




Multiply-Ed Special Monitoring of DepEd's Pilot Run of Face-to-Face Classes

Report on Findings and Recommendations
February 2022

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Photos: All photos were taken by X-Ed monitors as they conducted the field monitoring of the Department of Education (DepEd)’s pilot face-to-face classes.

Acknowledgment: Thank you to students, teachers, and DepEd administrators who welcomed us in their schools and shared with us their experience on the pilot face-to-face classes. Thank you to the G-Watch veterans who mentored and guided the monitoring teams. We are also grateful to the drivers, nurses, doctors, and communities that welcomed us in our journey to monitor the face-to-face classes. Thank you for keeping us safe amid these trying times.

Multiply-Ed or X-Ed is a project of CYAN (www.cyanpilipinas.com) and G-Watch (www.g-watch.org) that aims to set up a youth-led, multi-sectoral, and multi-level monitoring of education in the time of COVID-19. It is funded by the Education Out Loud program of the Global Partnership for Education (GPE).

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Table of Contents

Summary	4
Background	6
Objectives and Coverage	7
Field Monitoring Team Composition and Safety and Health Protocols	8
Tool and School Monitoring Activities	8
Results and Findings	
Basic Profile	10
General levels of compliance and non-compliance	11
Compliance with Basic Requirements to Qualify for Pilot F2F Classes	14
Compliance with Physical Space, and Supplies Requirements	16
Compliance with Entitlements of Students	20
Compliance with Entitlements and Responsibilities of Teachers	23
Summary of Findings, Analysis and Recommendations	25
Relevant Policy Documents and References	29
Annexes	
A - Safety Checklist for Ground Monitoring of COVID-19 Response	30
B - Health Declaration Form & Waiver From	31
C - Monitoring Tool	32

Summary

Multiply-Ed or X-Ed is a project of the Center for Youth Advocacy and Networking (CYAN) (www.cyanpilipinas.com) and Government Watch (G-Watch) (www.g-watch.org) that aims to set up a youth-led, multi-sectoral, and multi-level monitoring of education in the time of COVID-19. X-Ed conducted an independent monitoring of the Department of Education (DepEd)'s pilot face-to-face classes to give an independent civil society assessment of whether public schools are now ready for face-to-face classes and provide appropriate recommendations to make the public education system adapt to the new normal amid and/ or after COVID.

The X-Ed special monitoring covered 16 schools out of the targeted 18 schools. Two schools refused to participate in the monitoring activity: Antique National High School and Laserna Integrated School in Aklan. Of the 16 schools covered, 10 were elementary schools, while six were high schools. The schools were located in 12 cities/municipalities in Luzon, Visayas and Mindanao. Aside from conducting documentary review and physical inspection, the monitoring team also interviewed 32 students and 18 teachers to check on learners and teachers' entitlements. X-Ed monitoring was conducted from December 6-15 using a monitoring tool that checks standards set on relevant DepEd guidelines.

As per X-Ed Monitoring of DepEd's pilot face-to-face classes, all schools covered by the monitoring are generally compliant. The compliance levels of the 16 schools monitored ranges from 93% to 99%. Such level of compliance may be indicative of a general readiness of the schools for face-to-face classes. However, there are still rooms for improvement. All schools had incidences of non-compliance, with some high cases of overall non-compliance meriting closer attention.

Out of the 70 standards, the G-Watch team recorded non-compliance with 16 standards. Seventy-seven percent (77%) of the standards were complied with by all schools monitored, while 23% of the standards were not complied with.

The standards that are least complied with or with highest incidences of non-compliance, hence needing closer attention, are the following:

- Teacher can utilize service vehicles from and to their area of residence and the school (10 incidences of non-compliance).
- Classes are held every other week (9 incidences of non-compliance).
- Learner have their own textbooks in class (5 incidences of non-compliance).
- Receipt of Php100,000 "initial funding support" for the pilot face-to-face classes (4 incidences).
- Learners understand why they are part of the pilot run of face-to-face classes (4 incidences).
- The teacher is a resident of the city/municipality where the school is located (4 incidences).

The most compliant schools with level of compliance at 99% or 69 out of 70 standards complied with are Alegria Stand Alone Senior High School in Surigao del Norte and Tupas Elementary School in Albay.

The schools with the highest level of non-compliance at 93% (65 out of 70 standards complied with) are Banawen and Baliwet Elementary Schools, Zambales, and in Ugong National High School, Pasig, Metro Manila.

Based on the analysis of the monitoring team, there are factors that may have facilitated the relatively

higher levels of compliance of a few schools to the standards set for the pilot run of face-to-face classes:

- Leadership of the head of the school.
- Cooperation and support of the local government, especially the barangay.
- Volunteer assistance provided by the parents.
- Low student population, allowing a more manageable implementation of face-to-face classes.

Meanwhile, some factors that may have affected non-compliance are the following:

- Short preparation time.
- Delayed release of the Php100,000 budget allocated for face-to-face classes.
- Persistence of old issues on access to education.

The following are X-Ed's recommendations based on the monitoring findings and analysis:

- Tighten guidelines and nuance the standards for face-to-face classes.
- Provide ample support and assistance to teachers.
- Prioritize vaccination.
- Allot adequate time for preparation.
- Urgently address pre-existing issues and challenges, especially the challenges of complying with 1:1 textbook-student ratio and classroom shortage.
- Promote openness to civil society monitoring initiatives.

Multiply-Ed Special Monitoring of DepEd's Pilot Run of Face-to-Face Classes

Report, as of February 2022

Background

Multiply-Ed or X-Ed is a project of the Center for Youth Advocacy and Networking (CYAN) (www.cyanpilipinas.com) and Government Watch (G-Watch) (www.g-watch.org) that aims to set up a youth-led, multi-sectoral, and multi-level monitoring of education in the time of COVID-19. The project aims to improve transparency, participation, and accountability in various levels of education governance through a youth-led, multi-sectoral and multi-level approach to monitoring government education policy and service-delivery in addressing the education needs of the Filipino youth in the time of the pandemic (and post-pandemic).

X-Ed conducted a special monitoring of the Department of Education (DepEd)'s pilot face-to-face classes from November to December 2021. X-Ed's special monitoring aims to independently monitor the conduct of DepEd's pilot face-to-face classes to give an independent civil society assessment of whether public schools are now ready for face-to-face classes and provide appropriate recommendations to make the public education system adapt to the new normal amid and/ or after COVID. We will provide DepEd the results of our monitoring.

X-Ed's multi-level education monitoring and advocacy campaigns involve engagement at all levels of decision-making to enable complete citizen oversight in pushing the government to be more responsive and accountable. This special monitoring focused mainly at the school level, but X-Ed's monitoring also covered municipal/city/division, national and international level processes and actions. X-Ed's youth-led approach involves leadership and involvement of the youth in all the aspects of the campaigns that aim to benefit the youth and students themselves. Youth and student leaders comprised the monitoring teams that checked the pilot face-to-face classes.



A member of the X-Ed monitoring team interviews a student in Banawen Elementary School in San Felipe, Zambales.

This report presents the objectives, monitoring team composition, tool, field monitoring activities, results and findings, conclusions and recommendations of X-Ed’s Special Monitoring of DepEd’s pilot face-to-face classes.

Objectives and Coverage

X-Ed’s special monitoring of DepEd’s pilot face-to-face classes aimed to achieve the following objectives:

- to independently monitor the conduct of DepEd’s pilot face-to-face classes
- to give an independent civil society assessment of whether public schools are now ready for face-to-face classes and provide appropriate recommendations to make the public education system adapt to the new normal amid and/ or after COVID
- to serve as a hands-on training of the core team members of X-Ed in conducting field monitoring using a tool
- to publicize X-Ed to education stakeholders

The monitoring checked the schools’ and DepEd’s compliance with the following aspects of its pilot face-to-face classes set in its own policies:

- Basic health and safety protocols
- Minimum requirements to qualify as a pilot school
- Safety and learning continuity mechanisms, processes, plans and protocols
- Budget allocation and supplies
- Arrangement of spaces and structures
- Inclusiveness, accessibility and proactive assistance to students
- Quality learning and teaching

The monitoring covered 16 schools in the following provinces: Zambales, Albay, Cebu, Metro Manila, Surigao del Norte, and Aklan. The schools are selected from the list of DepEd in consideration of the following criteria: accessible and safe, open for monitoring and preferably with X-Ed/G-Watch/CYAN contacts.

X-Ed Special Monitoring of DepEd’s Pilot Face-to-Face Classes
List of schools visited
<i>Zambales</i>
1. San Marcelino National High School, San Marcelino
2. Banawen Elementary School, San Felipe
3. Baliwet Elementary School, San Marcelino
<i>Albay</i>
4. Tupas Elementary School, Ligao City
5. Balanac Elementary School, Ligao City
6. Tiongson Elementary School, Ligao City
<i>Cebu</i>
7. Cabagdalan Elementary School, Balamban
8. Siocon Elementary School, Bogo

X-Ed Special Monitoring of DepEd's Pilot Face-to-Face Classes List of schools visited
9. Busay National High School, Moalboal
10. Mahanlud Elementary School, Malabuyoc
<i>Metro Manila</i>
11. Pasig Elementary School, Pasig City
12. Ugong National High School, Pasig City
<i>Surigao del Norte</i>
13. Lasicam-Perral National High School, Gigaquit
14. Lakandula National High School, Placer
15. Alegria Stand Alone Senior High School, Alegria
<i>Aklan</i>
16. Banga Elementary School, Banga

Field Monitoring Team Composition and Safety and Health Protocols

Five teams were deployed to cover the schools. Each team had a Monitoring Lead who led and demonstrated the conduct of monitoring. The Monitoring Leads for the Special Monitoring of DepEd's pilot face-to-face classes were G-Watch veterans who have years of experience in field monitoring. Most had experience conducting field monitoring during the COVID-19 pandemic. The other roles in the team include a Logistics Officer who was responsible for assisting the Lead in coordinating the preparations and the conduct of monitoring, and a Documentor who took notes of the activities of the team and the highlights of team meetings. The team also included a Publicity Officer who ensured that photos and/ or videos were taken and a Safety Officer who ensured that safety precautions are observed by the team at all times.

