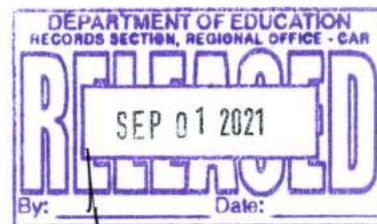




Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



August 31, 2021

REGIONAL MEMORANDUM

No. 377-2021

**REGIONAL GUIDANCE THROUGH THE BASIC EDUCATION-LEARNING
CONTINUITY PLAN FOR SCHOOL YEAR 2021-2022**

TO: OIC-Assistant Regional Director
Schools Division Superintendents
All Schools Division Offices
All Others Concerned

1. The Department of Education-Cordillera Administrative Region issues this **Regional Guidance through the Basic Education - Learning Continuity Plan for School Year 2021-2022**, in accordance with its commitment to learning continuity amidst the health crisis.
2. This shall provide direction to the plans, projects, activities of schools, districts, and the 8 Schools Division Offices. Private schools may adopt this guidance as deemed relevant to their context.
3. The Basic Education – Learning Continuity Plan for DepEd-CAR, attached in Enclosure 1 draws attention to plan adjustments made by Regional and Schools Division Offices in the delivery of learning applying modalities that may help reduce hard copy printing of Self-learning modules.
4. The BE-LCP likewise highlights Project HyTeQ or Hybrid Learning that uses Technology for Quality and Equity in Education. This is the Region’s framework of transition to the DepEd Learning Management System through online and offline mechanisms.
5. Relative to the Resolution passed through the Regional Development Council on the Contextual Implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE), the Regional Office reminds SDOs and Schools of the following mechanisms as the Region prepares for the contextual implementation of MTB-MLE:
 - 5.1. In metropolitan areas where there is no common community language spoken by learners and teachers, Filipino may be used as the language of instruction. The Text-Based SHIELD (see DepED-CAR Website under “Resources”) contains Kindergarten Learning Experiences prepared in Filipino and Self-learning modules for Grades 1 to 3 in MTB-ML, also prepared in Filipino for utilization.

CLMD/CFM/rca



Address: Wangal, La Trinidad, Benguet, 2601
Telephone No.: (074) 422-1318 | Fax: (074) 422-4074
Website: www.depedcar.ph | Email: car@deped.gov.ph



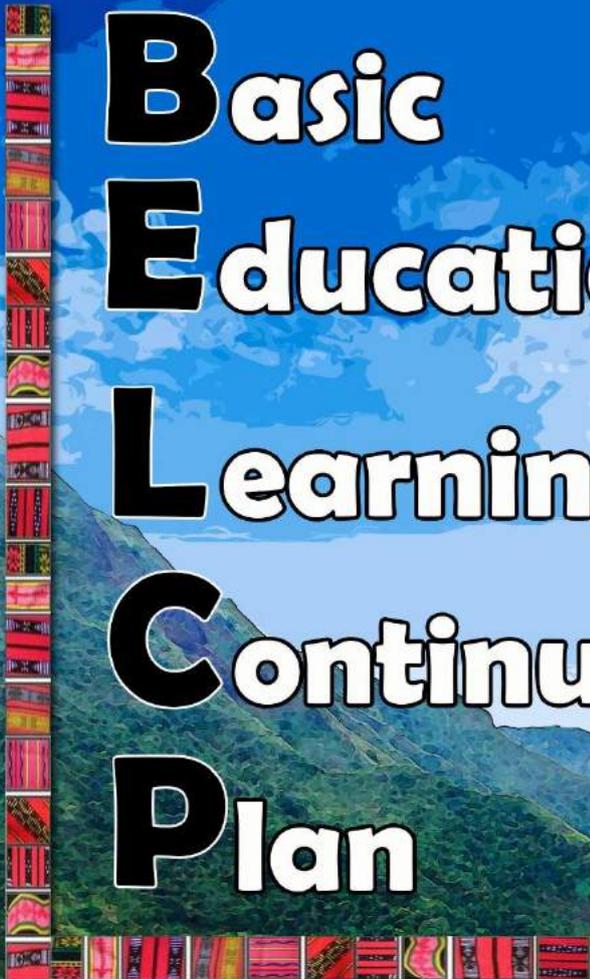
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Quality Management System
DE-50500784 QM15



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- 5.2. In areas where there is one common language spoken by its learners and teachers, considered as their Mother Tongue, they may utilize this as their language of instruction. Furthermore, they may use the School or Division Quality Assured, Mother Tongue-Based learning resources available for kindergarten to grades 3, prepared by their teachers.
6. On the availability of learning resources to be used for SY 2021 to 2022, please gain access to the DepEd-CAR website, open the “Resources” button, and click “Text-based SHIELD”. This access point shall redirect you to the available Self-learning modules, Knowledge Channel videos, and DepED TV videos for Quarter 1. Continuous uploading of quality assured SLMs is being undertaken sourced out from Central Office-initiated and Regional Office-initiated resources.
7. For further details on this regional guidance, please read through the following Enclosures as attached:
- Enclosure 1: DepEd-CAR BE-LCP**
Enclosure 2: MTB-MLE Resolution
8. Should there be any queries and/or clarifications, please feel free to contact 422-7096 or CLMD OIC-Chief Rosita Agnasi at rosita.agnasi@deped.gov.ph.
9. Immediate and widest dissemination of and compliance with this Memorandum is directed.


ESTELA LEON-CARIÑO EdD, CESO III
Director IV/Regional Director



Basic Education- Learning Continuity Plan

**Learning Opportunities
Must Be Available for All**



Department of Education
Cordillera Administrative Region





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“
The COVID-19 pandemic has greatly affected the education system, but the various learning platforms and innovative strategies employed have made education possible even during emergencies...”

ESTELA L. CARIÑO EdD, CESO III
Director IV / Regional Director



APPROVAL SHEET

This DepEd-CAR Basic Education Learning Continuity Plan was finalized this 16th day of August 2021 at the DepEd-CAR Regional Office, Wangal, La Trinidad, Benguet.

FLORANTE E. VERGARA

Schools Division Superintendent
Officer In-charge, Office of the Assistant Regional Director

ESTELA L. CARIÑO, EdD CESO III

Director IV/Regional Director

This DepEd-CAR BE-LCP is a dedication...

...to the Cordilleran learners

whose future we hold so dear

whose lives we prepare with care

despite this COVID scare

DepEd-CAR will never fear

For your education we shall bear

No pandemic shall ever dare

Topple the plans we stated here...

... We shall not fear!

We dare not fail...





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Wangal, La Trinidad, Benguet

I. Introduction

The Department of Education – Cordillera Administrative Region prepared this Basic Education - Learning Continuity Plan in Time of COVID-19 to ensure that learning opportunities shall be made available for all.

Its framework, anchored on the KITE of *Sulong Edukalidad*, is sealed by well-defined objectives, strategies, and activities aimed at attaining the goal of sustaining delivery of quality, accessible, relevant, and liberating basic education for all school-age learners in the midst of COVID-19 and other emergencies.

Analysis of the current regional situation described by its dashboard data, learning modality readiness of teachers, learners, and parents have steered the Regional Management Committee to provide support for carrying out Distance Learning Delivery as the teaching-learning mechanism for the conduct of classes in the region.

This BE-LCP shall provide guidance to the Schools Division Offices in ensuring continuity of learning to all types of learners enrolled in the public or private schools. It shall specifically spell out programs, projects, and activities to support regular or multigrade classes, SPED Centers, and ALS Community Learning Centers.

II. GOAL AND SPECIFIC OBJECTIVES

Goal:

Sustain delivery of quality, accessible, relevant, and liberating basic education services for all school-age learners in the midst of COVID-19 and other emergencies.

Objectives:

Specifically, it is the aim of DepEd-CAR to:

- a. Ensure that the school-aged Cordilleran will have access to any form of learning opportunity appropriate to his own context;
- b. Protect the health, safety, and well-being of learners, teachers and personnel; and prevent further transmission of COVID-19;
- c. Ensure learning continuity through K to 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; and



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- d. Link the BE-LCP to DepEd's pivot to quality and bridge this into the future of education, under the framework of *Sulong Edukalidad* and Futures Thinking in Education.

III. **Situational Analysis**

A. Result/s of Analysis of Previous BE-LCP (SY 2020-2021)

School Year 2020 to 2021 may have been full of challenges and struggles to make education possible for all types of learners, considering their family, environment, cultural, economic, and social contexts. Despite all these, the school and community stakeholders put their efforts together to make teaching and learning work efficiently and effectively.

The following table presents a summary of the challenges experienced by the learners, teachers, parents, and guardians. However, it makes us happy to note that these challenges brought about creativity and resourcefulness between and among the schools and the community, resulting to interventions that provided solutions to the pressing concerns and issues.

| CHALLENGES | BEST PRACTICES |
|---|---|
| Lack of printing materials like bond paper, printers, reproduction machines | <ul style="list-style-type: none">• Maximized utilization of School MOOE and BE-LCP funds• Partnership with stakeholders that led to donations of needed resources |
| Delay in delivery of printed SLMs by external suppliers | <ul style="list-style-type: none">• Teachers printed SLMs to ensure punctual delivery to learners |
| Delivery and retrieval of SLMs to learners in far-flung areas | <ul style="list-style-type: none">• Teachers delivered SLMs to the learners• Parents cooperated in getting the SLMs in the school on scheduled days• Learning Support Aides volunteered to deliver and retrieve SLMs from learners' homes |
| Provision of assistance to learners whose parents or guardians cannot assist them in the accomplishment of learning tasks | <ul style="list-style-type: none">• Home visitation by teachers in accordance with IATF protocols• LSAs provided support• Teachers used devices or gadgets like mobile phones, two-way radios, online |

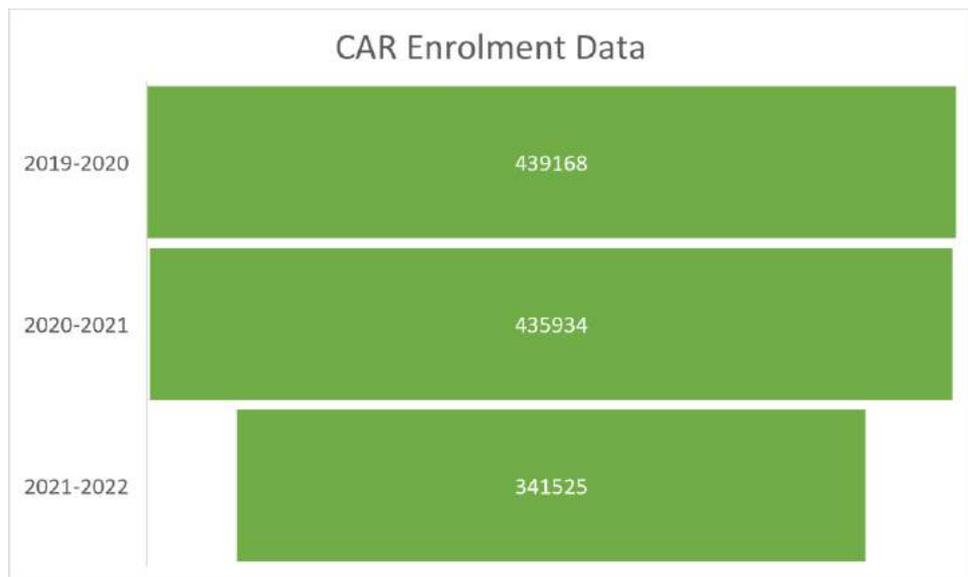


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| | |
|---|--|
| | platforms to communicate with parents and learners |
| Ensuring safety and security of teaching and non-teaching staff travelling to and from school | <ul style="list-style-type: none">• Strict adherence to health protocols• Partnership with LGUs to provide transportation |
| Caring for the mental health of learners and school personnel | <ul style="list-style-type: none">• Constant and open communication• Use of social media to provide information on maintaining mental health and wellness |

