



# WEBINAR PROCEEDINGS

Open Government Partnership  
EDUCATION GROUP



## Ituloy ang Aral, Learn as One:

Infodrive on learning continuity  
for learners in the last mile schools.



LIVE WEBINAR

2 JULY 2020 | 1:30PM - 3:30PM

# ACKNOWLEDGEMENT

Ituloy ang Aral, Learn as One:

Infodrive on learning continuity for learners in the last mile schools

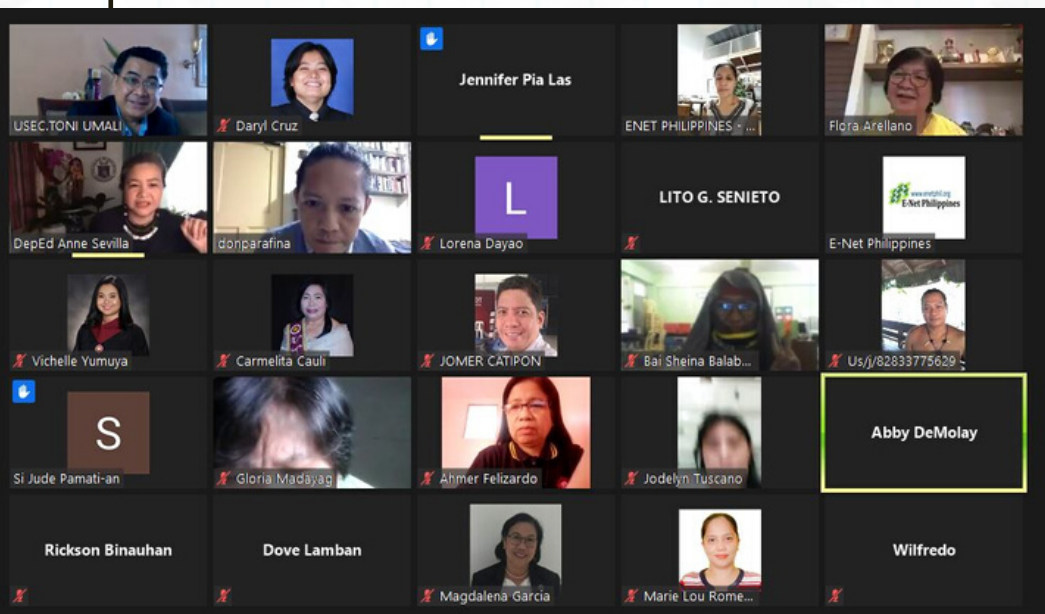
OGP CSO Education Cluster extends its appreciation and thanks to the following people who contributed in making this InfoDrive Zoom Consultation for the Last Mile School Learners a success:

ANSA-EAP with Dondon Parafina, Darlene Motil for the Concept Note and the Event Poster and Wilson Villones for the Technical support assistance;

E-Net Philippines, through Vichelle Yumuya, Daryl Cruz, and Dessa Montemar for the technical management of the Zoom Webinar, Linkaging with Facebook Live, and Documentation of the Proceedings of the InfoDrive; and

To all the Speakers from the Last Mile Schools, Department of Education, Department of Budget and Management, CODE-NGO, Participants, and Viewers of this InfoDrive event.

Thank you!



# BACKGROUND

## Ituloy ang Aral, Learn as One:

Infodrive on learning continuity for learners in the last mile schools

Because of the COVID-19 pandemic, the learning environment is drastically altered and learning as a whole has been disturbed and challenged. But learning has to continue and learners must adapt well in the so-called **“new normal”**.

Learners in the last mile schools (LMS) have been especially challenged and disadvantaged even before and they are more so in the new learning setting that is being tested in response to the spread of coronavirus. It requires social distancing and the use of blended online-offline mode of learning delivery, which pose problems on the availability and access to needed equipment and services, and consequently affecting the quality of education. The condition of LMS learners is aggravated as they are deprived of opportunities to study and are likely to sacrifice their education because of poverty.

The Philippines' Open Government Partnership (OGP) commitment on education for the LMS provides a platform for the Department of Education (DepEd) and partner civil society organizations (CSOs) to specifically address this concern. While the committed cooperation was originally crafted to provide inputs, such as classrooms, ICT and electricity, it could be redirected to respond to the need for learning continuity amidst the pandemic. The DepEd and the CSOs, within and outside the OGP platform, cannot turn a blind eye on the urgent needs of the LMS learners. All available information and assistance should be afforded them to enable them to catch up and not be left behind.



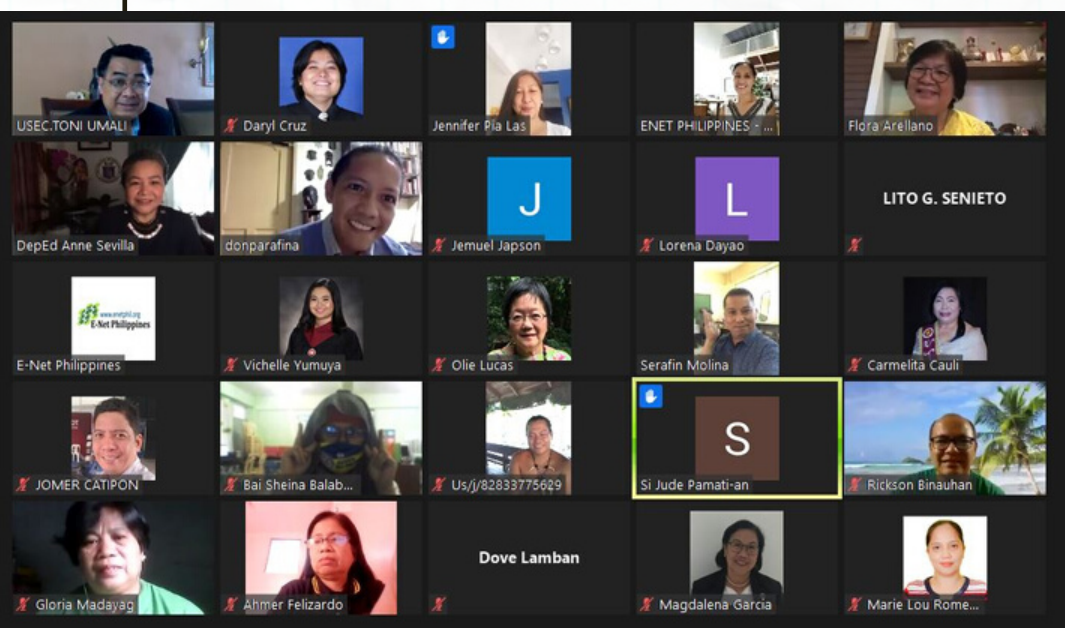
**After all, education is not a privilege, but a human and constitutional right of all citizens, which is not diminished even in the time of pandemic.**

