BREAKING NORMS, ACCELERATING LEARNING RECOVERY, BUILDING A CASE OF EQUITY IN THE PHILIPPINES

About

ABC+ is a project of the Department of Education (DepEd) in partnership with the U.S. Agency for International Development (USAID) and implemented by RTI International, together with The Asia Foundation, SIL LEAD, Florida State University, and UP NISMED.

It also works in partnership with the Ministry of Basic, Higher and Technical Education (MBHTE) in Maguindanao Cotabato City and the SGA Schools Divisions.

ABC+ project aims to benefit up to two million students in its target implementing areas.

Timeline
July 2019 – June 2024

4 school years
SY 2020-2021 to SY 2023-2024

Extension (until June 2026)

Focus Areas
• Region V (Bicol)
• Region VI (Western Visayas)
• Maguindanao, Cotabato City, SGA
Contribute to DepEd efforts of improving education outcomes in the areas of early grade literacy, numeracy, and social and emotional learning.

---

**Quality Instructional Delivery**

**Accessible Materials in the Early Grades**

**Education Systems Strengthening**

---

**LANGUAGE AND INCLUSION IN EARLY GRADE LEARNING**

Promoting Equitable Access and Educational Success:
Language Mapping and Comprehensive Rapid Literacy Assessment
The Philippines

More than 7000 islands with 187 languages

MTB-MLE supports the research where learners begin their education in the language they understand best (their Mother Tongue) and develop a strong foundation in their mother language before adding additional languages.

Currently, **19 languages are recognized by Philippines Department of Education as official MOI/MOTL** based on the four (4) minima requirements: resources on language, literature and culture; orthography; documented grammar of the language; dictionary.

Photo: [Linguistic map of the Philippines based on...](http://maps.on-the-web.com)
What does it mean to implement the MTB-MLE Policy in the Philippine context?

How will we do it at the school and learner level, underscoring the holistic nature of language learning and transition?

USAID’s approach to improving reading and literacy revolves around five elements, also known as the five “Ts”:

- **Time**: More time devoted to instruction of core reading components
- **Teaching**: Improve teacher knowledge of and skill in teaching reading
- **Tongue (language)**: Provide instruction in learners’ familiar languages, support L1 to L2 transition
- **Text**: Provide learners with more books and materials to support learning to read
- **Testing**: Use of assessments to identify reading levels and to track progress at all levels
### Tools and Solution for Barriers to Effective MTB-MLE Implementation

<table>
<thead>
<tr>
<th>Barriers to effective MTB-MLE Implementation</th>
<th>Tools and Solution</th>
</tr>
</thead>
</table>
| **Mismatch** between teacher’s MT and school’s LOI | ● Language Mapping and Validation  
● Development of Language Identification Tool  
- Region V and Region VI  
  ▪ Community level  
  ▪ School level: Teacher and learner level |
| **Mismatch** between learners reported and actual MT | |
| MTs outside the 19 languages and IPED languages that lack orthographies, do not meet the 4 minima | Development of editing guides, scope & sequence that served as guide in ensuring the consistent use and spelling of words used for the purpose of developing materials for the early grades. |
| Teachers lack of experience in handling linguistically diverse classrooms | Teacher Training that includes strategies for differentiated teaching, language learning and transition, including the effective use of reading resources like leveled readers and decodables |

---

**Region V Language Map (LIS vs Community Survey)**

[Image of Region V Language Map showing LIS vs Community Survey]
The Language Identification Tool (LIT): systematic process of identifying the native language spoken by teacher and learner in the Bicol Region and Western Visayas.

A preliminary testing of the paper-based version of the tool was conducted in January 2020 (R5) and June 2022 (R6) during language validation. Now, the tool is automated and widely used in both Regions 5 and 6.

Now is being institutionalized: part of their region-wide policy for learner profiling and teacher deployment.
Tools and Solution

Comprehensive Rapid Literacy Assessment (CRLA) in 23 Mother Tongue Languages, plus Filipino and English

Reading profiles tell who is on track and who needs to review concepts from the previous grade.

