

2019
NATIONAL LITERACY CONFERENCE



Literacy Coordinating Council

*Synthesis on Policy
Recommendation*

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House of Representatives





POLICY RECOMMENDATIONS ON CURRICULUM DEVELOPMENT

1. R.S. 1 - ASSESSMENT OF READING ANXIETY AND ORAL READING FLUENCY OF GRADE 11 STUDENTS: TOWARDS INTERVENTION DEVELOPMENT
2. R.S. 2 - FLIPPED CLASSROOM: AN INSTRUCTIONAL STRATEGY IN INCREASING THE PERFORMANCE OF HEARING-IMPAIRED STUDENTS IN SCIENCE
3. R.S. 6 - PROJECT ASPIRE: ACTIVE STAKEHOLDERS PARTICIPATION AND INVOLVEMENT IN READING ENHANCEMENT OF THE LEARNERS



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POLICY RECOMMENDATIONS ON TRAINING OF TEACHERS

1. R.S. 7 - TOWARDS A PROPOSED LITERACY-SERVICE LEARNING PROGRAM TO ENRICH TEACHER EDUCATION CURRICULUM R.S. 8 - WORKPLACE LITERACY AMONG IN-SERVICE TEACHERS
2. R.S. 8 - WORKPLACE LITERACY AMONG IN-SERVICE TEACHERS
3. R.S. 9 - FINANCIAL CAPABILITY OF PUBLIC SCHOOL TEACHERS IN THE PHILIPPINES





POLICY RECOMMENDATIONS ON SPECIAL/INCLUSIVE EDUCATION

1. R.S. 2 - FLIPPED CLASSROOM: AN INSTRUCTIONAL STRATEGY IN INCREASING THE PERFORMANCE OF HEARING – IMPAIRED STUDENTS IN SCIENCE
2. R.S. 3 - ATTITUDES, AWARENESS AND SKILLS OF PUBLIC SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION



