A Review of the Current Situation and Practices of Multigrade Schools in the Philippines

FULL REPORT

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FOREWORD

The Multigrade Program in Philippine Education (MPPE) is one of the major strategies of the Department of Education (DepEd) in the realization of the Philippine Education for All (EFA) 2015 plan of action and in meeting the global commitment of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all by 2030 (Sustainable Development Goal or SDG No. 4). Launched in 1993, the MPPE eliminates educational disparities in the Philippine basic education system. Its main goal is to improve access to basic education and achieve quality learning outcomes for learners in remote and underserved communities wherein enrolments do not warrant the establishment of monograde classes because of the small number of enrollees.

The adoption of the multigrade schooling strategy is based on international research findings that such strategy is a cost-effective means of raising the bar of students' participation in school and in boosting their learning achievement. Since the implementation of the MPPE, thousands of teachers and learners have benefited by way of construction of schools, training and development of teachers, provision of customized teaching and learning materials, and administration of school feeding program. Indeed, multigrade schooling has brought education closer to children in educationally deprived communities. Through the MPPE, DepEd has sustained improvement in achieving its mandate of democratizing access to basic education and ensuring inclusive and equitable quality education for all school-age children.

Despite these significant improvements and DepEd's intensified effort to deliver quality, accessible, relevant, and liberating education to multigrade learners, a sustained access to basic education remains to be a challenge in many regions. The situation is compounded by the geographic isolation of many schools due to remoteness and underdevelopment of infrastructural facilities that have resulted in the slow delivery of educational services and assistance. Consequently, many schools in these areas are not only difficult to reach but also difficult to manage and supervise. This means that their isolation is not only geographical but also pedagogical in nature. At present, DepEd is implementing the *Last Mile Schools Program* as one of its major thrusts to reach out and close the gap between Geographically Isolated, Disadvantaged and Conflict-Affected (GIDCA) areas to their counterparts in urban centers, and provide these areas with unhampered and equal access to quality basic education.

The above scenario necessitated the creation of a project that would evaluate the effectiveness of the MPPE, thus, the creation of the "Technical Support to Multigrade Program in Philippine Education" (TS–MPPE) project signed in 2017. This project is a tripartite partnership involving the

Department of Education, SEAMEO INNOTECH, and UNICEF. It aims to: 1) review the implementation of the MPPE; 2) develop multigrade schools monitoring and evaluation system; and 3) capacitate multigrade education stakeholders on the effective implementation of the MPPE. The results of the program review are compiled in this report: *A Review of the Current Situation and Practices of Multigrade Schools in the Philippines*. It is expected that these results will provide an evidence-based collection of information about the current situation of multigrade education in the Philippines. These are crucial information for policy formulation to strengthen the program implementation practices and strategies as well as to address the issues and problems confronting multigrade education within the policy framework of the K to 12 Basic Education Program.

Our grateful recognition and commendation to SEAMEO INNOTECH and UNICEF for their selfless contribution and support in conducting the program review. This is a great manifestation of partnership with private education partners in delivering education reform initiatives and making a tangible difference in the lives of children in the multigrade schools.

Leonor Magtolis Briones
Department of Education

FOREWORD

On behalf of UNICEF Philippines, I am pleased to share with you the report entitled 'A Review of the Current Situation and Practices of Multigrade Schools in the Philippines.' The review is a result of the partnership between Department of Education (DepEd), SEAMEO INNOTECH and UNICEF. This presents a comprehensive review of the Multigrade Program in Philippine Education and highlights recommendations for continuing reforms to improve student learning in disadvantaged communities.

UNICEF and the Government of the Philippines have been partners in protecting the rights of children since UNICEF started working in the Philippines in 1948. In the seventy years history of our partnership in Education, we have been particularly trying to support hard-to-reach and disadvantaged groups of children, many of them in Multigrade schools. The UNICEF and Government of Philippines 8th Country Program for Children (2019-2023) focuses on social, economic, and geographic inequities and disparities towards the achievement of Philippines Development Plan aligned with the Sustainable Development Goals.

Currently, we are modeling innovations in the Provinces of Northern Samar and Samar, focused on strengthening contextualization, capacitating teachers, school leaders and supervisors, and engaging parents to improve the quality of teaching and learning in Multigrade schools. The insights from the review enabled the partnership to come up with more relevant and meaningful interventions that are aligned with policy and system reform support to DepEd Central Office.

The focus of UNICEF's Global Education Strategy 2019-2030 is to help partner governments to achieve quality and inclusive lifelong learning through enhanced use of data and evidence of good teaching-learning practices. We hope that this report will be a platform for continuing partnerships to improve the learning outcomes for hard-to-reach and disadvantaged children served by the Multigrade program.

We would like to express great appreciation to our partners and everyone in the education system who contributed to this endeavor, from the DepEd policymakers to education supervisors, school heads, multigrade teachers, parents, pupils and the research team. We know that there is still much to be done and more challenges to face to achieve our goal of ensuring that every child learns in an inclusive, healthy and protective environment.

We look forward to continuing our strong partnerships with education stakeholders towards system reforms to ensure that the right to quality education is realized by every child.

Oyunsaihan Dendevnorov
Representative, UNICEF Philippines

PREFACE

Providing inclusive and equitable quality education for all remains a critical concern for the Philippines. Towards this end, Multigrade schools have been established to bring education closer to school-age children located in isolated, hard-to-reach, underserved, and sparsely populated communities. They can also serve to provide complete elementary education in such communities.

Rooted in SEAMEO INNOTECH's longstanding mandate of addressing educational barriers and learning gaps in Southeast Asia, the Center has been an active partner of the Department of Education (DepEd) in ensuring progress in the implementation of the Multigrade Program in Philippine Education (MPPE). The Center has reviewed the Multigrade program, first in 1996 through a brief appraisal commissioned by UNICEF, then in 2011 through a profiling study of Multigrade schools conducted by DepEd and analyzed/ processed by SEAMEO INNOTECH.

Again in 2017, SEAMEO INNOTECH responded to DepEd's request for MPPE evaluation by signing a Memorandum of Agreement (MoA) with DepEd and UNICEF to address common post-2015 educational development action agenda, identifying the Technical Support to Multigrade Program in Philippine Education (TS-MPPE) as the first project to be implemented under the tripartite cooperation.

TS-MPPE serendipitously provided an opportunity for the Center not just to keep up its tradition of providing technical assistance to DepEd's Multigrade Education Program, but to further scale up its planned Multigrade program evaluation into a more comprehensive three-phased project, namely: Phase 1- MPPE Program Review; Phase 2- Development of M&E System and Tools; and Phase 3- Capacity Building.

Considering the unprecedented scope of methodology and samples, this study seeks to be the first systematic and comprehensive national review of DepEd's Multigrade Education Program. It presents the overall status of MPPE implementation and the current situation and practices of Multigrade schools in the Philippines, encompassing nine policy components and eight programmatic areas.

Albeit confronting remaining challenges, in particular, improving quality of teaching and learning and accessibility to socially-excluded school-age children, this Review confirms MPPE's viability, practicability, and positive contributions as an unconventional learning delivery in addressing access barriers to inclusion and basic learning opportunities of all school-age children and improving student learning through innovation in education delivery, curricular resources, and school-based management.

As a result of this Program Review and in partnership with DepEd's Bureau of Learning Delivery (BLD), the Philippine Multigrade Schools Monitoring and Evaluation System (PMS-MES) was developed and a series of capacity building trainings for Multigrade Supervisors and DepEd roll outs on the use of PMS-MES were conducted.

As SEAMEO INNOTECH celebrates its 50th year of founding, we wish to reiterate the importance of the MPPE Review, which shows institutional and policy gains and more importantly, sustainability of program advancements. We re-affirm our strong commitment to addressing issues of educational access and quality through informed policies based on research as well as the importance of partnership and cooperation to ensure a brighter future for every Multigrade learner in the Philippines.

Dr. Ramon C. Bacani
Director, SEAMEO INNOTECH

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Acronyms and Abbreviations

4Ps	Pantawid Pamilyang Pilipino Program
ADM	Alternative Delivery Mode
AFP	Armed Forces of the Philippines
ARMM	Autonomous Region in Muslim Mindanao
ASDS	Assistant Schools Division Superintendent
BARMM	Bangsamoro Autonomous Region in Muslim Mindanao
BCD	Bureau of Curriculum Development
BEA	Bureau of Educational Assessment
BEAM	Basic Education Assistance for Mindanao
BEC	Basic Education Curriculum
BEE	Bureau of Elementary Education
BERA	Basic Education Research Agenda
BESRA	Basic Education Sector Reform Agenda
BEST	Basic Education Sector Transformation Project
BLD	Bureau of Learning Delivery
BLR	Bureau of Learning Resources
BoW	Budget of Work
BRAC	Building Resources Across Communities
CAR	Cordillera Administrative Region
CHED	Commission on Higher Education
CI	Curriculum and Instruction
CID	Curriculum Implementation Division
CO	Central Office
COLA	Cost of Living Allowance
CoP	Community of Practice
COT	Classroom Observation Tool
CRISS	Criterion Reference Instructional Supervisory Scheme
CSS	Community Support Scheme

DAP	Developmentally Appropriate Practice
DBM	Department of Budget and Management
DCP	DepEd Computerization Program
DEAR	Drop Everything and Read
DECS	Department of Education, Culture and Sports
DepEd	Department of Education
DI	Differentiated Instruction
DLL	Daily Lesson Log
DLP	Daily Lesson Plan
DM	DepEd Memorandum
DMEA	Division Monitoring, Evaluation and Adjustment
DO	DepEd Order
DOH	Department of Health
DOLE	Department of Labor and Employment
DRRM	Disaster Risk Reduction Management
DSWD	Department of Social Work and Development
EBEIS	Enhanced Basic Education Information System
ECCD	Early Childhood Care and Development
EDC	Education Development Center
EFD	Education Facilities Division
ELLNA	Early Language, Literacy and Numeracy Assessment
EMISD	Educational Management Information System Division
EPP	Edukasyong Pantahanan at Pangkabuhayan
EPS	Education Program Supervisor/ Specialist

ESP	Edukasyon sa Pagpapakatao
FGD	Focus Group Discussion
FY	Fiscal Year
GAA	General Appropriations Act
GAD	Gender and Development
GPIs	Gender Parity Indices
GSIS	Government Service Insurance System
GSP	Girl Scouts of the Philippines
HE	Home Economics
HRDD	Human Resources Development Division
ICT	Information and Communications Technology
ICTS	Information and Communications Technology Service
IEC	Information, Education, and Communication
IMG-LP	Integrated Multigrade Lesson Plan
IMPACT	Instructional Management by Parents, Community, and Teachers
INGO	International Non-Governmental Organization
INSET	In-Service Training
IP	Indigenous People
IPEd	Indigenous People Education
KPI	Key Performance Indicator
KII	Key Informant Interview
LAC	Learning Action Cell
LAPG	Language Assessment for Primary Grades
LGU	Local Government Unit
LM	Learning Material
LP-MG	Lesson Plan for MG Classes
LP	Lesson Plan
LRDMS	Learning Resource and Development Management System
M&E	Monitoring and Evaluation
MAPEH	Music, Arts, Physical Education and Health
MG	Multigrade
MG-DLP	Multigrade Daily Lesson Plan
MGT	Multigrade Teacher
MG-TRP	Multigrade Training Resource Package
MIMOSA	Modified In-School/Off-School Approach
MLC	Minimum Learning Competencies
MLC-MG	Minimum Learning Competencies-Multigrade
MLM	Multi-Level Material
MOA	Memorandum of Agreement
MOOE	Maintenance and Other Operating Expenses
MPPE	Multigrade Program in Philippine Education
MT	Mother Tongue
MTS	Mother Tongue Subject
MTAP	Mathematics Teachers Association of the Philippines
MTB-MLE	Mother Tongue-based Multilingual Education
NAT	National Achievement Test
NCR	National Capital Region
NEAP	National Educators Academy of the Philippines
NGO	Non-Governmental Organizations
PAP	Project Advisory Panel
PBB	Performance-based Bonus
PDP	Philippine Development Plan
PEI	Productivity Enhancement Incentives
PERA	Personnel Economic Relief Allowance
PMS MES	Philippine Multigrade Schools Monitoring and Evaluation System
PPST	Philippine Professional Standards for Teachers
PRDD	Policy Research and Development Division

PS	Planning Service		**TLE**	Technology and Livelihood Education
PSDS	Public Schools District Supervisors		**TLP**	Teacher Learning Package
PTA	Parent-Teacher Association		**TPTE**	Technical Panel for Teacher Education
QAD	Quality Assurance Division		**TS-MPPE**	Technical Support to Multigrade Program in Philippine Education
RO	Regional Office			
SBM	School-Based Management		**TWG**	Technical Working Group
SD	Standard Deviation		**UNESCO**	United Nations Educational, Scientific and Cultural Organization
SDGs	Sustainable Development Goals			
SDO	Schools Division Office		**UNICEF**	United Nations Children's Fund
SDS	Schools Division Superintendent		**VAWC**	Violence Against Women and Children
SEAMEO	Southeast Asian Ministers of Education Organization			
SEAMEO INNOTECH	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology			
SED	School Effectiveness Division			
SEF	Special Education Fund			
SGC	School Governance Council			
SGOD	School Governance Operation Division			
SHA	Special Hardship Allowance			
SHD	School Health Division			
SHDP	School Head Development Program			
SIP	School Improvement Plan			
SMEA	School Monitoring, Evaluation and Adjustment			
SLAC	School Learning Action Cell			
SPED	Special Education			
STAR	Situation, Task, Action, Result			
STRIVE	Strengthening Implementation of Basic Education in Selected Provinces in Visayas			
SY	School Year			
TEC	Teacher Education Council			
TEI	Teacher Education Institution			
TG	Teacher's Guide			
TIC	Teacher-in-Charge			
TLD	Teaching and Learning Division			

Definition of Terms

Budget of Work (BoW) is a resource material for teaching Multigrade classes that contains K to 12 basic education curriculum competencies, skills, and objectives; topics for specific skills and competencies; and teaching strategies, activities, and time allotment arranged into columns for easy reference and notation. It serves as teachers' reference in preparing daily and/or weekly lesson plan.

Combination Class is composed of pupils belonging to two or more grade levels in one class.

Common Timetable is a program option wherein a subject is presented to all grades by the teacher in a given schedule with each grade having a prescribed-work program planned by the teacher. Age, grade level, and/or capability of pupils are considered by the teacher in designing the work program. For example, in a class of three-grades, all the grades may be undertaking Science and Health from 9:00 to 9:40 AM, followed by Mathematics for 60 minutes after recess. All the other subjects will follow the same pattern.

Daily Lesson Log (DLL) is a template that teachers use to log parts of their daily lesson. The DLL covers a day's or a week's worth of lessons and contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.

Detailed Lesson Plan (DLP) is a teacher's "roadmap" for a lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic. A typical DLP contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.

Differentiated Instruction (DI) is a child-centered approach that provides learners with different avenues to learning in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all learners within a classroom can learn effectively regardless of differences in ability. Learners are engaged in group and individual instruction with varied activities.

Hardship Post refers to public schools or community learning centers located in areas characterized by extraordinarily hard, uncomfortable and extreme difficulties in any of the following conditions: 1) transport inaccessibility 2) difficulty of situation.

Instruction refers to the methods and processes used to direct learning.

Integrated Day is a program option wherein there is no fixed timetable in this option. Pupils as independent learners are free to choose what subjects to study and when. This approach is usually difficult to use in language classes because it demands lots of pupil-pupil interaction and use of monitoring on the part of the teacher.

Integrated Multigrade Lesson Plan (I-MGLP) is a prototype lesson plan recommended for teaching a Multigrade class in which learning competencies of different subjects are integrated using a common theme. It is written on a weekly basis. The themes are based on government thrusts such as climate change, peace education, health education, financial literacy, culture and the arts.

Learning Action Cell (LAC) is a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or a designated LAC leader.

Learning Action Cell (LAC) Leader is the Principal or School Head or other designated senior teacher who provides technical leadership of the LACs conducted in the school.

Learning Resources are materials used by teachers during classroom discussion. These mainly consist of textbooks, audio and visual materials.

Leveled Readers are books appropriate to the age and grade level of learners which are used to build vocabulary, develop decoding strategies and work recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love for reading.

Locality refers to the barangay, municipality, city, or province, where the school being applied for is located.

Localization is used when modifying learning resources and/or materials depending on the locality, culture, indigenous practice, and/or the mother-tongue of the students.

Maintenance and other Operating Expenses (MOOE) refers to the school budget released by the Department of Budget and Management for the Department of Education which is allocated to the schools. The MOOE is distributed to cover for the school maintenance such as the procurement of supplies, rental and minor repairs of tools and equipment, reproduction of teacher-made activity sheets or exercises, utilities, school-based training and activities, and other activities that were stated in the approved School Improvement Plan (SIP) for the school year.

Multigrade Class is a class of two or more grades under one teacher in a complete or incomplete school.

Multigrade Teacher refers to a public elementary teacher handling a class of two or more grades.

Peer Coaching happens when teachers work together to improve and reflect on their current practices, share experiences and new ideas for creative teaching, expound and improve new skills and more.

Peer Tutoring is a strategy which involves students serving as academic tutors or learning leaders to other students.

Pure Multigrade refers to schools with no monograde class.

Scheme A is a multigrade teaching scheme wherein learning objectives of all groups are common in terms of behavior and content.

Scheme B is a multigrade teaching scheme wherein two adjacent grades have the same instructional objective while the other grade has a different objective.

Scheme C is a multigrade teaching scheme wherein three levels or groups have the same behavior but have different content or differ in difficulty.

Scheme D is a multigrade teaching scheme wherein there are three (3) developmental lessons because the instructional objective of the three groups have no commonality.

Scheme E is a multigrade teaching scheme wherein objective/skill in the first grade is a prerequisite to the next grade level, and the skill in the second grade is a prerequisite to the skill in the third grade.

Special Hardship Allowance (SHA) refers to allowance granted to qualified teachers under any of the following situations: 1) being assigned to a hardship post; 2) performing multigrade teaching, 3) carrying out mobile teaching functions; and 4) performing Alternative Learning System (ALS) coordinator functions.

Spiral Curriculum is a curriculum design approach that is used to help students increase their learning capacity by introducing similar topics to the students throughout their school career at progressively higher levels of complexity and difficulty and/ or broader application.

Subject Grouping is a program option wherein subjects using Filipino as medium of instruction such as Edukasyon para sa Pagpapakatao, Filipino, etc. are subjects taught on Mondays, Wednesdays, and Fridays; while those in English such as Mathematics, Science and Health, English as subjects are taught on Tuesdays and Fridays.

Subject Integration is a program option wherein subjects that easily lend themselves to integration are presented by the teacher to all grades at the same time. This may work in Filipino and Sibika at Kultura, Good Manners and Right Conduct, or in English and Science and Health.

Subject Staggering is a program option wherein subjects that require more teacher-pupil interaction are grouped with subjects that require less interaction, e.g., in a three-grade class, one or two grades may work independently on a subject such as Arts while the teacher works intensively with another group in English or Mathematics. The two grades may be assigned different activities with pupil leaders monitoring the activities.

Summer Training Program aims to equip teachers with essential knowledge and skills in handling multigrade classes through the use of innovative and non-conventional teaching approaches.

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> I think we need to (recognize) that there will always be school communities with Multigrade classes. Considering the geography of the country, there are so many islands and isolated communities that don't have enough teachers to support Monograde classes. Faced with situations like these, it should probably be right to admit that there will always be Multigraders left. Multigrade education has been DepEd's response to such situations since 19 years ago. Multigrade education was the (default) strategy then, and now, even more.
>
> **– FGD Participant**
>
> "

RIGHT: Students crossing the sea to attend school at another island on an early school day in Samar.

Photo by SEAMEO INNOTECH (2018)

EXECUTIVE SUMMARY

Technical Support to Multigrade Program in Philippine Education (TS-MPPE)

In 2017, a Memorandum of Agreement (MoA) among the Department of Education (DepEd), United Nations Children's Fund (UNICEF), and the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) was forged to address common post-2015 educational development action agenda and priorities underpinning Sustainable Development Goal (SDG) 4 on inclusive and equitable education for all to advance lifelong learning, in particular, access to quality learning opportunities of the most disadvantaged learners. The tripartite cooperation agreed on pursuing knowledge sharing as well as collaboration on educational programs for disadvantaged learning communities in the Philippines within the next six years.

Since 1993, the Multigrade Program in Philippine Education or MPPE has been DepEd's official response to the need to democratize access to, and improve, quality education in roughly 19 percent[1] of public elementary schools located in isolated, underserved, and sparsely populated areas. Inasmuch as DepEd's Multigrade program is deemed as one of the ongoing instructional delivery services that need to be evaluated, modified, and strengthened, UNICEF and SEAMEO INNOTECH identified key steps to support DepEd in advancing the implementation of MPPE as an initial collaborative area under the MoA. A programme document (PD) was developed to outline the activities and strategies to assist DepEd's Multigrade program through the project, titled *Technical Support to Multigrade Program in Philippine Education or TS-MPPE,* which was co-funded by UNICEF and SEAMEO INNOTECH with in-kind support from DepEd.

Under the guidance of a Project Advisory Panel (PAP), chaired by the Undersecretary of Curriculum and Instruction (CI) and composed of DepEd's Bureau of Learning Delivery (BLD); Bureau of Curriculum Development (BCD); Bureau of Learning Resources (BLR); Bureau of Educational Assessment (BEA); School Effectiveness Division (SED); Policy, Planning, and Research Division (PPRD); selected Teacher Education Institutions (TEIs); UNICEF; and SEAMEO INNOTECH, the TS-MPPE project team implemented the project from February 2017 to May 2019 in three phases. Phase 1 included the MPPE Review aimed at determining the overall effectiveness of MPPE as a modality of delivery of basic education; Phase 2 involved the Development of Monitoring and Evaluation (M&E) System and Tools to promote continuous improvement, quality assurance and effectiveness of the Multigrade program; and Phase 3 was about building the capabilities of Multigrade implementers in various governance levels on the use of the developed M&E system and tools.

LEFT: Teacher Reycel uses whole-class instructional strategy as a preliminary activity during a Multigrade class of Grades 3 and 4 pupils of Aguho Elementary School in Rizal.

Photo by SEAMEO INNOTECH (2018)

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1   Recent data (SY 2017 to 2018) indicate that out of the 38,911 public elementary schools, 7,234 or 18.6% are multigrade in nature (DepEd EMISD).

Multigrade Program Review

Under TS-MPPE's first phase, the program review presents the overall status of the MPPE and the current situation and practices of Multigrade schools in the Philippines. It was undertaken to accomplish four specific objectives: first, to assess the extent to which the Multigrade program was implemented in accordance with existing or pre-set standards and policies; second, to identify contributing and constraining factors in achieving the goals of MPPE; third, to describe the contribution of the Multigrade program to student learning and school quality, specifically with regard to pupil performance and key performance indicators; and fourth, to examine the role of Multigrade program in improving access to quality education in disadvantaged school communities.

The program review process was anchored on the following four research questions:

1. How well has the MPPE been implemented against pre-set standards and guidelines?

2. What facilitating and constraining factors contribute in achieving the goals of MPPE?

3. To what extent has the MPPE contributed to student learning outcomes?

4. To what extent was MPPE able to improve access to quality education in disadvantaged communities?

Several earlier reviews and evaluation studies focusing on Multigrade education in the Philippines were conducted. Examining various components including curriculum and pedagogy, qualifications of Multigrade teachers, and learning environment, most previous studies concluded that MPPE is confronted with many continuing challenges, but given the support accorded for its proper implementation, the quality of learning in these Multigrade schools may even be equal to that of monograde schools. Bearing in mind these earlier research findings which formed a major part of the development of the study's design, this review deliberately did not utilize them as baseline data considering known limitations of their scope in terms of respondents and methodologies. This study seeks to be the first systematic and comprehensive National Review of MPPE, endeavoring to encompass all programmatic components and including representative Multigrade schools and implementers from all regions across the country.

Methodology

Design

The study applied *mixed* methods in collecting data. A combination of *Causal-Comparative, Survey* and *Qualitative* Methods of evaluation were employed to answer research questions pertaining to the status of DepEd's Multigrade program and the situation and practices of Multigrade schools in the Philippines.

First, data on test performance of students were retrieved from the DepEd database and subjected to statistical analysis to compare the mean performance scores of *Multigrade* and *monograde* schools in LAPG and NAT for SY 2014–2015.

A survey of *Multigrade schools* and *Schools Divisions with* Multigrade schools was conducted to get a general picture of *instructional and management practices, human and material resources*, and *challenges and problem areas* in these schools.

Finally, *consultative focus group discussions (FGDs)* with small groups of stakeholders, and *case studies* of selected Multigrade schools involving *site visits, classroom observations,* and *interviews,* were carried out in order to obtain more detailed qualitative description and personal narratives of experiences and processes of program participants, administrators, and partner organizations and institutions.

To analyze data, the research team also employed quantitative (descriptive, correlation, and causal-comparative) and qualitative (phenomenological and thematic) methods of analysis.

Data were collected from 4,852 out of the initial 7,273 identified Multigrade schools based on DepEd BEA's SY 2014-2015 LAPG database, and 127 Schools Divisions from an initial 160 Schools Division with Multigrade schools, using separate mailed **survey** instruments.

Additionally, one hundred thirty-one (131) individuals representing various groups of Multigrade education implementers and stakeholders from three island-clusters (Luzon, Visayas, and Mindanao) participated in either **focus group discussions** or **key informant interviews.** These include personnel from the DepEd Central, Regional, Division, and District Offices; Multigrade school heads and teachers; TEIs, development organizations working on Multigrade education, and members of the Technical Panel for Teacher Education of the Commission on Higher Education (CHED).

Two hundred eighty-four (284) individuals and 11 schools selected for **case study,** which represent 10 Schools Divisions across the country, were included in FGDs and classroom observations.

Lastly, to examine the contribution of the Multigrade education program on learners' performance, the following data were obtained: **School Year (SY) 2014-2015 National Achievement Test (NAT) scores of Grade 6 pupils** from 6,656 Multigrade schools and 33,666 monograde schools; **SY 2014-2015 LAPG scores** of pupils in English and Filipino from 29,571 monograde schools and 7,273 Multigrade schools; and **LAPG scores** of pupils in their Mother Tongue from 27,078 monograde schools and 5,088 Multigrade schools. Data on key performance indicators (KPIs) from a **second school survey** of 44 pairs of Multigrade and monograde schools in the same Schools Divisions were obtained and analyzed for SY 2014-2015; SY 2015-2016; SY 2016-2017.

Instruments

Major instruments and data sources in the study were **survey questionnaires** retrieved from Multigrade schools and Schools Divisions, transcripts of the series of **consultative workshops**, transcripts of **case study focus group discussions**, case study **classroom observations,** and review of various **records and documents** obtained from the Enhanced Basic Education Information System (eBEIS) of DepEd's BEA, and also from Multigrade schools.

Initial findings were presented to the members of the PAP, DepEd Central Office, and DepEd Multigrade implementers on various occasions such as during: (1) PAP meeting on 19 October 2018; (2) Meeting with DepEd Program Committee for Curriculum and Instruction on 21 January 2019; (3) DepEd and SEAMEO INNOTECH-organized National Trainings on MPPE M&E held on 22 to 26 October 2018 (Luzon cluster); 05 to 09 November 2019 (Visayas cluster); 26 to 30 November 2018 (Mindanao cluster); and (4) DepEd-organized National Roll-out of M&E system and tools on 14 to 18 January 2019 (Visayas and Mindanao clusters) and 21 to 25 January 2019 (Luzon cluster). Recommendations from the participants of the dissemination platforms were considered in the finalization of this report. This report was presented to the new DepEd Undersecretary for Curriculum and Instruction, Dr. Diosdado San Antonio, on 27 June 2019. His comments and suggestions on the key recommendations of the study were included in this report.

Findings and Conclusions

Overall MPPE implementation shows evidence of partial to adequate compliance of various program components with existing policies

Existing DepEd policies on Multigrade program guided the implementation of the nine components of the MPPE. The extent to which Multigrade schools complied with these policies was varied due to the nature of the environment and the experiences of field implementers. MPPE implementation was generally compliant with existing standards and policies and has shown positive results along nine components of the Multigrade program, notwithstanding the fact that there are still several challenges to overcome.

The main areas in which there was **adequate compliance** are c*lassroom organization, class programs, capacity building, and hiring of teachers and staff movement.*

On the other hand, Multigrade schools have shown only **partial compliance** in the following areas, namely: *school plant, basic features of the classroom including WASH-in-School (WinS) facilities; teacher incentives; teaching and learning resources, including MTB-MLE resources; and fund allocation.*

Moreover, considering the variegated contexts and experiences of Multigrade schools, a "one-size-fits-all" kind of policy is deemed not feasible. Findings point to the need to develop more flexible policies that will allow Multigrade schools to contextualize these in accordance with the unique conditions and attributes of the communities where such schools operate.

Adoption of innovative Multigrade instructional strategies; authentic assessments; enabling school leadership; strong support from parents and communities; and commitment of Multigrade teachers were perceived to be the contributing factors to successful MPPE implementation:

- *Instructional delivery* is deemed as a strength of MPPE implementation with the program having developed its own Budget of Work (BoW), a tool that is familiar to, and is used by, many teachers, despite the delays reported in the delivery of BoW at the time of the study. MPPE also subscribes to some innovative instructional strategies such as cooperative/group learning, homework, hands-on/learning by doing, lecture, demonstration/modelling, project-based learning, peer tutoring, simulation/role play, discovery/inquiry-based, journal writing, and self-directed learning. To further enhance teachers' pedagogical skills, Multigrade teachers participate in *Learning Action Cell* sessions which have become avenues for learning exchange, peer coaching, and showcasing of best practices in instructional delivery.

- Most Multigrade schools used both traditional and *authentic assessment* methods to monitor and assess student learning since majority of schools apply portfolio assessment, performance assessment/demonstration, observation notes, anecdotal records, and observation list. Slightly more than ninety percent of school respondents divulged that their teachers also employed non-traditional assessment techniques.

- *Parental and community engagement* is strong with parents and community members serving as anchors of Multigrade schools, offering support to fill learners' needs. In 80 percent of Multigrade schools, parents' support was felt in various ways. Parents offered free labor, assisted in fund raising, gave instructional and administrative assistance as teacher aides, and provided needed learning resources. Almost all schools have an organized Parent-Teacher Association (PTA). Aside from free labor, PTAs provided technical assistance, supplies and

materials, finances, and moral support during school activities. Strong parental support was likewise evident through *bayanihan/ pintakasi/ dagyaw.* Most of the Multigrade schools surveyed received community support. Such support came in the form of free labor, fund raising, learning resources, knowledge sharing or instructional assistance, and administrative assistance. Local Government Units (LGUs), i.e., municipality, city, or barangay, strengthened the Multigrade schools through their Special Education Fund (SEF).

■ Multigrade teachers who originated from the communities where the schools were located tended to have an *intrinsic motivation and commitment* to serve the learners in deprived communities as well as a *sense of responsibility and ownership.* This is in contrast to non-locals who would often decline the teaching assignment or ask to be transferred to a monograde or a nearby school.

■ Finally, on *school leadership,* Multigrade implementers stressed the importance of having a strong, creative, capacitated, and empowered school head in directing MG schools toward: (1) sustaining conducive learning environment; (2) enhancing learning through targeted instructional leadership and supervision, and (3) developing valuable partnerships with local community and NGOs to deliver instruction that enable learners to perform well.

Achieving MPPE goals is constrained by teachers' issues concerning the multiplicity of roles they faced, inadequate instructional support from school heads and supervisors, and the absence of a responsive monitoring and evaluation system to track student learning, assess curriculum coverage, and evaluate teacher's content mastery and pedagogical practice.

■ While *School Governance Councils* exist in 85 percent of Multigrade schools, the irregular and infrequent meetings of these councils limit their influence on and support for the school improvement plan (SIP) and day-to-day operations of impoverished schools.

■ Most Multigrade schools have teachers-in-charge (TICs) who take on the role of the school head. This saddles TICs with multiple roles as teacher and administrator which clearly divide their time and effort. Thus, TICs cannot perform some school governance functions, such as instructional leadership and classroom observations.

■ *Instructional supervision* in Multigrade schools still subscribes to the conventional evaluative approach, using classroom observation tools similar to those used by monograde teachers as a means of teacher performance evaluation, rather than a more developmental approach focused on mentoring and coaching that also captures the unique features of a Multigrade setting.

■ The absence of a M&E system in which tools incorporate the special and unique features of Multigrade schools is a weakness that needs to be addressed by the regional and division offices so that appropriate and timely technical support can be provided to Multigrade teachers by school heads and school supervisors. Education specialists and managers are still adjusting to task allocations including the supervision of cluster schools per district, and monitoring and provision of technical assistance to Multigrade schools, especially due to organizational changes under the DepEd rationalization program.

■ While multigrade schools and Schools Divisions reported that they have existing M&E system for MPPE, they were merely referring to either the generic or contextualized tools developed by Schools Divisions, but not an institutionalized MPPE M&E. There were reported uncertainties and varied practices regarding who should take the lead in conducting M&E and how often it should be conducted. Proper M&E was reportedly not executed due to limited training on M&E, lack of appropriate monitoring tools, geographic remoteness of schools, weather

conditions and security issues, and little or no funding for M&E. Tools for monitoring and evaluating Multigrade schools need to take into consideration the unique features of Multigrade schools, such as the multiplicity of grade levels per class; differentiated instruction/ tasks; diversity of learners; shifting of classes; and classroom structural grouping.

MPPE contributes to student learning because academically speaking, Multigrade learners are performing at par with monograde learners and in some learning areas, even outperform the monograde learners based on the following accounts:

- A comparison of SY 2014 to 2015 results of Language Assessment for Primary Grades (LAPG) for all Grade 3 pupils from monograde and Multigrade schools showed that Multigrade pupils significantly scored higher than monograde pupils in all components of the LAPG test, i.e., in *English, Filipino and Mother Tongue,* with the exception of *listening comprehension in Filipino.*

- Comparing the mean scores of all Grade 6 students in the SY 2014 to 2015 National Achievement Test (NAT), the study revealed that there is no significant statistical difference between Multigrade and monograde schools in overall student academic achievement.

- There are, however, significant differences between the total NAT mean school scores of the two types of learners for certain subject areas. Multigrade learners performed significantly higher in Mathematics and Araling Panlipunan sub-tests. Meanwhile, their counterparts in monograde schools had significantly higher scores in English, Filipino, and Science.

In terms of improving access to quality education, Multigrade education which offers innovation in *education* delivery and management, is a *practicable solution to* address barriers to *access* and *inclusion* and create basic *learning* opportunities for all school-age children.

The Multigrade school applies the *same K to 12 Curriculum* implemented in monograde schools to cater to learners in hard to reach and deprived communities who have limited education options. In rural areas where setting up regular monograde schools is neither practical nor feasible, Multigrade schools were built to respond to the universal call for more access to quality education for all—often out of the initiative of community members themselves.

Multigrade education is an unconventional but viable learning delivery to improve the quality of learning of pupils in elementary schools located in remote, isolated, low-resourced, underserved, and sparsely populated communities for the following reasons:

- Firstly, the Multigrade class size is relatively small compared to a regular monograde school, hence, contact time for teacher instruction and student learning is maximized. Moreover, task-on-time i.e., the amount of *time* students spend in attending to school-related *tasks,* is optimized because teachers employ differentiated instructional strategies in a classroom setting that combines two or more grade levels. Providing different but appropriate learning activities allows individual pupils to learn according to their developmental level, interest or learning pace. *Differentiated instruction* strategies allow teachers to empower and engage students by accommodating each of their different *learning* styles, providing multiple ways to learn and understand concepts using interest centers/learning corners/learning stations, for instance (i.e., self-contained section of the classroom in which students engage in independent and self-directed *learning* activities).

- Secondly, curriculum materials specifically designed for Multigrade schools, such as Budget of Work, Daily Lesson Plan, Daily Lesson Log, and Integrated Multigrade Lesson Plan, have made teaching two or more grade levels in one class period a lot easier for Multigrade teachers.

But while key performance data gathered in the MPPE Review, such as enrollment, completion, graduation rates, etc., showed that Multigrade program provides access to learners from marginalized communities, there is still much work to be done to: (1) strengthen the quality of teaching and learning to ensure student mastery of competencies; and (2) further improve its accessibility to school-age children who experience specific forms of social exclusion or marginalization (e.g., disabled children, indigenous learners, over-age, out-school-youth).

The identified areas of constraint in improving the quality of MPPE implementation should, however, be addressed through policy reforms contextualized at different governance levels, innovations in program delivery, systems improvement, and affirmative action on the part of key stakeholders. Strategic interventions need to be in place at various governance levels to increase the capacity (efficiency and effectiveness) of Multigrade schools to deliver better learning outcomes in support of Sustainable Development Goal 4: *inclusive and equitable education for all to advance lifelong learning.*

Recommendations

Based on the evidence gathered from the comprehensive review of MPPE policies, program implementation, current practices and challenges, and validated by insights documented from surveys, interviews, desk reviews, focus group discussions, classroom observations, and consultative workshops, a set of recommendations is offered for the continuous improvement of the MPPE implementation.

POLICY RECOMMENDATIONS

➤ General

- Policies for MPPE should be reviewed and updated in order to be responsive to changing realities and issues as found in this review. The policies should encompass all program components and should not only ensure consistency of action, but also allow flexibility for adjustment if necessary. This is in light of the nature and coverage of Multigrade schools and organizational changes in program implementation due to DepEd's rationalization program. The issuance of the completed draft guidelines for Multigrade program in the K to 12 basic education system, otherwise known as the Multigrade Omnibus Policy, is therefore recommended. Such policy is comprehensive enough to cover critical program components needing legal basis.

  Moreover, inclusive stakeholder engagement in the formulation of policies and implementation process is recommended. It is important to involve not only DepEd officials, but also the Multigrade teachers and school heads, parents, school governing councils, and other members in the community for the policies to be context-specific, responsive, and effective.

- In keeping with DepEd's mandate under Republic Act 9155 or the *Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the*

Department of Education, Culture, and Sport as the Department of Education, Regional and Schools Division offices should exert more effort to contextualize policies to ensure that programs, projects, and services match the local needs of their respective communities.

Furthermore, school-based solutions to problems should be encouraged and a mechanism should be developed for sharing examples of good practices between and among Multigrade schools.

■ Embedded in the concept of implementation is the leadership ability of DepEd's Bureau of Learning Delivery to focus on the following tasks:

  ☐ formulate clear policies and outcomes that bring out effective changes to teachers' welfare and incentives, and career path development for teachers and school heads;

  ☐ strengthen the competence of DepEd-Bureau of Learning Delivery (BLD) staff for coalition work and policy review at the national and sub-national levels. The BLD Multigrade team needs to initiate policy formulation/amendments in collaboration with other DepEd Central Office Units outside the curriculum and instruction strand and the program committee;

  ☐ improve access to needed resources to support MPPE program implementation within and outside of DepEd. This includes appropriation of sufficient funds to carry out the implementation of the necessary inputs/ investments needed to address the program-related recommendations detailed in this review; and

  ☐ screen DepEd policies to identify any issues or challenges for implementation by Multigrade schools and issuance of DepEd guidelines to support contextualization of such policies.

➤ Specific

■ **Classroom Organization**

  ☐ Kindergarten pupils have cognitive levels, psychomotor skills, and learning needs that are different from those of other grade levels. Instructional methods for this group of young learners consist mostly of play-based activities.

    → For these reasons, combining Kindergarten and other grade levels should be avoided. The policy on *separating* Kindergarten classes from other grade levels should be strictly enforced. School heads need to ensure that Kindergarten pupils are in *separate classrooms.* If such an arrangement is not feasible, the school's decision should be anchored on the best interest of the Kindergarten children, upholding their right to quality education in a safe, secure, and child-friendly learning environment.

■ **School Plant**

  ☐ There is a perceived lack of classrooms appropriate for Multigrade education. In some Multigrade schools, instruction is held in *makeshift* classrooms. Other schools are housed in buildings that do not follow the new building standards, i.e., three-room buildings and Multigrade classrooms with *7x9 square-meter* floor dimension for each room.

    → Upgrading of facilities that have long been requested by many Multigrade school heads, teachers, parents and pupils should be planned, funded and executed within the shortest time possible.

☐ In areas where concrete materials cannot be transported due to distance or terrain, use of alternative local materials that are easily procured should be explored, provided the structural dimensions comply with DepEd's building standards.

→ The repair and maintenance of school facilities should be incorporated in the budget for each school.

→ Community support for the upkeep of physical facilities and other anticipated needs (from present to future) to ensure a conducive learning environment (i.e., learning materials and equipment) should be prudently identified and diligently sustained through the help of the school governing council.

☐ Programming and fund allocation for Multigrade facility requirements should consider the special/anticipated requirements of both teachers and pupils.

→ There should be sleeping/living quarters for those staying in far-flung/distant areas so they can save on travel time and costs and prevent road accidents when going to and from school.

☐ The Review found that there is a significant number of Multigrade schools without access to WASH-in-School (WinS) facilities. Efforts should be expended to ensure that Multigrade schools comply with the DepEd child protection policy of keeping all schools child-friendly, safe and conducive to learning. Also, as embodied in DepEd Order 10, s.2016, *Policy and Guidelines for the Comprehensive Water, Sanitation, and Hygiene in Schools Program (WASH),* Multigrade classrooms should first have functional toilets, and if possible, separate toilets for boys and girls. Second, a group handwashing and sanitation facilities should be provided if such are not yet present within the school grounds. Third, regular supply of safe and clean water for

drinking and cleaning purposes should be available in order to properly implement the WinS program.

→ Multigrade schools should comply with the WASH-in-Schools standards and provide the appropriate facilities based on data collected from schools (e.g., during *Brigada Eskwela*) and standards set by policymakers.

→ School heads and teachers should promote good practices in personal hygiene management, school sanitation, and maintaining a clean and green environment within and outside school premises.

■ **Basic Features of Classrooms**

☐ Learning facilities appropriate for multigrade settings are considered key to effective Multigrade instructional delivery.

→ Provision or improvement of learning corners or areas; blackboards and display boards classroom furniture like tables, chairs, small benches, and desks; ventilation and lighting; and outdoor space is needed and long overdue for many Multigrade schools.

☐ The design of Multigrade classrooms should allow workable and open learning spaces conducive for diverse learners.

→ School desks, learning corners, and adequate learning spaces that allow children to collaborate and interact must be available in Multigrade schools.

→ Instead of armchairs, movable tables and chairs should be provided. The furniture can be easily organized for individual or small group discussion or moved and stacked at the back or on both sides of the classroom for large group activities and regrouping activities.

→ Safe and child-friendly school environment should be guaranteed for all pupils, especially children with disabilities, and overage and the indigenous pupils.

☐ Teachers integrate the use of ICT in multigrade classes to improve learning despite the lack of materials. Continued implementation of the staggered DepEd Computerization Program (DCP) and development of public-private partnerships to bring ICT into the classrooms should include Multigrade schools. Currently, only a portion of multigrade schools has received these DCP packages.

→ Multigrade schools should be furnished with at least basic ICT equipment and software that facilitate teaching and learning.

→ For online distribution of digital Multigrade materials via DepEd's LRMDS portal to be viable, it should be accompanied by improvements in Internet connectivity, provision and/or replenishment of outdated ICT materials and gadgets. These include a laptop or tablet for every Multigrade teacher and students to use, one projector or LED-TV in each classroom, and one printer for each school.

→ Internet connectivity or alternative remote devices, such as the Remote Area Community Hotspots for Education and Learning (RACHEL Pi), should be supplied to integrate the use of technology in the teaching and learning process, expedite communication and reporting, and afford both teachers and pupils access to materials from the Internet.

→ ICT materials/equipment should be supported by the necessary capacity building measures for teachers, particularly on the optimal use of these technologies for classroom teaching.

→ Repair and maintenance of equipment should be provided to support ICT integration in Multigrade schools instead of having teachers use their limited personal funds.

→ In the case of off-grid schools, alternative sources of electric power to support ICT such as use of solar panels should be ascertained.

■ **Class Programs**

☐ *Flexibility* in class program options and grouping strategies is encouraged; however, the required number of *contact time* as prescribed for each learning area based on the approved Budget of Work for Multigrade should be *observed and maintained*.

■ **Teacher Recognition, Incentives, and Career Pathing**

☐ All Multigrade teachers are expected to receive the special hardship allowance as stated in DepEd memo 55, s.2018.

→ It is necessary to arrange a more reasonable, systematic, regular, and consistent disbursement of the *special hardship allowance* (SHA) for Multigrade teachers.

→ Schools Divisions need to monitor and ensure that all Multigrade teachers receive their SHA in a regular/monthly basis as prescribed in DepEd memos and DBM policies. Regularly providing this incentive to Multigrade teachers on time conveys the message that their services are valued and that the difficulties and risks they experience in the course of fulfilling their teaching duties are duly acknowledged/ recognized.

☐ There is a need to respond to the need for an equitable and objective basis for allocating the special hardship allowance.

→ A *hardship index* jointly developed by UNICEF and DepEd must be implemented to determine the appropriateness of the allowance. This allowance can prod and encourage more experienced, committed and qualified teachers to accept deployment in far-flung areas and face the challenges in a Multigrade setting.

→ The impression that financial incentives are all that teachers are looking for should be rectified. The allowance cannot completely compensate for the hardships that are often endured in Multigrade school settings, but it can partly assuage whatever inconvenience or difficulty goes with such an assignment.

☐ Teacher recognition is an encouragement (extrinsic motivation) for education personnel to continue serving in remote Multigrade schools. Without their services, Multigrade education cannot be carried out where they are most needed.

→ Recognition should be regularly accorded to Multigrade teachers and schools that perform well by the division, regional and/or central offices. They can use the Results-based Performance Management System (RPMS) which is aligned with the new Philippine Professional Standards for Teachers (PPST).

→ There is a need to identify and document best practices of model teachers on Multigrade instruction that can inspire more teachers to serve/ teach in Multigrade schools. Such practices can guide the supervision and management of Multigrade program and can be replicated in different communities.

☐ Provision of incentives to qualified teachers set to be deployed to Multigrade schools is imperative. The incentive can be in the form of salary adjustment, i.e., elevating the salary of multigrade teachers one grade higher than their counterparts in the monograde school.

☐ There should be support for the career development of Multigrade teachers by: (1) strengthening DepEd's Human Resource Information System to put in place mechanisms to profile teachers based on designation, place of assignment, experience, and trainings attended; (2) designing, implementing, and tracking continuing professional development programs based on learning needs assessment to complement efforts to formulate career pathing policies responsive to multigrade school-community context; and (3) strengthening career pathways of Multigrade teachers by providing access to master teacher items within a Multigrade school.

■ **Teaching and Learning Resources**

☐ Curriculum *contextualization* should be implemented to capture local culture, realistic practices, and familiar experiences in the community.

→ Efforts should be devoted to the adaptation of teaching and learning materials in accordance with local culture and practices.

→ The curriculum contextualization process needs technical support from the Schools Division and Regional Offices through capacity building workshops on contextualization and other Multigrade instruction strategies.

☐ Survey results surfaced that although some of the learning resources to support MTB-MLE are present, these resources are only available in a limited number of languages, i.e., English, Filipino, Ilocano. This highlights

the lack of learning resources to support the MTB-MLE and the need to develop materials in various mother tongue languages, both of which require resources and technical support.

→ More support towards production of *indigenous* teaching and learning materials should be provided by government as well as its private sector partners.

→ Government must support MTB-MLE through localization of materials for effective and more relevant teaching and learning.

→ Language bridging must also be supported through capacity building and provision of bridging learning materials

☐ Teachers' access to *levelled* instructional materials such as BASA Pilipinas reading materials should be expanded to support teaching of reading, numeracy, and other foundational skills.

☐ Teachers are the most qualified to prepare levelled instructional materials, having knowledge not only of the subject area/content but also of essential student characteristics that should be taken into consideration in such an endeavor.

→ Teachers' capacity to produce indigenous teaching and learning materials should be stimulated and advocated, especially if they are not from the school community.

→ While Multigrade teachers are more familiar with the local realities of their communities, they need to be capacitated on contextualization of learning materials within the MPPE framework of Multigrade instruction.

→ Teacher-made materials and other localized materials developed should be shared with or made available to other Multigrade schools, ideally through

the DepEd learning resource portal, LRMDS, or other alternative knowledge sharing models at the local level (e.g., community learning centers/hubs).

☐ The following Multigrade resources were accessible to at least 50 percent of the schools: Minimum Learning Competencies, Budget of Work, Teachers' Guide/Manual, and Lesson Plans. These materials, such as the DLP lesson exemplars, are appreciated and well-used by Multigrade teachers.

→ DepEd-BLD should identify, update, procure or reproduce, and then distribute learning resources that *support* Multigrade instruction to ensure 100 percent coverage of the curriculum in Multigrade schools. Some of these are manipulatives, self-instructional modules, self-directed learning kits (e.g., SRA), project-based learning resources, printed copies of the BoW, Daily Lesson Plans (DLPs), and Integrated Multigrade Lesson Plans.

☐ A thorough and critical review of the Multigrade Teach-Learn Package should be undertaken to identify content areas that may *not* be appropriate for Multigrade schools. Currently a review of Multigrade Teach-Learn package is being undertaken. Its subsequent approval is anticipated.

→ In terms of using other sources or materials not officially endorsed by DepEd, caution should be exercised, particularly in terms of the quality of such materials. In this regard, DepEd may seek assistance from Teacher Education Institutions (TEIs) in examining the quality and appropriateness of supplementary materials.

☐ Despite the reported availability and adequacy of some teaching materials, the report on their utilization is low. Thus, capacity building on the use of the teaching materials should be advanced.

☐ To enrich Multigrade teachers' pedagogical skills, the prescribed teaching-learning materials should be easily obtained when needed.

  → DepEd should upload the standard Multigrade materials on the Learning Resource Management and Development System (LRMDS). This portal has been organized so that teachers can easily get hold of DepEd learning materials whenever needed.

☐ Accessing resources from LRMDS remains a challenge given the lack of electricity and Internet connectivity in Multigrade school-communities.

  → The search for alternatives to package materials in offline platforms, such as the School-in-a-Bag of SMART and the Rachel Pi as described by some Multigrade teachers, is advocated. This will ensure accessibility of learning materials to all Multigrade teachers, particularly those who are assigned to places where Internet connection is poor, erratic, or non-existent.

☐ It is necessary to provide technical guidance on how Multigrade teachers may work together to develop localized supplemental teaching and learning resources such as:

  → Alternative Delivery Mode (ADM) materials and strategies of IMPACT *(Instructional Management of Parents, Community and Teachers)* and MISOSA *(Modified In-school, Out-School Approach)* can be used by Multigrade teachers as supplemental materials and as a way to address the changing needs of the learners, such as in times of emergencies or when circumstances prevent children from attending classes, including children at risk of dropping out.

☐ Multigrade teachers should also be given access to other relevant materials initially designed for diverse learners such as Basa Pilipinas levelled reading materials, multi-media materials, SPEd, and IPEd instructional resources.

☐ There is a need to optimize the usefulness of web-based platforms in submitting official reports, knowledge-sharing, and communicating among Multigrade implementers at various governance levels.

  → In connection with this, use of web 2.0 internet-based applications and other technologies should be included in capacity-building programs on Media and Information Literacy.

☐ Centralized procurement and delivery of Multigrade materials to Schools Divisions pose a challenge to Multigrade schools given their remoteness. It has been reported that materials meant for remote schools have remained undistributed at the Schools Division due to geographic distance and isolation of the Multigrade schools.

  → A review of procurement methods is necessary to find the most efficient delivery of supplies and learning materials to Multigrade schools.

■ **Capacity Building**

☐ All teachers who are newly assigned to Multigrade schools need to have the following learning and development programs:

  → comprehensive induction training on Multigrade teaching should be conducted prior to deployment;

  → individual professional development plans anchored on training needs analysis and the required competencies and contents for Multigrade teaching should be the priority for any training activities implemented by the Schools Division; and

→ annual training relevant to the instructional needs of Multigrade teachers should be provided; a similar training for all school heads and supervisors on Multigrade supervision should also be given.

☐ Regular teacher trainings, teacher induction programs, and LAC sessions will create positive impact on Multigrade teachers if they are customized according to the *unique* features of Multigrade schools. One way of doing this is to include Multigrade pedagogy and practice sessions in regular trainings, programs, and LAC sessions.

→ For LAC sessions to be more attuned to the needs of Multigrade teachers, it is suggested that education authorities develop and impart LAC materials that address the issues and concerns in Multigrade instruction. Such LAC sessions should be conducted at the school level, not District level, to avoid disruption of classes since travelling to the District office might take days or long hours of teachers' absence in schools.

☐ Overall, capacity building of Multigrade teachers and school heads on appropriate pedagogy (particularly differentiated instruction) and contextualization of curriculum materials should be intensified.

☐ A discussion with the Commission on Higher Education (CHED) and Teacher Education Institutions (TEIs) may be explored to discuss various options to strengthen the teacher preparation on Multigrade instruction in the pre-service education curriculum.

→ In relation to this, stronger and more strategic partnerships with TEIs that go beyond summer trainings for Multigrade teachers should likewise be forged. Provision for pre-service teacher education courses that solely focus on Multigrade education, in addition to

courses on *multilevel* education that are already incorporated in pre-service curricula of many TEIs, is one way of addressing the need for qualified Multigrade teachers.

→ In areas where there are a greater number of Multigrade schools, it is suggested that the TEI in that area should develop specific subjects on Multigrade teaching in addition to a three-unit elective course.

→ Moreover, including Multigrade schools, whenever feasible, in *practicum* courses will also prepare prospective teachers, not just for monograde classrooms, but also for Multigrade settings.

☐ Professional *learning networks* may be formed to facilitate knowledge exchange and help build a community of practice (COP) among Multigrade teachers, school heads, and Multigrade supervisors.

☐ Results of classroom observations should be taken as valuable inputs in identifying priority learning needs of Multigrade teachers and designing responsive capacity building programs.

→ On the part of Multigrade teachers, they should be persuaded to engage in self-reflection on their pedagogical practice and areas for improvement. One way of doing this is to encourage teachers to write their thoughts and insights in a "professional" journal and undergo a coaching dialogue with Multigrade school heads/supervisors.

☐ Collegial mentoring and coaching of core trainers on Multigrade education are recommended. The Summer Training Program for Multigrade Teachers can be a good venue for this.

→ A corps of trainers possibly selected from Multigrade teachers (also known as "Multigrade scholars") who have been attending the summer training

program should be developed in terms of contextualization, instructional delivery, M&E, and conduct of LACs on multigrade instruction and supervision.

→ They should also be enlisted as members of a speakers' bureau who can serve as resource persons in Schools Division trainings for Multigrade implementers.

→ Another area where capacity building for Multigrade teachers is most needed is in teaching IPEd and SPEd learners in their schools.

■ **Hiring and Staff Movement**

☐ The practice of appointing inexperienced and untrained teachers to Multigrade schools should be discouraged, given the challenges of Multigrade instruction. Instead, school authorities should seek applicants who have a *background* in Multigrade instruction either through field experience and/or training.

☐ Qualified Multigrade teachers who are from the communities where they teach have been portrayed in FGDs as being wholly dedicated to their profession, and intrinsically motivated by their desire to improve their own communities. They are also more likely to be familiar with the language of learners which will facilitate the roll-out of the Mother Tongue-Based Multilingual Education (MTB-MLE) policy.

→ The implementation of the *Localization Law* in the appointment, deployment and staff movement of teachers in Multigrade schools, should be strengthened in view of the above information obtained during FGDs.

☐ The policy of assigning Master Teachers to Multigrade schools should be supported to open opportunities for career movement among Multigrade teachers particularly in disadvantaged school-communities.

■ **Funds Allocation**

☐ The general fund allocation for MPPE should be increased to address the significant reduction in the last three years and provide sufficient resources needed to implement activities/program improvement plans flowing from the recommendations of this review.

☐ An *increase* in budgetary allocation for Multigrade education in the national budget will go a long way toward improving not only the physical conditions of classrooms and school environment, but also the quality of instruction provided in these schools.

→ A review of Maintenance and Other Operating Expenses (MOOE) computation for Multigrade schools is necessary since the formula currently used may no longer be *aligned* with the unique contextual realities of Multigrade instruction.

☐ More *partnerships* with the private sector need to be forged and nurtured, to meet the physical and material requirements of Multigrade education given the insufficient national budget for DepEd.

→ Greater involvement by local government units (LGUs) and community members should be encouraged to channel their resources to relatively poor/financially challenged Multigrade schools.

☐ The development of a systematic and regular reporting, monitoring, and evaluation of annual physical and financial performance of Multigrade schools at all levels is also strongly suggested. This will ensure that limited funds are properly and prudently placed where they are needed the most.

■ **MPPE Program Management**

There is a need to strengthen the institutional absorptive capacity within DepEd by assigning technical staff who can partner with and/or assist Multigrade Focal Persons in implementing and monitoring the program at the national, regional and division levels of governance.

PROGRAM IMPLEMENTATION RECOMMENDATIONS

➤ Instructional Delivery and Assessment Practices

■ Multigrade *practices* and *strategies,* such as subject grouping, differentiated instruction, self-directed instruction, peer learning, thematic-based instruction, programmed instruction, contract-based learning, and use of non-traditional assessment methods, should be strengthened through intensive capacity building, coaching, mentoring, and instructional supervision. Instructional resources such as the BoW need to clearly specify how to operationalize these strategies**.**

■ Teachers, schools, districts, and divisions should be encouraged, capacitated, and given resources to conduct action research on Multigrade practices that can be shared during LAC and other capacity building sessions so that others may benefit from action research findings and recommendations. LAC sessions may be devoted to discussions and trainings of Multigrade teachers on innovative practices and strategies, such as subject grouping and differentiated instruction, and to acquiring the right concepts and practices in mother-tongue based multilingual teaching.

■ Knowledge sharing of action research should be fostered among Multigrade schools through formal and informal learning exchange mechanisms such as LAC sessions, trainings and seminars, and other learning opportunities. Studies on the positive effects of Multigrade instruction in student learning may be useful in encouraging their adoption in other Multigrade schools, and even in monograde schools if the perspective is to promote the use of differentiated instruction as a pedagogy of choice.

■ There is a need to enhance collaboration and convergence in the implementation of Multigrade program with other DepEd programs such as SPEd, Madrasah, and other alternative delivery modalities especially IPEd since most IPEd schools are Multigrade in nature (i.e., small class size, diverse learners and low-resourced).

■ Use of appropriate technologies to support Multigrade instruction, classroom management, and school administration should be encouraged. Technologies can facilitate communication, data entry and retrieval, as well as data analysis and progress reporting, which can provide real-time information for both MPPE implementers and decision-makers. Teachers' capacity to develop and use multilevel assessment strategies may be nurtured through teacher training, mentoring and coaching, and the advancement of exemplars.

■ It is necessary to review the language bridging strategies used by Multigrade teachers and the capacity building on its implementation. There is a need to address performance gaps through capacity building on language bridging program as well as by developing learning materials to support the bridging process. More specifically, their impact on combined classes, such as Grades 3 and 4, should be examined. The transition from mother tongue to Filipino is made in Grade 3, thus, it is necessary for teachers to be guided on the language of instruction particularly when one language is followed for Grade 3 and a different language for Grade 4.

➤ Instructional Supervision and Support

- There is a need to enhance the competence of school heads, PSDS, and other supervisors on Multigrade instructional *supervision, coaching and mentoring,* and *instructional leadership.* This may be achieved through formal trainings/seminars and informal/learning exchange sessions (e.g., LAC). Moreover, the operation of school cluster systems as mechanisms for instructional supervision and support should be strengthened.

- Greater use of an evaluative to more developmental approaches to instructional supervision coupled with a coaching dialogue, performance feedbacking, and peer mentoring should be encouraged among school heads and supervisors. For example, a more development-oriented classroom observation tool should be uniquely designed for Multigrade schools.

- A more organized plan for instructional supervision and mentoring activities will turn these seemingly routine tasks into productive sessions between school heads and teachers. Teacher observations can be executed without making the teacher feel threatened; teachers can be made to accept and welcome supervision as favorable to them in that effective practices can be affirmed, and ineffective ones can be pointed out for improvement in the future.

  Supervisory tools for assessing teaching methods during class observations in Multigrade settings should also be developed; those that are existing should be *improved* to reflect the unique features of a Multigrade classroom. In addition, the impact of changes in instructional supervision protocols, such as the use of standard Classroom Observation Tool (COT) prescribed under the Results-based Performance Management System and Philippine Professional Standards for Teachers (RPMS-PPST), needs to be addressed to avoid confusion among Multigrade school heads and teachers.

- The extent to which supervision influences the improvement of instruction and learning in Multigrade schools depend to a large extent on the quality of the supervisors.

  □ Enhancement of supervisory competence of those who perform this task should be one of the priorities in Multigrade education. The ability of school heads, Public Schools District Supervisors (PSDS), and other supervisors to execute Multigrade instructional supervision, coaching, mentoring, instructional leadership, and school-community partnership and networking should be honed through continuing professional development and actual on-the-job immersion.

  □ In addition, the operation of school cluster systems as mechanisms for instructional supervision and support should be put into effect and bolstered.

  □ Procedures on how to accomplish efficient and thorough classroom observation of Multigrade teachers according to school clusters should be clearly outlined so that all Multigrade teachers can be appropriately evaluated, and later guided, in carrying on with their strengths while improving on their weaknesses.

- It is important to promote *distributed leadership* or shared, collective and extended leadership at the school level with the school heads taking the initiative to mobilize leadership expertise at all levels in the school in order to generate more opportunities for change and to build the capacity for improvement. One practical way forward is for school heads to create strong collaborative teams or professional learning communities among Multigrade teachers where instructional leadership is naturally and authentically distributed. The school head needs to create conditions where professional knowledge and skills are enhanced (e.g., learning action cell sessions), where effective leadership exists at all levels (e.g., planning to decision-making), and where the entire school is working interdependently in the collective pursuit of better learner outcomes.

➤ Program Monitoring and Evaluation

■ An MPPE M&E system that is differentiated according to the DepEd's levels of governance with respective functions, decisions, and tools, per level, should be advanced. As in the case of instructional supervision and support, this component of Multigrade education needs similar revisions. For one, a more *organized* and *standardized* decision-based M&E system is needed to ensure thorough evaluation and *continuous* improvement of the DepEd Multigrade program.

  ☐ A suitable platform for discussing M&E findings and decisions using School-based Monitoring and Evaluation and Adjustment (SMEA) should be reviewed and further developed/ improved.

  ☐ Use and/or enhancement of existing M&E tools appropriate to the Multigrade context, for data collection or validation is recommended; where there is none, development of tools should be undertaken. These include as follows: (1) performance dashboard for Multigrade teachers; (2) learners' whereabouts map; (3) competencies covered; (4) Multigrade classroom observation tool; and (5) Multigrade teacher post tracking tool on learning.

■ Training on preparation for, and use of, standard M&E tools should be provided to all key persons who will serve as monitors. Creative ways of conducting M&E may also be documented.

■ The M&E roles, responsibilities, accountabilities, and appropriate tools and reports for each level of the DepEd organizational structure (national, regional, division, district, school) related to Multigrade program implementation should be clearly delineated.

■ The results of M&E activities should be used to inform future program planning and decision-making and to ensure that timely adjustments are done in the school improvement plan of Multigrade schools. In relation to this, the DepEd Basic Education Information System (BEIS) should be reviewed to ensure systematic tagging and disaggregation of data to clearly identify schools with Multigrade classes for planning, research, and development purposes.

■ The Education Management Information System Division (EMISD) and Planning Service should collaborate in addressing the issue on data management, specifically on effective and accurate reporting and identifying or tagging of schools according to type (pure or mixed Multigrade, or monograde).

■ There is a need to conduct regular mapping of in-school and out-of-school learners to identify schools that may use Multigrade instruction as a temporary measure for lack of teachers (e.g., teachers on study leave and maternity leave) and those that are likely to remain as Multigrade schools for a longer term. By tracking the whereabouts of school-age children that are not yet in school, proper interventions to bring them to school can be taken to increase the intake and participation rates of Multigrade schools.

■ Improvements in the present eBEIS should be able to identify the real scope and number of Multigrade implementing schools in the country, a basic input in laying out the future direction of the program. Such direction may lead to expansion to include establishment of integrated Multigrade schools or support for the conversion of Multigrade schools to monograde system by providing/deploying more teachers and using Multigrade system as a pedagogy of choice for larger class sizes.

■ It is important to promote the use of mobile technology (e.g., smart phones/tablets) to facilitate monitoring and evaluation activities at the school level from data gathering to analysis and utilization of data. In this way, data can be shared to all key stakeholders (i.e., Division/district supervisors, school heads, and teachers), in a more timely and efficient manner.

➤ MPPE Performance Monitoring

To facilitate the regular performance monitoring of MPPE, the following are recommended when national assessments for elementary level are conducted.

- First, Multigrade schools should be proportionally represented in all national assessment samples.

- Second, Multigrade schools should be tagged as such to facilitate comparative data analysis with monograde schools.

- Third, such comparative analysis should be included as a regular part of Bureau of Educational Assessment (BEA) national assessment results reporting and should be shared with the schools and the Schools Division as well.

➤ School Governance

- School Governance Councils (SGCs) should be strengthened and made fully operational in each Multigrade school. SGCs should meet at least *quarterly* to review school performance, to plan adjustments in SIP implementation, and to facilitate school-community partnerships. SGCs can even meet more often to enable them to provide more opportune guidance on issues and problems that may arise from day-to-day operations.

  It is also recommended that an annual meeting of Governance Board or their representatives be scheduled. Such a meeting will serve as a venue for updates on, and evaluation of practices, problem areas, and solutions. Multigrade school heads/teachers and supervisors/monitors should be encouraged to engage in action research that will document their good practices and challenges they face in MPPE implementation.

- Participation of students and other community stakeholders should be further encouraged in SGCs. The concerns of students, parents, and community members should find their way in discussions on improving Multigrade instruction. School-community partnerships should be strengthened through diligent accountability and candid transparency in school governance with the leadership of the School Head.

  The School Report Card (SRC) should be presented and explained to stakeholders as a way of formally acknowledging the different sources and uses of school funds. Stakeholders who should be made aware of these include the faculty and staff of the school, the parents (represented by the Parent-Teachers Conference or Association or PTC/A, the School Governance Council, partners in the community such as barangay officials, civil society organizations (CSOs), and alumni associations.

- The school head's main responsibilities are to ensure that the Multigrade program is implemented according to DepEd policies and standards, and to monitor and support teachers in the performance of their duties. Teachers-in-Charge normally have teaching loads in addition to their tasks as school coordinators which require them to submit reports and attend meetings. These dual roles divide the TICs' time, focus, and attention. The heavy workload can compromise the quality of deliverables, in both teaching and administrative tasks. Moreover, TICs under current policy guidelines cannot perform the monitoring functions of an instructional supervisor, therefore, in Multigrade schools headed by TICs, instructional supervision is not practiced.

  - ☐ In view of this, the role and responsibilities of TICs need to be reviewed, particularly in terms of their capacity to serve as instructional leaders and fulfill their tasks of peer coaching and mentoring.

☐ It is recommended that Multigrade schools be headed either by a designated school head or cluster head, or master teacher but not a teacher-in-charge.

☐ There is a need to revisit the policy provisions on Multigrade Teacher-in-Charge position and corresponding support system to include just compensation, allowances, capacity building, and career pathing, among others. The current policies do not recognize the additional functions assumed by Multigrade teachers acting as school heads. For instance, the Cost of Living Allowance (COLA) provided for TICs are equal to Multigrade teachers as per DBM Circular No. 53, s. 2005.

■ Furthermore, there is a need to customize and contextualize the indicators of school-based management (SBM) according to the unique features of Multigrade schools. The standards expected of regular monograde schools are not applicable to Multigrade schools.

☐ For this reason, it is recommended that a careful study and formulation of appropriate indicators that correspond to criteria for Multigrade schools be initiated.

➤ Co-curricular Activities

■ The types of co-curricular activities can be strengthened to promote indigenous knowledge, community engagement, soft skills development, e.g., leadership and communication skills of young people, empathy, self-confidence, self-respect, etc.

■ More community partnerships should be established to conduct community work and outreach programs to help support children's holistic growth and develop their leadership, communication, and other soft skills.

➤ Parental Support

■ Parents may not be aware of the various ways that they can demonstrate support for Multigrade schools. For this reason, *advocacy* efforts with parents to promote Multigrade education as a viable, credible, and quality form of basic education delivery should be enhanced.

☐ Information and education communication (IEC) materials about Multigrade education may be prepared and distributed to increase awareness of parents and key persons in the community on aspects of the school improvement plan where they can contribute.

☐ The Parent-Teacher Association (PTA) should also be viewed as a mechanism by which parents can participate in the education of their children. Parental support and local expertise should be harnessed to support curriculum contextualization.

■ A two-way partnership between school and parents should also be strengthened, wherein the school can be a learning resource to the parents and community through adult education classes and skills training.

☐ The presence (and idle time) of Multigrade students' parents and/or guardians in the school community can be optimized by organizing literacy and skills development trainings on entrepreneurship and parenting with community leaders.

☐ In time, it might be beneficial for all stakeholders if a parallel non-formal education programs on adult literacy is created, with the support of LGUs, PTCA, NGOs/INGOs and other community organizations.

➤ **Community Support**

- The capacity of Multigrade school heads and teachers to promote two-way *school-community* partnerships should be heightened. Guided by a shared vision, building stronger ties between Multigrade schools and the communities bring forth mutual benefits to both parties. Multigrade schools will continue to provide formal education to the community's learners, and provide non-formal and informal education (e.g., adult literacy, livelihood skills training, disaster risk reduction management, waste management, health education, etc.) to adult members of the communities.

- Similarly, participation of students in relevant community activities should be fostered. Not only do learners enrich the communities with their participation, but they themselves gain collaborative, communication and other skills as they relate to other members of their respective communities through their community-based learning activities.

- There is a need to strongly promote Multigrade instruction among parents and other community stakeholders as a reliable and viable mode of delivery—not a mere band-aid solution but a high quality form of education delivery—through regular reporting of SIP accomplishments especially in improving student learning outcomes (e.g., NAT/LAPG results highlighted in the School Report Card).

➤ **Access to Quality Education in Disadvantaged Communities**

- The coverage of Multigrade education should be *widened* to include other indigenous and remote places, with the help of LGUs in school-less barangays, particularly in Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). Local governments are the key to identifying which communities will benefit from the establishment of a Multigrade school.

- Multigrade schools should pursue measures to address *access and equity* barriers and promote *inclusive* quality education in terms of learning pedagogy, learning resources, learning environment, learning assessment, and school policies and practices.

  - ☐ These include making necessary adjustments to address the unique learning needs of girls and boys, learners with disabilities, indigenous learners, Muslim learners, and other learners with distinct needs.

  - ☐ To facilitate the delivery of instruction, use of Alternative Delivery Mode (ADM) strategies should be explored as complementary materials and resources.

- The feasibility of converting incomplete Multigrade schools (e.g., primary schools) to complete multigrade schools (e.g., complete grades 1 to 6 classes) must be examined. This is to allow Multigrade pupils to complete their elementary education in the same Multigrade school so that they will not need to transfer to another school.

➤ **Learning from Multigrade Schools**

- Comparison of the academic performance of Multigrade and monograde learners suggests that the program has much to contribute to the Philippine educational system. Regular schools, IPEd, SPEd, ADM programs, and Alternative Learning Systems (ALS) may draw lessons from Multigrade Programs in terms of Multigrade instructional teaching/pedagogical approaches, such as subject grouping, differentiated

instruction, contextualization, self-directed instruction, peer learning, thematic-based instruction, programmed instruction, contract-based learning, and use of traditional and non-traditional assessment methods.

■ Strategies that work for Multigrade pupils can and *should* also work for monograde learners, such as differentiated instruction, grouping strategies, and class program options, etc. Multigrade learning resources also provide insights on how primary grade level curriculum can be indigenized for more effective instruction and learning.

■ National Achievement Test (NAT) results and other large-scale assessment and Early Language Literacy and Numeracy Assessment (ELLNA) for Multigrade schools should be widely disseminated and utilized in Multigrade strategic planning and programming.

➤ Creation of Multigrade Integrated Schools

■ In remote areas, where lack of classrooms and teachers and other challenges persist, questions have been raised on whether Grade 6 pupils of Multigrade schools would be able to continue their basic education using Multigrade modalities. FGD participants and Multigrade stakeholders broached the idea of continuing Multigrade to the secondary level.

☐ Thus, it is recommended that the Department of Education explore the possibility of organizing, extending Multigrade teaching to high school and creating *Multigrade integrated schools.* Data from the eBEIS can be culled to guide the formulation of policy on the introduction of Multigrade education at the high school level.

☐ There should be a proof of concept or modeling to show the feasibility and modalities of integrated Multigrade schools before scaling up.

☐ There should be proper documentation and evaluation of existing/pilot integrated multigrade schools for benchmarking and replication of good practices by other Schools Division Offices.

☐ Also, lessons from ALS experience of multi-level learning at the secondary level should be taken into consideration in drawing guidelines for the said potential modelling, prior to implementation or scale-up.

■ The varied and often rough topography of the Philippine archipelago is a challenge to the fulfilment of inclusive education for all. Many far-flung communities are still not so easily accessible and remain in relative isolation from already established public schools. In addition, the population of school-age children in these communities tend to be too small to justify the establishment of a complete school. For these reasons, the Multigrade program will continue to serve an almost "unreachable" group of young learners as one of the country's responses to the United Nation's call to support *SDG Goal 4,* i.e., *inclusive and equitable quality education and promotion of lifelong learning opportunities for all,* and *the Philippine Development Plan: "AmBisyon Natin 2040."*

☐ In view of this, there is a need to strengthen the Multigrade program as a viable delivery system for the K to 12 curricula in schools in distant and remote areas where formidable challenges persist.

➤ Future Research

The MPPE review revealed that one of the good practices in Multigrade schools is the adoption of various instructional innovations such as peer learning to improve learning outcomes and quality of learning. Thus, this MPPE program review recommends that further research be conducted to examine the following areas/ variables:

■ curriculum implementation tracking to determine the critical areas/competency standards covered by Multigrade schools based on the Budget of Work (e.g, reading, writing, right values); identify the critical or most essential competencies that need to be covered per learning area; identify critical interventions to address the least learned competencies (e.g., foundation skills not developed at the early grades [Grade 2]);

■ evaluate the effectiveness of using peer learning as an instructional strategy; and determine if peer learning is mutually beneficial to the learners engaged in a collaborative learning environment in terms of content knowledge acquisition and soft skills development which may include as follows:

☐ self-directed learning skill (as foundation for life-long learning);

☐ critical thinking and problem-solving skills;

☐ communication, interpersonal, and teamwork skills; and

☐ learning to learn (through self, peer assessment and critical reflection);

■ special research on language bridging strategies to improve the delivery of Mother Tongue Based-Multilingual Education (MTB-MLE) for Multigrade schools;

■ further comparative research on performance of Multigrade versus monograde students, focusing particularly on the following: (1) differences in subject-specific performance; (2) grade level performance differences; (3) class size differences; (4) learning growth of pupils.

By applying the same K to 12 curriculum implemented in Monograde schools, the Multigrade program provides an unconventional but viable and practicable learning delivery that caters to learners in isolated, hard-to-reach, underserved, and small communities.

The MPPE Review concludes that the Multigrade Program in Philippine Education as a program strategy of the DepEd is moving and achieving good results, and the Multigrade teachers are to be congratulated for their determination and passion in serving disadvantaged learning communities amidst significant challenges.

ABOVE: Pupils of a Multigrade class of Arawane Elementary
School in Daram, Samar working on a group activity.

Photo by SEAMEO INNOTECH (2018)

CHAPTER I

INTRODUCTION

Rationale of Multigrade Education in the Philippines

Efforts to expand educational opportunities for Filipino school-age children in recent years have seen some positive results. The Philippine Development Plan 2017-2022 cited that 91 percent of school-age children were enrolled in SY 2015-2016 and the number of out-of-school children of primary school age declined from 6.29 percent in SY 2010-2011 to 2.70 percent in SY 2015-2016. Completion rates also rose from 83.04 percent in SY 2014-2015 to 83.43 percent in SY 2015-2016. While the need for educational assistance remains acute in small, remote and marginalized communities, particularly in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), the gaps are slowly being addressed as the Department of Education (DepEd) initiates and implements more educational programs, both at the national and local levels.

Access to quality education is an ongoing concern for the Philippines where the *topography* can be extremely varied, ranging from flat terrain to hilly, even mountainous, areas, and to numerous little islands scattered within its borders. Communities in mountainous areas and distant islands are often too remote and too small with low population density to warrant the establishment of a public school. Hence, locals themselves initiate the setting up of makeshift classrooms for children to gather and learn. Local governments and people's organizations often support this undertaking through local school boards and serve as the links between communities and the DepEd.

Multigrade classes are meant to guarantee the right of marginalized and small communities to education; however, the more difficult part is ensuring that quality education is delivered to children in combined grade levels at the same time (UNESCO, 2015). Since the establishment of Multigrade schools in the 1920s, the Philippines has embraced Multigrade teaching as the most viable modality, subscribing to international findings that it is the most feasible means of bringing education closer to communities in remote areas where the population of school-age children is low and physical/topographic barriers render some communities inaccessible (SEAMEO INNOTECH, 2013).

The Program Intervention: Multigrade Program in Philippine Education (MPPE)

Multigrade teaching has been considered the most practicable option in small and distant communities in the Philippines as expressed by DECS Order No 38, s. 1993, titled *Improving Access to Elementary Education by Providing Complete Grade Levels in All Public Elementary Schools through Combination and/or Multigrade Classes.* This DepEd policy was the first directive that officially recognized the viability of Multigrade education in enabling incomplete community schools in remote areas to offer complete basic education (Grades 1 to 6). The operational definition of Multigrade class is "*a class of two or more grades under one teacher in a complete or incomplete school*" (DECS Order No 96, s. 1997).

The DepEd launched the Multigrade Program in Philippine Education (MPPE) with the goal of *democratizing* access to, and improving, quality elementary education in remote, isolated, underserved, and sparsely-populated areas in the country through the *establishment* of Multigrade schools in "school-less" barangays, *completion* of incomplete schools, and organization of Multigrade classes. These areas are oftentimes inhabited by *indigenous peoples* (IPs) found in different regions of the archipelago. Small number of *pupils* in each grade level, shortage of *teachers*, *distance* from the community to the nearest school, shortage of *classrooms*, and inadequacy of *funds* became the basis for organizing a Multigrade learning system, to make it distinct from a regular monograde system.

In SY 2009-2010, approximately one-third of public elementary schools are estimated to be Multigrade in nature. Out of a total of 38,351 public elementary schools, there are 12,799 (33.37%) Multigrade schools. Data for SY 2014-2015 show approximately the same ratio; among 38,674 public elementary schools, one-third (12,282, 31.76%) are Multigrade schools. The slight drop was attributed to Multigrade schools being converted to monograde schools.

Recent data (SY 2017-2018) indicate a decline in the ratio of Multigrade schools (N=7,234, 18.6%) to total public elementary schools (N=38, 38,911) [DepEd Education Management Information System Division (EMISD)]. This can be accounted for by the transformation and re-classification of Multigrade schools to monograde as more and more pupils enroll in the regular single-grade schools.

Multigrade Education Systems in Global Context

While reports about the Multigrade education programs of other countries are sporadic, such programs seem to be an essential component of the educational systems of many countries, both developing and industrialized. Reports on Multigrade teaching have described it as a "non-conventional educational program" that involves delivering instruction to a *combined* class consisting of two (or more) curriculum grade levels at the *same* time by a *single* teacher.

UNESCO (2015), meanwhile, has defined Multigrade teaching as the teaching of classes of learners who are not only from different grade levels, but are also from diverse age groups, cultures, and abilities. The different definitions and descriptions of Multigrade teaching in different countries indicate that flexibility in its delivery is fundamental to the theory behind its practice (Birch and Lally, 1995). Multigrade teaching has evolved out of necessity, in cases where classes have been combined, or grade levels have been forced to mix, given a small number of learners within the same grade level. However, it has also become a pedagogy of choice in some countries where ungraded, non-graded, vertical grouping, and family grouping have been found to be advantageous to learners (Little, 2001).

Developing and industrialized nations have approached the study of Multigrade education differently due to the distinct circumstances under which Multigrade education evolved and operate in these territories. In industrialized countries, research on Multigrade education focuses on the effectiveness of teaching compared to that

in monograde to address issues pertaining to cost-effectiveness and pedagogy. On the other hand, research in developing countries look into the usefulness of Multigrade instruction as an alternative mode of delivery in situations where there is no access to regular schools. In industrialized countries, research on Multigrade instruction is geared toward buttressing policies that recognize the equivalence of Multigrade and monograde schools; while in developing countries, research aims to support policies on acknowledging the *necessity* of Multigrade instruction as a means for inclusive and equitable public education stipulated under the UN Sustainable Development Goal 4 (Little, 2001).

The impact of Multigrade teaching on learners' cognitive and non-cognitive competencies was assessed in some studies. Analyses of data revealed mixed, inconsistent, and controversial findings (Linehan, 2012). A review of five major evaluation studies on Multigrade teaching in developing worlds did not yield consistent results to warrant a general statement about the effectiveness of the method (Little, 2001). One set of findings claimed that Multigrade pupils outperformed their Monograde counterparts in non-cognitive outcomes (Pratt, 1986; Miller, 1991). However, another set of studies found no difference between Multigrade and monograde pupils (Thomas & Shaw, 1992; Veenman, 1995). Controlling for other variables that might influence teaching, combination classes have negligible negative effects (Mason & Burns, 1997). A comprehensive and systematic research on Multigrade teaching in the context of a developing country (Columbia's *Escuela Nueva*) by different investigators was also conducted. Studies comparing Multigrade and traditional schools indicated superiority of the former, with their students scoring higher in achievement tests (Psacharopoulos et al.,1993; Colbert et al., 1993; Colbert, 1999; McEwan, 1998). The explanation for such finding was that "*Escuela Nueva* was an example of holistic, qualitative change, rather than interchangeable application of discrete, physical inputs" (McEwan, 1998).

Six key instructional dimensions were identified with successful Multigrade teaching: (1) classroom organization, resources, and physical learning environment; (2) classroom management; (3) instructional organization and curriculum; (4) instructional delivery and grouping; (5) self-directed learning: and (6) peer tutoring (Miller, 1991). Multigrade teaching in developing countries addresses educational problems in disadvantaged rural settings with low populations. To succeed, these schools require *capacity* building for Multigrade teachers at the *local* level, and *recognition* of the value of Multigrade teaching at the *national* level. Factors that contribute to effective Multigrade strategy include (1) design, reproduction, and distribution of large quantities of self-study materials to support individual, peer, and small group learning; (2) a system of evaluating learning progress and achievement; and (3) forms of internal school and class organization which establish routines for students independently of the teacher (Little, 2004).

Studies on Multigrade Teaching in the Philippines

Multigrade teaching in the Philippines has likewise been the subject of a few studies. It has been present in global literature since the 1990s (Birch & Lally, 1995; Little, 2004; UNESCO, 2015).

In 1996, UNICEF commissioned SEAMEO INNOTECH to conduct a brief appraisal of the two-and-a-half-year (1994 to mid-1996) implementation of the Multigrade program in the Philippines. Results of the appraisal were used to make program adjustments, especially with regard to instructional materials and pupils' supplementary self-learning materials. Among the various inputs examined, the provision of instructional materials, i.e., Multigrade Instructional Package (MIP) for teachers and supplementary self-learning materials for pupils such as multi-level materials (MLMs), were appreciated the most by the Multigrade trainees, most of whom were teachers and school administrators or supervisors. Comparison of Multigrade and monograde pupil mean scores on standardized tests for SY 1994-1995 and SY 1995-

1996 did not show compelling results; rather, data analysis suggested that there was much to be done to improve Multigrade instruction. Findings were inconsistent across grade levels and subjects. The study, at the very least, indicated that the performance of Multigrade pupils were comparable to that of monograde pupils. Results implied that if support is given for its proper implementation, Multigrade teaching could deliver quality learning that equals that in Monograde schools. Case studies in the same research project found three components to be crucial for effective Multigrade instruction: *curriculum*, *classroom management*, and *instructional organization*. Pupils in Multigrade schools do well when they are made responsible for their own learning, and when instructional methods include peer tutoring, cooperative learning, and self-directed learning (SEAMEO INNOTECH, 1997).

Two hundred five (N=205) Multigrade schools from all regions, except NCR, CAR and ARMM, were included in a profiling study conducted by DepEd and analyzed by INNOTECH in 2011 (SEAMEO INNOTECH, 2011). The study covered curriculum and pedagogy, qualifications of Multigrade teachers, conditions of the learning environment, and major challenges faced by Multigrade schools at that time. The survey revealed many continuing challenges for Multigrade schools and recommendations to address these challenges fall along the following areas: capacity-building for teachers, school-community linkages, curriculum, instructional materials, teacher and school head-deployment, cluster management, financial and technical support, Information and Communications Technology (ICT) integration, recognition, and incentive system for Multigrade personnel.

The Multigrade Program in Philippine Education (MPPE) became one of the DepEd strategies to increase participation rate of school-age children in disadvantaged communities. For this reason, it was one of the 18 major programs and projects which DepEd subjected to a program assessment in March 2014. Using multiple sources of evidence to determine the performance of intended program beneficiaries, the assessment concluded that in terms of effectiveness and relevance criteria,

MPPE was one of the major programs found to be *adequate* and which showed *evidence of improving* access to lifelong learning opportunities for learners in disadvantaged communities.

A study conducted by the University of the Philippines-Diliman confirmed earlier findings, i.e., that there was generally *no* difference between pupils from Multigrade classes and those from monograde classes in terms of academic performance (UP, 2005). Similarly, in 2014, preliminary results of DepEd's Language Assessment for Primary Grades (LAPG) showed that Multigrade learners in some regions performed better than monograde learners in terms of listening, speaking, and writing skills in their mother tongues, in English, and in Filipino.

While cognizant of the research findings from previous studies on Philippine Multigrade education, this study on MPPE did not utilize the previous findings as baseline data given the limitations in scope (i.e., in terms of respondents and methodologies) of previous studies.

Technical Support to Multigrade Program in Philippine Education (TS-MPPE): The Tripartite Cooperation Project

One of the 17 Sustainable Development Goals (SDGs) that the Philippines committed to in 2015 as a member of the United Nations is *Goal 4: Quality Education.* More specifically, Goal 4 enjoins all states to provide *inclusive* and *equitable quality* education for all, to advance *lifelong learning.* Education is believed to be a strategic approach to attaining other SDGs such as *Goal 1: No Poverty, Goal 3: Good Health and Well-being, Goal 5: Gender Equality,* and *Goal 16: Peace and Justice.* Quality education enables people to break away from poverty. Quality education helps promote healthy lifestyles. Quality education provides critical knowledge and skills that enable individuals, regardless of gender, to compete for jobs on equal footing. Finally, quality education forges links and connections that can cultivate peaceful relations in areas of conflict.

Addressing barriers to inclusion is one of the 2016-2035 seven priority areas and action agenda for the education sector which the Southeast Asian Ministers of Education Organization (SEAMEO) countries approved during its 48th Council Conference held in May 2015. Following the action agenda and emerging priorities of the Southeast Asian educational landscape in the post-2015 global and regional development context, the SEAMEO−Regional Center for Educational Innovation and Technology (INNOTECH) articulated five priority thematic areas for the period 2016-2021 under its 9th Five-Year Development Plan (FYDP). One of these priorities is the development of new research-based models and approaches to address remaining educational access barriers and learning gaps. Such models and approaches are expected to be anchored on rights-based, learner-centered and learner-seeking principles, and include the provision of support for the development of quality assurance tools.

Guided by *AmBisyon Natin* 2040, the Philippines' 25-year long-term vision of every Filipino enjoying a *matatag* (stable), *maginhawa* (comfortable), at *panatag na buhay* (secure life) by 2040, the 2017-2022 Philippine Development Plan (PDP) supports inclusive education for all, by affirming the importance of providing access to *lifelong learning* opportunities, especially for vulnerable and unreached sectors. The PDP has identified the following as its major priority goals: *strengthening inclusion programs to reach stakeholders* and *improving interventions to keep children in school* to achieve quality, accessible, relevant, and liberating basic education for all.

Underpinning these international and national commitments on inclusive quality education, the DepEd laid out its own 10-point agenda under the new administration during the Education Summit in 2016. One such agenda is the continuation of efforts to get school-age children to school and keep them there until they complete their basic education. DepEd has likewise instituted its Basic Education Research Agenda (BERA) as part of its efforts to strengthen the educational programs of the country. In keeping with this new direction, educational

policies, programs, projects, and activities need to be evaluated to determine if they are serving their intended purposes and are helping concerned authorities and/or policymakers towards making informed decisions. The evaluation of Multigrade education came to be part of DepEd's research agenda to determine whether children in difficult circumstances have access to quality learning and able to complete their elementary education.

Hence, under a tripartite Memorandum of Agreement (MOA) forged among DepEd, UNICEF, and SEAMEO INNOTECH in 2017, the Technical Support to Multigrade Program in Philippine Education (TS-MPPE) project was initiated to review the implementation of MPPE and to determine its overall effectiveness as a modality of delivery in basic education. UNICEF and SEAMEO INNOTECH co-funded the project, with in-kind support from the DepEd.

TS-MPPE operated under the guidance of a Project Advisory Panel (PAP), chaired by the Undersecretary for Curriculum and Instruction and composed of the following members: Bureau of Learning Delivery (BLD); Bureau of Curriculum Development (BCD); Bureau of Education Assessment (BEA); Bureau of Learning Resources (BLR); Planning Service (PS), particularly Policy Research and Development Division (PRDD) and Educational Management Information System Division (EMISD); National Educators Academy of the Philippines (NEAP); School Effectiveness Division (SED); and selected Teacher Education Institutions (TEIs), with UNICEF and SEAMEO INNOTECH serving as its Secretariat.

The TS-MPPE Project Framework

The project framework of TS-MPPE is made up of its objectives, description of three phases, objectives of the study, and research questions. **Figure 1** is the schematic diagram of the framework.

FIGURE 1. SCHEMATIC DIAGRAM OF THE TS-MPPE FRAMEWORK
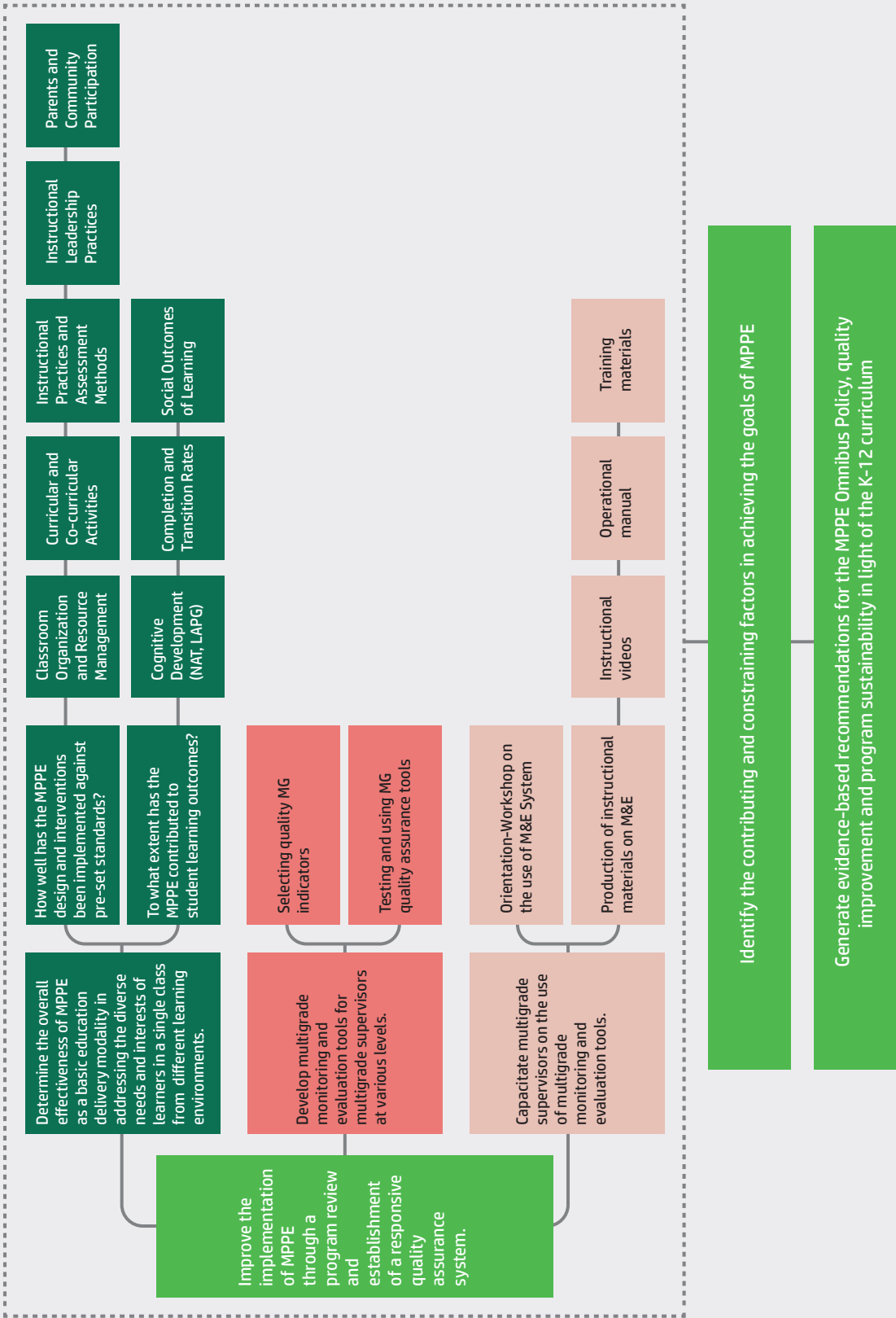
Project Objectives

In support of DepEd's efforts to improve the governance, quality and delivery of basic education services in disadvantaged communities, SEAMEO INNOTECH and UNICEF committed to spearhead the review of MPPE implementation since the Multigrade program is one of DepEd's ongoing instructional delivery services that require evaluation, expansion, modification, and strengthening.

Essentially, the Project aimed to determine the overall effectiveness of MPPE as a mode of delivery of basic education, especially in affording access to quality instruction that addresses the diverse learning needs of pupils in geographically "inaccessible" areas and challenging circumstances. The Project also intended to help build DepEd's capacity to design and utilize monitoring and evaluation tools for MPPE quality assurance.

Specifically, the Project was conducted in three phases, each of which has its own objective/s as shown on the right.

This report covers only Phase 1 of the project, which focuses on the review of the current situation and practices of Multigrade schools in the Philippines and presents the methodology, data-driven findings, results, and recommendations.

Phase 1: MPPE Review

- Examine the current policy environment, program design and coverage of MPPE implementation, and the capacity building interventions provided for Multigrade schools;

- Assess how well the MPPE has been implemented against pre-set standards and to what extent the MPPE has contributed to improving access to basic education and student learning outcomes;

- Identify the contributing factors and constraining factors in achieving the goals of MPPE;

- Generate evidence-based recommendations to guide the proposed MPPE Omnibus Policy and facilitate quality improvement and effectiveness of MPPE in light of the K to 12 curricula.

Phase 2: Development of Monitoring and Evaluation (M&E) System and tools for MPPE

- Support the development of a monitoring and evaluation system for MPPE, including M&E tools, to promote and maintain quality assurance, improvement, and program effectiveness.

Phase 3: Capacity Building on MPPE M&E

- Build the capability of Multigrade implementers on the use of M&E system and tools for quality assurance and program improvement.

Objectives of the Study

The MPPE Review was guided by the following objectives:

1. Assess the extent to which the MPPE was implemented in accordance with existing policies on the following components:

   ☐ Classroom Organization

   ☐ School Plant

   ☐ Features of the Multigrade Classroom

   ☐ Class Program

   ☐ Teacher Incentives

   ☐ Teaching and Learning Resources

   ☐ Capacity Building

   ☐ Hiring and Staff Movement

   ☐ Fund Allocation for MPPE

2. Identify contributing factors and constraining factors in achieving the goals of MPPE in terms of the following:

   ☐ School Governance

   ☐ Instructional Delivery and Assessment Practices

   ☐ Co-curricular Activities

   ☐ Instructional Supervision and Support

   ☐ Monitoring and Evaluation

   ☐ Parental Support

   ☐ Community Support

3. Describe the contributions of MPPE to student learning and school quality, specifically with regard to the following:

   ☐ Pupil performance

   → Language Assessment for Primary Grades (LAPG)

   → National Achievement Test (NAT)

   ☐ School Key Performance Indicators (KPIs)

   → Gross Enrolment Rate

   → Dropout Rate

   → Completion Rate

   → Transition Rate

   → Graduation Rate

   → Promotion Rate

   → Failure Rate

   → Gender Parity Indices on selected KPIs

4. Examine the role of MPPE in improving access to quality education in disadvantaged communities

Research Questions

The following research questions were addressed in this study:

1. How well has the MPPE been implemented against pre-set policies and guidelines?

2. What facilitating and constraining factors contribute in achieving the goals of MPPE?

3. To what extent has the MPPE contributed to student learning outcomes?

4. To what extent was MPPE able to help improve access to quality education in disadvantaged communities?

CHAPTER II

METHODOLOGY

Design

The research team employed *mixed* methods, including secondary data analysis, survey, focus group discussion, case studies, and interviews, to collect data and answer the four principal research questions pertaining to the status of Multigrade Education in the Philippines.

First, data on test performance of students were retrieved from the DepEd database and subjected to statistical analysis to compare the mean performance scores of *Multigrade* and *monograde* schools in LAPG and NAT. In addition, pairs of Multigrade and monograde schools within the same Schools Divisions across the country were selected for comparison *of their key performance indicators*.

A survey of *Multigrade schools* and *Schools Division with* Multigrade schools was conducted to get a general picture of *instructional and management practices, human and material resources*, and *challenges and problem areas* in these schools.

Finally, *consultative focus group discussions (FGDs)* with small groups of stakeholders, and *case studies* of selected Multigrade schools involving *site visits*, *classroom observations*, and *interviews*, were carried out in order to obtain more detailed qualitative description and personal narratives of experiences and processes of program participants, administrators, and partner organizations and institutions.

To analyze data, the research team also employed quantitative (descriptive, correlation) and qualitative (constant comparative, phenomenological, thematic) methods of analysis.

FIGURE 2. DISTRIBUTION OF MULTIGRADE SCHOOLS IN THE PHILIPPINES (%)

CAR
9.51%

REGION II
Cagayan Valley
7.64%

REGION I
Ilocos Region
3.98%

REGION III
Central Luzon
2.18%

NCR
0.15%

REGION IV-A
CALABARZON
3.48%

REGION IV-B
MIMAROPA
6.39%

REGION V
Bicol Region
6.08%

REGION VIII
Eastern Visayas
19.41%

REGION VI
Western Visayas
6.50%

REGION VII
Central Visayas
6.47%

REGION XIII
Caraga Region
6.11%

REGION IX
Zamboanga Peninsula
6.50%

REGION X
Northern Mindanao
6.54%

BARMM
2.49%

REGION XI
Davao Region
3.59%

REGION XII
SOCCKSARGEN
3.51%

Source: Education Management Information Systems Division, DepEd (SY 2017-2018)

Sampling

DISTRIBUTION AND LOCATION OF MULTIGRADE SCHOOLS

The research team sent survey questionnaires to seven thousand two hundred seventy three (7,273) Multigrade school-population in the country based on LAPG data. Four thousand eight hundred fifty two (N=4,852) completed and submitted their respective survey forms, yielding *66.71% return rate* for schools.

Except for the National Capital Region (NCR) which did not have any Multigrade school, all regions were represented in the sample for School Survey **(Table 1, Figures 2 to 3)**. *Region VIII* (Eastern Visayas) registered the *highest* participation (N=689, 14.20%), while the *ARMM*, the *lowest* (N=41, 0.85%).

TABLE 1. DISTRIBUTION OF MULTIGRADE SCHOOLS IN SCHOOL SURVEY BY REGION (N=4,852)

REGION	N (%)	RANK (by %)
I	221 (4.55)	12
II	379 (7.81)	5
III	177 (3.65)	14
IV-A	294 (6.06)	8
IV-B	395 (8.14)	4
V	374 (7.71)	6
VI	235 (4.84)	11
VII	450 (9.27)	2
VIII	689 (14.20)	1
IX	306 (6.31)	7
X	285 (5.87)	9
XI	184 (3.79)	13
XII	138 (2.84)	15
XIII	422 (8.70)	3
BARMM	41 (0.85)	16
CAR	262 (5.40)	10
TOTAL	**4,852**	

COMPARISON BETWEEN MULTIGRADE AND MONOGRADE SCHOOLS ON KEY PERFORMANCE INDICATORS (KPIS) AND PUPIL/STUDENT TEST PERFORMANCE

Data on Key Performance Indicators for SY 2014-2015; SY 2015-2016; and SY 2016-2017, were obtained from a second school survey in which *forty-four pairs* of Multigrade and monograde schools in the *same* Schools Division (Table 2) were analyzed. A second survey was warranted due to the limitation of DepEd BEIS as a source of data to compare KPIs of monograde and Multigrade schools. These schools were selected from Schools Division nationwide which had the largest number of Multigrade schools.

FIGURE 3. LOCATION OF MULTIGRADE SCHOOLS IN THE SCHOOL SURVEY BY REGION (%)

Legend:
- CAR
- Region I
- Region II
- Region III
- Region IV-A
- Region IV-B
- Region V
- Region VI
- Region VII
- Region VIII
- Region IX
- Region X
- Region XI
- Region XII
- Region XIII
- BARMM
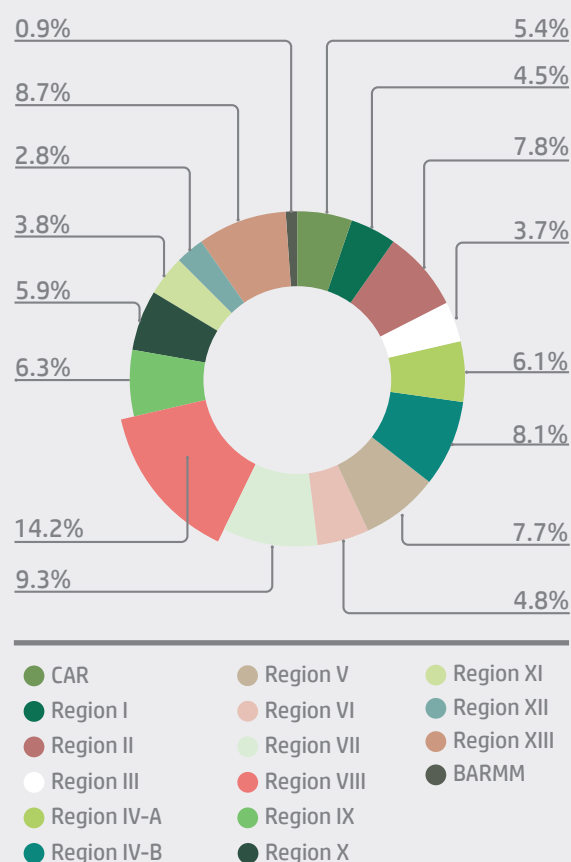
TABLE 2. NO. OF SCHOOLS AND SCHOOLS DIVISIONS INCLUDED IN THE COMPARATIVE REVIEW

SCHOOL KPIS AND PUPIL/STUDENT PERFORMANCE	NUMBER OF SCHOOLS/DIVISIONS INCLUDED IN THE COMPARATIVE REVIEW		
	MULTIGRADE	**MONOGRADE**	**TOTAL**
School Key Performance Indicators (KPIs)			
School Key Performance Indicators Survey	44 schools	44 schools	88 schools
Key Performance Indicators in Schools Division Survey	-	-	127 Schools Division
Pupil/Student Performance			
National Achievement Test SY 14-2015	6,656 schools	33,666 schools	40,322 schools
Language Assessment in the Primary Grades SY 14-2015 (Grade 3)	7,273 schools in English & Filipino;	29,571 schools in English & Filipino;	6,844 schools in English & Filipino;
	5,088 in Mother Tongue	27,078 in Mother Tongue	32,166 in Mother Tongue

Source: DeEd EBEIS

To examine the contribution of the Multigrade educational program on student performance, scores of Grade 6 pupils on the 2014-2015 NAT were obtained from Multigrade schools (N=6,656) and monograde schools (N=33,666) in the DepEd EBEIS. Likewise obtained were the scores on the 2014-2015 LAPG administered to Grade 3 pupils (N=29,571 monograde schools and N=7,273 Multigrade schools in English and Filipino; N=27,078 monograde schools and N=5,088 Multigrade schools in the Mother Tongue).

SELECT MULTIGRADE SCHOOLS FOR CASE STUDIES

Case studies were undertaken to: (1) determine the factors that affect Multigrade instruction as a delivery for increasing access to inclusive, equitable, and quality education; and (2) Gaining understanding on the enabling environment comprising of instructional leadership, capacity building, monitoring and evaluation, learning facilities, and parents and community participation contribute to the teaching and learning in a Multigrade setting. The data gathered from the case studies, gained through classroom observations, focus group discussions, and key informant interviews, were integrated in this review's findings to provide a context to and provide a deeper understanding of the survey findings. This report features case study boxes, which highlight good practices and experiences from selected case studies.

The task of identifying schools for case studies was undertaken by the Technical Working Group for Multigrade education, in consultation with the Department of Education, Bureau of Learning Development and the Multigrade schools' respective Schools Division.

Eleven (N=11) Multigrade schools **(Table 3)** were chosen based on four criteria. First, the school must be a *pure Multigrade school*. Second, travel to the school site must be safe. Third, the school must be accessible, entailing no more than four (4) hours of travel time from the Schools Division Office. Fourth, the school must be listed as among the top performing Multigrade schools in the region based on mean scores obtained in Grade 3 Language Assessment for the Primary Grades (LAPG) and/or in Grade 6 National Achievement Test (NAT) for school year 2014-2015. The Schools Division where the selected Multigrade schools were located validated whether the selected Multigrade school matched the said criteria. Otherwise, the Schools Division was requested to nominate an alternative based on the set criteria.

TABLE 3. SCHOOLS SELECTED FOR CASE STUDIES (N=11)

NO.	REGION	DIVISION	MULTIGRADE SCHOOL	SCHOOL ADDRESS
1	I	Ilocos Norte	Pangil Elementary School (ES)	Pangil, Pasuquin, Ilocos Norte
2	IV-A	Oriental Mindoro	San Juan Elementary School	Brgy. San Juan, Bulalacao, Oriental Mindoro
3	V	Camarines Sur	Nababarera Elementary School	Baao, Camarines Sur
4	VII	Bohol	Ewon Elementary School	Ewon, Sevilla, Bohol
5	VIII	Leyte	Guinadiongan Elementary School	Brgy Capoocan, Daram, Leyte
6	VIII	Northern Samar	Arawane Elementary School	Arawane Daram, Northern Samar
7	IX	Zamboanga Del Norte	Lopero Elementary School	Lopero, J. Dalman, Zambaonga Del Norte
8	XIII	Siargao	Dao Primary School	Siargao, Surigao del Norte
9			Katipunan Elementary School	
10	CAR	Ifugao	Pullaan Elementary School	Pullaan, Lagawe, Ifugao
11	ARMM	Tawi-Tawi	Kubang Mandulan Primary School	Mandulan, Bongao, Tawi-Tawi

DEPED SCHOOLS DIVISIONS SURVEYED

From an initial pool of one-hundred sixty (160) Schools Divisions with Multigrade schools, a total of one-hundred twenty-seven (N = 127) Schools Divisions representing different regions of the country sent back the school survey questionnaire **(Table 4, Figure 4).**

The most number of Schools Divisions that submitted their survey forms came from **Region X,** representing eleven percent of the sample (N = 14, 11.02%). Twelve (N = 12, 9.45%) Schools Divisions turned in their survey sheets from Regions III, VIII, and XIII. The least represented was Region XII from which only one (N=1, 0.79%) Schools Division, i.e., Koronadal City, South Cotabato, submitted its completed survey questionnaire. Schools Divisions provided data on other relevant KPIs of Multigrade and monograde schools under their supervision.

