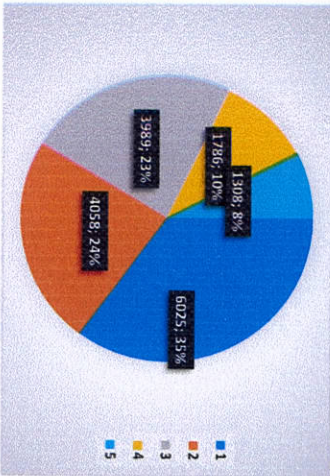
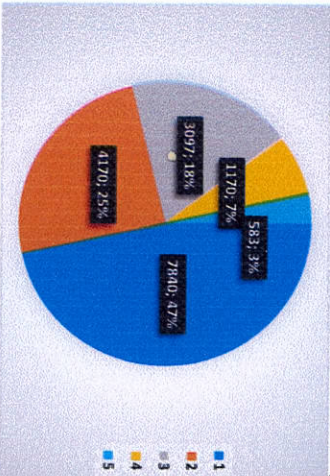


Literacy Level of Learners in Word Processing (MS Word)]



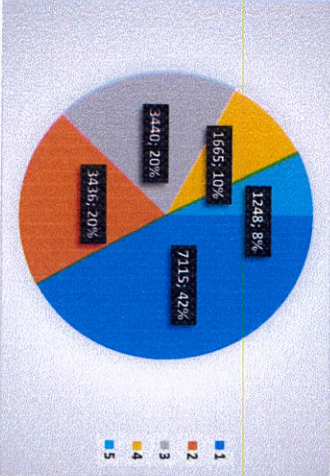
Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	1662	1470	1365	551	404	5452
Agusan del Sur	301	288	278	119	95	1081
Bayugan City	574	488	460	236	178	1936
Bislig City	23	37	35	15	9	119
Butuan City	302	327	338	145	107	1219
Cababaran City	783	423	456	225	150	2037
Dinagat Islands	26	26	41	17	16	126
Siargao Islands	59	36	48	16	14	173
Surigao City	129	138	234	130	139	770
Surigao del Norte	1489	372	400	172	87	2520
Surigao del Sur	633	399	269	125	79	1505
Tandag City	44	54	65	35	30	228
Grand Total	6025	4058	3989	1786	1308	17166

Literacy Level of Learners in Spreadsheets (MS Excel)]



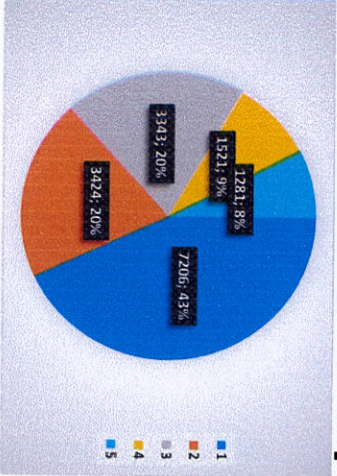
Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	2188	1435	1089	388	197	5297
Agusan del Sur	428	311	208	76	43	1066
Bayugan City	733	563	353	174	80	1903
Bislig City	35	36	28	14	3	116
Butuan City	479	330	263	91	45	1208
Cababaran City	993	427	391	135	71	2017
Dinagat Islands	39	33	34	14	6	126
Siargao Islands	81	49	25	14	3	172
Surigao City	206	216	193	88	50	753
Surigao del Norte	1739	356	268	91	37	2491
Surigao del Sur	839	339	200	67	39	1484
Tandag City	80	75	45	18	9	227
Grand Total	7840	4170	3097	1170	583	16860

Literacy Level of Learners in Presentation (MS PowerPoint)]



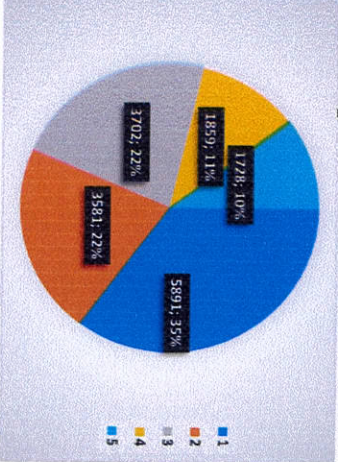
Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	2023	1216	1205	515	361	5320
Agusan del Sur	347	249	245	127	94	1062
Bayugan City	665	470	385	210	179	1909
Bislig City	35	31	34	9	7	116
Butuan City	405	292	281	126	99	1203
Cababaran City	880	393	391	205	153	2022
Dinagat Islands	31	22	39	19	15	126
Siargao Islands	74	37	33	18	11	173
Surigao City	145	131	196	143	138	753
Surigao del Norte	1652	275	337	152	81	2497
Surigao del Sur	798	268	236	109	83	1494
Tandag City	60	52	58	32	27	229
Grand Total	7115	3436	3440	1665	1248	16904

Literacy Level of Learners in [Email]