# OBJECTIVES

## Ituloy ang Aral, Learn as One:

Infodrive on learning continuity for learners in the last mile schools

- Provide a venue for open discussion of problems/challenges/issues confronting last mile schools learners and their families.
- Seek DepEd clarification/response/action on government programs/plans/resources for learning continuity in last mile schools.
- Discuss DepEd-CSO cooperation to assist last mile schools.



# SARIO COPAS

IP from the Cordillera



In this time of pandemic, the Indigenous peoples from the Cordillera are facing a very difficult situation. Mr. Sario Copas discussed the problems with the school facilities. He stated that the students need to have internet connection that covers the entire Benguet province. Further, the roads need to be constructed and the lack of means of transportation should be addressed.

With regards to the learning process, Mr. Copas stated that their culture must be integrated in the learning processes of the students. The mode of instruction should be in vernacular language, especially to the students in lower levels e.g. kinder - Grade 4. He also mentioned the integration of genealogy and local history of cordillera in the curriculum.

# RANIL SORONGON

NORFIL Foundation, Inc.



Mr. Ranil Sorongon discussed the Situation of Education of Children with Disability in the Last Mile Schools. He started with providing the background of Philippines and UN Convention on the Rights of Persons with Disabilities (UN CRPD). Later on, he presented the Findings and Recommendations Article. 24 Education.

a. The prevalence of the **special education model, and the lack of measures to provide for inclusive and mainstreamed education** for persons with disabilities;

b. **The low number of children with disabilities enrolled in elementary schools (only 110,169 pupils with disabilities were enrolled in government elementary schools according to Department of Education data of 2013-2014 out of some 5.49 million children with 'special needs' which comprised 13 percent of the total population of children);**



a. **Enact legislation recognising inclusive education** in line with the Committee's General comment No. 4 (2016) on inclusive education, and adopt a timeframe for implementing inclusion;

b. **Improve the implementation of the principle of universal design, including accessibility and reasonable accommodation for learning;**

c. **Recognise and provide reasonable accommodation** in all academic and social aspects of student life, and **ensure teacher training to support students with disabilities in regular classrooms;**



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c. The education of children, youth and adults with disabilities in regular educational facilities is hindered by barriers to accessibility and lack of universal design for learning, and reasonable accommodations in all academic and social aspects of student life;

d. That the Education Act only covers official elementary schools;

e. The general lack of quantitative data on access to education and outcomes of education for persons with disabilities, and the inconsistency of data collected by different entities.



d. Enact specific legislation to support the implementation of reasonable accommodation, individualized learning and inclusive classrooms across the State party;

e. Take legislative and administrative measures to ensure availability of accessible learning materials for technical and higher education levels for persons with disabilities;

f. Adhere to Sustainable Development Goal 4, targets 4.5 and 4 (a) to ensure equal access to all levels of education and vocational training; as well as build and upgrade education facilities that are disability-sensitive and safe.

He talked about the **situation even BEFORE the pandemic:**

- Deprived of their right to education
- Bullying and discrimination
- Buildings not compliant to BP 344 (Accessibility Law / No sign language interpreter
- SPED class only in central school (5-19 kms away)
- Weak enforcement of DepEd policies
- Inadequate awareness and sensitivity on the needs of children with disability (CWD)
- Inadequate number of teachers
- Lack of training of teachers
- Usually subject-centered and not child-centered
- Self-Contained NOT Inclusive Education
- Exclusion/ discrimination of CWD from school programs/ activities
- Lack of age and development-appropriate curriculum and activities
- Lack of teaching materials
- Unavailability of accessible learning materials
- Modules not designed to the needs of the children with disabilities, thus need to be adapted
- Willingness of CWD to learn
- Willingness of parents of CWD to assist in facilitating the learning of their children



He also discussed the **situation DURING the pandemic:**

**For Parents / Guardians:**

- Some favors on-line classes – health safety
- Some prefer not to enroll or attend on line classes
  - a. Can't bring child to school – no back riding, tricycle is expensive
  - b. Poor internet connection
  - c. No signal, no smartphone
  - d. Doesn't know how to use computer/phone
  - e. No access to computer (no computer shops)
  - f. Cannot support education due to economic reasons
  - g. No money to purchase gadgets
  - h. Additional work for parents
  - i. Lack of knowledge and confidence to teach their

According to the teachers, they are not yet provided with instructions from DepEd. For the mean time, they began to make activities and lessons packets. Further, they are considering one on one visitation and coaching of students with disabilities.

All learners with disabilities in one SPED Center in Bantayan were already enrolled. The use of modular method focusing in care skills is being considered. In addition, the teachers/school have no proper equipment to support the safety of the students. They prefer to prioritize the security of the learners than starting the regular classes.