The field monitoring followed strict safety and health protocols based on what is prescribed by the government and according to what works in experience.

All X-Ed personnel and collaborators who participated were fully-vaccinated. All were tested before and after participation. All wore well-fitted face masks and observed social distancing in activities. Only those without COVID symptoms (fever, colds, body aches) were allowed to participate in the monitoring.

The team used G-Watch's Safety Checklist for Ground Monitoring of COVID-19 Response (see Annex A) and filled out a declaration of health form (see Annex B).

Tool and School Monitoring Activities

The Monitoring Tool (see Annex C) has four major parts:

- Part I. Review of documentary evidence and interview with School Head/ representative
- Part II. Conduct of physical inspection
- Part III. Interview with at least two students
- Part IV. Interview with at least one teacher

Basic information about the school was gathered at the beginning of the tool.

The standards used in developing the tool were based on the following policy documents of the government:

- DepEd-DoH Joint Memorandum No. 1 Series of 2021
- DepEd Memorandum No. 71, S. 2021: Preparations for the Pilot Face to Face
- DepEd Memorandum No. 72, S. 2021: Accountability Map for the Preparations for the Implementation of the Limited Face-to-Face Learning Modality

Upon arrival in the school premises, the Monitoring Lead communicated to the School Head or his/her representative the purpose of the monitoring and the general process to be undertaken. The team, then, ran the monitoring tool following these steps:

- An interview with the School Head/representative was conducted in answering the Basic Information and Part I of the monitoring tool. Necessary documentary evidence was secured in case these were not yet provided. Possible respondents (2 students and 1 teacher) were requested.
- Physical inspection was conducted in answering Part II of the monitoring tool.
- An interview with two students and a teacher was conducted using Part III and Part IV of the monitoring tool, respectively.

After the conduct of the monitoring, the team quickly met with the School Head or his/ her representative to give preliminary feedback, ask further questions, follow up documents and share the processes to be undertaken by X-Ed after the field monitoring.

The monitoring teams took one to two hours per school to conduct the entire school visit.



X-Ed monitoring teams conduct documents review in San Marcelino National High School, Zambales (left) and Mahanlud Elementary School, Cebu (right).s

The following documents were requested and reviewed as part of the monitoring:

- School Safety Assessment Tool result
- Expressed support from the barangay in the form of ordinance or letter
- Expressed support from the city/ municipality in the form of ordinance or letter
- Expressed support from the province in the form of ordinance or letter

- Parent Consent from all parents of participating learners (a report/ a sample copy)
- Plan and program for the implementation of the pilot face-to-face classes
- Orientation materials or documentation of the orientation for learners, parents, guardians, teaching and non-teaching personnel, external stakeholders, and LGU of the eligibility criteria for participation, existing protocols, mechanisms, and procedures needed in the conduct of the limited face-to-face classes at least one week prior to the conduct of the face-to-face classes
- COVID-19 Case Management Plan (prevention, detection, isolation, referral system, reclosing and reopening the school in case of COVID-19 resurgence in the community)
- Strategy paper or plan for the continuity of learning while the school is closed until the local authorities have determined the safe resumption of face-to-face classes
- Contact tracing procedure/ tools

Results and Findings

Presented below are the findings from the field monitoring.

Basic Profile

Schools

The schools were located in the following 12 cities/municipalities in the Philippines: San Felipe, Zambales; San Marcelino, Zambales; Ligao City, Albay; Bogu City, Cebu, Municipality of Balamban, Cebu; Municipality of Moalboal, Cebu; Municipality of Malabuyoc, Cebu; Municipality of Guigaquit, Surigao del Norte; Municipality of Placer, Surigao del Norte; Municipality of Alegria, Surigao del Norte; Pasig City, Metro Manila; and Municipality of Banga, Aklan.

The monitoring covered 16 schools out of the targeted 18 schools. Two schools refused to participate in the monitoring activity: Antique National High School and Laserna Integrated School in Aklan. Of the 16 schools covered, 10 were elementary schools, while six were high schools.

Students

There were 1,886 students who participated in the pilot run of face-to-face classes in the 16 schools covered by the monitoring activity. Of this number, X-Ed interviewed 32 student respondents.

The monitoring team from Surigao del Norte, Mindanao was not able to interview any student from Alegria Stand Alone Senior High School, since an education undersecretary visited the school at the time of monitoring. The team instead interviewed two students in Lasicam-Perral National High School and four students in Lakandula National High School.

Teachers and personnel

There were 155 teachers, including school heads, who participated in the pilot run of face-to-face classes in the 16 schools covered by the monitoring activity. X-Ed interviewed 21 teachers, beyond the previous target of 18 teachers or one teacher per school.

Fifty (50) non-teaching personnel in the 16 covered schools also participated in the pilot run. They comprised of security guards (6), utility personnel (6), Nurses or dentists of the school deployed by the Schools Division Office, or a barangay health worker (5), and administrative personnel (2).

Other relevant policy actors

The monitoring team also noted the active participation of the Parents-Teachers Association (PTA) in the preparations and conduct for the pilot run of face-to-face classes in all schools covered. The PTA helped with the Brigada Eskwela program and cleaning of classrooms, attending meetings and aiding with information dissemination, and making donations in cash or in-kind. Almost all (or 15) schools reported that the barangay's Sangguniang Kabataan also helped in the preparations and the conduct of the pilot run.

General levels of compliance and non-compliance

Out of the 70 standards, the X-Ed team recorded non-compliance with 16 standards. Seventy-seven percent (77%) of the standards we complied with by all schools monitored, while 23% of the standards were not complied with.

All schools were generally compliant, with the compliance levels of the 16 schools monitored ranging from 93% to 99%. This may be indicative of a general readiness of the schools for face-to-face classes. However, there are still rooms for improvement. All schools had incidences of non-compliance, with some high cases of overall non-compliance meriting closer attention.

Table 1. General levels of compliance and non-compliance based on schools monitored (arranged from highest levels of compliance to lowest)

School	Number and percentage of standards complied with	Number and percentage of standards not complied with
Alegria Stand Alone Senior High School, Surigao del Norte	69 (99%)	1 (1%)
Tupas Elementary School, Albay		
Tiongson Elementary School, Albay	68 (97%)	2 (3%)
Siocon Elementary School, Cebu		
Cabagdalan Elementary School, Cebu		
Mahanlud Elementary School, Cebu	67 (96%)	3(4%)
Balanac Elementary School, Albay		
Pasig Elementary School, Pasig City		
Lasicam-Perral National High School, Surigao del Norte		
Lakandula National High School, Surigao del Norte		

School	Number and percentage of standards complied with	Number and percentage of standards not complied with
Busay National High School, Cebu	66 (94%)	4 (6%)
San Marcelino National High School, Zambales		
Banga Elementary School, Aklan		
Banawen Elementary School, Zambales	65 (93%)	5 (7%)
Baliwet Elementary School, Zambales		
Ugong National High School, Pasig City		

The monitoring team recorded the highest level of compliance at 99%, with 69 out of 70 standards complied with. These were recorded for Alegria Stand Alone Senior High School in Surigao del Norte and Tupas Elementary School in Albay.

The lowest level of compliance was recorded at 93% (65 out of 70 standards complied with). These were recorded for Banawen and Baliwet Elementary Schools, Zambales, and in Ugong National High School, Pasig, Metro Manila.

Table 2 presents the standards with incidences of non-compliance.

Out of the 70 standards, the G-Watch team recorded non-compliance with 16 standards. Seventy-seven percent (77%) of the standards we complied with by all schools monitored, while 23% of the standards were not complied with.

Table 2. Summary of standards with incidences of non-compliance (three highest cases of non-compliance highlighted)

Standards w/ non-compliance	Number of schools with non-compliance
Physical, space, and supplies requirements	
<ul style="list-style-type: none"> The school has established safe entrance and exit procedures for teachers, students, non-teaching personnel, and school visitors. 	
Availability of surgical masks at school entrance reserved for symptomatic individuals	1
Presence of markers and stickers on the floor to manage traffic system and physical distancing inside the classroom	1
<ul style="list-style-type: none"> The school has set-up clear and easy-to-understand signages, preferably in local languages and Braille, and mechanisms to strengthen observance of health protocols and protective measures. 	
Designated entrance and exit points in the classrooms	1
<i>Funding requirement</i>	
Receipt of Php100,000 “initial funding support” for the pilot face-to-face classes	4

Standards w/ non-compliance	Number of schools with non-compliance
Entitlements of students	
<ul style="list-style-type: none"> The school has comprehensively profiled learners who will participate in the implementation of the face-to-face classes. The school has identified learners who are most vulnerable and disadvantaged in terms of access to learning as indicated in the eligibility of learners. 	
Learner is a resident of the city/municipality where the school is located.	1
Learner understands why they are part of the pilot run of face-to-face classes.	4
<ul style="list-style-type: none"> The school has secured sufficient supply of learning resources needed for the face-to-face classes. 	
Learner has their own textbooks in class.	5
Learner has their own Self-Learning Modules in class.	1
<ul style="list-style-type: none"> The school has designed class program/s that cater to both learners of the limited face-to-face classes arrangement and distance education while observing the maximum 6-hour classroom teaching hours of teachers. 	
Duration of face-to-face classes does not exceed the allotted time (4.5 hours for Grades 1-6, three hours for kindergarten).	1
Classes are held every other week.	9
<ul style="list-style-type: none"> The school has ensured an attendance monitoring of learners to determine which participating learners are exhibiting difficulties in coming to school and which learners who cannot participate in face-to-face classes will revert to full distance learning. 	2
<ul style="list-style-type: none"> The school has ensured participation in school-based services which includes but is not limited to feeding and nutrition programs, immunizations, Mental Health and Psychosocial Support (MHPSS), prevention of Violence against Children (VAC) (e.g., bullying from social stigma) and other health services. 	2
The school has secured (adequate) supply of face masks, face shields, and/or other COVID-19 protective gears for learners.	1
Entitlements and responsibilities of teachers	
<ul style="list-style-type: none"> The school implemented an Alternative Work Arrangement necessary to deliver quality basic education in a safe learning environment to learners. 	
Teacher is a resident of the city/municipality where the school is located.	4
Teacher has been cleared (health wise) to teach, and does not have comorbidities, immunodeficiency, or any health risk/conditions.	2
Teacher can utilize service vehicles from and to their area of residence and the school.	10

The standards that are least complied with or with highest incidences of non-compliance are:

- Teachers can utilize service vehicles from and to their area of residence and the school (10 incidences).
- Classes are held every other week (9 incidences of non-compliance).
- Learners have their own textbooks in class (5 incidences of non-compliance).
- Receipt of Php100,000 “initial funding support” for the pilot face-to-face classes (4 incidences).



