



Republic of the Philippines  
**Department of Education**  
REGION X- NORTHERN MINDANAO  
Division of Malaybalay City

DM-2023-02-042  
DEPED MALAYBALAY CITY DIVISION  
**RELEASED**  
FEB 08 2023  
By: *[Signature]*

**DIVISION MEMORANDUM**  
No. 042, s. 2023

To: Assistant Schools Division Superintendent  
Chief Education Supervisors, CID and SGOD  
Public Elementary and Secondary School Heads  
All Others Concerned

From: *[Signature]*  
**VICTORIA V. GAZO PhD, CESO V**  
Schools Division Superintendent

Date: February 8, 2023

Subject: **ADDENDUM TO DIVISION MEMORANDUM NO. 35 S. 2022 RE:  
SEMINAR-WORKSHOP ON THE CRAFTING OF 2022-2025 SCHOOL  
IMPROVEMENT PLAN**

1. In line with the conduct of Seminar-Workshop on the Crafting of 2022-2025 School Improvement Plan on February 9-10, 2023 at Loiza's Hotel, Casisang Malaybalay City, Bukidnon, the enclosed concept papers of DEDP programs are provided for reference.
2. Queries relative to this can be relayed to **RIA K. ALCUIZAR**, Senior Education Program Specialist – Planning and Research at **09271501978**.

Enclosure:  
As stated  
Copy furnished:  
Records Unit  
Planning and Research



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# **ARTIFICIAL INTELLIGENCE, MACHINE LEARNING, AND ANALYTICS FOR CREATING PREDICTIVE MODELS OF STUDENT READINESS ACHIEVEMENT, LITERACY LEVEL, SHS TRACK, AND WORK READINESS (AIMLAC)**

## ***I. Introduction***

In view of the modernized system in analyzing readiness, achievement and levels, the Department of Education continuously mobilize mechanisms to develop tools and processes on the use of artificial intelligence, machine learning and Data analytics. Artificial intelligence as one of the trending and highly adopted mechanism to simulate human intelligence processes are in demand in the context of education. Computer systems and machines become the core of its function. Expert Systems, natural language processing, speech recognition and machine vision were some of its applications that are employed in the market. In the context of education, AI is deemed necessary because it can make the processes in schools more efficient and effective. It could automate grading systems, assess learners' needs and adapt to it, help learners learn at their own paces and improve support to students through AI Tutorial and track progress of the learners.

On the other hand, machine learning has been common in relation to the AI technologies. This is the science of getting a computer to act without programming. Deep learning is a subset of machine learning that, in very simple terms, can be thought of as the automation of predictive analytics.

There are three types of machine learning algorithms:

- o **Supervised learning**. Data sets are labeled so that patterns can be detected and used to label new data sets.

- o **Unsupervised learning.** Data sets aren't labeled and are sorted according to similarities or differences.
- o **Reinforcement learning.** Data sets aren't labeled but, after performing an action or several actions, the AI system is given feedback.

However, in the context of the Division of Malaybalay, there were no recorded practices in schools that involve the use of AI technology. Nonetheless, there are teachers who are capable in navigating, developing and disseminating these platforms in the field. Thus, the Division AIMLAC was conceived to address these issues and concerns and able to foster advancement and proliferation of productive technology in the system which in turn impact quality learning and teaching in schools.

## II. Goals and Objectives

At the end of the program, the participants/schools are expected to:

- a.) capacitate supervisors, school heads and teachers on the development, quality assurance, utilization and evaluation of Artificial intelligence-driven programs and innovations;
- b.) implement the programs and innovations develop through the taskforce AIMLAC; and
- c.) develop sustainability plans of the AIMLAC programs and innovations.

