

Teachers and Equitable Education

PHILIPPINES



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Executive summary

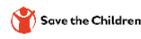


This report provides an overview on education equity particularly on inclusion programs in the country and teachers' situation in the equitable education dimension spelling-out the challenges, developments, support mechanisms and COVID-19.

• ***The Context of Philippine Education***

The Philippines as an archipelago harbor within it a population estimated at about 100million. The country with its 7,100 islands speaks of both beauty and diversity. It is divided into 3 major islands: Luzon, Visayas and Mindanao and has 17 regions. As regards education, Philippine Constitution lays the foundation in which the Department of Education aligns its issuances. The Philippine Constitution promotes the right of every Filipino to quality education.

The education reform that started in 2012 with the review and revision of the Basic Education Curriculum paved the way for changes in the Philippine Education landscape. To ensure responsiveness to diversity and fulfillment of every Filipinos' right to education, the Department deemed it important to ensure that teachers have the right skills and tools to teach the 21st century skills, with the end view that these will translate into Filipinos that are smart, innovative, and equipped with 21st century skills based on Philippine Development Plan and Ambisyon Natin 2040. The realization of all education reforms is crystalized through the issuance of Republic Act 10533 or the K to 12 Basic Education Program that articulates the responsiveness of basic education to the needs and circumstances of the learners, with salient provisions for the new K to 12 Curriculum and teacher trainings.



The K to 12 Curriculum fosters quality, equity, access, and inclusiveness. Equity-based education is part of the mantra that no child will be left behind; and part of the worldwide commitment to UNESCO's Education for All or EFA. For this report on equity, the Department through the Bureau of Learning Delivery will adopt and focus on the OECD framework on inclusion (OECD, 2012). In the words of OECD (2008), inclusion is "ensuring a basic minimum standard of education for all—for example that everyone should be able to read, write and do simple arithmetic". Hence, it is but befitting to include in this country report the Department's inclusion programs such Madrasah Education Program (MEP), Special Education (SPED), Alternative Delivery Modes ADM), Indigenous Peoples Education (IPed), Multigrade Program in Philippine Education (MPPE) and Alternative Learning System (ALS) which are currently being managed by the Bureau through the Student Inclusion Division except of IPed and ALS which are under the Indigenous Peoples Education Office (IPsEO) and ALS Taskforce . The task at hand for the Department is to ensure quality teaching and learning

by promoting education that is inclusive, that occurs in safe, violence-free, culture and gender-sensitive learning environments. The Department through the Bureau ensures that all learners receive quality, responsive, inclusive, accessible, and equitable education regardless of their circumstances, including the necessary funding support for implementation and teachers' learning and development activities.



- ***Discussion on Equity Gaps***

Introduction on Inclusion Programs of the Bureau of Learning Delivery-Department of Education Madrasah Education Program or MEP is a comprehensive program for Muslim learners in public and private schools. The perceived barriers to equity in MEP constitute largely on sectoral

(socio-religious-political) concerns such as the lack of shared understanding of the madrasah education as a program, cultural issues and biases, peace and order situation and representation from Muslim groups. Infrastructural factors that affect the MEP implementation would include the lack of policy especially on the provision of learning environment (classroom and facilities).

The Indigenous Peoples Education (IPEd) Program is in response to the rights of indigenous peoples (IPs) to basic education that is responsive to their context, respects their identities, and promotes the value of their indigenous knowledge, skills, and other aspects of their cultural heritage. Specifically, the objectives of the IPEd Program are the following: a. make the curriculum culturally responsive to the specific community context of IP learners; b. build the capacity of teachers, school heads, and other concerned personnel at different levels of governance in implementing culture-based education for IPs; c. support the development of culturally appropriate learning resources and learning environment responsive to the specific community context of IP learners; d. strengthen the policy environment supportive of IPEd; and e. address the learning needs of IP learners who lack access to basic education services.



Another inclusion program is the Special Education Program or SPED that refers to a set of educational programs and/or services designed to address the needs of learners with disabilities (LWDs). Barriers to equity for LWDs fall under (a) social factors (absence of allied, medical and ancillary services, assistive devices, specialized teachers as these services and devices are seen as paramount in improving learning outcomes), (b) sectoral impediments (insufficient awareness, partial acceptance and narrow understanding of the rights and needs of learners with disability by the school personnel, family and community, articulates to low enrollment of LWDs) and (c) infrastructure barriers (i.e. compliance of school buildings to the existing standards and deficient policy implementation may hinder participation).

