Ensuring Support to Children with Disabilities during the COVID-19 Pandemic

LEILA P. AREOLA
Director IV, Bureau of Learning Delivery
We are going into a “new normal” because we are creating a brave new world and we have to start with the children to give them courage, to give them initiative, to help them look at problems realistically, and to continually have hope and confidence that we will overcome.

So on to the brave new world!

Secretary Leonor Magtolis Briones
during an online presscon on April 30, 2020
Challenges encountered by DepEd...
As I have mentioned time and again, we should guarantee that whatever happens, be it armed conflict or natural disasters, education must continue in order to restore normalcy among our learners’ lives.

Secretary Leonor Magdangal Briones

LEARNING OPPORTUNITIES SHALL BE AVAILABLE

The Basic Education Learning Continuity Plan in the Time of COVID-19

Department of Education

May 2020
Philosophy

❖ The state shall promote and maintain equality of access to education as well as the enjoyment of the benefits of education by all its citizens
❖ Every child with special needs has the right to an education that is suitable to his needs.

Mission

To make education accessible to every Filipino learners

Vision

The child with special needs is adequately provided with basic education that fully realizes one’s potentials for development and productivity as being capable as self-expression of his/her rights in society.
<table>
<thead>
<tr>
<th>POLICY DEVELOPMENT</th>
<th>TRAINING</th>
<th>SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Establishment of ILRC</td>
<td>❖ Institution-based Training Program for SPED</td>
<td>❖ Institutionalization of Multi-Factored Assessment Tool (MFAT) (DO 29, S. 2018)</td>
</tr>
<tr>
<td>❖ Transition Program</td>
<td>❖ Training of Teachers, Administrators and Supervisors of SPED</td>
<td>❖ Provision of Supports &amp; Services to Learners with Disabilities such as Early Intervention, Assessment, Referral, etc.</td>
</tr>
<tr>
<td>❖ Health and Medical Services through Voucher /Bursary System for LWDs</td>
<td>❖ Provision of Technical Assistance on the Organization/Expansion of Programs and Services</td>
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</tbody>
</table>
## Schools with LWD Enrolment, SY 2019-2020

*BEIS Data generated February 21, 2019*

<table>
<thead>
<tr>
<th>Type</th>
<th>LWD Enrollment</th>
<th>No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graded</td>
<td>108,526</td>
<td>2,030</td>
</tr>
<tr>
<td>Non-Graded</td>
<td>67,935</td>
<td>3,231</td>
</tr>
<tr>
<td>Self-Contained</td>
<td>25,471</td>
<td>9,551</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>196,982</strong></td>
<td><strong>14,812</strong></td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JHS</td>
<td>135,593</td>
<td>4,162</td>
</tr>
<tr>
<td>SHS</td>
<td>27,896</td>
<td>2,296</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>163,849</strong></td>
<td><strong>6,458</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>360,831</strong></td>
<td><strong>21,270</strong></td>
</tr>
</tbody>
</table>

*Note:* Graph showing regions of the Philippines.
“We have come out with a variety, with menu of options, online is not the only answer, there’s a huge debate in the Philippines on how useful or whether it is really a good way of teaching learners, so we have online, we have televisions, we have radio. If all else fails, then learning modules are being printed so that these will be delivered in various pick-up points or either parents or for the village officials to distribute to the learners.”
DISTANCE LEARNING

Online DL

Printed Modular DL

Digital Modular DL

Blended Distance Learning
Learning Materials for the LWDs

Self Learning Modules (SLMs)

- Video/Audio Lessons with Sign Language Interpretation

Inclusive e-SLMs
Create **virtual classes** where they can assign activities for learners, monitor their progress, and conduct online quizzes/assessments.

Will work hand-in-hand with the **DepEd Commons** where video/audio lessons, inclusive e-SLMs are **uploaded**.

Will cover the following:
- **LMS for Online Classes** – for teachers and learners
- **LMS for Online Trainings** – for teaching and non-teaching personnel
- **LMS for National Tests** – for conducting national tests
• Streamlining of the Curriculum
• Modifying Learning Delivery Modalities
• Assessing Accommodations
• Utilizing Universal Design for Learning (UDL)
• Ensuring Individualized Education Program (IEP)
• Ensuring Availability of Learning Materials in Different Accessible Formats
• Ensuring Availability of Learning Facilitators
• Capacitating teachers
• Strengthening partnership and networking for program supports
International organizations advocating for education concerns like UNESCO, UNICEF, World Bank and FAO have called the attention of governments to the disadvantaged situation of MEV learners. They reiterate the need be inclusive of these groups from the very start of situation analysis and planning of interventions to ensure that they shall not become further disadvantaged during and after the pandemic.

The BE-LCP highlights the Department’s recognition of the disadvantaged situation of MEV learners in this time of national crisis, and heeding these international calls, it has included as Principle 4, “be sensitive to equity considerations and concerns and endeavor to address them.” Civil society partners have also communicated their support to DepEd to
2020 BRIGADA ESKWELA
and OPLAN BALIK ESKWELA
of the Department of Education
“Teaching children how to accept and adjust to changes that are happening around them”

We have to start with the children to give them courage, to give them initiative, to help them look at problems realistically, and to continually have hope and confidence that we will overcome this.
THANK YOU

Learning Knows No Bounds