### III. Methodology

#### A. Persons Involved

<b>Persons-Involved</b>	<b>Position</b>	<b>Major Task</b>
Dr. Victoria V. Gazo, CESO V	Schools Division Superintendent	Oversees the planning, implementation, monitoring and evaluation of AIMLAC
Dr. Aliena S. Dajay	Assistant Schools Division Superintendent	Assists in the overseeing of the quality of planning, implementation, monitoring and evaluation of AIMLAC
Ralph T. Quirog	Chief Education Program Supervisor	Leads and assists program holders on planning, implementation, monitoring and evaluation of AIMLAC
Dr. Lorenzo O. Capacio	Chief, Education Program Supervisor	Leads and assists program holders on planning, implementation, monitoring and evaluation of AIMLAC

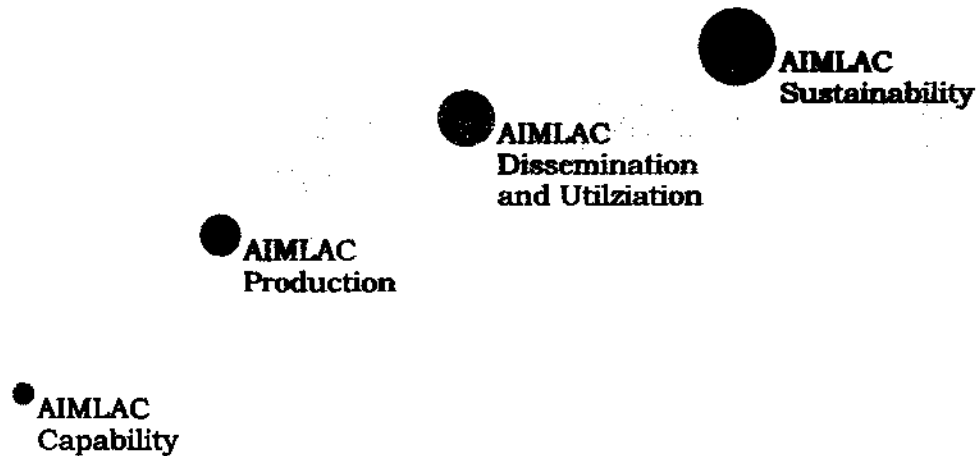
Dr. Dindo M. Gabales	Education Program Supervisor, TLE	Program Holder, Directs program implementers on the planning, implementation, monitoring and evaluation of AIMLAC
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Purisima A. Yap	Education Program Supervisor, LR	Serves as resource person/ Program collaborator during the planning, development and evaluation of AIMLAC resources
Ria K. Alcuizar	Senior Education Program	Serves as resource person/Program collaborator during the planning, development and evaluation of learning resources in AIMLAC
AIMLAC Taskforce Members	Education Program Supervisors/ Public Schools District Supervisors	Serve as evaluators of the learning resources and programs of AIMLAC
TE@CH Talk Evaluators	School Heads/ ICT	Serve as developers of the learning resources and programs of AIMLAC

**B. Activities, Action plan or approach**

- Organized task force AIMLAC to study tools and mechanism on use of artificial intelligence, machine learning, and analytics for creating predictive models of student readiness achievement, literacy level, SHS track, and work readiness
- Attend trainings on Tools and mechanism on use of artificial intelligence, machine learning, and analytics for creating predictive models of student readiness achievement, literacy level, SHS track, and work readiness
- Cascade and disseminate the Tools and mechanism on use of artificial intelligence, machine learning, and analytics for creating predictive models of student readiness achievement, literacy level, SHS track, and work readiness
- Division-wide development and quality assurance of learning materials and systems through the AI initiatives.

