Update on BE-LCP and Sulong EduKalidad

Atty. Nepomuceno A. Malaluan
Undersecretary, Department of Education

7th Meeting
Philippine Forum for Inclusive Quality Basic Education (Educ Forum)
November 24, 2020, 9:30 AM
I. Updates on BE-LCP

II. Updates on Sulong Edukalidad
   A. Sulong EduKalidad Components
   B. Preparations for PISA 2022
   C. Education Futures

III. Considerations for Limited Face-to-Face
1. Updates on BE-LCP: Progress and Challenges

1. We have been able to roll out the school year, with significant enrollment in the public schools

Kindergarten to Grade 12, SY 2020-2021
as of November 11, 2020 (8:00 AM)

<table>
<thead>
<tr>
<th></th>
<th>Total Enrollment</th>
<th>Last SY Enrollment</th>
<th>% of Last SY’s Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public, Private, SUCs/LUCs</td>
<td>25,050,526</td>
<td>27,770,263</td>
<td>90.21%</td>
</tr>
<tr>
<td>Public Only</td>
<td>22,765,030</td>
<td>22,572,923</td>
<td>100.85%</td>
</tr>
<tr>
<td>Public, Formal</td>
<td>22,356,296</td>
<td>21,833,051</td>
<td>102.40%</td>
</tr>
<tr>
<td>Alternative Learning System (ALS)</td>
<td>408,734</td>
<td>739,872</td>
<td>55.24%</td>
</tr>
<tr>
<td>Private Only</td>
<td>2,226,292</td>
<td>4,304,676</td>
<td>51.72%</td>
</tr>
</tbody>
</table>
2. Congress is providing strong support to learning continuity

3. We have mobilized a large degree of partnerships at the central and field levels

4. We are facing challenges in the development and quality assurance of learning resources for distance learning, which we continue to address
5. We see that home-based learning is not immune to disruptions from natural disasters

6. Feedback on learning difficulties/ “academic ease”

7. Communications challenges
II. Updates on *Sulong Edukalidad*

Four pillars of aggressive reforms for quality

- **K** to 12 curriculum review and update
- **I**mproving the learning environment
- **T**eachers’ upskilling and reskilling
- **E**ngagement of stakeholders for support and collaboration
A. Ongoing Curriculum Review

Intended Curriculum:
- Learning Competencies within the Curriculum Guide
- K–3 learner materials & key competencies

Implemented Curriculum:
- Teacher survey: Learning competencies taught & influence of factors
- Teacher FGDs

Tested Curriculum:
- Contents of National Tests (ELLNA, G6 NAT, G10 NAT, BEEA)

Attained Curriculum:
- Achievement on National Tests
- Suitability of Graduates
Intended Curriculum Findings (Summary)

- The number of learning competencies should be considered.
- Learning competencies across grade levels and learning areas should be clearly articulated to avoid any confusion about the content to be taught and cognitive demand required.
- Proper sequencing and placement of prerequisites in the curriculum guide.
- Prerequisites in the curriculum guide should be made explicit.
- Curriculum changes should be reviewed across learning areas to ensure changes accommodate prerequisites required by other learning areas.
- Consideration should be given to the balance of cognitive demand within learning competencies.
Implemented Curriculum

Time needed to teach learning competencies

- Typically fewer than 20% of teachers reported having adequate time to teach all learning competencies assigned to a quarter.
- In some subjects, almost half the teachers did not have sufficient time to teach even half the learning competencies

Suggested Action

Reduce the number of learning competencies in the intended curriculum to ensure all learning competencies can be taught to the required cognitive depth in the time available.

Plus: Issues with prerequisite skills and knowledge
Most helpful factor for implementation

Teacher professional support
- Professional development
- School leadership
- Interactions with colleagues

Suggested Actions
- Further embed LAC sessions as a regular feature of in-school professional development.
- Promote the benefits of using informal mechanisms for collegial support among teachers.
- Increase professional development of all kinds for SHS subjects and elementary literacy subjects, especially those addressing content knowledge.
- Enhance the provision of professional development for school leaders to increase the consistency of support they can offer teachers in implementing the curriculum.
Least helpful factor for implementation

School resourcing
- Class size
- Extra-curricular activities
- School facilities
- Teaching and learning materials

Suggested actions
- Improve access to the teaching and learning resources available on the DepEd portal, especially ensuring that the materials on the portal are complete.
- Enhance access to internet connectivity and relevant technological tools, to support teachers to better access the DepEd portal and other teaching and learning materials.
- Enrich learning materials to better support students to maximize learning.
- Minimize interruption to lessons through innovative scheduling of extra-curricular activities, professional development, etc.
- Look for opportunities to improve school facilities and reduce class sizes.
Tested Curriculum Findings (Preliminary)

Are the tests assessing what they should?
Do the tests assess the intended curriculum in terms of content and cognitive demand?

