

## Contextualized education in remote areas during pandemic through parent-support homeschool learning

Cathy Mae Toquero<sup>1\*</sup>, Claire Tusoy<sup>2</sup>

<sup>1&2</sup>Mindanao State University-General Santos/ College of Education, Philippines. [cathymaetoquero@gmail.com](mailto:cathymaetoquero@gmail.com)<sup>1</sup>

[claire.tusoy@msugensan.edu.ph](mailto:claire.tusoy@msugensan.edu.ph)<sup>2</sup>

\*Corresponding author: [cathymaetoquero@gmail.com](mailto:cathymaetoquero@gmail.com)

**Abstract:** Children of ethnic origin located in marginalized areas are susceptible to educational inequalities due to the lack of internet connection and socio-educational support. Though a Home-Based Education Program, this article presents the process of the development of an emergency homeschool learning in remote areas in a province in the Philippines. Implications to homeschool curriculum include the provision of contextualized emergency remote materials for ECE homeschool learners and instructional session guides for the parents to support home-based experiential instruction for their children.

**Keywords:** COVID-19, ECE curriculum, Homeschool education, Homeschool learning, Parental support

### 1. Introduction

Given the insufficient technological resources and logistical constraints of some remote schools in the Philippines, home-based education without artificial intelligence is the only viable solution for the learners in remote locations. A modular approach in home education for children situated in remote areas can foster the educational needs of the learners incremental to the supervision of the teachers and the parents as home educators. Though there are popular debates contesting around the efficacy of home-based education (Cheng & Donnelly, 2019; Farris, 2013; Ray, 2017) for civic life, academic outcomes (Kunzman & Gaither, 2013), and socialization skills, there are evidences (Martin-Chang, Gould & Meuse, 2011; Ray, 2017) on the positive results of home-based education. Likewise, due to the inordinate requirements of a standardized curriculum (Punia & Sharma, 2014) during this crisis, the pedagogical philosophy behind home education can warrant a couple of advantages as parents become active supporters to institute a designed individualized approach to give the learning needs of their children.

Amidst the pandemic, linkage between the schools and stakeholders are pertinent more than ever to withstand the detrimental educational hindrances and to reimagine education in the context of the children rather than the curriculum (Zhao, 2020). The interdependence of the teachers as supervisors and the parents as home educators is crucial to the homeschool welfare of the children. The undivided efforts to strengthen the children's education amid the global crisis need to thrive because "knowledge and solidarity are the key to long-term survival and flourishing of the human race" (Jandric, 2020: 237). Hence, this study aimed to present the development of a parent-support homeschool education which was implemented in 2020 at remote areas in SOCCSKSARGEN, Philippines. The value of this article lies on the actual process of implementation of a home-based emergency curriculum in remote areas in the country.

### 2. Study context

The study endeavored to increase access of learning opportunities for children in Early Childhood Care and Development (ECCD) through Home-Based Education in the province of SOCCSKSARGEN, Philippines. Due to the advent of the pandemic, the identified children cannot attend online kindergarten classes since they belong to areas without internet connection. They also belong to the marginalized sector whose parents rely on farming as primary livelihood. The Local Government Unit identified 3 to 4 year old children who can partake of the Home-Based Program along with their parents. The conceptualization and implementation of the Home-Based Program is shown in Figure 1.