- **Monitoring and Evaluation of the AIMLAC Program**



#### *Program Implementation Processes*

1. **Get Management Buy-in**
2. **Creation of Formal Program**
3. **Establishment of Metrics and Matrix (Implementation Mechanism is in the Action Plan)**
4. **Provide implementation mechanisms (through the Action Plan)**
5. **Monitoring and Evaluation**

#### **IV. Deliverables**

1. **Training Results/Action Plans of the AIMLAC trainees**
2. **Developed and Quality Assured Learning resources and systems which are Artificial Intelligence Products**
3. **Sustainability Work Plan of Schools**

#### **V. Monitoring and Evaluation**

**Utilization of ISO based Monitoring and Evaluation**

#### **XI. MODE OF MONITORING AND EVALUATION:**

Levels of M and E	Indicators	Methods and Tools	Data Sources	Schedule of M and E	Person/s Responsible	Resources	User of M and E Data
Results	Improved Academic Performance of Learners	Conduct School Monitoring, Evaluation and Adjustment  Utilization of AIMLAC resources monitoring	PIRTechnology Results (Could be classroom monitoring and Evaluation and Adjustment)  Quarterly Accomplishment Reports (Report Cards-Grade s)	Within the school year	AIMLAC Focal Persons /Project Contacts	Data Analyzer Software  Financial Resources (HRTD Funds)	Division of Malayb alay City Division Personnel  AIMLAC Focal Persons/Project Contacts
Behavior	Level and Extent of Application of Knowledge	Conduct Direct Observations  Conduct Document Analysis on the IPCRF	Observation Tools  Teachers' IPCRF Results  Teachers' Interview	Within the school year	AIMLAC Focal Persons /Project Contacts	Internet Resources  Digital Infrastructures  Data Analyzer Software  Financial Resource	Division of Malayb alay City Division Personnel  AIMLAC Focal Persons/Project

			<b>Results</b>  Carry out Structured Interviews	<b>Responses</b>			<b>s (HRTD Funds)</b>	<b>Contacts</b>
<b>Learning</b>	<b>Level of Knowledge Acquisition, skills, attitude, confidence and commitment</b>		<b>Utilization of Online Scale (QUAME)</b>	<b>Participants Responses</b>  <b>Participants Exit Slips</b>	<b>After all the Sessions</b>	<b>AIMLAC Focal Persons /Project Contacts</b>	<b>Internet Resources</b>  <b>Digital Infrastructures</b>  <b>Data Analyzer Software</b>	<b>Division Personnel</b> <b>AIMLAC Focal Persons/Project Contacts</b>
<b>Reaction</b>	<b>Professional Learning Engagement</b>  <b>Program Management Delivery of Content Management Team</b>	<b>Utilization of Online Engagement Tools for Teachers in a form of Exit Slips (Embedded in the QUAME)</b>	<b>Participants Responses and Engagement towards the Program</b>	<b>Every After the daily sessions</b>	<b>AIMLAC Focal Persons /Project Contacts</b>	<b>Internet Resources</b>  <b>Digital Infrastructures</b>  <b>Data Analyzer Software</b>	<b>Division Personnel</b> <b>AIMLAC Focal Persons/Project Contacts</b>	





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## **Implementation guidelines of the division implementation of Alternative Delivery Modes**

Alternative Delivery Modes offer solutions that may help learners outside of the regular school system acquire the needed basic education competencies and life skills. The said mode may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning use of instructional packets or a combination to meet diverse student needs.

Division of Malaybalay City strongly advocate and implement Alternative Delivery Mode to help reduce drop-out and to address issues in improving enrolment and to increase participation rate so to offer complete education to all learners who wanted to pursue their education amidst poverty, learning disabilities, health problems and lack of support from parents or guardians and other related problems that may hinder learners in coming to school regularly.

**GOAL:**

The primary goal of ALTERNATIVE DELIVERY MODES is to improve enrolment and participation rate as well as to lessen drop outs.

**DESCRIPTION:**

ADM is a substitute approach for the DepEd to address the challenges of formal education of special child and families in need of special protection, children in highly remote areas and inaccessible areas. ADM is an alternative modality and is being done within the confines of the formal system that allows schools to deliver education to marginalized students and those at risk of dropping out.