- Full Refresher (Emergent) – Needs direct instruction of phonics patterns from grade
- Moderate Refresher (Developing) – Needs practice with phonics patterns from previous grade
- Light Refresher (Transitioning) – Needs practice to improve accuracy
- At Grade Level – Reading ability is aligned with previous end of year standards (17 out of 20 correct answers = 85%)
**CRLA**

- Teacher-administered for Grades 1-3;
- Quick, diagnostic and formative
- Mother Tongue (23), Filipino, English
- Phonological Awareness
- Alphabet Knowledge
- Decoding
- Word Recognition
- Fluency
- Comprehension

---

**CRLA Data Flow**

**Bottom-up data generation**

**Classroom Level**
- G1 Class Summary
- G2 Class Summary
- G3 Class Summary

---

**CRLA Online Submission**

**CRLA Dashboard**
LEARNING RECOVERY PROGRAM IN THE PHILIPPINES

Addressing Learning Loss and Advancing Sustainable Development through the RAISE Initiative in DepEd Region V
• Compared to countries in East and Southeast Asia, the Philippines had one of the longest school closures, going from March 2020 to October 2020 without any type of formal classes.

• It implemented a pilot run of limited face-to-face classes in November 2021 after a 20-month school closure.

• The Philippines returned to full face-to-face classes for public schools on November 2, 2022, while private schools were allowed to continue blended and distance learning.

• About 27 million students have been affected by partial or full school closures. Nine out of ten children now fall below the minimum reading proficiency level.

   "Policy Brief, Senate Economic Planning Office, 2022"

---

Learning Recovery and Continuity Plan (LRCP)

Regional Offices are highly encouraged to implement a contextualized set of strategies and interventions as part of the Learning Recovery and Continuity Plan which shall focus on three key areas:

- Learning remediation and intervention;
- Socio-emotional functioning, mental health, and well-being; and
- Professional development of teachers

DepEd Order No. 34, s. 2022, School Calendar and Activities for School Year 2022-2023
R5 Learning Recovery Plan

01 Utilization of assessment results
02 Formulation of Regional and Division Learning Recovery Plans (Shared Vision)
03 Implementation of a contextualized curriculum (6-Week Learning Recovery Curriculum)
04 Intensive and regular monitoring and evaluation of program implementation

Beginning-of-the-School Year Comprehensive Rapid Literacy Assessment

BOSY-CRLA (Literacy Assessment)
School Year 2021-2022

- Full Refresher: 50.80% (204,031)
- Moderate Refresher: 8.93% (35,866)
- Light Refresher: 13.14% (52,775)
- Grade Ready: 27.13% (108,963)

Grade 1: 132,441 Grade 2: 130,588 Grade 3: 138,606 Total: 401,635
DepEd Region V Initiative on the Implementation of the Learning Recovery Plan

R ECOVERING for
RAI ECADEMIC ACHIEVEMENT by
I MPROVING INSTRUCTION through
S USTAINABLE
E VIDENCE-BASED LEARNING programs

R5 Shared Vision

By 2025, we envision DepEd Region V as a learning organization that ensures every Bicolano learner in Key Stage 1 is a reader and numerate by implementing a responsive and data-driven Learning Recovery Plan. The Learning Recovery Plan aims to address the learning loss in Grades 1 to 3.

For this purpose, we endeavor to support comprehensive literacy and numeracy instructional programs of the 13 Schools Divisions through the development of a contextualized eight-week curriculum in Mother Tongue, Filipino, English and Mathematics in Key Stage 1 that also integrate social-emotional learning; and make available relevant and developmentally-appropriate learning resource materials that are designed to match the curriculum congruent to the actual skill levels of these cohort of learners and effectively responsive to their needs.
What is the 8-Week Learning Recovery Curriculum?

- It is an intervention that aims to recover learning loss.
- It focuses on foundational skills in literacy and numeracy.
- It is designed for early grade learners (Grade 1, 2, 3).
- Its goal is to help Grade 1, 2, and 3 learners be "grade level ready".

**Foundational Skills**

<table>
<thead>
<tr>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Phonics</td>
<td>01 Number Sense</td>
</tr>
<tr>
<td>02 Phonemic Awareness</td>
<td>02 Addition</td>
</tr>
<tr>
<td>03 Vocabulary</td>
<td>03 Subtraction</td>
</tr>
<tr>
<td>04 Fluency</td>
<td>04 Multiplication</td>
</tr>
<tr>
<td>05 Comprehension</td>
<td>05 Division</td>
</tr>
</tbody>
</table>
THE 8-WEEK LEARNING RECOVERY CURRICULUM

**WEEK 1:**
Assessments in Mother Tongue, English, Filipino and Mathematics to determine specific difficulties (Pre-Test)

**WEEK 2 to 9:**
Implementation of the 8-week Learning Recovery Program

**WEEK 10:**
Assessments in Mother Tongue, English, Filipino and Mathematics to determine progress in literacy and numeracy skills (Post-Test)

