

Implementation of The Contextualized Basic Education Learning Continuity Plan (BE-LCP) in The New Normal: Basis for a Blended Distance Learning Primer

Venie P. Pesito, PhD

University of Saint Anthony

Dr. Santiago G. Ortega Memorial School, Iriga City, Bicol Region, Philippines

ABSTRACT: This study explored the implementation of the Contextualized Basic Education Learning Continuity Plan (BE-LCP) among school leaders and teachers during the COVID-19 pandemic in the Schools Division of Ligao City. Employing a descriptive-comparative research design, it analyzed the perceptions of 128 respondents—comprising school heads and teachers—on the extent of BE-LCP implementation across five domains. Results showed that BE-LCP was implemented at a “Very High” level, especially in curriculum delivery and stakeholder engagement. Differences emerged between the perceptions of school heads and teachers, revealing implementation gaps in areas such as resource allocation and assessment. The study recommends the adoption of a Blended Distance Learning Primer to further guide school leaders in contextualizing flexible learning delivery.

KEYWORDS: BE-LCP, implementation, blended learning, school leadership, pandemic education

RATIONALE

The onset of the COVID-19 pandemic disrupted education systems worldwide, compelling the Philippine Department of Education to respond with a nationwide framework—the Basic Education Learning Continuity Plan (BE-LCP). This plan aimed to ensure uninterrupted learning through various delivery modalities aligned to local context, learner needs, and available resources. In the Schools Division of Ligao City, public schools faced the unique challenge of contextualizing this plan amidst limited infrastructure, varying ICT capabilities, and evolving health protocols.

This study was conducted to evaluate how effectively the BE-LCP was implemented in this setting, considering both administrative and instructional perspectives. By assessing its key components and comparing the insights of school heads and teachers, the research intends to uncover strengths, limitations, and areas needing policy or implementation reform. It also contributes to the national conversation on resilient education systems, offering a practical solution in the form of a Blended Distance Learning Primer.

OBJECTIVES

This study aimed to evaluate the implementation of the Contextualized Basic Education Learning Continuity Plan (BE-LCP) in the Schools Division of Ligao City.

Specifically, it sought to:

1. Assess the level of BE-LCP implementation along the following domains:
 - a. Curriculum Delivery and Modalities
 - b. Assessment of Learning
 - c. Support Mechanisms and Services
 - d. Health, Safety, and Well-being
 - e. Stakeholder Engagement
2. Determine significant differences in the perceptions of school heads and teachers on the level of implementation.
3. Identify challenges and gaps encountered during the implementation of the BE-LCP.
4. Propose a school-based intervention in the form of a Blended Distance Learning Primer based on the findings.

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THE SETTING: The study was conducted in selected public schools within the Schools Division of Ligao City, a component city in the province of Albay, Region V – Bicol. The division is composed of both elementary and secondary public schools, many of which serve learners from rural, low-income communities. The unique socio-economic and geographical context posed challenges in implementing distance learning strategies, making this locale a compelling site for assessing the contextualized BE-LCP.

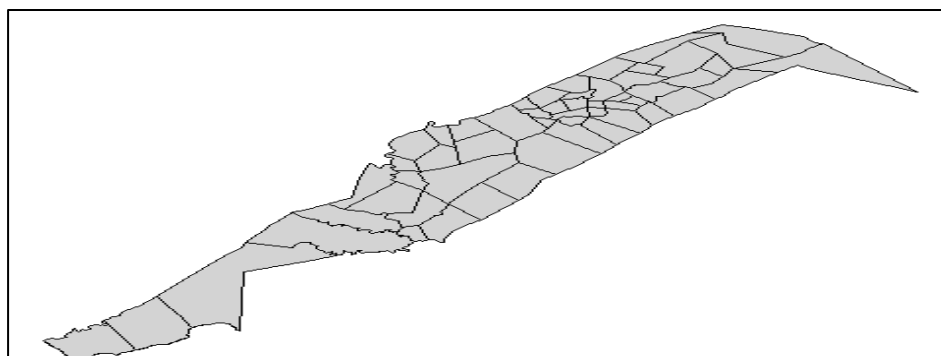


Figure 1: Map of Ligao City

METHODOLOGY

This study utilized a descriptive-comparative quantitative design. The respondents were 128 school stakeholders, comprised of school heads and public secondary school teachers, selected through purposive sampling. A validated researcher-made survey instrument was used to assess five key implementation domains of the BE-LCP.

Data were analyzed using descriptive statistics to determine the levels of implementation, and the Mann-Whitney U test was applied to detect significant differences between the perceptions of school heads and teachers. The research design enabled the comparison of perspectives between key implementers while highlighting gaps and convergences.