TABLE 4. DISTRIBUTION OF RESPONDENT SCHOOLS DIVISIONS WITH MULTIGRADE SCHOOLS BY REGION (N = 127 DIVISIONS)

REGION	N (%)
I	10 (7.87)
II	7 (5.51)
III	12 (9.45)
IV-A	7 (5.51)
IV-B	6 (4.72)
V	6 (4.72)
VI	9 (7.09)
VII	6 (4.72)
VIII	12 (9.45)
IX	8 (6.30)
X	14 (11.02)
XI	8 (6.30)
XII	1 (0.79)
XIII	12 (9.45)
ARMM	4 (3.15)
CAR	5 (3.94)
TOTAL	**127 (100)**

**FIGURE 4. DISTRIBUTION OF
RESPONDENT SCHOOLS DIVISIONS (%)**

Legend:
- CAR
- Region I
- Region II
- Region III
- Region IV-A
- Region IV-B
- Region V
- Region VI
- Region VII
- Region VIII
- Region IX
- Region X
- Region XI
- Region XII
- Region XIII
- BARMM
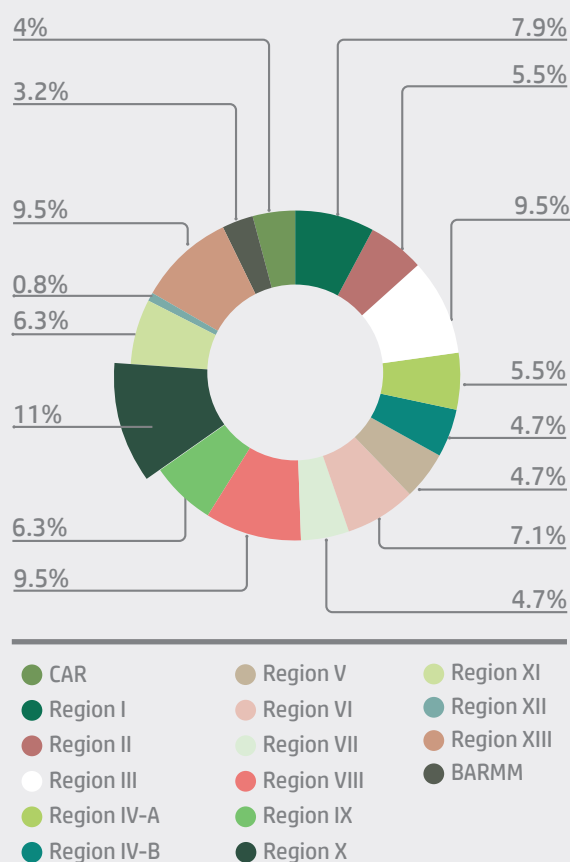
CONSULTATIVE WORKSHOP/FGD/INTERVIEW PARTICIPANTS

One hundred thirty-one (N=131) individuals representing various groups of Multigrade education stakeholders participated in either focus group discussions (FGDs) or individual interviews **(Table 5, Figure 5)**.

Eight (8) FGDs were organized for stakeholders, five (5) of which were with Department of Education personnel. Four of the five DepEd FGDs, conducted at SEAMEO INNOTECH, involved personnel from different island clusters across the country, namely, Northern Luzon, Southern Luzon, Visayas and Mindanao **(Table 6, Figure 6).**

One hundred two individuals (N=102) attended these four regional FGDs as follows: 25 (24.51%) each in Northern Luzon and in the Visayas; 23

(22.55%) in South Luzon; and 29 (28.43%) in Mindanao. In terms of the units/levels they represent, 6 (5.88%) were from the Regional Offices, 32 (31.37%) represent the Schools Division Offices, 32 (31.37%) are school heads, and 32 (31.37%) are teachers.

The fifth DepEd FGD was held with four personnel from the Central Office, one representative each from the *Teaching and Learning Division* of the Bureau of Learning Delivery; *Educational Management Information System Division*; *Policy Research and Development Division*; and *Information & Communication Technical Service.*

Representatives from *six teacher education institutions* were invited to an FGD to elicit their experiences specifically on the entry points of Multigrade teaching in their pre-service training programs. These institutions included *Cebu Normal University*, Cebu City; *Notre Dame University*, Cotabato City; *Saint Louis University*, Baguio City; *University of the Philippines–Diliman*, Quezon City; *University of Southeastern Philippines*, Davao City; and *West Visayas State University*, Iloilo City.

A separate FGD was conducted for representatives of *five partner institutions*, namely, *Basic Education Sector Transformation* (BEST); *Building Resources Across Communities* (BRAC); *Education Development Center* (EDC); *UNICEF*; and *World Vision*. *Four members* of the Commission on Higher Education (CHED) *Technical Panel for Teacher Education* constituted another FGD group.

Finally ten individual interviews were arranged with representatives of DepEd Central Office units that support the Multigrade education program, namely, the Bureau of Educational Assessment (N=1); Bureau of Learning Resources or BLR (N=2); Facilities Division (N=1); Human Resources Development Division (N=1); National Educators Academy of the Philippines or NEAP (N=1); School Effectiveness Division or SED (N=1); School Health Division (N=1); Education for Learners with Special Needs Office (ELSNO) (N=1); and Teacher Education Council (N=1).

TABLE 5. NUMBER OF CONSULTATIVE FOCUS GROUP DISCUSSIONS/INTERVIEWS PER REGIONAL CLUSTER, DIVISION, AND DEPED LEVEL/UNIT

DIVISIONS	LEVELS	NO. OF INFORMANTS
North Luzon (Regions I, II, III, and CAR) (N=25)	Regional Office	1
Ilocos Norte, Pangasinan, Isabela, Cagayan, Nueva Ecija, Aurora, Benguet, Ifugao	Division Office	8
	School Heads	8
	Teachers	8
South Luzon (Regions IV -A and IV-B) (N= 23)	Regional Office	2
Quezon, Laguna, Rizal, Palawan, Occidental Mindoro, Romblon, Masbate	Division Office	7
	School Heads	7
	Teachers	7
Visayas (Regions VI, VII, VIII (N= 25)	Regional Office	1
Antique, Iloilo, Bohol, Cebu, Leyte, Samar, Negros Occidental, Negros Oriental	Division Office	8
	School Heads	8
	Teachers	8
Mindanao (Regions IX, ARMM) (N= 29)	Regional Office	2
Zamboanga del Sur, Bukidnon, Misamis Occidental, Compostela Valley, North Cotabato, Agusan del Norte Basilan, Maguindanao, Sulu	Division Office	9
	School Heads	9
	Teachers	9
Central Office (N= 4)		4
Teaching & Learning Division, Bureau of Learning Delivery; Educational Management Information System Division; Policy Research & Development Division; Information & Communication Technical Service		
Teacher Education Institutions (TEIs) (N= 6)		6
Cebu Normal University, Cebu City; Notre Dame University, Cotabato City, Saint Louis University, Baguio City; University of the Philippines - Diliman, Quezon City; University of Southeastern Philippines, Davao City; West Visayas State University, Iloilo City		
Partner Institutions (N= 5)		5
Basic Education Sector Transformation (BEST); Building Resources Across Communities (BRAC); Education Development Center (EDC); UNICEF; World Vision		
CHED Technical Panel for Teacher Education (TPTE)		4
DepEd Central Office Individual Interviews		10
Bureau of Educational Assessment (BEA); Bureau of Learning Resources (BLR); Facilities Division; Human Resources Development Division (HRDD); National Educators Academy of the Philippines (NEAP); School Effectiveness Division (SED); School Health Division; School Nutrition; Teacher Education Council (TEC)		
	TOTAL	**131**

FIGURE 5. PARTICIPANTS OF FGD/INTERVIEWS (%)

- DepEd Division Office
- School Head
- Teacher
- DepEd Central Office
- Teacher Education Institutions
- Partner Institutions
- CHED Technical Panel
- DepEd Regional Office

FIGURE 6. DEPED REGIONAL CONSULTATIVE FGD PARTICIPANTS (%)
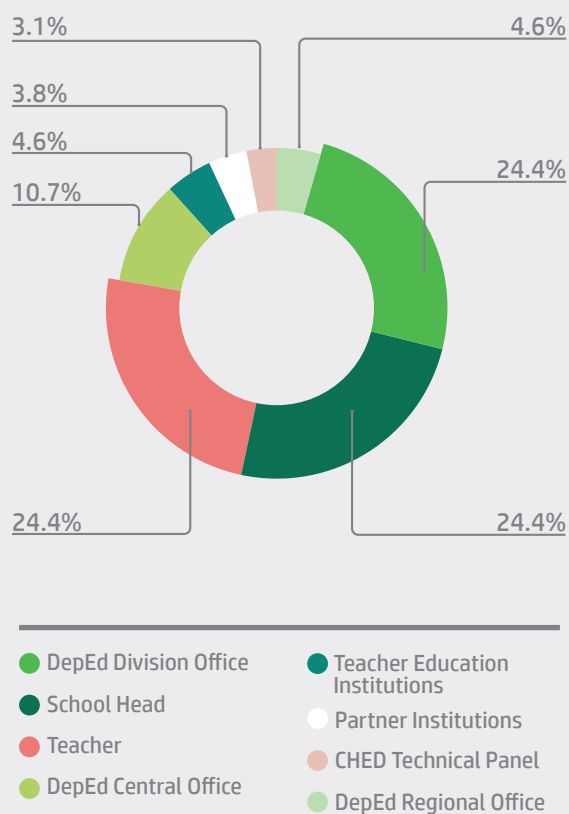
- Regional Office
- Division Office
- School Heads
- Teachers
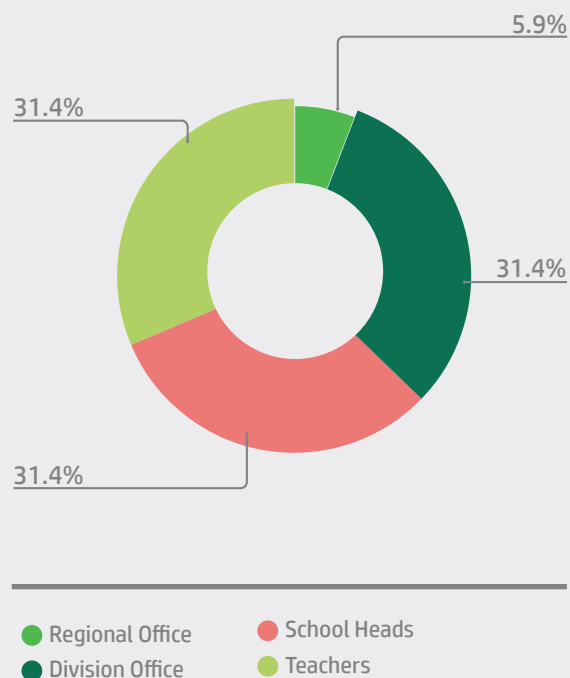
TABLE 6. DEPED REGIONAL CONSULTATIVE FGD PARTICIPANTS: NUMBER (%) (N = 102)

DEPED UNIT	N. LUZON	S. LUZON	VISAYAS	MINDANAO	TOTAL
Regional Office	1 (0.98)	2 (1.96)	1 (0.98)	2 (1.96)	6 (5.88)
Division Office	8 (7.84)	7 (6.86)	8 (7.84)	9 (8.82	32 (31.37)
School Heads	8 (7.84)	7 (6.86)	8 (7.84)	9 (8.82)	32 (31.37)
Teachers	8 (7.84)	7 (6.86)	8 (7.84)	9 (8.82)	32 (31.37)
TOTAL	25 (24.51)	23 (22.55)	25 (24.51)	29 (28.43)	102 (100.00)

CASE STUDY FGD PARTICIPANTS

A total of two hundred eighty-three (283) individuals from eleven (11) schools in the case study were involved in various focus group discussions **(Table 7, Figures 7 to 8).**

■ *Dao Primary School* in Surigao del Norte (N=28), *Pangil Elementary School* in Ilocos Sur (N=30), and *Nababarera Elementary School* in Camarines Sur (N=28) were the three case study schools that had the *highest* number of participants in FGDs.

■ On the other hand, *Kubang Mandulan Primary School* in Tawi-Tawi (N=20) had the *lowest* number of participants**.**

■ In terms of category or type of FGD respondents, majority of the participants were *parents* (N=73) followed by *community members* (N=72), and pupils (N=68)**.** There were also *Schools Division representatives* (N=30) and teachers (N=29) from these eleven schools. All school heads (N=11) of these case study schools also attended the FGDs.

TABLE 7. FGD PARTICIPANTS FROM CASE STUDY SCHOOLS (N = 283)

MULTIGRADE SCHOOL AND LOCATION	DIVISION REP	TEACHER	SCHOOL HEAD	PUPILS	PARENT	COMMUNITY	TOTAL
Arawane Elem School (ES), Samar	5	3	1	6	6	6	27
Dao Primary School PS), Surigao del Norte	1	1	1	6	10	9	28
Ewon ES, Bohol	4	3	1	6	6	5	25
Guinadiongan ES, Leyte	3	3	1	6	6	7	26
Katipunan ES, Surigao del Norte	5	3	1	5	7	4	25
Kubang Mandulan PS, Tawi-Tawi	1	1	1	6	6	5	20
Lopero ES, Zamboanga del Norte	1	3	1	9	6	6	26
Nababarera ES, Camarines Sur	2	3	1	7	8	7	28
Pangil ES, Ilocos Norte	4	3	1	6	6	10	30
Pullaan ES, Ifugao	2	3	1	5	6	7	24
San Juan ES, Oriental Mindoro	2	3	1	6	6	6	24
TOTAL	**30**	**29**	**11**	**68**	**73**	**72**	**283**

**FIGURE 7. FGD PARTICIPANTS OF
CASE STUDY SCHOOLS (N = 284)**

Arawane Elementary School, Samar (27)

Dao Primary School, Surigao del Norte (28)

Ewon Elementary School, Bohol (25)

Guinadioangan Elementary School, Leyte (26)

Katipunan Elementary School, Surigao del Norte (25)

Kubang Mandulan Primary School, Tawi-Tawi (20)

Lopero Elementary School, Zamboanga del Norte (26)

Nababarera Elementary School, Camarines Sur (28)

Pangil Elementary School, Ilocos Norte (30)

Pullaan Elementary School, Ifugao (24)

San Juan Elementary School, Oriental Mindoro (24)

**FIGURE 8. CASE STUDY
PARTICIPANTS BY CATEGORY (%)**

10.6%

25.4%

10.2%

3.9%

26.1%

24%

● Representative ● Student
● Teacher ● Parent
● School Head ● Community
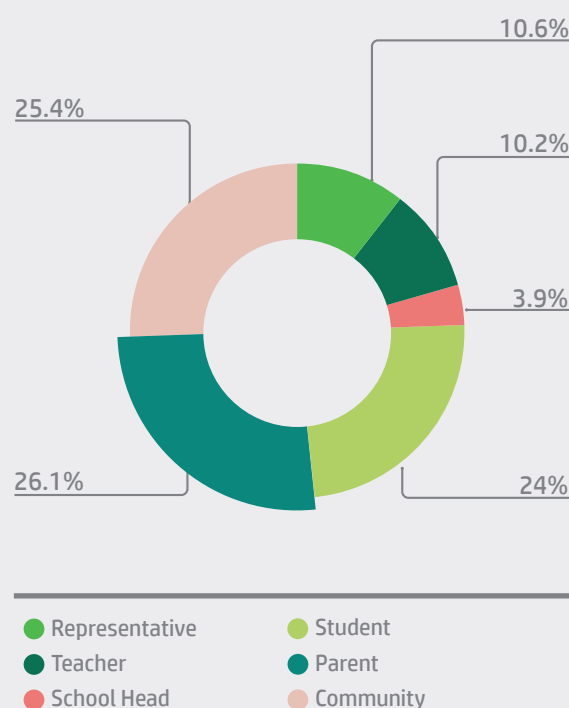
SUMMARY OF SAMPLES

A summary of the different samples included in the study is presented in **Table 8**. Six thousand, six hundred fifty-six (6,656) *Multigrade schools* and 33,666 *monograde schools*, totalling 40,322 schools provided data for a comparison of the National Achievement Test (NAT) scores of the two types of schools.

For the school survey, data from 4,852 schools were collected for analysis. Another set of 88 schools, composed of 44 Multigrade and 44 monograde schools, responded to a follow-up school survey on Key Performance Indicators (KPIs). Lastly, from the roster of Multigrade schools, 11 were chosen for case studies.

One hundred twenty-seven (127) *Schools Divisions* returned the completed Division surveys. Schools Divisions also gave their own figures for the Key Performance Indicators for *Multigrade* and m*onograde schools* under their supervision. LAPG (SY 2014-2015) scores of 7,273 *Multigrade schools* and 29,571 m*onograde* schools were analyzed.

Representatives from the *Department of Education Central Office* (N=14), *Regional Offices* (N=6), and *Schools Divisions* (N=32); *school heads* (N=32); *teachers* (N=32); representatives from *teacher education institutions* (N=4), and *partner institutions* (N=5); and members of the *Commission on Higher Education* (CHED) *technical panel* for teacher education (N=4) comprised the participants for *consultative workshops*.

For the 11 *school case studies,* data were generated from the respective *school heads* (N=11) who were interviewed individually, as well as from *Division Office representatives* (N=38), *teachers* (N=35), *pupils* (N=67), *parents* (N=70), and *community* *members* (N=71) who all took part in separate FGDs. In addition, 11 teacher education institutions conducted at least one classroom observation in each school under study.

TABLE 8. SUMMARY OF SAMPLES IN THE STUDY

METHODOLOGY	SAMPLE	SAMPLE SIZE
	Schools	
School Survey	Multigrade schools	4,852
Comparison of Key Indicators	Pairs of Monograde and Multigrade Schools	44
Comparison of NAT performance	Multigrade schools	6,656
	Monograde schools	33,666
Comparison of Multigrade and Monograde schools on 2014-15 LAPG by language	Multigrade schools in English & Filipino	7,273
	Multigrade schools in Mother Tongue	5,088
	Monograde schools in English & Filipino	29,571
	Monograde schools in Mother Tongue	27,078
Case Studies	Multigrade schools	11
	Schools Division	
Comparison of Multigrade and Monograde schools on KPIs	DepEd Schools Division	127
	DepEd Offices	
Consultative Workshops on MPPE Implementation	DepEd Central Office	14
	Regional Office Reps	6
	Division Office Reps	32
	School Heads	32
	Teachers	32
	Teacher Education Institution (TEI) Representatives	6
	Partner Institutions	5
	CHED Technical Panel	4
Individual Interviews on MPPE Implementation	School Heads	11
Focus Group Discussions on MPPE Implementation	Division Office Reps	30
	Teachers	29
	Pupils	68
	Parents	73
	Community members	72
Multigrade Classroom Observation	TEI representatives	11

Profile of Schools in the Survey

TYPES OF MULTIGRADE SCHOOLS IN THE SURVEY

- The study included Multigrade schools from six categories **(Table 9, Figures 9).** About half (N=2,275, 46.89%) of the 4,852 schools surveyed are *Complete Multigrade Schools with Single Grade Classes.*

- The number of *Complete Pure Multigrade Schools* is smaller at 1,858 (38.29%). About ten percent (N=467) are *Incomplete Multigrade Schools,* while an even smaller percentage (N=232, 4.78%) are *Incomplete Multigrade Schools with Single Grade Classes.*

- Less than one percent of the schools have been classified as *Annex* or *Satellite Schools* (N=16) and *Integrated Schools* (N=4).

LOCATION AND GEOGRAPHIC CHARACTERISTICS OF MULTIGRADE SCHOOLS IN THE SURVEY

- The study encompassed Multigrade schools located in different school settings **(Table 10, Figure 10)** and types of community **(Table 11, Figures 11).**

- About four-fifths of Multigrade schools in the survey are situated in *rural* areas (N=3,819, 78.71%). Approximately fifteen percent could be found *outside town centers* (N=684 14.10%).

- Less than one percent are situated in *municipal* or *town areas* (N=39) and in *highly urbanized areas* (N=22, 0.45%). Six (0.12%) of these schools are in *multiple settings.* About four

TABLE 9. DISTRIBUTION OF MULTIGRADE SCHOOLS ACCORDING TO TYPE OF COMMUNITY (N=4,852)

TYPE OF SCHOOL	N (%)
Complete - Pure Multigrade	1,858 (38.29)
Complete - Multigrade with Single Grade Class/es	2,275 (46.89)
Incomplete - Pure Multigrade	467 (9.62)
Incomplete - Multigrade with Single Grade Class/es	232 (4.78)
Integrated School	4 (0.08)
Annex or Satellite School	16 (0.33)
TOTAL	**4,852**

FIGURE 9. DISTRIBUTION OF MULTIGRADE SCHOOLS ACCORDING TO TYPE OF SCHOOL (%)

- Complete - Pure Mulitgrade
- Complete - Multigrade with Single Grade Class/es
- Incomplete - Pure Multigrade
- Incomplete - Multigrade with Single Grade Class/es
- Integrated School, Annex or Satellite School
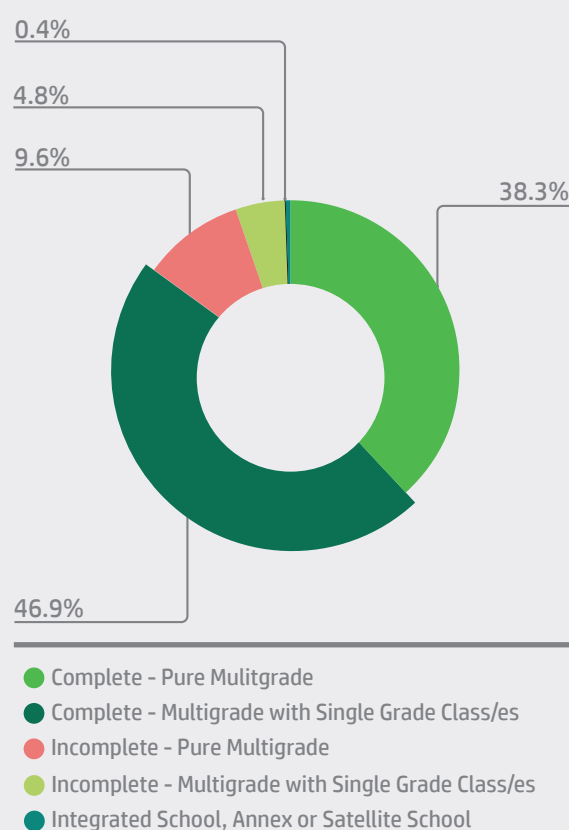
percent of the schools (N=197) had varied locations such as *coastal areas, river sides,* and *small islands.* Eighty-five (1.75%) of the schools did *not* indicate their geographic setting.

The communities where the Multigrade schools in the survey are located have diverse characteristics; thus, a school may be described as simultaneously being part of different types of communities **(Table 11, Figure 11)**. The figures show that most of these schools are in *Agricultural* communities (N=3,319, 68.40%).

■ About half of these agricultural communities are in the *uplands* (N=1,808, 37.26%).

■ About a quarter may also be characterized as *indigenous* communities (N=1,280, 26.38%).

■ About 15 percent of the surveyed schools are located in *fishing* communities (N=699). Close to six percent are in *island* communities (N= 275).

■ A few schools are in predominantly *Muslim* communities (N=112, 2.31%), *industrial* areas (N=81, 1.67%), *mining* areas (N=60, 1.24%) and *resettlement* villages (N=26, 0.54%) .

■ About one percent are located in other types of communities such as *military camps* and *coastal areas* (N=56).

TABLE 10. LOCATION OF MULTIGRADE SCHOOLS (N = 4,852 SCHOOLS)

SCHOOL SETTING	N (%)
Rural area	3,819 (78.71)
Outside town center	684 (14.10)
Municipal or town area	39 (0.80)
Highly urbanized city area	22 (0.45)
Multiple settings	6 (0.12)
Others (Coastal areas, River side, Island school)	197 (4.06)
Not indicated	85 (1.75)
TOTAL	**4,852**

TABLE 11. NO OF MULTIGRADE SCHOOLS ACCORDING TO TYPE OF COMMUNITY (N=4,852 SCHOOLS , MULTIPLE RESPONSES)

TYPE OF COMMUNITY	N (%)
Agricultural	3,319 (68.40)
Upland	1,808 (37.26)
Indigenous	1,280 (26.38)
Fishing	699 (14.41)
Island	275 (5.67)
Muslim	112 (2.31)
Industrial	81 (1.67)
Mining	60 (1.24)
Resettlement	26 (0.54)
Others (Military camp, coastal areas)	56 (1.15)

FIGURE 10. NUMBER OF MULTIGRADE SCHOOLS ACCORDING TO LOCATION (%)

0.4%
4.8%
1.4%
14.1%
78.7%

● Rural area
● Outside town center
● Municipal or town area, highly urbanized area, multiple setting
● Others (coastal areas, riverside, island school)
○ Not indicated
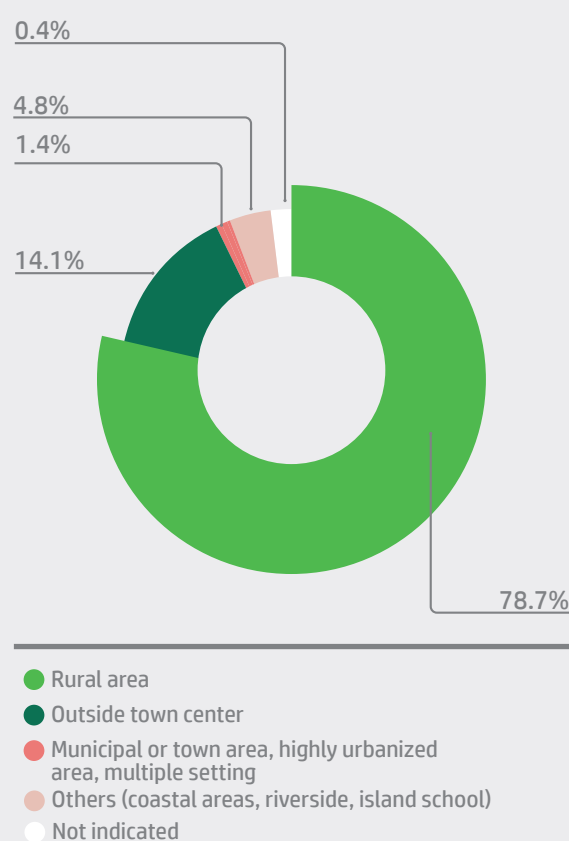
FIGURE 11. NUMBER OF MULTIGRADE SCHOOLS ACCORDING TO TYPE OF COMMUNITY (%)

6.8%
5.7%
14.4%
26.4%
37.3%
68.4%

- Agricultural
- Upland
- Indigenous
- Fishing
- Island
- Others (Muslim, industrial, mining, resettlement, etc.)

FIGURE 12. NUMBER OF SCHOOLS WITH DIFFERENT TYPES OF LEARNERS (N = 4,852)

- Indigent
- Wasted or malnourished
- In far-flung remote areas
- Indigenous peoples
- Over-aged
- Child laborers
- With disabilities
- In disaster-affected areas
- Abandoned
- In armed-conflict areas
- Muslim
- Displaced/homeless
- Chronically ill
- Abused
- Gifted
- In conflict with the law
- Street children
- Others

MULTIGRADE LEARNERS IN SCHOOL SURVEY

Learners in Multigrade Schools were also described in terms of socio-economic status, health status, family status, residence, age, and employment (**Table 12, Figures 12**).

Most (N = 4,396, 90.60%) were recipients of the 4Ps Program.

- About half (N = 2,705, 55.75%) were considered malnourished, and living in remote areas (N = 2,284, 47.07%).

- Some one-third were classified as indigenous (N = 1,793, 36.95%), and over-aged (N = 1,761, 36.29%).

- Approximately one-fourth were child laborers (N = 957, 19.72%), or had disabilities (N = 925, 19.0%).

TABLE 12. TYPES OF MULTIGRADE LEARNERS IN SCHOOL SURVEY (N = 4852, MULTIPLE RESPONSES)

TYPE OF LEARNER	N (%)
Indigent (4Ps beneficiaries)	4,396 (90.60)
Wasted or malnourished	2,705 (55.75)
In far-flung remote areas	2,284 (47.07)
Indigenous peoples	1,793 (36.95)
Over-aged	1,761 (36.29)
Child laborers	957 (19.72)
With disabilities	925 (19.06)
In disaster-affected areas	290 (5.98)
Abandoned	279 (5.75)
In armed-conflict areas	273 (5.63)
Muslim	205 (4.23)
Displaced/ homeless	117 (2.41)
Chronically ill	80 (1.65)
Abused	75 (1.55)
Formally assessed as "gifted"	60 (1.24)
In conflict with the law	31 (0.64)
Street children	24 (0.49)
Others (from regular schools, broken families)	82 (1.69)

TABLE 13. TOP 3 LANGUAGES SPOKEN BY MULTIGRADE PUPILS: NUMBER OF SCHOOLS (N= 4,852, MULTIPLE RESPONSES)

REGION	TOP 3 LANGUAGES		
I	Ilokano (215)	Tagalog (115)	Kankanaey (26)
II	Ilokano (331)	Tagalog (181)	Ibanag (61)
III	Tagalog (157)	Ilokano (111)	Kapampangan (29)
IVA	Tagalog (288)	Bikol Naga (31)	Sinugbuanong Binisaya (9)
IVB	Tagalog (341)	Cuyunon (69)	Sinugbuanong Binisaya (48)
V	Tagalog (207)	Bikol Naga (178)	Minasbate (43)
VI	Hiligaynon (174)	Kinaray-a (114)	Tagalog (110)
VII	Sinugbuanong Binisaya (446)	Tagalog (206)	English (152)
VIII	Waray (540)	Tagalog (233)	Sinugbuanong Binisaya (209)
IX	Sinugbuanong Binisaya (277)	Subanen (106)	Tagalog (42)
X	Sinugbuanong Binisaya (267)	Tagalog (49)	Higaonon (17)
XI	Sinugbuanong Binisaya (154)	Tagalog (27)	Mandaya (24)
XII	Sinugbuanong Binisaya (73)	Hiligaynon (62)	Tagalog (34)
XIII	Sinugbuanong Binisaya (332)	Surigaonon (201)	Tagalog (71)
ARMM	Yakan (18)	Tausug (17)	Tagalog (12)
CAR	Ilokano (142)	Tagalog (78)	Kankanaey (60)

- Some lived in disaster-affected (N = 290, 5.98%) or armed-conflict areas (N = 273, 5.63%), were abandoned by parents (N = 279, 5.75%), and were Muslims (N = 205, 4.23%).

- A few of these learners were described as displaced or homeless (N = 117, 2.41%), chronically ill (N = 80, 1.65%), abused (N = 75, 1.55%), classified as gifted (N = 60, 1.24%), had conflicts with the law (N = 31, 0.64%), and were street children (N = 24, 0.49%).

- Some learners of Multigrade Schools came from regular schools or had broken families (Others, N = 82, 1.69%).

The top three (3) languages spoken by pupils according to the survey result are shown in **Table 13**.

Among the top three languages, Tagalog is the common language spoken in all regions, followed by Sinugbuanong Binisaya, the language spoken in nine (9) regions, and Ilokano which is spoken in four (4) regions.

NUMBER AND GENDER DISTRIBUTION OF MULTIGRADE TEACHERS IN THE SCHOOL SURVEY

Data on the number of teachers in Multigrade schools were obtained for five consecutive school years, from SY 2012-2013 to SY 2016-2017 **(Table 14, Figures 13 to 14)**.

- It is noticeable that female teachers outnumber the male teachers in Multigrade schools. The data are consistent with the female-male teacher ratio in public schools. The average number of female teachers for five consecutive school years is 8,943 (82 percent) while the average number of male teachers is only 1,962 (18 percent).

- At the time of data collection (SY 2016-2017), there are a total of 11,718 teachers in Multigrade schools, approximately 2 percent increase from the number of teachers in the previous school year (N=11,508, SY 2015-2016). Among these teachers, only 18 percent are males.

TABLE 14. NUMBER OF TEACHERS IN MULTIGRADE SCHOOLS IN SURVEY (N= 4,852)

SCHOOL YEARS	MALE		FEMALE		TOTAL	% INCREASE
	N	%	N	%		
SY 2012-13	1,764	17.83	8,132	82.17	9,896	-
SY 2013-14	1,892	18.05	8,592	81.95	10,484	5.94
SY 2014-15	1,966	18.01	8,953	81.99	10,919	4.15
SY 2015-16	2,067	17.96	9,441	82.04	11,508	5.39
SY 2016-17	2,119	18.08	9,599	81.92	11,718	1.82
Average	1,962	17.99	8,943	82.01	10,905	

FIGURE 13. NUMBER OF MALE AND FEMALE TEACHERS IN MULTIGRADE SCHOOLS FROM SY 2012-13 TO SY 2016-17 (N = 4,852)

FIGURE 14. PERCENTAGE INCREASE IN TEACHERS FOR MULTIGRADE SCHOOLS FROM SY 2012-13 TO SY 2016-17 (%)
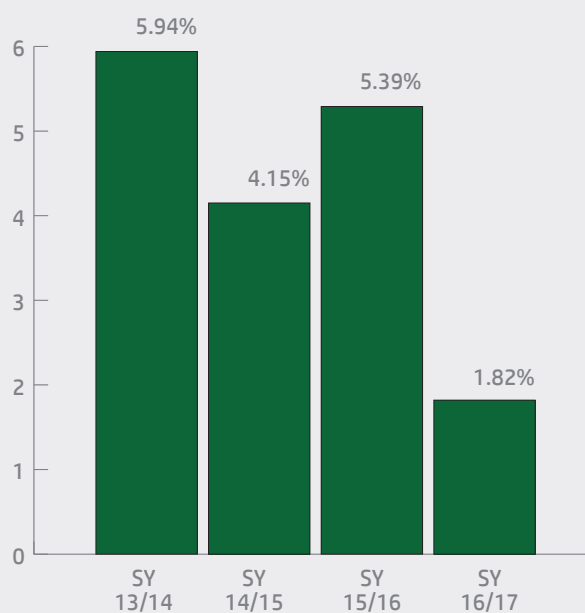
DESIGNATION OF SCHOOL HEADS IN THE SCHOOL SURVEY

Most Multigrade schools in the survey are headed by teachers-in-charge (N=,453, 50.56%), and only about 15 percent (N=755) had school principals (Table 15, Figures 32 to 34).

- About one-third of the school heads are head teachers (N= 1,347, 27.76%) and a few are Cluster Heads (N=231, 4.76%).

- If the number of head teachers and teachers-in-charge are to be combined, it would indicate that approximately *80* percent of *Multigrade schools* in the survey are *supervised* by *teachers.*

PROFESSIONAL EXPERIENCE OF SCHOOL HEADS IN THE SCHOOL SURVEY

All school heads, regardless of designation, have had more than a year's experience in their posts and are likely to have been previously involved in Multigrade schools in various capacities **(Table 15).**

Those occupying the posts of *teacher-in-charge* (N=770) or *Cluster Head* (N=182) have had about three years of experience in these posts, while most *head teachers* (N=376) and *Principals* (N= 222) have held their positions much longer; that is, between 5 and 10 years of experience.

TABLE 15. DESIGNATION OF MULTIGRADE SCHOOL HEADS IN SCHOOL SURVEY (N = 4,852 SCHOOLS)

DESIGNATION	N (%)
Cluster Head	231 (4.76)
Head Teacher	1,347 (27.76)
Principal	755 (15.56)
Teacher-in-Charge	2,453 (50.56)
Not indicated	66 (1.36)
TOTAL	**4,852**

FIGURE 15. DISTRIBUTION OF MULTIGRADE SCHOOLS ACCORDING TO DESIGNATION OF SCHOOL HEADS (%)

- Cluster Head
- Head Teacher
- Principal
- Teacher-in-Charge
- Not Indicated
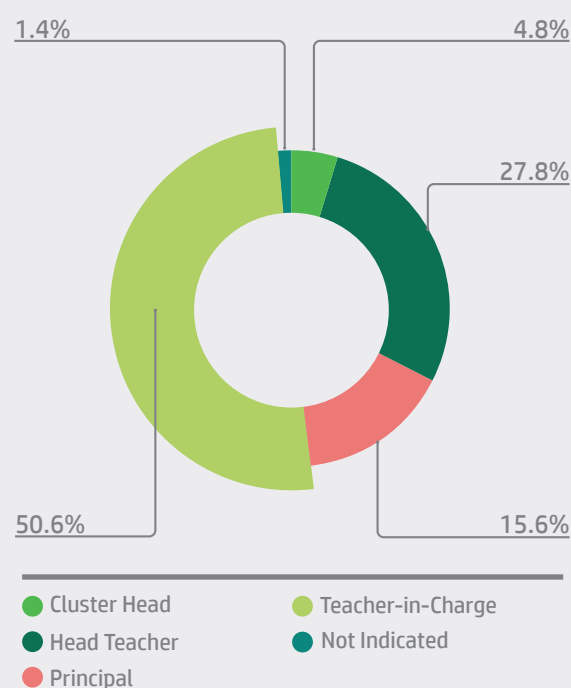
TABLE 16. SCHOOL HEADS' PREVIOUS POSTS (N = 4,852 SCHOOLS)

POSITION	N	1 YEAR OR LESS	> 1 BUT < 3 YEARS	> 3 BUT < 5 YEARS	> 5 BUT < 10 YEARS	> 10 YEARS
Teacher-in-Charge	2,751	707 (25.70)	770 (27.99)	427 (15.52)	500 (18.18)	347 (12.61)
Head Teacher	1,351	340 (25.17)	338 (25.02)	226 (16.73)	376 (27.83)	71 (5.26)
Principal	708	137 (19.35)	197 (27.82)	105 (14.83)	222 (31.36)	47 (6.64)
Cluster Head	575	172 (29.91)	182 (31.65)	79 (13.74)	124 (21.57)	18 (3.13)

EDUCATIONAL BACKGROUND OF SCHOOL HEADS IN THE SCHOOL SURVEY

About half of the school heads (N=2,335, 48.12) hold master's degrees, while a few (N= 268, 5.52%) have doctoral degrees (**Table 17, Figure 16**).

About one-third (N= 1,715, 35.35%) only earned bachelor's degrees. Some eleven percent have either master's degree or Doctoral degree units (N= 185).

TABLE 17. EDUCATIONAL BACKGROUND OF MULTIGRADE SCHOOL HEADS (N= 4,852)

EDUCATIONAL BACKGROUND	N (%)
Bachelor	1,715 (35.35)
Master's	2,335 (48.12)
Doctoral	268 (5.52)
Others (with MA/Doctoral units)	185 (11.01)
TOTAL	**4,852**

AGE OF SCHOOL HEADS IN THE SCHOOL SURVEY

About one-third of school heads of Multigrade schools in the study are between 41 and 50 years old (N=1,745, 35.96%) at the time of study. Another one-third (N= 1,505, 31.02%) of the school heads are a decade lower, between 31 and 40, indicating that most of the teachers are middle- aged **(Table 18, Figure 17).**

Approximately one-fifth are older, between 51 and 60 years (N=983, 20.26%) and in their senior years (N=95, 1.95%). Only about seven percent are younger at below 30 years old (N= 334).

TABLE 18. AGE OF MULTIGRADE SCHOOL HEADS (N = 4,852 SCHOOLS)

AGE RANGE	N (%)
Below 30	334 (6.88)
31 to 40	1,505 (31.02)
41 to 50	1,745 (35.96)
51 to 60	983 (20.26)
60 and above	95 1.96)
Not indicated	190 (3.92)
TOTAL	4,852

FIGURE 16. DISTRIBUTION OF SCHOOL HEADS BY EDUCATIONAL ATTAINMENT (%)

11%

5.5%

35.4%

48.1%

- Bachelor
- Masters
- Doctoral
- Others
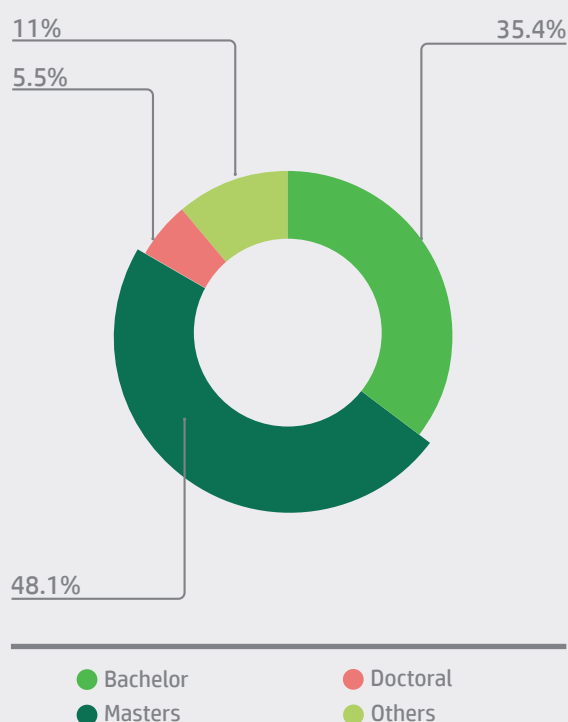
FIGURE 17. DISTRIBUTION OF SCHOOL HEADS BY AGE (%)

4%

2%

20.3%

6.9%

31%

36%

- Below 30
- 31 to 40
- 41 to 50
- 51 to 60
- 60 and above
- Not indicated
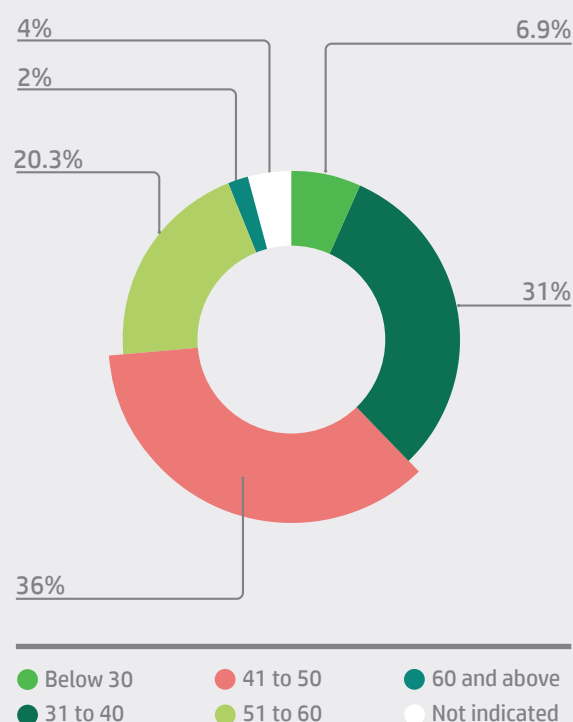
Profile of Schools Division in the Survey

POSITIONS OF RESPONDENTS IN THE SCHOOLS DIVISION SURVEY

Most of the Schools Division survey respondents are Education Program Supervisors (N=94, 74.02%, **Table 19, Figure 18).**

About 15 percent are PSDS (N=19). There are also Multigrade coordinators, officers-in-charge or chiefs of curriculum and instruction division (CID), education program specialists, principals, one master teacher and one teacher who completed the Schools Division survey.

TABLE 19. POSITIONS OF RESPONDENTS IN THE SCHOOLS DIVISION SURVEY (N = 127)

POSITION	N (%)
Education Program Supervisor	94 (74.02)
Public Schools District Supervisor (PSDS)	19 (14.96)
Multigrade Coordinator	4 (3.15)
OIC-Chief, Curriculum, & Instruction Division	2 (1.57)
Educational Program Specialist	2 (1.57)
Principal	2 (1.57)
Master Teacher	1 (0.79)
Teacher	1 (0.79)
Not Indicated	2 (1.57)
TOTAL	**127**

FIGURE 18. POSITIONS OF SCHOOLS DIVISION RESPONDENTS (%)

1.6%
6.3%
3.2%
15%
74%

- ● Education Program Supervisor
- ● Public Schools District Supervisor
- ● Multigrade Coordinator
- ● Others
- ○ Not indicated
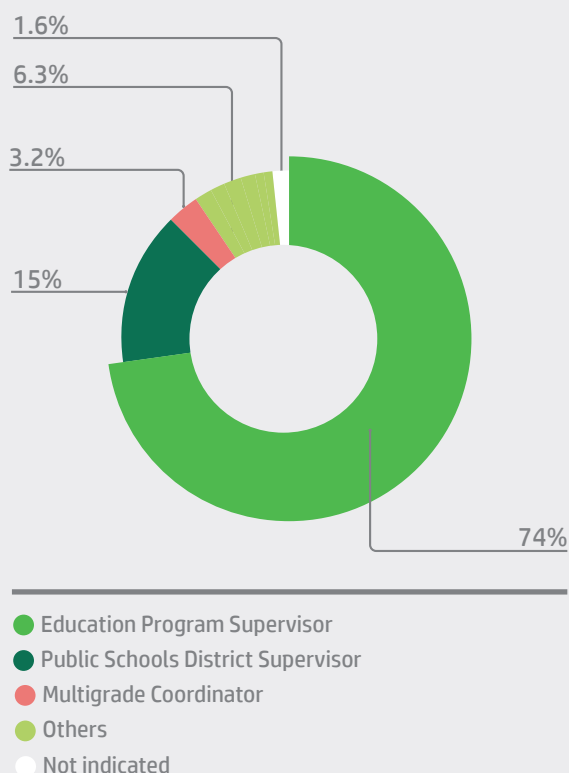
Data Collection Instruments

SURVEY QUESTIONNAIRES

Three (3) major survey questionnaires were developed in consultation with key persons in the Department of Education and the UNICEF.

The first is a 24-page *school survey* **(Appendix 1)** which was distributed to *school principals, head teachers,* or *teachers-in-charge.* The questionnaire contained both *closed-ended* and *open-ended* questions that sought to find out the *characteristics* of Multigrade schools, such as their *geographical* and *community settings; types* of Multigrade program (e.g., complete or incomplete); *learners* accommodated; *teaching* force (*number* of teachers); *teaching* and *learning resources* and *facilities; curricular* and *co-curricular* activities; *classroom organization; instructional, classroom management,* and *leadership practices; assessment methods; teacher training* and *incentives, monitoring and evaluation;* and *parental* and *community support.*

The second survey questionnaire was sent out to *Schools Divisions* with *Multigrade schools* **(Appendix 2).** In this short (5-page) instrument, Schools Division Superintendents were asked to provide information on the *number* of Multigrade schools according to *type* (central, non-central, integrate, annex/satellite, complete, incomplete), and on four key school indicators, namely, *Gross Enrolment Rate, Dropout Rate, Completion Rate*, and *Transition Rate* for monograde and Multigrade schools in the Division from School Year 2014-2015 to School Year 2016-2017. Also obtained from this questionnaire were data on *trainings* (capacity building) conducted for schools and/or teachers, *localized resources, funds received*, and *monitoring and evaluation.*

A *third survey* **(Appendix 3)** was distributed across the country to forty-four *pairs* of Multigrade and monograde schools from the same Divisions in order to collect school-based data on *relevant school indicators* such as *Graduation Rate, Promotion Rate, Failure Rate, Completion Rate* and *Dropout Rate.*

CONSULTATIVE FOCUS GROUP DISCUSSION GUIDES

Separate focus group discussion guides using appreciative inquiry were prepared for various key informants and stakeholder groups **(Table 9).**

- ■ DepEd Regional, Division and District Officials **(Appendix 4)** responded to questions regarding their *awareness or familiarity* with *pertinent DepEd standards* covering *physical facilities and classroom organization; teachers' hardship allowance; capacity building;* and *teaching and learning resources;* the extent to which *policies* on *hiring* and *deployment* of Multigrade teachers, *mother tongue-based and multilingual education, learning action cells* (LACs) *assessment, Daily Lesson Plans (DLPs) or Daily Lesson Logs (DLLs), School Improvement Plan and School Report Card, budget, Maintenance, Operating & Other Expenses (MOOEs)* were being *implemented; financial resources and allocation of funds; hiring and deployment of teachers; capacity building; physical and material resources; quality assurance through monitoring*

and evaluation; *contributing and constraining factors* in the achievement of the Multigrade program goals; and *policy recommendations* for the Multigrade program.

■ The *next* group of key informants is composed of the <u>school heads or teachers-in-charge</u>, who were asked similar questions regarding their *familiarity* with and the *implementation* of DepEd *standards* and *policies* as mentioned above; *financial resources and allocation of funds*; *capacity building*; *physical and material resources and facilities*; *monitoring and evaluation*; *contributing and constraining factors* related to the Multigrade program goals; and *policy recommendations*. In addition to these, questions about *curricular and co-curricular activities, instructional practices, assessment of pupil learning, instructional leadership*, and *parental and community support* were also raised with this second group of key informants **(Appendix 5).**

■ <u>Multigrade teachers</u> comprised the *third* group of key informants. Aside from questions about their *knowledge* and *implementation* of *DepEd standards and policies for Multigrade schools*; *capacity building*; *physical and material resources and facilities*; *curricular and co-curricular activities*; *instructional practices*; *assessment of pupil learning*; *monitoring and evaluation*; *parental and community support*; *contributing and constraining factors*; and *policy recommendations*, questions about teachers' *welfare*, *pre-service* and *in-service training*, *classroom organization and environment*, and *Multigrade program contributions to learning outcomes* were added in the FGDs for teachers **(Appendix 6).**

■ The *fourth* group of key informants/ stakeholders is composed of <u>DepEd Central Office Personnel</u> who were either assembled in FGDs or *individually* interviewed. These personnel also provided information about *financial resources* of Multigrade schools, *capacity building* for teachers, *physical and material resources, monitoring and evaluation,*

and *policy recommendations*. Moreover, they shared their own understanding of the *Multigrade program concept*, and their knowledge of *current initiatives on Multigrade Education* **(Appendix 7).**

■ <u>Development partners</u> such as *Basic Education Sector Transformation* (BEST), BRAC-Philippines, *UNICEF*, and *World Vision* constituted the *fifth* group of informants/stakeholders. Only two major discussion points were laid before this group: their *current initiatives* in support of Multigrade education and their *perceptions* of the program **(Appendix 8).**

■ Included in the *sixth* group of Multigrade informants/stakeholders are representatives of six reputable <u>teacher education institutions</u>, two from each major island group (Luzon, Visayas and Mindanao). Their views about the Multigrade program were also solicited. However, the main focus of the discussions was on *capacity building interventions* that included *pre-service and in-service programs*, and *post-program interventions*; and *instructional materials and resources* **(Appendix 9).**

At the end of the discussions, TEI representatives were prompted to identify *issues* and propose *recommendations* related to pre-service teacher preparation of Multigrade teachers. To complete the multiple perspectives on the Multigrade program, four members of the <u>Technical Panel for Teacher Education</u> of the *Commission on Higher Education* were requested to present their *knowledge* and *vision* of *special subjects* on Multigrade education in the pre-service teacher education curriculum, their *conception* of Multigrade education program, and *issues* and *recommendations* for strengthening the Multigrade program **(Appendix 10).**

CASE STUDY FGD/INTERVIEW INSTRUMENTS

For the case study visits, *eight* instruments were prepared. The first *two* instruments were used for *classroom observation*. *Case Study Form 1* **(Appendix 11)** was completed by a member of the research team assigned to conduct school visits for the case studies. This tool elicited the profiles of Multigrade *teachers* and *learners* and assessed the classroom *learning environment*.

The second instrument (*Case Study Form 2*) is the *Classroom Observation Tool* **(Appendix 12).** Following standard classroom instruction procedures, the tool covered the *preparatory activities* such as use of lesson plans and approved Budget of Work (BOW); *instructional delivery*, particularly the *presentation* of the *lesson* and response to pupil *questions*, use of instructional *materials* and *methods*, and *assessment techniques*; *classroom management* that included *classroom structure*, *classroom atmosphere*, *use of time*, *routines*, and *management of learners' behaviors*; *remedial and/or enrichment activities*. Faculty of teacher education institutions were requested to assist by conducting the observations and marking specific activities, behaviors, materials or procedures as *evident* (E) or *not evident* (N) during the observation period.

Two (2) *interview guides* were devised for separate individual meetings with the *Division superintendent*, *Multigrade coordinator* or *any District official* **(Appendix 13),** and with the *school head or teacher-in-charge* **(Appendix 14).** The two instruments include six areas of interest, namely, the informant's *accomplishments* pertinent to the Multigrade education; *issues, problems and challenges* encountered; *innovations* introduced; actions or activities that might be considered *good practices* in the implementation of the Multigrade program; *areas for improvement and recommendations*; and their *vision for the Multigrade school* in the next five years.

However, specific questions varied in accordance with the specific positions of the interviewees. The interview guide for Schools Division superintendents and equivalent DepEd personnel focused more on the *implementation* of Multigrade program in the Division, and Division-related tasks such as *research* on Multigrade education. On the other hand, the school heads or teachers-in-charge/head teachers were asked parallel questions but with reference to *leadership and management* and *teaching strategies* in the achievement of *learning outcomes.*

Four (4) separate FGD guides were developed for *Multigrade teachers* **(Appendix 15),** *students* **(Appendix 16),** *parents* **(Appendix 17),** and *community members* **(Appendix 18).**

The same six (6) general areas of interest discussed in individual interviews with the Schools Division superintendents/Multigrade coordinators/District officials, and school heads/teachers-in-charge/head teachers were considered in these FGDs. Groups of teachers, students, parents and community members were guided to describe in detail their a*ccomplishments* in relation to Multigrade education; *innovations* brought in by teachers or observed by students, parents and community members; *good practices*; *areas for improvement and recommendations*; and their *vision for the Multigrade school* in the next five years.

Teachers and parents were asked to identify what they thought were *issues, problems* and *challenges* in the program, while students and community members were asked to share *only* the challenges encountered in relation to the program. For teachers, specific interview questions pointed to *instructional* and *assessment methods*, *pupils' home languages* (mother tongue), *resources*, and *innovations*, while for students, parents, and community members, issues of *safety and security* and *geographical distance* of Multigrade schools from homes were asked.

Students were particularly asked to also describe their *classes*, their *participation* in school, *favorite subjects*, *school activities*, *learning resources and facilities*, *classroom organization*, *groupings and set-up*, teachers' *instructional and assessment practices*, and *parental and community support*.

For parents, specific questions about their *perceptions* of their children's education and learning, the *academic and non-academic development* of their children, their ways of showing *support* for their children, and their *participation* in parents-teachers associations. Similarly, members of the community who participated in FGDs were

requested to narrate their *participation* in, and *contributions* to, the Multigrade schools; the *general perceptions or sentiments* of the community about Multigrade education, including what they thought about its *advantages* and *disadvantages*; *resource allocations* for Multigrade schools, and *partnerships* with the schools.

DOCUMENTS

Teachers' lesson plans and/or *learning guides*, *Budget of Work*, *class schedules*, *enrolment* and *dropout lists*, *school improvement plans*, *school report cards* and similar documents were also collected from key informants for the case studies. These materials were used to *confirm* (triangulate) information obtained through FGDs, interviews and observations. Additional insights about how Multigrade education was carried out in different settings were obtained from these documents. Whenever possible, information collected from documents was verified with individual sources in informal discussions. **Table 20** summarizes the instruments utilized in the study and the data sources for each data collection tool.

TABLE 20. SUMMARY OF INSTRUMENTS AND DATA SOURCES IN THE STUDY

INSTRUMENTS	RESPONDENTS/ SOURCE
Survey Questionnaires: 3	■ Multigrade schools
	■ Schools Division
	■ Monograde and Multigrade schools (Survey on KPI)
Focus Group Discussions: 11	■ For Consultative Workshops: 7
	■ DepEd Regional, Division and District officials; school heads or teachers-in-charge; Multigrade teachers; DepEd Central Office Personnel; Development partners; Teacher Education Institution; CHED Technical Panel for Teacher Education
	■ For Case Studies: 4
	■ Multigrade teachers; pupils; parents; community members
Interview Guide: 2 (for Case Studies)	■ Division superintendent, Multigrade coordinator or any District official
	■ School head or teacher-in-charge
Classroom Observation Tool	■ TEI representatives as observers
Records/Documents	■ Monograde and Multigrade LAPG scores for SY 2014-2015
	■ Monograde and Multigrade NAT scores for SY 2014-2015
	■ Lesson plans, learning guides, Budget of Work, class schedules, enrolment and dropout lists
	■ School Improvement Plan, School Report Card, Barangay Profile

ABOVE: Focus group discussion with Multigrade implementers from the Department of Education

Photo by SEAMEO INNOTECH (2018)

Data Collection Procedure

1. <u>School and Division Surveys</u> were sent to an initial pool of 7,273 schools and 161 Schools Division in June 2017. Only 4,200 (57.75%) schools and 75 (46.58%) Schools Division turned in the completed questionnaires by the first deadline set in July 2017. To increase the return rate, questionnaires were re-sent after a month. **The research team** followed up the responses through telephone calls and/or email messages to school heads or principals, and schools division superintendents. Retrieval period was closed in March 2018, during which time 4,852 (66.71%) schools and 127 (78.88%) Schools Division had submitted the surveys.

2. <u>Consultative workshops/focus group discussions</u> were conducted from May 2017 to November 2017 with various groups of stakeholders. These meetings were held at the SEAMEO INNOTECH building and were conducted by four (4) members of the research team.

3. <u>Site visits to schools selected for case studies</u> were carried out by four to six research team members consisting of SEAMEO INNOTECH staff, UNICEF staff, DepEd representative, and a TEI faculty member from January to March 2018 **(Table 21 & 22).**

During site visits, two Multigrade teachers were observed by faculty members of partner TEIs located in the area, except in Dao Elementary School in Siargao, Surigao del Norte, where only one Multigrade teacher in the primary school was observed. In all, the TEI representatives conducted a total of 22 Multigrade classroom observations. Annex S shows the team composition in each case study visit in 11 Multigrade schools.

TABLE 21. CASE STUDY PARTICIPANTS

NAME OF SCHOOL	DIV DIS MG COORDINATOR	SCHOOL HEAD	TEACHERS	STUDENTS	PARENTS	COMMUNITY MEMBERS	TOTAL
Pangil ES, Ilocos Norte	4	1	3	6	6	12	**32**
Katipunan ES, Siargao	5	1	3	5	7	4	**25**
Dao PS, Siargao	1	1	1	6	6	9	**24**
Pullaan ES, Ifugao	2	1	3	6	5	6	**22**
San Juan ES, Oriental Mindoro	2	1	3	6	5	6	**23**
Ewon ES, Bohol	4	1	3	6	7	5	**26**
Nababarera ES, Camarines Sur	2	1	3	6	6	6	**24**
Lopero ES, Zamboanga Del Norte	1	1	3	6	6	6	**23**
Arawane ES, Northern Samar	4	1	3	6	6	6	**26**
Guinadiongan ES, Leyte	2	1	3	6	6	7	**25**
Kubang Mandulan PS, Tawi-Tawi	1	1	1	6	5	3	**17**
TOTAL	**28**	**11**	**29**	**65**	**65**	**69**	**267**

TABLE 22. RESEARCH TEAM IN SCHOOL VISITS FOR CASE STUDIES

NAME OF SCHOOL	DATE OF VISITS	INNOTECH	DEPED	UNICEF	TEI	TOTAL
Pangil ES, Ilocos Norte	Jan. 10-13, 2018	2	1	0	1	**4**
Katipunan ES, Siargao	Jan. 17-18, 2018	2	1	1	1	**5**
Dao PS, Siargao	Jan. 19, 2018	2	1	1	1	**5**
Ewon ES, Bohol	Jan. 23-25, 2018	2	1	0	1	**4**
Pullaan ES, Ifugao	Feb. 6-9, 2018	2	1	1	1	**5**
San Juan ES, Oriental Mindoro	Feb. 13-16, 2018	2	1	1	1	**5**
Lopero ES, Zamboanga Del Norte	Feb. 20-23, 2018	2	1	1	1	**4**
Nababarera ES, Camarines Sur	Feb. 26 - Mar. 1, 2018	2	0	0	1	**4**
Arawane ES, Northern Samar	Mar. 12-14, 2018	2	1	0	1	**4**
Guinadiongan ES, Leyte	Mar. 14-16, 2018	2	1	2	1	**6**
Kubang Mandulan PS, Tawi-Tawi	Mar. 26-28, 2018	2	1	0	1	**4**

Data Analysis

DATA PREPARATION AND CLEANING

Data coding commenced as soon as the completed survey questionnaires arrived. A team of data encoders was given the task of transferring information from completed surveys (Schools and Schools Division) to electronic files. To ensure standardization in entering data, an 87-page codebook for the school survey and a 14-page codebook for the Schools Division survey were developed specifying designated spaces on a spreadsheet for each information and the values that would represent categories for any given information. After the completion of data coding in May 2018, data cleaning was performed, resulting in the deletion of 425 duplicate entries, or Monograde schools erroneously included in the data set.

QUANTITATIVE TECHNIQUES

Quantitative methods of analyses were utilized to summarize numerical data collected from survey questionnaires and FGDs. *Frequencies* and *percentages* were calculated for data with categorical responses. Whenever applicable, responses were also *ranked* according to frequency or percentage. *Graphs* (pie charts and bar graphs) were created for quantitative information deemed to be vital for the evaluation study. *Descriptive statistics* such as measures of *central tendency* (mode, median and mean) and *variability* (range, variance and standard deviation) were computed for continuous variables. Finally, for the comparisons between Multigrade and monograde schools along pertinent indicators, *independent t-tests* were applied.

QUALITATIVE ANALYSES

For responses to *open-ended* items in the schools and Schools Division questionnaires, *categories* or *themes* were first derived from responses, then responses were correspondingly organized according to these categories or themes. Frequencies and percentages were likewise calculated for these categories and themes.

For FGDs and individual interviews, *transcripts* from voice recordings were prepared. Responses that were *relevant* to questions asked were specifically noted. As in the open-ended items in the questionnaires, *categories* or *themes* were extracted from a sample of responses for each FGD/interview question. Then using these categories, researchers *classified* the responses accordingly. Stories were woven from these narratives to describe the implementation of the Multigrade education program in detail.

CHAPTER III

FINDINGS: CURRENT SITUATION AND PRACTICES IN MULTIGRADE SETTING

The findings emanating from data gathered from Multigrade schools, districts, Schools Divisions, and other Multigrade implementers are presented in sections corresponding to the research objectives stated in Chapter I.

MPPE IMPLEMENTATION IN VIS-A-VIS WITH EXISTING POLICIES

This section discusses the results of the review along the *nine* components of MPPE, namely, 1) *classroom organization*, 2) *school plant,* 3) *features of the Multigrade classroom*, 4) *class program*, 5) *teacher incentives*, 6) *teaching and learning resources*, 7) *capacity building*, 8) *hiring and staff movement*, and 9) *fund allocation for MPPE*. The *policies* relevant to each of the components are also cited at the onset. These include policies issued by DepEd in the form of Department Orders and Memoranda as well as pertinent laws from 1993 to 2018.

CLASSROOM ORGANIZATION

Policies:

■ Maximum of 40 pupils for Multigrade class and maximum 45 for combination class (DO 38, s.1993)

■ Minimum of 8 and maximum of 35 pupils per class; Ideally, 3 grades to a class (DO 96, s. 1997)

■ Omnibus Policy on Kindergarten: Kindergarten should be treated as a single grade class and be managed by one teacher since it has a different set of standards and competencies (DO 47, s. 2016)

Class Size and Student Population

On the basis of the 11 Multigrade schools in the case studies **(Table 23)**, the class sizes of combined grades ranged from a minimum of nine enrollees (Grade 1 and 2, Siargao, CARAGA) to a maximum of 35 enrollees (Kindergarten and Grade 1, Tawi-Tawi, ARMM). The average class size in all 11 case studies had **19 pupils.**

With regard to student population, the 11 schools registered a total of 711 pupils at the time of the study. Enrollments ranged from 17 pupils (lowest population was at Dao Primary School in Siargao) to 88 pupils (highest population was at Lopero Elementary School in Zamboanga Del Norte).

As shown in **Table 23,** it appears that the Multigrade schools in the case studies had an average of 65 pupils/enrollees for SY 2017-2018.

Some participants of consultative workshops reported that when Multigrade classes had *less than* eight pupils, classes were often *cancelled* or *dissolved* (except **in the case of** Kindergarten classes), since eight pupils constitute the required minimum number of pupils according to DepEd policy. One stakeholder intimated thus, *"Some schools were so small they could not comply with DepEd Order 96, s. 1997 about the minimum class size."* However, some Schools Division offices made exceptions, allowing the conduct of Multigrade classes even with only three students. In cases like this, it was usually the school that made the recommendation. Schools Division offices allowed exemptions to support SDG 4, i.e., obtaining quality education and advocating for children's rights to have access to inclusive education as a foundation for sustainable development.

TABLE 23. CLASS SIZES, SCHOOL YEAR 2017-2018

SCHOOL AND LOCATION	MULTIGRADE CLASS							NO. OF STUDENTS	AVE.
	K	1,2	3,4	5,6	K,1	K,1,2	2,3		
Arawane ES, Northern Samar	12	21	18	16				67	17
Ewon ES, Bohol	12	18	19	32				81	20
Dao Primary School, Siargao	8	9						17	9
Guinadiongan ES, Leyte	13	27	24	28				92	23
Katipunan ES, Siargao	9	16	15	21				61	15
Kubang Mandulan PS, Tawi-Tawi*					35		29	64	32
Lopero ES, Zamboanga Del Norte	10	22	27	29				88	22
Nababarera ES, Camarines Sur*			13	24		24		61	20
Pangil ES, Ilocos Norte	10	12	12	17				51	13
Pullaan ES, Ifugao*			14	17		16		47	16
San Juan ES, Oriental Mindoro	9	24	23	26				82	21
TOTAL	**83**	**149**	**165**	**210**	**35**	**40**	**29**	**711**	
AVERAGE	**10**	**19**	**18**	**23**	**35**	**20**	**29**	**65**	**19**

FROM L-R CLOCKWISE: (1) Small Multigrade class size, Grades 1 and 2 in Dao Primary School, Siargao; (2) Typical Multigrade class size, Grades 1 and 2 in Ewon Elementary School, Bohol; and (3) Large Multigrade class size, Kindergarten and Grade 1 in Kubang Mandulan Primary School, Tawi-Tawi.

Photos by SEAMEO INNOTECH (2018)

Grade Combinations

The most *common* grade combination documented from the survey of Multigrade schools was the *two-class combination* or those involving two grade levels **(Table 24, Figure 19).** The most common combination classes were as follows: ***Grades 3 & 4*** (N=2,898, 59.73%), followed by Grades 5 & 6 (N=2,691, 55.46%), then Grades 1 & 2 (N=2,250, 46.37%). Three to four-level combinations occurred less frequently.

For the other two-class combinations, only 822 schools (16.94%) had Kinder-Grade 1 classes, and about half of this number offered Grades 2-3 combination (N=460, 9.48%). Only about five percent of the schools had Grades 4-5 combination (N=266, 5.48%).

Fewer schools offered a **three-class combination**, and of schools that do, the grades combined were the Kinder to Grade 2 classes (N=892, 18.38%), followed distantly by Grades 1 to 3 classes (N=162, 3.34%), Grades 4 to 6 classes (N=281, 5.79%), Grades 2 to 4 classes (N=45, 0.93%) and Grades 3 to 5 classes (N=36, 0.74%).

It is worth noting that there are schools that put together more than three grade levels. Twenty-seven schools (0.56%), for example, combined six elementary school levels (Grades 1 to 6); and 17 schools (0.35%) combined Grades 1 to 4 pupils. About eight percent (N=405) have devised their own combinations to suit the needs of the learners in their areas.

TABLE 24. GRADE COMBINATIONS IN MULTIGRADE SCHOOLS

GRADE COMBINATION	N (%)	RANK
Two-Class		
Kinder & Grade 1	822 (16.94)	5
Grades 1 and 2	2,250 (46.37)	3
Grades 3 and 4	2,898 (59.73)	1
Grades 5 and 6	2,691 (55.46)	2
Grades 2 and 3	460 (9.48)	6
Grades 4 and 5	266 (5.48)	8
Three-Class		
Kinder, Grades 1 and 2	892 (18.38)	4
Grades 1, 2, and 3	162 (3.34)	9
Grades 4, 5, and 6	281 (5.79)	7
Grades 2, 3, and 4	45 (0.93)	10
Grades 3, 4, and 5	36 (0.74)	11
More than Three-Class		
Grades 1, 2, 3 and 4	17 (0.35)	13
Grades 1, 2, 3, 4 and 5	0 (0)	
Grades 1, 2, 3, 4, 5 and 6	27 (0.56)	12
Others	405 (8.35)	

FIGURE 19. NUMBER OF CLASS COMBINATIONS IN MULTIGRADE SCHOOLS (N=4,852)

Legend:
- K & 1
- 1 & 2
- 3 & 4
- 5 & 6
- 2 & 3
- 4 & 5
- K to 2
- 1 to 3
- 4 to 6
- 2 to 4
- 3 to 5
- 1 to 4
- 1 to 5
- 1 to 6
- Others
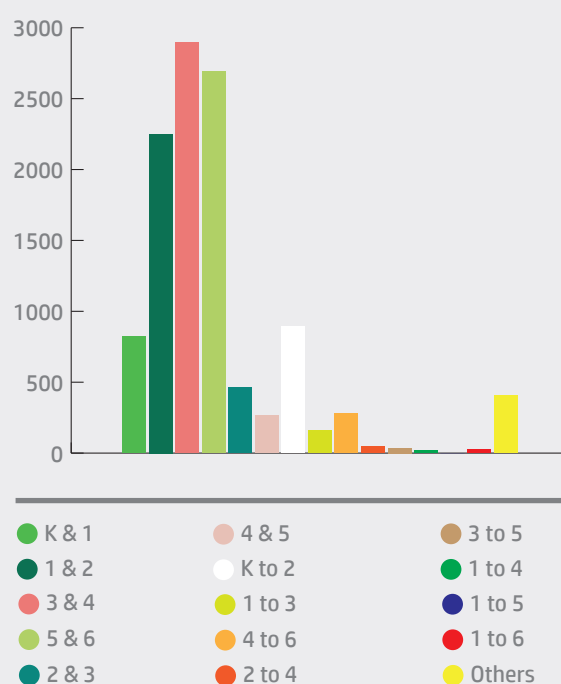
In focus group discussions conducted with Multigrade implementers from different regions, participants validated the survey results that some Kindergarten classes were combined with *other* grade levels due to lack of teachers for Kindergarten classes. This practice runs contrary to the DepEd policy (DO no. 47, s. 2016) regarding separating classes for Kindergarten pupils. The Department Order stated that "*in Multigrade schools, where the number of enrollees is less, classes should still be organized (Kindergarten class should be conducted separately).*"

One school leader said, *"In our school, because we did not have a teacher to handle the Kindergarten class, we just combined them with Grades 1 and 2, even if this was against the DepEd policy."* The school's implementation of such an arrangement may have been made with the interest of the Kindergarten children in mind, in recognition of their right to education, an action that is supported by the Schools Division office.

Some Schools Division offices even extended the Multigrade practice to high school. *"...Yung sa amin sa Haji Panlimitahi, karamihan ay multi(grade) lahat; so meron silang high school kung saan Grade 7 at 8 combined, kasi kulang (ang teachers), five teachers lang"* (In our case in Haji Panlimitahi, most classes are Multigrade. There was even a high school class in which Grades 7 and 8 had to be combined because of the lack of teachers since there were only five teachers), admitted one FGD participant.

In Samar province, a community member shared,

> "'*Yung sa high school lang naman yung nakakatakot sa amin kasi nandun pa sa kabilang barangay pag maalon wala kaming malaking bangka. Kailangan nga namin ng malaking bangka para sa mga estudyante kailangan po ng service, pero mas maganda sana kung may high school na dito kahit Multigrade lang o maliit okay lang sa amin. Pero alam naman naming hindi kami magkaka-high school dito kasi maliit lang ang populasyon namin, pupunta talaga kami sa kabilang barangay.*"

(It is the high school education that causes us great concern because it is located in the next barangay which is only accessible by boat. When the waves are high, our children will not be able to cross since we do not have big boats. It will be safer to have a high school here even if it is Multigrade or a small High School. But we are resigned to the fact that this is not possible since we have a very small population and our only option is to go to the next barangay to continue the children's schooling).

These statements indicate that extending Multigrade education beyond elementary level to secondary level has been an ongoing point of discussion among community members. The dilemma is that when Grade 6 pupils complete their elementary education in Multigrade schools, some of them may opt not to continue to secondary school because the nearest high school is quite far from their homes.

Concerned stakeholders consider this a regrettable situation and thus initiated the creation of Grade 7 classes.

SCHOOL PLANT

Policies:

- Suggested Physical Arrangement/ Layout of Multigrade Classrooms (DO 96, s. 1997)

- Follow school building standard; Allocation of 3-room school building (DO 96, s. 1997)

Compliance with Floor Plan

Only about one-third (N= 1,446, 29.80%) of the Multigrade schools in the study complied with the prescribed three-room school building plan. The rest (N= 3,083, 63.54%) were not compliant **(Table 25, Figure 20).**

Moreover, participants in consultative workshops/ FGDs affirmed that the standard *classroom size* (7x9 square meters) being implemented for monograde schools has also been adopted for Multigrade schools.

One DepEd staff who participated in the consultative meetings elucidated on the current policy on the dimensions of classrooms.

"DepEd sets a standard classroom size for Kindergarten to Senior High School... we came up with the standard so iisa lang yúng size niya, which is 7x9. So yung 7x9, for instance, for Kindergarten, may 25 students pero kasi mayroon silang play area including 'yung mga shelves for the kids and for the teacher at saka meron silang sariling toilet for Kindergarten... So magbabago lang 'yung layout depending sa facilities, halimbawa sa Senior High School, pwedeng may laboratory o computer laboratory naman pero 7x9 pa rin ang size."

(There is only one standard size for classrooms, 7x9 square meters, from Kindergarten to Senior High School. So, for Kindergarten, the space is good for 25 pupils. There is space for play area, including shelves for the kids and the teacher. In Kindergarten, there is even toilet in the room. The layout of the room changes depending on the available facilities. For example in Senior High School, they might have a space for laboratory or computer laboratory, but the size would still be 7x9 sq.m.).

Improvement and repair of Multigrade classrooms and facilities were already identified as critical need areas in the 2012 study on *Profile of Multigrade Schools in the Philippines.* The current findings draw attention not only to these same basic needs but also to the urgency of addressing them in the most effective and efficient way. Consultations with stakeholders in the communities on how these needs could best be provided were cited in FGDs as a means of facilitating and accomplishing the task of upgrading school buildings.

Adherence to School Building Standards

Classroom observations conducted during the visits to the 11 schools covered by the case study revealed that nine (81.82%) of them *adhered* to the school building standards **(Table 26).**

TABLE 25. COMPLIANCE WITH FLOOR PLAN (N=4,852)

COMPLIANCE WITH FLOOR PLAN	N	%
Yes	1,446	29.80
No	3,083	63.54
Not Indicated	323	6.66
TOTAL	**4,852**	**100.00**

FIGURE 20. COMPLIANCE WITH FLOOR PLAN (%)

6.7% 29.8% 63.5%

● Yes ● No ○ Not indicated
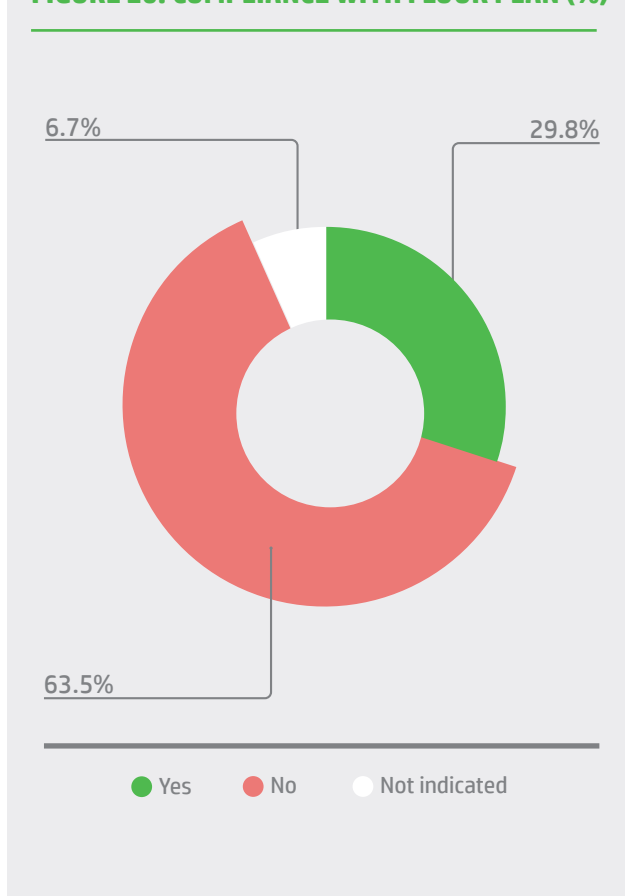
TABLE 26. ADHERENCE TO SCHOOL PLANT POLICY (N=11)

NAME OF SCHOOL	ADHERENCE TO SCHOOL PLANT POLICY		
	YES	NO	REMARKS
1. Pangil ES, Ilocos Norte	X		
2. Katipunan ES, Siargao	X		
3. Dao PS, Siargao		X	One classroom for Kinder, Gr 1 & 2
4. Pullaan ES, Ifugao	X		Ongoing construction of a new building
5. San Juan ES, Oriental Mindoro		X	Makeshift classroom, 3-classroom building still to be built
6. Ewon ES, Bohol	X		
7. Nababarera ES, Camarines Sur	X		
8. Lopero ES, Zamboanga Del Norte	X		
9. Arawane ES, Northern Samar	X		Classrooms need repair
10. Guinadiongan ES, Leyte	X		
11. Kubang Mandulan PS, Tawi-Tawi	X		Primary School with 3-classroom building. Classrooms were for: Kindergarten & Grade 1 and Grades 2 and 3

School heads who participated in the consultative FGDs recounted that many school buildings badly need repairs. Although the school heads repeatedly requested inspection and upgrading of school facilities, they have yet to see action on their requests.

> *"Papunta sa school namin ay one-hour hike, tapos crossing of river takes four hours, pero kung summer, kaya ng sasakyan dumaan sa river. Ang present concern ko ay meron kaming 3-classroom building na infested by termites, so kailangan talaga ng major repair, and for my seven-month stay in the school, I requested for inspection from the municipal government."*

(It takes an hour's hike to get to our school, while crossing the river takes four hours, but during the summer season, vehicles can cross the dry river. My present concern is that we have a 3-classroom building infested by termites because it really needs a major repair).

Another School head corroborated,

> *"Based on experience, kailangan manguliglig ka sa Schools Division Engineer at saka sa Schools Division Superintendent; kumbaga siguro kailangan puntahan weekly, tapos send a request letter for the engineer to attend to your concerns, parang kukuligligin mo sila hanggang magising sila."*

(Based on experience, one needs to pressure the Schools Division Engineer and the Schools Division Superintendent for major repairs. Maybe visit them every week, then send a letter of request to the Division Engineer. One needs to badger them so they can attend to your requests).

Other FGD participants attested that some Multigrade schools, particularly those in the remotest parts of the country, have been using old structures whose designs are not compliant with the current policy. Geographical distance of schools has also served as a challenge in the construction of

FROM TOP TO BOTTOM: (1) Adherence to the three-room school building standards, Lopero Elementary School (Coca-Cola Little Red School), Zamboanga del Norte; and (2) Two-room school building, Dao Primary School, Siargao.

Photos by SEAMEO INNOTECH (2018)

new Multigrade school buildings. In constructing the school buildings, standards have sometimes been set aside in view of the difficulty of bringing the required construction materials from the city to the site. In Samar province, for example, contractors requested permission to use materials found locally instead of bringing heavy construction materials from the city. A DepEd Central Office personnel clarified that although DepEd has standards for classroom construction, contractors resorted to using local materials such as wood in view of the challenge of transporting materials.

"*In far-flung areas, although we have special design, ginagamit yung local wood...kung ano kasi yung available doon sa bundok na yon. Noong nagkaron naman ng log ban, kung ano na lang ang alternative materials na andoon yon na lang ang ginagamit. Mayroon kaming Multigrade data on classroom shortage kasi we don't consider 'yung mga temporary classroom na classroom siya so ang nangyayari kahit na may apat silang classroom dun na made of bamboo wood we don't consider na classroom. Pino-program yun ng DepEd, pero ang problema walang gustong mag construct ng classroom na mga contractor sa bundok... sino ba naman ang may gusto umakyat?...May instances sa mga schools na nangyayari na ang mode of transportation nila don ay kabayo lang, pinapahiram nila ang kabayo nila na walang bayad sa contractor pero iba pa rin kapag yong contractor ang nagtayo, talagang malaki ' yong holding cost para sa kanila. Ang nangyayari kapag ganon-walang nanalong Multigrade bidders so na-tetengga minsan.*"

(In far-flung areas, although the DepEd has a special design for classroom construction, local wood is used, or whatever is available in the mountains. When there was a log ban, schools used whatever material was available locally. Since temporary facilities are not considered classrooms—such as four schoolrooms made of bamboo— data will show classroom shortage in Multigrade schools. Even if DepEd programs the construction, there are no contractors willing to tackle the mountainous terrain to do so. Who would want to go up a mountain? There were instances when the only mode of transportation was riding a horse to reach the school with volunteers lending the horses for free. The holding fee is huge if we get the services of contractors. But what usually happens is that no bidders win and the construction of classroom is suspended).

BASIC FEATURES OF MULTIGRADE CLASSROOM

Policies:

- Availability of learning corners/areas, blackboards; classroom furniture, like tables, chairs, small benches, desks; display boards; ventilation and lighting; outdoor space. It should allow for grouping/ regrouping of school children according to age, grade level, ability level or interest; the creation of learning center or corners; and easy circulation of both teachers and students (DO 96, s. 1997).

- Policy and Guidelines for the Comprehensive Water, Sanitation, and Hygiene in Schools (WASH in Schools) Program; equitable access to safe water, adequate toilets, and sanitation behaviors (DO No. 10, s. 2016).

Learning Facilities

From the list of facilities and equipment available and utilized in Multigrade schools, it can be said that the Multigrade teaching and learning environment needs a lot of improvement **(Tables 27 and 28, Figure 21)**.

TABLE 27. LEARNING FACILITIES IN MULTIGRADE SCHOOLS (N=4,852)

LEARNING FACILITIES	AVAILABILITY AND UTILIZATION OF FACILITIES (N,%)	
	AVAILABLE	**UTILIZED**
Computer	3,056 (62.98)	2,737 (56.41)
LCD Projector	3,048 (62.82)	2,765 (56.99)
Mobile Devices	865 (17.83)	797 (16.43)
Virtual Library	86 (1.77)	78 (1.61)
Online Educational Games	108 (2.23)	100 (2.06)
Other ICT Facilities	37 (0.76)	34 (0.70)
AV Equipment	2,664 (54.91)	2,472 (50.95)
Reading Corner	3,625 (74.71)	3,323 (68.49)
Learning Corner	2,788 (57.46)	2,548 (52.51)
Group Worktables	1,209 (24.92)	1,107 (22.82)
Boards	1,401 (28.87)	1,222 (25.19)
Movable Devices	728 (15.00)	650 (13.40)
Learning Areas	993 (20.47)	908 (18.71)
Others (Library, gymnasium, bulletin boards)	29 (0.60)	27 (0.56)

FIGURE 21. AVAILABILITY AND UTILIZATION OF FACILITIES AND EQUIPMENT IN MG SCHOOLS (N=4,852)
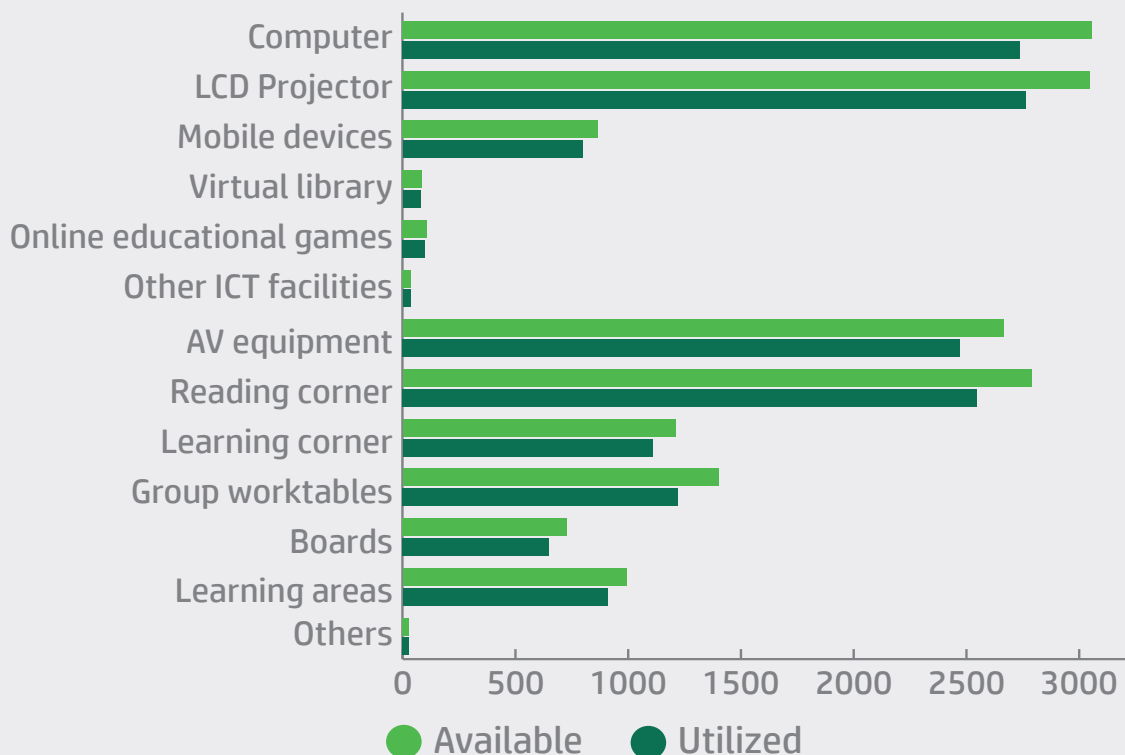
In terms of the **availability** of these facilities and equipment, about 75 percent have a *Reading Corner* (N=3,625). Next to this, about 60 percent have *computers* (N=3,056) and *LCD projectors* (N=3,048). A little more than half of the schools have *audio-visual* (AV) *equipment* (N=2,664, 54.91%) and a *Learning Corner* (N=2,788, 57.46%), and only about 20 percent have *group worktables* (N=1,209, 24.92%) and boards (N=1,401, 28.87%).

General *Learning Areas* (N=993, 20.47%) could be found in approximately one-fifth of the schools. Other equipment and facilities found in Multigrade schools were mobile (N= 865, 17.83%) and moveable devices (N=728, 15.00%), and in a few of them, virtual library (N=86, 1.77%), online educational games (N= 108, 2.23%), other information-communication technology (ICT) facilities (N=37, 0.76%). Bulletin boards, libraries, and gymnasiums were found in less than one per cent of the schools (N= 29, 0.60%).

Utilization of these facilities and equipment was not always maximized. For instance, only about *70* per cent of the schools said that their *Reading Corners* were used (N= 3,323). Approximately *half* of the schools confirmed utilization of *computers* (N= 2,737, 56.41%), *LCD projectors* (N= 2,765, 56.99%), *AV equipment* (N= 2,472, 50.95%), Learning Corners (N= 2,548, 52.51%).

Fewer employed *mobile devices* (N= 797, 16.43%), *group worktables* (N =1,107, 22.82%), boards (N =1,222, 25.19%), movable devices (N=650,13.40%), and *Learning Areas* (N= 908, 18.71%). *Least* utilized were those that were least available, such as *virtual library* (N = 78, 1.61%), online educational games (N = 100, 2.06%), and other ICT facilities (N = 34, 0.70%).

TABLE 28. RANKING OF LEARNING FACILITIES IN MULTIGRADE SCHOOLS (N= 4,852, MULTIPLE RESPONSES)

LEARNING FACILITIES	AVAILABLE	UTILIZED
Computer	2	3
LCD Projector	3	2
Mobile Devices	9	9
Virtual Library	12	12
Online Educational Games	11	11
Other ICT Facilities	13	13
AV Equipment	5	5
Reading Corner	1	1
Learning Corner	4	4
Group Worktables	7	7
Boards	6	6
Movable Devices	10	10
Learning Areas	8	8
Others (Library, gymnasium, bulletin boards)	14	14

FROM UPPER LEFT, CLOCKWISE: Katipunan ES' playground, Pullaan ES' handwashing area, Guinadiongan ES' learning corner, Pangil ES' separate toilets for male and female, San Juan ES' classroom with ICT, Pullaan ES' mini museum, Ewon ES' outdoor space, Pangil ES' water pump facility, Guinadiongan ES' stage, San Juan ES' feeding area, Guinadiongan ES' material recovery facility.

Photos by SEAMEO INNOTECH (2018)

BOX 1: USE OF INDIGENOUS PEOPLES EDUCATION SUPPORT INFRASTRUCTURE (PULLAAN ELEMENTARY SCHOOL, IFUGAO)

Pullaan Elementary School, an upland pure Multigrade school in Lagawe, Ifugao had 47 learners in SY 2017-2018 who all belong to Batad Ifugao (Ayangan) Indigenous Peoples (IP). The Multigrade school has its own multi-learning center which hosts a mini reading corner, a computer and laboratory room, and a mini museum. Students usually go to the multi-learning center during their free time or even during class activities to maximize learning and enjoy lessons in class. Ayangan costumes, practices, and symbols used during performance of rituals are displayed at the mini museum for cultural awareness and increase the appreciation of students on indigenous culture. This supports IPEd's integration into the Multigrade education curriculum. According to the cluster head, the barangay officials of Pullaan started the construction of a native house that would be an additional feature of the mini-museum and will further serve as a Reading Center. Members of the Council of Elders are regularly being invited to classes to share Ayangan folklore with the students. This initiative aims to inspire students to respect their ethnicity and be proud of their heritage.

BELOW: All pupils of Pullaan Elementary School for SY 2017 to 2018 belong to the Ifugao (Ayangan) IP group.

Photo by SEAMEO INNOTECH (2018)

TABLE 29. CONDITION OF FACILITIES IN MULTIGRADE SCHOOLS (N=4,852, MULTIPLE RESPONSES)

FACILITIES/EQUIPMENT	PHYSICAL CONDITION OF FACILITIES		
	INSUFFICIENT	DILAPIDATED	UNAVAILABLE
Classrooms	1,727 (35.59)	929 (19.15)	88 (1.81)
Desks	1,598 (32.93)	492 (10.14)	450 (9.27)
Chairs	1,686 (34.75)	425 (8.76)	179 (3.69)
Electricity	723 (14.90)	77 (1.59)	887 (18.28)
Ventilation	1,333 (27.47)	96 (1.98)	800 (16.92)
Lighting	1,122 (23.12)	103 (2.12)	821 (16.92)
Water Supply	1,474 (30.38)	119 (2.45)	1,531 (31.55)
Handwashing Areas	1,305 (26.90)	264 (5.44)	1,592 (32.81)
Common Toilets/ Restrooms	1,780 (36.69)	378 (7.79)	766 (15.79)
Boys' Toilets/ Restrooms	1,124 (23.17)	191 (3.94)	2,354 (48.52)
Girls' Toilets/ Restrooms	1,117 (23.02)	188 (3.87)	2,353 (48.50)
Teacher's Toilets/ Restrooms	1,031 (21.25)	127 (2.62)	2,445 (50.39)
Principal's Toilet/ Restrooms	581 (11.97)	92 (1.90)	2,883 (59.42)
Library	599 (12.35)	58 (1.20)	3,649 (75.21)
Computers	1,387 (28.59)	158 (3.26)	1,838 (37.88)
Internet	483 (9.95)	15 (0.31)	3,822 (78.77)
Computer room	630 (12.98)	92 (1.90)	2,769 (57.07)
AV/media Room	437 (9.01)	25 (0.52)	3,710 (76.46)
Office of the Principal	400 (8.24)	186 (3.83)	2,955 (60.90)
Faculty Room	317 (6.53)	43 (0.89)	3,877 (79.91)
PTA Office	267 (5.50)	18 (0.37)	4,175 (86.05)
Parents' waiting area	529 (10.90)	119 (2.45)	3,060 (63.07)
Canteen/ Cafeteria	387 (7.98)	149 (3.07)	3,667 (75.58)
Medical clinic	349 (7.19)	27 (0.56)	3,960 (81.62)
Bulletin boards	1,380 (28.44)	211 (4.35)	860 (17.72)
Gym	286 (5.89)	52 (1.07)	3,942 (81.24)
Stage	563 (11.60)	632 (13.03)	1,831 (37.74)
Multipurpose hall	294 (6.06)	98 (2.02)	3,756 (77.41)
Orchard/ garden area	1,082 (22.30)	98 (2.02)	1,023 (21.08)
Outdoor space	1,200 (24.73)	50 (1.03)	476 (9.81)
Trash cans	1,582 (32.61)	163 (3.36)	174 (3.59)
Gate/ Fence	1,312 (27.04)	685 (14.12)	1,145 (23.60)

Condition of School Facilities

School respondents were asked to indicate the state or condition of school facilities and equipment along three (3) categories: *Insufficient, Dilapidated,* and *Unavailable* **(Tables 29 and 30, Figures 22 to 24**).

Topping the list of **insufficient** facilities and equipment are common *toilets/restrooms* (N=1,780, 36.39%), *classrooms* (N=1,727, 35.59%), *chairs* (N=1,686, 34.75%), *desks* (N= 1,598, 32.93%), *trash cans* (N=1,582, 32.61%) and *water supply* (N=1,474, 30.38%).

Some Multigrade schools reported unavailability of common toilets/restrooms, which runs counter to DepEd's policy on WASH.

For some schools, ***dilapidated*** facilities and equipment that need repair consisted of *classrooms* (N=929, 19.15%), *gates* or *fences* (N=685, 14.12%), and *desks* (N=492, 10.14%). A few schools reported having defective *chairs* (N=425, 8.76%); *toilets/ restrooms for students' common use* (N=378, 7.79%), for *boys* (N=191, 3.94%), for *girls* (N=188, 3.87%), for *teachers* (N=127, 2.62%) and for

principals (N=92, 1.90%); and *handwashing areas* (N= 264, 5.44%).

As for **unavailable facilities**, about *three-fourths* of the Multigrade schools did *not* have *Internet* connection (N=3,822, 78.77%), a *library* (N=3,649, 75.21%), *medical clinic* (N 3,960, 81.62%), *cafeteria* (N=3,667, 75.58%), *audio-visual room* (N=3,710, 76.46%), *gymnasium* (N=3,942, 81.24%), and a multi-purpose hall (N= 3,756, 77.41%). Spaces for *faculty rooms* (N= 3,877, 79.91%), *principal's office* (N= 2,955, 60.90%), parents' waiting area (N= 3,060, 63.07%), and *Parent-Teacher Association (PTA) office* (N= 4,175, 86.05%) were also reported as deficient by more than half of the schools. In some schools, there were no available water, sanitation, and hygiene (WASH) facilities, such as *toilet, hand-washing area,* and *sustainable safe water supply* for school-age children. *Other* facility gaps were *play area* with equipment, covered *walkways, drainage, Home Economics rooms, Kinder-specific* rooms with furniture, Science *laboratory* rooms, *reading* centers, and teachers' *offices.*

FIGURE 22. INSUFFICIENT FACILITIES AND EQUIPMENT IN MG SCHOOLS (N=4,852)
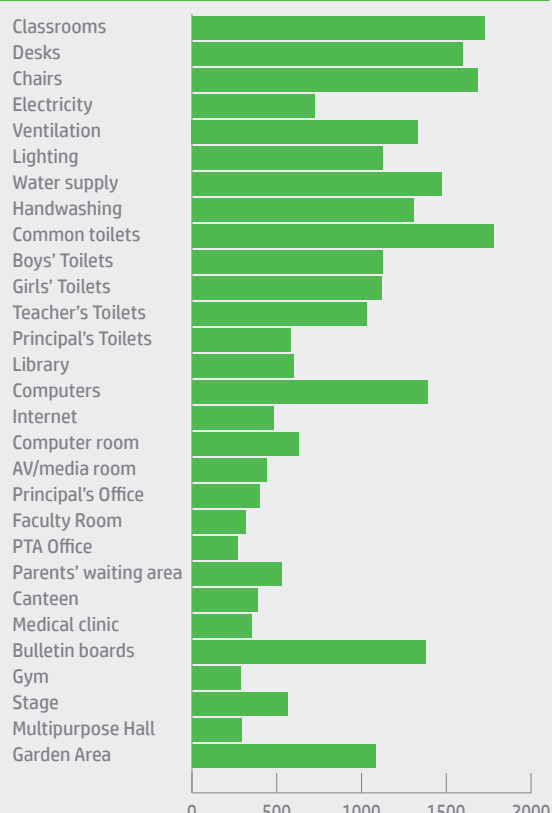
FIGURE 23. DILAPADATED FACILITIES AND EQUIPMENT IN MG SCHOOLS (N=4,852)
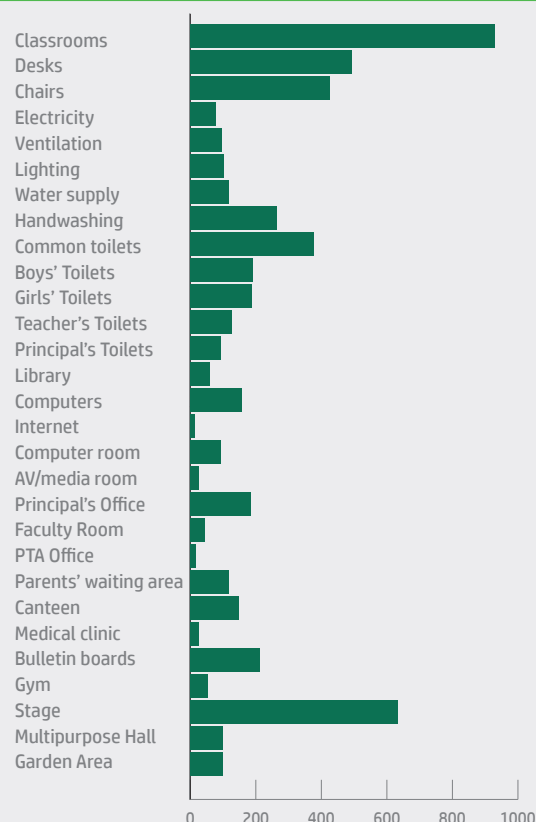
FIGURE 24. UNAVAILABLE FACILITIES AND EQUIPMENT IN MG SCHOOLS (N=4,852)
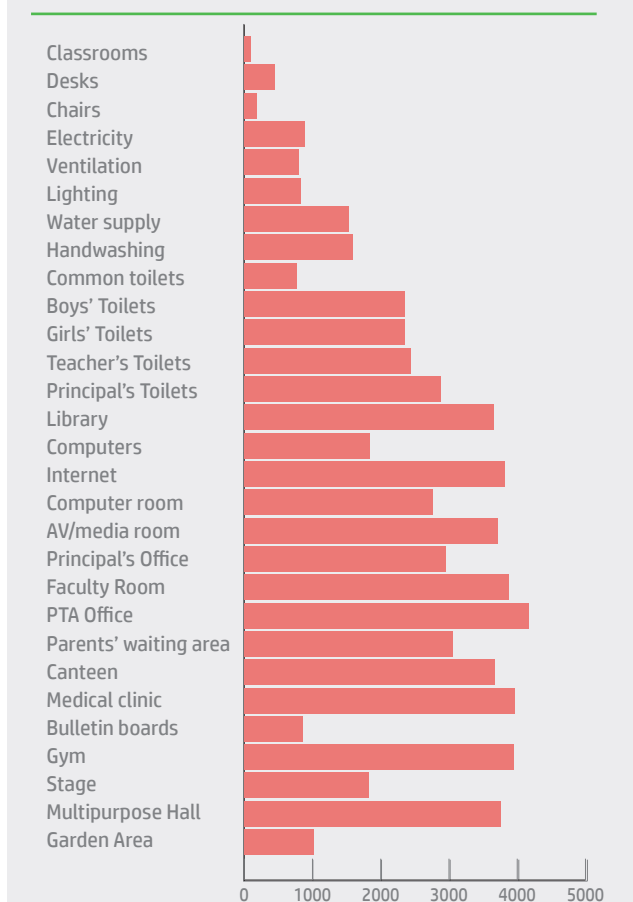
The importance of **Internet connection** was emphasized by a teacher in Region VIII. "*Ang concern talaga namin, sana magkaroon kami ng Internet connection at mabigyan kami ng load. Ngayon yung Multigrade reports namin online na lagi…*" (Our main concern is to have Internet connection and to be given mobile load since our reports have to be submitted online now).

In Zamboanga del Norte, the situation was quite dismal as recounted by a teacher, "*One of the problems is we don't have electricity, we cannot print our materials. We also do not have water supply, so we and the children bring water to school. Our classrooms need repairs, especially the windows.*"One Multigrade teacher commented, "*It would be better if each Multigrade classroom was given a projector, laptop, printer. We have the MOOE for printing activity sheets, okay lang sa amin pero ang equipment lang ang wala kami*" (We have the MOOE for printing activity sheets but we do not have the necessary equipment).

Another teacher cited the advantage of technology, "*Using multimedia resources, such as projectors, laptops, tablets in teaching motivate children to listen and participate during classes, enhancing the learning process.*"

Some Multigrade implementers were more fortunate. In consultative FGDs, they mentioned being recipients of the DepEd Computerization Program (DCP). The number of equipment provided depended on the size of the school. The DCP package included laptops, projectors, servers, and speakers.

One participant attested, "*Naambunan din kami ng DCP so ginagamit naman yun, pero hindi rin kami maka-online doon, pero ginagamit namin for teaching, using CDs.*" (We received DCP package and used them, however we cannot go online but we use the package for teaching using CDs). In response to such needs, Multigrade schools which were "off-grid" were also given solar panels. FGD participants also claimed, however, that some computer equipment lasted only for a few years.

In support of Multigrade schools, some Schools Division offices had initiated provision of ICT materials for them. During the case study visit in Ilocos Norte, the Schools Division officer reported that 47 units of *Remote Area Community Hotspots for Education and Learning (RACHEL) Pi* technology were distributed to schools. The technology was a Raspberry Pi education server that could be accessed by learners even without the use of the Internet.

One important feature of Multigrade classrooms that tops the list of insufficient facilities and equipment was toilets or restrooms. This was confirmed in consultative FGDs, during which participants revealed that the DepEd classroom model of the Department of Public Works and Highway (DPWH) in fact did *not* include toilets.

As for toilets and washing facilities, this was what one teacher had to say, "*Most of our Multigrade schools walang washing facilities or kung meron, sub-standard… Yung pag construct ng classroom building, hindi kasama comfort room… Yung*

TABLE 30. RANKING OF CHALLENGES CONCERNING FACILITIES IN MULTIGRADE SCHOOLS (N=4,852)

CHALLENGES	INSUFFICIENT	DILAPIDATED	UNAVAILABLE
Classroom	2	1	32
Desks	4	4	29
Chairs	3	5	30
Electricity	18	24	23
Ventilation	9	21	26
Lighting	14	18	25
Water Supply	6	16.5	20
Handwashing Areas	11	7	19
Common Toilets/ Restrooms	1	6	27
Boys' Toilets/ Restrooms	13	9	15
Girls' Toilets/ Restrooms	15	10	16
Teacher's Toilets/ Restrooms	17	15	14
Principal's Toilet/ Restrooms	21	22.5	12
Library	20	25	9
Computers	7	13	17
Internet	24	32	5
Computer room	19	22.5	13
AV/media Room	25	30	7
Office of the Principal	26	11	11
Faculty Room	29	28	4
PTA Office	32	31	1
Parents' waiting area	23	16.5	10
Canteen/ Cafeteria	27	14	8
Medical clinic	28	29	2
Bulletin boards	8	8	24
Gym	31	26	3
Stage	22	3	18
Multipurpose hall	30	19.5	6
Orchard/ garden area	16	19.5	22
Outdoor space	12	27	28
Trash cans	5	12	31
Gate/ Fence	10	2	21

comfort room dapat nasa loob ng classroom para na-momonitor kung saan pupunta ang mga bata at saka dapat merong separate for male and female." (In the construction of classrooms, comfort rooms were not included. The comfort room should be inside the classroom so that the teacher can monitor where the child is going, and there should be separate facilities for male and female pupils).

In Oriental Mindoro, one school head emphasized the importance of WASH facilities. Due to the school's geographical location, however, there were no safe water supply and toilets available. He said, *"Paano mo tuturuan ng kalinisan ang mga bata eh wala naman kaming tubig at toilet sa loob ng eskwelahan, so paano mo maimomodel yung proper hygiene."* (How can we teach cleanliness to the pupils, if we do not have safe water supply and toilet facilities to model proper hygiene).

CLASS PROGRAMS

Policy:

■ Suggested program options are subject staggering, subject integration, common timetable, integration day, subject grouping (DO 96, s. 1997)

Program Options

Multigrade teachers applied various program options **(Table 31, Figure 25).**

The most popular program options applied by about three-fifths of the schools were setting a *common timetable* (N=3,217, 66.30%), *peer tutoring* (N=3,143, 64.78%), and *subject integration* (N=2,788, 57.46%).

TABLE 31. PROGRAM OPTIONS IN MULTIGRADE CLASSROOMS (N=4,852, MULTIPLE RESPONSES)

PROGRAM OPTIONS	N (%)	RANK
Common timetable	3,217 (66.30)	1
Cross-grade grouping	1,483 (30.56)	8
Curriculum rotation	701 (14.45)	10
Integrated day	654 (13.48)	11
Parallel curriculum	905 (18.65)	9
Peer tutoring	3,143 (64.78)	2
Spiral curriculum	2,463 (50.76)	4
Subject grouping	2,238 (46.13)	5
Subject integration	2,788 (57.46)	3
Subject staggering	1,745 (35.96)	6
Within-grade grouping	1,729 (35.63)	7
Others (differentiated instruction)	12 (0.25)	12

FIGURE 25. PROGRAM OPTIONS (%)

Legend:
- ● Common timetable
- ● Cross-grade group
- ● Curriculum rotation
- ● Integrated day
- ● Parallel curriculum
- ○ Peer tutoring
- ● Spiral curriculum
- ● Subject grouping
- ● Subject integration
- ● Subject staggering
- ● Within-grade grouping
- ● Others
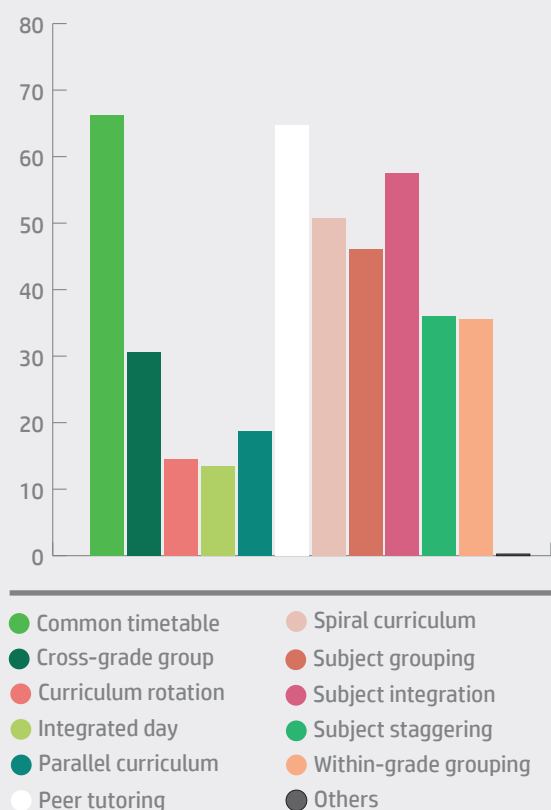
■ In about half of the schools, teachers applied *spiral curriculum* (N=2,463, 50.76%) and *subject grouping* (N=2,238, 46.13%).

■ *Subject staggering* (N=1,745, 35.96%), *within-grade grouping* (N=1,729, 35.63%), and *cross-grade grouping* (N=1,483, 30.56%) were employed in about one-third of the schools.

■ Also implemented were *parallel curriculum* (N=905, 18.65%), *curriculum rotation* (N=701, 14.45%), and *integrated day* (N=654, 13.48%).

■ Other program options utilized were "*project pair*" and *differentiated instruction.*

Program Options in Subjects

While all program options previously named were applied in all subjects, their application was not uniform **(Table 32).**

■ Some options were more widely used in specific subjects **(Table 33).** In *Mathematics (MATH)* and *English (ENG)*, the top three (3) program options used were *common timetable*, *spiral curriculum* and *peer tutoring.*

■ For *Science (SCI)*, *Filipino (FIL)*, *Araling Panlipunan (AP)*, and Edukasyon sa Pagpapakatao (ESP), aside from the *common timetable*, teachers also made use of *subject integration* and *spiral curriculum*.

■ *Common timetable*, *spiral curriculum* and *subject grouping* were the most common program options in the Mother Tongue Subject (MTS) and Music, Arts, Physical Education and Health (MAPEH).

The same program options were also employed in other subjects, such as Edukasyong Pantahanan at Pangkabuhayan (EPP), Technology and Livelihood Education (TLE) and Girl Scouts of the Philippines (GSP), and programs such as the Drop Everything and Read (DEAR) and other remedial classes **(Table 34).**

Findings on utilization of *common timetable*, *cross-grade grouping*, *curriculum rotation*, *parallel curriculum*, *peer tutoring*, *spiral curriculum*, *subject staggering,* and *within grade grouping* as program *options* in Philippine Multigrade schools are similar to those reported in the document *Teaching the World's Children: Theory and Practice in Mixed-Grade Classes* (2016). However, 12 other program options which were *not* among the five options suggested in the DepEd policy indicated that the Multigrade program in the Philippines has become *innovative* and *responsive* to learners' abilities and weaknesses.

