

WEBINAR PROCEEDINGS



WEBINAR SERIES

"Continuity of Education and Lifelong Learning in the New Normal"

Friday, May 15 / 2-5PM



USec Dads San Antonio
DepEd

*Learning Continuity
Plan (LCP)*



Prudence Sanoy
EDUCO

*Alternative Learning
Modes*



Edicio dela Torre
Education for Life
Foundation (ELF)

*Adult Learning
and Education (ALE)*



Flora C. Arellano
E-Net Phils.

*Teaching & Learning
in the New Normal*

INTRODUCTION

Aside from its devastating impact on the economy and people's livelihoods, the rapid spread of COVID-19 has brought enormous consequences on education too. Schools in basic education were forced to close in early March just before the 4th grading exam periods. Major universities in the NCR suspended and later on ended classes within 3 weeks of the end of the 2nd semester or moving towards midterm for those which opened in June-July. To limit the disruption of education, schools and higher education institutions (HEIs) adopted 'home-schooling situations' and some, a shift to online learning. But while online learning seems to be convenient at a time when face-to-face interaction is highly discouraged, even DepEd Sec. Leonor Briones expressed concern that "this will only be effective when feasible" citing lack of infrastructure and internet access in many areas.

This situation gives us a glimpse of how continuity of education and learning will be more challenging for learners, teachers and schools when schools start to open again. While education agencies and schools have plans for emergency management for natural disasters, COVID19 impact may well be one of the longest sustained disruptions the education sector will face. Taking into consideration the existing education gaps especially in terms of access, equity and resources, we may have arrived at this point unprepared.

Without a vaccine still, risk of a resurgence of the disease will continue. Despite this, learning cannot stop. Containment and other mitigation measures like "social distancing" will still be in place in schools, in workplaces, in communities. This will be the "new normal". The education system will have to be prepared and ready (though in a short period) to plan, adapt and flexibly adjust plans to keep education running in this "new normal" situation.

This webinar provides a venue for our education agencies to share their educational response and adaptive plans amid COVID19 or in the "new normal" and for other stakeholders to share on lessons and effectiveness (based on experiences and practices) of different approaches and alternative modes in education delivery which education agencies can adopt as solutions.

KEY MESSAGES

As we brace for the “new normal” in education amid the COVID-19 situation in the country, it is important to take the views of different stakeholders for answers, examples and valuable contributions for provision and continuity of education. The challenge for the education sector is to reduce as much as possible the negative impact this pandemic will have on education and learning and be able to respond effectively in ensuring delivery of inclusive, equitable quality education for all.

♦ **Education and learning must continue.** Even in the midst of challenges brought about by the pandemic, education must continue. While health and safety is ultimately important, the goal is for basic education to still be available despite the crisis.

♦ **Innovations will be much needed while ensuring that new approaches will not widen existing equity gaps.** Ensuring equity, quality and inclusion must be the foremost consideration in the multi-modal approach that will be implemented to adapt to the new normal in education. The most appropriate combinations or strategies for every locality will have to be determined as we look into addressing equity concerns of our constituents in this new arrangement.

♦ **Effectiveness of Flexible Learning Options (FLOs).** FLOs are needed more than ever in the new normal as they can be main avenues for delivering inclusive flexible learning wherein the education system provides and values informal, non-formal and formal learning and lifelong learning is given utmost importance.

♦ **Adult Learning and Education (ALE) can play a central role in responding under COVID19.** ALE can contribute in building the capacities of communities to ensure that communities are fully educated, engaged and empowered to adjust to the “new normal.”

♦ **There is a need for rethinking of educational content and methods on a long-term basis.** Essential competencies must integrate topics towards greater resilience in our learners such as primary health care, gender awareness, reproductive health and comprehensive sexuality, positive discipline and human rights, leadership and value formation civic education and life skills.

♦ **Strong cooperation among stakeholders is required.** As the education system cope with this crisis, collaborating to collectively respond and provide quality education for all is much needed to address and overcome challenges. The task of all stakeholders is to support the provision and continuity of quality education for all even in these exceptional times.