POLICY RECOMMENDATIONS ON ALTERNATIVE LEARNING SYSTEM

1. R.S. 5 - A COMPREHENSIVE APPROACH TOWARDS FUNCTIONAL LITERACY FOR THE MARGINALIZED: THE CASE OF BUTUAN CITY

POLICY RECOMMENDATIONS ON SCHOOL-BASED BULLYING

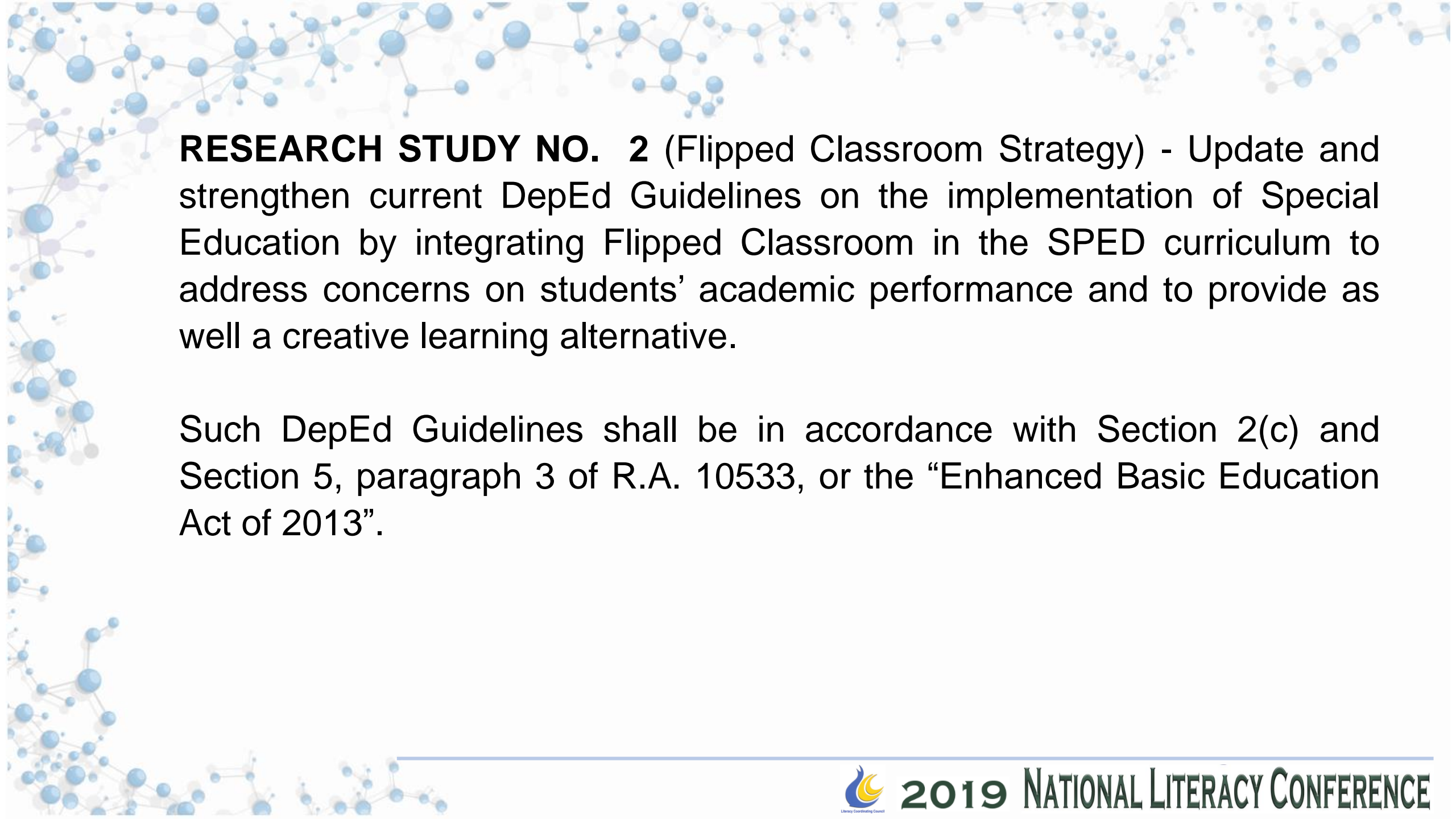
1. R.S. 4 - THE EXTENT OF BULLYING TO ALTERNATIVE LEARNING SYSTEM (ALS) LEARNERS



A. POLICY RECOMMENDATIONS ON CURRICULUM DEV'T.

RESEARCH STUDY NO. 1 (Reading Anxiety and Oral Reading Fluency Assessment for Grade 11)
- Strengthen DepEd curriculum on Reading, in accordance with Section 5, paragraph 3 (a) and (g), and Section 6 of Republic Act No. 10533, or the “Enhanced Basic Education Act of 2013”, to consider the following:

- 1) Reading programs should not solely focus in the elementary and junior high school levels since reading difficulties are also experienced in the Senior High School;
- 2) Reading coordinators should work with teachers to scheme relevant and meaningful reading activities to make Senior High School students grow into independent readers;
- 3) DepEd should implement specific strategies to improve reading fluency which includes comprehension that may eventually result to critical reading among students, including the adaption or use some reading evaluation tools so that validity on reading tests will be more established and that a uniform type of assessment tool is used.

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RESEARCH STUDY NO. 2 (Flipped Classroom Strategy) - Update and strengthen current DepEd Guidelines on the implementation of Special Education by integrating Flipped Classroom in the SPED curriculum to address concerns on students' academic performance and to provide as well a creative learning alternative.

Such DepEd Guidelines shall be in accordance with Section 2(c) and Section 5, paragraph 3 of R.A. 10533, or the “Enhanced Basic Education Act of 2013”.

