



**ITERATIVE METHODS FOR SOLVING THE MULTIPLE-SETS SPLIT
FEASIBILITY PROBLEM**

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DOI: <https://doi.org/10.51453/2354-1431/2022/824>

Article info

Received: 30/07/2022

Revised: 21/08/2022

Accepted: 25/10/2022

Keywords:

policy analysis, Basic Education - Learning Continuity Plan, UNESCO analytical framework, Philippines

Abstract:

This paper investigates the adoption of the DepEd Order No. 12, s. 2020 Basic Education-Learning Continuity Plan (BE-LCP) for Grade three students in a School District of a Schools City Division situated in the Southern part of the Philippines, utilizing the UNESCO analytical framework in policy analysis in education. A qualitative research design using case study method was employed to elucidate the experiences and challenges of teachers and administrators in this time of pandemic, particularly for School Years 2020-2021 and 2021-2022. Results showed an increasing enrollment rate, 100% promotion rate, and no manifestations of students at-risk of dropping out. Although the Proficiency Level is increasing, some students still have low reading performance. Regarding education sector management, the school district created curriculum adjustments, re-aligned learning materials, deployed various learning delivery modalities, and provided training to teachers and school leaders. Similarly, all schools utilized the provision of financial resources efficiently since the budget utilization rate is 100%. Also, the monitoring and evaluation mechanism was operationalized in the said district. It is recommended that the Department of Education must optimize access and equity in this new normal education and establish more educational infrastructures for there is a need for more learning spaces; likewise, to ensure the delivery of quality education, interventions must be conducted to address the learning gaps such as intensifying the reading program; correspondingly, the district should conduct BE-LCP review and adjustments for continuous improvement; lastly, similar studies may be conducted focusing on plans for post-pandemic scenarios.



KẾ HOẠCH HỌC TẬP LIÊN TỤC TẠI PHILIPPINES: PHÂN TÍCH CHÍNH SÁCH TRONG BỐI CẢNH ĐẠI DỊCH

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Thông tin bài viết	Tóm tắt
<p>Ngày nhận bài: 30/07/2022</p> <p>Ngày sửa bài: 21/08/2022</p> <p>Ngày duyệt đăng: 25/10/2022</p> <p>Từ khóa:</p> <p><i>phân tích chính sách, Kế hoạch Giáo dục cơ bản - Học tập liên tục, khung phân tích của UNESCO, Philippines</i></p>	<p>Bài báo này nghiên cứu việc dựa trên Quyết định của Bộ Giáo Dục số 12, s. về Kế hoạch Giáo dục cơ bản - Học tập liên tục năm 2020 (BE-LCP) dành cho học sinh lớp ba trong một phân viện chính của trường học Thành phố tại miền Nam Philippines. Nghiên cứu sử dụng khung phân tích của UNESCO trong phân tích chính sách về giáo dục. Phương pháp nghiên cứu định tính và phương pháp nghiên cứu điển hình được sử dụng để làm sáng tỏ những kinh nghiệm và thách thức của giáo viên, cán bộ quản lý trong đại dịch Covid-19, trong các năm học 2020-2021 và 2021-2022. Kết quả cho thấy: Tỷ lệ nhập học, tỷ lệ lên lớp đạt 100%, không có dấu hiệu học sinh có nguy cơ bỏ học. Mặc dù mức độ đọc hiểu thông thạo đang tăng lên, nhưng vẫn còn một số học sinh chưa đọc tốt. Trong công tác quản lý ngành giáo dục, huyện đã điều chỉnh chương trình giảng dạy, sửa đổi tài liệu học tập, đưa ra các phương pháp học tập khác nhau và tập huấn cho giáo viên cùng với cán bộ quản lý. Tương tự, tất cả các trường đều sử dụng hiệu quả các nguồn tài chính sử dụng 100% ngân sách nhà nước. Ngoài ra, cơ chế giám sát và đánh giá đã được vận hành. Bộ Giáo dục nên tối ưu hóa khả năng tiếp cận và công bằng trong nền giáo dục và thiết lập cơ sở hạ tầng tốt hơn để có nhiều không gian học tập hơn; Để đảm bảo chất lượng giáo dục, các biện pháp phải được thực hiện để giải quyết các vấn đề học tập như: củng cố chương trình đọc; hoặc học phải xem xét và điều chỉnh BE-LCP để cải tiến liên tục; các nghiên cứu tương tự cũng cần tập trung vào các kế hoạch cho những kịch bản sau đại dịch có thể được thực hiện.</p>