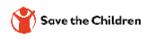
The Multigrade Program in Philippine Education (MPPE) is also an inclusion program which is based on DECS Order No. 38, s. 1993 aims to improve access and equity to quality basic education particularly in disadvantaged, underserved, and far-flung areas of the country. The MPPE is an effective delivery system of basic education to democratize access to and improve the quality of elementary education through the completion of incomplete schools and the organization of multigrade classes in remote, far-flung, and disadvantaged areas in the country. It plays a significant part in improving the quality of educational services specifically in remote and underserved rural



communities. It is also one of the Department's strategies to improve the quality of education and ensure excellence so that recognized and measurable learning outcomes will be achieved.

Lastly, the Alternative Delivery Modes (ADMs) are instructional or learning modalities that do not strictly follow the typical set-up for regular classroom instruction but follow the K to 12 Curriculum of formal education in content. It caters to learners who are in unique circumstances that hinder them to regularly attend classes inside the classroom (DO No. 21, s. 2019). The ADMs include the following: Home School, Instructional Management by Parents, Community and Teachers (IMPACT), Modified In-School Off-School Approach (MISOSA), Night High School and Open High School Program (OHSP).

Part of the Department's inclusion programs and currently being promoted strongly is the Alternative Learning System (ALS). The ALS provides opportunities for out-of-school-youth and adult (OSYA) learners to develop basic functional literacy skills and access equivalent pathways to complete basic education. It is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is an alternate or substitute. ALS includes both the non-formal and informal sources of knowledge and skills



• *Developments and Efforts*

The Madrasah Education Program (MEP) strategy on equity is to increase access of Muslim learners to the ALIVE program through the expansion of its implementation through policy i.e. provision of classroom for ALIVE classes. Social support is needed hence, there is a need to strengthen the engagement with stakeholders for support and collaboration on program implementation, including advocacy program for Muslim learners, and lastly, ensuring that all Muslim learners are actively participating in the ALIVE program. In connection with the strategies, programs such as Madrasah Education Delivery Models and benchmarking/immersion on MEP Implementation are to be proposed to strengthen the program implementation.

As regards Special Education (SPED), the strategy is to direct its efforts to put the learners back to school, upgrading teachers' skills and increasing the capability of school personnel to manage the program through sound upskilling and reskilling program. Efforts will be made as well in providing necessary teaching and learning materials, make allied and medical services available to LWDs through the Bursary Program and ILRC, and ensure that learners learn wherever he/she is by making distance education for LWDs possible. Strengthened partnership and continuous review, development and monitoring of policy implementation are seen as strategies to ensure equity in education for LWDs.



On the other hand, the Alternative Delivery Mode (ADM) put forth strategies with regard to equity by strengthening program management (e.g. one stop shop school, development of self- learning modules, training of school heads), social support (improving the capacity of parents and community volunteers on delivering instruction, strengthening the advocacy program, partnership and collaboration with GOs and NGOs to be service providers for off-school approach, including home and school partnership) and resources (ensuring access to all ADM learning resources). In addition, approaches like training, provision of adequate resources, Child Find are proposed projects that are deemed imperative to the implementation of ADM.

Lastly, the Multigrade (MPPE) strategies toward equity include: a) robust teaching force by enriching the learning environment of the last mile multigrade schools, upskilling of teachers and school leaders in the last mile multigrade schools through a transformed professional development program, b) expansion of Multigrade Program from Elementary to junior high school, c) creation of Career Pathing of Multigrade Teachers, d) monitoring and evaluation, and e) strengthening of implementation through policy and holistic approach by involvement of the community and stakeholders.



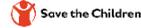
**Current situation
and challenges
of teachers
of inclusive
education programs**



Insurmountable challenges rise upon the imposition of the Enhanced Community Quarantine (ECQ) and stringent social distancing measures as per Memorandum from the Executive Secretary dated March 16, 2020, and pursuant to Section 2 of Presidential Proclamation (PP) No. 922 (Declaring a State of Public Health Emergency throughout the Philippines), and Section 3 of PP 929 (Declaring a State of Calamity throughout the Philippines due to the Corona Virus Disease 2019).