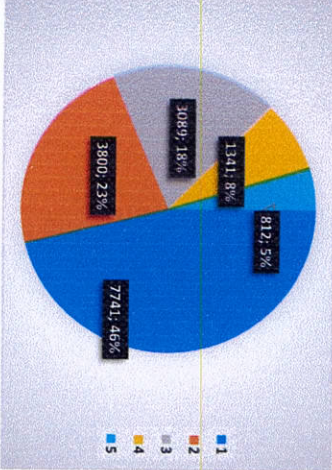
Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	1989	1249	1155	454	419	5266
Agusan del Sur	401	249	214	106	87	1057
Bayugan City	646	445	395	222	184	1892
Bislig City	38	27	26	9	14	114
Butuan City	389	256	300	140	112	1197
Cabadbaran City	854	353	428	200	184	2019
Dinagat Islands	35	20	38	15	15	123
Siargao Islands	64	47	31	20	11	173
Surigao City	172	158	186	125	107	748
Surigao del Norte	1666	283	323	110	75	2477
Surigao del Sur	855	283	191	96	56	1481
Tandag City	77	54	56	24	17	228
Grand Total	7206	3424	3343	1521	1281	16775

Literacy Level of Learners in Internet Surfing



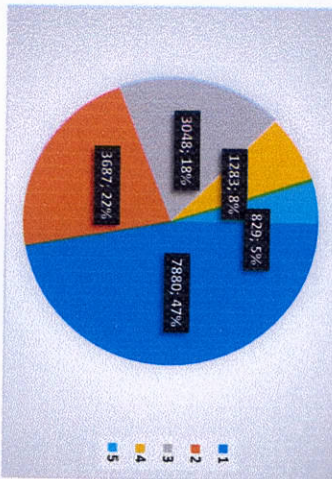
Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	1570	1257	1327	585	529	5268
Agusan del Sur	313	259	258	120	109	1059
Bayugan City	587	446	411	230	224	1898
Bislig City	29	32	25	9	19	114
Butuan City	286	239	338	168	164	1195
Cabadbaran City	692	423	409	240	237	2001
Dinagat Islands	25	28	31	22	17	123
Siargao Islands	57	33	37	29	16	172
Surigao City	108	144	201	136	158	747
Surigao del Norte	1507	336	345	166	124	2478
Surigao del Sur	668	335	251	127	96	1477
Tandag City	49	49	69	27	35	229
Grand Total	5891	3581	3702	1859	1728	16761

Literacy Level of Learners in [Audio/Video Editing]



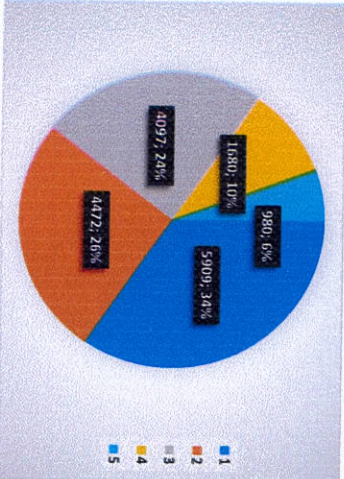
Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	2164	1314	1123	386	289	5276
Agusan del Sur	425	278	213	89	55	1060
Bayugan City	772	503	355	201	75	1906
Bislig City	44	22	31	10	8	115
Butuan City	473	299	244	120	56	1192
Cabadbaran City	983	408	332	177	108	2008
Dinagat Islands	40	30	27	15	9	121
Siargao Islands	76	38	31	20	7	172
Surigao City	203	209	173	99	64	748
Surigao del Norte	1658	306	318	124	74	2480
Surigao del Sur	822	323	192	85	54	1476
Tandag City	81	70	50	15	13	229
Grand Total	7741	3800	3089	1341	812	16783

Literacy Level of Learners in [Image Editing (Photoshop)]



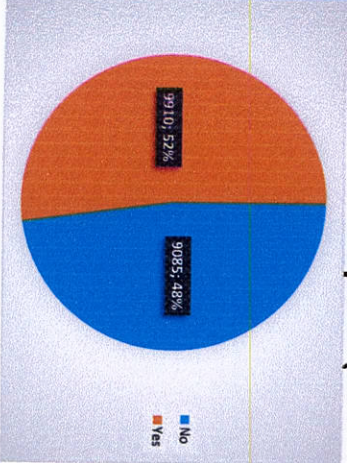
Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	2188	1254	1077	414	309	5242
Agusan del Sur	434	273	210	89	49	1055
Bayugan City	768	528	358	167	82	1903
Bislig City	41	24	33	11	7	116
Butuan City	482	296	239	106	70	1193
Cabadbaran City	1058	371	308	163	104	2004
Dinagat Islands	53	26	27	10	7	123
Siargao Islands	75	39	36	12	9	171
Surigao City	232	209	161	92	50	744
Surigao del Norte	1643	323	331	102	73	2472
Surigao del Sur	824	281	224	90	58	1477
Tandag City	82	63	44	27	11	227
Grand Total	7880	3687	3048	1283	829	16727

Confidence level of learners in coping with online learning



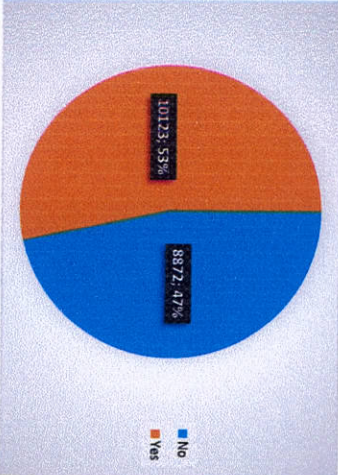
Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	1486	1553	1465	621	406	5531
Agusan del Sur	314	318	273	114	59	1078
Bayugan City	593	518	467	193	91	1862
Bislig City	29	27	35	13	7	111
Butuan City	274	371	364	138	82	1229
Cabadbaran City	723	503	467	195	136	2024
Dinagat Islands	30	41	33	13	5	122
Siargao Islands	53	33	45	27	14	172
Surigao City	191	205	215	100	45	756
Surigao del Norte	1525	432	396	131	65	2549
Surigao del Sur	628	404	282	98	62	1474
Tandag City	63	67	55	37	8	230
Grand Total	5909	4472	4097	1680	980	17138