In one of the case studies, Lopero Elementary School reported adopting subject grouping as a class program option, in which they teach Science and *Edukasyon sa Pagpapakatao* (ESP) every Monday, Wednesday, and Friday (MWF) and English, Mathematics, and other subjects every Tuesday and Thursday (TTh). According to the MG teachers interviewed, subject grouping was effective for them as it allowed them to cover all the competencies required under the K-12 Curriculum.

TABLE 32. SUBJECTS IN WHICH PROGRAM OPTIONS WERE APPLIED (N= 4,852, MULTIPLE RESPONSES)

ORGANIZATIONAL STRATEGIES	MATH	SCI	ENG	FIL	AP	MTS	ESP	MAPEH
Common timetable	1,989 (40.99)	1,685 (34.73)	1,800 (37.10)	1,650 (34.01)	1,355 (27.93)	1,271 (26.20)	1,420 (29.27)	1,289 (26.57)
Cross-grade grouping	707 (14.57)	580 (11.95)	663 (13.66)	609 (12.55)	545 (11.23)	521 (10.74)	518 (10.68)	533 (10.99)
Curriculum rotation	249 (5.13)	220 (4.53)	254 (5.23)	226 (4.66)	208 (4.29)	204 (4.20)	194 (4.00)	195 (4.02)
Integrated day	167 (3.44)	145 (2.99)	175 (3.61)	153 (3.15)	143 (2.95)	136 (2.80)	141 (2.91)	170 (3.50)
Parallel curriculum	350 (7.21)	297 (6.12)	366 (7.54)	351 (7.23)	304 (6.27)	296 (6.10)	294 (6.06)	285 (5.87)
Peer tutoring	1,285 (26.48)	757 (15.60)	1,613 (33.24)	1,160 (23.91)	714 (14.72)	811 (16.71)	695 (14.32)	700 (14.43)
Spiral curriculum	1,380 (28.44)	1,093 (22.53)	1,345 (27.72)	1,180 (24.32)	987 (20.34)	960 (19.79)	947 (19.52)	928 (19.13)
Subject grouping	1,032 (21.27)	868 (17.89)	1,065 (21.95)	1,092 (22.51)	903 (18.61)	912 (18.80)	823 (16.96)	805 (16.59)
Subject integration	942 (19.41)	1,122 (23.12)	1,177 (24.26)	1,304 (26.88)	1,308 (26.96)	810 (16.69)	1,215 (25.04)	795 (16.38)
Subject staggering	679 (13.99)	535 (11.03)	736 (15.17)	537 (11.07)	432 (8.90)	550 (11.34)	379 (7.81)	500 (10.31)
Within-grade grouping	815 (16.80)	664 (13.69)	735 (15.15)	666 (13.73)	614 (12.65)	579 (11.93)	585 (12.06)	652 (13.44)
Others	5 (0.10)	4 (0.08)	8 (0.16)	8 (0.16)	6 (0.12)	5 (0.10)	5 (0.10)	4 (0.08)

TABLE 33. RANKING OF PROGRAM OPTIONS BY SUBJECT (N= 4,852 SCHOOLS)

PROGRAM OPTIONS	MATH	SCI	ENG	FIL	AP	MTS	ESP	MAPEH
Common timetable	1	1	1	1	1	1	1	1
Cross-grade grouping	7	7	8	7	7	8	7	7
Curriculum rotation	10	10	10	10	10	10	10	10
Integrated day	11	11	11	11	11	11	11	11
Parallel curriculum	9	9	9	9	9	9	9	9
Peer tutoring	3	5	2	4	5	4	5	5
Spiral curriculum	2	3	3	3	3	2	3	2
Subject grouping	4	4	5	5	4	3	4	3
Subject integration	5	2	4	2	2	5	2	4
Subject staggering	8	8	6	8	8	7	8	8
Within-grade grouping	6	6	7	6	6	6	6	6
Others	12	12	12	12	12	12	12	12

TABLE 34. PROGRAM OPTIONS IN OTHER SUBJECTS AND ACTIVITIES (N= 4,852 SCHOOLS)

PROGRAM OPTIONS	N (%)	OTHER SUBJECTS
Common timetable	67 (1.38)	EPP, TLE, GSP
Cross-grade grouping	21 (0.43)	EPP, DEAR
Curriculum rotation	2 (0.04)	EPP
Integrated day	14 (0.29)	EPP, Remedial Classes
Parallel curriculum	13 (0.27)	EPP
Peer tutoring	97 (2.00)	Remedial Classes (i.e., Remedial Reading), Drop Everything and Read (DEAR), EPP
Spiral curriculum	19 (0.39)	EPP, TLE
Subject grouping	89 (1.83)	EPP, TLE
Subject integration	56 (1.15)	EPP, TLE
Subject staggering	146 (3.01)	EPP, TLE
Within-grade grouping	27 (0.56)	EPP, TLE

Time spent in Program Option

School respondents were asked to mark the time spent using each program **option (Table 35).**

In most schools, program options were applied for at most an hour, but some spent more than five (5) hours executing each organizational strategy.

About one-fourth of the schools spent at most one hour for *common timetable* (N=1,166, 24.03%), and *peer tutoring* (N=1,290, 26.59%), while one-fourth of them used the same amount of time for *subject integration* (N=972, 20.03%).

Between 10 and 15 percent of the schools applied *spiral curriculum* (N=767, 15.81%), *subject staggering* (N=676, 13.93%), *within-grade grouping* (N=591, 12.18%), *subject grouping* (N= 586, 12.08%), and *cross-grade grouping* (N=460, 9.48%) for not more than an hour. In less than five percent of the schools, about the same length of time was devoted to *curriculum rotation* (N=179, 3.69%), *integrated day* (N=159, 3.28%), and *parallel curriculum* (N=242, 4.99%).

TABLE 35. TIME SPENT IN USING PROGRAM OPTIONS (N=4,852, MULTIPLE RESPONSES)

PROGRAM OPTIONS	0 – 1 HR	1.1 – 2 HRS	2.1 – 3 HRS	3.1 – 4 HRS	4.1- 5 HRS	> 5.0 HRS	NOT INDICATED
Common timetable	1,166 (24.03)	205 (4.23)	23 (0.47)	22 (0.45)	13 (0.27)	140 (2.89)	3,283 (67.66)
Cross-grade grouping	460 (9.48)	66 (1.36)	8 (0.16)	4 (0.08)	1 (0.02)	31 (0.64)	4,282 (88.25)
Curriculum rotation	179 (3.69)	25 (0.52)	0 (0)	0 (0)	1 (0.02)	16 (0.33)	4,631 (95.45)
Integrated day	159 (3.28)	24 (0.49)	1 (0.02)	3 (0.06)	1 (0.02)	11 (0.23)	4,653 (95.90)
Parallel curriculum	242 (4.99)	41 (0.85)	0 (0)	2 (0.04)	3 (0.06)	22 (0.45)	4,542 (93.61)
Peer tutoring	1,290 (26.59)	81 (1.67)	9 (0.19)	6 (0.12)	2 (0.04)	30 (0.62)	3,434 (70.77)
Spiral curriculum	767 (15.81)	135 (2.78)	14 (0.29)	8 (0.16)	8 (0.16)	71 (1.46)	3,849 (79.33)
Subject grouping	586 (12.08)	175 (3.61)	20 (0.41)	6 (0.12)	6 (0.12)	81 (1.67)	3,978 (81.99)
Subject integration	972 (20.03)	149 (3.07)	17 (0.35)	5 (0.10)	5 (0.10)	57 (1.17)	3,647 (75.16)
Subject staggering	676 (13.93)	128 (2.64)	12 (0.25)	5 (0.10)	7 (0.14)	33 (0.68)	3,991 (82.25)
Within-grade grouping	591 (12.18)	57 (1.17)	4 (0.08)	4 (0.08)	4 (0.08)	37 (0.76)	4,155 (85.63)
Others	6 (0.12)	2 (0.04)	0 (0)	0 (0)	0 (0)	0 (0)	4,844 (99.84)

TABLE 36. CHALLENGES IN CLASSROOM ORGANIZATION (N= 4,852, MULTIPLE RESPONSES)

CHALLENGES	N (%)	RANK
Classroom management style not suitable for Multigrade setting	1,884 (38.83)	5
Lack of space/facilities to execute grouping	3,022 (62.28)	1
Lack of training in Multigrade classroom management	2,499 (51.50)	2
Low pupil attendance/participation	1,878 (38.71)	6
Negative attitude and behavior of pupils	2,348 (48.39)	3
Negative attitude/perception of teachers	1,068 (22.01)	7
Poor learning environment not suitable for Multigrade setting	1,898 (39.12)	4
Poor teacher-pupil relationship	436 (8.99)	8
Others (e.g., learning materials, parental attitudes)	234 (4.82)	9

Challenges in applying Program Options

According to more than half of the school respondents, they faced challenges in terms of *lack of space or facilities* for grouping Multigrade pupils (N= 3,022, 62.28%), lack of *training* in *classroom management* (N= 2,499, 51,50%), and *negative attitude* and *behaviour* of *pupils* (N= 2,348, 48.39%). In about one-third of the schools, additional areas of concern were *poor learning environment* (N= 1,898, 39.12%), *unsuitable classroom management* (N= 1,884, 38.83%), and *low pupil attendance* or *participation* (N= 1,878, 38.71%, **Table 36, Figure 26).**

In about one-fifth of the schools, *teachers* themselves were a challenge because of their *negative attitudes and perceptions* about the program (N= 1,068, 22.01%). About a tenth of the schools admitted that one challenge was the *poor teacher-pupil relationship* (N= 436, 8.99%). Other challenges in relation to classroom organization and management were *time management, insufficient Multigrade learning materials, lack of teachers*; *multi-level interests, skills, and ages* of pupils; and *negative attitudes and perceptions of parents.*

FIGURE 26. CHALLENGES IN CLASSROOM ORGANIZATION (%)

- Poor management style
- Lack of space
- Lack of training
- Low pupil attendance
- Pupil negative attitude
- Teacher negative attitude
- Poor learning environment
- Poor teacher-pupil relationship
- Others
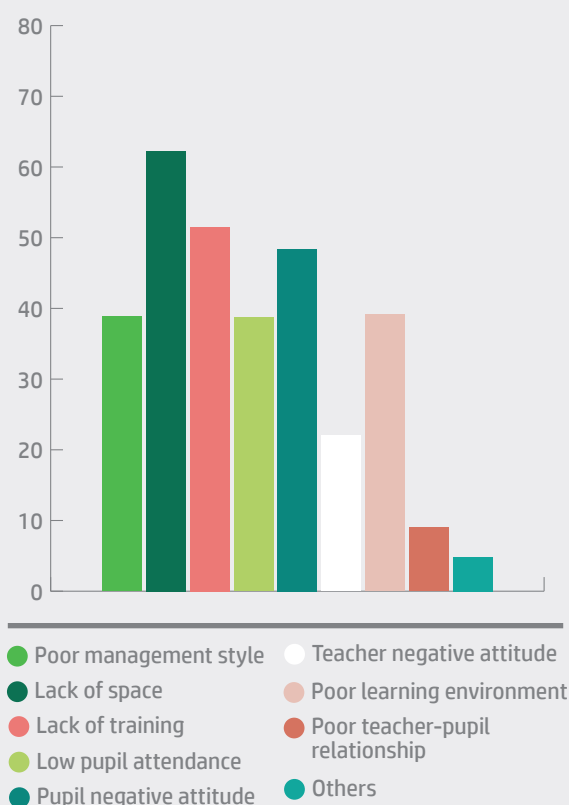
In consultative FGDs, key informants mentioned that *common timetable*, *subject staggering*, *subject integration*, *integrated day*, and *subject grouping* were the most common program options used in Multigrade classes.

In Mindanao Schools Division, the term "*roadmapping*" was used to describe the instructional delivery of lessons. It simply means guiding the pupils toward the attainment of instructional goals. One of the challenges, however, was in adhering to the prescribed K to 12 curriculum's required number of contact time for each learning area every week. The following was how one teacher described this technique.

> *"Ang roadmapping po, ito po yung sa lesson plan in a Multigrade class, we call it the roadmap of the lesson. So may template yun for Grades 1, 2, and 3. Makikita mo sa lesson plan ang objectives ng three grades, tapos paano mo maimplement yung lesson plan gamit yung icons. Ang school head na mag-observe, makita niya Grade 1 activities, yung Grade 2 activities, tapos yung Grade 3 activities. Pagkatapos niya sa Grade 1, punta naman siya sa Grade 2, nagpoprocess ng activity. Tapos ang Grade 1 activity na naman. Pagkatapos lipat na naman siya sa another grade level. Ang learning competencies ng Grade 1 ginamit namin yung template ng DLL ng Multigrade tapos ginamit yung icons sa Multigrade. Roadmapping ang tawag naming dun."*

(Roadmapping is actually the lesson plan delivery in Multigrade class, following the DLP template for Grades 1, 2, and 3, for instance. In the lesson plan, you will see the objectives for each grade level, then how to implement the lesson plan using the **TGIA** icons [T for teaching; G for group activity; I for independent/individual work; and A is for assessment]. The school head who will observe will easily discern the activities for Grade 1, Grade 2, Grade 3. After attending to Grade 1, the teacher will attend to Grade 2, and then later goes back to Grade 1, and goes to Grade 3, then goes back to grade 2 again following the TGIA icon/process.

In roadmapping, the teacher should manage the time on task for each grade level. If one grade level pupils are done with their tasks, the teacher should be able to provide other learning activities to keep them busy and productive while the teacher is teaching/attending to the other grade level(s). The learning competencies for Grade 1 are based on the template for Daily Lesson Log and then we used the DLP TGIA icons. We call this process, Roadmapping).

Grouping Strategies

How classrooms are organized is important for Multigrade schools. Teachers in the study carried out different strategies for grouping pupils into small groups **(Table 37, Figure 72).**

In most schools, *mixed ability* groups (N=3,491, 71.95%) and peer groups by age or grade level (N=3,309, 68.20%) characterized Multigrade classes. About half of them also organized pupils according to similar abilities (N=2,709, 55.83%) and according to interests (N=2,406, 49.59%), and about two-fifths of the schools also arranged Multigrade classes according to social relationships or friendship groups (N= 2,051, 42.27%).

Multigrade school respondents marked the grouping strategies applied in each subject **(Table 38).**

TABLE 37. GROUPING STRATEGIES APPLIED BY MULTIGRADE TEACHERS (N= 4,852, MULTIPLE RESPONSES)

INSTRUCTIONAL GROUPING STRATEGIES	N (%)
Mixed ability groups	3,491 (71.95)
Peer groups (age or grade)	3,309 (68.20)
Similar ability groups (not necessarily grade groups)	2,709 (55.83)
Interest groups	2,406 (49.59)
Friendship groups	2,051 (42.27)

TABLE 38. GROUPING STRATEGIES APPLIED BY MULTIGRADE TEACHERS BY SUBJECT

GROUPING STRATEGIES	SUBJECT							
	MATH	SCI	ENG	FIL	AP	MTS	ESP	MAPEH
Similar ability groups (not necessarily grade groups)	1,865 (38.44)	1,437 (29.62)	1,796 (37.02)	1,583 (32.63)	1,284 (26.46)	1,197 (24.67)	1,235 (25.45)	1,451 (29.91)
Mixed ability groups	2,490 (51.32)	2,254 (46.46)	2,352 (48.47)	2,158 (44.48)	1,963 (40.46)	1,733 (35.72)	1,837 (37.86)	1,962 (40.44)
Interest groups	1,299 (26.77)	1,273 (26.24)	1,274 (26.26)	1,202 (24.77)	1,187 (24.46)	1,045 (21.54)	1,157 (23.85)	1,590 (32.77)
Friendship groups	1,093 (22.53)	1,040 (21.43)	1,102 (22.71)	1,073 (22.11)	1,086 (22.38)	947 (19.52)	1,284 (26.46)	1,208 (24.90)
Peer groups (age or grade)	2,267 (46.72)	1,918 (39.53)	2,316 (47.73)	2,101 (43.30)	1,779 (36.67)	1,677 (34.56)	1,693 (34.89)	1,752 (36.11)

FIGURE 27. GROUPING STRATEGIES APPLIED IN MULTIGRADE SCHOOLS (%)

- ● Mixed ability groups
- ● Peer groups
- ● Similar ability groups (not necessarily grade groups)
- ● Interest groups
- ● Friendship groups
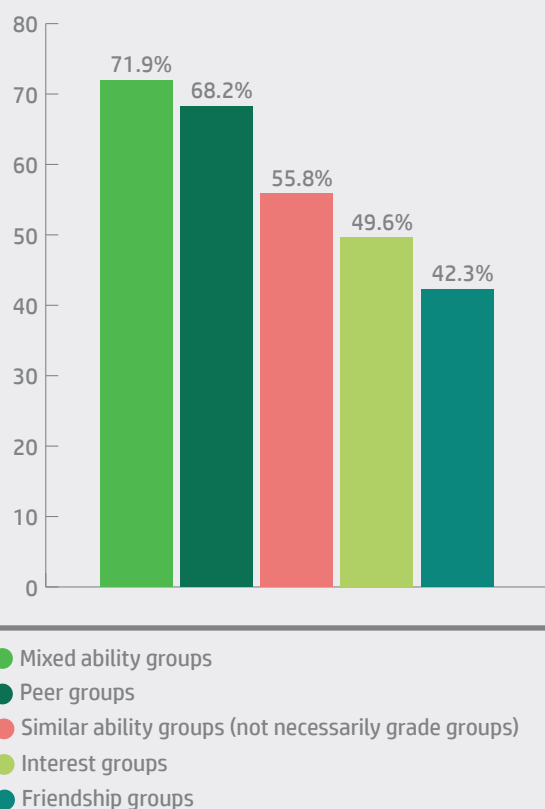
Number of schools and percentages were computed. Then, ranking of strategies were determined based on frequencies **(Table 39).**

Except for Edukasyon sa Pagpapakatao and Music, Arts, Physical Education and Health, the *sequence* of grouping strategies used according to percentages of schools applying them is as follows: *mixed ability, peer group, similar ability, interest groups* and *friendship groups.* The same grouping strategies are also utilized in other subjects such as EPP and TLE, and in special activities such as reading and remedial programs **(Table 40).**

TABLE 39. RANKING OF GROUPING STRATEGIES APPLIED BY MULTIGRADE TEACHERS BY SUBJECT (N=4,852)

GROUPING STRATEGIES	MATH	SCI	ENG	FIL	AP	MTS	ESP	MAPEH
Similar ability groups (not necessarily grade groups)	3	3	3	3	3	3	3	4
Mixed ability groups	1	1	1	1	1	1	1	1
Interest groups	4	4	4	4	4	4	5	3
Friendship groups	5	5	5	5	5	5	4	5
Peer groups (age or grade)	2	2	2	2	2	2	2	2

TABLE 40. GROUPING STRATEGIES APPLIED IN OTHER SUBJECTS AND SPECIAL PROGRAMS (N=4,852)

GROUPING STRATEGIES	N (%)	SUBJECT AREAS
Similar ability groups (not necessarily grade groups)	152 (3.13)	EPP, TLE, Reading Programs
Mixed ability groups	200 (4.12)	EPP, TLE
Interest groups	202 (4.16)	EPP, TLE
Friendship groups	145 (2.99)	EPP, TLE
Peer groups (age or grade)	148 (3.05)	EPP, TLE, Reading Program, Remedial Classes

A pupil from Samar shared in an FGD, "*Yung classmate ko po na hindi gaanong marunong pinapartner po kami ni Maam at pinatuturuan niya po sa akin magbasa.*" (My teacher paired me with a classmate so that I could teach him/her how to read).

Similarly, a school head from Leyte said, "*As early as Grade 1 tinututukan na namin ang Multigrade non-readers para kapag nasa higher grades na sila, nakakabasa na at madali na silang natututo.*" (As early as Grade 1, we focus our attention to Multigrade non-readers so that when they reach the higher grades, they can read and able to learn easily).

BOX 2: THE LITTLE RED SCHOOL LEARNING ENVIRONMENT (LOPERO ELEMENTARY SCHOOL, ZAMBOANGA DEL NORTE)

Lopero Elementary School also known as the "Little Red School" in the Municipality of Jose Dalman, Zamboanga Del Norte is a full-fledged Multigrade school established through the help of the Coca-Cola Foundation's Little Red Schoolhouse Program in the Philippines. In 1997, Lopero ES was chosen as one of the two school-recipients of the Coca-Cola Program in Mindanao. Through the constructed unique classroom structure, the pupils' environment is well organized which promotes effective learning.

The classroom seating arrangement of pupils allows mobility, convenience, and comfort during classroom activities through various classroom program approaches such as whole-class teaching, subject integration, peer learning as well as groupings. Seating arrangement is by grade level, with one grade facing one end of the classroom and another grade facing the other end. Each end of the classroom is equipped with its own blackboard. During the classroom observation, there was evidence of orderliness and system in organizing class activities such as role play, individual tasks, board work, paperwork activities, and group presentations.

The teacher gave clear instructions for all the activities and made sure everyone understood it. She encouraged the pupils to participate during class discussion by asking critical questions that were clear enough for the pupils to understand. The teacher monitored the pupils' outputs, kept on praising the pupils for giving the correct answers, and ended the days' lesson by giving homework.

BELOW: In Lopero Elementary School, the classroom seating arrangement is by grade level, with one grade facing one end of the calssroom and another grade facing the other end. **Photo by SEAMEO INNOTECH (2018)**

TEACHER INCENTIVES

Policies:

- Hardship allowance shall be given to all teachers and principal assigned to hardship posts which are identified as public schools which are accessible only by hiking, animal ride or banca ride, partly or wholly (DO 65, s. 1993; DO 73, s. 1996)

- Fixed monthly rate for those not qualified under Hardship Allowance - PhP 150 for Multigrade Teachers handling 2 grades; PhP200 for Multigrade Teachers handling 3 grades; PhP 300 for Multigrade Teachers handling 4 or more grades (DO 91, s. 1997)

- Guidelines on the grant of Special Hardship Allowance (SHA): For hardship post, the computation is based on the distance of hardship post to nearest point where there is an available motorized vehicle. For Multigrade Teacherst the computation is based on the number of combined classes handled (DBM National Budget Circular No. 514, s. 2017)

- Schools Divisions are strongly encouraged to provide additional incentives for Multigrade Teachers (DO 81, s. 2009)

- Pending policy guidelines on the grant of SHA, reiterates implementation of DBM NBC No. 514, s. 2017 (DepEd Memo 55, s. 2018)

- 2000 Search for Multigrade Teacher Achiever (DM 222 s. 2000)

- 2003 Search for Multigrade Teacher Achiever (DM 241, s. 2003)

- 2005 Search for Multigrade Teachers Achiever (DM 123, s. 2005)

- 2007 Search for Multigrade Teacher Achiever (DM 245, s. 2007)

Incentives

Multigrade teachers received several types of incentives **(Table 41, Figures 28).** In most schools in the study, teachers received *chalk allowance* (N=3,981, 82.05%), *special hardship allowance* (N=3,772, 77.74%), and *uniform allowance* (N=3,534, 72.84%).

In about 25 percent of the schools, teachers were provided with cost of living allowance (COLA) by the DepEd (N=1,251). A few schools offered other types of incentives such as t*ransportation allowance* (N=121, 2.49%), *communication allowance* (N=103, 2.12%), *food allowance* and other *in-kind incentives* (N=44, 0.91%), and housing or accommodations (N=18, 0.37%).

TABLE 41. TEACHER INCENTIVES FOR MULTIGRADE SCHOOLS (N=4,852, MULTIPLE RESPONSES)

TYPES OF INCENTIVES	NO. OF SCHOOLS (%)	RANK
Chalk allowance	3,981 (82.05)	1
Communication allowance	103 (2.12)	6
DepEd COLA	1,251 (25.78)	4
Housing/ accommodation	18 (0.37)	8
In kind, food allowance	44 (0.91)	7
Special hardship allowance	3,772 (77.74)	2
Transportation allowance	121 (2.49)	5
Uniform allowance	3,534 (72.84)	3
Other incentives (e.g., personnel relief allowance)	452 (9.32)	

FIGURE 28. TEACHER INCENTIVES IN MULTIGRADE SCHOOLS (%)

Legend:
- Chalk allowance
- Communication allowance
- DepEd COLA
- Housing/accommodation
- In kind, food allowance
- Special hardship allowance
- Transportation allowance
- Uniform allowance
- Other
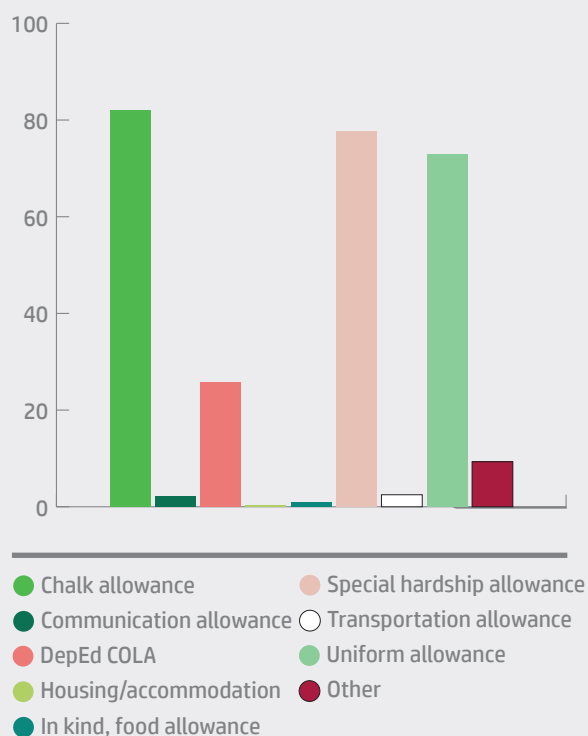
In some schools, teachers were recipients of *Multigrade allowance*, the *personnel economic relief allowance* (PERA), *performance-based bonus* (PBB), *productivity enhancement incentives* (PEI), *mid-year bonuses,* and *cash gifts.*

Participants of the consultative FGDs shared that they lacked awareness of and clarity on existing policies on incentives for Multigrade teachers. In the national Budget Circular No. 514, s. 2017 issued by the Department of Budget and Management, the amount of SHA for Multigrade teachers is contingent on the number of classes handled, as follows: (1) for two grades, SHA is 15% of basic salary; (2) for three grades, SHA is 20% of basic salary; and (3) for four grades, SHA is 25% of basic salary.

However, Schools Division offices disclosed the different ways of computing and varied processes of disbursing SHA for their Multigrade teachers. This may explain the disparities, delays, and, in some cases, the non-provision for hardship allowances in various Schools Division offices. For instance, Multigrade implementers in the ARMM were not cognizant of the policy on special hardship allowance for Multigrade teachers**.** Incentives were particularly significant for young female teachers who "*needed to travel to remote Multigrade schools*" as attested by one teacher from Leyte.

In support of DepEd's participation in *Data Must Speak Program*, UNICEF and DepEd jointly developed a *teacher hardship index* toward a more objective and equitable incentivization scheme for teachers assigned in *hardship* posts or challenging schools such as Multigrade schools. In this index, the school's hardship score is based on eight indicators: (1) travel cost to Schools Division; (2) travel time to Schools Division; (3) poverty incidence; (4) violent acts; (5) no electricity; (6) no water; (7) no Internet; and (8) temporary learning spaces needed.

In various consultative FGDs held, teachers expressed appreciation for DepEd's recognition of performing Multigrade teachers through various support programs such as the Search for Multigrade Teacher Achiever in 2000, 2003, 2005, and 2007.

Amount of Incentives

All types of incentives received by teachers in Multigrade schools ranged from below PhP500 to more than PhP20,000, except for *housing or accommodations* and *communication allowance*, which did not exceed PhP10,000 **(Table 42)**.

TABLE 42. AMOUNT OF TEACHER INCENTIVES IN MULTIGRADE SCHOOLS (N=4,852, MULTIPLE RESPONSES)

TYPES OF INCENTIVES	AMOUNT RECEIVED BY TEACHERS IN MULTIGRADE SCHOOLS					
	< PHP 5,000	PHP 5,000 -10,000	PHP 10,001 -15,000	PHP 15,001 -20,000	MORE THAN PHP 20,000	NOT INDICATED
Chalk allowance	**3,337 (68.78)**	45 (0.93)	2 (0.04)	2 (0.04)	3 (0.06)	1,463 (30.15)
Communication allowance	**71 (1.46)**	11 (0.23)	0 (0)	0 (0)	0 (0)	4,770 (98.31)
DepEd COLA	**830 (17.11)**	25 (0.52)	9 (0.19)	5 (0.10)	139 (2.86)	3,844 (79.23)
Housing/accommodation	1 (0.02)	**3 (0.06)**	0 (0)	0 (0)	0 (0)	4,848 (99.92)
In kind, food allowance	14 **(0.29)**	2 (0.04)	0 (0)	0 (0)	2 (0.04)	4,834 (99.63)
Special hardship allowance	175 (3.61)	447 (9.21)	604 (12.45)	473 (9.75)	**1,048 (21.60)**	2,105 (43.38)
Transportation allowance	**37 (0.76)**	21 (0.43)	1 (0.02)	1 (0.02)	5 (0.10)	4,787 (98.66)
Uniform allowance	1,108 (22.84)	**1,942 (40.02)**	21 (0.43)	7 (0.14)	12 (0.25)	1,762 (36.31)
Other incentives	92 (1.90)	76 (1.57)	22 (0.45)	39 (0.80)	**139 (2.86)**	4,484 (92.42)

In most schools (N=3,337, 68.78%), teachers received *chalk allowance* of *less than PhP5,000*; in three schools (0.06%), however, chalk allowance reached PhP20,000. In 22 percent of the schools, teachers obtained *special hardship allowance* of *more than PhP20,000* (N=1,048), with only a few receiving a measly amount of less than PhP5,000. In 23 percent of schools, teachers received *uniform allowance* of *less than PhP5,000* (N= 1,108).

The Department of Education provided *cost of living allowance* (COLA), and in about 17 percent of the schools (N= 830), the COLA received by Multigrade teachers was *less than PhP5,000*. Likewise, for *transportation allowance*, which was available in only a few schools, the amount was less than PhP5,000 for most of the schools (N=37, 0.76%).

There were also not too many schools whose teachers received incentives *in kind and food allowance*, and among those that do, they gave less than PhP5,000 (N= 14, 0.29%). As for *other* incentives such as Multigrade allowance, PERA, PBB, PEI, mid-year bonuses and cash gifts, most of them amounted to more than PhP20,000 (N=139, 2.86%).

One former Multigrade teacher in Zamboanga del Norte, now Multigrade coordinator, in retrospection said, "*Kasi dati akong Multigrade teacher, 1,000 siguro yun allowance. Meron namang formula, pero depende sa availability of funds ng division. Kapag may extra, may subsidy, kapag wala konti lang; yon lang ang natanggap ko noon, buti pa kayo mayroon na kayong 15,000 ngayon.*" (When I was a former Multigrade teacher, my allowance was PhP1,000. There is a formula for SHA, but it depends on the

availability of funds in the Schools Division. If there were savings/extra money, I used to receive a full amount of the allowance. If there is none, I only received a partial amount. Nowadays, it is much better because you [teachers] have PhP15,000).

The financial benefits are also becoming attractive for Multigrade teachers who now choose to stay rather than request re-assignment to a monograde school. Said the same Multigrade coordinator, "*Marami ang nagsasabi na ayaw na nilang pumunta sa monograde. Mas okay na sa Multigrade. Yong ngang buntis na teacher mas okay dito. Makakatanggap sila ng Multigrade allowance, so okay lang daw yon sa kanila.*" (Many Multigrade

teachers said that they no longer want to transfer to monograde schools. They said they are much better off in their Multigrade assignment. One pregnant teacher said she likes her current post since she and the other teachers are entitled to a Multigrade allowance. She is fine with this arrangement).

Providers of Incentives

The sources of incentives are the DepEd; non-government organizations (NGOs); local government units (LGUs), from provincial to municipality or city, to barangay; parent-teacher association (PTA); Multigrade teachers; and community members. **(Table 43).**

TABLE 43. PROVIDERS OF TEACHER INCENTIVES IN MULTIGRADE SCHOOLS

TYPES OF INCENTIVES	INCENTIVE PROVIDERS						
	DEPED	NGO/ INGO	PROV/ MUN/ CITY	BRGY	PTA	TEACHERS	OTHERS (COMMUNITY)
Chalk allowance	**3,491 (71.95)**	1 (0.02)	6 (0.12)	0 (0)	0 (0)	3 (0.06)	6 (0.12)
Communication allowance	**96 (1.98)**	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
DepEd COLA	**1,033 (21.29)**	0 (0)	8 (0.16)	0 (0)	0 (0)	0 (0)	0 (0)
Housing/ accommodation	4 (0.08)	0 (0)	2 (0.04)	0 (0)	**6 (0.12)**	0 (0)	3 (0.06)
In kind, food allowance	14 (0.29)	0 (0)	**19 (0.39)**	0 (0)	0 (0)	0 (0)	3 (0.06)
Special hardship allowance	**3,383 (69.72)**	2 (0.04)	14 (0.29)	1 (0.29)	0 (0)	0 (0)	0 (0)
Transportation allowance	**92 (1.90)**	0 (0)	14 (0.29)	0 (0)	0 (0)	0 (0)	1 (0.02)
Uniform allowance	**3,158 (65.09)**	1 (0.02)	0 (0)	0 (0)	0 (0)	2 (0.04)	6 (0.12)
Other incentives	406 (8.37)	2 (0.04)	19 (0.39)	0 (0)	0 (0)	0 (0)	1 (0.02)

- For *chalk allowance,* the *DepEd* was the main source, but all except the barangay and PTA also contributed.

- The *DepEd* was the *sole* provider for *communication allowance.* *COLA* came from the *DepEd* and some *LGUs.*

- *LGUs*, PTAs, and *communities* partnered with *DepEd* in assisting Multigrade teachers with *housing* or *accommodations.*

- Assistance *in kind* and *food allowance* came mostly from *LGUs*, but also from *DepEd* and the *community.*

- For the *hardship allowance*, the *DepEd* was the main provider, but *LGUs*, *NGOs*, and *barangay* officials also pitched in.

- As for *transportation allowance* or *services*, the *DepEd*, *LGUs* and *communities* were the main sources.

- *Uniform allowance* came primarily from *DepEd*, supplemented by members of the *community*, *LGUs* and *teachers* themselves.

- Other incentives like *Multigrade allowance*, *PERA*, *PBB*, *PEI*, *mid-year bonuses* and *cash gifts*, were shouldered mostly by *DepEd*, with the help of *LGUs*, *NGOs*, and the *community.*

- Interestingly, none of the incentives were provided by private corporations or businesses, private individuals, or the local churches.

TEACHING AND LEARNING RESOURCES

Policies:

- Minimum Learning Competencies-Multigrade (MLC-Multigrade Budget of Work (BoW); Sample Lesson Plans (DO 38, s. 1993; DO 78 s. 1993; DO 19, s. 1995; DO 96, s.1997); Multigrade Teach-Learn Package (DO 81 s. 2009); Policy Guidelines on Daily Lesson Preparation for K to 12 basic Education Curriculum (DO no. 42, s. 2016)

- Multi-Level Materials or MLMs (DO 19, s. 1995); Minimum Learning Package: At least 1:2 textbook-pupil ratio; At least 1 set multilevel materials to 3 pupil ratio (DO 96 s.1997)

Teaching Resources

Among these resources are *Minimum Learning Competencies* (*MLC*s) *for Multigrade*, *Budget of Work* (BoW), *Multigrade Teaching-Learning Package*, *Teachers' Guide/Manual*, *Session Guides*, *Lesson Plans*, and other documents such as Basic Education Assistance for Mindanao (*BEAM) modules*, *BASA Pilipinas materials*, *Multigrade Supplementary Outline*, *Daily Lesson Log* (DLL), *Instructional Management by Parents, Community, and Teachers (IMPACT) modules*, *Modified In-School, Off-School Approach* (*MISOSA) modules* and learning materials downloaded from the Internet.

These resources were examined in terms of their *availability*, *utilization*, *adequacy*, *completeness*, and *alignment* with the Multigrade special requirements **(Tables 44 and 45, Figures 29 to 32).**

TABLE 44. AVAILABILITY, COMPLETENESS, AND USE OF TEACHING RESOURCES

TEACHING RESOURCES	ASSESSMENT OF SCHOOLS IN REGARD TO THE AVAILABILITY, COMPLETENESS AND UTILIZATION OF TEACHING RESOURCES				
	AVAILABLE	UTILIZED	ADEQUATE	COMPLETE SET	ALIGNED WITH MULTIGRADE SPECIAL REQUIREMENTS
Minimum Learning Competencies – Multigrade	2,444 (50.37)	2,200 (45.34)	1,528 (31.49)	1,218 (25.10)	1,381 (28.46)
Budget of Work (BoW)	3,513 (72.40)	3,096 (63.81)	2,365 (48.74)	2,053 (42.31)	2,102 (43.32)
Multigrade Teach-Learn Package	1,171 (24.13)	1,030 (21.23)	627 (12.92)	511 (10.53)	686 (14.14)
Multigrade Teachers' Guide/Manual	3,452 (71.15)	3,104 (63.97)	2,057 (42.39)	1,454 (29.97)	1,916 (39.49)
Multigrade Session Guides	1,396 (28.77)	1,263 (26.03)	919 (18.94)	749 (15.44)	840 (17.31)
Multigrade Lesson Plans	3,322 (68.47)	2,978 (61.38)	2,449 (50.47)	2,099 (43.26)	2,041 (42.07)
Others (BEAM, Basa Pilipinas, IMPACT, MISOSA)	210210 (4.33)	193 (3.98)	152 (3.13)	125 (2.58)	122 (2.51)

TABLE 45. RANKING OF TEACHING RESOURCES BASED ON PERCENTAGES (N= 4,852 SCHOOLS)

TEACHING RESOURCES	AVAILABLE	UTILIZED	ADEQUATE	COMPLETE SET	ALIGNED WITH MULTIGRADE SPECIAL REQUIREMENTS
Minimum Learning Competencies-Multigrade	4	4	4	4	4
Budget of Work (BoW)	1	2	2	2	1
Multigrade Teach-Learn Package	6	6	6	6	6
Multigrade Teachers' Guide/ Manual	2	1	3	3	3
Multigrade Session Guides	5	5	5	5	5
Multigrade Lesson Plans	3	3	1	1	2
Others (BEAM, BASA Pilipinas, IMPACT, MISOSA)	7	7	7	7	7

In terms of **availability, at least 50 percent of the schools had access to** the Minimum Learning Competencies, (N=2,444, 50.37%) BOW (N=3,513, 72.40%), Teachers' Guide/Manual (3,452, 71.15%), and Lesson Plans (N=3,322, 68.47%). Only about 20 percent of the schools received Session Guides (N=1,396, 28.77%) and the Multigrade Teaching-Learning Package (N=1,171, 24.13%).

Participants of consultative FGDs mentioned that the BOW and Daily Lesson Plan were *helpful* for lesson planning and for preparing class activities. However, some lamented that they had yet to receive printed copies of these materials at the time of the study. They claimed that their division office had not yet printed and distributed the copies. On DLL, however, several respondents commented on the challenges and difficulties of using it.

As for **utilization** of teaching resources, the most employed were those that were most available: MLCs (N=2,200, 45.34%), BOW (N=3,096, 63.81%), Teachers' Guide/Manual (N=3,104, 63.97%), and Lesson Plans (N= 2,978, 61.38%). However, even if resources were available, schools did not necessarily maximize their use. This is evident in the data showing the disparity between the number of schools that accessed teaching resources vis-a-vis those that used them.

Possibly one reason for the underutilization of these resources is their **inadequacy**. Lesson plans were considered sufficient by only half of the school respondents (N=2,449, 50.47%), and the others by less than that: MLCs-Multigrade, N=1,528 (31.49%); BOW, N=2,053 (42.31%); Multigrade Teaching-Learning Package, N=627 (12.92%); Teachers' Guide/Manual, N=2,057 (42.39%); Session Guides, N= 919 (18.94%).

FIGURE 29. AVAILABILITY AND UTILIZATION OF TEACHING RESOURCES IN MULTIGRADE SCHOOLS (N=4,852)
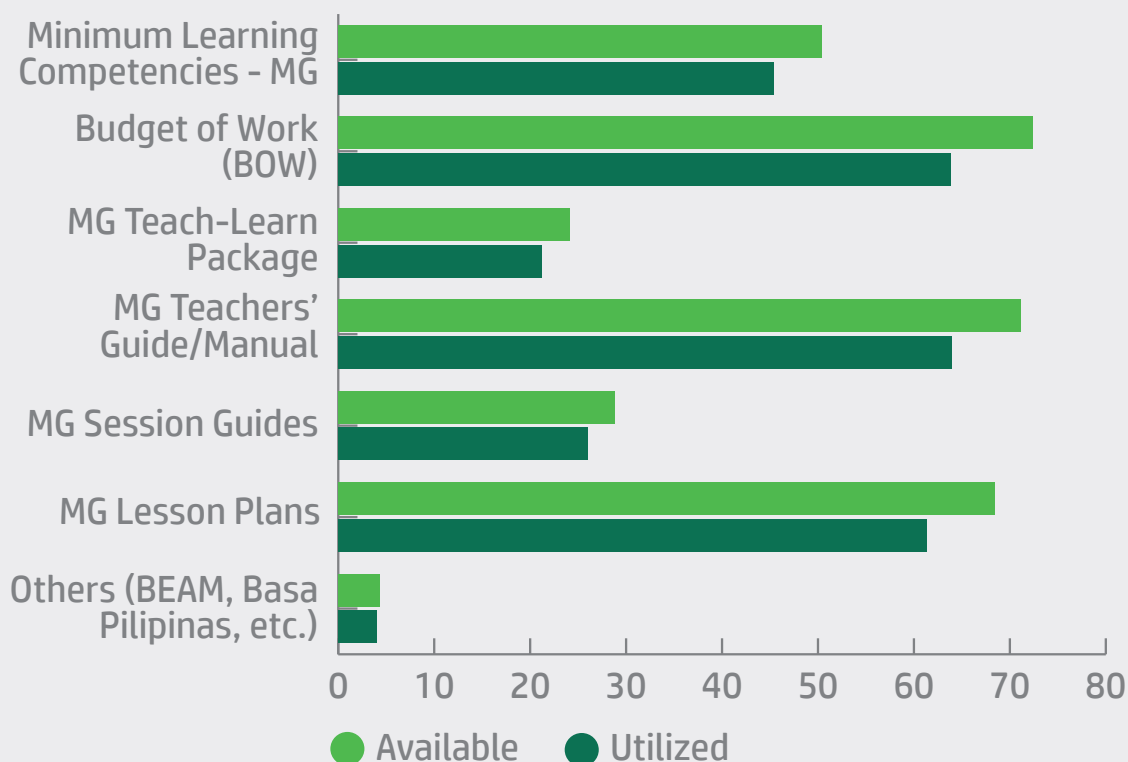
FIGURE 30. ADEQUACY OF TEACHING RESOURCES IN MULTIGRADE SCHOOLS (%)

FIGURE 31. COMPLETENESS OF TEACHING RESOURCES IN MULTIGRADE SCHOOLS (%)
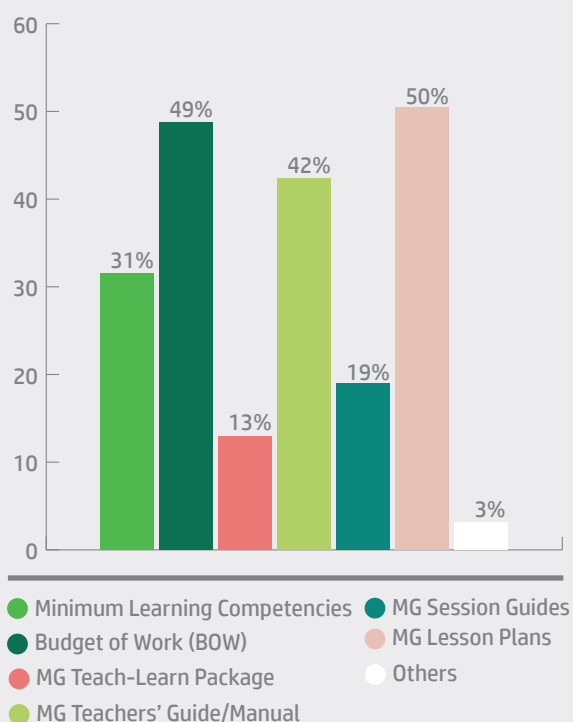
The **completeness** of the resources may also be another factor for the level of utilization of resources. *Less than half* of the school respondents said that the materials were complete: MLCs, N=1,218 (25.10%); BOW, N=2,053 (42.31%); Multigrade Teaching-Learning Guides, N=511 (10.53%); Teachers' Guide/Manual, N=1,454 (29.97%); Session Guides, N=749 (15.44%); and Lesson Plans, N=2,099 (43.26%).

Lack of alignment of these resources with **special requirements of Multigrade** may have also contributed to the less than ideal utilization of resources. *Less than half* of the school respondents affirmed that the following materials support the needs of Multigrade schools: MLCs, N=1,381 (28.46%); BOW, N=2,102 (43.32%); Multigrade Teaching-Learning Package, N=686 (14.14%); Teachers' Guide/Manual, N=1,916 (39.49%); Session Guides, N=840 (17.13%); and Lesson Plans, N=2,041 (42.07%).

As for other resources like *BEAM modules*, *BASA Pilipinas materials*, *Multigrade Supplementary Outline*, *DLL*, *IMPACT modules*, *MISOSA modules* and learning materials downloaded from the Internet, these were also not available or utilized by most of the school respondents. Less than five percent said they were available and used by teachers. Fewer still considered them to be adequate, complete, and aligned with the Multigrade requirements.

One instructional material that Multigrade teachers found to be very helpful was the BoW. With suggestions on various activities that can be used by teachers, the BoW has made it easier for teachers to prepare for class sessions, reducing the time needed for class preparation.

FIGURE 32. ALIGNMENT OF TEACHING RESOURCES IN MULTIGRADE SCHOOLS (%)

- Minimum Learning Competencies
- Budget of Work (BoW)
- MG Teach-Learn Package
- MG Teachers' Guide/Manual
- MG Session Guides
- MG Lesson Plans
- Others

explained that sometimes the competencies are not sequentially arranged according to the expected learning outcome per quarter.

In one Schools Division in Southern Luzon, teachers diligently prepared daily lesson plans (DLPs). One of them recalled, "*Sa aming division, assignment namin noong nagkaroon kami ng seminar na gumawa ng DLP na may suggested activities, mula first to fourth grading period; on-going pa yung ginagawa namin; may assigned subject bawat school, ang na-assign sa amin ay Arts, Grade 1 hanggang 6; ang unang pinapasa sa amin ay yung para sa first grading at meron nang nakapagpasa.*" (In our division, we were assigned to develop DLPs with suggested activities, from first to fourth grading period, when we held our seminar. This is an on-going project. Each school was assigned a particular subject. Our school was assigned to work on DLPs for the Arts, from Grades 1 to 6. We were asked to prioritize the submission of DLPs for the first grading and some have already done so).

With regard to the Daily Lesson Log, one teacher had this to say: "*With the new format of the daily lesson log, I have difficulty because I have to prepare DLLs for the two grade levels I am handling. It is too lengthy to be accomplished by the Multigrade teacher, and it takes much of the teachers' time.*"

An interesting development was shared by a district supervisor (SDS-PES) in Region I. "*Nag-provide kami ng gadgets lalo na doon sa mga walang Internet na mga schools, mostly kasi mga nasa liblib, we bought tablets. There's a device used in Batac, ang tawag doon RACHEL PI, parang maliit na device yun na para syang server na pwedeng mag-upload ng materials at pwedeng ma-access ng teacher at ng mga learner. They can also upload materials in the device so gamit nila yung tablet or android phone at ma-access nila yung nasa device para na ring wifi.*" (We provided gadgets/tablets to Multigrade schools that do not have Internet connection, most of which are located in far-flung areas. There's a device used in Batac Schools Division called RACHEL Pi, a small device that acts as a server where online materials can be uploaded and which teachers and pupils can

One FGD participant from Southern Luzon commented, "*It is easier because now, there is no need to prepare lessons, only the instructional materials. It also covers all subjects in all levels.*" Another Multigrade coordinator from Northern Luzon concurred, "*Malaking tulong po talaga sa kanila ang BoW, compared noong wala silang ganun, so before they start the lesson meron silang parang assessment, so the teacher knows kung sino ang slow learners.*" (The BoW is a big help to teachers, compared to when they did not have it. Now, teachers begin their lesson with an assessment so they can identify the slow learners).

In contrast, a teacher from Mindanao admitted, "*Para sa akin, bihira ko lang gamitin ang BoW, pero ina-apply ko especially sa activities, at least may idea ako kung paano iyon gagawin.*" (I rarely use the BoW but I apply the suggested activities. At least I get ideas on how to plan/conduct the activities). She

access using mobile devices. They can also upload their own materials on the device using a tablet or android phone. They can access the files in the device as if they are using a wi-fi).

"*Instructional materials such as textbooks, teacher's guides (TGs), leaning modules (LMs) are available in our school yet they are not sufficient and not complete; Facilities like complete tables, chairs, science and math equipment, laptops, projectors are also evident. All these resources come from the DepEd national and division levels and others are from donations from private people,*" confided a teacher from northern Luzon.

Some schools received computer packages from the DepEd. A teacher in Region IVB enthusiastically shared in an FGD, *"Ngayon, gumagamit na kami ng projector 'pag pwede namin hiramin ang laptop."* (We now use a projector when we borrow a laptop).

Teaching resources are also available at the DepEd Learning Resources Management and Development System (LRMDS), an online portal designed to increase the distribution and access of teachers to teaching, learning, and professional resources. This portal is particularly useful and helpful to Multigrade teachers who, because of the geographical location of their schools, may have limited resources.

However, some Multigrade teachers still find the portal inaccessible, as disclosed in consultative FGDs. DepEd personnel offered two major reasons for such experience, i.e., teacher's failure to register in the portal, and technical issues in the website. When online access is limited, printed copies of resources from the portal are a timely alternative, one teacher admitted, *"Honestly, we are not using or accessing the learning resources at LRMDS because until now we (have) not (been) able to register on the website and have no account yet. However, there were hard copies given to us which come from the LRMDS site such as worksheets."*

Many Multigrade implementers such as teachers, school heads, Schools Division Multigrade coordinators, and Central Office personnel, also mentioned the usefulness of social media in sharing materials, knowledge, and information and in reporting data to supervisors.

BOX 3: EFFECTIVE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN MULTIGRADE INSTRUCTIONAL DELIVERY (PANGIL ELEMENTARY SCHOOL, ILOCOS NORTE)

In Pangil Elementary School in Pasuquin, Ilocos Norte, teachers explained the benefits of using ICT in their lessons. ICT has allowed them to download Multigrade materials suited for their lessons in the LRMDS portal and access additional information about their lesson using the *Rachel Pi* gadget provided by the Division of Ilocos Norte. Instead of creating learning materials in a traditional way and spending two to three hours making visual aids and posters, all they needed to do was to spend a few minutes to search and download the appropriate materials for the lesson objectives. This enabled them to concentrate more on teaching the subject. According to teachers, ICT has made learning more fun and enjoyable or the pupils. It has also encouraged pupils to actively participate in class discussions. Further, as a result of using ICT, knowledge retention and pupil's interest on the subject matter has increased according to the teachers.

During the classroom observation, the Multigrade teachers used multi-media/ Power Point presentation of the lesson content and activities. The presentation was uploaded on a smart TV during class discussion. This allowed the pupils to become more participative. Pupils in the higher-grade levels were given tasks to work on using the netbook. It was also observed that the teacher was comfortable in using ICT in teaching. The teacher also tried to relate the class activities to learners' interest and experiences (e.g., activity with the use of ICT) resulting in interactive learning. An example of this was the use of an application from the Internet, which allowed the learners to use the icons from the teachers' netbook. Aside from the teachers' netbook, a smart TV, multimedia presentation, and the Internet were the other technology tools that the teacher used for effective Multigrade teaching.

ABOVE: For the teachers in Pangil ES, the ICT allowed them to donwload Multigrade materials suited for their lessons from the LRMDS portal and access additional information about their lesson using the Remote Area Community Hotspots for Education and Learning (RACHEL Pi) gadget provided by the Division of Ilocos Norte.

Photo by SEAMEO INNOTECH (2018)

TABLE 46. AVAILABILITY, COMPLETENESS, AND USE OF LEARNING RESOURCES (N=4,852, MULTIPLE RESPONSES)

LEARNING RESOURCES	ASSESSMENT OF SCHOOLS IN REGARD TO THE AVAILABILITY, COMPLETENESS AND UTILIZATION OF LEARNING RESOURCES				
	AVAILABLE	UTILIZED	ADEQUATE	COMPLETE SET	ALIGNMENT W/ REQUIREMENTS
Visual Aids	4,107 (84.65)	3,678 (75.80)	1,665 (34.32)	932 (19.21)	2,321 (47.84)
Audio Materials	1,766 (36.40)	1,582 (32.61)	689 (14.20)	350 (7.21)	993 (20.47)
Multimedia Materials	2,145 (44.21)	1,905 (39.26)	887 (18.28)	411 (8.47)	1,190 (24.53)
Self-learning Materials	1,793 (36.95)	1,564 (32.23)	625 (12.88)	403 (8.31)	960 (19.79)
Activity Sheets/ Worksheets	3,373 (69.52)	2,984 (61.50)	1,373 (28.30)	892 (18.38)	1,852 (38.17)
Textbooks	3,898 (80.34)	3,399 (70.05)	1,217 (25.08)	903 (18.61)	2,028 (41.80)
Manipulatives	2,842 (58.57)	2,536 (52.27)	777 (16.01)	713 (14.69)	1,595 (32.87)
Multilevel Materials	1,311 (27.02)	1,150 (23.70)	394 (8.12)	345 (7.11)	723 (14.90)
Science Kits	3,972 (81.86)	3,459 (71.29)	1,065 (21.95)	1,327 (27.35)	2,169 (44.70)
Others (Big books, Indigenized, Math kits)	157 (3.24)	147 (3.03)	63 (1.30)	67 (1.38)	92 (1.90)

Learning Resources

The resources included *visual aids*, *audio materials*, *multimedia materials*, *self-learning materials*, *activity sheets* and *worksheets*, *textbooks*, *manipulatives*, *multilevel materials* and *science kits*. Other learning resources in some schools were *"Big books"*, *indigenized resources*, and *Math kits*. These resources were also appraised in relation to *availability*, *utilization*, *adequacy*, *completeness*, and *alignment* with the Multigrade special requirements **(Tables 46 and 47, Figures 33 to 37)**.

The *most* **available** learning resources in Multigrade schools were *visual aids* (N=4,107, 84.65%), *science kits* (N=3,972, 81.86%) and *textbooks* (N=3,898, 80.34%).

These were followed by *activity sheets and worksheets* (N=3,373, 69.52%), *Manipulatives* (N=2,842, 58.57%), *multimedia materials* (N=2,145, 44.21%), *self-learning materials* (N=1,793, 36.95%), and *audio materials* (N= 1,766, 36.40%). *Least* available in Multigrade schools were *multilevel materials* (N= 1,311, 27.02%).

FIGURE 33. AVAILABILITY OF LEARNING RESOURCES IN MULTIGRADE SCHOOLS (%)
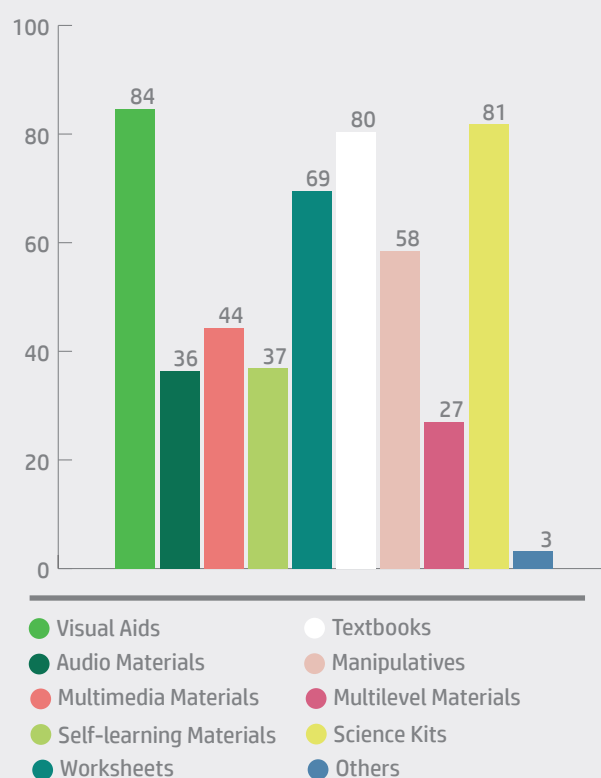
Utilization was related to availability in that only those that were available were utilized. However, as in the case of teaching resources, even if resources were available, they were not utilized to the fullest. This is true in the case of *visual aids* (N= 3,678, 75.80%), *science kits* (N= 3,459, 71.29%), *textbooks* (N= 3,399, 70.05%), *activity sheets and worksheets* (N= 2,984, 61.50%), and *manipulatives* (N= 2,536, 52.27%).

Less than half of the schools said they used the other learning resources like *audio materials* (N= 1,582, 32.61%), *multimedia materials* (N= 1,905, 39.26%), *self-learning materials* (N= 1,564, 32.23%), *multilevel materials* (N= 1,150, 23.70%), and *other* materials such as big books (N= 147, 3.03%).

Similar with teaching resources, the **inadequacy**, **incompleteness** and **non-alignment** of these learning resources with Multigrade requirements could explain why their use was *not* maximized even if they were available.

Only about one-third of the schools (N=1,665, 34.32%) said *visual aids* were **adequate**. Approximately one-fourth of the schools considered *activity sheets and worksheets* (N=1,373, 28.30%) and *textbooks* (N=1,217, 25.08%) **sufficient**.

A fifth of them said the *science kits* (N=1,065, 21.95) were passable. Fewer than these averred that the remaining learning resources were satisfactory: *audio materials*, N=689 (14.20%), multimedia materials, N=887 (18.28%), *self-learning materials*, N=625 (12.88%), *manipulatives*, N=777 (16.01%), *multilevel materials*, N=394 (8.12%), and *other* materials like big books, N=63 (1.30%).

FIGURE 34. UTILIZATION OF LEARNING RESOURCES IN MULTIGRADE SCHOOLS (%)

- Visual Aids
- Audio Materials
- Multimedia Materials
- Self-learning Materials
- Worksheets
- Textbooks
- Manipulatives
- Multilevel Materials
- Science Kits
- Others

FIGURE 35. ADEQUACY OF LEARNING RESOURCES IN MULTIGRADE SCHOOLS (%)

- Visual Aids
- Audio Materials
- Multimedia Materials
- Self-learning Materials
- Worksheets
- Textbooks
- Manipulatives
- Multilevel Materials
- Science Kits
- Others
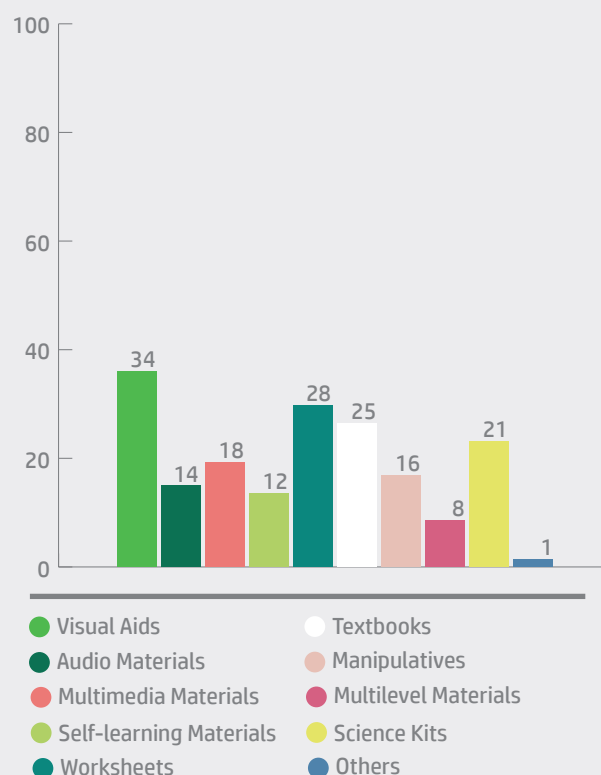
FIGURE 36. COMPLETENESS OF LEARNING RESOURCES IN MULTIGRADE SCHOOLS (%)

FIGURE 37. ALIGNMENT OF LEARNING RESOURCES IN MULTIGRADE SCHOOLS (%)
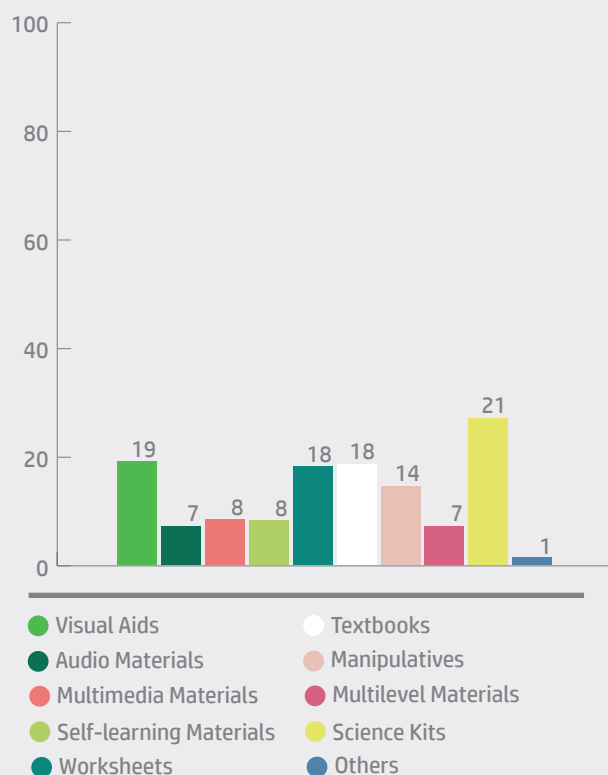
The incompleteness of learning materials was also reported by most of the school respondents. Of all the learning materials, science kits (N=1,327, 27.35%) had the highest number of school respondents saying they were complete, followed by visual aids, N=932 (19.21%), activity sheets and worksheets, N=892 (18.38%), textbooks, N=903 (18.61%), and manipulatives, N=713 (14.69%).

In terms of alignment of materials with Multigrade requirements, the picture is slightly better with one-third of the schools affirming alignment: visual aids, N=2,321 (47.84%), activity sheets and worksheets, N=1,852 (38.17%), textbooks, N=2,028 (41.80%), manipulatives, N=1,595 (32.87%), and science kits, N=2,169 (44.70%). Fewer schools agreed that their learning materials aligned: audio materials, N=993 (20.47%), multimedia materials, N=1,190 (24.53%), self-learning materials, N=960 (19.79%), multilevel materials, N=723 (14.90%), and other materials, N=92 (1.90%).

TABLE 47. RANKING OF LEARNING RESOURCES BASED ON PERCENTAGES (N=4,852, MULTIPLE RESPONSES)

LEARNING RESOURCES	AVAILABLE	UTILIZED	ADEQUATE	COMPLETE	ALIGNMENT W/ REQUIREMENTS
Visual Aids	1	1	1	2	1
Audio Materials	8	7	7	8	7
Multimedia Materials	6	6	5	6	6
Self-learning Materials	7	8	8	7	8
Activity Sheets/Worksheets	4	4	2	4	4
Textbooks	3	3	3	3	3
Manipulatives	5	5	6	5	5
Multilevel Materials	9	9	9	9	9
Science Kits	2	2	4	1	2
Others (Big books, Indigenized, Math kits)	10	10	10	10	10

Language of Learning Resources

School Survey respondents were also asked to indicate the languages used in learning resources. Data collected were summarized to determine the *primary* language of each learning resource in each region **(Table 48).**

■ *Visual aids* were either in *Tagalog* or *English* in *all* regions, except in *Regions I* and *II* which were in *Ilocano.*

■ Most *audio* materials were in *English*, except in *Regions VII* and *ARMM* which were primarily in *Tagalog.*

■ Regarding *multimedia* materials, *English* was the primary language. It was only in *Region IVB* where these materials were in Tagalog. Interestin*gly, there* were *no* su*ch multi*media materials in the *ARMM.*

■ *Self-learning materials w*ere provided mainly in *English* across the country; it was only in *Regions III, IVB*, and *VII* tha*t s*u*ch materials wer*e available in *Tagalog.*

■ *Activity sheets, worksheets* and *textbooks* used were *written in* ei*the*r *English* or *Tagalog.* However, the predominance of *English in manipulatives, multilingual materials (MLM), science kits* and *other* learning materials was observed across the regions.

■ Survey results pointed out that although some of the learning resources to support the implementation of the MTB-MLE policy are present, these are only available in limited languages, i.e., English, Filipino, Ilocano; hence highlighting the lack of learning resources to support the effective implementation of the MTB-MLE policy and the need to capacitate the Multigrade teachers on contextualization.

BOX4: MONTESSORI-INSPIRED TEACH AND LEARN RESOURCES (DAO PRIMARY SCHOOL, SIARGAO)

Dao Primary School, situated in Barangay Magsaysay, General Luna, Surigao del Norte, has adequate teaching and learning resources. As observed during the school visit, aside from the textbooks provided by DepEd, the fascinating objects, attractive letter displays, hand-made flash cards and visuals aids, interesting reading corner with information bits, and bright-colored posters were made available to enhance each pupil's learning experiences and for a child to appreciate learning.

These hand-made teaching and learning materials were beautifully made by the teacher and the parents as revealed during the interviews. The other learning and teaching equipment observed to be present in the school were a projector, science and math equipment, table balance, speaker, and printer.

ABOVE: Grades 1 and 2 pupils of Dao Elementary School benefit from a Montessori-inspired classroom where ample teacher-made instructional aids are available.

Photo by SEAMEO INNOTECH (2018)

TABLE 48. PRIMARY LANGUAGE OF LEARNING RESOURCES

REGION	NO. OF SCHOOLS	LANGUAGES USED FOR EACH TYPE OF LEARNING RESOURCE									
		VISUAL AIDS	AUDIO MATERIALS	MULTI-MEDIA MATERIALS	SELF-LEARNING MATERIALS	ACTIVITY SHEETS/ WORKSHEETS	TEXT-BOOKS	MANIPULATIVES	MLM	SCIENCE KITS	OTHERS
I	221	Ilokano 60	English 24	English 33	Ilokano 39	English 65	Tagalog 40	English 23	English 10	English 35	English 1
II	379	Ilokano 113	English 86	English 116	English 52	English 96	Ilokano 106	English 68	English 27	English 119	English 8
III	177	Tagalog 101	English 64	English 78	Tagalog 46	English, Tagalog 78	Tagalog 92	English 47	English 26	English 55	Ilokano 2
IVA	294	English 230	English 142	English 175	English 137	English 190	English, Tagalog 202	English 106	English 78	English 135	English 15
IVB	395	Tagalog 267	English 112	Tagalog 113	Tagalog 90	English 156	English 253	English, Tagalog 69	Tagalog 44	English 107	English 7
V	374	Tagalog 185	English 96	English 114	English 65	Tagalog 109	Tagalog 156	English 38	Tagalog 25	English 85	English, Tagalog 10
VI	235	English 70	English 38	English 46	English 25	English 45	Tagalog 62	English 23	English 18	English 73	English, Tagalog 2
VII	450	Tagalog 236	Tagalog 119	English 131	Tagalog 95	Tagalog 187	Tagalog 159	English 70	Tagalog 51	English 107	English 10
VIII	689	English 231	English 95	English 157	English 78	English 172	Tagalog 202	English 116	English 62	English 217	English 2
IX	306	Tagalog 94	English 71	English 64	English 40	English 74	Tagalog 93	English 37	English 18	English 108	English 4
X	285	English 115	English 57	English 94	English 46	English 101	English, Tagalog 131	English 67	English 41	English 102	English 11
XI	184	English 66	English 22	English 23	English 27	English 52	English 53	English 28	English 21	English 52	Ata Manobo 1
XII	138	English 46	English 9	English 29	English 25	English 30	English, Tagalog 47	English 17	English 10	English 36	English 2
XIII	422	English 128	English 52	English 70	English 63	English 126	English 117	English 63	English 34	English 109	English 5
ARMM	41	English 16	English 1 Tagalog 1	-	English 5	English 6	English 14	English 2	-	English 11	-
CAR	262	Tagalog 95	English 29	English 52	English 38	Tagalog 81	Tagalog 86	English 31	Tagalog 23	English 87	Ilokano, English 2

Appropriateness of Textbooks

Special attention was given to textbooks **(Table 49, Figure 38).** Only about half of the schools (N=2,875, 59.25%) agreed that textbooks used in Multigrade schools were appropriate. This means that about half did not think so.

TABLE 49. APPROPRIATENESS OF TEXTBOOKS (N=4,852)

RESPONSES	NO. OF SCHOOLS	%
Yes	2,875	59.25
No	1,759	36.25
Not indicated	218	4.49
Total	**4,852**	**100.00**

FIGURE 38. APPROPRIATENESS OF TEXTBOOKS (%)

4.5%
36.3%
59.3%

● Yes   ● No   ● Not indicated
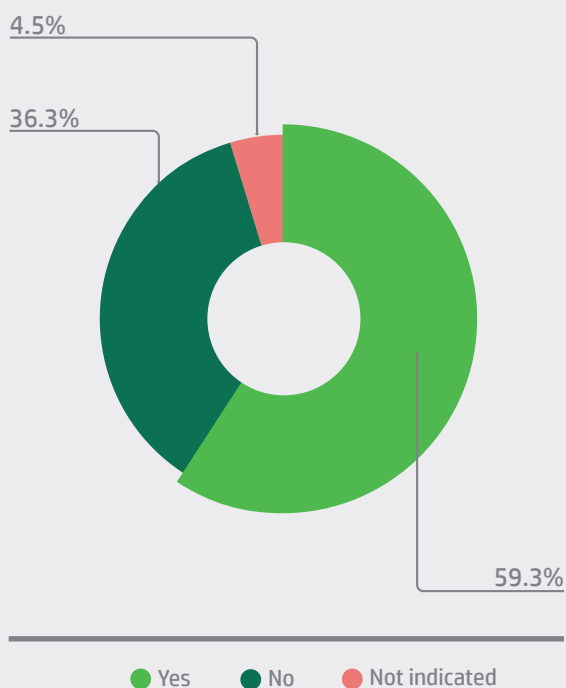
Other Resources

Slightly more than one-third of the schools **(Table 50, Figure 39)** said they also applied *innovations* (N=1,871, 38.56%), and *technology* and *technology-based* materials (N=1,771, 36.50%), and about half of them used *indigenous* learning resources (N=2,452, 50.54%).

TABLE 50. OTHER RESOURCES USED BY MULTIGRADE SCHOOLS (N=4,852, MULTIPLE RESPONSES)

OTHER LEARNING RESOURCES	N	%
Indigenous Learning Resources	2,452	50.54
Innovations	1,871	38.56
Technology & Technology-based Materials	1,771	36.50

FIGURE 39. NUMBER OF MULTIGRADE SCHOOLS USING OTHER LEARNING RESOURCES (N=4,852)

38.6%   50.5%   36.5%

● Innovations
● Indigenous Learning Resources
● Technology
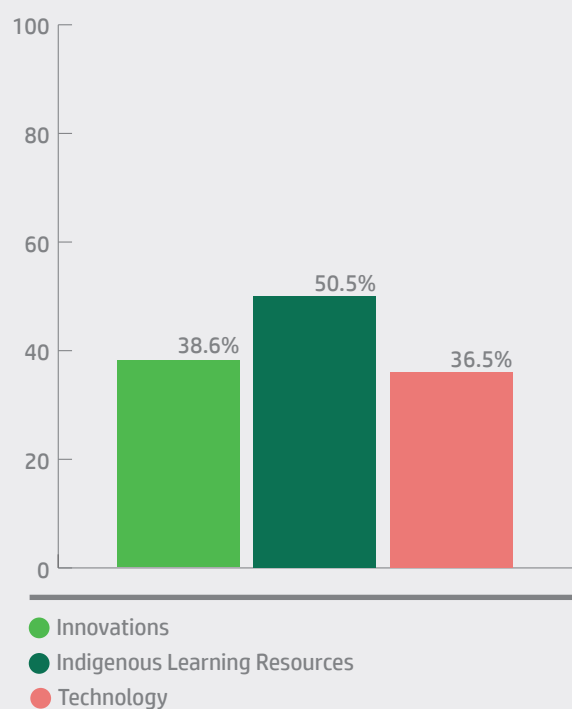
Among the innovations applied were graphic organizers, games and real-life objects. Technology and technology-based resources included the use of laptops and tablets, presentation slides, and online resources. Big books, contextualized materials and local stories were listed as indigenous materials utilized by teachers in Multigrade schools.

Localized Resources

Schools Division offices participating in the study also provided information on localized **resources (Table 51, Figure 40).**

Since many Multigrade schools are located in and cater to indigenous people communities, localization of resources is necessary and expected.

Schools' respondents reported that *printed* materials remained the most commonly used localized resources as follows:

- *Instructional materials* (e.g., Big books, story books, reading materials, leveled materials of BASA Pilipinas, charts, cards, graphic organizers modules and localized history);

- *Learning materials* (e.g., workbooks, worksheets and activity sheets) and teaching guides (e.g., BoW, aligned competencies, DLL, lesson plans, and Table of Specifications).

- These were followed by *multimedia* (e.g., songs), and other materials such as *realia* (e.g., musical instruments), and *manipulatives* (e.g., game boards).

TABLE 51. LOCALIZED RESOURCES IN MULTIGRADE SCHOOLS (N=127)

LOCALIZED RESOURCES	FREQUENCY	RANK
PRINTED	**132**	**1**
Instructional materials: Big books, story books, reading materials, leveled materials (BASA Pilipinas); charts, cards, graphic organizers modules; localized history,	(73)	
Learning materials: Workbooks, worksheets, activity sheets,	(21)	
Teaching Guides: BoW, aligned competencies, DLL, lesson plans, Table of Specifications	(38)	
MULTIMEDIA (songs)	**8**	**2.5**
OTHERS (e.g., realia, musical instrument, manipulatives, game boards)	**8**	**2.5**
TOTAL	**148**	

FIGURE 40. NUMBER OF SCHOOLS DIVISIONS WITH LOCALIZED RESOURCES (N=127)

- Printed
- Multimedia (songs)
- Others (realia, musical instrument, etc.)
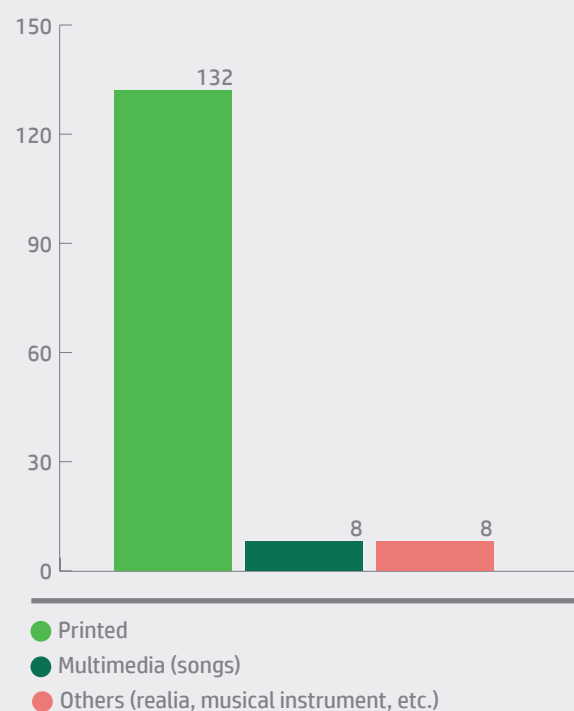
FGD participants verified that several Multigrade schools were beneficiaries of the DepEd Computerization Program and the BASA Pilipinas Leveled Readers, both of which were found to assist Multigrade learners in the project pilot sites. One verified about a set of materials they used, "*Meron ngayong leveled reader materials provided ng BASA Pilipinas sa Multigrade recipients ... so yun po ay malaking bagay.*" (There are now leveled reading materials provided by BASA Pilipinas... these books were of big help).

As for the status of these resources **(Table 52, Figure 41),** 74 of the 148 resources (50.00%) were already *completed* at the time of the survey, approximately one third (f = 42, 28.38%) were *distributed* to users, and about one-fifth (f = 26, 17.57%%) were *updated* or *modified.*

TABLE 52. STATUS OF LOCALIZED RESOURCES IN MULTIGRADE SCHOOLS (N=127, MULTIPLE RESPONSES)

STATUS OF LOCALIZED RESOURCES	NUMBER OF SCHOOLS DIVISIONS	%
Completed	74	50.00
Distributed to users	42	28.38
Updated/Modified	26	17.57

FIGURE 41. LOCALIZED PRINTED RESOURCES (%)

Completed ● Distributed to users ● Updated
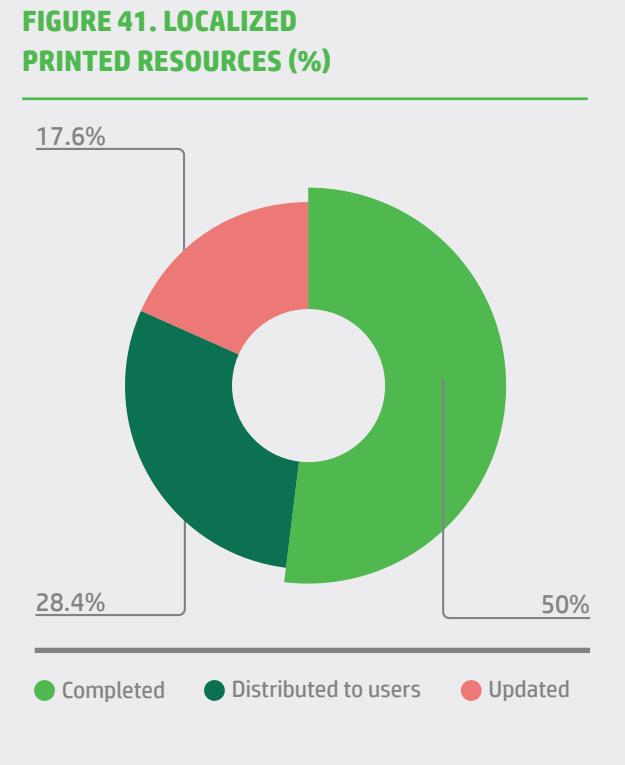
With regard to who used the localized resources **(Table 53, Figure 42),** about two-fifths (f = 63, 42.57%) were utilized by *both* learners and teachers, while about one-third (f = 52, 35.14%) were employed by *learners* only, and the remaining materials, by *teachers* only (f = 33, 22.30%). The localized resources were also used by Schools Division superintendents and school heads, possibly for monitoring and evaluation.

TABLE 53. USERS OF LOCALIZED RESOURCES IN MULTIGRADE SCHOOLS (N=127, MULTIPLE RESPONSES)

USERS OF LOCALIZED RESOURCES	NUMBER	%
Learners	52	35.14
Teachers	33	22.30
Both learners and teachers	63	42.57

FIGURE 42. USERS OF LOCALIZED RESOURCES (N=127)

● Learners
● Teachers
● Both learners and teachers
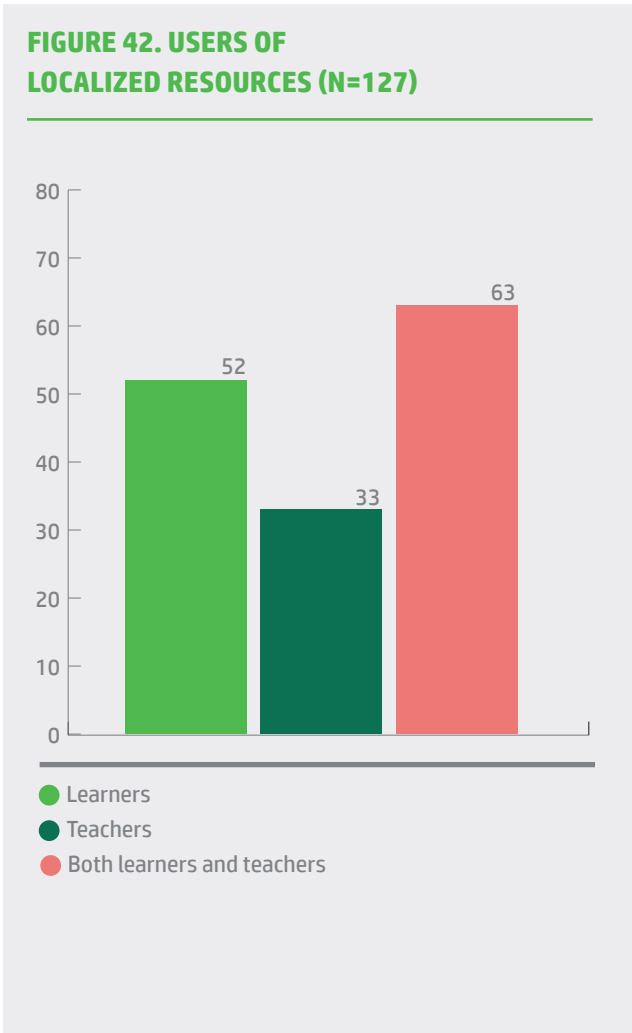
Contextualization of instructional and learning materials is one of the important tasks of Multigrade teachers. FGD participants emphasized the importance of contextualization in curriculum program implementation. Teachers must adapt the lessons in accordance with the culture of the community, using methods appropriate to local conditions and relating the content to the local environment. Similarly, the BoW which Multigrade teachers heavily used also had to be localized or indigenized for it to be useful for teachers.

One participant asserted, *"It is not easy to contextualize materials... there should be a strong partnership with the community and Indigenous (IP) group leaders especially on the indigenization of materials to the IP group's culture."*

Another narrated, *"We use available resources in the locality in constructing indigenous materials. We use folk songs and games known to the learners as well as things in the community that they are familiar with like local animals, plants and vegetables."*

A Multigrade coordinator in Region IVB explained the process of adopting localized materials. "*Kaya kagaya ng ating isang Multigrade school nag innovate sila ng big book with history ng barangay nila; bakit iyong wika nila ay kailangan pa talaga; tinawag pa namin yung elder para ma-approve ang kanilang big books; meron po tayong mga Mangyan school na gumawa ng big books para sa grupo ng mga batang Mangyan sa bukid, at bago po siya gamitin talagang may elder po siyang nag-approve.*"

(One Multigrade school innovated by developing a big book to tell the history of the barangay. The text was in Mangyan language. The book highlighted the importance of their native tongue. The school called a Mangyan elder to approve the big book. We have other Mangyan schools that also produced big books for Mangyan children in the field. The language and content were also reviewed by an elder.

In a Multigrade school in Region VIII, a teacher said she replaced unfamiliar topics (i.e., animals) with familiar ones. "*Halimbawa merong kwento na ang naroong topic ay hayop tulad ng giraffe ay hindi kilala ng mga bata, ang gagawin ko, kalabaw na lang and ibibigay kong halimbawa para mas madaling maintindihan.*"

(For example, if there is a story about animals such as giraffe, an animal that is not familiar with the pupils, what I usually do is replace the animal with carabao for the pupils to easily understand the lesson).

With regard to the sources of funds for localized resources **(Table 54, Figure 43),** the Schools Divisions cited DepEd's general appropriation funds as the main source of funds. Next were the teachers, then private individuals. Using their personal money, the teachers showed their commitment by providing the needed instructional materials for their Multigrade learners.

TABLE 54. SOURCES OF FUNDS FOR LOCALIZED RESOURCES IN MULTIGRADE SCHOOLS

SOURCE OF FUNDS FOR LOCALIZED RESOURCES	FREQUENCY OF MENTION	RANK
DepEd-GAA	121	1
LGU (province, city, municipal levels)	4	4
NGO/INGO	3	5
PTA	1	6
Private individuals	5	3
Teachers	4	4
Others (e.g., teachers' personal funds)	12	2

FIGURE 43. SOURCES OF FUNDS FOR LOCALIZED RESOURCES (N=127)

- DepEd-GAA
- LGU
- NGO/INGO
- PTA
- Private Individuals
- Teachers
- Others
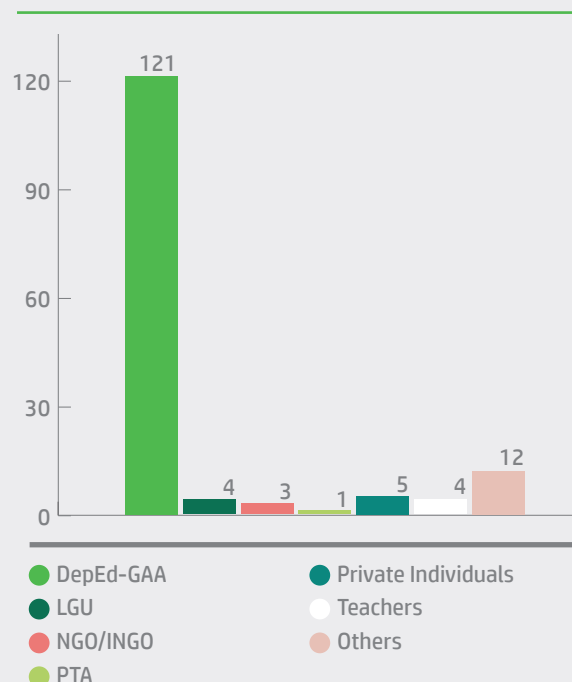
BOX 5: TEACHING AND LEARNING MATERIALS IN AN IPED MULTIGRADE SCHOOL (PULLAAN ELEMENTARY SCHOOL, IFUGAO)

Learners in Pullaan Elementary School belong to the Ifugao (Ayangan) IP group of Cordilleras. Despite the challenges in the adequacy of teach-learn facilities, the school tried to work on what is available and contextualized them based on the needs of the learners. In terms of the learning facilities, the school is a recipient of DepEd Computerization Program. They also made available a computer-cum-mini-museum showcasing the heritage of Ifugao. The teachers likewise exhibited creativity in contextualizing teaching materials through visual aids as well as use of intangible heritage, such as songs and poems in mother tongue to explain concepts in various subjects.

During the focus group discussion with the teachers, one of them mentioned that she uses interactive learning materials (e.g., board work for group activities) in teaching Science. The kind of innovation that was evident during the classroom observation was the use of teacher-made indigenous learning materials like wooden blocks and other real objects. The contextualized alphabet in Ayangan language was also noticeable in the Kindergarten, Grades 1 and 2 classes (e.g., F for "fafoy").

Additionally, the teachers also reported that in the past years they made use of reading materials donated by UNICEF in the 1990s. The teachers found these materials useful and effective in the improvement of reading comprehension among pupils because the learning activities provided in these materials were designed according to students' abilities within the same competencies. Educational audio-visual presentations that enhance the pupils' understanding of the lessons are also available. Teachers likewise prepare appropriate learning materials for the day's lesson/activities which are made of manila paper and strips of cartolina.

BELOW: Teacher Angelina of Pullaan Elementary School asked her Grade 6 pupils in Mathematics to measure the diameter of an empty can, which allowed them to connect the idea of a cylinder with an actual representation and to practice measuring a real-life object.

Photo by SEAMEO INNOTECH (2018)
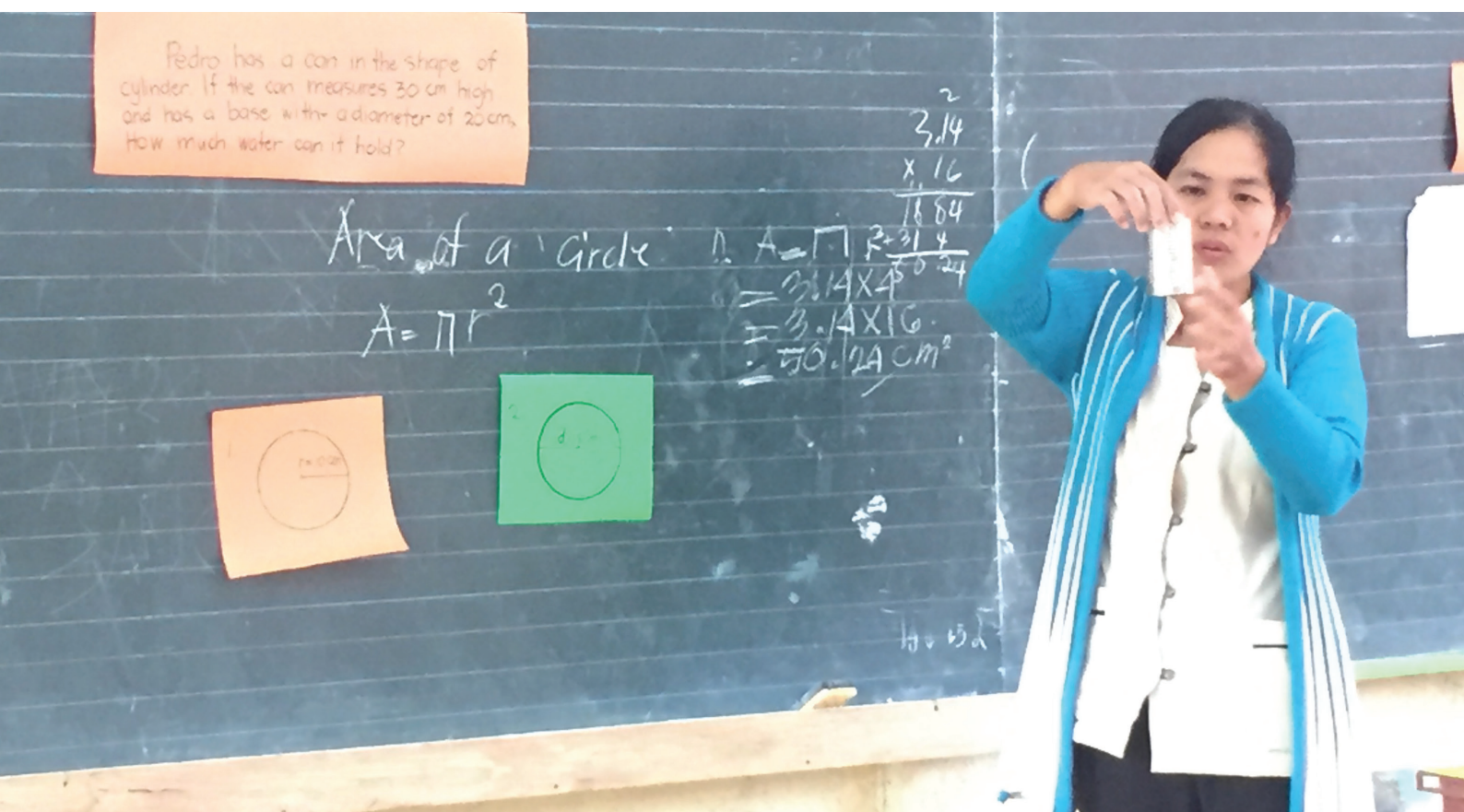
Challenges in Teaching and Learning Resources

Multigrade school respondents identified their challenges concerning teaching and learning resources **(Table 55, Figure 44).** The top 5 and most serious challenges for *more* than half of the schools are *incomplete Multigrade materials* (N=4,072, 83.92%), *insufficient supply of materials* (N=3,777, 77.84%), *lack of supplementary materials* (N=3,351, 69.06%), *incomplete teaching guides and manuals* (N=3,258, 67.15%) and *late distribution of materials* (N=2,998, 61.79%).

About half of the schools (N=2,743, 56.53%) said they did not have *access* to other inputs. In approximately one-third of the schools, the challenges included lack of *materials provided* (N=1,825, 37.61%) and/or *produced* (N=1,542, 31.78%); and outdated materials (N=1,271, 26.20%).

Unsuitability of the *language* of the learning materials (N=1,629, 33.57%) and inappropriateness of the content also count among the challenges cited (N=1,313, 27.06%). A minority of the schools (N=233, 4.80%) mentioned the difficulty of transporting teaching and learning resources to their schools and lack of Internet connection.

One of the challenges cited on localization of resources is "re-translating." A Multigrade coordinator in CAR reported that, "*Those learning resources provided by DepEd, we found out yung Ilocano, it's very hard to translate. We had to translate it aside from contextualization. (We) translated it to English and then to mother-tongue, so sometimes the teacher said it's useless and gave us more work and instead of using it, we have to translate, especially in Multigrade classes where they could not really have time to prepare their lesson plans.*" It appears that the materials were in a (different) version of Ilocano which is foreign to the teacher and pupils of the area. Hence, aside from contextualizing the material, the teacher had to first translate it to English and then back to Ilocano that is understood (spoken) by the pupils. It meant additional work for the teacher, taking up valuable time that could have been used for preparing their lesson plans. This is one area that needs to be examined with regard to learning materials for Multigrade schools.

TABLE 55. CHALLENGES IN TEACHING AND LEARNING RESOURCES IN MULTIGRADE SCHOOLS (N=4,852, MULTIPLE RESPONSES)

CHALLENGES	N (%)
Incomplete Multigrade materials	4,072 (83.92)
Insufficient supply of materials	3,777 (77.84)
Lack of supplementary materials	3,351 (69.06)
Incomplete TGs/manual	3,258 (67.15)
Late distribution of materials	2,998 (61.79)
Requires access to other inputs not available	2,743 (56.53)
No materials provided	1,825 (37.61)
Language of materials is not suitable	1,629 (33.57)
Failure to produce learning materials	1,542 (31.78)
Inappropriateness of materials	1,313 (27.06)
Outdated materials	1,271 (26.20)
Others (transportation, Internet)	233 (4.80)

FIGURE 44. CHALLENGES IN TEACHING AND LEARNING RESOURCES IN MULTIGRADE SCHOOLS (%)

Legend:
- Incomplete MG materials
- Insufficient materials
- Lack of supp. materials
- Incomplete TGs
- Late material distribution
- Requires access to unavailable materials
- No materials provided
- Language not suitable
- Failure to produce materials
- Inappropriate materials
- Outdated materials
- Others
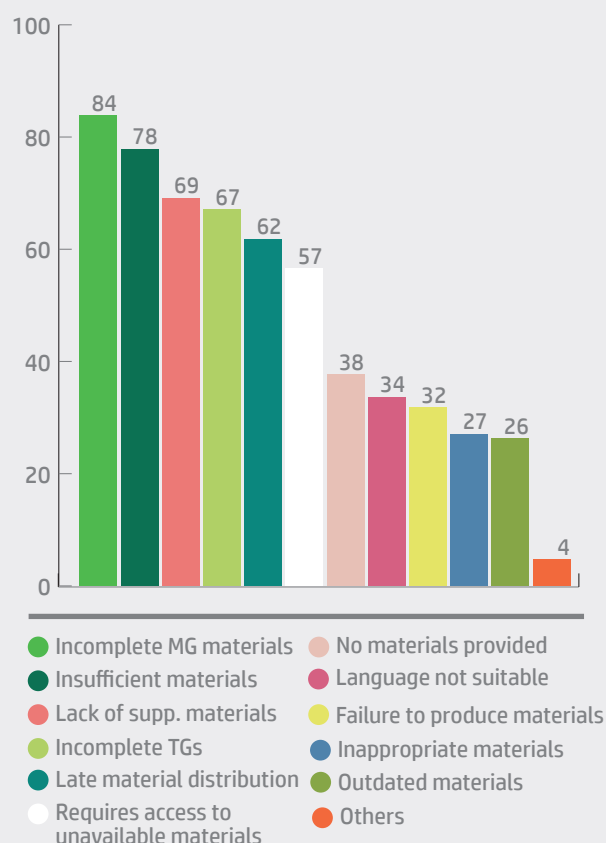
During the case study visit at Ewon Elementary School in Bohol, it is worth mentioning that all parents raised a common concern regarding the difficulty of teaching (ironically enough) their children's mother tongue language, Sinugbuanong Bisaya. They said that Boholanos speak a different variety of Bisaya than the one that is taught. They described the words used in the learning materials as too arcane *("malalim")* and surmised that they were probably written by someone from Cebu who did not consider the other Visayan dialects such as those spoken in Bohol and Mindanao. One parent suggested the production of more relevant learning materials: *"...bigyan natin ng pagkakataon na Boholano ang sumulat ng mga storybooks sa salitang Boholano"* (perhaps, just give the Boholanos the opportunity to write storybooks using their Boholano dialect).

CAPACITY BUILDING

Teacher Training on Multigrade Instruction

Almost all Multigrade teachers received training on Multigrade instruction **(Table 56, Figure 45).** Since 2004, Multigrade teachers across the country were able to participate in several staff development trainings and other capacity-building programs which were supported and funded by DepEd based on the following DepEd Orders/Memos:

Policies:
- First Congress on Multigrade Education (DM 291 s. 2004)

- "The Multigrade School" is a 28-minute video that can be viewed during Multigrade training or use as self-learning Multigrade orientation material (DepEd Memo 404 s. 2004)

- Conduct of National Training of Trainers on Multigrade Instruction for Multigrade Coordinators/ Principals (DM 289, s. 2008)

- National Summit in Multigrade Education (DM 428 s. 2008)

- Use of Division INSET Funds to augment the funds from the budget for the training of Multigrade teachers by core of trainers trained during the National Training of Trainers on Multigrade Instruction in 2008 (DM 327 s. 2009)

- Multigrade Training Resource Package or Multigrade-TRP Training on Multigrade instruction through a continuing standards-based professional development program managed by a core division and regional trainers; A core of trainers for the division-based training of Multigrade teachers has already been organized and trained; As much as possible, trained Multigrade teachers shall not be transferred to another school within two years (DO 81 s. 2009).

- Financial assistance for teacher training on K to 3 in Multigrade classes, assessment, school-community partnership (DO 30, s. 2014)

- Conduct of 2017 Summer Training Program for Multigrade Teachers (DM-CI-2017-00099)

TABLE 56. DID TEACHERS RECEIVE TRAINING ON MULTIGRADE INSTRUCTION? (N=4,852)

RESPONSE	NO. OF SCHOOLS	%
Yes	4,272	88.05
No	416	8.57
Not Indicated	164	3.38
Total	**4,852**	**100.00**

FIGURE 45. NUMBER OF TEACHERS TRAINED ON MULTIGRADE INSTRUCTION (%)

3.4%
8.6%
88.1%

● Yes   ● No   ● Not indicated
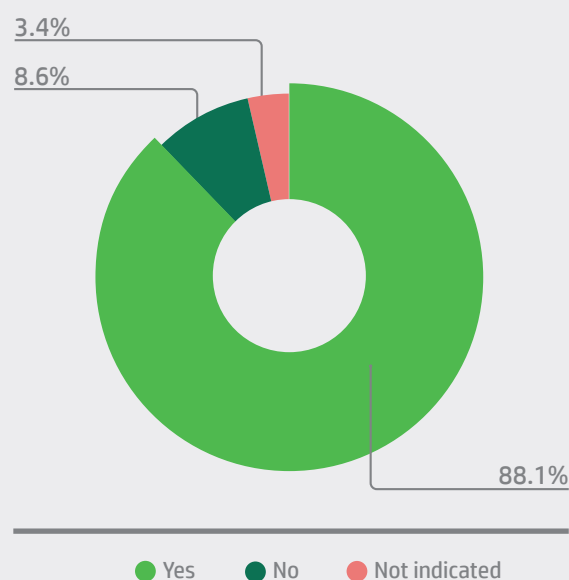
TABLE 57. TRAINING PROGRAMS FOR MULTIGRADE TEACHERS (N=4,851, MULTIPLE RESPONSES)

TRAINING PROGRAM	N (%)	RANK
National and Nationwide Programs		
National Training on Multigrade Instruction for K to 3	731 (15.07)	10
National Training of Trainers on Differentiated Instruction	482 (9.93)	15
Nationwide Multigrade Training on Assessment	125 (2.58)	18
Nationwide Multigrade Training on Classroom Management	118 (2.43)	20
Nationwide Multigrade Training on Curriculum	137 (2.82)	16
Nationwide Multigrade Training on Instructional Materials	129 (2.66)	17
Nationwide Multigrade Training on Pedagogy	124 (2.56)	19
Nationwide Multigrade Training on Others	6 (0.12)	
Learning Action Cell focused on Multigrade instruction	1,811 (37.32)	6
Summer Training Program for Multigrade teachers	1,788 (36.85)	7
Teacher Induction Program specifically for Multigrade teachers	1,266 (26.09)	8
Region-wide Programs		
Region-Wide Multigrade Training on Assessment	598 (12.32)	14
Region-Wide Multigrade Training on Classroom Management	609 (12.55)	13
Region-Wide Multigrade Training on Curriculum	744 (15.33)	9
Region-Wide Multigrade Training on Instructional Materials	650 (13.40)	11
Region-Wide Multigrade Training on Pedagogy	647 (13.33)	12
Region-Wide Multigrade Training on Others	22 (0.45)	
Division-Wide Programs		
Division-Wide Multigrade Training on Assessment	2,106 (43.40)	5
Division-Wide Multigrade Training on Classroom Management	2,151 (44.33)	4
Division-Wide Multigrade Training on Curriculum	2,640 (54.51)	1
Division-Wide Multigrade Training on Instructional Materials	2,322 (47.86)	2
Division-Wide Multigrade Training on Pedagogy	2,210 (45.55)	3
Division-Wide Multigrade Training on Others	27 (0.56)	
Other Training Programs	83 (1.71)	

Training Programs for Multigrade Teachers

Various training programs were conducted for Multigrade teachers at different levels **(Table 57).**

There were trainings for teachers from different regions, which were conducted at a certain period (*national*) and programs conducted by regional offices throughout the country at different periods of time (*nationwide*). There were also programs provided by regional offices (*region-wide*) and by division offices (*division-wide*).

Training programs covered various *topics* such as *assessment*, *classroom management*, *curriculum*, *instructional materials,* and *pedagogy*. There were also LAC sessions devoted to Multigrade instruction. Summer training programs were also conducted for Multigrade teachers, and teacher induction programs designed for Multigrade teachers. The teacher induction programs conducted by the DepEd as part of its Professional Development Program for Elementary Teachers were consistently mentioned in all consultative focus group discussions as a significant capacity building program for Multigrade teachers**.**

A school head from Mindanao commented, *"Kung ang newly hired ay na-assign na magtuturo talaga dun sa Multigrade, dapat meron silang session para sa Multigrade teaching sa induction program na facilitated ng mga supervisors sa division, para meron silang kaalaman bago pumunta sa field."* (If newly hired teachers are to be assigned in a Multigrade school, the induction program should have a specific session on Multigrade teaching to be facilitated by a division Multigrade supervisor so that the new teachers will know what to expect before they are deployed).

About *half* of the schools surveyed in the study acknowledged being provided training for Multigrade teachers by their **Schools Divisions** on *curriculum* (N=2,640, 54.51%), *instructional materials* (N=2,322, 47.86%), *pedagogy* (N=2,210, 45.55%), *classroom management* (N=2,151, 44.33%), and *assessment* (N=2,106, 43.40%).

One Multigrade coordinator in Zamboanga del Norte recalled, "*I was to able conduct trainings for Multigrade teachers especially those untrained teachers in handling Multigrade classes, yun kasi ang naging problema ng Multigrade teachers* (since the lack of training has been the main problem of teachers) *most especially the newly hired teachers assigned in far flung areas where Multigrade classes are located. They didn't have enough knowledge, and background. Although they have a related subject during their undergraduate studies, it was just a matter of how many units. Even during their internship, wala po silang experience* (they are not given a chance to experience how) *to handle Multigrade classes. Regular class po yong orientation nila even the internship* (Their orientation is teaching a regular class even during their internship). *We observed also that they find it difficult to handle Multigrade classes. That's why as a Multigrade coordinator during that time, nangyari po yon 2014* (it happened in 2014)*, the Division conducted mass training for Multigrade teachers.*"

Regional offices also contributed to teachers' capacity building, according to 12 to 13 percent of the schools. These offices conducted their own training programs on *curriculum* (N=744, 15.33%), *instructional materials* (N=650, 13.40%), *pedagogy* (N=647, 13.33%), *classroom management* (N=609, 12.55%), and *assessment* (N=598, 12.32%).

National and *nationwide* training programs were also cited by schools in the survey. In particular, about 25 per cent to 33 per cent of the schools indicated Multigrade teacher participation in the *Learning Action Cell focused on Multigrade instruction* program (N=1,811, 37.32%), the *Summer Training Program for Multigrade teachers* (N=1,788, 36.85%), and the *Teacher Induction Program specifically for Multigrade Teachers* (N=1,266, 26.09%).

About 15 percent of the schools said that their Multigrade teachers also participated in the *National Training on Multigrade Instruction for K to 3* (N=731, 15.07%), and some 10 percent of the schools

recalled Multigrade teachers attending *National Training of Trainers on Differentiated Instruction* (N= 482, 9.93%). Interestingly, only about three percent of the schools referred to *nationwide* training on *curriculum* (N=137, 2.82), *instructional materials* (N=129, 2.66%), *assessment* (N=125, 2.58%), *pedagogy* (N=124, 2.56%), and *classroom management* (N=118, 2.43%). Other trainings in which Multigrade teachers participated were those sponsored by *BASA Pilipinas*, and those focusing on the *Budget of Work*, early language *literacy* and *numeracy,* or *action research.*

A Multigrade teacher in Zamboanga del Norte recounted her training. "*Sa first seminar na attend ko sa Multigrade, taga Manila yung speakers namin tinuruan nila kami ng differentiated instruction, One objective but different activities kada grade level ang binibigay namin. Yun po natutunan ko sa DI, for me naging madali yun flow ng lesson (ko).*" (In the first seminar I attended on Multigrade, our lecturers from Manila taught us about differentiated instruction. The class has only one learning objective, but students were given different activities for each grade level. That's where I learned about DI; using DI, the flow of the lesson became easier for me).

In various consultative FGDs, Multigrade implementers expressed their appreciation for the Summer Training Program for Multigrade Teachers conducted by DepEd-Central Office as part of its professional development program for elementary teachers. Moreover, trained Multigrade teachers were given opportunities to serve as resource persons in their respective Schools Divisions. According to FGD participants, DepEd teacher trainings, particularly the Multigrade induction program, teacher orientation for newly hired teachers, and trainings on contextualization of learning materials were able to address specific concerns which were often *not* discussed in so-called "*one-size-fits-all*" or general teacher trainings.

One FGD informant also pointed out that in the present teacher education or pre-service curriculum, the only time given for teaching Multigrade classes was in a three-unit course titled *Special Topics in Education.* In this connection, the technical panel for teacher education of the Commission on Higher Education disclosed in a focus group discussion that the 2017 revised curriculum for teacher education instituted a three-unit course focusing on *Multilevel Education.* It is expected that this course would serve as a venue for discussing special instruction in Multigrade classes.

In Leyte province, one of the best practices that the supervisor was happy to share during the FGD held for Multigrade stakeholders in Region VIII was their collaboration with teacher education institutions in the area. "*Another best practice for DepEd Leyte is that we are closely coordinating with the TEIs and are requiring TEIs to expose their students to Multigrade classes because usually the practice-teachers are only exposed to monograde class. So, we explained to the administrators of the TEIs that they really need to expose their students to Multigrade because that is usually their first assignment.*"

However, considering the lack of learning resources in local languages, participants during the consultative FGDs emphasized the need for capacity building on contextualization of curriculum and learning materials.

RIGHT: The Case Study Research Team with Nababarera Elementary School's three Multigrade teachers, Teacher-in-Charge, and Principal.

Photo by SEAMEO INNOTECH (2018)

BOX 6: STRUGGLING FOR EXCELLENCE (NABABARERA ELEMENTARY SCHOOL, CAMARINES SUR)

The Multigrade teachers of Nababarera ES, Baao, Camarines Sur have a positive outlook and passion for teaching, which are the basic traits of an effective Multigrade teacher. All teachers shared that they all have their own ups and downs in Multigrade teaching but they remained faithful to their mission. Instead of thinking about the hardship, they said they focused on teaching with passion. The teachers said that they draw inspiration from the positive changes they consistently observe in their pupils' academic performance day after day. Teaching in Nababarera Elementary School with limited resources for more than five years was made possible because of the school teachers' commitment and dedication as well as teamwork in addressing the learners' needs. As a facilitator of learning, every teacher does not dwell on challenges but instead focuses on ensuring the progress of every child.

In a focus group discussion, two Multigrade teachers in their mid-thirties shared their experiences during the past five years of teaching in the school. Both teachers admitted that during their first few weeks as new Multigrade teachers, handling combination/Multigrade classes in Nababarera ES was extremely challenging. The teachers shared that they constantly sought their own professional development by attending seminars/trainings/workshops in ICT, LAC, K to 12 Curriculum, and Multigrade- related courses and sometimes sought technical assistance from Multigrade experts in the District or Division offices.

From their initial struggles due to lack of familiarity with Multigrade teaching, both teachers now confidently say that they have fulfilled their mandate by learning the craft on-the-job with the right perspective. They have come to realize that they can teach combination or Multigrade classes using differentiated instructional strategies with positive results. They are proud to see the slow readers improve their reading comprehension skills and the advanced/fast learners representing the school in academic competitions up to the Division level. They are also proud to produce graduates who are now professionals and recognized by the school community as role models.