Meanwhile, the teachers started the enrollment of CWD but there was still no official announcement on the start of classes. Some of them are not fully knowledgeable in accessing the internet to conduct online class. There are also teachers who don't have WiFi connection at home. They are having difficulties regarding the transportation going to the houses of their students with disability.





# IMELDA GAMARCHO

Parent - OSY from Island wide Aklan & Guimaras



Ms. Imelda Gamarcho stated that based on the results of their survey, it is evident that the regular approach is preferred by the parents because of the lack of gadgets and poor signal for internet connection. They also find the modular approach problematic because of the independent learning especially in the lower level. Fortunate are those families who have at least one literate member who can teach the students at home.

Meanwhile, the lack of budget for the provision of personal protective equipments and disinfectants is also a problem. The School Maintenance and Other Operating Expenses (MOOE) is not enough to afford all the necessities.

## LIGAYA DELA CRUZ

Teacher - OSY from Island wide Aklan & Guimaras



Teacher Ligaya Dela Cruz stated that the initial plan is learning continuity with proper protocol such as social distancing and wearing face masks. However, based on the results of the survey conducted, it is evident that the modular and face-to-face approach are preferred by the parents. On the other hand, they do not approve of online, radio or TV based learning because the schools in their province do not have electricity. Furthermore, the students do not own gadgets. They also do not have access to internet connection. Therefore, the plan B is modular approach. Teacher Dela Cruz stated that she is willing to personally deliver the learning modules to the children's houses. However, she is concerned with the situation of her fellow teachers from far flung islands who will need additional funds to ride motorboats in delivering the learning modules.



# TERRY SASSEP

Alternative Learning System  
Coordinator



During the Live Webinar, Mr. Terry Sassep was with an ALS learner, April Joy Montuya. He stated that currently, there are only 3 teachers, and 96 learners composed of out of school youth combined with adults in the ALS program.

Lack of access in the internet is also a problem in the ALS program. Mr. Sassep has been an ALS coordinator for a long time, he experienced the situation in which the materials for learning are deficit. He claimed that ALS coordinators are flexible, and therefore, they would make ways to solve the problems. However, they also have limits in resolving issues especially when it comes to the lack of gadgets and access to internet. In fact, they are obliged to go to their district office just to have access to internet connection for the live webinar.

Almost all of the ALS learners are either married, have children, or are senior citizens. These learners are not computer literate and do not have knowledge in using new technology.



The ALS program do not have School Maintenance and Other Operating Expenses (MOOE) to use in producing learning materials. The teachers are obliged to use their own money for transportation, printing of modules, teaching materials, and the like. It is disadvantageous on their part since they also have their own families to support.

## LITO JUGATAN A.K.A TUBAG

IP from the Aeta of Zambales



Mr. Lito Jugatan a.k.a Tubag stressed that aside from the Aeta of Zambales, there are also more IPs affected in the distant learning. They do not have access to internet connection and gadgets. It is also a problem for the parents to teach the students on how to use gadgets when they do not know how to use it themselves. Further, even if the children will be provided with gadgets, the funds to pay for the mobile data is still a problem. Therefore, they prefer face-to-face learning . They want to have books and other learning materials while discussing the lectures. They also want the opportunity to engage in question and answer portion with their teachers in person.

# USEC. ANNALYN M. SEVILLA

Undersecretary, Department of Education



Usec. Annalyn M. Sevilla started with a warm greeting. She then presented the **flow** of her **discussion**.

## PRESENTATION FLOW

- What are the Last Mile Schools?
- What is the Last Mile Schools?
- In light of the COVID-19 pandemic, how is DepEd addressing the needs of the LMSs and learners?
- What interventions DepEd provides to the Last Mile Schools and Last Mile School Learners?

Usec. Sevilla **defined** the **Last Mile Schools (LMSs)**

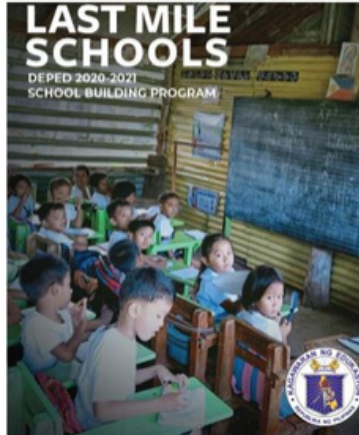
## What are the Last Mile Schools (LMSs)?

1. Have multi-grade classes; less than five teachers; and less than 100 learners, more than 75% of which are indigenous people.

2. No complete sets of school furniture; no computers; no internet connection; very few textbooks and learning manuals; and lack laboratory tools and equipment.

3. Usually in areas with peace and order problems thus school buildings and other learning equipment/tools cannot be delivered.

4. Have less than four classrooms, usually makeshift and non-standard ones, floors remain unpaved and walls are made of sawali or similar materials.



5. No electricity. No repairs or any construction done in the last four years.

6. Usually located more than an hour away from the town center; only accessible through difficult terrain; and located in far-flung mountains or isolated islands.



Usec. Sevilla discussed **the Last Mile Schools Program (LMSP)**

## The Last Mile Schools Program (LMSP)

1. Transform makeshift classrooms into standard ones with standard school furniture, math and science equipment, laboratory tools and materials, textbooks, manuals, and other teaching and learning materials.

2. Provision of electricity through the installation of solar panels in areas where electrification is not available. Computers and other information and communications technology equipment will also be delivered to ensure connectivity to the DepEd network and to the world wide web.

