

# HELP (HEIGHTENING ENGAGEMENT FOR LEARNERS PROGRESSION): A PROGRAM MANAGEMENT SYSTEM TOWARDS SCHOOL'S READINESS ON RADIO-BASED INSTRUCTION (RBI) AND ITS IMPACT TO THE LEARNING COMMUNITY

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## Abstract

This study entitled “*HELP (Heightening Engagement for Learner’s Progression): A PROGRAM MANAGEMENT SYSTEM TOWARDS SCHOOL’S READINESS ON RADIO-BASED INSTRUCTION (RBI) AND ITS IMPACT TO THE LEARNING COMMUNITY*” is a product of collaborative effort of secondary school heads, teachers, parents, learners and stakeholders in order to showcase the schools’ best practices on how to counteract issues and problems encountered during the implementation of Radio-Based Instruction (RBI) program. The researchers used an exploratory stance of investigating, inquiring and collecting data reports. As to the purpose of the study, the researchers used an action research design by which the spiral process of inquiring, planning, acting and evaluating results have been discussed by using qualitative and quantitative methods of data gathering such as surveys, checklist, interviews, observation notes and monitoring forms.

Results showed that most secondary schools in Bataraza District II were first found “**Not Yet Ready**” for Radio-Based Instruction (RBI) program. The researchers proposed several plans of action to ensure the readiness of every school to Radio-Based Instruction (RBI). The RBI Program Management System was created, and far along the RBI readiness of secondary schools in Bataraza District II has been ensured. It was also realized that the projects and activities initiated to counteract issues and problems about RBI implementation have gained positive feedbacks from the learning community. Thus, the community participation was enhanced and intensified. Various accomplishments were presented before the stakeholders and their support has strengthened. Learners’ engagement in RBI has also been found progressive when the RBI program management system was established. It is concluded that the establishment of Radio-Based Instruction

(RBI) program management system can help to ensure the school's readiness to implement the RBI program and brings constructive impact to the learning community.

It is therefore recommended that an RBI implementing school should consider the establishment of pro-active and workable program management system in order to sustain and manage the Radio-Based Instruction (RBI) program thoroughly.

## **Acknowledgement**

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## **I. Introduction**

This study was conducted to describe the distinctive practices performed in secondary schools of Bataraza District II during the implementation of chosen Distance Learning Delivery Modality (DLDM) program during the School Year 2021-2022. This study was participated by secondary school heads, teachers and learners by getting their views, experiences and feedbacks in order to come up with the rightful decisions on how to address issues and problems that have been encountered.

### **Background of the Study**

Prior to the extensive implementation of Radio-Based Instruction (RBI) program in Bataraza, there were already several schools in the division of Palawan that initiated the RBI learning program. A few to mention are *Marikit Elementary School* in Aborlan and *Sumbuling Elementary School* in Bataraza II. While having that active learning modality, the Schools Division of Palawan which was formerly headed by SDS Natividad P. Bayubay, CESO VI, encouraged all schools (elementary and secondary) to utilize efforts for the introduction of Radio-Based Instruction as an alternative way of learning for distant learners. Upon the deliberate consideration and proposals, the two districts in the Municipality of Bataraza which were formerly headed by the two District Supervisors; Dr. Edna C. Cabuhat (Bataraza I) and Nila G. Momo (Bataraza II), have sorted to implement in full scale the Radio-Based Instruction (RBI) in the Municipality of Bataraza, Palawan as a major mode of home learning among learners in elementary and high schools. The budget and other resources for its effective implementation were utilized which primarily backed-up by the Office of the Municipal Mayor under the leadership of Hon, Hadji Abraham M. Ibba. The project aimed to set up four (4) sets of state-of-the-art high frequency radio stations strategically located in both districts – two (2) for elementary and the other two (2) for secondary level. The 1.2 Million-peso RBI project of Bataraza was inaugurated and

supportably recognized by the DepEd Palawan together with local stakeholders last December 9, 2020.

Following to its full-blast implementation in the second week of January 2021, district heads and curriculum leaders gathered and planned on how to implement the RBI program thoroughly by which the learning community be prepared and get ready to participate and learn. Several issues have been raised and discussed which include schedules of airing, capability building for RBI teachers, technical support, public orientations and modifications on the production of Supplementary Learning Materials (SLeM).

Upon reviewing the DepEd Learning Continuity Plan (DepEd Order No. 12, s. 2020) and Memorandum circulars (Memorandum DM-CI-2020-0061), secondary schools in Bataraza district II devised a system on how to address deficiencies, specifically on the incapacity of schools to implement the Radio-Based Instruction (RBI) program in the community.

*“Strong school, home, and community partnerships shall be forged to ensure the effectiveness of any DLDM chosen. In the context of the present crisis, dialogue with parents and the wider community is a key step to ensure that the school, parents/guardians and the wider community have reached a degree of shared accountability and responsibility for the learning delivery modality/ies chosen. School administrators, teachers, parents/guardians, and community partners shall provide adequate and appropriate guidance and support for the learners to ensure that their new experience with these learning modalities shall be properly transitioned both at home and in school”*

- Memorandum DM-CI-2020-0061, par. 1

### **Purpose and objectives of the Study**

To clarify the needs and priorities of each Radio-Based Instruction (RBI) implementing school, the researchers have proceeded to find out the real causes of the problems through consolidation of data reports and discussions.

Adhering to the district learning continuity plan for Radio-Based Instruction (RBI) program, the researchers had developed a program management system to lay down the plans and facilitate various projects and activities. The RBI program management team was created and named as the “Learning Resource Management Unit” or LRMU. Its tasks include the evaluation of several projects and activities and to perform the role of ensuring the readiness of secondary schools in Radio-Based Instruction (RBI).

This study discusses deliberately the processes of conducting several projects and activities and its impact to the learning community. It describes how the different strategies initiated by secondary schools in Bataraza District II were carried out including the roles of teachers and parents in the delivery of lessons through Radio-Based Instruction (RBI).

This study has five phases or stages, namely: Inquiring, Action Planning, Acting, Data Gathering and Evaluating. During inquiring stage, the researchers gathered relevant information about the initial status of schools’ readiness on Radio-Based Instruction where prevailing issues and problems have identified. The researchers also gathered field reports and observations to examine the current learning community situation. Action planning is a stage where participants convened and made necessary plans and prioritizations to address the problems. Approaches that were used includes, dialogues, and focused group discussions (FGD). During acting stage, selected strategies were carried-out and monitored. Some of the ways include but not limited to the following: information drives, capability training activities for teachers, provision of technical or material assistance, home visitation activities and Learning Action Cells. Monitoring reports (qualitative and quantitative) from the



activities conducted were gathered and summarized. During evaluating stage, the researchers summarized and interpreted the data through focused group discussion (FGD) which includes analyzing feedbacks and responses from the learning community.

To find the results of the actions undertaken, the researchers used survey tools, interview guide questions, checklists, observation notes, log reports, and contextualized monitoring forms. This study has the following objectives:

1. To describe the readiness status of secondary schools in Bataraza District II to implement the Radio-Based Instruction (RBI) by using a Contextualized RBI Readiness Survey Checklist.
2. To identify and describe the challenges, issues, gaps and problems (CIGPs) encountered by secondary schools in Bataraza District II prior to and during the implementation of Radio-Based Instruction (RBI) program.
3. To identify and describe the projects and activities developed by secondary schools in Bataraza District II to address the challenges, issues, gaps and problems (CIGP's) encountered prior to and during the implementation of Radio-Based Instruction (RBI) program.
4. To describe how does the establishment of RBI Program Management System help to ensure the readiness of secondary schools in Bataraza District II on Radio-based Instruction (RBI).
5. To describe how the readiness on Radio-Based Instruction (RBI) of secondary schools in Bataraza District II caused to improve the implementation of RBI learning program in their respective areas.
6. To describe how does the implemented RBI learning program impact the learning community in Bataraza District II.

### **Significance of the Study**

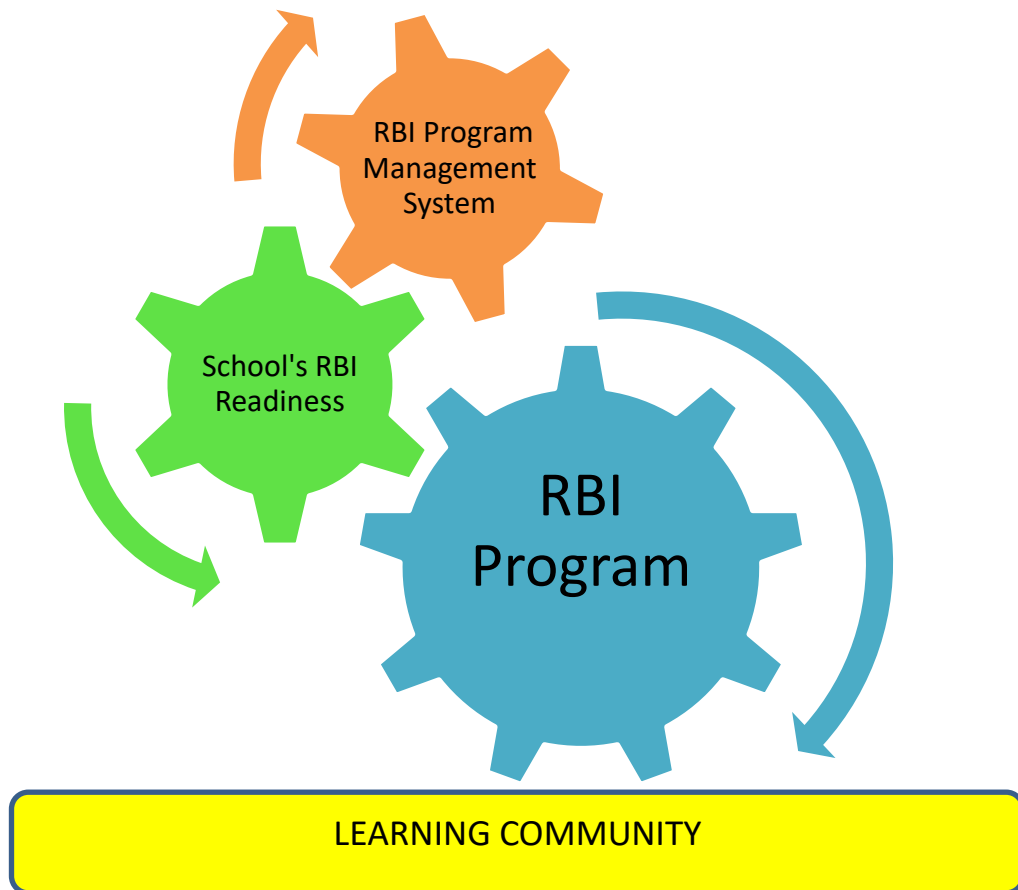
This study describes how secondary schools in Bataraza district II played their important roles in addressing the problems encountered during the implementation of Radio-Based Instruction (RBI) program. This study also describes the importance of establishing a program management system to facilitate planning and monitoring of certain projects and activities by which the results of this will drive other RBI implementing schools to think and initiate various solution-driven activities for the improvement of their school's processes while using Radio-Based Instruction (RBI) as an alternative learning modality.

From the results presented, the learning community will continue to act positively in sustaining their engagement on Radio-Based Instruction as one of the most accessible and practical mode of learning during non-face-to-face classes where students learn and stay in their homes.

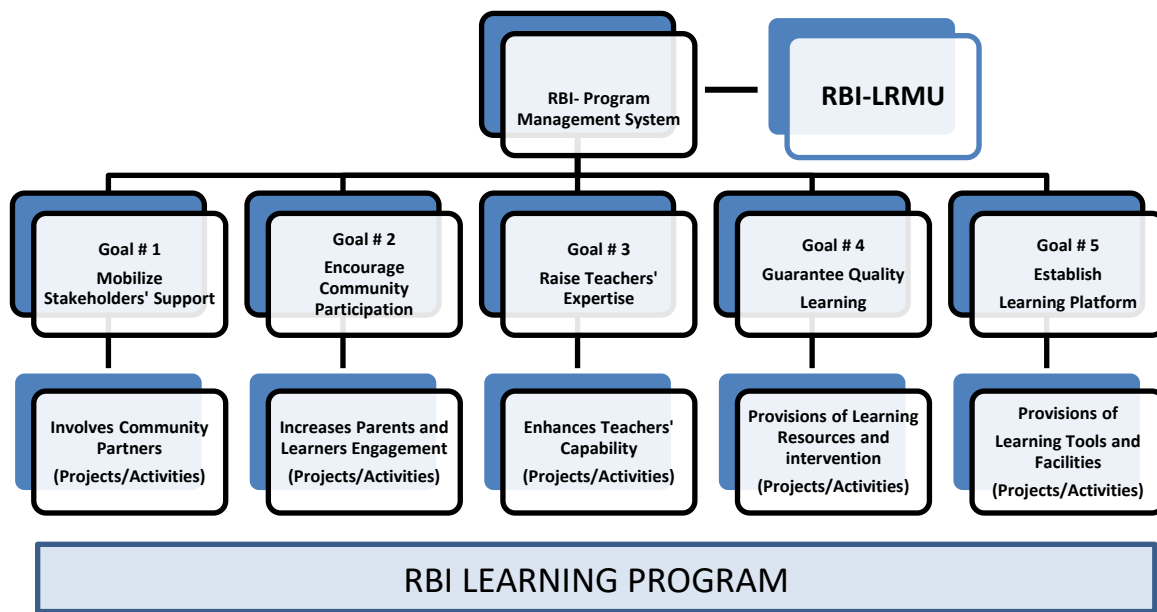
## **II. Innovation, Intervention, and Strategy**

**HELP** is an acronym which stands for **Heightening Engagement for Learners Progression** is a school program management system that envisions to ensure the readiness of secondary schools in Bataraza District II on Radio-Based Instruction (see Figure 1). As part of the process, a program management unit was created to facilitate actions to address certain issues and problems encountered during the implementation of Radio-based Instruction (RBI) in school. This unit is composed of elite teachers who are capable to mobilize various projects and activities in school. The management system is embodied of continuous collaboration and participation among key members in giving feasible solutions to the common issues and problems. The School RBI-Program Management System is driven to achieve the five major goals. These are: (1) Mobilize community/stakeholders support for RBI, (2) Encourage parents and learner's participation in RBI, (3) Raise teacher's skills and expertise in RBI, (4) Guarantee the quality learning among learners, (5) Establish a strong RBI learning platform (see. Figure 2).