B. Dashboard

1. Enrolment Data



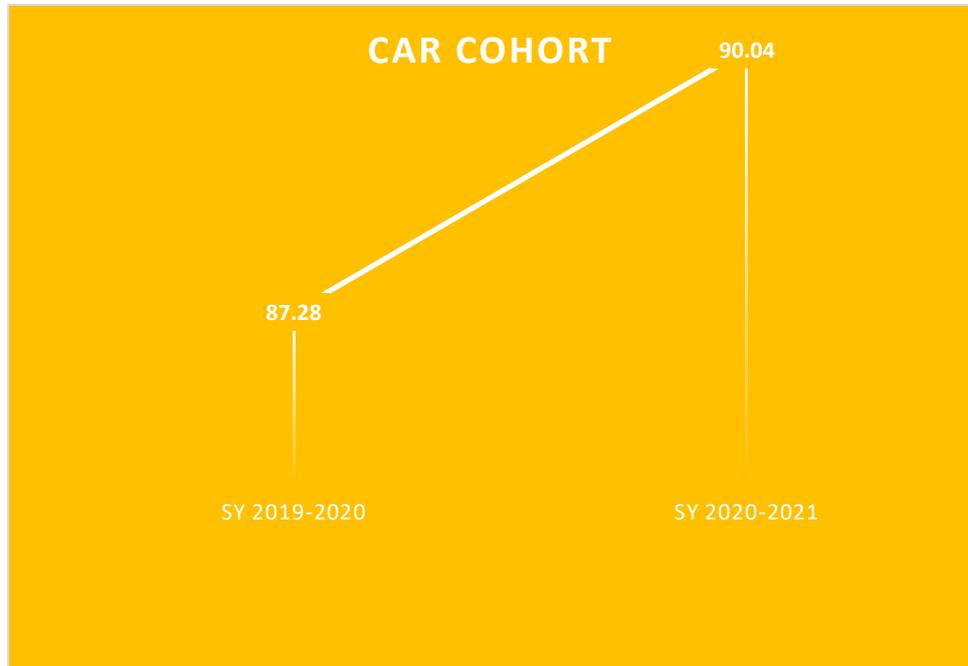
The dashboard would reveal a decreasing enrolment statistics. However, the current data for SY 2021-2022 may still change since enrolment is still ongoing.

On the other hand, the data implies hard work from the field in tracing where the enrolment gaps are. There is a need to track where the learners are and this is what the 8 Schools Division Offices are working on.



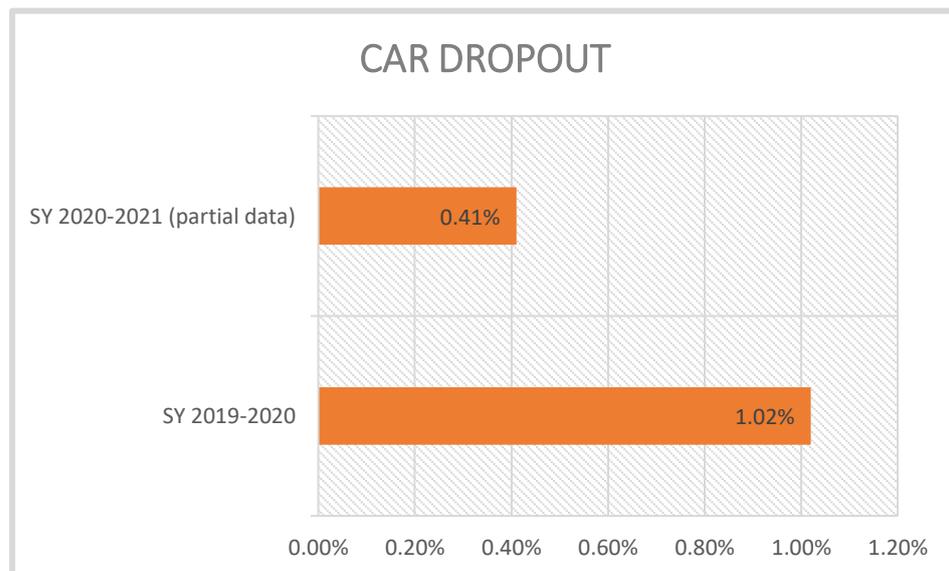
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2. Cohort Survival Rate



As gleaned from the table, there is an increase in the cohort survival rate revealing a positive note that enrollees from previous school year intake finish basic education as expected.

3. Dropout Rate



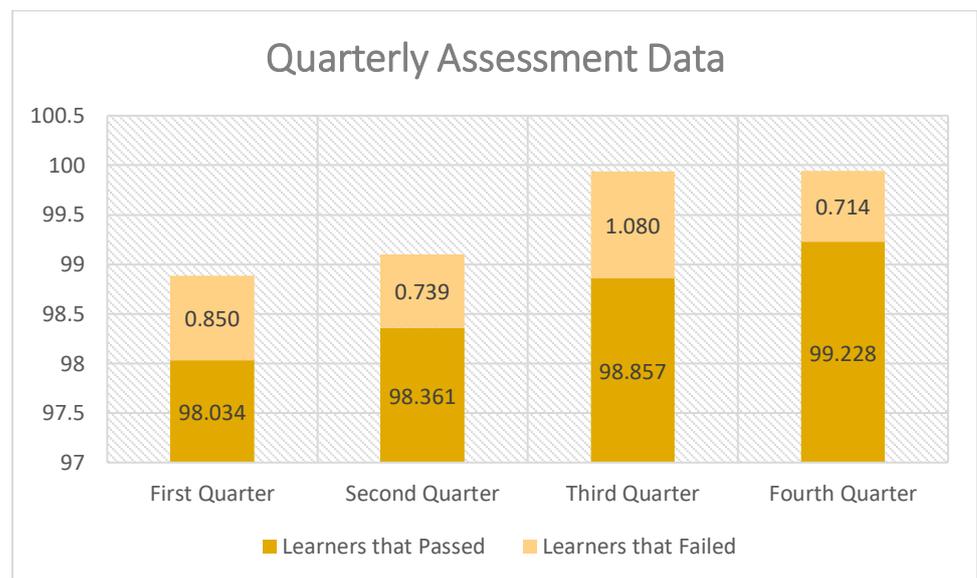


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The data provides another positive note that the just concluded School Year yielded lesser dropouts compared to the prior year or the year before the pandemic.

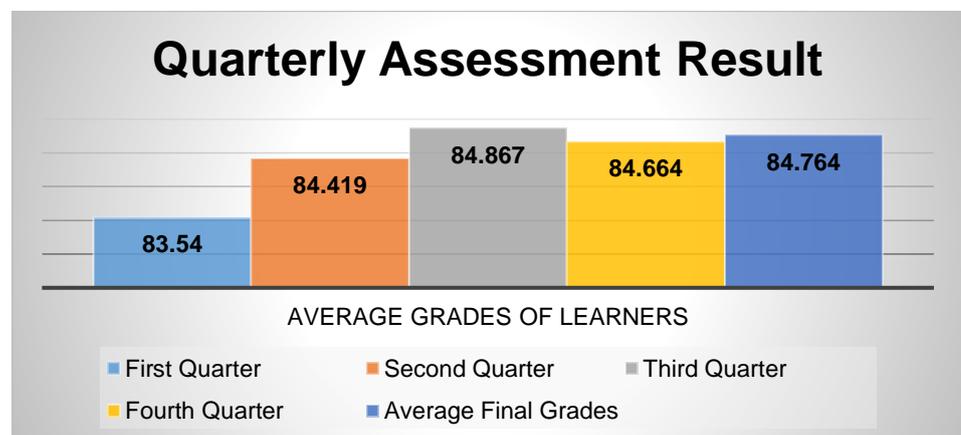
4. Quarterly Assessment Results for SY 2020-2021

4.a. Based on Learners that Failed and Passed



Across the four quarters, it would be noticed that failure rate has decreased in the fourth quarter. Consequently, the passing rate gradually increased in all quarters.

4.b. Based on Average Grades of Learners per Quarter

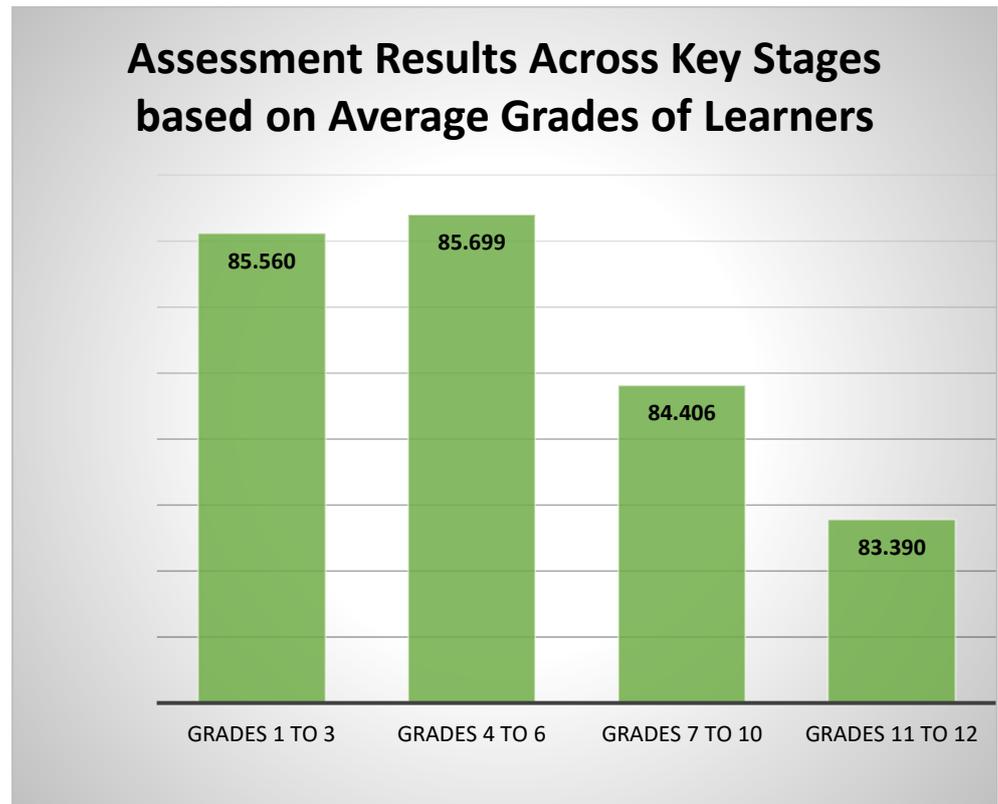




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The average grades of learners increased from the first to fourth quarters and slightly decreased in the fourth quarter. Basing on the descriptor scale in interpreting grades of learners, it would be noted they are within the Satisfactory range.