Interviewing one of the staff of Busay National High School in Cebu.

- Learners understand why they are part of the pilot run of face-to-face classes (4 incidences).
- The teacher is a resident of the city/municipality where the school is located (4 incidences).

A more detailed discussion of the results and findings is found below.

Compliance with Basic Requirements to Qualify for Pilot F2F Classes

All schools are compliant with the basic requirements for face-to-face classes, which are as follows:

- The school is in the minimal-risk area based on DOH risk classification.
- The school passed DepEd's the School Safety Assessment.
- The school has an expressed support from the barangay in the form of ordinance or letter.
- The school has an expressed support from the city/ municipality in the form of ordinance or letter.
- The school has an expressed support from the province in the form of ordinance or letter.
- The school has secured Parent Consent from all parents of participating learners.
- The school has prepared a plan and program for the implementation of the pilot face-to-face classes.
- The school has conducted an orientation session using orientation materials for learners, parents, guardians, teaching and non-teaching personnel, external stakeholders, and LGU of the eligibility criteria for participation, existing protocols, mechanisms, and procedures needed in the conduct of the limited face-to-face classes at least one week prior to the conduct of the face-to-face classes.
- The school has a contingency plan for reclosing and reopening the school in case of COVID-19 resurgence in the community.
- The school has established a contact tracing procedure/ tools for schoolgoers, which includes a health declaration sheet for school personnel and students, and a contact-tracing tool for schoolgoers.

All 16 schools selected for the monitoring were located in minimal-risk areas. In fact, three schools monitored in Albay did not have any record of COVID-19 cases. One school in Zambales has not had a case since 2020. Three schools in Zambales and Pasig haven't had any case from three to six months.

Notably, in Cebu, one interview respondent shared that during preparations for the pilot run, 19 cases

of COVID-19 surfaced in a particular area where a school was located. Nevertheless, the school in Cebu opened because of its low student population.

The pilot run of face-to-face classes enjoyed absolute and documented support from the barangay, city/municipal, and provincial levels. However, support from the provincial level was mostly expressed verbally and not through the required written support ordinance or letter. Only one school in Zambales (Banawen Elementary School) complied with the requirement of expressed written support from the province through a letter.

Parental consent for the learners' participation in the pilot run was also secured by all schools covered by the monitoring. The teachers interviewed in Banawen Elementary School, Zambales also explained the content of the consent letters to make sure parents fully understood them.

Plans and programs for the pilot run, which all schools complied with, mostly came in the form of contingency plans (8), risk management plans (4), and learning continuity plans (3). All schools conducted an orientation session for the pilot, as required; six (6) schools went beyond and conducted simulations and dry runs.

Students, teachers, staff, and visitors were all required to fill up health declaration forms at the school entrance/triage area. In the case of Banawen and Baliwet Elementary Schools in Zambales, teachers helped the students fill up the form since they cannot do it on their own. One school in Albay allowed only fully vaccinated people to enter the school premises.

All schools assured that private information in contact tracing forms were kept private; the two (2) schools in Pasig explicitly mentioned the application of the Data Privacy Act in the forms.

On the Php100,000 funding commitment

The DepEd committed¹ that participating schools will receive Php100,000 initial funding support for the pilot run of face-to-face classes. Thirteen (13) schools out of the 16 covered by the monitoring received this funding. One school in Surigao del Norte received a total of Php280,000 (the sum of Php100,000 pesos plus Php180,000, which included Php1,800 per teacher's health allowance). Schools in Cebu also received additional funds from their regional and division offices, ranging from Php50,000 to Php150,000.

One school in Cebu received Php150,000 from the national office. One school in Surigao del Norte received only Php70,000.

One school in Zambales (San Marcelino National High School) and one school in Pasig (Pasig Elementary School) did not know about the Php100,000 initial funding from DepEd. Teachers from San Marcelino National High School were not updated about the approval of the budget proposal, and have been using the budget from the Maintenance and Other Operating Expenses (MOOE) of the school to sustain their safety protocol materials.

One school in Aklan (Banga Elementary School) has not received their 100,000 initial funding support yet, but underwent a pre-procurement process.

¹ <https://mb.com.ph/2021/11/17/dep-ed-to-release-p100k-to-public-schools-implementing-pilot-face-to-face-classes/>

Compliance with Physical Space, and Supplies Requirements

Generally, the schools monitored have been compliant with 36 physical, space and supplies, standards, though there are a few schools not compliant to certain standards, as shown by the table below.

Table 3. Level of compliance for physical, space, and supplies requirements

Standard	All compliant	With incidence of non-compliance	If non-compliant or N/A: How many incidents?
16. The school has established safe entrance and exit procedures for teachers, students, non-teaching personnel, and school visitors.			
a. Availability of temperature thermal scanner or thermal gun in entrance and/or exit gates			
b. Availability of hand sanitizer or alcohol dispenser in school gates			
c. Availability of surgical masks at school entrance reserved for symptomatic individuals			1
17. The required maximum number of learners is observed.			
Kindergarten: maximum of 12 learners in a class			
Grades 1-3: maximum of 16 learners in a class			
Grades 4-6: maximum of 20 learners in a class			
Grades 7-10: maximum of 20 learners in a class			
Grades 11-12: maximum of 20 learners in a class			
TVL (technical vocational livelihood) workshop and science laboratory: maximum of 12 learners in a workshop/ lab			
18. The school has established mechanisms inside the classroom to ensure zero to minimal risk of COVID-19 transmission of the learners.			
a. Number of seats to be occupied must not exceed from the required number of maximum learners in the classroom			
b. Seats to be occupied must be at least 1-2 meters apart			
c. Number of seats shall be equivalent to the number of learners present			
d. Presence of markers and stickers on the floor to manage traffic system and physical distancing inside the classroom			1
e. Availability of working electric fans			
Open windows and doors at all times			
f. Installation of appropriate ventilation equipment such as general and exhaust ventilation and CO2 monitoring devices			5 (not applicable)
g. Availability of a sterilization box where outputs (e.g., quiz papers) submitted by the learners will be placed for disinfection			

Standard	All compliant	With incidence of non-compliance	If non-compliant or N/A: How many incidents?
h. Usage of high-efficiency particulate air (HEPA) filtration air purifiers to clean recirculated air for air-conditioned spaces, provided that the unit is adequate for the size of the room in which it is installed.			7 (not applicable)
19. The school has set-up clear and easy-to-understand signages, preferably in local languages and Braille, and mechanisms to strengthen observance of health protocols and protective measures.			
a. Display of school map at the entrance point indicating the location of the classrooms			
b. Designation of separate entrance and exit points in the school			
c. Designation of separate entrance and exit points in high traffic areas (unidirectional markers, installation of signages for queueing and unidirectional movement, sectioning & and queueing)			
d. Designated entrance and exit points in the classrooms			1
e. Hallway ground markings for walking direction guide			
f. Designation of areas for queue (e.g., restroom, library, principal's office, etc.)			
20. The school has set up a proper sanitation and hygiene facility for schoolgoers.			
a. Availability of handwashing station with clean and safe water supply			
b. Availability of clean and safe toilet facilities			
c. Schedule of supervised handwashing and toothbrushing activities			
d. Placement of handwashing facilities in a strategic location (e.g., school entrance)			
e. Placement of trash bins in strategic locations			
f. Visual signages on proper waste management practices near trash bins			
g. Proper disposal of infectious waste			
21. The school has a (proactive) COVID-19 local hotline/help desk or any similar local mechanism that connects and coordinates to hospitals, testing facilities, and LGUs.			
22. The school has secured (adequate) stocks of face masks, face shields, and/or other COVID-19 protective gears in its school clinic for learners and school personnel.			
23. The school has mobilized the School COVID-19 DRRM team that will take charge in ensuring effective implementation of the school's health and safety protocols that are in place and are observed during the preparation and implementation of limited face-to-face classes.			
a. Designation of a Safety Officer who shall serve as the focal person for the health and safety protocols of the school			

Standard	All compliant	With incidence of non-compliance	If non-compliant or N/A: How many incidents?
24. The school has rooms for isolation of students and personnel with fever and flu-like symptoms near the entrances and transport vehicles from school to Temporary Treatment and Monitoring Facility			
25. The school has identified a designated waiting area with proper ventilation for parents/ guardians.			

Notably, all schools covered by the monitoring reported complete compliance with the standard on the maximum number of learners allowed in the school. The monitoring team observed that five schools used batching (dividing classes into morning and afternoon sessions) for this purpose.

To ensure zero to minimal risk of transmission of COVID-19 beyond what the standards require, the monitoring team reported that two schools specifically pointed out that they did not use plastic barriers to encourage air flow. It must be noted that in the Philippines, many establishments put up plastic barriers to reduce risk of COVID-19 transmission, despite contrary scientific evidence.

