**Commission on Human Rights of the Philippines (CHRP)**

**Response to the call for submissions on the impact of the COVID-19 pandemic on the realization of the equal enjoyment of the right to education by every girl**

1. The Commission on Human Rights of the Philippines (hereinafter the “Commission”)[[1]](#footnote-1), in response to the call of the Office of the High Commissioner for Human Rights (OHCHR), submits its inputs relative to the impact of the COVID-19 pandemic on the realization of the equal enjoyment of the right to education by every girl.
2. This submission is based on the Commission’s own documentation of independent monitoring activities and statements on rights of the child, primarily the inputs from the Commission’s Child Rights Center (CRC) and Gender Equality and Women’s Human Rights Center (GEWHRC), which have undergone internal deliberations of the Commission En Banc. It also took into consideration local and international reports from government, civil society, the media, and international non-governmental organizations, which complement the Commission's observations and recommendations.
3. The Commission’s responses to the questions propounded by the OHCHR’s call for inputs are as follows:

**What are the most important challenges and barriers that girls have been facing in the context of the COVID-19 pandemic at each level of education and in relation to the four elements of the right to education?**

1. The absence of available data constrains the scope of this submission in terms of identifying COVID-19’s negative impact on the enjoyment of the right to education by every Filipino girl. The overall lack of disaggregated data impedes effective government oversight and the provision of services to directly and effectively address their specific needs, creating significant protection gaps.
2. The Philippines was the last country in the world to open its schools following the coronavirus outbreak in early 2020. In fact, from March to October 2020, formal classes of any type were not held in the country. Millions of Filipino students at all levels of education were required to remain at home and adhere to the government's quarantine measures.[[2]](#footnote-2)
3. Following extensive stakeholder consultations, the Department of Education (DepEd) announced in May 2020 that classes will be moved from June to August.[[3]](#footnote-3) It was later delayed until September to protect students from COVID-19, with legislators noting that the postponement “will allow DepEd more time to plan and implement changes to the Philippine education system”.[[4]](#footnote-4)
4. President Duterte vetoed several proposals to test out in-person classes even in low-risk areas, explaining that he ‘cannot gamble on the lives of children’.[[5]](#footnote-5) Experts have argued that the move to reopen schools across the country appears to be mostly influenced by the National Capital Region's situation.[[6]](#footnote-6) Further, they questioned the justification for indefinite school closures vis-a-vis the continued operations of malls, restaurants, and even casinos and cockpits across the country.[[7]](#footnote-7)
5. Continuing education in the midst of a pandemic is a difficult task. But as President Duterte remained firm in his decision to keep schools closed until a vaccine was available, girls from the poorest socioeconomic homes, especially those living in rural areas, and members of indigenous groups living in far-flung areas, bore the disproportionate share of the burden of extended school closures.
6. *Accessibility* requires that education must be of the same quality across all groups in society. Though there is no available data on the socioeconomic gendered impact of COVID-19 on Filipino girls, it can be assumed that much of the policies failed to account for gender-based considerations and barriers that girls face at home.
7. For instance, girls are delegated with more household chores and childcare, reducing their time for education. This is particularly troubling for girls whose parents place less significance on their education.
8. A study by Plan International revealed that Filipino girls spend less time studying during the pandemic.[[8]](#footnote-8) Aside from poor internet connection, many are unable to study or work as much as they would like as they are expected to do more than the males in their households.[[9]](#footnote-9)
9. The Philippine education system does not provide adequate accommodations for girls with intersecting forms of discrimination, such as girls living in poverty, girls with disabilities, and those belonging to indigenous groups. COVID-19 has only exacerbated the situation.
10. Online distance learning, though common in many countries, proved to be difficult in the Philippines. The high poverty rate across the country is at odds with online distance learning. Many parents struggle to pay the extra costs of remote education. For instance, not every household can afford laptop computers and smartphones, as well as reliable internet connection required to facilitate online distance learning.[[10]](#footnote-10)
11. Only 55% of Filipinos and 26% of public schools have access to the internet.[[11]](#footnote-11) Girls living in rural areas of the country lack access to roads and electricity, let alone computers and the internet. Furthermore, given present internet infrastructure, even girls in urban areas experience poor internet connection. Distance learning requires a stable internet connection–something that many Filipino girls do not have.
12. Out of the 28 million public students who enrolled in 2021, only 5,000 students in just over 100 public schools were allowed to return to class in a two-month trial program that began in November 2021. The move to return to face-to-face classes comes after 20 months of pandemic prevention measures, amounting to one of the world's longest lockdowns.

