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About
ABC+: Advancing Basic Education
in the Philippines

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

ABC+: Advancing Basic Education in the Philippines

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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

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Mother Tongue-Based Multilingual Education (MTB-MLE)

DepED Order No. 74, s. 2009; DepEd Order No. 21 s. 2019



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.

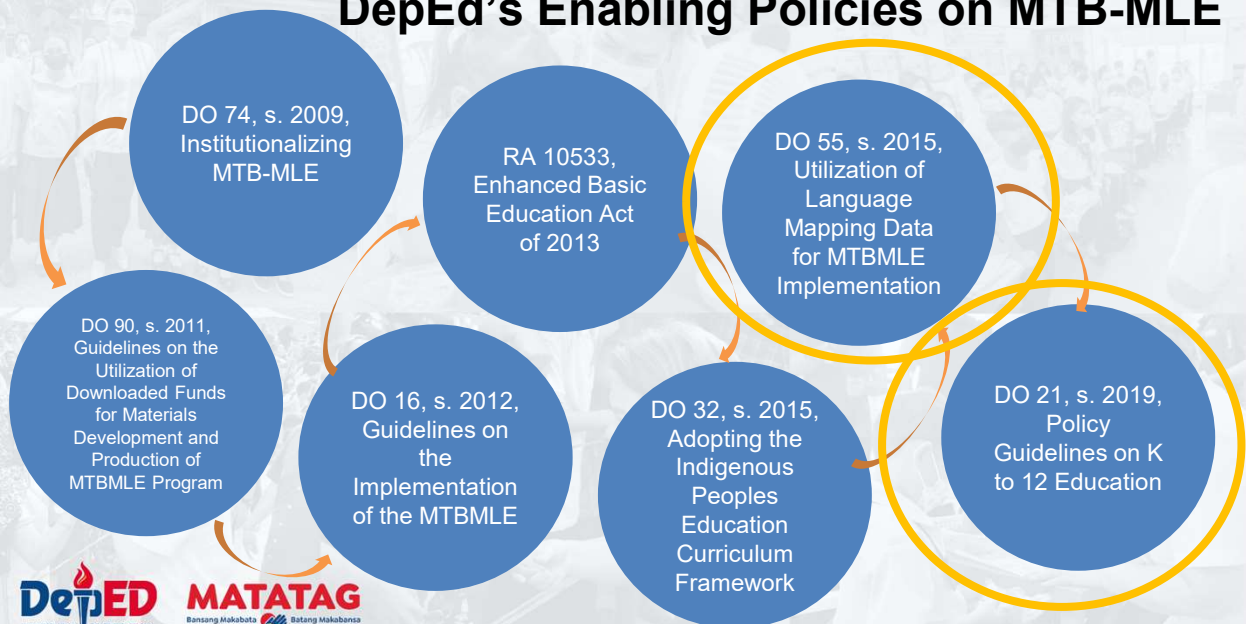
Currently, **19 languages are recognized by Philippines Department of Education as official MOI/MOTL** based on the four (4) minima requirements: resources on language, literature and culture; orthography; documented grammar of the language; dictionary.

Photo: Linguistic map of the Philippines based on... - Maps on the Web (zoom-maps.com)




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DepEd's Enabling Policies on MTB-MLE



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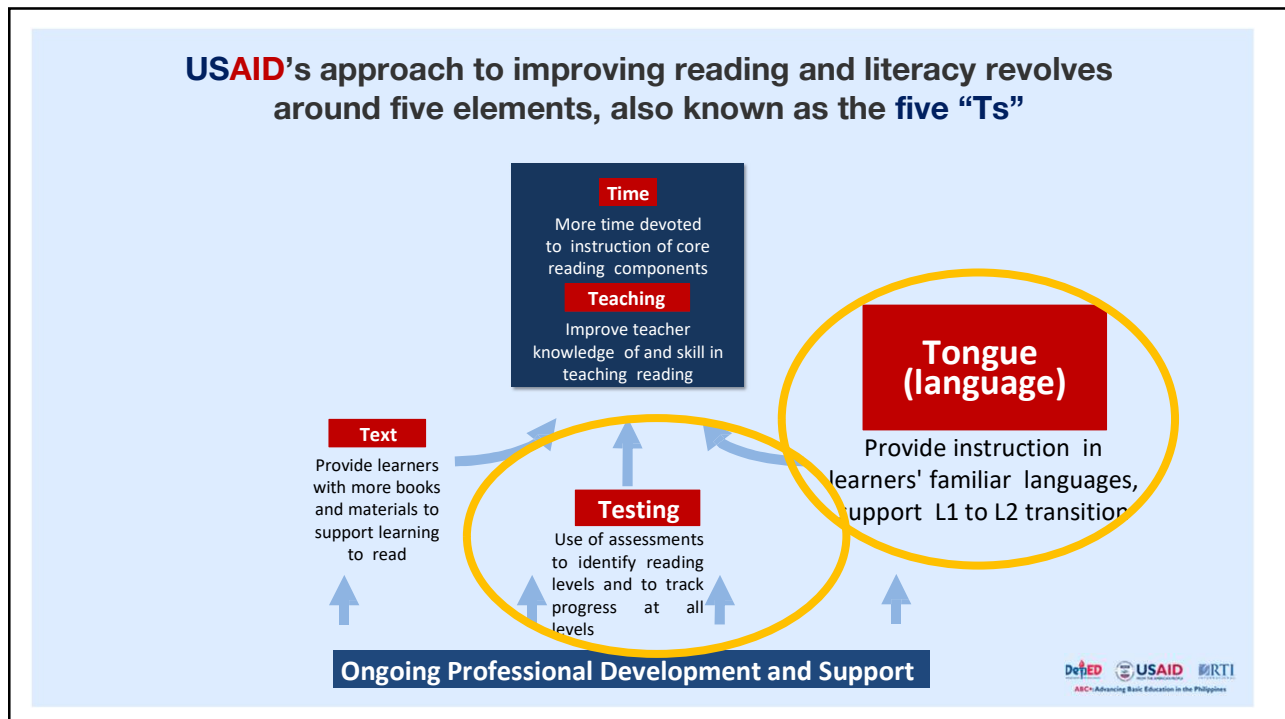