♦ **The State is the main duty bearer responsible for ensuring education for all.** While education is everybody’s business especially in the new normal where other stakeholders like parents and caregivers will be more involved in the education of their children, the State is still the main duty bearer responsible for ensuring continuity of education. Thus, there is a need to demand public investment and accountability.



USec Diosdado San Antonio

USec for Curriculum and Instruction
Department of Education

USec Dads San Antonio shared that DepEd is addressing challenges in basic education amid the COVID19 pandemic through the **Learning Continuity Plan (LCP)**, which will be in effect by the time School Year 2020-2021 opens on August 24, 2020.

The Principles of Basic Education (BE)-LCP are **1** Protect the health, safety and well-being of learners, teachers and personnel, and prevent the further transmission of COVID-19; **2** 1.Ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, implementation of multiple learning delivery modalities, and providing corresponding teacher and parent/guardian training; **3** Facilitate the safe return of teaching and non-teaching personnel and learners to work and schools,

based on scenarios projected by the DOH and the IATF, complemented by other credible sources, and balanced by DepEd's own risk assessments; **4** Be sensitive to equity considerations and concerns, and endeavor to address them as best as we can; and **5** Link and bridge the BE-LCP to DepEd's pivot to quality and into the future of education, under the framework of Sulong EduKalidad and Futures Thinking in Education.

The over crowded/congested curriculum will be narrowed down to the most essential learning competencies as basis for learning experience. It will be reduced by 40%. The most important criteria is its alignment to national standards, connection to content in the next grades, importance for lifelong learning.

DepEd will make use of different delivery modes—**1 Face-to-face (F2F)** in areas allowed (low risk) but still practicing social distancing; **2 Distance Learning** which can be •Online Distance Learning (ODL), •Modular Distance Learning (MDL), •TV/Radio-Based Instruction (RBI); **3 Blended Learning** which is a combination of •F2F + ODL, •F2F + MDL, •F2F + TV/RBI; and **4 Homeschooling** where essential learning will happen at home and there would be a significant change in the role of the teachers and the parents.

Even as we set policies in the central office, USec Dads said that DepEd will primarily consider local public health conditions in adjusting the LCP. Preventive measures will be put in place to secure the health and well-being of our personnel and our learners under this new normal. #####



Prudence Martinez-Sanoy

Technical Specialist
EDUCO

At the start of her sharing on the **“Effectiveness of Flexible Learning Options (FLOs)”**, Ka Prudence stressed that FLO is a menu of learning interventions and pathways that are responsive to the needs, circumstances, contexts and diversity of learners. It allows variations in the organization, approaches and modalities in teaching and learning. FLOs are helpful to learners who are at-risk of dropping out, children and youth who are out- of school and adults who failed to finish basic education, learners with disabilities, learners with extreme difficulty in accessing schools such as in GIDA (Geographically Isolated and Depressed Areas) or those who attend over-populated schools, and learners in emergency situations.

Alternative Delivery Modes (ADMs) and Alternative Learning Systems (ALS) are FLOs. Flexibility happens in terms of time and duration of instruction, place of instruction or method of instruction which could be face-

to-face (F2F), distance learning, or blended learning. ALS is distinguished from ADMs by its use of non formal K to 12 curriculum. It complements the formal education in the process of lifelong learning of the individual. It caters to people of all ages but does not necessarily apply a continuous pathway structure.

Through the years of implementing FLOs, thousands of at-risk of dropping out were saved and continued their studies until they successfully finished their basic education. NGOs implementing ALS have incorporated gender equality, child protection, disaster risk-reduction, human rights in teaching and learning.

For Ka Prudence, FLOs are needed more than ever in the new normal as they can be main avenues for delivering inclusive blended learning. Ka Prudence shared as well her recommendations which include:

- **On Systems Readiness.** Massive, wide and continuous assessment is needed to address systems readiness on the use of ADMs and ALS. Assessment on teachers’ capacity, infrastructure, learning materials, parents’ support among others must be included in the survey.
- **On Continuity of Learning.** Learners at risk of dropping out must be saved at once. Know who are your learners, their strengths and weaknesses and apply appropriate interventions.
- **On Partnership Engagement.** From the national down to local levels, we can find support. Strengthen Knowledge Management by documenting effective practices and disseminate them to every sector. #####



Edicio Dela Torre

Education for Life Foundation (ELF)
E-Net Philippines ALE Focal Person

Reflecting on what the impact of the pandemic has brought, Sir Ed shared that **Adult Learning and Education (ALE)** can play a pivotal role in building the capacities of communities to ensure that communities are fully educated, engaged and empowered to adjust to the “new normal.”