**Primary and secondary education**

1. Long-term school closures play a crucial role in educational outcomes, public health, future workforce, and national productivity. School disruptions can have a significant impact on a child’s overall cognitive and motor skill development, as well as his/her socio-emotional skills.
2. Children who are unable to acquire the basic foundational abilities in primary school will struggle to reach their full potential in secondary school and in their future opportunities.[[12]](#footnote-12)
3. Primary school students require more study assistance from parents and teachers than secondary school students, who may be able to self-study. But while some parents are more than capable of helping their children, others are unable to teach their own children for various reasons, such as their own limited educational attainment. In fact, only 46% of parents or guardians with children in basic education surveyed said their children are learning under DepEd's blended teaching model.[[13]](#footnote-13)
4. According to the 2018 Programme for International Student Assessment (PISA) which assessed 15-year-old students from 79 middle- and high-income countries, Filipino students ranked last in reading, second last in Mathematics, and Science.[[14]](#footnote-14)
5. This underlying learning problem has been compounded by COVID-19-led school closures, which have long-term detrimental effects on the economy and the human capital. Moreover, it has triggered an education crisis and exacerbated inequality in the country's poorest regions where quality of education has long been a concern which could take years to rectify.
6. Girls have become more vulnerable to online sexual abuse and exploitation (OSAEC) as a result of the COVID-19 pandemic, as parents resort to easy money to cope with increasing financial constraints as a result of lay-offs, business closures, and loss of profit, while children are still prohibited from leaving their homes.[[15]](#footnote-15)
7. According to the Department of Justice (DOJ), cases of OSAEC in the Philippines surged by 264.6 percent or 202,605 during the enforcement of the enhanced community quarantine from March to May 2020, compared to 76,561 cases during the same time in 2019.[[16]](#footnote-16)

**Technical, vocation, and tertiary education, including university**

1. In May 2020, student groups urged the Commission on Higher Education (CHED) to suspend online classes and implement mass promotion, claiming that the Commission was partly to blame for the death of Cristelyn Villance, a criminology student at Capiz State University's (CAPSU) Dumarao campus, who was killed in a road accident on her way home from a computer shop, where she allegedly worked on a class requirement.
2. Student groups allege that CHED is partly liable for Villance’s death because it would not have occurred if online classes had been cancelled and widespread promotion had been done instead. CHED, on the other hand, argued that student groups were "sensationalizing" the incident in order to advance their agenda against flexible learning.[[17]](#footnote-17)
3. CHED's flexible learning policy were criticized by student groups who claimed that flexible learning places additional burden to students who do not have access to the internet. A social media video of a girl submitting an online class requirement while on top of a tiny mountain in Masbate went viral.
4. When she needed to send a class requirement, the student said she had to trek up the mountain to connect to the internet.[[18]](#footnote-18)
5. Over 3.5 million tertiary-level students are enrolled in approximately 2,400 higher education institutions (HEIs) throughout the country. Many of which have experimented with various forms of online learning: synchronous, real-time lectures as well as time-based assessment results. It can also refer to activities that take place at a later time, such as pre-recorded video lectures or time-independent evaluations.[[19]](#footnote-19)
6. Nevertheless, a 2020 study showed that 45 percent of Filipinos were concerned about having limited or no access to gadgets or devices for remote learning. Whereas 42 percent were concerned about learning losses or a general deterioration in knowledge and abilities.[[20]](#footnote-20)
7. The dissonance between the learning modalities offered to tertiary students vis-a-vis the clear misgivings of Filipino students with regard to remote learning is a cause for concern.
8. Despite the flexible learning modes and technologies developed by educational institutions, significant gaps and limitations persist. For example, the various situations of students across universities are not ideal.
9. COVID-19 presents enormous obstacles for new graduates, in addition to finding work that matches their skills and meets their financial needs. The economic crisis will make it even more difficult to compete for quality jobs and a stable income in the coming years.
10. The pandemic also demonstrated the lack of effective distant learning platforms and quality educational content in technical and vocational education and training (TVET) systems, especially when implemented nationwide.
11. The digital divide has also hampered the ability of the most vulnerable girls enrolled in TVET programs to learn and acquire skills, putting them at risk of falling farther behind. While Technical Education and Skills Development Authority (TESDA’s) initiatives have made TVET programs (in person and online) more readily available in recent years, it has not made a significant impact in the acquisition of practical skills. Moreover, a large number of girls are unemployed or underpaid as a result of a large mismatch between training and actual occupations.
12. Additionally, the number of employment and decent work opportunities, as well as the availability of apprenticeship openings, that would have been available for Filipino girls enrolled in TVET programmes saw a significant decline due to business closures and profit losses.