3. Training and deployment of teachers for better delivery of the K to 12 Curriculum.

4. Availability of potable water together with wash facilities and restrooms.



Usec. Sevilla stated that the initial budget of LMS program is 6.5 billion. However the Bayanihan bill was passed into law. The 5 billion was not released. It was re-aligned to the said law. Therefore, from 6.5 billion, the budget was cut down to **1.5 billion**.

Meanwhile, she answered the question, "**In light of the COVID-19 pandemic, how is DepEd addressing the needs of the LMSs and learners?**"

**Education must continue.** Basic Education Learning Continuity Plan was developed to provide guidance to the department on how to deliver education in times of crisis while ensuring health safety.

Usec. Sevilla also presented **the Guiding Principles of the BE-LCP**

## Guiding Principles of the BE-LCP

- 1. Protect health, safety and well-being of learners teachers and personnel, and prevent further transmission of COVID-19;**
- 2. Ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners;**
- 3. Facilitate safe return of teaching and non-teaching personnel and learners to workplaces and schools, taking into consideration the scenarios projected by the DOH and the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), complemented by other credible sources, and balanced with DepEd's own risk assessments;**

## Guiding Principles of the BE-LCP

- 4. Be sensitive to equity considerations and concerns, and endeavor to address them the best way we can; and**
- 5. Link and bridge 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.**

Usec. Sevilla also presented the different **Learning Delivery Options** such as;

**Blended learning**

allows for a combination of online and modular learning delivery.

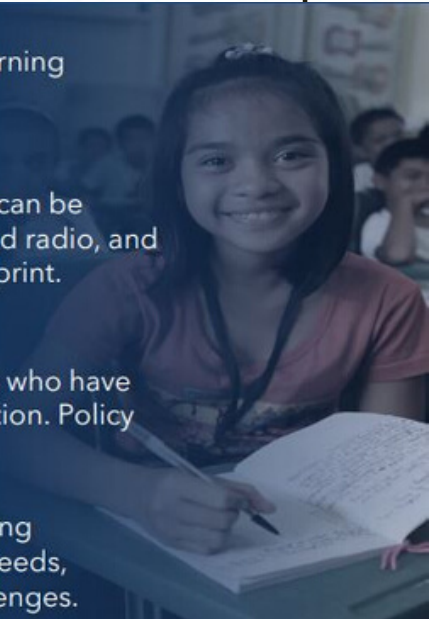
**Distance learning**

associated with online mode of learning, though it can be supported by educational programs through TV and radio, and self-learning modules and other study materials in print.

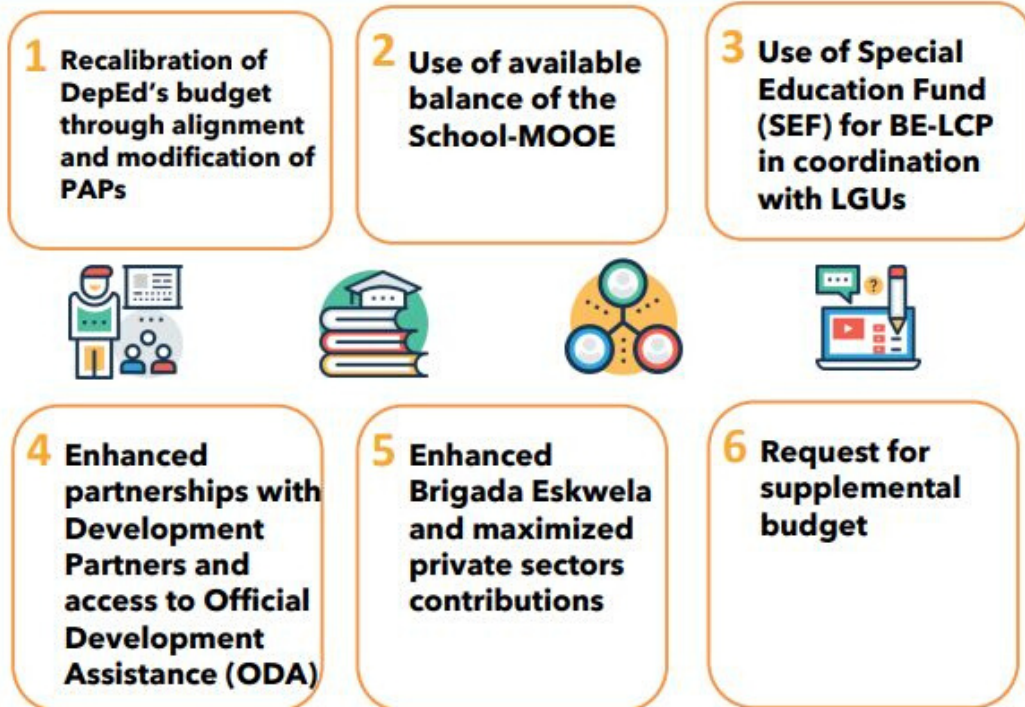
**Homeschooling**

facilitated by qualified parents, guardians, or tutors who have undergone relevant training, and subject to regulation. Policy is under review.

Distance Learning is highly appropriate to the varying conditions of each student or region with varying needs, specially those who experience geographical challenges.



She also answered the question, "**What interventions DepEd provides to the Last Mile Schools and Las Mile School Learners?**" by providing the **BE-LCP FINANCING STRATEGY**:



Whereas DepEd is **still working and praying** for the fulfillment of no. 6 strategy



There are also **Supplementary Guidelines** on the Use of **School Maintenance and Other Operating Expenses (MOOE)**:

### EXPANDED USE OF MOOE



Production and reproduction, and distribution of alternative delivery modules



Production and distribution of IEC materials to promote minimum health standard



Development of home learning guide



Personal Protective Equipment



Maintenance of respiratory and hand hygiene/WASH; rehabilitation of water and sanitation facilities; and minor improvements in classroom for proper ventilation

As part of the DepEd Regional and Division offices' initiative to aid the LCP, DepEd regions have **entered partnerships** with Local Government Units, Government agencies, local organizations and private sectors. The strong support from **external partners will help DepEd deliver quality education** to our learners while **ensuring their health and safety** together with the teachers and all education personnel.