The monitoring team reported that one school, Baliwet Elementary School in Zambales, did not have working electric sockets in one classroom at the time of their visit, which may have otherwise defeated its compliance with the requirement of working electric fans.

All schools monitored reported complete compliance with hygienic and sanitation measures. While compliant, however, school personnel registered difficulties in compliance:

- Balanac Elementary School in Albay did not have their own water connection yet, so water was secured from the nearby barangay hall. The school requested for a water connection and is waiting for installation as of date.
- In two other schools monitored in Albay (Tupas Elementary School and Tiongson Elementary School), water containers had to be improvised, since the water faucet is either far from the location or there is no water faucet yet.
- In Busay National High School in Cebu, while there was a toilet, it was not functional.
- While Banawen Elementary School in Zambales has a nearby Materials Recovery Facility (MRF), in another school, only one classroom has segregated trash bins.

Hotlines are working in all schools monitored. In Banga Elementary School, Aklan, local disaster risk reduction management (DRRM) personnel and health martials are additionally designated in the school help desk.

Aside from face masks, face shields, and other protective gear, some schools (such as Banawen Elementary School in Zambales) also had a fog machine, pulse oximeter, and nebulizer.

Schools covered by the monitoring reported complete compliance with the standard on isolation rooms. However, some schools, such as Siocon Elementary School and Busay National High School in Cebu,

noted that the designated isolation rooms are far from the entrance and one would have to walk the entire school grounds to reach it.

Compliance with the standard on waiting areas for parents and guardians is absolute, but varies. In Busay National High School in Cebu, the waiting area is also used by the community. In Cabagdalan Elementary School, also in Cebu, there are two waiting areas: one inside for fully vaccinated parents and one outside for unvaccinated parents.

The few instances of non-compliance for physical, space, and supplies requirements include one instance of non-compliance on the ‘availability of surgical masks at school entrance reserved for symptomatic individuals’. The school, Banga Elementary School in Aklan, imposes a rule where symptomatic individuals are not allowed to enter the school premises; therefore, surgical masks are located at the administrative office.

One school, Balanac Elementary School in Albay, reported non-compliance with ‘presence of markers and stickers on the floor to manage traffic system and physical distancing inside the classroom’ because the stickers easily gave out to wear and tear due to the weather.

Several schools reported that some space requirements are not applicable to them. For example, some schools stated the standard on appropriate ventilation equipment is not applicable, because they opened their windows instead. The same explanation—open windows—was recorded for the non-applicability of the standard on the use of air purifiers for airconditioned spaces.

One school, Banawen Elementary School in Zambales, reported non-compliance with the standard on entrance and exit points in classrooms, because it was “too much.” The influx of signages supposedly made it difficult for students to follow them. In the same school, signages are not translated in the local language.

Three schools (Banawen Elementary School and Baliwet Elementary School in Zambales, and Tiongson Elementary School in Albay) were also noted to have classrooms with only one door, which means there was no separate entrance and exit. In one school in Zambales (Baliwet Elementary School), one classroom is shared by two grade levels (grade one and two) and is only separated by blackboards.



X-Ed monitors conduct physical inspection in Lakandula National High School, Surigao del Norte (left) and Ugong National High School, Pasig City (right).

Compliance with Entitlements of Students

Based on the students interviewed for this part of the monitoring, most schools were compliant with the standards for student's entitlements during the pilot run of face-to-face classes, but there a few incidences of non-compliance with two standards having a high rate of non-compliance, meriting closer attention.

Table 4. Level of compliance for students' entitlements

Standard	All compliant	With incidence of non-compliance	If non-compliant or N/A: How many incidents?
26. The school has comprehensively profiled learners who will participate in the implementation of the face-to-face classes. The school has identified learners who are most vulnerable and disadvantaged in terms of access to learning as indicated in the eligibility of learners.			
a. Learner is a resident of the city/municipality where the school is located.			1
b. Learner walks to school, rides own vehicle, or rides public transport regulated/checked as safe by the government			
c. Learner is healthy and does not have co-morbidities.			
d. Learner understands why they are part of the pilot run of face-to-face classes.			5
27. The school has secured a Parent's Consent from the parents of all participating learners.			1 (don't know)
28. The school has secured sufficient supply of learning resources needed for the face-to-face classes.			
a. Learners have their own textbooks in class.			11
b. Learners have their own Self-Learning Modules in class.			2
29. The school has designed class program/s that cater to both learners of the limited face-to-face classes arrangement and distance education while observing the maximum 6-hour classroom teaching hours of teachers.			
a. Duration of face-to-face classes does not exceed the allotted time (4.5 hours for Grades 1-6, three hours for kindergarten).			2
b. Classes are held every other week.			17
30. The school has ensured an attendance monitoring of learners to determine which participating learners are exhibiting difficulties in coming to school and which learners who cannot participate in face-to-face classes will revert to full distance learning.			3 1 (don't know)
31. The school has ensured participation in school-based services which includes but is not limited to feeding and nutrition programs, immunizations, Mental Health and Psychosocial Support (MHPSS), prevention of Violence against Children (VAC) (e.g., bullying from social stigma) and other health services.			3 2 (don't know/ not sure)

Standard	All compliant	With incidence of non-compliance	If non-compliant or N/A: How many incidents?
22. The school has secured (adequate) supply of face masks, face shields, and/or other COVID-19 protective gears for learners.			1

* Note: Number of incidences of non-compliance here is counted according to the number of students (not schools) since this part measures entitlements at the student level.

The two standards for learners’ entitlements with complete instances of compliance among the schools monitored involved transportation and health requirements (no co-morbidities).

Most of the students walked to their school (18 students) since it is near; one student commuted by boat and walking; six students used public transportation or motorcycles; and one student lived in a boarding house for a week then went home after a week of face-to-face classes.

While all students reported a clean bill of health, two students from Zambales and Albay were observed by the team to have mild colds.

On the use of own textbooks, four students from schools in Pasig shared that aside from textbooks, they also make use of tablets and online modules.

High non-compliance rates: lack of textbooks and deviation from holding face-to-face classes every other week

Two standards with high rates of non-compliance are students’ entitlements to textbooks (11 out of 32 with recorded non-compliance) and the standard on conducting face-to-face classes every other week only (17 out of 32 with recorded non-compliance).

For students who responded that they did not have their own textbooks, one student from Banawen Elementary School Zambales stated that they make use of DepEd TV and have activities at school instead. Two students from Baliwet Elementary School in Zambales responded that while they don’t have textbooks, they have printed modules and tablets. Two students in Banga Elementary School, Aklan, and six students in Lasicam-Perral and Lakandula National High School (Surigao del Norte) said that they only use modules.



Meanwhile, two students from other schools (not the same as those who reported not having their own textbooks, or those who did not have face-to-face classes every other week) reported they do not have their own Self-Learning Modules (SLM). These students from Balanac Elementary School, Albay shared that previously, they had SLMs; now, only those in modular classes have learning modules. Presently, they have assignments and textbooks for face-to-face classes.

← Interviewing a student from Pasig Elementary School.

Meanwhile, the high non-compliance rate for the standard of having face-to-face classes every other week may be explained by the following explanations, based on interviews conducted by the team. When students could not explain the reason for non-compliance with this standard, the team asked school officials:

- The School Head from Baliwet Elementary School, Zambales, shared that some students had to make up for the week that they didn't have classes due to a false positive antigen test, thus, the schedule was not followed.
- According to a teacher from Tupas Elementary School in Albay, they instead divided the students into those who had blended classes and purely face-to-face classes, with intervals (morning and afternoon sessions) due to lack of classrooms considering the physical distancing requirements.
- In Cebu, four students (from Siocon and Cabagdalan Elementary School) shared that they have classes every week, Thursday and Friday; another four students (Busay National High School and Mahanlud Elementary School) said have their classes every week, Monday and Tuesday. The reason for this was not ascertained.
- In Pasig City, four students (from Ugong National High School and Pasig Elementary School) shared they had classes five days a week, since the first week of December. The reason for this was not ascertained.

Other instances of non-compliance included one instance where a student resided in Caloocan City, but attended school in Pasig City. The reason for this was not ascertained.

Another instance of non-compliance was on the identification of students who should be part of the pilot run. Five students said they did not understand why they are part of the pilot run, but no plausible reason was offered to the monitoring team. However, these students were still included in any case in the pilot run of face-to-face classes, because of the small school population.

One student reported that they did not know about the requirement on parents' consent.

On the standard for attendance monitoring by teachers, non-compliance was reported in three instances where attendance was monitored by some other means. The Banawen Elementary School Head in Zambales stated that the health declaration form was utilized as the attendance sheet; two students from Busay National High School in Cebu shared that the triage team conducts attendance checks. As soon as they get to the classroom, classes start.



Interviewing students from Lakandula National High School, Surigao del Norte.

On ensuring participation by students' in other school programs, incidents of non-compliance were shared by students from Ugong National High School in Pasig City (one student) and Busay National High School in Cebu (two students), but these were unexplained. Two students (one from San Marcelino National High School in Zambales and one from Banga Elementary School, Aklan) did not know or were not sure about these programs.

Compliance with Entitlements and Responsibilities of Teachers

Based on the teachers interviewed for this part of the monitoring, there are a few cases of non-compliance with standards for the entitlements and responsibilities of teachers. But there is one standard here with one of the highest incidences of non-compliance that merits closer attention.

