

Republic of the Philippines
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
UL Complex, Pasig, Metro Manila

March 13, 1995

DECS O R D E R
No. 14, s. 1995

ADOPTION/ADAPTION OF MOBILE TEACHING PROGRAM IN MOUNTAIN
AREAS AND ISLAND SCHOOL DIVISIONS/PROVINCES

To: Regional Directors
Schools Superintendents

1. Pursuant to the objectives of Education for All (EFA), DECS Order No. 38, s. 1993, Improving Access to Elementary Education by Providing Complete Grade Levels in All Public Elementary Schools Through Combination and/or Multigrade Classes and the attainment of the Mid-Decade Goals (MDG) in education and in support of the successful implementation of the Mobile Teaching Program (MTP) in the Cordillera Administrative Region (CAR), the Department of Education, Culture and Sports is encouraging the different regions with similar cultural and geographical characteristics as the DECS-CAR to replicate, adopt or adapt their experience to help increase the participation and cohort survival rates.
2. The Mobile Teaching Program (MTP) may be adopted/ adapted as an alternative scheme for the delivery of educational services and to get all school-age children to school especially in mountain school divisions, island divisions, divisions where mobility of school-age children is hazardous and in cultural communities with nomadic life style.
3. The MTP may be deemed as stop-gap approach considering cultural characteristics and may cease in operation when the government shall have established elementary schools in all barangays and when all incomplete elementary schools shall have offered the complete elementary curriculum.
4. In organizing MTP schools, the provisions of DECS Order No. 38, s. 1993 should guide all regions.
5. Information about the MTP of the DECS-CAR, including what it is and how it works is inclosed.
6. Immediate and wide dissemination of the contents of this Order to all concerned is desired.

(SGD.) RICARDO T. GLORIA
Secretary

Incl.: As stated
Reference: DECS Order: (No. 38, s. 1993)
Allotment: 1-2--(M.O. 1-87)
To be indicated in the Perpetual Index
under the following subjects:

(Inclosure to DECS Order No. 14, s. 1995)

CORDILLERA MOBILE TEACHING PROGRAM

I. Project Description and Rationale

The CAR Mobile Teaching Program (CAR-MTP) is envisioned as an alternative delivery system of elementary education to school-age children in different grade levels in underserved and remote areas of the Cordillera Region. This scheme involves the teaching of pupils belonging to different grade levels and at two separate teaching centers. The teacher is therefore a mobile or itinerant teacher.

Pupils in each multi-grade class are provided with learning modules for the six subject areas of English, Filipino, Mathematics, Science and Health, and Edukasyong Pantahanan at Pangkabuhayan. Physical Education, Music, and Art and Good Manners and Right Conduct are integrated in the five subject areas above.

The MTP is in pursuit of EFA's (Education For All) mandate on the Universalization of Quality Primary Education (UQPE). This project caters to children who would leave or miss school due to geographic barriers.

II. Objectives

The MTP operationalizes the mandate of providing access to quality basic education. Specifically, MTP is designed to:

1. Increase the participation rate at the elementary level;
2. Increase the cohort survival rate at the elementary level;
3. Infuse Cordillera culture and values in the multi-grade instructional materials;
4. Attain capability building and technology transfer;
5. Equalize access to quality basic education in inaccessible areas;
6. Promote participation of various sectors; and
7. Sustain the MTP as a strategy for providing basic education in inaccessible areas in the region.

III. Implementing Strategies

1. Organization of MG Classes Under One Mobile Teacher

Children ages 7 to 12 years who live in distant and sparsely populated hamlets outside the catchment area of an existing elementary school, are registered as pupils in a multigrade class. A similar MG class is organized in the heart of another cluster of hamlets. Thus, two MG classes are organized and taught by one trained mobile teacher. The mobile teacher teaches in school A for two weeks, and gives self-learning materials as assigned learning tasks, after which she/he moves to teach in School B for another two weeks. The cycle is alternately repeated throughout the school year.

2. Focused Promotion

The MTP is not the sole concern of government (policy makers/administrators, line agencies, LGUs, etc.) but also of non-governmental organizations (NGOs), community beneficiaries, funding institutions and other sectors of society. It is therefore important that these entities be made aware of the concepts, principles and goals of the project, in order to better understand and accept the MTP as a viable educational alternative and thus, generate more participation and support to the project from all sectors.

3. Development and Use of Local Materials/Resources

The Cordillera Multi-Grade Resource Center (CMRC) was established by DECS-RO to undertake the following:

- 3.1 Development of Multi-Grade Materials. Positive Cordillera values are infused in the curriculum based on the Minimum Learning Competencies (MLCs) of the Bureau of Elementary Education of the DECS. These cover four subjects from Grade I to Grade 6.
- 3.2 Training of Multi-Grade Teacher Trainers. Teacher trainers from the Saint Louis University in Baguio City and the DECS-CAR were pooled and trained. These in turn trained the teachers hired at the district level. A total of 15 teacher trainers were trained and deployed for this purpose.
- 3.3 Training of Multi-Grade Teachers. The MTP teachers went through a 15-day training based on the perceived requirements of a multi-grade mobile teaching situation. It also included trainings on values orientation, classroom management of multi-grade classes, and hands-on lessons in the making of instructional materials.

4. National and Regional Networking and Linkage. The establishment of linkages with other EFA components such as the Non-Formal Education is essential to the attainment of the MTP goal and objectives. This was coupled with networking with other agencies with similar concerns in order that resources and experiences were shared.
5. Utilization of Indigenous Social Institutions. Tribal festivities like the cañao or other gatherings served as effective fora to introduce and gain support for the MTP.

IV. MTP Project Components

1. Organization of mobile teacher's classes in Abra, Benguet, Mountain Province and Kalinga-Apayao
2. Cordillera Multi-Grade Resource Center (CMRC) DECS-RO responsible for materials development and training of trainers and mobile teachers
3. Advocacy and Social Mobilization Group (ASMG) for the preparation and implementation of an advocacy and social mobilization plan and the development and reproduction of advocacy materials
4. Program Coordination and Monitoring Project (PCMP)

V. MTP Organizational Structure

The organizational structure of EFA is carried out at three levels:

1. The National Committee on Education For All (NCEFA) was the highest overseeing body, chaired by the DECS with membership coming from different agencies in government and the private sector. The NCEFA oversaw and coordinated the EFA concerns at the national level.
2. The Regional Committee on Education For All served as the counterpart on the regional level. It was co-chaired by the DECS and NEDA with membership coming from the different regional counterparts of the agencies at the NCEFA.
3. The PCEFA was the counterpart at the provincial level. It was co-chaired by the Provincial Governor and the DECS Division Office. Its membership was composed of provincial line agencies and local non-government organizations.

All the three committees were backstopped by their own technical secretariat comprising of the DECS, NEDA and the Provincial Planning and Development Office.

The MTP sought to fulfill one of EFA's concerns at the regional level. This was carried out through an organizational structure which was headed by the RCEFA. In turn, the RCEFA was co-chaired by DECS and NEDA by their respective regional offices. Under the RCEFA were the four different components of the MTP with their respective strategies and objectives with assigned entities responsible to the tasks.

It was evident that at the outset, the implementation of the MTP was a collaborative effort. After one year of implementation it was institutionalized as a regular program of the DECS by virtue of its inclusion as a regular item in the General Appropriations Act of 1994.

This meant that henceforth, the DECS shall be the sole agency responsible for the implementation of the MTP.