**LGUs that expressed their support for DepEd's efforts to ensure learning continuity**



**LGUs that already committed resources for learners and teachers**



Usec. Sevilla also stated that there is a **Proposed Blended Learning Support Kits** for Last Mile School Learners and Teachers.

DepEd also created **Technical Working Group (TWG)** on **Marginalized, Excluded and Vulnerable (MEV) Learners** and **Aide Memoire: Accelerating Teacher Training and the Production of Learning Resources for SY 2020 School Opening**.

# USEC. TONISITO M.C. UMALI, ESQ.

Undersecretary, Department of Education



**TONISITO M.C. UMALI, Esq.**  
Undersecretary for Legislative Affairs,  
External Partnerships and School Sports

Usec. Tonisito M.C. Umali, Esq. started with reviewing the statements of the guests regarding the challenges they are facing during this pandemic. He then presented the **Initiatives for Marginalized, Excluded and Vulnerable learners: Learners with Disabilities:**

## INITIATIVES FOR MARGINALIZED, EXCLUDED AND VULNERABLE LEARNERS

### Learners with disabilities

- Existing lessons are being converted to video lessons
- Modules are being developed
- MELCs for SPED is now in OSEC for approval
- Working with Deaf Education Council to develop K to 3 MTB MELC for signing Deaf learners
- Working on additional curriculum content for the visually impaired

## INITIATIVES FOR MARGINALIZED, EXCLUDED AND VULNERABLE LEARNERS

### Muslim learners

- Gathering of digital materials and modules to come up with the needed materials for ALIVE classes
- Revision of the enhanced curriculum is on-going
- On funding, fund allotted for the implementation of MEP have already been downloaded

He also presented the DepEd initiatives for **Learners in the Alternative Learning System** under the leadership of **Asec. G.H. S. Ambat** - **ALS learning continuity plan:**

## INITIATIVES FOR MARGINALIZED, EXCLUDED AND VULNERABLE LEARNERS

### Learners in the ALS

- Combination of learning delivery modalities is the norm for ALS
- Modules, radio-based script, TV episodes and digitized modules are available
- ALS is working with partners helping them with their learning resources

There are also DepEd initiatives for **Learners vulnerable to various forms of abuse** in partnership with legal strand **Usec. Josephine Maribojoc**, **Assistant Secretary Alberto T. Escobarte** and **child protection specialists**.

## INITIATIVES FOR MARGINALIZED, EXCLUDED AND VULNERABLE LEARNERS

### Learners vulnerable to various forms of abuse

- initial information gathering from Child Protection Specialists from the field to determine on child protection issues during this pandemic and community quarantine
- program development together with NGO partners to address various situations of learners given the current situation (e.g., cyberbullying)
- modules developed with partners are available and may undergo customization given the diversity of learners

The DepEd initiatives for **Learners in Street Situations** are being strengthened:

## INITIATIVES FOR MARGINALIZED, EXCLUDED AND VULNERABLE LEARNERS

### Learners in Street Situations

- Initiatives to reach out to them to enroll for this school year through the barangays, school personnel, etc.
- Provide places or community learning centers for them to access Internet/learning modules since most of them would have difficulties in engaging even with the different learning modalities.

Meanwhile, Usec. Umali addressed the concerns of the guests from the IPs Community by presenting the DepEd initiatives for **Indigenous Peoples Learners** especially when it comes to integrating the genealogy in the learners curriculum in order to preserve their culture..

## INITIATIVES FOR MARGINALIZED, EXCLUDED AND VULNERABLE LEARNERS

### Indigenous Peoples Learners

- Survey on the situation of IP communities and education challenges; this is being consolidated and information will inform recommendations in terms of modalities and other interventions
- Checking of existing contextualized lesson plans in relation to the MELCs leading to preparation of MELCs based SLMs

He also discussed the menu of investments in **Health and Sanitation, Distance Learning, Training/Webinars, Distribution and Retrieval Services of Learning Materials.**

Under the law, no expenditures and no govt activities can be undertaken, no expenditure can be incurred, **unless** there is a law authorizing such expenditures. Clearly when they passed the General Appropriations Act 2020, the needs discussed were not totally factored in the budget of DEPED because nobody thought that we will face the COVID-19 pandemic.

# GEOMEL P. JETONZO

Education Technical Program Manager  
World Vision Development Foundation, Inc.



Mr. Geomel P. Jetonzo stated that **World Vision's Technical Program on Education** helps address the Child Well-being priority through technical support and funding on activities such as Brigada Pagbasa, Life Skills Development, Parent Education, referral of Out-of-School Youth to Alternative Learning System and Technical Vocational schools, CoMSCA, and livelihood opportunities.

World Vision is appointed as Department of Education's co – lead convener of Brigada Pagbasa Project, a national movement for reading that aims to bring together all education champions and supporters to contribute in nation building by helping all Filipino children how to read in the context of partnership. This is to support the Department of Education's goal to provide children access to quality education. The said project will be implemented in all DepEd schools across the country as an after – school reading remediation program using the contextualized Unlock Literacy Project Model.

Mr. Jetonzo then discussed the **World Vision - Profuturo Digital Education Project in partnership with DepEd**. Before the pandemic, this project is design for Last Mile Learners who do not have access to internet.