4.c. Across Key Stages

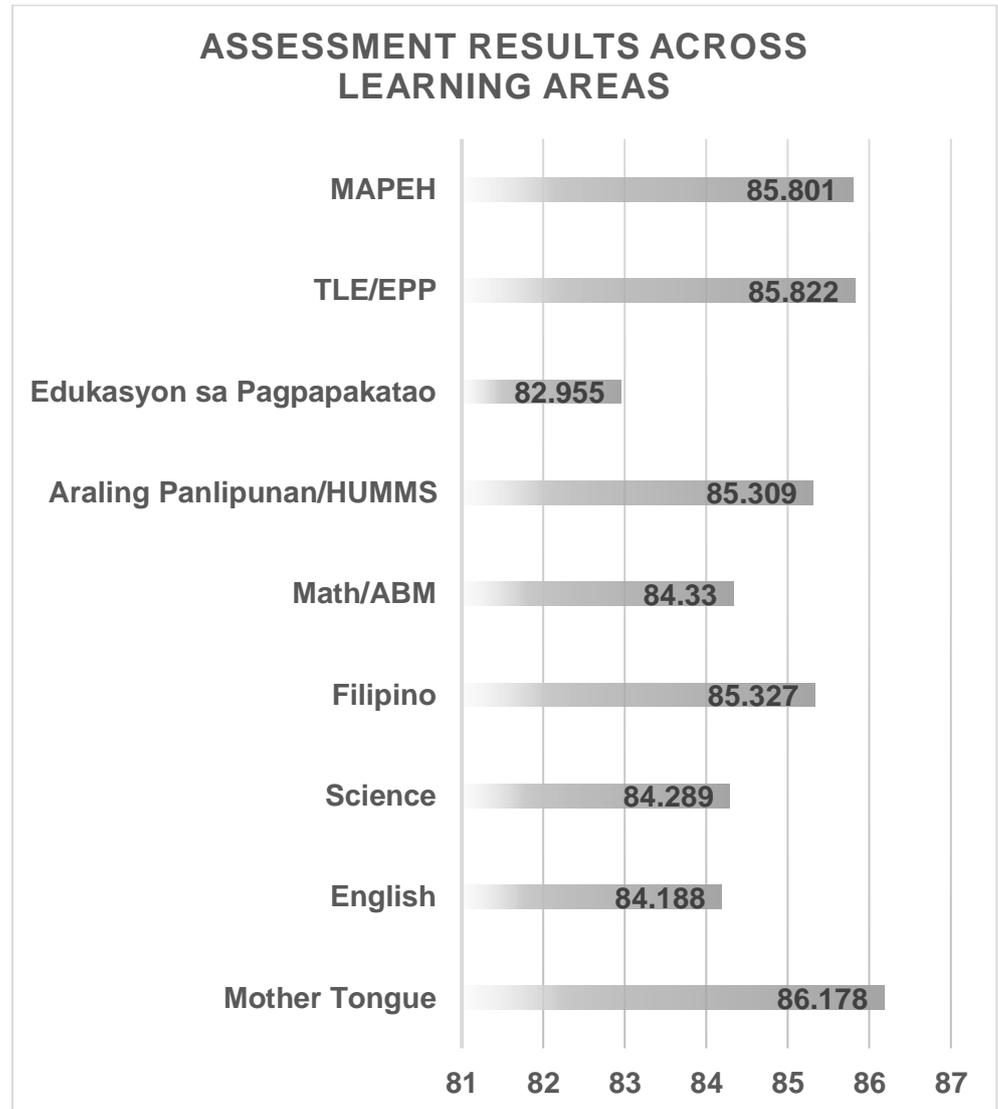


Across Key Stages, learners from grades 4 to 6 perform very satisfactorily with an average final grade of 85.699% while learners from grades 11 to 12 or Senior High School perform satisfactorily with an average final grade of 83.390%.



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4.d. Across Learning Areas

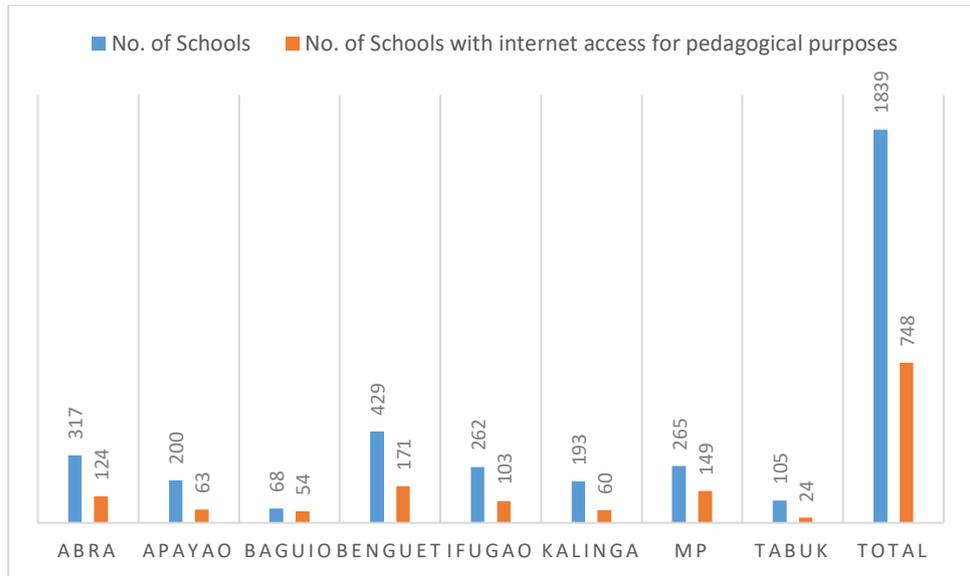


The table reveals that learners have a Very Satisfactory performance in Mother Tongue, MAPEH and, TLE or EPP and they have Satisfactory performance in Edukasyon sa Pagpapakatao.



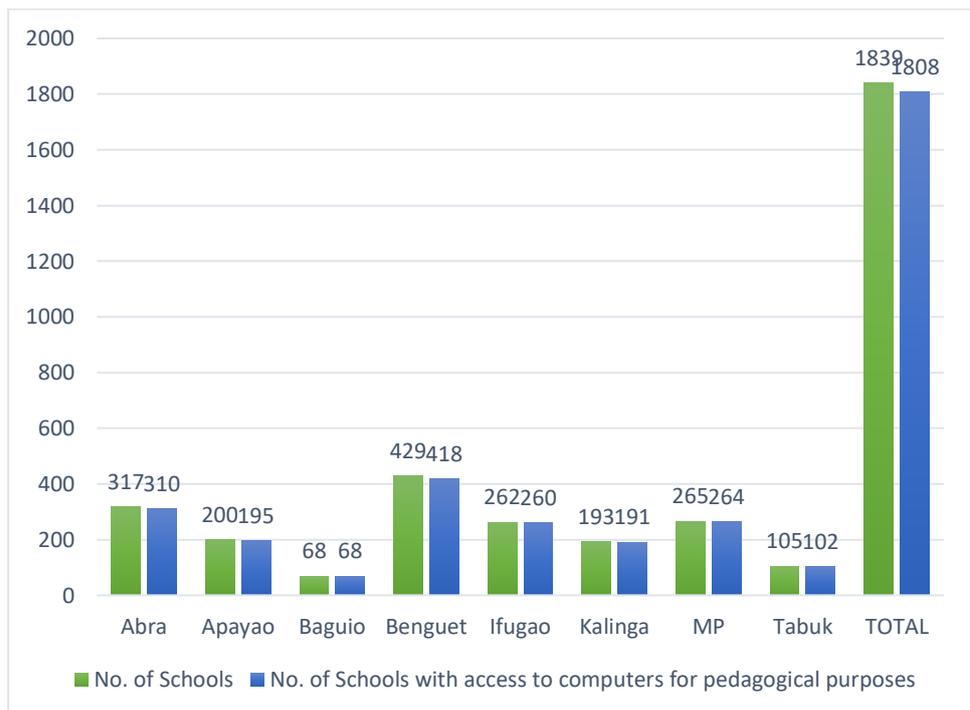
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5. Schools with internet access



Access to internet is still a great concern in the highlands as revealed by the data.

6. Schools with access to computers

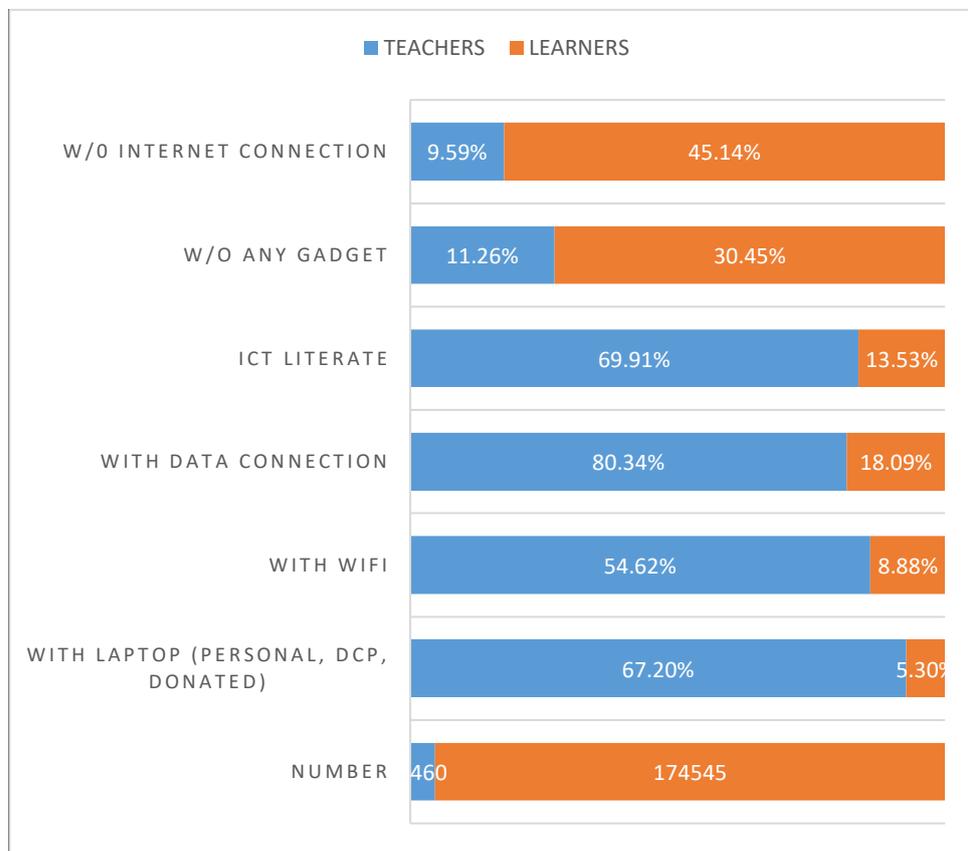




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DepED has done its best in providing equipment to schools through its DCP program, hence a positive turnout of the survey on schools with access to computers.

7. Teachers' and Learners' Readiness for Distance Learning considering availability of ICT-equipment or gadget and access to connectivity



The table would reveal that while connectivity is a great concern among teachers and learners, more and more teachers and learners are ready for technological education considering their ICT literacy rate.