Lerners with computer (or mobile phone) at home connected to the Internet

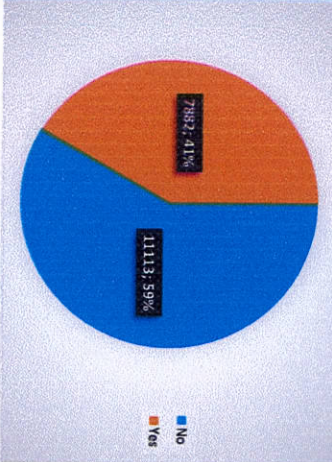


Row Labels	No	Yes	Grand Total
Agusan del Norte	2771	3497	6268
Agusan del Sur	495	686	1181
Bayugan City	924	1176	2100
Bislig City	55	73	128
Butuan City	548	789	1337
Cabadbaran City	1064	1133	2197
Dinagat Islands	61	77	138
Siargao Islands	74	119	193
Surigao City	207	608	815
Surigao del Norte	1868	901	2769
Surigao del Sur	940	689	1629
Tandag City	78	162	240
Grand Total	9085	9910	18995

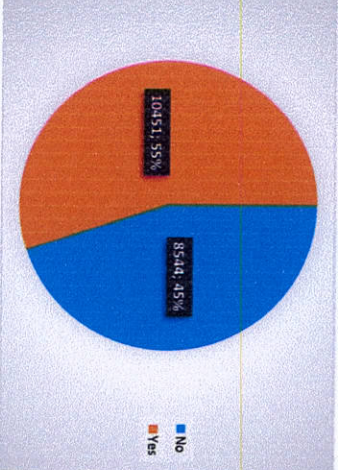
Learners with e-mail account



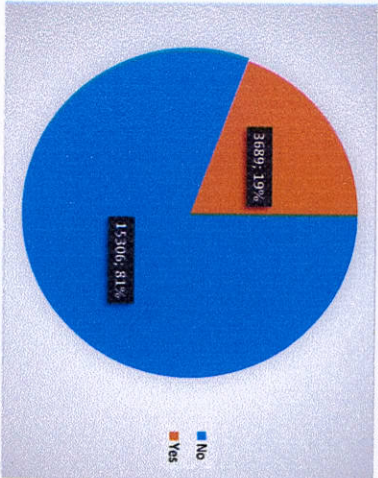
Learners with computer for teaching/learning purposes.



Learners who use Websites to supplement learning.

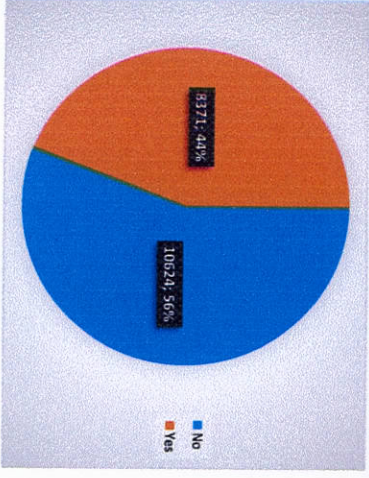


Learners who have attended ICT related trainings.



Row Labels	No	Yes	Grand Total
Agusan del Norte	4905	1363	6268
Agusan del Sur	918	263	1181
Bayugan City	1692	408	2100
Bislig City	96	32	128
Buklan City	1108	229	1337
Cabadbaran City	1792	405	2197
Dinagat Islands	102	36	138
Siargao Islands	151	42	193
Surigao City	573	242	815
Surigao del Norte	2444	325	2769
Surigao del Sur	1367	262	1629
Tandag City	158	82	240
Grand Total	15306	3689	18995

Learners who are familiar with Online Learning like DepEd COMMON and others

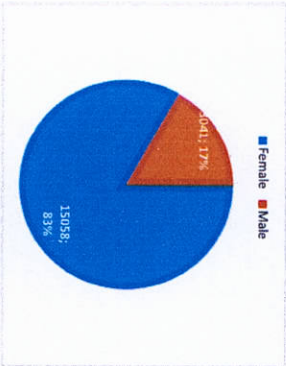


Row Labels	No	Yes	Grand Total
Agusan del Norte	2408	3860	6268
Agusan del Sur	654	527	1181
Bayugan City	1247	853	2100
Bislig City	75	53	128
Buklan City	807	530	1337
Cabadbaran City	1335	862	2197
Dinagat Islands	82	56	138
Siargao Islands	102	91	193
Surigao City	522	293	815
Surigao del Norte	2093	676	2769
Surigao del Sur	1137	492	1629
Tandag City	162	78	240
Grand Total	10624	8371	18995

