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Department of Education
CARAGA REGION



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**FINDINGS DURING THE VIRTUAL *KULUKABILDO* WITH EDUCATION LEADERS
AND TEACHERS**

This Office communicates the herein challenges, actions taken and recommendations gathered during the Virtual *Kulukabildo* with Education Leaders and Teachers last December 16, 2020 categorized based on the six dimensions of the Basic Education Learning Continuity Plan (BE-LCP).

Challenges	Actions Taken	Recommendations
A. SAFE OPERATIONS		
Teachers' Group There were school heads who did not follow the Alternative Work Arrangement (AWA). Some parents did not observe health protocols like wearing face of masks/face shields during the retrieval of modules.	- Teachers reported to schools however, they reasoned out that school heads should follow the AWA. - Parents were advised to follow health protocols and were given face masks and shields upon entering the school premises.	School Heads should strictly follow the Alternative Work Arrangement (AWA) per Civil Service Memorandum Circular No. 10, s. 2020 Emphasize always to the parents or anyone to adhere to the health protocols.
District Supervisors' Group Teachers were subjected to rapid testing and home quarantine hence, they cannot do other functions.	Other teachers were the ones doing their assignments for the time being.	
B. FOCUS ON LEARNING		
Teachers' Group Parents who obtained low education have difficulty in assisting their children to answer their modules.	- They were advised to seek help from teachers through text, calls, and chat. - Teachers made their modules for senior high school learners.	There should always be open communication with the SHs, teachers, parents and students.



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Insufficient modules for Senior High school students. Modules from the CO were erroneous including the key answers.	• Reviewed the modules as well as the key answers.	Modules developed by the teachers should be quality assured to ensure their quality.
School Heads' Group Difficulty of learners in accessing the internet for those students who availed the online distance learning due to low internet connectivity. Less interest of the learners who belong to frustration level in answering the modules	• Conducted survey to identify those learners with internet connectivity. • Conducted survey to identify learners who are recipients of the donated tablets from ASELCO and Association of Engineers • Initiated online <i>activities on literacy</i> and numeracy • Teachers initiated the online "<i>pabasa</i>" provided with loads taken from MOOE.	Modules for the specific lessons/ competencies should also be provided to students in case internet access is not possible. Sustain good practices.
Difficulty of learners in answering the Modules	• Made home visits to identified learners using the Individual Home Learning Plan • Conducted remediation for those pupils who don't understand the lesson • Attached digitized material in group chat/online platforms • Used IPO (Input, Processing, Output) approach • Designed LAS with key concepts, process activity, and required output based on the objectives. (70% easy, 20% average and 10% difficulty) • Utilized the integrative assessment in one output.	Sustain good practices.

Incomplete modules from the CO and prepared timeframe for the printing, reproduction, and distribution were not followed hence, the school was late in the distribution of modules. Delayed distribution of SLMs due to the presence of COVID 19 in the community where the school is closely situated. SHS building was used as a quarantine facility by the LGU.	• Connected PESPA friends for the available modules in their locality but there was again a problem with contextualization. • The distribution was realized with strict compliance with the health protocols. • Utilized community available facility like Barangay Covered Court where the distribution of modules was done on a monthly/weekly basis	Division should develop division-initiated SLMs and LASSs.
(Bislig City Division) Presence of (3) potential SARDOs since they don't understand the modules.	• Visited and encouraged the learners to continue schooling.	School heads and teachers should closely work with the parents/guardians of the potential SARDOs and provide support to the learners.
District Supervisors' Group Printed modules are incomplete in terms of number and learning areas especially the Mother Tongue.	• Made use of the available resources such as books and worksheets. • Adopted Project PPE (Project Portfolio on Predicated Exemplars) for the first two weeks of the school year 2020-2021. • Some needed copying materials were supplied by the SDOs. • Provincial Government upgraded the radio stations in the locality to be used for instruction. • Flash drives were distributed to learners with resources like computers or speakers with USB.	It is recommended that available resources should be utilized.