1. INTRODUCTION

COVID-19 pandemic is a shared global experience that affects every country. This crisis has exposed many inadequacies and inequities in education systems – from access to learning resources needed for distance learning and the supportive environments needed to focus on learning, up to the misalignment between financial resources and educational needs (Rashid & Yadav, 2020).

In the international arena, particularly in Nigeria, it experienced reduction of meaningful education, disruption of academic calendar of academic institutions, cancellation of trainings for teachers, teaching and learning gaps, loss of workforce in the educational institutions, and cut in the budget of other educational programs (Jacob et al., 2020). In Jordan, students from remote and disadvantaged areas primarily faced enormous challenges such as technological

accessibility, poor internet connectivity, and harsh study environments. With this, the government implemented contingency plans to develop a resilient education system that supports electronic and distance learning. In the United States of America, the stimulus package and the American Rescue Plan were passed in 2021 to strengthen the virtual school environment in remote learning, including funding for devices and internet services for schools and families, while President Joe Biden's infrastructure proposal covers \$100 billion to expand broadband access (Bombardieri, 2021). Similarly, the government of Japan brought a policy initiative, to distribute personal computers to all elementary and junior high school students, and to supply high-speed information technology networks in all schools (Iwabuchi et al., 2021). Undeniably, both countries recognize the significant role of technology and internet connectivity in remote learning.

In the Philippines, school closure for almost two years has been affecting more than 27 million Filipino students (UNICEF, 2021). Nonetheless, the Department of Education (DepEd) implemented the Basic Education-Learning Continuity Plan (BE-LCP) under DepEd Order No. 12, series of 2020, to guarantee that education will continue amidst the pandemic. It has been designed with a legal framework responsive to the new normal, keeping in mind the constitutional mandate always to uphold the right of all citizens to quality education. Nevertheless, the Department also reviewed and assessed the programs, projects, and activities outlined in the plan and their corresponding budgetary implications. Also, to get the education of the country's students back on track, the DepEd BE-LCP guides the delivery of various distance learning modalities while ensuring the health, safety, and welfare of all its learners, teachers, and personnel.

The main educational issue that must be analyzed is the need for scrutiny of whether the BE-LCP is aligned with the department's aim anchored on UNESCO (2003) analytical framework with the following dimensions: access and equity, quality, financing of education, education sector management, and monitoring and evaluation. This critical review of BE-LCP can be of great use for the policymakers to determine how this official document consider and address the contextual issues, remaining gaps, and whether adjustments and new priorities can be introduced in the light of ongoing contextual changes.

2. STATEMENT OF THE PROBLEM

This study investigated the alignment of the Basic Education-Learning Continuity Plan (BE-LCP) with the implementation of various programs, projects, and activities for Grade 3 students. Specifically, this answers the following questions: First, how have access and

participation in education evolved from SY 2020-2021 to SY 2021-2022? Second, how is the acquisition of quality learning outcomes during the implementation of distance learning modality? Third, what is the current management structure of the education sector in the new normal? Fourth, how are financial resources utilized in the education sub-sector – elementary level? And lastly, how is the monitoring and evaluation mechanism operationalized in the new normal?

3. METHOD

This qualitative research used case study method was employed to elucidate the experiences and challenges of teachers and administrators of the district, particularly in adopting the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 and School Year 2021-2022. This study focused on the five analytical dimensions suggested by UNESCO in making an education policy analysis: Access & Equity, Quality, Education Sector Management, Financing of Education, and Monitoring & Evaluation. Data reduction was implemented using "the process of selecting, focusing, simplifying, abstracting, and transforming that data" (Miles & Huberman, 1994). Further, the three Cs of analysis, which included the element of codes, categories, and concepts, as a tool for data reduction in qualitative studies (Lichtman, 2006).