TEACHER RESULTS AS OF MAY 18, 2020

By Gender

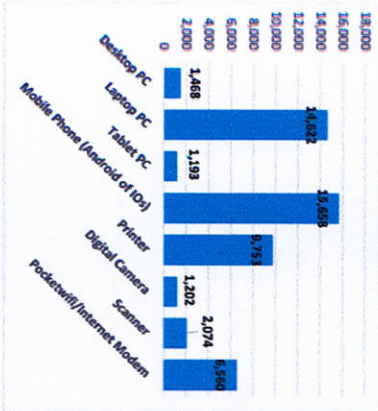
Responsts per Sex Disaggregation



Division	Female	Male	Grand Total
Aguasan del Norte	2377	503	2880
Aguasan del Sur	2359	480	2839
Bayugan City	719	168	887
Bislig City	581	105	686
Butuan City	1630	331	1961
Cabadbaran City	461	108	569
Dinagat Ialands	770	151	921
Siargao Ialands	676	145	821
Surigao City	800	126	926
Surigao del Norte	1935	362	2297
Surigao del Sur	2487	514	3001
Tandag City	263	48	311
Grand Total	15058	3041	18099

DEVICES AT HOME

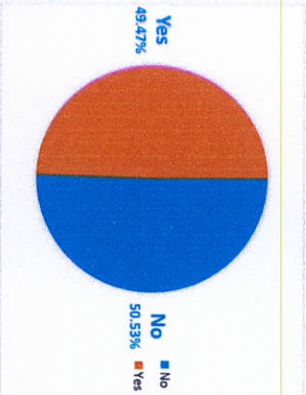
Devices owned by Teachers



Row Labels	Desktop PC	Laptop PC	Tablet PC	Mobile Phone (Android of iOS)	Printer	Digital Camera	Scanner	Pocketwifi/Internet Modem
Aguasan del Norte	281	2274	249	2524	1637	219	370	1037
Aguasan del Sur	232	2313	167	2491	1646	156	323	960
Bayugan City	95	727	51	781	554	77	120	352
Bislig City	64	601	33	604	489	46	113	293
Butuan City	259	1581	143	1731	1087	169	247	753
Cabadbaran City	49	490	34	484	341	42	76	228
Dinagat Ialands	28	815	61	805	466	71	83	399
Siargao Ialands	43	673	54	710	405	52	81	293
Surigao City	94	755	94	794	509	80	135	366
Surigao del Norte	149	1776	137	1930	884	111	170	698
Surigao del Sur	162	2397	160	2536	1600	165	332	1076
Tandag City	12	220	10	268	135	14	24	105
Grand Total	1468	14622	1193	15658	9753	1202	2074	6560

INTERNET CONNECTIVITY

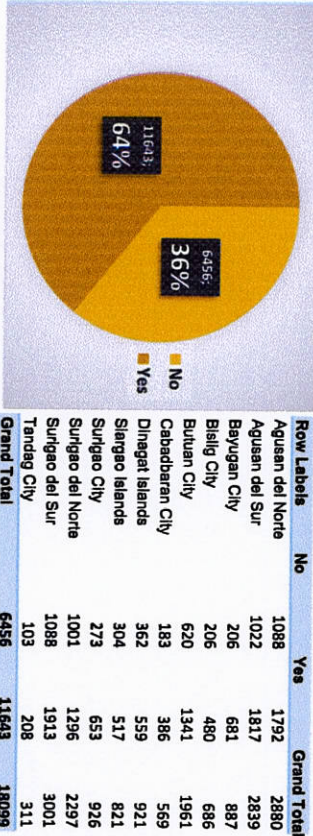
Availibilty of Internet Connections at home



Row Labels	No	Yes	Grand Total
Aguasan del Norte	1520	1360	2880
Aguasan del Sur	1554	1285	2839
Bayugan City	335	552	887
Bislig City	331	355	686
Butuan City	852	1109	1961
Cabadbaran City	263	306	569
Dinagat Ialands	470	451	921
Siargao Ialands	432	389	821
Surigao City	379	547	926
Surigao del Norte	1278	1019	2297
Surigao del Sur	1575	1426	3001
Tandag City	156	155	311
Grand Total	9145	8954	18099

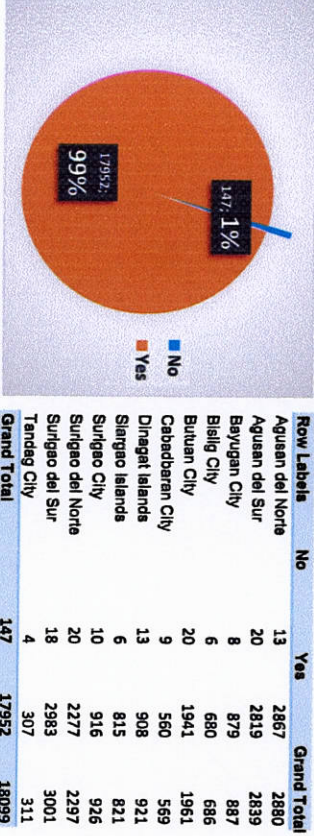
Do you have a computer (or mobile phone) connected to the Internet at home?