**Strict community lockdowns**

1. The government's Inter-Agency Task Force (IATF)[[21]](#footnote-21) imposed a nationwide policy prohibiting anyone over 65 and under 18 from leaving their homes, with certain cities and provinces expressing interest in imposing a 24-hour curfew. Strict lockdown measures include the cancellation of benefits and aid, including scholarship programs, for violators.
2. Thousands of violators were imprisoned in the first two weeks of the Bayanihan Act's implementation with over 20,389 curfew violators were detained in Luzon alone. Curfew violators included children. [[22]](#footnote-22)
3. There were also reports of children being arrested and mistreated: reportedly held in dog cages,[[23]](#footnote-23) confined in coffins, paraded through the streets, and forced to wait in the sun for hours.[[24]](#footnote-24) Another is the purported case of four boys and four girls jailed in Manila for violating curfew. Seven were allegedly forced to have their haircut while those who resisted arrest were stripped naked.[[25]](#footnote-25)
4. The Commission also received several reports that children, including girls, who were found to have violated curfew were mixed in with adult curfew violators, neglecting social separation and putting them at risk of COVID-19 exposure.

**Health**

1. Community lockdowns have prevented hundreds of thousands of teenage women from accessing family planning supplies.[[26]](#footnote-26) However, the Commission on Population (POPCOM) clarified that the expected increase in teenage pregnancies is not directly caused by the pandemic per se, but rather a number of mediating factors such as school closures, dysfunctional families, and a lack of access to sexual and reproductive health education.[[27]](#footnote-27)
2. And while the pandemic initially raised concerns about an increase in teen pregnancies[[28]](#footnote-28), the number of births among adolescent mothers actually fell by 23,855 in 2020, a 13% drop that set a 17-year record for the steepest drop in births among women under 20 since 2003.[[29]](#footnote-29)

**Indigenous girls**

1. Indigenous girls experience triple discrimination because of their gender, ethnicity, and socioeconomic standing, making them among the most vulnerable members of indigenous communities. Poverty, illiteracy, access to health care, basic sanitation, credit, and employment, restricted political participation, and domestic and sexual violence are among the key issues facing indigenous women and girls.[[30]](#footnote-30)
2. But as the COVID-19 pandemic exacerbated pre-existing injustices, it resulted in new kinds of intersectional discrimination for vulnerable communities. For instance, the Save Our Schools Network reported that over 176 Lumad schools had been forcibly closed as of May 2020.[[31]](#footnote-31) As indigenous girls continued to face alarming levels of hunger, inadequacy or unavailability of relief goods and other government support, lack of access to education, they also faced repressive lockdown policies, red-tagging, militarization, violence, and anti-terror bill threats.
3. A spokesperson for the organization noted that in doing so, it is *“evident that the government’s goal is not to contain the coronavirus outbreak (COVID-19), but to quiet its opponents.”[[32]](#footnote-32)*
4. The deployment of the police and military in response to the COVID-19 pandemic raised concerns, especially after the Anti-Terror Law was enacted shortly after.
5. The Anti-Terror Law heightened discrimination experienced by IPs and led to the red-tagging, arrest, and detention of indigenous leaders.
6. Despite the daily increase of COVID-19 cases and deaths, violations against IPs continued. For instance, three (3) indigenous peoples, including a 12-year-old minor, were reportedly killed by the military in Surigao del Sur. [[33]](#footnote-33) Military personnel involved deny the killing of the minor and are facing rape allegations towards the child and female farmer before they were shot and killed. [[34]](#footnote-34)
7. The victims were purported to be members of the communist New People’s Army (NPA), though human rights groups assert that they were merely part of the Manobo tribe and had been casualties of red-tagging.[[35]](#footnote-35)
8. Civil society groups noted that IP women and girls faced alarming levels of hunger, inadequacy or unavailability of relief goods and other government support, lack of access to educations, as well as repressive lockdown policies, red-tagging, militarization, violence, and anti-terror bill threats.
9. Accessibility has always been a significant issue for indigenous communities but the pandemic posed a far greater threat to indigenous peoples, who are frequently geographically located in locations where healthcare and information are difficult to access.
10. Strict communal lockdowns disproportionately impacted indigenous girls’ right to education as the increased reliance on the internet while living in geographically isolated areas has made it much more difficult to access education, receive information, and has created a barrier to accessing social services, with even fewer indigenous girls having access to devices required for online distance learning.
11. Modular education was the most common mode of learning in IP communities, particularly in areas with poor mobile coverage. In a consultation with several IP groups, *Aeta* participants reported that modular education has been particularly challenging as parents themselves struggled with the modules.[[36]](#footnote-36)
12. According to monitoring by the Commission's Center for Economic, Social, and Cultural Rights and its regional offices. In 2020, the Cordillera Administrative Region, Region X, and Region VI received reports of violations of the Free Prior Informed Consent (FPIC) processes. Development aggression affecting women and girls was reported in Region VI, while displacement of women and girls, including a pregnant woman, was reported in CARAGA.
13. IPs also reported transportation and mobility issues while quarantined, which hampered access to education economic opportunities as well as government benefits and services.