The respondents of the study were the school administrators and teachers who have implemented the BE-LCP in the district. A total summary of nine principals and nine teachers from the public elementary school district of Davao City in the Southern part of Mindanao, Philippines, was the target of the study. With the quarantine restrictions, the researchers gathered data through online interviews and focus group discussions (FGD). Following the qualitative research approach, thematic analysis was employed to analyze the transcribed recordings of interviews and responses of FGD.

In this paper analysis, the researchers also utilized the documents relative to the Philippines' basic education learning continuity plan employed in the new normal, specifically the different issuances such as DepEd Order No. 12, series 2020 or the Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency, Regional Memorandum 306, series 2020, SDO Davao BE-LCP Manuscript (DM 200, s. 2021), and the public elementary school district-Enhanced Learning Continuity Plan (ELCP) File. Also, the researchers made use of the contents or data reported during School Years 2020-2021 and 2021-2022 (3rd Quarter) embedded in School-Based Management (SBM) – Intended Learning Outcomes (ILOs), Proficiency of Learning (PL), General Scholastic

Average (GSA), Maintenance and Other Operating Expenses (MOOE) report, and School Monitoring, Evaluation, and Adjustment (SMEA) accomplishment reports. Interviews and Focus Group Discussions were also conducted to gather the participants' responses to the district and for further clarification and validation.

4. RESULTS

It can be noted that there was an increase in enrolment with an overall rate of +5.43%, which

is gleaned from 1,767 of the former school year and 1,863 of the latter. School E got the highest increase in enrollment rate with +10.53%. However, School G attained the lowest increase in enrollment rate with +2.54% only. This aligns with the report of Bautista (2021) that despite the continuing challenges under the distance learning setup, more students enrolled this school year, surpassing last year's total.

Table 1. Status of the Provision of Education, Access to Education and Participation in Education from SY 2020-2021 to SY 2021-2022 in terms of Enrollment Rate of Grade 3 Level of the Schools in the District

Schools	School Year 2020-2021	School Year 2021-2022	Increase / Decrease Rate
School A	315	335	+6.35%
School B	296	317	+7.09%
School C	31	33	+6.45%
School D	293	307	+4.78%
School E	76	84	+10.53%
School F	279	292	+4.66%
School G	236	242	+2.54%
School H	92	97	+5.43%
School I	149	156	+4.70%
Overall Total	1,767	1,863	+5.43%

Table 2 reflects the promotion rate of Grade 3 learners from the District, Division of Davao City covering the School Year 2020-2021 to School Year 2021-2022 (1st to 3rd Quarter). It can be noted that the said district maintained the ideal level of students' promotion with 100% in all the nine (9) schools. All students were promoted for the last school year due to the complete provision of modules afforded to all enrolled learners in Grade 3. Also, teachers were virtually trained in the delivery of Learning Delivery Modalities such as modular distance learning, blended distance learning,

and TV/Radio-Based Instruction (TVRBI). This led the teachers to be better equipped to teach various types of learners amidst the pandemic. Such is congruent to the idea of Eboatu (2017) that schools promote various types of learners utilizing different modalities and teaching approaches by recognizing that all children do not learn or develop at the same rate. The education policy provides differentiated instruction for those students who require it, especially in times of crisis.

Table 2. Status of the Provision of Education, Access to Education and Participation in Education from SY 2020-2021 to SY 2021-2022 in terms of Promotion Rate of Grade 3 Level of the Schools in the District

Schools	Number of Students who were Promoted during SY. 2020-2021	Promotion Rate in Grade 3 Level	Number of Students who are Possibly be Promoted during SY. 2021-2022	Possible Promotion Rate in Grade 3 Level
School A	315	100%	335	100%
School B	296	100%	317	100%
School C	31	100%	33	100%
School D	293	100%	307	100%

School E	76	100%	84	100%
School F	279	100%	292	100%
School G	236	100%	242	100%
School H	92	100%	97	100%
School I	149	100%	156	100%
Overall Total	1,767	100%	1,863	100%

Table 3 is the status of the provision of education, access to education, and participation in education from SY 2020-2021 to SY 2021-2022 in terms

of Dropout Rate of students in Grade 3 level. No reported students were at risk of dropping out in the current school year.