Usefulness of Training Programs for Multigrade Teachers

School respondents were asked to rate the usefulness of training programs. Based on responses of a small fraction of the schools, all training programs were rated as "*very useful*" by most of those that indicated their ratings **(Table 58),** and only very few rated them as "*not so useful*".

Transforming categories into a scale, assigning the value of "1" for "very useful", "2" for "useful", and "3" for "not so useful," the scores were computed **(Table 59).**

All training programs, regardless of scope (national/ nationwide, region-wide or division-wide) and of topic, received ratings from 1, *very useful* to 3, *not so useful.* With the exception of training programs covering *other topics*, all training programs pertaining to Multigrade instruction were rated about the same on the average, ranging only from means of 1.11 (*Learning Action Cell on Multigrade instruction*, *Summer Training Program for*

Multigrade teachers, and *Division-wide Multigrade Training on Assessment*) to 1.22 (*Nationwide Multigrade Training on Assessment* and *Nationwide Multigrade Training on Instructional Materials*). If the values of means were to be rounded off to whole numbers, the mean ratings would be "1", meaning all these trainings were *very useful*, on the average, across the schools that indicated their ratings. With regard to variability in the ratings, with the exception, again, of programs on *other* topics, the school respondents were relatively *most homogeneous* in their ratings for the *LAC sessions on Multigrade Instruction* (SD = 0.32), and relatively most heterogeneous in ratings for the *Nationwide Multigrade Training on Classroom Management* (SD = 0.49).

TABLE 58. SCHOOLS' FEEDBACK ON USEFULNESS OF TRAINING PROGRAMS FOR MULTIGRADE TEACHERS (N=4,825, MULTIPLE RESPONSES)

TRAINING PROGRAMS	VERY USEFUL	USEFUL	NOT SO USEFUL	NOT INDICATED
National and Nationwide Programs				
National Training on Multigrade Instruction for K to 3	492 (10.14)	70 (1.44)	9 (0.19)	4,281 (88.23)
National Training of Trainers on Differentiated Instruction	348 (7.17)	41 (0.85)	4 (0.08)	4,459 (91.90)
Nationwide Multigrade Training on Assessment	79 (1.63)	15 (0.31)	3 (0.06)	4,755 (98.00)
Nationwide Multigrade Training on Classroom Management	74 (1.53)	13 (0.27)	3 (0.06)	4,762 (98.15)
Nationwide Multigrade Training on Curriculum	93 (1.92)	11 (0.23)	3 (0.06)	4,745 (97.79)
Nationwide Multigrade Training on Instructional Materials	79 (1.63)	18 (0.37)	2 (0.04)	4,753 (97.96)
Nationwide Multigrade Training on Pedagogy	76 (1.57)	16 (0.33)	2 (0.04)	4,758 (98.06)
Nationwide Multigrade Training on Others	4 (0.08)	1 (0.02)	1 (0.02)	4,846 (99.88)
Learning Action Cell focused on Multigrade Instruction	1,434 (29.55)	159 (3.28)	5 (0.10)	3,254 (67.07)
Summer Training Program for Multigrade teachers	1,386 (28.57)	156 (3.22)	11 (0.23)	3,299 (67.99)
Teacher Induction Program specifically for Multigrade teachers	919 (18.94)	155 (3.19)	9 (0.19)	3,769 (77.68)
Region-wide Programs				
Region-wide Multigrade Training on Assessment	404 (8.33)	60 (1.24)	2 (0.04)	4,386 (90.40)
Region-wide Multigrade Training on Classroom Management	401 (8.26)	62 (1.28)	2 (0.04)	4,387 (90.42)
Region-wide Multigrade Training on Curriculum	521 (10.74)	71 (1.46)	5 (0.10)	4,255 (87.70)
Region-wide Multigrade Training on Instructional Materials	435 (8.97)	73 (1.50)	3 (0.06)	4,341 (89.47)
Region-wide Multigrade Training on Pedagogy	436 (8.99)	66 (1.36)	8 (0.16)	4,342 (89.49)
Region-wide Multigrade Training on Others	20 (0.41)	6 (0.12)	0 (0)	4,826 (99.46)
Division-wide Programs				
Division-wide Multigrade Training on Assessment	1,521 (31.35)	157 (3.24)	14 (0.29)	3,160 (65.13)
Division-wide Multigrade Training on Classroom Management	1,510 (31.12)	175 (3.61)	16 (0.33)	3,151 (64.94)
Division-wide Multigrade Training on Curriculum	1,925 (39.67)	220 (4.53)	21 (0.43)	2,686 (55.36)
Division-wide Multigrade Training on Instructional Materials	1,666 (34.34)	198 (4.08)	17 (0.35)	2,971 (61.23)
Division-wide Multigrade Training on Pedagogy	1,580 (32.56)	178 (3.67)	15 (0.31)	3,079 (63.46)
Division-wide Multigrade Training on Others	66 (1.36)	5 (0.10)	0 (0)	4,781 (98.54)
Others	83 (1.71)	4 (0.08)	0 (0)	4,765 (98.21)

TABLE 59. DESCRIPTIVE STATISTICS ON USEFULNESS OF TRAINING PROGRAMS FOR MULTIGRADE TEACHERS

TRAINING PROGRAMS	N	MODE	MEAN	MIN	MAX	SD
National and Nationwide Programs						
National Training on Multigrade Instruction for K to 3	571	1	1.15	1	3	0.40
National Training of Trainers on Differentiated Instruction	393	1	1.12	1	3	0.36
Nationwide Multigrade Training on Assessment	97	1	1.22	1	3	0.48
Nationwide Multigrade Training on Classroom Management	90	1	1.21	1	3	0.49
Nationwide Multigrade Training on Curriculum	107	1	1.16	1	3	0.44
Nationwide Multigrade Training on Instructional Materials	99	1	1.22	1	3	0.46
Nationwide Multigrade Training on Pedagogy	94	1	1.21	1	3	0.46
Nationwide Multigrade Training on Others	6	1	1.50	1	3	0.84
Learning Action Cell focused on Multigrade instruction	1,598	1	1.11	1	3	0.32
Summer Training Program for Multigrade teachers	1,553	1	1.11	1	3	0.34
Teacher Induction Program specifically for Multigrade teachers	1,083	1	1.16	1	3	0.39
Region-wide Programs						
Region-wide Multigrade Training on Assessment	466	1	1.14	1	3	0.36
Region-wide Multigrade Training on Classroom Management	465	1	1.14	1	3	0.36
Region-wide Multigrade Training on Curriculum	597	1	1.14	1	3	0.37
Region-wide Multigrade Training on Instructional Materials	511	1	1.15	1	3	0.38
Region-wide Multigrade Training on Pedagogy	510	1	1.16	1	3	0.41
Region-wide Multigrade Training on Others	26	1	1.23	1	2	0.43
Division-wide Programs						
Division-wide Multigrade Training on Assessment	1,692	1	1.11	1	3	0.34
Division-wide Multigrade Training on Classroom Management	1,701	1	1.12	1	3	0.35
Division-wide Multigrade Training on Curriculum	2,166	1	1.12	1	3	0.35
Division-wide Multigrade Training on Instructional Materials	1,881	1	1.12	1	3	0.36
Division-wide Multigrade Training on Pedagogy	1,173	1	1.12	1	3	0.35
Division-wide Multigrade Training on Other topics	71	1	1.07	1	2	0.26
Others	87	1	1.05	1	2	0.21

(Note: 1 = Very Useful, 2 = Useful, 3 = Not so useful)

Competencies developed through Training Programs

School respondents were asked to indicate the competencies that were fostered in the training programs **(Tables 60 and 61).**

Differentiated Instruction was the first and foremost area of competency developed in *all* training programs, except in the Division-wide Multigrade Training on Instructional Materials, in which, as the title suggests, the competency developed was that of *developing learning materials.*

Grouping strategies were the next most developed by the trainings. Based on ranks of competencies derived from the number of schools acknowledging them, competencies in the areas of *preparing DLL and DLP and using the Budget of Work* were least mentioned.

Other competencies named by school respondents were the *art of questioning, class programing, classroom layout, classroom management, competency alignment, contextualization, developing students with multiple intelligences, explicit teaching, instructional planning, localization of instructional materials, multigrade policies and guidelines, rubrics-making and use, test construction,* and *types of assessment.*

TABLE 60. COMPETENCIES DEVELOPED THROUGH TRAINING PROGRAMS (N=4,852, MULTIPLE RESPONSES)

TRAINING PROGRAMS	COMPETENCIES						NOT INDICATED
	DI	GROUPING STRATEGY	DEVT OF LMS	USE OF LMS	DLL/ DLP	USE OF BOW	
National and Nationwide Programs							
National Training on Multigrade instruction for K to 3	**271 (5.59)**	136 (2.80)	138 (2.84)	15 (0.31)	16 (0.33)	20 (0.41)	4,256 (87.72)
National Training of Trainers on Differentiated Instruction	**241 (4.97)**	60 (1.24)	71 (1.46)	7 (0.14)	10 (0.21)	9 (0.19)	4,454 (91.80)
Nationwide Multigrade Training on Assessment	**16 (0.33)**	11 (0.23)	13 (0.27)	1 (.02)	0 (0)	0 (0)	4,811 (99.15)
Nationwide Multigrade Training on Classroom Management	**14 (0.29)**	**14 (0.29)**	5 (0.10)	1 (.02)	0 (0)	0 (0)	4,818 (99.30)
Nationwide Multigrade Training on Curriculum	**27 (0.56)**	10 (0.21)	8 (0.16)	1 (.02)	2 (0.04)	3 (0.06)	4,801 (98.95)
Nationwide Multigrade Training on Instructional Materials	**15 (0.31)**	9 (0.19)	**15 (0.31)**	1 (.02)	0 (0)	1 (.02)	4,811 (99.15)
Nationwide Multigrade Training on Pedagogy	**23 (0.47)**	9 (0.19)	6 (0.12)	1 (.02)	0 (0)	0 (0)	4,813 (99.20)
Nationwide Multigrade Training on Other Topics	**2 (0.04)**	1 (0.02)	0 (0)	1 (.02)	0 (0)	0 (0)	4,848 (99.92)
Learning Action Cell focused on Multigrade instruction	**817 (16.84)**	400 (8.24)	436 (8.99)	30 (0.62)	126 (2.60)	31 (0.64)	3,012 (62.08)
Summer Training Program for Multigrade teachers	**822 (16.94)**	362 (7.46)	375 (7.73)	30 (0.62)	83 (1.71)	83 (1.71)	3,097 (63.83)
Teacher Induction Program specifically for Multigrade teachers	**485 (10.00)**	240 (4.95)	223 (4.60)	23 (0.47)	30 (0.62)	35 (0.72)	3,816 (78.65)

TABLE 60. COMPETENCIES DEVELOPED THROUGH TRAINING PROGRAMS (N=4,852, MULTIPLE RESPONSES) *(CONT.)*

TRAINING PROGRAMS	COMPETENCIES						NOT INDICATED
	DI	GROUPING STRATEGY	DEVT OF LMS	USE OF LMS	DLL/ DLP	USE OF BOW	
Region-wide Multigrade Training on Assessment	**187 (3.85)**	71 (1.46)	69 (1.42)	13 (0.27)	15 (0.31)	14 (0.29)	4,483 (92.39)
Region-wide Multigrade Training on Classroom Management	171 (3.52)	110 (2.27)	67 (1.38)	15 (0.31)	15 (0.31)	15 (0.31)	4,459 (91.90)
Region-wide Multigrade Training on Curriculum	**294 (6.06)**	65 (1.34)	80 (1.65)	15 (0.31)	27 (0.56)	24 (0.49)	4,347 (89.59)
Region-wide Multigrade Training on Instructional Materials	**190 (3.92)**	64 (1.32)	135 (2.78)	16 (0.33)	17 (0.35)	15 (0.31)	4,415 (90.99)
Region-wide Multigrade Training on Pedagogy	**223 (4.60)**	87 (1.79)	71 (1.46)	14 (0.29)	17 (0.35)	15 (0.31)	4,425 (91.20)
Region-wide Multigrade Training on Other Topics	**10 (0.21)**	1 (0.02)	2 (0.04)	0 (0)	0 (0)	2 (0.04)	4,837 (99.69)
Division-wide Programs							
Division-wide Multigrade Training on Assessment	**566 (11.67)**	257 (5.30)	270 (5.56)	47 (0.97)	49 (1.01)	42 (0.87)	3,621 (74.63)
Division-wide Multigrade Training on Classroom Management	**496 (10.22)**	401 (8.26)	265 (5.46)	42 (0.87)	43 (0.89)	48 (0.99)	3,557 (73.31)
Division-wide Multigrade Training on Curriculum	**912 (18.80)**	284 (5.85)	337 (6.95)	55 (1.13)	213 (4.39)	263 (5.42)	2,788 (57.46)
Division-wide Multigrade Training on Instructional Materials	529 (10.90)	229 (4.72)	**580 (11.95)**	81 (1.67)	56 (1.15)	49 (1.01)	3,328 (68.59)
Division-wide Multigrade Training on Pedagogy	**763 (15.73)**	363 (7.48)	246 (5.07)	46 (0.95)	52 (1.07)	52 (1.07)	3,330 (68.63)
Division-wide Multigrade Training on Other Topics	**22 (0.45)**	5 (0.10)	10 (0.21)	2 (0.04)	8 (0.16)	7 (0.14)	4,798 (98.89)
Other Training Programs (Teaching Reading)	**37 (0.76)**	14 (0.29)	13 (0.27)	1 (0.02)	1 (0.02)	13 (0.27)	4,773 (98.37)

(Note: DI – Differentiated Instruction, LMs – Learning Materials, DLL – Daily Lesson Log, DLP – Daily Lesson Plan, BoW – Budget of Work)

TABLE 61. RANKING OF COMPETENCIES DEVELOPED THROUGH TRAINING PROGRAMS (N=4,852)

TRAINING PROGRAMS	COMPETENCIES					
	DI	GROUPING STRATEGY	DEVT OF LMS	USE OF LMS	DLL/ DLP	USE OF BOW
National and Nationwide Programs						
Natl Training on Multigrade Instruction for K-3	1	3	2	6	5	4
Natl Training of Trainers on Differentiated Instruction	1	3	2	6	4	5
Nationwide Multigrade Training on Assessment	1	3	2	4	--	--
Nationwide Multigrade Training on Classroom Management	1.5	1.5	3	4	--	--
Nationwide Multigrade Training on Curriculum	1	2	3	5	5	4
Nationwide Multigrade Training on Instructional Materials	1.5	3	1.5	4.5	--	4.5
Nationwide Multigrade Training on Pedagogy	1	2	3	4	--	**--**
Nationwide Multigrade Training on Other Topics	1	2.5	**--**	2.5	**--**	**--**
Learning Action Cell focused on Multigrade instruction	1	3	2	6	4	5
Summer Training Program for Multigrade teachers	1	3	2	6	4.5	4.5
Teacher Induction Program specifically for Multigrade teachers	1	2	3	6	5	4
Region-wide Programs						
Region-wide Multigrade Training on Assessment	1	2	3	6	4	5
Region-wide Multigrade Training on Classroom Management	1	2	3	5	**5**	**5**
Region-wide Multigrade Training on Curriculum	1	3	2	6	4	5
Region-wide Multigrade Training on Instructional Materials	1	3	2	5	4	6
Region-wide Multigrade Training on Pedagogy	1	2	3	6	4	5
Region-wide Multigrade Training on Other Topics	1	4	2.5	--	--	2.5
Division-wide Programs						
Division-wide Multigrade Training on Assessment	1	3	2	5	4	6
Division-wide Multigrade Training on Classroom Management	1	2	3	6	5	4
Division-wide Multigrade Training on Curriculum	1	3	2	6	5	4
Division-wide Multigrade Training on Instructional Materials	2	3	1	4	5	6
Division-wide Multigrade Training on Pedagogy	1	2	3	6	4.5	4.5
Division-wide Multigrade Training on Other Topics	1	5	2	6	3	4
Other Training Programs (Teaching Reading)	1	2	3.5	5.5	5.5	3.5

The DepEd policy on capacity building does not specify priority training content, but the Schools Division offices were able to meet teachers' needs for effective instructional strategies in Multigrade classrooms, as recommended in the *Practical Tips for Teaching Multigrade Classes* (UNESCO, 2015). Topics suggested in the UNESCO document were reflected in those included in teacher trainings. Some of these were:

- *preparing the classroom* (classroom layout),

- *organizing groups and activities and building efficient and effective use of time* (classroom management),

- *adapting the curriculum* (competency alignment, BoW, pedagogy, assessment, early literacy and numeracy)

- *developing teaching and learning materials* (instructional materials development and contextualization),

- *developing teaching strategies* (art of questioning),

- *teaching in students' mother tongue* and

- *creating child-centered strategies* (differentiated instruction, reading).

Training by Time Period

From as few as 66 (1.36%) of the schools receiving training in December 2010 or earlier, the number increased to about one –third (N= 1,594, 32.85%) of the schools between January and July 2017 **(Table 62, Figure 46).**

TABLE 62. SCHEDULE OF TRAINING OR TRAINING TIMETABLE (N=4,852, MULTIPLE RESPONSES)

PERIOD	N	%
Jan to July 2017	1,594	32.85
Jan 2014 – Dec 2016	1,102	22.71
Jan 2011 – Dec 2013	173	3.57
Dec 2010 and earlier	66	1.36

FIGURE 46. MULTIGRADE TEACHER TRAINING (%)

- ● December 2010 and earlier
- ● January 2011 to December 2013
- ● January 2014 to December 2016
- ● January to July 2017
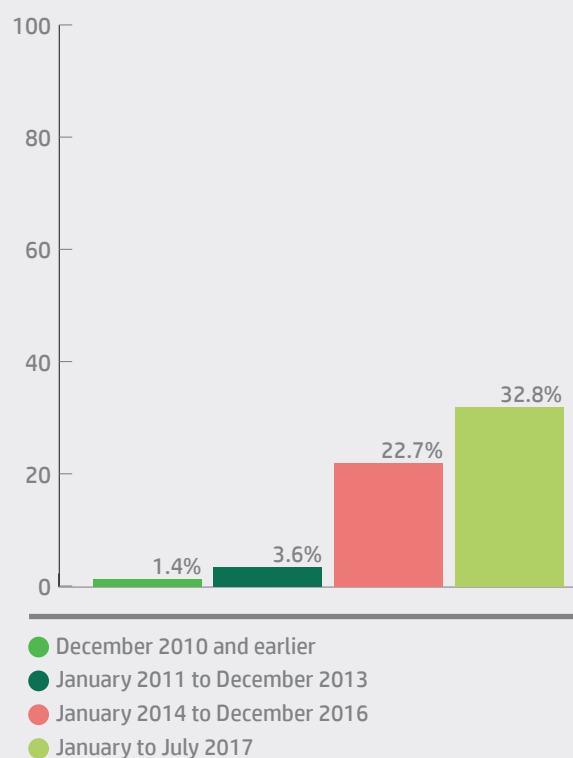
The large increase in the number of schools participating in trainings occurred between January 2014 and December 2016 (N=1,102, 22.71%), and within a period of only about seven months, there was an increase in the number of schools attending trainings from one-fifth to one-third. This increase mirrored *the rise* in the *number* of Multigrade schools established, and the *growing awareness* of the importance of trainings on Multigrade education. The increase in the number of trainings may also be attributed to the implementation of the K to 12 curriculum to which the Multigrade curriculum is anchored, which then requires teacher training and a corresponding increase in the MPPE budget.

Duration of Training (in Hours)

Training programs lasted from less than 5 hours to 41 hours or longer **(Table 63, Figure 47).** The modal duration was somewhere between 21 and 25 hours (N= 780, 16.08%) or equivalent to around three days per training program.

Providers of Training (in Hours)

The *Department of Education*, in general, and specifically the DepEd *Central office*, *Regional offices*, and *Division offices*, were the *major* providers of various training programs for Multigrade teachers **(Tables 64 and 65).** Other trainings were provided by local NGOs and *international NGOs*, TEIs, and other *private* entities in certain areas/communities.

TABLE 63. DURATION OF TRAINING (N=4,852)

DURATION OF TRAINING (hrs)	N	%
< 5 hours	23	0.47
6-10 hours	244	5.03
11-15 hours	5	0.10
16-20 hours	231	4.76
21-25 hours	780	16.08
26-30 hours	13	0.27
31-35 hours	229	4.72
36-40 hours	578	11.91
> 41 hours	909	18.73

FIGURE 47. DURATION OF TRAINING (%)

Legend:
- <5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 31-35 hours
- 36-40 hours
- >41 hours
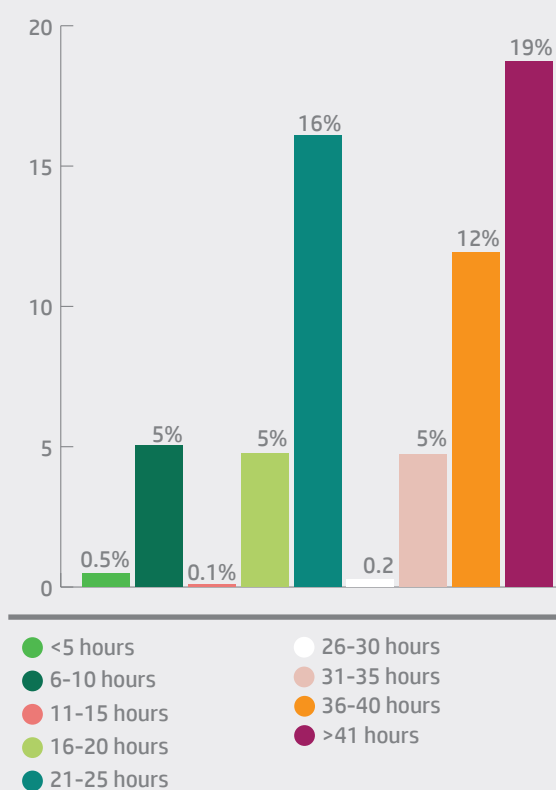
TABLE 64. TRAINING PROVIDERS PER TYPE OF TRAINING (N=4,852)

TRAINING PROGRAMS	DEPED CO	DEPED RO	DEPED DO	DEPED (GENERAL)	NGO/ INGO	TEI	OTHERS
National and Nationwide Programs							
National Training on Multigrade Instruction for K to 3	50	30	108	209	2	1	7
National Training of Trainers on Differentiated Instruction	30	36	57	202	0	0	2
Learning Action Cell focused on Multigrade instruction	78	12	676	637	7	0	44
Summer Training Program for Multigrade teachers	131	57	378	833	10	8	10
Teacher Induction Program specifically for Multigrade teachers	92	12	322	557	1	1	5
Nationwide Multigrade Training on Assessment	13	0	3	29	1	1	0
Nationwide Multigrade Training on Classroom Management	13	0	3	23	1	0	0
Nationwide Multigrade Training on Curriculum	15	0	2	35	1	1	0
Nationwide Multigrade Training on Instructional Materials	17	3	4	23	1	0	0
Nationwide Multigrade Training on Pedagogy	13	1	2	30	1	1	0
Nationwide Multigrade Training on Others	6	3	0	0	0	0	0
Region-wide Programs							
Region-wide Multigrade Training on Assessment	27	72	37	180	0	1	0
Region-wide Multigrade Training on Classroom Management	28	73	34	187	0	1	0
Region-wide Multigrade Training on Curriculum	33	103	46	240	0	1	0
Region-wide Multigrade Training on Instructional Materials	30	82	36	200	1	1	0
Region-wide Multigrade Training on Pedagogy	30	88	34	198	6	1	0
Region-wide Multigrade Training on Others	1	6	0	8	0	0	0
Division-wide Programs							
Division-wide Multigrade Training on Assessment	125	6	405	706	7	0	14
Division-wide Multigrade Training on Classroom Management	145	12	395	693	9	1	11
Division-wide Multigrade Training on Curriculum	177	13	494	1,003	14	0	12
Division-wide Multigrade Training on Instructional Materials	152	14	439	805	1	0	12
Division-wide Multigrade Training on Pedagogy	152	10	404	793	1	5	7
Division-wide Multigrade Training on Others	50	50	50	33	51	51	0
Other Training Programs (BASA Pilipinas)	3	5	27	30	10	0	1

TABLE 65. RANKING OF PROVIDERS FOR EACH TRAINING PROGRAM (N=4,852)

TRAINING PROGRAMS	DEPED CO	DEPED RO	DEPED DO	DEPED (GENERAL)	NGO/ INGO	TEI	OTHERS
National and Nationwide Programs							
National Training on Multigrade Instruction for K to 3	3	4	2	1	6	7	5
National Training of Trainers on Differentiated Instruction	30	36	2	1	0	0	2
Learning Action Cell focused on Multigrade instruction	3	5	1	7	6	0	4
Summer Training Program for Multigrade teachers	3	4	2	1	5.5	7	5.5
Teacher Induction Program specifically for Multigrade teachers	3	4	2	1	6.5	6.5	5
Nationwide Multigrade Training on Assessment	2	--	3	1	4.5	4.5	--
Nationwide Multigrade Training on Classroom Management	2	--	3	1	4	--	--
Nationwide Multigrade Training on Curriculum	2	--	3	1	4.5	4.5	--
Nationwide Multigrade Training on Instructional Materials	2	4	3	1	5	--	--
Nationwide Multigrade Training on Pedagogy	2	5	3	1	5	5	--
Nationwide Multigrade Training on Others	1	2	--	--	--	--	--
Region-wide Programs							
Region-wide Multigrade Training on Assessment	4	2	3	1	--	5	--
Region-wide Multigrade Training on Classroom Management	4	2	3	1	--	5	--
Region-wide Multigrade Training on Curriculum	4	2	3	1	--	5	--
Region-wide Multigrade Training on Instructional Materials	4	2	3	1	5.5	5.5	--
Region-wide Multigrade Training on Pedagogy	4	2	3	1	5	6	--
Region-wide Multigrade Training on Others	3	2	--	1	--	--	--
Division-wide Programs							
Division-wide Multigrade Training on Assessment	3	6	2	1	5	--	4
Division-wide Multigrade Training on Classroom Management	3	4	2	1	6	7	5
Division-wide Multigrade Training on Curriculum	3	5	2	1	4	--	6
Division-wide Multigrade Training on Instructional Materials	3	4	2	1	6	--	5
Division-wide Multigrade Training on Pedagogy	3	4	2	1	7	6	5
Division-wide Multigrade Training on Others	4	4	4	6	1.5	1.5	--
Other Training Programs (BASA Pilipinas)	5	4	2	1	3	--	6

Training for School Heads

Some school heads were also provided with training to strengthen their instructional leadership of Multigrade education, particularly how to monitor and evaluate Multigrade programs. Out of 4,852 school heads who responded to the school survey, only about two-fifths (N=1,950, 40.19%) acknowledged receiving training on monitoring and evaluation **(Table 66, Figure 48).** About one-half, did not (N= 2,408, 49.63%).

Topics of Trainings on Monitoring & Evaluation

School heads had indicated the topics or areas covered in trainings **(Table 67, Figure 49).** Topping the list of the topics was *pedagogy* (f = 1,077), followed by *instruction and curriculum* (f = 894), and *supervision and management* (f = 589). A few trainings were also given on *induction* (f = 13), *assessment* (f = 12), *classroom management* (f = 5), and *learning materials development* (f = 3). *Other* training topics (f = 631) included *use of IMPACT modules, understanding kindergarten pupils, bridging, reading program*, and *gender and development.*

TABLE 66. MULTIGRADE SCHOOLS' PARTICIPATION IN M&E TRAINING PROGRAMS (N=4,852)

RESPONSES	NO. OF SCHOOLS	%
Yes	1,950	40.19
No	2,408	49.63
Not indicated	494	10.18
Total	**4,852**	**100.00**

FIGURE 48. TRAINING FOR SCHOOL HEADS ON MONITORING AND EVALUATION (%)

10.2%   40.2%

49.6%

● Yes   ● No   ● Not indicated
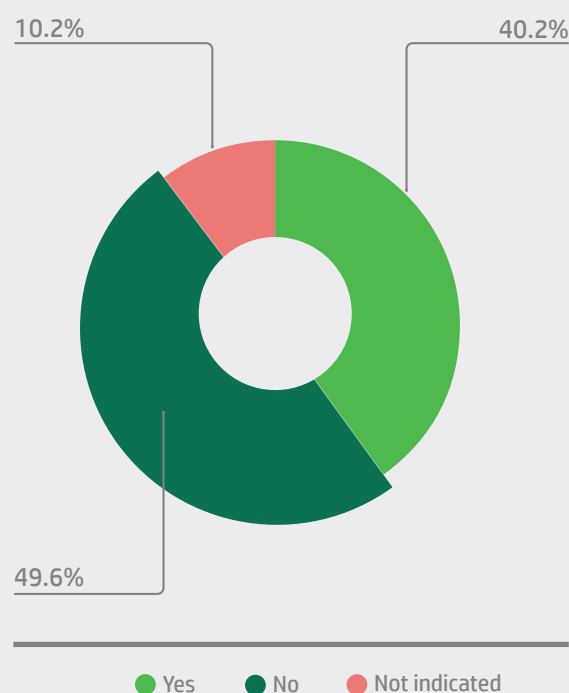
TABLE 67. TOPICS COVERED BY M&E TRAININGS (N=4,852)

TOPICS/AREAS	FREQ	RANK
Assessment (e.g., Assessment tools, awards and recognition, analysis of test results)	12	5
Classroom Management (e.g., Handling Multigrade classes)	5	6
Induction (e.g., Induction for teachers and school heads)	13	4
Instruction/Curriculum (e.g., Utilization of BoW, leveled readers materials, lesson plans; review and enhancement of DLL; lesson plan preparation; development, contextualization, utilization of IMs; K to 12 curricula indigenization of curriculum; MTB MLE)	894	2
Learning Materials Development (e.g., Preparation of worksheets)	3	7
Pedagogy (e.g., DAP-ELLN, ELLN including Kinder, differentiated instruction, Multigrade instruction, explicit teaching, Multigrade instruction, enhancement of pedagogical skills, ICT literacy & skills development)	1,077	1
Supervision and Management (e.g., Foundation course/ School Head Development Program (SHDP), instructional leadership, facilitating LAC, supervision, school head development program (other modules), administrative competencies, clinical supervision, SBM, program/school management, program review, Philippine laws/ policies on child protection and Violence against Women and Children (VAWC), SIP (i.e., data gathering, preparation), procurement, school governing council, M&E)	589	3
Others (e.g., Training for teachers and school heads (i.e., newly hired) but not specified, IMPACT modules, IP education, ECCD, understanding Kinder, bridging, Ronald McDonald reading program, gender and development (GAD))	631	

FIGURE 49. TOPICS OF TRAININGS FOR SCHOOL HEADS ON MONITORING AND EVALUATION (N=4,852)
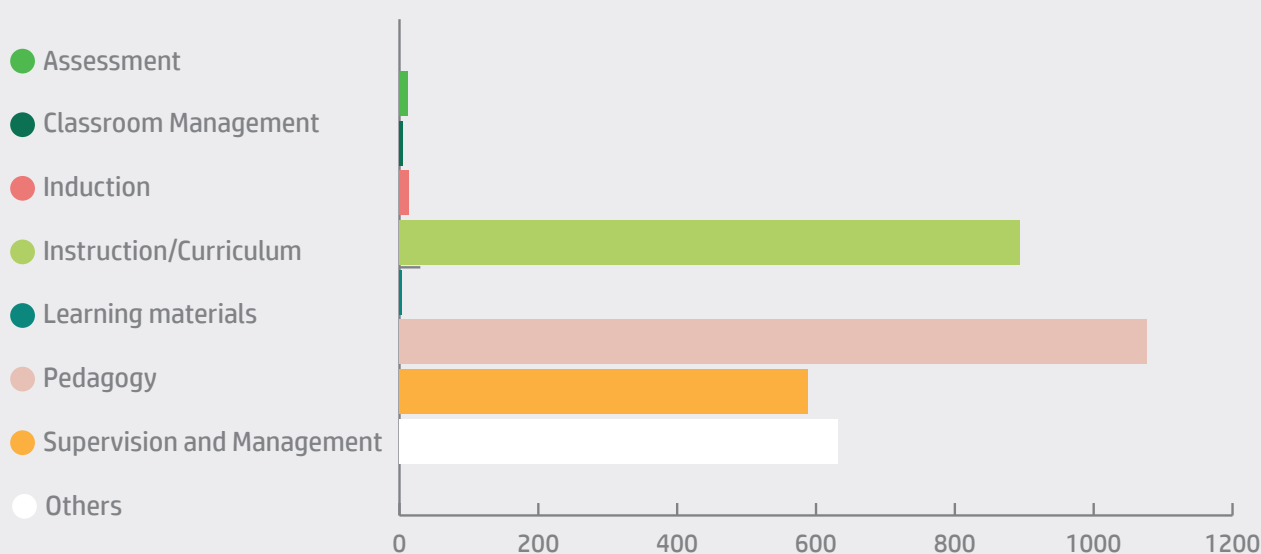
Providers of Trainings on Monitoring and Evaluation

The *Department of Education* (f = 3.068) remained the major provider of trainings on monitoring and evaluation for school heads **(Table 68, Figure 50**).

Non-governmental organizations, both *local* and *international,* also conducted a few trainings (f = 17), so did one *barangay* unit (f = 1), *three local government units* (LGUs), *four private* corporation or business establishments, and *three* private *individuals.* The o*ther* providers were *government institutions* such the Civil Service Commission, and *private educational* entities such as the Asian Academy, International Minds Institute, and BASA Pilipinas.

Schools Division Trainings on Multigrade

In the Schools Division survey, respondents were also asked to specify trainings conducted for teachers **(Table 69, Figure 51).** *Pedagogy* (f = 128) and *instruction and curriculum* (f = 91) were the topics covered in most of the trainings conducted by Schools Division offices. A few trainings focused on *supervision and management* (f = 9), *assessment* (f = 4), *learning materials* (f = 4), and *classroom management* (f = 3). *Other* trainings for newly hired teachers possibly covered many topics pertinent to Multigrade instruction.

TABLE 68. PROVIDERS OF TRAININGS ON MONITORING AND EVALUATION (N=4,852, MULTIPLE RESPONSES)

PROVIDERS	N	RANK
DepEd	3,068	1
LGU – Barangay	1	7
LGU – Prov/City/Mun)	3	5
NGO/INGO	17	2
PTA	3	5
Private corp/ business	4	3
Private Individual	3	5
Others (e.g., government institutions)	23	

FIGURE 50. PROVIDERS OF TRAININGS ON MONITORING AND EVALUATION (N=4,852)

- DepEd
- LGU - Barangay
- LGU - Provincial/City/Municipality
- NGO/INGO
- PTA
- Private businesses
- Private individual
- Others
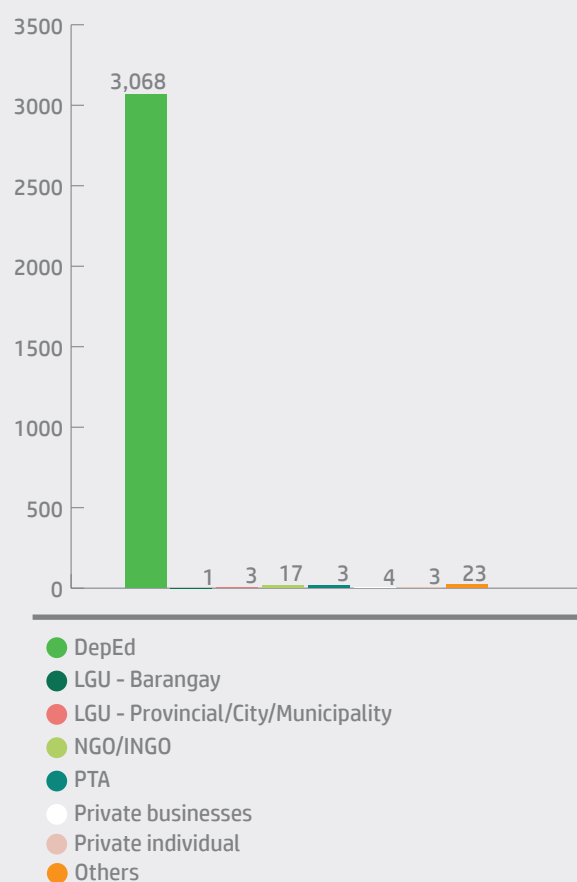
TABLE 69. TOPICS OF SCHOOLS DIVISION OFFICES-LED TRAINING PROGRAMS (N=127)

TOPICS/AREAS	N	RANK
Assessment e.g., classroom assessment	4	4.5
Classroom Management e.g., class scheduling, Multigrade class management	3	6
Induction	1	7
Instruction/Curriculum e.g., utilization of BoW, TLP, lesson plans; K to 3 curricula, K to 12 curricula utilization of leveled readers materials; instructional materials preparation	91	2
Learning Materials e.g., contextualization/localization of learning materials, development/ editing/ evaluation of digital reading materials	4	4.5
Pedagogy e.g., ELLN, literacy, numeracy, Multigrade instruction, differentiated instruction, enhancement on pedagogical skills, explicit teaching, creative and critical thinking	128	1
Supervision and Management e.g., school governance, orientation for PSDS and school heads, implementation review	9	3
Other Topics/Areas e.g., training for Multigrade teachers (i.e., newly hired) and school heads (not specified)	58	

FIGURE 51. TOPICS OF TRAININGS CONDUCTED BY SCHOOL DIVISIONS (N=127)

- ● Assessment
- ● Classroom Management
- ● Induction
- ● Instruction/Curriculum
- ● Learning Materials
- ○ Pedagogy
- ● Supervision and Management
- ● Other topics and areas
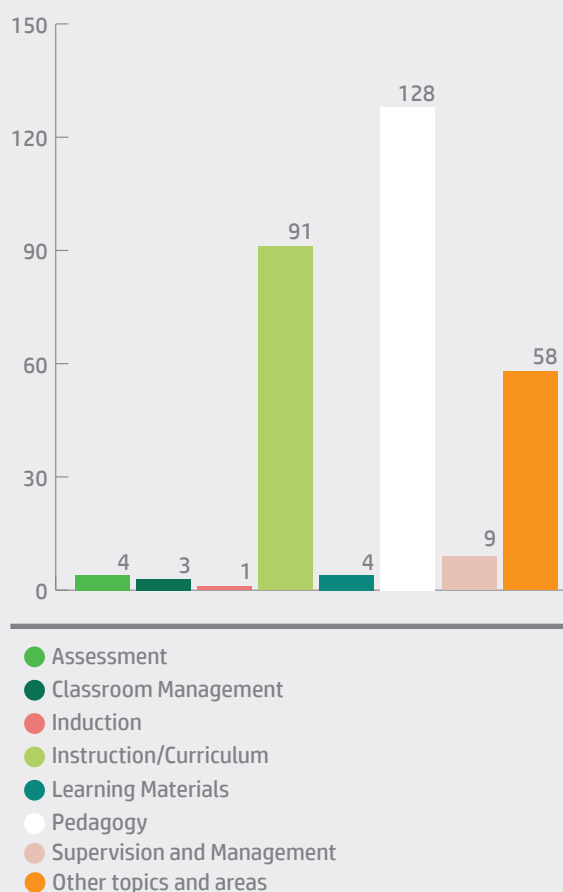
"*May training kami ng contextualization. 'Yung contextualization dito sa Ifugao iba-iba, 'yung materials nila para sa kanila lang 'yan. Unlike other places let's say Ilocano. They can use it in other places,*" disclosed a Multigrade coordinator in CAR. (We have training on contextualization. Here in Ifugao, materials were contextualized to specifically cater to Ifugao students. This is unlike the case of materials in Ilocano which can be used in other places in Region 1.

Number of Trainings conducted by Schools Division

The number of trainings provided by Schools Division offices was also obtained **(Table 70, Figure 52).** Beginning with one training in 2009, the number increased gradually over the years, reaching 18 trainings in 2013, according to respondents. Then after a slight drop in 2014, the trainings conducted by Schools Division offices increased dramatically to 82 in 2015 and increasing slightly to 93 the following year. At the time of the survey, the number of trainings again dropped to only 64 in 2017.

TABLE 70. TRAININGS CONDUCTED BY SCHOOLS DIVISIONS

YEAR	N	INCREASE/DECREASE IN NUMBER
2009	1	---
2010	1	0
2011	8	7
2012	18	10
2013	18	0
2014	13	-5
2015	82	69
2016	93	11
2017	64	-29

FIGURE 52. NUMBER OF TRAININGS CONDUCTED BY SCHOOL DIVISIONS (N=127)

Legend:
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015
- 2016
- 2017
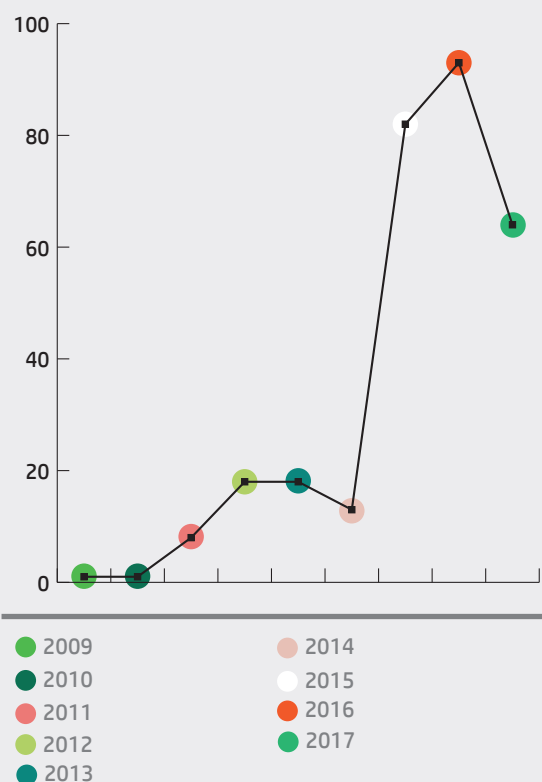
Target Participants of Schools Division Trainings

As expected, most Schools Division trainings were intended for Multigrade *teachers* (f = 251) and *school heads* (f = 63, **Table 71, Figure 53**). Some trainings were also designed for *supervisors* (f = 38), and a few (f = 6) for Multigrade *focal persons*. Some other target trainees were *trainers* and *facilitators*, and *pupils* themselves.

TABLE 71. TARGET BENEFICIARIES OF TRAINING PROGRAMS CONDUCTED BY SCHOOLS DIVISION (N=127, MULTIPLE RESPONSES)

TARGET BENEFICIARIES	N	RANK
Focal Persons	6	4
School Heads	63	2
Supervisors	38	3
Teachers	251	1
Others (e.g.) Trainers/ facilitators, pupils	13	

FIGURE 53. NUMBER OF TRAININGS FOR EACH GROUP OF TARGET TRAINEES IN SCHOOLS DIVISIONS TRAININGS (N=127)

Legend:
- Focal persons
- School heads
- Supervisors
- Teachers
- Others
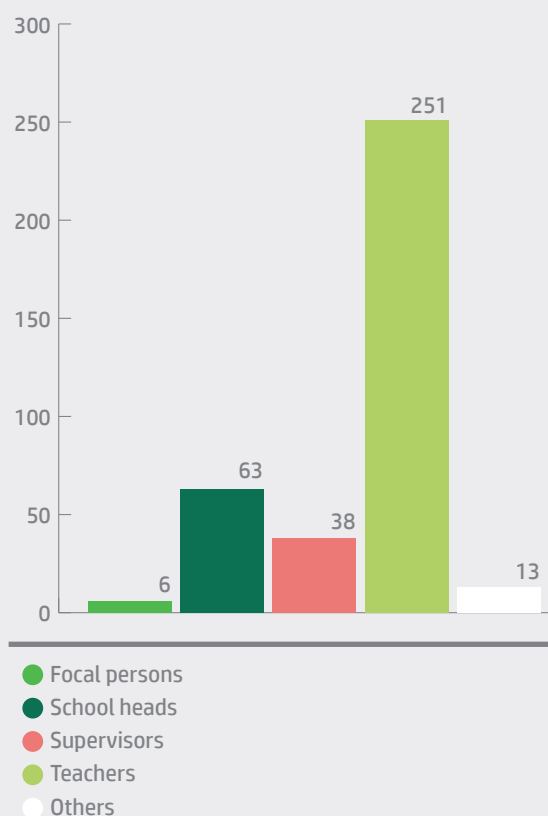
HIRING AND STAFF MOVEMENT

Policies:

- Hiring Guidelines for Teacher I Positions (DepEd Order No. 7, s. 2015)

- Hiring Guidelines for the Remaining Teaching Positions Effective School Year 2015 to 2016: Hiring Guidelines for Teacher I Positions and Remaining Teaching Positions Effective SY 2015 to 2016 (DepEd Order No. 7, s. 2015 and DepEd Order No. 22, s. 2015)

  ☐ (1) public school teachers requesting for transfer are not considered new applications;

  ☐ (2) upon appointment, transfer to another school should be after three years;

  ☐ (3) local residents, LGU-funded teachers, and PBEd graduates under 1000 Teacher Positions shall be subject under the guidelines; and

  ☐ (4) teachers who have not practiced their profession for the past five (5) years are required to take at least twelve (12) units in education courses, consisting of at least six (6) units of content courses.

- RA 8190: An Act Granting Priorities to the Residents of the Barangay, Municipality, or City where the School is Located in the Appointment and Assignment of Public School Teachers: In the appointment or assignment of teachers to public elementary or secondary schools, priority shall be given to bona fide residents of the barangay, municipality, city or province where the school is located provided that the teacher possesses all the minimum qualifications for the position as required by law).

Data from the 11 schools visited showed that only a few Multigrade teachers taught for more than three to five years (N=3, 9.1%). Close to 50 percent of the multigrade teachers (N=16) were relatively new to their post at the time of the study, having occupied the post for less than three years. About 30 percent have been in their posts for more than seven years (Table 72).

TABLE 72. NUMBER OF YEARS TEACHING IN MULTIGRADE (N= 11 CASE STUDY SCHOOLS)

NO. OF YEARS TEACHING MULTIGRADE	N	%
Less than 3 years	16	48.5
> 3 to 5 years	3	9.1
> 5 to 7 years	4	12.1
> 7 to 10 years	3	9.1
> 10 to 15 years	3	9.1
> 15 years	4	12.1
Total	**33**	**100.00**

In consultative FGDs, participants averred that there was *no* difference in the hiring and staff movement of Multigrade and monograde teachers. They observed that newly hired and inexperienced teachers are typically deployed to far-flung areas to teach in Multigrade schools, for which they have no adequate preparation. It was also reported that there is fast turnover among Multigrade teachers, many of whom request a transfer of assignment to monograde schools after a year (or even less) of teaching. In some places, even if Multigrade teachers enter into a contract to stay for several years through varied mechanisms, such as assignment agreements for three years with their Schools Division or with the barangay, they are able to circumvent the contract because of political influence.

One participant noted quite regretfully, "*After they have been trained, after they have (received) these credentials, saka naman sila lumilipat sa regular classroom*" (they transfer to regular classroom). Often the only ones available to replace teachers who leave are newly hired teachers.

Another FGD participant suggested that if the right incentives were provided, many teachers would opt to stay longer in Multigrade schools. She said, "… *Bakit hindi natin gawin sa Multigrade…more incentives for teachers to stay?*" (Why don't we practice in Multigrade, the grant of more incentives for teachers to stay?).

Representatives from Schools Divisions also reported that they follow the *Localization Law* in selecting and hiring Multigrade school teachers. The Localization Law stipulates that when filling up teaching positions in public schools, priority should be given to applicants from the same barangay, municipality, city or province. The wisdom in hiring locals is that they are expected to be familiar with the place of their assignment and its culture and can easily "blend in" the school and the community.

Teachers, Multigrade coordinators, and superintendents in 11 case study schools held a similar views about hiring teachers for Multigrade classes. First a Multigrade teacher from Samar suggested, "*Dapat ang i-hire sa Multigrade bago pumunta sa field may training muna sa Multigrade; kasi ang nangyayari lagi nagtatanong ang bagong teacher kung ano ang gagawin, so dapat may training muna*" (The school should hire a Multigrade teacher who has adequate training so that he/she does not have to learn on the job and rely on other teachers).

One Multigrade coordinator from Ifugao expressed the same concern about teacher training and the fast turnover of teachers. "*Our Division policy is for new teachers to stay for at least 3 years, but some move to monograde schools after a year; new teachers are sent to handle Multigrade classes, but they are not trained. The policy is that new teachers should not be assigned to Multigrade. Actually, the Schools Division Office, requested the TEIs to teach the Multigrade teachers how to handle Multigrade classes, but there are Multigrade schools where newly hired teachers have had no training in Multigrade instruction.*"

A Schools Division superintendent asserted, "*We do not assign a newly hired teacher to a Multigrade school, at least Teacher III should be assigned; there should also be equal promotion opportunities for Multigrade teachers.*" Another SDS said that the appointment of teachers to Multigrade schools should be the same as what is given to Special Education (SPEd) teachers, i.e., starts at Salary Grade 13.

Some members of the community as well as the MG coordinators from Zamboanga del Norte, Samar, Leyte and Camarines Sur observed that it is better to hire locals as Multigrade teachers for the following reasons: (1) they likely stay in the community; (2) they are perceived to be more dedicated and passionate in teaching; and (3) they tend to have a positive relationship with parents built on trust and respect and this leads to significant positive learning outcomes of the pupils.

A seasoned Multigrade teacher from Leyte revealed, "*Dito na ako nag-stay nang mapangasawa ako ng isang taga-rito at mas pinili ko ng magturo dito kahit inaalok akong magturo sa bayan. Mas nakita ko na kailangan ako ng mga bata dito sa isla, eto na siguro ang mission ko sa buhay, ang mapabasa ang bawa't Grade 1 pupils at maturuan silang bumilang. Isa pa malapit ako sa aking pamilya.*" (I stayed in this place when I fell in love and married a local. I chose to teach in this school over teaching in the city where I was offered a teaching post. I felt that I was needed by the school children in the island. Perhaps this is my mission in life, to teach every Grade 1 pupils how to read and count. Besides, by staying, I get to be close to my family).

FUND ALLOCATION FOR MPPE

Policies:

- Guidelines on the Utilization of Downloaded Funds for the Division-based Training of Teachers on Multigrade (DM 327 s. 2009)

- PhP 77,700,000 for the 1) development, printing, finalization and distribution of Multighrade-TLP, 2) procurement of 100 books for the library, 3) provision of food supplement, and 4 M&E for 2011 (DO 53 s. 2011)

- Financial support for improvement of learning environment, professional development of teachers and school heads, learning materials, and feeding program for 2012 (DO 52, s. 2012)

- Eligible items for fund utilization are improvement of learning environment, professional development of teachers, purchase of learning kits and school supplies, support to feeding program, coverage: 1,573 Multigrade schools, selection based on enrolment and remoteness of school for 2012 (DO 52 s. 2012)

- PhP 129,800,000 for the training of 13,771 teachers and 628 teacher-trainers for 2014 (DO 30 s. 2014)

- Financial support for a five-day training of trainers; five-day training of teachers; monitoring and evaluation activities for 2014 (DO 30 s. 2014)

- Implementing guidelines on the direct release and use of maintenance and other operating expenses (MOOE) allocation of schools, including other funds managed by the school (DO 13 s. 2016)

- Financial support for printing and distribution of BoW; printing and distribution of Leveled Readers for Grades 1, 2, and 3; Orientation-Training on BoW and Leveled Readers for 2016 (DO 64 s. 2016)

- PhP 142,780,000 for 2015 and 2016 for the following: printing and distribution of BoW for Multigrade teaching in all areas and grades; printing and distribution of levelled readers for Grades 1,2,3, developed by DepEd and BASA Pilipinas orientation-training workshop of Multigrade teachers and utilization of BoW and Leveled Readers (DO 64 s. 2016)

- Amendments to 2017 financial support to Multigrade schools: covers only public elementary Multigrade schools and release of P83,023,000.00 under the General Appropriations Act (GAA) (DO 36 s. 2017)

- Financial support for the reproduction of the Multigrade teach-learn package that contains integrated Multigrade daily lesson plans and integrated Multigrade lesson planss), orientation-training of teachers, school heads/ principals, and Multigrade supervisors on the use of the materials, and M&E of regional offices (DO 8 s. 2018)

Amount of School Funds

The school MOOE promotes and strengthens school-based management and accountability. With the adoption of the new school MOOE formula in 2013, DepEd has continuously made more resources available to all schools, including Multigrade schools, to fund the following: school activities identified in the approved School Improvement Plan; school-based training and activities; special curricular programs; graduation rites or closing ceremonies and recognition activities; school supplies and other consumables for teachers and pupils; minor repairs of school facilities, grounds

maintenance and the upkeep of the school; rental and minor repairs of tools and equipment necessary for the conduct of teaching and learning activities; utilities and communication expenses; and reproduction or printing of teacher-made activity sheets or exercises downloaded from the Learning Resource Management and Development System.

Previously, the school MOOE was computed solely based on the number of enrollees, with a fixed per capita cost. With the new MOOE formula, other factors affecting school operations were considered, e.g., number of teachers and classroom managed by the school, number of graduating and completing students, and a fixed amount corresponding to the basic needs of a school (DepEd Order No. 13, s. 2016).

In addition to MOOE, some Multigrade schools also receive support from Local School Boards (LSB) through the Special Education Fund (SEF). The fund is equivalent to one percent of the real estate tax collected by the local government unit.

Schools received as little as less than PhP1,000 to as much as PhP100,000 or even more than that **(Table 73).** The main sources of funds were the *Maintenance and Other Operating Expenses* (MOOE) and the *Special Education Fund* **(Table 74).**

Parent-Teacher Associations (PTA) funds and the *private sector* were also sources of school funds. About one-fifth of schools received *at least PhP100,000* for *MOOE* (N=1,057, 21.78%, Figures 111 and 112).

TABLE 73. SOURCES OF SCHOOL FUNDS (N=4,852, MULTIPLE RESPONSES)

SCHOOL FUNDS	AMOUNT					NOT INDICATED
	< PhP 999	PhP 1,000 – 9,999	PhP 10,000 – 49,999	PhP 50,000 – 99,999	PhP 100,000 & above	
MOOE	58 (1.20)	982 (20.24)	534 (11.01)	1,012 (20.86)	1,057 (21.78)	1,209 (24.92)
Special Education Fund	28 (0.58)	407 (8.39)	582 (12.00)	97 (2.00)	19 (0.39)	3,719 (76.65)
PTA Fund	156 (3.22)	1,105 (22.77)	402 (8.29)	22 (0.45)	3 (0.06)	3,164 (65.21)
Private Sector	13 (0.27)	164 (3.38)	94 (1.94)	11 (0.23)	8 (0.16)	4,562 (94.02)
Other Donors	41(0.84)	317 (6.53)	234 (4.82)	65 (1.34)	31 (0.64)	4,329 (89.22)

TABLE 74. RANKING OF SCHOOL FUNDS FROM SOURCES (N=4,852)

SCHOOL FUNDS	AMOUNT				
	< PhP 999	PhP 1,000 – 9,999	PhP 10,000 – 49,999	PhP 50,000 – 99,999	PhP 100,000 & above
MOOE	5	3	4	2	1
Special Education Fund	4	2	1	3	5
PTA Fund	3	1	2	4	5
Private Sector	3	1	2	4	5
Other Donors	4	1	2	3	5
Mean Rank	3.8	1.6	2.2	3.2	4.2

FIGURE 54. SOURCES OF SCHOOL FUNDS (N=4,852)

Legend:
- MOOE
- Special Education Fund
- PTA Fund
- Private Sector
- Other Donors
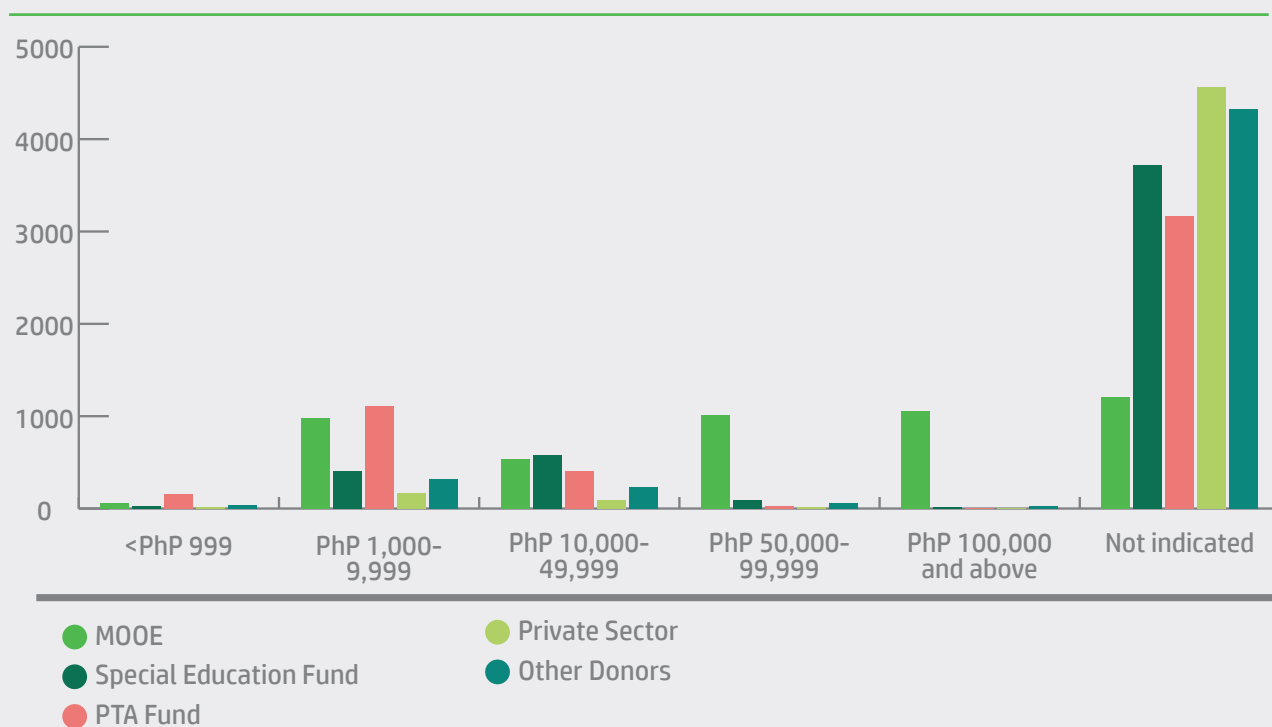
With regard to *Special Education Fund*, 12 percent (N=582) received somewhere *between PhP10,000 and PhP49,999*; fewer than this received higher amount/s. Twenty-three percent of the schools (N=1,105) received financial assistance between *PhP1,000 and PhP9,999* from their *PTAs*.

Fewer than five percent of the school received the *same* range of financial assistance from the *private sector* (N= 164, 3.38%. Based on mean ranks, the *highest* amount received by Multigrade schools on the average, regardless of source, was *between PhP1,000 and 9,999*; and very *few* contributed PhP100,000 or even more.

 The other sources of funds were *school alumni, barangay council funds, school-based management* (SBM) *grant, school-to-school partnersh*ips, *teachers' contributions*, and *Supreme Pupil Government funds*. Schools also earned some income from operating school cafeterias, lot rental of rice field or school farm, fund raising activities, and other income-generating projects.

Support from PTAs and local governments were acknowledged by school heads and teachers in FGDs. A teacher from Samar recalled: "*Nagbibigay din sa amin ng assistance ang LGU tulad ng pag-*repair ng room, pagpapagawa ng bubong; binigyan kami ng 15 pieces ng yero, tapos 1 gallon of paint." (The LGU gave us assistance in the repair of our classroom, and construction of the roof. We received 15 pieces of galvanized iron and 1 gallon of paint.)

A school head from Leyte also mentioned that their school PTA sponsored a benefit dance for fund-raising. Another school head from Bohol divulged, "*We were granted 100,000 pesos from the School-based Management fund.*"

In Ifugao province, a community member cited the assistance that was provided by the local government: "*Halimbawa yung naipatayo na basketball court, comfort rooms, at school fencing.*" (Examples are the basketball court, comfort rooms and school fencing). The FGD participant added, "*Saka may DOH din tumutulong sa amin katulad noong the other year pumunta ako sa Maynila sa DOH na-receive ko yung twenty thousand pesos para sa procurement of medicine para sa community.*" (The Department of Health also gave us assistance like the other year, I received twenty thousand pesos for the procurement of medicine for the community). The medicine most likely benefited also the pupils in the Multigrade school.

Timeliness in Receipt of School Funds

Some school funds were released on time, according to school respondents. Sixty-one percent (N=2952) of the respondents said they were given *MOOE* funds on time **(Table 75, Figure 55)**. As for finances from the *Special Education Fund*, only about 15 percent of the schools (N= 810, 16.69%) acknowledged receiving them on time. Funds from the *PTAs* were provided on time also by about 23 percent of the schools (N=1,093) 22.53%). Fewer schools reported promptly receiving funds from the *private sector* (N=256, 5.28%), and other donors (N=596, 12.28%).

TABLE 75. NUMBER OF SCHOOLS THAT RECEIVED FUNDS ON TIME (N=4,852, MULTIPLE RESPONSES)

FUNDS RECEIVED ON TIME	N	%
MOOE	2,952	60.84
Special Education Fund	810	16.69
PTA Fund	1,093	22.53
Fund from Private Sector	256	5.28
Fund from other donors	596	12.28

FIGURE 55. TIMELINESS OF FUNDS RECEIVED (%)
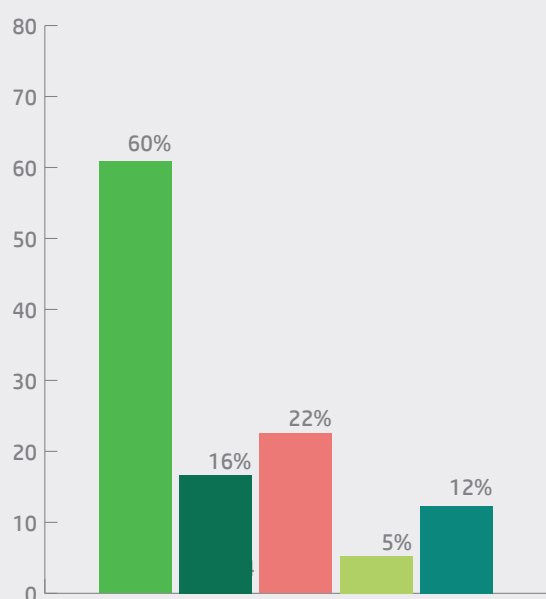
- MOOE
- Special Education Fund
- PTA Fund
- Fund from Private Sector
- Fund from other donors

Generating External Support for School Improvement

Most schools (N=4,592, 94.64%) disclosed that they also generated support for school improvement from sources *external* to the school and the Department of Education (**Table 76**, **Figure 56).**

TABLE 76. IS THE SCHOOL GENER ATING EXTERNAL SUPPORT? (N=4,852)

RESPONSE	N	%
Yes	4,592	94.64
No	111	2.29
Not Indicated	149	3.07
Total	**4,852**	**100.00**

FIGURE 56. GENERATING EXTERNAL SUPPORT (N=4,852)

3.1%
2.3%
94.6%
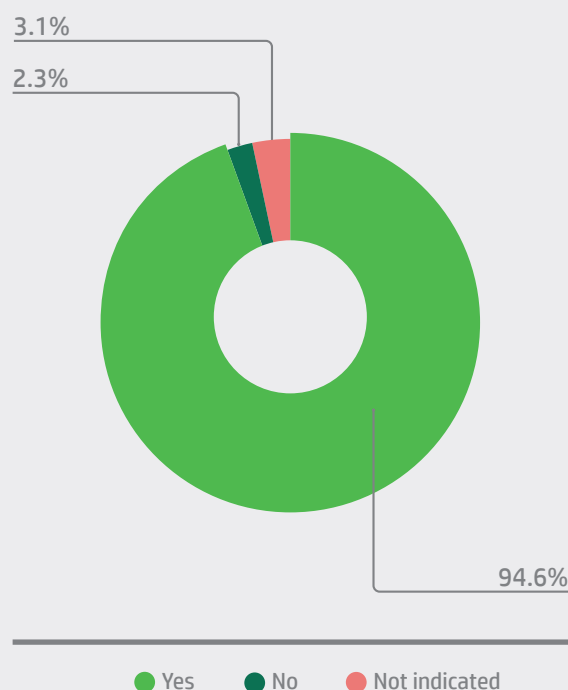
- Yes
- No
- Not indicated

Stakeholders Providing Support

Many stakeholder groups gave assistance and support to Multigrade schools **(Table 77, Figure 57).** Most schools cited *parents* (N=4,291, 88.44%), barangay local government unit (N=3,400, 70.07%), and local *community members* (N=3,354, 69.13%). *City* or *municipality governments* (N=2,019, 41.61%) and *private individuals* or *groups* (N=1,428, 29.43%) extended their support to many schools. *Non-governmental organizations* (N= 832, 17.15%), *provincial governments* (N=711, 14.65%), *private corporations and organizations* (N=648, 13.36%), and *alumni associations* (N=521, 10.74%) gave assistance to some schools. The *other* stakeholders that provided support were institutions such as the *Armed Forces of the Philippines* (AFP) and *Philippine National Police* (PNP), *partner schools* identified through the DepEd School-to-School Partnership programs, other government agencies such as the *Department of Health* (DOH), *Department of Social Word and Development* (DSWD), *Department of Labor and Employment* (DOLE), *Government Service Insurance System* (GSIS), and *educational institutions* such as private and state colleges and universities.

The policies on fund allocation are silent about funds and other types of support coming from stakeholders. But the findings revealed that financial support was generated by many Multigrade schools from public and private institutions, industries or organizations, including those found in the communities. This would be indicative of an improved situation from that described in the Profile of Multigrade Schools in the Philippines (2012) in which half of the 205 schools surveyed had not established ties with government agencies and non-government organizations.

TABLE 77. NUMBER OF SCHOOLS THAT RECEIVED STAKEHOLDER SUPPORT

STAKEHOLDER GROUPS	NO. OF RECIPIENT SCHOOLS	RANK
Alumni associations	521 (10.74)	9
Communities	3,354 (69.13)	3
International development partners	319 (6.57)	10
LGUs – Barangay	3,400 (70.07)	2
LGUs – City/Municipality government	2,019 (41.61)	4
LGUs – Provincial government	711 (14.65)	7
NGOs	832 (17.15)	6
Parents	4,291 (88.44)	1
Private corporations/ industries/ organizations	648 (13.36)	8
Private individual/ groups	1,428 (29.43)	5
Others	140 (2.89)	

FIGURE 57. STAKEHOLDERS PROVIDING SUPPORT TO MULTIGRADE SCHOOLS (%)

- ● Alumni associations
- ● Communities
- ● International development partners
- ● LGUs - Barangay
- ● LGUs - City/Municipality
- ○ LGUs - Provincial
- ● NGOs
- ● Parents
- ● Private institutions
- ● Private individuals/groups
- ● Others
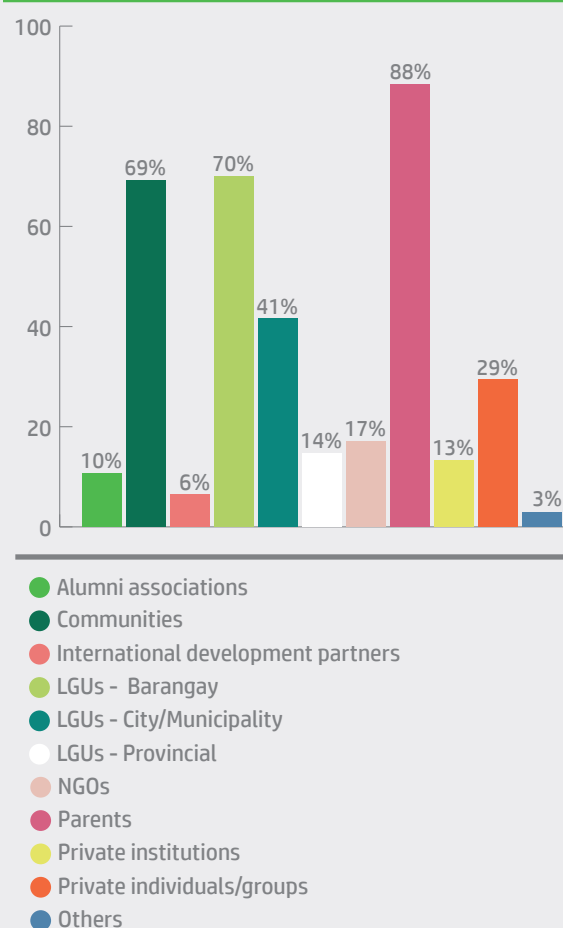
Amount of Contribution from External Sources in SY 2016-17

External sources provided funds less than PhP1,000 to as much as PhP100,000 or **more (Table 78, Figure 58).** *About 33 per cent* of the schools received *PhP1,000 to PhP9,999* (N=1,787, 36.83%), while *a 20 per cent* obtained *PhP 10,000 to PhP 49,999* (N=1,043, 21.50%). Approximately *10 percent* of the schools were *given less than PhP P1,000* (N =535, 11.03%) by external sources, and *less than five percent* received between *PhP50,000 and PhP99,999* (N= 234, 4.82%) and *PhP100,000 or more* (N=198, 4.08%).

Support Received in Kind

Not all support came in the form of cash, some were in the form of material objects and services **(Table 79, Figure 59).**

School supplies were given to about *34* percent of the schools (N=1,639) and about *25 percent* received *food items* or *foodstuff* for their feeding programs (N=1,237). Less than 10 percent of the schools were recipient of *books* (N=483, 9.95%), *furniture* (N= 358, 7.38%), and *equipment* (N=321, 6.62%). In about five percent of school, services or labor were provided by external sources (N=289, 5.96%), and for thirty-six schools (0.74%), teacher supplies were given.

TABLE 78. AMOUNT RECEIVED FROM EXTERNAL SOURCES (N=4,852)

AMOUNT	N	%	RANK
< PhP 999	535	11.03	3
PhP 1,000 – 9,999	1,787	36.83	1
PhP 10,000 – 49,999	1,043	21.50	2
PhP 50,000 – 99,999	234	4.82	4
PhP 100,000 & above	198	4.08	5
Not Indicated	1,055	21.74	
Total	**4,852**	**100.00**	

FIGURE 58. AMOUNT RECEIVED FROM EXTERNAL SOURCES (%)

- 21.7%
- 11%
- 4.1%
- 4.8%
- 21.5%
- 36.8%

- ● <PhP 999
- ● PhP 1,000-9,999
- ● PhP 10,000-49,999
- ● PhP 50,000-99,999
- ● PhP 100,000 and above
- ○ Not indicated
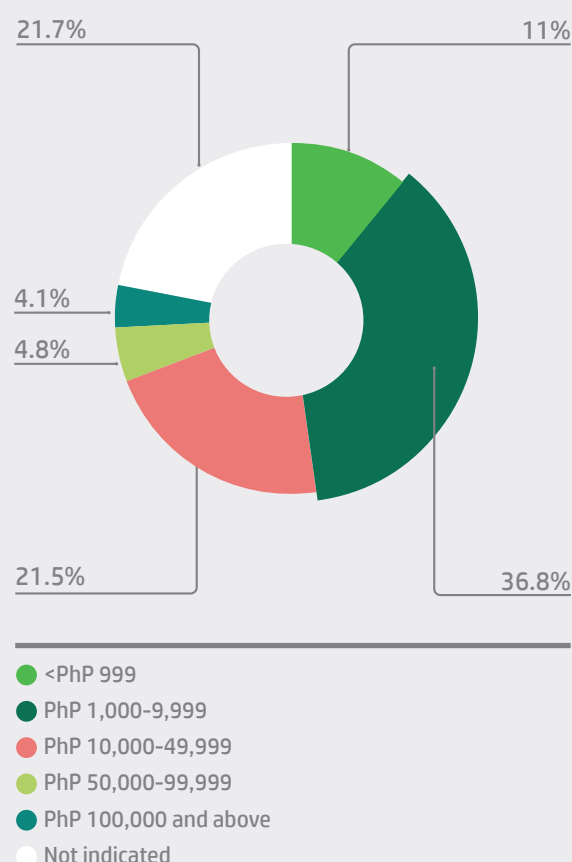
TABLE 79. "IN KIND" SUPPORT RECEIVED (N=4,852, MULTIPLE RESPONSES)

SUPPORT	N (%)	RANK
Books	483 (9.95)	3
Equipment	321 (6.62)	5
Food for Feeding Program	1,237 (25.49)	2
Furniture	358 (7.38)	4
Labor	289 (5.96)	6
School supplies	1,639 (33.78)	1
Teacher supplies	36 (0.74)	7

FIGURE 59. "IN KIND" SUPPORT RECEIVED (%)

- Books
- Equipment
- Food for Feeding Program
- Furniture
- Labor
- School supplies
- Teacher supplies
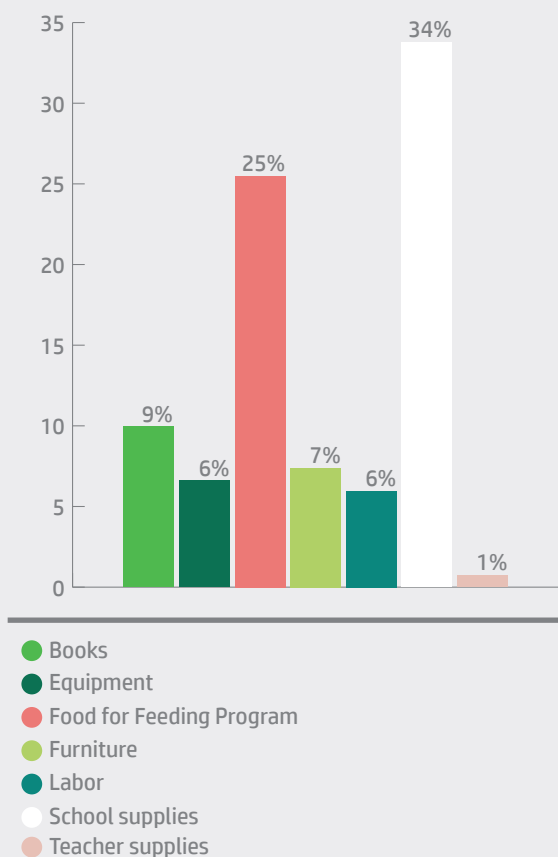
FIGURE 60. USES OF SCHOOL FUNDS (%)

- ICT equipment
- Infrastructure
- Learning materials
- School facilities
- School furniture
- Teacher training
- Others
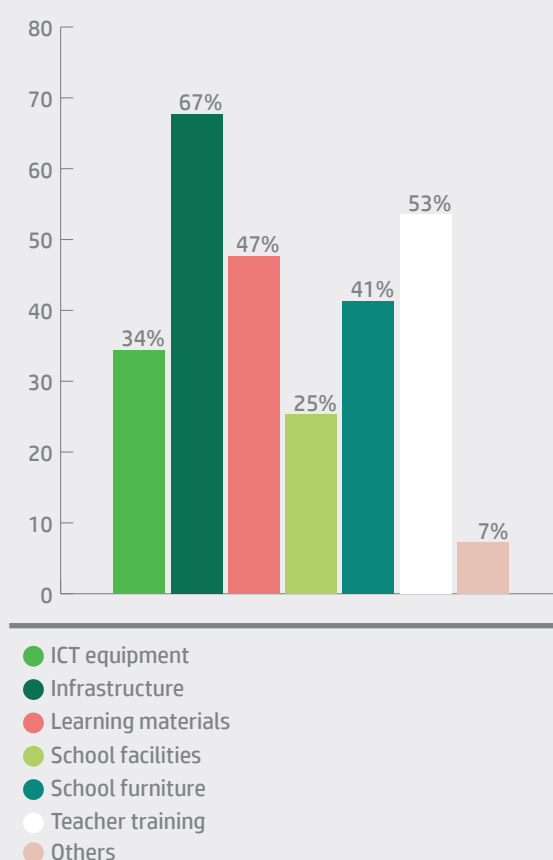
Use of External and Internal Funds

Several aspects of Multigrade schools' improvement plans were prioritized for internal and external funding **(Table 80, Figure 60).** For many schools, (N=3,281, 67.62%), funds were used for *infrastructure.*

TABLE 80. MULTIGRADE COMPONENTS PRIORITIZED FOR FUNDING (N=4,852, MULTIPLE RESPONSES)

COMPONENTS	N (%)	RANK
ICT equipment	1,666 (34.34)	5
Infrastructure	3,281 (67.62)	1
Learning materials	2,309 (47.59)	3
School facilities	1,226 (25.27)	6
School furniture	2,006 (41.34)	4
Teacher training	2,597 (53.52)	2
Others	351 (7.23)	7

About half of the schools allocated the finances they received to *teacher training* (N= 2,597, 53.52%) and *learning materials* (N=2,309, 47.59%). Two-fifths of the schools bought *furniture* (N=2,006, 41.34%) from funds. *ICT equipment* was acquired in about one-third of the schools (N= 1,666, 34.34%). Approximately one-fourth of the schools improved their *facilities* (N=1,226, 25.27%) with the funds received.

The funds were also used for the following items: school and office *supplies*; additional *personnel* such as *teachers* and school *watchman*; *co-curricular activities* that included sports, celebrations and disaster risk reduction management (DRRM) activities; *feeding* programs; and pupils' *uniforms, supplies,* and *transportation* costs incurred during pupil competitions and *"lakbay-aral"* (field trips).

Uses of Funds Received by Schools Divisions

From the complementary Schools Division Survey **(Table 81, Figure 61),** most of the divisions reported that they spent their funds for *capacity building activities* (f = 174), closely followed by *reproduction of materials* (f = 172). Other areas in which division funds were allocated were special *hardship allowance* for teachers (f = 21), *chalk allowance* (f = 4), *COLA* (f = 4), and *uniform allowance* (f = 4). Their *other* expenditure items were learners' kits, and other *instructional* materials and *supplies*, *facilities improvement* among which were room *repairs solar panels*; and school *feeding* programs.

Amount Received by Schools Divisions

Schools Divisions received an average of PhP742,461.17 per annum ranging from as low as PhP1,760.00 to as high as PhP7.7M **(Table 82).**

Funds for Teacher Training

Schools Division offices also received funds specifically designated for teacher training beginning 2011 **(Table 83, Figure 134).** Beginning with only two Schools Division offices in 2011, the number of divisions receiving training funds had increased over the years. However, increases were inconsistent. For example, from as many as 105 Schools Division in 2016, the number dropped to only 33 in 2017. There are two possible explanations for this: first, the Schools Divisions may have completed the training of their target number of Multigrade teachers, or some Multigrade schools may have been converted to monograde schools.

TABLE 81. USES OF FUNDS RECEIVED BY SCHOOLS DIVISIONS (N=127)

ALLOCATIONS	FREQUENCY OF MENTION	RANK
Capacity building	174	1
Chalk Allowance	4	5
Cost of Living Allowance (COLA)	4	5
Reproduction of materials	172	2
Special Hardship Allowance	21	3
Uniform Allowance	4	5
Others (Supplies, feeding program, etc.)	65	

FIGURE 61. USES OF FUNDS RECEIVED BY SCHOOLS DIVISIONS (N=127)

- Capacity building
- Chalk allowance
- COLA
- Reproduction of materials
- Special Hardship Allowance
- Uniform Allowance
- Others
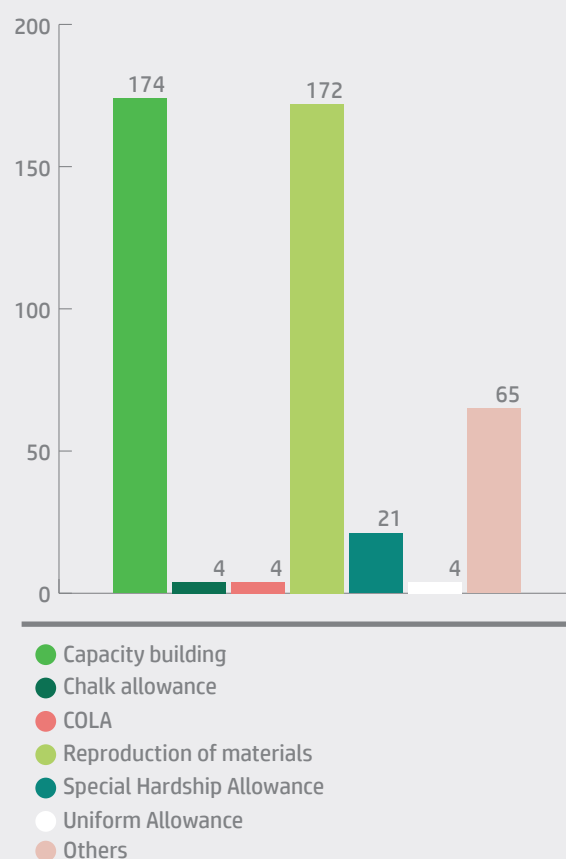
TABLE 82. DESCRIPTIVE STATISTICS ON FUNDS RECEIVED BY SCHOOLS DIVISION (N=127)

MEAN	PhP742,461.17
MIN	PhP1,760.00
MAX	PhP7,727,500.00

TABLE 83. SCHOOLS DIVISIONS THAT RECEIVED FUNDS FOR TRAINING, BY YEAR

YEAR	NO. OF SCHOOLS DIVISIONS	INCREASE/ DECREASE
2011	2	---
2012	23	21
2013	53	30
2014	29	-24
2015	60	31
2016	105	45
2017	33	-72

Schools Division Offices' Sources of Funds

There were three (3) major sources of funds: DepEd (f = 291), local and international non-governmental organizations, and local government unit (province, city or municipality. **(Table 84, Figure 63).**

TABLE 84. SCHOOLS DIVISIONS' SOURCES OF FUNDS (N=127)

SOURCE OF FUNDS	NO. OF SCHOOLS DIVISIONS	RANK
DepEd-GAA	291	1
LGU (prov/city/ mun)	1	3.5
NGO/INGO	9	2
Others	1	3.5

FIGURE 62. NUMBER OF SCHOOLS DIVISIONS RECEIVING FUNDS PER YEAR: 2011-2017 (N=127)

Legend:
- 2011
- 2012
- 2013
- 2014
- 2015
- 2016
- 2017

FIGURE 63.SCHOOLS DIVISIONS' SOURCES OF FUNDS (N=127)

Legend:
- DepEd-GAA
- LGU
- NGO/INGO
- Others
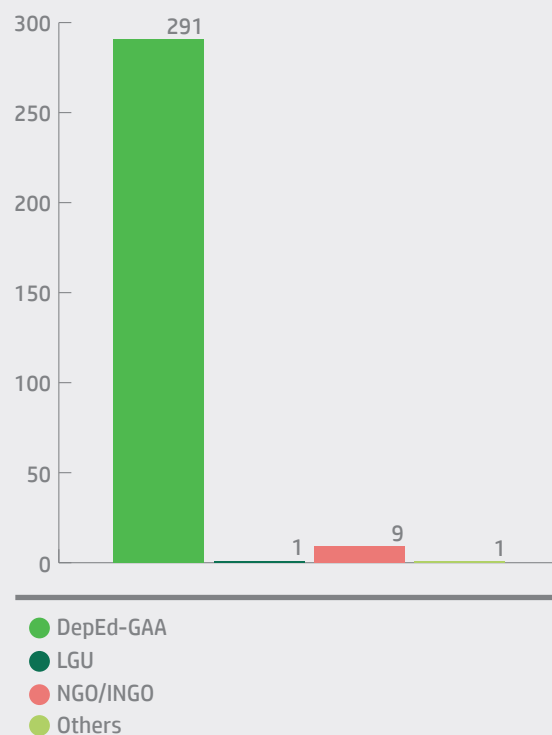
A Schools Division Superintendent in Leyte province noted the limited funds they had received for Multigrade schools.

> "*Konti lang yung pera namin...yung Human Resource Development (HRD) funds namin, only 15 million (pesos). Yong ginawa ko dito sa Division office, ay divide ko yung 15 million into 3 kasi mayroon kaming tatlong Division Units, yong Schools Division Superintendent (SDS) proper, the Curriculum Implementation Division (CID), and School Governance Operations Division (SGOD), tig-five million. What is five million kung sa CID pa lang how many Division supervisors yung maghahati niyan. There are ten division supervisors, pero sa subject area we have only a budget of five hundred thousand, so anong magagawang training for every subject with 16 thousand teachers dito? Kaya sabi ko kailangang dagdagan yung HRD funds.*"

(The money we received was not much. Our Human Resource Development funds totalled PhP15 million only. What I did here in the Schools Division office was to divide the PhP15 million into three because we have three Divisions, the Schools Division proper, the Curriculum Implementation Division, and the School Governance and Operation Division, with each receiving PhP5 million. But what is PhP5 million if in the CID alone there are many division supervisors. There are ten division supervisors but for each subject area, we have only a budget of five hundred thousand, so what training can we do for every subject with 16 thousand teachers? Hence, I asked DepEd for an increase in HRD funds).

A desk review of DepEd policies showed that regular (annual) fund utilization to support the Multigrade program began in FY 2012 when DepEd launched the Multigrade Program **(Table 85, Figure 64).** In an interview, a focal person revealed that it was also in the same year that the then Bureau of Elementary Education (BEE) included a separate line item budget in the National Expenditure Program (NEP) solely to support activities under the Multigrade education program.

TABLE 85. DEPED BUDGET ALLOCATION FOR MULTIGRADE EDUCATION (FY 2012-2018)

FISCAL YEAR	TOTAL AMOUNT	% OF INCREASE/ DECREASE
2012	118,000,000	
2013	129,800,000	10%
2014	129,800,000	0%
2015	142,780,000	10%
2016	142,780,000	0%
2017	83,026,000	–41.85%
2018	83,026,000	0%

FIGURE 64. FUND ALLOCATION FOR MULTIGRADE ACTIVITIES FOR FY 2012 TO 2018 (IN PHP MILLIONS)

Legend:
- 2012
- 2013
- 2014
- 2015
- 2016
- 2017
- 2018
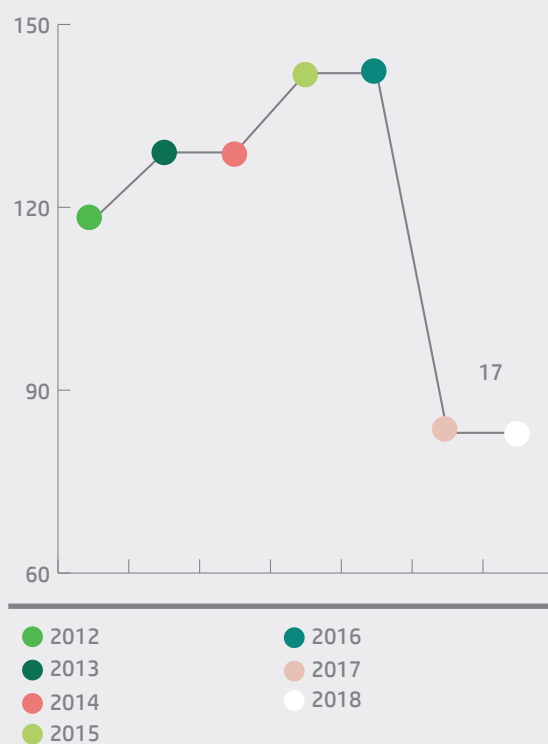
The amount of Multigrade funds is based on DepEd's Annual General Appropriations Act (GAA) for the fiscal year. Annual guidelines on the funds allocated for Multigrade program are issued through Department Orders. The DOs specifically identify the eligible activities to be implemented, such as capacity building, reproduction of teach-learn Multigrade materials, and monitoring and evaluation of activities by the regional offices. Additionally, the guidelines articulate the procedures on the release, utilization, and liquidation of funds as well as the reporting of accomplishments for each activity. The first line item budget earmarked for Multigrade program in FY 2012 amounted to P118,000,000. This line item has increased twice by 10 percent between FY 2012 and FY 2016.

Document analysis indicated a decline in the budget for Multigrade program from FY 2016 to 2017. DepEd Central office staff in interviews attributed this to the ongoing Department policy review of the Multigrade program and the stricter implementation by the Department of Budget and Management of the one-year validity of appropriations in preparation for the shift to annual cash-based appropriations budgeting by 2019. This could be considered as a major factor in the observed decline in reported funds received by the Schools Division offices for trainings in 2017.

Disbursement of funds begins with the Regional office issuing a Sub-Allotment Release Order (SARO) to recipient Schools Division offices. In return, the divisions will submit their physical and financial accomplishment reports to the regional offices, which in turn will submit their consolidated reports to the DepEd Central Office. Reports are subjected to examination during the Program Implementation Review (PIR), which is usually conducted annually.

Schools Division offices also prepare and submit utilization and/or liquidation reports directly to the regional office of the DBM. However, the lack of systematic Monitoring and Evaluation procedures in reporting fund utilization poses a challenge in relation to monitoring and reporting of actual accomplishments and fund utilization in Multigrade schools.

Through this examination of the nine components of the MPPE, it may be concluded that there have been positive changes in the Multigrade program brought about by the institution of policies. Nonetheless, the review also highlighted the fact that there are still many challenges to overcome in regard to Multigrade school operations. Multigrade schools' compliance with existing policies along these components has ranged from "*no compliance*" to "*full compliance.*" FGDs pointed out that a "*one-size-fits-all*" kind of policies has not been feasible given the various contexts and experiences of field implementors. Findings hinted at the possibility of developing *systematic* policies that would allow *flexibility* in adapting them to local contexts.

CONTRIBUTING AND CONSTRAINING FACTORS IN ACHIEVING THE GOALS OF MPPE

This section discusses the factors that contributed (or constrained) the achievement of the MPPE goals in the areas of: (1) *school governance;* (2) *instructional delivery and assessment practices*; (3) *co-curricular activities*; (4) *instructional supervision and support*; (5) *monitoring and evaluation;* (6) *teacher competence and quality*; (7) *parents' support*; and (8) *community support*.

SCHOOL GOVERNANCE

School Governance Council (SGC)

The DepEd, as part of its strategy for strengthening School-Based Management (SBM), has required all schools, including Multigrade schools, to establish their respective School Governing Councils. SGCs are expected to: (1) participate in the development of the School Improvement Plan; (2) assist schools in the SIP implementation in terms of reporting their accomplishments and resource generation; (3) organize committees to support school heads and staff in SIP implementation; and (4) conduct quarterly meetings or as the need arises.

SGCs are supposed to be composed of *internal stakeholders* such as students, parents, teachers, and school heads, and *external stakeholders*, such as, NGOs, government agencies, civic and social organizations, etc.

Results of the survey found that while most Multigrade schools have an SGC, they are not all fully operational.

More than four-fifths of the Multigrade schools (N=4,060, 83.69%) do *have* a School Governance Council (**Table 86, Figure 65).**

TABLE 86. EXISTENCE OF SCHOOL GOVERNANCE COUNCIL (N=4,852)

RESPONSES	NUMBER OF SCHOOLS	%
Yes	4,060	83.68
No	531	10.94
Not Indicated	261	5.38
Total	**4,852**	**100.00**

FIGURE 65. SCHOOL GOVERNANCE COUNCIL (%)

5.4%

11%

83.7%

● Yes   ● No   ● Not indicated
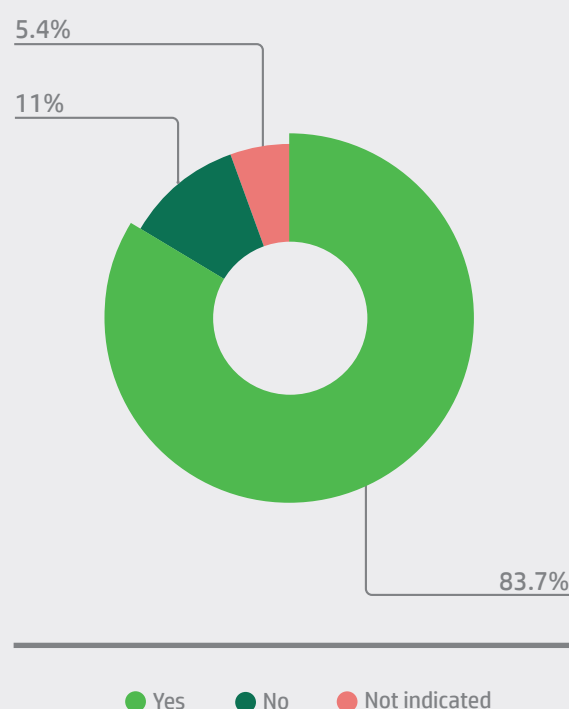
In about two-fifths of SGCs met *quarterly* (N=1,958, 40.35%, **Table 87, Figure 66)**. About one-fifth met *monthly* (N=994, 20.49%), and a tenth, *semi-annually* (N= 504, 10.39%). A few met *yearly* (N=436, 8.99%). Still, there were SGCs that met *weekly* (N=75, 1.55%) or *as needed* (N=56, 1.15%).

TABLE 87. FREQUENCY OF SCHOOL GOVERNANCE COUNCIL MEETINGS (N=4,852)

FREQUENCY OF SGC MEETINGS	N	%
Weekly	75	1.55
Monthly	994	20.49
Quarterly	1,958	40.35
Twice a Year	504	10.39
Yearly	436	8.99
Others (as need arises)	56	1.15
Not Indicated	829	17.09
Total	**4,852**	**100.00**

FIGURE 66. FREQUENCY OF SCHOOL GOVERNANCE COUNCIL MEETINGS (%)
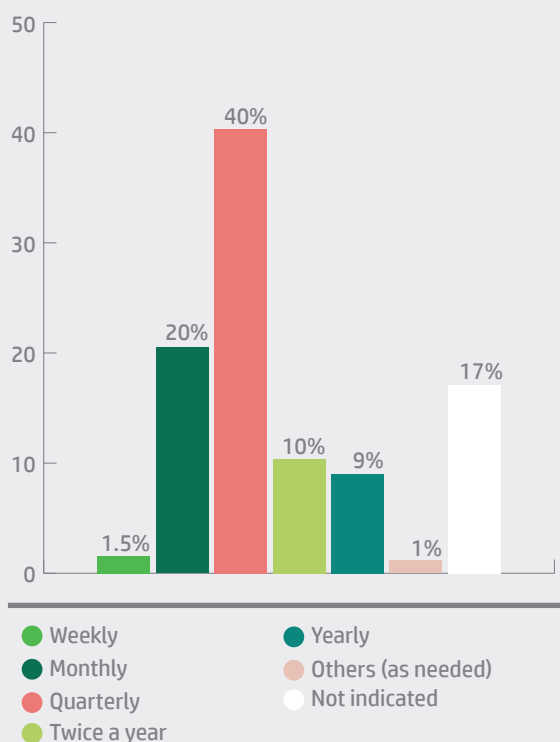
The type of assistance provided by the SGCs varied from *free labor assistance* to *technical assistance* to *material supplies* **(Table 88, Figure 67)**. About one-third of the assistance from SGCs came in the form of *free labor assistance* (N=1,397, 28.79%). A fifth of them were *technical assistance* (N=1,208, 24.90%), and a few, *supplies and materials* (N= 134, 2.76%). SGCs also provided support to Multigrade schools through *administrative assistance*, assistance in *planning* for school improvement, *cash or financial assistance*, *facilities*, *implementation* of school policies, *leadership* among pupils or serving as *models*, *peer tutoring*, *remedial teaching*, and *security assistance*.

TABLE 88. SUPPORT PROVIDED BY SCHOOL GOVERNANCE COUNCIL (N=4,852, MULTIPLE RESPONSES)

SGC SUPPORT	N	RANK
Free labor assistance	1,397	1
Supplies and materials	134	3
Technical assistance	1,208	2
Others	718	

FIGURE 67. TYPES OF ASSISTANCE PROVIDED BY SCHOOL GOVERNANCE (N=4,852)

SCHOOL LEADERSHIP

In consultative FGDs, key implementers disclosed that a few Multigrade schools were directly administered by a designated school head or principal. Sometimes, the school head also serves as a cluster head in-charge of a mother school and two or three more small Multigrade schools. However, in most cases, Multigrade schools have teachers-in-charge who act as a school head. A TIC is a regular teacher with administrative duties of a school head. Aside from preparing lesson plans and teaching Multigrade classes, the TIC is also given administrative tasks that include the preparation and submission of reports and attendance to district and division meetings. The multiple tasks compete for the attention and time of the TICs.

Since TICs hold the position of regular teachers, however, they cannot perform some school governance functions such as instructional leadership and conducting classroom observations. This predicament was articulated by one participant who inquired, *"Is it possible (to discontinue) assigning TICs in Multigrade schools? Because in the first place as teachers, they are not permitted to observe fellow teachers, so even if they are acting as school heads, technically, they cannot provide guidance to Multigrade teachers in their schools."*

Another matter related to school governance that surfaced in FGDs was the merit of reaching out to, and partnering with, the community where the school is located. Communities provide Multigrade schools not only with free labor assistance, but also in-kind donations such as school supplies, ICT equipment, and materials needed for upgrading of facilities. For this reason, the leadership of the school head is critical not only in developing networks with key persons in the community, but also in upholding accountability and transparency with stakeholders in the course of implementing school-based projects.

The *School Report Card* (SRC) is one way of demonstrating transparency, as one participant confirmed, *"This is what we use during the "State of our school" address; we have to present our SRC since all our accomplishments, strengths and weaknesses are presented, for the community and stakeholders to see."*

Maintaining positive relationships with community members requires openness about monetary donations. One school head narrated, "*This summer before the brigada eskwela, one alumni of the school nag donate ng five hundred thousand... tapos yung nag donate sa amin nakita niya sa kabilang gate may canopy na... yung ibang funds for our reading center"* (...one alumnus donated PhP500,000 and the donor saw the money was used for the canopy at the school gate, and other funds for our reading center).

INSTRUCTIONAL DELIVERY AND ASSESSMENT PRACTICES

Instructional Practices

Most school respondents said that Multigrade teachers adapted their teaching strategies (N=3,898, 87.15%), were familiar with the DepEd BoW (N=4,321, 91.68%), and used the BoW (N=4,012, 91.04%, **Table 89 and Figure 68).** The number of schools who said that their Multigrade teachers were challenged by using the BoW (N=2,091, 43.10%) was about *equal* to those who said the opposite (N=2,126, 43.82%).

Non-use of the BoW by Multigrade teachers may be attributed to the *lack of training* or *orientation* on its use partly because some of the teachers were *newly hired.* The other school respondents explained that the BoW, being only recently introduced, was *not available* or *not distributed* to the schools. In some schools, where the BoW copies were made available, they were *not sufficient* or there was a *delay* in the distribution.

In place of the BoW, Multigrade teachers used alternative materials such as those provided by *BASA Pilipinas* program which were developed for the purpose of comparing competencies of two grades and examining the alignment of competences by grade level. They also looked to *Teacher's Guides*, the *K-12 Curriculum Guide*, *Class Programs*, *Daily Lesson Log* , and the *Multigrade Teach-Learn Package* as aids in preparing their lessons. When these materials were not available, teachers used equivalent materials adopted by monograde classes. Some teachers made their *own* BoW or referred to the *old Basic Education Curriculum* (BEC).

TABLE 89. MULTIGRADE TEACHERS' INSTRUCTIONAL PRACTICES

INSTRUCTIONAL PRACTICES	YES N (%)	NO N (%)	NOT INDICATED N (%)
Adapting teaching strategies	3,898 (80.34)	575 (11.85)	379 (7.81)
Familiarity with BoW	4,321 (89.06)	392 (8.08)	139 (2.86)
Using BoW	4,012 (82.69)	395 (8.14)	445 (9.17)
Challenges using BoW	2,091 (43.10)	2,126 (43.82)	635 (13.09)

School head-respondents were asked to assess the extent to which the BoW has been helpful to Multigrade teachers **(Table 90, Figure 69)** on a scale of 1 ("Very helpful") to 3 ("Not very helpful"). Slightly more than three-fifths of the school respondents indicated that the BoW has been "very helpful" (N=3,229, 66.55%), a few noted that it has been "helpful" (N=766, 15.79%), and a very small minority said it was "not very helpful" at all (N=13, 0.27%). A mean rating was 1.20 (SD = 0.41), indicating that on the average, the BoW was considered "very helpful" **(Table 91).** The small standard deviation suggested that the ratings were quite homogeneous, i.e., there was little variation in the rating given by the school respondents.

FIGURE 68. INSTRUCTIONAL PRACTICES OF MULTIGRADE SCHOOLS TEACHERS (%)

TABLE 90. RATINGS OF SCHOOL RESPONDENTS ON THE HELPFULNESS OF THE BOW (N=4,852)

RESPONSES	N	%
Very helpful	3,229	66.55
Helpful	766	15.79
Not very helpful	13	0.27
Not indicated	844	17.39
Total	**4,852**	**100.00**
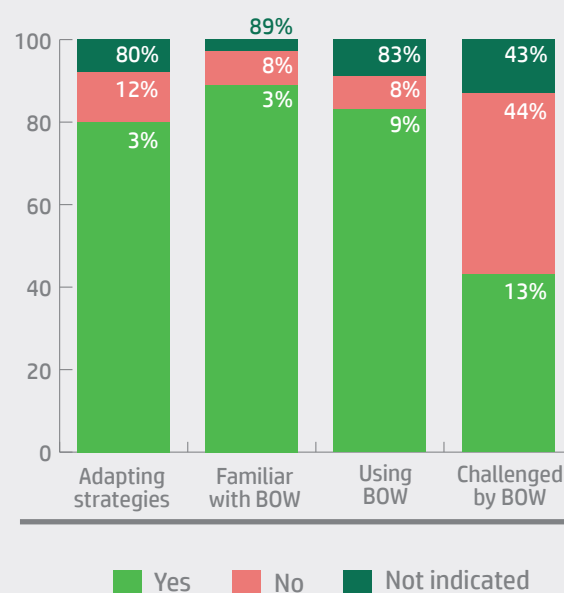
FIGURE 69. RATINGS ON HELPFULNESS OF BOW (%)

- Very helpful
- Helpful
- Not very helpful
- Not indicated

School respondents listed the specific *challenges* they faced in implementing the BoW **(Table 92).** Most prominently mentioned were the following: problem with *time* (N=331, 6.82%), *training* (N=264, 5.44%), and *preparation* (N=179, 3.69%). Teachers were *not* able to teach some lessons or competencies due to time constraint; others have had no training on the use of the BoW; or some teaching *competencies* were not covered by the training received.

TABLE 92. CHALLENGES IN USING BOW (N=4,852)

CHALLENGES IN USING THE BoW	N (%)
Some lessons/competencies not executed due to time constraint	331 (6.82)
No training on BoW or on specific competencies/not covered by training	264 (5.44)
Preparation of instructional materials	179 (3.69)
Others	1,109 (22.86)
No Response	2,969 (61.19)
Total	**4,852**

TABLE 91. DESCRIPTIVE STATISTICS ON RATINGS OF SCHOOL RESPONDENTS ON USEFULNESS OF THE BOW (N=4,952)

MEAN	1.20
MODE	1.00
MIN	1.00
MAX	3.00
SD	0.41

Still, others had difficulties preparing their own instructional materials. These were recurring themes mentioned in more detail by some school respondents: time management, particularly when there were overlapping schedules; the lack of teaching resources which led some to develop "localized" materials; "mis-alignment" between the BoW and the Teacher's Guide or Curriculum Guide; and inappropriateness and broadness of competencies for some grade levels.

Instructional Strategies

Varied instructional strategies were utilized by teachers in Multigrade classrooms **(Table 93).**

Most school respondents stated that their teachers applied *cooperative* or group learning; (f = 4,529, 93.34%), *homework* (f = 4,288, 88.38%), "*learning by doing*" (f = 4,053, 83.53%), *lecture* (f = 3,978, 81.99%), *demonstration* or *modelling* (f = 3,971, 81.84%), *peer tutoring* (f = 3,939, 81.18%), *simulations* and *role-playing* (f = 3,802, 78.36%), and *discovery* or *inquiry-based* method (f = 3,503, 72.20%).

Many respondents also listed *journal writing* (f = 2,995, 61.73%), *project-based learning* (f = 2,572, 53.01%), *self-directed learning* (f = 2,362, 48.68%), and *debates* (f=1,984, 40.89%) as instructional methods employed by their teachers. In about one-third of the schools, students were taken on *field trips* (f = 1,423, 29.33%).

In a few schools, Multigrade teachers used *games*, student *reporting, brainstorming, differentiated instruction and/or activities* and *field work* such as interviewing community members.

TABLE 93. INSTRUCTIONAL STRATEGIES APPLIED BY MULTIGRADE TEACHERS

TEACHING STRATEGIES	N	(%)	RANK
Cooperative/ Group Learning	4,529	93.34	1
Debate	1,984	40.89	12
Demonstration/ modelling	3,971	81.84	5
Discovery/ inquiry-based	3,503	72.20	8
Field trip	1,423	29.33	13
Hands-on/ Learning by doing	4,053)	83.53	3
Homework	4,288	88.38	2
Journal writing	2,995	61.73	9
Lecture	3,978	81.99	4
Peer tutoring	3,939	81.18	6
Project-based learning	2,572	53.01	10
Self-directed learning	2,362)	48.68	11
Simulation/role play	3,802	78.36	7
Others (games, reporting)	47	0.97	14

BOX 7: DIFFERENTIATED INSTRUCTION IN A MULTIGRADE CLASS (NABABARERA ELEMENTARY SCHOOL, CAMARINES SUR)

In the combined Kindergarten, Grades 1 and 2 Multigrade class in Nababarera Elementary School in Camarines Sur, Teacher Lilibeth Babol, during the school visit demonstrated good Multigrade teaching strategies centered on Differentiated Instruction.

The small combination class of around twelve pupils made management of the activities for the day easier. The teachers planned and carried out the lessons using structured groupings and the pupils were able to work independently or in groups. She started the day's lesson through a motivational song using their mother tongue. It was evident that the introductory song prepared the pupils to actively participate in the multiple simultaneous activities that are designed to address the lesson objectives for each grade level. With the three first readers seated on chairs facing one side of the room, reminders were given on how to properly listen as they were left to view a video on "*Si Buboy at ang Masipag na Bubuyog*" from a laptop. The first graders knew how to press the button on the laptop by themselves so they were able to watch the video twice while waiting for further instruction from the teacher. This quiet but useful learning activity allowed Ms. Babol to introduce the new lesson on the different parts of the school to the second graders.

Using a chart and singing with a rap song on "*Eskwelahan,*" the teacher modeled how to read each line in *Rinconada* before the full oral recitation of the class was done. While singing the rap as a springboard for the lesson for Grade 2 pupils, a short discussion on the meaning and message of the rap song was done and an individual activity on the different parts of the school was given as a seatwork. The pupils were asked to identify and describe the different parts of the school.

While the Grade 2 pupils were doing their activity, Ms. Babol went back to the first graders and discussed *Buboy and the Hard-working Bumblebee* by relating the story to the pupil's daily lives. The pupils were then tuned-in to the story for the day: "*Si Inggolok at ang Planetang Pakaskas.*" Ms. Babol motivated the pupils to make word associations with *planeta*. Afterward, Ms. Babol read the story as she flashed the teacher-made laminated pages of the big book. Ms. Babol next gave individual seatwork to the first graders. Then she gave explicit instruction on superlative and comparative forms of adjectives in the mother-tongue to the second graders. Charts, graphic organizers, and pictures were used in the lesson and tasks were done either in groups or in pairs. Waiting activities were also evident with the first graders reading big books of their choice. Ms. Babol was able to balance both independent and cooperative learning among the pupils. She made use of diverse instructional technologies or differentiated activities according to grade level. Also, peer groupings as well as the content were suitable to the level of pupils' abilities. She was able to successfully do this even though these were not reflected in detail in her weekly lesson plan, which mainly focused on the objectives for each subject. The carefully planned activities and strategic management of grade levels clearly assisted in achieving the target learning competencies for the day.

In the focus group discussion with the teachers, they shared that their good practices in Multigrade instructional delivery revolve around the following: well-established class routines; good time management; differentiated instruction in accordance with pupils' abilities, established through baseline data gathering; positive outlook and resourcefulness of teachers; and teamwork among teachers for various concerns.

The teachers also recommended some areas that should be addressed for a more effective Multigrade delivery. These include as follows: (a) timely delivery of instructional materials from the DepEd Central Office to shorten the time teachers devote to designing appropriate lessons for their class; (b) more appropriate teaching and learning resources for both teachers and pupils; (c) school-based development of quarterly exams; (d) better water, sanitation, and hygiene facilities, which include a working water pump and another restroom to add to the current existing lone structure, (e) sturdy tables and chairs, and a playground; and (f) active participation of parents in school activities.

BELOW: In a Multigrade class in Nababarera Elementary School in Camarines Sur, Teacher Lilibeth demonstrated effective teaching strategies in Filipino subject centered on Differentiated Instruction.