MTB-MLE Policy

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?

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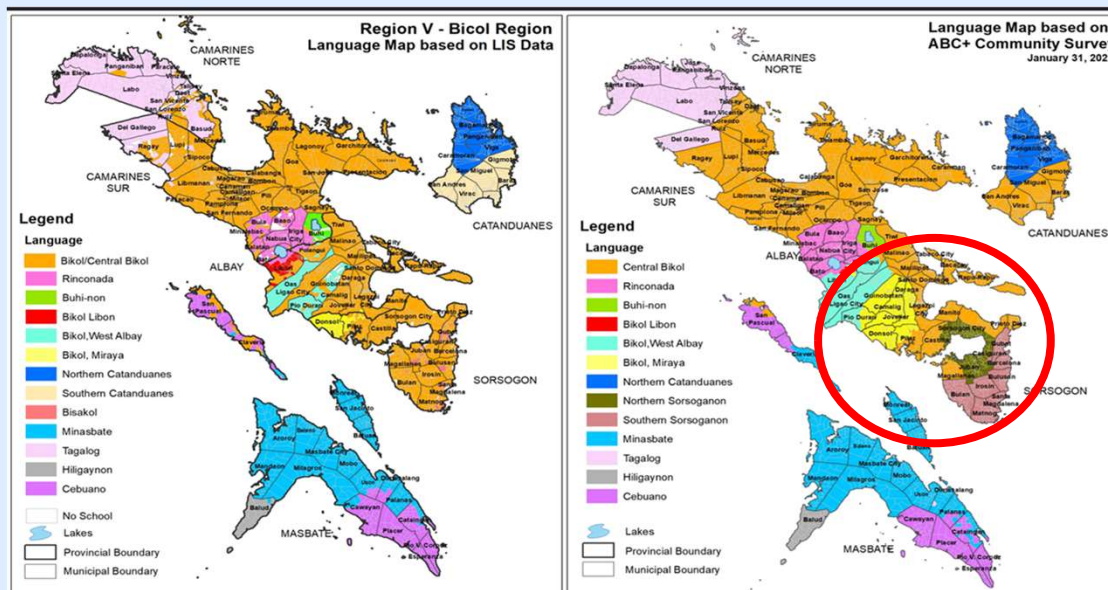
TONGUE

Barriers to effective MTB-MLE Implementation	Tools and Solution
<p>Mismatch between teacher's MT and school's LOI</p> <p>Mismatch between learners reported and actual MT</p>	<ul style="list-style-type: none"> • Language Mapping and Validation • Development of Language Identification Tool <ul style="list-style-type: none"> - Region V and Region VI • Community level • School level: Teacher and learner level
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