Availability of computing devices of teachers connected to the Internet



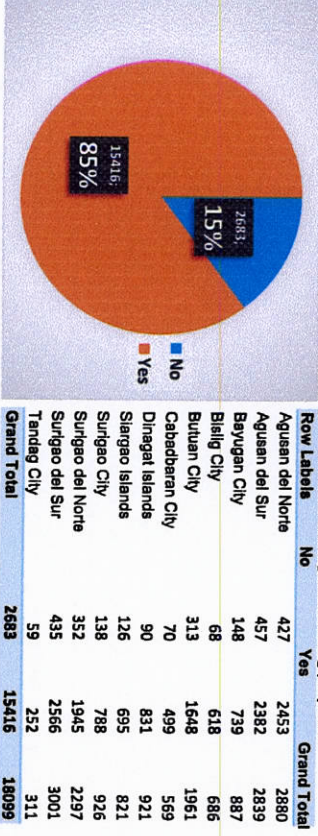
Email Account

Percentage of Teachers with Email Address



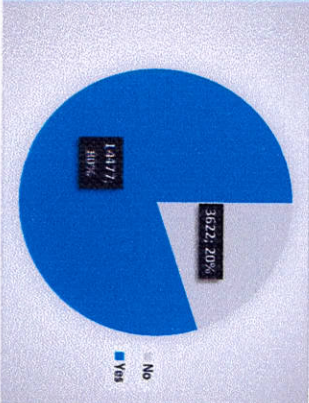
Do you use a computer for teaching/learning purposes?

Percentage of Teachers that utilizes computing devices for teaching and learning purposes



Do you use Web sites to supplement your learning/teaching?

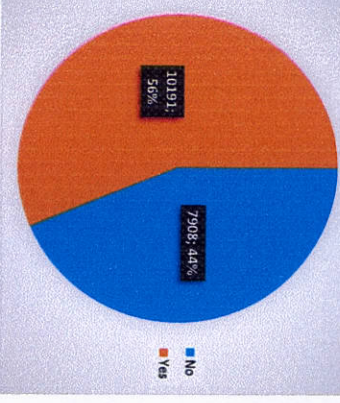
Percentage of Teachers that surfs that in the net for teaching/learning purposes



Row Labels	No	Yes	Grand Total
Agusan del Norte	507	2373	2880
Agusan del Sur	663	2176	2839
Bayugan City	148	739	887
Bililig City	94	592	686
Butuan City	379	1582	1961
Cabadbaran City	103	466	569
Dinagat Islands	203	718	921
Siargao Islands	157	664	821
Surigao City	173	753	926
Surigao del Norte	474	1823	2297
Surigao del Sur	653	2348	3001
Tandag City	68	243	311
Grand Total	3622	14477	18099

Have you attended ICT related trainings?

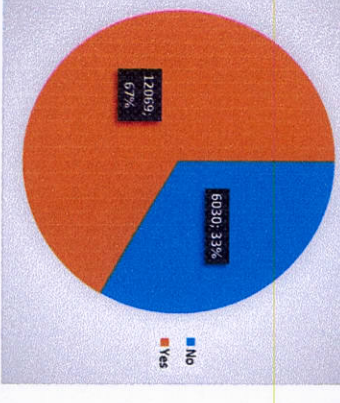
Percentage of Teachers who have attended ICT related trainings



Row Labels	No	Yes	Grand Total
Agusan del Norte	1582	1298	2880
Agusan del Sur	1119	1720	2839
Bayugan City	320	567	887
Bililig City	229	457	686
Butuan City	1127	834	1961
Cabadbaran City	265	304	569
Dinagat Islands	376	545	921
Siargao Islands	344	477	821
Surigao City	421	505	926
Surigao del Norte	898	1399	2297
Surigao del Sur	1085	1916	3001
Tandag City	142	169	311
Grand Total	7908	10191	18099

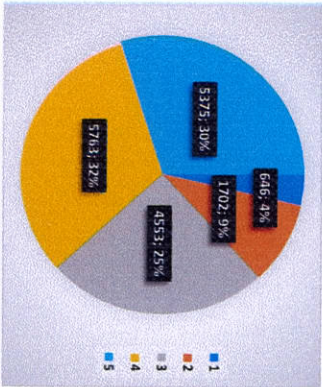
Are you familiar with Online Learning like DepEd COMMON and others?

Percentage of Teachers who are familiar with DepEd Common and other Online Learning platforms



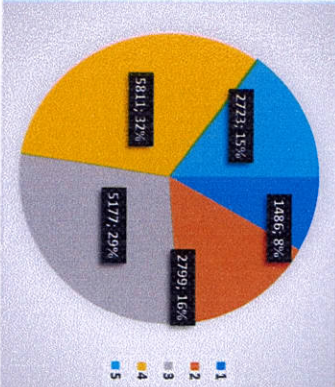
Row Labels	No	Yes	Grand Total
Agusan del Norte	449	2431	2880
Agusan del Sur	1069	1770	2839
Bayugan City	274	613	887
Bililig City	288	398	686
Butuan City	687	1274	1961
Cabadbaran City	157	412	569
Dinagat Islands	370	551	921
Siargao Islands	276	545	821
Surigao City	379	547	926
Surigao del Norte	740	1557	2297
Surigao del Sur	1212	1789	3001
Tandag City	129	182	311
Grand Total	6030	12069	18099

Literacy Level of Teachers in Word Processing (MS Word)]