Table 3. Status of the Provision of Education, Access to Education and Participation in Education from SY 2020-2021 to SY 2021-2022 in terms of Dropout Rate of Grade 3 Level of the Schools in the District

Schools	Number of Students who were No Longer Participating in Activities during SY. 2020-2021	Dropout Rate in Grade 3 Level	Number of Students who are At-risk of Dropping Out during SY. 2021-2022	Possible Dropout Rate in Grade 3 Level
School A – School I	0	0%	0	0%
Overall Total	0	0%	0	0%

Such is parallel to the observation of Trinidad (2021), who mentioned that learners did not drop out from school. However, they either shifted from one mode of learning to another or migrated from one geographical location to another. Learners’ migration is observed due to the economic impact of the pandemic. Data showed that students have moved from city

to provincial schools or private to public schools. Meanwhile, other learners have decided to shift from solely modular to blended learning, wherein they can tap into TV, online, and radio resources available at their respective schools. In addition, the slow return of students to school after the holiday season and school vacations is typically observed annually.

Table 4. School District’s General Scholastic Average (GSA) of Students’ Learning Progress for School Year 2020-2021 and School Year 2021-2022 in Grade 3 Level

Learning Areas	SY 2020-2021	SY 2021-2022	Average	Increase/Decrease Rate
English	85.03	85.29	85.16	+0.26
Filipino	86.03	86.47	86.25	+0.44
Math	83.20	83.27	83.24	+0.07
Science	84.68	85.22	84.95	+0.54

The table above presents the General Scholastic Average (GSA) of Grade 3 students for two consecutive school years implementing Modular Distance Learning (MDL) and Blended Learning (TV/Radio-based Instruction with Module). The GSA generated in the SY 2020-2021 covers first to fourth quarter grades, while SY 2021-2022 were taken from first to third quarter since the current school year is not yet completed. As reflected in the figure, Filipino subject earned the highest GSA with 86.25, followed by English, Science, and Math, respectively. Among the four learning areas, Science achieved the highest increase of +0.54 while Math has the lowest with +0.07 against the previous

school year. Furthermore, as indicated in the DepEd Order 08, series of 2015 re: “Policy Guidelines on Classroom Assessment for the K-12 Basic Education Program”, the Filipino and English GSA is described as Very Satisfactory as it corresponds to the grading scale of 85-89 while Math and Science GSA is equivalent to Satisfactory since it covers the grading scale of 80-84. All Grade 3 pupils were promoted and retained based on the DepEd Grading System computing of grades, learner progress, final grades and general average, and learner’s progress.

Table 5. School District’s Philippine Informal Reading Inventory Report of the Students’ Reading Performance for School Year 2020-2021 and School Year 2021-2022 in Grade 3 Level

Reading Passages	Reading Level S.Y. 2020-2021	Reading Level S.Y. 2021-2022
English	Instructional	Instructional
Filipino	Instructional	Instructional

However, in Table 5, despite the very satisfactory result and described as instructional readers on the pupils’ reading performance, there is still a noted incidence of a remaining number of readers who are at the Frustration Level in English and Filipino, as indicated in one of the Concerns, Issues, Gaps, and Problems (CIGPs) in the recent Monitoring, Evaluation and Adjustment (MEA) report of the district. Reading fluency is more fundamental for academic development

because problems with this skill can interfere with students’ ability to learn other subjects as they progress through later grades. UNICEF’s (2022) research key findings showed that most grade 3 students have lagged in mastering foundational skills in either reading or numeracy amid widespread school closures and other disruptions to the education system brought about by the pandemic.