Photo by SEAMEO INNOTECH (2018)

TABLE 94. TEACHING STRATEGIES APPLIED BY MULTIGRADE TEACHERS IN MAJOR SUBJECTS

TEACHING STRATEGIES	SUBJECT							
	MATH	**SCI**	**ENG**	**FIL**	**AP**	**MTS**	**ESP**	**MAPEH**
Cooperative Group Learning	3,546 (73.08)	3,416 (70.40)	3,196 (65.87)	2,824 (58.20)	2,806 (57.83)	2,282 (47.03)	2,312 (47.65)	2,427 (50.02)
Debate	236 (4.86)	325 (6.70)	896 (18.47)	1,058 (21.81)	1,387 (28.59)	260 (5.36)	477 (9.83)	213 (4.39)
Demonstration/ modelling	2,119 (43.67)	2,542 (52.39)	2,133 (43.96)	1,885 (38.85)	1,668 (34.38)	1,512 (31.16)	1,649 (33.99)	1,973 (40.66)
Discovery/ inquiry-based	1,685 (34.73)	2,910 (59.98)	855 (17.62)	704 (14.51)	898 (18.51)	622 (12.82)	633 (13.05)	671 (13.83)
Field trip	333 (6.86)	1,079 (22.24)	291 (6.00)	288 (5.94)	846 (17.44)	252 (5.19)	288 (5.94)	303 (6.24)
Hands-on/ Learning by doing	2,203 (45.40)	2,808 (57.87)	1,193 (24.59)	1,117 (23.02)	1,128 (23.25)	1,015 (20.92)	1,058 (21.81)	1,812 (37.35)
Homework	3,613 (74.46)	3,354 (69.13)	3,603 (74.26)	3,470 (71.52)	3,292 (67.85)	3,103 (63.95)	3,090 (63.69)	3,103 (63.95)
Journal writing	341 (7.03)	382 (7.87)	1,962 (40.44)	1,716 (35.37)	420 (8.66)	457 (9.42)	507 (10.45)	315 (6.49)
Lecture	2,872 (59.19)	2,846 (58.66)	3,103 (63.95)	2,994 (61.71)	3,090 (63.69)	2,672 (55.07)	2,713 (55.92)	2,674 (55.11)
Peer tutoring	2,711 (55.87)	1,584 (32.65)	2,937 (60.53)	2,441 (50.31)	1,366 (28.15)	1,519 (31.31)	1,294 (26.67)	1,361 (28.05)
Project-based learning	1,065 (21.95)	1,625 (33.49)	913 (18.82)	870 (17.93)	1,114 (22.96)	784 (16.16)	834 (17.19)	1,244 (25.64)
Self-directed learning	1,476 (30.42)	1,302 (26.83)	1,410 (29.06)	1,369 (28.22)	1,178 (24.28)	1,106 (22.79)	1,231 (25.37)	1,188 (24.48)
Simulation/role play	1,157 (23.85)	1,169 (24.09)	2,420 (49.88)	2,583 (53.24)	2,257 (46.52)	1,345 (27.72)	2,139 (44.08)	1,251 (25.78)
Others	36 (0.74)	35 (0.72)	41 (0.85)	42 (0.87)	38 (0.78)	28 (0.58)	32 (0.66)	29 (0.60)

School respondents were asked to identify specific instructional strategies that they used for each subject **(Table 94).** The number of schools indicating each strategy was counted and percentages were computed. Then percentages were ranked per subject **(Table 95).** *Homework* was selected as the major strategy in all subjects, except in Science, in which *cooperative or group learning* was named as the most used strategy by most schools (N=,416, 70.40%). *Lecture* was still heavily used in Multigrade schools. Aside from these three strategies, *peer tutoring*, *demonstration or modelling*, and *simulations* and *roleplay* were also popular across subject areas. Least used by teachers in all subject areas were *debates*, *field trips*, *project-based learning,* and *innovative* strategies like *games*, *differentiated instruction,* and *field work*.

TABLE 95. RANK OF TEACHING STRATEGIES APPLIED BY MULTIGRADE TEACHERS IN MAJOR SUBJECTS (N=4,852)

TEACHING STRATEGIES	MATH	SCI	ENG	FIL	AP	MTS	ESP	MAPEH
Cooperative Group Learning	2	1	2	3	3	3	3	3
Debate	13	13	11	10	6	12	12	13
Demonstration/ modelling	6	6	6	6	5	5	5	4
Discovery/inquiry-based	7	3	12	12	11	10	10	10
Field trip	12	11	13	13	12	13	13	12
Hands-on/Learning by doing	5	5	9	9	9	8	8	5
Homework	1	2	1	1	1	1	1	1
Journal writing	11	12	7	7	13	11	11	11
Lecture	3	4	3	2	2	2	2	2
Peer tutoring	4	8	4	5	7	4	6	6
Project-based learning	10	7	10	11	10	9	9	8
Self-directed learning	8	9	8	8	8	7	7	9
Simulation/role play	9	10	5	4	4	6	4	7
Others	14	14	14	14	14	14	14	14

FGD with teachers, and individual interviews with school heads and Multigrade coordinators conducted during school visits in eleven case studies afforded the research team more insights on instructional delivery.

A teacher from Samar reported, "*Ina-apply ko yung differentiated instruction para ma-meet ko yung interest o ability ng Multigrade learners. Isa pa yung experiential learning, sa experience ng kabataan nakikita nila (relevance of topics), so madali nilang naiintindihan ang lesson."* (I apply differentiated instruction so I can address the different interests and abilities of the learners. Another strategy is experiential learning, which encourages young learners to learn hands-on so they can see the relevance of the topics in their everyday life and easily understand the lesson).

In the same province, technology was utilized in Multigrade classrooms. One school head described how instruction was delivered in her school, "*Non-traditional approach ang ginagamit namin ngayon, dati kasi ang gamit ay chalk at blackboard, ngayon multi-media na may projector; yung mga bata pag ginagamit ang LCD talagang nakukuha mo yung*

attention nila." (Nowadays, we use non-traditional approach to teaching. Before, we were limited to chalk and blackboard, now we use multi-media with projector. You can easily get the attention of the pupils when using the LCD).

Teachers elucidated on their use of songs and group activities as instructional activities: "*Because the children really like to sing, especially if there are activities… they are very active that is why I always teach them songs,"* explained a teacher from Leyte. Another teacher clarified, "*…kasi yung bata, mas gusto nila yung may engagement, halimbawa group work.*" (The children like it better when they are engaged in class activities, like group work).

The same strategies were used in other subjects such as Edukasyong Pantahanan at Pangkabuhayan (EPP, equivalent of Home Economics) and Technology and Livelihood Education (TLE), Information and Communication Technology (ICT), and for remedial classes and reading programs **(Table 96)**.

TABLE 96. INSTRUCTIONAL STRATEGIES APPLIED BY MULTIGRADE TEACHERS IN OTHER SUBJECTS (N= 4,852, MULTIPLE RESPONSES)

TEACHING STRATEGIES	N (%)	OTHER SUBJECT AREAS
Cooperative Group Learning	358 (7.38)	EPP, TLE
Debate	27 (0.56)	EPP
Demonstration/ modelling	527 (10.86)	EPP, TLE
Discovery/inquiry-based	148 (3.05)	EPP, TLE
Field trip	141 (2.91)	EPP, TLE
Hands-on/Learning by doing	1,179 (24.30)	EPP, ICT, TLE
Homework	173 (3.56)	EPP, TLE
Lecture	159 (3.28)	EPP, TLE
Journal writing	37 (0.76)	EPP, TLE
Peer tutoring	181 (3.73)	Remedial Classes, EPP, Reading Programs, TLE
Project-based learning	929 (19.15)	EPP, TLE, ICT
Self-directed learning	185 (3.81)	EPP, Reading Programs, TLE
Simulation/role play	219 (4.51)	EPP, TLE
Others	5 (0.10)	EPP

From the few school respondents who offered information on instructional strategies, they reported that the strategies they *least* applied in major subjects were relatively used more in other subjects. For example, *hands-on* or "*learning by doing*" was implemented in EPP, ICT and TLE by about one-fourth of the schools (N=1,179, 24.30%), *project-based learning* by about a fifth (N=929, 19.15%), and *demonstration* or *modelling* by a tenth of them (N=527, 10.86%). On the other hand, some techniques that were popular in major subjects were less so in other subjects. These techniques included h*omework* (N= 173, 3.56%), *lecture* (N= 159, 3.28%), and *simulations* or *roleplaying* (N=219, 4.51%).

Instructional Challenges

Multigrade schools are not without challenges. Many of them face many roadblocks in terms of efficiently implementing the Multigrade education program **(Table 97).** Challenges were grouped into three major categories, *Teachers and Teaching*, *Classroom Management Situations*, and *Supportive Factors*. Still the *most* serious challenge for Multigrade schools is the *lack of learning resources* (N=3,789, 78.09%).

The next five challenges plaguing about half of the Multigrade schools in the study were problems related with instructional effectiveness such as *management of instructional time* (N=2,846, 58.66%), *sustaining student interest and motivation* (N=2,604, 53.67%), *attending to diverse needs of learners* (N=2,437, 50.23%), *lack of familiarity and compliance with the Daily Lesson Log* (N=2,301, 47.42%) and *lack of training and experience on Multigrade education* (N=2,256, 46.50%).

TABLE 97. INSTRUCTIONAL CHALLENGES FACED BY MULTIGRADE SCHOOL (N=4,852, MULTIPLE RESPONSES)

CHALLENGES	N (%)	RANK
TEACHERS and TEACHING		
Addressing diverse learning needs	2,437 (50.23)	4
Different languages of instruction/learning	1,235 (25.45)	13
Difficulty in bridging first language to second language to third language	2,098 (43.24)	7
Difficulty in using different program options	1,422 (29.31)	10
Inappropriateness of strategies/approaches	1,340 (27.62)	11
Lack of training, lack of experience	2,256 (46.50)	6
Maintaining student interest/motivation	2,604 (53.67)	3
Managing instructional time	2,846 (58.66)	2
Poor teacher-pupil interaction	1,268 (26.13)	12
Unfamiliarity/Difficulty in complying with the DLL issuance	2,301 (47.42)	5
Unsuitable teaching styles of teacher	1,467 (30.23)	9
TEACHING-RELATED FACTORS		
Lack of learning resources	3,789 (78.09)	1
Large class size	952 (19.62)	14
Poor learning environment	1,582 (32.61)	8
OTHERS (MTB-MLE languages, pupil absenteeism & lack of interest, overwhelming DepEd reports)	47 (0.97)	15

The other concerns faced by at least one-third of Multigrade schools in the study were *difficulty with bridging first, second and third languages* (N=2,098, 43.24%), *poor learning environment* (N=1,582, 32.61%), *unsuitable teaching styles* (N=1,467, 30.23%), and *difficulty in using different program options* (N= 1,422, 29.31%). A few Multigrade schools also struggled with *inappropriate strategies or approaches* (N= 1,340, 27.62%), *poor teacher-pupil interaction* (N=1,268, 26.13%), *different languages of instruction* (N=1,235, 25.45%), and *large class size* (N=952, 19.62%). *Pupil absenteeism* and *lack of interest* were also mentioned as challenges.

The Multigrade coordinator in Zamboanga del Norte took pride in Multigrade teachers in her district, and had this to say about them:

> *"'Yung Multigrade teachers ay open sa iba't ibang innovations o strategies, pero meron ding Multigrade teachers na hindi sumusunod sa new strategies, lalo na 'yung teachers na may edad na, kung ano ang nakasanayan nila 'yun na ginagamit nila, mayroon namang kahit sanay sa traditional, unti-unti nilang natatanggap yung makabagong pamamaraan ng pagtuturo, na hindi lang yung teachers ang nagsasalita, dapat nagkakaroon din ng collaborative learning, so ang mga mag-aaral mismo ay natututo sa kanilang kamag-aral...sinasabihan ko ang mga*

teachers na hindi sila limited doon sa Multigrade activities sa Teachers' Guide, kung ano sa isip nila na makabubuti na wala sa Teachers' Guide pwedeng gamitin at i-apply… at saka yung mga guro natin kahit napakalayong lugar ang pinangggalingan, nagdadala rin sila ng laptop."

(The teachers are open to different innovations or strategies, but there are also teachers who do not follow the new strategies, especially those who are older. Older teachers tended to use strategies that they are comfortable with. Nonetheless, there are those who, while used to the traditional approach, are gradually embracing new ways of teaching, such as collaborative learning where the pupils themselves learn from each other. I keep telling the teachers that they are not limited to the activities in the Teachers' Guide. Whatever they think is good to use even if it is not in the Teachers' Guide, they can use and apply. Also, the teachers bring their own laptops even if they come from distant places).

Based on the national school survey, twenty-six percent of Multigrade schools were situated in IP communities **(Table 11).** In a key informant interview with the DepEd Indigenous Peoples Education Office (IPSEO) focal person, she mentioned that in a school mapping conducted by their office, there are around 2,000 Multigrade schools located in IP communities and in these Multigrade schools, 45 percent of them have 100 percent IP learners.

FGD participants in both consultative workshops and case studies, particularly the representatives from Mindanao, reported that they have a number of issues concerning the implementation of the programs of Multigrade and IPEd.

The first two issues are linked to the language of the community and the implementation of MTB-MLE. First, since several Multigrade teachers do not hail from the same community, they cannot speak the language of the locality. Second, there is a mismatch between the mother tongue spoken in the community and the MTB-MLE resource materials distributed by DepEd and its consequent assessment through ELLNA. The third concern is the reported uncertainties on the instructional delivery in Multigrade schools which are also identified as IPEd schools. The confusion stems from the implementation of IPEd curriculum in IPEd schools. Multigrade teachers and school heads asked for a clarification as to whether they should be implementing IPEd or Multigrade practices. A fourth challenge is that Multigrade teachers lack capacity on contextualization and differentiation of learning activities and materials.

ABOVE: Grade 6 pupils of Lopero Elementary School during a group activity on developing a semantic web for their Filipino class.

Photo by SEAMEO INNOTECH (2018)

BOX 8: K TO 12 MULTIGRADE INSTRUCTIONAL STRATEGIES (LOPERO ELEMENTARY SCHOOL, ZAMBOANGA DEL NORTE)

Lopero Elementary School in the Municipality of Jose Dalman, Zamboanga del Norte uses diverse instructional strategies suitable to the K to 12 curriculum and based on the needs of the pupils. Ms. Emelly Oga, teacher-in-charge of Lopero Little Red School proudly shared that the Multigrade teachers of Lopero implemented the following teaching strategies that enable them to address the needs of each pupil according to his or her age, interests, capacities, and capabilities:

Subject Grouping

Ms. Oga revealed that there were times when the teachers would go beyond the 60-minute allotted contact time for each subject to make sure that they finish the lesson. To meet all the required learning competencies of the DepEd K to 12 Curriculum, the school has adopted subject grouping as a class program option, e.g., Monday-Wednesday-Friday (MWF) are for Science and ESP while Tuesday-Thursday (TH) are for English, Math, and other subjects.

Explicit Teaching

Ms. Oga also mentioned that one of the most effective teaching practices at Lopero ES is the explicit teaching method which includes guided practice/activities, drills, reviews, motivation and model teaching. Explicit teaching is considered effective in teaching Mathematics using the teacher's guide downloaded from LRMDS web portal, and student workbook/worksheet and other teacher-made learning resources. For the lower grades, the challenge lies in the use of mother tongue in explaining Math concepts. The teacher's guide is written in English while the student workbook/worksheet is in "*Bisaya.*" For easier understanding among students, the teacher needs to translate the lesson either in English or in Bisaya.

Model Teaching/Scaffolding

Model teaching or scaffolding involves the presentation of examples by the teacher while the students listen and participate in the discussion of the sample topic/problem, which is similar to the activity that the students and the teacher will do together. When the concept/process is mastered by the students, the teacher will gradually assume the role as facilitator and allow the students to work independently.

IPEd Integration

Another strategy is the Integration of indigenous core values and culture in the lesson. Ms. Velasco, Multigrade coordinator of Zamboanga del Norte Division, mentioned that to promote indigenous people's education , the division encouraged the Multigrade teachers to integrate the core values and cultural practices of the indigenous people in their lesson plans. An example of this is the integration of IP's organic farming practices, such as planting *palay*, to teach science. Multigrade teachers also tap the elders from the Subanen tribe to share about their values, culture and traditional practices within the class as deemed appropriate for the day's lesson.

ABOVE: Teacher Susanah and the other Multigrade teachers of Guinadioangan Elementary School, Capoocan Leyte used varied traditional and non-traditional assessment activities per grade level to enhance their pupils' content mastery. Some of the innovative learning assessment approaches considered as good practice of the school is the use of peer to peer feedback and use of rubrics for group presentation and exciting games using local materials for Grades 5 and 6.

Photo by SEAMEO INNOTECH (2018)

BOX 9: NIGHT RONDAS AS A REMEDIAL AND ENRICHMENT ACTIVITY (GUINADIONGAN ELEMENTARY SCHOOL, LEYTE)

One of the seasoned teachers of Guinadiongan Elementary Schools in Capoocan Leyte is a local resident and one of the pioneer teachers of the school. Though all school teachers are believed to be committed to the teaching profession, those who live within the community usually go the extra mile and exceed the community's expectation. They reportedly show more concern to improve the pupils' performance by monitoring, giving remedial and enrichment/extra-curricular activities, and extending extra hours in the afternoon to teach even the pupil's parents on proper pronunciation so that they can correct and help their children at home.

Teacher Susanah shared during a key informant interview that she conducted daily synchronized reading session for her Grades 1 and 2 pupils from 1:00 to 1:30 in the afternoon to improve their reading and comprehension skills. She was tagged as an advocacy expert in reading because of her strict policy that "no child can be promoted to the next level unless he/she learns how to read at the end of the school year and prior to being promoted to Grade 2."

Teacher Susanah would often go around the community at night to spot check if pupils are practicing their reading skills. The following day in class, she would call the attention of pupils whom she caught not practicing reading when she passed by their houses. In turn, the children would read aloud at night to make sure that Teacher Susanah could hear them as she passed by. Teacher Susanah was known as the pillar of education at Guinadioangan ES because all children went through her tutelage in Grades 1 and 2.

Factors Contributing to Academic Performance

School respondents were also asked to indicate what they consider to be the *factors* that contribute to *academic performance* of Multigrade learners **(Table 98, Figure 70).** Four-fifths of the respondents concurred that *parental support* (N=3,943, 81.27%) was the most important contributing factor for pupils doing well in school. The next most critical factors were *study habits* (N=3,825, 78.83%), *health and nutritional status* of pupils (N=3,571, 73.60%), and *pupils' learning abilities* (N=3,566, 73.50%).

Relationships and interactions between teachers and pupils (N=3,136, 64.63%) and *among pupils* (N=3,110, 64.10%) were also considered crucial. The *learning environment* (N=3,015, 62.14%) and *instructional delivery* (N=2,974, 61.29%) were also shown to play a role in pupil achievement. For about half of the school respondents, academic performance of pupils could be attributed to personal characteristics such as their *self-esteem* (N=2,807, 57.85%) and *intrinsic motivation* (N=2,618, 53.96%). Finally, though least mentioned, respondents identified *support from community and other stakeholders, economic stability of pupil's family, pupil behavior or self-discipline* and *school-readiness, teacher attitude, behavior* and *commitment, proper time management,* and *monitoring and instructional supervision* as contributory to pupils' academic performance.

TABLE 98. FACTORS CONTRIBUTING TO MULTIGRADE PUPIL ACADEMIC PERFORMANCE

CONTRIBUTING FACTORS	N (%)	RANK
Class participation	3,571 (73.60)	4
Health and nutritional status of pupils	3,627 (74.75)	3
Instructional delivery	2,974 (61.29)	9
Interaction among pupils	3,110 (64.10)	7
Intrinsic motivation of pupils to learn	2,618 (53.96)	11
Learning ability of pupils	3,566 (73.50)	5
Learning environment (e.g., multimedia resources)	3,015 (62.14)	8
Parental support	3,943 (81.27)	1
Self-esteem of pupils	2,807 (57.85)	10
Study habits	3,825 (78.83)	2
Teacher-pupil relationship	3,136 (64.63)	6
Others (community support, family's SES, etc.)	111 (2.29)	12

FIGURE 70. FACTORS CONTRIBUTING TO PUPIL PERFORMANCE (%)

- Class participation
- Health and nutrition
- Instruction
- Pupil interaction
- Pupil motivation
- Pupil ability
- Learning environment
- Parental support
- Pupil self-esteem
- Study habits
- Teacher-pupil relationship
- Others
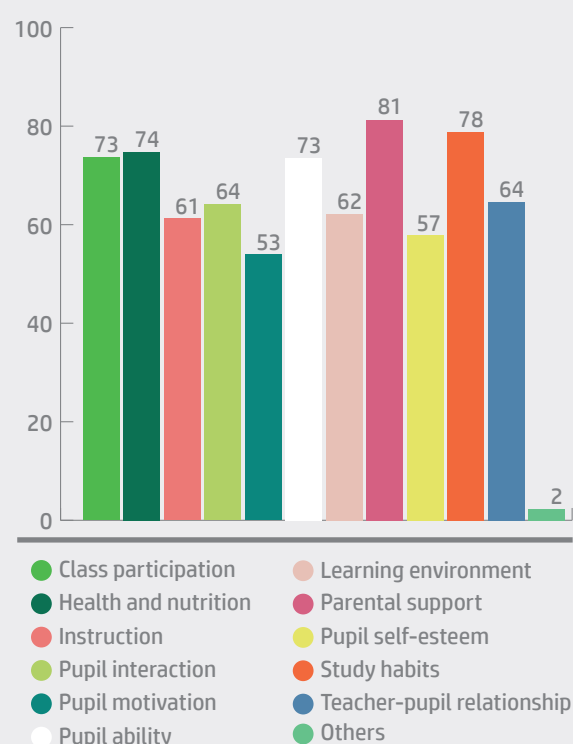
One participant commented in one FGD session that LAC sessions have enabled teachers to develop strategies. This regular school-based in-service training program for teachers showcases best practices on instructional delivery, which hones teachers' pedagogical skills. During one FGD with teachers, it was noted that Multigrade instruction provided opportunities for them to "preview" and to "review" learning competencies. "Previewing" means that lower grade pupils get to listen to lessons in higher grade classes, giving them advanced information. On the other hand, higher grade pupils get to review lessons from subjects already discussed in previous years. These opportunities to "preview" and "review" lessons may explain pupil performance in Multigrade schools.

Assessment Methods

Most school respondents said that teachers used the following traditional assessment methods: *written quizzes* (N=4,672, 96.29%), *oral recitation* (N=4,508, 92.91%), *assignments* (N=4,512, 92.99%), and *worksheets and seatworks* (N=4,394, 90.56%) **(Table 99, Figure 71).** Also commonly used were *projects* (N=4,133, 85.18%), *long tests* (N=3,207, 66.10%), *standardized tests* (N=3,001, 61.85%), and *essays* (N=2,571, 52.99%).

In addition to traditional assessment methods, slightly more than 90 percent of school respondents (N=4,517) divulged that their teachers also employed *non-traditional* assessment techniques **(Table 100, Figure 72).**

TABLE 99. TRADITIONAL ASSESSMENT METHODS USED IN MULTIGRADE SCHOOLS

TYPES OF TRADITIONAL ASSESSMENT	NO. OF SCHOOLS	%	RANK
Assignments	4,512	92.99	3
Essay	2,571	52.99	8
Long tests	3,207	66.10	6
Oral Recitation	4,508	92.91	2
Projects	4,133	85.18	5
Standardized tests	3,001	61.85	7
Worksheet/ seatwork	4,394	90.56	4
Written Quiz	4,672	96.29	1

FIGURE 71. TRADITIONAL ASSESSMENTS USED (%)

- Assignments
- Essay
- Long tests
- Oral recitation
- Projects
- Standard tests
- Worksheets/seatwork
- Written quiz

TABLE 100. USE OF NON-TRADITIONAL ASSESSMENT METHODS IN MULTIGRADE SCHOOLS

RESPONSES	N	%
Yes	4,517	93.10
No	224	4.61
Not Indicated	111	2.29
Total	4,852	100.00

FIGURE 72. USES OF NON-TRADITIONAL ASSESSMENT METHODS (%)

2.3%
4.6%
93.1%

● Yes ● No ● Not indicated
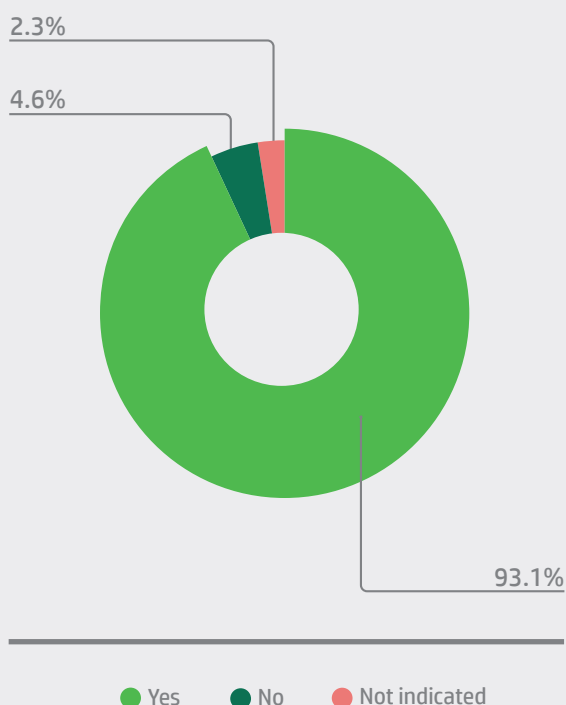
Among the non-traditional assessment methods **(Table 101, Figure 73**) applied by teachers were *portfolio assessment* (N=3,614, 74.48%), *performance assessment* or *demonstration* (N=3,308, 68.18%), teachers' *observation notes* (N=3,034, 62.53%), *anecdotal records* (N=2,745, 56.57%), *observation checklist* (N=2,658, 54.78%), and *work samples* (N=2,400, 49.46%). *Interviews* between *teachers and students* (N=2,035, 41.94%), *teacher-made checklists* (N=2,006, 41.34%), and *peer-assessment* (N=1,990, 41.01%) were the other methods used by Multigrade teachers to evaluate pupil performance. In some schools, teachers conducted *conferences* with students (N=1,707, 35.18%). Evaluation of pupil learning was also accomplished through *self-evaluation* (N=1,501, 30.94%), *team or group assessment* (N=1,391, 28.67%), *student journal* or *reflection log* (N=1,336, 27.54%), and *group reflection activities* (N=1,276, 26.30%).

Multigrade teachers who participated in FGDs identified portfolio assessment as the *best* means of assessing pupil learning. They also confirmed the findings derived from the school survey regarding the other assessment tools used for Multigrade classes: pen-and-paper tests, worksheets, assignments, anecdotal records or guidance reports. The *least* utilized is project-based assessment.

The popularity of *non-traditional assessment* could be an evidence of progress in the Multigrade teaching-learning situation in comparison with the findings contained in the *Profile of Multigrade Schools in the Philippines* (2010) report. In this previous report, Multigrade schools surveyed used mostly pen-and-paper tests, and around 50 percent of the teachers did *not* conduct assessment regularly.

TABLE 101. NON-TRADITIONAL ASSESSMENT METHODS USED IN MULTIGRADE SCHOOLS

NON-TRADITIONAL ASSESSMENTS	NO. OF SCHOOLS (%)	RANK
Anecdotal records	2,745 (56.57)	4
Group reflection activities	1,276 (26.30)	14
Observation checklist	2,658 (54.78)	5
Observation notes	3,034 (62.53)	3
Peer assessment	1,990 (41.01)	9
Performance assessment/demonstration	3,308 (68.18)	2
Portfolio assessment	3,614 (74.48)	1
Self-evaluation	1,501 (30.94)	11
Student journal/reflection log	1,336 (27.54)	13
Student-teacher conference	1,707 (35.18)	10
Teacher-made checklist	2,006 (41.34)	8
Teacher-student interview	2,035 (41.94)	7
Team/group assessment	1,391 (28.67)	12
Work samples	2,400 (49.46)	6

FIGURE 73. NON-TRADITIONAL ASSESSMENT METHODS (%)

Legend:
- Anecdotal records
- Group reflection
- Observation checklist
- Observation notes
- Peer assessment
- Performance assessment
- Portfolio assessment
- Self-evaluation
- Journal/Reflection
- Student-teacher conference
- Teacher-made checklist
- Teacher-student interview
- Team assessment
- Work samples
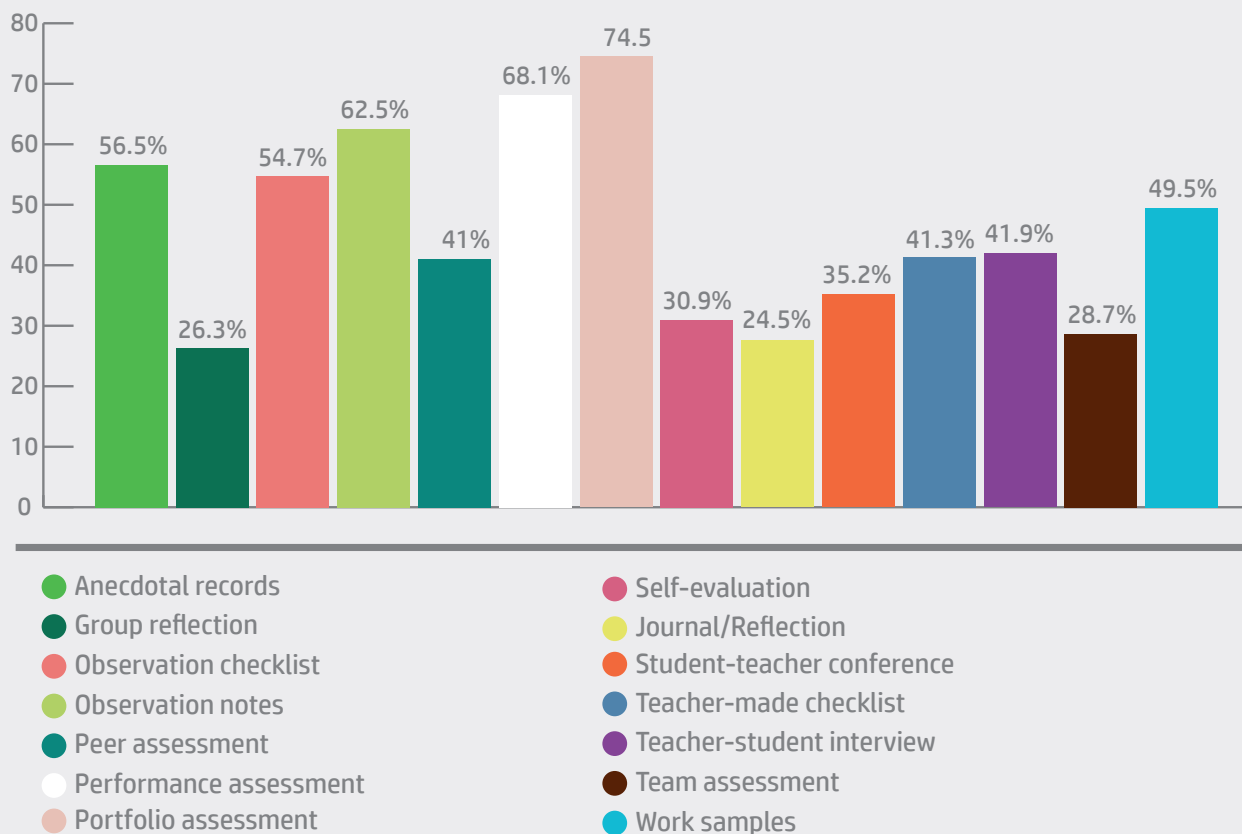
BOX 10: TRADITIONAL, NON-TRADITIONAL AND INNOVATIVE LEARNING ASSESSMENT APPROACHES (GUINADIONGAN ELEMENTARY SCHOOL, LEYTE)

The Multigrade teachers of Guinadioangan Elementary School, Capoocan Leyte used varied assessment activities per grade level to enhance their pupils' content mastery. According to the teachers, they used paper and pencil type quiz, standardized test, worksheet/seatwork, assignment, project output, board work, and group work as examples of traditional type of assessment. Among the non-traditional or alternative assessment methods/strategies applied by Multigrade teachers of Guinadioangan ES were actual performance/demonstration, portfolio assessment, teacher observation, teacher checklist, and analysis of pupils' outputs.

As observed, some of the innovative learning assessment approaches considered as good practice of the school was the use of peer to peer feedback (for lower grade, the other grade level assesses) and use of rubrics for group presentation and exciting games using local materials (higher grade level for Grades 5 and 6).

During the classroom observation, both Multigrade teachers used varied assessment activities per grade level to enhance their content mastery. For Teacher Susanah (handling Grades 1 and 2), individual recitation was a common practice in her class every morning to develop the pupils' reading skills. She also gave the pupils an opportunity to recite as a group and explain how they arrived at the correct answer. On the other hand, Teacher Susan (handling Grades 5 and 6) integrated more fun and exciting games in her lessons and conducted more group activities to get pupils to apply the values of teamwork and camaraderie in order to present a good output.

ABOVE: The Case Study Research Team conducting a classroom observation of Grades 1 and 2 Multigrade class of the Guinadiongan Elementary School in Capoocan, Leyte, which demonstrated how the class used varied assessments tools.

Photo by SEAMEO INNOTECH (2018)

Uses of Assessment Results

Assessment results, according to respondents, were used in different ways **(Table 102).** School respondents, most of whom were school heads, put *program evaluation* as the topmost use of assessment results. By *identifying strengths and weaknesses* of the program, teaching and learning activities could be *improved* (N=4,445, 91.61%). In relation to this, the respondents also saw assessment results as *inputs to review/evaluation* of Multigrade program for continuous improvement (N=3,635, 74.92%) and for internal and external *quality assurance* of Multigrade schools (N=3,365, 69.35%).

Results of assessments were also examined for *instructional purposes* such as determining what was *learned* or *tracking* the *academic progress* of learners (N=4,410, 90.89%), ascertaining pupil *readiness* to move to the next level (N=4,299, 88.60%), and *measuring outcomes,* i.e., what the pupil had achieved in relation to the target competencies (N=4,221, 87.00%).

Moreover, assessment results were used as *reports* on pupil outcomes given to parents and other stakeholders (N=4,397, 90.62%); served as *feedback* for *students* concerning their *thought processes* and *how* they learned (N=4.050, 83.47%); and informed *teachers* on the appropriateness and *effectiveness* of the instructional strategies and materials they used (N=3,986, 82.15%). Finally, assessment results were used for giving awards to pupils.

School survey informants indicated the frequency of use of assessment results **(Table 103).** Forty to about 66 percent of schools *always* made use of the results for *modifying* teaching and learning activities (N=2,799, 57.69%), tracking *learning progress* of pupils (N=3,231, 66.59%), determining pupils' *readiness* for the next levels (N=3,142, 64.76%), measuring the extent to which *target learning outcomes* were met (N=2,941, 60.61%), assessing *pedagogical effectiveness* (N=2,016, 41.55%), reporting outcomes to parents and other stakeholders (N=2,893, 59.62%), and giving

TABLE 102. USES OF ASSESSMENT RESULTS

USES OF ASSESSMENT RESULTS	NO. OF SCHOOLS (%)
Identify *strengths* and *weaknesses* as inputs to **modifying** and differentiating teaching and learning activities	4,445 (91.61)
Identify what was **learned** by pupils or the learning progress of pupils	4,410 (90.89)
Report the learning outcomes to parents and other stakeholders	4,397 (90.62)
Determine **readiness** of learners to move to the next competency level	4,299 (88.60)
Measure what a pupil has achieved in relation to the **target** learning outcomes	4,221 (87.00)
Give **feedback** to *pupils about* their thought processes or how they learn	4,050 (83.47)
Provide **feedback** to *teachers* regarding appropriate instructional steps/strategies and learning materials to use	3,986 (82.15)
Measure **effectiveness** of *pedagogy* (teaching methods)	3,908 (80.54)
Provide **inputs** to the *review/evaluation* of Multigrade program for continuous improvement	3,635 (74.92)
Provide **inputs** to internal and external *quality assurance* of Multigrade schools	3,365 (69.35)
Others (basis for awards)	12 (0.25)

TABLE 103. FREQUENCY OF USE OF ASSESSMENT RESULTS

USES OF ASSESSMENT RESULTS	FREQUENCY (N, %)			NOT INDICATED
	ALWAYS	SOMETIMES	NOT YET	
Identify strengths and weaknesses to modify and differentiate teaching and learning activities	2,799 (57.69)	1,433 (29.53)	48 (0.99)	572 (11.79)
Identify what was learned by students, learning progress of pupils	3,231 (66.59)	952 (19.62)	63 (1.30)	606 (12.49)
Report the learning outcomes to parents and other stakeholders	2,893 (59.62)	1,248 (25.72)	80 (1.65)	631 (13.00)
Determine readiness of learners to move to the next competency level	3,142 (64.76)	944 (19.46)	65 (1.34)	701 (14.45)
Measure what a student has achieved in relation to the target learning outcomes	2,941 (60.61)	1,036 (21.35)	80 (1.65)	795 (16.38)
Give feedback to students on their though processes or how they learn	2,320 (47.82)	1,490 (30.71)	90 (1.85)	952 (19.62)
Provide feedback to teachers regarding appropriate instructional steps/strategies and learning materials used	1,893 (39.01)	1,831 (37.74)	102 (2.10)	1,026 (21.15)
Measure effectiveness of pedagogy (teaching methods)	2,016 (41.55)	1,632 (33.64)	110 (2.27)	1,094 (22.55)
Provide inputs to the review/evaluation of Multigrade program for continuous improvement	1,508 (31.08)	1,620 (33.39)	372 (7.67)	1,352 (27.86)
Provide inputs to internal and external quality assurance of Multigrade schools	1,196 (24.65)	1,599 (32.96)	449 (9.25)	1,608 (33.14)

feedback to students about how they are learning (N=2,320, 47.82%) and to teachers about strategies and materials used (N= 1,893, 39.01%). However, at most, only about 33 percent of the schools utilized assessment results as *inputs* for *evaluation* of the Multigrade program (N=1,620, 33.39%) and for internal and external quality assurance of Multigrade schools (N=1,599, 32.96%).

The emphasis on specific uses of assessment results is further shown when frequency categories were transformed into a scale ranging from "1" (always) to "3" (not yet). Descriptive statistics were computed for each use **(Table 104),** indicating that *all* uses pertaining to *improvement* of instruction or the Multigrade Program, *identifying* readiness or competencies, and providing *feedback* to parents, learners and teachers were *always* used according to most of the school informants (Mode = 1, "always").

On the average, rounding off the means to whole number, the assessment results were used "always" for instructional improvement (Mean=1.36); for examination of outcomes as shown by student progress (Mean=1.25), readiness for next levels (Mean= 1.26), and attainment of target outcomes (Mean= 1.29); and for feedback to parents (Mean= 1.33) and to learners themselves (Mean= 1.43).

However, for the remaining uses of assessment outcomes, the average frequency is 2 or "sometimes" only. Many schools, on the average, only *sometimes* used assessment results for evaluation of pedagogical effectiveness (Mean=1.49), as feedback to teachers (Mean=1.53), and inputs for improvement of the Multigrade Program (Mean=1.68) and for quality assurance (Mean=1,77). Ratings were most homogeneous in the use of assessment for tracking student learning and for tracking student progress, as shown by standard deviations equivalent to 0.47. Respondents were, however, most heterogeneous in the use of assessment as inputs for improvement (SD=0.66), and quality assurance (SD=0.67).

Challenges in Assessment

With regard to assessment methods, some of the challenges **(Table 105, Figure 74)** pointed out by school respondents were the *lack of resources* to support implementation of valid, reliable and appropriate assessment techniques (N=3,156, 66.05%), lack or *limited use* of assessment results for *planning* future lessons and *remediation* (N=2,726, 56.18%), deficiencies in *teacher skills* on the use of different assessment methods (N=2,414, 49.75%), procedures for ensuring good psychometric properties of *reliability* and *validity* for assessment methods used (N=2,364, 48.72%), *improper use* of assessment procedures (N=1,678, 34.58%), and *misconceptions about assessment*, particularly in thinking that assessment of student learning is used only for grading purposes (N=1,407, 29.00%).

Some school respondents also specifically mentioned limited time to prepare or develop assessment tools in view of the paperwork asked of teachers, and unavailability of assessment tools for Multigrade learners.

TABLE 104. DESCRIPTIVE STATISTICS FOR FREQUENCY OF USE OF ASSESSMENT RESULTS

FREQUENCY OF USE	MODE	MEAN	MAX	MIN	SD
Identify strengths and weaknesses as inputs to modifying and differentiating teaching and learning activities	1	1.36	3	1	0.50
Identify what was learned by students or the learning progress of students	1	1.25	3	1	0.47
Report the learning outcomes to parents and other stakeholders	1	1.33	3	1	0.51
Determine readiness of learners to move to the next competency level	1	1.26	3	1	0.47
Measure what a student has achieved in relation to the target learning outcomes	1	1.29	3	1	0.50
Give feedback to students on their thought processes or how they learn	1	1.43	3	1	0.54
Provide feedback to teachers regarding appropriate instructional steps/strategies and learning materials to use	1	1.53	3	1	0.55
Measure effectiveness of pedagogy (teaching methods)	1	1.49	3	1	0.56
Provide inputs to the review/evaluation of Multigrade program for continuous improvement	2	1.68	3	1	0.66
Provide inputs to internal and external quality assurance of Multigrade schools	2	1.77	3	1	0.67
Others	1	1.43	2	1	0.54

Note: *1=Always, 2 = Sometimes, 3 = Not yet*

TABLE 105. CHALLENGES IN ASSESSMENT

CHALLENGES	NO. OF SCHOOLS (%)	RANK
Not enough resources to support assessment implementation	3,156 (65.05)	1
Lack of/limited use of assessment results to inform future instructional planning and addressing learning gaps/remediation needs	2,726 (56.18)	2
Lack of teacher capacity in developing and using different assessment tools	2,414 (49.75)	3
Difficulty in ensuring reliability and validity of assessment	2,364 (48.72)	4
Inappropriateness of assessment methods	1,678 (34.58)	5
Misconception about assessment (i.e. use for grading purposes only)	1,407 (29.00)	6
Others (lack of time, unavailability of Multigrade assessment tools)	51 (1.05)	7

FIGURE 74. CHALLENGES IN ASSESSMENT (%)
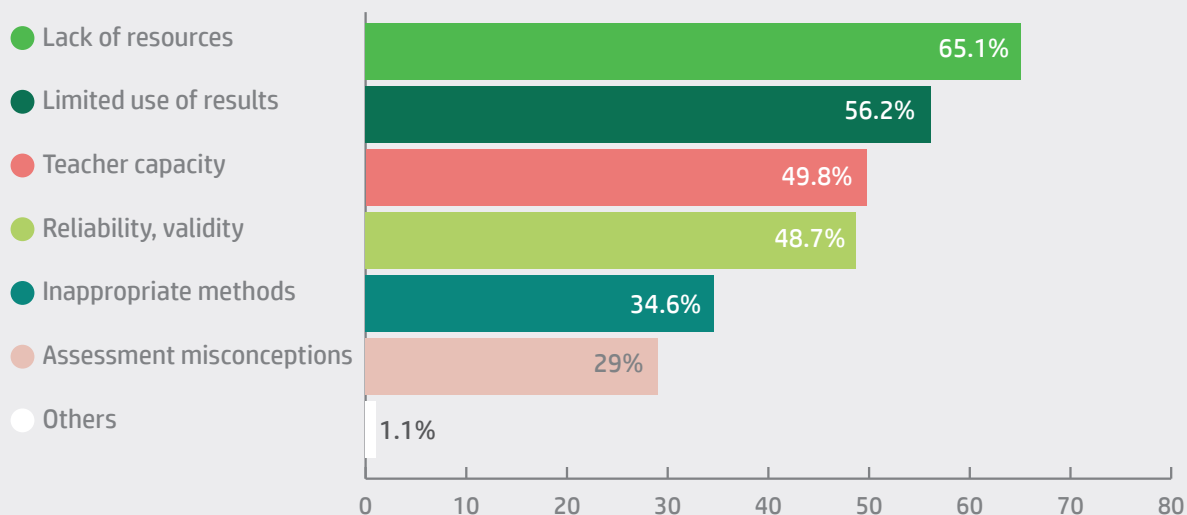
BOX 11: TRADITIONAL AND NON-TRADITIONAL ASSESSMENT (ARAWANE ELEMENTARY SCHOOL, SAMAR)

Arawane ES multigrade teachers use traditional and non-traditional methods for evaluating pupils' learning outcomes/performance. Traditional methods include paper and pencil quiz, recitation, worksheet, seat work, assignment, project, output, essay, and standardized test. For non-traditional methods, they use anecdotal record, demonstration or actual performance, portfolio assessment, teacher observation, teacher checklist, and analysis of pupil's outputs

All paper-based assessments (e.g., quizzes and assignments) are collected and kept in individual output folders of the pupils. These folders are given to the parents during Portfolio Day—an initiative of DepEd Regional Office VIII which is organized by schools simultaneously with the quarterly release of cards and recognition ceremonies. This region-wide event also exhibits projects, experiments, and other visual outputs of pupils for the appreciation of both parents and the community.

Pupils' artistic performances are also staged during Portfolio Day, along with the parents-teachers-adviser conference, and the quarterly Parents and Teachers Association (PTA) meeting. This initiative was launched on March 14, 2017 through Regional Memorandum No. 66, s. 2017, and pursuant to DepEd Order No. 36, s. 2016, entitled "Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program."

Regarding school-level innovation, teachers at Arawane ES developed reusable assessment tools such as printed worksheets that were covered on top by clear plastic sheets. Pupils would answer the worksheets by writing on the clear sheet using markers that can be easily wiped off. The worksheet beneath are clearly visible and can be replaced with new worksheets. In devising such innovative material, the school was able to avoid additional financial costs on printing consumable worksheets since they can reuse the same materials in other grade levels or in the following school year. According to multigrade teachers, the main reason they developed this kind of assessment tools is the lack a photocopying machine in their community, the nearest being in Daram proper and Catbalogan City.

ABOVE: In the Art class (under MAPEH) of Ms. Jenny Isanan, the Grades 1 and 2 (and Kinder) adviser, the pupils were asked to mold human shapes out of clay.

Photo by SEAMEO INNOTECH (2018)

Co-curricular Activities

More than half of Multigrade schools organized co-curricular **activities (Table 106, Figure 75).** There were *sports and outdoor activities* (N=2,513, 51.79%), *quiz bees* (N=392, 8.08%) and *writing activities* (N=115, 2.37%). Other activities (N=503, 10.37%) included *academic, literary, musical (ALM) gala or competitions*; *Mathematics Teachers Association of the Philippines (MTAP) activities*; *Science Fairs*; *read-a-thon*; *art contests*; *barangay activities, community immersions, cultural programs* in the community; *Indigenous People's day or month celebration*; *scouting*; *DepEd-initiated monthly celebrations* such as *Buwan ng Wika* and *Nutrition month*; *clean-up drives, tree planting, Youth for Environment (YES) Camp*; *Disaster Risk Reduction Management (DRRM) training*; *school clubs*; *supreme pupil government*; the popular Schools Division IP *Festival of Talents*; and *Project READ*, short for "Drop Everything and Read", a 30-minute daily reading activity based on a DepEd Order.

In one of the focus group discussions, a teacher from Mindanao shared:

> *"May division IP Festival of Talents na kami. It's for IP schools… May Mamanwa, Higaunon, iba iba. Tapos may first, second, third dito. Per tribe. Iba-iba sila." (*We conduct Division IP Festival of Talents. It is being participated by IPED schools… there were various IP groups involved such as Mamanwa, Higaunon, etc. They awarded first to third ranked winners).

While only about half of Multigrade schools acknowledged having co-curricular activities, about 70 percent affirmed the **relevance** of the activities to the Multigrade curriculum (N=3,457, **Table 107, Figure 76**).

TABLE 106. CO-CURRICULAR ACTIVITIES IN MULTIGRADE SCHOOLS

CO-CURRICULAR ACTIVITIES	N (%)
Sports/Outdoor activities	2,513 (51.79)
Quiz bees	392 (8.08)
Writing activities	115 (2.37)
Others (academic competitions, fairs, etc.)	503 (10.37)
Not indicated	1,329 (27.39)
Total	**4,852**

FIGURE 75. CO-CURRICULAR ACTIVITIES IN MULTIGRADE SCHOOLS (%)

- Sports/Outdoor activities
- Quiz bees
- Writing activities
- Others
- Not indicated
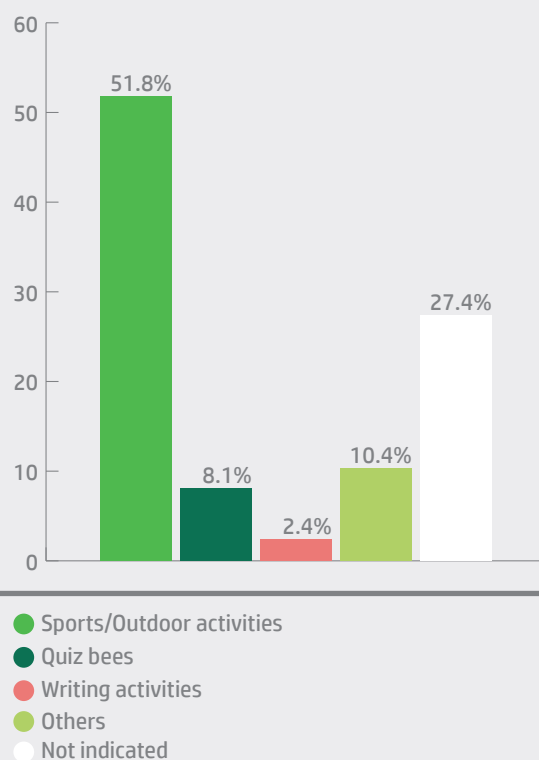
TABLE 107. RELEVANCE OF CO-CURRICULAR ACTIVITIES IN MULTIGRADE SCHOOLS

RESPONSES	NO OF SCHOOLS (%)
Yes	3,457 (71.25)
No	279 (5.75)
Not indicated	1,116 (23.00)
Total	**4,852**

FIGURE 76. RELEVANCE OF CO-CURRICULAR ACTIVITIES IN MULTIGRADE SCHOOLS (%)

- Yes
- No
- Not indicated
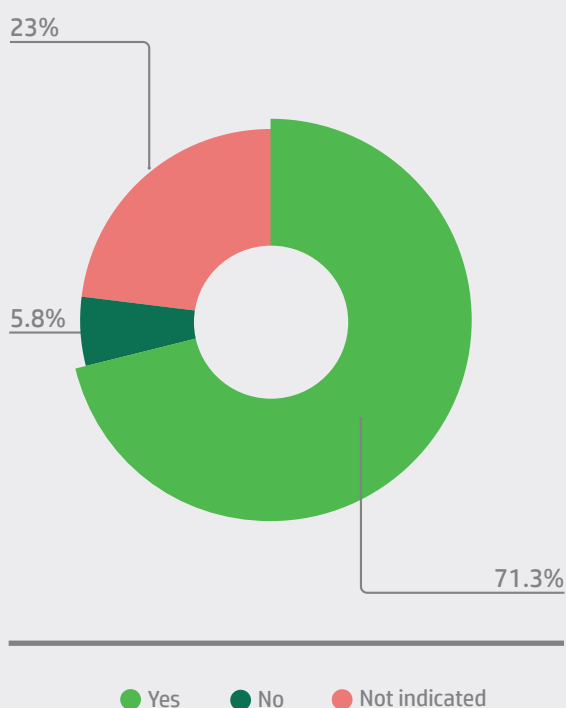
A pupil and his teacher in Samar province excitedly shared their experience in one of these co-curricular activities. "*Nung sumali po ako sa DaMath, nanalo po ako ng first, mahalaga po na nanalo ako, marami pong nag-congratulate sa akin.*" (When I joined DaMath, I won first place, it was important to me that I won, because many congratulated me).

His teacher, in a separate FGD, confirmed, "*May Multigrade contest sa DaMath, nanalo kami, kami yung district winner, tapos yung bata nakasali sa Division contest.*" (There was a DaMath contest, which our student won at the district level. This student became our representative to the division contest).

Participation (and winning) in co-curricular contests had a positive impact on pupils and teachers. The school head added that expenses for participating in these contests were shouldered by the PTA. The school head recounted: "*Ina-allocate yung PTA fund kung halimbawa meron kaming Multigrade na bata na lalaban sa competition sa District. Sa PTA kukuha ng budget. Doon din kinukuha yung para sa pagkain ng bata, snack at lunch...*" (The PTA allocates funds for co-curricular activities. For example, if we have pupils who will join a District competition, expenses are charged to the PTA funds. The funds cover the meals, snacks, and lunches of the pupil contestants).

INSTRUCTIONAL SUPERVISION AND SUPPORT

Most teachers were provided direction and assistance through various means **(Table 108).**

- Teachers received guidance through *regular meetings or conferences* (N=3,983, 82.03%). In about three-fourths of the schools (N=3,582, 73.83%), supervisors *examined* teachers' *Budget of Work* or *Lesson Plans*.

- *Learning Action Cells* were also employed to provide supervision and support (N=3,455, 71.21%). In approximately three-fifths of the schools, *mentoring* (N=3,352, 69.08%) and regular *classroom observation* (N=3,006, 61.95%) were conducted by school heads. *Regular teacher performance evaluation* was also conducted in about half of the schools (N=2,500, 51.53%).

■ In about one-third of the schools, teachers were provided guidance through *clinical supervision sessions* (N=1,454, 29.97%). *Counseling*, *modelling*, and *peer teaching* were also used to encourage and sustain teachers.

A Schools Division superintendent from Samar disclosed, "*Ginagawan namin ng paraan if there are problems in the school; nagkakaroon kami ng team supervision in terms of instruction. Pero depende rin, nakakaya naman ng school head ang tinuturo namin sa kanya.*" (We do everything we can if there are problems in the school. We have team supervision in terms of instruction. But it also depends on the capability school head. Thus far, the school heads seem to be able to absorb what we teach them).

A similar practice was described by a school head from Camarines Sur who said, "*Minsan kung may hindi maliwanag sa Multigrade teachers nagdi-discuss kami, halimbawa explicit teaching, ine-explain (ko) sa teacher kung paano yung proseso o pagsunod sa explicit teaching.*" (If there are things that are not too clear to the Multigrade teachers, I am open to discussing them. For example, I explained how explicit teaching works and how teachers can conduct explicit teaching).

Consultative FGD participants stressed the importance of having a *strong*, *creative*, and *empowered* school head in directing Multigrade schools toward sustaining conducive learning environment, enhancing instruction through supervision, and developing valuable partnerships with local community in order to deliver instruction that enable learners to perform well. The participants commended the use of technology such as social media in obtaining teaching-learning materials from the Internet and in reaching out to parents and community members.

Regarding this crucial role of cluster heads, a Schools Division officer from Ilocos Norte said, "*Kasi ang Multigrade cluster head bago sila naging head naging Multigrade teacher din sila kaya alam nila yung Multigrade 'ins and outs' sa Multigrade. 'Yung Multigrade assigned sa combination classes ay dating Multigrade teacher. Meron silang experience kaya hindi sila nahihirapan sa pag-manage ng Multigrade schools nila.*" (Cluster heads were

formerly Multigrade teachers so they know the ins and outs of a Multigrade system. Those assigned in combination classes used to be Multigrade teachers themselves, and as such they have the necessary experience, so they have no difficulties in managing their classes/schools). The division office supervisor concluded: "*But, if they have problems, they refer their problems to us. We see to it that we do our best to help them resolve it.*"

TABLE 108. INSTRUCTIONAL SUPERVISION AND SUPPORT FOR MULTIGRADE SCHOOLS

INSTRUCTIONAL SUPERVISION & SUPPORT	N (%)	RANK
Checking of BoW/LP	3,582 (73.83)	2
Clinical supervision session	1,454 (29.97)	7
LAC sessions	3,455 (71.21)	3
Mentoring	3,352 (69.08)	4
Regular classroom observation	3,006 (61.95)	5
Regular meetings/ conferences with teachers	3,983 (82.09)	1
Regular teacher performance evaluation	2,500 (51.53)	6
Others	105 (2.16)	8

RIGHT: In a focus group discussion, the Bohol Schools Division shared that a Technical Working Group on Multigrade Program, composed of District Supervisors, School Principals, and Division Education Program Supervisors together with the Division's pool of multigrade trainers and writers in different learning areas, facilitated the crafting of contextualized Daily Lesson Logs (DLLs) and Daily Lesson Plans (DLPs). Such Division-led ingenuity preceded even the Central Office's efforts to develop the Multigrade Teach-Learn Package. This creative effort highlights Bohol Schools Division's dedication to improve multigrade teaching in 290 multigrade schools.

Photo by SEAMEO INNOTECH (2018)

BOX 12: EFFECTIVE INSTRUCTIONAL LEADERSHIP FROM THE SCHOOLS DIVISION (EWON ELEMENTARY SCHOOL, BOHOL)

Ewon Elementary School in the Municipality of Sevilla, Bohol Province described its instructional leadership as visionary or always looking for something better that would benefit the school. The Schools Division of Bohol has a Technical Working Group (TWG) on Multigrade Program, which is composed of a core team of six Public Schools District Supervisors, five School Principals, and one Division Education Program Supervisor. The TWG spearheads the formulation of policies as well as conducts meetings, program implementation reviews, and trainings on Multigrade within the Schools Division to ensure the overall quality of Multigrade teaching and delivery.

The establishment of a TWG on Multigrade program has facilitated the Schools Division of Bohol's conduct of innovative activities, particularly with regard to developing its own Division Multigrade Daily Lesson Logs and Multigrade Daily Lesson Plans, which preceded the Central Office's efforts to develop the Teach-Learn package. Ewon ES recognizes the usefulness and relevance of the resources developed, especially when these were married with the versions from the Central Office. Considering that Bohol Schools Division has 290 Multigrade schools, such initiative highlights the importance it places on Multigrade teaching.

The Bohol Schools Division also organizes capacity-building activities for Multigrade schools under its jurisdiction. In 2017, the Schools Division held a series of training workshops for district supervisors, head teachers, and teachers handling Multigrade program. The previous head teacher reported participating in one of these training workshops, the Training Workshop on Budget of Work for Multigrade Teaching and Enhancement Training on Differentiated Instruction held in 2017.

BOX 13: EFFECTIVE INSTRUCTIONAL LEADERSHIP FROM THE SCHOOL HEAD (NABABARERA ELEMENTARY SCHOOL, CAMARINES SUR)

Nababarera ES, located in Baao, Camarines Sur has no dedicated school head but is headed by a Cluster Principal, Ms. Elena B. Ramos, who provides guidance to the school's Teacher-in-Charge, Ms. Angelie T. Pelingon. Principal Ramos reported that she visits the school twice or thrice a year depending on her availability; but tries to meet with the TIC more frequently to provide guidance to her. With the Cluster Principal tasked to manage two elementary schools located in separate barangays, Teacher Angelie assists her by performing some administrative tasks, e.g., report preparation and documentation.

During the FGD, Principal Ramos said that human capital, transparency, and clear instruction are critical elements for effective Multigrade delivery. She believes that commitment, dedication, and willingness to teach spur teachers to stay on especially in challenging times. Moreover, she shared that in her observation, instructional delivery skills are only secondary to the teachers' optimistic attitude and mindset about their vocation. She said that she advocates collaboration among Multigrade teachers on solutions to school issues to enable them to become active problem-solvers. As a community of practice, they exchange ideas among themselves whenever possible because this exercise facilitates informal learning and coaching much like Learning Action Cell sessions.

In terms of guiding Multigrade teachers, Principal Ramos said that demonstration teaching should focus on a Multigrade lesson and that this should be coupled with close monitoring by the school head/TIC. She suggested that monitoring come in the form of regular (monthly) observation of classroom teaching and use of constructive feedback for teachers to reflect on their current practice and improve their instructional strategies. Ms. Ramos admitted that she has not been strict in monitoring her teachers since she has no proper orientation on Multigrade Instruction; but she anchors her instructional leadership on her experience.

She further shared that checking the Multigrade lesson plans per subject and per grade level is the most challenging part of her work. She focuses on innovative practices and tries to help the teachers by giving them suggestions during post-conference sessions and checking on her next visit whether or not the teachers are implementing their agreements in the classroom.

Principal Ramos admitted that monitoring of teachers' performance becomes more meaningful when it is done by a professional/supervisor trained on Multigrade delivery. In order to address her lack of formal training on Multigrade Instruction, she said that she participates in forums where network of Multigrade teachers come together to share effective practices, validating new instructional strategies, and finding solutions to common problems in Multigrade teaching.

On the other hand, Teacher Angelie as TIC and class adviser of Grades 5 and 6 facilitates LAC sessions among teachers twice a month, although classroom observation was not part of her functions as a TIC. Through LAC sessions, they were able to conduct peer-teacher evaluation and learn instructional strategies from each other. She confided that being a TIC is not an easy task since she has additional administrative assignments including school report submission and other requirements to the District and Division offices, although she expressed happiness that her Cluster Head guides her in improving her instructional leadership.

ABOVE: Case Study Team Researcher Ms. Yolanda De Las Alas conducting a Key Informant Interview with Nababarera Elementary School's Teacher-in-Charge, Ms. Angelie Pelingon. Aside from serving as TIC, Teacher Angelie also serves as the Class Adviser for Grades 5 and 6.

Photo by SEAMEO INNOTECH (2018)

MONITORING AND EVALUATION

System for Monitoring and Evaluation

About 85 percent of the schools (N=3,986, 82.15%) affirmed that they have a system in place for monitoring and evaluation **(Table 109, Figure 77).** The remaining schools have none at all (N=663, 14. 26%).

TABLE 109. SYSTEM FOR MONITORING AND EVALUATION IN MULTIGRADE SCHOOLS

RESPONSE	N	%
Yes	3,986	82.15
No	663	13.66
Not indicated	203	4.18
Total	**4,852**	**100.00**

FIGURE 77. SYSTEM FOR MONITORING AND EVALUATION IN MULTIGRADE SCHOOLS (%)

4.2%

13.6%

82.1%

● Yes ● No ● Not indicated
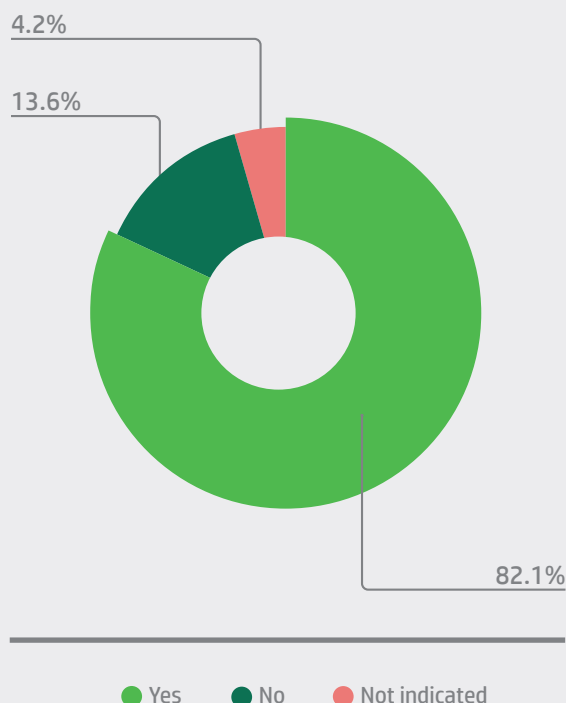
According to school respondents, one of the reasons for the lack of monitoring and evaluation in a few schools is that the schools are handled by *teachers-in-charge* (TICs) who have *no authority* to observe classes, supervise, or monitor and evaluate Multigrade classes**.** Most school heads also teach Multigrade classes. The other reasons cited include the following: *lack of training* or *orientation* on M&E system for Multigrade classes*, inadequate information* about the M&E for Multigrade schools*, absence of monitoring tool*s *tailored* for Multigrade classes, and *insufficient amount of time and resources*. Some Multigrade schools, meanwhile, have been implementing M&E tools designed for regular/monograde schools.

Frequency of Monitoring and Evaluation

Monitoring and evaluation of Multigrade instruction were conducted in various time periods (**Table 110, Figure 78).**

TABLE 110. FREQUENCY OF MONITORING AND EVALUATION IN MULTIGRADE SCHOOLS

FREQUENCY	N	%	RANK
Daily	283	5.83	4
Weekly	1,250	25.76	2
Monthly	1,380	28.44	1
Quarterly	773	15.93	3
Yearly	159	3.28	5
Others (e.g., twice a year/ month/ week)	30	0.62	
Not Indicated	977	20.14	
Total	**4,852**	**100.00**	

In approximately 29 percent of the schools in the survey, monitoring and evaluation were implemented on a *monthly* basis (N=1,380). On the other hand, M&E occurred weekly in about 26 percent of the schools (N= 1,250), quarterly in 16 percent of the schools (N= 773), and daily in six percent of the schools (N=283). Only a few schools (N= 159, 3.28%) checked on Multigrade practices *yearly*. Other schedules for monitoring and evaluation were *twice* in a year, a month or a week, *every other day*, and during pre and post *district evaluation*.

FIGURE 78.FREQUENCY OF MONITORING AND EVALUATION (%)

Legend:
- Daily
- Weekly
- Monthly
- Quarterly
- Yearly
- Others
- Not indicated

TABLE 111. TYPES OF MONITORING TOOL USED IN MULTIGRADE SCHOOLS

TYPE OF TOOL	NO. OF SCHOOLS (%)	RANK
Checklist	2,832 (58.37)	2
Observation guide	3,132 (64.55)	1
Others	332 (6.84)	3

FIGURE 79. MONITORING TOOLS: NUMBER OF SCHOOLS (%)

Legend:
- Checklist
- Observation guide
- Others
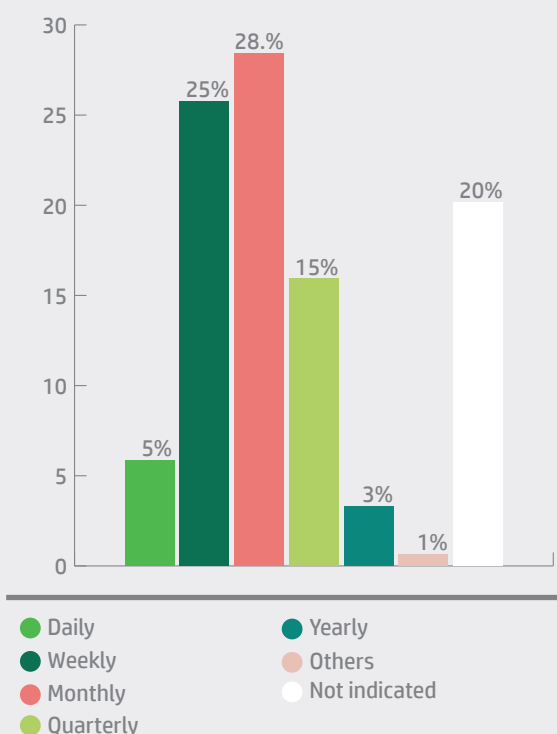
Type of Monitoring Tool Used

In most schools, *observation guides* (N=3,132, 64.55%) were the main instrument for monitoring and evaluation **(Table 111, Figure 79).** *Checklists* (N=2,832, 58.37%) were also employed by about half of the schools. Other tools utilized were *coaching and mentoring forms, SMEA and SBM tools, pre- and post-conference assessment tools* and DepEd district office *curriculum implementation forms.*

FGD participants were asked to identify the M&E tools used for Multigrade schools. Most of them named the "generic" M&E tools intended for and used by Monograde schools and "*contextualized*" tools designed by Schools Division offices for Multigrade schools. Schools Division offices used *Quality Assurance Division* (QAD) tools prescribed by designated School Governance and Operations Division (SGOD). These SGOD tools were developed to assess various programs such as tree planting, *Brigada Eskwela*, and Gender and Development

(GAD) programs. Among the "generic" tools that the participants mentioned were *Situation, Task, Action, Result* (STAR) and *Criterion Reference Instructional Supervisory Scheme* (CRISS), specifically used for classroom observation and instructional supervision.

In the Visayas, Schools Division offices with Multigrade schools applied the M&E tool called *Adjusting of Plans* developed by Project STRIVE (Strengthening Implementation of Basic *Education* in Selected Provinces in Visayas) for Regions VI, VII, and VIII. This M&E system directs Schools Divisions to focus on two major M&E content areas: (1) *Delivery of division education services* and (2) *Division organizational health and performance*. The former pertains to *Technical Assistance* on *School-Based Management* (SBM), *Assessment and Curriculum*, and *Teaching and Learning*; *Education Programs and Projects*, and *Education Resources*. On the other hand, *organizational health and performance* encompasses the Divisions' efficiency and effectiveness in assisting schools in the delivery of education services.

In general, with the exception of Multigrade schools in the Visayas which had the STRIVE BESRA-developed M&E system, FGD participants concurred that there was *no* institutionalized Multigrade-specific M&E system in place and that whatever tools were available were essentially *not* responsive to the unique needs of Multigrade schools. They stressed the need to develop M&E tools *suitable* to the Multigrade setting. Such tools, they said, must to take into consideration factors, such as: (1) *multiplicity of grade levels per class*; (2) *differentiated instruction/tasks*; (3) *diversity of learners*; (4) *shifting of classes*; and (5) *classroom structural grouping*, among others. Multigrade respondents who reported the availability of M&E tools for Multigrade schools, on the other hand, commented that they had *not* been engaging in M&E as strictly as they needed to be because *resources* for monitoring Multigrade schools were not easily available.

In relation to monitoring tools, a Schools Division Superintendent (SDS) from Ilocos Norte articulated, "*Ngayon, I really require them (school heads) to come up with tools for different aspects of the curriculum; sabi ko sa kanila, you need to assist the teachers… gumawa sila ng assessment tool … kunwari nakita nila sa assessment yung teacher na ito mahina sa ganito, yun ang dahilan na ma-improve yun.*" (Now, I require the school heads to come up with monitoring tools for different aspects of the curriculum. I told them to assist the teachers and make an assessment tool. For example, if they see in the assessment that a teacher is weak in an area, then that should be the basis for skills improvement).

Another SDS from the same province confirmed: "*For the instruction, we have another set of observation tools. So, when we do instructional supervision and monitoring, we observe the teacher at the same time we observe the school head. Before the class observation, we have a pre-conference, then we do the observation and we conduct post-observation conference. We observe the school head (on) how he/she conducts the post-observation conference with the Multigrade teacher. We likewise provide technical assistance to the school head and with this, we have seen the improvement of the delivery of instruction.*"

In Bohol province, the SDS described how monitoring was conducted. She revealed, "*Aside from the so-called Division Monitoring, Evaluation and Adjustment or DMEA, we have our mandated activities per quarter; it is the EPS who is in charge of monitoring the Multigrade schools and who do the field work of monitoring; then after that we have our program review to discuss all the issues, concerns and good practices in Multigrade Schools.*"

A Schools Division Superintendent from Leyte explained the division's strategy: "*We don't announce the visit kasi pag announced yung visit they will be preparing; unannounced lahat ng visit namin sa Multigrade schools para makita talaga yung real situation kasi pag announced yong visit sometimes hindi yung natural na situation ang*

nakikita." (We don't announce the visit because if the visit is announced, they will be preparing. All our visits in Multigrade schools are unannounced so that we can see the real situation; otherwise, we will not see the natural situation).

The necessity of classroom observation was affirmed by a Multigrade coordinator from Zamboanga del Norte:

> "*Kinakailangan ang intensive observation of classes para makita ng school head kung ina-apply ng teacher ang natututunan niya sa trainings. Through observation of classes, makikita din ng school head ang 'strengths and weaknesses' ng teacher; gumagamit kami ng STAR Observation tool. Ang school head ang magtatanong sa teacher nang nakita niyang weakness nito at hindi siya ang mag-prescribe ng solution; ang teacher din ang magsasabi kung ano ang solusyon niya kung paano maagapan ang mismong issue o problem na nakita niya. After that, magkakaroon ng agreement ang school head at teacher na nanggagaling din mismo sa sinabi ng teacher.*"

(Intensive observation of classes is needed so that the school head can verify if the teacher is applying what he/she has learned from Multigrade trainings. Through observation of classes, the school head can assess the strengths and weaknesses of the teacher. We use the STAR Observation tool to aid us. The school head will first ask the teacher what he/she can say about her lesson delivery in terms of strengths and weaknesses. The school head will not prescribe the solution to improve the delivery of the lesson. It is the teacher's responsibility to think of and discuss a possible solution to address the gap/issue/problem that was observed. After which, there is usually an agreement between the school head and the teacher on what areas need to be improved based on the teacher's commitment).

DepEd Supervision and Monitoring

Most of the schools in the survey (N=3,896, 80.30%) were visited by the Department of Education representatives **(Table 112, Figure 80).** About 15 percent were not (N=707, 14.57%).

A representative of one of the development partners of DepEd present in a consultative FGD endorsed "mapping" and information system of Multigrade schools as part of its M&E procedures. Such a map and information system should be able to inform the Superintendent or Supervisors on the location of Multigrade schools.

TABLE 112. DEPED SUPERVISION AND MONITORING OF MULTIGRADE SCHOOLS

RESPONSE	NO. OF SCHOOLS	%
Yes	3,896	80.30
No	707	14.57
Not Indicated	249	5.13
Total	**4,852**	**100.00**

FIGURE 80. DEPED SUPERVISION AND MONITORING OF MULTIGRADE SCHOOLS (%)

- Yes
- No
- Not indicated
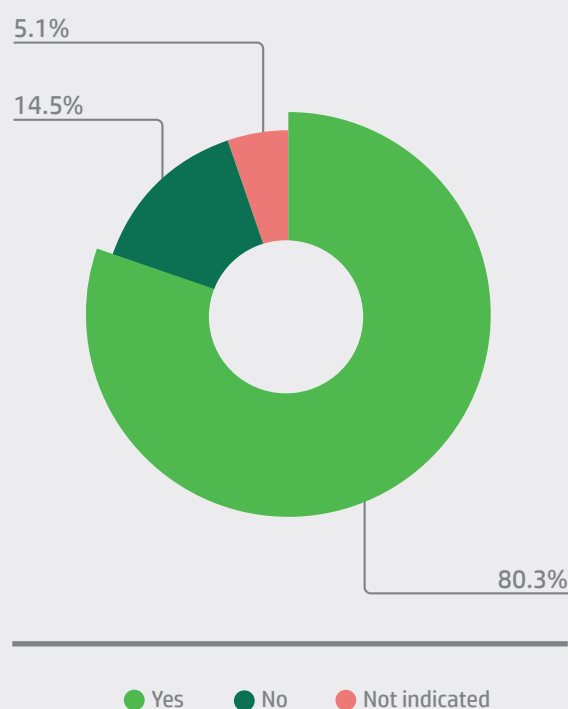
Monitors for Multigrade Schools

Several personnel performed the task of monitoring and evaluating Multigrade schools **(Table 113, Figure 81).** In most schools (N=3,499, 72.11%), the *district supervisor* monitored them. In some schools, other school officials came as monitors, among these were *division supervisors* (N=1,918, 39.53% schools), *SDS* and *ASD* (N= 824, 16.98%), *regional office personnel* (N= 315, 6.49%), and *DepEd Central Office personnel* (N= 152, 3.13%). Multigrade schools were also monitored by *cluster heads*, *district-in-charge* or *district Multigrade coordinator*, *DepEd district office building architect*, and *division budget officer*.

TABLE 113. MONITORS FOR MULTIGRADE SCHOOLS

MONITORS	N (%)	RANK
Central Office personnel	152 (3.13)	5
Division Supervisor	1,918 (39.53)	2
PSDS	3,499 (72.11)	1
Regional Office personnel	315 (6.49)	4
SDS/ASDS	824 (16.98)	3
Others	332 (6.84)	

FIGURE 81. MONITORS FOR MULTIGRADE SCHOOLS (N=4,852)
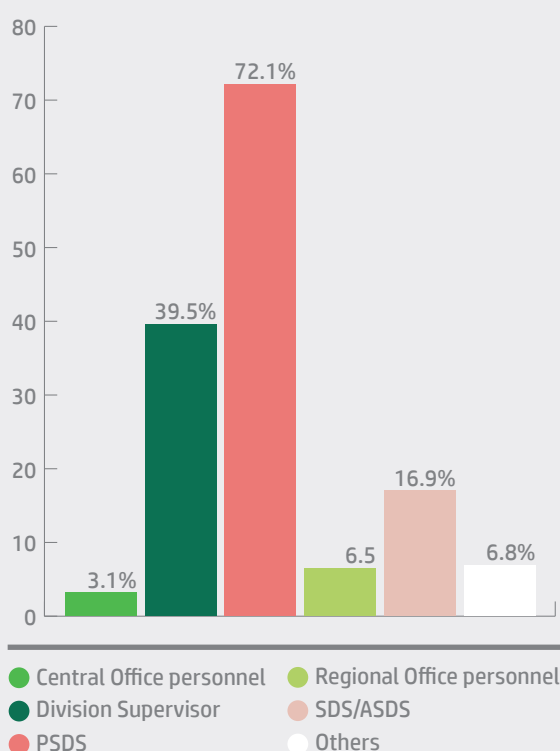
The frequency of monitoring of Multigrade schools, to a large extent, is determined by who is performing the M&E tasks. Consultative workshop participants voiced out the importance of clarifying the roles and responsibilities of Schools Division officials, i.e., the Multigrade coordinator and district supervisor, on one hand, and the school heads, on the other. There is a need to specify the schedules for monitoring, and institutionalizing an M&E system that is customized for Multigrade schools and its unique features.

In some Schools Division offices, such as those in Aurora, Bohol, Ilocos Norte, and Leyte, *Multigrade coordinators* were lauded for conducting regular monitoring visits, as described by the FGD participants. In some Schools Division, monitoring was conducted by their *Curriculum Implementation Division* (CID) team, which developed a supervisory plan for all schools, including Multigrade schools, covering eight learning areas. In other divisions, the performance of the school head and cluster head was partly measured by how regularly they visited Multigrade schools under their supervision. As indicated in their Individual Performance Commitment Review (IPCR), school heads were expected to conduct eight teacher observations every month. Master teachers also monitor the instructional supervision of school heads.

In the case of some Schools Divisions in the ARMM, monitoring was carried out by a team. At least two division supervisors performed the task, especially in high risk areas. To encourage and support such activities, the local governments in ARMM provided support by paying for gasoline of the vehicles used by the Multigrade coordinator during monitoring.

Frequency of Monitoring by Different Officials

School respondents were asked to indicate the frequency of monitoring conducted by different authorities **(Table 114).** The DepEd Central Office personnel, Division supervisor, Regional Office personnel, and the Schools Division superintendent or his/her assistant, all conduct monitoring *yearly*. On the other hand, public schools district supervisors monitor Multigrade schools *every quarter*.

TABLE 114. FREQUENCY OF MONITORING IN MULTIGRADE SCHOOLS

MONITORS	WEEKLY	MONTHLY	QUARTERLY	TWICE/ YEAR	YEARLY	OTHERS	NOT INDICATED
Central Office personnel	2 (0.04)	4 (0.08)	20 (0.41)	10 (0.21)	95 (1.96)	19 (0.39)	4,702 (96.91)
Division Supervisor	33 (0.68)	263 (5.42)	554 (11.42)	445 (9.17)	595 (12.26)	27 (0.56)	2,935 (60.49)
PSDS	176 (3.63)	1,198 (24.69)	1,250 (25.76)	616 (12.70)	243 (5.01)	15 (0.31)	1,354 (27.91)
Regional Office personnel	3 (0.06)	2 (0.04)	39 (0.80)	38 (0.78)	203 (4.18)	26 (0.54)	4,541 (93.59)
SDS/ASDS	4 (0.08)	27 (0.56)	124 (2.56)	194 (4.00)	445 (9.17)	27 (0.56)	4,031 (83.08)
Others	70 (1.44)	136 (2.80)	54 (1.11)	29 (0.60)	28 (0.58)	10 (0.21)	4,525 (93.26)

Uses of Monitoring & Evaluation Results

Monitoring and evaluation results were used by approximately four-fifths of the schools to inform teachers on how to *improve instructional practices* (N=3,918, 80.75**%, Table 115).** About two-thirds of the schools used the results to *improve planning* (N= 3,632, 74.86%). Results were also beneficial as a means of following up or *evaluating training programs* conducted for Multigrade teachers (N=2,978, 61.38%) and as inputs to *policy formulation* (N=1,386, 28.57%).

All administrative levels of the *Department of Education* also used the results of monitoring and evaluation activities for *program development and planning*, first and foremost by the *division offices* (N=2,153, 44.37%), the *regional offices* (N1,268, 26.13%) and the *Central Office* (N=1,213, 25%).

The other uses of monitoring and evaluation results were for self-improvement of Multigrade teachers, for programming and planning of local government units, and for encouraging stakeholder participation.

TABLE 115. USES OF MONITORING AND EVALUATION RESULTS

USES OF M&E RESULTS	N (%)	RANK
Basis for programming/ planning at Central Office	1,213 (25.00)	7
Basis for programming/ planning at Division Office	2,153 (44.37)	4
Basis for programming/ planning at Regional Office	1,268 (26.13)	6
Basis for school improvement planning	3,632 (74.86)	2
Feedback for instructional improvement by teachers	3,918 (80.75)	1
Follow up/ evaluation of training programs conducted	2,978 (61.38)	3
Inputs to policy formulation	1,386 (28.57)	5
Others (e.g., self-improvement for teachers, etc.)	27 (0.56)	

BOX 14: SCHOOLS DIVISION-DEVELOPED MULTIGRADE MONITORING AND EVALUATION (KATIPUNAN ELEMENTARY SCHOOL, SIARGAO)

The Superintendent of the Schools Division of Siargao, Dr. Theresa Real, and other key officials of the division office mentioned that it conducts annual competency-based training programs. These programs aim to assist Multigrade teachers on Multigrade instructional delivery and to hone the skills of school heads in leadership and supervision. The Schools Division office regularly monitors the database of Multigrade teachers and provides appropriate trainings based on: (a) Office Performance Commitment Review Form for school heads and Individual Performance Commitment Review Form for teachers which are conducted every end of the school year; (d) Any anecdotal records of school children, if available; (e) Data on School Learning Action Cells (SLACs); (f) school head/teacher's concern on academic issues; and (g) Data on action research.

Dr. Real proudly shared that they also designed a specific monitoring tool for Multigrade schools for the Division's 12 district offices, including Numancia West District. The district office conducted monthly school visits and classroom observations while the division office scheduled its monitoring and supervision quarterly. The District Learning Action Cell Session (DisLAC) was scheduled once a month and a generic tool was used to assess the findings and feedback of teachers during DisLAC sessions.

According to Dr. Real, the process of implementation presented the main challenge in monitoring and supervision. The PSDS and the school head have similar ways of monitoring Multigrade schools in terms of: (1) advising the Multigrade teachers to submit their daily lesson logs from Monday to Friday while the division office only required the Multigrade teachers to submit the DLL on the date of class observation. As a matter of policy, lesson planning should be prepared daily and not on a weekly basis. Dr. Real asked the different school heads together with the EPS and PSDS to discuss this process with the teachers; (2) requiring the Multigrade teachers to write down their own reflections on the following: *What did I do that made learning possible to the pupils? What did I miss in the delivery of the day's topic?;* and, *How can I improve my teaching approaches and strategies in the delivery of my lesson?* These personal reflections are meant to inform the Division's training design, one that is appropriate to the learning needs of Multigrade teachers.

RIGHT: The Schools Division of Siargao conducts annual competency-based training programs for Multigrade teachers.

Photo by SEAMEO INNOTECH (2018)

Moreover, Dr. Real shared that ideally, both the Supervisor and school head should conduct pre- and post-conferences with the Multigrade teachers during the scheduled classroom observation. A pre-conference enables the supervisors to review the Multigrade teachers' lesson plan, collect additional evidence on the instructional delivery, and determine teacher's expectation of pupil's progress at different learning activities. After the classroom observation, a coaching dialogue should be conducted to (1) determine the Multigrade teacher's strengths and encourage continuation of effective practice; and (2) Identify at least two areas for improvement and provide concrete suggestions.

Some supervisors and school heads reported that they usually conduct pre-and post-conferences whenever they do classroom observations. Dr. Real said that there were instances when the supervisors and school heads failed to conduct pre-conference sessions due to time constraints and the bulk of administrative tasks e.g., monitoring and evaluation of Multigrade teachers, SRC data completion in compliance to Division Office requirements.

Challenges related to Multigrade Monitoring and Evaluation

Effective monitoring and evaluation is hampered by many challenges **(Table 116, Figure 82).** In about half of the schools, *lack of training on supervision* (N= 2,715, 55.96%) and, for some, *having dual tasks as teacher and school leader* (N= 2,556, 52.68%) were the main hindrances.

Geographical distance or *remoteness of schools* (N= 1,949, 40.17%) and *limited resources* (N=1,626, 33.51%) also impede M&E, which may partly explain *irregular supervision and monitoring* (N=1,875, 38.64%). About one-third of the school respondents also noted lack of *monitoring tools* (N=1,529, 31.51%), and for some, using available tools was quite *difficult* (N=496, 10.22%). The other challenges that affected monitoring and evaluation were poor *teacher welfare* program (N=1,199, 24.71%), inadequate *technical support* (N=1,189, 24.51%), and *negative attitude* of some stakeholders (N=1,114, 22.96%).

A few noted the difficulty of head teachers in *monitoring and supervising peers* (N=798, 16.45%), and *non-adherence* of schools *to policies and guidelines* (N=436, 8.99%). The *other challenges* identified by school respondents were the lack of *hardship allowance* for district coordinator and Multigrade school head; *overlapping activities, programs and projects* of the Department; and difficulty of *school heads* in supervising *multiple school assignments* and of *teachers* in performing *multiple administrative tasks.* Unstable *peace and order* situation were also listed as a challenge to monitoring and supervision.

TABLE 116. CHALLENGES IN MONITORING AND EVALUATION

CHALLENGES	NO OF SCHOOLS (%)	RANK
Difficulty in monitoring and supervising peers (HT)	798 (16.45)	10
Engaging stakeholders with negative attitude on Multigrade instruction	1,114 (22.96)	9
Inadequate technical support	1,189 (24.51)	8
Irregular supervision and monitoring	1,875 (38.64)	4
Geographic distance/ remoteness of school	1,949 (40.17)	3
Lack of monitoring tools	1,529 (31.51)	6
Limited orientation/ training on leadership/ supervision	2,715 (55.96)	1
Limited resources for supervision and monitoring	1,626 (33.51)	5
Monitoring tools are available but difficult to use	496 (10.22)	11
Non-adherence to policies and guidelines on Multigrade Program	436 (8.99)	12
Poor teacher welfare program in Multigrade setting	1,199 (24.71)	7
Teachers burdened with dual task as teachers & school leader	2,556 (52.68)	2
Others (lack of allowance, overlapping activities, etc.)	119 (2.45)	

FIGURE 82. CHALLENGES IN MONITORING AND EVALUATION (%)

- ● Difficult to monitor, supervise peers
- ● Stakeholder negative attitudes
- ● Inadequate tech support
- ● Irregular supervision and monitoring
- ● Geographic distance of school
- ○ Lack of monitoring tools
- ● Limited training on supervision
- ● Limited resources for supervision
- ● Difficulty in using tools
- ● Non-adherence to policies, etc.
- ● Poor teacher welfare program
- ● Dual tasks as teachers and school leader
- ● Others
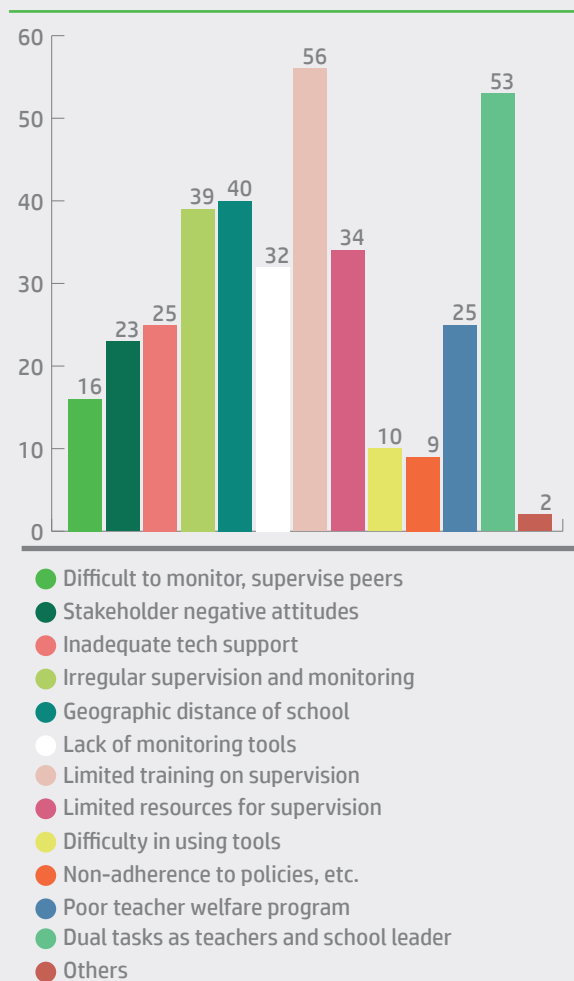
Consultative workshop participants confirmed that the two major challenges to regular and effective M&E of Multigrade schools were the *limited training* on Multigrade M&E and the lack of *monitoring tools*. Training is essential particularly for Schools Division supervisors who are tasked to monitor Multigrade schools on top of overseeing other programs and projects. Many school heads likewise need training on Multigrade M&E. By receiving training on M&E specifically for the Multigrade program, and particularly on instructional supervision, school heads and Division supervisors will acquire a better understanding of, and appreciation for the program.

Major limitations to M&E of Multigrade schools also include remoteness of schools, weather condition, and security issues in some locations. Most Multigrade schools are found in very distant places that regular monitoring by Schools Division supervisors in each school is considered "humanly

impossible." This is the reason why they relied on district coordinators and school heads to monitor schools on their behalf, and on the reports submitted to them. The case of a Multigrade school in Nueva Ecija was pointed out as an example of such a situation. Getting to the school requires eight hours of walking, which may be the reason that the Multigrade coordinator said she has never been to the school.

In view of their class schedules, teachers in Multigrade settings already have *heavier* workload, compared to their counterparts in monograde schools. In the absence of a duly designated school head, as shown in the profile of schools in the study **(Table 15, page 38),** teachers-in-charge were designated in 51 percent of Multigrade schools. This designation comes with additional responsibilities. TICs, for example, are required to attend trainings and seminars, in compliance with DO 30, s. 2014, regarding Guidelines on the Utilization of Financial Support for Multigrade Schools. TICs are likewise expected to observe classes in addition to their teaching load and other overlapping activities. However, as a matter of policy, TICS are not permitted to undertake instructional leadership tasks.

Teachers also have their own misgivings about being evaluated. In interviews, they expressed a sense of fear or threat during instructional supervision, partly making such evaluations ineffective. One story shared during a focus group discussion with a group of Multigrade teachers emphasized such reservation. A district supervisor asked a teacher to perform a teaching demonstration on the spot, and, displeased with the demonstration, replaced the teacher right then and there during class.

There is a long history behind teachers' lack of enthusiasm about evaluation. According to reports, supervisors had been at times influenced by personal opinions when making judgments on teacher's instructional skills. The process also left teachers feeling reduced to categories and caused division among them rather than professional cooperation and mutual support. Most of the school heads interviewed from the case studies reported that most i*nstructional supervision and support* are still conducted in an evaluative approach, instead of a more developmental approach.

Finally, the lack of funds for monitoring purposes was raised by school heads as well as division and district Multigrade coordinators. They pointed out that if teachers are given transportation allowance for performing M&E work, similar to the idea of a Special Hardship Allowance, it would ensure that each Multigrade school is visited periodically by at least one monitor to address issues and concerns. Distance and poor or irregular transportation facilities prevented monitors from reaching Multigrade schools. Multigrade coordinators mentioned the PhP200,000.00 allocated for each Schools Division's Multigrade program, specifically for printing of instructional materials, as a possible source of fund for M&E. FGD participants said that the fund has remained virtually untouched because materials for Multigrade education at the time of the study has not yet been made available. They raised the idea of using the fund for monitoring purposes in the meantime.

Considering the difficult experiences in Multigrade schools, it has been suggested that instead of a scale evaluative framework, the MPPE M&E system should be oriented toward performance feedbacking, technical support, meaningful learning and professional development, and peer review that may be anchored on the Philippine Professional Standards for Teachers (PPST). This was validated during the FGD with partner organizations, when a participant from UNICEF suggested that teacher evaluations should be viewed through a developmental lens of collegial mentoring, peer review, and coaching.

These constraints prompted the FGD participants to suggest that a more feasible system of monitoring be developed, particularly to address pressing issues and challenges of Multigrade schools, so that they could be prioritized and those that need more assistance could then be monitored more frequently.

Division Office Monitoring and Evaluation System

A majority of the Schools Divisions in the study indicated that they have a system or framework for monitoring and evaluating Multigrade schools **(Table 117, Figure 83).**

TABLE 117. NUMBER OF SCHOOLS DIVISIONS THAT HAVE MONITORING AND EVALUATION SYSTEM

RESPONSE	N	%
Yes	101	79.53
No	18	14.17
Not Indicated	8	6.30
Total	**127**	**100.00**

FIGURE 83. MONITORING AND EVALUATION SYSTEM (%)

6.3%

14.2%

79.5%

● Yes   ● No   ● Not indicated
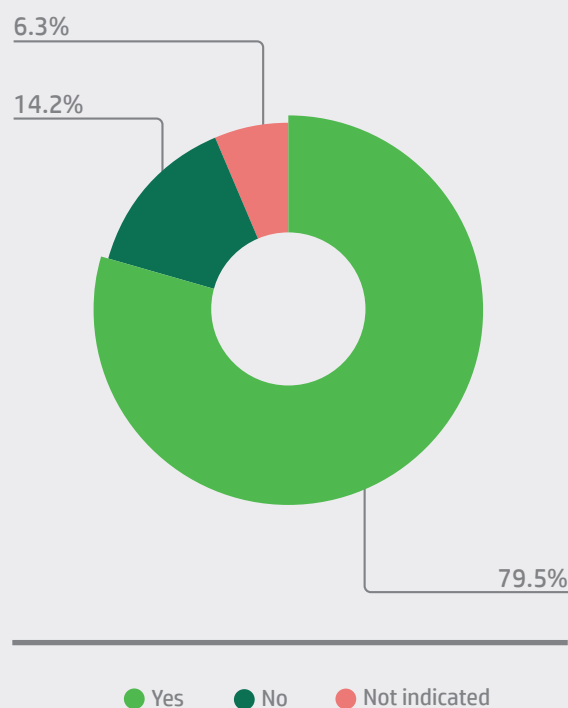
Areas Monitored and Evaluated and Tools

Four areas of implementation are typically monitored by the Schools Division offices, namely *classroom management*, *instruction*, *instructional supervision and support*, and *teaching and learning resource management*, using three main tools, i.e., *checklist*, *observation guide,* and *survey* **(Table 118).**

The study showed that all three main tools were used in monitoring the four M&E areas, but Schools Divisions used certain tools more frequently for each area. To monitor and evaluate *classroom management* **(Figure 84)** Schools Division offices used *checklists* most frequently (42.52%), followed by *observation guides* (40.16%), with *surveys* being used least. For monitoring and evaluating *teach and learn resource management*, Schools Division offices followed the same pattern, with *checklists* being used most frequently (37.01%), followed by *observation guides* (22.05%).

TABLE 118. TYPES OF TOOLS USED BY SCHOOLS DIVISIONS PER M&E AREA

M&E AREA	M&E TOOLS USED BY SCHOOLS DIVISIONS (N, %)			
	CHECKLIST	CLASSROOM OBSERVATION GUIDE	SURVEY	OTHERS
Multigrade Classroom Management	**54 (42.52)**	51 (40.16)	6 (4.72)	17 (13.39)
Multigrade Instruction	31 (24.41)	**50 (39.37)**	4 (3.15)	30 (23.62)
Multigrade Instructional Supervision & Support	32 (25.20)	**39 (30.71)**	5 (3.94)	28 (22.05)
Multigrade Teaching and Learning Resource Management	**47 (37.01)**	28 (22.05)	3 (2.36)	17 (13.39)
Others	2 (1.57)	2 (1.57)	0 (0)	8 (6.30)

FIGURE 84. MONITORING AND EVALUATION TOOLS (N=127)
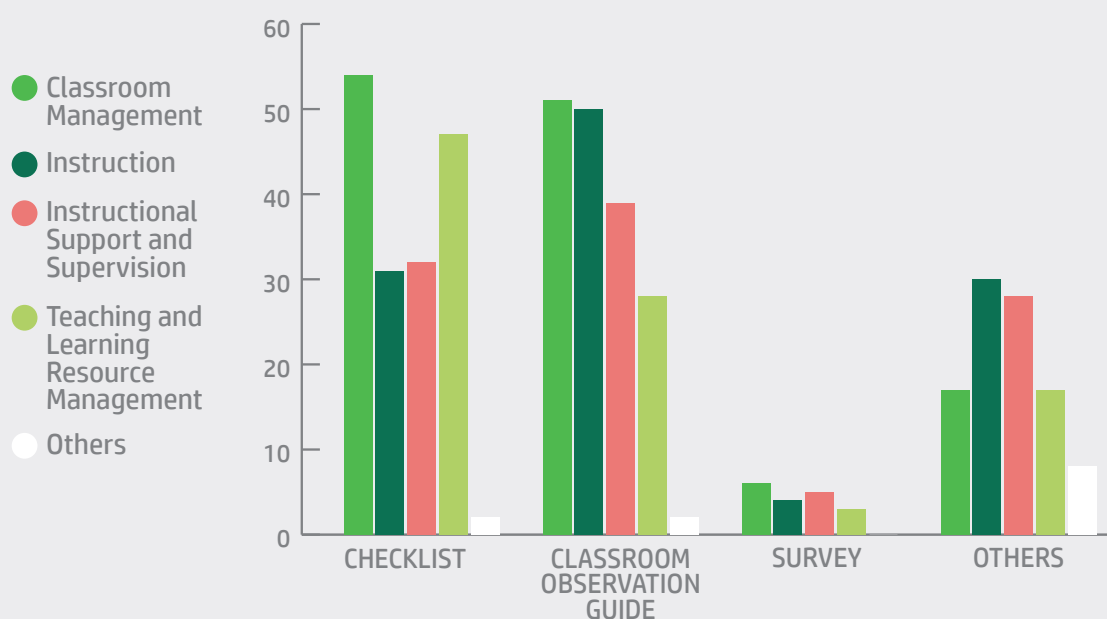
On the other hand, for *instruction*, and *instructional supervision & support*, the most preferred tools were *observation guides* (39.37% and 30.71%, respectively), followed by *checklists* (24.41% and 25.20%, respectively), and *surveys* (3.15% and 3.94%, respectively).

A supervisor from Ilocos Norte noted the weakness in terms of reporting and appreciating data collected through monitoring and evaluation activities. The SDS lamented: "*Ang nakita kong weakness 'pag dating sa research, yung interpretation of data. Minsan wrong pa ang data nila, kailangan ko pang ipa-validate yung data nila na sina-submit sa akin.*" (I see as a weakness the interpretation of the research data they collected. Sometimes the submitted data are wrong, thus I still have to validate the data submitted to me.)

Frequency of Monitoring and Evaluation

Most of the Schools Divisions carried out monitoring and evaluation activities *monthly* **(Table 85),** whether it was for *classroom management* (f = 50, 39.37%**),** *instruction* (f = 57, 44.88%**),** *teaching/ learning resource management* (f = 37, 29.13%**),** or *instructional supervision and support* (f = 48, 37.80%**).** In terms of ranking **(Table 120),** the data showed that most M&E activities occurred *monthly*, followed by *quarterly*, *weekly* and *semi-annually*. Very few conducted monitoring and evaluation *yearly* and *other* frequency schedules such as *daily*, *combinations* of monthly and quarterly, and as the *need arises*.

TABLE 119. FREQUENCY OF MONITORING FOR FOUR AREAS OF MONITORING AND EVALUATION

AREAS	WEEKLY	MONTHLY	QUARTERLY	SEMI-ANNUALLY	YEARLY	OTHERS	NOT INDICATED
Multigrade Classroom Management	11 (8.66)	**50 (39.37)**	24 (18.90)	3 (2.36)	2 (1.57)	5 (3.94)	32 (25.20)
Multigrade Instruction	10 (7.87)	**57 (44.88)**	20 (15.75)	2 (1.57)	1 (0.79)	3 (2.36)	34 (26.77)
Multigrade Instructional Supervision & Support	9 (7.09)	**48 (37.80)**	20 (15.75)	4 (3.15)	2 (1.57)	2 (1.57)	42 (33.07)
Multigrade Teaching-Learning Resource Management	5 (3.94)	**37 (29.13)**	25 (19.69)	5 (3.94)	4 (3.15)	2 (1.57)	49 (38.58)
Others	1 (0.79)	4 (3.15)	3 (2.36)	0 (0)	1 (0.79)	2 (1.57)	116 (91.34)

FIGURE 85. FREQUENCY OF MONITORING (N=127)

Legend:
- Classroom Management
- Instruction
- Instructional Support and Supervision
- Teaching and Learning Resource Management
- Others
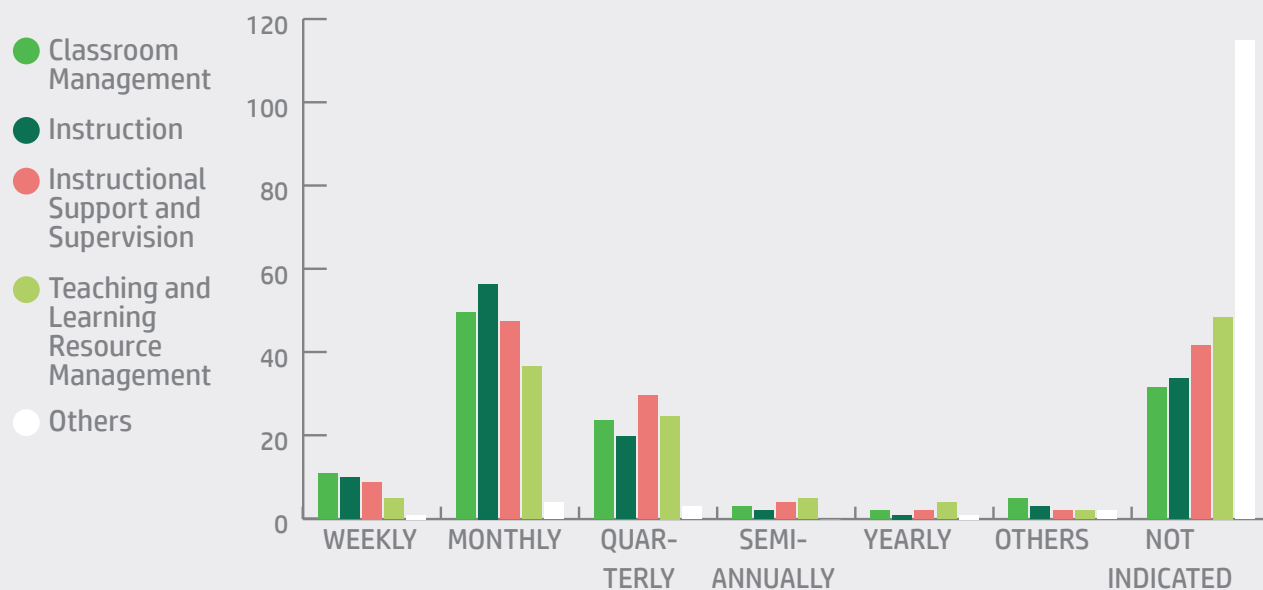
TABLE 120. RANKING OF FREQUENCY OF MONITORING FOR FOUR AREAS OF MONITORING AND EVALUATION

AREAS	WEEKLY	MONTHLY	QUARTERLY	SEMI-ANNUALLY	YEARLY	OTHERS
Multigrade Classroom Management	3	1	2	5	6	4
Multigrade Instruction	3	1	2	5	6	4
Multigrade Instructional Supervision & Support	3	1	2	4	5.5	5.5
Multigrade T/L Resource Management	3.5	1	2	3.5	5	6
Others	4.5	1	2	--	4.5	3
Mean Rank	3.4	1	2	4.38	5.4	4.5

Monitors

The task of monitoring and evaluating the implementation of Multigrade education is placed upon the shoulders of several education leaders and officials, such as the *education program supervisor* (EPS), the *public schools division superintendent*, the *school head,* and the *Multigrade focal person* **(Table 121).**

The EPS is the *primary* monitor for all four areas of *classroom management* **(Figure 86),** *instruction***,** *instructional supervision and support***,** and *teaching/ learning resource management***.**

However, other leaders share the M&E tasks, such as the PSDS, school head and the Multigrade focal person **(Table 122).** Other stakeholders who conduct monitoring and evaluation are the *SDS* and *ASDS*; *Multigrade Coordinators* for the *District* and the *Division*; *Curriculum and Instruction Division Chief*; *personnel* from the *Division office*, the *School Governance and Operations Division*, the *Learning Resource and Development Management System* (LRDMS), *supply officers*, members of the *Parent Teachers Association*, *lead trainers*, and *consultants*.

TABLE 121. MONITORS FOR FOUR AREAS OF MONITORING AND EVALUATION

AREAS	MULTIGRADE FOCAL PERSON	EPS	PSDS	SCHOOL HEAD	OTHERS
Multigrade Classroom Management	15 (11.81)	**62 (48.82)**	52 (40.94)	44 (34.65)	108 (85.04)
Multigrade Instruction	15 (11.81)	**64 (50.39)**	51 (40.16)	41 (32.28)	108 (85.04)
Multigrade Instructional Supervision & Support	17 (13.39)	**59 (46.46)**	50 (39.37)	34 (26.77)	10 (7.87)
Multigrade Teaching-Learning Resource Management	16 (12.60)	**51 (40.16)**	44 (34.65)	36 (28.35)	12 (9.45)
Others	2 (1.57)	7 (5.51)	**8 (6.30)**	7 (5.51)	2 (1.57)

FIGURE 86. MONITORS FOR FOUR AREAS OF MONITORING AND EVALUATION (N=127)
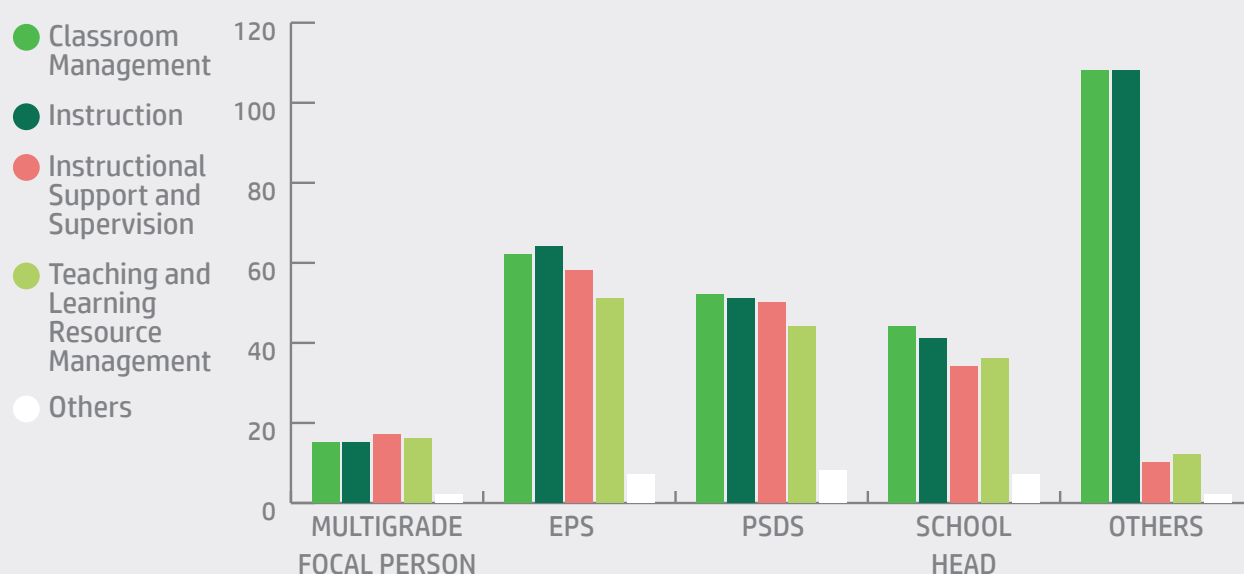
TABLE 122. RANKING OF MONITORS FOR FOUR AREAS

AREAS	MG FOCAL PERSON	EPS	PSDS	SCHOOL HEAD
Multigrade Classroom Management	4	1	2	3
Multigrade Instruction	4	1	2	3
Multigrade Instructional Supervision & Support	4	1	2	3
Multigrade Teaching-Learning Resource Management	4	1	2	3
Mean Rank	4	1	2	3

Consultative workshops also brought out the necessity of clarifying the role of the School Effectiveness Division (SED) in monitoring and evaluation of Multigrade schools, particularly in School-Based Management (SBM). The SED can assist in performing M&E tasks in order to ensure that all Multigrade schools are adequately supported in terms of instructional program management.