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ADM caters to both primary and secondary education. There (3) accredited modes are the following: Modified In-School and Off -School Approach (MISOSA) and electronic Instructional management by parents and Community, and Teachers(e-IMPACT) for

Primary education, while Open High School Program (OHSP) for secondary education.

MISOSA and e-IMPACT are two methods to address the problem of high congestion (overcrowding due to shortage in classrooms and teachers) in public elementary schools with big enrolment. While OHSP is a method that provide an opportunity for elementary school graduates, high school drop outs and successful examinees of the Philippine Education Placement Test (PEPT) to complete Secondary Education in a purely distance learning mode (DepED, 200)

**METHODOLOGY:**

1. Students will enroll in school , signifying the delivery mode wish to enroll.
2. School heads and teachers may check the family background of the child whether she/he may be qualified for the said delivery and conduct interview to learners and parents.
3. School head may write a letter of intent to the Schools Division Superintendent and submit necessary documents and seek approval before opening the program (like open high school) and attend ADM orientation for proper implementation.

**Monitoring and Evaluation:**

Regular monitoring on the implementation of the program

**Timelne of Activities**

MONTH	ACTIVITIES	PERSONS INVOLVED
August 2023	School heads orientation about ADM	ADM Division Coordinator School Heads



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August 2023	ADM Advocacy period School Level School Mapping	School Heads Teachers
September to July	Monitoring	EPS, PSDS, School Head

**Proponent:**

**PERLITA B. WALES**  
**PSDS**



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Program Concept Paper



I. Introduction

(Indicate the description of the program, rationale and background)

**Lead in the Conduct, monitoring and evaluation of national tests like; Early Language, Literacy and Numeracy Assessment (ELLNA) for Grade 3 learners, National Achievement Test (NAT) for Grades 6,10 and 12 learners, Philippine Educational Placement Test (PEPT) is a nationally administered assessment for learners in special circumstances. The result of this assessment will allow these learners to: a) access or resume schooling and/or b) obtain certification of completion by grade level in the DepEd formal system , regional and divisional assessment test/training to identify issues and concerns arising and help improve the process. English Proficiency Test (EPT) shall be administered to teacher applicants by the Bureau of Education Assessment (BEA).**

II. Goals and Objectives

**Be able to cascade to those involved in the administration of assessment the outlines of the activities to be undertaken in the various assessment to ensure a standardized test administration.**

III. Methodology

A. Persons Involved

(Indicate the persons involved roles and responsibilities)

<b>PERSONS INVOLVED</b>	<b>ROLES</b>	<b>RESPONSIBILITIES</b>
Division Testing Coordinator (DTC)	Serve as the overall supervisor in the conduct of TESTS in schools within the division.	<ul style="list-style-type: none"> <li>1. Oversee the test administration, including the re-allocation of test materials (if applicable)</li> <li>2. Coordinate the activity between BEA and schools</li> <li>3. Ensure the adherence of testing personnel to the TESTS</li> </ul>

		<b>security measures</b> <b>4. Ensure the implementation of health and safety protocol.</b>
<b>Private School Supervisor</b>	<b>Assist the DTC in the conduct of TESTS in private schools within the division.</b>	<b>1. Provide assistance in the test administration</b> <b>2. Coordinate the activity between the division and private schools</b> <b>3. Ensure the adherence of testing personnel to the TESTS security measures</b>
<b>School Head (SH)</b>	<b>Responsible for managing the conduct of TESTS in the school with the assistance of the Division Testing Coordinator</b>	<b>1. Ensure 100% student and school participation by conducting orientation to students, parents, and school staff</b> <b>2. Provide mechanisms to gain support from stakeholders for the conduct of the TESTS in the school</b> <b>3. Assist the RE in validating the identity of examinees on testing day</b>
<b>Room Supervisors</b>	<b>Assist the CE in the administration of the TESTS</b>	<b>1. Supervise the test administration for every 10 testing rooms.</b> <b>2. Assist the CE in monitoring that all testing personnel strictly adhere to the handbook and guidelines.</b>
<b>Room Examiner (RE)</b>	<b>Administer the test to the learners</b>	<b>1. Receive, check and secure all test materials and associated forms given by BEA</b> <b>2. Familiarize oneself with the testing procedures.</b> <b>3. Coordinate closely with the DTC and School Head for assessment plans</b> <b>4. Maintain security and confidentiality of assessment materials and associated materials</b> <b>5. Validate the identity of examinees with the assistance of</b>