As part of the initial processes, an assessment survey tool (RBI Readiness Survey Checklist) was used to determine the areas of development for each school. Thereafter, the unified secondary schools crafted action plans of strategies on how to address the given issues and problems prevailed in their areas. Series of group meetings and discussions (FGD) among curriculum leaders in the district were conducted. Action plans have been reviewed and disseminated. Needed materials and resources have also been prepared and set. Intervention activities were monitored based on the general plans and agreement. Observation, monitoring reports, and accomplishments have been gathered and analyzed for further recommendations until sufficient results have achieved.



*Figure 1.* Process that shows the role of establishing an RBI Program Management System to mobilize school's readiness towards the smooth delivery of RBI Learning Program for the benefits of the learning community



*Figure 2.* Diagram of the establishment of school's RBI Program Management System

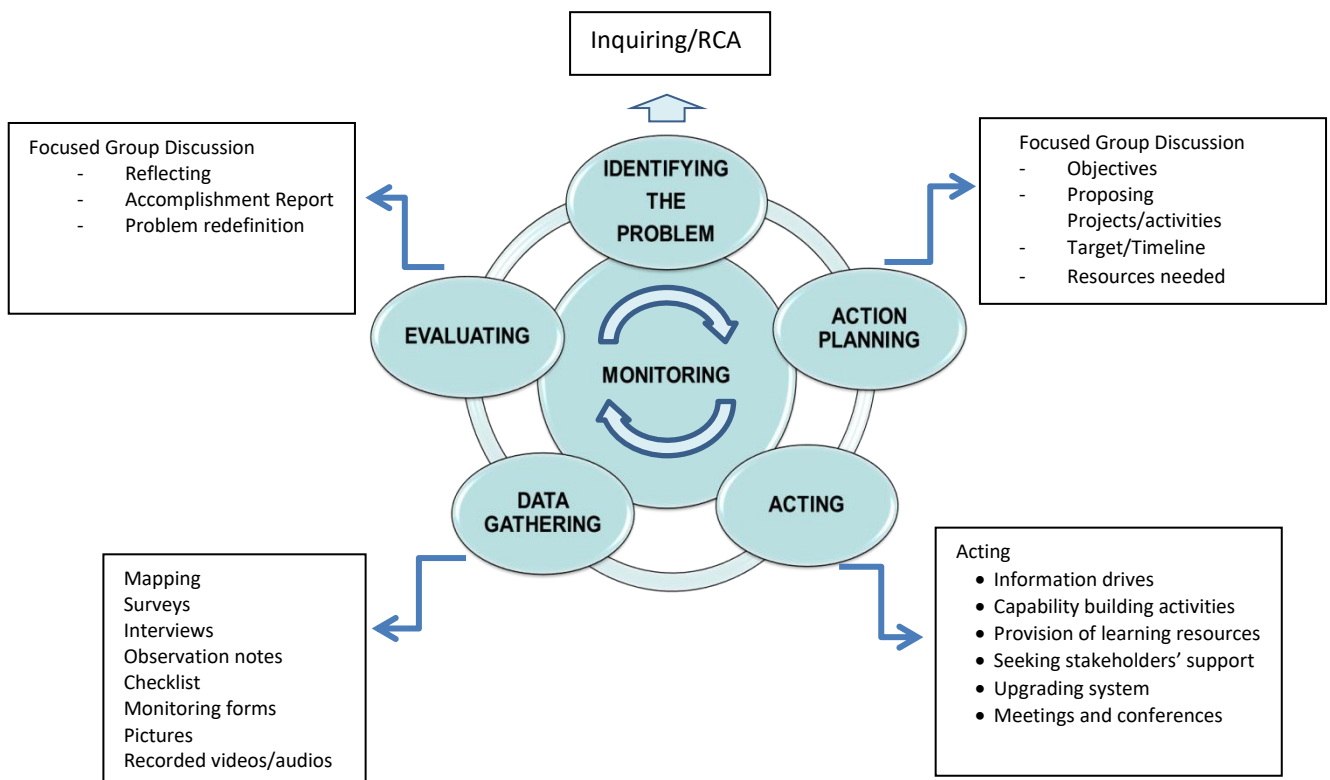
### **III. Main Research Questions**

1. How ready were the secondary schools in Bataraza District II on Radio-Based Instruction (RBI) program at the beginning of its implementation?
2. What challenges, issues, gaps and problems (CIGPs) encountered by the Secondary schools in Bataraza District II prior to and during the implementation of Radio-Based Instruction (RBI) program?
3. What projects and activities conducted by secondary schools in Bataraza District II to address the challenges, issues, gaps and problems (CIGPs) encountered prior to and during the implementation of Radio-Based Instruction (RBI) program?
4. How did the establishment of Radio-Based Instruction (RBI) Program Management System help to ensure the readiness of secondary schools in Bataraza District II on Radio-Based Instruction (RBI) program?
5. How did the school's readiness on Radio-Based Instruction (RBI) help secondary schools in Bataraza District II to improve their implementation of Radio-Based Instruction (RBI) program?
6. How did the implementation of Radio-Based Instruction (RBI) program in secondary schools of Bataraza District II impact the learning community?

## IV. Research Methods

### Research Design

This study is qualitative in nature and participatory. The design is characterized by a deliberate, solution-oriented investigation that is conducted in group. It is characterized by spiral cycles of problem identification, systematic data collection, reflection, analysis, data-driven action and, finally problem redefinition (Kemmis & McTaggart, 2000).



*Figure 3.* A cyclic diagram on the process of implementing, monitoring and evaluating of projects and activities in every goal in Radio-Based Instruction

## Participants and Sources of Data Information

Participants of this study were the secondary school heads, RBI focal person, teachers, parents and students (total enumeration). Sources of data have been collected from school monitoring and accomplishment reports, school records, narrative reports, documents, physical observation reports, logs, learners' feedbacks, notes of meetings and other data that have been found to be useful in the interpretation of results or analysis.

Table 1: Research participants and sources of data information

Questions	Participants	Sources of Data
1. How ready were the secondary schools in Bataraza District II on Radio-Based Instruction (RBI) program at the beginning of its implementation?	School Heads, RBI focal person	School physical records, school plans
2. What challenges, issues, gaps and problems (CIGPs) encountered by the Secondary schools in Bataraza District II prior to and during the implementation of Radio-Based Instruction (RBI) program?	Teachers, learners	School action plan, monitoring reports and anecdotal records
3. What projects and activities conducted by secondary schools in Bataraza District II to counteract challenges, issues, gaps and problems (CIGPs) encountered prior to and during the implementation of Radio-Based Instruction (RBI) program?	School Heads, RBI focal Person, Teachers	School action plan, monitoring and accomplishment reports, anecdotal records
4. How did the establishment of Radio-Based Instruction (RBI) Program Management System help to ensure the readiness of secondary schools in Bataraza District II on Radio-Based Instruction (RBI) program?	RBI focal person	Feedback and Accomplishment reports, School Physical records (Reflection notes)
5. How did the school's readiness on Radio-Based Instruction (RBI) help secondary schools in Bataraza District II to improve their implementation of Radio-Based Instruction (RBI) program?	RBI focal persons	Feedback and accomplishment reports (Reflection notes)
6. How did the implementation of Radio-Based Instruction (RBI) program in secondary schools of Bataraza District II impact the learning community?	Parents, Learners	Feedback reports (Reflection notes)



## Data Gathering Methods

The researchers utilized a mixed-method (Quantitative and qualitative) of data gathering such as in surveys, interviews and observation. A descriptive presentation of statistical data was employed (Frequency, Mean, Mode and Percentage) such as in summarization of raw data while the results were analyzed qualitatively.

Table 2: Research tools and methods of data gathering

Questions	Research Tool	Methods of gathering data
1. How ready were the secondary schools in Bataraza District II on Radio-Based Instruction (RBI) program at the beginning of its implementation?	RBI Readiness Survey Checklist	Survey (Mixed-method, Descriptive)
2. What challenges, issues, gaps and problems (CIGPs) encountered by the Secondary schools in Bataraza District II prior to and during the implementation of Radio-Based Instruction (RBI) program?	Home monitoring observation notes form, Projects and activities monitoring tools, Interview guide questionnaire	Interviews Documentation, Observation and Discussion (qualitative), note-taking
3. What projects and activities conducted by secondary schools in Bataraza District II to counteract challenges, issues, gaps and problems (CIGPs) encountered prior to and during the implementation of Radio-Based Instruction (RBI) program?	Project and activities monitoring tools	Documentation, Observation and Discussion (qualitative), note-taking
4. How did the establishment of Radio-Based Instruction (RBI) Program Management System help to ensure the readiness of secondary schools in Bataraza District II on Radio-Based Instruction (RBI) program?	RBI Readiness Survey Checklist Minutes of meetings, FGD notes	Survey (Mixed-method, Descriptive) Documentation, Observation and Discussion (qualitative), note-taking
5. How did the school's readiness on Radio-Based Instruction (RBI) help secondary schools in Bataraza District II to improve their implementation of Radio-Based Instruction (RBI) program?	Monitoring and Evaluation Tool, Minutes of meetings, FGD notes	Documentation, Observation and Discussion (qualitative), note-taking
6. How did the implementation of Radio-Based Instruction (RBI) program in secondary schools of Bataraza District II impact the learning	Self-Monitoring tool, Learners' Engagement Feedback Form, Home	Survey (Mixed-method, Descriptive)

community?	Learning Form	Monitoring	Documentation, Observation and Discussion
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## V. Discussion of Results and Reflection

### Inquiring Stage (Pre-Assessment)

How ready are the secondary schools in Bataraza District II to implement the RBI program?

One essential factor to consider in implementing a certain program in school is having a good capability to execute the processes thoroughly and in as much effective as can be. That is the reason why our department, the DepED, had placed down the foundation for schools to become ready and responsive to the new challenges that would come along the way. Radio-Based Instruction (RBI) was not new to us, however, its practice and effectiveness were not entirely recognized. It was assumed before that the old system of implementation of RBI learning program had brought some negative impacts to the learning community. Therefore, if certain school wants to adapt this learning modality, it is necessary to undergo self-examination and evaluation as to whether the school can be consider as competent or not to deliver the desired learning outcome. To determine whether a school is RBI-ready or not, the researchers used a contextualized RBI-Readiness Survey Checklist which focus on the quality level of practice of RBI implementing school (Annex A. RBI-Readiness Survey Checklist). Pre-assessment results showed that all secondary schools in Bataraza District II were found “Not Yet Ready” for RBI program.

Table3: Pre-Assessment Results of the Schools’ Readiness in RBI in Bataraza District II

Areas of Concern	Pre-Assessment Results Second Quarter of SY 2020-2021		Primary Issues and Problems	Root Cause
	Average Points	Remarks		
1. Stakeholder’s Support The school shares	1	Fair	○ Insufficient stakeholders’	○ Limited linkages ○ and

commitment and support with local stakeholders.				support on RBI program	communication strategies
<b>2. Learning Community Awareness and Participation</b> The school initiates mechanism/s to introduce the RBI as a learning modality in the community.		1	Fair	○ Unacceptability of community on RBI program	○ Absence of information drives and campaign mechanism
<b>3. Teachers' Quality and Capability</b> The School capacitates teachers on how to deliver RBI lessons efficiently and effectively.		1	Fair	○ Unskilled RBI teachers	○ Lack of RBI training ○ Inexperienced teachers
<b>4. Quality Learning</b> The school ensures the production of quality supplemented learning materials and conducts remedial activities		1	Fair	○ Learners' lag ○ Limited Teaching-learning strategy	○ Unmindful to ideal assessment method ○ Unguided learning facilitators ○ Infrequent home visitation and remediation ○ Unused of alternative communication methods ○ Lack of monitoring system
<b>5. Learning Platform</b> The school establishes an accessible RBI learning facilities and tools	A. Accessibility of radio signal	2	Good	○ Inaccessibility of radio signals/frequencies	○ Power interruption schedules ○ Physical barriers/interferences
	B. Availability of radio devices at home	0	Poor	○ Unavailability of radio devices at home	○ Incognizance among parents ○ Financial constraints of the family
<b>Total</b>		<b>6</b>	<b>"Not Yet Ready"</b>		

#### Adjectival Point Equivalences

Point	Adjectival Equivalence
0	Poor
1	Fair
2	Good

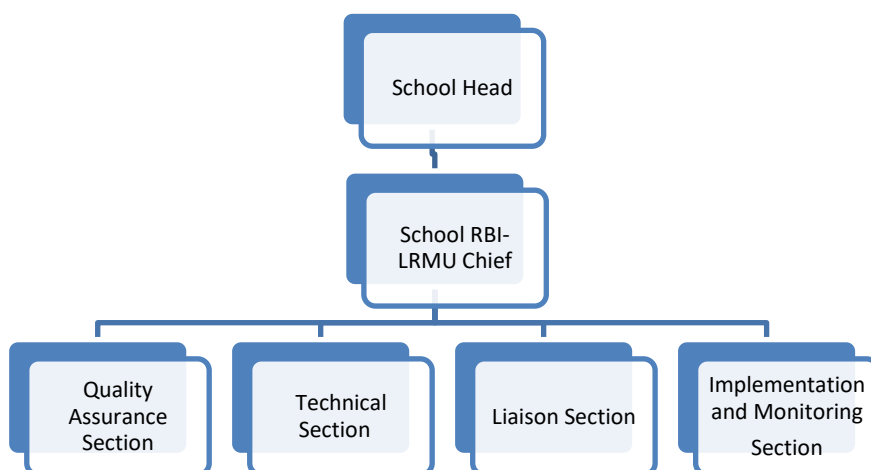
### **Root Cause Analysis**

As a result of discussion among the groups of teachers, RBI focal persons and school heads, it was explained why the initial scores were too low. It was determined that secondary school teachers who were assigned to prepare RBI lessons were not fully capacitated as many of them need essential skills in radio scriptwriting, audio editing and broadcasting. Even teachers were not fully capacitated to craft contextualized Supplementary Learning Materials (SLeM). Some schools have indistinct data on how many learners have radio receivers at home. Production and distribution of learning materials were also delayed if not complete into 1:1 ratio. Insufficient stakeholders' support was an issue then. RBI was not yet fully introduced to parents and learners that had led to disinformation. Some schools have no campaign mechanisms to promote the RBI or have no specific projects and activities on how to enhance the implementation of RBI program in the community. Indistinct communication plan for distant learners was also observed in some schools. These were only the few challenges that have been identified by the researchers during the first assessment by using an RBI Readiness Survey Checklist.

