

Republic of the Philippines  
Bangsamoro Autonomous Region in Muslim Mindanao  
Cotabato City

**BANGSAMORO TRANSITION AUTHORITY**

*Second Regular Session*

Proposed Resolution No. 323

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Introduced by BTA Member **Atty. Maisara Cudia Dandamun-Latiph**

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**RESOLUTION**

**DIRECTING THE COMMITTEE ON BASIC, HIGHER, AND TECHNICAL EDUCATION TO CONDUCT AN INQUIRY IN AID OF LEGISLATION INTO THE CONCERNS OF VARIOUS STAKEHOLDERS IN THE EDUCATION SECTOR IN RELATION TO THE OPENING OF CLASSES AMIDST PANDEMIC**

**WHEREAS**, under the Bangsamoro Organic Law, the Bangsamoro Government shall provide, maintain, and ensure the delivery of quality education<sup>1</sup> and establish, maintain, and support a complete and integrated system of quality education relevant and responsive to the needs, ideals, and aspirations of the Bangsamoro people<sup>2</sup>;

**WHEREAS**, Section 14, Article IX of R.A. No. 11054 provides that Bangsamoro policies and programs shall take into utmost consideration the best interest of children, and promote and protect the rights of children, youth, and adolescents, including their survival and development<sup>3</sup>;

**WHEREAS**, according the Policy Brief on Education during COVID-19 and beyond by the United Nations, the COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents<sup>4</sup>;

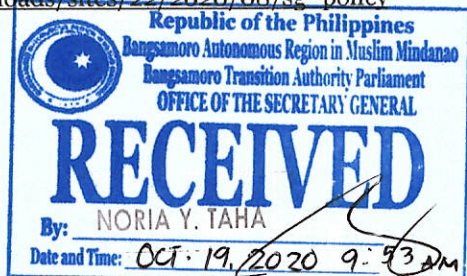
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<sup>1</sup> Article IX, Section 8, R.A. No. 11054

<sup>2</sup> Article IX, Section 16, R.A. No. 11054

<sup>3</sup> Article IX, Section 14, R.A. No. 11054

<sup>4</sup> [https://www.un.org/development/desa/dspd/wpcontent/uploads/sites/22/2020/08/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf](https://www.un.org/development/desa/dspd/wpcontent/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf)



**WHEREAS**, pursuant to BTA Resolution 260, the MBHTE developed and presented an assessment report on the effect of the COVID-19 pandemic to the BARMM Education Sector;

**WHEREAS**, based on the report, COVID-19 has had harmful effects on the following seven (7) areas: (1) School Closures and Education Disruptions, (2) Learning Loss and Disparities for Marginalized Learners, (3) Health, Safety and well-being of Learners and Educations Personnel, (4) Capacity of Teachers and Schools. (5) Curriculum, Learning and Resource Delivery, (6) Continuity of Education Service Delivery and Financing, and (7) Ripple Effect Beyond Education<sup>5</sup>;

**WHEREAS**, we are already facing a severe detrimental effect as shown by the drastic drop in the rate of enrollees which is only 68% from last S.Y. 2019-2020<sup>6</sup>;

**WHEREAS**, the harmful effects on the education sector shall cause us obstacles in the accomplishment of our development goals to the detriment of society, and our youth specifically;

**WHEREAS**, based on the assessment report, as well as the consultations done by the Office of Member of Parliament Atty. Maisara Dandamun-Latiph, the following remain as key concerns: (1) the lack of internet connection in schools and households, (2) the lack of training for teachers, (3) the lack of training for parents to help their children with their online or modular learning, (4) the lack of supplies including digital infrastructure, computers, printers, bond papers, etc., (5) the lack of manpower and human resources to provide administrative and technical support in online learning and the delivery of modules, (6) the lack of personal protective equipment (PPEs) to keep our teachers and students safe, and (7) the lack of financial support for our schools, indigent families and students;

**WHEREAS**, classes have resumed on the date set by the MBHTE, October 5, 2020;

**WHEREAS**, based on the interviews conducted by the Officer of Member of Parliament Atty. Maisara Dandamun-Latiph, the following are the specific

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<sup>5</sup> *The Effect of COVID-19 Pandemic to the BARMM Education Sector, MBHTE, September 2020*

<sup>6</sup> *Ibid.*

concerns of teachers and parents, specifically in the basic education sector: (1) around 50% of parents are illiterate thus, they cannot aid their children with their modules as instructed by the schools, (2) despite being promised printers, computers, and risographs, there are still some schools who have not yet received risographs, (3) although schools are thankful for the increase in the MOOE, they still do not have sufficient materials such as bond paper, (4) some schools were also concerned with the late dissemination of information;

**WHEREAS**, the Parliament may consider creating a special committee on education during COVID-19 to provide a concerted and targeted response addressing the abovementioned concerns among others that may continuously arise, even as the Committee on Basic, Higher and Technical Education deals with general and overarching concerns;

**NOW THEREFORE, BE IT RESOLVED**, by the Bangsamoro Transition Authority:

**DIRECTING THE COMMITTEE ON BASIC, HIGHER, AND TECHNICAL EDUCATION TO CONDUCT AN INQUIRY IN AID OF LEGISLATION INTO THE CONCERNS OF VARIOUS STAKEHOLDERS IN THE EDUCATION SECTOR IN RELATION TO THE OPENING OF CLASSES AMIDST PANDEMIC**

*Adopted,*

  
**Atty. Maisara C. Dandamun-Latiph**  
Member of Parliament – Bangsamoro Transition Authority