First, Sir Ed shared the framework of Add, Alter and Affirm. He encouraged participants to always post an affirmative inquiry and critical inquiry especially when tackling ALE. He discussed that the Alternative Learning System in addition to Alternative Delivery Mode is already recognized and given importance in the education system. But there is dilemma when it comes to ALE—“who is in charge?”; there is no over-all system, no common standards and not enough resources for it. We should call and work for a revised, renewed, integrated and inclusive ALS where ALE is given importance in a lifelong learning system.

NGOs and CSOs have good practices in terms of community-based ALE and ALS.

We must **Affirm** these good practices and sustain them and **Alter** what needs to be changed for a better system. COVID19 has disrupted the regular/normal system and because of this, we have additional realizations. One realization in the midst of this pandemic and ECQ is the importance of life and the principle of learning from life and learning for life. This has given us a possibility to push for ALE in the over-all framework for lifelong learning. We must be able to **Add** the possibilities which emerged from this situation to move our ALE advocacy forward.

Sir Ed discussed what he believes are learning needs that must be strengthened in the field of ALE in COVID time and beyond which are the following: Health and Wellness, Food Security and Sustainable Agriculture, Climate Change Mitigation and Adaptation, Livelihoods (diversification, financial, literacy), Technology/Social/Psychology, Effective and Participatory Governance.

Lifelong learning, he further discussed should be seen as multiple learning systems that could be home-based, web-based, community-based and school, center and enterprise-based, that starts from life, for life and throughout life. We need to always adapt and innovate towards achieving resilience.

He stressed that the first challenge in ALE is knowing one’s self. Adults need to have a recognition of what they already know. Institutional recognition of ALE is important. Public authority must recognize that ALE is an important aspect in lifelong learning that demands public resources and support. #####



Professor Flora C. Arellano

President
E-Net Philippines

Before her sharing of **“Teachers’ Concerns & Proposals on Education in the New Normal”**, Mam Flora posed some very important questions that need to be addressed as we continue education in the new normal. 1) How do we attain education for all and beyond? 2) How can we make life-long learning a reality for all? 3) How do we reaffirm the values of education in relation to our personal development and civil citizenship. She stressed that there is a need for rethinking of educational content and methods on a long-term basis and that while education is everybody’s business especially in the new normal where other stakeholders like parents and caregivers will be more involved in the education of their children, the State is still the main duty bearer responsible for ensuring continuity of education. Thus, there is a need to demand public investment.

The following is an enumeration of proposals as a result of E-Net’s consultation with teachers groups on health and wellness of both teachers and learners, focusing on

the essentials in the curriculum, capacity building of the school system to effectively respond, resource and budgeting and partnerships.

- Conduct mass testing to all teachers and school leaders and regular medical check-ups;
- Provision of psycho-social/psycho-emotional sessions to teachers to prepare them for teaching in the new normal and attuned to the needs of learners;
- Provision of hygiene kits, PPEs, sanitizers during face to face sessions in schools & communities;
- Fund adequately the WinS program – Water Sanitation, and Hygiene (WASH) in Schools – to ensure cleanliness and safety of the schools.
- Essential competencies must integrate topics towards greater resilience in our learners such as primary health care, gender awareness, reproductive health and comprehensive sexuality, positive discipline and human rights, leadership and value formation civic education and life skills;
- Provision of social amelioration, hazard pay and hardship allowances to teachers both in private and public;
- Engage and collaborate with the barangays, LGUs, PTAs, Local School Boards, local Literacy Coordinating Councils (LCC), private sector and civil society organizations for resources, support and services for the requirement of education in the new normal;
- Provide orientation and skills training to parents/guardians/others on virtual/offline learning in assisting their children’s education. #####