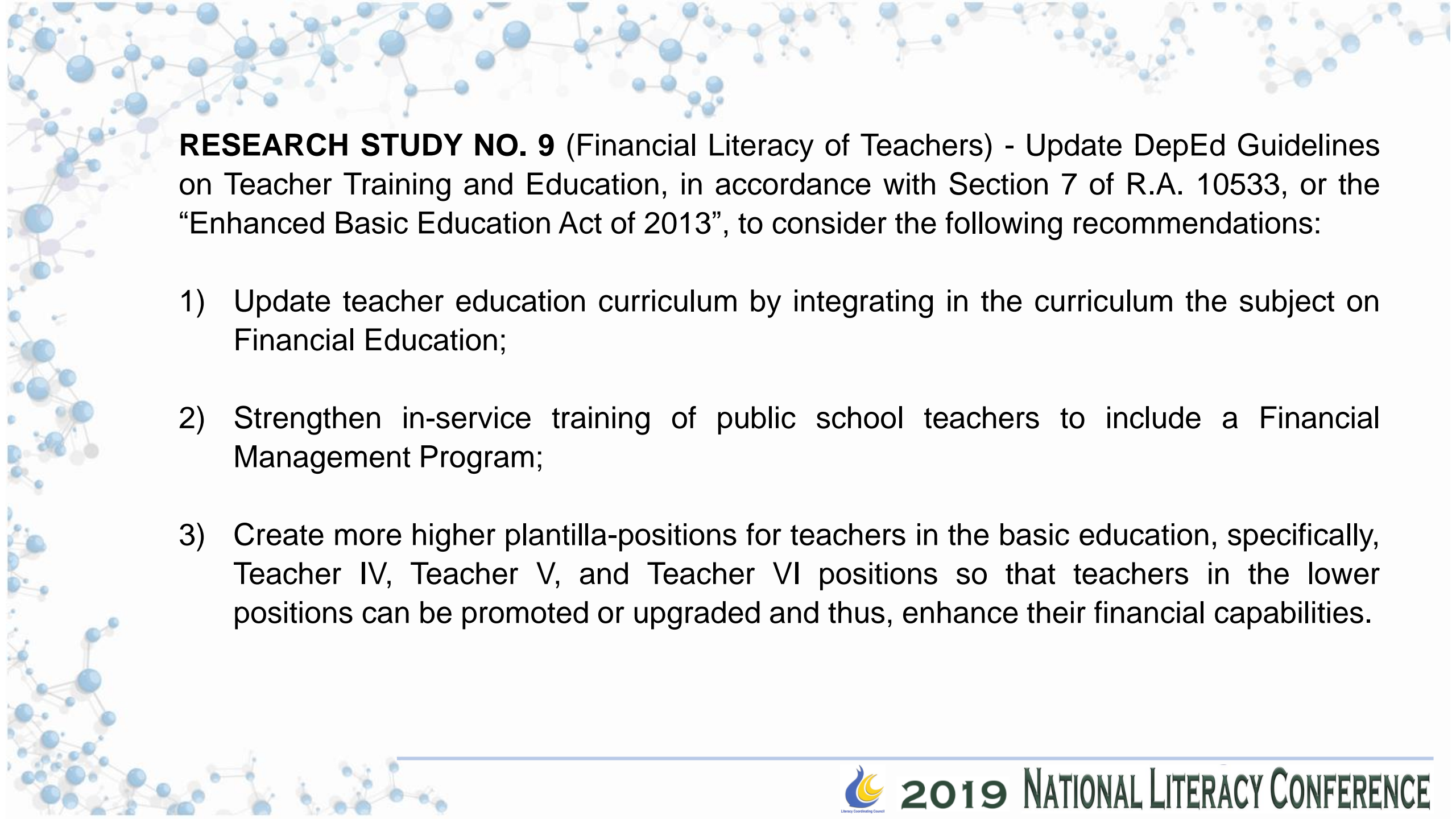


RESEARCH STUDY NO. 6 (Project ASPIRE) - Establish a holistic reading program designed for learners in the basic education, considering, among others, the following policy recommendations:

- 1) All Grade 1 learners should become a reader at the end of the school year. Learners who cannot read should be retained to strictly follow the 'Can't read, Can't move Policy' in the Department of Education;
- 2) Performance rating of teachers should be based on pupils' performance so that teachers with five (5) pupils and above who are non-readers in the class at the end of the school year reading assessment should be rated accordingly;
- 3) At the end of the school year, teachers whose learners are all readers in Grade 1 should be given award and recognition.
- 4) Parents and Teachers should sign a Memorandum of Agreement (MOA) stating each party to assist the child in his reading progress and extend time to conduct reading tutorial in school and at home to the identified non-readers in the class.