### **Planning Stage**

What issues and problems have been raised and what possible solutions have been recommended?

Based from the initial result of the RBI readiness survey, the researchers had brought into a recommendation to organize a program management system to carry out projects and activities in order to enhance the readiness of each school in Radio-Based Instruction (RBI) program. A composite school program management team was created. It was named as RBI-Learning Resource Management Unit (RBI-LRMU) (see Figure. 3).



*Figure 3.* Organizational structure of School RBI Learning Resource Management Unit (LRMU)

Based on its policy guideline (Annex \_ Creation of School RBI-LRMU), the RBI-LRMU shall perform the following functions:

1. Plan and implement DLDM-RBI projects and activities to counteract CIGP's.
2. Monitor and evaluate the implemented DLDM-RBI projects and activities.
3. Check and review the Supplementary Learning Materials (SLeM) and radio scripts prior to their use and distribution.
4. Ensure the accessibility of Radio-Based Instruction (RBI) lessons to the learning community.
5. Disseminate information and updates among educational leaders, teachers, parents, learners and community partners regarding the DLDM-RBI proram implementation.
6. Collect and secure Radio-Based Instruction (RBI) data files.
7. Present feedbacks and accomplishment reports.

To give the Learning Resource Management Unit (LRMU) a clear direction of their function an RBI Vision and Mission was framed;

#### **RBI VISION....**

We envision for an excellent alternative learning delivery modality where learners at home able to learn continuously and effectively to become more resilient and responsible citizens of the community, through regimented broadcasting system of equitable and refined radio-based lessons, collaboratively produced by skilful educators with the support of benevolent stakeholders.

#### **RBI MISSION....**

1. Widely strengthens the participation of community partners in the effective delivery of Radio-Based Instruction.
2. Efficiently delivers interesting and meaningful audio instruction to learners who learn in a facilitative home learning environment.
3. Fairly enhances teachers' capability in Radio-Based Instruction through training-workshops.
4. Continuously ensures the quality of learning among distant learners through home monitoring and remediations.
5. Strongly establishes a learning platform and radio-broadcast system that is adaptable and accessible.

Several action plans have been proposed namely: Action plan to conduct capability training for teachers, action plan to address learners without radio receivers at home, action plan to remediate learners who lagged behind, Action plan to intensify RBI-IEC and Action plan to establish a strong RBI learning platform. Collectively, these action plans were summarized to form a single district action plan - **“DISTRICT ACTION PLAN TO ENSURE THE READINESS ON RADIO-BASED INSTRUCTION (RBI) OF SECONDARY SCHOOLS IN BATARAZA DISTRICT II”** (see Annex 1).

Table 4: Proposed Plans to Counteract Issues and Problems on RBI program implementation

<b>Areas of Concern</b>	<b>Primary Problems</b>	<b>Causes of the Problems</b>	<b>Proposed Plan of Actions/ Activities</b>
<b>1.Stakeholder's Support</b> The school shares commitment and support with local stakeholders.	<ul style="list-style-type: none"> <li>○ Insufficient stakeholders' support on RBI program</li> </ul>	Limited linkages and communication strategies	<ul style="list-style-type: none"> <li>○ Meetings with LGU's and private sector</li> </ul>
<b>2.Learning Community Awareness and Participation</b> The school initiates mechanism/s to introduce the RBI as a learning modality in the community.	<ul style="list-style-type: none"> <li>○ Unacceptability of community on RBI program</li> </ul>	Absence of information drives and campaign	<ul style="list-style-type: none"> <li>○ Re-orientation of parents about RBI program</li> <li>○ Signing of mutual agreement between the school and parents</li> <li>○ IEC (RBI Caravan House to house information drives Radio announcements Posting of signages and flyers)</li> </ul>
<b>3.Teachers' Quality and Capability</b> The School capacitates teachers on how to deliver RBI lessons efficiently and effectively.	<ul style="list-style-type: none"> <li>○ Unskilled and unproductive RBI teachers</li> </ul>	<ul style="list-style-type: none"> <li>○ Lack of RBI training</li> <li>○ Inexperienced teachers on scriptwriting and audio production</li> </ul>	Capability enhancement trainings on scriptwriting, audio editing, grammar and usage and broadcasting, SLeM crafting
<b>4.Quality Learning</b> The school ensures the production of quality supplementary learning materials and conducts remedial activities	<ul style="list-style-type: none"> <li>○ Learners' lag</li> <li>○ Limited Teaching-learning strategy</li> </ul>	<ul style="list-style-type: none"> <li>○ Unmindful to ideal assessment method</li> <li>○ Unguided learning facilitators</li> <li>○ Infrequent home visitation and remediation</li> <li>○ Unused of alternative communication</li> </ul>	<ul style="list-style-type: none"> <li>○ SLAC on;</li> <li>Re-orientation of the DepED Order NO. 31, s. 2020, Content Knowledge and Pedagogy, LDM course orientation, ICT integration, 21<sup>st</sup> century skills</li> <li>○ Contingency actions on</li> </ul>

		methods ○ Lack of home monitoring	the production of learning supplies and materials  ○ Intensified monitoring and coordination  ○ Checking and reviewing of Supplementary Learning Materials  ○ Enhanced utilization of alternative communication methods  ○ Home visitation
<b>5.Learning Platform</b> The school establishes an accessible RBI learning facilities and tools	○Inaccessibility of radio signals/frequencies	○ Power interruption schedules ○ Physical barriers	○ Installation of back-up power generators ○ Signal strength mapping
	○Unavailability of radio devices at home	○ Incognizance among parents ○ Financial constraints of the family	○ Conduct of Meetings with parents ○ Donating of radio devices

### Acting Stage

What projects and activities have been conducted to counteract issues and problems and how these been carried out?

**Mobilizing Stakeholder’s Support.** From the onset of the implementation of RBI program, the researchers have presented various initiatives before the local government units and private sectors during executive sessions and dialogues. Issues that have been tackled and resolved were the following:

1. Local IATF rules and guidelines to be followed by the teacher during the conduct of home visitation and remediation.



2. Assistance and support during the conduct of field monitoring, and home visits.
3. Commitment and support of LGUs and private partners in the promotion and enhancement of RBI implementation.

Table 5: List of stakeholders' support and assistance extended to RBI program

<b>Stakeholders</b>	<b>Particular Support Extended</b>
BLGU - Rio Tuba	Transport assistance to teachers during home visits
BLGU – Ocayan	Ensuring the engagement of learners during RBI hours
BLGU – Tagnato	Encouraging parents to provide radio devices
BLGU – Buliluyan	Information campaign to parents
BLGU – Malitub	Information campaign to parents
BLGU – Sapa	Information campaign to parents
BLGU – SEF Bataraza	<ul style="list-style-type: none"> <li>○ Installation of RBI facilities (Transmitter and Tower)</li> <li>○ Repair and maintenance of RBI equipment</li> <li>○ Technical assistance to RBI personnel</li> <li>○ Fuel assistance for monitoring and back-up generators</li> </ul>
COMREL-CBNC	<ul style="list-style-type: none"> <li>○ Provision of printing supplies (2 units RISO graph machines, bond papers, printers)</li> <li>○ Load allowance for RBI focal persons and school heads for 1 year</li> <li>○ Installation of 2500-Watts Solar power source</li> <li>○ Provision of 162 units of radio (Secondary only)</li> </ul>
Alumni	Provision of Cable wires / extension wires
Parents, teachers and other private individuals	Provision of 100 + radio units

## **Monitoring and observation**

At first, the researchers had experienced difficulty on how to gather attention and support from the local stakeholders regarding RBI program. The researchers have been affected by granular lockdown in some areas which eluded the opportunity to talk and discuss with stakeholders the new education program. However, the researchers have been able to make courtesy visits to some barangay officials to talk with them the vision and mission of the new learning modality. Most of them responded positively and extended moral support to the DepEd programs. Surprisingly, the researchers have also been invited to attend local executive session to present RBI accomplishment and proposals. In turn, the LGUs have pledged their support and commitment to scaffold deficiencies in RBI program implementation. Likewise, Coral Bay Nickel Corporation (CBNC) through ComRel office have allotted additional fund for the provision of supplemental solar power source in RBI to address issues on power interruptions. In addition, more units of radio receivers have been donated by various individuals to supplement the target for 1:1 home-radio ratio. Generally, the surrounding stakeholders have become more active and cooperative during the implementation of RBI program.

## **Encouraging Parents and Learners Participation**

One of the keys to promote the certain program in the community is to have an active mechanism to spread awareness and consciousness. An RBI implementing school shall serve as an exemplar to do the task.

Table 6. Various IEC projects and activities conducted

<b>IEC project/activities conducted</b>	<b>Time and schedules</b>	<b>Remarks</b>
Orientation of parents	First week of January 2021	85 % of parents attended

RBI Caravan	February, 2021	All areas in Rio Tuba and Ocayan
RBI on the Road	Monday to Wednesday	Covered the areas in Rio Tuba and Ocayan
Radio ads and announcements	Weekdays every noon time	Delivered

### **Monitoring and Observation**

IEC through public announcements and house-to-house campaign were initiated. Teachers have participated in a weeklong information drive on the introduction of RBI as a new modality for home learning among students. Parents were also invited for general RBI orientation describing their roles and responsibilities as learning facilitators. An agreement was also signed in order to establish a mutual commitment between the school and parents. Some schools like Rio Tuba National High School have installed an audio amplification system within the campus. The audio lessons aired from the RBI resource room that has been made to be heard by every people coming in and out of the school. The researchers also went out to the community and gave flyers to high school students which contains information about RBI station and schedule of airing. As observed earlier, many school-aged children in the field especially in high school were not familiar with the new learning program by which the school has introduced. Rio Tuba National High School also initiated an RBI Caravan-a road-wide campaign that was participated by all school personnel. Another project in Rio Tuba National High School called “RBI on-the Road” was initiated. It is characterized by a mobile advertisement of RBI program to the community. The pre-recorded audios were played through an audio amplifier with loud speaker that is mounted on top of a vehicle. The schedule for roaming was done from Monday to Wednesday depending on its availability and convenience. The “RBI on the Road” have saturated the areas like market place, community parks as well as small villages around Barangays of Rio Tuba and Ocayan.

## Raising Teachers Capability

The **WAVE** (Winning Audio-Verbal Education) training activities. The main purpose of this project was to capacitate teachers in preparing RBI lessons that is responsive to the needs and interests of home learners. The capacity building was conducted in series which based on the immediate developmental needs of teachers

### Monitoring and observation

Table 7. Capability Trainings Conducted to enhance teachers' skills in RBI

Training Title	Date	Target Number of Participants	No. of Participants Attended	Remarks
<b>WAVE 1</b> Capability Training on Scriptwriting, Broadcasting and Audio Editing on Radio-Based Instruction (RBI)	November 04, 2020	121	115	95 percent of the targeted participants were capacitated.
<b>WAVE 2</b> Capability Training on the development of Supplementary learning materials (SLeM)	January 20, 2021	121	118	97.5 percent of the targeted participants were capacitated.
<b>WAVE 3</b> Capability Training on Scriptwriting, Broadcasting and Audio Editing on Radio-Based Instruction (RBI)	February 08, 2021	121	117	96.6 percent of the targeted participants were capacitated.
<b>WAVE 4</b> Capability Training on Language usage and correct grammar	February 16, 2021	121	117	97.5 percent of the targeted participants were capacitated.

The whole training package went successfully by which the teacher-participants were exposed to the actual media workshops and write shops. The training was facilitated by the group of highly proficient and proficient teachers which also served as resource speakers. Collaboration among participants and facilitators was observed through the sharing of

knowledge and skills. Teachers who attended the trainings were so enlightened and abled to adapt the easiest part of preparing and organizing audio lessons of their own. As a result of the training, teachers at the secondary schools in Bataraza II became energized and motivated to craft RBI lessons. Thus, they were able to submit quality audios and scripts on the expected time.