**Children at risk (CAR) and children in conflict with the law (CICL)**

1. In June 2020, the Commission’s Child Rights Center held an online consultation with social welfare officers and Bahay Pag-Asa personnel in Metro Manila.
2. DepEd teachers, for example, continue to encourage alternative learning for CICLs in Malabon by providing modules via email, while house parents assist students with their learning tasks.[[37]](#footnote-37)

**Girls with disabilities**

1. Violence and discrimination are aggravated in the context of women and girls with disabilities who also confront the burden of overcoming physical barriers, stereotyping, and social exclusion.
2. The underreporting of incidences of gender-based violence is one of the most difficult difficulties confronting the Commission and the corresponding duty bearers. Victims of abuse are shut away with their abusers due to strict lockdown measures.
3. The COVID-19 pandemic magnified the vulnerabilities of women and girls with disabilities as it compounded existing gender inequalities and increased the risks of gender-based violence and sexual exploitation and abuse.
4. Pre-existing physical barriers became more burdensome with containment and quarantine measures imposed by the government. Such measures deprive women and girls with disabilities of their right to leave the household to escape violent or abusive situations or to access protective orders and other essential services.

**Impact on educators**

1. A study by the National Research Council of the Philippines (NRCP) revealed that teachers are using their personal funds to purchase devices such as laptop computers, mobile phones, printers, and similar gadgets, as well as services such as internet access, that are required to facilitate teaching and learning.[[38]](#footnote-38)
2. Teachers in rural areas use mobile data to connect to the internet, but the daily cap on mobile data makes it difficult for many of them to deliver remote lessons. As a result, internet access, connectivity, and speed were among the challenges faced by teachers when compared to those with fiber connections.

**Rise in dropout rates**

1. Learning loss and higher dropout rates affect both male and female students, and are influenced by distinct factors. Numerous women, particularly those employed in export-oriented businesses and/or informal sectors, are expected to lose their jobs. Unpaid work by women to support their families is expected to increase. In the long run, increasing girls' school dropout rates to offset their families' income loss will have a huge impact on their future socioeconomic possibilities.
2. The abrupt loss of access to school-based programs and benefits can have negative consequences for mental health and overall well-being, though in varied, gender-specific ways. The pandemic's unprecedented and limiting effects exacerbate these stark disparities. For instance, limited access to health and other support services in addition to governmental spending cuts and decreasing aid revenues has been linked to an increase in the level of violence against women and girls during the pandemic.
3. COVID-19 has had a disproportionate impact on education, employment, and livelihood options. Within the first three months of the pandemic, the number of out-of-school youth (OSY) climbed from 16.9 percent in January to 25.2 percent in April 2020.[[39]](#footnote-39)