		<b>the School Head.</b>
<b>Division Health Personnel</b>	<b>Ensure adherence to COVID-19 health and safety protocols</b>	<b>1. Check the school's compliance to the COVID-19 protocols 2. Conduct health checks to personnel and students 3. Manage appropriate steps in handling suspected COVID-19 testing personnel or students</b>

**B. Activities, Action plan or approach**

**(Discuss the activities to be conducted)**

**Make a timeline as to the preparation of the test administration as soon as the National Memorandum on Test administration is released. Oversee the test administration, including the re-allocation of test materials (if applicable). Make sure to coordinate the activity between BEA and schools. Ensure the adherence of testing personnel to the TESTS security measures and ensure the implementation of health and safety protocol.**

**IV. Deliverables**

**ELLNA RESULTS  
NAT RESULTS  
PEPT RESULTS  
EPT RESULTS**

**V. Monitoring and Evaluation**

**(Pls Attached BEMEF Implementation Plan and BEMEF Plan)**



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Program Concept Paper

**PROJECT ALL**

**ALS Learning and Teaching Laboratory**

I. Introduction

II. Goals and Objectives

The project aims to:

- create an e-learning platform for teachers to access, create, and share different learning resources, strategies, and field experiences on appropriate online/offline platform.

III. Methodology

A. Persons Involved

<b>In-charge</b>	<b>Roles and Responsibilities</b>
<b>Program Lead</b> Gretchen V. Catane (EPSp in ALS)	<ul style="list-style-type: none"><li>• Make concept paper and submit for approval</li><li>• Coordinate with collaborators for each activity under the project</li><li>• Draft memorandum for each activity</li><li>• Prepares and facilitates the flow of program for each activity</li><li>• Coordinate with M&amp;E for activity evaluation</li><li>• Ensure that all deliverables are covered</li></ul>
<b>Program Co-Lead</b> Paul A. Arias (ITO)	<ul style="list-style-type: none"><li>• Develops website and systems for Project ALL</li></ul>
<b>Developers</b>	<ul style="list-style-type: none"><li>• Develops learning resources</li></ul>



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<b>ALS Teachers</b>	
<b>Evaluators</b> LRMDS/EPS	<ul style="list-style-type: none"> <li>Quality assures developed materials</li> </ul>
<b>Program Supervisor</b> Jasmin J. Adriatico (EPS in ALS)	<ul style="list-style-type: none"> <li>Supervises the conduct of the program</li> <li>Provides technical assistance to the Project Lead</li> <li>Validates the attainment of deliverables</li> </ul>
<b>Program Consultants</b>  Victoria V. Gazo, PhD (SDS)  Aliena S. Dajay, PhD (ASDS)  Ralph T. Quirog (Chief ES, CID)	<ul style="list-style-type: none"> <li>Oversees the conduct of each activity under the program</li> <li>Recommends approval (CID-Chief and ASDS) and Approve (SDS) the conduct of the activities under the program</li> </ul>

**B. Activities, Action plan or approach**  
(Discuss the activities to be conducted)

<b>Phase</b>	<b>Date</b>	<b>Collaborators</b>
Planning and Organization	June - August 2023	Division IT officer
Development	September 2023 – September 2024	Teachers, LRMDS
Implementation (Piloting)	October 2024 – June 2025	Teachers, LRMDS, CID, SGOD M&E
Post-Implementation	July – August 2025	SGOD M&E