Difficulty in the distribution of modules. Unavailability of modules for other levels and subject areas	- Partnered with “motorcycle riders/Module Panda” to deliver the modules when teachers are not able to distribute. - Tapped the support of the LGUs and assignment of Drop-off Points	Involve the stakeholders and partners in the distribution of the modules.
Some learners returned the modules without answers or some have incomplete answers.	- Set the regulated extension to submit the modules. - Conducted home visits and teachers provided remediation with the knowledge of the IATF.	Strengthen the provision of assistance to learners particularly to students/pupils.
Education program Supervisor’ Group Parents/ guardians difficulty in facilitating the LAS/SLMs Lack of materials/printer for SLMs printing	- Teachers conducted an orientation to parents on reading before giving LAS/SLMs. - Realigned PAPs which are not essential prioritizing printing of materials /printers.	Conduct regular interfacing activities with the parents.
Teachers do not follow the teaching loads	- Monitored the class program, no. of teachers and enrolment per class. - Conducted virtual meetings to discuss development matters, giving TAs on issues and concerns.	School heads should closely monitor the schools in the implementation of class programs.
Voluminous modules in some learning areas could not be answered by the learners within a quarter.	- Considered the Most Essential Learning Competencies. - Prompted the teachers to retrieve the modules after the 1st quarter to give ample time for the learners in the mastery of competencies.	

The focus of the SHs and teachers were on the printing of the modules not anymore on the content of it and other concerns to be facilitated on the development of the learning. Difficulty in delivering manipulative lessons for kinder Late arrival of SLMs. No unified monitoring tool. Overlapping of virtual meetings/conferences in a day. Presence of errors in the SLMs and answer keys (Dinagat) Delayed on the provision of internet expenses to division personnel due to failure of bidding.	- Teachers were advised to give careful attention to the content of the modules. - The schools should hire JO to take charge of printing the modules. - Contextualized kindergarten lessons. - Division initiated SLMs for the first quarter were crafted while waiting from CO release. - Advised the teachers to review the modules as well as the key answers and provide correct answers. - Monitoring should be done regularly.	RO to develop a harmonized/unified monitoring and evaluation tool There should be a coordination of the CO, RO and DO to lessen the burden of the concerned persons/staff in attending virtual activities. School Heads and Teachers shall provide the correct answers. Invite other bidders and open it to other service providers.
Lack of content and language experts on the QA of the LAS	Prompted the DO/schools to organize teams to assure the quality of the LAS.	Schools to ensure always the quality of SLMs to be utilized.
Lack of interest in getting and returning of modules by the parents.	Hinted School heads and teachers to communicate to the parents and emphasize their roles and responsibilities as partners in the education of the learners.	Schools should set schedules for the distribution and retrieval of the modules in partnership with PTA and LGU officials.

SGOD Chiefs' Group Difficulty in the distribution of modules due to geographical location	• Instructional Materials were delivered to the districts then the districts coordinated with their respective municipalities	
CID Chiefs' Group Difficulty of tracking the Most Essential Learning Competencies (MELCs) completed or covered by the learner in a particular quarter	• Created a Monitoring Tool/online system for tracking the completed and not completed Most Essential Learning Competencies from Kindergarten to Grade 12	
Self-Learning Modules (SLMs) Delayed and/or incomplete SLMs from the Central Office. Time constraints in the contextualization of K to 3 SLMs K to 3 teachers have difficulty in the contextualization of SLMs into Mother Tongue since the division has 3 Mother Tongue languages: Sinugbuanong Binisaya, Sinurigaonon, and Waray-Waray (Dinagat Islands) Delayed distribution of SLMs due to localized lockdown Too many activities to be answered by the learners Many of the key answers in the SLMs are erroneous Difficulty of the learners and parents in understanding SLMs contextualized into Sinugbuanong Binisaya (Tandag City)	• Sustained the development of the Weekly Learning Activity Sheets • Issued OUCI-2020-307, re: Suggested Measures to Foster "Academic Ease" During the COVID-19 Pandemic, it must be the teacher who shall decide what activities shall be answered by the learners. • Adopted flexi-time in terms of submission of outputs of learners. If learners cannot submit or return the modules on-time due to valid reasons, they must inform the teacher concerned. • Included matrix on module utilization in the learner's kit • Strengthened linkage with the barangay for the distribution and retrieval of SLMs • Strengthened partnerships to increase the number of reproduction machines.	