One concern that emerged from the consultative FGD with representatives of the DepEd Central office pertains to *data management*. The current enhanced Basic Education Information System, administered by the DepEd Educational Management Information System Division, was designed to distinguish monograde and Multigrade schools based on school size, i.e., number of pupils and teachers and how classes are organized. Multigrade schools have been labelled either as "pure" or "mixed" multigrade schools. Pure multigrade schools would be those that have *only* multigrade class organizations, while "mixed" multigrade schools would have a distinct or separate grade level classes aside from combined class or multigrade class. However, classifying schools based on such a general index needs to be validated against actual practice. Inconsistencies in classification had been observed by these representatives due, in part, to the "fluidity" of schools, i.e., schools transitioning from Multigrade to monograde, and vice-versa by virtue of dwindling (or growing) pupil population.

A stakeholder-participant in one FGD concurred when he shared his experience about searching for data on Multigrade schools. He recounted: *"The eBEIS showed that the number of schools in the entire Philippines (was) 12,282; but I think it's more than that; because for example, based on data recently submitted to the Division of Leyte, the number (was) 334 Multigrade schools in the entire Division, but in our workshop last week someone who is knowledgeable about the matter informed me that the number (was) actually 501 schools – that's the data as of June 2017. The difference of more than one hundred is quite large. The Division data could be wrong. We should get the (updated) profiles of the schools and use them to classify schools. The eBEIS is not formatted according to actual data, instead, it uses estimates of the number of pupils enrolled. When we request for data about Multigrade schools from the eBEIS, we are not sure what will come out because some Multigrade schools are not recognized (i.e., large enrolment, greater than 100) as such in the system based on the enrolment size."*

For their part, DepEd's EMISD representatives explained how the current eBEIS generates data on Multigrade schools. One of them explained,

"Actually, the practice was we required school profiles including their classification as Multigrade or monograde, or combination; but we also collected enrollment data; we discovered that the "tagging" of schools as Multigrade or monograde was inconsistent. 'Yong data na binigay nila (The data that they gave) *as Multigrade doesn't warrant their being Multigrade. So recently we decided to just base the classification on the enrolment."*

The same kind of discrepancy was observed by the research team that conducted 11 school visits for the case studies. According to the DepEd-EMISD database, most of these

TABLE 123. CLASSIFICATION OF SCHOOLS IN 11 CASE STUDIES

NAME OF SCHOOL	CLASSIFICATION			
	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
Pullaan ES	Comb	Comb	Comb	MG
Pangil ES	Comb	Comb	Comb	Comb
Lopero ES	Comb	Comb	Comb	Mono
Guinadiongan ES	Comb	Comb	Comb	Comb
Ewon ES	Comb	Comb	Comb	Comb
Katipunan ES	Comb	Comb	Comb	Comb
Arawane ES	Comb	Comb	MG	Comb
Nababarera ES	Comb	Comb	Mono	Comb
San Juan ES	Comb	Comb	MG	Comb
Dao PS	Comb	MG	Comb	Comb
Kubang Mandulan PS	Mono	Mono	Mono	Mono

Legend: Mono = Monograde; MG = Multigrade; Comb = Combined

schools have been categorized as combined monograde-multigrade for the last four school years (SY 2014-2015 to SY 2017-2018), based alone on class organization. From the school visits, it was discovered that a combined monograde-multigrade school could be re-classified as a regular monograde school in the following years. This was the case of Lopero Elementary School and Nababarera Elementary School **(Table 123).** Some schools whose pupil population had grown and had been re-classified as monograde schools remained categorized as Multigrade in the School Division office database. Thus, there is a need to review the DepEd EMISD procedures for classifying schools, and correctly tag them in the database. This includes revising the formula used to electronically identify Multigrade schools.

The transition from Multigrade to monograde, or vice versa needs to be reflected in the DepEd-EBEIS records. Moreover, such changes must be easily captured by the system of data summary so that the database can be constantly be updated. It may be noted that transformations can occur from school year to the next, as in the case of Pullaan Elementary School, San Juan Elementary School, and Dao Elementary School.

TEACHER QUALITY AND COMPETENCE

Position of Multigrade Teachers

The 11 case study visits **(Table 124) showed that** about three-fourths of Multigrade teachers in these schools occupy the **Teacher I** item (N=25, 75.8%), which is the entry position in public school. The remaining one-fourth occupy the **Teacher II** post (N=2, 6.1%), **Teacher III** (N=5, 15.2%), and **Master Teacher I** (N=1, 3.0%). That there are Master Teachers in Multigrade schools is an unusual occurrence since Master Teachers are usually assigned to conduct instructional supervision.

TABLE 124. POSITION OF MULTIGRADE TEACHERS

POSITION	N	%
Teacher I	25	75.8
Teacher II	2	6.1
Teacher III	5	15.2
Master Teacher I	1	3.0
Total	**33**	**100.00**

Number of Years in Multigrade Education

Data from 11 schools visited showed that about half of the Multigrade teachers (N=16, 48.5%) have been occupying their posts for *less than three years* **(Table 125).** A few of them have been teaching for more than three years. This can be attributed to DepEd's campaign to encourage Multigrade teachers to stay in a Multigrade school for at least three years after being trained on Multigrade education. During the consultative FGDs, Multigrade implementers reported that most newly hired teachers were deployed to Multigrade schools. A Schools Division representative mentioned during the consultative FGDs: *"No choice na 'pag newly hired, ilalagay ka talaga sa bundok, tapos after three years, bababa na sila."* (The newly hired teachers have no choice but to accept deployment to the mountains. It is only after three years that they can come down and get re-assigned).

Educational Attainment of Multigrade Teachers

From the analysis of teacher data obtained in 11 case studies, more than half (N=20, 60.6%) of Multigrade teachers graduated with a *bachelor's degree in education.* Some obtained their *graduate* degrees (N=6, 18.2%) in Education while a little less (N=5, 15.2%) had earned *master's degree units.* Two (6.1%) of the teachers interviewed completed non-education degrees **(Table 126).**

TABLE 126. EDUCATIONAL ATTAINMENT OF MULTIGRADE TEACHERS

HIGHEST EDUCATIONAL ATTAINMENT	N	%
Non-Education with units in Education*	2	6.1
Bachelor's Degree in Elementary Education (BEEd)	20	60.6
BEEd with Masteral units in Education	5	15.2
Master's Degree in Education (MAEd) Graduate	6	18.2
Total	**33**	**100.00**

* Computer Science and BS Industrial Education

TABLE 125. NUMBER OF YEARS IN MULTIGRADE TEACHING

NO. OF YEARS TEACHING MULTIGRADE	NO. OF TEACHERS IN THE 11 MULTIGRADE SCHOOLS IN THE CASE STUDIES	%
Less than 3 years	16	48.5
> 3 to 5 years	3	9.1
> 5 to 7 years	4	12.1
> 7 to 10 years	3	9.1
> 10 to 15 years	3	9.1
> 15 years	4	12.1
Total	**33**	**100.00**

BOX 15: INSPIRING MULTIGRADE LEARNERS TO DREAM BIG (SAN JUAN ELEMENTARY SCHOOL, ORIENTAL MINDORO)

San Juan Elementary School is one of the complete Multigrade schools in the District of Bulalacao, Oriental Mindoro. It has three permanent teachers who are teaching combination classes and one locally funded Kindergarten teacher. Despite the current state of the school and the challenges they face every day, all teachers believe that an effective MG teacher should harness their passion and determination as they go through their daily tasks. Love for teaching is an important ingredient to weather the ordinary and extraordinary struggles that each day demands.

During the FGD, all Multigrade teachers shared that they challenge their learners to dream big. They shared the stories of perseverance of former students of the school to motivate their young wards to go to school regularly and study well. Students' eagerness to go to school despite the distance they walk also inspire the Multigrade teachers to give their best. In turn, they inspire their students to dream beyond working for a living by selling charcoal, which is one form of livelihood in the community. According to one of the teachers, joy is their reward when some of their students verbalize that they aspire to become teachers one day.

It is remarkable to note that while for the most part, the challenges faced by teachers define their Multigrade experiences, these are also the same stepping-stones that push them to furthe improve their teaching practices. Given their circumstances, it is not entirely easy to be in the best spirits to come to school and teach with passion, but it is something they do on a daily basis. Inclusion of all learners, whether regular, indigenous or ill, is evident in the practices of the school. Collaboration among the school, the community, and the local government on Multigrade instruction delivery is strong and is gradually paying off. Outcomes are evident, with a number of alumni achieving college diplomas and living better lives. Teacher Michelle Tamboong is one of them, now a Multigrade teacher of the school handling Grades 3 and 4 classes.

ABOVE: San Juan Elementary School caters to the educational needs of the learners in the community, who otherwise will have to travel a distance of two kilometers, usually by habal-habal motorcycle, to attend a public elementary school in Barangay Bangkal.

Photo by SEAMEO INNOTECH (2018)

Locality of Multigrade Teachers

Teacher data in eleven case studies signified that there were more Multigrade teachers deployed to localities other than those from which they came **(Table 127).** This could be attributed to the observed trend that most of the newly hired teachers were deployed to Multigrade schools, located in far-flung areas.

Anecdotes were shared by several teachers regarding the difficulties they encountered in the field. Some of their struggles were related to instructional duties of teaching more than one grade level. But many others were more of personal sacrifices such as traveling from their residences to the Multigrade schools or having to stay in boarding houses in the community during school days and being with their families only on weekends. One Multigrade teacher shared how she had to live away from her family since she found it difficult to travel from her home to the school. She recounted,

> *"Ako naman kasi kahit nasa Multigrade ako, nakakauwi pa ako ng Cotabato City. Ngayon, medyo tumanda na, nahihirapan na ako mag commute. Tapos noong nag-retire na yung mister ko, syempre may tatao na sa bahay namin kaya nagbahay na ako ng mag-isa. Actually, yung school ko, taga-doon talaga ako. One (1) kilometer away from the school yung bahay namin kasi doon ako sa barangay na yan pinanganak. Tapos noong nag-asawa na ako, siyempre dinala na ako sa city noong nag-aral na yung mag anak namin."* (Even if I teach in a Multigrade school, I can still go home to Cotabato City. But it is more difficult now since I am a bit older, I find it hard to commute. So, when my husband retired and someone could stay in our house, I decided to live alone in the school-community. I was actually born in this community, but moved away when I got married and our children were of school-age).

TABLE 127. LOCALITY OF MULTIGRADE TEACHERS

LOCAL	NO. OF TEACHERS IN THE CASE STUDIES	%
Yes	14	42.4
No	19	57.6
Total	**33**	**100.00**

Interviews and discussions with teachers in schools included in the case studies confirmed that Multigrade teachers who originated from the communities in which schools were located seemed to have the *intrinsic motivation* to serve in these schools as well as a sense of *ownership* and responsibility. This is often not the case with non-locals, which may explain why these non-locals tend to decline teaching assignments in Multigrade schools. As one school head from Antique said: *"...we have division-wide ranking of teachers but the localization law (would) prevail... so for example in that particular remote area if there (was) an applicant who (was a) resident of that place, even if (he/she) was not the number one candidate for that place, (he/she would be hired, iba talaga yung dedication or commitment ng teacher."* (...the sense of dedication or commitment of the teacher is more considered).

BOX 16: DEEPER COMMITMENT OF MULTIGRADE TEACHERS HAILING FROM THE LOCAL COMMUNITY (ARAWANE ELEMENTARY SCHOOL, SAMAR)

In an island community as small as Arawane in Daram, Samar, Arawane Elementary School, a pure Multigrade school serves the village in multitude of ways. It educates their children, and in times of calamity, it becomes a refuge for evacuees. It has also become a clinic, a meeting place, and many more. All community gatherings are held in or within the vicinity of the school. These experiences have fostered a feeling of ownership from the community. It is in the same vein that the school hires teachers from the same locality.

As observed by the Samar Schools Division Multigrade coordinator, the performance of students is better when their teachers come from within the community. He noted that a teacher who hails from the same community has shown a deeper commitment to serve and improve the Multigrade school. In fact, an Arawane ES teacher went as far as financing minor improvements (e.g., wall murals) in her classroom from her own salary, including the purchase of sports equipment and training fees for the school's athletes. In the interviews, the Arawane ES teachers pledged to dedicate the remainder of their service to the school, not wanting to be transferred to other, more urban schools. *"Dito na kami magreretire."* (We will be retiring here in this Multigrade school, according to Multigrade Teachers).

BELOW: In Arawane Elementary School in Daram, Samar, teachers pledged to dedicate the remainder of their service to the school, not wanting to be transferred to other more urban schools.

Photo by SEAMEO INNOTECH (2018)

PARENTAL SUPPORT

Parental Support to Schools

The majority of Multigrade schools in the study reported that parents gave support to school programs and activities. When asked to indicate the extent of support, 96.35 percent of the schools indicated that parents supported 26 percent to 100 percent of school activities that they were asked to take part of **(Table 128, Figure 87).**

In 46 percent of the schools, parents' assistance may be considered high at 76 to 100 percent. Only a very small number of the schools had parents who were not as supportive.

TABLE 128. EXTENT OF PARENTAL SUPPORT TO MULTIGRADE SCHOOLS

PERCENTAGE OF SCHOOL ACTIVITIES SUPPORTED BY PARENTS	NO. OF SCHOOLS	%	RANK
25% and below	232	4.78	4
26 – 50%	492	10.14	3
51 – 75%	1,698	35.00	2
76 – 100%	2,253	46.43	1
Not Indicated	177	3.65	
Total	**4,852**	**100.00**	

Nature of Support from Parents

Parents offered many kinds of support **(Table 129, Figure 88).** A majority of the schools, about 80 percent, received *free labor assistance* from parents. Sixty-one percent of schools received assistance in the form of *fund raising* activities; 20 percent received *administrative assistance;* 15 percent provided *learning resources*, and 16 percent shared *knowledge* or provided *instructional assistance.* For some schools, help came in the form of *financial* assistance and contributions, and parental *moral support*, as shown by their *presence* during competitions, *attendance* in meetings, and *participation* in school projects and activities.

TABLE 129. NATURE OF PARENTAL SUPPORT

NATURE OF PARENTAL SUPPORT	N (%)	RANK
Administrative assistance	963 (19.85)	3
Assistance in fund raising	2,945 (60.70)	2
Free labor assistance	3,986 (82.15)	1
Knowledge sharing/ instructional assistance	708 (14.59)	5
Provision of needed learning resources	752 (15.50)	4
Others	196 (4.04)	

FIGURE 87. PERCENTAGE OF PARENTS SUPPORTIVE OF MG SCHOOLS (%)

3.6%
4.8%
10.1%
46.4%
35%

- 25% and below
- 26-50%
- 51-75%
- 76-100%
- Not indicated

FIGURE 88. KINDS OF PARENTAL SUPPORT (%)

- 19.8% Administrative
- 60.7% Fund-raising
- 82.2% Free labor assistance
- 14.6% Knowledge sharing
- 15.5% Learning Resources
- 4% Others
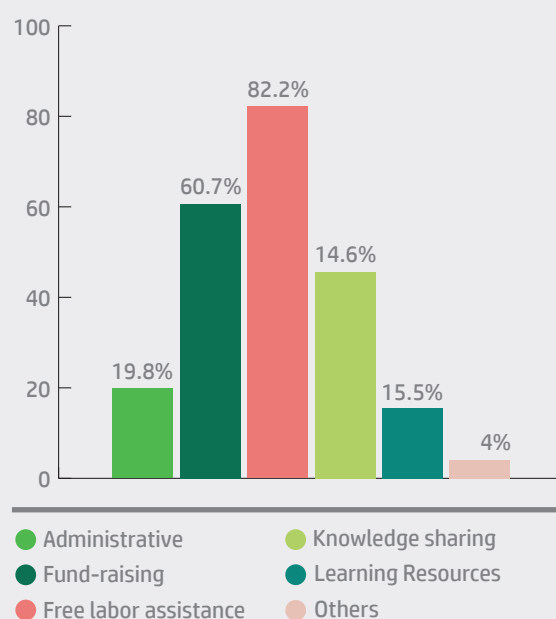
One FGD participant elucidated on how parents provided instructional assistance:

> "*Hindi naman ibig sabihin nagtuturo si parent; kasi ang teacher, dalawang grades ang hina-handle so yung parent na na-assign sa feeding, siya yung nag-assist kapag ang teacher ay may ibang ginagawa, bibigyan ng mga gawain ang mga bata, at yung parent ang magbabantay.*" (It does not mean that the parents teach, but they assist the teacher. When the teacher has some other things to do outside the classroom, the teacher gives some activities for the pupils to do, and the parent who is assigned to the feeding program also supervises the pupils in their seatwork).

For parents who have not had formal education, some Multigrade schools also provided literacy programs for them. One such program was called *"Mama Ko, Titser ko"*, aimed at building the capacity of mothers to assist and improve their children's reading habits. School activities such as *Bayanihan*, *Pintakasi*, and *Dagyaw* showed strong parental support and participation.

Existence of Parent Teacher Association

Parental support is made more visible with the existence of parent-teacher associations **(Table 130).** Strong parental support is reflected in the existence of PTAs in approximately 97 percent of the schools (N=4,687). Only 14 schools (0.29%) indicated that they have not organized a PTA.

TABLE 130. PRESENCE OF PTAS IN MULTIGRADE SCHOOLS

RESPONSE	NO. OF SCHOOLS	%
Yes	4,687	96.60
No	14	0.29
Not Indicated	151	3.11
Total	**4,852**	**100.00**

It is assumed that the more frequent the PTAs meet, the greater the parents' involvement in their children's education. About 58 percent of the schools in the survey **(Table 131, Figure 89)** said their PTAs met *quarterly* (N=2,808). In 32 percent of the schools, the PTAs met *monthly* (N=1,567) and in a few schools (N=70, 1.44%), PTAs were more active and met *weekly*. Similarly, a few schools rarely got together, i.e., *twice a year* (N=104, 2.14%) or *yearly* (N=54, 1.11%).

TABLE 131. FREQUENCY OF PTA MEETINGS

FREQUENCY OF PTA MEETINGS	N	%
Weekly	70	1.44
Monthly	1,567	32.30
Quarterly	2,808	57.87
Twice a Year	104	2.14
Yearly	54	1.11
Others	51	1.05
Not Indicated	198	4.08
Total	**4,852**	**100.00**

FIGURE 89. FREQUENCY OF PTA MEETINGS (%)

- Weekly
- Monthly
- Quarterly
- Twice a year
- Yearly
- Others
- Not indicated
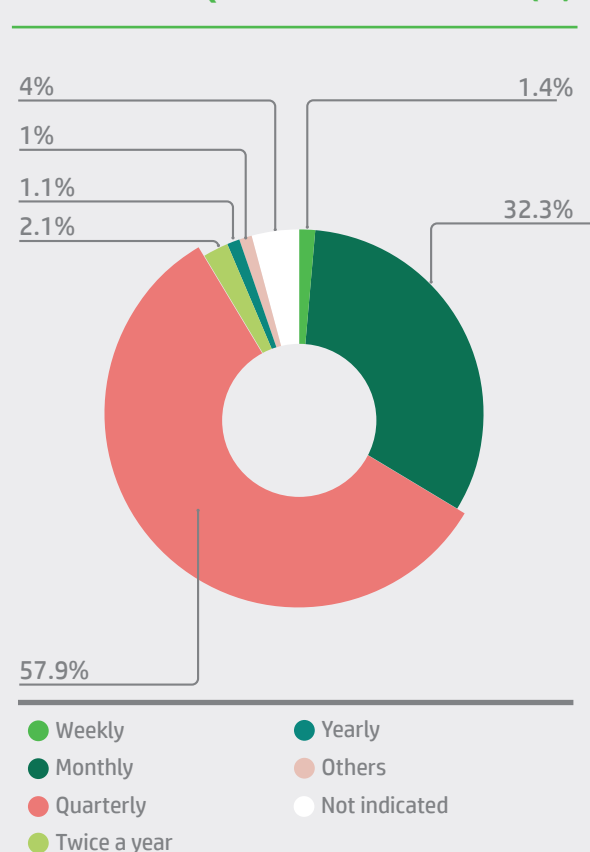
Nature of Support from PTA

Generally, the PTAs provided only three types of support: service or free labor, supplies and materials and technical assistance **(Table 132, Figure 90**). In about half of the schools (N=2,560), the PTAs assisted by rendering free labor. This was likely done during the "*Brigada Eskwela,*" a DepEd initiative conducted before the start of classes, during which parents are invited to help fix school desks and chairs and other school facilities or repaint classrooms. Two-fifths of the schools were given *technical assistance* by or through their PTAs (N=2,013, 41.49%). For approximately three percent of the schools, their PTAs provided *supplies and materials* (N=128, 2.64%).

Other forms of assistance provided by PTAs were *administrative assistance*, *assistance in school planning*, *assistance in CIVAC activities*, *financial support*, *follow-up* of their children at home, *moral support*, *knowledge sharing, monitoring* of pupil *attendance*, and maintaining *peace and order* and ensuring *security* in schools.

 One parent from Oriental Mindoro gave details on how their PTA supported the Multigrade school of their children. She said, "*Kami po bilang parents meron po kaming PTA officers na nagpaplano sa mga donasyon at kooperasyon. May nagluluto ng pagkain para sa mga bata at lahat ng gastos ay sagot po namin. Kami din po ang nagho-homeroom mula Kinder hanggang Grade 6.*" (We, parents, are members of the PTA and our officers plan donations to and ways of cooperating with the school. We have someone assigned to cook food for the children and all expenses are paid by us, parents. We also conduct the homeroom guidance classes from Kindergarten to Grade 6). As already mentioned, parents not only provided what could not be offered by Multigrade schools out of their budget, but were also involved in knowledge sharing activities.

TABLE 132. NATURE OF SUPPORT FROM PTAS

NATURE OF SUPPORT FROM PTA	NO. OF SCHOOLS	%	RANK
Free labor assistance	2,560	52.76	1
Supplies and materials	128	2.64	3
Technical assistance	2,013	41.49	2
Others (finances, moral support, etc.)	689	14.20	4

FIGURE 90. KINDS OF SUPPORT FROM PTA (%)

- Free labor
- Supplies and materials
- Technical assistance
- Others
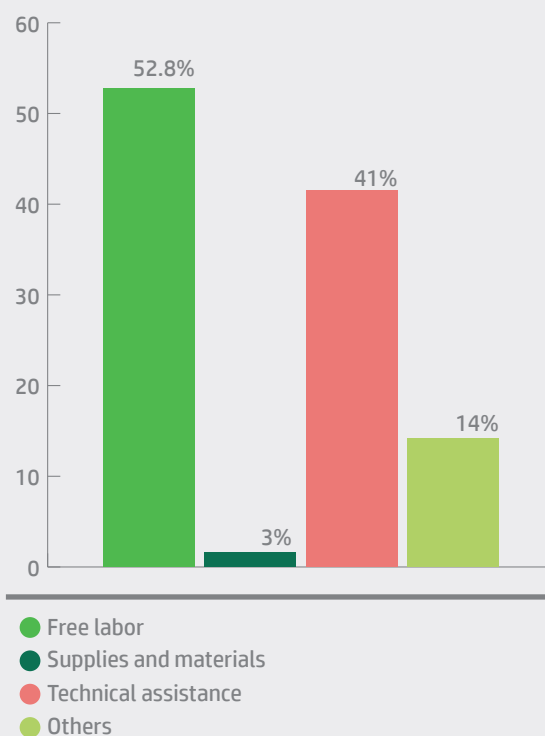
BOX 17: OPEN-DOOR POLICY BETWEEN SCHOOL AND PARENTS (KATIPUNAN ELEMENTARY SCHOOL, SIARGAO)

As reported in the school SIP and as validated by the school head, Katipunan ES greatly valued parental support and recognized the importance of their role in pupils' learning. The school has an open-door policy, in which it is receptive to parents' voices and maintains a harmonious relationship with them as a foundation for developing school, home and community partnership. The Parent-Teacher-Association was actively engaged in school affairs and shared responsibility for developing lifelong learners. According to one of the teachers, parents would come to school to help beautify the school surroundings and even the classrooms every first Friday of the month. Often, they would visit the school and volunteer to help the teachers in their tasks. The landscaping project was a concrete proof of the parents' willingness to lend a hand without expecting anything in return. Even those parents working abroad were able to help the school through cash donations.

Mr. Archie Rosillo, the school head, proudly shared the commendable participation of parents in different school programs and activities, such as Brigada Eskwela, tree planting, Annual PTCA Assemblies, and Adlaw na Del Carment. Most parents also participated during annual celebrations of the Nutrition Month, Linggo ng Wika, and Arts Month. Parents of children chosen to represent the school in co-curricular activities, such as athletic meets, Boy Scout and Girl Scout of the Philippines (BSP/GSP), District Math Fair, and Science Fair, were also supportive. One parent recalled her experience by saying:

"Tuwing Brigada Eskwela, ang PTA po at mga parents nakasuporta sa eskwelahan sa paglilinis ng kapaligiran, at mga classrooms. Pag may mga school programs at activities, tumutulong din kami sa mga teachers. Minsan pinansyal, gumagawa kami ng solicitation sa ibang barangay and other school project tulad ng landscaping. Kami rin may contribution kahit konti para sa ikatatagumpay ng projects." (We fully support the Brigada Eskwela program which entails cleaning the school surroundings and preparing the classrooms for the next school year. We also help the teachers in every school program and activities. Sometimes we contribute financially. We help raise funds for major school projects, such as landscaping, by soliciting donations from the barangay, other local officials, and parents working abroad. We also shell out our meager contribution for the success of school projects).

Another parent mentioned that the PTA was very active in helping the school. In fact, aside from their quarterly meetings, they also conducted meetings held at the house of any volunteer PTA officer when important school issues need to be discussed. She said that:

"Concerned din kami sa mga mahihirap na estudyante. Kaya nag-solicit din kami ng mga school supplies tulad ng notebook at lapis at binibigay namin sa mga batang estudyante ng Katipunan ES lalo na bago magsimula ang pasukan." (We are also concerned about the poor learners. Hence, we usually solicit school supplies from donors like notebooks and pencils. We distribute these to pupils of Katipunan ES especially before the start of classes each year).

A single mother shared that she knew that she could not just rely on the Multigrade teacher for her children's education. Despite of raising her children alone, she helped the teachers in monitoring her child's school performance. She cited:

"Yung mga anak ko tinutulungan ko sa paggawa ng assignment. Lahat ng kailangan nila sa school binibigay ko at inaasikaso ko sila na mag-isa lang ako." (I help my children do their school assignments. I provide them with what they need in school and I take good care of them all by myself).

Parents interviewed shared that they were happy with their children's academic progress and extra-curricular achievements in school. They were very proud that despite being in a Multigrade school, their children were able to participate in different district/division competitions. One of the teachers shared that Katipunan ES and their parents felt proud every time pupils brought home a plaque of recognition or a medal. However, some parents still harbored a negative perception about Multigrade education. When asked about their preference, two out of seven parents said that if given a chance, they would still prefer a regular school for their children. These two parents believed that a monograde class could provide better quality education than a Multigrade class with two or more classes handled by a single teacher.

COMMUNITY SUPPORT

Support Received from Community

School respondents were asked to indicate if they received support from the community **(Table 132, Figure 91)**. A majority, about 89 percent, of the Multigrade schools in the survey (N=4,298), said they received support from the community. About six percent (N=287) did not.

TABLE 133. SUPPORT FROM COMMUNITY

RESPONSES	NO. OF SCHOOLS	%
Yes	4,298	88.58
No	287	5.92
Not Indicated	267	5.50
Total	**4,852**	**100.00**

FIGURE 91. SUPPORT FROM COMMUNITY (%)

5.5%

5.9%

88.6%

- Yes
- No
- Not indicated

Nature of Support from the Community

Most schools received *free labor assistance* (N=3,531, 72.77%) from their communities **(Table 133, Figure 92).** About half of them (N=2,717, 56.00%) were assisted in their *fund-raising* activities. Communities also contributed *learning resources* (N=866, 17.85%), shared *knowledge* or gave *instructional assistance* (N=638, 13.15%), and provided *administrative assistance* (N= 462, 9.52%).

The other types of assistance provided by communities to Multigrade schools were *financial assistance* for school projects and activities, *honoraria* for parent-teacher, *hardship allowance* of school teachers, payment of *school utilities bills*, *feeding* programs, school *repair* and construction *materials*, *equipment* such as grass cutter and water tank, *medical assistance* for pupils, and, *moral support.*

TABLE 134. NATURE OF SUPPORT FROM COMMUNITY

NATURE OF SUPPORT	NO. OF SCHOOLS	%	RANK
Administrative assistance	462	9.52	5
Assistance in fund raising	2,717	56.00	2
Free labor assistance	3,531	72.77	1
Knowledge sharing and instructional assistance	638	3.15	4
Provision of needed learning resources	866	17.85	3
Others	238	4.91	

LEFT: The Case Study Research Team together with the staff of the Schools Division of Siargao, headed by Superintendent Theresa Real.

Photo by SEAMEO INNOTECH (2018)

FIGURE 92. KINDS OF COMMUNITY SUPPORT (%)

- Administrative
- Fund raising
- Free labor assistance
- Knowledge sharing/instruction
- Learning resources
- Others
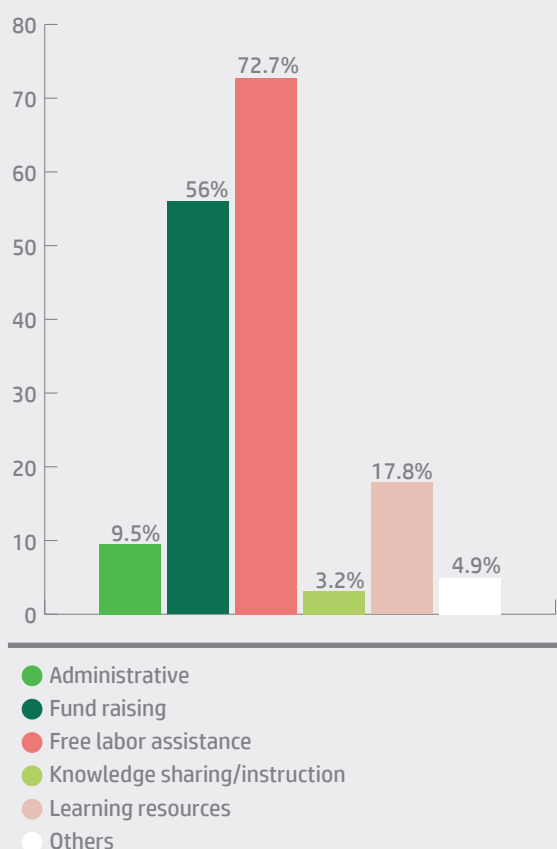
It is not uncommon for an entire community (barangay) to take part in helping Multigrade schools. One community member in Ifugao, for example, mentioned, "*Actually, meron na kaming 5-year plan sa barangay na kasama ang paglalagay ng gymnasium, school fencing at saka yung completion ng comfort rooms.*" (Actually, we already have a 5-year development plan in the barangay which includes construction of a gymnasium, school fencing, and also the completion of comfort rooms).

A community member from Oriental Mindoro emphasized the critical role of the town mayor. He noted:

"*Malaki ang binibigay na support ng aming Mayor dito sa education dahil ang kanyang advocacy ay mabigyan ng magandang edukasyon ang bayan. Kung babalikan natin noon mga nakaraang panahon, 1970s, 1980s,*

ilang school lang ang meron dito. Ang nilalakad ng mga estudyante pagpunta sa school ay mula 3.5 hanggang 5 kilometers yong pinakamalapit. Ang balikan ay 30 kilometers in a day, yung pinakamalayo. Gusto ni Mayor mapalapit ang school sa mga estudyante kaya ang daming school na ngayon dito." (Our mayor has been a major source of support because his advocacy is to give quality education to the people. If we go back to previous years, 1970s and 1980s, there were only a few schools here. The children would walk going to school, the shortest distance being 3.5 to 5 kilometers for one-way travel, and for two-way, it is 10 kilometers every day. The Mayor wants the school location closer to the pupils' residential areas, which is why there are now many schools here).

Challenges in Engaging Community

Many challenges were faced by Multigrade schools in relation to engaging community participation in school operations and activities **(Table 134, Figure 93)**.

TABLE 135. CHALLENGES IN ENGAGING COMMUNITY

CHALLENGES	N	%	RANK
Lack of knowledge about Multigrade program	2,344	48.31	4
Lack of parental interest in school operations	1,894	39.0	6
Lack of time of parents and community members	3,260	67.19	1
Low attendance during PTA meetings	1,441	29.70	8
Low level of parental literacy skills, barrier to engagement	2,765	56.99	3
Negative attitude toward Multigrade education	1,465	30.19	7
Poor conditions of the community	2,091	43.10	5
Poor school-community relationship	402	8.29	10
SGC not active or fully functioning	1,388	28.61	9
Small size of the community/ parent population	2,808	57.87	2
Others	35	0.72	

FIGURE 93. CHALLENGES IN ENGAGING COMMUNITY (%)

- Lack of MG knowledge
- Lack of parental interest
- Lack of time of parents and community
- Low attendance during PTA meetings
- Low level of parental literacy skills
- Negative attitude towards MG education
- Poor conditions of the community
- Poor school-community relationship
- SGC not active or fully functioning
- Small size of the community/parent population
- Others
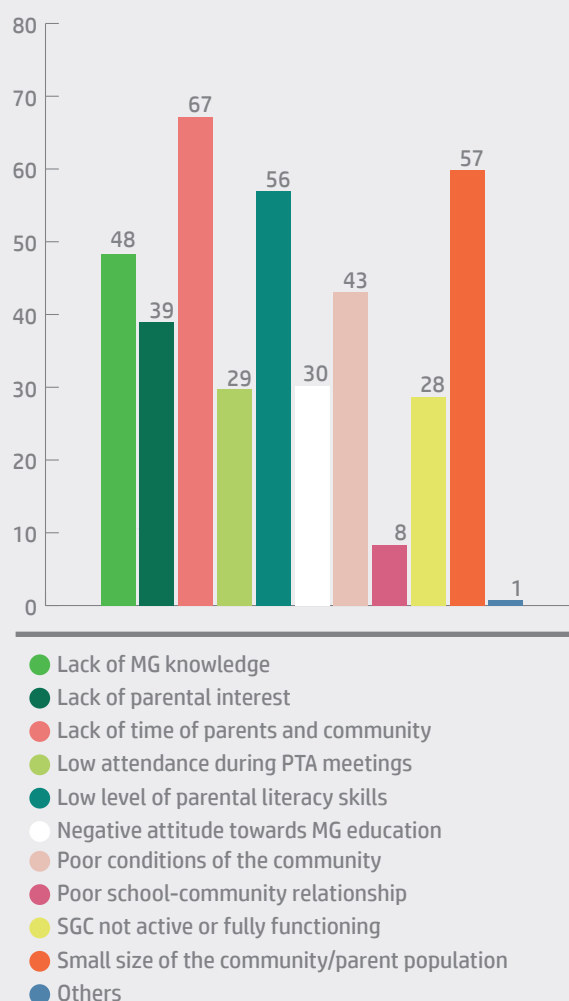
■ The most common difficulty cited by the schools was the *lack of time* of parents and community members (N=3,260, 67.19%) to participate in school activities.

■ Next to time constraints, engagement with school affairs is hampered by the small community/parent population (N=2,808, 57.87%), low literacy levels of parents (N=,765, 56.99%), lack of knowledge about the Multigrade program (N=2,344, 48.31%), poor living conditions (N=2,091, 43.10%), and parents' lack of interest in the school operations (N=1,894, 39.04%).

■ It may be pointed out that about 30 percent of schools attributed non-cooperation to community members' negative attitude toward Multigrade education (N=1,465, 30.19%). Perhaps, in remote places, community members still held the traditional type of one-teacher and one-grade level per classroom as the standard, and anything other than that was considered inferior.

■ Schools also cast the blame on parents' low attendance to PTA meetings (N=1,441, 29.70%), inactivity of/ non-functioning School Governance Council (N=1,388, 28.61%), and poor relationship between schools and communities (N=402, 8.29%).

■ *Other* challenges were external to the schools such as *unstable peace and order situation*, *geographical* and *climate condition*s in the community, and a general *parental indifference* toward their children's education.

BOX 18: TABANG-TABANG: STRONG SCHOOL AND COMMUNITY LINKAGES (KUBANG MANDULAN, TAWI-TAWI)

Situated along the flat terrains and low-lying hills of Mandulan, Bongao, Tawi-Tawi, the Kubang Mandulan Primary School is fortunate to have strong community linkages and parental support since it was founded as an annex school in 2014. The *bayanihan* spirit/collaborative efforts among teachers, barangay officials, parents, and the entire community in different school activities and events, which they refer to in Tausug as *Tabang-Tabang*, created high aspiration and positive perception on the effectiveness of the school's Multigrade instructional delivery despite the insufficient teaching and learning resources in the school.

During the focus group discussion with parents and community members, they reported that three parents stepped up as volunteer-teachers. The parents served as teaching aides and if the Multigrade teachers were unable to report on some days due to the bad weather conditions or personal reasons, they also delivered the lessons for the day. Despite the absence of a teaching license, the volunteer-teachers, who all hold bachelor's degrees in education, were passionate about teaching and dedicated to the children in the community.

Support from the local government was likewise evident. According to the *Barangay Kagawad*, the former Mayor Albert Que of Bongao donated the lot where the school was established. The construction of a public school building was funded by the Philippine Government through the ARMM Social Fund Project (ASFP) that covered the beneficiaries of disadvantaged/conflict-affected communities in the far flung areas of ARMM.

A community member also shared: "*Sa lahat po ng activity ng school tulong-tulong po kami para mapagtagumpayan ito. Halimbawa po kapag may school competition, pinapahiram po ng Barangay Captain namin yung jeep nya para maghatid sa teacher at estudyante kung saan gaganapin ang contest. Si Kapitan din po ang sumasagot ng krudo. Yung ibang parents at community members, nagdodonate naman ng konting cash para sa pagkain ng mga bata tuwing may inter-school competition".* (We all worked together on all school activities to make sure that they turn out well. Whenever we participate in competitions, for example, our barangay captain would usually lend us his own passenger jeepney to transport the teachers and the pupils to and from the venue of the competition. He even pays for gasoline. Meanwhile, the parents and community members would give some cash to cover the meals of the teachers and students who are participating in the interschool competition).

ABOVE: The Case Study Research Team together with the interviewed learners, Multigrade teachers, School Head, and community members of the Kubang Elementary School in Boangao, Tawi-Tawi

Photo by SEAMEO INNOTECH (2018)

Strategies in Engaging the Community

School respondents identified what they thought would be effective strategies to engage their communities in school operations and activities **(Table 135, Figure 94).**

■ Many schools suggested using *collaborative resource-accessing and mobilization* (N=3,630, 74.81%), *promotion* of *school health programs* (N=3,350, 69.04%), engaging community stakeholders in *school governance* (N=3,323, 68.49%), *institutionalizing pupil report card-giving day* (N=3,271, 67.42%), and *school program advocacies and promotions* (N=3,141, 64.74%).

■ The other ways of generating community participation, according to schools, were *capacity building for community leaders and stakeholders* (N=1,971, 40.62%), *annual family celebrations* (N=1,687, 34.77%), *creating leadership network* (N=907, 18.69%), and establishment of a *Speakers' Bureau* (N=686, 14.14%).

■ The schools also identified the following strategies for generating community support: *Indigenous People's Day celebration*, *informal sharing* during meetings, *recognition of community support*, *collaborative projects* such as waste management, and holding of *seminar* on *responsible parenthood.*

In sum, the data clearly show that all of the factors examined, especially *School Governance*, have both positive contributory and constraining effects, with the former outweighing the latter. There are minor challenges in some of these aspects such as *Parental Support* and *Community Support*. Needing urgent attention are the areas of *Monitoring and Evaluation* and *Instructional Support and Supervision* which have many weaknesses and are beset with challenges.

TABLE 136. STRATEGIES TO ENGAGE COMMUNITY

STRATEGIES	N (%)	RANK
Annual family celebrations	1,687 (34.77)	7
Capacity building of community leaders and stakeholders to develop and strengthen their competencies in school governance/school-based management	1,971 (40.62)	6
Collaborative resource-accessing and mobilization	3,630 (74.81)	1
Creating a leadership network	907 (18.69)	8
Engaging community stakeholders in school governance	3,323 (68.49)	3
Establishment of a Speaker's Bureau	686 (14.14)	9
Institutionalized Card-giving Day	3,271 (67.42)	4
Promotion of school health programs	3,350 (69.04)	2
School program advocacies and promotion	3,141 (64.74)	5
Others (IP day celebration, seminar on parenthood, etc.)	24 (0.49)	

FIGURE 94. STRATEGIES TO ENGAGE COMMUNITY (%)

● Annual family celebrations
● Capacity building of community leaders and stakeholders
● Collaborative resource-accessing and mobilization
● Creating a leadership network
● Engaging community stakeholders in school governance
○ Establishment of a Speaker's Bureau
● Institutionalized Card-giving Day
● Promotion of school health programs
● School program advocacies and promotion
● Others

MULTIGRADE CONTRIBUTION TO STUDENT LEARNING OUTCOMES AND SCHOOL QUALITY (i.e., PUPIL PERFORMANCE AND SCHOOL KEY PERFORMANCE INDICATORS)

The contribution of Multigrade program to student learning outcomes and school quality was determined by subjecting some numerical data to statistical analysis (descriptive statistics such as measures of central tendency and variability, and inferential statistics, specifically the t-test for independent means). These data include the results of the *Language Assessment for Primary Grades* (LAPG) for all Grade 3 pupils (monograde and Multigrade) in SY 2014-2015 and the *National Achievement Test (NAT)* for SY 2014-2015 for all Grade 6 students. The same statistical analysis was performed covering *key performance indicators* such as *gross enrolment rate, dropout rate, completion rate, transition rate, graduation rate, promotion rate, failure rate* and *gender parity indices* of monograde and Multigrade schools in 127 School Division offices in SY 2016-2017.

LANGUAGE ASSESSMENT FOR PRIMARY GRADES (LAPG)

Monograde and Multigrade schools were compared in terms of their students' performance in the *Language Assessment for Primary Grades* (LAPG). The LAPG is administered to all Grade 3 pupils in public schools. Among its objectives are: (1) *to provide baseline data for Filipino and English language learning in the K to 12 Curriculum*; (2) *to evaluate the effectiveness of the Mother Tongue Based-Multilingual Education (MTB-MLE)*; and (3) *to compare the performance of Grade 3 pupils in English and Filipino language skills.*

Thus, three LAPG scores were derived for each examinee: LAPG score in *Filipino* (the National Language), LAPG score in *English*, and LAPG score in *19 Mother Tongues* (MTs), namely, *Ilokano, Kapampangan, Pangasinan, Ivatan, Ibanag, Sambal, Tagalog, Bicol, Akeanon, Hiligaynon, Kinaray-a,*

Sinigbuanong Binisaya, Waray, Chavacano, Maguindanaon, Maranao, Surigaonon, Tausug and *Yakan*.

For each language test, scores for seven (7) components were derived: *listening comprehension, book and print knowledge, vocabulary, spelling, grammar, reading comprehension*, and *study skills.* Scores for *School Year 2014-2015* were the only set of data available at the time of the study. Means and standard deviation of the data were computed. Mean scores obtained in Filipino, English, and MTs by students in Monograde Schools and those in Multigrade schools were compared using *independent t-tests.*

PERFORMANCE OF MULTIGRADE AND MONOGRADE SCHOOLS ON LAPG

Mean scores for all regions were *aggregated* to compute the national average score of Multigrade and monograde schools in all LAPG tests, English, Filipino, and Mother Tongue **(Table 136, Figure 98).** The national average scores computed for LAPG English (mean=69.27, N=7,273), LAPG Filipino (mean=74.35, N= 7,273), and LAPG MT (mean=73.90, N=5,088) in *Multigrade schools* were *all significantly higher* (t = 6.56, LAPG English; t = 6.12, LAPG Filipino; t = 26.91, LAPG MT) than those obtained by pupils in monograde schools (mean=67.56, N=29,571, LAPG English; mean=73.06, N=29,571, LAPG Filipino; mean=66.93, N=27,078, LAPG MT).

This is true for all **seven components** of each language test. Mean scores of Multigrade pupils in *listening comprehension* **(Figure 98),** *book and print knowledge, vocabulary, spelling, grammar, reading comprehension,* and *study skills* were all significantly *higher* compared to those of monograde pupils, with the exception of scores in Filipino listening comprehension.

At the *national level*, language Instruction was conducted much *better* in *Multigrade* schools than monograde schools. This result is consistent with the 2*015 Philippine Language Assessment for all Third Graders in Public Schools,"* a report that documented evidence of higher achievement of learners in Multigrade schools in language development i.e., mother tongue, Filipino and English, compared to learners in monograde schools categorized as central/pilot elementary schools.

As mentioned in the *Introduction Section* of this report, official data from DepEd EMISD showed that during SY 2014-2015, the number of Multigrade schools were much higher (12,282 or 31,76% out of 38,674 total public elementary schools) than the 2017 data. Many Multigrade schools were probably too remote for test administration. It was also possible that the "missing" Multigrade schools had already been converted to monograde schools.

TABLE 137. DESCRIPTIVE STATISTICS AND T-VALUES IN LAPG FOR MONOGRADE AND MULTIGRADE PUPILS: NATIONAL

LAPG COMPONENT	MONOGRADE Mean (SD) (N = 29,571)	MULTIGRADE Mean (SD) (N = 7,273)	t-value	p-value
LAPG English	67.73 (17.42)	**69.27 (18.10)**	**6.56***	**0.00**
Listening Comprehension	67.99 (16.15)	**69.02 (18.06)**	**4.43***	**0.00**
Book & Print Knowledge	63.17 (22.84)	**64.92 (24.69)**	**5.52***	0.00
Vocabulary	72.52 (16.11)	**73.59 (17.88)**	**4.64***	**0.00**
Spelling	71.61 (18.97)	**72.81 (22.19)**	**4.23***	**0.00**
Grammar	66.31 (21.56)	**68.67 (22.77)**	**7.97***	**0.00**
Reading Comprehension	62.09 (23.59)	**64.25 (24.44)**	**6.78***	0.00
Study Skills	72.10 (18.35)	**73.66 (19.88)**	**6.07***	**0.00**
LAPG Filipino	73.06 (15.08)	**74.35 (16.33)**	**6.12***	**0.00**
Listening Comprehension	77.22 (13.42)	**77.57 (15.66)**	1.77	0.08
Book & Print Knowledge	78.36 (14.41)	**78.84 (16.84)**	2.28*	0.02
Vocabulary	73.44 (16.67)	**74.53 (18.46)**	**4.58***	**0.00**
Spelling	69.56 (20.98)	**70.89 (24.08)**	**4.32***	**0.00**
Grammar	71.11 (18.70)	**72.67 (20.45)**	**5.93***	**0.00**
Reading Comprehension	67.28 (19.48)	**69.36 (20.75)**	**7.76***	**0.00**
Study Skills	70.38 (19.02)	**72.60 (20.58)**	**8.36***	**0.00**
LAPG MT	66.93 (19.54)	**73.90 (16.41)**	**26.91***	**0.00**
Listening Comprehension	71.78 (19.30)	**77.63 (16.53)**	**22.71***	**0.00**
Book & Print Knowledge	71.38 (23.30)	**78.69 (18.49)**	**24.75***	0.00
Vocabulary	68.86 (22.87)	**76.06 (18.87)**	**24.09***	**0.00**
Spelling	65.08 (28.38)	**72.52 (24.76)**	**19.18***	**0.00**
Grammar	65.87 (24.58)	**73.50 (21.23)**	**22.91***	**0.00**
Reading Comprehension	56.72 (20.97)	**63.68 (18.16)**	**24.45***	0.00
Study Skills	64.89 (24.87)	**72.73 (21.49)**	**23.26***	**0.00**

Note: Higher means in BOLD; * p < 0.05

FIGURE 95. NATIONAL MEAN SCORES OF MULTIGRADE AND MONOGRADE ON LAPG (N=4,852)

Monograde Mean   **Multigrade Mean**
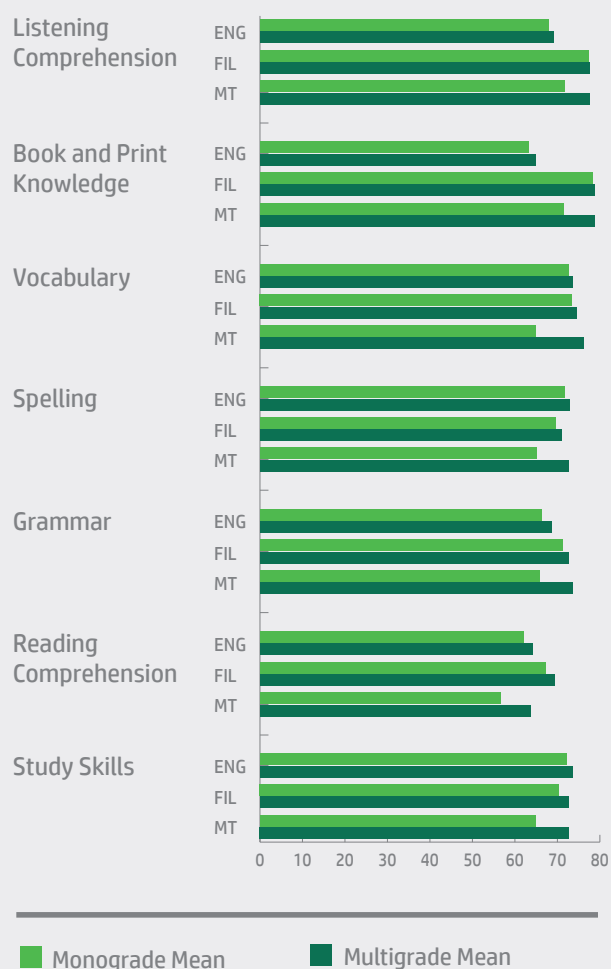
NATIONAL ACHIEVEMENT TEST (NAT)

The *National Achievement Test* is a standardized set of examinations in five (5) core subject areas, namely, *English*, *Filipino*, *Math*, *Science* and *Araling Panlipunan* (Social Studies, given in English).

The NAT is given to **Grades 6,** *10, and 12 students* for the purpose of ascertaining their *academic levels*, *strengths* and *weaknesses*, and *accumulated knowledge* in these subject areas, and as such was a measure of their "*readiness*" for Junior High School.

For the 2017 NAT, *mean percentage scores* for all five subject areas were computed for each student, and then means for students in each group (monograde schools and Multigrade schools) were compared using *independent t-tests*. To compare monograde and Multigrade students in terms of their performance in these tests, the independent t-test was likewise applied.

MULTIGRADE AND MONOGRADE PERFORMANCE ON THE NAT

In the aggregated national scores **(Table 137, Figure 99),** *significant* differences were noted in all subtests, but the direction of difference was *not consistent*.

- *Monograde* schools' mean scores in *Filipino* (mean=69.57), *English* (mean=73.69), and *Science* (mean=68.20) were all significantly *higher* than those computed for Multigrade schools. On the other hand, *Multigrade* schools' mean scores in *Math* (mean=72.79) and *Araling Panlipunan* (mean=70.73) were found to be significantly *higher* than those obtained for Monograde schools.

- However, the total NAT mean scores of pupils from the two schools turned out not to be too different. The differences in the NAT subtests somewhat cancelled each other out, leading to a *non-significant t*-value when the *NAT total scores* of monograde and Multigrade schools were compared.

TABLE 138. DESCRIPTIVE STATISTICS AND T-VALUES IN NAT FOR MONOGRADE AND MULTIGRADE SCHOOLS: NATIONAL

NAT SCORES	MONOGRADE SCHOOLS Mean Scores (SD) (N=33,666)	MULTIGRADE SCHOOLS Mean Scores (SD) (N=6,656)	t-value	p-value
NAT Total	70.44 (16.29)	**70.53 (15.06)**	0.43	0.67
NAT Filipino	**69.57 (12.62)**	68.86 (13.40)	3.97*	0.00
NAT Math	71.62 (21.17)	**72.79 (19.31)**	4.46*	0.00
NAT English	**73.69 (16.43)**	72.88 (16.62)	3.67*	0.00
NAT Science	**68.20 (18.30)**	67.37 (17.47)	3.52*	0.00
NAT Araling Panlipunan	69.11 (19.36)	**70.73 (17.25)**	6.11*	0.00

Note: Higher means in BOLD; * p < 0.05

FIGURE 96. MONOGRADE AND MULTIGRADE NAT TOTAL SCORES
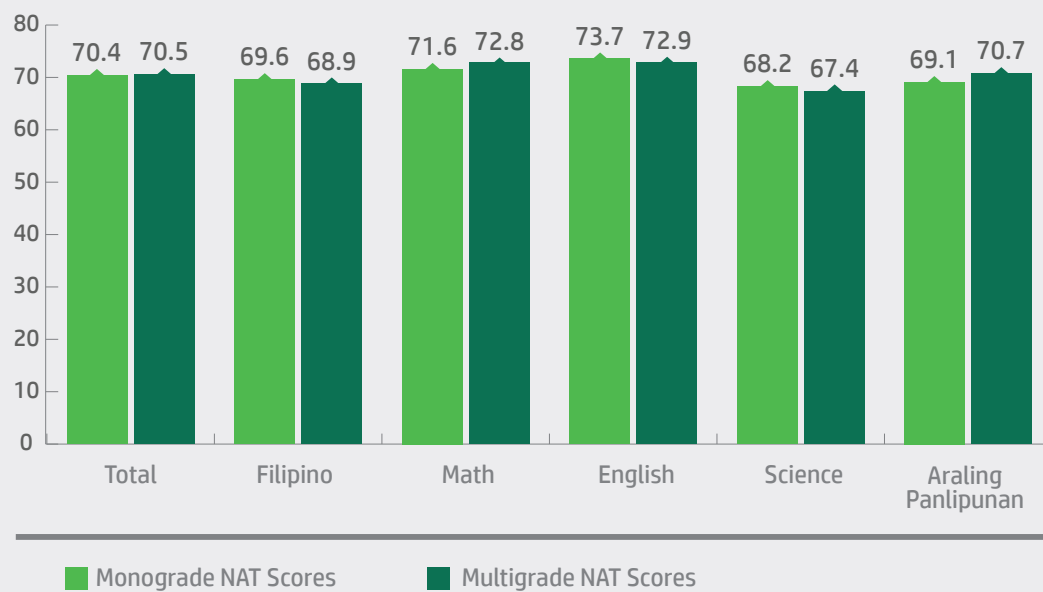
The results of this study echo those found in other investigations on academic performance of students in Multigrade schools (Linehan, 2012). Outcomes of previous research on the effect of Multigrade education on student achievement were "*mixed*" (Kappler & Roellke, 2002), "*inconsistent*" (Kinsey, 2001), "*inconclusive*" (Brinegar, 2010; Little, 1995 & 1998) and "*controversial*" (Cornish, 2009; Fosco, Schleser & Andal, 2004) as cited in a causal-comparative study on the difference between Multigrade and ,monograde education (Author, 2010)**.**

In this causal-comparative inquiry, comparisons made on NAT performance of students from monograde and Multigrade schools yielded *no* statistically significant difference between the two groups of students with regard to reading and writing (components of English and Filipino NAT subtests) and mathematics scores, a conclusion supported by the finding on *total* NAT scores in this study.

Other than language and cognitive skills as measured by the LAPG and the NAT, there were also perceived *social* and *emotional* outcomes in Multigrade learners. One pupil from Samar voiced out:

> *"Ang nakikita ko pong dahilan kung bakit ako nag-aaral ay yung pamilya ko po; sila ang aking inspirasyon."* (My family is the reason I study; they are my inspiration).

Another pupil gave importance to school-related experiences, saying:

> "*Mahalaga sa akin ang aking pag-aaral kasi… nakakarating ako sa iba't ibang lugar, iba't ibang eskuwelahan at doon ko natututunan kung paano maging active sa aking pag-aaral."* (My education is important to me because it has allowed me to visit other places, other schools, and it encouraged me to be active even more).

A teacher observed:

> *"Mas mababait sila, ang laki ng difference. ''Yung mga bata sa Multigrade, mature sila, responsable sila. Yong honesty nila nade-develop tuwing mag-check sila ng sarili nilang papel. Pag nag-score sila, tama ang scoring. Sa Multigrade, hindi sila nate-tempt kunin ang gamit ng* teacher." (The Multigrade pupils are well-behaved, quite different from how others act. Multigrade pupils are mature and responsible. They are honest and this is apparent when they are asked to check their own test papers. Their scores are always accurate. Also, they are not tempted to get the teacher's belongings).

Another teacher narrated the story of two siblings in the same Multigrade classroom:

> *"…'Yung kapatid niya ay Grade 1, tapos si ate ay sa Grade 2, kaya 'pag ayaw sumulat ng kapatid, yung isa gumagapang sa ilalim ng mesa. Yong pala tinutulungan niya magsulat yung kapatid niya. Companionship ang nag-motivate sa magkapatid. Si ate nagsusulat, magsusulat din*

> *ako, siya ay nakakasagot, dapat makasagot din ako."* (The younger sibling is in Grade 1 and the older sister is in Grade 2. Whenever the younger one does not want to write, the older one would crawl under the desk to assist the younger sibling. Their companionship gives them motivation to study. The younger sibling wants to emulate his sister and thinks, "if my sister can write, so should I, and if my sister can answer the teacher's questions, I should be able to do the same").

This sibling story parallels the mindset of pupils in the combined Grades 5 and 6 class. *"Dahil nadaanan na ng Grade 6 yung tinuturo sa Grade 5, nai-guide nila yong Grade 5 sa mga activities na nadaanan na nila."* (Since the Grade 6 students have already gone through the Grade 5 lessons, they are able to guide the Grade 5 pupils in their activities).

Teachers noted that Multigrade pupils developed *peer group relationships, intrinsic and extrinsic motivation* through their siblings, as well as *social skills.* It is generally accepted that when younger pupils mingle with older ones, they tend to model their behaviors after the older pupils in the classroom. This appears to be the case in this class. Moreover, teachers lauded the Multigrade learners for becoming more independent and having a sense of responsibility. "*Natututong maging independent at magkaroon ng responsibilidad."*

The parents' reaction to their children's education under the Multigrade Program was verbalized by the teacher in Zamboanga del Norte:

> "*For me, in Kindergarten, the basic/significant difference is that when they finish the level, they already knew how to write, read, identify shapes, and knew how to read simple words. The parents are happy too, especially when they visit their children and see their children learning. They are also happy to see that parents in the community are giving us positive comments knowing that their children are performing well in school."*

TABLE 139. DESCRIPTIVE STATISTICS (IN %) OF KEY PERFORMANCE INDICATORS FOR MONOGRADE AND MULTIGRADE SCHOOLS IN SY 2016-2017

KEY PERFORMANCE INDICATORS (KPIs)	MONOGRADE				MULTIGRADE			
	MIN	MAX	RANGE	VAR	MIN	MAX	RANGE	VAR
Gross Enrolment Rate	**1.62**	**165.00**	**163.38**	986.75	0.30	123.42	123.12	**1,647.48**
Dropout Rate	0	3.87	3.87	0.56	0	**3.96**	**3.96**	**0.82**
Completion Rate	**15.84**	**128.66**	**112.82**	370.40	10.00	100.00	90.00	424.18
Transition Rate	0	**111.94**	**111.94**	402.90	0	104.88	104.88	**463.60**
Gross Enrolment Rate – GPI	**0.80**	**87.00**	**86.20**	**229.02**	0.79	40.00	39.21	58.16
Dropout Rate – GPI	0	1.02	1.02	0.07	0	**1.20**	**1.20**	**0.13**
Completion Rate – GPI	**0.88**	100.00	99.12	**306.15**	0.77	100.00	**99.23**	288.07
Transition Rate – GPI	**0.66**	100.00	99.34	217.79	-0.36	100.00	**100.36**	233.54

Note: Higher means are highlighted; N= 127 Divisions

This was also observed by a community member in Samar whose child was enrolled in a Multigrade school. The parent excitedly imparted,

> "*Yung anak ko kahit Grade 1 pa lang, marunong na bumasa. Hindi ko nga akalain na yong anak ko (Grade 2 na ngayon), nung Disyembre lang binigyan ng libro na Ingles. Pinabasa ko siya at ang galing na niya magbasa! Marunong na ang anak ko bumasa sa Ingles.*" (When my child was in Grade 1 she already learned how to read. She's now in Grade 2 and I was surprised that she could already read the English book that was given to her in December. I asked her to read, and she was able to read very well! My child knows how to read in English).

Positive ratings, indicating parents' satisfaction in relation to their children's education was obtained/ reported in a study that tracked down the changes in values and behaviors of learners who shifted from single-grade classes to Multigrade **(Proehl, R. A., et al., 2013).**

COMPARISON OF MULTIGRADE AND MONOGRADE SCHOOLS FROM SCHOOLS DIVISION SURVEY

The Schools Division Survey was intended mainly to collect data on Key Performance Indicators for both monograde and Multigrade schools for comparison. Among the KPIs gathered were gross enrolment rate, dropout rate, completion rate and transition rate, as well as the Gender Parity Indices (GPIs) for each of these four KPIs, for school year 2016-2017. Descriptive statistics (Table 138) such as minimum (lowest value), maximum (highest value), range, and variance were derived for each KPI. Means and standard deviations are shown together with the results of independent t-tests computed for each KPI comparing Multigrade and monograde schools **(Table 138, Figure 97).**

FIGURE 97. MEANS ON KPIS FOR MONOGRADE AND MULTIGRADE SDCHOOLS (N=127)

From the Schools Divisions in the study, the lowest completion rate for monograde schools was at 15.84 percent, while the highest was at 128.66 percent. On the other hand, for Multigrade schools, the lowest completion rate was at 10 percent, and the highest at 100 percent. Having a completion rate of 100 percent or more may be attributed to the existence of late entrants, overage, as well as underage learners.

Transition rates for monograde and Multigrade schools were also close in values. There was zero transition rate in both monograde and in Multigrade schools in the 127 Schools Division that participated in the survey, and as much as 111.94 percent in Monograde, and 104.88 percent in Multigrade schools. The low transition rates mean that there are problems in bridging between two levels of education, which could be attributed to the inadequate number of enrollees, while high transition rates indicate a high level of access or transition from one level of education to the next. The same four indicators were re-computed to adjust for Gender Parity. The GPI was applied to indicate the relative access of males and females to educational opportunities.

Based on lowest (Minimum) and highest (Maximum) values, *gross enrollment rate- GPI*, *completion rate- GPI*, and *transition rate-GPI* were somewhat *higher* for *monograde* schools than for Multigrade schools, while values for *dropout rates* were a bit *higher* for *multigrade* than for Monograde schools in the 127 Schools Division offices. GPI values of 1 indicates *parity* between the sexes; GPI values between 0 and 1 are interpreted as disparity *in favor of males*, while GPI greater than 1 denotes disparity in *favor of females.*

Following this guideline, there was gender *disparity* in favor of *female* Multigrade learners with regard to *gross enrollment rate*, *completion rate* and *transition rate*, and *disparity* in favor of *male* Multigrade learners on *dropout rate* **(Table 139, Figure 98).**

From the Schools Division data derived from the survey, gross enrolment rates ranged from a low of 1.62 percent and a high of 165 percent in monograde schools, and a low of 0.30 percent to a high of 123.42 percent in Multigrade schools.

Enrolment-wise, Multigrade schools had fewer enrollees than monograde schools. With regard to school leaving, *zero dropout rate* was registered in both types of schools in the 127 Schools Division.

There were monograde and Multigrade schools in the divisions surveyed that had *no* dropouts at all. Both types of schools in the participating Schools Division also did not differ much in terms of the *maximum* (highest) dropout rate.

Across the 127 Schools Divisions, dropout rates were maintained at approximately *4 percent* at most in both types of schools. In terms of *completion rates*, lowest and highest values for monograde and Multigrade schools in the divisions responding to the survey were also not too far apart.

TABLE 140. MEANS, STANDARD DEVIATIONS AND T-VALUES FOR KEY PERFORMANCE INDICATORS IN SY 2016-2017

KEY PERFORMANCE INDICATORS (KPIs)	MEANS (STANDARD DEVIATIONS)		t-value	p-value
	MONOGRADE	MULTIGRADE		
Gross Enrolment Rate	88.32 (31.4)	73.94 (40.59)	-1.79	0.08
Dropout Rate	0.80 (0.75)	**0.84** (0.90)	0.21	0.84
Completion Rate	**85.88** (19.25)	82.54 (20.60)	-0.76	0.45
Transition Rate	**91.78** (20.07)	89.35 (21.53)	-0.58	0.57
Gross Enrolment Rate – GPI	**4.20** (15.13)	2.72 (7.63)	-0.54	0.59
Dropout Rate – GPI	**0.53** (0.26)	0.51 (0.37)	-0.20	0.84
Completion Rate – GPI	**4.12** (17.50)	3.95 (16.97)	-0.04	0.97
Transition Rate – GPI	3.20 (14.76)	**3.33** (15.28)	0.04	0.97

Note: Higher means are highlighted; N= 127

Means for the KPIs and GPI-adjusted KPIs, except for dropout rate, were numerically higher for monograde schools; however, none of the independent *t*-statistics computed turned out to be significant at alpha = 0.05. This indicates that monograde and Multigrade schools in the 127 Schools Divisions surveyed did *not* differ in terms of these KPIs. Monograde and Multigrade schools had approximately the *same* gross enrollment rate, dropout rate, completion rate, and transition rate, and the GPIs on these four KPIs.

One issue that emerged from the consultative workshops with Multigrade stakeholders pertained to data management. Discussions with key informants from DepEd revealed that the Enhanced Basic Education Information System (eBEIS) is not designed to generate a database for Multigrade schools alone. A segregated data set for Multigrade and for monograde schools could not be derived from the current eBEIS system. Multigrade coordinators themselves validated that the present eBEIS does not reflect if a school were a Multigrade or a monograde school. It was suggested that the Education Management Information System Division and Planning Service of DepEd collaborate to address this gap.

FIGURE 98. GENDER DISPARITY INDICES (GPIS) FOR KEY PERFORMANCE INDICATORS (KPIS) FOR MONOGRADE AND MULTIGRADE SCHOOLS (N=127)
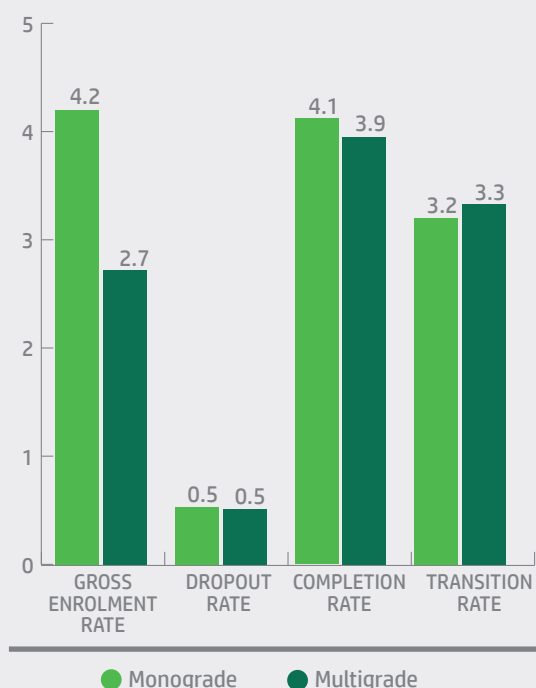
TABLE 141. MEANS, STANDARD DEVIATIONS AND T-VALUES FOR KEY PERFORMANCE INDICATORS IN SY 2016-2017

KEY PERFORMANCE INDICATORS (KPIs)	MEANS (STANDARD DEVIATIONS)		t-value	p-value
	MONOGRADE	MULTIGRADE		
Graduation Rate	**98.42** (4.79)	95.85 (15.95)	1.01	0.32
Promotion Rate	**97.53** (4.46)	96.36 (5.69)	1.07	0.29
Failure Rate	**4.07** (15.15)	3.34 (9.61)	0.27	0.79
Completion Rate	**91.14** (13.85)	87.32 (28.10)	0.80	0.43
(Simple) Dropout Rate	**0.32** (0.77)	0.26 (0.90)	0.31	0.76

Note: Higher means are highlighted; N= 44 Monograde, N= 44 Multigrade Schools

COMPARISON OF SELECTED MULTIGRADE AND MONOGRADE SCHOOLS ON KPIS

A second survey of 44 pairs (N=88) of monograde and Multigrade schools was conducted in order to obtain other relevant KPIs directly from schools. Schools were asked to indicate their *graduation rate*, *promotion rate*, *failure rate*, *completion rate*, and *dropout rate*. Descriptive statistics were computed for each type of school on all five KPIs and means of the two types of schools were compared using independent *t*-tests **(Table 140, Figure 99).**

The mean values on all five KPIs were higher for the 44 Monograde schools. *None* of the differences between monograde and Multigrade schools, however, were large enough to make the computed *t*-statistics significant.

FIGURE 99. MEANS ON KEY PERFORMANCE INDICATORS (KPIS) FOR MONOGRADE AND MULTIGRADE SCHOOLS (N=88)
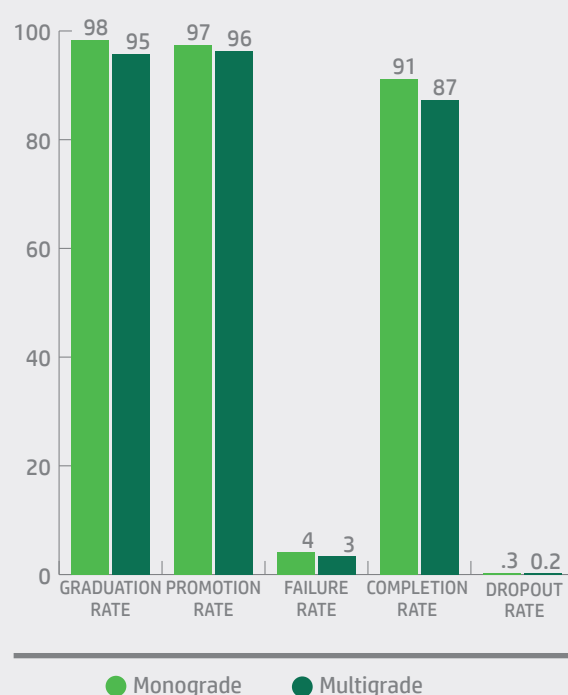
Improving Access to Quality Education in Disadvantaged Communities

SETTINGS OF MULTIGRADE SCHOOLS

Based on data obtained from Multigrade schools participating in the study, the schools have become the essential means for government to reach out to and provide opportunities for young children from underprivileged areas to access quality education. First, most Multigrade schools were established in rural settings **(Figure 100).** Three thousand eight hundred nineteen (N=3,819, 78.71%) of the schools sampled are located in rural areas. Moreover, one hundred ninety-seven (N=197, 4.06%) are situated in coastal areas, riversides and small islands.

FIGURE 100. SETTINGS OF MULTIGRADE SCHOOLS (%)

5.4%
1.75%
14.1%
78.7%

- Rural area
- Outside town center
- Others
- Not indicated
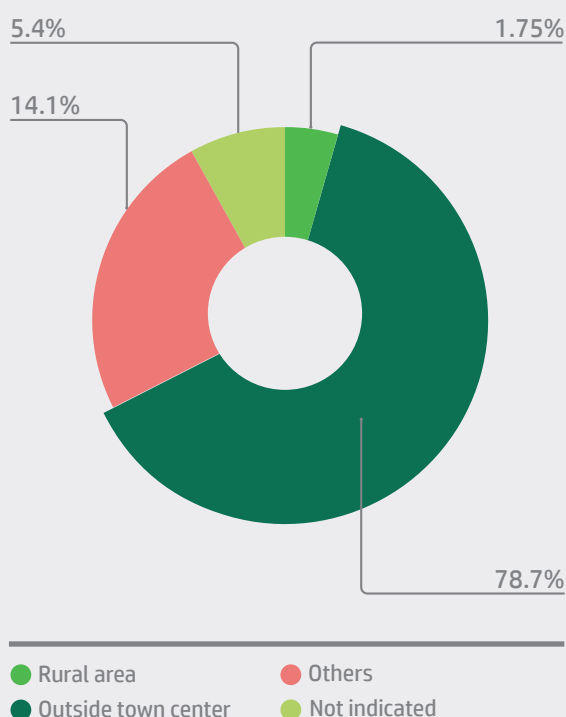
COMMUNITIES SERVED BY MULTIGRADE SCHOOLS

As already shown in **Table 4** (Method section), the types of communities served by Multigrade schools included *agricultural* (N=3,319, 68.4%), *upland* (1,808, 37.26%), *indigenous* (N=1,280, 26.38%), and *fishing* (N=699, 14.41%) communities.

Multigrade schools were also found in *islands* (N=275, 5.67%), *Muslim* areas (N=112, 2.31%), *mining* sites (N= 60, 1.24%), *resettlement* villages (N=26, 0.54%), and other places where regular schools possibly do not exist like *military camps* and *coastal areas* (N=56, 1.15%).

TYPES OF LEARNERS ATTENDING MULTIGRADE SCHOOLS

Most of the Multigrade Schools surveyed acknowledged that their pupils were *indigent* and recipients of the "4Ps" cash assistance program for the poor (N=4,396, 90.60%, Table 5, Method section).

Also listed among the pupils in Multigrade schools were *wasted* or *malnourished* (N=2,705, 55.75%), *indigenous* (N=1,793, 36.95%), *over-aged* (N=1,761, 36.29%), *child laborers* (N=957, 19.72%), those with *disabilities* (N=925, 19.06%), *abandoned* children (N=279, 5.75%), *Muslims* (N=205, 4.23%), *homeless* or *displaced* (N=117, 2.41%), *chronically ill* (N=80, 1.65%), *abused* (N=75, 1.55%), *gifted* (N=60, 1.24%), those in *conflict with the law* at an early age (N=31, 0.64%), and *street children* (N=24, 0.49%).

Half of the schools were in *remote* areas (N=2,284, 47.07%), a few in *disaster-affected* (N=290, 5.98%) or *armed-conflict areas* (N=273, 5.63%).

ADHERENCE TO THE K TO 12 CURRICULUM

Almost all (N=4,647, 95.77%) of the schools reported adhering to the K to 12 curriculum, and only about one percent (N=52, 1.07%) did not **(Table 142, Figure 101).** Moreover, most schools (N= 4,171, 85.96%) *localized* the curriculum **(Table 143, Figure 102**). A significant percentage of school respondents (N=741, 15.27%), however, said that there were topics or competencies in the K to 12 curriculum that were *not* covered due to lack of time **(Table 144, Figure 103).**

TABLE 142. ADHERENCE OF MULTIGRADE SCHOOLS TO K-12 CURRICULUM

RESPONSE	NO. OF SCHOOLS	%
Yes	4,647	95.77
No	52	1.07
Not indicated	153	3.15
Total	4,852	100.00

N= 4,852 Schools

TABLE 143. LOCALIZATION OF CURRICULUM

RESPONSE	NO. OF SCHOOLS	%
Yes	4,171	5.96
No	400	8.24
Not indicated	153	5.79
Total	4,852	100.00

N= 4,852 Schools

FIGURE 101. ADHERENCE TO K-12 CURRICULUM (%)

3.2%
1.1%
95.8%

● Yes ● No ● Not indicated

FIGURE 102. LOCALIZATION OF CURRICULUM (%)

5.8%
8.2%
86%

● Yes ● No ● Not indicated
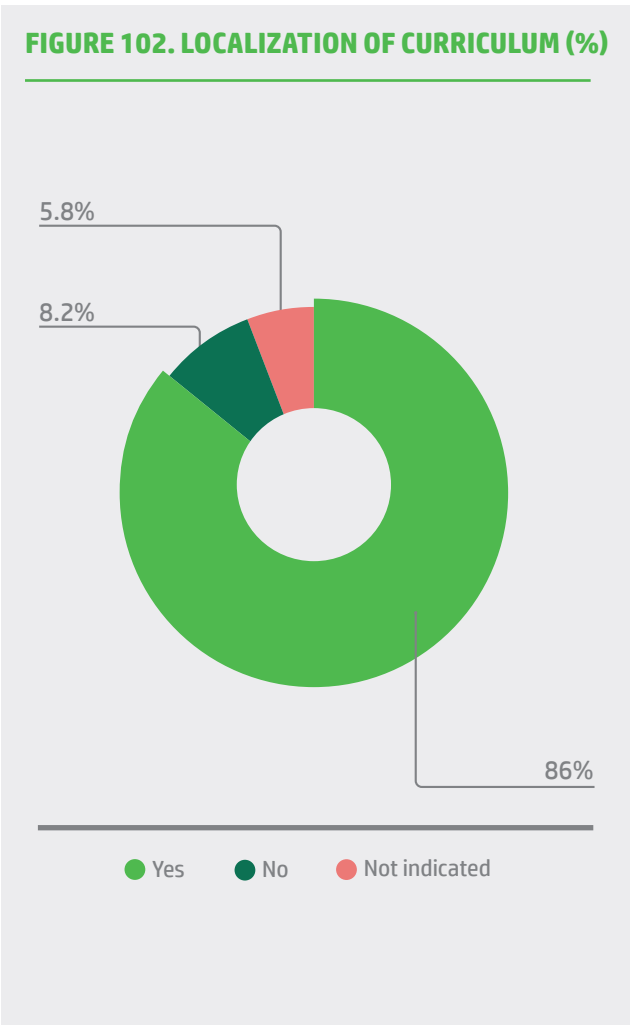
TABLE 144. TOPICS NOT COVERED IN K-12 CURRICULUM

WERE THERE TOPICS NOT COVERED IN K-12 CURRICULUM?	NO. OF SCHOOLS	%
Yes	741	15.27
No	3,602	74.24
Not indicated	509	10.49
Total	**4,852**	**100.00**

N= 4,852 Schools

FIGURE 103. TOPICS NOT INCLUDED IN K-12 CURRICULUM (%)

10.4% 15.2% 74.2%

● Yes ● No ● Not indicated
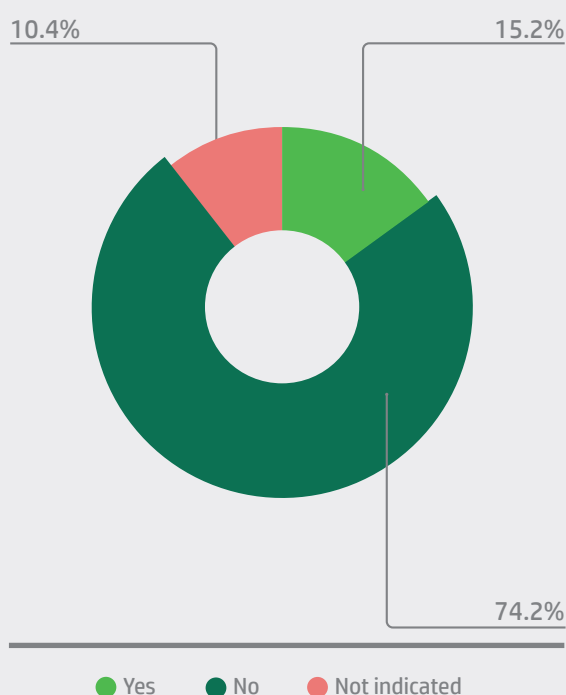
CHALLENGES IN CURRICULUM IMPLEMENTATION

School respondents admitted that there were several aspects that need **improvement (Table 145, Figures 104).**

TABLE 145. CHALLENGES IN CURRICULUM IMPLEMENTATION

CHALLENGES	N	%	RANK
Differences in curriculum	911	18.78	6
Different languages or MOI/learning	1,859	38.31	5
Difficulty in class programming/ scheduling	2,712	55.89	4
Difficulty in reconciling/ aligning competencies	3,110	64.10	2
Incomplete TGs/ manuals	3,559	73.35	1
Time allotment differences (Grs. 3 & 4)	2,819	58.10	3
Others (teacher training, transfer of teachers)	321	6.62	7

N= 4,852 Schools; Multiple Responses

FIGURE 104. CHALLENGES IN CURRICULUM IMPLEMENTATION (%)

Legend:
- TGs/manuals
- Aligning competencies
- Time allotment
- Scheduling
- Different languages/MOI
- Differences in curriculum
- Others
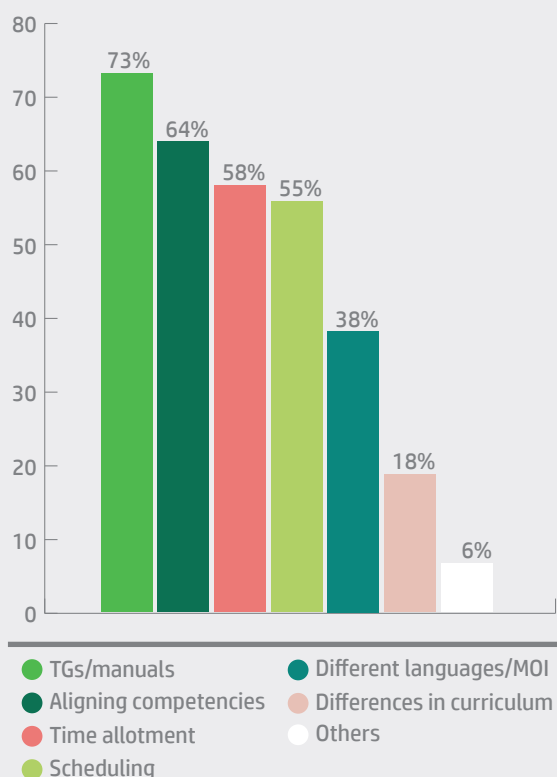
The four most challenging features of Multigrade education, according to respondents, were the *teaching guides and manuals* (N=3,559, 73.35%), *aligning competencies* (N= 3,110, 64.10%), *different time allotments* for various grades (N=2,819, 58.10%), and *scheduling* (N=2,712, 55.89%).

About a third of the schools were concerned about the use of different languages and how this affects the means of instruction (N=1,859, 38.31%), while about one-fifth noted differences in curriculum content (N=911, 18.78%). Quite a few thought retention and training of teachers need to be addressed (N=321, 6.62%).

Issues about MTB-MLE

Multigrade implementers across regions voiced their concerns about the mother-tongue based multilingual education (MTB-MLE) policy.

First, the use of mother tongue as a medium of instruction in specific subjects has brought some difficulties. As prescribed by the policy, mother tongue is to be used from Kindergarten to Grade 3. When pupils are first taught Mathematics, for instance, they are taught in the mother tongue. Transitioning to English as medium of instruction in Grade 4 becomes difficult for both teachers and learners. Some Mathematical terminologies in English will have to be learned for the first time. This becomes doubly challenging for combined Grades 3 and 4 Multigrade classes because there are different policies on MTB-MLE for each grade level. One such problem is when the Multigrade teacher needs to prepare Daily Lesson Plans and then conduct direct teaching using a "whole-class" approach using *two* different *mediums of instruction.*

Another serious concern with regard to the MTB-MLE policy was expressed by parents in Bohol province (Region VII). The specific Cebuano dialect spoken in their community was *not* the same as the Cebuano language version "designated" as mother tongue for the school. One of them elaborated:

> *"'Yung sinasabi na mother tongue na Cebuano na ituturo, iba yun sa nakagisnan naming salita; kaya sana ang gawin ng mga teachers ay gamitin 'yung local na Cebuano na gamit namin; at saka tinatanong namin bakit bumalik pa sa MTB dahil ang mga bata marunong na magsalita ng English at Pilipino; yun sana ang advocacy ng mga teachers at kaming mga magulang, na kung anong salita ang kinagisnan yun ang gamitin; gumagamit ang mga teachers ng mother tongue para...madaling maintindihan ng mga bata ang leksiyon."* (The Cebuano dialect that we grew up speaking is not the same as the one that is formally taught. We question why pupils have to study a different language [Cebuano] when they already know how to speak English and Filipino. It is the advocacy of the teachers and parents that we use the learners' mother tongue for them to easily understand the lesson).

A third major concern about MTB-MLE policy was adding mother tongue as one subject or learning area. This is particularly contentious in communities with multiple ethnicities. If, in one school there is a particularly "designated" mother tongue used as medium of instruction, the chance of learning and using his/her own mother tongue that is different from the one used by teachers would be almost nil. Ironically, he/she may acquire a *different* "mother tongue."

The fourth area of concern is that of "*reverse learning*" or "*un-learning.*" One parent reflected,

> *"Sa Bohol 'yung nakita kong problema ay kung anong version ng tinatawag na "mother tongue" ang dapat gamitin. Baka dapat multi-transitional language, dahil kahit sa bahay, nasanay sa 'yellow' pero kailangan ituro ang salitang 'dilaw' kaya nahihirapan ang bata at nalilito. Ang alam ko sa MTS ay paggamit ng karaniwang wika, Cebuano o Bisaya, nguni't ang nangyayari kailangang ituro yung orihinal na salita, parang binubuhay ang dati ng mga salita."* (In Bohol, what I see as the problem is

which version of the mother tongue should be used. Perhaps it should be multi-transitional language. At home, for example, the children are used to saying 'yellow' [color] but we are required to teach them the Filipino term 'dilaw.' Hence, the children are confused and have a hard time learning the local language as medium of instruction vis-à-vis the language spoken at home. What I know as MTS is the use of the conventional/conversational language as medium of instruction, but what is happening is that children are taught the original words, so it is like reviving an archaic language).

Finally, from the viewpoint of school heads particularly in the Visayas, Filipino may not be the appropriate "second language." They observed how teachers have found it difficult to bridge or link the pupils' mother tongue (Language 1 or L1), to Filipino (supposedly Language 2 or L2), to English (supposedly Language 3 or L3) because children learn L3-English earlier than L2-Filipino. Teachers in Visayas are more comfortable using English (as second language) than Filipino.

CHAPTER IV

SUMMARY OF FINDINGS

The following section summarizes the MPPE review findings on the four evaluation inquiries.

MPPE Implementation vis-a-vis existing policies

CLASSROOM ORGANIZATION

In the 11 schools visited for the case studies, the typical class size had 19 pupils. The school with the smallest class size had only nine enrollees in Grades 1 and 2 (CARAGA) while the school with largest class size had 35 enrollees in Kindergarten and Grade 1 (ARMM).

FGD results revealed that when Multigrade classes had less than eight enrollees, they were often dissolved except in the case of Kindergarten classes. Some Schools Divisions, however, reported making exceptions and allowing the conduct of classes even if there were fewer than eight enrollees.

The school survey results verified that most schools would usually combine two grades in one class, although there were some that offered three-grade (or more) combination classes. While DepEd policy prohibits combining the Kindergarten class with other grades/levels, FGD participants reported that it is a common practice in many Multigrade schools due to lack of teachers.

A new emerging innovation in a small number of Schools Divisions is the application of Multigrade classes in high school.

SCHOOL PLANT

The school survey indicated that only 30 percent of the 4,852 participating schools have complied with the DepEd-prescribed floor plan. The current standard classroom size for monograde schools, which has also been adopted for Multigrade schools, is 7x9 square meters .

Classroom observations in case study visits showed that nine out 11 Multigrade schools are compliant with school building standards. The non-compliant schools include a primary school and a school occupying a makeshift building with a floor area of 6x6 square meters. Some Multigrade schools, particularly those in the remotest parts of the country, have been using old structures whose designs are not compliant with the current policy. In some remote areas, construction standards have been overlooked due to the difficulty of bringing the required materials to the site.

BASIC FEATURES OF A MULTIGRADE CLASSROOM

Most Multigrade classrooms have the following facilities and equipment: a reading corner, computer, LCD projector, learning corner, and an audio-visual equipment. These are available to and well-utilized by at least 50 percent of Multigrade schools.

Meanwhile, toilet facilities topped the list of insufficient facilities/equipment according to the school survey. A significant number of schools also reported the absence of Water, Sanitation and Hygiene (WASH) facilities, e.g., toilets, water supply, etc. which contravenes the DepEd WASH in School (WinS) policy.

CLASS PROGRAMS

Multigrade teachers applied various program options. At least 50 percent of the respondents to the school survey claimed that they implemented the following: common timetable, peer tutoring, subject integration, spiral curriculum, and subject grouping. Some Mindanao Schools Division also applied "roadmapping" as an instructional delivery of lesson plans. The teachers further reported that they used common timetable in all subjects, although they also used some options in specific subjects, e.g., subject integration in Science, English, Filipino, Araling Panlipunan, Edukasyon sa Pagpapakatao; spiral curriculum in Mathematics; and peer tutoring in English.

The FGD participants reported that adherence to the prescribed *contact time* for each learning area per week under the K to 12 curriculum was one of the challenges that they faced. More specifically, teachers found it hard to follow the weekly number of *contact hours* for each learning area.

In at least 50 percent of Multigrade schools surveyed, the following grouping strategies were applied by teachers: mixed ability grouping, peer or age grouping, similar ability grouping, common interest *grouping,* and friendship groups. While teachers employed program options in all subjects, their application was not the same for all.

TEACHER INCENTIVES

Only about 78 percent of the schools in the survey reported complying with the directive to release a special hardship allowance for Multigrade teachers. In addition to the special hardship allowance, the other incentives available to teachers are chalk allowance, uniform allowance, transportation allowance, communication allowance, food allowance, and DepEd Cost of Living Allowance (COLA). However, the actual amounts of these incentives varied per school according to the survey. Most teachers received a hardship allowance of at least PHP20,000; housing/accommodations and uniform allowances ranging from PHP5,000 to PHP10,000; and transportation allowances of at most PHP5,000, all annually. DepEd was the primary source of hazard, chalk, communication, COLA, transportation and uniform allowances. The LGU, meanwhile, provided the food allowances and the community supplied housing/accommodations.

The FGDs uncovered that some schools were previously not aware of, and/or not clear about, the policies on teacher incentives, which led to unevenness, delays, or absence of provision for these incentives in various Schools Divisions. This situation held true for some schools in the ARMM. Thus, in response to these concerns, DepEd issued Memo No. 55, s. 2018 to reiterate that the policy issued by DBM shall apply. National Budget Circular No. 514, s.2017 states that: *"...the Special Hardship Allowance amount therein appropriated shall be used to pay the allowance of teachers exposed to hardship or extreme difficulty in the place of work and to teachers assigned to handle **multigrade classes**...provided, that the availment of the allowance shall preclude entitlement, to hazard pay authorized under Section 40 of the General Provisions of this Act: provided, finally, that such allowance shall not exceed 25% of the basic pay."* This policy guideline was discussed in one of the MPPE review validation sessions with Multigrade teachers, school heads and MG coordinators (Mindanao cluster).

In separate consultative workshops/FGDs held, the teacher-informants expressed their appreciation for DepEd's support programs, such as the search for Multigrade teacher achievers in 2000, 2003, 2005, and 2007, which sought to recognize exceptional Multigrade teachers.

TEACHING AND LEARNING RESOURCES

The Budget of Work, teachers' guide or manual, lesson plans, and minimum learning competencies for Multigrade schools were the most available and most utilized teacher-resources. The teachers found the BoW to be particularly helpful in lesson planning and class activities. However, at the time of consultative FGDs, some respondents reported that they have yet to receive copies of printed BoWs.

As for learning resources, most Multigrade schools have visual aids, science kits, textbooks, and activity sheets and worksheets. However, the study found that these schools did not fully utilize the available resources for various reasons, e.g., copies were inadequate and materials were not aligned with the requirements of MG classrooms. With regard to textbooks, only 60 percent of the school respondents considered them to be appropriate.

Indigenous teaching and learning resources and technology and technology-based materials were observed to be present in Multigrade classrooms. Indigenous materials include big books, story books, reading materials, *BASA Pilipinas* leveled materials; charts, cards, graphic organizers modules; localized history, workbooks, worksheets and activity sheets, songs, realia, musical instrument, manipulatives, and game boards.

The study also found that about 40 percent of localized resources were used by both learners and teachers; about one-third by pupils only, and one-fourth, by teachers only. DepEd provided most of the support for localized materials, with a little help from LGUs, NGOs and INGOs, PTAs and private individuals. Additionally, survey results pointed out that although some of the learning resources to support MTB-MLE were made available, these are available only in majority languages, i.e., English, Filipino, Ilocano. These highlight the lack of learning resources to support the MTB-MLE as well as the need to capacitate the Multigrade teachers on contextualization and language bridging strategies.

CAPACITY BUILDING

In 90 percent of schools, teachers reportedly received training on Multigrade instruction. While DepEd had organized national and regional trainings, the Multigrade teachers in this study mostly attended the division-wide trainings, which school respondents rated as "very useful."

Differentiated instruction is the major competency developed by teachers in these trainings. School participation in trainings has gradually increased from 1.5 percent in 2010, to one-third in 2017, though the trainings were attended by less than 50 percent of the schools in the survey.

About 25 to 33 percent of the schools surveyed indicated that Multigrade teachers participated in *Learning Action Cells* focusing on Multigrade instruction program, the summer training program for Multigrade teachers, and the teacher induction program. However, FGD participants reported that the Multigrade *induction program* for newly hired teachers has proved inadequate to address the specific concerns of Multigrade teaching.

Forty percent of the school heads reported attending trainings on monitoring and evaluation, in which pedagogy and instruction and curriculum were the major topics, with DepEd providing most of the trainings through the Schools Divisions. Training programs began in 2009. Starting with just one training, the DepEd has gradually increased its training offering through the years, peaking at 93 trainings in 2016 before diving sharply to 64 in 2017. This trend seems to be a reflection of the demand for training by newly appointed school heads. School heads and supervisors are usually the target participants of the trainings.

In response to the need to prepare teachers for Multigrade education, teacher education institutions have upgraded their pre-service curriculum to include a three-unit course focusing on *multilevel education.* This is in addition to the existing three-unit course on Multigrade education which is offered as a Special Topic under the education curriculum, according to a member of the CHED Technical Panel for Teacher Education in a consultative FGD.

The survey further revealed that out of the 127 Schools Divisions, only four (4) had conducted trainings on *contextualization of curriculum materials.* With the reported lack of teaching and learning resources on MTB-MLE, this finding points to the need to strengthen capacity building programs on contextualization and language bridging strategies.

HIRING AND STAFF MOVEMENT

There does not seem to be significant differences in the hiring procedures of teachers and staff movement for Multigrade and for monograde schools. According to data from the case studies, about three-fourths of Multigrade teachers occupy the *Teacher-1* post which is the entry position for public-school teachers. Newly hired and untrained teachers are often assigned to Multigrade schools in far-flung areas, an environment for which they have no adequate preparation.

Some Schools Divisions put premium on the localization law in hiring and selecting teachers for Multigrade schools, i.e., applicants who are from the same barangay, municipality, province, or city are given priority for teaching posts in said areas. Data from 11 case study schools showed that about half of the Multigrade teachers have been occupying their posts for less than three years. A few of them have been teaching for more than *three years.* Fast turnover of Multigrade teachers was reported, due to their transfer to monograde schools, which was unwittingly enabled by the availability of newly hired teachers to replace them.

FUND ALLOCATION

The bulk of the funds for Multigrade schools came from DepEd's Maintenance, Operating and Other Expenses (MOOE) allotment. Sixty percent (60%) of the schools surveyed received the funds on time. In terms of amount, 20 percent of schools received MOOE of PhP100,000 or more. In addition, 12 percent of the schools obtained Special Education Fund amounting to at least PhP10,000. Schools were also able to generate funds from other sources. The largest contributors were parents, LGUs, and private individuals, and contributions ranged from as little as PhP1,000 to as much as PhP49,999. Funds provided by Parent-Teacher Associations, private sector organizations and other donors amounted to approximately PhP10,000. Schools also received non-monetary support in the form of school supplies and food for feeding program.

Most funds received by schools were spent on infrastructure, teacher training, learning materials, and school furniture, while those given to Schools Divisions were allocated to capacity building and reproduction of teaching/learning materials. The average amount received by Schools Divisions in 2017 was about PhP750,000, the lowest being PhP1,760 and the highest PhP7.7M. Again, most funds were derived from the DepEd's General Appropriations Act allotment.

For trainings, Schools Divisions received annual increases with the exception of 2014 and 2017 when funds dipped by more than ten percent. Schools Divisions received funds specifically designated for teacher training. The number of Schools Division offices receiving funds increased from only two in 2011 to as many as 105 Schools Division offices in 2016. The number of division recipients dropped to only 33 in 2017.

Document analysis indicated a decline in MPPE budget from FY 2016 to 2017. This was attributed to the ongoing DepEd policy review of MPPE and the stricter implementation by the Department of Budget Management of the one-year validity of appropriations in preparation for shift to the annual cash-based appropriations budgeting in 2019.

Contributing and Constraining Factors in Achieving MPPE Goals

SCHOOL GOVERNANCE

About 85 percent of schools have *School Governance Councils*, of which 20 percent meet quarterly. These SGCs usually provide free labor assistance and technical assistance. Parents and LGUs, meanwhile, contribute to school governance by providing inputs to the School Improvement Plans. In schools where SGCs are present, the infrequent (quarterly) meetings of these councils limit their influence on the day-to-day operations of the schools.

SCHOOL LEADERSHIP

More than half of Multigrade schools in the survey were headed by teachers-in-charge, and only about 15 percent had principals. About 33 percent of the school heads were head teachers and a few were cluster heads. Key implementers validated during the FGDs that in most cases, Multigrade schools have TICs who take on the role of a school head. Aside from preparing lesson plans and teaching MG classes, TICs simultaneously discharge administrative duties which include the preparation and submission of reports and attendance to district and division meetings. The multiplicity of tasks competes for the attention and time of the TICs. By holding the position of regular teachers, TICs are not able perform some school governance functions, such as instructional leadership and conducting classroom observations which are part of their job description.

Another matter related to school governance that surfaced in FGDs pertains to the merit of reaching out and partnering with the community where the school is located. Communities typically provide Multigrade schools not only with free labor assistance, but also in-kind donations, such as school supplies, ICT equipment, and materials needed for upgrading of facilities. For this reason, the leadership of the school head is critical not only in developing networks with key persons in the community, but also in upholding accountability and transparency with stakeholders in order to implement joint school projects.

INSTRUCTIONAL DELIVERY AND ASSESSMENT PRACTICES

In most schools, teachers used the Budget of Work, to guide their teaching strategies. Despite the challenges posed by the BoW, teachers still recognized its value, noting that it has been "very helpful" to them. Teachers also used the following instructional strategies: cooperative/group learning, homework, hands-on/learning by doing, lecture, demonstration/modelling, project-based learning, peer tutoring, simulation/role play, discovery/inquiry-based, journal writing, and self-directed learning.

Regardless of the teaching methods used, Multigrade instruction has given pupils the opportunity to "preview and review competencies." This means that lower grade pupils were able to listen to the lessons for higher grade classes, giving them advanced information, while higher grade pupils were able to review the lessons from subjects already discussed in previous school years. The *Learning Action Cell* sessions have become avenues for learning exchanges among Multigrade teachers and for showcasing best practices in instructional delivery, further enhancing teachers' pedagogical skills,

Data also showed that schools used both traditional and non-traditional assessment methods to assess student learning. Among the traditional assessment methods employed were written quizzes, oral recitations, assignments, worksheets/seatworks, and projects. In 93 percent of Multigrade schools, authentic assessment methods were applied, including portfolio assessment, performance assessment/demonstration, observation notes, anecdotal records, and observation list. Formative assessment tools were embedded in the Multigrade daily lesson plans and daily lesson logs. Teachers supplement these ready-made assessment tools with their own formative (oral and written) assessment methods.

Schools used assessment results to identify the strengths and weaknesses of pupils and aid in: 1) modifying and differentiating teaching and learning activities 2) gauging the knowledge or the

learning progress of pupils; 3) reporting the learning outcomes to parents and other stakeholders; 4) ascertaining the readiness of learners to move to the next competency level; 5) measuring what a pupil has achieved in relation to the target learning outcomes; 6) giving feedback to pupils on their thought processes or how they learn, and to teachers regarding appropriate instructional steps/strategies and learning materials to use; 7) assessing the effectiveness of pedagogy (teaching methods); 8) informing decision-makers who review or evaluate Multigrade schools for continuous improvement; and 9) providing quality assurance from both internal and external sources. All these indicate that there are a variety of methods used for instruction and assessment. However, the degree to which they are utilized, and their relative efficacy have yet to be determined.

CO-CURRICULAR ACTIVITIES

About half of the extracurricular activities that pupils engaged in may be classified as sports/outdoor activities. Other than these, pupils also participated in quiz bees, writing activities, academic competitions, and school fairs.

School survey respondents believe in the relevance of co-curricular activities in enriching the curriculum. Reading programs are commonly implemented in Multigrade schools, which elevate the skills of learners, enabling them to join competitions such as quiz bees.

Students also participated in co-curricular activities such as indigenous peoples education-related events, outdoor activities, and student contests. However, these offerings were limited. Thus, some other creative activities suitable to Multigrade classrooms may have to be designed and developed to ensure that curricular programs are complemented by co-curricular endeavors.

INSTRUCTIONAL SUPERVISION AND SUPPORT

School heads, Multigrade coordinators, supervisors, and superintendents conducted *regular classroom observations, held meetings/conferences with teachers, reviewed* their *BoWs and Lesson Plans,* and conducted *LAC and mentoring sessions* as means of *teacher performance evaluation* and *clinical supervision.* FGD participants revealed that i*nstructional supervision and support* were still largely conducted in an evaluative approach instead of a more developmental approach.

Additionally, teacher evaluation is *hindered* when Multigrade schools are headed by *teachers-in-charge.* Teachers already find evaluation daunting, according to FGD participants, and this discomfort is only exacerbated when teachers-in-charge have to show instructional leadership and supervise their fellow teachers. Moreover, many Multigrade schools are headed by *cluster heads* who have to oversee several schools (6-10), thereby limiting the *opportunities* for instructional supervision.

MONITORING AND EVALUATION

About four-fifths of schools and of Schools Divisions affirmed that they have a *system* of monitoring and evaluation (M&E) in place. However, FGD participants clarified that this available system only refers to "*generic*" M&E tools, which are also applied in Monograde schools, and "*contextualized*" tools, which are designed by Schools Divisions for Multigrade schools.

One-fourth of the schools conducted *weekly* evaluation and another one-fourth, *monthly.* Monitors consisted mostly of *Public Schools Division Superintendents who* reportedly *performed the task quarterly.* However, annual visits were also carried out by *Division Supervisors* and *Assistant Division Supervisors. Regional Office* and *Central Office staff* also performed monitoring and evaluation. Schools Divisions conducted their own M&E activities. They monitored the *management* of Multigrade *classrooms, and teaching and learning resources, instruction,* and *instructional supervision and*

support tasks of school heads. Results of M&E were used as *feedback for instructional improvement by teachers*, and as *basis for school improvement planning and programming at the Central Office, Division Office, and Regional Office.* In addition, *follow-up evaluation* of training programs provided pertinent data for *policy formulation.*

There were uncertainties and varied practices on who ought to conduct the M&E and how often it should be conducted. It was reported that proper M&E was not executed due to limited training on M&E, lack of appropriate monitoring tools, geographic remoteness of schools, weather conditions and security issues, and little or no funding for M&E. Tools for monitoring and evaluating Multigrade schools should take into consideration the unique features of Multigrade schools such as the multiplicity of grade levels per class; differentiated instruction; time-on-tasks; diversity of learners; shifting of classes; and classroom structural grouping. The absence of a monitoring and evaluation system with tools that incorporate the special features of Multigrade schools is a weakness that has surfaced in the MPPE review.

TEACHER QUALITY AND COMPETENCE

Based on the 11 case studies, three-fourths of Multigrade teachers occupy the Teacher I item, which is the entry position for all public-school teachers. About one-half have been teaching in Multigrade schools for less than three years. A few of them have been teaching Multigrade classes for more than three years which may be attributed to DepEd's encouragement for Multigrade teachers to stay in school for at least three years after being trained in Multigrade education.

During consultative workshops/FGDs, Multigrade implementers reported that most newly-hired teachers are typically deployed to Multigrade schools. In terms of background, more than 50 percent of the Multigrade teachers hold a bachelor's degree in education and less than 20 percent attained or garnered graduate units.

Case study reports showed that most Multigrade teachers are not native to the community where they teach. This may be attributed to DepEd's common practice of deploying newly hired teachers to far-flung Multigrade schools, regardless of their place of residence. This seems counterproductive as it has been observed that teachers who are locals in the Multigrade school community appear to have a more intrinsic motivation to serve and to have a heightened sense of responsibility for and commitment to Multigrade students.

PARENTAL SUPPORT

In 80 percent of Multigrade schools, parents' support was felt in various ways. Parents offered free labor, assisted in fund raising, gave instructional and administrative assistance as teacher aides, and provided needed learning resources.

Almost all schools have an organized Parent-Teacher Association (PTA). Aside from free labor, PTAs also regularly give technical assistance, supplies and materials, financial assistance, and moral support during school activities. Strong parental support is likewise demonstrated through *Bayanihan/ Pintakasi/ Dagyaw.*

COMMUNITY SUPPORT

Majority (88%) of the Multigrade schools surveyed received community support in the form of free labor, fund raising, learning resources, knowledge sharing or instructional assistance, and administrative assistance. Local Government Units, i.e., municipality, city, or barangay, strengthened the Multigrade schools through their Special Education Fund (SEF). In some schools, the fund or part of it was utilized for the salary of a Multigrade teacher. LGUs in ARMM shouldered the transportation allowance of Multigrade implementers. In schools serving indigenous peoples, community elders were instrumental in contextualizing the curriculum to suit the culture of the IPs.

MPPE Contribution to Student Learning and School Quality

The contribution of the Multigrade program to student learning outcomes and school quality was assessed through statistical analysis of existing data (i.e., examining central tendencies and standard deviations, and carrying out independent t-tests). These data include the results of the Language Assessment for Primary Grades for all Grade 3 pupils (monograde and Multigrade) in SY 2014-2015 and the results of the 2014-2015 National Achievement Test for all Grade 6 students. Statistical analysis of key performance indicators was likewise carried out. These indicators include gross enrollment rate, dropout rate, completion rate, transition rate, graduation rate, promotion rate, failure rate and gender parity indices of monograde and Multigrade schools in 127 school divisions in SY 2016-2017 and a second survey of 44 pairs of Monograde and Multigrade schools.

A comparison of SY 2014 to 2015 results of *Language Assessment for Primary Grades* for all Grade 3 pupils from monograde and Multigrade schools showed that Multigrade pupils significantly scored higher than monograde pupils in *all* components of the LAPG test, i.e., in English, Filipino and Mother Tongue, *with the exception* of listening comprehension in Filipino.

Comparing the results of SY 2014 to 2015 *National Achievement Test* for all Grade 6 students, the study revealed that there were also statistically significant differences between the two types of learners; that is, monograde learners achieved significantly higher scores in English, Filipino, and Science, while their Multigrade counterparts performed significantly better in Mathematics and *Araling Panlipunan* sub-tests. However, no such difference was found between multigrade and Monograde schools in regard to the total NAT mean scores. This might be due to the differences being cancelled out among sub-tests, resulting in an overall non-significant *t-value* for NAT total scores.

Improving Access to Quality Education

School-age children in disadvantaged communities were able to gain access to quality education through Multigrade education. Eighty percent of Multigrade schools are strategically located in rural areas, specifically in agricultural areas, the uplands, and IP ancestral lands. Pupils who otherwise would not have had the means to go to school were given an opportunity to acquire and develop the competencies expected of children their age. Multigrade schools benefit the following disadvantaged pupils the most: indigents (beneficiaries of the 4Ps Program), wasted or malnourished, overage, indigenous, child laborers, and children with disabilities. In terms of quality, the curriculum taught in Multigrade schools is the same as that in monograde schools. In Multigrade schools, however, the curriculum is oftentimes localized or contextualized to make the lessons more meaningful and responsive to Multigrade learners.

CHAPTER V

CONCLUSIONS

Overall quality of MPPE implementation shows evidence of partial to adequate compliance of various program components with existing policies

Existing DepEd policies on Multigrade program guided the implementation of the nine components of the MPPE. The extent to which Multigrade schools complied with these policies was varied due to the nature of the environment and the experiences of field implementers. MPPE implementation generally complies with existing standards and policies and has shown positive results along nine components of the Multigrade program, notwithstanding the fact that there are still several challenges to overcome.

The main areas in which there was adequate compliance are c*lassroom organization, class programs, capacity building, and hiring of teachers and staff movement.* Multigrade schools in general, implement acceptable classroom organization in terms of class size and grade combinations, adhere to suitable class schedules, actively participate in training programs, and are managed and operated by qualified teaching staff. A number of challenges however, still hinder full compliance with existing policies, such as combining Kindergarten class with upper grade levels; lack of trainings on contextualization of teaching and learning materials particularly in the absence of resources on MTB-MLE; lack of preparation of Multigrade teachers, non-inclusion of Multigrade teaching in *Teacher Induction Programs* prior to deployment to Multigrade setting; and the fast turnover of Multigrade teachers.

On the other hand, Multigrade schools have shown only partial compliance on the following areas, namely: *school plant, basic features of the classroom including WinS facilities; teacher incentives; teaching and learning Resources, including MTB-MLE resources; and fund allocation.* The school survey indicated that only 30 percent of the 4,852 Multigrade schools that participated complied with the DepEd-prescribed floor plan. On the basic features of Multigrade classrooms, only half of the schools surveyed reported availability and utilization of reading corner, computer, LCD projector, learning corner and audio-visual equipment, basic furniture such as school desks for every learner, instructional materials, and equipment for teachers.