With due consideration to the remote learning context that creates barriers to access and success in the continuity of learning, some teachers engage the active participation of learners with various technological avenues accessed through the internet while they are geographically remote from each other during the instruction. Poor internet connectivity in the country strongly suggests the need to provide Self-Learning Modules (SLMs) delivered in printed format to schools that are in coastal areas, far-flung provinces, and communities without access to the internet or electricity. Other alternative learning delivery modalities are in place to address the needs, situations, and resources of each and every learner and necessary policy issuances are released to ensure that basic education will be accessible amidst the present crisis posed by COVID-19.

Concomitant to the situation mentioned above, equity is also at the heart of the implementation of the inclusive education programs. Below are the challenges that can cause significant impact on education disruptions, and exhaustion beyond measure of teachers:



Madrasah Education Program (MEP)

- Provision of classroom for ALIVE classes
 - Under-trained teachers and lack of professional teachers who are knowledgeable in Arabic Language and Islamic Values. This results to low benefits for those teaching ALIVE because they do not match the professional requirements of the teaching position
- Shortage of instructional materials
 - Development, reproduction, and conversion in different formats of learning materials and teacher's guide
 - Peace and order situation in some areas. This also led to damaged school buildings and destroyed educational facilities
- Lack of updated curriculum for ALIVE
- Unclear delivery models for the implementation of ALIVE

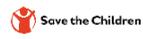


Special Education (SPED)

- Lack of teaching skills of teachers. There is a need to upgrade the skills of teachers in general to better respond to the diverse need of students. However, while General Education teachers undergo training to understand and prepare them for inclusion, Special Education teachers also need a parallel training in terms pedagogical strategies to keep them abreast in the advancement in the field of special education. A clear framework for teacher training in special education must be developed and implemented.

- Lack of data driven policy that would provide the framework of action for the implementation of special education. Example, there is an inadequate offering of services due to lack of specialized teachers, but also there is a need to understand what kind of special education teachers we need, and the numbers can help us determine this. How many teachers for the visually impaired do we have compared to the number of learners who are visually impaired? The hiring and skills of teachers should match the needs of the learners in the system.

- Limitation of funds, authority, and other resources
- Provision of capacity building for teachers in coordination with NEAP



ADM

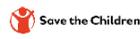
- Improve the capacity of teachers to develop own self-learning modules
- Capacity training for school heads on the implementation of ADM
- Improve the capacity of parents and community volunteers on delivering instruction
- ADMs in accessible formats for the benefit of learners with sensory disabilities (i.e., visually impaired, hearing impaired)

MPPE

- Upskilling teachers in the last mile MG schools through a transformed professional development program
- Upskilling Teachers on Multigrade Instruction in the Last Mile Schools
- Institution-based Summer Training Program for Multigrade Teachers



**Professional
Development
of Inclusive
Education Teachers
to be the Leader
to Promote
Equitable Education
on the Ground**



I

Pre-service. The Commission on Higher Education (CHED) together with higher education institutions or HEIs provide the pre-service training for the Filipinos who are aspiring to become teachers. Through CHED, policies, standards and guidelines for program offerings particularly for teacher education are issued. The latest curriculum, including other information on program offerings are as follows:

1 CMO No. 83, Series of 2017 – Policies, Standards and Guidelines for the Post Baccalaureate Diploma in Alternative Learning System (PB-DALS)

2 CMO No. 82, Series of 2017 – Policies, Standards and Guidelines for Bachelor of Culture and Arts Education (BCAEd)

3 CMO No. 81, Series of 2017 – Policies, Standards and Guidelines for Bachelor of Science in Exercise and Sports Sciences (BSESS)

4 CMO No. 80, Series of 2017 – Policies, Standards and Guidelines for Bachelor of Physical Education (BPED)

5 CMO No. 79, Series of 2017 – Policies, Standards and Guidelines for Bachelor of Technical-Vocational Teacher Education (BTVTEd)

6 CMO No. 78, Series of 2017 – Policies, Standards and Guidelines for Bachelor of Technology and Livelihood Education (BTLEd)

8 CMO No. 77, Series of 2017 – Policies, Standards and Guidelines for Bachelor of Special Needs Education (BSNEd)

9 CMO No. 76, Series of 2017 – Policies, Standards and Guidelines for Bachelor of Early Childhood Education (BECEd)

10 CMO No. 75, Series of 2017 – Policies, Standards and Guidelines for Bachelor of Secondary Education (BSEd)

11 CMO No. 74, Series of 2017 – Policies, Standards and Guidelines for Bachelor of Elementary Education (BEEEd)



II

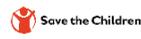
In-service. The Department provides the in-service trainings of teachers who are teaching in the system. The following policies were issued for this matter:

1 DO 042, s. 2017, **“The Philippine Professional Standards for Teachers (PPST)”**. The PPST serves as a framework for all learning and development programs for teachers, ensuring they are properly equipped to effectively implement the K to 12 Program:

- “...makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others.”