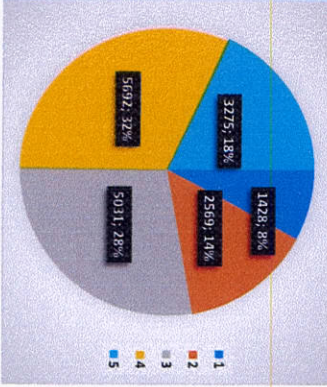
Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	82	255	751	894	884	2866
Agusan del Sur	89	301	760	903	780	2833
Bayugan City	34	99	238	294	217	882
Bililig City	16	46	154	248	218	682
Butuan City	84	214	512	585	557	1952
Cabadbaran City	21	55	143	189	159	567
Dinegat Islands	33	84	231	278	293	919
Surigao Islands	30	63	218	271	238	820
Surigao City	36	82	216	294	296	924
Surigao del Norte	96	188	502	717	785	2288
Surigao del Sur	102	286	750	994	864	2996
Tandag City	23	29	78	96	84	310
Grand Total	646	1702	4553	5763	5375	18039

Literacy Level of Teachers in Spreadsheets (MS Excel)]



Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	197	460	825	901	475	2858
Agusan del Sur	202	461	844	893	426	2826
Bayugan City	75	147	251	294	113	880
Bililig City	54	63	201	254	110	682
Butuan City	186	322	572	594	272	1946
Cabadbaran City	53	90	160	184	75	562
Dinegat Islands	76	145	251	295	150	917
Surigao Islands	62	107	245	276	129	819
Surigao City	86	148	243	285	163	925
Surigao del Norte	208	318	632	755	370	2283
Surigao del Sur	245	495	863	992	396	2991
Tandag City	42	43	90	88	44	307
Grand Total	1486	2799	5177	5811	2723	17996

Literacy Level of Teachers in Presentation (MS PowerPoint)]

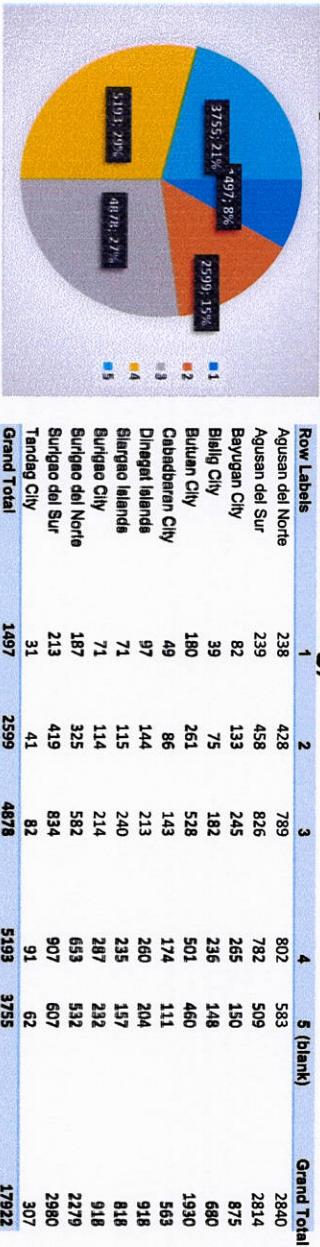


Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	230	419	818	883	507	2857
Agusan del Sur	190	438	855	861	482	2826
Bayugan City	78	146	248	276	131	879
Bililig City	36	67	191	253	134	681
Butuan City	171	283	556	593	341	1944
Cabadbaran City	43	85	159	177	100	564
Dinegat Islands	65	119	251	285	199	919
Surigao Islands	74	109	258	242	136	819
Surigao City	90	126	222	294	190	922
Surigao del Norte	204	299	556	744	481	2284
Surigao del Sur	217	435	823	1005	512	2992
Tandag City	30	43	94	79	62	308
Grand Total	1428	2569	5031	5692	3275	17995

Literacy Level of Teachers in Email



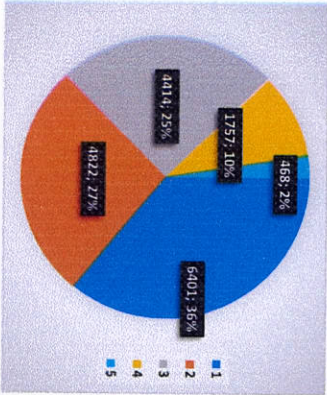
Literacy Level of Teachers in Internet Surfing)



Literacy Level of Teachers in Audio/Video Editing]

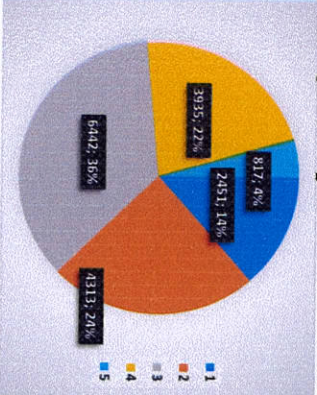


Literacy Level of Teachers in Image Editing (Photoshop)]



Row Labels	1	2	3	4	5 (blank)	Grand Total
Aguasan del Norte	1042	739	695	267	85	2828
Aguasan del Sur	937	830	722	252	67	2808
Bayugan City	347	235	205	72	15	874
Bilig City	216	181	206	64	12	679
Butuan City	758	492	435	181	62	1928
Cababaran City	233	155	120	44	12	564
Dinagat Ialands	345	234	205	102	28	914
Siargao Ialands	268	228	217	84	13	810
Surigao City	334	216	224	111	29	914
Surigao del Norte	777	570	565	283	74	2269
Surigao del Sur	1014	865	757	268	65	2969
Tandag City	130	77	63	29	6	305
Grand Total	6401	4822	4414	1757	468	17862