### PHASE I - July 1, 2018 to Present

- 100 public schools in 4 provinces of Luzon (Pangasinan, NCR, Batangas & Palawan) & 2 provinces in Visayas (Antique & Leyte).
- Target 31,072 Elem Learners
- Trained 943 teachers (588 active)
- Deployed 124 Digital Suitcases with 4870 tablets, 124 laptops, 124 routers,
- **An OFFLINE Learning Management System** containing 140+ interactive modules (English, Math, Science, Lifeskills, Values, Citizenship, etc).
- Teachers can upload & use teacher- designed modules and also OER's from DepEd Commons.
- One World Vision staff for every 5 schools to train, coach, monitor & support the teachers.



## NEW INITIATIVE FOR ALL TEACHERS



### FREE PROFUTURO ONLINE TEACHERS TRAINING

- **FREE Online Training for teachers** on innovation and ICT, pedagogical, teaching skills, and digital competencies for **8 modules** (100 hours at your own pace in your vacant time)). Teachers can receive a Certificate of Completion from ProFuturo.
- Registration link: <https://bit.ly/teacherregister>



The screenshot shows the ProFuturo interface for a course titled "2020. Global. ICT Route: Advanced Level". The page includes a navigation bar with "My Courses", "Classroom Management", "Observatory", "Help", and "My profile". Below the title, there is an "Introduction" section with a video thumbnail. The "Description" section features a diagram titled "ICT skills" with icons for "Video presentation", "Self assessment", "Multimedia content", "Bibliography and recommended links", and "Practical activity". A "Total: 20 hours" label is present. The "Details" section on the right indicates "20 hours", "Open until 12/31/2020", and a requirement to "Use OpenOffice applications as well as other network applications to create classroom materials." It also shows a "You will find" section with a "Certificate of Completion" icon and the text "ICT Route: Advanced Level".



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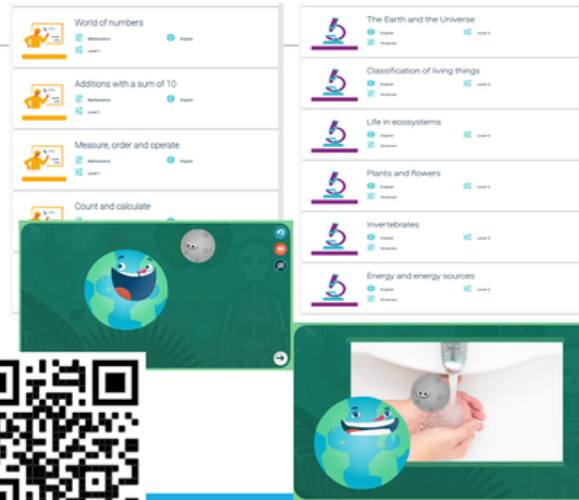


## New Initiative for Grade School Learners



### PROFUTURO ONLINE CHILDREN LEARNING RESOURCES

- **FREE** access to **ProFuturo's educational content and innovative multimedia activities for children** to continue learning from home. The contents can strengthen specific skills in language, mathematics, science and technology, as well as values and skills for life. These are designed to provide the learners an active role in the learning process or to "learn by doing".
- Click or copy the link or use QR code. <https://bit.ly/pfkids2020>.



Mr. Jetonzo presented the **Pro Futuro Self-Paced, On – Line Teachers' Training Platform**.

## Pro Futuro Self-Paced, On – Line Teachers' Training Platform.



Digital Literacy and Basic Office Automation Search and Find educational experiences on the web Changes in didactic programming Collaborative learning	Practical applications of the use of ICT Networked informational activities Lesson planning experiences Project-based learning (PBL)
Google Drive Designing networked information experiences Design of evaluation rubrics Creation of educational experiences	ICTs at the service of education
System of innovation in school Mobile learning (m-learning)	Innovative educational experience Educational experience in Mobile Learning
Transforming the classroom through innovation Creating applications (Apps) for learning	Pedagogical innovation

# Our New Initiatives

To be #OneForChildren in the new normal education

## For teachers

**ProFuturo Online Training**  
on ICT & Teaching Innovation  
Click this link to register  
<https://bit.ly/teacherregister>

## For students

**ProFuturo Online Learning Resources Access**  
Click this link to start using it  
<https://bit.ly/pfkids2020>

**Some notes:**

1. These initiatives are open to **ALL** teachers and students.
2. This 100-hour training for teachers contains **8 modules** on teaching innovation and ICT, pedagogical and teaching skills, and digital competencies at **no cost**. At the end of each module, teachers will receive a Certificate of Completion from ProFuturo.
3. ProFuturo's educational content and innovative multimedia activities for children aims to strengthen specific skills in language, mathematics, science and technology, as well as values and skills for life.
4. Should you have questions, please free to email us at [apofuturo@wvi.org](mailto:apofuturo@wvi.org)

World Vision also launched a campaign that aims to **raise funds to support DepEd in its implementation of Learning Continuity Plan (LCP)** particularly in the printing of **Self Learning Materials** and **procurement of gadgets to support LCPs distance learning and home schooling modalities.**

This project also aims to synergize partners' efforts and resources to help DepEd address education-related challenges posed by COVID - 19 pandemic.