2 DO 024, s. 2020 **“National Adoption and Implementation of the Philippine Professional Standards for School Heads”**.

- In line with the commitment of the Department in supporting school heads so they can better perform their roles in schools, including the improvement of teacher quality, and through this, learner achievement.” The PPSSH has the following aims which include: (1) set out clear expectations of school heads along well-defined career stages of professional development from beginning to exemplary practice; (2) engage school heads to actively embrace a continuing effort to attain high levels of proficiency; and (3) provided support for professional learning and development, help identify development needs, and facilitate uniform assessment performance.



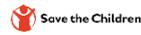
3 DO 025, s. 2020 “National Adoption and Implementation of the Philippine Professional Standards for Supervisors”

- The Department recognizes the roles of supervisors in improving the quality of basic education in the Philippines. It upholds that quality student learning is contingent upon quality teachers who are supported by quality school leaders. It also recognizes the importance of professional standards in the continuing professional development and advancement of supervisors based on the principles of career-long learning. The PPSS aims to (1) set out clear expectations of supervisors along well- defined career stages of professional development from beginning to exemplary practice; (2) engage supervisors to actively embrace a continuing effort to attain high levels of proficiency; and (3) provide support for professional learning and development, help identify development needs and facilitate uniform assessment of performance.



4 DM 050, s. 2020 “DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023”

- “The PD Priorities shall support the realization of the Department’s goal of continuous upskilling and reskilling of teachers and school leaders that will result in better learning outcomes. The three-year PD Priorities shall be drawn from the Philippines Professional Standards for Teachers (PPST), while the PD Priorities for school leaders –school heads and supervisors– shall be drawn from the Philippines Professional Standards for School Heads (PPSSH), and the Philippines Professional Standards for Supervisors (PPSS), respectively. The three-year PD Priorities shall adhere to the provisions defined in Item VI, Nos. 16-18 of DO 001, s. 21020. Among others, the policy states that PD Priorities shall allow flexibility for specific local needs, priorities, and emerging developments in teacher and school leader professional development.”

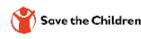


- DepEd is committed to providing quality, accessible, relevant, and liberating basic education for all. Towards this end, it will ensure that all personnel, particularly teachers and non-teaching personnel in schools and learning centers, are provided with opportunities for continuing professional development. The Learning and Development System refers to the processes and mechanisms through which professional development activities and programs shall be developed, managed, quality assured, monitored and evaluated. The L and D System encompasses five (5) subsystems, namely: Learning and Development Needs Assessment, Learning and Development Planning, Program Designing and Resource Package Development, Program Delivery and Quality Assurance, Monitoring and Evaluation and Technical Assistance. Furthermore, DepEd is committed to the professional growth and lifelong learning of its teachers and school leaders as key foundation to the upgrading of the quality of basic education. Hence, appropriate professional development programs or courses that address their development needs using various platforms and modalities that include formal training and workplace learning, shall be made available at all levels.



Innovative Practices

- There are existing training and development available for the Department's personnel being a certified PRIME HRM Level 2 (Maturity Level 2) by the Philippine Civil Service Commission. This puts the organization in an advantageous stance since there is a room for customization and innovativeness in crafting the L&D programs, projects and activities fit to the peculiar needs of the agency. For example, in catering to the needs of Muslim teachers or asatidz teaching in the Arabic Language and Islamic Values Education (ALIVE) in public schools, the Department through the Madrasah Education Program (MEP) has come-up with L&D apt to the cultural and professional needs of asatidz which is over and above the set policies of the Department based on DO 032, s. 2011 and DO 050, s. 2020. The L&D for astidz are necessary to deliver quality education to Muslim learners attending ALIVE classes in public schools.



- Innovative L&D provides for training, activities and endeavors unique for teachers. For example, Muslim teachers (for ALIVE) or asatidz and IP teachers (for IPEd) have different learning needs from those regular teachers teaching in public schools. Given the unique context of said teachers, the Department has the leeway in formulating policies and guidelines (e.g. DO 062, s. 2011, DO 058, s. 2016) pertaining to human resource development, with the end view of enhancing the teaching capacity of teachers; and thus, the learners will have the utmost benefit from the improved or capacitated teachers.