Table 5. Level of compliance for teachers' entitlements and responsibilities

Standard	All compliant	With incidence of non-compliance	If non-compliant or N/A: How many incidents?
32. The school implemented an Alternative Work Arrangement necessary to deliver quality basic education in a safe learning environment to learners.			
a. Teacher is a resident of the city/municipality where the school is located.			4
b. Teacher's working load is six (6) hours or less.			
c. Teacher is 65 years old and below.			
d. Teacher has been cleared (health wise) to teach, and does not have comorbidities, immunodeficiency, or any health risk/conditions.			2
e. Teacher can utilize service vehicles from and to their area of residence and the school.			11
f. Teacher has been vaccinated.			
g. Number of teachers who physically report meet the required teacher: learner ratio.			
33. Teacher prepared lessons based on the Most Essential Learning Competencies (MELC) formulated in support of the Basic Education Learning Continuity Plan.			
34. Teachers are provided with Teacher's Guide on every grade level and the subject they handle.			
34.B Teachers prepared activity-based materials for mastery of learning delivered during face-to-face classes.			
35. Teachers conducted related tasks supporting learners after face-to-face classes.			
35.B Teachers were provided by schools with an appropriate learning and development support plan in providing better quality basic education services.			
36. Teachers were oriented by schools on budget of work and ensured that the school requirement for the learners is in observance of academic ease.			
<ul style="list-style-type: none"> The school has secured (adequate) supply of face masks, face shields, and/or other COVID-19 protective gears for school personnel. 			

* Note: Number of incidences of non-compliance here is counted according to the number of teachers (not schools) since this part measures entitlements at the teacher level.



(Left) Member of the monitoring team visiting Banga Elementary School in Aklan. (Right) Interview with Ms. Herline Teodosio, Principal of Banga Elementary School.

For this part of the monitoring activity, teachers from the schools covered reported complete compliance for all of their responsibilities, such as preparation of lessons and materials and completion of other related tasks. They also reported complete compliance with the provision of learning and development support plans, Teachers' Guides, budget of work orientations, and adequate supplies of protective gear by schools.

Related tasks that teachers also accomplished included: consultations with parents (21 instances); provision of feedback and instructional support (17); facilitation of assessment (21); and preparation of weekly home learning plan (20). Teachers also monitored health requirements and fulfilled a daily lesson log.

All teachers covered by the monitoring also stated that schools provided them with Learning Action Cell (LAC) sessions and sessions on coaching, mentoring, and training. Others also mentioned they were provided with mental health assistance, and participated in school benchmarking and needs assessments. All teachers were also oriented on the MELCs; majority (18) were oriented on the observance of academic ease and the provision of flexibility to learners in managing limited face-to-face classes.

Highest rate of non-compliance: utilization of service vehicles by teachers

More than half (11 out of 21) of teachers reported non-compliance pertaining to the utilization of service vehicles to and from their area of residence to the school, which resurfaced some mobility and accessibility problems for teachers, many of which already existed before the pandemic. It is important to note that not all incidents of non-compliance, however, demonstrated access or mobility problems—for example, some opted to walk because of the short distance; others opted to use other modes of transportation seemingly out of mere preference.

The teachers explained these incidents of non-compliance:

- In Surigao del Norte, one respondent for Lasicam-Perral National High School shared that they stay in a cottage for a week, because their residence is 12 hours away from the school. On the other hand, another respondent from Lakandula National High School walks to school because it's nearby; similarly, another respondent just rides a tricycle to Alegria Stand Alone National High School because it's nearby.

- In Cebu, teachers interviewed in Siocon, Cabagdalan, and Mahanlud Elementary School, as well as Busay National High School, also shared that they walk to school because it's nearby. Another teacher, however, from Mahanlud Elementary School, shared that other teachers may have no choice but to walk, because the roads are inaccessible to vehicles.
- In Pasig, one respondent from Pasig Elementary School merely stated that they don't use service vehicles because it is not needed. Another respondent, from Ugong National High School, said they take public transportation instead.
- In Zambales, two respondents from San Marcelino National High School stated they used borrowed motorcycles.

To clarify, as per DepEd guidelines (DM No. 71, S. of 2021), part of the alternative working arrangement that ensures the delivery of quality basic education and safe learning environment is ensuring teachers who take part in face-to-face classes have service vehicles to and from area of residence and the school, as specifically included in School Safety Assessment Tool (SSAT) 2021 under Managing Operations–Alternative Working Arrangement.



The monitoring team in Albay being assisted by Mr. Rey Cano, school head of Balanac Elementary School.

Another instance of non-compliance, which may be a cause of concern, is on the lack of comorbidities of teachers for the pilot run. Two respondents reported having hypertension to the monitoring team. One teacher in Banga Elementary School, Aklan, had this ailment in the past but was cleared at present, and thus was allowed to participate in the pilot run; another had a current case of hypertension, but was allowed to participate because they were taking maintenance medicines.

The team also reported four instances of non-compliance with the standard requiring teachers to be a resident of the municipality or city where a school is located. No explanations were provided for these instances of non-compliance in Banawen Elementary School, Zambales; San Marcelino National High School, Zambales; Tiongson Elementary School, Albay; and Lasicam-Perral National High School, Surigao del Norte.

Summary of Findings, Analysis and Recommendations

All schools are generally compliant, with the compliance levels of the 16 schools monitored ranging from 93% to 99%. This may be indicative of a general readiness of the schools for face-to-face classes. However, there are still rooms for improvement. All schools had incidences of non-compliance, with some high cases of overall non-compliance meriting closer attention.

Out of the 70 standards, the G-Watch team recorded non-compliance with 16 standards. Seventy-seven percent (77%) of the standards we complied with by all schools monitored, while 23% of the standards were not complied with.

The standards that are least complied with or with highest incidences of non-compliance, hence needing closer attention, are:

- Teacher can utilize service vehicles from and to their area of residence and the school (10 incidences of non-compliance)
- Classes are held every other week (9 incidences of non-compliance)
- Learners have their own textbooks in class (5 incidences of non-compliance)
- Receipt of Php100,000 “initial funding support” for the pilot face-to-face classes (4 incidences)
- Learners understand why they are part of the pilot run of face-to-face classes (4 incidences)
- The teacher is a resident of the city/municipality where the school is located (4 incidences).

The most compliant schools with the level of compliance at 99% or 69 out of 70 standards complied with are Alegria Stand Alone Senior High School in Surigao del Norte and Tupas Elementary School in Albay.

The schools with the highest level of non-compliance at 93% (65 out of 70 standards complied with) are Banawen and Baliwet Elementary Schools, Zambales, and Ugong National High School, Pasig, Metro Manila.

Based on the analysis of the monitoring team, there are factors that may have facilitated the relatively higher levels of compliance of a few schools to the standards set for the pilot run of face-to-face classes. These include:

- *Leadership of the head of the school.* The team noted this to be a key factor that facilitated high levels of compliance. Given the limited time for preparations for the pilot run, school leadership played a critical role in ensuring compliance with standards despite possible limited resources available to the school.
- *Cooperation and support of the local government, especially the barangays.* All schools reported absolute compliance with the standard for expressed support from all levels of governance, including barangays. Expressions of support also tend to extend to actions of support for the school, which may come in the form of donations of protective gear from the local government, provision of personnel by local offices, or extension of health and other services to the schools participating in the pilot run, as shared by respondents for incidents where compliance went beyond the required standards.
- *Volunteer assistance provided by the parents.* As noted above, the PTA actively participated in the preparations and conduct of the pilot run by personally providing services to the school (repainting and cleaning through the Brigada Eskwela program, donations, acting as agents for information dissemination). Where financial support or resources to reopen classes may be lacking, community volunteerism from parents addressed these gaps.
- *Low student population, allowing a more manageable implementation of face-to-face classes.* The team observed that while there may be some instances of non-compliance with standards relating to the identification of students of the pilot run, some schools allowed all enrollees to participate in face-to-face classes anyway because of the low student population in some schools. The manageable student population made it relatively easier for some schools to handle the face-to-face classes.

Meanwhile, some factors that may have affected non-compliance are the following:

- *Short preparation time.* DepEd announced the pilot run of limited face-to-face classes sometime on September to October 2021. This pushed through on November 15, 2021, with selected schools in low-risk areas allotted a month or so to prepare for the pilot. For schools with few resources and those that lacked proper facilities or equipment to address teachers’ and learners’ needs even pre-

pandemic, the time provided may not have been enough to comply with the 70 standards set for the pilot run. Meanwhile, there were schools that shared to the monitoring team that they were only informed days before the opening of the face-to-face classes.

- *Delayed release of the Php100,000 budget allocated for face-to-face classes.* Some instances of non-compliance and compliance difficulties revolved around a simple lack of resources, easily remedied by the early provision of budgets: lack of textbooks, lack of SLMs, lack of water containers, non-existent water connection non-functioning electricity, and non-functioning facilities such as toilets, among others.
- *Persistence of old issues on access to education.* Unresolved issues such as substandard or lack of classrooms, shortage of textbooks, inaccessibility of roads to schools, among others, pre-empt compliance by schools with some standards in the first place.



X-Ed monitoring team interviewing Mr. Rowel Arguelles, school head of Balanac Elementary School in San Felipe, Zambales

After conducting this monitoring activity and analyzing instances of non-compliance, as well as culling their collective observations of the pilot run on the ground, the monitoring team made the following recommendations to further improve the implementation of face-to-face classes in the pandemic.

1. Tighten guidelines and nuance the standards for face-to-face classes.

The standard stipulated in Joint DOH-DepEd Memo No. 1 series of 2021 (specifically in Section 7.3) to prioritize students who are struggling and are marginalized in identifying who should participate in face-to-face classes is commendable. However, the team did not notice any affirmative actions by DepEd and the schools to comply with this. Students interviewed on this standard were not aware of the reasons why they were chosen for the pilot run, and the reasons offered did not concern marginalization. In expanding face-to-face classes, DepEd must ensure that the schools are provided with support to observe this standard, especially if not all students can participate in face-to-face classes.

The guidelines for face-to-face classes may also benefit from provisions that allow some rooms for flexibility in the operationalization or application of standards in consideration of the unique contexts and constraints of the schools and pre-existing issues. For instance, the requirement to have different exits and entrances may not be applicable to classrooms with only one door or schools with only one gate. Ventilation requirement may not be applicable to classrooms that are not airconditioned or are in an open area. Face-to-face classes every other week may be too disruptive for some schools that may have the capacity to continuously conduct face-to-face classes. Requiring functional equipment or proper hygienic practices may be defeated by the lack of basic utilities (such as electricity or water) in schools.