**IV. Deliverables**

<b>Phase</b>	<b>Deliverables</b>
Planning and Organization	- Project Design, Web design proposal
Development	- Quality-assured Learning Resources







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Implementation (Piloting)	- Accomplished Monitoring tools and observation schedules
Post- Implementation	- Project Evaluation Report

V. **Monitoring and Evaluation**  
(Pls see Attached BEMEF Implementation Plan and BEMEF Plan)

Proposed by:

Reviewed by:

**GRETCHEN V. CATANE**  
Education Program Specialist II - ALS

**JASMIN J. ADRIATICO**  
Education Program Supervisor - ALS

Recommending Approval:

**RALPH T. QUIROG**  
Chief ES, CID

**ALIENA S. DAJAY**  
Assistant Schools Division Superintendent

Approved:

**VICTORIA V. GAZO, PhD, CESO V**  
Schools Division Superintendent



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Program Concept Paper

**Assess Learners Performance through  
ECD Checklist , EGMA and EGRA Tools**

**I. Introduction**

The learning program of key Stage 1 is child-centered. It promotes the holistic way by which children grow and develop, and recognizes the role of families and communities in supporting the child through various stages of growth and development. Developmentally Appropriate Practice (DAP) is an approach to teaching based on child development and early childhood education. This practice allows teachers to modify their teaching strategies to respond to diverse learner needs.

Assessment should be on going and well planned. It is best conducted on regular basis so that a timely response or intervention can be made to improve learning. It identifies needs, intervenes and monitors student learning and informs parents of the child's progress. It assists, teaches to understand individual strengths and weaknesses, and enables them to design appropriate learning activities to cater the needs of individual learners. It also leads to identification of possible learning difficulties or disabilities that they may require further evaluation, and /or plans for early interventions.

Formative assessment in Kindergarten starts with the administration of the Philippine Early Childhood Development (ECD) Checklist at the beginning of the year. This is a normed developmental screening tool .It has a standard protocol for administration and scoring. It provides significant information about a child's developmental status, and aids the teacher in detecting possible developmental delays. It enables teachers to establish individual profiles of their learners and guide the teachers to modify objectives and learning experiences to meet individuals needs of children

Early Grade Mathematics Assessment (EGMA) for Grade 1-3 of different numeracy levels.





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Early Grades Reading Assessment (EGRA) is an assessment tool in the early grades, designed to diagnose the literacy skills of the pupils. It measures the pupils progress toward learning to read.

## II. Goals and objectives

The objectives to assess learners performance through ECCD, EGMA and EGRA tools to:

1. provides significant information about a child's developmental status, profiles of their learners;
2. guide the teachers to modify learning experiences to meet individual needs of children
3. help teachers determine whether learners may need further assessment or special intervention,
4. improve the Basic Numeracy Skills of learners and
5. measures the pupils progress toward learning to read and
6. update, enhance appropriate reading interventions to address specific literacy problem /difficulty

## III. Methodology

### A. Persons Involved

EPS, School Head, teachers

### B. Activities, Action plan or approaches

Using the ECD checklist, EGMA and EGRA tools:

1. Kinder teacher will conduct ECD Checklist on the 7 developmental domains in 1<sup>st</sup> month on the beginning of classes

<b>7 Domains</b>	
	4.Receptive Language
1. Gross motor	5.Expressive Language
2. Fine motor	6.Cognitive
3. Self -help	7.Socio – emotional





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The yearly reproduction of the Phil. ECD checklist or every Kindergarten shall be incorporated in the Div. Educational Plan (DEDP)