- Aside from the minimum requirements set forth by the Philippine Civil Service Commission on hiring qualified personnel in the government service, the Department has instituted its own policies regarding its human resource personnel as provided for under the issuances: DO 007, s. 2015 (Hiring Guidelines for Teacher I Positions for School Year (SY) 2015-2016) [basis for the hiring policies for Kindergarten, Elementary, and Junior High Levels] and DO 003, s. 2016 [Senior High School teaching positions]. The existing hiring policies are perceived to be adhering to equal opportunity principles and consequently, given the process-defined L&D, the Department, in consideration with the unique context and needs of the teachers issued DO 030, s. 2012 entitled



“Policy Guidelines on the Hiring and Deployment of Madrasah Teacher I and DO 050, s. 2016 entitled “Hiring Guidelines for Teacher I Position in Schools Implementing Indigenous Peoples Education Effective School Year 2016-2017” that highlights the agency’s commitment to inclusivity of its programs, programs and activities which include recruitment and hiring of personnel with different cultural or religious backgrounds in schools.

- DO 35, s. 2016 “The Learning Action Cell as a K to 12 Basic Education Program School- Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning” - Learning Action Cells to promote school autonomy. It supports the idea that schools have wealth of resources within it that they can tap. The school is encouraged to work together to identify their challenges, exchange individual.

“DepEd fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and DepEd’s commitment to the development of teachers potential aimed towards their success in the profession. This can be done through the school-based LAC, which primarily functions as a professional learning community for teachers that will help them improve practice and learner achievement.”



**Support
mechanism
for teachers of
inclusion
programs**



The L&D activities are provided for under the specific guidelines of the Department, depending on the program. Given the program cycle and budget, different L&D activities per program

are carefully planned and allotted with budget annually based on the approved budget under General Appropriations Act, Work and Financial Plan, Annual Procurement Plan, etc.

The agency and its offices are given the flexibility to design its L&D, documentation, and implementation processes. In Madrasah Education Program for example, L&D activities are already identified, and the documentation are kept with the process owners (supervisors). Also, in keeping with the national standards set by the NEAP being the accredited training provider by PRC, L&D projects are submitted and tagged with NEAP for checking, notation, as well as for documentation with the end view of applying for CPD units

I Madrasah Education Program (MEP)

- DO 025, s. 2021- **“Revised Implementing Guidelines on the Utilization of Fund for Madrasah Education Program”**- Includes training of Muslim teachers or asatidz. The issuance also spells out the honorarium of asatidz or COS Muslim teacher starting at Php 7,000 and will teach ALIVE subjects for 4 hours a day from Monday to Friday (20 hours a week), including the preparation of instructional materials needed for the next teaching session. Furthermore, the asatidz will now be eligible to receive Php 1,000 per month on top of monthly compensation from January to December for the instructional materials.



II

Special Education or SPED

- DO 27, s. 2012 – Changes in and Additional Provision to DepEd Order No. 98, S. 2011 (Revised Guidelines on the Utilization of the Financial Support Fund to the Secondary Schools Special Education (SPED) Program)
- DO 24, s. 2012 – Guidelines on the Utilization of the Support Funds for the Recognized Elementary Special Education (SPED) Centers
- DO 24, s. 2012 Guidelines on the Utilization of the Support Funds for the Recognized Elementary Special Education (SPED) Centers

“Professional upgrading of teachers and school heads (SHs)/ supervisors and travel expenses relative to their participation and attendance to activities relevant to the implementation of the program.”

- DM 54, S. 2012 – Scholarship Grants for Special Education (Sped) Teachers, Administrators and Supervisors Under the Human Resource Training and Development (HRTD) Fund
- DM 65, S. 2011 – Capability Building for Sped Teachers, Administrators and Supervisors Under the Human Resource Training and Development



Multigrade Education

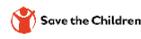
- **DO 96, s. 1997 “Policies and Guidelines in the Organization and Operation of Multigrade (MG) Classes”**

“Allocating teacher items and/or assigning teachers. In assigning teacher items, priority should be given to schools with multigrade classes having an enrolment of more than 35 per class and classes with more than 3 grades to a class.”

“Regular training of MG teachers on multigrade teaching in the district, division and/or regional level should be given priority share from the 5% INSET funds.