### **Guaranteeing the Quality Learning**

**Lakbay-TURO** (*Teach, Understand and Reach-Out*) project was initiated to help academically-challenged learners in the community. It was characterized by the offsite deployment of subject teachers missioned to reach and teach high school learners who cannot cope up with the modular distance learning modality. This includes remedial activities like tutorial, psycho-social interventions, hands-on practicum, literacy and numeracy enhancements. Its purpose is to compensate the curricular requirements of learners who lagged behind in their lessons.

### **Monitoring and observation**

Table 8. Number of learners visited during the conduct of home visitation and remedial activities employed

<b>Name of School</b>	<b>Learner Population (JHS)</b>	<b>No. of Learners Visited at Home</b>	<b>No. of Teachers Participated in home visitation</b>	<b>Remedial activities employed</b>
Rio Tuba NHS	2228	891	81	<ul style="list-style-type: none"> <li>• Discussion of Activity in SLeM (one on one Tutorial)</li> <li>• Hands on Activities (Practicum)</li> <li>• Numeracy Activities</li> <li>• Monitoring of student's performance</li> <li>• Psycho-social support</li> </ul>
Buliluyan NHS	274	32	7	<ul style="list-style-type: none"> <li>• Face to Face Tutorial of lessons</li> <li>• Hands on Activities</li> </ul>

				(Practicum)
Southern Bataraza NHS	444	315	27	<ul style="list-style-type: none"> <li>• Face to Face Tutorial of lessons</li> <li>• Hands on Activities (Practicum)</li> <li>• Numeracy skills tutorials</li> <li>• Monitoring of student's performance</li> <li>• Updating students' progress</li> </ul>
Peace and Development Community NHS	139	75	6	<ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Hands on Activities.</li> </ul>

Data shows the outcome of the conduct of home visits in different schools. As shown in the report, Rio Tuba National High School have made to visit eight hundred ninety-one (891) students. The home visits have benefited learners with learning problems as they were given practical home assignments, help in answering problems in Supplementary Learning Materials SLeM, literacy enhancement activity in English and Filipino, psycho-social counseling, and reporting learners progress. Other schools also exhibited the same strategies during home visitations. Most teachers concluded that the conduct of home visits and remedial activities gained positive impacts to learners' motivation, interest and willingness to learn despite of the distresses they have experienced. Based from the teachers' actual experience, home visitation activities have been found to be useful in remediating learners who lagged behind.

Table 9. Alternative communication method utilized by the teachers to reach distant learners

Mode of Communication Used	Number of Learners Reached
E-mails	245
Group chats	2676
Text / Call	2455

The use of other alternative method of communication were always encouraged during the RBI implementation period. This process has helped a lot during the situation where learners find some difficulties in answering their assessment problem. It was a usual practice of teachers especially in Rio Tuba where online communication is feasible in order to track learners' progress or gather learning feedbacks. Teachers often used messenger chats as the most practical and easiest mode of sending messages and information. The exchange of communication between teachers and learners has been intensified during the late of the third quarter when the local community has raised to Alert Level 3 of enhanced quarantine due to the emergence of COVID-19. During the time of ECQ, learners' materials and outputs were sent through google classroom and in some cases through E-mails.

**Project Radyo-TALINO (Teaching Audio Lessons which INnovatively Organized).** This project aimed to organized the preparation, production and distribution of RBI Supplementary Learning Materials (SLeM). This task was primarily supervised by the members of the Learning Resource Management Unit (LRMU). Below is the process of how Supplementary Learning Materials (SLeM), scripts and audios were produced (see. Figure 4)



*Figure 4.* System flowchart of the production and distribution of RBI lesson

## Monitoring and Observation

Table 10. Production, distribution, SLeM-Learner ratio and retrieval of Supplementary Learning Materials (SLeM)

<b>Name of School</b>	<b>Period</b>	<b>Production rate of Supplementary Learning Materials</b>	<b>Distribution rate Supplementary Learning Materials</b>	<b>Ratio</b>	<b>Retrieval rate Supplementary Learning Materials (As recorded on time)</b>
Rio Tuba NHS	Second Quarter to Fourth Quarter	100 %	100 %	1:1	87%
Buliluyan NHS	Second Quarter to Fourth Quarter	100 %	100 %	1:1	97%
Southern Bataraza NHS	Second Quarter to Fourth Quarter	100 %	100 %	1:1	98 %
Peace and Development Community NHS	Second Quarter to Fourth Quarter	100%	100 %	1:1	80 %

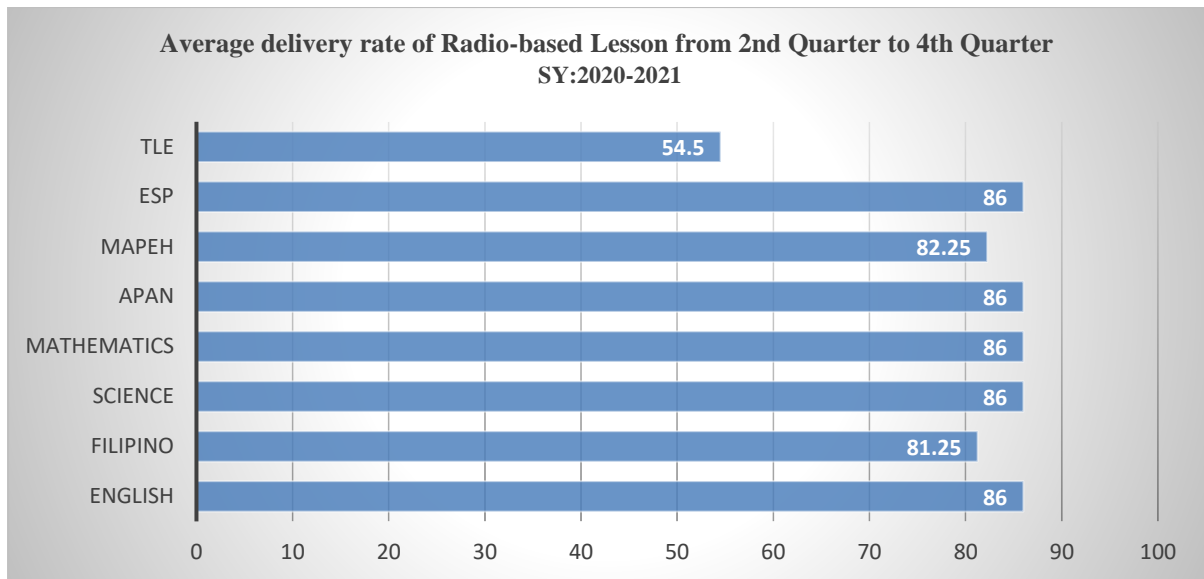
Data shows that there was no problem with regards to the production and distribution of Supplemented Learning Materials. The Learning Material-Learner ratio stayed at 1:1. However, there were occasions that the production and distribution have taken some longer time due to lockdown and unavailability of printing supplies and materials. But this issue was isolated only and did just happen infrequently.



Table 11. Delivery Rate of Radio-Based Lessons

Learning Area	Grade Level	Quarter 2			Quarter 3			Quarter 4			Average rating
		Required Number of weeks	Actual number of lessons Aired	Delivery rate	Required Number of weeks	Actual number of lessons Aired	Delivery rate	Required Number of weeks	Actual number of lessons Aired	Delivery rate	
English	7	7	7	100 %	7	5	71%	7	6	86%	86 %
	8	7	7	100 %	7	5	71%	7	6	86%	86 %
	9	7	7	100 %	7	5	71%	7	6	86%	86 %
	10	7	7	100 %	7	5	71%	7	6	86%	86 %
Filipino	7	7	7	100 %	7	5	71%	7	6	86%	86 %
	8	7	7	100 %	7	5	71%	7	6	86%	86 %
	9	7	7	100 %	7	5	71%	7	6	86%	86 %
	10	7	7	100 %	7	1	14%	7	6	86%	67 %
Science	7	7	7	100 %	7	5	71%	7	6	86%	86 %
	8	7	7	100 %	7	5	71%	7	6	86%	86 %
	9	7	7	100 %	7	5	71%	7	6	86%	86 %
	10	7	7	100 %	7	5	71%	7	6	86%	86 %
Mathematics	7	7	7	100 %	7	5	71%	7	6	86%	86 %
	8	7	7	100 %	7	5	71%	7	6	86%	86 %
	9	7	7	100 %	7	5	71%	7	6	86%	86 %
	10	7	7	100 %	7	5	71%	7	6	86%	86 %
APAN	7	7	7	100 %	7	5	71%	7	6	86%	86 %
	8	7	7	100 %	7	5	71%	7	6	86%	86 %
	9	7	7	100 %	7	5	71%	7	6	86%	86 %

	10	7	7	100 %	7	5	71%	7	6	86%	86 %
MAPEH	7	7	7	100 %	7	5	71%	7	6	86%	86 %
	8	7	7	100 %	7	4	57%	7	6	86%	81 %
	9	7	5	71 %	7	4	71%	7	6	86%	76 %
	10	7	7	100 %	7	5	71%	7	6	86%	86 %
ESP	7	7	7	100 %	7	5	71%	7	6	86%	86 %
	8	7	7	100 %	7	5	71%	7	6	86%	86 %
	9	7	7	100 %	7	5	71%	7	6	86%	86 %
	10	7	7	100 %	7	5	71%	7	6	86%	86 %
TLE	7	7	7	100 %	7	5	71%	7	3	43%	71 %
	8	7	7	100 %	7	5	71%	7	3	43%	71 %
	9	7	4	57 %	7	2	29%	7	3	43%	43 %
	10	7	3	43 %	7	1	14%	7	3	43%	33 %



*Figure 5. Average delivery rate of RBI lessons in every learning area*

Figure shows that the average delivery rate of RBI lessons from the second quarter to fourth quarter have reached to eighty-one percent (81 %). This signifies that there was a backlog of about nineteen percent (19 %). The first reason of this deficiency was due to the unavailability of teachers to produce RBI lessons for the intended week of airing. Unavailable because the teachers were prohibited to report to school during the Enhanced Community Quarantine (ECQ) that took place in some time of April and May 2021. Moreover, the teachers responsible to craft and prepare audio lessons were hard to be found and communicated with. However, the airing of lessons went continue within the period of ECQ by just playing repeatedly the audio lessons of the previous weeks. The audio lessons that have not been aired at their respective schedules have been compiled and given time to be played during the extension periods and vacancies of slots. Information of the changes in the airing time of lessons has been disseminated through group chats and over radio announcements.

## Establishing Strong Learning Platform

In order to establish a strong foundation of RBI learning, the researchers gathered data on the number of learners who have radio devices at home. Collection of data was done collaboratively by the teachers through parent consultation and interview (*electronically and personal*). The survey was conducted twice (2<sup>nd</sup> week of the second quarter and 1<sup>st</sup> week of the third quarter). This was done to determine whether the gap had decreased or did not.

### Monitoring and observation

Table 12. Percentage gap of learners without radio devices at home (2<sup>nd</sup> quarter survey)

Name of School	Learner Population	Number of Learners with radio devices at home	Number of Learners without radio devices at home	Percentage Gap
RTNHS	2228	557	1671	75 %
SBNHS	444	67	377	85 %
BNHS	274	32	242	88 %
PDCNHS	139	15	124	89 %
Total	3085	671	2,414	84 %

Data shows that at the start of RBI program implementation (2<sup>nd</sup> quarter), there was a huge gap between the number of students and the required number of radio devices to be use during RBI home-based learning (Table 12). The researchers assumed that this gap was due to the late reaction of parents to provide radios for their children as they were not yet fully informed about the shifting of modalities from purely SLM to supplemented RBI. In order to surpass the challenges of inadequacy, parents were constantly monitored and always been encouraged to adapt with the requirements for RBI program.

**Adopt-A-Radio Project** is a school-based initiative to suffice the inadequacy of Radio devices among learners during the implementation of Radio-Based Instruction (RBI) program. It is characterized by the granting of radio devices to selected high school students who fitted to the given considerations. To help lessen the gap, Rio Tuba National High School pioneered the initiative in donating more than one hundred units of radio receivers for less fortunate learners who cannot afford to buy radios. The rechargeable solar radio units have been awarded to those deserving learners in preparation for the third quarter period.

Table 13. Total number of learners granted with free radio devices

<b>Name of School</b>	<b>Number of Adopt-A-Radio Recipients</b>
Rio Tuba NHS	102
Southern Bataraza NHS	20
Buliluyan NHS	20
Peace and Dev. Community NHS	20
<b>Total</b>	<b>162</b>

Table 14. Percentage gap of learners without radio devices at home (3<sup>rd</sup> quarter survey)

Name of School	Learner Population	Number of Learners with radio devices at home	Number of Learners without radio devices at home	Percentage Gap
Rio Tuba NHS	2,228	2,005	223	10 %
Southern Bataraza NHS	444	397	47	11 %
Buliluyan NHS	274	249	25	9 %
Peace and Dev. Community NHS	139	118	21	15 %
<b>Total/Average</b>	<b>3,085</b>	<b>2,769</b>	<b>316</b>	<b>11 %</b>

Data shows that during the third quarter of the academic school year which is the second quarter of RBI implementation, the learners have already made to comply the needs of radio devices (Table 14). Learners with radio devices have increased by almost two hundred sixty-four percent (264 %). That was from seven hundred sixty-one (761) (Table 12) to two thousand seven hundred sixty-nine (2,769) (Table 14). The researchers analyzed and

concluded that the increase of the number of learners with radio devices was influenced by the frequent reminders and continuous campaign of teachers to the parents. Another contributory factor that has been found by the researchers was that the beneficiaries of 4P's program were encouraged to provide radio devices for their recipient learners. Many 4Ps parents have conformed to buy radio devices after they have received their cash incentives intended for the month.

