



Republic of the Philippines
Department of Education
CARAGA REGION



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**CHALLENGES, INTERVENTIONS AND RECOMMENDATIONS GATHERED
DURING SECOND VIRTUAL KULUKABILDO WITH THE EDUCATION
LEADERS AND TEACHERS**

The field is hereby informed of the herein attached Challenges, Interventions and Recommendations gathered during Second Virtual Kulukabildo with Education Leaders and Teachers on March 12, 2021 via googlemeet.

FTA/apm
04/21/2021



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CONSOLIDATED MONITORING REPORT FOR THE SECOND VIRTUAL KULUKABILDO
WITH THE EDUCATION LEADERS AND TEACHERS
2nd QUARTER SY 2020-2021
March 12, 2021

Dimensions of Learning Continuity Plan	Challenges	Interventions	Recommendation/s
A. Safe Operations	• Issue on WATSAN managed by DPWH is no longer functional. • Not all schools were able to put up hand washing facilities on time due to restrictions. • There are those stakeholders who do not religiously follow the health protocols.	• Practiced the use of QR codes upon school entry • Observe health and safety protocols. • Implemented a reward system in maintaining safe operations, rewards include the giving of freehand gloves, shields and masks. • Established gates for entrance and exit. • Allocated specific time/schedule to the parents for the pick-up and retrieval of modules. • Provided link for monitoring health declaration of school personnel.	• RO through ESSD to coordinate with the DPWH as to the functionality of the WATSAN • Strengthen the implementation of the health protocols and strictly adhere to the guidelines of the IATF.



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	Teachers were afraid of distributing the modules due to fear of being infected by Covid-19 from asymptomatic persons.	- Strict adherence to the health and safety protocols. - Stakeholders helped the teachers in the distribution of the modules, especially to the far-flung areas.	
B. Focus on Learning	- Non - downloading of SLMs by the CO for the third and 4th quarters as promised. - Difficulty of learners in answering the modules and parents limited capacity in assisting their children.	- Teachers started to develop the SLMs/WLAS. - Established open communication with the parents and learners. - Conducted remedial instruction to learners especially those who belong to the frustration level. - SPED learners were often visited and provided with support by teachers and other stakeholders like retired teachers who are capable of teaching. - Teachers posted video clips for learners' understanding of the activity in the modules. - Designed feedback mechanism by encouraging the parents as well as the learners to fill up the feedback form weekly to track learners' performance.	- The SDOs should ensure that the SLMs are quality assured before utilization. - Strengthen the support to our learners in the accomplishment of their modules by designing an open communication and feedback mechanism. - Sustain the best practice in providing materials for our learners to facilitate their learning.

	• There were learners who got low proficiency	• Utilized YouTube channel – video explainer; for recent updates ; references for discussion answering queries • Institutionalized the Division <i>Pakighinabi</i> of Tandag City SDO – invited parents, teachers, school heads -to get a clearer picture on what is happening in the delivery of education in the new normal. • Designed 24/7 response mechanism – answering concerns from the stakeholders through Group chats and other means of communication. • Other divisions replicated the “<i>KUKABILDO</i>” by discussing challenges in the implementation of LCP. • Teachers conducted remedial instruction for those learners who obtained low proficiency. • Theme-based assessment, skills-based assessment was used more often rather than paper-pencil assessment • Prevalence of performance tasks that are not textbook-based was being explored.	• It is recommended that school heads should suggest to the parents to provide a study corner for their children so that they would feel the excitement in answering the modules.
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<i>C. Hiniusang Pagalagad para sa Edukalidad</i>	• Difficulty in developing modules particularly the hard-to-teach skills/competencies. • Challenges on different learning modalities online & radio-based. • Most private schools are on the verge of closing down. • Not all teachers in private schools are confident in developing the learning materials for learners.	• Conducted LAC sessions and discussed issues and concerns relative to the teaching-learning process in the new normal. • Teachers were made to attend training to enhance their skills and competencies in handling varied modalities in learning. • Provided technical assistance to the private schools to sustain the school's operation. • There is a need to upskill some private school teachers in the LR development as well as the QA of materials	• The Division EPS in charge of the private schools need to coordinate with the private schools and provide technical assistance on the upskilling and reskilling of the teachers on LR development. • The Division Offices should appraise the private schools for them not to be left behind concerning the trends in the educational system.
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D. Reaching the Most Marginalized	- Learners who cannot get their modules - Learners with special needs need modified LMs to suit their developmental level - Hard to follow up the IPEd learners situated in a very far-flung areas.	- For those learners who cannot get their modules – teachers ensured that learners are provided with modules by sending them through neighbors. Requested the <i>Tanod</i> to help them deliver the modules. - Simplified, modified modules to students with special needs and difficulties. - Set-up of barangay drop off/pick up sites of modules. - Hired LSA for <i>Mamanwa</i> and Bajao IPs ; 2 elders as support staff funded by LSB - Strengthened RBI to reach far flung areas - Hired Assistant Teachers giving priority to the far flung areas - Adopted and Save Families – giving of food packs, transistor radio and health Kits.	SDOs and schools should ensure that all learners be given modules regardless of the distance of their residences.
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E. Wellbeing and Protection	• There are those learners who are already bored staying in the house for a long period and lazy enough to answer the modules.	• YOLO (Youth Optimizing Lifelong Opportunities) Program of ADN – for secondary students, a special program for the mental health of the youth • e-YACAP (Youth are Accepted Cared Acknowledged and Protected) – online mental health monitoring for learners and personnel; online counseling; contextualized Psychosocial Module for Kinder to G12 • Online Helpdesk – facilitated by licensed guidance counselor – assist students, teachers, school head • Online Medical Assistance – 24/7 online services – giving of medical prescription • Provision of hard hats and life vests for teachers assigned in Island Schools	• Schools should give equal opportunities to all learners and ensure that learners with special needs be given preferential attention.
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F. Education Financing	- In Tandag City the COA did not allow the teachers to avail of the communication allowance. - Shortage of bond paper supplies, printing paraphernalia/ supplies and services - Allocation is insufficient for school needs - There is a procurement of IT materials, internet infrastructures - Repair and maintenance of risograph machines for functionality. - Availability of technicians and professional fees.	- Donations from private companies and individuals - Fundraising activities for printing supplies and machines - Teachers acted as technicians to repair the printing equipment - Development of Network academy: those that have net and gadgets are advised to take the digital formats of the LAS and LMs to reduce paper demands	- The SDS should lobby to the COA about the communication expenses of teachers but not communication allowance. - Supporting documents should be provided during the liquidation. - SDOs and schools should track and document the donations of the partners and stakeholders for accounting purposes.
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