2. Provide ample support and assistance to teachers.

Ample support and assistance should be provided to teachers for them to ensure quality teaching, while being safe and protected. For teachers who do not have a service vehicle to and from their residences to the school, a service vehicle or transportation allowance must be provided by DepEd. The Special Hardship Allowance provided in the Joint Department of Budget and Management (DBM)-DepEd Memorandum No. 01, s. 2021, must cover all teachers taking part in face-to-face classes, especially those from far-flung areas or teaching in hard-to-reach schools and in moderate-to-high risk areas.

3. Prioritize vaccination.

All teachers must be vaccinated and prioritized for booster shots. The national government must also include the students as priority for the next batch of vaccination, including those aged five to 11, once vaccination for this age group has already been approved by the DOH. The DepEd must take proactive steps to address vaccine hesitancy, especially in areas where indigenous people reside. All schools must conduct education seminars about COVID vaccines, targeting specifically teachers, parents and students who are not yet vaccinated and/or are hesitant to be vaccinated.

4. Allot adequate time for preparation.

In expanding the implementation of face-to-face classes, ample time for preparations and sufficient budget should be provided to schools. Some schools monitored were notified only days before the actual opening of classes, while some have yet to receive their budget. In expanding the face-to-face classes, delays in communication and release of resources must be addressed.

5. Urgently address pre-existing issues and challenges, especially the challenges of complying with 1:1 textbook-student ratio and classroom shortage.

The textbook-student ratio of 1:1 should be followed, especially in face-to-face classes amid the COVID threat. This will ensure that students observe social distancing. It is not enough that students have modules. They should also have textbooks and it should be one per student for both textbooks and modules.

The monitoring team noted schools with classroom shortage and classrooms that need repair, evincing the longstanding call for DepEd to prioritize addressing classroom shortage. Expansion of face-to-face classes is expected to increase the need for classrooms, for which DepEd must have the budget for classroom construction and rehabilitation.

It is also recommended for DepEd to come up with a new inventory of classrooms, textbooks, clinics/isolation centers, etc. given the new standards of post-pandemic face-to-face classes. The national government must prioritize allotting the needed budget to make these schools ready and safe for face-to-face classes.

6. Promote openness to civil society monitoring initiatives.

DepEd must reaffirm its commitment to transparency, participation and accountability by taking affirmative steps to ensure that all its regional and division offices and schools are open and supportive of citizen/ civil society monitoring as a source of third-party feedback and assessment.

Relevant Policy Documents and References

DepEd-DoH Joint Memorandum No. 1, Series of 2021

<https://www.deped.gov.ph/wp-content/uploads/2021/09/DEPED-DOH-JMC-No.-01-s.-2021.pdf>

DepEd Memo 71, S. 2021: Preparations for the Pilot Face to Face, Expansion and Transitioning to New Normal - https://www.deped.gov.ph/wp-content/uploads/2021/10/DM_s2021_071.pdf

DepEd Memo 72, S. 2021: Accountability Map for the Preparations for the Implementation of the Limited Face-to-Face Learning Modality - https://www.deped.gov.ph/wp-content/uploads/2021/10/DM_s2021_072.pdf

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Acheron, J. (Ed.). (2018). Going Vertical: Citizen-Led Reform Campaigns in the Philippines, 2nd edition. Quezon City, Philippines: Government Watch and Accountability Research Center. Retrieved from <https://accountabilityresearch.org/publication/going-vertical-citizen-led-reform-campaigns-in-the-philippines-2018/>

Maglanque, Victoria and Joy Acheron. (2021). TPA Now! The Kids are Alright: 'Youth-Led' Initiatives on COVID-19. Quezon City, Philippines: Government Watch and Accountability Research Center.

Annex A

Safety Checklist for Ground Monitoring of COVID-19 Response G-Watch, 18 November 2021

Note: Prepare one for every site covered.

	Yes	No	If answer is 'No,' explain why it is still safe to undertake ground monitoring
City/ municipality is not an Alert Level 4 and 5 area?			
Barangay where school is located is not on granular lockdown?			
Barangay does not have a positive case for the past 28 days?			
Monitors are not below 21, not above 59 years old?			
Monitors are not exhibiting any symptoms of COVID-19 (fever, cough)?			
Monitors do not have an illness considered as comorbidities of COVID-19 (asthma, diabetes, high-blood pressure, etc.)?			
Monitors are fully vaccinated?			
Monitors have negative antigen or RT PCR test taken in the last 24 (or 48) hours?			
City/ municipality is not considered hotspot of violence/ killings?			
Monitors are provided with facemask and face shield?			
Monitors are provided with hand sanitizers?			
Monitors are briefed/ well aware of other precautionary measures (keeping 2-meter physical distance, frequent washing of hands, no touching of face, etc.)			

Prepared by: _____ Signature over complete name	Date/ Location (Barangay, City/ Municipality): _____
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Annex B

X-Ed Special Monitoring Health Declaration Form & Waiver From

A. Are you experiencing:

1. Sore Throat? **Yes** | **No**
2. Body Pains? **Yes** | **No**
3. Headache? **Yes** | **No**
4. Cough? **Yes** | **No**
5. Colds? **Yes** | **No**
6. Shortness/Difficulty of Breathing? **Yes** | **No**
7. Fever for the past few days? **Yes** | **No**

B. Exposure History

1. Have you worked together or stayed in the same close environment of a confirmed COVID-19 case? **Yes** | **No**
2. Have you had any contact with anyone with fever, cold, and sore throat in the past 2 weeks? **Yes** | **No**
3. Have you travelled outside the Philippines in the last 14 days? **Yes** | **No**
4. Have you travelled to any area in NCR aside from your place of residence? **Yes** | **No**

C. Other Clinical Information

1. Do you have any history of other illnesses? **Yes** | **No**
2. Chest X-Ray done? **Yes** | **No**
3. (For ladies) Are you pregnant? **Yes** | **No**

D. Waiver and Certification

All information provided herein are true.

I am joining this activity aware of the risks and hazards involved. The organizations will not be responsible in case of accident, illness or any harm in the course of this activity.

Signature over printed full name

Date

Annex C

X-Ed Special Monitoring Monitoring Tool², revised as of November 26, 2021

Basic Information

1. City/ Municipality:	
2. School/ Learning Center:	
2.A. Total number of students participating in the pilot face-to-face classes	
2.B Total number of teachers participating in the pilot face-to-face classes	
2.C Total number of non-teaching personnel participating in the pilot face-to-face classes	
3. Main person from the school in contact with during field visit (name and position):	
3.A Has the parent-teacher-community association helped in the preparation and conduct of the pilot face-to-face classes?	Yes ____ No ____ In what way? Contact info of the PTCA:
3.B Has any youth/ student organization helped in the preparation and conduct of the pilot face-to-face classes?	Yes ____ No ____ In what way? Contact info of the youth org:
Monitoring Team Members:	

² Some of the standards used in this monitoring tool are directly lifted from relevant DepEd Orders, namely: DepEd-DoH Joint Memorandum No. 1 Series of 2021 (<https://www.deped.gov.ph/wp-content/uploads/2021/09/DEPED-DOH-JMC-No.-01-s.-2021.pdf>) and DepEd Memo 71, S. 2021: Preparations for the Pilot Face to Face (https://www.deped.gov.ph/wp-content/uploads/2021/10/DM_s2021_071.pdf?fbclid=IwAR03QOcrXIIInetNjkFN4LH-42Yzv6chfmb3PajDwhAp5pOSIwmjIRLNIRTs)

Part I. Review of documentary evidence and Interview with School Head/ representative

Check the compliance of the school to the following indicators using documents or reports that are available online or made available by DepEd and/ or the schools and through an interview with the School Head or his/ her representative. You may answer the columns marked “response based on documents” even before the monitoring visit, to save on time.

If the documents are not yet provided by the time of the visit, make sure to ask for these during the visit as a way to substantiate the response of the respondent.

Check **Yes** if the school is compliant and **No** if the school is non-compliant. Provide details/ notes/ observation on the response as much as possible. Note: *The enumeration per standard are details that are provided to guide the monitor in checking the compliance to the indicator. Not all of what is enumerated need to be present to say the school is compliant.*

Standards	Response based on documents		Response based on interview		Details/ Notes/ Observation
	YES	NO	YES	NO	
4. Is the school is in the minimal-risk area based on DoH risk classification?					
5. Did the school passed DepEd’s the School Safety Assessment?					
6. Does the school have an expressed support from the barangay in the form or ordinance or letter?					
7. Does the school have an expressed support from the city/ municipality in the form or ordinance or letter?					
8. Does the school have an expressed support from the province in the form or ordinance or letter?					
9. Does the school has secured Parent Consent from all parents of participating learners?					
10. Does the school have prepared a plan and program for the implementation of the pilot face-to-face classes?					
11. Does the school have conducted an orientation session using orientation materials for learners, parents, guardians, teaching and non-teaching personnel, external stakeholders, and LGU of the eligibility criteria for participation, existing protocols, mechanisms, and procedures needed in the conduct of the limited face-to-face classes at least one week prior to the conduct of the face-to-face classes? [Note: Check orientation materials or documentation of the orientation]					
12. Does the school have a Covid-19 Case Management Plan (prevention, detection, isolation, referral system, reclosing and reopening the school in case of COVID-19 resurgence in the community)?					
13. Does the school have developed strategies [evidenced by a strategy paper or plan] for the continuity of learning while the school is closed until the local authorities have determined the safe resumption of face-to-face classes?					