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C. Best Practices

| REGIONAL OFFICE INITIATIVES | | | |
|------------------------------------|---|---|---------------------------------------|
| | COMPONENTS | DEPED-CAR PROGRAMS, PROJECTS, ACTIVITIES, INITIATIVES | FUNCTIONAL DIVISIONS IN-CHARGE |
| W | Wholistic Capability Building | HOPE; SIRIB | NEAP |
| | | Monthly Learning Action Cell | HRDD |
| | | Kumustahan | CLMD |
| H | Health and Wellness | Quarterly Wellness Activities | HRDD |
| | | Annual Medical and Dental Assessment | ESSD |
| | | Weight Management | ESSD |
| | | Brigada Opisina Convergence | ADMIN |
| | | Project Resilience | CLMD |
| E | Education Data Management | Data Gathering activities | PPRD |
| | | Senior High Tracking System | CLMD; ICTU |
| | | Human Resource Management System | ADMIN; HRDD |
| | | Legal Services Information System | ORD-LEGAL |
| | | Regional Assessment Test | CLMD |
| | | Help Desk | FTAD; ICTU |
| | | Oplan Balik Eskwela | FTAD |
| | | Field Monitoring and Evaluation | ORD |
| E | Evaluation of Monitoring Results for Technical Assistance | SBM Validation | FTAD |
| | | RMEA/ROMEA | QAD |
| | | Field Monitoring and Evaluation cum Consultative Conference with Stakeholders | ORD |
| | | MAIDEN-IMEATA | CLMD |
| L | Learning Delivery | Text-Based SHIELD | CLMD |
| | | DamiKnow | |
| | | Kindergarten Handbook | |
| | | Project IGABAY (Indigenous Gallantry and Bravery Among the Youth) | |
| | | Culture-based MTB-MLE | |
| | | Online-Offline LMS | |
| S | Support Services | Salaknib tan Namnama | ORD |
| | | Stakeholders' Convergence | ESSD |
| | | GAWAD Cordillera | HRDD |
| | | Project KALINGA | HRDD |
| | | KAPIHAN | PAU |
| | | DepED Tayo Cordillera | PAU |



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| | | | |
|--|--|---|---------------|
| | | Project ROSE (Radiating institutions Operating with Sustainable and Environment-friendly practices) | CLMD and ESSD |
| | | ESD-Edukasyong Sapat at Dapat Para sa Bata | FTAD |
| | | Monthly Finance Updates | Finance |

SCHOOLS DIVISION OFFICE INITIATIVES

| SCHOOLS DIVISION OFFICE | ACTIVITIES/INITIATIVES | BRIEF DESCRIPTION |
|-------------------------|------------------------|---|
| Abra | SILNAG | Banner project S-Sirib Abrenio: giving importance to the potentials of learners I-Innovations that focus on Instructions: e.g. Basa Abrenio-reading intervention program L-Learning Resource Development N-Nobility: symbolizes the integration of values in all learning areas and in the different activities A-ALS as on of the key areas of the curriculum instruction G-Governance considering close coordination between and among CID, SGOD, OSDS |
| | INNAMUYO | School project where farm animals are dispersed to selected beneficiaries to provide livelihood to the most vulnerable families |
| Apayao | AMOMAN | DMEA mechanism |
| | ALAW | Accelerating Learners' Advancement and Welfare: Program to strongly advocate child's rights, safety, and welfare |
| | ESIP-"OPO" Teachers | Enhanced Supervision of Instruction Program – Observing Principal Observe Teachers: A Clinical Supervision Model – instructional supervisory support of the SDO |
| | CATLEA | Convergence of ALS, TESDA, and LGUs in Conducting Livelihood Trainings to Empower ALS Learners |
| | CID-CAP OTS | Curriculum Implementation Division – Commendable Achievements and Performance (CID-CAP) On-the-Spot Awards: designed to recognize noteworthy contributions and |



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| | | |
|-------------|----------------------------|--|
| | | distinctive initiatives of every personnel in the discharge of their roles and functions relative to the implementation of PAPs |
| Baguio City | My Class, My Home | Covers the components of Child Protection, Anti-Bullying, Spirituality, Anti-drug Advocacy, and Character Education |
| | Parents' Academy | Strategy to sustain productive partnership with parents and incorporate knowledge and skills in handling their children amidst this health crisis |
| | Mag-aaral Mo, Pabasahin Mo | Reading intervention program |
| | DOVE | Developing Opportunities for Value-Laden Education: aims to strengthen instructional supervision and to render immediate as well as relevant Technical Assistance |
| | One-Stop-Shop (OSS) | LR initiative that contains the latest version of uploaded print and non-print quality assured learning resources |
| Benguet | IYAMAN | Integrity Yields Accomplishments, Modifies Advancement, and Nurtures excellence: yearly gathering of stakeholders to celebrate success and strengthen accountability |
| | BINDIYAN | Batang I-Benguet Nakababasa, Diwang Isinatitik at Yamang-Angkin Naisasabuhay: reading intervention program |
| | ALS PREPARE | Assess ALS learners' understanding, knowledge, and mastery of the ALS competencies and eventually provide them with the necessary interventions before the actual A and E test |
| Ifugao | Munpaot Tako | Making Unified Performance Assistance Operational and Tenacious Towards Achievement of Key performance Outcomes: banner project of the Division |
| Kalinga | GANGSA | Giving Assistance to identified Needs for Greater School Achievements: banner project with the main objective of reinforcing data management |



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| | | |
|-------------------|-------------------------------|---|
| | | system in all the 220 schools through provision of TA in EBEIS and SBM |
| | Enjoy Learning At Rest (ELAR) | An intervention for learners outside of school |
| Mountain Province | Entako SuMYA | MP way of doing Instructional Supervision, making it attuned to the demands of the K to 12 Curriculum |
| | TransformED | Learning delivery initiative aiming to reach new heights of education innovation by operationalizing hybrid teaching-learning in internet disadvantaged schools in this pandemic time |
| Tabuk City | Tabuk EXCELS | |

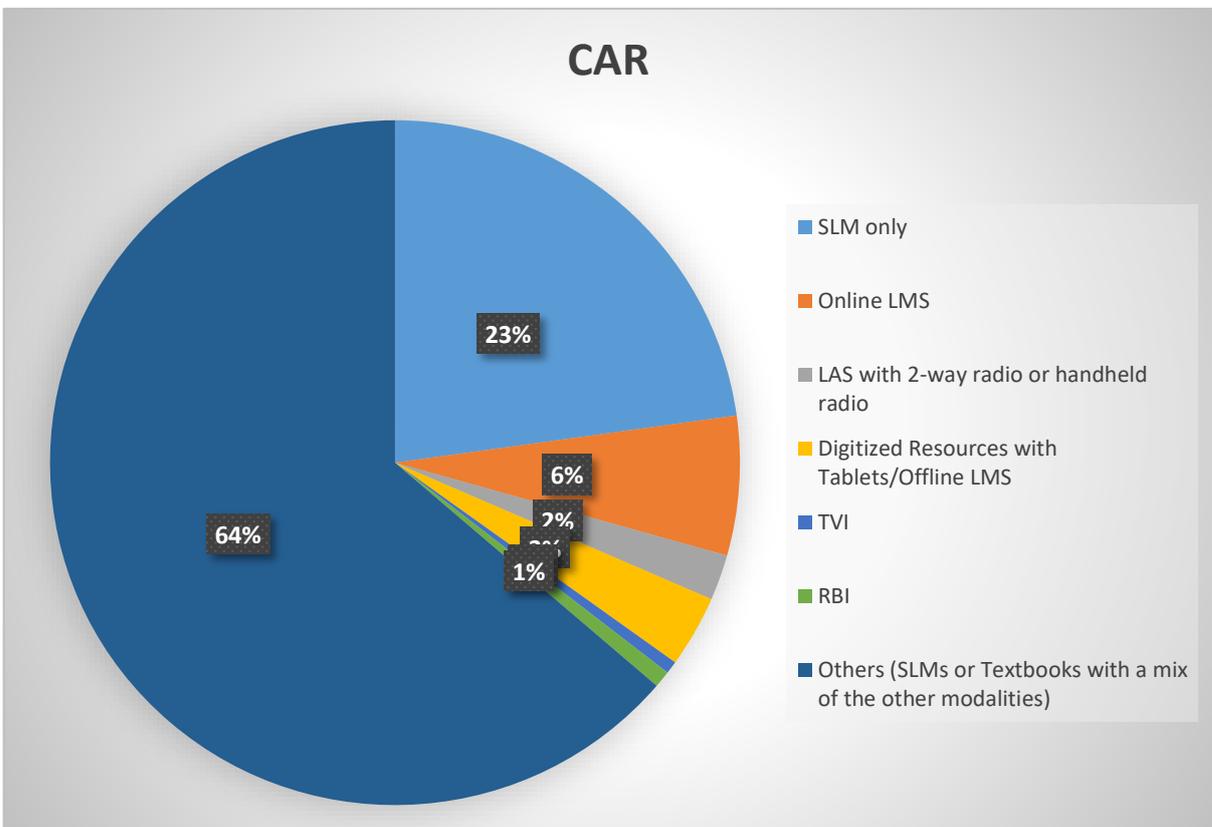
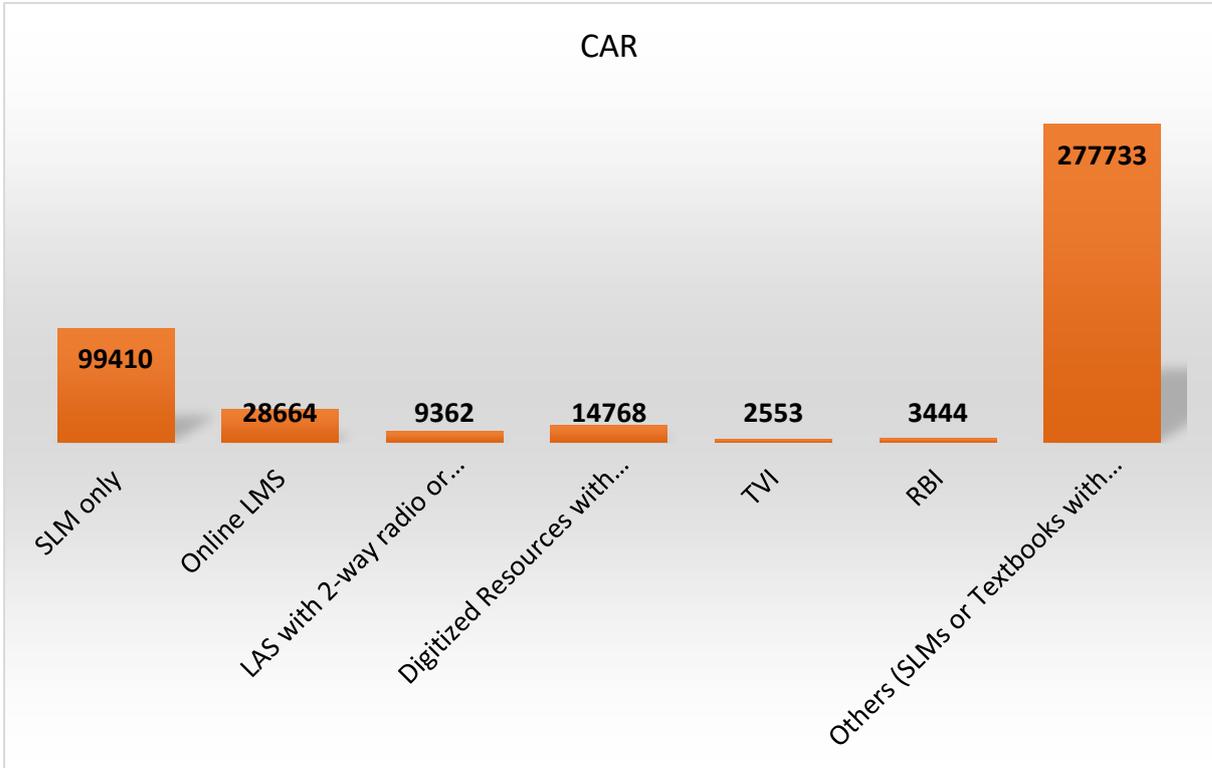
IV. Plan Adjustments