1. Owing to financial constraints and disturbances brought about by the pandemic, girls are less likely to benefit from online distance learning. Distance learning demands parents to take on a more active role in their children’s education, exacerbating the effects of pre-pandemic unpaid care work and the multiple burdens already faced by women and girls.
2. As women dominate the informal economy, they are more vulnerable to economic shocks and lack social security, often leaving the role of caring for other family members delegated to their daughters. In turn, it becomes even more difficult to ensure that girls return and/or stay in school when schools reopen after closures. This is especially true of protracted closures and when economic shocks place pressure on children to work and generate income for financially distressed families.
3. In fact, as of June 2020, at least two million children under the age of 18 have lost a mother, father, and/or grandparent caregiver who lived in their family.[[40]](#footnote-40) The loss of a parent often leads to daughters taking on the role of caregiver for other family members.
4. According to a Save the Children research, up to 16 million children are at risk of not returning to school due to the financial ramifications of COVID-19. Children may be pulled out of school to labor, and may be forced into early marriages.

**Early marriages**

1. Although 2020 had the lowest number of registered marriages since 1970, marriages involving girls between ages 15-19 were still four times higher than teenage boys.[[41]](#footnote-41)



1. There was a slight increase in registered marriages involving girls under 15, as compared to boys.

|  | **2020** | **2019** |
| --- | --- | --- |
| **Male** | **Female** | **Male** | **Female** |
| **Under 15** | **2** | **49** | **2** | **45** |
| **15 - 19** | **2,524** | **10,436** | **5,477** | **23,883** |
| **20 - 24** | 39,586 | 60,383 | 82,143 | 122,604 |
| **25 - 29** | 93,751 | 96,753 | 157,599 | 156,332 |
| **30 - 34** | 60,163 | 45,237 | 100,022 | 75,192 |
| **35 - 39** | 23,347 | 15,094 | 42,940 | 28,759 |
| **40 - 44** | 9,512 | 6,021 | 18,481 | 11,673 |
| **45 - 49** | 4,314 | 2,854 | 9,112 | 5,934 |
| **50 - 54** | 2,659 | 1,741 | 5,640 | 3,502 |
| **55 - 59** | 1,790 | 1,077 | 4,106 | 2,039 |
| **60 and over** | 3,127 | 1,128 | 6,449 | 2,008 |
| **Not Stated** | - | 2 | 1 | 1 |
| **TOTAL** | **240,775** | **431,972** |

**Concrete measures taken to respond to challenges and barriers faced by girls indicated above, as a part of the short-term responses to, and mid- and longer-term recovery efforts from the COVID-19 pandemic.**