A significant number of schools also reported the absence of WinS facilities, e.g., toilets, water supply, etc. which is contrary to the DepEd WinS policy. There is also a need to improve the systematic, uniform and efficient provision of a Special Hardship Allowance and other incentives as stipulated in DepEd policies; textbooks and instructional materials customized in accordance with Multigrade classroom set-up and aligned with the new K to 12 Curriculum;

and operating funds. The level of preparation, heavy work load, poor/unsafe working environment, and other risks and difficulties associated with deployment to a Multigrade school need to be duly recognized, rightfully acknowledged, fairly appreciated, and supported through just compensation and provision of additional benefits to boost the morale of and interest Multigrade teachers into staying in Multigrade schools.

Moreover, considering the variegated contexts and experiences of Multigrade schools, a "one-size-fits-all" kind of policy is deemed not feasible. Findings pointed to the need to develop more flexible policies that will allow Multigrade schools to contextualize these in accordance with the unique conditions and attributes of the communities where such schools operate.

Adoption of innovative multigrade instructional strategies; authentic assessments; enabling school leadership; strong support from parents and communities; and commitment of Multigrade teachers were perceived to be the *contributing factors* **to successful MPPE implementation:**

- *Instructional delivery* is deemed as a strength of MPPE implementation with the program having developed its own BoW, a tool that is familiar to and is used by many teachers despite the delays reported in the delivery of BoW at the time of the study. MPPE also subscribes to some innovative instructional strategies such as cooperative/group learning, homework, hands-on/learning by doing, lecture, demonstration/modelling, project-based learning, peer tutoring, simulation/role play, discovery/inquiry-based, journal writing, and self-directed learning. To further enhance their pedagogical skills, Multigrade teachers participate in *Learning Action Cell* sessions which have become avenues for learning exchanges, peer coaching, and showcasing of best practices in instructional delivery.

- Most Multigrade schools used both traditional and *authentic assessment* methods to monitor and assess student learning since majority of schools apply portfolio assessment,

performance assessment/demonstration, observation notes, anecdotal records, and observation list.

- *Parental and community engagement* is strong with parents and community members serving as anchors of the Multigrade schools, offering support to fill learners' needs. In 80 per cent of Multigrade schools, parents' support was felt in various ways. Parents offered free labor, assisted in fund raising, gave instructional and administrative assistance as teacher aides, and provided needed learning resources. Almost all schools have an organized PTA. Aside from free labor, PTAs provided technical assistance, supplies and materials, finances, and moral support during school activities. Strong parental support was likewise evident through *bayanihan/pintakasi/dagyaw.* Most of the Multigrade schools surveyed received community support. Such support came in the form of free labor, fund raising, learning resources, knowledge sharing or instructional assistance, and administrative assistance. Local Government Units, i.e., municipality, city, or barangay, strengthened the Multigrade schools through their Special Education Fund .

- The case studies confirmed that Multigrade teachers who originated from the communities where the schools were located tended to have an *intrinsic motivation and commitment* to serve the learners in deprived communities as well as a *sense of responsibility and ownership*. This is in contrast to non-locals who would often decline the teaching assignment or ask to be transferred to a monograde or a nearby school.

- Finally, on *school leadership,* Multigrade implementers stressed the importance of having a strong, creative, capacitated and empowered school head in directing MG schools toward: (1) sustaining conducive learning environment; (2) enhancing learning through targeted instructional leadership and supervision, and (3) developing valuable partnerships with local community and NGOs in order to deliver instruction that enable learners to perform well.

Achieving the MPPE goals is constrained by teachers' issues concerning the multiplicity of roles they faced, inadequate instructional support from school heads and supervisors, and the absence of a responsive monitoring and evaluation system to track student learning, assess curriculum coverage, and teacher's content mastery and pedagogical practice.

■ While *School Governance Councils* exist in 85 percent of Multigrade schools, the irregular and infrequent meetings of these councils limit their influence on and support for the school improvement plan and day-to-day operations of impoverished schools.

■ Most Multigrade schools have teachers-in-charge who take on the role of the school head. This saddles TICs with multiple roles as teacher and administrator which clearly divide their time and effort. Thus, TICs cannot perform some school governance functions such as instructional leadership and conducting classroom observations.

■ *Instructional supervision* in Multigrade schools still subscribes to the conventional evaluative approach, using classroom observation tools similar to those used by monograde teachers as a means of teacher performance evaluation, rather than a more developmental approach focused on mentoring and coaching that also captures the unique features of a Multigrade setting.

■ The absence of a M&E system in which tools incorporate the special/unique features of Multigrade schools is a weakness that needs to be addressed by the regional and division offices so that appropriate and timely technical support can be provided to Multigrade teachers by school heads and school supervisors. Education specialists and managers are still adjusting on task allocations including the supervision of cluster schools per district, monitoring and provision of technical assistance to Multigrade schools, especially due to organizational changes under the DepEd rationalization program.

■ While schools and Schools Divisions reported that they have existing M&E system for MPPE, they were merely referring to either the generic or contextualized tools developed by Schools Divisions, but not an institutionalized MPPE M&E. There were reported uncertainties and varied practices regarding who should take the lead in conducting M&E, and how often it should be conducted. Proper M&E was reportedly not executed due to limited training on M&E, lack of appropriate monitoring tools; geographic remoteness of schools, weather conditions and security issues; and little or no funding for M&E. Tools for monitoring and evaluating Multigrade schools need to take into consideration the unique features of Multigrade schools such as the multiplicity of grade levels per class; differentiated instruction/ tasks; diversity of learners; shifting of classes; and classroom structural grouping.

MPPE contributes to student learning because academically speaking, Multigrade learners are performing at par with monograde learners and in some learning areas, even outperform the monograde learners based on the following accounts:

■ There is no significant statistical difference between Multigrade and monograde schools in the overall academic achievement of Grade 6 pupils as measured by the 2014-2015 NAT mean scores.

■ There are, however significant differences between the total NAT mean school scores of the two types of learners for certain subject areas. Multigrade learners performed significantly higher in *Mathematics and Araling Panlipunan* sub-tests. Meanwhile, their counterparts in monograde schools had significantly higher scores in *English, Filipino and Science.*

■ Moreover, Multigrade pupils significantly scored higher than monograde pupils in all components of the 2014-2015 LAPG tests in English, Filipino and Mother Tongue, except in listening comprehension in Filipino.

In terms of improving access to quality education, Multigrade education is a *practicable solution in addressing access barriers* to *inclusion* and basic *learning* opportunities of all school-age children through innovation in *education* delivery and management.

The Multigrade school applies the *same K to 12 Curriculum* implemented in monograde schools to cater to learners in hard to reach and deprived communities who have limited education options. In rural areas where setting up regular monograde schools is neither practical nor feasible, Multigrade schools were built to respond to the universal call for more access to quality education for all—often out of the initiative of community members themselves.

Multigrade education is an unconventional but viable learning delivery to improve the quality of learning of pupils in elementary schools located in remote, isolated, low-resourced, underserved and sparsely populated communities for the following reasons:

- Firstly, the Multigrade class size is relatively small compared to a regular monograde school, hence, contact time for teacher instruction and student learning is maximized. Moreover, task-on-time i.e., the amount of *time* students spend in attending to school-related *tasks,* is optimized because teachers employ differentiated instructional strategies in a classroom setting that combines two or more grade levels. Providing different but appropriate learning activities allows individual pupils to learn according to their developmental level, interest or learning pace. *Differentiated instruction* strategies allow teachers to empower and engage students by accommodating each of their different *learning* styles, providing multiple ways to learn and understand concepts using interest centers/learning corners/learning stations, for instance (i.e., self-contained section of the classroom in which students engage in independent and self-directed *learning* activities).

- Secondly, curriculum materials are specifically designed for Multigrade schools, such as Budget of Work, Daily Lesson Plan, Daily Lesson Log, and Integrated Multigrade Lesson Plan have made teaching two or more grade levels in one class period a lot easier for Multigrade teachers.

But while key performance data gathered in the MPPE Review, such as enrollment, completion, graduation rates, etc. showed that although the Multigrade program provides access to learners from marginalized communities, there is still much work to be done to: (1) strengthen the quality of teaching and learning to ensure student mastery of competencies; and (2) further improve its accessibility to school-age children who experience specific forms of social exclusion or marginalization (e.g., disabled children, indigenous learners, over-age, out-school-youth).

The identified areas of constraint in improving the quality of MPPE implementation should, however, be addressed through policy reforms contextualized at different governance levels, innovations in program delivery, systems improvement and taking affirmative action on the part of key stakeholders. Strategic interventions need to be in place at various governance levels to increase the capacity (efficiency and effectiveness) of Multigrade schools to deliver better learning outcomes in support of SDG 4, *inclusive and equitable education for all to advance lifelong learning.*

Moreover, the MPPE Review concludes that the Multigrade Program in Philippine Education *as a program strategy of the DepEd is working and achieving good results*, and Multigrade teachers are to be congratulated for their determination and passion in serving disadvantaged learning communities amidst significant challenges.

Finally, the need to sustain the existence of Multigrade schools specially for vulnerable children in deprived communities cannot be overemphasized, as rationalized by one FGD participant:

> *"I think we need to (recognize) that there will always be school communities where there will be Multigrade classes. Considering the geography of the country, there are so many islands and isolated communities that don't have enough children and teachers to justify/create Monograde classes. Faced with situations like these, it should probably be right to admit that there will always be Multigraders left. Multigrade education has been DepEd's response to such situations, 19 years ago. Multigrade education was the (default) strategy then, and now, even more."*

CHAPTER VI

RECOMMENDATIONS

Based on the evidence gathered from the comprehensive review of MPPE policies, program implementation, current practices and challenges, and validated by insights documented from surveys, interviews, desk reviews, focus group discussions, classroom observations, and consultative workshops, a set of recommendations is offered for the continuous improvement of the MPPE implementation.

Policy Recommendations

➢ General

- Policies for MPPE should be reviewed and updated in order to be responsive to changing realities and issues as found in this review. The policies should encompass all program components and should not only ensure consistency of action, but also allow flexibility for adjustment if necessary. This is in light of the nature and coverage of Multigrade schools and organizational changes in program implementation due to DepEd's rationalization program. The issuance of the completed draft guidelines for Multigrade program in the K to 12 basic education system, otherwise known as the Multigrade Omnibus Policy, is therefore recommended. Such policy is comprehensive enough to cover critical program components needing legal basis.

  Moreover, inclusive stakeholder engagement in the formulation of policies and implementation process is recommended. It is important to involve not only DepEd officials, but also the Multigrade teachers and school heads, parents, school governing councils, and other members in the community for the policies to be context-specific, responsive, and effective.

- In keeping with DepEd's mandate under Republic Act 9155 or the *Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture, and Sport as the Department of Education,* Regional and Schools Division offices should exert more effort to contextualize policies to ensure that programs, projects, and services match the local needs of their respective communities.

Furthermore, school-based solutions to problems should be encouraged and a mechanism should be developed for sharing examples of good practices between and among Multigrade schools.

- Embedded in the concept of implementation is the leadership ability of DepEd's Bureau of Learning Delivery to focus on the following tasks:

  ☐ formulate clear policies and outcomes that bring out effective changes to teachers' welfare and incentives, and career path development for teachers and school heads;

  ☐ strengthen the competence of DepEd-Bureau of Learning Delivery (BLD) staff for coalition work and policy review at the national and sub-national levels. The BLD Multigrade team needs to initiate policy formulation/amendments in collaboration with other DepEd Central Office Units outside the curriculum and instruction strand and the program committee;

  ☐ improve access to needed resources to support MPPE program implementation within and outside of DepEd. This includes appropriation of sufficient funds to carry out the implementation of the necessary inputs/ investments needed to address the program-related recommendations detailed in this review; and

  ☐ screen DepEd policies to identify any issues or challenges for implementation by Multigrade schools and issuance of DepEd guidelines to support contextualization of such policies.

➤ Specific

- **Classroom Organization**

  ☐ Kindergarten pupils have cognitive levels, psychomotor skills, and learning needs that are different from those of other grade levels. Instructional methods for this group of young learners consist mostly of play-based activities.

  → For these reasons, combining Kindergarten and other grade levels should be avoided. The policy on *separating* Kindergarten classes from other grade levels should be strictly enforced. School heads need to ensure that Kindergarten pupils are in *separate classrooms.* If such an arrangement is not feasible, the school's decision should be anchored on the best interest of the Kindergarten children, upholding their right to quality education in a safe, secure, and child-friendly learning environment.

- **School Plant**

  ☐ There is a perceived lack of classrooms appropriate for Multigrade education. In some Multigrade schools, instruction is held in *makeshift* classrooms. Other schools are housed in buildings that do not follow the new building standards, i.e., three-room buildings and Multigrade classrooms with *7x9 square-meter* floor dimension for each room.

  → Upgrading of facilities that have long been requested by many Multigrade school heads, teachers, parents and pupils should be planned, funded and executed within the shortest time possible.

  ☐ In areas where concrete materials cannot be transported due to distance or terrain, use of alternative local materials that are easily procured should be explored,provided the structural dimensions comply with DepEd's building standards.

  → The repair and maintenance of school facilities should be incorporated in the budget for each school.

→ Community support for the upkeep of physical facilities and other anticipated needs (from present to future) to ensure a conducive learning environment (i.e., learning materials and equipment) should be prudently identified and diligently sustained through the help of the school governing council.

☐ Programming and fund allocation for Multigrade facility requirements should consider the special/anticipated requirements of both teachers and pupils.

→ There should be sleeping/living quarters for those staying in far-flung/distant areas so they can save on travel time and costs and prevent road accidents when going to and from school.

☐ The Review found that there is a significant number of Multigrade schools without access to WASH-in-School facilities. Efforts should be expended to ensure that Multigrade schools comply with the DepEd child protection policy of keeping all schools child-friendly, safe and conducive to learning. Also, as embodied in DepEd Order 10, s.2016, *Policy and Guidelines for the Comprehensive Water, Sanitation, and Hygiene in Schools Program (WASH),* Multigrade classrooms should first have functional toilets, and if possible, separate toilets for boys and girls. Second, a group handwashing and sanitation facilities should be provided if such are not yet present within the school grounds. Third, regular supply of safe and clean water for drinking and cleaning purposes should be available in order to properly implement the WinS program.

→ Multigrade schools should comply with the WASH-in-Schools standards and provide the appropriate facilities based on data collected from schools (e.g., during Brigada Eskwela) and standards set by policymakers.

→ School heads and teachers should promote good practices in personal hygiene management, school sanitation, and maintaining a clean and green environment within and outside school premises.

■ **Basic Features of Classrooms**

☐ Learning facilities appropriate for multigrade settings are considered key to effective Multigrade instructional delivery.

→ Provision or improvement of learning corners or areas; blackboards and display boards classroom furniture like tables, chairs, small benches, and desks; ventilation and lighting; and outdoor space is needed and long overdue for many Multigrade schools.

☐ The design of Multigrade classrooms should allow workable and open learning spaces conducive for diverse learners.

→ School desks, learning corners, and adequate learning spaces that allow children to collaborate and interact must be available in Multigrade schools.

→ Instead of armchairs, movable tables and chairs should be provided. The furniture can be easily organized for individual or small group discussion or moved and stacked at the back or on both sides of the classroom for large group activities and regrouping activities.

→ Safe and child-friendly school environment should be guaranteed for all pupils, especially children with disabilities, and overage and the indigenous pupils.

☐ Teachers integrate the use of ICT in multigrade classes to improve learning despite the lack of materials. Continued implementation of the staggered DepEd Computerization Program (DCP) and development of public-private partnerships

to bring ICT into the classrooms should include Multigrade schools. Currently, only a portion of multigrade schools has received these DCP packages.

→ Multigrade schools should be furnished with at least basic ICT equipment and software that facilitate teaching and learning.

→ For online distribution of digital Multigrade materials via DepEd's LRMDS portal to be viable, it should be accompanied by improvements in Internet connectivity, provision and/or replenishment of outdated ICT materials and gadgets. These include a laptop or tablet for every Multigrade teacher and students to use, one projector or LED-TV in each classroom, and one printer for each school.

→ Internet connectivity or alternative remote devices, such as the Remote Area Community Hotspots for Education and Learning (RACHEL Pi), should be supplied to integrate the use of technology in the teaching and learning process, expedite communication and reporting, and afford both teachers and pupils access to materials from the Internet.

→ ICT materials/equipment should be supported by the necessary capacity building measures for teachers, particularly on the optimal use of these technologies for classroom teaching.

→ Repair and maintenance of equipment should be provided to support ICT integration in Multigrade schools instead of having teachers use their limited personal funds.

→ In the case of off-grid schools, alternative sources of electric power to support ICT such as use of solar panels should be ascertained.

■ **Class Programs**

☐ *Flexibility* in class program options and grouping strategies is encouraged; however, the required number of *contact time* as prescribed for each learning area based on the approved Budget of Work for Multigrade should be *observed and maintained.*

■ **Teacher Recognition, Incentives, and Career Pathing**

☐ All Multigrade teachers are expected to receive the special hardship allowance as stated in DepEd memo 55, s.2018.

→ It is necessary to arrange a more reasonable, systematic, regular, and consistent disbursement of the *special hardship allowance* (SHA) for Multigrade teachers.

→ Schools Divisions need to monitor and ensure that all Multigrade teachers receive their SHA in a regular/monthly basis as prescribed in DepEd memos and DBM policies. Regularly providing this incentive to Multigrade teachers on time conveys the message that their services are valued and that the difficulties and risks they experience in the course of fulfilling their teaching duties are duly acknowledged/ recognized.

☐ There is a need to respond to the need for an equitable and objective basis for allocating the special hardship allowance.

→ A *hardship index* jointly developed by UNICEF and DepEd must be implemented to determine the appropriateness of the allowance. This allowance can prod and encourage more experienced, committed and qualified teachers to accept deployment in far-flung areas and face the challenges in a Multigrade setting.

→ The impression that financial incentives are all that teachers are looking for should be rectified. The allowance cannot completely compensate for the hardships that are often endured in Multigrade school settings, but it can partly assuage whatever inconvenience or difficulty goes with such an assignment.

☐ Teacher recognition is an encouragement (extrinsic motivation) for education personnel to continue serving in remote Multigrade schools. Without their services, Multigrade education cannot be carried out where they are most needed.

→ Recognition should be regularly accorded to Multigrade teachers and schools that perform well by the division, regional and/or central offices. They can use the Results-based Performance Management System (RPMS) which is aligned with the new Philippine Professional Standards for Teachers (PPST).

→ There is a need to identify and document best practices of model teachers on Multigrade instruction that can inspire more teachers to serve/ teach in Multigrade schools. Such practices can guide the supervision and management of Multigrade program and can be replicated in different communities.

☐ Provision of incentives to qualified teachers set to be deployed to Multigrade schools is imperative. The incentive can be in the form of salary adjustment, i.e., elevating the salary of multigrade teachers one grade higher than their counterparts in the monograde school.

☐ There should be support for the career development of Multigrade teachers by: (1) strengthening DepEd's Human Resource Information System to put in place mechanisms to profile teachers based on designation, place of assignment, experience, and trainings attended; (2) designing, implementing, and tracking continuing professional development programs based on learning needs assessment to complement efforts to formulate career pathing policies responsive to multigrade school-community context; and (3) strengthening career pathways of Multigrade teachers by providing access to master teacher items within a Multigrade school.

■ **Teaching and Learning Resources**

☐ Curriculum *contextualization* should be implemented to capture local culture, realistic practices, and familiar experiences in the community.

→ Efforts should be devoted to the adaptation of teaching and learning materials in accordance with local culture and practices.

→ The curriculum contextualization process needs technical support from the Schools Division and Regional Offices through capacity building workshops on contextualization and other Multigrade instruction strategies.

☐ Survey results surfaced that although some of the learning resources to support MTB-MLE are present, these resources are only available in a limited number of languages, i.e., English, Filipino, Ilocano. This highlights the lack of learning resources to support the MTB-MLE and the need to develop materials in various mother tongue languages, both of which require resources and technical support.

→ More support towards production of *indigenous* teaching and learning materials should be provided by government as well as its private sector partners.

→ Government must support MTB-MLE through localization of materials for effective and more relevant teaching and learning.

→ Language bridging must also be supported through capacity building and provision of bridging learning materials

☐ Teachers' access to *levelled* instructional materials such as BASA Pilipinas reading materials should be expanded to support teaching of reading, numeracy, and other foundational skills.

☐ Teachers are the most qualified to prepare levelled instructional materials, having knowledge not only of the subject area/content but also of essential student characteristics that should be taken into consideration in such an endeavor.

→ Teachers' capacity to produce indigenous teaching and learning materials should be stimulated and advocated, especially if they are not from the school community.

→ While Multigrade teachers are more familiar with the local realities of their communities, they need to be capacitated on contextualization of learning materials within the MPPE framework of Multigrade instruction.

→ Teacher-made materials and other localized materials developed should be shared with or made available to other Multigrade schools, ideally through the DepEd learning resource portal, LRMDS, or other alternative knowledge sharing models at the local level (e.g., community learning centers/hubs).

☐ The following Multigrade resources were accessible to at least 50 percent of the schools: Minimum Learning Competencies, Budget of Work, Teachers' Guide/Manual, and Lesson Plans. These materials, such as the DLP lesson exemplars, are appreciated and well-used by Multigrade teachers.

→ DepEd-BLD should identify, update, procure or reproduce, and then distribute learning resources that *support* Multigrade instruction to ensure 100 percent coverage of the curriculum in Multigrade schools. Some of these are manipulatives, self-instructional modules, self-directed learning kits (e.g., SRA), project-based learning resources, printed copies of the BoW, Daily Lesson Plans (DLPs), and Integrated Multigrade Lesson Plans.

☐ A thorough and critical review of the Multigrade Teach-Learn Package should be undertaken to identify content areas that may *not* be appropriate for Multigrade schools. Currently a review of Multigrade Teach-Learn package is being undertaken. Its subsequent approval is anticipated.

→ In terms of using other sources or materials not officially endorsed by DepEd, caution should be exercised, particularly in terms of the quality of such materials. In this regard, DepEd may seek assistance from Teacher Education Institutions (TEIs) in examining the quality and appropriateness of supplementary materials.

☐ Despite the reported availability and adequacy of some teaching materials, the report on their utilization is low. Thus, capacity building on the use of the teaching materials should be advanced.

☐ To enrich Multigrade teachers' pedagogical skills, the prescribed teaching-learning materials should be easily obtained when needed.

→ DepEd should upload the standard Multigrade materials on the Learning Resource Management and Development System (LRMDS). This portal has been organized so that teachers can easily get hold of DepEd learning materials whenever needed.

☐ Accessing resources from LRMDS remains a challenge given the lack of electricity and Internet connectivity in Multigrade school-communities.

→ The search for alternatives to package materials in offline platforms, such as the School-in-a-Bag of SMART and the Rachel Pi as described by some Multigrade teachers, is advocated. This will ensure accessibility of learning materials to all Multigrade teachers, particularly those who are assigned to places where Internet connection is poor, erratic, or non-existent.

☐ It is necessary to provide technical guidance on how Multigrade teachers may work together to develop localized supplemental teaching and learning resources such as:

→ Alternative Delivery Mode (ADM) materials and strategies of IMPACT *(Instructional Management of Parents, Community and Teachers)* and MISOSA *(Modified In-school, Out-School Approach)* can be used by Multigrade teachers as supplemental materials and as a way to address the changing needs of the learners, such as in times of emergencies or when circumstances prevent children from attending classes, including children at risk of dropping out.

☐ Multigrade teachers should also be given access to other relevant materials initially designed for diverse learners such as BASA Pilipinas levelled reading materials, multi-media materials, SPEd, and IPEd instructional resources.

☐ There is a need to optimize the usefulness of web-based platforms in submitting official reports, knowledge-sharing, and communicating among Multigrade implementers at various governance levels.

→ In connection with this, use of web 2.0 internet-based applications and other technologies should be included in capacity-building programs on Media and Information Literacy.

☐ Centralized procurement and delivery of Multigrade materials to Schools Divisions pose a challenge to Multigrade schools given their remoteness. It has been reported that materials meant for remote schools have remained undistributed at the Schools Division due to geographic distance and isolation of the Multigrade schools.

→ A review of procurement methods is necessary to find the most efficient delivery of supplies and learning materials to Multigrade schools.

■ **Capacity Building**

☐ All teachers who are newly assigned to Multigrade schools need to have the following learning and development programs:

→ comprehensive induction training on Multigrade teaching should be conducted prior to deployment;

→ individual professional development plans anchored on training needs analysis and the required competencies and contents for Multigrade teaching should be the priority for any training activities implemented by the Schools Division; and

→ annual training relevant to the instructional needs of Multigrade teachers should be provided; a similar training for all school heads and supervisors on Multigrade supervision should also be given.

☐ Regular teacher trainings, teacher induction programs, and LAC sessions will create positive impact on Multigrade teachers if they are customized according to the *unique* features of Multigrade schools. One way of

doing this is to include Multigrade pedagogy and practice sessions in regular trainings, programs, and LAC sessions.

→ For LAC sessions to be more attuned to the needs of Multigrade teachers, it is suggested that education authorities develop and impart LAC materials that address the issues and concerns in Multigrade instruction. Such LAC sessions should be conducted at the school level, not District level, to avoid disruption of classes since travelling to the District office might take days or long hours of teachers' absence in schools.

☐ Overall, capacity building of Multigrade teachers and school heads on appropriate pedagogy (particularly differentiated instruction) and contextualization of curriculum materials should be intensified.

☐ A discussion with the Commission on Higher Education (CHED) and Teacher Education Institutions (TEIs) may be explored to discuss various options to strengthen the teacher preparation on Multigrade instruction in the pre-service education curriculum.

→ In relation to this, stronger and more strategic partnerships with TEIs that go beyond summer trainings for Multigrade teachers should likewise be forged. Provision for pre-service teacher education courses that solely focus on Multigrade education, in addition to courses on *multilevel* education that are already incorporated in pre-service curricula of many TEIs, is one way of addressing the need for qualified Multigrade teachers.

→ In areas where there are a greater number of Multigrade schools, it is suggested that the TEI in that area should develop specific subjects on Multigrade teaching in addition to a three-unit elective course.

→ Moreover, including Multigrade schools, whenever feasible, in *practicum* courses will also prepare prospective teachers, not just for monograde classrooms, but also for Multigrade settings.

☐ Professional *learning networks* may be formed to facilitate knowledge exchange and help build a community of practice (COP) among Multigrade teachers, school heads, and Multigrade supervisors.

☐ Results of classroom observations should be taken as valuable inputs in identifying priority learning needs of Multigrade teachers and designing responsive capacity building programs.

→ On the part of Multigrade teachers, they should be persuaded to engage in self-reflection on their pedagogical practice and areas for improvement. One way of doing this is to encourage teachers to write their thoughts and insights in a "professional" journal and undergo a coaching dialogue with Multigrade school heads/supervisors.

☐ Collegial mentoring and coaching of core trainers on Multigrade education are recommended. The Summer Training Program for Multigrade Teachers can be a good venue for this.

→ A corps of trainers possibly selected from Multigrade teachers (also known as "Multigrade scholars") who have been attending the summer training program should be developed in terms of contextualization, instructional delivery, M&E, and conduct of LACs on multigrade instruction and supervision.

→ They should also be enlisted as members of a speakers' bureau who can serve as resource persons in Schools Division trainings for Multigrade implementers.

→ Another area where capacity building for Multigrade teachers is most needed is in teaching IPEd and SPEd learners in their schools.

■ **Hiring and Staff Movement**

☐ The practice of appointing inexperienced and untrained teachers to Multigrade schools should be discouraged, given the challenges of Multigrade instruction. Instead, school authorities should seek applicants who have a *background* in Multigrade instruction either through field experience and/or training.

☐ Qualified Multigrade teachers who are from the communities where they teach have been portrayed in FGDs as being wholly dedicated to their profession, and intrinsically motivated by their desire to improve their own communities. They are also more likely to be familiar with the language of learners which will facilitate the roll-out of the Mother Tongue-Based Multilingual Education (MTB-MLE) policy.

→ The implementation of the *Localization Law* in the appointment, deployment and staff movement of teachers in Multigrade schools, should be strengthened in view of the above information obtained during FGDs.

☐ The policy of assigning Master Teachers to Multigrade schools should be supported to open opportunities for career movement among Multigrade teachers particularly in disadvantaged school-communities.

■ **Funds Allocation**

☐ The general fund allocation for MPPE should be increased to address the significant reduction in the last three years and provide sufficient resources needed to implement activities/program improvement plans flowing from the recommendations of this review.

☐ An *increase* in budgetary allocation for Multigrade education in the national budget will go a long way toward improving not only the physical conditions of classrooms and school environment, but also the quality of instruction provided in these schools.

→ A review of Maintenance and Other Operating Expenses (MOOE) computation for Multigrade schools is necessary since the formula currently used may no longer be *aligned* with the unique contextual realities of Multigrade instruction.

☐ More *partnerships* with the private sector need to be forged and nurtured, to meet the physical and material requirements of Multigrade education given the insufficient national budget for DepEd.

→ Greater involvement by local government units (LGUs) and community members should be encouraged to channel their resources to relatively poor/financially challenged Multigrade schools.

☐ The development of a systematic and regular reporting, monitoring, and evaluation of annual physical and financial performance of Multigrade schools at all levels is also strongly suggested. This will ensure that limited funds are properly and prudently placed where they are needed the most.

■ **MPPE Program Management**

There is a need to strengthen the institutional absorptive capacity within DepEd by assigning technical staff who can partner with and/or assist Multigrade Focal Persons in implementing and monitoring the program at the national, regional and division levels of governance.

Program Implementation Recommendations

➤ Instructional Delivery and Assessment Practices

■ Multigrade *practices* and *strategies,* such as subject grouping, differentiated instruction, self-directed instruction, peer learning, thematic-based instruction, programmed instruction, contract-based learning, and use of non-traditional assessment methods, should be strengthened through intensive capacity building, coaching, mentoring, and instructional supervision. Instructional resources such as the BoW need to clearly specify how to operationalize these strategies**.**

■ Teachers, schools, districts, and divisions should be encouraged, capacitated, and given resources to conduct action research on Multigrade practices that can be shared during LAC and other capacity building sessions so that others may benefit from action research findings and recommendations. LAC sessions may be devoted to discussions and trainings of Multigrade teachers on innovative practices and strategies, such as subject grouping and differentiated instruction, and to acquiring the right concepts and practices in mother-tongue based multilingual teaching.

■ Knowledge sharing of action research should be fostered among Multigrade schools through formal and informal learning exchange mechanisms such as LAC sessions, trainings and seminars, and other learning opportunities. Studies on the positive effects of Multigrade instruction in student learning may be useful in encouraging their adoption in other Multigrade schools, and even in monograde schools if the perspective is to promote the use of differentiated instruction as a pedagogy of choice.

■ There is a need to enhance collaboration and convergence in the implementation of Multigrade program with other DepEd programs such as SPEd, Madrasah, and other alternative delivery modalities especially IPEd since most IPEd schools are Multigrade in nature (i.e., small class size, diverse learners and low-resourced).

■ Use of appropriate technologies to support Multigrade instruction, classroom management, and school administration should be encouraged. Technologies can facilitate communication, data entry and retrieval, as well as data analysis and progress reporting, which can provide real-time information for both MPPE implementers and decision-makers. Teachers' capacity to develop and use multilevel assessment strategies may be nurtured through teacher training, mentoring and coaching, and the advancement of exemplars.

■ It is necessary to review the language bridging strategies used by Multigrade teachers and the capacity building on its implementation. There is a need to address performance gaps through capacity building on language bridging program as well as by developing learning materials to support the bridging process. More specifically, their impact on combined classes, such as Grades 3 and 4, should be examined. The transition from mother tongue to Filipino is made in Grade 3, thus, it is necessary for teachers to be guided on the language of instruction particularly when one language is followed for Grade 3 and a different language for Grade 4.

➤ Instructional Supervision and Support

■ There is a need to enhance the competence of school heads, PSDS, and other supervisors on Multigrade instructional *supervision, coaching and mentoring,* and *instructional leadership.* This may be achieved through formal trainings/ seminars and informal/learning exchange sessions (e.g., LAC). Moreover, the operation of school cluster systems as mechanisms for instructional supervision and support should be strengthened.

■ Greater use of an evaluative to more developmental approaches to instructional supervision coupled with a coaching dialogue, performance feedbacking, and peer mentoring should be encouraged among school heads and supervisors. For example, a more development-oriented classroom observation tool should be uniquely designed for Multigrade schools.

■ A more organized plan for instructional supervision and mentoring activities will turn these seemingly routine tasks into productive sessions between school heads and teachers. Teacher observations can be executed without making the teacher feel threatened; teachers can be made to accept and welcome supervision as favorable to them in that effective practices can be affirmed, and ineffective ones can be pointed out for improvement in the future.

Supervisory tools for assessing teaching methods during class observations in Multigrade settings should also be developed; those that are existing should be *improved* to reflect the unique features of a Multigrade classroom. In addition, the impact of changes in instructional supervision protocols, such as the use of standard Classroom Observation Tool (COT) prescribed under the Results-based Performance Management System and Philippine Professional Standards for Teachers (RPMS-PPST), needs to be addressed to avoid confusion among Multigrade school heads and teachers.

■ The extent to which supervision influences the improvement of instruction and learning in Multigrade schools depend to a large extent on the quality of the supervisors.

☐ Enhancement of supervisory competence of those who perform this task should be one of the priorities in Multigrade education. The ability of school heads, Public Schools District Supervisors (PSDS), and other supervisors to execute Multigrade instructional supervision, coaching, mentoring, instructional leadership, and school-community partnership and networking should be honed through

continuing professional development and actual on-the-job immersion.

☐ In addition, the operation of school cluster systems as mechanisms for instructional supervision and support should be put into effect and bolstered.

☐ Procedures on how to accomplish efficient and thorough classroom observation of Multigrade teachers according to school clusters should be clearly outlined so that all Multigrade teachers can be appropriately evaluated, and later guided, in carrying on with their strengths while improving on their weaknesses.

■ It is important to promote *distributed leadership* or shared, collective and extended leadership at the school level with the school heads taking the initiative to mobilize leadership expertise at all levels in the school in order to generate more opportunities for change and to build the capacity for improvement. One practical way forward is for school heads to create strong collaborative teams or professional learning communities among Multigrade teachers where instructional leadership is naturally and authentically distributed. The school head needs to create conditions where professional knowledge and skills are enhanced (e.g., learning action cell sessions), where effective leadership exists at all levels (e.g., planning to decision-making), and where the entire school is working interdependently in the collective pursuit of better learner outcomes.

➤ ## Program Monitoring and Evaluation

■ An MPPE M&E system that is differentiated according to the DepEd's levels of governance with respective functions, decisions, and tools, per level, should be advanced. As in the case of instructional supervision and support, this component of Multigrade education needs similar revisions. For one, a more *organized* and *standardized* decision-based M&E system

is needed to ensure thorough evaluation and *continuous* improvement of the DepEd Multigrade program.

☐ A suitable platform for discussing M&E findings and decisions using School-based Monitoring and Evaluation and Adjustment (SMEA) should be reviewed and further developed/ improved.

☐ Use and/or enhancement of existing M&E tools appropriate to the Multigrade context, for data collection or validation is recommended; where there is none, development of tools should be undertaken. These include as follows: (1) performance dashboard for Multigrade teachers; (2) learners' whereabouts map; (3) competencies covered; (4) Multigrade classroom observation tool; and (5) Multigrade teacher post tracking tool on learning.

■ Training on preparation for, and use of, standard M&E tools should be provided to all key persons who will serve as monitors. Creative ways of conducting M&E may also be documented.

■ The M&E roles, responsibilities, accountabilities, and appropriate tools and reports for each level of the DepEd organizational structure (national, regional, division, district, school) related to Multigrade program implementation should be clearly delineated.

■ The results of M&E activities should be used to inform future program planning and decision-making and to ensure that timely adjustments are done in the school improvement plan of Multigrade schools. In relation to this, the DepEd Basic Education Information System (BEIS) should be reviewed to ensure systematic tagging and disaggregation of data to clearly identify schools with Multigrade classes for planning, research, and development purposes.

■ The Education Management Information System Division (EMISD) and Planning Service should collaborate in addressing the issue on data management, specifically on effective and

accurate reporting and identifying or tagging of schools according to type (pure or mixed Multigrade, or monograde).

■ There is a need to conduct regular mapping of in-school and out-of-school learners to identify schools that may use Multigrade instruction as a temporary measure for lack of teachers (e.g., teachers on study leave and maternity leave) and those that are likely to remain as Multigrade schools for a longer term. By tracking the whereabouts of school-age children that are not yet in school, proper interventions to bring them to school can be taken to increase the intake and participation rates of Multigrade schools.

■ Improvements in the present eBEIS should be able to identify the real scope and number of Multigrade implementing schools in the country, a basic input in laying out the future direction of the program. Such direction may lead to expansion to include establishment of integrated Multigrade schools or support for the conversion of Multigrade schools to monograde system by providing/deploying more teachers and using Multigrade system as a pedagogy of choice for larger class sizes.

■ It is important to promote the use of mobile technology (e.g., smart phones/tablets) to facilitate monitoring and evaluation activities at the school level from data gathering to analysis and utilization of data. In this way, data can be shared to all key stakeholders (i.e., Division/district supervisors, school heads, and teachers), in a more timely and efficient manner.

➤ MPPE Performance Monitoring

To facilitate the regular performance monitoring of MPPE, the following are recommended when national assessments for elementary level are conducted.

■ First, Multigrade schools should be proportionally represented in all national assessment samples.

■ Second, Multigrade schools should be tagged as such to facilitate comparative data analysis with monograde schools.

■ Third, such comparative analysis should be included as a regular part of Bureau of Educational Assessment (BEA) national assessment results reporting and should be shared with the schools and the Schools Division as well.

➤ School Governance

■ School Governance Councils (SGCs) should be strengthened and made fully operational in each Multigrade school. SGCs should meet at least *quarterly* to review school performance, to plan adjustments in SIP implementation, and to facilitate school-community partnerships. SGCs can even meet more often to enable them to provide more opportune guidance on issues and problems that may arise from day-to-day operations.

It is also recommended that an annual meeting of Governance Board or their representatives be scheduled. Such a meeting will serve as a venue for updates on, and evaluation of practices, problem areas, and solutions. Multigrade school heads/teachers and supervisors/monitors should be encouraged to engage in action research that will document their good practices and challenges they face in MPPE implementation.

■ Participation of students and other community stakeholders should be further encouraged in SGCs. The concerns of students, parents, and community members should find their way in discussions on improving Multigrade instruction. School-community partnerships should be strengthened through diligent accountability and candid transparency in school governance with the leadership of the School Head.

The School Report Card (SRC) should be presented and explained to stakeholders as a way of formally acknowledging the different sources and uses of school funds. Stakeholders

who should be made aware of these include the faculty and staff of the school, the parents (represented by the Parent-Teachers Conference or Association or PTC/A, the School Governance Council, partners in the community such as barangay officials, civil society organizations (CSOs), and alumni associations.

■ The school head's main responsibilities are to ensure that the Multigrade program is implemented according to DepEd policies and standards, and to monitor and support teachers in the performance of their duties. Teachers-in-Charge normally have teaching loads in addition to their tasks as school coordinators which require them to submit reports and attend meetings. These dual roles divide the TICs' time, focus, and attention. The heavy workload can compromise the quality of deliverables, in both teaching and administrative tasks. Moreover, TICs under current policy guidelines cannot perform the monitoring functions of an instructional supervisor, therefore, in Multigrade schools headed by TICs, instructional supervision is not practiced.

☐ In view of this, the role and responsibilities of TICs need to be reviewed, particularly in terms of their capacity to serve as instructional leaders and fulfill their tasks of peer coaching and mentoring.

☐ It is recommended that Multigrade schools be headed either by a designated school head or cluster head, or master teacher but not a teacher-in-charge.

☐ There is a need to revisit the policy provisions on Multigrade Teacher-in-Charge position and corresponding support system to include just compensation, allowances, capacity building, and career pathing, among others. The current policies do not recognize the additional functions assumed by Multigrade teachers acting as school heads. For instance, the Cost of Living Allowance (COLA) provided for TICs are equal to Multigrade teachers as per DBM Circular No. 53, s. 2005.

■ Furthermore, there is a need to customize and contextualize the indicators of school-based management (SBM) according to the unique features of Multigrade schools. The standards expected of regular monograde schools are not applicable to Multigrade schools.

☐ For this reason, it is recommended that a careful study and formulation of appropriate indicators that correspond to criteria for Multigrade schools be initiated.

➤ Co-curricular Activities

■ The types of co-curricular activities can be strengthened to promote indigenous knowledge, community engagement, soft skills development, e.g., leadership and communication skills of young people, empathy, self-confidence, self-respect, etc.

■ More community partnerships should be established to conduct community work and outreach programs to help support children's holistic growth and develop their leadership, communication, and other soft skills.

➤ Parental Support

■ Parents may not be aware of the various ways that they can demonstrate support for Multigrade schools. For this reason, *advocacy* efforts with parents to promote Multigrade education as a viable, credible, and quality form of basic education delivery should be enhanced.

☐ Information and education communication (IEC) materials about Multigrade education may be prepared and distributed to increase awareness of parents and key persons in the community on aspects of the school improvement plan where they can contribute.

☐ The Parent-Teacher Association (PTA) should also be viewed as a mechanism by which parents can participate in the education of their children. Parental support and local expertise should be harnessed to support curriculum contextualization.

■ A two-way partnership between school and parents should also be strengthened, wherein the school can be a learning resource to the parents and community through adult education classes and skills training.

☐ The presence (and idle time) of Multigrade students' parents and/or guardians in the school community can be optimized by organizing literacy and skills development trainings on entrepreneurship and parenting with community leaders.

☐ In time, it might be beneficial for all stakeholders if a parallel non-formal education programs on adult literacy is created, with the support of LGUs, PTCA, NGOs/INGOs and other community organizations.

➤ Community Support

■ The capacity of Multigrade school heads and teachers to promote two-way *school-community* partnerships should be heightened. Guided by a shared vision, building stronger ties between Multigrade schools and the communities bring forth mutual benefits to both parties. Multigrade schools will continue to provide formal education to the community's learners, and provide non-formal and informal education (e.g., adult literacy, livelihood skills training, disaster risk reduction management, waste management, health education, etc.) to adult members of the communities.

■ Similarly, participation of students in relevant community activities should be fostered. Not only do learners enrich the communities with their participation, but they themselves gain collaborative, communication and other skills as they relate to other members of their respective communities through their community-based learning activities.

■ There is a need to strongly promote Multigrade instruction among parents and other community stakeholders as a reliable and viable mode of delivery—not a mere band-aid

solution but a high quality form of education delivery—through regular reporting of SIP accomplishments especially in improving student learning outcomes (e.g., NAT/LAPG results highlighted in the School Report Card).

➤ Access to Quality Education in Disadvantaged Communities

- The coverage of Multigrade education should be *widened* to include other indigenous and remote places, with the help of LGUs in school-less barangays, particularly in Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). Local governments are the key to identifying which communities will benefit from the establishment of a Multigrade school.

- Multigrade schools should pursue measures to address *access and equity* barriers and promote *inclusive* quality education in terms of learning pedagogy, learning resources, learning environment, learning assessment, and school policies and practices.

  ☐ These include making necessary adjustments to address the unique learning needs of girls and boys, learners with disabilities, indigenous learners, Muslim learners, and other learners with distinct needs.

  ☐ To facilitate the delivery of instruction, use of Alternative Delivery Mode (ADM) strategies should be explored as complementary materials and resources.

- The feasibility of converting incomplete Multigrade schools (e.g., primary schools) to complete multigrade schools (e.g., complete grades 1 to 6 classes) must be examined. This is to allow Multigrade pupils to complete their elementary education in the same Multigrade school so that they will not need to transfer to another school.

➤ Learning from Multigrade Schools

- Comparison of the academic performance of Multigrade and monograde learners suggests that the program has much to contribute to the Philippine educational system. Regular schools, IPEd, SPEd, ADM programs, and Alternative Learning Systems (ALS) may draw lessons from Multigrade Programs in terms of Multigrade instructional teaching/pedagogical approaches, such as subject grouping, differentiated instruction, contextualization, self-directed instruction, peer learning, thematic-based instruction, programmed instruction, contract-based learning, and use of traditional and non-traditional assessment methods.

- Strategies that work for Multigrade pupils can and *should* also work for monograde learners, such as differentiated instruction, grouping strategies, and class program options, etc. Multigrade learning resources also provide insights on how primary grade level curriculum can be indigenized for more effective instruction and learning.

- National Achievement Test (NAT) results and other large-scale assessment and Early Language Literacy and Numeracy Assessment (ELLNA) for Multigrade schools should be widely disseminated and utilized in Multigrade strategic planning and programming.

➤ Creation of Multigrade Integrated Schools

- In remote areas, where lack of classrooms and teachers and other challenges persist, questions have been raised on whether Grade 6 pupils of Multigrade schools would be able to continue their basic education using Multigrade modalities. FGD participants and Multigrade stakeholders broached the idea of continuing Multigrade to the secondary level.

☐ Thus, it is recommended that the Department of Education explore the possibility of organizing, extending Multigrade teaching to high school and creating *Multigrade integrated schools.* Data from the eBEIS can be culled to guide the formulation of policy on the introduction of Multigrade education at the high school level.

☐ There should be a proof of concept or modeling to show the feasibility and modalities of integrated Multigrade schools before scaling up.

☐ There should be proper documentation and evaluation of existing/pilot integrated multigrade schools for benchmarking and replication of good practices by other Schools Division Offices.

☐ Also, lessons from ALS experience of multi-level learning at the secondary level should be taken into consideration in drawing guidelines for the said potential modelling, prior to implementation or scale-up.

■ The varied and often rough topography of the Philippine archipelago is a challenge to the fulfilment of inclusive education for all. Many far-flung communities are still not so easily accessible and remain in relative isolation from already established public schools. In addition, the population of school-age children in these communities tend to be too small to justify the establishment of a complete school. For these reasons, the Multigrade program will continue to serve an almost "unreachable" group of young learners as one of the country's responses to the United Nation's call to support *SDG Goal 4,* i.e., *inclusive and equitable quality education and promotion of lifelong learning opportunities for all,* and *the Philippine Development Plan: "AmBisyon Natin 2040."*

☐ In view of this, there is a need to strengthen the Multigrade program as a viable delivery system for the K to 12 curricula in schools in distant and remote areas where formidable challenges persist.

➤ Future Research

The MPPE review revealed that one of the good practices in Multigrade schools is the adoption of various instructional innovations such as peer learning to improve learning outcomes and quality of learning. Thus, this MPPE program review recommends that further research be conducted to examine the following areas/variables:

■ curriculum implementation tracking to determine the critical areas/competency standards covered by Multigrade schools based on the Budget of Work (e.g, reading, writing, right values); identify the critical or most essential competencies that need to be covered per learning area; identify critical interventions to address the least learned competencies (e.g., foundation skills not developed at the early grades [Grade 2]);

■ evaluate the effectiveness of using peer learning as an instructional strategy; and determine if peer learning is mutually beneficial to the learners engaged in a collaborative learning environment in terms of content knowledge acquisition and soft skills development which may include as follows:

☐ self-directed learning skill (as foundation for life-long learning);

☐ critical thinking and problem-solving skills;

☐ communication, interpersonal, and teamwork skills; and

☐ learning to learn (through self, peer assessment and critical reflection);

■ special research on language bridging strategies to improve the delivery of Mother Tongue Based-Multilingual Education (MTB-MLE) for Multigrade schools;

■ further comparative research on performance of Multigrade versus monograde students, focusing particularly on the following: (1) differences in subject-specific performance; (2) grade level performance differences; (3) class size differences; (4) learning growth of pupils.

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APPENDICES

Photo by SEAMEO INNOTECH (2018)

APPENDIX 1
School Survey Form on Multigrade Program Review

Dear School Principal/School Head/Teacher-in-Charge:

The Department of Education (DepEd), with support from Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) and United Nations Children's Fund (UNICEF), is conducting a survey for the Technical Support to Multigrade Program in Philippine Education (MPPE) Project Component 1: Multigrade Program Review.

Part of the Multigrade Program Review is the administration of a survey questionnaire soliciting feedback from implementers and stakeholders of the MPPE. The data generated from this survey will be used as inputs to policy formulation, program improvement and scaling up for adoption in other areas. Rest assured that the survey will not be used in any way to evaluate personnel performance.

Please complete the questionnaire by either filling out the needed information or by putting a check mark in appropriate spaces. Note that there are items in which you may have one or more answers. In such cases, you can check as many options as applicable. In cases where your answer is different from the given options ("others"), please specify your answer.

Your responses are very important to DepEd in its efforts to improve the MPPE, so please read the instructions carefully. All information asked are about the MULTIGRADE PROGRAM in your school. Please be reminded to answer all items as completely and as accurately as you can. Please do not leave any item blank. Use additional sheets if necessary. Attach reports for statistical information already available.

When you have completed the survey form, please return, either by posted mail/courier delivery service, email or through fax to the following on or before 9 June 2017:

TS-MPPE Project Team

Solutions Adaptation Unit
Educational Research and Innovation Office
SEAMEO INNOTECH
Commonwealth Avenue, Diliman, Quezon City
Fax Nos.: 02 926 1554; 02 351 7147
Tel Nos.: 02 924 7681 to 84 loc. 145, 124, 118, 160

PART 1. SCHOOL BACKGROUND

1.1   Complete Name of School (official name that is in EBEIS)

_____

1.2   School ID _____

1.3   Complete Address: (street, barangay, municipality/city, province)

_____

District: _____

School Division: _____

Region: _____

1.4   Name of School Head _____

1.5   Contact Number/Mobile _____

1.6   Email Address _____

1.7   Official Title/Designation of School Head at current post (e.g. Teacher-in-Charge, head teacher, principal, cluster head) _____

1.8   Number of Years in the Position

Position	Number of Years	From Year ___ to Year ___
Cluster Head		
Principal		
Head Teacher		
Teacher-in-Charge		

1.9   Educational Background of School Head

☐ Bachelor Degree   ☐ Masteral Degree   ☐ Doctoral Degree   ☐ Others _____

1.10   Age of School Head

☐ Below 30   ☐ 31-40   ☐ 41- 50   ☐ 51-60   ☐ 61-70

1.11   Urban/Rural Setting of the School. Check one box only.

☐ Highly urbanized city area   ☐ Rural area
☐ Municipal or town center   ☐ Others (please describe) _____
☐ Outside the town center

1.12   Type of community where school is located (Check all that apply.)

☐ Industrial community   ☐ Muslim community
☐ Agricultural community   ☐ Municipal or town center
☐ Fishing community   ☐ Resettlement community
☐ Island community   ☐ Mining community
☐ Upland community   ☐ Others (please describe) _____
☐ Indigenous community

1.13   Types of learners accommodated by the school in School Year 2016-2017 (Check all that apply.)

☐ Children with disabilities   ☐ Disaster-affected children

☐ Chronically-ill children   ☐ Over-aged children

☐ Formally assessed "gifted" children ☐ Children in far-flung remote areas

☐ Indigenous peoples   ☐ Wasted or malnourished children

☐ Muslim children   ☐ Abused children

☐ Indigent (4Ps Beneficiaries)   ☐ Children in conflict with the law

☐ Displaced/homeless children   ☐ Abandoned children

☐ Child laborers   ☐ Others (please describe) _____

☐ Street children

1.14   Language/s (e.g., mother tongue) spoken by pupils in your school. Identify top three.

☐ Akeanon   ☐ Maguindanao

☐ Bikol (Naga)   ☐ Meranaw

☐ Botolan Sambal   ☐ Pangasinan

☐ Chavacano   ☐ Sinugbuanong Binisaya

☐ Hiligaynon   ☐ Surigaonon

☐ Ibanag   ☐ Tagalog

☐ Ilokano   ☐ Tausug

☐ Ivatan   ☐ Waray

☐ Kapampangan   ☐ Yakan

☐ Kinaray-a   ☐ Others (please specify)_____

1.15   Type of School: For Multigrade Schools and schools with Multigrade classes, specify grade combinations. (tick all appropriate combinations).

☐ K and Grade I   ☐ Grades I, II, III, IV and V

☐ Grades I and II   ☐ Grades I, II, III, IV, V and VI

☐ Grades III and IV   ☐ Grades I, II, III, IV, V and VI

☐ Grades V and VI   ☐ Grades II and III

☐ Grades I, II and III   ☐ Grades IV and V

☐ Grades IV, V and VI   ☐ Grades IV, V and VI

☐ Grades II, III and IV   ☐ Grades III, IV, and V

☐ K, Grade I and II   ☐ Other combination (please specify) _____

☐ Grades I, II, III and IV

■ Central   ■ Incomplete

■ Non-central   ☐ Pure Multigrade School

■ Complete   ☐ Monograde/Single-grade Class School

   ☐ Pure Multigrade School   ☐ Multigrade School with Single-grade class/es

   ☐ Monograde/Single-grade Class School ■ Integrated (Elementary and High School levels)

   ☐ Multigrade School with Single-grade class/es ■ Annex/Satellite

1.16   Number of Multigrade Teachers

School Year	Male	Female	Total
2012–2013			
2013–2014			
2014–2015			
2015–2016			
2016–2017			

PART 2. TEACHING-LEARNING RESOURCES AND FACILITIES FOR MULTIGRADE PUPILS (FROM SY 2012-2013 TO SY 2016-2017)

2.1   Teaching resources available and being used by teachers for multigrade instruction. In each box (columns 1-5), write if Yes or No or N/A for not applicable or N/I for No Idea. For column 6, indicate source, e.g., DepEd, NGO, LGU, teacher. If the materials are available (column 1), kindly provide the needed information for columns 2 to 6.

	1 Available	2 Available in what language (please specify)	3 Utilized	4 Adequate[1] number for all students	5 Complete[2] Set	6 Aligned with the Special Requirements of Multigrade in YOUR Context (e.g., IP, conflict area, pupils with special needs)	7 Provider
Minimum Learning Competencies-Multigrade							
Budget of Work (BoW)							
Multigrade Teach-Learn Package							
Teachers' Guide/Manual							
Session Guides							
Lesson Plan							
Others (Please specify)							

1   Adequacy in terms of having enough number for all students of multigrade classes

2   Complete means that all sets and pages are provided (i.e., if there are three modules, all three sets are provided) and there are no missing parts.

2.2 Learning resources available and being used by students and teachers for multigrade instruction. In each box (columns 1-5), write if Yes or No or N/A for not applicable or N/I for No Idea. For column 7, indicate source, e.g., DepEd, NGO, LGU, teacher. If the materials are available (column 1), kindly provide the needed information for columns 2, 3, 4, and 5.

	1 Available	2 Available in what language (please specify)	3 Utilized	4 Adequate number for all students	5 Complete Set	6 Aligned with the Special Requirements of Multigrade in YOUR Context (e.g., IP, conflict area, pupils with special needs)	7 Provider
Visual aids (e.g., photographs, posters, flashcards)							
Audio materials (e.g., songs, audio books)							
Multimedia materials (e.g., video presentation/ clips, video games)							
Self-learning materials (e.g., modules, etc)							
Activity sheets/ worksheet							
Textbooks							
Manipulatives							
Multi-level materials							
Science kit or equipment							
Others (please specify)							

2.2.1   Are there innovative and/or unconventional learning resources that teacher/s make and utilize for multigrade instruction? ☐ Yes ☐ No

2.2.1.1 If yes, please enumerate below:

_____
_____
_____

2.2.2   Are there indigenous learning resources (e.g., real objects, indigenous supplementary materials community members as resource persons) that teachers utilize for multigrade instruction?
        ☐   Yes   ☐   No

2.2.2.1 If Yes, please enumerate below:

_____
_____
_____

2.3   Challenges related to multigrade teaching-learning resources. (Check all that apply.)

☐ No materials provided   ☐ Failure to produce learning materials

☐ Incomplete multigrade materials   ☐ Inappropriateness of materials provided

☐ Late distribution of materials   ☐ Requires access to other inputs not available
                                           (e.g., computer facilities, electricity, internet)
☐ Insufficient supply of materials
                                           ☐ Incomplete Teacher Guides/manuals
☐ Lack of supplementary materials
                                           ☐ Others (please describe) _____
☐ Outdated materials

☐ Language of materials is not suitable (i.e., in
English or not in mother tongue)

2.4   Learning facilities available and being used by students and teacher/s for multigrade instruction. In columns 1 and 2, write if Yes or No or N/A for not applicable or N/I for No Idea. In column 3, indicate source (e.g., DepEd, NGO, LGU, teacher).

School Year		1 Available	2 Utilized	3 Provider
ICT Internet/ electronic resources	Computer			
	LCD Projector			
	Mobile devices, (e.g., iPad, etc)			
	Virtual library			
	Online educational games			
	Others (please specify)			
Audio/visual equipment (e.g., CD/DVD player, speaker, etc)				
Reading Corner				
Learning Corner				
Group work tables				
Boards (aside from traditional chalkboard)				
Movable dividers				
Learning Areas (kiosk)				
Others (please specify) _____				

2.5   Challenges related to multigrade school facilities. Describe the general state of facilities provided for multigrade pupils. Put a (√) check under the appropriate column/s.

Facilities	Insufficient	Damaged/ dilapidated	Unavailable
1. Classrooms			
2. Desks			
3. Chairs			
4. Electricity			
5. Ventilation			
6. Lighting			
7. Water supply			
8. Handwashing areas			
9. Common toilets/restrooms			
10. Boy's toilets/restrooms			
11. Girl's toilets/restrooms			
12. Teacher's toilets/restrooms			
13. Principal's toilet/restroom			
14. Library			
15. Computers			
16. Internet			
17. Computer room			
18. Audio Visual/Media Center			
19. Office of the Principal			
20. Faculty Room			
21. PTA Office			
22. Parents' waiting area			
23. Canteen/Cafeteria			
24. Medical clinic			
25. Bulletin Boards			
26. Gymnasium /covered court			
27. Stage			
28. Multi-purpose hall			
29. Orchard/garden area			
30. Outdoor space			
31. Trash cans			
32. Gate / Fence			
33. Others (please specify)			

PART 3. CURRICULAR AND CO-CURRICULAR ACTIVITIES [IN CONSULTATION WITH TEACHERS] IN MULTIGRADE CLASSES (FROM SY 2012-2013 TO SY 2016-2017)

3.1   Does your school follow the K to 12 curriculum? Please put a check in the appropriate box.
☐   Yes (proceed to 3.1.1.)   ☐   No (proceed to 3.1.2.)

3.1.1   If Yes, are there topics/competencies in the K to 12 curriculum that are NOT covered per grade level?
☐   Yes   ☐   No

3.1.1.1 If yes, kindly enumerate those topics/competencies that are not covered per grade level.

Grade Level	Topics that are NOT covered
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	

3.1.2   If No, what curriculum does your school use? Please identify or describe:

_____

_____

_____

3.2   Does the curriculum meet the learning needs of the following types of multigrade learners in your school? (Check all that apply.)

☐ Children with disabilities   ☐ Disaster-affected children

☐ Chronically-ill children   ☐ Over-aged children

☐ Formally assessed "gifted" children   ☐ Children in far-flung remote areas

☐ Indigenous peoples   ☐ Wasted or malnourished children

☐ Muslim children   ☐ Abused children

☐ Indigent (4Ps Beneficiaries)   ☐ Children in conflict with the law

☐ Displaced/homeless children   ☐ Abandoned children

☐ Child laborers   ☐ Others (please specify) _____

☐ Street children

☐ Children in armed conflict areas

3.3   What co-curricular activities are implemented for multigrade pupils? Please enumerate:

_____

_____

_____

3.3.1   Are the co-curricular activities implemented relevant to the type of multigrade learners in your school?   ☐   Yes   ☐   No

3.4   Does your school adapt/localize the curriculum to suit multigrade situations?

☐ Yes   ☐ No

3.4.1   If Yes, describe how.

_____
_____
_____

3.4.2   If No, explain why not.

_____
_____
_____

3.5.   Are the textbooks provided to the school appropriate for multigrade classes?

☐ Yes   ☐ No

3.5.1   If No, why not?

_____
_____
_____
_____

3.6   Challenges related to curriculum implementation in a multigrade setting (Check all that apply.)

☐ Difficulty in class programming/ scheduling under K to 12

☐ Difficulty in reconciling/aligning competencies

☐ Different languages or medium of instruction/ learning

☐ Differences in curriculum

☐ Time allotment differences (Grades 3 & 4)

☐ Incomplete Teacher Guides/manuals

☐ Others (please specify) _____

PART 4. CLASSROOM ORGANIZATION IN MULTIGRADE CLASSES [IN CONSULTATION WITH TEACHERS] (FROM SY 2012-2013 TO SY 2016-2017)

4.1.   Does your school follow a particular floor plan or classroom layout (i.e., physical space/set-up) in arranging multigrade classrooms?   ☐ Yes   ☐ No

4.1.1. If Yes, what floor plan is most effective for a multigrade class? Please describe below or attach an additional sheet with a sketch of the floor plan.

_____
_____
_____

4.2. Time Allotment per Learning Area in SY 2016-2017. Please write the timetable per multigrade class below or attach the timetable if already available.

Grade Levels	Day	Time	Subject

4.3. Challenges teachers face in managing multigrade classrooms and/or organizing students. (Check all that apply.)

☐ Lack of training in multigrade classroom management

☐ Negative attitude/perception of teachers

☐ Classroom management style not suitable for multigrade setting

☐ Negative attitude and behavior of students

☐ Poor teacher-student relationship

☐ Low student attendance/participation

☐ Lack of space/facilities to execute grouping

☐ Poor learning environment not suitable for multigrade setting

☐ Others (please specify) _____

4.4. Multigrade organizational/grouping approaches/ strategies. Check if they are utilized by teachers and specify the subject and time allotment. Please refer to the brief description of each approach/ strategy if the term is not familiar to you.

Multigrade Approaches/Strategies	Utilized by Teachers (check if yes)	List Subjects used	Time Spent
Subject staggering (Subjects are staggered on a timetable. Groups learn different subjects at the same period (e.g., in a multigrade of three grade levels, Group 1 and 2 work independently on Arts while Group 3 is being taught by the teacher in English.)			
Common timetable (Students of various grade levels learn the same subject at the same time with different work program (e.g., for the first period, the combined class learn Science, then for the next period, they all learn Mathematics.)			
Subject integration (Subjects that can be integrated, (e.g., Filipino and Araling Panlipunan/Edukasyon sa Pagpapakatao or English and Science, are presented by the teachers at the same time to all grade levels.)			
Subject grouping (All grade levels are taught the same subject for the whole period (e.g., subjects can be grouped based on the medium of instruction such that all students learn subjects that use Filipino or Mother Tongue on Mondays, Wednesdays and Fridays and they learn subjects in English the rest of the days.)			
Integrated day (With no fixed timetable, pupils work independently with the freedom to choose what subject to study and when.)			
Spiral curriculum (Students of two or more grades are taught together through curriculum alignment and themes/integrated curriculum for topics and desired learning outcomes that overlap (e.g., lower class given the simple topic while the other higher class, the higher and more complex topic.)			
Curriculum rotation (Students of different grades learn together the required topic in different order, such that one lower grade topic is learned this year, then the higher grade topic is learned the next year.)			
Parallel curriculum (Students share the same themes or subjects but study the syllabus for their grade, with each grade taught in turn.)			
Within-grade grouping (Students of the same achievement, ability, interest, etc. are grouped to work on an activity.)			
Cross-grade grouping (Students of same or different level of ability are grouped together, with the grouping changing from subject to subject, and activity to activity, depending on the purpose of the teacher.)			
Peer tutoring (Student teach another student, formally or informally.)			
Others (please specify) _____ _____			

Sources: The Multigrade Training Resource Package (DepEd, 2008) and Teaching the World's Children: Theory and Practice in Mixed-Grade Classes (Cornish, 2009)

PART 5. INSTRUCTIONAL PRACTICES IN MULTIGRADE CLASSES [IN CONSULTATION WITH TEACHERS] (FROM SY 2012-2013 TO SY 2016-2017)

5.1.   Did the teachers receive relevant training on multigrade teaching?   ☐ Yes   ☐ No

5.1.1.   If Yes, check the training program/s provided for the teachers on multigrade instruction in the first column of the table below, then list competencies learned (e.g., differentiated instruction, grouping strategies, developing learning resources) and rate the usefulness.

Training Program (please check if provided)		Training Provider or Organized by (please specify)	Competency/ies Learned (e.g., differentiated instruction, grouping strategies, developing learning resources)	Usefulness of Training to MG teachers (Write 1 if Very Useful, 2 if Useful, & 3 if less useful
Teacher Induction Program specifically for multigrade teachers				
Learning Action Cell sessions focused on multigrade instruction				
Summer Training Program for Multigrade Teachers				
National Training of Trainors on Differentiated Instruction				
National Training on Multigrade Instruction for K to 3				
Division-wide Multigrade Training	Curriculum			
	Pedagogy			
	Assessment			
	Instructional Materials			
	Classroom Management			
	Others			
Region-wide Multigrade Training	Curriculum			
	Pedagogy			
	Assessment			
	Instructional Materials			
	Classroom Management			
	Others			
Nationwide Multigrade Training	Curriculum			
	Pedagogy			
	Assessment			
	Instructional Materials			
	Classroom Management			
	Others			
Others				

5.2   Do teachers adapt or modify their teaching strategies to suit the learning needs of the students in a multigrade class?   ☐ Yes   ☐ No

5.2.1   If Yes, how does the school head monitor the adaptation? Please explain.

_____

_____

_____

5.3   Are the teachers familiar with DepEd's Budget of Work[3] (BoW)? ☐ Yes   ☐ No

5.3.1   If Yes, are the teachers using BoW?

☐ Yes (proceed to question 5.3.1.1.)   ☐ No (proceed to question 5.3.1.2)

5.3.1.1 If Yes, how helpful is it?

☐ Very helpful

☐ Helpful

☐ Not very helpful

☐ Not helpful at all

5.3.1.2 If No, give reason/s below.

_____

_____

_____

5.3.1.2.1 If the teachers are not using BoW, what alternative is being used? Please specify or describe.

_____

_____

_____

5.3.1.3 Do multigrade teachers experience challenges in using BoW?

☐ Yes   ☐ None

5.3.1.3.1 If yes, please specify.

_____

_____

_____

---

3   Based On DepEd Order 78, s. 1993, Budget of Work "consists of objectives in the MLC-MG realigned or clustered to assist the teachers in the preparation of their daily plans."

5.4   Teaching strategies commonly implemented in multigrade classrooms

Teaching Strategies	Implemented in MG Classrooms? (check if yes)	Subject/s wherein it work/s (list as many)
Cooperative Group Learning		
Debate		
Demonstration/Modeling		
Discovery/Inquiry-based		
Field trip		
Hands-on/Learn by doing		
Homework		
Lecture		
Journal writing		
Peer tutoring		
Project-based		
Self-directed Learning		
Simulation/Role-play		
Others (please specify)		

5.5   Instructional grouping strategies commonly implemented by multigrade teachers

Teaching Strategies	Implemented in MG Classrooms? (check if yes)	Subject/s wherein it work/s (list as many)
Similar ability groups (not necessarily grade groups)		
Mixed ability groups		
Interest groups		
Friendship groups		
Peer groups (age or grade)		
Project-based		
Self-directed Learning		
Simulation/Role-play		
Others (please specify)		

Source: DepEd's The Multigrade Training Resource Package

5.6   Challenges related to multigrade instruction (Check all that apply.)

☐ Teachers' lack of training

☐ Unsuitable teaching styles of teacher

☐ Poor teacher-pupil interaction

☐ Large class size

☐ Lack of learning resources

☐ Poor learning environment

☐ Unfamiliarity/Difficulty in complying with
the Daily Lesson Log (DLL) issuance

☐ Managing instructional time

☐ Maintaining student interest/ motivation

☐ Difficulty in using different program
options (such as those in item 5.4.)

☐ Inappropriateness of strategies/
approaches

☐ Different languages of instruction/
learning

☐ Difficulty in bridging first language (L1) to
second language (L2) to third language (L3)

☐ Addressing diverse learning needs

☐ Others (please specify) _____

5.7   Major factors that in your observation significantly contribute to the academic performance of
multigrade learners in your school (Check all that apply.)

☐ Teacher-student relationship

☐ Interaction among students

☐ Class participation

☐ Instructional delivery

☐ Learning environment

☐ Study habits

☐ Health and nutrition status of students

☐ Self-esteem of students

☐ Learning ability of students

☐ Intrinsic motivation of students to learn

☐ Parental support

☐ Others (please specify) _____

PART 6. ASSESSMENT METHODS/PRACTICES IN MULTIGRADE CLASSES [IN CONSULTATION WITH TEACHERS] (FROM SY 2012-2013 TO SY 2016-2017)

6.1   Types of traditional assessment being utilized by multigrade teachers (Check all that apply.)

☐ Quiz (written)

☐ Quiz (oral)/recitation

☐ Worksheets/seatworks

☐ Assignments

☐ Projects

☐ Essay

☐ Long tests

☐ Standardized tests

☐ Others (please specify)

_____

6.2   Do multigrade teachers employ non-traditional (alternative) assessment?

☐ Yes   ☐ None

6.2.1.   If Yes, check all non-traditional assessment/s implemented in multigrade classes.

☐ Anecdotal records

☐ Observation checklist

☐ Actual performance/ demonstration

☐ Portfolio Assessment

☐ Peer Assessment

☐ Team Assessment

☐ Teacher observation

☐ Teacher checklist

☐ Student-teacher conference

☐ Analysis of student's output

☐ Student journal/reflection log

☐ Group reflection activities

☐ Self-evaluation

☐ Teacher-student interview

☐ Others (please specify)

_____

6.3   Uses of assessment results in relation to item 6.2.1. Check all that apply in the first column. In the second column, indicate how often the checked assessment is being implemented/used by writing the number 1 for Always, 2 for Sometimes, and 3 for Not yet.

Results of Assessment of Multigrade Classes are used to: (check all that apply)	Frequency of Use (indicate number)
☐ Identify strengths and weakness of students as an input to modifying and differentiating teaching and learning activities.	
☐ Identify what was learned by students or the learning progress of students.	
☐ Provide feedback to teachers regarding appropriate instructional steps/ strategies and learning materials to use.	
☐ Measure what a student has achieved in relation to the target learning outcomes.	
☐ Determine readiness of learners to move to the next competency level.	
☐ Give feedback to students on their thought processes or how they learn.	
☐ Report the learning outcomes to parents and other stakeholders.	
☐ Measure the effectiveness of the pedagogy (teaching methods).	
☐ Provide input to the review/evaluation of multigrade education program for continuous improvement.	
☐ Provide inputs to internal and external quality assurance of multigrade schools.	
☐ Others (please specify) _____	

6.4   Challenges related to multigrade assessment (Check all that apply.)

☐ Lack of teacher capacity in developing and using different assessment tools

☐ Not enough resources to support assessment implementation

☐ Difficulty in ensuring the reliability and validity of assessment

☐ Lack of/limited use of assessment results to inform future instructional planning and addressing learning gaps/remediation needs

☐ Inappropriateness of assessment methods

☐ Others (please specify)

☐ Misconception about assessment (use for grading purposes only)

_____

PART 7. INSTRUCTIONAL LEADERSHIP PRACTICES (FROM SY 2012-2013 TO SY 2016-2017)

7.1   Funds provided to the school for multigrade

Type of Funds	Amount provided for the School Year 2016-2017	Are these funds received on time? (Write Yes or No)
MOOE		
Special Education Fund from Local Government Unit/Local School Board		
Funds from PTA		
Funds from Private Sector		
Funds from other donors, e.g., NGOs		
Others (please specify)		

7.2   Do you, as school head, generate external/stakeholder' support for your school improvement?

☐   Yes   ☐   None

7.2.1   If Yes, please identify the stakeholder/s which provide support to your school. (Check all that apply.)

☐   Parents

☐   Community

☐   Local Government (please check the LGU Level)

○   Barangay

○   City/Municipal government

○   Provincial government

☐   Private corporations/industries/organizations

☐   Private individual/group

☐   Alumni Association

☐   Non-government organization

☐   International development partners (e.g., UNICEF, UN, USAID, DFAT, JICA)

☐   Others (please specify)

_____

7.2.2   If Yes, how much contribution from external sources were you able to use in the last school year 2016-2017? (If the school receive non-cash support, please provide an estimate of the monetary amount of support received.)

Check the Range of Total Cash plus Monetary Equivalent of Support Received	List all Support Received in Kind (e.g., books, food for the feeding program, chairs, school supplies, computers, etc)
☐ Below PhP 999	
☐ PhP 1,000-9,999	
☐ PhP 10,000-49,999	
☐ PhP 50,000-99,999	
☐ above PhP100,000	

7.2.3   In what aspect/s of the multigrade school improvement plan (SIP) is/are the support being used for? (Check all that apply.)

☐ Infrastructure (e.g., classroom construction/repair)

☐ Schools furniture (e.g., chairs, tables, chalkboards)

☐ School facilities (e.g., computer laboratory, science lab, gymnasium)

☐ ICT equipment (e.g., computers, printer, internet connection)

☐ Learning materials (e.g., books, educational video)

☐ Teacher training

☐ Others (please specify) _____

7.3   Instructional supervision and support provided by school head to multigrade teachers (Check all that apply.)

☐ Regular classroom observation   ☐ Mentoring

☐ Clinical supervision session   ☐ Regular teacher performance evaluation

☐ Checking of Budget of Work/lesson plan   ☐ Others (please specify)

☐ Regular meetings/conference with teachers   _____

☐ Learning Action Cell sessions

7.4   Do you have a monitoring and evaluation system for multigrade instruction?

☐ Yes   ☐ None

7.4.1   If Yes, how often?

☐ Daily   ☐ Quarterly

☐ Weekly   ☐ Others (please specify)

☐ Monthly   _____

☐ Yearly

7.4.2.1   If Yes, what monitoring tools do you use? (Check all that apply.)

☐ Observation Guide

☐ Checklist

☐ Others (please specify)

    _____

7.4.2   If No, what prevents you from having one?

_____

_____

_____

7.5   As school administrator, did you receive any form of training on how to supervise, monitor and evaluate multigrade schools?

☐ Yes   ☐ None

7.5.1   If Yes, please list the trainings received, dates, and providers in the table below.

Title of Training	Date/s Training	Total Number of Training Hours	Training Provider (e.g., DepEd Central Office, Regional Office, Division Office, NGO, private organization)

7.6   Is the multigrade program in your school regularly supervised and monitored by DepEd?

☐ Yes   ☐ None

7.6.1   If Yes, who monitors and how often is the monitoring conducted? Please check appropriate box.

Who Monitors	Weekly	Monthly	Quarterly	Twice a Year	Yearly	Others (specify)
District Supervisor						
Division Supervisor						
Schools Division Superintendent/ Assistant Schools Division Superintendent						
Regional Office Personnel						
Central Office Personnel						
Others (please specify)						

7.6.2   Uses of multigrade program monitoring results (Check all that apply.)

☐ Feedback for instructional improvement by teachers

☐ Basis for programming/planning at the Regional Office

☐ Basis for school improvement planning

☐ Basis for programming/planning at the Central Office

☐ For follow-up/evaluation of training programs conducted

☐ Input to policy formulation

☐ Basis for programming/planning at the Division Office

☐ Others (please specify) _____

7.7.   Challenges related to multigrade school leadership/ supervision/ monitoring (Check all that apply.)

☐ Irregular supervision and monitoring

☐ Inadequate technical support received from DepEd

☐ Absence of monitoring tools

☐ Monitoring tools are available but difficult to use

☐ Non-adherence to policies and guidelines on multigrade program (e.g., DepEd Order 96, s. 1997 [Policies and Guidelines in the Organization and Operation of Multigrade (MG) Classes], Regional and Division Guidelines)

☐ Head teacher has difficulty in monitoring and supervising fellow teachers/peers

☐ Limited orientation/training on multigrade leadership/supervision

☐ Poor teacher welfare program in multigrade setting

☐ Limited resources to conduct supervision and monitoring

☐ Teachers are burdened with dual tasks as teachers and school leaders/school heads

☐ Engaging stakeholders with negative attitude towards multigrade instruction

☐ Geographic remoteness of school as barrier to regular monitoring and supervision

☐ Others (please specify) _____

PART 8. PARENTAL AND COMMUNITY SUPPORT FOR THE SCHOOL (FROM SY 2012-2013 TO SY 2016-2017)

8.1   What percentage of parents actively support the school? (Check only one.)

☐ 25 percent and below

☐ 51 to 75 percent

☐ 26 to 50 percent

☐ 76 to 100 percent

8.1.1   Kinds of support parents provide for the school. (Check all that apply.)

☐ Knowledge sharing/instructional assistance (e.g., serve as teacher aid/resource person)

☐ Assistance in fund raising

☐ Free labor assistance (e.g., security, maintenance, repair, cafeteria management)

☐ Administrative assistance (e.g., serve as clerk, treasurer)

☐ Provision of needed learning resources

☐ Others (please specify) _____

8.2. Does the school receive support from the community, particularly the Barangay or other community-based organizations/civic society organizations?

☐ Yes ☐ None

8.2.1 Kinds of support that the community provides for your school (Check all that apply.)

☐ Knowledge sharing/instructional assistance (e.g., serve as teacher aid/resource person)

☐ Assistance in fund raising

☐ Free labor assistance (e.g., security, maintenance, repair, cafeteria management)

☐ Administrative assistance (e.g., serve as clerk, treasurer)

☐ Provision of needed learning resources

☐ Others (please specify) _____

8.3 Does the school have a School Governing Council?

☐ Yes ☐ None

8.3.1 If Yes, how often does it meet?

☐ Weekly ☐ Twice a year

☐ Monthly ☐ Yearly

☐ Quarterly ☐ Others (please specify) _____

8.3.2 What support does the School Governing Council give to your multigrade school? Please specify below.

_____

_____

_____

8.4. Does the school have a Parents-Teachers Association?

☐ Yes ☐ None

8.4.1 If Yes, how often does it meet?

☐ Weekly/Daily ☐ Twice a year

☐ Monthly/Weekly ☐ Yearly

☐ Quarterly ☐ Others (please specify) _____

8.4.2 What support does the Parents-Teachers Association give to the multigrade school? Please specify below.

_____

_____

_____

8.5   Challenges in engaging the participation and generating support of parents and community in a multigrade context (Check all that apply.)

☐ Lack of time of parents and members of the community

☐ Lack of knowledge about the multigrade program

☐ Negative attitude towards multigrade education

☐ Lack of interest of parents in school operations

☐ Poor condition of the community

☐ Low level of literacy skills of parents as a barrier to engagement

☐ Small size of the community/parent population

☐ Low attendance during parent-teacher meetings

☐ School Governing Council not active or fully functioning

☐ Poor school-community relationship

☐ Others (please specify) _____

8.6.   What are your strategies in engaging the community to participate in school activities? (Check all that apply.)

☐ Engaging community stakeholders in school governance (e.g., defining the organizational structure, and roles and responsibilities of stakeholders, joint development planning, monitoring, assessment; developing performance accountability system and instructional materials, and continuous improvement).

☐ Capacity-building of community leaders and stakeholders to develop and strengthen their competencies in school governance/school-based management.

☐ Collaborative resource-accessing and mobilization (e.g., fund-raising events, volunteer-based initiatives/bayanihan projects).

☐ School Program Advocacies and Promotion (e.g., through Parent, Teacher and Community Association (PTCA) assembly, book fairs, reading corners/information booths, caravans, parades and town hall/trade fairs, home visits, etc.).

☐ Annual Family Celebrations (e.g., Family Day, Family Retreat/Recollection)

☐ Institutionalize Card Day (e.g., periodic distribution of student's report card)

☐ Promotion of School Health Programs (e.g., feeding program, school canteen, sports fest, gulayan sa paaralan, sports fests, Zumba sessions)

☐ Creating a leadership network (e.g., cluster system with community membership) that allows easy exchange and access to information sources by community stakeholders.

☐ Establishment of a Speakers' Bureau (e.g., inviting parents to share their expertise on special topics: academic or non-academic)

☐ Others (please specify) _____

PART 9. INCENTIVES/SUPPORT RECEIVED BY MULTIGRADE TEACHERS

9.1   Incentives/Support Received by Multigrade Teachers.

Specific Incentives/support	Received by Teachers (check if yes)	If received, how much per year? (indicate amount of incentive/support received)	Source of Funds e.g., DepEd National, Regional, Division, LGU, others (please specify)
Special hardship allowance			
In kind, food (e.g., rice) allowance			
Housing /accommodation			
Communication allowance			
Transportation allowance			
Uniform allowance			
DepEd Cost of Living Allowance (COLA)			
Chalk allowance			
Other Incentives (please specify)			

PART 10. AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

10.1   Name Top Five areas for improvement of multigrade education program.

Priority Areas for Improvement of Multigrade Education	Reasons for Prioritization
1.	
2.	
3.	
4.	
5.	

NOTE: Please check if all items have been completed.

APPENDIX 2
Schools Division Survey Form on Multigrade Program Review

Dear Schools Division Superintendent:

The Department of Education is conducting a survey for the **Technical Support to Multigrade Program in Philippine Education (MPPE) Project with support from UNICEF and SEAMEO INNOTECH.**

Part of the Multigrade Program review is the administration of a survey questionnaire for Division Offices to gather quantitative data on MPPE. The data generated from this survey will be used as inputs to MPPE policy formulation, program improvement and scaling up for adoption in other areas.

Please complete the questionnaire by filling out the needed information. Use additional sheets if necessary. Attach reports for statistical information if already available. If your Planning Office does not have the disaggregated data on multigrade and monograde levels, please use available school level data.

When you have completed the survey form, please return, either by posted mail, through fax or email scanned copy to the following on or before **9 June 2017**:

Your cooperation in completing this questionnaire will be greatly appreciated.

TS-MPPE Project Team

<div align="center">

Solutions Adaptation Unit
Educational Research and Innovation Office
SEAMEO INNOTECH
Commonwealth Avenue, Diliman, Quezon City
Fax Nos.: 02 926 1554; 02 351 7147

Tel Nos.: 02 924 7681 to 84 loc. 145, 124, 118, 160

</div>

PART 1. DIVISION OFFICE BACKGROUND

1.1   Name of Division Office _____

1.2   Region _____

1.3   Complete Address _____

        _____

1.4   Name of Superintendent _____

1.5   Name of Division Supervisor/Focal Person for Multigrade Education _____

1.6   Title/Position of MG Supervisor/Focal Person _____

1.7   Contact Number of the MG Supervisor/Focal Person _____

1.8   Email Address of the MG Supervisor/Focal Person _____

PART 2. DIVISION OFFICE STATISTICS

2.1   Number of Schools per Type as of SY 2016-2017

	Number of Pure Multigrade Grade Schools	Number of schools with a mixture of monograde classes and multigrade classes	Number of Pure Monograde/ Single Grade Schools
Central Schools			
Non-Central Schools (all other types, complete and incomplete, excluding integrated and annex)			
Integrated Schools (elementary + high schools)			
Annex/ Satellite Schools			
Complete Schools (Kindergarten to Grade VI)			
Incomplete Schools			

2.2   Gross Enrolment Rate of Monograde and Multigrade Schools and Gender Parity Index (GPI) from SY 2013-2014 to SY 2015-2016 in the Schools Division

	2014-2015		2015-2016		2016-2017	
	Monograde	Multigrade	Monograde	Multigrade	Multigrade	Monograde
Gross Enrolment Rate refers to the total enrolment in a given level of education, regardless of age, as a percentage of the population which according to national regulations should be enrolled at this level. (source: DepEd Key Education Statistics, 2016)						
Gross Enrolment Rate Gender Parity Index*						

2.3   Dropout Rate of Monograde and Multigrade Schools and Gender Parity Index (GPI) from SY 2013-2014 to SY 2015-2016 in the Schools Division

	2014-2015		2015-2016		2016-2017	
	Monograde	Multigrade	Monograde	Multigrade	Multigrade	Monograde
Dropout Rate or School Leavers Rate is the percentage of learners who leave school during the year for any reason as well as those who complete the previous grade level but fail to enroll in the next grade level the following school year to the total number of learners enrolled during the previous school year. (source: DepEd Key Education Statistics, 2016)						
Dropout or School Leavers Rate Gender Parity Index*						

2.4   Completion Rate of Monograde and Multigrade Schools and Gender Parity Index (GPI) from SY 2013-2014 to SY 2015-2016 in the Schools Division

	2014-2015		2015-2016		2016-2017	
	Monograde	Multigrade	Monograde	Multigrade	Multigrade	Monograde
Completion Rate is the percentage of first grade entrants in a level of education who complete/finish the level in accordance with the required number of years of study. (source: DepEd Key Education Statistics, 2016)						
Completion Rate Gender Parity Index*						

2.5   Transition Rate from Elementary to Secondary of Monograde and Multigrade Schools and Gender Parity Index (GPI) from SY 2013-2014 to SY 2015-2016 in the Schools Division

	2014-2015		**2015-2016**		**2016-2017**	
	Monograde	**Multigrade**	**Monograde**	**Multigrade**	**Multigrade**	**Monograde**
Transition Rate is the percentage of learners who graduate from one level of education and move on to the next higher level. (source: DepEd Key Education Statistics, 2016)						
Transition Rate Gender Parity Index*						

*Gender Parity Index "is the ratio of female to male values of a given indicator," e.g., gross enrolment rate or dropout rate. To compute, "divide the female value of an indicator by the male value of the same indicator." (source: http://uis.unesco.org/en/glossary-term/gender-parity-index-gpi)

PART 3. DIVISION OFFICE TRAININGS ON MULTIGRADE

3.1   Trainings on Multigrade Education Conducted. Provide a list of trainings or capacity building programs initiated and conducted by the Division Office in relation to multigrade education from SY 2011-2012 to SY 2015-2016. (Attach a separate sheet if necessary)

Title of Training	**Date Conducted**	**Objective/s**	**Target Audience/ Trainees**

PART 4. DIVISION OFFICE MULTIGRADE RESOURCES DEVELOPMENT

4.1 Localized Multigrade Resources. Provide a list of multigrade teaching and learning resources developed or localized by the Division Office in relation to multigrade education from SY 2011-2012 to SY 2015-2016. (Attach a separate sheet if necessary)

Resources (e.g., localized workbook, etc)	Type of Resources (e.g., print, poster, multimedia materials, etc)	Intended User (e.g., learners, teachers, etc)	Source of Funds	Status (indicate level of development: 1 if completed/localized, 2 if updated/ modified, 3 if distributed to users)

PART 5. MULTIGRADE SUPPORT FUNDS RECEIVED BY THE DIVISION OFFICE

5.1 Funds Received and Utilized for Multigrade Schools. Provide details of the funding support received such as the amount, date received, particular expenses for which the funds were used, the source of funds.

Name of District	Number of Multigrade School Beneficiaries	Amount Received	Year Received	Items the Funds were Used For	Source of Funds

PART 6. MONITORING AND EVALUATION OF MULTIGRADE EDUCATION

6.1   Monitoring and Evaluation System. Is there a monitoring and evaluation system or framework at the Division Office specific to multigrade education?

☐ Yes   ☐ None

6.2   If yes, what specific areas are being monitored and evaluated and what specific monitoring and evaluation tools and scheme are being employed? Please specify in the table below.

Areas	Monitoring and Evaluation Tools (e.g., checklist, classroom observation guide, etc)	Frequency of Monitoring (e.g., monthly, quarterly, annually, etc)	Position/Title of person/s assigned to monitor/evaluate
Multigrade Classroom management, e.g., groupings, scheduling, room arrangement			
Multigrade instruction, e.g., differentiated instruction			
Multigrade teaching and learning resources management			
Multigrade Instructional Supervision and Support			
Others (please specify)			

NOTE: Please check if all items have been completed.

Accomplished by _____

(Name over signature)

Contact Number _____

Email _____

Reviewed/Approved by _____

(Name over signature)

APPENDIX 3
Survey Form on School Performance Indicators for Multigrade and Monograde Schools

Name   :   _____

School ID   :   _____

Type of School :   ☐ Monograde   ☐ Multigrade

If Multigrade, please check the combination classes:

☐ Kinder and Grade1   ☐ Kinder, Grades 1 and 2   ☐ Grades 1, 2, 3 and 4   ☐ Grades 4 and 5

☐ Grades 1 and 2   ☐ Grades 1, 2, and 3   ☐ Grades 1, 2, 3, 4 and 5   ☐ Grades 3, 4 and 5

☐ Grades 3 and 4   ☐ Grades 4, 5, and 6   ☐ Grades 1 to 6   ☐ Other combination

☐ Grades 5 and 6   ☐ Grades 2, 3, and 4   ☐ Grades 2 and 3   (please specify)

                                                                                         _____

District   :   _____

Division   :   _____

Region   :   _____

Name of School Head   :   _____

Mobile Number/Landline   :   _____

Email Address   :   _____

INSTRUCTIONS:

1. The school head or principal will identify at least one (1) monograde school (non-central) and one (1) pure multigrade school. Preferably the two schools should be in nearby locations and within his/her areas of supervision.

2. If completion rate is below 100 percent, please check the possible reason(s)

3. In case of drop-out, please check possible reason(s) for dropping-out of school.

4. Deadline for submission is on or before 25 May 2018.

PERFORMANCE INDICATORS

Indicators	2014-2015	2015-2016	2016-2017
1. Graduation Rate			
2. Promotion Rate			
3. Failure Rate			
4. Completion Rate			
5. Simple Drop-out Rate			

Please check appropriate answer(s) for the following reasons:	Below 100% Completion	Dropping-out
Student transfers to another school		
Illness/disability		
Help parents at work		
Taking care of siblings		
Difficulty in going to and from school		
Student cannot cope with school work		
Lack of personal interest		
Others (please specify)		

Prepared by: Reviewed by:

_____   _____
Name   Name/Position/Designation
Date: _____

Name of Office & Address_____

Official Title/Designation_____

Highest Educational Qualification_____   Age _____

No. of Years Working for the Multigrade Program_____

Thank you for accomplishing and sending this form to SEAMEO INNOTECH

Email address: cristie@seameo-innotech.org;   FAX number: (02) 926-1554; (02) 351-7147

APPENDIX 4

Key Informant Interview Guide Questions: DepEd Regional, Division, District Officials

The Department of Education commits to improve the governance, quality and delivery of basic education services, and thus spearheads the review of Multigrade Program in Philippine Education (MPPE) with support from SEAMEO INNOTECH and UNICEF. The review of MPPE (also referred to as research project in this document) aims to:

1. Examine the current policy environment, program design and coverage of MPPE implementation, and the capacity building interventions provided for Multigrade Schools.

2. Evaluate how well the MPPE design and interventions have been implemented against pre-set standards and to what extent the MPPE has contributed to student learning outcomes.

3. Identify the contributing and constraining factors in achieving the goals of MPPE in the following domains: a) classroom organization and management, b) alignment of curriculum and instruction, assessment, and standards, e) instructional leadership, and f) parents and community participation.

Generate evidence-based recommendations to guide the MPPE Omnibus Policy, quality improvement and sustainability of MPPE in light of the K to 12 curriculum.

The following questions are designed to guide the interviewer/s in conducting a key informant interview (KII) with DepEd officials from Regional/Division/District. The objective is to obtain the DepEd officials' views about the Multigrade Program in Philippine Education (MPPE) in the last three years, particularly its policy environment, program design and coverage. The interviewer/s may write the responses from the interviewee in the space provided or in a separate note.

In Questions where there are national/regional/division, the Interviewer will only mention national/regional to Respondents from the Regional Office. If Respondents are from the Division and District Offices, the Interviewer should mention only the national and division.

1.   ENABLING POLICIES

1.1   Are you aware of the following existing national policies governing multigrade implementation? Were these useful? Are there gaps in each policy? Indicate answers in Columns 4, 5, and 6.

1.1.1   IN THE LAST ROW IN EACH TABLE, answer these: Are there regional/division policies that support these national policies? If YES, what are these? How are these policies being operationalized by multigrade schools? What are the major gaps in their implementation?

Table 1: Standards for Physical Facilities and Classroom Organization

Components	DepEd Order/ Memorandum	Provisions	Aware-ness	Useful-ness	Gaps
Class Organization	DO 38, s. 1993 Improving Access to Elementary Education by Providing Complete Grade Levels in All Public Elementary Schools through Combination and/or MG classes	• Maximum 40 for multigrade class and maximum 45 for combination class.			
	DO 96, s.1997 Policies and Guidelines in the Organization and Operationalization of MG Classes	• Minimum of 8 and maximum of 35 pupils per class • Ideally, 3 grades to a class			
School Plant **Classroom layout** **Facilitates/ Furniture**	DO 96, s.1997 Policies and Guidelines in the Organization and Operationalization of MG Classes	• Follow school building standard • Allocation of 3-room school building			
	DO 96, s.1997 Policies and Guidelines in the Organization and Operationalization of MG Classes	• Suggested MG classroom layout			

	DO 96, s.1997 Policies and Guidelines in the Organization and Operationalization of MG Classes	• Basic features of MG classroom:
		  – learning corners/areas
		  – blackboards
		  – classroom furniture (tables, chairs, small benches, desks)
		  – display boards
		  – ventilation and lighting
		  – outdoor space			

Class programs	DO 96, s.1997 Policies and Guidelines in the Organization and Operationalization of MG Classes	• Suggested program options:
		  – subject staggering
		  – subject integration
		  – common timetable
		  – integration day
		  – subject grouping			

Other Related Policies issued by RO/DO					

Table 2: Granting of Hardship Allowance

Components	DepEd Order/ Memorandum	Provisions	Awareness	Usefulness	Gaps
Hardship Allowance	DO 65, s. 1993 Hardship Allowance for Eligible Public School Teachers	Hardship allowance shall be given to all teachers and principals assigned to hardship posts which are identified as public schools which are accessible only by hiking, animal ride or banca ride, partly or wholly.			
Hardship Allowance Amendment	DO 91, s. 1997 Special Hardship Allowance for Multigrade Teachers	Fixed Monthly Rate (for those not qualified under Hardship Allowance through DO 73 s. 1996): • PhP 150 for MGTs handling 2 grades • PhP 200 for MGTs handling 3 grades • PhP 300 for MGTs handling 4 or more grades			
	National Budget Circular by DBM Circular 514 Dec. 5, 2007	Guidelines on the Granting of Special Hardship Allowance			
Other Related Policies issued by RO/DO					

Table 3: Capacity Building on Multigrade

Components	DepEd Order/ Memorandum	Provisions	Awareness	Usefulness	Gaps
Capacity Building	DO 81 s. 2009 Strengthening the Implementation of MPPE	Training of teachers on multigrade instruction though a continuing standards-based professional development program			
Other Related Policies issued by RO/DO					

Table 4: Provision of Teaching and Learning Resources

Components	DepEd Order/ Memorandum	Provisions	Aware-ness	Useful-ness	Gaps
Teaching Resources	DO 38, s. 1993 *Improving Access to Elementary Education by Providing Complete Grade Levels in All Public Elementary Schools through Combination and/or MG classes*	• Minimum Learning Competencies-Multigrade (MLC-MG) Budget of Work (BoW) • Sample Lesson Plans			
	DO 78 s. 1993 *Maximum Utilization of the Multigrade Budget of Work*	• BoW consisting of objectives in the (MLC-MG)			
	DO 19, s. 1995 *Distribution and Maximization of the MG Instructional Package*	• MLC-MG • BoW-MG • Lesson Plans for MG Classes (LP-MG)			
	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Minimum MG Instructional Package: – MLC-MG – BoW-MG – LP-MG			
	DO 81 s. 2009 *Strengthening the Implementation of MPPE*	• Multigrade Teach-Learn Package (MG-TLP)			
Learning Resources	DO 19, s. 1995 *Distribution and Maximization of the MG Instructional Package*	• Multi-Level Materials (MLMs)			
	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Minimum Learning Package: – at least 1:2 textbook-pupil ratio – at least 1 set multilevel materials to 3 pupil ratio			
Training Materials	DO 81 s. 2009 *Strengthening the Implementation of MPPE*	• Multigrade Training Resource Package (MG-TRP)			
		• "The Multigrade School" is a 28-minute video that can be viewed during MG training or use as self-learning MG orientation material			
Other Related Policies issued by RO/ DO					

1.2 How are the following national policies being implemented in multigrade schools? What actions were taken by the RO/DO in implementing the policies? If nothing has been done, provide recommendations to address the issues?

Policies	Experiences in Implementing DepEd national policies	Actions taken/ Recommendations
1. Hiring of teachers		
2. Teacher deployment		
3. Mother Tongue-Based Multilingual Education (MTB-MLE)		
4. LAC Assessment		
5. Daily Lesson Plans/Daily Lesson Log		
6. School Improvement Plan and School Report Card		
7. Budget/MOOE/Financial Management		
8. Designation of School Head/School Clustering		
9. Others (Please specify)		

2. FINANCIAL RESOURCES

2.1 What are the budget parameters or basis for allocating funds for multigrade schools/classes? Are there special provisions for multigrade schools? What financial resources are available to support MG instruction? (PhP40,000 per school, per learner?)

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_____
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2.2 Does the current financial model recognize the specific needs of MG schools? How are funds being disbursed to MG schools? (from lead school to 5 MG schools)?

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2.3 What financial resources are available to support MG instruction? Is your Region/Division beneficiaries of the following fund support for multigrade schools?

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_____

Table 5: Fund Allocation for MPPE

DepEd Order/ Memorandum	Provisions	Recipients	Comments
DO 53 s. 2011 *Policy Guidelines on the Utilization of Funds for ADMs in Formal Basic Education*	• PhP 77,700,000 for the 1) development, printing, finalization and distribution of MG-TLP, 2) procurement of 100 books for the library, 3) provision of food supplement, and 4 M&E		

DO 52 s. 2012 *Guidelines on the Utilization of Financial Support for MG Schools*	• Eligible items for fund utilization:
	  – improvement of learning environment
	  – professional development of teachers
	  – purchase of learning kits and school supplies
	  – support to feeding program
	• Coverage: 1,573 MG schools (selection based on enrolment and remoteness of school)		

DO 30 s. 2014 *Fiscal Year 2014 Guidelines on the Utilization of Financial Support for MG Schools*	• PhP 129,800,000 for the training of 13,771 teachers and 628 teacher-trainers		

DO 64 s. 2016 *Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools*	• PhP 142 780, 000 for 2015 and 2016 for the following:
	  – printing and distribution of BOW for MG teaching in all areas and grades
	  – printing and distribution of levelled readers for Grades 1,2,3, developed by DepEd and Basa Pilipinas
	  – orientation-training workshop of MG teachers and utilization of BOW and Levelled Readers		

DO 21, s. 2017 *Guidelines on the Utilization of the 2017 Financial Support for Multigrade Schools*	• PhP 83,026,000 for the following:
	  – printing of MG DLPs
	  – printing of IMG-LPs
	  – orientation on the use of MG-DLPs and IMG-LPs		

Other Related Policies issued by RO/DO			

2.4   How are allocated funds used for multigrade implementation (e.g., operating expenses, capacity-building of teachers, learning materials purchase/reproduction, support for curriculum/co-curricular activities, others)?

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_____
_____
_____
_____

2.5   How are funds (SBM grant, SEF, other fund source) being accessed for MG?

_____
_____
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_____
_____

2.6   Are there any aspects of financial management (e.g., policies, protocol, procedures, and guidelines) that multigrade schools find challenging to implement?

_____
_____
_____
_____
_____

2.7   What is the role of the regional/division office on these financial processes? To what extent does it help the multigrade school to access and utilize the fund resources?

_____
_____
_____
_____
_____

3.   HIRING AND DEPLOYMENT

3.1   What is the role of RO/DO/District in the hiring, promotion and deployment of multigrade school head/TIC and teachers?

_____
_____
_____
_____
_____

3.2   What are the issues and challenges in hiring, promotion and deployment of multigrade school head/TIC and teachers? What can be improved?

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_____

4. CAPACITY BUILDING

4.1 How do you determine the capacity building needs of MG schools in your area of supervision?

_____

_____

_____

_____

_____

4.2 What in-service capability building programs were provided by the national, regional, division offices to promote quality multigrade teaching and learning? What were the noticeable changes in the performance of trained teachers in a multigrade class?

LEVELS	LEARNING AREAS	Provided (check if yes)	MONITORED Usefulness or application in multigrade classrooms
Division-wide Multigrade Training	Curriculum		
	Pedagogy		
	Assessment		
	Instructional Materials		
	Classroom		
	Management		
	Region-wide Multigrade Training		
Region-wide Multigrade Training	Curriculum		
	Pedagogy		
	Assessment		
	Instructional Materials		
	Classroom		
	Levels		
	Division-wide Multigrade Training		
Division-wide Multigrade Training	Learning Areas		
	Curriculum		
	Pedagogy		
	Assessment		
	Classroom		
	Management		
	Others		

4.3   What are the competency gaps/ training needs of multigrade teachers as identified during previous
        assessments?

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        _____
        _____
        _____
        _____

4.4   What additional training interventions are needed to address remaining competency gaps/training
        needs of multigrade teachers?

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        _____
        _____
        _____
        _____

4.5   Are there in-service training programs conducted at the regional/division level for school heads
        and supervisors to develop their competencies on instructional supervision for multigrade schools?
        How do you determine if they are effective/sufficient? What were the outcomes?

        _____
        _____
        _____
        _____
        _____

4.6   What additional training interventions are needed to address remaining competency gaps/training
        needs of multigrade SH/TICs?

        _____
        _____
        _____
        _____
        _____

5.   PHYSICAL/MATERIAL RESOURCES

5.1   What resources (i.e., learning materials, facilities) are being provided by the District/Division,
        national government and local government to multigrade schools?

        _____
        _____
        _____
        _____
        _____

5.2   What multigrade resources are available for both teaching and learning at the DepEd Learning Portal or the Learning Resources Management and Development System (LRMDS)? How do MG teachers access the materials? What are the challenges? How can this be improved?

_____
_____
_____
_____
_____

6.   QUALITY ASSURANCE MONITORING AND EVALUATION

6.1   Do you have a role in quality assurance of multigrade instruction? Please describe how is this role operationalized. Can you share observation tools used?

_____
_____
_____
_____
_____

6.2   Do you conduct research on multigrade education? If yes, please share the topics and the results. (ask for copy of the research report)

_____
_____
_____
_____
_____

6.3   In your observation, what factors affect the effectiveness of school heads in different roles, e.g., school cluster head, principal, head teacher, teacher-in-charge, in implementing MG education?

_____
_____
_____
_____
_____

6.4   Are there good practices in implementing multigrade education in your region/division/district? How are good practices identified? What do you do with schools, teachers, school head that implement good practices?

_____
_____
_____
_____
_____

6.5   How do multigrade schools support each other? How do they share materials/resources, experiences and good practices?

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_____
_____
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_____

6.6   How are multigrade classes being monitored and evaluated? How often are multigrade classes being monitored/supervised by the District/Division/Region?

_____
_____
_____
_____
_____

6.7   How are the District/Division supervisors trained/capacitated to support multigrade instruction?

_____
_____
_____
_____
_____

6.8   Are there M&E tools to guide quality implementation of Multigrade Learning System? e.g., tools to determine the status of program implementation, tools to document best practices in MG instruction. How are they being used to improve the implementation and maximize the benefit of multigrade education program?

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_____
_____
_____
_____

6.9   Are there any M&E tools/policies that need to be modified to better suit the multigrade school context? Please elaborate.

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_____
_____
_____

6.10 What are the issues/challenges in monitoring and evaluation of multigrade instruction? The multigrade education program in general?

_____
_____
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_____

6.11   What are data collection issues specific to multigrade education? What data sets are available? How
        can this data be disaggregated?

_____
_____
_____
_____
_____

7.   CONTRIBUTING AND CONSTRAINING FACTORS IN ACHIEVING THE GOALS OF MPPE (SEE ATTACHED LIST OF FACTORS)

7.1   What challenges/risks are being faced by the DO/ RO/ District in achieving the goals of MPPE?
       Among these challenges/risks, which are those that need to be prioritized?

_____
_____
_____
_____
_____

7.2   What opportunities and potentials exist to enhance the multigrade learning system?

_____
_____
_____
_____
_____

7.3   What were the major factors that influenced the achievement or non-achievement of the 1) MPPE
       objectives and 2) sustainability of MPPE?

_____
_____
_____
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_____

7.4   What are the benefits and advantages of the MPPE as a DepEd Program? What are the current
       strengths and best practices, if any?

_____
_____
_____
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8.   POLICY RECOMMENDATIONS

8.1   Which priority areas of the multigrade learning system need to be adjusted to better address the
       differentiated needs of children?

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_____
_____
_____

8.2   How might key elements of multigrade instruction be modified, strengthened and/or upgraded to support the new K to 12 education program?

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8.3   Are there national policies in multigrade education which need to be revised, modified or amended in light of K to 12 curriculum?

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8.4   How might multigrade program be adapted to suit other learning context, e.g., urban areas?

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8.5   If multigrade instruction is applied in an urban setting, what opportunities, challenges/issues could be anticipated? What possible methods, adjustments, and innovations could be done?

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APPENDIX 5
Key Informant Interview Guide Questions: School Head/ Teacher-in-Charge

The Department of Education commits to improve the governance, quality and delivery of basic education services, and thus spearheads the review of Multigrade Program in Philippine Education (MPPE) with support from SEAMEO INNOTECH and UNICEF.   The review of MPPE (also referred to as research project in this document) aims to:

1. Examine the current policy environment, program design and coverage of MPPE implementation, and the capacity building interventions provided for Multigrade Schools.

2. Evaluate how well the MPPE design and interventions have been implemented against pre-set standards and to what extent the MPPE has contributed to student learning outcomes.

3. Identify the contributing and constraining factors in achieving the goals of MPPE in the following domains: a) classroom organization and management, b) alignment of curriculum and instruction, assessment, and standards, e) instructional leadership, and f) parents and community participation.

4. Generate evidence-based recommendations to guide the MPPE Omnibus Policy, quality improvement and sustainability of MPPE in light of the K to 12 curriculum.

The following questions are designed to guide the interviewer/s in conducting a key informant interview (KII) with a school head/teacher-in-charge of a multigrade school. The objective is to obtain the school head's views about the Multigrade Program in Philippine Education (MPPE) in the last three years, particularly its policy environment, program design and coverage. The interviewer/s may write the responses from the interviewee in the space provided or in a separate note.

1.   ENABLING POLICIES

1.1   Are you aware of the following existing national policies governing multigrade implementation? Were these useful? Are there gaps in each policy? Indicate answers in Columns 4, 5, and 6.

1.1.1   IN THE LAST ROW IN EACH TABLE, answer these: Are there regional/division policies that support these national policies? If YES, what are these? How are these policies being operationalized by multigrade schools? What are the major gaps in their implementation?