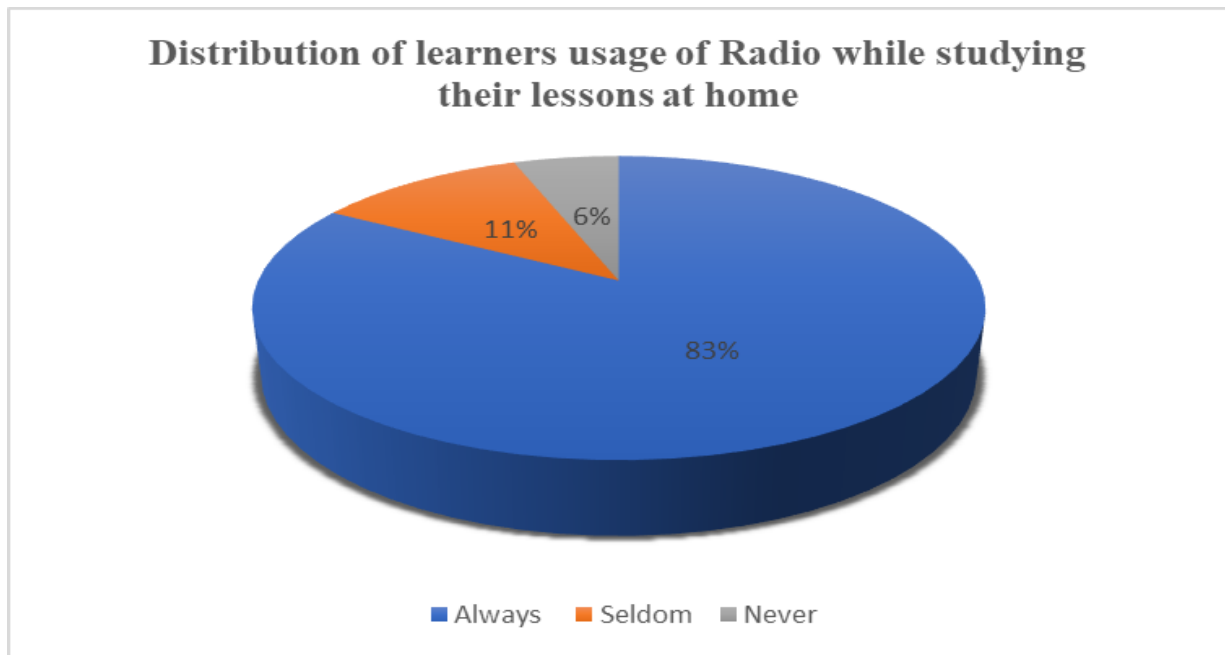
Table 15. Difference in the percentage of learners without radio devices at home

Name of School	2 <sup>nd</sup> Quarter Learners without radio	3 <sup>rd</sup> Quarter Learners without radio	Remarks
Rio Tuba NHS	75 %	10 %	Percentage gap has reduced by 65 %
Southern Bataraza NHS	85 %	11 %	Percentage gap has reduced by 74 %
Buliluyan NHS	88 %	9 %	Percentage gap has reduced by 79 %
Peace and Dev. Community NHS	89 %	15 %	Percentage gap has reduced by 74 %
Average	84 %	11 %	73 % reduction rate

In a couple of months, the number of learners without radio devices had decreased from eighty four percent (84 %) into eleven percent (11%) as shown in Table 15. This indicates that the percentage gap of learners without radio devices had been decreased to seventy three percent (73 %). It implies that the learning community had gradually become more responsive to the needs of the learners towards Radio-Based Instruction (RBI) program

Table 16. Functionality and usage of radio at home (Post-survey)

Question: How often you used radio while studying RBI lessons at home?				
Learners Population (JHS)	Number of participants asked	Responses		
		Always	Seldom	Never
3085	2776	2082	277	138



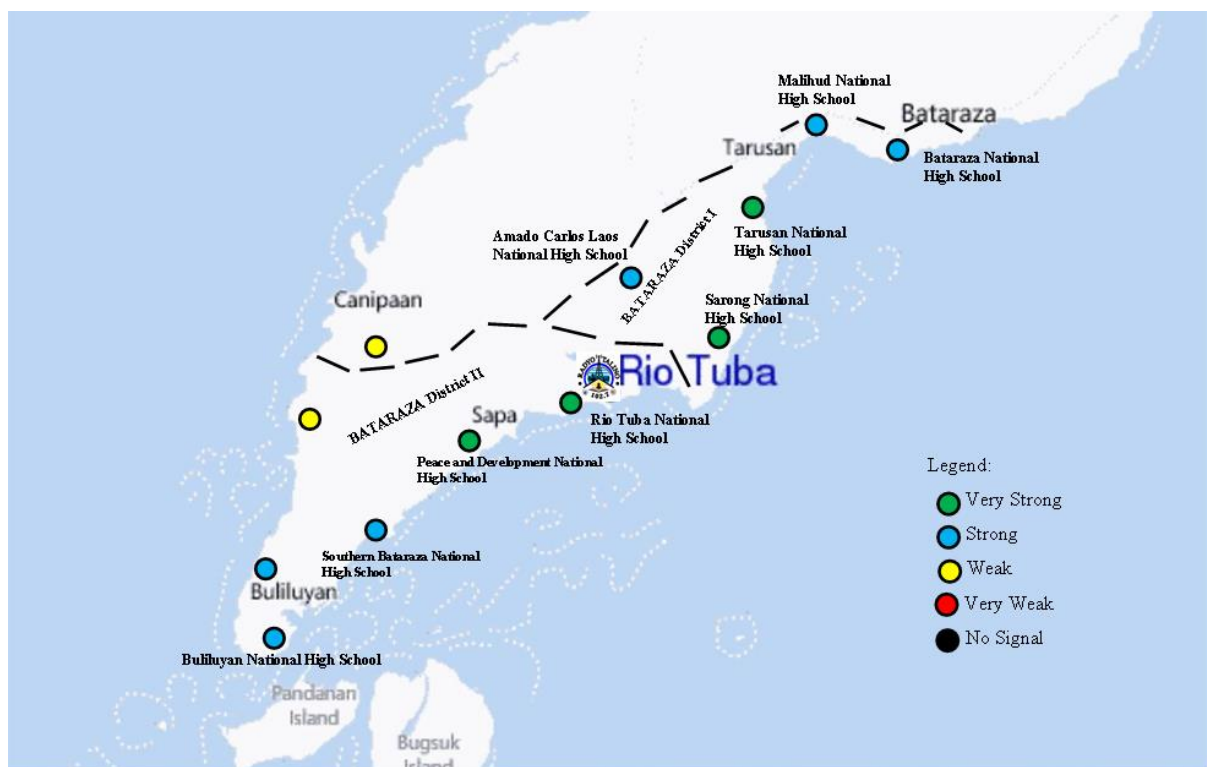
*Figure 6.* Percentage distribution of learners who used radio during home learning

Data shows the results of the post survey conducted on the usage of radio during the last RBI program implementation. Two thousand seven hundred seventy-six (2,776) learners were asked and only two thousand four hundred ninety-seven (2,497) have responded. Out of the total participants, two thousand eighty-two (2,082) or eighty-three percent (83 %) of them said that they used radio to assist their home learning as “Always”. This indicates that the learners’ engagement in Radio-Based Instruction (RBI) was surely helpful to their learning. Meanwhile eleven percent (11 %) of them responded as “Seldom” and six percent (6 %) of them as “Never”. This indicates that several students relied only to the use of Supplemented Learning Materials without using radios. The reason as to why students did not use radios while studying their lessons at home was not thoroughly explained in this study. Perhaps the causes were due to some uneven situations or circumstances which have not been stated in the results gathered.

Major technical issues encountered during the implementation of RBI program was the instability of airing of audio lessons. One factor was attributed to the unpredictable shut

down of main electrical power supply. Due to this factor, the RBI program had suffered a slight delay of broadcasting the recorded audio lessons. If worst, the loss of power sometimes lasted to two or three days. Part of the mitigating measures to avoid the delays in airing, a 3,500 watts diesel-powered generator was provided by which the fuel was subsidized by the local school board through Special Education Fund (SEF). The provision of generator and solar power source had paved the way to continue the airing of audio lessons even when the power ceases.

**Signal strength mapping.** The researchers have conducted series of field evaluation to determine the signal strength of radio frequencies. Carrying the typical unit of radio receiver, the researchers stationed to several points in southern part of Bataraza to locate the visibility of the signal. The field testing was done in several times to assert its legitimacy.



Map source: tide-forecast.com

Figure 7. Radio Signal Strength Map of 102.7 Radyo TALINO



Figure shows that the radio signal has reached entirely within the areas of southern Bataraza. The signal strength mapping was conducted between the months of January and February 2021. It revealed that the average signal strength in the area was ranging from Strong to Very Strong. Weak radio signal was also noticed occasionally in areas where covered by mountain slopes and massive forest trees. However, radio signal have found very strong to coastal areas and shores. The average radius of signal presence has reached to about 30.0 Kilometers. Radio signal was best absorbed by a standard transistor radio rather than the typical cell phones or gadgets that bear radio application.

Table 17. Radio signal strength and its characteristics

<b>Radio Signal Strength</b>	<b>Observable Characteristics</b>
Very Strong	Radio signal is perceptible and audio messages are highly audible in all surrounding areas
Strong	Radio signal is perceptible and audio messages are audible but needs some adjustments to the radio units in order to receive signals (e.g. Antenna or position)
Weak	Radio signal is perceptible but the audio messages are less audible with some minor interferences
Very Weak	Radio signal is perceptible but the audio messages are inaudible due to major interferences
No signal	Signals cannot be perceive at all

### **Reflecting Stage**

How did the establishment of School Learning Program Management System help to ensure the school's readiness on RBI?

Table 16. Post-Assessment Results of the Schools' Readiness in RBI in Bataraza District II

Areas of Concern		Post-Assessment Results (End of SY 2020-2021)	
		Average Points	Remarks
<b>1. Stakeholder's Support</b> The school shares commitment and support with local stakeholders.		3	Outstanding
<b>2. Learning Community Awareness and Participation</b> The school initiates mechanism/s to introduce the RBI as a learning modality in the community.		2	Good
<b>3. Teachers' Quality and Capability</b> The school capacitates teachers on how to deliver RBI lessons efficiently and effectively.		2	Good
<b>4. Quality Learning</b> The school ensures the production of quality supplemented learning materials and conducts remedial activities		3	Outstanding
<b>5. Learning Platform</b> The school establishes an accessible RBI learning facilities and tools	A. Accessibility of radio signal	2	Good
	B. Availability of radio devices at home	2	Good
Total		<b>14</b>	<b>"READY"</b>

### Adjectival Point Equivalences

Point	Adjectival Equivalence
0	Poor
1	Fair
2	Good
3	Outstanding

Data shows that the total score obtained by the schools is fourteen (14) means that the readiness status of secondary schools in Bataraza District II is “Ready” in the third quarter. The improvement on the readiness status happened when the RBI program management system was established and when several projects and activities have conducted. It is concluded that the establishment of functional RBI program management could make every school to ensure its readiness on RBI

How did the school’s readiness on Radio-Based Instruction (RBI) help secondary schools in Bataraza District II to improve their implementation of Radio-Based Instruction (RBI) program?

Based on the final assessment of the whole implementation of RBI program and after the execution of several projects and activities, the goal to enhance the stakeholder’s support was evidently achieved through their physical contributions. The parents and community participation had turned better because of the constant conduct of information drives. Thus, parents quickly responded to the needs and requirements of learners for their own learning at home. The knowledge and skills gained by the teachers from the series of capability building had helped them to prepare and deliver the quality RBI lessons on time. The augmentation of teacher-learner engagement through home visitation and the use of other non-face-to-face communication methods enabled learners to become more responsive and attentive to RBI lessons that were simultaneously delivered from the RBI station. In conclusion, the regular conduct of field monitoring and proper maintenance of RBI facilities and equipment has made the RBI program become more accessible and adaptable to the learning community.