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EVIDENCE: LIT

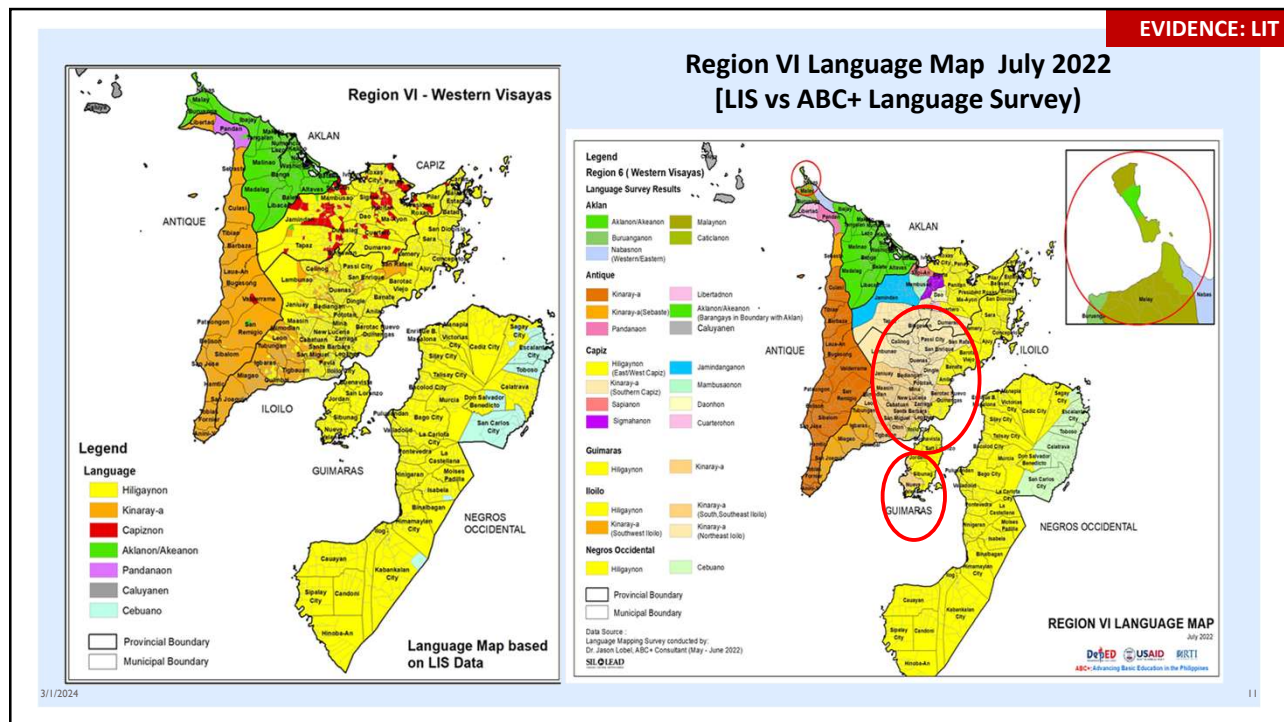
Region V Language Map (LIS vs Community Survey)



3/1/2024

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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.**

EVIDENCE: LIT

Bikol Language Identification Tool (BLIT)

BLIT is a tool that automates the process of identifying the native language spoken by the teacher and learner in Bikol Region.

Download and Install

- Go to this link <https://bit.ly/BLITv5> to download the **R5_BLITv5.zip**
- Right click on the zip file and click "Extract All"

How to Use the Language Identification Tool

- From the language tool folder, double click the excel file with the filename **R5_BLITv5**. If you see this **Microsoft Excel** message, click the **ENABLE CONTENT** button.
- Enter the information needed and click **START**.
- Click **OK** to remove all information and start again.
- When done, click the **Result** button.
- Your certificate and result will be displayed. Print if needed.

Western Visayas Language Identification Tool (WVLIT)

WVLIT is a tool that automates the process of identifying the native language spoken by the teacher and learner in Western Visayas Region.