14. Does the school have established a contact tracing procedure/ tools for schoolgoers: a. Health declaration sheet for school personnel b. Health declaration sheet for students c. Contact tracing tool for school-goers					
14.A Does the school ensure that the information taken for contact tracing purposes are kept private following relevant provisions on the Data Privacy Act?					
15. Has the school received the Php 100,000 “initial funding support” for the pilot face-t-face classes? ³					

³<https://www.deped.gov.ph/2021/11/16/deped-public-schools-financially-g geared-for-pilot-implementation-of-face-to-face-classes/?fbclid=IwAR3nPvDb0XPMrSzTIOVeAT6gSMnrGycZ6hWkZPYdrdfuKsFi2jHOQjyfG4>

Part II. Conduct of physical inspection

DepEd provides a detailed set of guidelines for the arrangements of spaces and structures in the school, as well as the necessary mechanisms present to ensure safety and health protocols are followed during the conduct of the pilot face-to-face classes.

Answer Yes if based on the actual inspection the school is compliant to the standard. Answer No if based on the actual inspection the school is not compliant to the standard. Provide details/ notes/ observation on the response as much as possible. Note: *The enumeration per standard are details that can guide the monitor in checking the compliance to the indicator. Not all of what is enumerated need to be present to say the school is compliant.*

Standards	Response		Details/ Notes/ Observation
	YES	NO	
<p>16. The school has established safe entrance and exit procedures for teachers, students, non-teaching personnel, and school visitors.</p> <ul style="list-style-type: none"> a. Availability of temperature thermal scanner or thermal gun in entrance and/or exit gates b. Availability of hand sanitizer or alcohol dispenser in school gates c. Availability of surgical masks at school entrance reserved for symptomatic individuals 			
<p>17. The required maximum number of learners is observed</p> <ul style="list-style-type: none"> Kindergarten: maximum of 12 learners in a class Grade 1-3: maximum of 16 learners in a class Grade 4-6: maximum of 20 learners in a class Grade 7-10: maximum of 20 learners in a class Grade 11-12: maximum of 20 learners in a class TVL (technical vocational livelihood) workshop and science laboratory: maximum of 12 learners in a workshop/ lab 			
<p>18. The school has established mechanisms inside the classroom to ensure zero to minimal risk of COVID-19 transmission of the learners.</p> <ul style="list-style-type: none"> a. Number of seats to be occupied must not exceed from the required number of maximum learners in the classroom b. Seats to be occupied must be at least 1-2 meters apart c. Numbers of seats shall be equivalent to the number of learners present d. Presence of markers and stickers on the floor to manage traffic system and physical distancing inside the classroom e. Availability of working electric fans f. Open windows and doors at all times g. Installation of appropriate ventilation equipment such as general and exhaust ventilation and CO2 			

<p>monitoring devices</p> <p>h. Availability of a sterilization box where outputs (e.g., quiz papers) submitted by the learners will be placed for disinfection</p> <p>i. Usage of high-efficiency particulate air (HEPA) filtration air purifiers to clean recirculated air for air-conditioned spaces, provided that the unit is adequate for the size of the room in which it is installed</p>			
<p>19. The school has set-up clear and easy-to-understand signages, preferably in local languages and Braille, and mechanisms to strengthen observance of health protocols and protective measures.</p> <p>a. Display of school map at the entrance point indicating the location of the classrooms</p> <p>b. Designation of separate entrance and exit points in the school</p> <p>c. Designation of separate entrance and exit points in high traffic areas (unidirectional markers, installation of signages for cueing and unidirectional movement, sectioning & queueing)</p> <p>d. Designated entrance and exit points in the classrooms</p> <p>e. Hallway ground markings for walking direction guide</p> <p>f. Designation of areas for queue (e.g., restroom, library, principal's office, etc.)</p>			
<p>20. The school has set up a proper sanitation and hygiene facility for schoolgoers.</p> <p>a. Availability of handwashing station with clean and safe water supply</p> <p>b. Availability of clean and safe toilet facilities</p> <p>c. Schedule of supervised handwashing and toothbrushing activities</p> <p>d. Placement of handwashing facilities in a strategic location (e.g., school entrance)</p> <p>e. Placement of trash bins in strategic locations</p> <p>f. Visuals signages on proper waste management practices near trash bins</p> <p>g. proper disposal of infectious waste</p>			
<p>21. The school has a (proactive) COVID-19 local hotline/help desk or any similar local mechanism that connects and coordinates to the hospitals, testing facilities, and LGUs. [check the hotline]</p>			
<p>22. The school has secured (adequate) stocks of face masks, face shields, and/or other COVID-19 protective gears in its school clinic for learners and school personnel. [check the stockpile]</p>			
<p>23. The school has mobilized the School COVID-19 DRRM team that will take charge in ensuring effective implementation of the school's health and safety</p>			

<p>protocols that are in place and are observed during the preparation and implementation of limited face-to-face classes.</p> <p>a. Designation of a Safety Officer who shall serve as the focal person for the health and safety protocols of the school</p> <p>[Meet the DRRM team/ safety officer]</p>			
<p>24. The school has rooms for isolation of students and personnel with fever and flu-like symptoms near the entrances and transport vehicles from school to Temporary Treatment and Monitoring Facility</p>			
<p>25. The school has identified a designated waiting area with proper ventilation for parents/ guardians.</p>			

Part III. Interview with at least two students (Student respondent #1)

For this part, you will interview at least two (2) students – willing to be interviewed, preferably from different grade level, preferably from higher grade levels, compliant to health protocols. Use separate sheets (Part III) for each student respondent. Check Oo or Hindi according to the answer provided by the respondent. Provide details/ notes/ observation on the response as much as possible.

Standard	Question to ask	Response		Details/ Notes/ Observation
		Oo	Hindi	
<p>26. The school has comprehensively profiled learners who will participate in the implementation of the face-to-face classes⁴</p> <p>The school has identified learners who are most vulnerable and disadvantaged in terms of access to learning as indicated in the eligibility of learners</p>	a. Ikaw ba ay nakatira sa city/ munisipyong ito?			
	b. Ikaw ay either lumalakad papuntang school, sumasakay sa sariling sasakyan o sumasakay sa public transportation na regulated/ checked as safe ng gobyerno?			
	c. Ikaw ba ay healthy o walang sakit na makakalala sa COVID (diabetes, heart problem, asthma)?			
	d. Alam mo ba kung bakit ikaw ay napili na makasama sa pilot face-to-face classes? [Note: Do not enumerate the possible answers.]	<p>I-check kung alin ang binigay na sagot sa mga sumusunod:</p> <p>___ Wala sa bahay ang aking mga magulang at wala akong ibang kasama sa bahay</p> <p>___ Kelangan ko ng face-to-face learning interventions</p> <p>___ Hirap akong makapasa at matutunan ang mga lessons noong distance learning</p> <p>___ Ako ay enrolled sa Technical-Vocational-Livelihood (TVL) track at kelangan ng workshop equipment sa school</p> <p>___ Ako ay may mental health issues</p> <p>___ Ako ay bilang sa marginalized/ most vulnerable/ most disadvantaged⁵</p>		

⁴ a. Learners who reside within the city/municipality where the school/learning center is located. b. Learners who can walk their way to school, or ride with available private transport, or with regulated public transportation. c. Learners without existing comorbidities. d. Prioritization of learners who require childcare, such as those whose parents must work outside the home, or who have no directly available and immediately responsible adults/ guardians at home. e. Prioritization of learners who are heavily dependent on face-to-face learning interventions, such as Key Stage 1 learners (Kindergarten to Grade 3). f. Prioritization of learners who struggle to meet required learning competencies. g. Prioritization of Senior High School (SHS) learners enrolled in Technical-Vocational-Livelihood (TVL) track requiring workshop equipment in school. h. Prioritization of learners that are documented to be affected by mental health concerns that may be eased by face-to-face interactions.

⁵ a. indigent children b. out-of-school youth c. physically and mentally handicapped d. distressed individuals and families, including internally displaced persons (IDPs) e. low resourced students f. abandoned and neglected children g. street children h. children of former rebels i. children living in conflict-affected areas and vulnerable communities (cvAs) j. children with disabilities and SPED students k. children from Geographically Isolated and Disadvantaged Areas

		Iba pang sagot; specify _____		
Standard	Question to ask	Response		Details/ Notes/ Observation
		Oo	Hindi	
27. The school must secure a Parent's Consent from the parents of all participating learners.	Ang iyong magulang ba ay nagpasa sa school ng Parent Consent?			
28. The school has secured sufficient supply of learning resources needed for the face-to-face classes. a. Implementation of 1:1 Student to Self-Learning Module (SLM) to lessen student interaction during class hours b. Implementation of 1:1 Student to Textbook ratio to lessen student interaction during class hours	a. May sarili ka bang textbooks sa klase?			
	b. May sarili ka bang Self-Learning Module sa klase?			
29. The school has designed class program/s that cater to both learners of the limited face-to-face classes arrangement and distance education while observing the maximum 6-hour classroom teaching hours of teachers. ⁶	a. Hindi ba humihigit sa kalahating araw (4.5 oras for G1-6 learners at 3 oras for kindergarten) ang iyong mga klase?			
	b. Every other week ba ang face-to-face classes mo?			
30. The school has ensured an attendance monitoring of learners to determine which participating learners are exhibiting difficulties in coming to school and which learners who cannot participate in face-to-face classes will	Regular bang nag che-check ng attendance ang iyong guro?			