MONITORING & EVALUATION TOOL ON THE IMPLEMENTATION OF RBI PROGRAM IN SECONDARY SCHOOLS					
District: Balakasa District II					
TEACHING/LEARNING PROGRAM IMPLEMENTED: HELP RBI PROGRAM					
SCHOOL YEAR 2021-2022					
QUARTER 210.4					
FOCUS PROJECT / ACTIVITY	CONCERN	ISSUE (Specify the issue as to the learner, parents, etc.)	INTERVENTION MADE/ ACTION TAKEN (Specify the TA extended)	RECOMMENDATIONS	REMARKS (Status of the issues after the intervention applied)
<b>Mobilization for stakeholders' Support</b>					
<ul style="list-style-type: none"> <li>Partnership meetings and conferences</li> </ul>	Selecting support from various stakeholders	Limited Support of stakeholders	Courtesy visits and dialogues, Proposal presentations	Intensify communication linkages	Stakeholders support were evident through financial and material
<b>Encouragement activity for Parents and learners to participate</b>					
<ul style="list-style-type: none"> <li>E/C</li> </ul>	Acceptability of RBI in the community	Lack of information on RBI program	Information drives (orientations, caravan, posters and announcements)	Intensify information drives through available resources	Community was informed
<b>Raising Teachers' Capability</b>					
<ul style="list-style-type: none"> <li>Training program on scriptwriters, broadcasters</li> </ul>	Enhancement of skills in scriptwriting and audio editing and broadcasting	Teachers limited skills in RBI lesson preparation	Series of capability trainings	Additional time and resources for further trainings	Teachers were capacitated
<b>Guaranteeing/Ensuring the quality of Learning</b>					
<ul style="list-style-type: none"> <li>Home Visitation</li> </ul>	Learners academic status	Learners lag	Tutorial of lessons, remedial teaching and activities, counselling	Intensify the conduct of regular home visit	Learners have passed the required academic requirements
<b>Establishing a Strong Learning Platform</b>					
<ul style="list-style-type: none"> <li>Stabilization of radio broadcast system</li> </ul>	Accessibility of radio signals	Weak radio signals and power interruptions	Signal Mapping, Provision of back-up power source/generator, Monitoring and maintenance		Broadcasting system was strongly stabilized
<ul style="list-style-type: none"> <li>Provision of Radio devices for learners</li> </ul>	Availability of radio devices	High cases of learners without radio devices at home	Parent orientation, Donation		Learners with radio devices have increased
<b>CHALLENGES ENCOUNTERED</b> (Learners, Teachers or Parents, others)					
		<ul style="list-style-type: none"> <li>Low level of learners' engagement in RBI program</li> <li>Disinformation of parents towards RBI program</li> <li>Reservation of teachers to be involved in RBI lesson preparation</li> <li>Unstable supply of main power source</li> <li>Developing of quality teacher-made Supplementary Learning Materials</li> <li>Consistency in the delivery schedule of airing of RBI lesson</li> <li>Intensifying IEC</li> <li>Intensifying home monitoring</li> <li>Strengthening stakeholders support</li> <li>Continuous teachers' improvement on Content Knowledge and Pedagogy</li> </ul>			
<b>OPPORTUNITIES FOR IMPROVEMENT</b>					

Figure 8. Evaluation results of the implementation of progressive RBI program

How did the implementation of Radio-Based Instruction (RBI) program in secondary schools of Bataraza District II impact the learning community?

Table 17. Summary results of learners' engagement feedbacks on RBI program

Feedback statement	Number of participants asked	Responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I learned a lot from the lesson presented through radio.	3085		25	52	771	2159
2. The radio lessons deepened my understanding of the content of Supplementary Learning Materials.	3085			125	2005	710
3. I participated actively during the broadcast of each Radio-based lesson by doing my home assignments, asking questions and clarifications.	3085		126	217	1851	617
4. I asked the help of my teachers or parents once I do not clearly understand the Radio-based lessons.	3085	12	37	24	2560	462
5. I feel encouraged to apply what I have learned from the lessons delivered through radio.	3085	17	27	59	2252	209
6. I feel satisfied on the use of Radio-based instruction as learning modality.	3085	5	13	1665	617	740

Results shows that majority of the learners asked responded that they learned a lot from the lesson presented through radio. Also, most of them asserted that radio lessons deepened their understanding of the content of the learning materials. They also showed

interest in RBI learning through active participation during on-air discussions. More learners have been able to interact with their teachers by asking clarifications in order to understand their lesson on air. Learners have also felt encourage from the lesson presented through radio but somewhat satisfied on the use of radio as a mode of instruction. It is therefore emphasized that the Radio-Based Instruction (RBI) can bring great impacts to the learning community.

However, several learners experienced some problems when they tried to learn from the RBI. Some of their constraints was the unfavourable and disturbance on the environment. Secondly, some of them were obliged to work outside and left behind their learning assignments in order to cater first the financial needs of the family. There were learners also been found playing outside their homes during the time of RBI broadcast. Many of learners also encountered problems about the delay of their submission of the learning outputs thus they could hardly get along with the regular RBI program.

Table 18. Summary of findings, conclusion and recommendation

Questions	Findings	Conclusion	Recommendation															
1. How ready were the secondary schools in Bataraza District II on Radio-Based Instruction (RBI) program at the beginning of its implementation?	<div>Pre-Assessment</div> <table><tr><th>School</th><th>Score</th><th>Description</th></tr><tr><td>RTNHS</td><td>8/18</td><td>Somewhat Ready</td></tr><tr><td>SBNHS</td><td>7/18</td><td>Not Yet Ready</td></tr><tr><td>BNHS</td><td>5/18</td><td>Not Yet Ready</td></tr><tr><td>PDCNHS</td><td>4/18</td><td>Not Yet Ready</td></tr></table>	School	Score	Description	RTNHS	8/18	Somewhat Ready	SBNHS	7/18	Not Yet Ready	BNHS	5/18	Not Yet Ready	PDCNHS	4/18	Not Yet Ready	It is concluded that secondary schools in Bataraza district II were not yet Ready to implement the RBI program	Therefore, it is recommended to... ensure the readiness on RBI by organizing plans for projects and activities
School	Score	Description																
RTNHS	8/18	Somewhat Ready																
SBNHS	7/18	Not Yet Ready																
BNHS	5/18	Not Yet Ready																
PDCNHS	4/18	Not Yet Ready																
2. What challenges, issues, gaps and problems (CIGPs) encountered by the Secondary schools in	Stakeholders' support <ul style="list-style-type: none"><li>Insufficient support to RBI</li></ul>	It is concluded that.... <ul style="list-style-type: none"><li>There is a need to strengthen stakeholders'</li></ul>	Therefore, it is recommended to... <ul style="list-style-type: none"><li>continuously collaborate with stakeholders</li></ul>															

Bataraza District II prior to and during the implementation of Radio-Based Instruction (RBI) program?	Community Participation <ul style="list-style-type: none"><li>Unacceptability of RBI</li></ul>	support <ul style="list-style-type: none"><li>There is a need to heighten the engagement level of learners towards RBI</li></ul>	intensify the IEC activities										
	Teachers Capability <ul style="list-style-type: none"><li>Unskilled Teachers</li></ul>	There is a need of teachers' trainings	conduct trainings suitable to the needs of the teachers										
	Quality Learning <ul style="list-style-type: none"><li>Learners lag</li><li>Limited teaching and learning strategy</li></ul>	There is a need to reinforce learners with learning gap and essential mentoring for teachers	intensify home monitoring and remediation activities as well as giving TA to teachers										
	Learning Platform <ul style="list-style-type: none"><li>Inaccessibility of radio signal</li><li>Unavailability of radio devices at home</li></ul>	There is a need to monitor regularly the accessibility of radio signal and availability of radio devices at home	Conduct regular monitoring of signal strength and availability or functionality of radio devices at home										
3. What projects and activities conducted by secondary schools in Bataraza District II to counteract the challenges, issues, gaps and problems (CIGPs) encountered prior to and during the implementation of Radio-Based Instruction (RBI) program?	Mobilizing stakeholder's support <table><tr><th>Particular</th><th>Support</th></tr><tr><td colspan="2">Monetary assistance</td></tr><tr><td colspan="2">Provision of Printing Supplies/ Material assistance</td></tr><tr><td colspan="2">Enhancement of RBI facilities and equipment</td></tr><tr><td colspan="2">Provision of Radio receivers</td></tr></table>	Particular	Support	Monetary assistance		Provision of Printing Supplies/ Material assistance		Enhancement of RBI facilities and equipment		Provision of Radio receivers		It is concluded that...	Therefore, it is recommended to...
	Particular	Support											
	Monetary assistance												
	Provision of Printing Supplies/ Material assistance												
	Enhancement of RBI facilities and equipment												
Provision of Radio receivers													
	Encouraging Participation <ul style="list-style-type: none"><li>IEC</li></ul> <table><tr><td>Orientation of parents</td><td>85 % of parents physically informed</td></tr><tr><td>RBI Caravan</td><td>Community was informed</td></tr><tr><td>RBI on the Road</td><td>Community was informed</td></tr><tr><td>Radio ads and announcements</td><td>Community was informed</td></tr></table>	Orientation of parents	85 % of parents physically informed	RBI Caravan	Community was informed	RBI on the Road	Community was informed	Radio ads and announcements	Community was informed	the stakeholders' support to RBI could be evident and possible	fairly recognize stakeholders for further encouragement and support		
Orientation of parents	85 % of parents physically informed												
RBI Caravan	Community was informed												
RBI on the Road	Community was informed												
Radio ads and announcements	Community was informed												
		the parents and community awareness to RBI can be increase	Always keep involved parents and learners in RBI programs and activities										
	Raising Teachers' Skills <ul style="list-style-type: none"><li>WAVE Training</li></ul> 97 % of the teachers were capacitated in SLeM crafting.	teachers skills and expertise in RBI could be	continuously apply and share what the teachers										

	<p>scriptwriting, broadcasting and audio editing</p> <p><b>Guarantee the Quality Learning</b></p> <ul style="list-style-type: none"><li>● <b>Lakbay-TURO</b> 43 % of learners were visited at home 100 % of teachers were involved 8 % of learners benefited from E-mails 87 % of learners benefited from Group Chats 80 % of learners benefited from text and call</li><li>● <b>Radyo TALINO</b> 96 % SLeM in Production and distribution rate 91 % SLeM retrieval rate Learner-SLeM ratio= 1:1 81 % average delivery rate of audio lessons from 2<sup>nd</sup> quarter to 4<sup>th</sup> quarter SY 2020-2021</li></ul> <p><b>Establishing Learning Platform</b></p> <ul style="list-style-type: none"><li>● <b>Adopt-A-Radio Project</b></li></ul> <table><tr><td>2<sup>nd</sup> Quarter Learners without radio</td><td>3<sup>rd</sup> Quarter Learners without radio</td></tr><tr><td>84 %</td><td>11 %</td></tr></table> <p>162 learners were given radio units 83 % of the learners “Always” engaged in RBI</p> <ul style="list-style-type: none"><li>● <b>Signal Mapping</b> ≈30 Km. radius Signal strength found strong and very strong within the areas where schools are located</li></ul>	2 <sup>nd</sup> Quarter Learners without radio	3 <sup>rd</sup> Quarter Learners without radio	84 %	11 %	<p>enhanced</p> <ul style="list-style-type: none"><li>● home visitation and open communication serve to reinforce learners who lagged behind</li><li>● the promptness in the preparation and delivery of RBI lessons contributes to the efficiency of RBI program</li><li>● the provision of radio devices could increase the learners engagement in RBI</li><li>● a strong to very strong radio signals could be access in all areas of Bataraza District II</li></ul>	<p>have learned</p> <ul style="list-style-type: none"><li>● keep establish mutual communication among learners</li><li>● sustain the efficiency of the delivery of RBI lessons</li><li>● continuously encourage parents to support the material needs of their children</li><li>● constantly monitor the RBI technical operations in order to sustain the engagement of learners at home</li></ul>											
2 <sup>nd</sup> Quarter Learners without radio	3 <sup>rd</sup> Quarter Learners without radio																	
84 %	11 %																	
<p>4. How did the establishment of Radio-Based Instruction (RBI) Program Management System help to ensure the readiness of secondary schools in Bataraza District II on Radio-Based Instruction (RBI) program?</p>	<p><b>Post-Assessment</b></p> <table><tr><th>School</th><th>Score</th><th>Description</th></tr><tr><td>RTNHS</td><td>16/18</td><td>Ready</td></tr><tr><td>SBNHS</td><td>13/18</td><td>Somewhat Ready</td></tr><tr><td>BNHS</td><td>14/18</td><td>Ready</td></tr><tr><td>PDCNHS</td><td>13/18</td><td>Somewhat Ready</td></tr></table>	School	Score	Description	RTNHS	16/18	Ready	SBNHS	13/18	Somewhat Ready	BNHS	14/18	Ready	PDCNHS	13/18	Somewhat Ready	<p>It is concluded that...</p> <ul style="list-style-type: none"><li>● the establishment of functional RBI program management system could make every school to ensure its readiness on RBI</li></ul>	<p>Therefore, it is recommended to...</p> <ul style="list-style-type: none"><li>● keep focus on organizing and developing of systematic plans in order to sustain the readiness of schools in RBI</li></ul>
School	Score	Description																
RTNHS	16/18	Ready																
SBNHS	13/18	Somewhat Ready																
BNHS	14/18	Ready																
PDCNHS	13/18	Somewhat Ready																



<p>5. How did the school's readiness on Radio-Based Instruction (RBI) help secondary schools in Bataraza District II to improve their implementation of Radio-Based Instruction (RBI) program?</p>	<p>The various projects and activities executed by schools to ensure their readiness on RBI have made them more focus and target-oriented. The distinctive actions to meet the goals of RBI have been made practical and doable.</p> <p>All secondary schools that conducted the RBI n readiness enhancement activities have been able to implement thoroughly the program in their respective schools</p>	<p>It is concluded that...</p> <ul style="list-style-type: none"> <li>• an "RBI Ready School" could thoroughly implement the RBI program</li> </ul>	<p>Therefore, it is recommended to...</p> <ul style="list-style-type: none"> <li>• continuously strive for RBI readiness upon implementing the RBI program</li> </ul>
<p>6. How did the implementation of Radio-Based Instruction (RBI) program in secondary schools of Bataraza District II impact the learning community?</p>	<ul style="list-style-type: none"> <li>• learners have learned a lot in RBI lesson</li> <li>• learners have deepened their understanding of the content of Learning Materials</li> <li>• learners participated actively</li> <li>• learners have been able to communicate well with their teachers</li> <li>• learners have been able to apply what they learned</li> <li>• learners felt satisfied on the use of RBI</li> </ul>	<p>It is concluded that...</p> <ul style="list-style-type: none"> <li>• the progressive implementation of RBI program satisfies the learning and encourages the learning community to engage with.</li> </ul>	<p>Therefore, it is recommended to...</p> <ul style="list-style-type: none"> <li>• implement the progressive RBI program as an alternative Distance Learning Delivery Modality (DLDM)</li> </ul>