STREAMLINE OR SIMPLIFY BASIC EDUCATION CURRICULUM TO FOCUS PRIMARILY ON MORE RELEVANT SUBJECTS (reading, etc.)





RESEARCH STUDY NO. 9 (Financial Literacy of Teachers) - Update DepEd Guidelines on Teacher Training and Education, in accordance with Section 7 of R.A. 10533, or the “Enhanced Basic Education Act of 2013”, to consider the following recommendations:

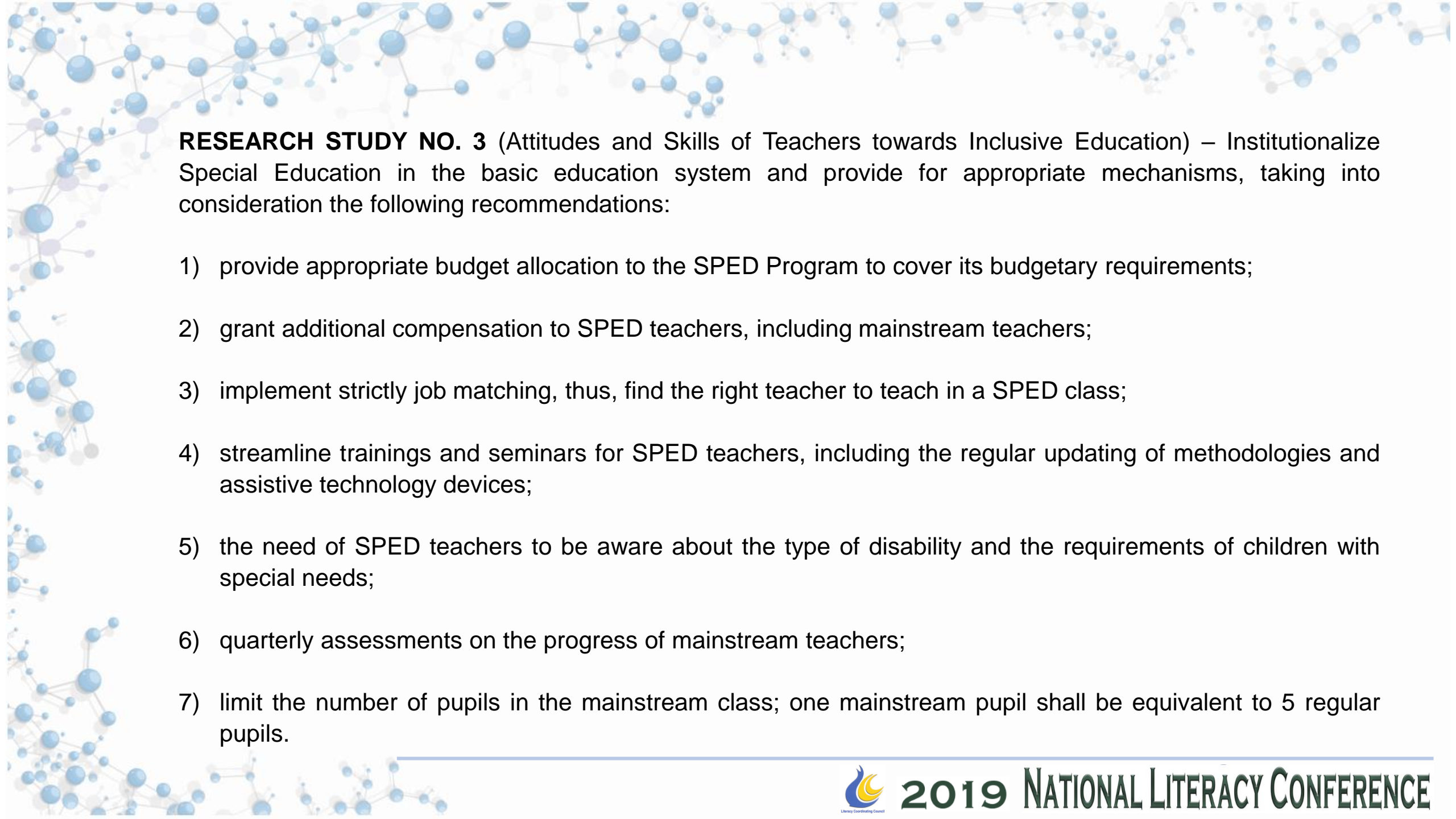
- 1) Update teacher education curriculum by integrating in the curriculum the subject on Financial Education;
- 2) Strengthen in-service training of public school teachers to include a Financial Management Program;
- 3) Create more higher plantilla-positions for teachers in the basic education, specifically, Teacher IV, Teacher V, and Teacher VI positions so that teachers in the lower positions can be promoted or upgraded and thus, enhance their financial capabilities.