RESULTS AND DISCUSSION

The findings of the study revealed that the implementation of the Contextualized Basic Education Learning Continuity Plan (BE-LCP) was generally rated “Very High” across the five assessed domains: (1) Curriculum Delivery and Learning Modalities, (2) Assessment of Learning, (3) Support Mechanisms and Services, (4) Health, Safety, and Well-being, and (5) Stakeholder Engagement.

In terms of Curriculum Delivery and Learning Modalities, both school heads and teachers acknowledged that despite the abrupt transition brought about by the COVID-19 pandemic, the adoption of alternative delivery modalities such as modular learning, online classes, and blended approaches was successful. The high level of implementation was attributed to collaborative planning, localized content creation, and consistent support from the Schools Division Office. Learning continuity was maintained even in remote areas due to the strategic mobilization of teachers, barangay officials, and volunteers who assisted in distributing Self-Learning Modules (SLMs). However, some respondents noted logistical delays in module reproduction and distribution during the early phases of implementation.

In the domain of Assessment of Learning, it was found that teachers were able to apply varied strategies to gauge student learning progress. These included performance tasks, learning activity sheets, and digital tools such as Google Forms and messaging platforms. While the school heads perceived assessment implementation as very high, some teachers reported challenges in receiving timely learner outputs and ensuring authentic assessment due to limited parental involvement and poor internet connectivity in certain areas. This highlights a need for more differentiated assessment tools and improved feedback mechanisms.

Support Mechanisms and Services received high marks from respondents. Initiatives such as the establishment of learning support groups, community printing hubs, and home visitations were consistently cited as best practices. Teachers were given technical assistance and were equipped with orientation programs that enabled them to adapt to remote teaching environments. However, the lack of funding for continuous reproduction of SLMs was flagged as a major concern. Some teachers had to use their own resources to provide learning materials, which affected the sustainability of support services over time.

On Health, Safety, and Well-being, the implementation of minimum health standards was largely effective. Schools were able to provide hygiene kits, conduct regular sanitation, and implement mental health awareness sessions for both staff and learners. However, it was observed that many schools lacked designated isolation areas, and there were concerns over the lack of medical

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personnel or first aid readiness in remote schools. These findings suggest that while procedural safety measures were in place, infrastructural support remains a gap.

Stakeholder Engagement emerged as a significant contributor to the success of the BE-LCP implementation. The active involvement of parents, barangay officials, LGUs, and NGOs played a crucial role in providing logistical and material support. School heads shared that barangay councils provided vehicles for module distribution, while local officials donated bond papers and printing supplies. Regular communication channels, such as text blasts and parent group chats, were maintained to ensure updates and coordination. The partnership between schools and communities is a key insight from this study and should be formalized through MOUs to ensure sustainability beyond the pandemic.

When comparing the perceptions of school heads and teachers, the study revealed statistically significant differences, particularly in the areas of curriculum planning, instructional monitoring, and logistics. School heads tended to perceive implementation more positively, likely due to their vantage point in leadership and decision-making. In contrast, teachers, who were more directly exposed to the challenges of delivery and learner engagement, reported a more tempered assessment. This disparity highlights the importance of multi-level feedback loops to align perceptions and strategies within the school community.

As a result of these findings, the study proposes the development and field use of a “Blended Distance Learning Primer”—a strategic guide that outlines clear steps and practical tools for effective implementation of blended learning. The primer includes templates for lesson mapping, monitoring forms, assessment rubrics, stakeholder involvement trackers, and contextualized communication materials tailored for varying school settings.

Ultimately, the results affirm the resilience and resourcefulness of public school stakeholders in the face of a national crisis. At the same time, they call attention to the need for stronger systemic support, more sustainable logistical resources, and enhanced capacitation in instructional leadership and ICT-based teaching to future-proof education delivery.

A significant difference was found between the perceptions of school heads and teachers, particularly in instructional delivery and support systems. This may reflect differences in responsibility or resource access. The findings call for improved coordination and stronger resource support. As a response, this study proposes a 'Blended Distance Learning Primer' to guide future school responses to crises.

CONCLUSIONS

The findings of this study confirm that the implementation of the Contextualized Basic Education Learning Continuity Plan (BE-LCP) in the Schools Division of Ligao City was carried out at a very high level across key domains such as curriculum delivery, learner assessment, stakeholder engagement, and health and safety protocols. While the transition to remote and modular learning posed various challenges, school leaders and teachers demonstrated adaptability, collaboration, and commitment in sustaining educational continuity during the pandemic.

Notably, the study revealed differences in perception between school heads and teachers, emphasizing the need for aligned support, clear communication, and consistent capacity building at all levels. These insights underscore the importance of responsive and context-based strategies in managing future educational disruptions.

As a significant output of this research, the proposed Blended Distance Learning Primer offers a practical and sustainable guide for school leaders to strengthen instructional delivery, monitor learning outcomes, and enhance school resilience in both emergency and normal conditions.

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