**DISTRICT ACTION PLAN TO ENSURE THE READINESS ON RADIO-BASED INSTRUCTION (RBI) OF SECONDARY SCHOOLS IN BATARAZA DISTRICT II**

Challenges/ Issues/ Gaps/ Problems	Target/Objective	Project	Activities	Date of Implementati on	Persons Involved	Expected Output	Materials/ Resources Needed	Cost	Fund Source	Remarks
Lack of Program Management System	Organize a school program management unit	The Learning Resource Management Unit (LRMU)	<ul style="list-style-type: none"> <li>Designation of Team leaders and members</li> </ul>	January 2021	School Head, Teachers	Program Management System was organized	RBI Resource Office and equipment			
Insufficient stakeholders' support on RBI program	Mobilize stakeholders' support		<ul style="list-style-type: none"> <li>Conduct/Attend meetings and conferences</li> </ul>	January - July 2021	Teachers, Parents, Stakeholders	Stakeholders' support was mobilized	Communication			
Unacceptability of community on RBI program	Encourage community participation		<ul style="list-style-type: none"> <li>Orientation of parents</li> <li>IEC Caravan</li> <li>House to house information drives,</li> <li>Radio announcements,</li> <li>Posting of signage and flyers</li> </ul>	January - July 2021	Teachers, Parents, Learners	Community awareness was enhanced	Transportation, office supplies			
Unskilled RBI teachers	Raise teachers' capability	Project WAVE (Winning Audio-Verbal Education)	<ul style="list-style-type: none"> <li>Capability enhancement training on scriptwriting, audio editing, grammar and usage, <del>SLAM</del> crafting</li> </ul>	January - July 2021	Teachers,	Teachers were capacitated	Training kits, multimedia devices			
o Learners' lag o Limited Teaching-learning strategy	Guarantee the quality learning	Project TALINO (Teaching Audio Lessons which Innovatively organized)	<ul style="list-style-type: none"> <li>SLAC session</li> <li>Preparation of Audio Lessons</li> <li>Production and distribution of <del>SLAM</del></li> </ul>	January - July 2021	Teachers, Parents, Learners	Quality learning was ensured	Printing materials, <del>SLAC</del> paraphernalia			
		<del>Lakbay</del> TURBO (Teach, Understand and Reach-Out) Project	<ul style="list-style-type: none"> <li>Home visitation</li> <li>Tutorial</li> <li>Utilization of various Communication platform</li> </ul>	January - July 2021	Teachers, Parents, Learners		Transportation, learning materials			
o Inaccessibility of radio signals/frequencies o Unavailability of radio devices at home	Establish a strong learning platform		<ul style="list-style-type: none"> <li>Installation of back-up power generators</li> <li>Signal strength mapping</li> <li>Conduct of Meetings with parents</li> <li>Donation of radio devices</li> </ul>	January - July 2021	Teachers	Strong learning platform was established	Transportation, Radio devices			
<b>Monitor and evaluate RBI program and projects and activities</b>				January - July 2021	Teachers	Program was monitored and evaluated				

## VI. Action Plan

## VII. References

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DepEd Order No. 12, s. 2020, "ADOPTION OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN FOR SCHOOL YEAR 2020-2021 IN LIGHT OF THE COVID-19 PUBLIC HEALTH EMERGENCY, June 19, 2020

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## **Annex 1**

### **RADIO-BASED INSTRUCTION (RBI) SCHOOL'S READINESS SURVEY CHECKLIST**

**For: Secondary Schools of Bataraza District II**

#### **CONTENTS**

##### **I. INTRODUCTION**

What is Radio-Based Instruction (RBI)?

How did you like Radio-Based Instruction (RBI) as a Distance Learning Delivery Modality?

Who provides the learning in Radio-Based Instruction (RBI)?

When can a school be called an "RBI-Ready"?

What is an "RBI-Ready" School and how can our school become one?

What should an "RBI-Ready" school aim to achieve?

##### **II. SELF-ASSESSMENT TOOL**

How should our school go about achieving the goals of the Radio-Based Instruction?

How our school scored?

So, is our school an "RBI-Ready"?

#### **What is Radio-Based Instruction (RBI)?**

**The Radio-Based Instruction (RBI)** program is an alternative learning delivery mode using radio broadcast to deliver lessons in basic education. It aims to provide learning opportunities to listeners and enable them to acquire the Most Essential Learning Competencies (MELC) in basic education through the broadcast of lessons. This is one of the approaches in Distance Learning Delivery Modalities (DLDM) introduced in the DepEd during the opening of the formal education in SY 2020-2021, so that children at home can continue to access education despite of the emergence of COVID-19 pandemic.

#### **How did you like Radio-Based Instruction?**

Many of us look at Radio-Based Instruction (RBI) as one of the effective mode of instruction in the new normal education but rarely considered as gratifying approach for teachers and learners who wants to enjoy teaching and learning.

Where ever you maybe, were you ever consulted as to what you wanted to improve and how you improve the delivery of learning to learners? If you were lucky enough to have been asked, were you able to freely suggest ways and activities by which you could enhance the effectiveness of Radio-Based instruction (RBI) in the community?

Opportunities and trends in this new normal education often lead to teachers and school administrators to think strategies on how to deliver learning in its most accessible and acceptable ways. Now that we are in a mode of learning transition, are you the type of teacher, school head or parent, who believes that being "resilient" on the utilization of

specific Learning Modality like Radio-Based Instruction (RBI) will make our children learn better at home?

Every one of us has his or her own idea or approach on how to make our children learn better. Regardless of the differences in our opinions, many of us would probably agree that “Radio-Based Instruction (RBI) can help our learners achieve their goals of learning”.

### **Who provides the learning in Radio-Based Instruction (RBI)?**

School principals/heads, teachers, parents and families, community institutions such as your local barangay council, other community members and the children themselves support each other in creating and enhancing the learning using Radio-Based Instruction (RBI).

### **When can a school be called an “RBI-Ready”?**

An “RBI-Ready” School is **more than just having a learning modality in your school**. Foremost, it is a learning program that comprises certain requirements in order to carry out this more effectively in the community. This also includes various roles played by the learner-practitioners to make the learning opportunities in RBI become more accessible and adaptable, to express their views freely, and to participate in decision-making according to their evolving capacities.

While having this learning modality, an “RBI-Ready” School also functions as RBI implementer and do their responsibilities that are aligned to the suggested strategies proposed by the major participants of the program. Among these are; enhance the capacity of teachers/ learning facilitators, strengthen parents/stakeholders’ support, participate in the development of effective learning program for learners, and resolve issues or problems encountered towards its implementation.

Just as important, an “RBI-Ready” School takes the lead in persuading the engagement of community to RBI as a learning modality that enables children to learn as much as their intellectual faculties could take. It is a one-of-a-kind learning modality in this new normal education that allows them to learn better at home, equips them with knowledge and skills that they can use throughout life, and enables them to become responsible and productive members of their community.

### **What is an ‘RBI-Ready School’ and how can our school become one?**

An ‘RBI-Ready School’ shall have the following attributes:

#### **1. An “RBI-Ready School” has radio signal within the area where the school is located.**

A radio signal is a pre-requisite to implement the Radio-Based Instruction in the community. It is said that a school is an “RBI-Ready” when it...

- can access radio signals at an optimum range where several or large number of learners can listen and learn the audio lessons at home

**2. An “RBI-Ready School” is equipped with mechanisms to introduce the learning modality in the community.**

It is said that a school is an “RBI-Ready” when it...

- regularly conducts /facilitates information and dissemination campaign about RBI in any forms
- prepares effective communication plan for distant learners

**3. An “RBI-Ready School” has initiated capacity building program for RBI learning facilitators that could efficiently and effectively deliver the learning to the learners.**

It is said to be that learning facilitators of RBI are ready when they...

- are equipped with the necessary skills in scriptwriting, audio editing, and broadcasting
- able to make RBI learning materials (activity sheets) available at efficient time and in good quality
- promote quality learning
  - o making sure that teachers mastered the Most Essential Learning Competencies (MELC) and able to craft or produce contextualized Supplementary Learning Materials (SLeM)
  - o making sure that teachers are qualified to teach the learning area assigned to them
  - o making sure that teachers used an appropriate learning assessment process

**4. An “RBI-Ready School” has shared commitment and support with local stakeholders.**

It is said to be a community is an “RBI-Ready” when it...

- Performs collaborative efforts to enhance the implementation of RBI in the community.
  - o has written agreement between parents/stakeholders to induced RBI as a mode of learning for learners
  - o has projects or programs to support the implementation of RBI

**5. An “RBI-Ready School” has ensured the learners with adequate radio devices and learning materials at home.**

It is said to be that a school is an “RBI-Ready” when...

- the learners are provided with primary learning tools such as radio devices
  - o must functional at times when they are useful
- the learners are provided with the desired and appropriate learning materials
  - o must readable and understandable
  - o must support the DepEd mission and vision
  - o must trigger the learning needs and interest of the learners

**WHAT SHOULD AN RBI-READY SCHOOL AIM TO ACHIEVE?**

An RBI-Ready School should desire for these five (5) goals:

- (1) Mobilize community/stakeholders support for RBI

- (2) Encourage teachers, parents and learners participation in RBI
- (3) Raise teacher's skills and expertise in RBI
- (4) Guarantee the quality of learning among learners in RBI
- (5) Establish a strong learning platform and broadcast system

### **How should our school go about achieving these goals?**

The following checklist contains **action items** that will guide you through what you need to have or need to do towards accomplishing the four goals of the “RBI-Ready” School.

See how many of the action items listed under each goal you have accomplished or are doing on a regular basis. Tick the box before each action item if you have accomplished this. Add up and write your total in the box after each goal. By checking what your school already has and what it is doing regularly, you will be able to track your progress towards becoming an “RBI-Ready” School.

You may already be well along the way to becoming an “RBI-Ready” School! Remember though that you have to be honest with your answers!

### **GOAL # 1: Mobilize community/stakeholders support for RBI**

What your school should have or should be doing:

- ☐ Your school and Parent-Teacher Association (PTA) has a written plan of action to address issues on the implementation of RBI.
- ☐ Your school coordinates with barangay institutions to identify learners who have no capacity to participate in RBI.
- ☐ Your school coordinates with the barangay and local institutions to facilitate an augmentation program on the accessibility of radio lessons in the community
- ☐ Your school takes the lead in conducting programs that supports RBI.
- ☐ Your school enlists the support of community organizations to help raise funds and resources for Distance Learning Delivery Modalities (DLDM) particularly in RBI.
- ☐ Your school invites parents to discuss with your teachers the learning experiences and progress of their children using the RBI as a mode of learning.
- ☐ Your school has strong partnerships with external stakeholders in order to address issues on the implementation of RBI in the community

Total number of action items checked for this goal.

### **GOAL #2: Encourage parents and learners participation in RBI**

What your school should have or should be doing:

- ☐ Your school has program to inform parents and students on the alternative use of RBI as a mode of learning.
- ☐ Your school has mutual written agreement with parents on the use of RBI as a mode of learning.
- ☐ Your school involves parents in meetings about how the RBI is being implemented.
- ☐ Your school involves learners in the gathering of feedbacks about the new process of learning
- ☐ Your school encourages parents to get involved in the dissemination of the use of RBI in the community.
- ☐ Your school has mechanism or mechanisms – such as a school information corner, bulletin board, or any printed materials – for parents and learners to be informed about RBI.

Total number of action items checked for this goal

### **GOAL # 3: Raise teacher's skills and expertise in RBI**

What your school should have or should be doing:

- ☐ Your school RBI teachers have attended trainings/workshops in scriptwriting, audio editing and broadcasting
- ☐ Your school RBI teachers practice their skills in scriptwriting, audio editing and broadcasting.
- ☐ Your school RBI teachers produce RBI scripts.
- ☐ Your school RBI teachers regularly prepare audio lessons.
- ☐ Your school RBI teachers able to teach lessons on-air.
- ☐ Your school RBI teachers have constant linkages to RBI program supervisors to submit work reports and accomplishments

Total number of action items checked for this goal.

### **GOAL # 4: Guarantee the quality learning among learners**

What your school should have or should be doing:

- ☐ Your school provides adequate Supplementary Learning Materials (SLeM) for learners (1:1 ratio).
- ☐ Your school provides learning materials in advanced to the airing of radio-based lessons.
- ☐ Your school provides Supplementary Learning Materials (SLeM) that are aligned to the DepEd mission and vision (MELC-based).
- ☐ Your school administer ideal assessment methods and processes to assess learners' learning outcome prescribed on the DepEd Order No. 031, s. 2020
- ☐ Your school conducts home visitation or learning intervention program to scaffold learners with learning gap.



- ☐ Your school remediates and encourages learners with learning problems.
- ☐ Your school maintains inclusive communication to address learners with learning problems.

Total number of action items checked for this goal.

### Rating your school for action items done

#### Score and its equivalent points

Goal # 1	Score	Equivalent Point
	6-7 =	3
	4-5 =	2
	1-3 =	1
	0 =	0

Goal # 2	Score	Equivalent Point
	5-6 =	3
	3-4 =	2
	1-2 =	1
	0 =	0

Goal # 3	Score	Equivalent Point
	5-6 =	3
	3-4 =	2
	1-2 =	1
	0 =	0

Goal # 4	Score	Equivalent Point
	6-7 =	3
	4-5 =	2
	1-3 =	1
	0 =	0

### Accomplishing Specific Targets

The preceding sections outlined the actions that we need to take towards establishing an “RBI-Ready” School. However, this is just the first step. We must also ensure that our actions are effective enough to help us realize desired outcomes for children in the context of the delivery of Radio-Based lessons. The succeeding section enable to describe how the fifth goal – **Establishing a Strong Learning Platform and Broadcast System** will be achieved.