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POLICY RECOMMENDATIONS ON SPED

RESEARCH STUDY NO. 2 (Flipped Classroom Strategy) - Institutionalize the Flipped Classroom mechanism in the implementation of Special Education in the basic education system. Such policy recommendation shall be in accordance with related provisions of R.A. 10533, or the “Enhanced Basic Education Act of 2013”.

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RESEARCH STUDY NO. 3 (Attitudes and Skills of Teachers towards Inclusive Education) – Institutionalize Special Education in the basic education system and provide for appropriate mechanisms, taking into consideration the following recommendations:

- 1) provide appropriate budget allocation to the SPED Program to cover its budgetary requirements;
- 2) grant additional compensation to SPED teachers, including mainstream teachers;
- 3) implement strictly job matching, thus, find the right teacher to teach in a SPED class;
- 4) streamline trainings and seminars for SPED teachers, including the regular updating of methodologies and assistive technology devices;
- 5) the need of SPED teachers to be aware about the type of disability and the requirements of children with special needs;
- 6) quarterly assessments on the progress of mainstream teachers;
- 7) limit the number of pupils in the mainstream class; one mainstream pupil shall be equivalent to 5 regular pupils.





POLICY RECOMMENDATIONS ON ALTERNATIVE LEARNING SYSTEM

RESEARCH STUDY NO. 5 (Functional Literacy for the Marginalized) - Institutionalize and strengthen the mechanisms in the implementation of the Alternative Learning System in the basic education system to include, among others, the following recommendations:

- 1) Institutionalization of partnerships with LGUs and private stakeholders;
- 2) Conduct of data mapping of the ALS beneficiaries in the locality;
- 3) Creation of an inter-agency council for the ALS;
- 4) Facilitation of the ALS completers for employment; and
- 5) Facilitation of the ALS completers for higher education.

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POLICY RECOMMENDATIONS ON SCHOOL-BASED BULLYING


RESEARCH STUDY NO. 4 (Extent of Bullying to ALS Learners) - Update DepEd Guidelines on Anti-Bullying in schools to conform specifically to the protection of learners in the ALS learning environment, subject to the conditions set by Section 3 (Adoption of Anti-Bullying Policies) of Republic Act No. 10627, or the “Anti-Bullying Act of 2013”.



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OTHER RECOMMENDATIONS (INDUSTRY 4.0)

- ❑ **STRENGTHEN SOCIAL PROTECTION POLICIES FOR A CHANGING WORLD OF WORK (universal health care coverage, pension plan)**
- ❑ **PROMOTE AND ENHANCE TRAINING PROGRAMS THAT ARE ALIGNED WITH THE 4TH INDUSTRIAL REVOLUTION**
- ❑ **INCREASE GOVERNMENT SPENDING IN BASIC EDUCATION AS EDUCATION WILL PLAY A BIGGER ROLE IN DETERMINING ECONOMIC PARTICIPATION IN INDUSTRY 4.0**



Thank you!



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