Q & A Session with USec Dads San Antonio, DepEd

Ano yung ibig sabihin ng essentials sa curriculum?	Kapag sinabi nating most essential, they are the competencies that a learner needs for continuation to subsequent grades. Ang mga example: research skills, reading comprehension, writing, reading, hypothesis testing etc.
Ano ang plano ng DepEd para sa mga learners with disabilities?	Yung mga TV based instructions at iba pang learning resources na ginagamit, we will also provide learning resources that will cater for different learners with disabilities. Yung mga video based instructions, we will make sure na mayroong nag-iinterpret ng sinasabi ng teacher.
Paano ang plano on capacitating the parents para sa online/homebased study?	Pinaguusapan pa siya, we hope to be done with the plans very soon.
Ano po ang lugar ng ALS dito sa learning continuity plan?	Available parin po siya, hindi siya ipapawalang bahala, kasama siya sa iimplement natin ngayong pasukan.
Paano makikinabang ang taga Mindanao sa Radio/TV based instructions?	Mayroon tayong Radyo ng Bayan branches. Yung mga existing facilities, gagamitin din at mayroon namang regional stations ang TV at radio programs ng ating gobyerno. Yung ibang commercial stations, makikipag ugnayan tayo at titignan natin. Sabi po nila (commercial stations) pwede ding magbigay sila ng kaunting panahon para maideliver ang DepEd advocacies.
How do you see implementing 15 learners in a class for a face to face?	Kung ang klase natin ay 45, 1/3 lang ng section ang papasok in a given day. Hindi na kami magbibigay ng mga specific na utos dahil naniniwala kami na ang mga superintendents, regional directors at principals ay alam ito. Kapag sinabi mong 15 lang ang papasok, yung 30 ay home learning, and so on.
Paano masisiguro yung partisipasyon ng mga batang walang access sa internet?	Ang gagamitin nila ay yung mga printed self-learning modules.
Kailan maguumpisa ang training ng mga parents?	Mangyayari ang training sa loob ng mga buwan bago mag August. Siguro by July, kasi uunahin muna natin yung mga teachers. Halimbawa kung bawal talaga ang maramihan, by batch yung pagpunta nila sa mga pagpupulungan, talagang mahabang period at kailangan i-schedule ang mga ito.
(Follow up) Gagawin po bang face-to-face o online yung training?	Depende kung ano ang sinasabi ng IATF, hindi po tayo lalabag. Ideally face to face, pero kung hindi pwede gagawa po tayo ng ibang modelo.
Para sa mga teachers na Job Order at contract service, paano ang kanilang kasiguraduhan sa kanilang sweldo(allowance)?	Sasahudan naman po basta nagrerender ng service, wala naman pong aalisin, wala po akong naririnig sa mga discussions sa executive committee na aalisin yung mga teachers na hindi permanent.