Download and Install

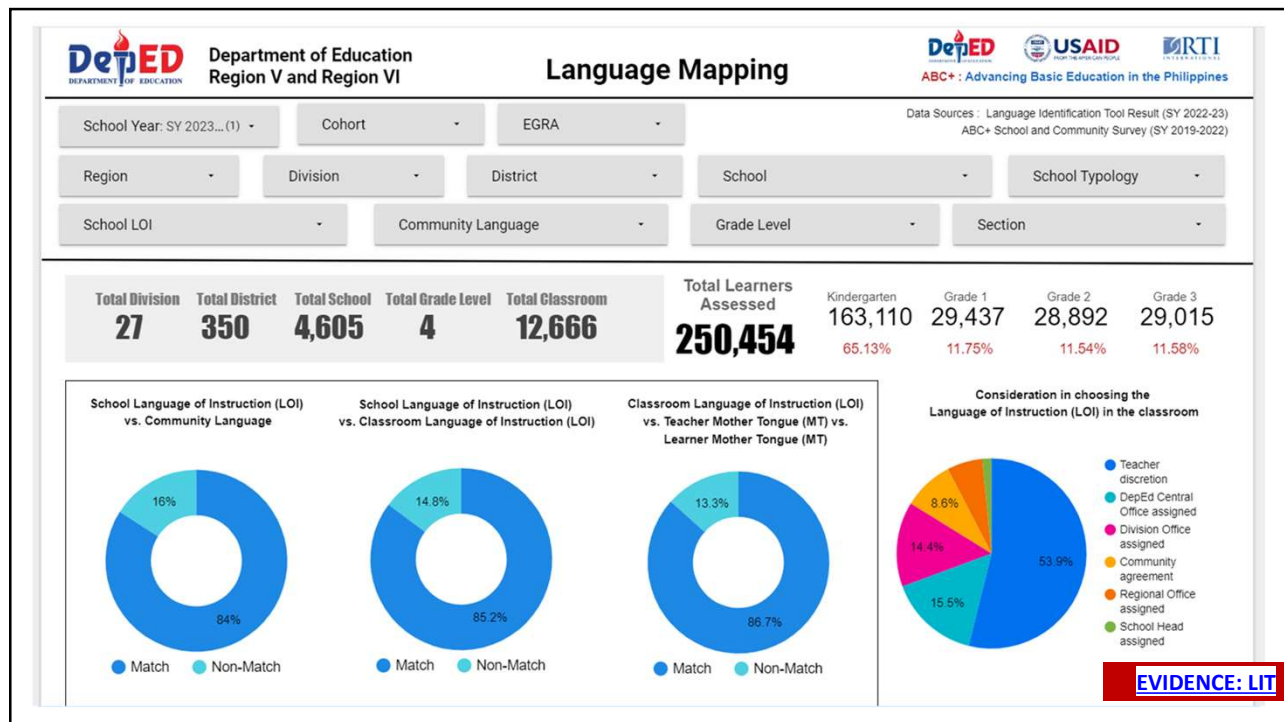
- Go to this link <https://bit.ly/WVLITv4> to download the **R6_WVLITv4.zip**
- Right click on the zip file and click "Extract All"

How to Use the Language Identification Tool

- From the language tool folder, double click the excel file with the filename **R6_WVLITv4**. If you see this **Microsoft Excel** message, click the **ENABLE CONTENT** button.
- Enter the information needed and click **START**.
- Click **OK** to remove all information and start again.
- When done, click the **Result** button.
- Your certificate and result will be displayed. Print if needed.
- Click **Save** to include your name in the result list. Otherwise, click **Print**.
- SAVE** the file or **SAVE AS** the file with relevant filename (e.g. WVLIT_G1_Santana).

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TESTING

Barriers to effective MTB-MLE Implementation

- Teachers **not trained in formative reading assessment**
- Reading assessment results not maximized to identify learners for remediation

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%)

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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

GRADE 1 Learner Sheet - Chavacano

ACTIVIDAD 1

m	g	u	A	s
P	C	T	i	L

MAGA LETRA

O	e	d	K	H
V	q	n	J	r

Word Pairs	Correct Response	Word Pairs	Correct Response
1. dormi, sumi	Rhyme	6. chocolate, semejante	Rhyme
2. pisu, hombre	No	7. pajaro, escuela	No
3. jabon, namuk	No	8. encantada, capituda	Rhyme
4. gato, pito	Rhyme	9. culebra, escribi	No
5. estrella, botella	Rhyme	10. alboroto, admirable	No

GRADE 2 Learner Sheet - Chavacano

ACTIVIDAD 1

Encajona el maga cosas amarillo.
Un motorista de mio hermano.

MAGA PALABRA

cree	luz	bien	verde
hora	parque	joven	dulce
ulan	nueve	direccion	afuera
numero	iglesia	corazon	sintura
oficina	zapatero	estudiante	rectangulo

MAGA ORACION

Ta prepara semilla el jardinero.
Tiene cuantos diamante el reloj.

GRADE 3 Learner Sheet - Filipino

GAHAIN 1

Nilinis nila ang agiw rito.
Nagluto at nagplanta ako kanina.

MGA SALITA

hiyaw	mabigat	prutas	nagagalit
blusa	kalabaw	kahoy	trumpeta
baliw	klase	himay	bashurahan
giliw	pitaka	planta	kalibigan
trumpo	hapon	gripo	maganda

MGA PANGUNGUSAP

Bumili kami ng bagong suklay.
Masarap inumin ang tsokolateng moinit.



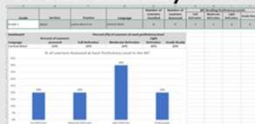
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CRLA Data Flow