Table 6. Challenges Encountered by Teachers in Acquiring Authentic/Actual Learning Outcomes

Challenges	Themes
Poor/No Internet Connectivity	Pupils have no internet connection
	Difficulty in communicating with the pupils
	Pupils have no available gadgets at home
Parents Answer the Modules	Students are overwhelmed with the various SLM activities
	Parents pity their children, so they answer the modules themselves
Answer Key Dependent	Poor reading comprehension and contents of the module is hard to understand
	Too many distractions from outside
	Lack of Proper scheduling
	Lack of support at home
	Lack of teacher and learner interactions
	Pupils are less motivated to answer the modules religiously

With the Modular Distance Learning and Blended Learning Modality adopted by the District, connectivity is crucial in communicating with the pupils and delivering of instruction. Having a teacher and learner interaction with the use of technology and internet connection is a great help in monitoring pupils’ progress. One of the challenges that impacted distance learning was having poor connectivity. Upon submitting pupils’ output, it was evident on some papers that the handwriting do not belong to them but that of their parents or Teaching Learning Collaborators (TLCs). Consequently, the learning of students was compromised and at-risk. The self-learning module (SLM) provided logical topics and guided pupils through the content and with the parallel assessment given by the teacher. Some pupils found difficulty in answering their modules, especially those slow pupils while their family members who do not know how to

guide and teach their children. This situation is similar to the study of Dangle and Sumaoang (2020), that some parents have difficulty understanding and answering the modules of their child/children. So instead of going through all the activities in the SLM, the pupils tend to just copy and rely on the answer key, defeating the purpose of infusing the values/virtue of honesty and integrity.

It can be noted in Table 7 that Education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war, Deeper understanding of the best education, Innovations made as to the alternative learning modes and technologies, Distance learning program lack mechanisms for teachers to assess and provide feedback and formative guidance to students, When students lack regular feedback from teachers, they may fail to maintain current learning levels and struggle to develop new knowledge and skills

through self-learning as required, By simply looking at the pandemic and other relevant crises, learning and education continues, and Teachers have been doing their role well, but the limitations and inaccessibility to tools or even the poor communication to students have made the implementation difficult using the current management structure of the education sector in the new normal setting.

In simpler terms, we had seen the idea of a single, standardized school model giving rise to a variety of ways of “doing school,” more advanced in some places than in others but nonetheless changing educational landscapes around the world. We can expect then to increasingly have hybrid forms of teaching and learning, in different spaces, inside and outside the school, at different times, synchronous and asynchronous, using a multiplicity of means and methods (among others: individual study, group work, one-on-one meetings with teachers, research projects, citizen science, community service, and performance). Though the school space remains fundamental, there is

a to transform and augment by a much broader space for learning.

According to De Vera (2020) we must find ways to cope with the pandemic during these challenging times and ensure that while “learning must continue,” “we learn as one, we are ready”. Hence, the education sector needs to innovate and find a variety to serve a wide range of student interests, aptitudes, and learning styles. Different schools incorporate different teaching methods and children have different learning styles. DepEd Secretary Leonor Magtolis Briones said that she is hopeful to further transform Philippine education in response to the changing world with the drastic changes in education brought by the pandemic (Department of Education, 2020). Indeed, many changes that have been developing for some time have accelerated with the pandemic. Increased awareness and appreciation of schools can serve as the basis for a new revival of public education, one that transforms the idea of schooling.

Table 7. Analytical Views of School Administrators and Teachers in the Grade 3 Level on the Current Management Structure of Education Sector in the New Normal

Major Themes	Core Ideas
Delivering Education	Education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war
	Deeper understanding of the best education
	Innovations made as to the alternative learning modes and technologies
	Distance learning program lack mechanisms for teachers to assess and provide feedback and formative guidance to students
	When students lack regular feedback from teachers, they may fail to maintain current learning levels and struggle to develop new knowledge and skills through self-learning as required
	By simply looking at the pandemic and other relevant crises, there is still learning, education continues
	Teachers have been doing their role well, but the limitations and inaccessibility to tools or even the poor communication to students have made the implementation arduous
Equal Opportunities	Ensure all learners are given equal opportunities to participate in the k to 12 basic education program through the basic education learning continuity plan
	Provides continuous and quality education to the learners through the implementation of different learning modalities such as, online, modular, blended, and recently the conduct of limited face to face classes
	Thru Localized and conceptualized BE-LCP, the school admin, teaching and non-teaching personnel, learners and parents were guided in the new normal setting.
Management Structure	DepEd is on the process of implementing or experimenting the BE-LCP, yet with the support and unity of DepEd personnel and stakeholders this will be apt to respond adversities and deliver quality education to students
	They are able to create curriculum adjustments, re-align learning materials, deploy various learning delivery modalities, and provide trainings to teachers and school leaders
	Collaborative efforts of many individuals have adapted the change brought by the new normal
	Good facilitation on the safe return of teaching and non-teaching personnel to schools