---

**CRLA (Literacy) Assessment Results**

<table>
<thead>
<tr>
<th>Grade Ready</th>
<th>2023-2024</th>
<th>2022-2023</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Refresher</td>
<td>50.80%</td>
<td>36.51%</td>
<td>22.27%</td>
</tr>
<tr>
<td>Moderate Refresher</td>
<td>8.93%</td>
<td>11.00%</td>
<td>4.23%</td>
</tr>
<tr>
<td>Light Refresher</td>
<td>33.14%</td>
<td>19.13%</td>
<td>23.72%</td>
</tr>
<tr>
<td>Grade Ready</td>
<td>27.13%</td>
<td>27.13%</td>
<td>33.36%</td>
</tr>
</tbody>
</table>

Region V
- **Education leaders** (top management) are agile, shifted mindsets in addressing learning crises

- **External partners** investing on early grade remedial programs and support initiatives

- **School heads and supervisor** provide instructional support and tight, real-time feedback and monitoring

- **Teachers** provide opportunities for explicit and direct instruction; use activities for formative assessment

- High ownership across governance levels

---

LRP curriculum helped **recover the learning gaps** and provided continuity in learning. It puts in place appropriate learning remediation & intervention needed by our learners to continue quality learning. As a grade one teacher of Iriga Central School, I can say that it is very effective to the learners! It provides **appropriate activities** to the skills that need to be developed so that the pupils will be grade-level ready.

**RHODORA M. ILANO**
Teacher III, Grade 1 Teacher
Iriga Central School
SDO Iriga City
Fostering Genuine Love of Reading
Empowering Children Through Early Grade Reading Materials in Their Native Language

8-Week Learning Recovery Curriculum Materials
Genuine Love of Reading:
Lifelong Love of Learning

The Ability to Read

Sufficient Quality and Quantity
of Reading Materials
in Learner’s Native Language

OUR GOAL

Improve access to quality materials

Access to books is key to learning and sustaining a love of reading. (Robledo and Gove, 2019)

To date, over 2,000 titles were developed and 32M copies distributed to various K-3 classes
DepEd-ABC+ Materials Development Process

Pre-development
- Inventory of DepEd EGRMs
- Identification of Learning Materials or Packages
- Leveling Framework
- LRE Workshop
- Editing Guide
- Scope and Sequence Workshop

Development
- Booklab Activity
- Bloom Workshop
- Let’s Read Adaptation

DepEd QA
- Evaluation
- Field Testing
- Final Review

Production
- Assessment of titles
- Galley Proof
- Illustrations & Layout
- First Proof
- Second Proof
- Proofreading
- USAID Approval

Printing
- First Mock-up Checking
- Second Mock-up Checking
- Approval of Mock-up
- Illustrations & Layout
- First Proof
- Second Proof
- Proofreading
- USAID Approval

Distribution
= Post-delivery Inspection
= Distribution of printed materials
= Uploading of books to DepEd portals

Teachers’ Training
= Professional Development
= On the Use of EGRMs

Early Grade Reading Materials (EGRMs) Survey Instrument

Inventory of Existing EGRMs

Gaps Identified
- no decodable and leveled readers
- lack of wordless picture books, big books, and listening texts
- lack of gender equality and transformational components
- absence of PWDs and ethnic groups both in text and illustrations
- themes and topics only on family, pet, school, and friends
- mostly narratives, lack of poetry and informational texts
The Suite of Early Grade Reading Materials (EGRMs) for K-3
Department of Education Order 21, s.2019

1. wordless picture books
2. listening stories
3. big books
4. decodable readers
5. leveled readers

13 Mother Tongue Languages, plus Filipino and English

Region V
1. Central Bikol
2. Tagalog
3. Minasbate
4. Rinconada
5. Bikol Miraya
6. Southern Sorsognanon

Region VI
1. Hiligaynon
2. Sinugbuanong Binisaya
3. Kinaray-a
4. Akeanon

NCR
1. Filipino
2. English

BARMM
1. Magindanawn
Beginning Reading Program (BRP) Video Lessons

DepEd Region VI sustaining ABC+ Support

- Development of guidelines and policies for quality use of BRP resources and device management
- Development of monitoring mechanisms and progress tracking on BRP results
- Streamlining implementation of BRP for potential scale-up
Learners learn **best** when taught in the language that they understand.

When the child understands the language of learning, they will be more engaged, they will feel that they belong, they will feel included, they will want to continue learning and thrive in life.
Questions? Comments? Connect and Contact us:
Armida Elaine Trinos (ABC+ Project)
atrinos@abcplus.rti.org

Damo nga guid nga salamat!
Dios mabalos!