A. On Learning Modalities and Platforms

| DIVISIONS | FLEXIBLE LEARNING OPTIONS | | | | | | |
|--------------|---------------------------|-------------------|---|--|-------------|-------------|--|
| | <i>SLM only</i> | <i>Online LMS</i> | <i>LAS with 2-way radio or handheld radio</i> | <i>Digitized Resources with Tablets/ Offline LMS</i> | <i>TVI</i> | <i>RBI</i> | <i>Others (SLMs or Textbooks with a mix of the other modalities)</i> |
| ABRA | 10705 | 1082 | 4074 | 367 | 1102 | 1549 | 19934 |
| APAYAO | 8615 | 3999 | 0 | 0 | 683 | 0 | 11862 |
| BAGUIO | 21036 | 18156 | 0 | 1147 | 149 | 1188 | 10281 |
| BENGUET | 18582 | 3601 | 2193 | 13155 | 586 | 684 | 31185 |
| IFUGAO | 3536 | 1111 | 595 | 99 | 22 | 12 | 15922 |
| KALINGA | 22705 | 0 | 0 | 2162 | 0 | 0 | 0 |
| MT. PROV. | 1587 | 324 | 0 | 0 | 11 | 11 | 18435 |
| TABUK | 10482 | 391 | 2500 | 0 | 0 | 0 | 4680 |
| TOTAL | 97248 | 28664 | 9362 | 16930 | 2553 | 3444 | 106302 |



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With the data presented, it would be realized that the SDOs are finding ways to reduce the use of pure printed SLMs for all learners. Various strategies are now being considered to make learning delivery more motivating while learners are continuously engaged in education.

About 63.71% prefer blended learning, characterized by the use of textbooks or SLMs with a mix of other modalities like audio (MP 3), video (MP 4), or plug and play radios or music boxes.

Preference for pure SLM printed delivery accounts for 22.8%; 6.58% opt for Online LMS; 2.15% for LAS and 2-way or handheld radio; 3.39% prefer digitized Resources with tablets or Offline LMS; 0.59% shall go for TVI while 0.79% for RBI.

B. Contextualized Assessments

B.1. Regional Assessment Test (RAT)

The Region has developed an online regional assessment test (RAT) generally aimed at evaluating the strengths and weaknesses of the learners leading towards policy recommendations and improvement of program implementation. Specifically, the RAT shall be utilized to determine if learners are meeting the learning standards; evaluate effectiveness and efficiency of education service delivery using learning outcome as indicator; help provide information to improve instructional practices; formulate evidence-based policies, plans, and intervention programs that impact learning outcomes; and identify personal development needs of teachers.

On November 10, 2020, the RAT was conducted to 75 grade 7 learners, 75 grade 11 learners, 30 ALS completers for the elementary level, and 30 ALS completers for the secondary level. They were tested in Math, Science and Technology, English, and Filipino.

Assessment results yielded to an overall MPS of 43.72% across the two grade levels and the four learning areas, interpreted as Approaching Proficiency. For ALS elementary completers, MPS reached 51.25% and for ALS secondary completers, MPS is 41.87%.

Analysis was done after the conduct of the test and the following emerged as salient findings:

- i. Levels of mastery of learners in the regular schools and ALS have no significant difference across learning areas and grade levels
- ii. Male and female learners do not significantly vary in their levels of mastery across learning areas and grade levels.



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Moreover, priority areas for development per learning area across all grade levels are highlighted as:

Mathematics

- i. Enhancement of problem-solving skills of learners in all grade levels
- ii. Application of mathematics concepts, knowledge, and skills to real-life situations

Science

- i. Development of science process skills (observing, classifying, quantifying, predicting, controlling variables, interpreting, communicating, and forming conclusions) of learners through conducting science experiments.

English and Filipino

- i. Development of public speaking/oral communication skills of learners.
- ii. Enhancement of writing skills and communication skills of learners through formal theme writing.

The assessment results and analysis were disseminated through Regional Memorandum No. 144, s. 2021. The RAT shall be conducted every two years for this region. This is to provide time for the schools to implement suggested interventions and evaluate the effect of these interventions on all learners.

At present, the RO is developing a somewhat PISA-style RAT to assess the status of the following: HOTS among our learners and improvement of critical thinking skill teaching strategies among our teachers.

B.2. *Mother Tongue-Based Multilingual Education Regional Comprehension Assessment Test (MTB-MLE RCAT)*

The Regional Office is currently developing the MTB-MLE RCAT as an assessment strategy to test comprehension skills of Grade 4 learners in English and Filipino plus their Mother Tongue. For this initial undertaking, only 3 Mother Tongues are included to wit: Ilokano, Ibaloy, and Kankanaey. Other Mother Tongues shall follow for the next years.

Results of this RCAT shall go through further research and shall form bases for policy recommendations and enhancement proposals for MTB-MLE implementation.

The RCAT is expected to be conducted in October 2021 via online strategy.



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C. Upskilling and Reskilling of Teachers and Personnel

Priority upskilling and reskilling activities for teachers and personnel shall be focused on the following:

1. For Teachers and School Heads:
 - Managing the Learning Management System for online and offline learning
 - Managing network technology
 - Strategies for blended learning delivery especially in the first key stage
 - Prevention of mental and emotional health concerns
 - Prevention and addressing COVID-19 effects among learners and teachers
 - Development and evaluation of print and non-print learning resources
 - Assessment of learning outcomes effective during blended learning
 - Remote Instructional supervision
 - Computational thinking skills to be given by Tata Consultancy Services
 - SEAMEO-sponsored training activities
2. For Non-teaching Personnel:
 - Managing network technology
 - Prevention of mental and emotional health concerns
 - Prevention and addressing COVID-19 effects among non-teaching personnel
 - SEAMEO-sponsored training activities

D. School Readiness in Case of Face-to-Face Classes

Basing from the data gathered on the learning delivery modalities preferred, about 80% of the schools opt for limited onsite engagements. In consideration of this option, the schools are getting their areas ready in the event that limited face-to-face engagements shall have been authorized.

Among the preparations done are the following:

1. Strict compliance to minimum health protocols and standards
2. Vaccination of all school personnel
3. Provision of first aid kits and medicines
4. Establishment of onsite class system and protocols
5. Strong collaborative mechanisms within and among school community stakeholders



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E. Learning Delivery Strategies for SY 2021-2022

With reference to the data presented and in careful consideration of the current situation, bridging this to the future goal of the Department, DepED-CAR envisions major adjustments in the Learning Delivery Modality for its learners for SY 2021-2022.

In this regard, the following learning delivery strategies are being improved:

1. Use of quality assured Self-learning modules uploaded through the Text-based SHIELD (Support and Help Initiatives of Educators for Learning Delivery) or the centralized access point of the Region for QA and contextualized learning resources to support distance learning delivery.
2. Conversion of SLMs to digitized versions to reduce printing of SLMs by at least 50%.
3. Use of DepED TV canned videos to support learning delivery and package these with the SLMs per week and per learning area.
4. Procurement of tablets to be distributed to learners for educational purposes using the funds downloaded by the Central Office for the provision of learning resources.
5. Use of Learning Management System (DepED or on-premise) as the learning delivery portal for online and offline learning.
6. Gradual shift to Hybrid learning through project HYTEQUITY.

F. Project HYTEQ (Hybrid Learning that uses Technology for Quality and Equity in Education) as DepED-CAR's Learning Delivery Mechanism for SY 2021-2022 (See Enclosure C for details)

V. Mechanisms to Support Implementation of BE-LCP

As this Learning Continuity Plan offers key questions for school leaders, teachers, parents, and learners on the provision of resource opportunities and best practices, considerations shall be presented for education stakeholders to plan for and improve their ability to provide support for the continuous delivery of learning.

In this regard, partnership needs to be strengthened in the following areas:



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| AREAS OF CONVERGENCE | STRATEGIES FOR SUPPORT |
|---|---|
| Curriculum and Learning Delivery | <ul style="list-style-type: none"> -Quality assurance of developed Self-learning modules across learning areas and quarters -Inputs for contextualized guidelines on learning delivery and learning assessment to improve delivery of learning in the region |
| Resources | <ul style="list-style-type: none"> -Need for ICT gadgets or devices (laptop, desktop, tablets) for teaching and learning -Strategizing network access for learners without connectivity -Expenses for data/load -Means for delivery of instructional packets from the teacher to the learners -Need for Learner Support Aides (LSAs) |
| Upskilling/Reskilling/Capability Building | <ul style="list-style-type: none"> -Capacitating teachers on strategies to implement Hybrid learning -Capacitating School Heads on conducting Remote Instructional Supervision -Capacitating Supervisors on conducting Remote Monitoring and Evaluation -Orientation for parents and LSAs on the provision of needed educational guidance to learners and on ensuring health and wellness |
| Advocacy/Communication | <ul style="list-style-type: none"> -Information campaign to stakeholders about mechanisms being done in DepEd to ensure continuity of learning |

VI. Roles and Responsibilities of Governance Levels

The following are expected roles and responsibilities from each governance level relative to the implementation of this BE-LCP:

1. **Regional Office:** Through the CLMD, the RO shall issue a contextualized regional guideline on the implementation, monitoring, and evaluation of the Basic Education-Learning Continuity Plan; Organizes Learning and



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Development programs for SDO EPS, School heads, and teachers on hybrid learning delivery; Monitors SDO efforts relative to the implementation of learning continuity mechanisms in the schools; Consolidates SDOs' reports on best practices, issues, and interventions relative to the learning continuity mechanism.

2. **Schools Division Office**: Through the Curriculum Implementation Division, every SDO shall develop their learning continuity mechanism applicable to their contexts and submits copy of this to the Regional Office; monitors application of training inputs by the participants to the RO L and D; monitors, evaluates, assesses and provides TA to the District Office and Schools; submits monitoring report to the Regional Office.

VII. Monitoring and Evaluation

Monitoring and Evaluation on the implementation of Learning Continuity Plans of each SDO shall be done by the Regional Office through the RO on WHEELS program. (See Enclosure D for details)

Results of the monitoring activities shall be reviewed by the Field Technical and Quality Assurance Divisions for continual improvement and for accessible reference in future program-implementation and policy-making endeavors.

VIII. COMMUNICATION PLAN

Stakeholders from the Education Sector, Parents' Group, Learners' Group, Local Government units, Recognized Civic Society Organizations, and others shall be informed of this Learning Continuity Plan for advocacy and support.

Communication shall be spearheaded by the Public Affairs Unit of the Regional Office and the Public Affairs Offices of the Schools Division Offices and shall be delivered through various strategies: Offline through television or radio platforms; Online through social media networks; or Small group face-to-face gatherings following proper health protocols.

Feedback, as a result of communication mechanisms shall be used as guide for the improvement of the implementation of this plan and to frame relevant strategies to make the activities more feasible and aligned to the goals, objectives, and framework set.