**Figure 1:** Conceptualization of the Contextualized Home-Based Education Program

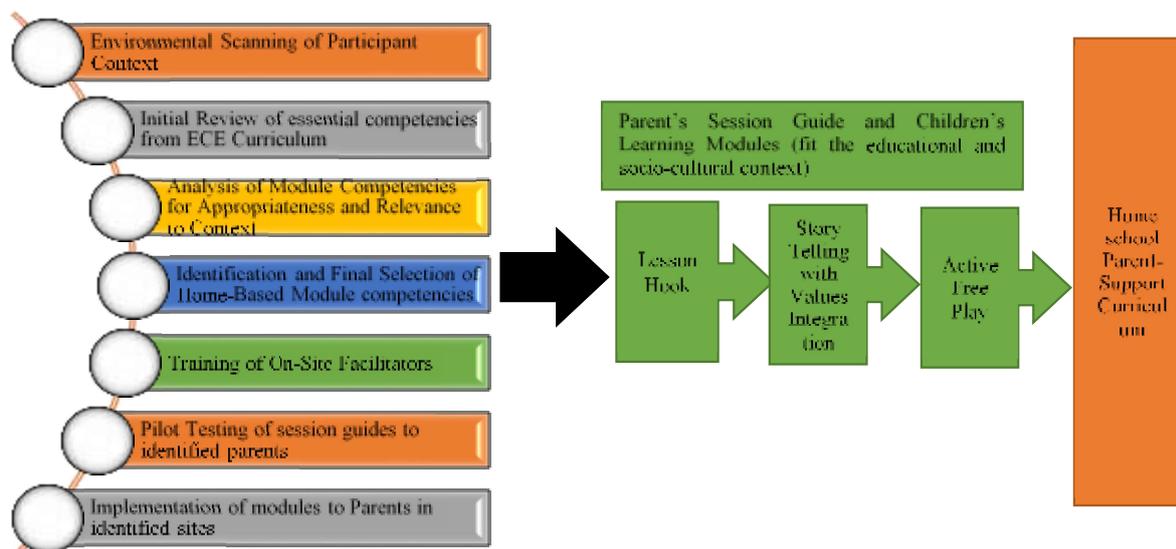
### 3. Data collection

Four faculty members of the College of Education engaged in extension and research activities to foster education for the disadvantaged groups in the remote areas of the mentioned communities. An orientation to the team was done on the goals and objectives of the study through Google Meet. This article mainly relied on document review, field notes, and first-hand experiences as implementers of the Home-Based Education Extension Program of the BEED Department in the College of Education of Mindanao State University, General Santos City.

### 4. Results

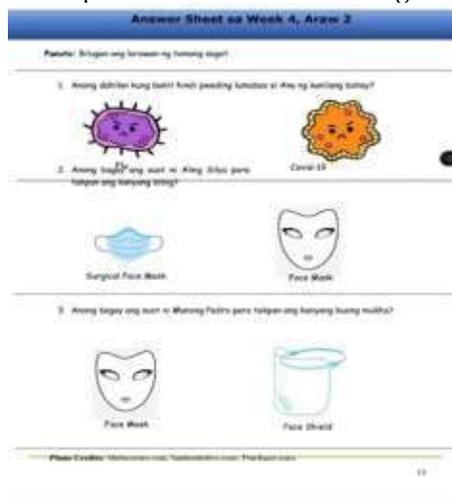
#### 4.1. Emergency homeschool parent-support curriculum

The process of the development of an emergency homeschool parent-support curriculum is shown in Figure 1. Based on environmental scanning of parents' educational background and context, applicable teaching and learning principles and theories were aligned to the design of the session guides. The main researcher (project leader) designed the Parent's Session Guide module template, teaching flow, and format to ensure the competencies that the young learners necessitate to learn at home. The researcher analyzed, mapped, and identified the competencies as aligned to the Early Childhood Education (ECE) curriculum. Member checking was done with colleagues and representatives of partner organizations. Constant consultations were conducted with the faculty members and extension experts of partner organizations.