Bottom-up data generation

Classroom Level

G1 Class Summary



G2 Class Summary



G3 Class Summary

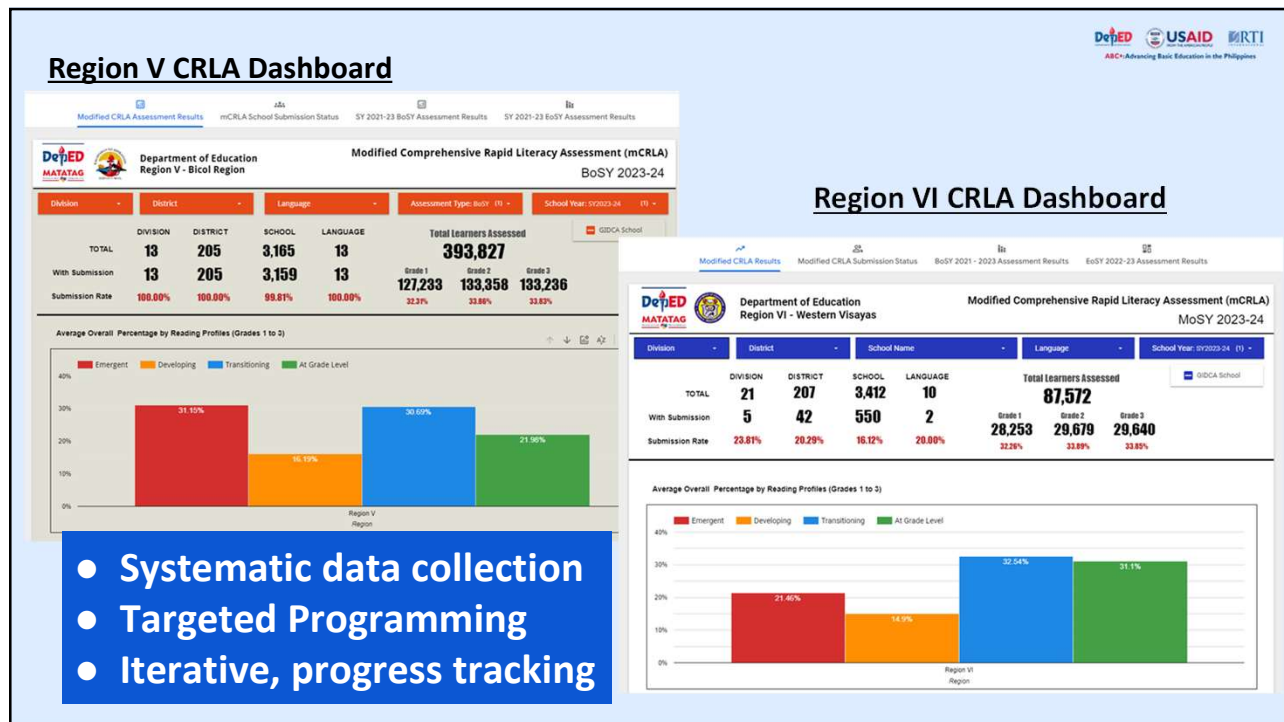


Grade	Language	Number of Learners Assessed	Number of Learners Enrolled	Full Proficiency	Moderate Proficiency	Light Proficiency	Grade Ready	Grade Not Ready
Grade 1	Central Bicol	45	5	1	1	2	1	1
Grade 2	Central Bicol	10	5	2	0	2	1	1
Grade 3	Central Bicol	10	5	1	1	1	2	1
Grade 1	Palawan	10	7	2	1	1	3	1
Grade 2	Palawan	10	7	3	0	2	2	2
Grade 3	Palawan	10	7	1	1	1	1	2

CRLA Online Submission



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- 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

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Learning Recovery and Continuity Plan (LRCP)

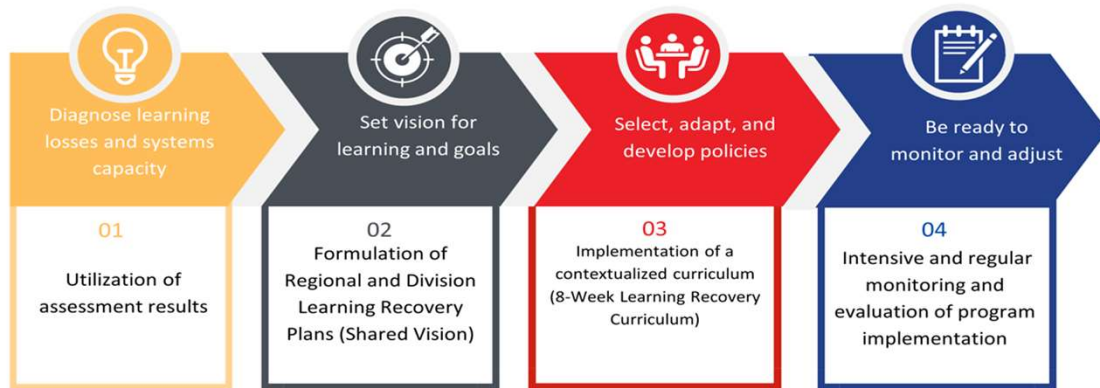
Regional Offices are highly encouraged to implement a contextualized set of strategies and interventions as part of the Learning Recovery and Continuity Plan which shall focus on three key areas:

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

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

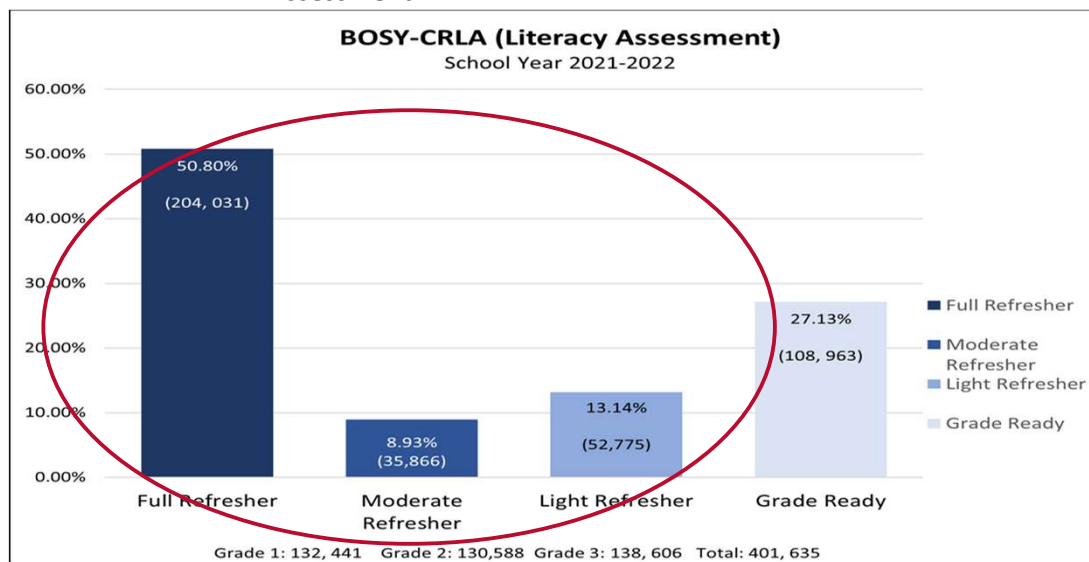
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R5 Learning Recovery Plan



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



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DepEd Region V Initiative on the Implementation of the Learning Recovery Plan



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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.



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What is the 8-Week Learning Recovery Curriculum?


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

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Foundational Skills


LITERACY	NUMERACY
01 Phonics	01 Number Sense
02 Phonemic Awareness	02 Addition
03 Vocabulary	03 Subtraction
04 Fluency	04 Multiplication
05 Comprehension	05 Division



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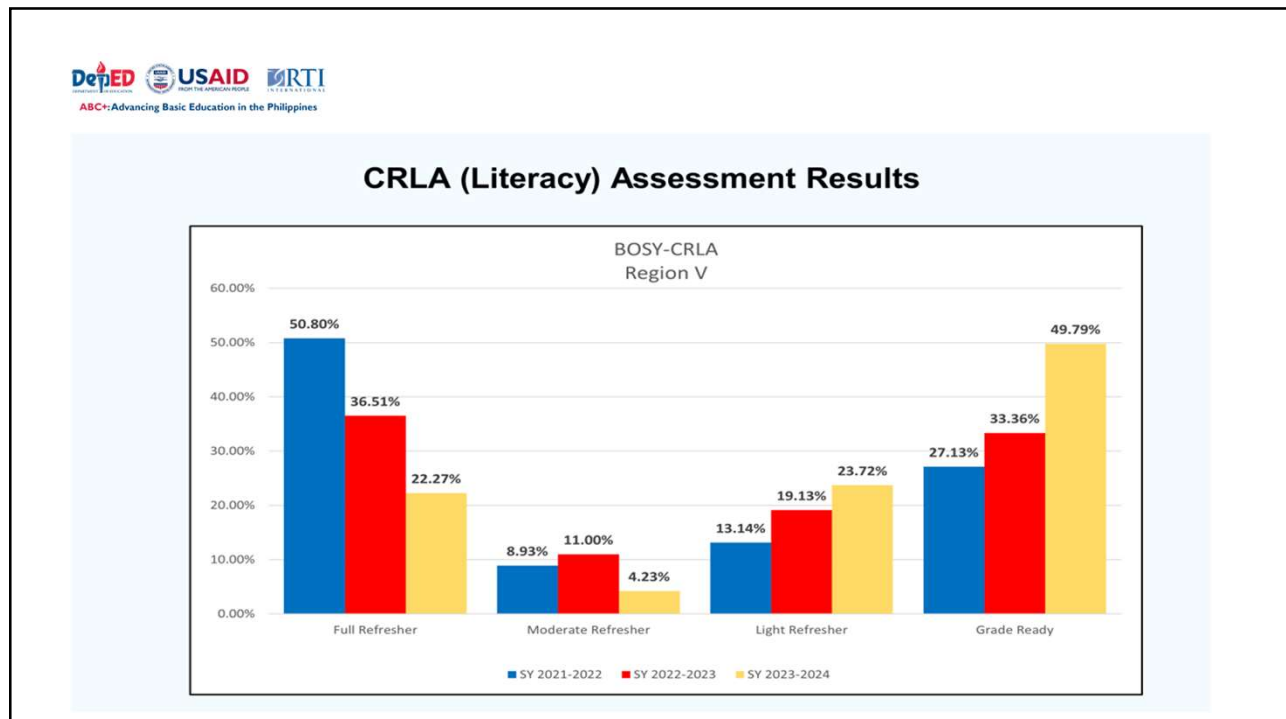
THE 8-WEEK LEARNING RECOVERY CURRICULUM