Table 8. Status on Utilization of Financial Resources in the School District in Grade 3 Level

Schools	MOOE Utilization (S.Y. 2020)	MOOE Utilization (S.Y. 2021)	MOOE Utilization (S.Y. 2022)	Budget Utilization Rate
School A	1,927,000	1,792,000	1,783,000	100%
School B	1,468,000	1,365,000	935,000	100%
School C	325,000	302,000	346,000	100%
School D	1,568,000	1,458,000	1,571,000	100%
School E	717,000	667,000	588,000	100%
School F	1,596,000	1,484,000	1,527,000	100%
School G	1,407,000	1,308,000	1,278,000	100%
School H	659,000	613,000	626,000	100%
School I	987,000	918,000	864,000	100%

Table 8 gleans that all schools have utilized well the provision of financial resources as it is seen in the budget utilization rate which is 100%. School A garnered an almost two million annual allocation of MOOE for the benefit of its enrolled students. In scrutiny, the budget is allocated in the procurement of school supplies necessary in classroom teaching such as printing of Self-Learning Modules (SLMs), utilities and communication (internet connection), virtual and limited face-to-face training activities, online graduation rites, security and manpower, janitorial services, minor school repair as stated in the approved School Improvement Plan (SIP) for the current school year and in the Annual Improvement Plan (AIP) of the school, procure small capital expenditure items worth Php. 15,000 and below as provided in the new Government Accounting Manual issued by the Commission on Audit and subject to separate guidelines to be issued by DepEd.

In Table 9, the Curriculum and Learning Management Division wherein the Schools Division Office conducted and online monitoring and evaluation as to the implementation of the K to 12 Basic Education Program in the new normal, Monitoring and evaluation programs and services is anchored to the education monitoring and evaluation framework, It could not be denied that the education sector has given its utmost

efforts to gather the most authentic data as possible, in doing so, provide the most appropriate solutions, it is particularly challenging to measure changes in learning outcomes given that no baseline data may be available, and It is appreciative that they have the ideal objectives in realizing the vision, however, without question, the frontliner has quandary in achieving such.

In addition to what has been described above, DepEd has the following monitoring arrangements: the Education Program Monitoring Unit coordinates with the Planning and Finance Services on budget utilization to ensure timely availability and delivery of education inputs; the Program Management Service is designated to be the lead unit in monitoring capital-intensive and large-scale projects; program monitoring initiatives by line units, central office bureaus, and services independently perform M&E activities for their respective programs and projects; and regional and schools division offices conduct school monitoring visits. Besides, The Program Management Information System is a web-based information system designed to facilitate tracking and monitoring of the physical and financial performance of different programs, projects, and activities of DepEd. The system is expected to provide real-time data and information on the progress of implementation and the achievements of programs and projects.

Table 9. Analytical Views of School Administrators and Teachers in the Grade 3 Level on the Monitoring and Evaluation Mechanism Operationalized in the New Normal

Major Themes	Core Ideas
Targets on Monitoring and Evaluation	Set by the Curriculum and Learning Management Division wherein the SDO will conduct and online monitoring and evaluation as to the implementation of the K to 12 Basic Education Program in the new normal
	Monitoring and evaluation programs and services is anchored to the education monitoring and evaluation framework