ENCLOSURE A: SAMPLE CLASS SCHEDULES

1. Option 1: General Schedule (for SLM LDM)

**GRADE 4
HARMONIZED CLASS SCHEDULE
SCHOOL YEAR 2021 - 2022**

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---------------|--|--------------------|---------------------|--------------------|--------------------|---|
| 7:00 – 8:30 | Wake-up time, Morning prayer, breakfast, bath time | | | | | For Teachers to check learners' outputs, provide feedback, and prepare plans and materials for the following week |
| 8:30 – 9:00 | Physical exercise | | | | | |
| 9:00 – 10:00 | Edukasyon sa Pagpapakatao | Araling Panlipunan | Math | EPP | Physical Education | |
| 10:00 – 10:30 | Health break | | | | | |
| 10:30 – 12:00 | EsP (continuation) | AP (continuation) | Math (continuation) | EPP (continuation) | Health Education | |
| 12:00 – 1:00 | Lunch break | | | | | |
| 1:00 – 3:30 | English | Science | Filipino | Music, Arts | Homeroom Guidance | |
| 3:30 -- | Dismissal | | | | | |



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2. Option 2: (with use of a Learning Management System/Online or Offline with SLM and DepED TV)

GRADE 4, SY 2021-2022

| TIME | MODALITY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|------------------------|--------------------------------------|--|--------------------|---------------------------|--------------------|-------------------|---|
| Week 1 Schedule | | | | | | | |
| 7:00 – 8:30 | | Wake-up time, Morning prayer, breakfast, bath time | | | | | For Teachers to check learners' outputs, provide feedback, and prepare plans and materials for the following week |
| 8:30 – 9:00 | | Physical exercise | | | | | |
| 9:00 – 9:25 | DepED TV | Edukasyon sa Pagpapakatao | Araling Panlipunan | Edukasyon sa Pagpapakatao | Araling Panlipunan | Homeroom Guidance | |
| 9:25 – 10:00 | Synchronous or Online LMS | EsP (continuation) | AP (continuation) | EsP (continuation) | AP (continuation) | Homeroom Guidance | |
| 10:00 – 10:30 | | Health break | | | | | |
| 10:30 – 12:00 | Modular/ Asynchronous or Offline LMS | EsP (continuation) | AP (continuation) | EsP (continuation) | AP (continuation) | Homeroom Guidance | |
| 12:00 – 1:00 | | Lunch break | | | | | |
| 1:00 – 1:25 | DepED TV | English | Science | English | Science | Music | |
| 1:25 – 2:00 | Synchronous or Online LMS | English | Science | English | Science | Music | |
| 2:00 – 3:30 | Modular/ Asynchronous or Offline LMS | English | Science | English | Science | Music | |
| 3:30 -- | | Dismissal | | | | | |



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| TIME | MODALITY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | |
|------------------------|--------------------------------------|--|--------------------|---------------------|--------------------|---------------------|-----------------|---|
| Week 2 Schedule | | | | | | | | |
| 7:00 – 8:30 | | Wake-up time, Morning prayer, breakfast, bath time | | | | | | For Teachers to check learners' outputs, provide feedback, and prepare plans and materials for the following week |
| 8:30 – 9:00 | | Physical exercise | | | | | | |
| 9:00 – 9:25 | DepED TV | Math | EPP | Math | EPP | Arts | | |
| 9:25 – 10:00 | Synchronous or Online LMS | Math (continuation) | EPP (continuation) | Math (continuation) | EPP (continuation) | Arts (continuation) | | |
| 10:00 – 10:30 | | Health break | | | | | | |
| 10:30 – 12:00 | Modular/ Asynchronous or Offline LMS | Math (continuation) | EPP (continuation) | Math (continuation) | EPP (continuation) | Arts | | |
| 12:00 – 1:00 | | Lunch break | | | | | | |
| 1:00 – 1:25 | DepED TV | Filipino | PE | Filipino | PE | Special Programs | | |
| 1:25 – 2:00 | Synchronous or Online LMS | Filipino | PE | Filipino | PE | Special Programs | | |
| 2:00 – 3:30 | Modular/ Asynchronous or Offline LMS | Filipino | PE | Filipino | PE | Special Programs | | |
| 3:30 -- | | Dismissal | | | | | | |

ENCLOSURE B: SAMPLES: WEEKLY HOME LEARNING PLAN
(to align with class schedule and learning delivery modality)

| Cordillera Administrative Region | | | | |
|---------------------------------------|---|--|--|--|
| SY2021-2022 | | | | |
| Weekly Home Learning Plan for Grade 4 | | | | |
| Quarter 1, Week 1 | | | | |
| Day & Time | Learning Area | Learning Competency | Learning Tasks | Mode of Delivery |
| 7:00 – 8:30 | Wake up, make up your bed, eat breakfast, and get ready for an awesome day! | | | |
| 8:30 - 9:00 | Have a short exercise/meditation/bonding with family. | | | |
| MONDAY | | | | |
| 9:00 - 12:00 | Edukasyon sa Pagpapakatao (ESP) | Nakapagsasabi ng katotohanan anumang maging buong nito | | |
| 1:00 - 3:30 | English | Recognize the parts of a simple paragraph | <ul style="list-style-type: none"> Learner Task 1: Learners will watch the DepED TV video in the flash drive (USB) entitled, "Understanding a Paragraph" Learner Task 2: In your paper, answer the following questions asked by the teacher in the video: <ol style="list-style-type: none"> What is the source of information mentioned in the paragraph? What are the types of books? How does each type of book differ from the other? Why do we need books? How do we imagine our world without books? Learner Task 3: Watch the second video entitled, "Parts of a Simple Paragraph" | Learners will submit their tasks through the LMS |
| Day & Time | Learning Area | Learning Competency | Learning Tasks | Mode of Delivery |
| | | | <ul style="list-style-type: none"> Learner Task 4: Work on the Additional Activities in Module 1, Quarter 1: Think of your most unforgettable moment in life. Write this on a separate piece of paper. | |
| TUESDAY | | | | |

| KINDERGARTEN WEEKLY PEARNING PLAN | | | | |
|-----------------------------------|------------------------------|-----------------------|--|-----------------------|
| Q1, WEEK 1 | | | | |
| Day and Time | Learning Area/Blocks of Time | Learning Competency | Learning Tasks | Mode of Delivery |
| MONDAY | | | | |
| 8:00 – 9:00 | Meeting Time 1 | Nakikilala ang sarili | Mga tamang paraan ng Pagpapakilala sa sarili | DepED TV |
| 9:00 – 9:50 | Work Period 1 | | Pagpapakilala sa sarili sa pamamagitan ng pagsasabi ng sariling pangalan at apelyido | Modular-Parent-guided |
| 9:50 – 10:10 | Meeting Time 2 | | Pag-awit patungkol sa kagandahan ng pagkakaroon ng sariling pangalan | Modular Parent-guided |
| 10:10 – 10:25 | Rest/Recess | | Pagkilala sa pangalan ng mga pagkain na kakainin | Parent-guided |



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| KINDERGARTEN WEEKLY PEARNING PLAN | | | | |
|--|-------------------------------------|----------------------------|--|---|
| Q1, WEEK 1 | | | | |
| Day and Time | Learning Area/Blocks of Time | Learning Competency | Learning Tasks | Mode of Delivery |
| 10:25 – 10:45 | Story Time | | Kuwento tungkol sa pagpapahalaga sa sariling pangalan | Story-telling through Radio-based instruction |
| 10:45 – 11:30 | Work Period 2 | | Pagkilala sa mga letra ng sariling pangalan sa pamamagitan ng paglalaro ng lumad (“clay”) | Online synch Play-based |
| 11:30 – 11:50 | Indoor/Outdoor | Nakikilala ang sarili | Pag-eehersisyo sa pamamagitan ng pagbuo ng letra ng sariling pangalan (letter formation through body exercise) | Parent-guided following the module; Hands-on/Actual |
| 11:50 – 12:00 | Meeting Time 3 | | Pagpapakilala sa sarili sa pamamagitan ng pagsabi ng buong pangalan at pagsusulat ng sariling pangalan | Modular |
| TUESDAY | | | | |
| 8:00 – 9:00 | Meeting Time 1 | Nakikilala ang sarili | Ano ang ibig sabihin ng ating kasarian? (pagiging babae o lalaki) | TV Broadcasting |
| 9:00 – 9:50 | Work Period 1 | | Pagsusuri ng larawan ng isang babae at lalaki | Modular-Parent-guided |
| 9:50 – 10:10 | Meeting Time 2 | | Sa tulong ng mga manika (isang babae, isang lalaki), naihahambing ang pagkakaiba ng lalaki sa babae | Modular Parent-guided |
| 10:10 – 10:25 | Rest/Recess | | | Parent-guided |
| 10:25 – 10:45 | Story Time | | Kuwento tungkol sa gawain ng isang batang babae at batang lalaki | Story-telling through Radio-based instruction |
| 10:45 – 11:30 | Work Period 2 | | Pagtukoy kung ang ipinakitang larawan ng guro ay larawan ng lalaki o babae; Pag-awit tungkol sa tamang gawain at pagrespeto sa sariling kasarian | Online synch Play-based |
| 11:30 – 11:50 | Indoor/Outdoor | Nakikilala ang sarili | Pagsasagawa ng mga gawaing ipapagawa ng magulang ayon sa kakayahan bilang babae o lalaki | Parent-guided following the module; Activity-based |
| 11:50 – 12:00 | Meeting Time 3 | | Pagkilala sa sariling kasarian; pagsasabi kung ano ang sariling kasarian | Modular |
| WEDNESDAY | | | | |



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|--|-------------------------------------|----------------------------|---|---|
| Q1, WEEK 1 | | | | |
| <i>Day and Time</i> | <i>Learning Area/Blocks of Time</i> | <i>Learning Competency</i> | <i>Learning Tasks</i> | <i>Mode of Delivery</i> |
| 8:00 – 9:00 | Meeting Time 1 | Nakikilala ang sarili | Pagpapahalaga sa sariling gulang | DepED TV |
| 9:00 – 9:50 | Work Period 1 | | Pagtatanto sa sariling gulang at kapanganakan sa pamamagitan ng paglalahad ng magulang | Modular-Parent-guided |
| 9:50 – 10:10 | Meeting Time 2 | | Pagpapakilala sa sarili sa pamamagitan ng pagbanggit ng buong pangalan, gulang, at kapanganakan | Modular Parent-guided |
| 10:10 – 10:25 | Rest/Recess | | | Parent-guided |
| 10:25 – 10:45 | Story Time | | Kuwento tungkol sa mga inaasahang magawa ng mga batang kasinggulang nila | Story-telling through Radio-based instruction |
| 10:45 – 11:30 | Work Period 2 | | Paglalaro hinggil sa pagkilala kung kalian ang sariling kapanganakan at totoong gulang | Online synch |
| 11:30 – 11:50 | Indoor/Outdoor | | Pagsagot sa mga detalyeng hinihingi sa porma patungkol sa sariling gulang ant kapanganakan | Parent-guided following the module |
| 11:50 – 12:00 | Meeting Time 3 | | Pagpapakilala sa sarili sa tulong ng pagbanggit ng buong pangalan, gulang o edad, at kapanganakan | Modular |
| THURSDAY | | | | |
| 8:00 – 9:00 | Meeting Time 1 | Nakikilala ang sarili | Ano ang ibig sabihin kung ang isang bagay, tao, o Gawain ay gusto o di-gusto ng bata | DepED TV |
| 9:00 – 9:50 | Work Period 1 | | Tukuyin ang mga gusto at di-gustong bagay, katangian ng tao, at gawain | Modular-Parent-guided |
| 9:50 – 10:10 | Meeting Time 2 | | Magpapakita ang magulang ng larawan at sasabihin ng bata kung gusto nya o hindi ang nasa larawan. Kailangang maipaliwanag din nya kung bakit nya gusto o hindi ang nasa larawan | Modular Parent-guided |
| 10:10 – 10:25 | Rest/Recess | | | Parent-guided |
| 10:25 – 10:45 | Story Time | | Pagkukuwento kaugnay sa gusto at hindi gusto | Story-telling through Radio-based instruction |