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

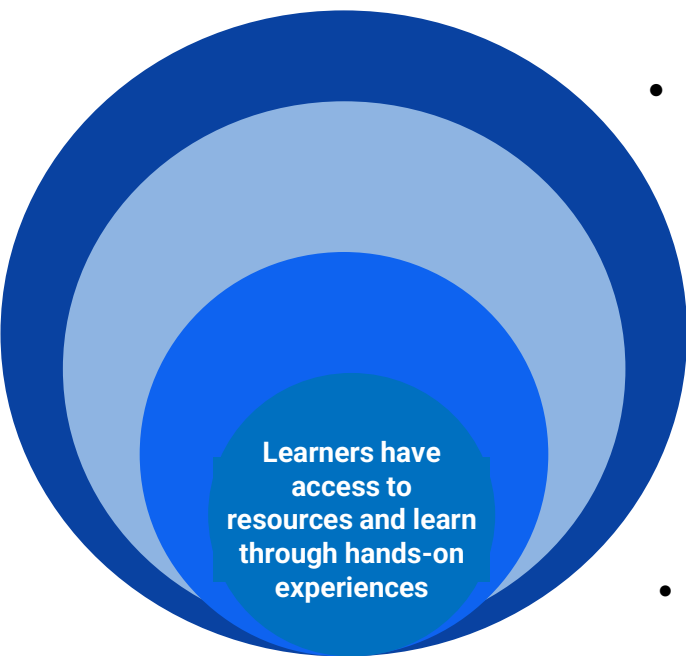
WEEK 2 to 9:
Implementation of the 8-week Learning Recovery Program


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

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- **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

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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



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8-Week Learning Recovery Curriculum Materials

Code: MATH-UBJ-001

Pangalan: _____
Baitang: _____ Perlas: _____

☐ Basahon.
Bayabas ninda Manay Imas.
Bakay ninda Manay Baitang.
An abakado ninda Ito.

☐ Isulat ang sumalat.
_____ ninda Amos.
_____ ninda Toto.
_____ ninda Mino.

☐ Magulat san pangungusap gamit an ninda.

☒ Idrawing ni.

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**WORKSHEETS IN
CENTRAL BIKOL**
FOR THE 8-WEEK LEARNING RECOVERY CURRICULUM

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**LESSON MAPS IN
RINCONADA**
FOR THE 8-WEEK LEARNING RECOVERY CURRICULUM

Code: MATH-UBJ-001

Pangalan: _____
Baitang: _____ Perlas: _____

☐ Bilangan ang mga nasa loob ng kahon at bigkasin ang mga numero.

☐ Kapayahan ang mga numero.

1 2 3 4 5

☐ Kutyasin ang kumakatawan sa bawat numero.

1 3 5 4


☐ Isulat sa guhit ang tamang bilang ng katawan.

2 na ☐ ☐
3 na ☐ ☐
4 na
5 na

☐ Gumuhit ng tamang bilang ng hugis sa loob ng kahon at kutyasin ang mga na.

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Genuine Love of Reading:
Lifelong Love of Learning