In addition, this will provide opportunities for all education partners to contribute possible solutions to ensure that quality basic education will continue through the implementation of **BE - LCP.**

# ABUTIN NA 10

**PARA SA SAMPUNG MILYONG MAG-AARAL:**  
Sampung Piso, Sampung Araw  
Sampung Milyong Pilipino



Mr. Jetonzo discussed the campaign timeline of World Vision from June - September:

## Campaign Timeline

June

July

Aug-Sept

June 1: Launch of "Abutin Na 10" Campaign at the 2020 BRIGADA ESKWELA and OPLAN BALIK ESKWELA NATIONAL KICK-OFF PROGRAM (MEDIA/ONLINE/VIRTUAL)

June 5-14: Draft Email blast and proposal letter template | Draft landing page | Social Media Site | Start concept and production of marketing materials |

Week of June 8, 2020: Start of PR campaign for Abutin Na 10

June 30 2020: DepEd launch of Abutin Na 10 Campaign

Continuous campaign promo

Media engagements and fundraising at regional level

Issuance of Receipts and Certificate of Donations

July 31: Campaign Phase I Evaluation

August: Printing of materials | Delivery to DepEd schools

Allocate Php 800M for Printing of materials

Allocate Php 50M for radios

Allocate Php 150M for instructional gadgets

## How will the learning materials be distributed to DepEd Schools?

- DepEd determines the quantity and type of learners' support that will be deployed to target schools.
- DepEd provides the master copy of all the self-learning material to be reproduced.
- DepEd provides the list of schools where the learning materials will be deployed.
- Through the support of DepEd Regional Partnership Focal Persons, World Vision will monitor the status of the distribution of learners' support

# MAY CINCO

National Coordinator, E-Net Philippines



Ms. May Cinco presented the **Alternative Learning System (ALS)** as **LEARNING SYSTEM** and **ADVOCACY**.



# ALS & IP EDUCATION TOWARDS SELF-DETERMINATION

- Aetas as Educators & Education Managers who create their own modules.
- Aetas as Learning Material Developer:
  - Indigenous Peoples Rights Act
  - Music and Dances
  - Musical Instruments
  - Indigenous Health

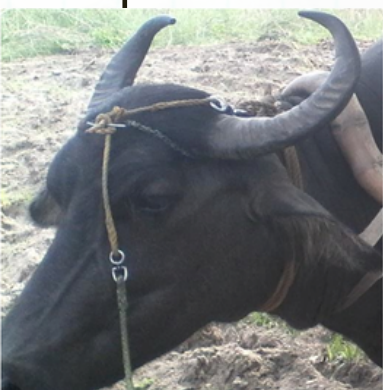
# ALS & ELIMINATION OF CHILD LABOR

- 1500 child laborers in sugar cane
- Grassroots Educators & Managers
- Life Skills - TESDA
- Learning Materials – Rights of the Child, Local Governance



# ALS & SUSTAINABLE DEVELOPMENT

- Grassroots Leaders
- ALS became a Municipal Ordinance
- Alternative Health
- Organic Farming



Ms. May Cinco also presented the **PIECE Project** of **E-Net Philippines**.

## COMMUNITY MANAGED LEARNING & LIVELIHOOD SYSTEM (LLS) OUT-OF-SCHOOL YOUTH (OSY)

### PIECE Project E-Net Philippines What is PIECE



- Partners
- Collaborative effort of 4 organizations
- in Education
- To support attainment of EFA goals
- for Community
- To support peace building initiatives in CMR
- Empowerment
- To reduce potential for conflict and impact of conflict by promoting rights to education in a secure environment

## LLS is....

### Learning & Livelihood System “Learn to Earn. Earn to Learn”

#### Intertwined & Integrated Concept of Learning

- Development of modules (print & practicum guide) integrating 5 learning strands to enterprise development, life skills training and corn farming

E-Net Philippines stands with the Education Continuity despite the conflicts in the location and target groups.

E-Net Philippines also advocates for the engagement of local government especially in adapting this project into an ordinance.

## PIECE Project Location & Target Group

- Maguindanao – Datu Paglas, Datu Paglat
  - North Cotabato - Tulunan
  - Sultan Kudarat – Columbio
- ✓ **5437 boys and girls in 30 schools in 16 barangays**
  - ✓ **200 teachers and 240 members of PTCA**
  - ✓ **Education supervisors from DepEd**

## LLS Project Strategies

- Engagement of the local government (barangay & bayan)
- Local line agencies like DepEd, DA, TESDA etc. and other private organizations (Cornboard National & Ploughshares) and school based institutions (like USM)
- Community participation by training Education/ Enterprise Managers (E2M) coming from the barangays, forming support group of parents & other organizations in the community

2 certificates will be awarded to those who will be able to finish the courses.

# ALS AND CHILD PROTECTION

- Train the children to become peer tutors.
- 50 peer tutors will be tutoring 2-4 kids within their neighborhood.
- Training of mothers as tutors
- About a hundred kids will be reached in this initiative.



E-Net Philippines has resources and capital to start with. They also have community trained facilitators to be retool.ed.

Ms. Cinco also discussed about the **ALS & Alternative budget initiative (ABI)**

Proposed a five (5) billion peso budget for ALS service delivery to 1 million learners at **P5,000/learner**.

**PhP5,000/learner x 1 million learners = PhP5,000,000,000**

Budget includes – **Learning Materials, Operation costs for Instructional Managers & Community Facilitators, Review Sessions**

Joint delivery of this service by **DepEd, local government** units, state universities and colleges through their extension services program, private entities, and non-government organizations.

# DONDON PARAFINA

## CheckMySchool@Home initiative



Mr. Dondon Parafina stated that they created **CheckMySchool@Home initiative** application downloadable via App store or Play Store focusing especially on Last Mile Schools during this pandemic.

They received **44 reports** at the application coming from different divisions. **28%** of those reports are **School Based Management related** e.g. construction of school buildings, maintenance, Department of Health requirements, handwashing facilities, school improvement planning et al.

Meanwhile, there are also reports stating that they need **Information Technology equipments including its maintenance** to be used for learning purposes. Further, **18%** of reports are regarding the health and safety of the learners especially from the **IPs** and **4Ps beneficiaries**.

Mr. Parafina also stated that they also received reports about **Adapt School Programs**, and **donations received from the LGUs, Knowledge channel**, and the like. In addition, **Financial reports are** also received by the CheckMySchool. All the reports are to be submitted to the Department of Education as part of their Memorandum Agreement as their contribution to the Modern Brigada Eskwela Learning Continuity.