We may also call these desired outcomes ‘targets’. The following is a target set for by the school RBI implementers of Bataraza District II. The ideal, of course, is to aim for a collective coverage of 100% attainment of this target.

- All learners in the community are learning through Radio-Based Instruction (RBI)

### How much of this target has your school accomplished?

The following are the standards by which you are asked to rate your school:

#### Availability of Radio devices and signals/frequencies that offer Radio-Based Instruction:

1. Your learners' community able to access the radio signals/frequencies from the school station that offers Radio-Based Instruction (RBI). (Please check)

- |  |             |          |
|--|-------------|----------|
| <input type="checkbox"/> Less than 50% | Poor        | 0 point  |
| <input type="checkbox"/> 50-75%        | Fair        | 1 point  |
| <input type="checkbox"/> 76-90%        | Good        | 2 points |
| <input type="checkbox"/> 91-100%       | Outstanding | 3 points |

Your Score: \_\_\_\_\_point/s

2. Your school children are equipped with radio devices at home (at least one home one radio device) (Please check)

- |  |             |          |
|--|-------------|----------|
| <input type="checkbox"/> Less than 50% | Poor        | 0 point  |
| <input type="checkbox"/> 50-75%        | Fair        | 1 point  |
| <input type="checkbox"/> 76-90%        | Good        | 2 points |
| <input type="checkbox"/> 91-100%       | Outstanding | 3 points |

Your Score: \_\_\_\_\_point/s

Now add up those points.

Action Items / Goals	Score	Equivalent Point
1. Mobilize community/stakeholders support for RBI		
2. Encourage teachers, parents and learners participation in RBI		
3. Raise teacher's skills and expertise in RBI		
4. Guarantee the quality of learning among learners		
Total Score		

Enter and add up your scores for Accomplishing Specific Targets here.

Progress toward specific targets (the fifth Goal)	Points
1. Your school and community receive radio signals/frequencies that offer Radio-Based Instruction (RBI).	
2. Your school children (JHS/SHS) have adequate radio receivers at home (one home	

one radio receiver)	
<b>Total Score</b>	

Now, tally your scores in the two categories.

<b>Action Items / 1<sup>st</sup> to 4<sup>th</sup> Goals</b>	
<b>Progress toward Targets / 5<sup>th</sup> Goal</b>	
<b>TOTAL SCORE</b>	

### **So, is your school an RBI-Ready?**

If your school got less than 8 points **OR** higher than 8 points but earned NO point in Accomplishing Targets, your school is “**Not Yet Ready**”

If your school got 8 points but not more than to 14 points, including at least 1 point in Accomplishing Targets, your school is “**Somewhat Ready**”

If your school got 14 points or higher, including at least 2 points in Accomplishing Targets, your school is indeed an “**RBI-Ready**”!

Thank you for answering this little test. Becoming an “**RBI-Ready**” School would not be very difficult if you take the opportunity to change, don’t you agree?

---

(Name of your school)

**My School is** \_\_\_\_\_

### INDIVIDUAL LEARNING MONITORING FORM

<b>Learner's Name:</b>						
<b>Grade Level:</b>						
Learning Area	Learner's Needs	Intervention Strategies Provided	Monitoring Date	Learner's Status		
				Insignificant Progress	Significant Progress	Mastery

Intervention Status	Learner is not making significant progress in a timely manner. Intervention strategies need to be revised.
	Learner is making significant progress. Continue with the learning plan.
	Learner has reached mastery of the competencies in learning plan.

Source: DepEd Memorandum DM-CI-2020-00162

### RBI-LEARNERS' ENGAGEMENT FEEDBACK FORM

This form shall be accomplished by the learner who engages in Radio-Based Instruction (RBI) at the end of the academic program.

NAME OF LEARNER:	GRADE AND SECTION:
SCHOOL:	ADVISER:

**Part A:** Please indicate the extent to which you agree with each of the following statements by ticking the appropriate box. (**SD** = Strongly Disagree; **D** = Disagree; **N** = Neutral; **A** = Agree; **SA** = Strongly agree)

	SD	D	N	A	SA	Comments / Remarks (For example, if you disagree or strongly disagree, please indicate why.)
1. I learned a lot from the lesson presented through Radio.						
2. The radio lessons deepened my understanding of the content of Supplementary Learning Material (SLeM).						
3. I participated actively during the broadcast of each Radio-based lesson by doing my home assignments, asking questions and clarifications.						
4. I asked the help of my teachers or parents once I do not clearly understood the Radio-based lessons.						
5. I feel encouraged to apply what I have learned from the lessons delivered through Radio.						
6. I feel satisfied on the use of Radio-Based Instruction as a distance learning modality						

**Part B**

Please provide the information requested.

1. I need further clarification and/or resources on the following subjects: \_\_\_\_\_
2. I encountered the following problems or challenges: \_\_\_\_\_
3. Other comments/suggestions: \_\_\_\_\_

## TRAINING PLAN ON RADIO-BASED INSTRUCTION FOR TEACHERS

Name of School: \_\_\_\_\_

Name of Teacher	Training Needs (SLeM) crafting/Scriptwriting/Broadcasting Audio recording and Editing)	When to provide

Note: Add more rows as needed



Republic of the Philippines

**Department of Education**

MIMAROPA Region

Schools Division of Palawan

Bataraza District II

**RIO TUBA NATIONAL HIGH SCHOOL**

**CHALLENGES, ISSUES, GAPS AND PROBLEMS (CIGPs) OF  
SCHOOLS IMPLEMENTING RADIO-BASED INSTRUCTION  
SY 2020-2021 (2<sup>nd</sup> to 4<sup>th</sup> Quarters)**

AREA	CIGPs	ACTIONS TAKEN	REMARKS
Learners' Engagement (Actual No. of learners engaged in)			
Materials and Resources (Radio Devices)			
Availability of Supplemental Learning Activity Sheets			
Printing of Learning Activity Sheets (LAS)			
Distribution and Retrieval of LAS			
Learning Assessment			
Teachers' Capability as scriptwriter/broadcaster			
Other Concerns			



Republic of the Philippines  
Department of Education  
MIMAROPA Region  
Schools Division of Palawan  
**RIO TUBA NATIONAL HIGH SCHOOL**

**MONITORING AND EVALUATION REPORT ON IMPLEMENTED PPA's TO ENHANCE THE IMPLEMENTATION OF RADIO-BASED  
INSTRUCTION (RBI)  
SY 20\_\_ to 20\_\_**

Date of Assessment: \_\_\_\_\_

Title of PPA's: \_\_\_\_\_

Short Description: \_\_\_\_\_

Date of Implementation: From \_\_\_\_\_ to \_\_\_\_\_

General Observations:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Feedback and Recommendations:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Assessed by: \_\_\_\_\_

Reviewed by: \_\_\_\_\_



**DISTRICT RBI SCHOOL-ON-AIR PROGRAM (JUNIOR HIGH SCHOOL)**



**Weekly Monitoring Audio Recording on RBI**

Subjects	WEEK 1	REMARKS	WEEK 2	REMARKS	WEEK 3	REMARKS	WEEK 4	REMARKS	W5	REMARKS
ENGLISH 7										
ENGLISH 8										
ENGLISH 9										
ENGLISH 10										
APAN 7										
APAN 8										
APAN 9										
APAN 10										
ESP 7										
ESP 8										
ESP 9										
ESP10										
SCIENCE 7										
SCIENCE 8										
SCIENCE 9										
SCIENCE 10										
MATH 7										
MATH8										
MATH 9										
MATH 10										
FILIPINO 7										
FILIPINO 8										
FILIPINO 9										
FILIPINO 10										
TLE 7										
TLE 8										
TLE 9 (COOKERY)										
TLE 9 (ICT)										
TLE 9 (SMAW)										
TLE 9 (ELECTRICITY)										
TLE 9 (CARPENTRY)										
TLE 9 (AGRICULTURE)										
TLE 10 (COOKERY)										
TLE 10 (ICT)										
TLE 10(SMAW)										
TLE 10 (ELECTRICITY)										
TLE 10 (CARPENTRY)										
MAPEH 7										
MAPEH 8										
MAPEH 9										
MAPEH 10										

**DISTRICT RBI SCHOOL-ON-AIR PROGRAM (SENIOR HIGH SCHOOL)**

**Weekly Monitoring Audio Recording on RBI**

<b>Subjects</b>	<b>WEEK 1</b>	<b>REMARKS</b>	<b>WEEK 2</b>	<b>REMARKS</b>	<b>WEEK 3</b>	<b>REMARKS</b>	<b>WEEK 4</b>	<b>REMARKS</b>	<b>WEEK 5</b>	<b>REMARKS</b>
READING & WRITING SKILLS (IA) 11										
PAGBASA AT PAGSUSURI NG IBA'T IBANG TEKSTO (IB) 11										
STATISTICS & PROBABILITY(IIIA) 11										
PHYSICAL SCIENCE (IIIB) 11										
PHYSICAL EDUCATION & HEALTH (V)11										
MEDIA AND INFORMATION LITERACY(ID)11										
UNDERSTANDING CULTURE,SOCIETY, AND POLITICS(IC)11										
PRACTICAL RESEARCH I(IA) 11										
PHYSICAL EDUCATION & HEALTH (V) 12										
INQUIRES, IVESTIGATION AND IMMERSION 12										
ENTREPRENEURSHIP (X) 12										
PAGSULAT SA FILIPINO SA PILING LARANGAN (IB)ACAD										
APPLIED ECONOMICS (IC2)(GAS)										
ABM										
HUMSS										
ELECTIVE G11 & G12										
T.V.L (SHS) EPAS										
T.V.L (SHS) CARPENTRY										
T.V.L (SHS) COOKERY(2 OF 2)										
T.V.L (SHS)COMPUTER SYSTEM SERVICING( CSS)										
T.V.L (SHS)SHIELD METAL ARC WELDING( SMAW)										
T.V.L (SHS) AGRICULTURE CROP										
T.V.L (SHS) MECHATRONICS										
T.V.L (SHS) MANSONRY										
T.V.L (SHS)COOKERY										
T.V.L (SHS) ANIMATION										
T.V.L (SHS)GAS METAL ARC WELDING(GMAW)										
T.V.L (SHS) COOKERY(1 OF 1)										



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 BATARAZA DISTRICT II

NAME OF SCHOOL \_\_\_\_\_

**PARENT/GUARDIAN COMMUNICATION CARDEX**

Name of parent/Guardian: _____		<input type="checkbox"/> Parent <input type="checkbox"/> Guardian	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Relative Other (Specify) _____
Address: _____			
Contact Number: _____			

Name of Student: _____	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Grade and Section: _____	Quarter <input type="checkbox"/> 1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/> 4 <sup>th</sup>
Name of Adviser: _____	School Year: _____

Date Reported	Type of Encounter	Details of Concern	Agreed Resolution	Signature
	<input type="radio"/> Dialogue <input type="radio"/> Consultation <input type="radio"/> Home Visitation <input type="radio"/> Assembly/Forum			<div style="border-top: 1px solid black; text-align: center; padding-top: 10px;">Parent/Guardian</div> <div style="border-top: 1px solid black; text-align: center; padding-top: 10px;">Teacher</div>

**RADIO-BASED INSTRUCTION**  
**LEARNERS' HOME-VISIT GUIDE QUESTIONS** (*Filipino*)

Petsa ng Pagdalaw: \_\_\_\_\_ Oras: \_\_\_\_\_

Pangalan ng Mag-aaral: \_\_\_\_\_

Grado at seksiyon: \_\_\_\_\_

Tirahan: \_\_\_\_\_

Pangalan ng magulang o tagapangalaga: \_\_\_\_\_

Mga mahahalagang tanong na kailangang sagutin ng mag-aaral: **Markahan ang angkop na tugon.**

1. Kayo ba ay mayroong radyo sa bahay?

- ☐ Meron
- ☐ Wala (Saan maaaring makapakinig? \_\_\_\_\_)

2. Nakikinig ka ba sa radyo habang nag-aaral ng iyong leksiyon?

- ☐ Oo
- ☐ Hindi
- ☐ Minsan

3. Nakukumpleto mo ba ang oras ng pakikinig ng radyo sa bawat asignatura na angkop sa iyong grado?

- ☐ Oo
- ☐ Hindi

4. Nauunawaan at nasusundan mo ba ang mga paksang tinatalakay ng iyong gurong panghimpapawid?

- ☐ Oo
- ☐ Hindi
- ☐ Minsan

5. Kontento ka ba sa paraan ng pagtuturo ng mga guro gamit ang radyo?

- ☐ Oo
- ☐ Hindi

1. Ano ang masasabi mo tungkol sa pamamaraan ng pagtuturo gamit ang radyo sa mga mag-aaral na katulad mo?

\_\_\_\_\_

\_\_\_\_\_

2. Anu-anong mga suliranin ang madalas mong nararanasan habang ika'y nag-aaral sa ilalim ng *learning modality* na RBI?

\_\_\_\_\_

\_\_\_\_\_

3. Sa iyong palagay, sino pang maaring makapagbigay ng tulong sa iyo upang mapaunlad ang iyong kakayanan sa pagkatuto ngayong nasa bahay ka lamang nag-aaral? Magbigay ng uri ng tulong at ano-ano ang mga ito?

\_\_\_\_\_

\_\_\_\_\_

Prepared by:

Name of Teacher