2. EGMA tools

**Primary Skills Assessed in the EGMA**

<b>Primary Skills</b>	<b>What is Assessed?</b>
Oral Counting	Ability to rote count.
Rational Counting	Ability to count with one to one correspondence.
Number Identification	Ability to identify written number symbols.
Number Discrimination	Ability to identify which number is greater in a given pair.
Missing Number	Ability to discern and complete number patterns.
Addition Level 1	Ability to apply basic addition facts with some level of automaticity and fluency.
Addition Level 2	Ability to use and apply procedural addition knowledge to solve addition problems at increasing levels of difficulty.
Subtraction Level 1	Ability to apply basic subtraction facts with some level of automaticity and fluency.
Subtraction Level 2	Ability to use and apply procedural subtraction knowledge to solve subtraction problems at increasing levels of difficulty.
Word Problems	Ability to use operations of addition and subtraction to solve a given problem.
Geometric Pattern Completion	Ability to discern and complete geometric patterns.
Geometric Visualization	Ability to visualize and discern shapes.

3. EGRA components/ tools

<b>Component</b>	<b>Early Reading skill</b>	<b>Skill demonstratedness</b>
1. Letter name knowledge	Letter recognition	Provide the name of upper –and upper lowercase letters in random order
2. Phonemic awareness	Phonemic awareness	Segment words into ponemes. Identify the initial sounds in different words
3. Letter sound knowledge	Phonics	Provide the sound of upper – and lower case letters distributed in m ordering





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4. Familiar Word reading	Word reading	Read simple and common one-and two –syllable words
5. Unfamiliar non- word reading	Alphabetic principle	Make grapheme correspondences (GPCS) through the reading of simple nonsense words
6. Oral reading fluency with comprehend	Oral reading fluency	Read atext with accuracy , with little effort and at a sufficient rate
7. Reading comprehension	Reading comprehension	Respond correctly to differet types of questions, including litera and inferential types of questions
8. Listening comprehension	Listening comprehension	Respond correctly to different types of questions about the text to read to them
9. Dictation	Alphabetic principle	Write . spell and use grammar properly with correct punctuation marks

1. For grade 1-3, learners will be grouped according to the numeracy level ( numerate / non- numerate)
2. Two groups of Learners:

Level	Description
Numerate	Grade 1 – Learners must pass task numbers 1-5 plus 6A and 7A Grade 2 – learners must pass Task numbers 1-8 Grade 3 – learners must pass Task numbers 1-10
Non- numerate	Grade1 – Learners failed to pass Task numbers 1-5,6A and 7A Grade 2 – learners failed to pass numbers 1-8





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	Grade 3- learners failed to pass task numbers 1-10
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**IV. Deliverables:**

- a. Planning ( CID team, EPS, PSDS)
- b. Orientation with the EPS, School Heads, Teachers
- c. Conduct of the tools ( teacher , learner)
- d. Analyzing the results ( Scch.head, teacher)
- e. Intervention / strategies to address the gap/Technical assistance

**V. Monitoring and Evaluation**

Using the tools, checklist the teacher can modify their teaching strategies to respond to diverse learner needs.

Prepared by :

**MARIA CONCEPCION S. REYES**



## **Program Concept Paper**

### **ADOPT-A-SCHOOL**

#### **I. Introduction**

Established under Republic Act 8525, the "*Adopt-a-School Program*" which will allow private entities to assist a public school, whether elementary, secondary, or tertiary, preferably located in any of the twenty (20) poorest provinces identified by the Presidential Council for Countryside Development or any other government agency tasked with identifying the poorest provinces.

Implemented based on the principles of volunteerism and multiple partnerships, the Adopt-A-School Program (ASP) of the Department of Education (DepEd) gives the private sector an opportunity to become dynamic and strong partners towards the noble goal of educating all Filipinos.

Under the Adopt-a-School Program, the adopting private entity which/who engages in providing assistance and services to the public schools shall be entitled to tax incentives of up to 150% arising from the total amount incurred in the donation made within the taxable year.

#### **Goals and Objectives**

To help generate investments and support for education outside the mainstream funding and the national budget. They are enjoined to support the schools in any of the following areas: infrastructure, health and nutrition, teaching skills development, computer and science lab equipment and learning support.