As per request of Usec. Sevilla, reports about **LMSs must be prioritized**. Therefore, CheckMySchool decided to send the reports directly to Usec. Umali and Usec. Sevilla.

CheckMySchool@Home initiative is a social accountability initiative focusing on constructive engagement of people to monitor the performance of DepEd.



# ANSA-EAP

Affiliated Network for Social Accountability  
in East Asia and the Pacific



< Back
Submit Report

(1) Which School?

Region  
Select Region ▼

Division  
Select a region first ▼

City  
Select a division first ▼

School  
Select a city first ▼

(2) What's the issue about?

Service Category  
Select Service Category ▼

Service Item  
Select a category first ▼

Service Issue  
Select a region first ▼



EDUCATION GROUP





# QUESTION AND ANSWER SESSION

Ms. **Flora Arellano**, President of **Civil Society Network for Education Reforms (E-Net)**, read the questions from the audience which were **collated from the private chatroom**:

1. "Paano ang printout ng modules at workbook?"
2. "Paano rin ang assistance sa parents, learners ng IP sa learning modalities at higit sa lahat sa content nito?"
3. "Paano ang pag-measure na natuto nga ang mga bata?"
4. "Ano ang magiging tulong natin sa mga magulang na mag-a-assist sa kanilang mga anak para matutunan ang mga pinapadalang modules?"
5. "Ano ang magiging batayan ng grading system?"



Naiisip ko lang na totoong madadagdagan ang trabaho ng ina at ang issue double burden ng mga kababaihan. Di kayang dumagdag. Totoong responsibilidad natin it, hindi ito burden, at mayroon tayong obligasyon."

6. "Paano matatanggap ng schools ang budget sa implementasyon ng LMSs?"

7. "Ano ang posibilidad ng pagkakaroon ng face-to-face class sa Guimaras at least twice a week?"

8. "Ano ang basis ng mga learning assessments natin para matiyak talaga na natuto ang bata at kung may problema sa pagkakatuto ay pagbibigay ng remedial intervention sa mga bata?"

Mula sa National PTA:

9. "Usec. Anne, puwede po ba na 'yong 72 million tsaka 'yong 200,000 partnerships funds, puwede po bang gamitin sa portal for parents so our PTA will be capacitated?" Kailangan niyong patugunin ang pamahalan sa pagpapalakas ng interconnectivity kung ang gagamiting pamamaraan ay blended learning.



**Usec. Anne Sevilla, statement to answer the questions from the audience:**



Hi, Ms. Flora. We took note of the queries and concerns and issues in fact I would like to acknowledge our DepEd counterparts. This collaboration would not happen without these people really working for us, kami po tagapagsalita at tagapaghatid sa inyo ng mensahe pero nandito po ito po ay collaboration within deped so internally yong ating IP education Indigenous Peoples education. This is special program of DepEd led by Nory. Mayroon din po kaming Financial Management Reform committee. Ang aming Engineering Facility division led by our engineers. Ang Information and Technology service led by Dir. Ram. Especially our external partnerships service led by Usec. Toni. I understand na nandyan si Ka willie from PTA at si Ms. Ollie.

Ang ibang sagot sa katangunan ninyo ay provided sa aming presentation at ating chatbox kanina. I would add more on the following. Ang kanina sinabi naming **MELC Most Essential Learning Competencies**. Pinili po natin ang most essential **40% na lang po ito**. May corresponding assessment po ito. Paano po ba nag pag-check? Ang sabi nila **the grading system will be performance based** and the **feedback mechanism will be a critical factor** in the grading system. Feedback though online and teacher meets students once a week. There will also be **remedial and enhancement courses** kung kailangan ng bata. Based on curriculum experts mas maganda pa rin ang face to face. Pero **hindi desiyon ng DepEd ang pagbabalik ng face to face** ito ay **nakasalalay sa risk assessment ng Interagency task force**. Mayroon na ring **local government taskforce**.

Ang **learning continuity plan ay framework lamang**, para maging plano at contextualized sa inyo ay may dalawang factors: **(1)** health situation in your area **(2)** capacity ng eskwelahan, teacher, at mag-aaral kasama ang mga magulang. **We are proposing for new training allowance**. Now, down to the funding, ang **strategy 1** ay nagpro-provide na kami ng pondo **down loading ang ginagawa namin**, binibigay sa mga division at ang divisions ang magbibigay sa eskwelahan. Nagsisimula na kami magbigay pero **marami ngayon ay kino-compute pa** dahil kailangan naming hintayin ang survey ng mga mangangailangan ng gadgets.

Bigyan natin ang **flexibility at leniency** ang mag eskwelahan at kailangan maging **transparent** sila at **may governance** at magsabi sa amin kung tama ang pinaggagamitan ng pera.



# ASEC. ROLANDO U. TOLEDO

Assistant Secretary, Department of  
Budget and Management



Asec. Rolando U. Toledo graced the closing ceremony of the Live Webinar - Ituloy ang Aral, Learn as One: Infodrive on learning continuity for learners in the last mile schools. He congratulated all the resource speakers, guests, organizations, staff members, for coming up to the very successful innovative way of keeping conversations alive during this pandemic. He also thanked all the viewers and participants of the live webinar. He promised that the OGP Education Cluster together with the DepEd and all the secretariat will continue to work together to ensure that the challenges that the people are experiencing will be addressed. They will continue to fight COVID-19 and fulfill their commitment under the PH OGP National Action Plan. In addition, they will ensure that the government Last Miles School program and the Basic Education Learning Continuity Plan will uphold the OGP values of transparency, accountability and citizen's participation especially during this crisis.