Some parents almost gave up/refused to receive the modules Difficulty in the distribution (far-flung areas) and the retrieval of modules (city schools) Localized SLMs have some blurred pictures or texts when printed. Some printing equipment are already worn out/broken Shortages of printing materials and supplies	• Tapped partners to supply bond papers and other printing supplies and materials to schools	
On division-initiated Learner's Materials/Learning Activity Sheets Time constraints in the development, quality assurance, and distribution of modules. Shortage of writers for the contextualized SLMs School Heads are confused in the conduct of instructional supervision on the distance learning modality.	• CID Chiefs/HR have listed pool of writers per subject area and grade level for the development of localized materials to ensure proper distribution and non-overlapping of schedules and tasks • Capacitated School Heads on the use of Google Sheets in submitting reports on Instructional Supervision using the tool crafted by the division.	
ASDSs' Group Delayed uploading of LM's from the Central Office.	• Instructed the SHs and teachers to prepare modules and LAS.	

Learners not capable of independent learning Learners feel difficulty in understanding the modules. Some learners failed to comply with the modules and opted to stop or drop. Lack of personnel in printing the modules.	• Hinted the SHs and teachers to provide assistance in tracking the performance of the learners. • Strengthened the monitoring of the schools and elicited issues/challenges as well as provided technical assistance. • Maximized other staff in the Division/schools to help in printing the modules. • Other teachers printed their modules at home.	There is a need to collaborate among the school heads, teachers, parents and learners.
C. Hiniusang Pag-Alagad Para sa Edukalidad		
Teachers' Group Late in the conduct of training on Portfolio and Authentic Assessment Lack of parents' support in assisting their children to answer the modules due to busy schedules.	• Encouraged school heads and teachers to remind the parents of their roles and functions.	School level training should have been conducted through LAC sessions.
CID Group Late issuance of the Interim Guidelines on Assessment (D.O. 31, s. 2020) Difficulty to conduct summative tests for Quarter 1; varied schedule in the conduct of summative tests in the division Test items constructed by some teachers are not quality assured.	• Learning area Supervisors have quality assured the test items for the Summative Tests. • SDO provided Technical Assistance to teachers in the design and development of Summative Test questions.	

Difficulty in consolidating the MPS and least-learned competencies since there is no unified summative test.		
SGOD Group Need to increase the frequency coverage of radio for the radio-based instruction.	• MOA was forged between the division and the local radio stations meanwhile that the permit to operate was still processed.	
Reaching the Most Marginalized Teachers' Group Difficulty in the distribution of modules to learners to Geographically Isolated Communities (CICs) Lack of cooperation among parents in the distribution and retrieval of modules.	• Partnered with BLGU officials in the distribution and retrieval of the modules. • Offered radio-based instruction to learners	School heads to always work in collaboration with the LGU/BLGU, partners and stakeholders
District Supervisors' Group Parents in IPED schools need to internalize their roles, functions and contributions for the success of education.	• Conducted orientation programs for the parents	School heads, teachers and parents should work hand in hand encouraged the IP parents to support their children.
D. Well-being and Protection		
SGOD Group Food packs for the feeding program for 20 districts were not delivered due to the difficulty of transporting it. Problem with energization Schools were used as CoVID19 Isolation facilities	• This concern was brought to the attention of Division and or RO engineers.	Engineers of the ESSD to follow up the CO on this matter. Ensured thorough disinfection by the LGU and regular disinfection to all classrooms in all schools,

E. Education & Financing

Difficulty in liquidating the MOOE due to limited mobility.
(Tandag City) Auditor did not allow to give amounts for the internet expenses of teachers and other personnel during webinars.

- Sent other documents online.
- Lobbied to the auditor showing the Policy/Guidelines in the release of internet expenses to teachers.

Division office to follow up the COA.

FTA/jfg
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