**Figure 2:** Process of designing emergency homeschool parent-support curriculum

Since it is valuable that children in conflict-affected areas continue learning, a contextualized process of an emergency homeschool parent-support curriculum can support them in these remote areas. First, the process of the development of an emergency homeschool parent-support curriculum was crafted based on environmental scanning of parents' educational background and context. The Home-Based Education Program in conflict-affected areas was possible through the parent' session guides and contextualized learner modules. Second, to ensure the competencies that the young learners necessitated to learn, the educators analyzed and identified the most essential learning competencies as anchored in the formal curriculum. It is beneficial when pandemic lessons are also integrated into the session guides and learner modules for fundamental hygiene practices (Figure 3). Third, since the parents served as educators during the pandemic, the session guides were designed in a simplified teaching flow and format. The applicable teaching and learning principles and theories were aligned to the design of the session guides and formulated using vernacular or common language. Lastly, volunteer community facilitators trained and assisted the parents on how to utilize the parent's session guides and the learning modules. The volunteer community facilitators monitored the implementation of the session guides in the community site.



**Figure 3:** Sample answer sheet of children's modules

#### 4.2. Design of the parent session guides

The Home-Based Education Program was made possible through the Parent' Session Guides and contextualized learner modules. On-Site Trainees who were at least high school graduates were trained of the child safety policy and teaching delivery of the session guides and learner modules. They served as volunteer facilitators to the parents. They also trained the parents how to utilize the parent's session guides and the learning modules to teach their children at home.

The facilitators guided the parents and monitored the delivery of the session guides since some parents cannot read, they trained siblings or older members of the family who can read and write along with the young children. The parents utilized the session guides for 12 weeks per semester. Home-Based Education Program had been conducted for almost an academic year during the onset of the pandemic.

## Conclusion

This study proposed the process of an emergency homeschool parent-support curriculum in the farthest remote areas. To realize education for unschooled kindergarten learners during the pandemic, parent session guides and learning modules were designed to fit the educational and socio-cultural context of the parents and their children. The limitation of this anecdotal research includes the lack of empirical research, and monitoring and evaluation results of the parent-session guides and learner modules. Quantitative and qualitative research are needed from parents to determine the appropriateness of the modules in enhancing their children's basic learning competencies after the implementation of the Home-Based Program. With adequate guidance and provision of educational resources, parents can reinforce their children to learn while at home despite the lack of internet connection and formal class instruction. ECE homeschool learners can obtain contextualized emergency remote instruction from their parents. This article emphasizes the role of formal learning institutions in strengthening the linkage of parent-school partnerships, especially during a time of educational dilemma where social and educational exclusion are inevitable.

## ORCID

Cathy Mae Toquero  <https://orcid.org/0000-0002-6044-6771>

Claire Tusoy  <https://orcid.org/0009-0000-3492-375X>

## References

1. Farris, M. (2013). Tolerance and Liberty: Answering the Academic Left's Challenge to Homeschooling Freedom, *Peabody Journal of Education*, 88:3, 393-406, DOI: 10.1080/0161956X.2013.798520 To link to this article: <https://doi.org/10.1080/0161956X.2013.798520>
2. Jandric, P. (2020). Postdigital Research in the Time of Covid-19. *Postdigital Science and Education*, 2:233–238, <https://doi.org/10.1007/s42438-020-00113-8>
3. Kunzman, R., & Gaither, M. (2013). Homeschooling: A Comprehensive Survey of the Research. *Other Education: The Journal of Educational Alternatives*, 2(1), 4-59
4. Martin-Chang, S., Gould, O., & Meuse, R. (2011). The Impact of Schooling on Academic Achievement: Evidence from Homeschooled and Traditionally Schooled Student. *Canadian Journal of Behavioural Science*, 43 (3), 195–202
5. Punia, V., & Sharma, A. (2014). Inclusive Education: Issues & Challenges, Mastermind Publications, Meerut (UP) 2014. 277-284. Retrieved from <https://www.researchgate.net/publication/265165965>
6. Ray, B. (2017). A Review of research on Homeschooling and what might educators learn? *Pro.posicoes*, 28(2), 83, DOI: 10.1590/1980-6248-2016-0009
7. Zhao, Y. (2020). COVID-19 as a catalyst for educational change. *Prospects* DOI: 10.1007/s11125-020-09477-y