Competency level of teachers in Online Teaching



Row Labels	1	2	3	4	5 (blank)	Grand Total
Aguasan del Norte	335	685	1028	653	151	2852
Aguasan del Sur	375	702	1074	560	113	2824
Bayugan City	139	238	315	160	24	876
Bilig City	88	147	257	163	28	683
Butuan City	278	484	638	434	107	1941
Cababaran City	66	130	211	128	27	562
Dinagat Ialands	164	236	282	196	35	913
Siargao Ialands	117	172	311	194	25	819
Surigao City	109	220	320	219	52	920
Surigao del Norte	314	490	777	559	139	2279
Surigao del Sur	415	735	1119	607	105	2981
Tandag City	51	74	110	62	11	308
Grand Total	2451	4313	6442	3935	817	17958

Online Training/Emergency Human Resource Capacity Building					
Challenges/Opportunities		Training Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/ Mechanisms
With Internet Access	With PC/ Tablet	Virtual Training	This is a form of training in which the elements include physical separation of trainers and participants during the training session and the use of various technologies to facilitate trainer-participant communication.	Synchronous. This type of modality allows participants and the trainers to interact at the same time but in different places. Content of the training is delivered virtually, however, there is still real-time trainer-participant interaction similar to face-to-face training using a particular tool of communication powered by the internet.	Online chat and videoconferencing Webinars
				Asynchronous. This training approach provided participants with some flexibility as they are the ones to choose when and where to take their assigned training courses. Virtual trainers maximize the use of pre-recorded materials to give out instructions to their participants.	E-mail, Library, Discussion Threads, Pre-recorded Audio and Video e-Learning Course Learning Management System
				Hybrid or Blended learning. This represents a combination of synchronous and asynchronous approaches.	Learning Management System (LMS) MSO365 Teams; OneNote Class Notebook; Schoology; GSuit, etc.
				Synchronous Asynchronous Hybrid or Blended learning	Online chat and videoconferencing Webinars E-mail, Library, Discussion Threads, Pre-recorded Audio and Video e-Learning Course
With Internet Access	With Mobile (Smartphone)	Virtual Training			

Online Training/Emergency Human Resource Capacity Building

Challenges/Opportunities		Training Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
					Learning Management Software <i>(In some cases, downloading and installation of Mobile App Software is required)</i>
No Internet	With PC/ Tablet				Learning Resource Package Courseware
No Internet	With Mobile (Smartphone)				Digitized Learning Resource Package
No Internet	Without PC/Tablet/ Mobile but With TV/Player				Learning Resource Package Courseware
Traditional Face-to-Face with Social Distancing	Total No. of Participants is 20 or less	Traditional Face-to-Face		Instructor-led Training (ILT)	Presentation Materials Handouts Audio/Video Materials

Annex D				
Online Learning/Emergency Remote Teaching				
Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
With Internet Access	With PC/ Tablet	Distance Learning	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations. MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC or smartphone, CDA, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline e-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers. ONLINE DISTANCE LEARNING * Features the teacher facilitating learning and engaging learners' active participation using various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning is a form of live asynchronous platform where it requires both parties to have good and stable internet connection. It is often more interactive than the other types of distance learning. The responses is real-time. The learners may download materials from the internet, complete and submit assignments online, attend webinars and virtual classes. This is practiced effectively by using a Learning Management System or related technologies. The use of DepEd Commons and LR Portal falls in this category as both requires internet connectivity to have access.	* The use of Learning Resource Materials/Modules in multimedia (slides, video and audio files) * Digital Packets (Learning Materials) *The use e-learning materials * The use of computer-based learning resources
			ONLINE DISTANCE LEARNING * Features the teacher facilitating learning and engaging learners' active participation using various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning is a form of live asynchronous platform where it requires both parties to have good and stable internet connection. It is often more interactive than the other types of distance learning. The responses is real-time. The learners may download materials from the internet, complete and submit assignments online, attend webinars and virtual classes. This is practiced effectively by using a Learning Management System or related technologies. The use of DepEd Commons and LR Portal falls in this category as both requires internet connectivity to have access.	*The use of virtual classrooms e.g. Google Classroom Edmodo Schoology *The use of Web-Enhanced Learning Activities *Free access to OERs (Open Educational Resources) *Access to LR Portals *Access to DepEd Commons *Free access and observance of Intellectual Property Rights to some of the educational sites/resources: BrainPop Curiously Brream Tynker Outschool Udemy IReady Beast Academy (Math) Khan Academy Creative Bug Discovery Education Youtuber Channels: Crash Course Kids Science Channel SciShow Kids National Geographic Free School Geography Focus TheBrainScoop Kids Learning Hubca * The use of Radiobased Instruction with Modules * On-air segment for lectures/classes * The use of print materials/learning resources (modules, worksheets, activity sheets, etc.)
			TV/Radio-Based Instruction shall utilize the SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for Radio-Based Instruction.	