↕


The Ability to Read

↕


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




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OUR GOAL



Improve

access to 

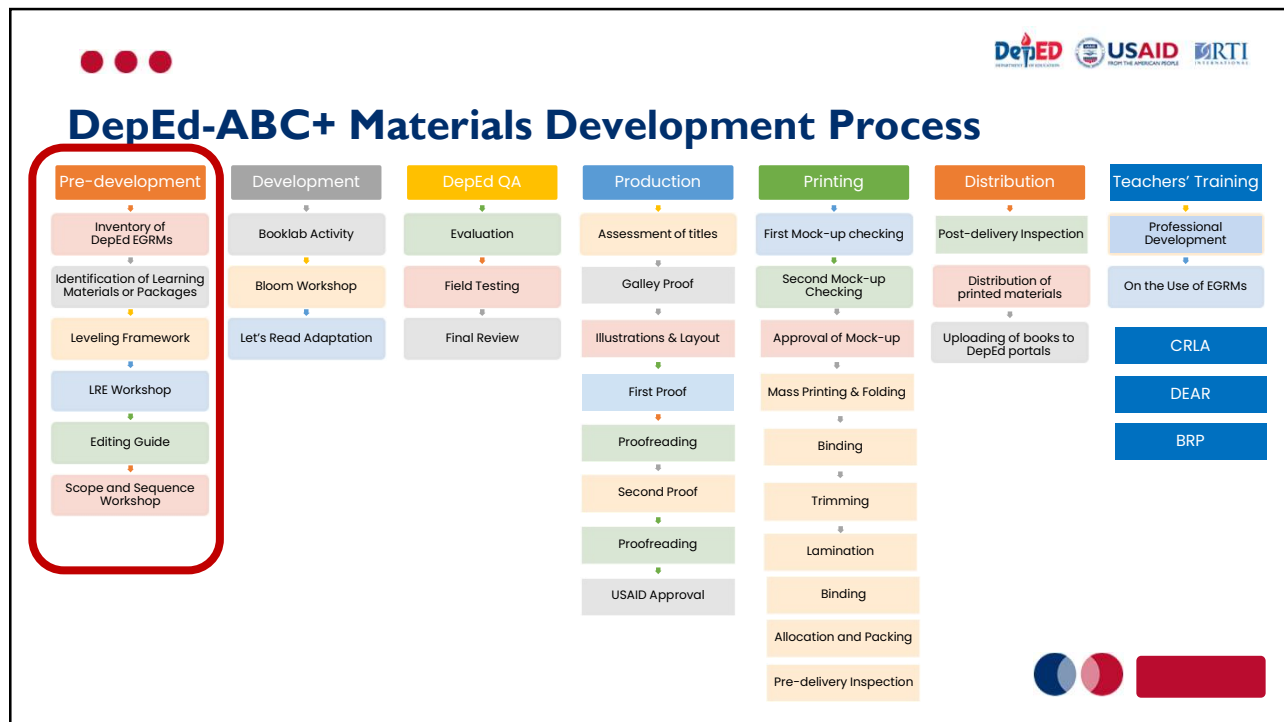
quality materials



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

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Inventory of Existing EGRMs

Early Grade Reading Materials (EGRMs) Survey Instrument

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

Pre-Development

Logos at the top left: DepEd, USAID, and RTI. Text below logos: ABC+ Advancing Basic Education in the Philippines.

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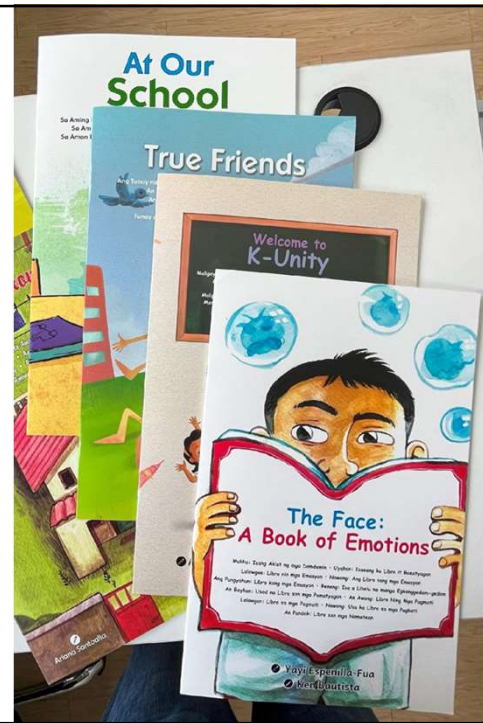


The Suite of Early Grade Reading Materials (EGRMs) for K-3

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

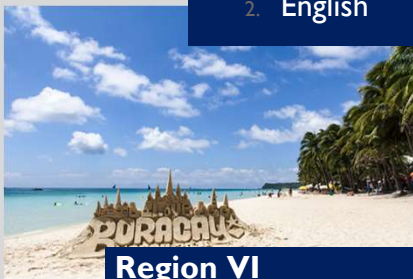


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NCR

1. Filipino
2. English



Region VI

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



Region V

1. Central Bikol
2. Tagalog
3. Minasbate
4. Rinconada
5. Bikol Miraya
6. Southern Sorsoganon



BARMM

1. Magindanawn

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Beginning Reading Program (BRP) Video Lessons

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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

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DepEd Region V sustaining ABC+ support

- Issuance of guidelines on the utilization of early-grade reading materials.
- Inclusion of the classroom package in the Learning Resources Inventory System (LRMIS).
- Integration of the EGRMS in the development of teaching guides and lesson exemplars for the delivery of the MATATAG curriculum
- Utilization of EGRMS in Brigada Pagbasa and Project 6B's (a multisectoral approach in addressing literacy gaps through volunteerism)



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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.



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