1. The IATF is the government’s focal body for addressing the COVID-19 pandemic.[[42]](#footnote-42) It may be worth noting that DepEd was only invited to join the IATF in March 2020, over a month after the IATF was activated in January 2020.[[43]](#footnote-43) Nevertheless, studies show that the cost of addressing learning gaps is lower and more effective when they are taken care of early on.[[44]](#footnote-44)
2. The digital divide issue in the country has been a recurring issue for both students and teachers. To address this, a "blended learning" program consisting of online classes, printed materials, and lessons broadcast on television and social media was introduced by the (DepEd) in October 2020, albeit four months after the school year was supposed to start.[[45]](#footnote-45)
3. DepEd has also coordinated with DILG, LGUs, and DBM on the prospective use of LGU special education funds for gadget purchases. In addition, DepEd assured parents that their students will receive printed modules or instructional materials instead of new gadgets. This is to ensure that their children can participate in the new learning techniques that schools will employ when classes begin. Hardcopies of modules will be developed for students who have limited or no access to the internet or digital devices. The printed materials were distributed by LGUs to students' who cannot attend school or use the internet.
4. *Bayanihan to Recover as One Act (RA 11494):* The Bayanihan Laws provide for subsidies and allowances to basic education students whose families are now facing financial difficulties brought about by work disruptions and closure of establishments due to lockdown, and neither part of the Listahan of the DSWD, nor covered under the Education Service Contracting Program, or the Senior High School Voucher Program.
5. DepEd has also allocated funds subject to the usual accounting, budgetary, and auditing rules and regulations, amounting only to the extent of the fund appropriation of Php 300,000,000 for the Bayanihan 2 for Basic Education (BBE) Program. Once an applicant is approved, subsidy is to be paid directly by DepED to the BBE Participating Schools.
6. *SB No. 1565 or ‘Education in the New Normal Act’[[46]](#footnote-46)* This legislation aims to establish policies for education and learning in the so-called ‘New Normal’. It aims to mitigate the impact of disruption in the learners’ education, ensure continuity of learning, and provide quality education despite the prolonged school closures while taking primordial consideration of the health and safety of the whole school community.[[47]](#footnote-47)
7. The DepEd, the Commission on Higher Education (CHED), and Technical and Vocational Education and Training (TESDA-TVET) have adopted a new normal delivery mode to compensate for learning losses caused by the pandemic and to ensure the continuity of education for all.
8. DepEd Commons, a new tool for distance learning was launched in March 2020. An online platform for teachers to assist students through distance learning, DepEd Commons has received widespread support from both teachers and parents. The platform is also available to DepEd's Alternative Learning System (ALS) students, as well as out-of-school youth and adults (OSYA).
9. Telecom providers like Globe Telecom and Smart Communications are working with the DepEd on how they may help with virtual learning in the wake of the COVID-19 outbreak. In the face of the pandemic, both companies prioritize continual training. Use of DepEd Commons by educators and students is encouraged with no concern for data charges.
10. *CHED Connect* aims to provide free higher education materials for teaching, learning, and research while the HiEd Program prepares and trains teachers with specific needs in order to provide quality education to students.
11. *Operational Plan (OPLan) TESDA Abot Lahat: TVET Towards the New Normal* is the emergency response of TVET for innovative solutions during the pandemic. They also have flexible learning delivery arrangements that Technical Vocational Institutions (TVIs) can adopt including: Face-to-face Learning; Online Learning; Blended Learning; Distance Learning.
12. In 2020, TESDA's Online Program (TOP) grew in activity and scope. TOP allows anyone to learn new skills from the convenience of their homes, phone, or computer with this free online resource. Training facilitators and trainers were also upskilled to ensure that its online and blended training programs are effectively delivered.[[48]](#footnote-48)
13. The CHR-DILG joint memorandum circular (JMC) *Ensuring Gender-Responsive Interventions to COVID-19 and the New Normal, Including Prompt, Effective, and Survivor-Centered Response to All Forms of Gender-Based Violence* is the only policy measure focusing on gendered and intersectional responses to the COVID-19 crisis which urges local governments to discuss and involve women and LGBTQIA+ groups in the development and execution of health emergency plans, among others. However, it is important to note that the JMC does not address issues specific to children, whose ability to receive services or engage in policy making differs from adults.