“Whenever resources/situations permit, at least one (1) classroom should be designated as lodging place of teachers/school administrators whose residences are considerably far from the school.”

“Granting of the Special Hardship Allowance for MG Teachers (SHA-MG). All MG teachers qualified to avail of the “Hardship Allowance to Eligible Public School Teachers” provided for in DECS Order No. 73. s. 1996, shall receive said incentive under the said scheme. However, MG teachers who shall not meet the requirements stipulated in the same scheme shall be granted the “Special Hardship Allowance for MG Teachers” for handling multigrade classes. Criteria for the availment of the Hardship Allowance for multigrade teachers shall be issued in separate DECS Order on a year-to-year basis.”



IV Indigenous Education Program or IPED

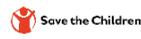
- DO 22, s. 2016 “**Implementing Guidelines on the Allocation and Utilization of the Indigenous Peoples Education (IPED) Program Support Fund for Fiscal Year (FY) 2016**”. Capacity building: training/retooling of teachers and school heads for IPED implementation, workshop-sessions on indigenous learning system (ILS), workshop session on community engagement and partnership-building for IPED and technical assistance training for supervisors of schools implementing IPED

V Alternative Delivery Mode or ADM

- The Department also supports the Alternative Delivery Mode or ADM that primarily seeks to address the problem on congestion and other situations, and circumstances which prevent children from going to and staying in school. Succinctly, ADM are instructional modalities that do not strictly follows the typical set-up for regular classroom instruction but follows the K to 12 Curriculum in content. ADM supports the improvement in terms of access to and quality of K to 6, particularly in areas without government schools or have difficulty in access. Lastly, ADM is apt to be used during education in emergencies.



**Promote
equitable
education
through teachers
under **COVID-19**
and beyond**



In support to the Education 2030 Framework for Action which emphasizes Education for All (EFA), the Department ensures greater equitable education by providing inclusive and quality education and promotes lifelong learning opportunities for all. Hence, it is imperative to immediately address fundamental concerns of teachers under COVID-19 and beyond.

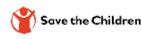
1 DO No. 12, s. 2020 **“Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency”** dated June 19, 2020

- The BE-LCP initiatives include the adoption of multiple learning delivery modalities, with blended learning and distance learning as major options, and making the learning resources available online via the DepEd Commons and Learning Resources Portals.
- Most Essential Learning Competencies (MELCs) as response to Covid-19
- The Learning Delivery, Delivery Models Blended Learning Approach in response to COVID-19. The BE-LCP provides local adaptations to address the need of the schools and learners. Hence, actions by regional offices, schools division offices and individual schools are localized and contextualized to ensure that it is tailored fit and adapt to their local context.



2 Hiring of Learning Support Aides. The operation and guidelines for the LSAs are stipulated in DO 32, s. 2020 entitled **“Guidelines on the Engagement of Services of Learning Support Aides to Reinforce the Implementation of the Basic Education Learning Continuity Plan in Time of COVID-19 Pandemic”**. Through this issuance, the schools division offices and/or schools are to undertake measures that will include, among others, designing their LCPs applicable to their locale and situation and hiring of support aides to help the learners in their

3 Inter-agency and Civil Society Organizations (CSOs) collaboration. The Bureau of Learning Delivery through the Student Inclusion Division collaborated with government organizations i.e. Council for the Welfare of Children, National Council for Disability Affairs, Department of Labor and Employment, Department of Health, Department of Transportation, etc., non- government organizations i.e. Good Neighbors International Philippines, Save the Children Philippines, Adaptive Technology for Rehabilitation, Integration and Empowerment of the Visually Impaired (ATRIEV), Parent Advocates for Visually impaired Children (PAVIC), Nationwide Organization of Visually Impaired Empowered Ladies (NOVEL), Philippine Blind Union, Inc. (PBU), and Book Share Philippines, etc. The Bureau hopes that these partnerships will be strengthened and expanded.



4 Payment of teachers' communication expenses both for mobile and internet load to support work from home arrangement. Internet and online communication tools are used to facilitate learner-teacher, peer-to-peer, and even teacher-parent communication.

5 Nationwide provision of laptops to teachers to provide essential support to combat the effect of COVID-19 pandemic in basic education.

6 Prioritizing basic education frontliners in the government vaccination program. Speeding-up the rollout of vaccines among teachers and non-teaching staff in the Department to continuously protect the health and safety of our teachers, learners and non-teaching personnel and prioritizing their welfare during this critical time.



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