1. Tests are aligned to curriculum
2. Typically, cognitive demand is matched or less than required by curriculum (varies by learning area)

Suggested actions

• Test alignment practices be maintained
• Test design and analysis practices be enhanced to enable strategic innovations to be monitored over time
Next Steps in Curriculum Review

- Incorporate insights from PISA
- Incorporate insights from MELCs
- Full report for the Secretary’s review by mid-2021
- K to 12 curriculum adjustments by 2022
Improving the learning environment

As programmed in the GAA:

- Construction, repair and rehabilitation of school buildings
- Laboratories
- Textbooks, science and math equipment, TVL tools and equipment, ICT packages
- School-based feeding program
- Last Mile Schools Program (new budget item)

COVID-19 has emphasized the urgent need for ICT infrastructure upgrade to service the needs of education.
Teachers’ upskilling and reskilling

- Institutionalizing professional standards
- Embarking on National Educators Academy of the Philippines (NEAP) Transformation
- Aligning professional development with career progression

Gap: Pre-service training in higher education institutions
## Key Elements of NEAP Transformation

<table>
<thead>
<tr>
<th>Historical/Present</th>
<th>Transformation</th>
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</thead>
<tbody>
<tr>
<td>Limited NEAP capacity in terms of personnel and physical facilities</td>
<td>Expansion of NEAP staffing and organizational integration with NEAP in Regions; Upgrade of facilities</td>
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<tr>
<td>Central Office Bureaus and Services, and Regions and Divisions, are able to independently implement trainings for teachers and school leaders, resulting in fragmented professional development programs</td>
<td>Beginning 2020, NEAP will supervise and integrate all in-service professional development programs/courses</td>
</tr>
<tr>
<td>Units working independently</td>
<td>Ecosystem approach</td>
</tr>
<tr>
<td>No systematized quality assurance of trainings</td>
<td>All professional development programs and courses will need to pass an inclusion process with stringent quality standards as a requirement for implementation</td>
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</table>
## Key Elements of NEAP Transformation

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<tr>
<td>Cascade an undifferentiated approach (National Training of Teachers, then Mass Training of Teachers)</td>
<td>Multiple modalities, targeted beneficiaries</td>
</tr>
<tr>
<td>Classroom implementation an assumed, decentralized process</td>
<td>Classroom application integrated in the programs/courses</td>
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<tr>
<td>No systematic data capture of in-service professional development</td>
<td>Integrated an online Professional Development Information System for all teachers and school leaders</td>
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<tr>
<td>Professional development programs not required to be aligned to professional standards</td>
<td>Alignment to PPST and the professional standards for school leaders is a major criteria in the inclusion guidelines</td>
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<tr>
<td>No systematic connection between professional development activities and career progression and promotions</td>
<td>Alignment of Professional Development Program with Career Progression and Promotion System</td>
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Updates on NEAP Transformation

• DBM approved new items for NEAP (25 in NEAP CO and 48 in NEAP-R = 78)
• First batch of authorized Learning Services Providers; Approved and ongoing evaluation of professional development programs/courses ongoing
• Will issue call for registration by teachers and school leaders in approved professional development programs/courses
• Working with BHROD on career progression policy
• Communications
Ongoing NEAP Baguio renovation
Engagement of stakeholders for support and collaboration

• Convened the Philippine Forum for Accessible Quality Basic Education (Educ Forum)
• Leveraging other partnerships for education quality
B. Preparations for PISA 2022

1. Deepening understanding of PISA results to inform policy and interventions
   • Curriculum Alignment
     - Strong curriculum alignment in reading, mathematics and science, but lacking in interaction with digital environment, contextualization of content with real life situations and problems, and exposure to higher order thinking
   • Items analysis
     - Our learners can handle simple multiple choice, but find difficulty handling complex multiple choice and open response questions
     - Our learners find difficulty in handling questions with high cognitive demand, as formulating situations mathematically
3. Access to computers and home is a factor
• Center for Educational Measurement (CEM) observes that the lack of access to computers and internet at home disadvantages our students, and reduces their ability to profit from instructions on digital literacy
  – Across proficiency groups large proportions of students reported that they receive instruction on various digital reading literacy skills
  – However, the PISA surveys indicate that many of the students in the Philippine national sample (~60%) do not have home computers or home internet access. The proportion of such students without access to computers or the internet at home is much higher in the lower proficiency groups than in the higher proficiency groups.
  – The proportion of students in the lower proficiency groups that reported getting lost as they navigated between screens is also larger compared to those in the higher proficiency groups.