Table 1: Standards for Physical Facilities and Classroom Organization

Compo-nents	DepEd Order/ Memorandum	Provisions	Aware-ness	Useful-ness	Gaps
Class Organi-zation	DO 38, s. 1993 *Improving Access to Elementary Education by Providing Complete Grade Levels in All Public Elementary Schools through Combination and/or MG classes*	• Maximum 40 for multigrade class and maximum 45 for combination class.			
	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Minimum of 8 and maximum of 35 pupils per class • Ideally, 3 grades to a class			
School Plant	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Follow school building standard • Allocation of 3-room school building			
Class-room layout	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Suggested MG classroom layout			
Facili-tates/ Furniture	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Basic features of MG classroom: – learning corners/areas – blackboards – classroom furniture (tables, chairs, small benches, desks) – display boards – ventilation and lighting – outdoor space			
Class programs	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Suggested program options: – subject staggering – subject integration – common timetable – integration day – subject grouping			
Other Related Policies issued by RO/DO					

Table 2: Granting of Hardship Allowance

Components	DepEd Order/ Memorandum	Provisions	Aware-ness	Useful-ness	Gaps
Hardship Allowance	DO 65, s. 1993 *Hardship Allowance for Eligible Public School Teachers*	Hardship allowance shall be given to all teachers and principals assigned to hardship posts which are identified as public schools which are accessible only by hiking, animal ride or banca ride, partly or wholly.			
Hardship Allowance Amendment	DO 73, s. 1996 *Revised Guideline on the Payment of Hardship Allowance to Eligible Public School Teacher*	Aside from teachers assigned in hardship posts, teachers assigned to handle multigrade classes are also provided with hardship allowance.			
Special Hardship Allowance	DO 91, s. 1997 *Special Hardship Allowance for Multigrade Teachers*	Fixed Monthly Rate (for those not qualified under Hardship Allowance through DO 73 s. 1996): • PhP 150 for MGTs handling 2 grades • PhP 200 for MGTs handling 3 grades • PhP 300 for MGTs handling 4 or more grades			
Facilities/ Furniture	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Basic features of MG classroom: – learning corners/areas – blackboards – classroom furniture (tables, chairs, small benches, desks) – display boards – ventilation and lighting – outdoor space			
Other Related Policies issued by RO/DO					

Table 3: Capacity Building on Multigrade

Components	DepEd Order/ Memorandum	Provisions	Aware-ness	Useful-ness	Gaps
Capacity Building	DO 81 s. 2009 *Strengthening the Implementation of MPPE*	• Training of teachers on multigrade instruction though a continuing standards-based professional development program			
Other Related Policies issued by RO/DO					

Table 4: Provision of Teaching and Learning Resources

Components	DepEd Order/ Memorandum	Provisions	Awareness	Usefulness	Gaps
Teaching Resources	DO 38, s. 1993 *Improving Access to Elementary Education by Providing Complete Grade Levels in All Public Elementary Schools through Combination and/or MG classes*	• Minimum Learning Competencies-Multigrade (MLC-MG) Budget of Work (BoW) • Sample Lesson Plans			
	DO 78 s. 1993 *Maximum Utilization of the Multigrade Budget of Work*	• BoW consisting of objectives in the (MLC-MG)			
	DO 19, s. 1995 *Distribution and Maximization of the MG Instructional Package*	• MLC-MG • BoW-MG • Lesson Plans for MG Classes (LP-MG)			

	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Minimum MG Instructional Package:
		  – MLC-MG
		  – BoW-MG
		  – LP-MG			

	DO 81 s. 2009 *Strengthening the Implementation of MPPE*	• Multigrade Teach-Learn Package (MG-TLP)			
Learning Resources	DO 19, s. 1995 *Distribution and Maximization of the MG Instructional Package*	• Multi-Level Materials (MLMs)			

	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Minimum Learning Package:
		  – at least 1:2 text-book-pupil ratio
		  – at least 1 set multi-level materials to 3 pupil ratio			

Training Materials	DO 81 s. 2009 *Strengthening the Implementation of MPPE*	• Multigrade Training Resource Package (MG-TRP)			
	DepEd Memo (DM) *404 s. 2004 Dissemination of Training Video on Multigrade Instruction*	• "The Multigrade School" is a 28-minute video that can be viewed during MG training or use as self-learning MG orientation material			
Other Related Policies issued by RO/DO					

1.2   How are the following national policies being implemented in multigrade schools?

Policies	Experiences in Implementing DepEd national policies
1. Hiring of teachers	
2. Teacher deployment	
3. Mother Tongue-Based Multilingual Education (MTB-MLE)	
4. LAC Assessment	
5. Daily Lesson Plans/Daily Lesson Log	
6. School Improvement Plan and School Report Card	
7. Budget/MOOE/ Financial Management	
8. Designation of School Head/School Clustering	
9. Others (Please specify)	

1.3   What are the challenges in implementing education policies in the multigrade setting and how are these addressed?

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_____
_____
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2.   FINANCIAL RESOURCES

2.1   What financial resources are available to schools to support MG instruction? How much is allocated per school? per learner?

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2.2   Does the present financial model recognize the specific needs of MG schools? How are funds being disbursed to MG schools (from lead school to 5 MG schools)?

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_____
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_____

2.3   How are the allocated funds for multigrade implementation used in your school (e.g., operating expenses, capacity-building of teachers, learning materials purchase/reproduction, support for curriculum/co-curricular activities, others)? Are these based on your Annual Implementation Plan?

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2.4   How are other funds (School-Based Management [SBM] grant, Special Education Fund [SEF], other fund source) being accessed by the school for MG?

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2.5   What aspects of the DepEd financial management system (e.g., policies, protocol, procedures, and guidelines) that as a multigrade school you find challenging to implement?   What are your recommendations?

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2.6   Do you have a School Report Card (SRC)? (if yes get a copy). How useful is it for resource generation?

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_____
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_____
_____

3.   CAPACITY BUILDING

3.1   What in-service capability building programs were provided by the national, regional, division offices to promote quality multigrade education program? To what extent were these training programs effective in helping you as school head of a multigrade school?

		Provided (check if yes)	RELEVANCE to School Head/TIC of a Multigrade School
Division-wide Multigrade Training	Instructional Supervision		
	Curriculum		
	Pedagogy		
	Assessment		
	Instructional Materials		
	Classroom Management		
	Others		
Region-wide Multigrade Training	Instructional Supervision		
	Curriculum		
	Pedagogy		
	Assessment		
	Instructional Materials		
	Classroom Management		
	Others		
Nationwide Multigrade Training	Instructional Supervision		
	Curriculum		
	Pedagogy		
	Assessment		
	Instructional Materials		
	Classroom Management		
	Others		
Others (please specify)			

3.2   What additional training interventions are needed to address remaining competency gaps/training needs of multigrade teachers?

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_____
_____
_____
_____

3.3   Is capacity building for multigrade teachers part of your School Improvement Plan (SIP)? (Can we have a copy of your SIP? (Prove how the training needs are identified in the SIP.) Were these training needs met?

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_____
_____
_____
_____

3.4   What policy recommendations can you provide to improve the capacity building for multigrade teachers and school heads? Which policy in capacity building in your opinion need to be developed, revised, modified or amended?

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_____
_____
_____
_____

4.   PHYSICAL/MATERIAL RESOURCES AND FACILITIES

4.1   (With reference to SIP) Are the resources listed in SIP (i.e., learning materials, facilities) are available in your school? What are being provided by the national government/local government to multigrade schools?

_____
_____
_____
_____
_____

4.2   Are available teaching and learning resources to support multigrade instruction adequate and relevant? Why? Why not? Are they aligned with the special requirements multigrade in your context? Please explain your answer.

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_____
_____
_____

4.3   Are the facilities in your school appropriate for multigrade instruction? Why? Why not?

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_____
_____
_____
_____
_____

4.4   How does your school access, develop, and use learning resources designed to support
         multigrade instruction?

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_____
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_____

4.5   What are the instructional technologies used by multigrade teachers in your school (e.g., multimedia
         resources)?

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_____
_____
_____
_____

4.6   What are the issues/challenges in development, provision, and utilization of teaching and learning
         resources as a multigrade school?

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_____
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_____

4.7   What policy recommendations can you provide to improve the provision and utilization of resources
         and facilities in a multigrade school? Which policy in terms of resource and facilities in your opinion
         need to be developed, revised, modified or amended?

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_____
_____
_____
_____

5. CURRICULUM AND CO-CURRICULAR ACTIVITIES

5.1 Is your multigrade school able to fully follow the prescribed national curriculum? What topics/ competencies in the prescribed curriculum are not covered in the actual teaching-learning process? What limits you from covering the prescribed curriculum?

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_____
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_____

5.2 How does your school ensure that the curriculum and co-curricular activities are relevant to the diverse needs of multigrade learners?

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_____

5.3 In your experience, what factors affect the curriculum delivery in a multigrade setting? What are the issues/challenges in implementing the curriculum in a multigrade school?

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_____
_____
_____
_____

5.4 What policy recommendations can you provide to improve the curriculum content and delivery for multigrade school? Which policy in curriculum content and delivery in your opinion need to be developed, revised, modified or amended?

_____
_____
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_____
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6. INSTRUCTIONAL PRACTICES

6.1 What, in your view, is the ideal size of a class in different grade combinations that a teacher can handle well? What is the reality in the school, what are actual class sizes and what are the challenges?

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_____
_____
_____
_____

6.2 Is the current number of multigrade teachers and instructional supervisors adequate to support MG instruction (i.e., enough number of teachers to comply with the teacher-pupil ratio)? Why? Why not?

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_____
_____
_____
_____

6.3 How are materials being used by MG teachers in your school? Are they using the Budget of Work (BOW) for Multigrade? How helpful is BOW in Multigrade Instruction? In the absence of BOW, what other references are being used for lesson preparation and delivery?

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_____
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_____

6.4 Are there instructional planning and strategies that were developed and implemented to address the needs of learners in different circumstances/setting (indigenous communities, conflict/disaster areas, special/SPED schools) or per type of school (monograde, combination, pure, small and large schools)? Please describe/cite an example.

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_____
_____
_____
_____

6.4.1 How do you monitor the adaptation of curriculum and/or the teaching and learning process?

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_____
_____
_____

6.5 FOR TIC, what is your teaching load?

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_____
_____
_____
_____

6.6 How do teachers implement multigrade instruction? What innovative teaching strategies are being introduced? How do teachers use peer learning, self-instruction/self-directed learning, and differentiated instruction?

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_____
_____
_____
_____

6.7   What specific teaching strategies are commonly implemented in multigrade classrooms?

Teaching Strategies	Implemented in MG Classrooms? (check if yes)	Subject/s wherein it work/s (list as many)
Cooperative Group Learning		
Debate		
Demonstration/Modeling		
Discovery/Inquiry-based		
Field trip		
Hands-on/Learn by doing		
Homework		
Lecture		
Journal writing		
Peer tutoring		
Project-based		
Self-directed Learning		
Simulation/Role-play		
Others (please specify)		

6.8   In your opinion/experiences, what are the issues and challenges in providing appropriate and effective instruction to learners in a multigrade class?

_____
_____
_____
_____
_____

6.9   What are the issues and challenges in hiring qualified/trained multigrade teachers?

_____
_____
_____
_____
_____

6.10   What are some benefits of multigrade instruction as an approach to teaching and learning compared to instruction in traditional monograde classroom setting?

_____
_____
_____
_____
_____

6.11 What are the challenges in implementing Mother Tongue-Based Multilingual Education (MTB-MLE) policy in multigrade schools? How are these addressed? What innovations were developed or implemented regarding MTB MLE in multigrade schools?

_____

_____

_____

_____

_____

6.12 What policy recommendations can you provide to improve the instructional practices in a multigrade class? In particular, how might key elements of multigrade instruction be modified, strengthened and/or upgraded to support the new K to 12 education program?

_____

_____

_____

_____

_____

7. ASSESSMENT

7.1 How do you assess students' performance in multigrade classroom? Indicate the frequency and usefulness of use of the type of assessment below.

_____

_____

_____

_____

_____

Types of Assessment	Frequency (always, sometimes, rarely)	Usefulness in improving instruction
Pen and Paper Test (quiz, test)		
Recitation		
Worksheet/seatwork		
Projects		
Assignments		
Anecdotal records		
Observation checklist		
Actual performance/ demonstration		

Types of Assessment	Frequency (always, sometimes, rarely)	Usefulness in improving instruction
Portfolio Assessment		
Peer Assessment		
Team Assessment		
Teacher observation		
Teacher checklist		
Student-teacher conference		
Analysis of student's output		
Student journal/reflection log		
Group reflection activities		
Self-evaluation		
Teacher-student interview		
Others (please specify)		

7.2   How do teachers assess students' performance in a multigrade classroom? How do teachers utilize assessment results to inform instruction? Are these assessments appropriate to MG (i.e., formative) instruction?

_____

_____

_____

_____

_____

7.3   In your opinion, what factors can enhance the quality of assessment in a multigrade classroom?

_____

_____

_____

_____

_____

7.4   What are the issues/challenges in developing, implementing and reporting results of assessment in a multigrade classroom?

_____

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_____

7.5   What policy recommendations can you provide to improve the assessment practices in a multigrade class? Which policy in assessment in your opinion need to be developed, revised, modified or amended?

_____
_____
_____
_____
_____

8.   INSTRUCTIONAL LEADERSHIP

8.1   What management style/s work/s best in your multigrade school?

_____
_____
_____
_____
_____

8.2   What management style/s work/s least in your multigrade school?

_____
_____
_____
_____
_____

8.3   In your view is school clustering effective? Is it useful? Please explain your answer. What can be improve in school clustering?

_____
_____
_____
_____
_____

8.4   What innovative school leadership strategies are being implemented to improve the quality and effectiveness of multigrade instruction in your school? How do you provide instructional supervision to multigrade teachers? How often do you supervise? How are you able to provide leadership/supervision to multigrade teachers?

_____
_____
_____
_____
_____

8.5   How do you access, mobilize and utilize school resources? What challenges do you face in managing multigrade school resources? How do you address the challenges?

_____

_____

_____

_____

_____

8.6   What challenges do you face in providing instructional leadership/supervision in the context of multigrade instruction? How are they being addressed?

_____

_____

_____

_____

_____

8.7   To what extent are you able to use nationally recognized good practices in multigrade technical support provision, such as Learning Action Cells (LAC), the cluster system, and the multigrade mentoring system to support multigrade instruction in your school?

_____

_____

_____

_____

_____

8.8   How does your school relate to other multigrade schools? How do multigrade schools support each other? How do they share materials/resources, experiences and good practices?

_____

_____

_____

_____

_____

8.9   What policy recommendations can you provide to improve the instructional leadership of school heads? Which policy in instructional leadership in your opinion need to be developed, revised, modified or amended?

_____

_____

_____

_____

_____

9.   MONITORING AND EVALUATION

9.1   How are multigrade classes being monitored and evaluated? How often are multigrade classes monitored/supervised by the school head? By the district/division supervisor/s? IF M&E TOOLS ARE BEING USED, PROVIDE A COPY.

_____

_____

_____

_____

_____

9.2   How useful is the monitoring to you as multigrade instructional leader? As multigrade school manager?

_____

_____

_____

_____

_____

9.3   What data collection issues/challenges specific to multigrade education have you experienced? What data sets are available? How can this data be disaggregated?

_____

_____

_____

_____

_____

9.4   What policy recommendations can you provide to improve the M&E is a multigrade school? Which policy in M&E in your opinion need to be developed, revised, modified or amended?

_____

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_____

10.   PARENTAL AND COMMUNITY SUPPORT

10.1   How do communities support your multigrade school? What are the existing mechanisms for community participation, e.g., NGO, school governance council (SGC), PTA, LGU support in multigrade schools?

_____

_____

_____

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_____

10.1   What are the challenges in mobilizing/sustaining the participation of the community in a multigrade school activities? How do you address these challenges?

_____
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_____
_____
_____

10.2   What are the parents' perceptions (positive/negative) on multigrade education?

_____
_____
_____
_____
_____

10.3   What are the effective strategies in engaging parental and community support you have used in your school?

_____
_____
_____
_____
_____

10.4   What are the unique challenges in engaging parental support in multigrade schools?

_____
_____
_____
_____
_____

10.5   What policy recommendations can you provide to improve the participation and engagement of parent support in a multigrade school? What policies in your opinion need to be developed, revised, modified or amended?

_____
_____
_____
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_____

11.   CONTRIBUTING AND CONSTRAINING FACTORS IN ACHIEVING THE GOALS OF MPPE

11.1   What are the advantages of being a multigrade school? What are the disadvantages?

_____
_____
_____
_____
_____

11.2   What challenges/risks are being faced by multigrade learners, teachers, school heads and your
school? Among these challenges/risks, which are those that need to be prioritized?

_____
_____
_____
_____
_____

11.3   What opportunities and potentials exist to enhance the multigrade learning system?

_____
_____
_____
_____
_____

12.   MPPE CONTRIBUTIONS TO LEARNING OUTCOMES

12.1   Based on your experience, what factors can enhance the achievement of learning outcomes (e.g.,
participation, completion, transition, academic performance) in a multigrade setting?

_____
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_____
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_____

APPENDIX 6
Key Informant Interview Guide Questions: Multigrade Teachers

The Department of Education commits to improve the governance, quality and delivery of basic education services, and thus spearheads the review of Multigrade Program in Philippine Education (MPPE) with support from SEAMEO INNOTECH and UNICEF. The review of MPPE (also referred to as research project in this document) aims to:

1. Examine the current policy environment, program design and coverage of MPPE implementation, and the capacity building interventions provided for Multigrade Schools.

2. Evaluate how well the MPPE design and interventions have been implemented against pre-set standards and to what extent the MPPE has contributed to student learning outcomes.

3. Identify the contributing and constraining factors in achieving the goals of MPPE in the following domains: a) classroom organization and management, b) alignment of curriculum and instruction, assessment, and standards, e) instructional leadership, and f) parents and community participation.

Generate evidence-based recommendations to guide the MPPE Omnibus Policy, quality improvement and sustainability of MPPE in light of the K to 12 curriculum.

The following questions are designed to guide the interviewer/s in conducting a key informant interview (KII) with a school head/teacher-in-charge of a multigrade school. The objective is to obtain the school head's views about the Multigrade Program in Philippine Education (MPPE) in the last three years, particularly its policy environment, program design and coverage. The interviewer/s may write the responses from the interviewee in the space provided or in a separate note.

BACKGROUND INFORMATION

Name (Optional) _____

Name of Office & Address _____

Official Title/Designation _____

Highest Educational Qualification _____ Age _____

No. of Years Working for the Multigrade Program _____

1. CONTEXT

1.1 How long have you been a teacher of a multigrade school and monograde school?

1.2 Which do you prefer to teach? Monograde Class____ Multigrade Class _____

1.3 What are the combination of grades in your class? _____

1.4 Do you have any students with unique or special needs? e.g., IP learners

2. ENABLING POLICIES

2.1 Are you aware of the various national policies governing multigrade instruction? Were these useful to multigrade schools? Are there gaps in each policy? Indicate answers in Columns 4, 5, and 6.

IN THE LAST ROW IN EACH TABLE, answer these: Are there regional/division policies that support these national policies? If YES, what are these? How are these policies being operationalized by multigrade schools? What are the major gaps in their implementation?

Table 1: Standards for Physical Facilities and Classroom Organization

Components	DepEd Order/ Memorandum	Provisions	Aware-ness	Useful-ness	Gaps
Class Organization	DO 38, s. 1993 *Improving Access to Elementary Education by Providing Complete Grade Levels in All Public Elementary Schools through Combination and/or MG classes*	• Maximum 40 for multigrade class and maximum 45 for combination class.			
	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Minimum of 8 and maximum of 35 pupils per class Ideally, 3 grades to a class			
School Plant	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Follow school building standard • Allocation of 3-room school building			
Classroom layout	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Suggested MG classroom layout			

Facilitates/ Furniture	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Basic features of MG classroom:
		  – learning corners/ areas
		  – blackboards
		  – classroom furniture (tables, chairs, small benches, desks)
		  – display boards
		  – ventilation and lighting
		  – outdoor space			

Components	DepEd Order/ Memorandum	Provisions	Aware-ness	Useful-ness	Gaps

Class programs	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	– Suggested program options:
		  – subject staggering
		  – subject integration
		  – common timetable
		  – integration day
		  – subject grouping			

Other Related Policies issued by RO/DO					

Table 2: Granting of Hardship Allowance

Components	DepEd Order/ Memorandum	Provisions	Aware-ness	Useful-ness	Gaps
Hardship Allowance	DO 65, s. 1993 *Hardship Allowance for Eligible Public School Teachers*	Hardship allowance shall be given to all teachers and principals assigned to hardship posts which are identified as public schools which are accessible only by hiking, animal ride or banca ride, partly or wholly.			
Hardship Allowance Amendment	DO 73, s. 1996 *Revised Guideline on the Payment of Hardship Allowance to Eligible Public School Teacher*	Aside from teachers assigned in hardship posts, teachers assigned to handle multi-grade classes are also provided with hardship allowance.			

Special Hardship Allowance	DO 91, s. 1997 *Special Hardship Allowance for Multigrade Teachers*	• Fixed Monthly Rate (for those not qualified under Hardship Allowance through DO 73 s. 1996):
		  – PhP 150 for MGTs handling 2 grades
		  – PhP 200 for MGTs handling 3 grades
		  – PhP 300 for MGTs handling 4 or more grades			

	National Budget Circular by DBM Circular 514 Dec. 5, 2007	Guidelines on the Granting of Special Hardship Allowance			

Components	DepEd Order/ Memorandum	Provisions	Aware- ness	Useful- ness	Gaps
Other Related Policies issued by RO/DO					

Table 3: Capacity Building on Multigrade

Components	DepEd Order/ Memorandum	Provisions	Aware- ness	Useful- ness	Gaps
Capacity Building	DO 81, s. 2009 *Strengthening the Implementation of MPPE*	Training of teachers on multigrade instruction through a continuing standards-based professional development program			
Other Related Policies issued by RO/DO					

Table 4: Provision of Teaching and Learning Resources

Components	DepEd Order/ Memorandum	Provisions	Aware- ness	Useful- ness	Gaps
Teaching Resources	DO 38, s. 1993 *Improving Access to Elementary Education by Providing Complete Grade Levels in All Public Elementary Schools through Combination and/or MG classes*	• Minimum Learning Competencies-Multigrade (MLC-MG) Budget of Work (BoW) • Sample Lesson Plans			
	DO 78 s. 1993 *Maximum Utilization of the Multigrade Budget of Work*	• BoW consisting of objectives in the (MLC-MG)			
	DO 19, s. 1995 *Distribution and Maximization of the MG Instructional Package*	• MLC-MG • BoW-MG • Lesson Plans for MG Classes (LP-MG)			

	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Minimum MG Instructional Package:
		  – MLC-MG
		  – BoW-MG
		  – LP-MG			

	DO 81 s. 2009 *Strengthening the Implementation of MPPE*	• Multigrade Teach-Learn Package (MG-TLP)			

Components	DepEd Order/ Memorandum	Provisions	Aware-ness	Useful-ness	Gaps
Learning Resources	DO 19, s. 1995 *Distribution and Maximization of the MG Instructional Package*	• Multi-Level Materials (MLMs)			
	DO 96, s.1997 *Policies and Guidelines in the Organization and Operationalization of MG Classes*	• Minimum Learning Package: – at least 1:2 textbook-pupil ratio – at least 1 set multilevel materials to 3 pupil ratio			
Training Materials	DO 81 s. 2009 *Strengthening the Implementation of MPPE*	• Multigrade Training Resource Package (MG-TRP)			
	DepEd Memo (DM) 404 s. *2004 Dissemination of Training Video on Multigrade Instruction*	• "The Multigrade School" is a 28-minute video that can be viewed during MG training or use as self-learning MG orientation material			
Other Related Policies issued by RO/DO					

2.2   How are the following national policies being implemented in multigrade schools?

Policies	Experiences in Implementing DepEd national policies	Actions taken/ Recommendations
1. Hiring of teachers		
2. Teacher deployment		
3. Mother Tongue-Based		
4. Multilingual Education (MTB-MLE)		
5. LAC Assessment		
6. Daily Lesson Plans/Daily Lesson Log		
7. School Improvement Plan and School Report Card		
8. Budget/MOOE/Financial		
9. Management		
10. Designation of School		
11. Head/School Clustering		
12. Others (Please specify)		

2.3   What are the challenges in implementing education policies in a multigrade setting and how are these
         being addressed?

         _____

         _____

         _____

         _____

         _____

3.   CAPACITY BUILDING AND WELFARE

3.1   Are you aware of the teacher performance standards specific for multigrade teachers? How are these
         standards being utilized to ensure quality of multigrade instruction?

         _____

         _____

         _____

         _____

         _____

3.2   What aspects of the National Competency-Based Teacher Standards (NCBTS) are not fully aligned
         within the context of multigrade education?

         _____

         _____

         _____

         _____

         _____

3.3   Do you receive teacher hardship allowance? When do you usually get it? How much allowance do you
         receive?

         _____

         _____

         _____

         _____

         _____

3.4   Do you receive additional allowance/support from the LGU? (e.g., Housing accommodation, materials,
         allowance)?

         _____

         _____

         _____

         _____

         _____

4.   PRE-SERVICE TRAINING PROGRAM

4.1   To what extent did your pre-service teacher training program prepare you for multigrade instruction? Was there separate or special subjects on multigrade in the pre-service teacher education curriculum?

_____
_____
_____
_____
_____

4.2   Can you tell us how differentiated instruction was taught during your pre-service training?

_____
_____
_____
_____
_____

4.3   Based on your experience, how might the teacher education curriculum be strengthened to better prepare the future multigrade teachers?

_____
_____
_____
_____
_____

5.   IN-SERVICE TRAINING PROGRAM

5.1   What in-service capability building programs have you attended to promote quality multigrade teaching and learning?

→   Who conduct the training programs?

→   Were these training considered national, regional, division or district training?

→   What approaches were used in the training program?

→   Which of the training programs were useful in your multigrade class?

→   How was/were they useful?

→   In a scale of 1-10, 10 being the highest, how relevant are those training programs to you as a multigrade teacher?

Levels	Learning Areas	Provided (check if yes)	Best feature of the training program	Rate Usefulness (Scale of 1-10)
Division-wide Multigrade Training	Curriculum			
	Pedagogy			
	Assessment			
	Instructional Materials			
	Classroom Management			
	Others			
Region-wide Multigrade Training	Curriculum			
	Pedagogy			
	Assessment			
	Instructional Materials			
	Classroom Management			
	Others			
Region-wide Multigrade Training	Curriculum			
	Pedagogy			
	Assessment			
	Instructional Materials			
	Classroom Management			
	Others			
Others (please specify)				

5.2   Was mentoring or coaching used for capacity building? How did these training programs help you improve the quality of multigrade teaching and learning?

_____

_____

_____

_____

_____

5.3   What additional training interventions are needed to enhance your competency as a multigrade teacher?

_____

_____

_____

_____

_____

6.   PHYSICAL/MATERIAL RESOURCES and FACILITIES

6.1   What resources (e.g., learning materials, facilities) are available in your school to support multigrade instruction in the classroom? Who helped you provide/produce such resources (e.g., the national government)?

_____

_____

_____

_____

_____

6.2   How do you access, develop, and use learning resources (e.g., Learning Portal or the LRMDS) designed to support multigrade instruction?

_____

_____

_____

_____

_____

6.3   What are the instructional technologies you use? (e.g. multi-media resources)

_____

_____

_____

_____

_____

6.4   Have you been able to access multigrade teaching resources from the DepEd Learning Resources Management and Development System (LRMDS)? Why? Why not? Are the multigrade resources for both teaching and learning available at the DepEd LRMDS adequate?

_____

_____

_____

_____

_____

6.5   How often do you access the DepEd's Learning Portal or LRMDS? What are the challenges in accessing and using the LRMDS?

_____

_____

_____

_____

6.6   In your opinion, are teaching and learning resources to support multigrade instruction adequate and relevant? Why? Why not?

_____

_____

_____

_____

_____

6.7   In your opinion, are the school facilities appropriate for multigrade instruction? Why? Why not?

_____

_____

_____

_____

_____

6.8   What are the issues/challenges in developing, providing, and utilizing teaching and learning resources in a multigrade school?

_____

_____

_____

_____

_____

7.   CURRICULUM AND CO-CURRICULAR ACTIVITIES

7.1   As a multigrade teacher, are you able to fully implement the prescribed national curriculum? What topics/competencies in the prescribed curriculum are you not able to cover? Why?

_____

_____

_____

_____

_____

7.2   As a teacher, how do you contextualize and ensure that localized curriculum and co- curricular activities are responsive to the diverse needs of multigrade learners?

_____

_____

_____

_____

_____

7.3   What factors help enhance the curriculum delivery in a multigrade setting? What are the issues/ challenges in implementing the curriculum in your multigrade class?

_____

_____

_____

_____

_____

8.   CLASSROOM ORGANIZATION/ENVIRONMENT

8.1   How are multigrade classes currently set-up in terms of classroom management, organizational
       grouping (e.g., by ability level), scheduling, physical arrangement, etc?

       _____
       _____
       _____
       _____
       _____

8.2   Based on your experience, what organizational grouping approaches work best/least in a multigrade
       class?

       _____
       _____
       _____
       _____
       _____

8.3   For the organizational grouping approaches that work best in a multigrade classroom, in which
       subject is each approach utilized? How much time does the student spend on a weekly basis in
       each approach?

       _____
       _____
       _____
       _____
       _____

8.4   In your opinion, what learning environments are appropriate for multigrade instruction? Are there any
       learning environments where multigrade is extremely difficult to implement or work properly?

       _____
       _____
       _____
       _____
       _____

8.5   What type of learners thrive in a multigrade setting? What type of learners experience difficulty
       in a multigrade setting?

       _____
       _____
       _____
       _____
       _____

8.6 What are the issues and challenges teachers face in managing classrooms and organizing students' activities in a multigrade setting?

_____
_____
_____
_____
_____

9. INSTRUCTIONAL PRACTICES

9.1 How are you using the available multigrade materials provided by DepEd? Are you using the Budget of Work (BOW) for Multigrade? How helpful is the Budget of Work in multigrade instruction? In the absence of BOW, what other practices are being used for lesson preparation and delivery?

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_____
_____
_____
_____

9.2 Do multigrade teachers experience challenges in using the Budget of Work (BoW)? If yes, explain the challenges.

_____
_____
_____
_____
_____

9.3 Are there instructional planning and strategies that were developed and implemented to address the needs of learners in different circumstances or setting (e.g., indigenous communities, conflict/disaster areas, special/SPED schools) or per type of school (e.g., monograde, combination, pure, small and large schools)? Please describe.

_____
_____
_____
_____
_____

9.4 Do you adapt your teaching strategies to suit the needs of students in MG classes? If yes, please explain how it is adapted.

_____
_____
_____
_____
_____

9.5   What specific teaching strategies are commonly implemented in a MG class?

Teaching Strategies	Implemented in MG Class (check if YES)	Subject wherein it works (list as many)
Cooperative Group		
Learning		
Debate		
Demonstration/Modeling		
Discovery/Inquiry-based		
Field trip		
Hands-on/Learn by doing		
Homework		
Lecture		
Journal writing		
Peer tutoring		
Project-based		
Self-directed Learning		
Simulation/Role-play		
Others, please specify		

9.6   In your opinion, what teaching strategies are most effective or least effective in a multigrade context?

_____
_____
_____
_____
_____

9.7   Are there any other innovations in instruction that you have tried in your multigrade class? How effective were they?

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_____
_____
_____
_____

9.8   What are your issues and challenges in providing appropriate and effective instruction to learners in a multigrade class?

_____
_____
_____
_____
_____

9.9   What are the challenges in implementing the new Mother Tongue-Based Multilingual Education (MTB MLE) policy in your multigrade class? How are these being addressed? What teaching innovations were developed or implemented regarding MTB MLE in multigrade schools?

_____
_____
_____
_____
_____

9.10   Is the home language of the students and teacher the same? In case of multi-language, what language is actually used in the class and in what grade combinations are these being used. Why?

_____
_____
_____
_____
_____

10.   ASSESSMENT

10.1   How do you assess students' performance in multigrade classroom? Indicate the frequency of use for each type of assessment (i.e., if applied) below.

Types of Assessment	Frequency (always, sometimes, rarely)	Usefulness in improving Instruction
Pen and Paper Test (quiz, test)		
Recitation		
Worksheet/seatwork		
Projects		
Assignments		
Anecdotal records		
Observation checklist		
Performance Test (e.g., skills demonstration)		
Portfolio Assessment		
Peer Assessment		
Team Assessment		
Teacher observation		
Teacher checklist		
Student-teacher conference		
Analysis of student's output		
Student journal/ reflection log		
Group reflection activities		
Self-evaluation		
Teacher-student interview		
Others (please specify)		

10.2   Aside from measuring students' performance, what are the other uses of assessment in a multigrade class? Please cite instances when these are used.

_____
_____
_____
_____
_____

10.3   In your opinion, what assessment methods work best or least for multigrade learners?

_____
_____
_____
_____
_____

10.4   In your experience, what factors can enhance the quality of assessment in a multigrade class?

_____
_____
_____
_____
_____

10.5   What are the issues/challenges in developing, implementing and reporting results of assessment in a multigrade class?

_____
_____
_____
_____
_____

11.   MONITORING AND EVALUATION

11.1   Who performs the instructional supervision of your multigrade classes? How does the instructional supervisor monitor and evaluate a multigrade class? How often has your multigrade class been monitored/supervised?

_____
_____
_____
_____
_____

11.2   Do you get feedback on the results of the monitoring/supervision? If yes, how does the M&E help you become a better teacher? Cite an example.

_____
_____
_____
_____
_____

12.   PARENTAL AND COMMUNITY SUPPORT

12.1   How does the local community support your multigrade school?

_____
_____
_____
_____
_____

12.2   What are the existing mechanisms for community participation, (e.g., NGO, school governance council [SGC], PTA, LGU support) in multigrade school affairs? What are the challenges in mobilizing and sustaining the participation and support of the community for your multigrade school?

_____
_____
_____
_____
_____

12.3   What are the significant contributions of the community to your school?

_____
_____
_____
_____
_____

12.4   What are the parents' perceptions (positive/negative) about their children being in a multigrade class? What are the unique challenges in engaging parental support in multigrade schools? How do you address these challenges?

_____
_____
_____
_____
_____

13.   MPPE CONTRIBUTIONS TO THE LEARNING OUTCOMES

13.1   Are the learners motivated to go to school and to complete their studies? Why or why not? How do you motivate the learners?

_____
_____
_____
_____
_____

13.2   Are the learners actively participating in the learning process? Are you satisfied with how they are participating in class and learning? If yes, please give examples that made you happy with how your students are learning. If not, is there anything that could be done to improve the quality of teaching and learning and other program components (e.g., teacher training, more resources, etc.)?

_____
_____
_____
_____
_____

13.3   What changes in attitudes, values, dispositions (e.g., self-esteem, self-confidence, peer relationships) have you observed in your learners? What are the aspects of the school do you think they like the most or dislike the most?

_____
_____
_____
_____
_____

13.4   In your opinion and based on your teaching experience, what factors can enhance the achievement of learning outcomes in a multigrade setting?

_____
_____
_____
_____
_____

14.   CONTRIBUTING AND CONSTRAINING FACTORS IN ACHIEVING THE GOALS OF MPPE

14.1   Based on your experience, what do you think are the essential ingredients or essential factors for a multigrade class to be successful?

_____
_____
_____
_____
_____

14.2   What are the benefits and advantages of the MPPE as a DepEd Program? What are the current strengths and best practices, if any?

_____
_____
_____
_____
_____

15.   POLICY RECOMMENDATIONS

15.1   Are you willing to continue being a multigrade teacher? Explain your answer. What policy incentive will make you continue to work in a multigrade school?

_____
_____
_____
_____
_____

15.2   Which priority areas of the multigrade learning system need to be adjusted to better address the differentiated needs of children in your school?

_____
_____
_____
_____
_____

15.3   How might the key elements of multigrade instruction be modified, strengthened and/or upgraded to support the K to 12 education program?

_____
_____
_____
_____
_____

15.4   What policies in multigrade education need to be revised, modified or amended in light of the K to 12 curriculum?

_____
_____
_____
_____
_____

15.5   What suggestions do you have on how might multigrade program be adapted to Suit other learning context, e.g., urban areas?

_____
_____
_____
_____
_____

15.6   If multigrade instruction will be applied in an urban setting, what opportunities, challenges or issues could be anticipated? What possible methods, adjustments, and innovations could be done?

_____
_____
_____
_____
_____

15.7   What tips, guidance or suggestions would you give to teachers newly assigned to a multigrade school?

_____
_____
_____
_____
_____

APPENDIX 7
Key Informant Interview Guide Questions: DepEd Central Office Personnel

The Department of Education commits to improve the governance, quality and delivery of basic education services, and thus spearheads the review of Multigrade Program in Philippine Education (MPPE) with support from SEAMEO INNOTECH and UNICEF.   The review of MPPE (also referred to as research project in this document) aims to:

1. Examine the current policy environment, program design and coverage of MPPE implementation, and the capacity building interventions provided for Multigrade Schools.

2. Evaluate how well the MPPE design and interventions have been implemented against pre-set standards and to what extent the MPPE has contributed to student learning outcomes.

3. Identify the contributing and constraining factors in achieving the goals of MPPE in the following domains: a) classroom organization and management, b) alignment of curriculum and instruction, assessment, and standards, e) instructional leadership, and f) parents and community participation.

4. Generate evidence-based recommendations to guide the MPPE Omnibus Policy, quality improvement and sustainability of MPPE in light of the K to 12 curriculum.

The following questions are designed to guide the interviewer/s in conducting a key informant interview (KII) with a school head/teacher-in-charge of a multigrade school. The objective is to obtain the school head's views about the Multigrade Program in Philippine Education (MPPE) in the last three years, particularly its policy environment, program design and coverage. The interviewer/s may write the responses from the interviewee in the space provided or in a separate note.

1.   PROGRAM CONCEPT

1.1   Why is DepEd implementing the Multigrade (MG) Education Program?

_____
_____
_____
_____
_____

1.2   What is DepEd's long-term vision for MG Education?

_____
_____
_____
_____
_____

2. CURRENT INITIATIVES ON MG EDUCATION

2.1 In what ways does your office support the implementation of MG Education Program (e.g., Policy, Curriculum and Instruction, Professional Development of Teachers, Learner's Development, Materials Development, Classroom and Physical Facilities, Learning Environment, Monitoring and Evaluation, Community Support, and Incentives and Awards, etc.)?

_____
_____
_____
_____
_____

2.2 How do you monitor the progress of the implementation of MG Education Program component that your office provides support?

_____
_____
_____
_____
_____

2.3 What are the positive/significant results of your contributions/ interventions to MG Education Program based on your Monitoring and Evaluation?

_____
_____
_____
_____
_____

2.4 How does your office ensure sustainability and scalability of the implementation of the MG Education Program?

_____
_____
_____
_____
_____

2.5 What do you perceive as the strengths of the country's MG Education Program?

_____
_____
_____
_____
_____

2.6 What do you think are the major challenges in the implementation of the current MG Program? How will DepEd address these challenges?

_____
_____
_____
_____
_____

2.7   How might your office further strengthen/ enhance its support for the MG Education Program?

_____
_____
_____
_____
_____

3.   FINANCIAL RESOURCES

3.1   How is financial support given to MG schools? Where are these funds accessed from?

_____
_____
_____
_____
_____

3.2   Please describe the process of allocation and disbursement of funds.

_____
_____
_____
_____
_____

3.3   How is the utilization of funds monitored? Can you share the results of financial monitoring?

_____
_____
_____
_____
_____

3.4   Are there any aspects of financial management (e.g., policies, protocol, procedures, and guidelines, etc.) that MG schools find challenging to implement?

_____
_____
_____
_____
_____

4.   CAPACITY BUILDING

4.1   How could the teacher education curriculum be strengthened to better prepare the future MG teachers?

_____
_____
_____
_____
_____

4.2   What training programs/ capacity building programs were provided by DepEd to improve
         implementation of MG Education? Were these programs effectively implemented? (e.g., teaching
         and learning process, instructional materials development, improvement of learning environment,
         learner's assessment, policy dissemination, program development, monitoring and evaluation,
         resource mobilization, support for teachers, support for learners, etc.)

_____

_____

_____

_____

_____

4.3   How do you sustain training programs for the professional development of MG implementers?

_____

_____

_____

_____

_____

4.4   For NEAP—Are you familiar with the issuance of DepEd 42. s. 2017—Philippines Professional
         Standards for Teachers (PPST)? If yes, how are these standards being utilized to ensure quality
         of MG instruction?

_____

_____

_____

_____

_____

4.5   Based on your recent evaluation, what competency gaps of MG implementers (teachers,
         administrators) need further training?

_____

_____

_____

_____

_____

5.   PHYSICAL AND MATERIAL RESOURCES

5.1   What resources (i.e., learning materials, facilities) are being provided by DepEd to MG schools?
         Are they available in the LRMDS?

_____

_____

_____

_____

_____

5.2　　How do you ensure accessibility of MG materials to MG implementers and other stakeholders from LRMDS?

_____

_____

_____

_____

_____

6.　MONITORING AND EVALUATION

6.1　　What particular areas of MG Education are being monitored (e.g., fund utilization, curriculum, instruction, etc.)?

_____

_____

_____

_____

_____

6.2　　Who are the persons responsible in the M&E of MG schools? What are their roles? How often do they conduct M&E?

_____

_____

_____

_____

_____

6.3　　What specific tools/ methodologies are being used to monitor and evaluate, specifically for MG schools?

_____

_____

_____

_____

_____

6.4　　What are the issues and challenges do you encounter in M&E of MG Education Program?

_____

_____

_____

_____

_____

6.5   What are data collection issues specific to MG Education? What data sets are available? How can these data be disaggregated?

_____

_____

_____

_____

_____

7.   POLICY RECOMMENDATIONS

7.1   What policies designed for regular monograde schools might not be so appropriate for MG school? How should the policies be contextualized to better fit MG schools?

_____

_____

_____

_____

_____

7.2   What do you think are the existing MG Education policies that need to be modified and/or strengthened to better improve implementation of MG Education (e.g., curriculum and instruction, etc.)?

_____

_____

_____

_____

_____

7.3   Do you have any further comments, suggestions, feedback to strengthen MG Education program implementation?

_____

_____

_____

_____

_____

APPENDIX 8
Key Informant Interview Guide Questions: Development Partners

In support of the Department of Education's mandate to improve the governance, quality and delivery of basic education services, SEAMEO INNOTECH and UNICEF spearhead the review of Multigrade Program in Philippine Education (MPPE), which is one of the major programs of DepEd that can be further expanded, modified and strengthened. The research project aims to:

1. Examine the current policy environment, program design and coverage of MPPE implementation, and the capacity building interventions provided for Multigrade Schools.

2. Evaluate how well has the MPPE design and interventions been implemented against pre-set standards and to what extent has the MPPE contributed to student learning outcomes.

3. Identify the contributing and constraining factors in achieving the goals of MPPE in the following domains: a) classroom organization and management, b) alignment of curriculum and instruction, assessment, and standards, e) instructional leadership and, f) parents and community participation.

4. Generate evidence-based recommendations to guide the MPPE Omnibus Policy, quality improvement and sustainability of MPPE in light of the K to 12 curriculum.

The following questions are designed to gather the perspectives of Development Partners/Non-government Organizations about Multigrade (MG) Education Program, particularly on how they prepare and enhance teachers' capabilities on MG instruction and provide other forms of technical assistance to MG Schools.

1.   DEVELOPMENT PARTNER'S CURRENT INITIATIVES ON MULTIGRADE EDUCATION

1.1   In what ways does your organization promote and support DepEd's MG Education Program in public elementary schools?

   a.   Improving quality of teaching through training and other capacity building interventions

   b.   Support for MG instructional materials development

   c.   Improvement of learning environment

   d.   Strengthening learner assessment

   e.   Technical assistance for policy formulation/program development, monitoring and evaluation

   f.   Resource mobilization

   g.   Support for teachers (improving incentives, security, housing, transportation, etc.)

   h.   Support for learners (housing, transportation, feeding program, etc.)

    i.   Others

1.2   What was your organization's underlying reason for supporting multigrade education through these initiatives?

_____
_____
_____
_____

1.3   What positive results from these MG education support programs has your institution been able to observe/document through your monitoring and evaluation activities?

_____
_____
_____
_____
_____

1.4   How does your organization ensure the sustainability and scalability of your MG support initiatives?

_____
_____
_____
_____
_____

2.   PERCEPTION ON MULTIGRADE EDUCATION

2.1   How does your organization view the concept of Multigrade Instruction as an education philosophy/strategy/pedagogy?

_____
_____
_____
_____
_____

2.2   What do you perceive are the major strengths/positive aspects of the country's current DepEd MG Education Program?

_____
_____
_____
_____
_____

2.3   What do you think are the major weaknesses of the current MG Education Program? How might these weaknesses best be addressed? What role can development partners such as your own organization play a part in improving the quality and effectiveness of MG education?

_____
_____
_____

2.4 At the school level, what (based on your own observation/experience) do you see as the greatest challenges facing school teachers and learners in an MG environment?

_____

_____

_____

_____

_____

2.5 Based on your observation/experience, what are the remaining gaps on capacity building of MG school heads, teachers and supervisors that must be addressed to improve the quality of teaching and learning in MG schools?

_____

_____

_____

_____

_____

2.6 What do you think are specific policies that need to be formulated, modified and/or strengthened to better improve implementation of DepEd's MG Education Program?

_____

_____

_____

_____

_____

2.7 Any comments, suggestions, feedback you would like to share for DepEd's consideration to further strengthen the implementation of MG education in the country?

_____

_____

_____

_____

_____

APPENDIX 9
Focus Group Discussion with Teacher Education Institutions (TEIs)

In support of the Department of Education's mandate to improve the governance, quality and delivery of basic education services, SEAMEO INNOTECH and UNICEF spearhead the review of Multigrade Program in Philippine Education (MPPE), which is one of the major programs of DepEd that can be further expanded, modified and strengthened. The research project aims to:

1. Examine the current policy environment, program design and coverage of MPPE implementation, and the capacity building interventions provided for Multigrade Schools.

2. Evaluate how well has the MPPE design and interventions been implemented against pre-set standards and to what extent has the MPPE contributed to student learning outcomes.

3. Identify the contributing and constraining factors in achieving the goals of MPPE in the following domains: a) classroom organization and management, b) alignment of curriculum and instruction, assessment, and standards, e) instructional leadership and, f) parents and community participation.

4. Generate evidence-based recommendations to guide the MPPE Omnibus Policy, quality improvement and sustainability of MPPE in light of the K to 12 curriculum.

The following questions are designed to gather the perspectives of TEIs about Multigrade (MG) Education Program, particularly on how they prepare and enhance teachers' capabilities on MG instruction.

1.   MULTIGRADE PROGRAM CONCEPT

1.1   As a TEI, how does your institution view MG education as a strategy to support achievement of the country in its quest to make inclusive quality education for all?

_____
_____
_____
_____
_____

1.2   What do you perceive as a strength of the country's MG Education Program?

_____
_____
_____
_____
_____

CAPACITY BUILDING INTERVENTIONS

2.   PRE-SERVICE PROGRAM

2.1   How effective are the current pre-service teacher training programs in preparing undergraduate
        teachers for MG instruction? Are there separate or special subjects on MG in the pre-service teacher
        education curriculum? Are there aspects of instruction specifically focused on MG that are included in
        pre-service education courses? Is there practicum session on teaching in MG schools? Please explain
        your answer.

        _____
        _____
        _____
        _____
        _____

2.2   How could the teacher education curriculum be strengthened to better prepare the future MG teachers
        (e.g., application of theories and principles of teaching and learning)?

        _____
        _____
        _____
        _____
        _____

2.3   Is differentiated instruction included in the teacher education curriculum? If yes, does it include
        teaching strategies for different levels of learner's ability and development? If not, what can be
        done about it?

        _____
        _____
        _____
        _____
        _____

2.4   Based on your pre-service program evaluation, what essential competencies need further
        enhancement in ensuring that teachers are equipped to teach for MG teaching? (Please identify
        top three competencies.)

        _____
        _____
        _____
        _____
        _____

2.5   In your opinion, how does your institution contribute in bringing out the best among MG
        teachers? What is it about your institution that made this achievement/ contribution possible?
        What are your strengths and what are you most proud of as partner institution for teacher
        preparation?

        _____
        _____
        _____
        _____
        _____

3.   IN-SERVICE PROGRAM

3.1   Has your TEI been involved in in-service training programs?

If yes, to what extent were these in-service training programs been effective in helping teachers improve the quality of MG teaching and learning process?

If no, what in-service capability building programs should be provided and designed to improve quality of MG teaching practices?

_____
_____
_____
_____
_____

3.2   What competency areas need continuing training interventions to address the remaining competency gaps/ learning needs of MG teachers?

_____
_____
_____
_____
_____

3.3.   Are there in-service training programs for school heads and supervisors on strengthening instructional supervision for multigrade schools? If yes, are they effective and sufficient? Please explain your answer. If not, what do you think can be done about it?

_____
_____
_____
_____
_____

4.   POST PROGRAM INTERVENTION

4.1   Does your TEI conduct post program interventions among successful completers of MG Education courses? If yes, please elaborate how and to what extent does it help the MG teachers enhance their teaching practices, e.g., mentoring, coaching, etc.?

_____
_____
_____
_____
_____

4.2   Given the post program intervention experience (pre-service/ in-service), what factors do you think helped the MG teachers?

_____
_____
_____
_____

4.3   What other viable solutions can be considered in addressing the lack of qualified MG teachers in far flung areas?

_____

_____

_____

_____

_____

5.   INSTRUCTIONAL MATERIALS AND RESOURCES

5.1   What instructional and support materials are being used by your institution for teacher training on MG pedagogical practices and management? Please provide additional information or examples to explain your answer.

_____

_____

_____

_____

_____

5.2   What are the challenges in capacitating teachers to prepare instructional materials for MG instruction? How do you think these challenges could be addressed?

_____

_____

_____

_____

_____

5.3   How do you ensure sustainability and quality of MG education program/ courses being offered by your institution?

_____

_____

_____

_____

_____

6.   ISSUES AND RECOMMENDATIONS

6.1   What specific education and training policies should be implemented and/or strengthened to ensure that multigrade teachers are adequately prepared to teach?

_____

_____

_____

_____

6.2   Based on your observation/ experience in managing MG Education programs, are there any unmet
learning needs of MG teachers? Please provide additional information or examples to
explain your answer.

_____
_____
_____
_____
_____

6.3   If you could transform the MG Education system in any way you wish, what would it look like and what
would you change first? What policy advice would you give DepEd?

_____
_____
_____
_____
_____

APPENDIX 10
Guide Questions for Commission on Higher Education

In support of the Department of Education's mandate to improve the governance, quality and delivery of basic education services, SEAMEO INNOTECH and UNICEF spearhead the review of Multigrade Program in Philippine Education (MPPE), which is one of the major programs of DepEd that can be further expanded, modified and strengthened. The research project aims to:

1. Examine the current policy environment, program design and coverage of MPPE implementation, and the capacity building interventions provided for Multigrade Schools.

2. Evaluate how well has the MPPE design and interventions been implemented against pre-set standards and to what extent has the MPPE contributed to student learning outcomes.

3. Identify the contributing and constraining factors in achieving the goals of MPPE in the following domains: a) classroom organization and management, b) alignment of curriculum and instruction, assessment, and standards, e) instructional leadership and, f) parents and community participation.

4. Generate evidence-based recommendations to guide the MPPE Omnibus Policy, quality improvement and sustainability of MPPE in light of the K to 12 curriculum.

The following questions are designed to gather the perspectives of CHED about Multigrade (MG) Education Program, particularly on the Commission's policies concerning MG Education in Pre-Service Teacher Education.

1.   PRE-SERVICE TEACHER EDUCATION

1.1   Are there separate or special subjects on Multigrade Education (MG) in the pre-service teacher education curriculum? Are there aspects of instruction specifically focused on MG that are included in pre-service education courses? Is there practicum session on teaching in MG schools? Is differentiated instruction included in the teacher education curriculum? If yes, does it include teaching strategies for different levels of learner's ability and development? If not, what can be done about it? Please explain your answer.

_____
_____
_____
_____
_____

1.2   Is MG Education integrated in all professional education courses, e.g., learner's assessment, curriculum, pedagogy, classroom management, learning materials. Why? Why not?

_____
_____
_____
_____
_____

1.3 How else do you ensure that graduates of pre-service teacher education program are prepared to fulfill the needs of the nearly 7,000 MG schools?

_____
_____
_____
_____
_____

1.4 Based on your pre-service program evaluation, what essential competencies need further enhancement in ensuring that teachers are equipped to teach for MG teaching? (Please identify top three competencies.)

_____
_____
_____
_____
_____

2. MULTIGRADE PROGRAM CONCEPT

2.1 How does CHED/ Technical Panel for Teacher Education view MG education as a strategy to support achievement of the country in its quest to make inclusive quality education for all?

_____
_____
_____
_____
_____

2.2 What do you perceive as a strength of the country's MG Education Program?

_____
_____
_____
_____
_____

2.3 What major weaknesses of the current MG Education Program have you observed and what recommendations would you like to share for DepEd's consideration?

_____
_____
_____
_____
_____

3. ISSUES AND RECOMMENDATIONS

3.1   How could the pre-service teacher education curriculum be strengthened to better prepare teachers for multigrade instruction (e.g., application of theories and principles of teaching and learning, practicum/ immersion)?

_____

_____

_____

_____

_____

3.2   What do you think are specific policies that need to be formulated, modified and/or strengthened to better improve implementation of DepEd's MG Education Program?

_____

_____

_____

_____

_____

3.3   What other viable solutions can be considered in addressing the lack of qualified MG teachers in far flung areas?

_____

_____

_____

_____

_____

APPENDIX 11
Case Study Form: School Profile

Objective

To document the profile of the Multigrade School and Multigrade Class being observed to include the class' teacher, learners, and context of learning.

Directions

The Research Team can use this form to document the Multigrade (MG) school profile, including teacher's profile, learning environment, multigrade class description, and school's performance. Parts I and II can be filled out with the help of the School Head or Teacher. Part III will be filled out by the researcher.

Date: _____

Researcher's Name: _____

Name of School: _____   School ID: _____

District/Division:_____   Region:_____

Type of School (mark ✓ in the appropriate box):

- ☐ Complete
  - o Pure Multigrade
  - o With single grade classes
- ☐ Incomplete
  - o Pure Multigrade
  - o With Single Grade Classes
- ☐ Integrated
- ☐ Annex/ Satellite

1. TEACHER'S PROFILE

Basic Information	Description			
Name of Teacher				
Teacher's Position/Designation				
Highest Educational Background				
Year Graduated				
College/ University				
MG Trainings attended	Name of the Training/ Seminar	Duration	Date	Venue
a. Year _____				
b. Year _____				
c. Year _____				
Age				
Residence Address				
No. of Years Teaching in MG Classes				
Total No. of Years in Teaching				

2. LEARNER'S PROFILE

Class 1

Subject: _____   Grade levels combined: _____

No. of Grade __ Male students: ____   No. of Grade __ Female students: _____

No. of Grade __ Male students: ____   No. of Grade __ Female students: _____

No. of Grade __ Male students: ____   No. of Grade __ Female students: _____

Attendance Rate: _____   Common Cause/s of Absenteeism: _____

No. of Readers: _____   No. of Non-readers: _____

Check the following that apply to the learners in your class and indicate number of students:

☐ Overaged: _____

☐ Indigenous: _____

☐ Streetchildren: _____

☐ In conflict with the law: _____

☐ Undernourished: _____

☐ Abused: _____

☐ Displaced/ homeless: _____

☐ Child laborers: _____

☐ Gifted: _____

☐ Abandoned: _____

☐ Muslim: _____

☐ Indigent (4Ps): _____

☐ Disaster-affected: _____

☐ Armed conflict: _____

☐ Far-flung: _____

☐ Chronically- ill: _____

☐ Disabled: _____
Describe the nature of disability:
_____

☐ Others: _____

3. LEARNING ENVIRONMENT

Areas	Description
Multigrade Classroom Physical set-up (access to electricity and light); general condition; cleanliness; space; classroom size, physical appearance; with posters and pictures.	
Furniture Kind (e.g. electric fan), quantity and quality, sufficient for number of children.	
Equipment General appearance and condition, types, adequate in number and relevance, bought or made; any improvisation (access to internet and ICT).	
Learning Materials General appearance and condition, types, adequate in number and relevance, bought or made; any improvisation	
Support Presence of teaching aid, teaching assistant, volunteer teacher)	

APPENDIX 12
Case Study - Form 2: Classroom Observation Tool

Objectives

- To validate the effectiveness of Multigrade Program in Philippine Education (MPPE) as an alternative modality of delivery of primary education;

- To gather information on how multigrade instruction is implemented inside the MG classroom;

- The classroom observation is not meant to evaluate the individual performance of the MG school teachers but aims to document the observable and innovative teaching practices used in multigrade classes.

Directions

Answer by marking a ✓ under E (Evident) or N (Not Evident) for each item. Then, note more evidence through remarks in the space provided for the information asked.

Notes

- Consent form to be filled out by the teacher (for interview, observation, photo & video documentation);

- It is UNLIKELY that ALL areas of observation would be documented in a single classroom visit; hence, answer only those that are observable and applicable;

- A debriefing will follow after the actual classroom observation to provide feedback on the quality of teaching practices adopted by the MG teacher.

Date: _____ Time Started: _____
Time Finished: _____
Subject/Learning Area: _____
Language of Instruction used: _____
Observers:
    ☐ Teacher Education Institution: _____
    ☐ DepEd: _____

Documenters:
    ☐ UNICEF:
    ☐ SEAMEO INNOTECH:_____
    ☐ MG Coordinator:_____
Local Translator:
    ☐ MG Coordinator:_____

Others: _____

1. PREPARATORY ACTIVITIES

Prior to actual classroom observation, the Research Team may request for the sample lesson plan or any instructional materials of the MG school teacher in order to partially assess the MG school teacher's strategy in the preparation of its activities, including the use of instructional materials in teaching MG classes.

Areas of Observation	Grade		Grade		Grade		Grade		Remarks
	E	N	E	N	E	N	E	N	
A. Lesson Plan									
1. Prepares a Multigrade Lesson Plan									
a. Daily Lesson Log (DepEd template / lesson outline)									
b. Daily Lesson Plan (DepEd detailed lesson exemplar)									
c. MG lesson plan (teacher made)									
2. Lesson Plan follows Multigrade's Budget of Work (BoW)									
3. Sets lesson plan objectives for each grade level									
4. Sets teaching and learning activities that are congruent (or aligned) with the objectives of the lesson									
5. States objectives in behavioral terms									
6. Sets lesson objectives within the experiences and capabilities of the learners									
7. Prepares lessons that are adapted to the specific context of the learners and are differentiated according to:									
a. each grade level									
b. each needs/abilities/interests of pupils across grade levels (literacy lesson, cross-age, peer grouping, others)									
c. process									
d. product/ output									
8. Plans activities that are adequate for each grade level to achieve the objectives									
9. Plans activities that are sequentially arranged									
10. Provides for differentiated assignments/ agreements (home-stretched activities)									
11. Sets evaluations that are congruent with the objectives of the lesson									
B. Learning Materials and Technologies									
1. Prepares boardwork/ chart If evident, mark if it was neatly done.									

Narrative Observation

2. **INSTRUCTIONAL DELIVERY**

In the conduct of actual classroom observations, the Research Team will observe the teacher's behavior in actual teaching, use of materials, methods, and learning assessment.

Areas of Observation	Grade		Grade		Grade		Grade		Remarks
	E	N	E	N	E	N	E	N	
A. Teacher's Behavior in Actual Teaching									
1. Reviews pre-requisite skills/concepts									
Motivates pupils to be interested in the lesson									
If evident, note in what way/s, and enumerate approach/es used to motivate the pupils.									
2. Provides accurate and updated content/concept									
3. Shows fairness in dealing with learners									
4. Asks questions within the level of pupil's understanding									
Asks follow-up questions to stimulate pupil's critical thinking.									
Teacher answers students questions clearly to provide them a deeper understanding and appreciation of the subject matter									
Teacher answers students questions									
5. Creates situations that encourage pupils to use higher order thinking skills in asking questions									
6. Engages and sustains learners' interest in the subject matter by making content meaningful and relevant to their daily lives									
7. Presents lessons logically in a developmental manner									
8. Presents explanations clearly and within the level of pupil's understanding									
9. Uses clear and modulated voice to present the lesson well									
10. Uses appropriate examples within the pupils' experience									
11. Paces lessons appropriate to the needs and difficulties of the learners									
12. Aware of and able to address the diverse and unique needs of learners									

Areas of Observation	Grade		Grade		Grade		Grade		Remarks
	E	N	E	N	E	N	E	N	
B. Use of Instructional Materials and Methods									
1. Uses appropriate instructional materials (e.g., visual aids, flash cards, activity sheets).									
If evident, describe how these are used for different kinds of learners.									
2. Uses appropriate instructional technologies (e.g., ICT-based learning, etc).									
If evident, describe how these are used for different kinds of learners.									
3. Integrates across subject areas (e.g., language, literacy skills, values, others)									
If evident, enumerate subject matter/content and skills which were integrated.									
4. Utilizes differentiated tasks and activities for each grade level through: (Mark which is evident below)									
a. Flexible grouping									
b. Tapping on pupil's learning preferences (e.g., auditory/visual activities; task for students who learn best by using concrete examples, or need to move around while learning; activities in a preferred learning environment)									
c. Anchoring activities: activities that student may do at any time (e.g., problem to solve, journal to write, project work, etc.)									
d. Tiered activities (series of related activities that increase in difficulty)									
e. Adjusting oral and written questions for students with different needs									
f. Learning center activities that takes into account different students' abilities and level of readiness									
g. Independent and shared study projects									
5. Utilizes activities that are relevant to the pupil's level and background									
6. Provides appropriate intervention for learners at risk									
7. Shifts classes, when necessary to cater to the needs of the other class (e.g., road mapping)									
8. Initiates activities that promote "learning by doing"									
If evident, enumerate the activities undertaken by pupils in each grade level.									

Areas of Observation	Grade		Grade		Grade		Grade		Remarks
	E	N	E	N	E	N	E	N	
9. Demonstrates innovative instructional practice									
If evident, please specify.									
C. Learning Assessment									
1. Affirms or commends a correct oral response, providing as necessary to enhance learning of pupils									
2. Provides specific useful feedback after an incorrect, incomplete, or non-response									
3. Provides timely feedback and appropriate reinforcement to pupils' behavior									
4. Provides appropriate formative evaluation congruent to the learning objectives									
5. Elicits a pupil-stated generalization (learning insights) at the end of the lesson									
6. Allows pupils to provide in their own words a generalization/ learning insight at the end of the lesson									
7. Uses assessment strategies to address diverse learners and their differences in:									
a. grade levels									
b. abilities (e.g., cognitive, skills)									
c. interests									
d. needs									
e. ethno-linguistic groups									
f. Others, please specify.									
8. Utilizes assessment techniques. Please mark which of the following is used:									
a. Performance-based assessment									
b. Paper and pencil									
c. Oral recitation									
d. Project-based									
e. Peer assessment									
f. Others, please specify:									
9. Uses authentic non-traditional assessment tools, when needed.									
If evident, enumerate these assessment tools.									

Narrative Observation

3.   **CLASSROOM MANAGEMENT**

In the actual conduct of the classroom observation, the Research Team will observe the efficiency and effectiveness of the teacher in creating a classroom conducive to learning, by planning the use of classroom space, carrying out multiple lessons at the same time, establishing norms of behavior, designing activities and use of teaching and learning materials.

Areas of Observation	Grade		Grade		Grade		Grade		Remarks
	E	N	E	N	E	N	E	N	
A. Classroom Structure									
1. Seating arrangement and general classroom structure promote group learning activities or independent work									
2. Classroom structured to enhance learning									
3. Delivers instruction through structural grouping: (Mark which is evident below)									
a. Whole class: teach all levels together									
b. By grades: teach one grade while others work independently									
c. By grades: teach one grade while others work independently									
d. Non-taught groups									
e. Grouped according to some criteria: by abilities, tasks, and pupil's choice									
B. Classroom Atmosphere									
1. Talks to the pupils in a friendly way									
2. Pupils appear to show respect to the teacher									
3. Class appears to be joyful and pleasant									
4. Engages class actively									
5. Pupils appear to get along well with each other									
C. Use of time									
1. Equally gives time and attention to boys and girls in each grade level									
2. Flexible in terms of time management									
3. Maximizes learning time (e.g., able to finish the target learning objectives on time)									
D. Routines									
1. Pupils follow routine and procedures/ task to maximize instructional time									
2. Class adopts a system of peaceful and orderly conduct of learning activities									

Areas of Observation	Grade		Grade		Grade		Grade		Remarks
	E	N	E	N	E	N	E	N	
3. Teacher sets standards of pupils' behavior in class									
4. Pupils adopt a self/ peer checking mechanism to instill discipline									
E. Management of Learner's Behavior									
1. Teacher manages to maintain control and positive discipline among pupils									
2. Teacher encourages the pupils to participate actively If evident, mark the following that apply:									
a. Pupils answer in own words at a desired cognitive level									
b. Pupils ask questions relevant to the lesson									
c. Pupils perform learning tasks with some levels of independence									
d. Pupils initiate ideas/activities									
e. If evident, enumerate the ideas/ activities.									
f. Pupils show appropriate behavior of individualism, cooperation, healthy competition in classroom interactions									
g. Pupils imbibe and value learning from the teacher and from classmates									
3. Class rules facilitate the management of pupils' behavior and class activities.									
4. Teacher assigns pupil leaders to take on responsibilities in class.									

Narrative Observation

4. **REMEDIAL/ENRICHMENT ACTIVITIES**

Each pupil in a multigrade class is different in terms of learning ability. Thus, the role of the MG school teacher is to provide remedial teaching and enrichment activities when necessary. This will aid in the optimal development of pupils' skills (e.g., interpersonal relations, communication, problem-solving, self-learning, independent thinking and creativity, among others) and nurture positive attitudes and values.

Areas of Observation	Grade		Grade		Grade		Grade		Remarks
	E	N	E	N	E	N	E	N	
1. Supplemental activities are provided to address the diverse needs of the following learners:									
a. Pupils with varying ability levels (e.g., basic/ fast learners									
b. Pupils of both genders (according to strengths, interests, and experiences)									
c. Pupils from different linguistic, cultural, socio-economic and religious backgrounds									
d. Pupils with special needs (e.g., disabled, gifted, hard of hearing, etc.)									
e. Pupils in difficult circumstances (e.g. geographic isolation, chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices)									
f. Pupils from indigenous group									
2. If evident, enumerate the supplemental activities (e.g., giving of assignments, reinforcement/enrichment activities)?									
3. Utilizes effective supplemental activities									
4. Remedial classes or enrichment activities done after class									
If evident, indicate number of time spent for remedial classes.									

Narrative Observation

DEBRIEFING

Observer's Feedback/ Comments

Teacher's Comments

Observer's signature: _____

Date: _____

REFERENCES:

DepEd. Observation Guide for an Actual Lesson in Multigrade Class. DepEd-CCFPI Little Red Schoolhouse Project.

Star Observation Technique

DepEd Memo No. 196, s. 2012: Monitoring of Grade 1-7 Classes of the K to 12 Program.

DepEd Memo 241, s. 2003, Search for Multigrade Teacher Achiever.

DepEd Order No. 42, s. 2017: National Adoption and Implementation of the Philippine Professional Standards for Teachers.

UNESCO. Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments specialized Booklet, 2013.

UNESCO. Practical Tips for Teaching Multigrade Classes., 2013.

Module MG. 3. Teaching in a Multigrade Classroom, Student Support Materials, Primary and Secondary Teacher Education Project. Australian Agency for International Development (AusAid) GRM International.

APPENDIX 13
Case Study Guide Questions for DepEd Regional, Schools Division, and District Supervisors

Objective

This FGD aims to determine how well has the MPPE as designed been implemented against DepEd's pre-set standards in terms of accomplishments as well as innovations and good practices of selected performing MG schools.

Background Information	Division Superintendent	MG Coordinator	District Official
School:			
Name:			
Position/Designation:			
No. of Years in MG School			
Highest Educational Attainment:			
Age			

MY MULTIGRADE SCHOOL STORY

CONVERSATION PROTOCOL

Using appreciative, inquiry start the conversation through story telling of respondent's multigrade school experience. Discover their roles in the successful implementation of multigrade program in the selected MG school for the case study visit.

I.   ACCOMPLISHMENTS

1.   Tell us your experience since you were assigned to monitor/supervise this multigrade school. As you reflect over your length of experience in a multigrade setting, recall a peak moment– a time that stands out when you felt most engaged, or most effective, or most proud as a District Supervisor, MG Coordinator and/or District Official. What was the situation?

Peak Moment/ Event	Who were involved in that moment/ event?	When and Where did it happen?	What was your role?	What was the Outcome?	Why was that important to you?
Division Superintendent					
MG Coordinator					
District Official					

2.   Based on your peak moment, what top 2-3 results created positive or significant contributions to your key stakeholders?

Mindset of students	Teachers	Parents	Community
Division Superintendent			
1.			
2.			
3.			
MG Coordinator			
1.			
2.			
3.			
District Official			
1.			
2.			
3.			

3.   What were your top three major accomplishments in the past five years that you are very proud of to share with other MG implementing schools?

Accomplish-ments	What was your role?	Who were the other stakeholders involved?	When and were did it happen?	What success factor(s) made the accom-plishment work?	What positive outcome/impact did it contribute to the school?
Division Superintendent					
1.					
2.					
3.					
MG Coordinator					
1.					
2.					
3.					
District Official					
1.					
2.					
3.					

III.   ISSUES, PROBLEMS, AND CHALLENGES

4.   What were your common issues, problems and challenges on MG implementation in the past 2-3 years as Division Superintendent, MG Coordinator, and/or District Official?

Issues /Problems/Challenges	How did you deal with these issues?
Division Superintendent	
MG Coordinator	
District Official	

INNOVATIONS

1.   Are there any innovations on instruction that you have observed in this multigrade school in the past 2-3 years? How effective were they?

Type or Kind of Innovations	What were the positive outcomes of the implemented innovation?	What were the challenges in the implementation?	How did the school address those challenges?
Division Superintendent			
MG Coordinator			
District Official			
Division Superintendent			
MG Coordinator			
District Official			

2.   Are there innovative resources (e.g., learning materials, facilities) available in this multigrade school? If yes, what are those?

Innovative Resources	Who provided those resources?	What has changed as a result of innovative resources?
Division Superintendent		
MG Coordinator		
District Official		

IV. GOOD PRACTICES

1. Over the years (as Division Superintendent, MG Coordinator and/or District Official), what works well in the implementation of multigrade education in this school as you have observed? What do you think was really making it work in terms of the following component/elements?

Component	How it works for the MG school	Positive Outcomes to the students, school and other stakeholders
a. Curriculum and Co-Curricular Activities (e.g., contextualization of the lessons, mother tongue-based multilingual education, others)	Division Superintendent MG Coordinator District Official	
b. Instructional Practices and Delivery (e.g., differentiated Instruction approach, use of instructional materials and methods, others) ■ In your experience, what facilitating factors enhanced the quality of assessment in this multigrade school in terms of MG teachers' delivery of the lessons versus learner's overall performance in school?	Division Superintendent MG Coordinator District Official	
c. Instructional Leadership/Supervision	Division Superintendent MG Coordinator District Official	
d. Monitoring and Evaluation ■ Describe your role in operationalizing quality assurance of MG instruction.	Division Superintendent MG Coordinator District Official	
e. Capacity Building ■ Are there in-service training programs conducted at the regional/division level for MG teachers, school heads and supervisor to develop their competencies on instructional supervision for MG schools?	Division Superintendent MG Coordinator District Official	
f. Physical/Material Resources and Facilities ■ Are there learning resources and facilities being provided by the District/Division, national and local government to this MG school?	Division Superintendent MG Coordinator District Official	

Component	How it works for the MG school	Positive Outcomes to the students, school and other stakeholders
g. Financial Resources ■ What financial resources and/or special provisions are available to support the MG schools? ■ Does the current financial model recognize the specific needs of MG schools?	Division Superintendent MG Coordinator District Official	
h. Parental and Community Support	Division Superintendent MG Coordinator District Official	
i. Others (please specify)	Division Superintendent MG Coordinator District Official	

2.	Are there M&E tools in your Division to guide quality implementation of Multigrade Learning System? e.g., tools to determine the status of program implementation, tools to document best practices in MG instruction

Type of M&E Tools	How are they being used?	Positive Outcome/Result
Division Superintendent		
MG Coordinator		
District Official		

3.	Does your Division conduct research on Multigrade Education? (ask copy of the research)

Research Topic	Results
Division Superintendent	
MG Coordinator	
District Official	

4. In your observation, what factors affect the effectiveness of MG school implementers in performing their roles in the delivery of MG education?

Roles	Factors	Why
1. School Cluster Head	Division Superintendent	
	MG Coordinator	
	District Official	
2. Principal	Division Superintendent	
	MG Coordinator	
	District Official	
3. Head Teacher	Division Superintendent	
	MG Coordinator	
	District Official	
4. Teacher-in-charge	Division Superintendent	
	MG Coordinator	
	District Official	
5. Multigrade Teachers	Division Superintendent	
	MG Coordinator	
	District Official	

5. Are there good practices in implementing multigrade education in your region/division/district? If YES, please answer the following:

How are good practices identified?		Recognitions given for the implementation of good practices?
1. Schools	Division Superintendent	
	MG Coordinator	
	District Official	
2. School Heads	Division Superintendent	
	MG Coordinator	
	District Official	
3. Teachers	Division Superintendent	
	MG Coordinator	
	District Official	

V. AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

1. If you are given a chance to change some areas in implementing MG education in this school, what would it be?

What should be changed?	How would you like it to be changed?	What needs to be sustained and strengthened?
a. Curriculum and Co-Curricular Activities (e.g., Mother Tongued-Based Multilingual Education, other)	Division Superintendent	
	MG Coordinator	
	District Official	
b. Instructional Practices and Delivery (e.g., differentiated Instruction approach, use of instructional materials and methods, others)	Division Superintendent	
	MG Coordinator	
	District Official	
c. Instructional Leadership	Division Superintendent	
	MG Coordinator	
	District Official	
d. Monitoring and Evaluation	Division Superintendent	
	MG Coordinator	
	District Official	
e. Capacity Building	Division Superintendent	
	MG Coordinator	
	District Official	
f. Physical/Material Resources and Facilities	Division Superintendent	
	MG Coordinator	
	District Official	
g. Financial Resources	Division Superintendent	
	MG Coordinator	
	District Official	
h. Others (please specify)	Division Superintendent	
	MG Coordinator	
	District Official	

2. Would there be new challenges in introducing these changes in this school?

Potential Problems/Challenges	How will these challenges be addressed?
District Superintendent	
MG Coordinator	
District Official	

VI.   ENVISIONING THE MG SCHOOL IN THE NEXT FIVE YEARS

Questions	District Supervisor	MG Coordinator	District Official
1. What should be in place for the school to continuously be effective and grow in terms of student achievement and overall school performance?			
2. Where do you see this MG school in the next five years? or: What do you wish for the school to have more of in the next five years?			
3. What will be your commitment (i.e., action steps) to the school in the next 3-5 years to achieve your desired vision/ aspiration for the MG school?			
4. If you will be promoted one step higher as compared to your current post, what would be your three best strategies for the continuous improvement of the different MG schools in your Division?			

APPENDIX 14
Case Study Guide Questions for School Heads/Teacher-in-Charge

OBJECTIVE:

This FGD aims to determine how well has the MPPE as designed been implemented against DepEd's pre-set standards in terms of accomplishments as well as innovations and good practices of selected performing MG schools.

Background Information	
School:	
Name:	
Position/Designation:	
No. of Years in MG School	
Highest Educational Attainment:	
Age	

MY MULTIGRADE SCHOOL STORY

CONVERSATION PROTOCOL

Using appreciative inquiry, start the conversation through story telling of respondent's multigrade school leadership experience. Discover MG school heads' valuable leadership and management role in the MG school and identify the life-giving factors that make the MG school perform at its best.

I.   ACCOMPLISHMENTS

1.   Tell us your experience since you were assigned in this MG school. As you reflect over your length of experience as a school head, there has been many ups and downs, peaks and valleys. Recall a peak moment – a time that stands out when you felt most engaged, or most effective, or most proud as an MG school head. What was the situation?

Peak Moment/ Event	Who were involved in that moment/event?	When and Where did it happen?	What was your role?	What was the Outcome?	Why was that important to you?
1.					
2.					
3.					

2.   Based on your peak moment, what top 2-3 results created positive or significant contributions to your key stakeholders?

Mindset of students	Teachers	Parents	Community
1.			
2.			
3.			

3.   What was your top three major accomplishments in the past five years that you are very proud of to share with the other MG teachers?

Accomplishments	What was your role?	Who were the other stakeholders involved?	When and where did it Happen?	What success factor(s) made the accomplishment work?	What positive outcome/impact did it contribute to the school?
1.					
2.					
3.					

III.   ISSUES , PROBLEMS, AND CHALLENGES

1.   What were your common issues, problems and challenges faced in handling your multigrade class in the past 2-3 years?

Issues /Problems/Challenges	How did you deal with these issues?
a. Curriculum and Co-Curricular Activities (e.g., mother-tongue-based multilingual education, others)	
b. Instructional Practices and Delivery	
c. Instructional Leadership	
d. Monitoring and Evaluation	
e. Capacity Building	
f. Physical/Material Resources and Facilities	
g. Financial Resources	
h. Parental and Community Support	
i. Others (please specify)	

IV.   INNOVATIONS

1.   Are there any innovations on instruction that you have tried in your multigrade class in the past 2-3 years? How effective were they?

Type or Kind of Innovations	What were the positive outcomes of the implemented innovation?	What were the challenges in the implementation?	How did the school address those challenges?

2.   Are there innovative resources (e.g., learning materials, facilities) available in your class? In your school? If yes, what are those?

Innovative Resources	Who provided those resources?	What has changed as a result of innovative resources?

V.   GOOD PRACTICES

1.   Over the years of MG implementation, what is working well for your school? What do you think was really making it work in terms of the following component/elements? What do you believe are your school's most significant contribution in the field of multigrade education?

Component	How it works for the MG school	Positive Outcomes to the students, school and other stakeholders
a. Curriculum and Co-Curricular Activities (e.g., contextualization of the lessons)	a. How does your school ensure that the curriculum and co-curricular activities are relevant to the diverse needs of multigrade learners in your school? b. What factors work well in curriculum delivery in your school?	
b. Instructional Practices and Delivery (e.g., differentiated Instruction approach, use of instructional materials and methods, others)	a. How are materials being used by MG teachers in your school? Are they using the Budget of Work (BOW)? How helpful is BOW in Multigrade Instruction? b. In the absence of BOW, what other references are being used for lesson preparation and delivery? c. What instructional planning and strategies were developed and implemented to address the needs of learners in different circumstances/settings (indigenous communities, conflict/disaster areas, special/SPED school) ?	
c. Instructional Leadership	a. What innovative school leadership strategies are being implemented to improve the quality and effectiveness of multigrade instruction in your school? b. How do you provide instructional supervision to multigrade teachers? How often do you supervise? How are you able to provide leadership/supervision to multigrade teachers? c. To what extent are you able to use nationally recognized good practices in multigrade technical support provision, such as Learning Action Cells (LAC), the cluster system, and the multigrade monitoring system to support multigrade instruction in your school?	

Component	How it works for the MG school	Positive Outcomes to the students, school and other stakeholders
d. Monitoring and Evaluation	a. How are multigrade classes being monitored and evaluated? How often are multigrade classes monitored/supervised by you as School Head? If M & E tools are being used, provide a copy. b. How useful is monitoring to you as a multigrade instructional leader? As a Multigrade school manager?	
e. Financial Resources	a. What financial resources are available to your school to support MG instruction? b. How are the allocated funds for multigrade implementation used in your school (e.g., operating expenses, capacity-building of teachers, learning materials purchase/ reproduction, others)? Are these based on your Annual Implementation Plan?	
f. Parental and Community Support	a. How do parents and community support your multigrade schools? b. What effective strategies have you used in your school in line with engaging parental and community support?	
g. Others (Please specify)		

2.   Based on your management and leadership experience, what factors can enhance achievement of learning outcomes (e.g., participation, completion, transition, academic performance, others) in a multigrade setting?

Factors	Why?	Positive Outcome/Result

3.   In your experience, what facilitating factors enhanced the quality of assessment in your multigrade school in terms of your MG teachers' delivery of the lessons versus learner's overall performance in school?

Factors	Why?	Positive Outcome/Result

VI.   AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

1.   If you are given a chance to change some areas in your school, what would it be?

What should be changed?	How would you like it to be changed?	What needs to be sustained and strengthened?
1.1 Curriculum and Co-Curricular Activities (e.g., Mother Tongued-Based Multilingual Education, other)		
1.2 Instructional Practices and Delivery		
1.3 Instructional Leadership		
1.4 Monitoring and Evaluation		
1.5 Capacity Building		
1.6 Physical/Material Resources and Facilities		
1.7 Financial Resources		
1.8 Others (e.g., hiring of teachers, teacher deployment, recognition and incentives)		

2.   Would there be new challenges in introducing these changes in your school?

Potential Problems/Challenges	How will you/your school address it?

VII.   ENVISIONING MY MULTIGRADE SCHOOL IN THE NEXT FIVE YEARS

Questions	Answer
1. What should be in place for the school to continuously be effective and grow in terms of student achievement and overall school performance?	
2. Where do you see yourself and your MG school in the next five years? What do you aspire for this multigrade school?	
3. What will be your commitment (i.e., action steps) to the school in the next 3-5 years to achieve your desired vision/aspiration for your for your school?	
4. If you will be promoted or become a Division Superintendent, what would be your three best strategies for the continuous improvement of the different MG schools in your Division?	

APPENDIX 15
Case Study Guide Questions For Multigrade Teachers

Objective

This FGD aims to determine how well has the MPPE as designed been implemented against DepEd's pre-set standards in terms of accomplishments as well as innovations and good practices of selected performing MG schools.

Background Information	
School:	
Name:	
Position/Designation:	
No. of Years in MG School	
Highest Educational Attainment:	
Age	

MY MULTIGRADE SCHOOL STORY

CONVERSATION PROTOCOL

Using appreciative inquiry start the conversation through story telling of respondent's multigrade teaching experience. Discover MG teachers' valuable role in the MG school and identify the life-giving factors that make the MG school perform at its best.

I.   ACCOMPLISHMENTS

1.   Tell us your experience since you were assigned in this MG school. As you reflect over your length of experience (e.g., 10 years of teaching) in this school, there has been many ups and downs, peaks and valleys. Recall a peak moment – a time that stands out when you felt most engaged, or most effective, or most proud as an MG teacher. What was the situation?

Peak Moment/ Event	Who were involved in that moment/event?	When and Where did it happen?	What was your role?	What was the Outcome?	Why was that important to you?
Teacher 1					
Teacher 2					
Teacher 3					

2.	Based on your peak moment, what top 2-3 results created positive or significant contributions to your key stakeholders?

Mindset of students	Teachers	Parents	Community
Teacher 1			
1.			
2.			
3.			
Teacher 2			
1.			
2.			
3.			
Teacher 3			
1.			
2.			
3.			

3.	What was your top three major accomplishments in the past five years that you are very proud of to share with the other MG teachers?

Accomplishments	What was your role?	Who were the other stakeholders involved?	When and where did it Happen?	What success factor(s) made the accomplishment work?	What positive outcome/ impact did it contribute to the school?
Teacher 1					
1.					
2.					
3.					
Teacher 2					
1.					
2.					
3.					
Teacher 3					
1.					
2.					
3.					

II.   ISSUES , PROBLEMS, AND CHALLENGES

1.   What were your common issues, problems and challenges faced in handling your multigrade class in the past 2-3 years?

Issues /Problems/Challenges	How did you deal with these issues?
Teacher 1	
Teacher 2	
Teacher 3	

III.   INNOVATIONS

1.   Are there any innovations on instruction that you have tried in your multigrade class in the past 2-3 years? How effective were they?

Type or Kind of Innovations	What were the positive outcomes of the implemented innovation?	What were the challenges in the implementation?	How did the school address those challenges?
Teacher 1			
Teacher 2			
Teacher 3			

2.   Are there innovative resources (e.g., learning materials, facilities) available in your class? In your school? If yes, what are those?

Innovative Resources	Who provided those resources?	What has changed as a result of innovative resources?
Teacher 1		
Teacher 2		
Teacher 3		

V.   GOOD PRACTICES

1.   Over the years of MG implementation, what is working well for your class? What do you think was really making it work in terms of the following component/elements?

Component	How it works for the MG school		Positive Outcomes to the students, school and other stakeholders
1.1 Curriculum and Co-Curricular Activities e.g., contextualization of the lessons)	Teacher 1		
	Teacher 2		
	Teacher 3		
1.2 Instructional Practices and Delivery (e.g., differentiated Instruction approach, use of instructional materials and methods, others)	Teacher 1		
	Teacher 2		
	Teacher 3		
1.3 Classroom Management (e.g., classroom structure, atmosphere, use of time, routines, management of learner's behaviour	Teacher 1		
	Teacher 2		
	Teacher 3		
1.4 Assessment of Learners (e.g., use of the different types of assessment tools: pen and paper, recitation, seatwork, projects, assignments, peer/team assessment, reflection log, self- evaluation, others)	Teacher 1		
	Teacher 2		
	Teacher 3		
1.5 Monitoring and Evaluation	Teacher 1		
	Teacher 2		
	Teacher 3		
1.6 Others (Please specify)	Teacher 1		
	Teacher 2		
	Teacher 3		

2.　　　Is the home language of the students and teacher the same? _____

　　　　In case of multi-language:

What language is actually used in classroom teaching?	In what grade combinations are these being used?	How do you effectively use this language (e.g., Mother-tongue) to enhance student learning?
Teacher 1		
Teacher 2		
Teacher 3		

3.　　　In your opinion, what assessment method(s) works well for your multigrade learners (pen and paper, recitation, worksheet/seatwork, projects, assignments, anecdotal records, observation checklist, performance test, portfolio assessment, peer/team assessment, teacher observation, teacher checklists, student-teacher conference, analysis of student's output, student journal/reflection log, group reflection activities, self- evaluation, teacher-student interview, others)?

Type of Assessment Method Used	Why	Positive Outcome/Result
Teacher 1		
Teacher 2		
Teacher 3		

4.　　　In your experience, what facilitating factors enhanced the quality of assessment in your multigrade class?

Factors	Why	Positive Outcome/Result
Teacher 1		
Teacher 2		
Teacher 3		

5.　　　What essential factors contributed to the achievement of learning outcomes in your multigrade class?

Factors	Why	Positive Outcome/Result
Teacher 1		
Teacher 2		
Teacher 3		

VI. AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

1. If you are given a chance to change some areas in implementing MG education in your class and in your school, what would it be?

What should be changed?	How would you like it to be changed?	What needs to be sustained and strengthened?
1.1 Mother Tongued-Based Multilingual Education (MTB-MLE)	Teacher 1	
	Teacher 2	
	Teacher 3	
1.2 Teaching and Learning Materials	Teacher 1	
	Teacher 2	
	Teacher 3	
1.3 Learning Assessment	Teacher 1	
	Teacher 2	
	Teacher 3	
1.4 Daily Lesson Plans/Daily lesson Log/Budget of Work	Teacher 1	
	Teacher 2	
	Teacher 3	
1.5 Learning Action Cells (LAC)	Teacher 1	
	Teacher 2	
	Teacher 3	
1.6 Capacity Building	Teacher 1	
	Teacher 2	
	Teacher 3	
1.7 Hiring of Teachers	Teacher 1	
	Teacher 2	
	Teacher 3	
1.8 Teacher Deployment	Teacher 1	
	Teacher 2	
	Teacher 3	
1.9 Recognition/Incentives (e.g., Hardship Allowance)	Teacher 1	
	Teacher 2	
	Teacher 3	
1.10 Financial Resources	Teacher 1	
	Teacher 2	
	Teacher 3	

2. Would there be new challenges in introducing these changes in your school?

Potential Problems/Challenges	How will you/your school address it?
Teacher 1	
Teacher 2	
Teacher 3	

VII. ENVISIONING MY MG SCHOOL IN THE NEXT FIVE YEARS.

Questions	Teacher 1	Teacher 2	Teacher 3
1. What should be in place for your multigrade class to continuously be effective and grow in terms of student achievement and overall school performance?			
2. Where do you see your MG class and your MG school in the next five years?			
3. What will be your commitment (i.e., action steps) to the school in the next 3-5 years to achieve your desired vision/aspiration for your MG class? for your school?			
4. If you will be promoted or become a school head, what would be your three best strategies for the continuous improvement of your MG class and your school?			
5. Do you see yourself still teaching in a multigrade school? Why or why not?			

APPENDIX 16
Case Study Guide Questions For Students

Objective

This FGD aims to determine how well has the MPPE as designed been implemented against DepEd's pre-set standards in terms of accomplishments as well as innovations and good practices of selected performing MG schools.

Background Information	Student 1	Student 2	Student 3
Name of school:			
School address:			
Name (Optional):			
Age:			
Gender:			
Grade level:			

Background Information	Student 4	Student 5	Student 6
Name of school:			
School address:			
Name (Optional):			
Age:			
Gender:			
Grade level:			

MY MULTIGRADE SCHOOL STORY

CONVERSATION PROTOCOL

The Focus Group Discussion may begin with a few ice-breaker activities to make the conversations more interactive and easy for the students.

Using appreciative inquiry, start the conversation through story telling of respondent's learning experience in a multigrade class. Discover the life-giving factors that make the Multigrade school perform at its best based on the students' perceptions.

You may translate the questions into Filipino and/or mother tongue/local language to facilitate students' collaboration and more active contributions in the FGD.

Brief Introduction

I am _____. We are from _____. We are here to talk to you because we want to find out what you feel and think about learning together with pupils from other grade levels. We want to know what you do in your class and what you enjoy and learn most.

We have some questions to ask you individually and as a group. You can be honest with us and say what you really feel. Your responses will help us make your learning experience within this school become better.

I.   ACCOMPLISHMENTS

1.   Tell us your experience since you started studying in this Multigrade school. As you reflect over your length of experience (e.g., 1 year as a Grade 5 student) in this school, there have been happy moments and not so happy moments, too. Recall a peak moment – a time that stands out when you felt most engaged, or most effective, or most proud as a multigrade student in this school. What was the situation?

Peak Moment/ Event	Who were involved in that moment/ event?	When and Where did it happen?	What was your role?	What was the Outcome?	Why was that important to you?
Student 1					
Student 2					
Student 3					
Student 4					

2.   Based on your story regarding the peak moment, what were the positive results to you, your classmates and other people?

Self	Other classmates	Parents	Teacher/others
Student 1			
1.			
2.			
3.			
Student 2			
1.			
2.			
3.			
Student 3			
1.			
2.			
3.			
Student 4			
1.			
2.			
3.			

3.   What were your best accomplishment(s) as a learner that make you happy and proud?

Accomplish-ments	What was your role?	Who were the other stake-holders in-volved?	When and where did it Happen?	What success factor(s) made the accomplish-ment work?	What positive outcome/impact did it contribute to the school?
Student 1					
1.					
2.					
3.					
Student 2					
1.					
2.					
3.					
Student 3					
1.					
2.					
3.					
Student 4					
1.					
2.					
3.					

II.   CHALLENGES

1.   As you travel to your school every day, do you consider security and safety a problem? Is distance a problem? Is transition to the next grade level (in case of incomplete Multigrade school) a problem? What are your suggestions to solve these barriers to your education?

Issues / Problems/ Challenges	Security and Safety	Distance	Transition to the next level	Suggestions
Student 1				
Student 2				
Student 3				
Student 4				

2.   Do you experience other difficulties in your multigrade school? What are these? How were these difficulties addressed?

	Challenges	How it was addressed
Student 1		
Student 2		
Student 3		
Student 4		

III.   GOOD PRACTICES

Context

1.   Let's talk about your class. How do you feel about being in a Multigrade class with students from other grade levels? What do you like about being in a Multigrade class (advantages of being in a Multigrade class with learners from different grade levels)? What do you not like (disadvantages/ drawbacks)?

Multigrade Class	Feeling being in a Multigrade class	Advantages	Disadvantages
Student 1			
Student 2			
Student 3			
Student 4			

2.   How would you rate your participation in school? (Very much, Just right, Very little)? What do you feel about learning in school? (Happy, Satisfied, Sad, etc.)? Why do you feel this way? Is there another school (regular/ monograde) that you wish to enroll to? Why and why not?

Participation	Participation	Feeling about learning	School Preference
Student 1			
Student 2			
Student 3			
Student 4			

Curricular and Co-curricular Activities

3.   Let's talk about your favorite subjects in class: what lessons do you most enjoy learning and doing? Why? What lessons are easy for you and what are challenging for you to understand (e.g., ICT for communication; use of English) or activities that you cannot do (e.g., observe how metro rail transit works because they are not common or not part of her/ his way of life)? Why is it difficult?

Lessons	Lesson most enjoyed and why	Which topic did you learn most? Why?	Most challenging lesson and why
Student 1			
Student 2			
Student 3			
Student 4			

4.   Let's talk about other school activities (outdoor)/outside the classroom: what other school activities do you enjoy/ like? Why? What school activities do you not enjoy or like? Why?

School activities	Most liked and why	Most disliked and why
Student 1		
Student 2		
Student 3		
Student 4		

Learning Resources and Facilities

5.   Let's talk about the books and other things that we use in school: what learning materials, equipment and tools do you use in school? How do you use these in the classroom? If none, how were you able to learn (e.g., share with others, photocopy, writing/ posting of the content on the board)?

Learning materials	How materials, equipment and tools are used	If none, how students were able to learn?
Student 1		
Student 2		
Student 3		
Student 4		

6. What can you say about the learning resources (e.g., textbooks, workbooks, reading materials, computers, etc.) that you are using? Which resources do you like most and used most often? Do these resources help you learn? What other learning resources would you like to have?

Learning materials	How materials, equipment and tools are used	If none, how students were able to learn?
Student 1		
Student 2		
Student 3		
Student 4		

7. What can you say about the learning facilities in your school (e.g., ICT, reading corner, AV player, learning kiosk, library, etc.)? Which ones do you like/ most like? Why? What other learning facilities would you like your school to have?

Access to Learning facilities	Most liked facility to use	Reason	Other learning facilities learners want to have
Student 1			
Student 2			
Student 3			
Student 4			

Classroom Organization/ Groupings/ Set-up

8. Were there times when your teacher asked you to learn or do things on your own? How do you feel about that? How do you do that? What materials did you use? What do you like/ dislike about these materials?

Learning things by themselves	Feelings about learning by themselves	How do they learn by themselves?	Learning materials used
Student 1			
Student 2			
Student 3			
Student 4			

9. Does your teacher divide your class into groups to work together in some activities? If yes, how is grouping being done (e.g, by age, grade, ability)? Describe the composition of your group. Describe your feelings when you are with a group. Why do you feel that way?

Class groupings	Class grouping strategies	Appreciation of Class groupings
Student 1		
Student 2		
Student 3		
Student 4		

10. Were there times that a fellow student taught you or you taught them or you learn together? How do you feel about that? How did it help you and your classmate?

Learning together	Feeling about being taught by other classmates	Helpfulness of learning together
Student 1		
Student 2		
Student 3		
Student 4		

10. Do you think you learn well when you are working together or as a group? What is it that you learn together? What makes it easy and/or difficult to learn as a member of a group? What do you like/dislike about doing activities by group? Based on your experience, do all group members contribute equally to activities or are there a few who do most of the tasks? How does this make you feel?

Class groupings	What they learn in group	What makes it easy/difficult
Student 1		
Student 2		
Student 3		
Student 4		

Instructional and Assessment Practices

11. What kind of learning activities (e.g., classroom or outdoor) do you like doing most often? Which activities help you learn the best? Which activities are not helpful or enjoyable?

Learning activities	Like the most	Most Helpful	Least helpful
Student 1			
Student 2			
Student 3			
Student 4			

12. What types of testing activities and tools (e.g., performance-based assessment, paper and pencil, oral recitation, project-based, etc.) does your teacher conduct and use in class to check on how much students are learning? How often does your teacher give you test, quiz, performance, recitation, homework? What do you like/ dislike about these testing activities? What is most helpful/ not helpful to you? What is easy or difficult to you? If you get incorrect answers or low scores in a test, quiz or other assessments, does your teacher give you feedback and explain where you went wrong? How do you address these gaps in your learning?

Testing activities and tools	Frequency	What they like/ dislike about the testing activity/ tool	Helpful/ Not helpful	Easy/ Difficult	Feedback from teacher	How are these learning gaps addressed?
Student 1						
Student 2						
Student 3						
Student 4						

V. PARENTAL AND COMMUNITY SUPPORT

1. How do you do your homework? Who helps you with your homework (e.g., parent, sibling, friend, relative, etc.)? How does he/ she help you?

Homework	Who helps the student	How they help the student	What student learned from parents/others
Student 1			
Student 2			
Student 3			
Student 4			

2. What kind of support have your parents/ guardians provided to: (1) you; and (2) to the school (e.g., financial, material, manpower, etc.) Are your parents/ guardians always available to participate in school activities and give support to you and to the school? What school activities do your parents/ guardian attend in school?

Kind of support	Provided to the student	Provided to the school	Availability of Parents/ guardians	Activities they participate in school
Student 1				
Student 2				
Student 3				
Student 4				

3. What do you think are the difficulties that your parents/ guardians face in participating and supporting school activities? What prevents them from visiting your school and/or joining school activities? How do you encourage your parents/ guardians to participate in school activities?

Challenges	Parents'/ Guardians' difficulties	Factors preventing Parents from visiting school	How to encourage parents' participation
Student 1			
Student 2			
Student 3			
Student 4			

VI. AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

1. If you are given a chance to change some areas in implementing MG education in your school, what would it be?

What should be changed?	How would you like it to be changed?	What needs to be sustained and strengthened?
The ways/methods your teacher teaches in class		
Student 1		
Student 2		
Student 3		
Student 4		
Learning materials used in school		
Student 1		
Student 2		
Student 3		
Student 4		
Quizzes, tests, assessments, homework, etc.		
Student 1		
Student 2		
Student 3		
Student 4		

VII.   ENVISIONING MY MULTIGRADE SCHOOL IN THE NEXT FIVE YEARS

Questions	Student 1	Student 2	Student 3	Student 4
1. If you will be elected as School Government President, what would be your three wishes to make your school the best school in your community?				
2. In your own little way, what will you do to help the school become a better school?				
3. Would you invite your friends to study in this multigrade school? Why or why not?				

APPENDIX 17
Case Study Guide Questions for Parents

Objective

This FGD aims to determine how well has the MPPE as designed been implemented against DepEd's pre-set standards in terms of accomplishments as well as innovations and good practices of selected performing MG schools.

Background Information	Parent 1	Parent 2	Parent 3
School where children attend:			
School address:			
Name (Optional):			
Age:			
Gender:			
Occupation:			
Educational Attainment:			
Grade Level of Child/ren enrolled in MG school:			

Background Information	Parent 4	Parent 5	Parent 6
School where children attend:			
School address:			
Name (Optional):			
Age:			
Gender:			
Occupation:			
Educational Attainment:			
Grade Level of Child/ren enrolled in MG school:			

MY MULTIGRADE SCHOOL STORY

CONVERSATION PROTOCOL

The Focus Group Discussion may begin with a few ice-breaker activities to make the conversations more interactive and easy for the parents.

Using appreciative inquiry, start the conversation through story telling of respondent's experience as parents of learners in a multigrade school. Discover the parent's valuable role in the multigrade school and identify the life-giving factors that make the multigrade school perform at its best.

I.   ACCOMPLISHMENTS

1.   Tell us your experience as a parent since your child started as one of the students in this multigrade school. As you reflect over your length of experience (e.g., 2 years as president of PTA, 1 year as a mother of a multigrade learner) in this school, there have been many ups and downs, peaks and valleys. Recall a peak moment – a time that stands out when you felt most engaged, or most effective, or most proud as a parent of an MG student. What was the situation?

Peak Moment/ Event	Who were involved in that moment/ event?	When and Where did it happen?	What was your role?	What was the Outcome?	Why was that important to you?
Parent 1					
Parent 2					
Parent 3					
Parent 4					
Parent 5					
Parent 6					

2.   Based on your peak moment, what top 2-3 results created positive or significant contributions to the key stakeholders of the school?

Students	Teachers	Community	Other Parents
Parent 1			
1.			
2.			
3.			
Parent 2			
1.			
2.			
3.			
Parent 3			
1.			
2.			
3.			
Parent 4			
1.			
2.			
3.			
Parent 5			
1.			
2.			
3.			
Parent 6			
1.			
2.			
3.			

3. What were your top three major accomplishments in support of the multigrade school in the past five years that you are very proud of to share with the other parents whose children are in the same multigrade school?

Accomplishments	What was your role?	Who were the other stake-holders in-volved?	When and where did it Happen?	What success factor(s) made the accom-plishment work?	What positive outcome/ impact did it contribute to the school?
Parent 1					
1.					
2.					
3.					
Parent 2					
1.					
2.					
3.					
Parent 3					
1.					
2.					
3.					
Parent 4					
1.					
2.					
3.					
Parent 5					
1.					
2.					
3.					
Parent 6					
1.					
2.					
3.					

II.   ISSUES , PROBLEMS, AND CHALLENGES

1.   What are the unique issues and challenges that you as a parent of a multigrade learner face?

Issues /Problems/Challenges	How did you deal with these issues?
Parent 1	
Parent 2	
Parent 3	
Parent 4	
Parent 5	
Parent 6	

2.   Is security and safety of your child a problem? Is distance a problem? Is transition to the next grade level (in case of incomplete multigrade school) a problem? What are your recommendations to solve these barriers to your child's education?

Issues /Problems/Challenges	Security and Safety	Distance	Transition to the next level	Recommendations to solve barriers
Parent 1				
Parent 2				
Parent 3				
Parent 4				
Parent 5				
Parent 6				

III.   GOOD PRACTICES

1.   Why did you enroll your child in a multigrade school? If there is a monograde/ regular school nearby, would you enroll your child in that school? Or would you prefer your child to stay in this multigrade school? Why or why not?

Enrolling child in a multigrade school	Reason/s for enrolling in an MG class/ school	Preference for child (multigrade or monograde school)	Reason/s
Parent 1			
Parent 2			
Parent 3			
Parent 4			
Parent 5			
Parent 6			

2.   What innovations/ good practices in multigrade education are you aware of in your child's class? Were there any multigrade program/ projects/ activities that your child was involved in that stand out for you as a parent?

Good practices	Multigrade programs/ projects/ activities
Parent 1	
Parent 2	
Parent 3	
Parent 4	
Parent 5	

3.   How do you show support to your child's learning (e.g., ensuring the child had breakfast before going to school, helping with homework, etc.)

Parent's Support	Kind of Support
Parent 1	
Parent 2	
Parent 3	
Parent 4	
Parent 5	
Parent 6	

4.   As a parent, how do you help the school? What kind of support have you provided to the school (e.g., financial, material, manpower, boarding house for the teachers, etc.)?

Parent's Support	Kind of Support
Parent 1	
Parent 2	
Parent 3	
Parent 4	
Parent 5	
Parent 6	

5. How do you participate in school activities (e.g., PTA school improvement projects, etc)? What existing mechanisms enable you to participate in school activities/ governance (e.g., school governance council (SGC), PTA, LGU support in multigrade school)? Are there challenges concerning your participation in multigrade schools? Do you have any suggestions to further encourage more parents to actively engage in school projects/ activities?

Parent's Participation	Participation	Mechanisms of Participation	Challenges	Suggestions to other parents
Parent 1				
Parent 2				
Parent 3				
Parent 4				
Parent 5				
Parent 6				

IV.   ACADEMIC AND NON- ACADEMIC DEVELOPMENT OF MULTIGRADE LEARNERS

1. What can you say about how your child is learning at school? Why do you say so? How do you know that your child is enjoying learning in school? Please give examples. Is there anything that could be done to improve the teaching and learning environment (e.g., teacher training, more resources, etc.)

Academic and Non-Academic Development	How child learns in school	How child enjoys learning in school	How to improve teaching and learning
Parent 1			
Parent 2			
Parent 3			
Parent 4			
Parent 5			
Parent 6			

2. What aspect/s of the school does your child like or dislike the most?

Aspect/s of school	Like the most	Dislike the most
Parent 1		
Parent 2		
Parent 3		
Parent 4		
Parent 5		
Parent 6		

V. AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

1. If you are given a chance to change some areas in implementing MG education in your child's class and school, what would it be?

What should be changed?	How would you like it to be changed?	What needs to be sustained and strengthened?
1.1 Language of instruction used in the Multigrade class		
Parent 1		
Parent 2		
Parent 3		
Parent 4		
Parent 5		
Parent 6		
1.2 Learning materials your child use		
Parent 1		
Parent 2		
Parent 3		
Parent 4		
Parent 5		
Parent 6		
1.3 Learning Activities: How your child's learning is being monitored and assessed by the school?		
Parent 1		
Parent 2		
Parent 3		
Parent 4		
Parent 5		
Parent 6		
1.4 Training for Multigrade School teachers		
Parent 1		
Parent 2		
Parent 3		
Parent 4		
Parent 5		
Parent 6		

2. Would there be new challenges in introducing these changes in your child's school?

Potential Problems/Challenges	How will you/your school address it?
Parent 1	
Parent 2	
Parent 3	
Parent 4	
Parent 5	
Parent 6	

VI. ENVISIONING MY MULTIGRADE SCHOOL IN THE NEXT FIVE YEARS

Questions	Parent 1	Parent 2	Parent 3	Parent 4	Parent 5	Parent 6
1. What should be in place for your child's multigrade class to continuously be effective and grow in terms of student achievement and overall school performance?						
2. What are your three (3) wishes for your child's Multigrade school in the next five years?						
3. What will be your commitment (i.e., action steps) to the school in the next 3-5 years to achieve your desired vision/ aspiration for your child's multigrade school?						
4. If you will be PTA President, what would be your three best strategies for the continuous improvement of your child's multigrade school?						
5. Would you let your other children study in this multigrade school? Why or why not?						

APPENDIX 18
Case Study Guide Questions for Community Members

Objective

This FGD aims to determine how well has the MPPE as designed been implemented against DepEd's pre-set standards in terms of accomplishments as well as innovations and good practices of selected performing MG schools.

Background Information	Community Member 1	Community Member 2	Community Member 3
Name of school in the community:			
School address:			
Name (Optional):			
Home address:			
Occupation:			
Educational Attainment:			
Grade Level of Child (if parent):			
Age:			
Gender:			

MY MULTIGRADE SCHOOL STORY

I.   CONVERSATION PROTOCOL

The Focus Group Discussion may begin with a few ice-breaker activities to make the conversations more interactive and easy for the community members. Using appreciative inquiry, start the conversation through story telling of respondent's experience as member of the community where this multigrade school is located. Discover the community member's valuable role in the multigrade school and identify the life-giving factors that make the multigrade school perform at its best.

You may translate the questions into Filipino and/or mother tongue/local language to facilitate community members' collaboration and more active contributions in the FGD.

II.   ACCOMPLISHMENTS

1.   Tell us your experience as a community member in this multigrade school. As you reflect over your length of experience (e.g., 2 years as Barangay Captain) in this school, there have been many ups and downs, peaks and valleys. Recall a peak moment – a time that stands out when you felt most engaged, or most effective, or most proud as a member of the school community. What was the situation?

Peak Moment/ Event	Who were involved in that moment/event?	When and Where did it happen?	What was your role?	What was the Outcome?	Why was that important to you?
CM 1					
CM 2					
CM 3					

2.   Based on your story or peak moment, what top 2-3 results created positive or significant contributions to key stakeholders of the school?

Students	Teachers	Parents	Other Community Members
CM 1			
1.			
2.			
3.			
CM 2			
1.			
2.			
3.			
CM 3			
1.			
2.			
3.			

3. Describe how you participate in school activities.

Community	Participation in School Activities
Community 1	
Community 2	
Community 3	

4. What were your top three contributions in supporting this multigrade school in the past five years that you are very proud of to share with the other community members?

Contributions (Support Provided)	What was your role?	Who were the other stake-holders in-volved?	When and where did it Happen?	What success factor(s) made the accomplish-ment work?	What posi-tive outcome/impact did it contribute to the school?
CM 1					
1.					
2.					
3.					
CM 2					
1.					
2.					
3.					
CM 3					
1.					
2.					
3.					

III.   CHALLENGES

1.   Did you experience any challenge(s) in supporting this Multigrade school? What are these? How did you address these challenge(s)?

Challenges	How did you deal with these issues?			
CM 1				
CM 2				
CM 3				

2.   Is security and safety of children in this school a problem? Is distance a problem? Is transition to the next grade level (in case of incomplete multigrade school) a problem? What are your recommendations to solve these barriers to children's education?

Challenges	Security and Safety	Distance	Transition to the next level (if incomplete school)	Recommendations to solve barriers
CM 1				
CM 2				
CM 3				

IV.   GOOD PRACTICES

1.   Why do you think was this multigrade school selected as one of the multigrade schools for this case study visit?

	Reason/s for selection			
CM 1				
CM 2				
CM 3				

2. As a community leader (ethnic or religious) or member, what can you say about Multigrade teaching? What is the general perception/sentiment of the community about Multigrade teaching? Please explain why is this so.

	Personal Opinion on Multigrade Education	**Community Perception/ Sentiment**	**Reason**
CM 1			
CM 2			
CM 3			

4. For local government officials: Please describe resource allocation mechanisms for basic education in your area. How can the school avail of these resources? How do you prioritize requests?

	Advantages	**Disadvantages**
CM 1		
CM 2		
CM 3		

5. To what extent has the school been successful in building a strong partnership with the local community? Give examples/reasons to support your answer.

	Reason/s for selection Resource Allocation Mechanisms for Basic Education			
CM 1				
CM 2				
CM 3				

V.   AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

1.   If you are given a chance to improve some areas in multigrade teaching and school management, what would it be?

What should be changed?	How would you like it to be changed?	What needs to be sustained and strengthened?
1.1 Teaching approach and methods being used by the teachers		
CM 1		
CM 2		
CM 3		
1.2 Teaching approach and methods being used by the teachers		
CM 1		
CM 2		
CM 3		
1.3 Teaching approach and methods being used by the teachers		
CM 1		
CM 2		
CM 3		
1.4 Teaching approach and methods being used by the teachers		
CM 1		
CM 2		
CM 3		
1.5 Teaching approach and methods being used by the teachers		
CM 1		
CM 2		
CM 3		

2.   Would there be new challenges in introducing these changes in your multigrade school?

Potential Problems/Challenges	How will you/your school address it?
CM 1	
CM 2	
CM 3	

VI.   ENVISIONING YOUR MULTIGRADE SCHOOL IN THE NEXT FIVE YEARS

Questions	CM 1	CM 2	CM 3
1. What should be in place for your community's multigrade school to continuously be effective and grow in terms of student achievement and overall school performance?			
2. What are your wishes for your community's multigrade school in the next five years?			
3. What will be your commitment (i.e., action steps) to the school in the next 3-5 years to achieve your desired vision/aspiration for your community's multigrade school?			