**Conclusion**

1. The pandemic revealed major policy gaps in the realization of the right to education by every girl in the time of COVID-19.
2. Policy responses must be grounded in a deeper understanding of distance education and responsive to students' realities.
3. The pandemic demonstrated that without a clear roadmap forward, the most vulnerable girls are left behind.
1. As the National Human Rights Institution (NHRI) of the Philippines, the CHRP has the mandate vested by the 1987 Constitution of the Republic of the Philippines and the Paris Principles to promote and protect the full range of human rights including civil and political rights, and economic, social and cultural rights. It has the responsibility to regularly report and monitor human rights situations and violations, and recommend steps in advancing the realization of human rights and dignity of all. The Commission has “A”-status accreditation from the Sub-Committee for Accreditation. It is a member of the Global Alliance of National Human Rights Institutions (GANHRI). [↑](#footnote-ref-1)
2. UNESCO (2020). *Education: from Disruption to Recovery.* Paris: UNESCO. [↑](#footnote-ref-2)
3. RA 7977 states that a school year may start on the first Monday of June but not later than the last day of August. [↑](#footnote-ref-3)
4. Senate of the Philippines. [Senators File Bill Deferring Opening Of Classes To September.](https://legacy.senate.gov.ph/press_release/2020/0428_prib1.asp) 2020. Accessed 19 Feb 2022. [↑](#footnote-ref-4)
5. Gutierrez, Jason, and Dan Bilefsky. ["With Schools Closed, Covid-19 Deepens A Philippine Education Crisis".](https://www.nytimes.com/2021/09/13/world/asia/philippines-students-remote-covid.html) *The New York Times*, 2021. [↑](#footnote-ref-5)
6. Santos, Ana P. [“Philippines: COVID School Closures Threaten Education 'catastrophe.”](https://www.dw.com/en/philippines-covid-school-closures-threaten-education-catastrophe/a-59250348.) *DW.com*, 21 Sep 2021. [↑](#footnote-ref-6)
7. Deiparine, Christian. [“Only Philippines, Venezuela Yet to Allow Return to Classroom Learning.”](https://www.philstar.com/headlines/2021/09/08/2125759/only-philippines-venezuela-yet-allow-return-classroom-learning) *Philstar.com*, Philippine Star, 8 Sep 2021; Hallarew, Katrina. [“Classroom Bubble? UNICEF Suggests Ways For Safe Class Reopening; Group Says ‘Ridiculous’ To Keep Schools Shut.”](https://www.onenews.ph/articles/classroom-bubble-unicef-suggests-ways-for-safe-class-reopening-group-says-ridiculous-to-keep-schools-shut) *One News PH*, 8 Sep 2021. [↑](#footnote-ref-7)
8. Plan International Philippines. [Through Her Lens: The Impact Of COVID-19 On Filipino Girls And Young Women](https://plan-international.org/file/46468/download?token=lDlAbr2E), 2020. Accessed 19 Feb 2022. [↑](#footnote-ref-8)
9. Ibid, 12. [↑](#footnote-ref-9)
10. Commission on Human Rights, Report on the Effects of the COVID-19 Pandemic to Children’s Right to Education by the Human Rights Centers Management Office - Child Rights Center, 2020. [↑](#footnote-ref-10)
11. Bueno, Anna, and Jessamine Pacis. ["As COVID-19 Forces Life To Move Online, Who Is Left Behind?"](https://www.cnnphilippines.com/life/culture/2020/5/20/internet-access-pandemic.html). *CNN Philippines*, 2020. [↑](#footnote-ref-11)
12. Bhandari, Neena. [“Students’ Future On Hold As Govts Put Malls Before Schools.”](https://www.scidev.net/global/scidev-net-investigates/students-future-on-hold-as-govts-put-malls-before-schools/.) *SciDev.net,* 18 Oct 2021. [↑](#footnote-ref-12)
13. Terrazola, Vanne Elaine. ["Gov't Urged To Address Distance Learning Issues As Survey Finds Kids Aren't Learning".](https://mb.com.ph/2021/04/24/govt-urged-to-address-distance-learning-issues-as-survey-finds-kids-arent-learning/) *Manila Bulletin*, 2021. [↑](#footnote-ref-13)
14. *OECD.* [2018 PISA - The Philippines](https://www.oecd.org/pisa/publications/PISA2018_CN_PHL.pdf). [↑](#footnote-ref-14)
15. Save the Children. [*Online Sexual Abuse Of Children Rising Amid COVID-19 Pandemic-Save The Children Philippines*.](https://reliefweb.int/report/philippines/online-sexual-abuse-children-rising-amid-covid-19-pandemic-save-children) 2021. [↑](#footnote-ref-15)
16. Ibid, 15 [↑](#footnote-ref-16)
17. Flexible learning involves using a variety of methods to provide lessons to students, such as online platforms, take-home assignments, and instructional packs. [↑](#footnote-ref-17)
18. Bernardo, Jaehwa. "[College Student Umakyat Ng Bundok Para Makapagpadala Ng Requirements"](https://news.abs-cbn.com/news/04/30/20/college-student-umakyat-ng-bundok-para-makapagpadala-ng-requirements.). *ABS-CBN News*, 2020. [↑](#footnote-ref-18)
19. Joaquin JJB, Biana HT and Dacela MA (2020) The Philippine Higher Education Sector in the Time of COVID-19. *Front. Educ.* 5:576371. doi: 10.3389/feduc.2020.576371 [↑](#footnote-ref-19)
20. Ibid, 15. [↑](#footnote-ref-20)
21. The Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF-EID) is an inter-sectoral collaboration that was formed to ensure preparation and enable an efficient government response to assess, monitor, contain, control, and prevent the spread of infectious disease epidemics in the country. It is composed of 34 executive entities, with the Department of Health serving as its Chair. [↑](#footnote-ref-21)
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