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| KINDERGARTEN WEEKLY PEARNING PLAN | | | | |
|--|-------------------------------------|----------------------------|--|---|
| Q1, WEEK 1 | | | | |
| <i>Day and Time</i> | <i>Learning Area/Blocks of Time</i> | <i>Learning Competency</i> | <i>Learning Tasks</i> | <i>Mode of Delivery</i> |
| 10:45 – 11:30 | Work Period 2 | | Pangungumusta ng guro tungkol sa mga gusto at di-gusto ng mga bata; malayang pagtatalakay o kuwentuhan | Online synch Play-based |
| 11:30 – 11:50 | Indoor/Outdoor | | Pagpipiliin ang bata kung alin sa mga nabanggit na gawain ang gusto nyang gawin sa oras na ito | Parent-guided following the module; Hands-on/Actual |
| 11:50 – 12:00 | Meeting Time 3 | | Malayang pagpapahayag ng bata ng gusto at hindi nya gustong gawain, katangian ng tao, o bagay | Modular |
| FRIDAY | | | | |
| 8:00 – 9:00 | Meeting Time 1 | Nakikilala ang sarili | Pagtatalakay sa mga tamang ekspresyon sa pagpapakilala sa sarili, “Ako si _____” | DepED TV |
| 9:00 – 9:50 | Work Period 1 | | Paglalahad kung ano ang natutunan sa napanuod | Modular- Parent-guided |
| 9:50 – 10:10 | Meeting Time 2 | | Pagpapakilala sa sarili gamit ang tamang ekspresyon | Modular Parent-guided |
| 10:10 – 10:25 | Rest/Recess | | | Parent-guided |
| 10:25 – 10:45 | Story Time | | Kuwento tungkol sa batang marunong magpapakilala sa sarili | Story-telling through Radio-based instruction |
| 10:45 – 11:30 | Work Period 2 | | Gawain: Pagtatanong ng guro at pagkatapus ay sasagot naman ang mga bata gamit ang tamang ekspresyon | Online synch Play-based |
| 11:30 – 11:50 | Indoor/Outdoor | | Ang magulang naman ang magtatanong at sasagutin siya ng bata gamit ang tamang ekspresyon | Parent-guided following the module; Hands-on/Actual |
| 11:50 – 12:00 | Meeting Time 3 | | Punan ng tamang ekspresyon ang nailahad | Modular |
| SATURDAY | | | | |
| 8:00 – 9:00 | Meeting Time 1 | Nakikilala ang sarili | Pagbabalik-tanaw sa mga natutunan sa buong linggo | DepED TV |
| 9:00 – 9:50 | | | Tatanungin ng magulang ang bata kung naunawaan nya ang pagpapaliwanag sa TV | Modular- Parent-guided |
| 9:50 – 10:30 | Pagtataya | | Pagpapakilala sa sarili gamit ang tamang ekspresyon at | Modular Parent-guided |



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| KINDERGARTEN WEEKLY PEARNING PLAN | | | | |
|--|-------------------------------------|----------------------------|--|--------------------------|
| Q1, WEEK 1 | | | | |
| <i>Day and Time</i> | <i>Learning Area/Blocks of Time</i> | <i>Learning Competency</i> | <i>Learning Tasks</i> | <i>Mode of Delivery</i> |
| | | | paglalahad ng sumusunod: buong pangalan, edad, kapanganakan, gusto at di-gusto; Punan ng tamang detalye ang panulat na pagtataya | |
| 10:30 – 10:50 | Paglalahat | | Sa pamamagitan ng paglalahad, sasabihin ng bata kung ano ang natutunan nya sa buong lingo | Modular Parent-guided |



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ENCLOSURE C: PROJECT HYTEQ (Learning Delivery Component of the BE-LCP referring to Hybrid Learning using Technology for Quality and Equity in Education)

I. Introduction:

With the use of digitized Self-learning modules, still as the basic learning resource, DepED-CAR is moving forward to preparing schools for hybrid teaching-learning delivery.

By hybrid, we connote the establishment of online and/or in-person learning experiences for students that combine the use of technology and non-print learning resources.

Through the use of the DepED Learning Management System, provision of needed equipment and learning resources, and harmonious partnership with stakeholders, surely our Cordilleran learners are getting closer to that vision of hybrid education.

II. Principles:

HYTEQ is bound by the following principles:

A. *STUDENTS*

1. Link to technology and with others in a collaborative learning environment
2. Impart skills and knowledge relative to technology and education
3. Develop learning skills relevant to online learning and values or ethics necessary to survive in a “pandemic” educational situation

B. *TEACHERS*

4. Coach their co-teachers for development and upgrading of necessary knowledge and skills
5. Improve knowledge, skills, and values on collaboration and networking
6. Discover own talents and skills as well as students’ capacities and creative abilities relative to technology and education

C. *SCHOOLS*

7. Embrace technology in a positive note and use this for their advantage and for the good of the school system
8. Resourceful in finding ways and means to create or re-create strategies and innovations behind challenges

D. *COMMUNITIES*

9. Network with schools for the benefit of all learners
10. Sustain partnership and best practices with school community



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III. Considerations:

To be able to efficiently implement this project, the following School Details are needed:

- Internet status of learners and teachers
- Internet status of school
- School - Community Terrain
- Existing DCP and other ICT Equipment

IV. Options for Implementation:

Option 1 - Purely DepEd LMS

- Consideration: Almost all learners and teachers have access to internet
- Support Requirements:
 - : Load for synchronous activities (3,000.00/learner)
 - : Tablets
 - : Training

Option 2 - On-premise LMS

- Considerations: Learners and teachers have no access to internet; bad geographical terrain
- Support Requirements
 - : Tablet
 - : Training
 - : Desktop Computer for LMS Server (minimum specs to be given)
 - : Organized Computer Network

Option 3 - On-premise LMS with extended Local Area Network

- Considerations: Learners and teachers have no access to internet; good geographical terrain
- Support Requirements:
 - : Tablet
 - : Training
 - : Desktop Computer for LMS Server
 - : Good school computer network
 - : Equipment for extended LAN

Option 4 - Hybrid DepEd LMS + on-premise LMS

- Consideration: 50% of learners have good internet connection
- Support Requirements:
 - : Training
 - : Tablet
 - : Desktop Computer for LMS Server
 - : Good school computer network



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Option 5 - Hybrid DepEd LMS + on-premise LMS with extended LAN

- Considerations: 50% of learners have good internet connection; good geographical terrain
- Support Requirements:

:Tablet

:Training

: Desktop Computer for LMS Server

: Good school computer network

: Equipment for extended LAN

V. Implementation Plan:

| Activity | In-charge | Timeline |
|--|---|-----------------------|
| Finalize school recipients (criteria based on the memo released) | CID | Aug 17, 2021 |
| Preparation of content packages (SLMs and videos) | CLMD | August 16 to 31, 2021 |
| Preparation of minimum specifications for equipment | ICTU | Aug 17 - 20, 2021 |
| Conduct survey to get schools details | School Head thru School ICT Coordinator | Aug 25, 2021 |
| SDO to prepare plan for the school. (determined option, costing, etc.) | ICT + CID | Aug 31, 2021 |
| Meeting | CLMD | September 10, 2021 |
| Conduct of LMS Training to Teachers | Division | Sept 1 onwards |
| Conduct of Training LMS Management | ICTU | Sept 1 onwards |
| Downloading of Funds | Finance | Sept 1 - 7 |
| Procurement of Equipment (Option 3-5) | School/Division | Sept 8 - 25 |
| Procurement of Load and Equipment (Option 1-2) | School/Division | Sept 8 - Sept 17 |
| Installation and Setup of Equipment (Option 2) | School ICT + DITO + ICTU | Sept 20 - 30 |
| Installation and Setup of Equipment (Option 3-5) | School ICT + DITO + ICTU PTA (Brigada) | Sept 27 - Oct 15 |



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| | | |
|---------------------------------------|--|------------|
| Delivery of Tablets | | Oct 1 - 15 |
| Launching and Distribution of Tablets | | Oct 20 |
| Monitoring - Monitoring - Monitoring | | |



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ENCLOSURE D: RO ON WHEELS AS A MECHANISM FOR IMPLEMENTATION, MONITORING, EVALUATION, ASSESSMENT, AND PROVISION OF TECHNICAL ASSISTANCE VIS-A-VIS THE BE-LCP

I. Rationale

Pursuant to the Basic Education-Learning Continuity Plan (BE-LCP) attached in DepED Order No. 12, s. 2020, which provides guidance to the Department on how to deliver education in this time of crisis, the DepED-CAR lays down directions for the continuity of education delivery in the Cordillera Administrative Region despite the current situation.

School Year 2020 to 2021 somehow survived the challenges of distance learning delivery with highest commendations to the cooperation, dedication, creativity, and patience of its internal and external stakeholders. The Department is looking forward to the new SY 2021 to 2022 with optimism. As it prepares for this new educational undertaking anchored on distance learning delivery, the DepED-CAR developed a framework dubbed as Regional Office on WHEELS. WHEELS would mean “**W**orking in **H**armony with **C**AR-**E**ducational Leaders for **E**fficiency and **L**earning Delivery **S**upport”.

Anchored on the BE-LCP, **RO on WHEELS** supports the following principles:

1. Protect the health, safety, and well-being of learners, teachers and personnel, and prevent the further transmission of COVID-19;
2. Ensure learning continuity through K to 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 the 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, complemented by other credible sources, and balanced with DepED’s own risk assessments;
4. Be sensitive to equity considerations and concerns, and endeavor to address them the best 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.

RO on WHEELS is the monitoring framework for DepED-CAR’s BE-LCP for the SY 2021 to 2022 and beyond. It is guided by that vision of continuous delivery of quality learning, efficiency of teaching or pedagogical approaches, and uninterrupted educational support. With this



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vision, the following objectives shall provide specific direction: a) ensure capability of teachers and school heads to facilitate distance learning using effective and feasible learning delivery modalities; b) ascertain health and wellness of learners, school heads, teachers, and non-teaching personnel; c) utilization of accurate data for policy recommendation and program implementation adjustments; d) guarantee operationalization of mechanisms through monitoring and evaluation activities; and e) provision of continuous support to warrant quality learning delivery despite unfavorable circumstances.

The following components provide a comprehensive picture for this framework and specific determinants of its implementation strategies. Each component shall be described in Part IV of this guideline: W – Wholistic capability building; H – Health and Wellness; E – Education Data Management; E – Evaluation of Monitoring Results for Technical Assistance; L – Learning Delivery; and S – Support Services.

RO on WHEELS shall guide DepED-CAR's mechanisms as it makes distance learning more meaningfully-delivered and motivating to its Cordilleran learners and stakeholders. A vivid illustration is attached.

II. Scope

This framework shall provide direction to the 8 Schools Division Offices and all public elementary and secondary schools including SPED Centers and ALS learning centers in the Cordillera Administrative Region.

III. Definition of Terms

Working in harmony entails accomplishing given tasks through collaboration among internal and external stakeholders. It is the prerequisite of successful program implementation.

Educational Leaders are the DepED authorities in-charge of managing and supervising education programs, projects, and activities, anchored on the Department's vision and mission.

Efficiency is the result of excellent service delivery and standards-based accomplishment despite the use of meager resources and lesser time consumption.