⁶ (a) Arrangement of the number of class sections in a way that each class section will be able to attend face-to-face classes: Class A: Halfday face-to-face classes in one straight week and other half-day for distance learning; Class B: One straight week of pure distance learning; Classes shall alternatively attend face-to-face classes every week for the whole duration of the pilot implementation. (b) Class program indicating specific schedule/breakdown of hours for the face-to-face classes including staggered start and close of the school day per grade level. (c) Class program indicating specific schedule/breakdown of hours for distance learners including staggered start and close of the school day per grade level. (d) Class program indicating schedule of staggered break time hours. (e) Signages on protocols prohibiting activities that require large gatherings. (f) Implementation of the maximum hours of stay of the learners in schools (4.5 hours for G1-6 learners and 3 hours for kindergarten learners)

revert to full distance learning.				
31. The school has ensured participation in school-based services which includes but is not limited to feeding and nutrition programs, immunizations, Mental Health and Psychosocial Support (MHPSS), prevention of Violence against Children (VAC) (e.g., bullying from social stigma) and other health services.	Ang mga serbisyo at tulong ba na ito ay available sa inyong school?	___ feeding and nutrition programs, ___ immunizations, ___ Mental Health and Psychosocial Support (MHPSS), ___ prevention of Violence against Children (VAC) (e.g. bullying from social stigma) ___ others, specify: _____ _____		
Standard	Question to ask	Response		Details/ Notes
		Oo	Hindi	
From #22. The school has secured (adequate) supply of face masks, face shields, and/or other COVID-19 protective gears for learners and school personnel.	Ang school ba ay may readily available na face mask at face shield na maaring magamit ng mga estudyante na tulad mo?			

Part III. Interview with at least two students (Student respondent #2)

For this part, you will interview at least two (2) students – willing to be interviewed, preferably from different grade level, preferably from higher grade levels, compliant to health protocols. Use separate sheets (Part III) for each student respondent. Check Oo or Hindi according to the answer provided by the respondent. Provide details/ notes/ observation on the response as much as possible.

Standard	Question to ask	Response		Details/ Notes/ Observation
		Oo	Hindi	
<p>26. The school has comprehensively profiled learners who will participate in the implementation of the face-to-face classes⁷</p> <p>The school has identified learners who are most vulnerable and disadvantaged in terms of access to learning as indicated in the eligibility of learners</p>	a. Ikaw ba ay nakatira sa city/ munisipyong ito?			
	b. Ikaw ay either humalakad papuntang school, sumasakay sa sariling sasakyan o sumasakay sa public transportation na regulated/ checked as safe ng gobyerno?			
	c. Ikaw ba ay healthy o walang sakit na makakalala sa COVID (diabetes, heart problem, asthma)?			
	d. Alam mo ba kung bakit ikaw ay napili na makasama sa pilot face-to-face classes?	<p>I-check kung alin ang sagot sa mga sumusunod:</p> <p>___ Wala sa bahay ang aking mga magulang at wala akong ibang kasama sa bahay</p> <p>___ Kelangan ko ng face-to-face learning interventions</p> <p>___ Hirap akong makapasa at matutunan ang mga lessons noong distance learning</p> <p>___ Ako ay enrolled sa Technical-Vocational-Livelihood (TVL) track at kelangan ng workshop equipment sa school</p> <p>___ Ako ay may mental health issues</p> <p>___ Ako ay bilang sa marginalized/ most vulnerable/ most disadvantaged⁸</p>		

⁷ a. Learners who reside within the city/municipality where the school/learning center is located. b. Learners who can walk their way to school, or ride with available private transport, or with regulated public transportation. c. Learners without existing comorbidities. d. Prioritization of learners who require childcare, such as those whose parents must work outside the home, or who have no directly available and immediately responsible adults/ guardians at home. e. Prioritization of learners who are heavily dependent on face-to-face learning interventions, such as Key Stage 1 learners (Kindergarten to Grade 3). f. Prioritization of learners who struggle to meet required learning competencies. g. Prioritization of Senior High School (SHS) learners enrolled in Technical-Vocational-Livelihood (TVL) track requiring workshop equipment in school. h. Prioritization of learners that are documented to be affected by mental health concerns that may be eased by face-to-face interactions.

⁸ a. indigent children b. out-of-school youth c. physically and mentally handicapped d. distressed individuals and families, including internally displaced persons (IDPs) e. low resourced students f. abandoned and neglected children g. street children h. children of former rebels i. children living in conflict-affected areas and vulnerable communities (cVAs) j. children with disabilities and SPED students k. children from Geographically Isolated and Disadvantaged Areas

		Iba pang sagot; specify _____		
Standard	Question to ask	Response		Details/ Notes/ Observation
		Oo	Hindi	
27. The school must secure a Parent's Consent from the parents of all participating learners.	Ang iyong magulang ba ay nagpasa sa school ng Parent Consent?			
28. The school has secured sufficient supply of learning resources needed for the face-to-face classes. a. Implementation of 1:1 Student to Self-Learning Module (SLM) to lessen student interaction during class hours b. Implementation of 1:1 Student to Textbook ratio to lessen student interaction during class hours	a. May sarili ka bang textbooks sa klase?			
	b. May sarili ka bang Self-Learning Module sa klase?			
29. The school has designed class program/s that cater to both learners of the limited face-to-face classes arrangement and distance education while observing the maximum 6-hour classroom teaching hours of teachers. ⁶	a. Hindi ba humihigit sa kalahating araw (4.5 oras for G1-6 learners at 3 oras for kindergarten) ang iyong mga klase?			
	b. Every other week ba ang face-to-face classes mo?			
30. The school has ensured an attendance monitoring of learners to determine which participating learners are exhibiting difficulties in coming to school and which learners who cannot participate in face-to-face classes will	Regular bang nag che-check ng attendance ang iyong guro?			

⁶ (a) Arrangement of the number of class sections in a way that each class section will be able to attend face-to-face classes: Class A: Halfday face-to-face classes in one straight week and other half-day for distance learning; Class B: One straight week of pure distance learning. Classes shall alternatively attend face-to-face classes every week for the whole duration of the pilot implementation. (b) Class program indicating specific schedule/breakdown of hours for the face-to-face classes including staggered start and close of the school day per grade level. (c) Class program indicating specific schedule/breakdown of hours for distance learners including staggered start and close of the school day per grade level. (d) Class program indicating schedule of staggered break time hours. (e) Signages on protocols prohibiting activities that require large gatherings. (f) Implementation of the maximum hours of stay of the learners in schools (4.5 hours for G1-6 learners and 3 hours for kindergarten learners)

revert to full distance learning.				
31. The school has ensured participation in school-based services which includes but is not limited to feeding and nutrition programs, immunizations, Mental Health and Psychosocial Support (MHPSS), prevention of Violence against Children (VAC) (e.g., bullying from social stigma) and other health services.	Ang mga serbisyo at tulong ba na ito ay available sa inyong school?	___ feeding and nutrition programs, ___ immunizations, ___ Mental Health and Psychosocial Support (MHPSS), ___ prevention of Violence against Children (VAC) (e.g. bullying from social stigma) ___ others, specify: _____		
Standard	Question to ask	Response		Details/ Notes
		Oo	Hindi	
From #22. The school has secured (adequate) supply of face masks, face shields, and/or other COVID-19 protective gears for learners and school personnel.	Ang school ba ay may readily available na face mask at face shield na maaring magamit ng mga estudyante na tulad mo?			

Part IV. Interview with at least one teacher

For this part, you will interview at least one (1) teacher – willing to be interviewed, compliant with health protocols. Check Yes or No according to the answer provided by the respondent. Provide details/ notes/ observation on the response as much as possible.

Standard	Question to ask	Response		Details/ Notes/ Observation
		Yes	No	
32. Has the school implemented an Alternative Work Arrangement necessary to deliver quality basic education in a safe learning environment to learners? a. Number of teachers who physically report meets the required teacher: learner ratio b. Teachers who physically report are 65 years old and below c. Teachers who physically report do not have comorbidities, immunodeficiency, or any health risk/conditions d. Teachers have service vehicles from and to area of residence and school e. Teachers who physically report are from within the city/municipality where school/learning center is located	a. Do you live within the city/municipality?			
	b. Is your teaching load 6 hours or less?			
	c. Are you 65 years old and below?			
	d. Have you been cleared (health wise) to teach? You do not have comorbidities, immunodeficiency, or any health risk/conditions?			
	e. Do you have service vehicles from and to your area of residence and school?			
	f. Have you been vaccinated?			
	g. Does the number of teachers who physically report meet the required teacher: learner ratio?			
33. <i>As stated in the question</i>	Did you prepare your lessons based on the Most Essential Learning Competencies (MELC) formulated in support of the Basic Education Learning Continuity Plan ¹⁰ ?			
34. <i>As stated in the question</i>	Were you provided with Teacher's Guide on every grade level and subject you are handling? ¹¹			
	Do you prepare activity-based materials for mastery of learning delivered during face-to-face classes?			
35. <i>As stated in the question</i>	Do you conduct related tasks supporting learners after face-to-face classes? [Note: Enumerate the tasks and check those mentioned by the teachers]			___ consultations with parents, ___ provide feedback and instructional support for learners, ___ facilitate assessment, ___

¹⁰ Joint DepEd-DoH Memo standard 7.2.3

¹¹ Joint DepEd-DoH Memo standard 7.2.2.3

				prepare Weekly Home Learning Plan (WHLP) ___ others, specify:
35. <i>As stated in the question</i>	Has the school provided you an appropriate learning and development support plan in providing better quality basic education services? [Note: Enumerate the support and check those mentioned by the teachers]			Check which have been enumerated: ___ Learning and Action Cells (LAC) sessions highlighting provision of remediation/intervention for learners during the face-to-face classes ___ Coaching, mentoring, and training relevant in facilitating blended learning approach? ___ Others, specify:
36. <i>As stated in the question</i>	Has the school oriented you on their budget of work and ensured that the school requirement for the learners is in observance of academic ease? [Note: Enumerate the orientation and check those mentioned by the teachers]			Check which have been enumerated: ___ Orientation on the implementation of the Most Essential Learning Competencies (MELCs) included in their budget of work during the limited face-to-face classes? ___ Orientation on the observance of academic ease and provision of flexibility to learners in managing limited face-to-face classes? ___ Others, specify:
From #22. The school has secured (adequate) supply of face masks, face shields, and/or other COVID-19 protective gears for learners and school personnel.	Does the school have readily available face mask, face shield and protective gears that are made available whenever needed to teachers like you?			