. **Educational sector** should continue to adapt and strategize for quality education by (a) strengthening blended learning, (b) launching varied conferences and seminars on different assessment strategies, (c) reliving project-based learning, (d) continuing and strengthening the social-emotional learning programs, (e) securing digital literacy and equity in access, (f) always being updated on curriculum status and

development, (g) launching early intervention programs, (h) spearheading collaboration across sectors, and (i) conducting researches needed for data-driven decision making.

### 5.3. Reflection

The first notion about the effect of pandemic is that it created a seemingly-vacuum space that is supposed to be the place of development and progress. Many aspects came to a sudden halt because of the need to isolate and stop whatever the norm is. But through this study, the researchers came into realization that everyone always learn something remarkable from every success and failure. The pandemic did not only just give negative impacts, but aided in the development of resilience and resolution in every human being who wishes to survive and came out of the circumstance victorious.

Every child is a blessing from God, and each needs a support system in order to have holistic growth. Much more in times of trial, kids and learners cannot progress without the collaboration of the forces around them. Parents, community officials, and non-government organizations play a crucial role in solving educational issues, enabling learners to gain a variety of information, and in realizing their full potential. Jose Angel Gurria, a Mexican economist and diplomat, once said, "It takes a collaboration across a community to develop better skills for better lives." If this is true for the economy, it is most certainly applicable to education. The school alone cannot do the task of guiding learners towards becoming persons of worth. Educational institutions need the parents, the government sector, and the private groups as well. It takes a community to rear a child, and it takes collaboration to get back into action towards recovery and progress.

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