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IV. Components

The following components lay out specific directions and strategies gleaned from WHEELS to provide a comprehensive embodiment of this framework. Actual activities initiated by the Regional Office are presented in Enclosure 2.

a. W – Wholistic capability building

This component includes learning and development endeavors aimed at improving pedagogy of teachers and management of school heads to make learning delivery more effective despite its distance modality approach.

Wholistic is emphasized because the focus is not only on filling the mind with knowledge and new concepts but also in training the body, managing one's behavior, and keeping the mind and spirit well.

Strategies:

1. Online or virtual seminar; webinar; eLearning
2. Onsite or limited face to face seminar/training
3. Simulations
4. Hands-on training
5. Coaching or mentoring
6. Lectures
7. Group discussion activities: conference, round table conference, symposia, consultative meeting
8. Role playing
9. Management-specific activities: team building, brainstorming activities
10. Case studies or other required reading

b. H – Health and Wellness

The current health crisis redirected our focus on health and wellness. Hence, DepED-CAR's programs and activities are intended to support health at work and improve health outcomes among learners. Various strategies are being undertaken to ensure the promotion and implementation of workplace wellness programs as well as student health and wellness programs.

Strategies:

1. Nutrition programs
2. Medical screening
3. Behavior change intervention
4. Fitness program
5. Social change
6. Stress management



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7. Smoking cessation programs
8. Paramedical services: massage, yoga lessons
9. Counseling Services
10. Social Emotional Climate

c. *E – Education Data Management*

Data is a powerful tool that leads to improvements. It must be used to improve the quality of education. Important or relevant decisions are a result of well-managed data.

Strategies:

1. Field monitoring
2. Surveys
3. Checklists
4. Questionnaire
5. Interviews
6. Observations
7. Documents and records
8. Focus groups
9. Oral histories
10. Monitoring and Evaluation reports
11. Education assessment results

d. *E – Evaluation of Monitoring Results for Technical Assistance*

Post data collection is another significant component to ensure efficiency in the delivery of education services.

For data to become useful, validation must be conducted to guarantee accuracy, completeness, and consistency. After securing data integrity, data relevance to education must be worked on as well. Data must be able to provide a coherent and comprehensive picture of program implementation, leading to enhancement, improvement, or sustainability. Hence, technical assistance comes in as a next step forward after data analysis or evaluation.

According to the Technical Assistance Manual of the Department of Education-CAR, Technical Assistance is any form of professional help, guidance or support resulting to becoming more effective in the performance of given functions. It is an active process with steps to follow; makes use of tools, via process consultation; requires specific skills and focuses on achieving set goals.



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Strategies:

1. Coaching
2. Guiding
3. Empowering

e. L – Learning Delivery

Central to all efforts of the Department is the assurance that learning will continue despite this pandemic. Learning delivery shall be conducted through modalities that primarily take into consideration the situation of every learner.

Currently, DepED is implementing Distance Learning Delivery which allows for teaching and learning to take place between the teacher and the learners who are geographically remote from each other during instruction.

Effective learning delivery requires the availability of adequate and quality assured learning resources. Hence, the use of Self-learning modules, audio or video support materials, learning activity sheets, textbooks, and a feasible Learning Management System.

A comprehensive view of the planned learning delivery mechanism shall be explained in Enclosure 1.

Strategies:

1. Curriculum implementation through the Most Essential Learning Competencies
2. Learning Resource Management: Self-learning modules, Learning Activity Sheets, Textbooks
3. Blended Learning Delivery Modality: use of Self-learning modules with limited face-to-face strategies
4. Flexible Learning Options:
 - SLM or Textbooks with audio or Radio-based instruction
 - SLM or Textbooks with video or TV-based instruction
 - SLM or Textbooks with online strategy through LMS
 - Radio-based instruction only
 - TV-based instruction only
 - Online strategy only/LMS
 - Purely modular or SLMs only

f. S – Support Services

Collaborative team-based and data-grounded service is urgently necessary for an improved learning delivery and effective implementation of education programs, projects, and activities.



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Support services refer to those efforts or initiatives geared towards provision of conducive learning environment, equitable distribution of sufficient resources, provision of technical assistance, and building of strong partnership with stakeholders. Such efforts prioritize the welfare of all learners.

Strategies:

1. Technical Assistance
2. Partnership
3. Policy formulation
4. Resource Allocation (Financial, Material, Human)
5. Strategic Planning
6. Publication or Documentation
7. Special Programs and Projects



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RO on WHEELS Framework Logo



The framework logo symbolizes a bigger gong with highlighted and colored rims representing the 6 components. Each component is geared towards the efficient delivery of education as embodied in the BE-LCP. Each component is enclosed in a colored polygon.

Wholistic capability building is colored red to represent energy and excitement as the RO implements various training activities for the improvement of skills, enhancement of knowledge, and revitalization of values of both teaching and non-teaching employees.

Health is aptly captured in blue color to represent calmness and wellness of the mind, body, and spirit.



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Orange is a vibrant color associated with determination. In the logo, it encompasses education data management to compel determination and preciseness in gathering and validating data for education purposes.

Evaluation of monitoring results for technical assistance may not be an easy task for it necessitates wisdom as we analyze evaluation data and creativity in the provision of appropriate technical assistance through relevant strategy/ies. Hence, the color purple, to symbolize wisdom and creativity.

Green represents balance, growth, harmony, and learning. Persons who like this color often seek knowledge and understanding. It is for this reason that “learning delivery” is confined in this color, since this component is associated with education.

To be able to carry out various support services, effective communication skills, warmth, and vitality are essential. These are descriptive of the yellow color.

The IPEd logo of the Cordillera is pinned at the center to highlight our culture and values pitched towards harmony, efficiency, and support. Such characteristics are expressed in the RO on WHEELS.



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Enclosure 2: RDC CAR Resolution No. 50, Series of 2021



REPUBLIC OF THE PHILIPPINES
REGIONAL DEVELOPMENT COUNCIL
CORDILLERA ADMINISTRATIVE REGION

Botanical Garden, Leonard Wood Road, 2600 Baguio City
Tel./Fax No.: (074) 442-3232 email: car@neda.gov.ph

Excerpts from the minutes of the RDC-CAR 2nd quarter 2021 full council meeting held on 10 June 2021 in Baguio City

RDC CAR RESOLUTION No. 50
Series of 2021

EARNESTLY REQUESTING THE DEPARTMENT OF EDUCATION CENTRAL OFFICE TO ALLOW THE CONTEXTUAL IMPLEMENTATION OF THE MOTHER TONGUE-BASED MULTI-LINGUAL EDUCATION (MTB-MLE) IN THE CORDILLERA ADMINISTRATIVE REGION USING A CULTURE-BASED APPROACH AND TO APPROPRIATE FUNDS FOR THIS PURPOSE

WHEREAS, Article XIV, Section 7 of the 1987 Constitution states that, "For purposes of communication and instruction, the official languages of the Philippines are Filipino and, until otherwise provided by law, English. The regional languages are the auxiliary official languages in the regions and shall serve as auxiliary media of instruction therein...";

WHEREAS, RA 10533 known as the "Enhanced Basic Education Act of 2013" was enacted to strengthen the country's education system in a holistic way, and enshrined the use of the Mother Tongue-Based Multi-Lingual Education (MTB-MLE) as a strategy to aid the children in early reading, reading comprehension, speaking, and writing as lessons using the language that the children are familiar with;

WHEREAS, the DepEd Order No. 16, s. 2012 issued by the Department of Education required DepEd-CAR the use of Iloko as a learning area and as a medium of instruction in implementing the MTB-MLE program in the formative years of all learners (i.e., from Kindergarten to Grade 3) in the region;

WHEREAS, in numerous fora, conferences, and surveys, it was concluded that Iloko is not the mother tongue of most learners in the Cordillera Administrative Region, and that majority of the region's teachers, learners and parents prefer the MTB-MLE to be used only as a medium of instruction and not as a learning area;

WHEREAS, Section 5(h) of RA 10533 states that, "The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units";

WHEREAS, Executive Order No. 220, s. 1987 Creating a Cordillera Administrative Region states in Section 4.f that the CAR shall have authority and responsibility in the "xxx formulation of educational policies to cultivate the indigenous Cordillera cultures and inculcate traditional values";



The round metal gong of the Cordillera known locally as "gangsa" is a symbol of the upland people's culture that has been passed on from generations to another.
The profile of a person blowing a "tangguyob" represents a community being called for an important matter or action.
The lines that shape the mountains, the rice terraces, clouds and rivers symbolize the connectivity and flow of human interaction in a geographic area such as the Cordillera.
All the symbols combined represent unity and harmony of the people with culture and environment in beating the gong for self-determination.





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RDC-CAR RESOLUTION No. 06
Series of 2021

EARNESTLY REQUESTING THE DEPARTMENT OF EDUCATION CENTRAL OFFICE TO ALLOW THE CONTEXTUAL IMPLEMENTATION OF THE MOTHER TONGUE-BASED MULTI-LINGUAL EDUCATION (MTB-MLE) IN THE CORDILLERA ADMINISTRATIVE REGION USING A CULTURE-BASED APPROACH AND TO APPROPRIATE FUNDS FOR THIS PURPOSE

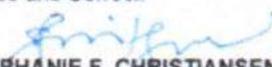
NOW THEREFORE, RESOLVED, AS IT IS HEREBY RESOLVED, that the Regional Development Council, duly assembled, hereby earnestly request the Honorable Secretary Leonor Magtolis Briones of the Department of Education to allow the contextual implementation of the Mother Tongue-Based Multi-Lingual Education (MTB-MLE) in the Cordillera Administrative Region, as follows:

- Using a culture-based approach or a teaching strategy and a philosophy of education where student learning is grounded on the unique values, norms, cultural beliefs, knowledge, practices, heritage, language, experiences of the community;
- Allowing English and/or Filipino as the primary media of instruction across all learning areas in areas where there is no common language known and spoken by the learners, considering the diversity of languages, though the regional languages may still be used as auxiliary media of instruction for purposes of facilitating the comprehension of unclear concepts in the lesson across learning areas from Kindergarten to grade 12; and
- Using the MTB-MLE as a learning area for Kindergarten to Grade 3 in CAR shall focus on the Cordillera's culture relative to approach and content to highlight the indigenous knowledge, systems, and practices of the Region.

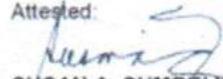
RESOLVED FURTHER that the DepEd-CO appropriate funds for the contextual implementation of the MTB-MLE in the region.

APPROVED this 10th day of June 2021 in Baguio City, Philippines.

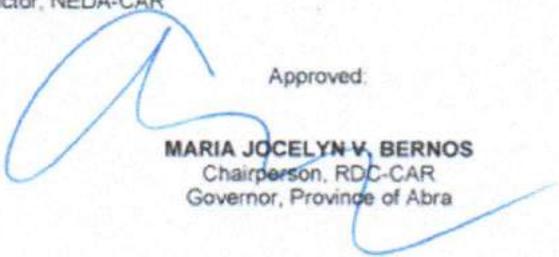
Certified True and Correct:


STEPHANIE F. CHRISTIANSEN
Secretary, RDC-CAR
Assistant Regional Director, NEDA-CAR

Attested:


SUSAN A. SUMBELING
Vice Chairperson, RDC-CAR
Regional Director, NEDA-CAR

Approved:


MARIA JOCELYN V. BERNOS
Chairperson, RDC-CAR
Governor, Province of Abra