4. Looking at other studies such as the World Bank report
PISA Interventions

PISA IN ACTION FRAMEWORK

Component 1
Delivery of Online Training for Teachers and School Leaders

Component 2
Learning Materials and Practice Tests for Students

Component 3
Deepening the analysis of the PISA 2018 Results

Component 4
School-level Action Research
<table>
<thead>
<tr>
<th>Topic</th>
<th>Resource Persons</th>
<th>Time</th>
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<tbody>
<tr>
<td>Opening Remarks</td>
<td>Secretary Leonor Magtolis-Briones</td>
<td>10:00-10:05</td>
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<tr>
<td>Overview of Ongoing Programs for Quality</td>
<td>Usec. Nepomuceno Malaluan</td>
<td>10:06-10:10</td>
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<tr>
<td>Deepening of PISA Findings</td>
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<tr>
<td>Philippine Normal University (PNU) – The K-12 Curriculum vs PISA</td>
<td>Dr. Marilyn U. Balagtas</td>
<td>10:14-10:23</td>
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<tr>
<td>Competencies</td>
<td>University Professor</td>
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<td></td>
<td>Philippine Normal University</td>
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<tr>
<td>Center for Education Measurement (CEM) – Highlights of PISA Findings(</td>
<td>Ms. Kathryn M. Tan</td>
<td>10:24-10:33</td>
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<tr>
<td></td>
<td>Director, Programs and Development Division</td>
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<tr>
<td></td>
<td>Center for Educational Measurement, Inc.</td>
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<tr>
<td>Deped Bureau of Education Assessment (BEA) – Findings on PISA Items</td>
<td>Mr. Alexander A. Sucalit, Jr.</td>
<td>10:34-10:43</td>
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<tr>
<td>Analysis</td>
<td>Statistician II, and</td>
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<td></td>
<td>Data Manager, Programme for International Student Assessment (PISA) National Team</td>
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<td></td>
<td>Education Research Division</td>
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<td>PISA 2022 Preparations</td>
<td>ILSA TWG Technical Team</td>
<td>10:47-10:56</td>
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<td></td>
<td>Mr. Mark Timothy O. Manaois&lt;br&gt;Senior Education Program Specialist&lt;br&gt;Teaching and Learning Division, Bureau of Learning Delivery</td>
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<tr>
<td></td>
<td>Ms. Abigail Alviz&lt;br&gt;Senior Education Program Specialist&lt;br&gt;Education Research Division, Bureau of Education Assessment</td>
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<tr>
<td>- Pasig City Science High School</td>
<td>Mr. Charlie Fababaer&lt;br&gt;Principal&lt;br&gt;Pasig City Science High School</td>
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<tr>
<td>- Region VI Science High School</td>
<td>Mrs. Maria Santia Arboleda&lt;br&gt;Principal&lt;br&gt;Region VI Regional Science High School</td>
<td>11:07-11:16</td>
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<tr>
<td>Question and answer</td>
<td>All resource persons</td>
<td>11:17-12:00</td>
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<td>Moderator – Ms. Nina Sanglay, Head Executive Assistant, Office of the Secretar</td>
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C. Education Futures

- Exploring technologies for remote learning
- Framing the curriculum
- Anticipating educational opportunities from innovations
- Reinforcing learning sciences, assessments, analytics, and knowledge mobilization
- Smartifying learning spaces and resources
III. Considerations for Limited Face-to-Face

• DepEd knows that reintroduction of face-to-face, even under conditions of blended learning, is crucial to the learning process:
  - Social aspect of learning with teacher and among classmates
  - Instruction and formative assessment
  - Time devoted for, and supervision of, learning process

• Question: Where, When, How

• Decision of the President
Considerations

a. Epidemiological evidence
b. Health and safety management
c. Assignment of responsibility
WHO Philippines Presentation

Implications for COVID-19 response

Often asymptomatic or mild: poses challenges for testing-tracing

Most children infected at home: cough etiquette, distancing, sanitizing

Inadequate evidence for transmission in school settings

School measures: Depends on local epidemiology and resources
B. Health and safety management

- Consistent w framework presented: MGCQ and new normal; probably some localized in remote areas
- 9 Rules discussed are consistent with what we are looking at as protocols
- But not fail safe
- Protocols and coordination in case of infection and exposure
C. Assignment of responsibility

- Among DepEd CO, Regions, Divisions, Schools; Parents and children; LGUs; Health care system
- Without this, DepEd will surely be blamed for any incidence of infection/exposure, similar to what is happening with incidence of suicides:
- Not just political, but can put at risk learning continuity altogether: “academic freeze” – and we may not be talking about this year only given uncertainties over COVID beyond the current school year. Not just outside govt, but also within govt – local govt officials, congress, etc.
Next steps

• DepEd finalizing its updated recommendation to the President on face-to-face
Thank you!