Major Themes	Core Ideas
	<p>It could not be denied that the education sector has given its utmost efforts to gather the most authentic data as possible, in doing so, provide the most appropriate solutions, it is particularly challenging to measure changes in learning outcomes given that no baseline data may be available</p> <p>It is appreciative that they have the ideal objectives in realizing the vision, however, without question, the frontliner has quandary in achieving such.</p>
Roles on Monitoring and Evaluation	<p>In terms of Monitoring and evaluation of all DepEd programs, activities and projects each school established a monitoring team to quarterly monitor each project that has been implemented and not yet implemented and ideally it must be reported to the stakeholders at the end of every quarter.</p> <p>The school head will see to it that there is proper implementation of the different policies and guidelines in teaching during the new normal setting</p> <p>Deped Central to Regional Deped to Division to school ensure support systems in the monitoring and evaluation programs and services for the learners, this aligned and tailored to the BE-LCP adopting distance learning or multiple learning delivery modalities as well</p> <p>Improvement and training necessary for teachers for their role in the monitoring and evaluation, Deped’s capacity to optimize the data resources, and linkages</p>
Mechanisms on Monitoring and Evaluation	<p>Putting in place the monitoring and evaluation mechanisms of education in the midst of a crisis is difficult</p> <p>Developing procedures to measure representations for the quality of the programs such as accessibility, alignment of distance learning to the curriculum and teacher-student engagement</p> <p>During the new normal, the M&E has been intensified by conducting division and regional monitoring with the use of appropriate monitoring tools.</p> <p>Reports are submitted by schools centralized by the different districts.</p>

However, monitoring and evaluation matter at all levels, contexts and circumstances to enhance development effectiveness. In doing so, when a robust and credible system for monitoring is in place, we are more confident at evaluation that not only can we verify that our rocket landed safely on Mars but we also can account for the investment and learn from the experience for future expeditions (Somma & Kilroy, 2020). Thus, DepEd’s capacity to optimize the data resources, and linkages are focused on the roles of monitoring and evaluation mechanism operationalized in the new normal. The system is expected to provide real-time data and information on the progress of implementation designed to facilitate tracking and monitoring of the physical and financial performance of different programs, projects, and activities of DepEd.

5. CONCLUSION

The findings show that despite the continuing challenges under the distance learning set-up, more learners enrolled, and it can be noted that the school district maintained the 100% promotion rate in all the nine (9) schools. It is evidenced by the increasing enrollment rate of Grade 3 pupils covering from School Year 2020-2021 to School Year 2021-2022. In

the present school year, there are no manifestations or reported students who are at-risk of dropping out.

Based on the findings of the study the following policy implications were gathered, in Modular/Blended learning modality, The General Scholastic Average (GSA) acquired by learners does not necessarily reflects the reading proficiency of learners because of the hindrances but faces a lot of challenges. On the current education management structure in the new normal paved the way to provide continuous and quality education to the learners through the implementation of different learning modalities. Thru the localized and conceptualized BE-LCP, the school administrator, teaching and non-teaching personnel, learners and parents were guided in the new normal setting. The collaborative efforts of many individuals’ parts of it have adapted the change brought by the new normal. In fact, they are able to create curriculum adjustments, re-align learning materials, deploy various learning modalities, and provide trainings to teachers and school leaders. Moreover, DepEd is on the process of implementing the BE-LCP, with the support and unity of DepEd personnel and stakeholders this will be apt to respond adversities and deliver quality education to students as to optimize access and equity in this new

normal education, the organization (DepEd) and policy makers establish more educational infrastructures for more learning spaces, to support the growing consumer demands of learners and also to provide coverage for remote areas that are most in need of alternative modes of learning.

The delivery of quality education interventions must be conducted to address the learning gaps on the review and revision of the BE-LCP, for continuous improvement. Education must continue even in times of crisis as innovations to the alternative learning modes and technologies for delivering educations the leaders should be sensitive to the needs and call of our times and taking one step at a time to do less harm for the learners is a big leap already with the support, unity of DepEd personnel and stakeholders this will be apt to respond adversities and deliver quality education to learners.

What is more, in order to contextualize further the Department of Education may establish financing strategies to ensure that learning will continue despite the COVID-19 pandemic. The said institution may recalibrate DepEd's budget through alignment and modification of Programs, Activities and Projects (PAPs).and tapped other institution to enhance partnerships with Development Partners (DP); enhance Brigada Eskwela. Also monitoring and evaluation of all DepEd programs, activities and projects that each school has established, School Heads must see to it that there is proper implementation of the different policies and guidelines in teaching during the new normal setting.

Further research be conducted on the same problem but may add other variables not included in this study such as other grade levels, schools (private and public), and methods (quantitative, qualitative or combination of both such as convergent or exploratory).

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