Annex D				
Online Learning/Emergency Remote Teaching				
Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
	HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.		* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.) *The use of digital packets (learning materials)
With Mobile	Distance Learning	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC or smartphone. CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline e-books. - The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.	* The use of Learning Resource Materials/Modules in multimedia (slides, video and audio files) * Digital Packets (Learning Materials) *The use e-learning materials * The use of computer-based learning resources
			ONLINE DISTANCE LEARNING * Features the teacher facilitating learning and engaging learners' active participation using various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning is a form of live synchronous platform where it requires both parties to have good and stable internet connection. It is often more interactive than the other types of distance learning. The responses is real-time. The learners may download materials from the internet, complete and submit assignments online, attend webinars and virtual classes. This is practiced effectively by using a Learning Management System or related technologies. The use of DepEd Commons and LR Portal falls in this category as both requires internet connectivity to have access.	* The use of mobile learning Apps * The use of virtual classrooms (Google Classrooms, Edmodo and Schoology) * The use of Web-Enhanced Learning Activities * Free access to OERs (Open Educational Resources) * Access to LR Portals * Access to DepEd Commons * Connecting mobile to ordinary TV using Weecast Dongle

Annex D					
Online Learning/Emergency Remote Teaching					
Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms	
	HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.	TV/Radio-Based Instruction shall utilize the SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for Radio-Based Instruction.	* The use of Radiobased Instruction with Modules * On-air segment for lectures/classes * The use of print materials/learning resources (modules, worksheets, activity sheets, etc.)	
No Internet	With PC/ Tablet	Distance Learning This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC or smartphone. CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline e-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.	* The use of Learning Resource Materials/Modules in multimedia (slides, video and audio files) * Offline Interactive Webpages (in HTML format) * Digital Packets (Learning Materials)	
		HOME SCHOOLING Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.		* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.) *The use of digital packets (learning materials)	

Annex D					
Online Learning/Emergency Remote Teaching					
Challenges/Opportunities		Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
With Mobile (Android)	Distance Learning		This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.	* The use of Learning Resource Materials/Modules in multimedia (slides, video and audio files) * Learning Apps (install first, then can be used offline)
			Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.		
Without PC/Tablet/Mobile	With TV/Player	HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.	* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.)
		Distance Learning	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.		
				TV/Radio-Based Instruction shall utilize the SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for Radio-Based Instruction.	

Online Learning/Emergency Remote Teaching					
Annex D					
Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms	
	HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.		* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.)	
	Distance Learning	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessment), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/ instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teacher. TV/Radio-Based Instruction shall utilize the SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for Radio-based Instruction.	* Developed Learning Resources and Teaching Guides saved, transferred to Flash Drives Distribution Mechanism: a. Partnership with LGUs (Barangay level) b. Parents * Air time for lectures/classes	
	With TV/Cable			* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.) *The use of digital packets (learning materials)	
	HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.		* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.) *The use of digital packets (learning materials)	

Online Learning/Emergency Remote Teaching

Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
	With TV	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.	* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.) * Air time for lectures/classes
		HOME SCHOOLING Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.		* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.)
	With Radio	Distance Learning This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers. TV/Radio-Based Instruction shall utilize the SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for Radio-Based Instruction.	* The use of Radiobased Instruction with Modules * On-air segment for lectures/classes * The use of print materials/learning resources (modules, worksheets, activity sheets, etc.)

Online Learning/Emergency Remote Teaching					
Annex D					
Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms	
	HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.		* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.)	
	Without TV	Distance Learning	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.	* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.)	
	Without Radio	HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.		

Annex D				
Online Learning/Emergency Remote Teaching				
Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
Traditional Face-to-Face with Social Distancing Total number of learners is 20 or less in a class	BLENDED LEARNING	This refers to a learning modality that allows for a combination of face to face and online distance learning (ODL), face-to-face and modular distance learning (MDL), face-to-face and TV/Radio-based Instruction (RBI), and face-to-face learning and a combination with two or more types of distance learning. Blended learning will enable the schools to limit the face to face learning delivery modality, afford social distancing, and decrease the volume of people outside the home at any given time. Critical for implementation will be the production of the needed teacher's and learners' learning materials (LR Portal and DepEd Commons will be maximized), and the needed support of media institutions like TV and radio stations.	Flipped Classroom (Only for those with Internet Connection)	The use of print/non-print learning materials such as but not limited to the following: * Modules * Worksheets * Activity Sheets Note: The usual during the normal days * The use of gadgets for K to 3 SpEd learners
	TRADITIONAL FACE TO FACE	Is the traditional learning environment where the students and the teachers are both physically present in the classroom Delivered through: * Opportunities for active engagement * Immediate feedback * Socio-emotional development of learners	MISOSA	
			IMPACT	
			OHSP	
			Project EASE	
APPRENTICESHIP Total number of learners is 21 and above in a class		Provides Senior High School learners with opportunities for actual immersion in workplace situations under the supervision of a certified practitioner	Face to Face and Modular Learning	* The use of Digital Format- PDF Plat * The use of Digital Format- Interactive Materials
			Community-based Instruction (CIs)	* The use of CICs
		Appropriate for: Selected TVL specializations that require more onsite learning and application skills than academics		
	BLENDED LEARNING	This refers to a learning modality that allows for a combination of face to face and online distance learning (ODL), face-to-face and modular distance learning (MDL), face-to-face and TV/Radio-based Instruction (RBI), and face-to-face learning and a combination with two or more types of distance learning. Blended learning will enable the schools to limit the face to face learning delivery modality, afford social distancing, and decrease the volume of people outside the home at any given time. Critical for implementation will be the production of the needed teacher's and learners' learning materials (LR Portal and DepEd Commons will be maximized), and the needed support of media institutions like TV and radio stations.	Flipped Classroom (Only for those with Internet Connection)	The use of print/non-print learning materials such as but not limited to the following: * Modules * Worksheets * Activity Sheets Note: The usual during the normal days * The use of gadgets for K to 3 SpEd learners