Q & A Session with USec Dads San Antonio, DepEd

<p>(Follow up) May migration na nagaganap na (teacher) lumilipat sa public school, pwede daw ba ipaabot sa DepEd yun concern na hindi sila nasasama sa SAP/TUPAD ng DOLE.</p>	<p>Matagal ng pinaguusapan at hindi pa po nakakasubmit yung grupo nila ng hinihingi ni Sec. Briones, kasi ang isinubmit hindi naman specific, sa private school merong mga tenured na ang sahod ay 12 months, yun ang hinahanap ng DepEd na hindi pa naibibigay.</p>
<p>Pwede bang kasama ang mga private school teachers sa training ng DepEd?</p>	<p>Kung ako ang tatanungin, wala naman problema kung kakayanin ng webinar training.</p>
<p>Ano ang maaring interventions sa ating mga deaf learners?</p>	<p>Yung mga video lessons ay maglalagay din ng sign language interpretation.</p>
<p>Open ba ang DepEd to collaborate with NGOs to develop training programs for parents?</p>	<p>Yan po ang aming inaasahan kasi ever since ganyan naman po ang gusto ni Secretary, to strengthen collaborations.</p>
<p>(Follow up) Hindi na ba kailangan humingi ng permiso from the DepEd?</p>	<p>Hindi na, bakit pa kailangan magpaapprove makakatulong na nga. Usually naman pag gusto maacredit yung training na yon, titignan lang ang training design. Pero kung ang layunin ay makatulong sa mga magulang ay hindi na kailangang pakialaman ng DepEd, iinform na lang kami na halimbawa, ang lugar na ito ay mayroon nang kasanayan na naibigay ng ating NGOs.</p>
<p>Paano po ang mga subject na magrequire ng physical activity?</p>	<p>Kaya nga po blended kasi yung mga hindi pwedeng matutunan sa homelearning lang ay kailangan sa school, halimbawa yung sa P.E. Nakikipag ugnayan sa amin ang isang company na magupload sila ng mga videos, na magtuturo ng mga sports sa mga bata, although online lang po ito, malulugi ulit ang mga hindi makakapag online, yun po ang kailangan pang pag-isipan kung paano yung mga walang access sa mga online.</p>
<p>Paano yung assessment ng learning?</p>	<p>On blended, yung assesment, sa face-to-face gagawin. Lahat po ito pinag-uusapan pa, kasalukuyan po nirereview natin yung existing grading system at assessment practices kasi titignan natin kung ano ang hindi na angkop sa makabagong normal na ito.</p>
<p>Kamusta na ang 150 million na budget for learning materials for learners with disability.</p>	<p>Nagcreate na ako ng pangkat na gumagawa ng mga dapat gawin para magamit yon, ichecheck ko po sa pangkat, I don't have the update now kung ano na ang balita.</p>
<p>Ano ang mga styles for homeschooling?</p>	<p>Maglalabas din tayo ng klaradong DepEd order para mas maliwanag, kasi doon sa DepEd order 21 na issue nong 2019 sinasabi na ang homeschooling is an Alternative Delivery Mode. Pinag-uusapan na namin at malapit na matapos kung ano ang mga gagawin (sa homeschooling). Agree kami lahat na pwedeng ang DepEd public school na may kakayahan na magbigay ng homeschooling.</p>

Comments from Participants

- ❶ Baka dahil sa mga nabanggit bukod sa edukasyon, dapat balikan ang community based health system. Pagpapahalaga sa mga community resources, natural and human resources, skills, local and indigenous knowledge, mahalaga yung linkage with the LGU to support yung village farm and non farm activites, mga post harvest facilities, agri-based etc.
- ❷ Idagdag natin sa diskurso ang primary healthcare, pag-usapan kasi itong mga prevailing health problems, kung papaano mapeprevent at makocontrol ang mga ito (Food supplies, proper nutrition, safe water sanitation) dapat kasama ang mga iyan sa mga kurso.
- ❸ Baka pwedeng ipaubaya ang pagma-manage ng SEF sa non-political entities upang maiwasan ang pulitikahan, kampiyan sa Partido, pag control ng pondo ng iilan.
- ❹ Ang workers' rights ay nakalink sa maayos na pagpapatupad ng occupational safety and health standards sa mga pagawaan when our learners eventually become part of the labor force. Kailangang ibalik ang diskurso on workers' rights, human rights, gender rights bilang essential sa curriculum.
- ❺ Yung mga school clinics kailangan isaayos. Ang public health ay dapat nasa loob ng isang reformed education system.
- ❻ Bigyang halaga rin ang lenggwahe sa komunikasyon. Ang critical thinking dapat tiyakin sa ating curriculum.
- ❼ Huwag natin kakalimutan na kahit sa panahon ng pandemic dapat rights based ang pundasyon ng edukasyon. Dapat balikan ang buong sistema ng edukasyon kasi talagang may mis-education ang ating sistema.
- ❽ We should advocate for food conservation and food growing.
- ❾ Mayroon tayong mga kasama mula sa teatro ng mga kabataan. Dapat ang teatro ay maging medium din ng mga pag-aaral. Ibalik ang mga komiks bilang mga material para sa pag-aaral.
- ❿ Ang ALS ay dapat ding mag-adapt. Panahon na din para marecognize yung micro competencies. #####