#### **Methodology**

##### **A. Persons Involved**

- 1. Marsfifth M. Mamawag - SEPS Social Mobilization and Networking**
  - overall focal person for the Adopt-a-School Program
  - facilitates all activities related to the conduct of ASP
- 2. Rio G. Arbutante - EPS II Social Mobilization and Networking**
  - assist SEPS Soc. Mob. and Networking in all the activities related to ASP
- 3. Wincerbogne L. Pesisano - Attorney III, Legal Services**
  - reviews all MOU's/MOA's of between schools and stakeholders to ensure compliance to DepEd mandates
- 4. Victoria V. Gazo, CESO V - Schools Division Superintendent**
  - signifies final approval of MOU's/MOA's

5. Top Management - served as witnesses to the provisions of the MOU's/MOA's that they are adhered to.

**B. Activities, Action Plan or Approach**

1. Brigada Eskwela School Coordinators and School Partnership Focal Persons Capability Building
2. Orientation of School Brigada Eskwela Coordinators/ School Partnership Focal Persons in the Implementation of Adopt-A-School Program and Re-Oriented of Republic Act 8525
3. Orientation of the Role of the School Head In The Effective Implementation of Brigada Eskwela and Adopt-A-School Program
4. Conference of New School Brigada Eskwela Coordinators in Addressing Gaps in the Implementation of Adopt-A-School Program
5. Training/Workshop of Brigada Eskwela Coordinators and School Partnership Focal Persons in The Filling Up and Submission of Brigada Eskwela Forms 1-7 and Other Partnership and Linkages Forms
6. Convergence of Stakeholders

**Deliverables**

1. Complete List of Adopting Entities and Adopted Schools
2. MOA's/MOU's, Certificate of Acceptance and Deed of Donations

**Monitoring and Evaluation**

(Pls Attached BEMEF Implementation Plan and BEMEF Plan)

**Program Concept Paper**

**INSTITUTIONAL CONVERGENCE**

**Introduction**

The Social Mobilization and Networking of the School Governance and Operations Division work together with the stakeholders both internal and external partners to address the delivery of education through the support of the partners in terms of resources needed by the learners.

Every year the need of each school increases as the learners also increases, thus, the partnership reveals that public school resources are equipped through the provision of resources among various partners



(LGUs, NGAs, NGOs, COs, POs, Alumni, PTAs). With the convergence of stakeholders, partners are given the opportunity to enable themselves to get involved in the educational ladder of the learners and provides an avenue for further linkage and collaboration to provide resources and other means of support to learners for better education.

Efforts of partners and stakeholders are also recognized through the Stakeholders recognition program wherein partners are given due recognition to the effort, time and resources extended to each of the schools, as well as, partners are also encourage to adopt a school and be granted with the tax exemption by the Bureau of Internal Revenue (REVISED IMPLEMENTING RULES OF REPUBLIC ACT (RA NO. 8525 OTHERWISE KNOWN AS THE ADOPT-A-SCHOOL PROGRAM ACT) or known as "Adopt a School Act of 1998"

### **Goals and Objectives**

To help generate investments and support for education outside the mainstream funding and the national budget. They are enjoined to support the schools in any of the following areas: infrastructure, health and nutrition, teaching skills development, computer and science lab equipment and learning support.

### **Methodology**

#### **C. Persons Involved**

- 6. Marsfifth M. Mamawag - SEPS Social Mobilization and Networking**
  - overall focal person for the Adopt-a-School Program
  - facilitates all activities related to the conduct of ASP
- 7. Rio G. Arbutante - EPS II Social Mobilization and Networking**
  - assist SEPS Soc. Mob. and Networking in all the activities related to ASP
- 8. Wincerbogne L. Pesisano - Attorney III, Legal Services**
  - reviews all MOU's/MOA's of between schools and stakeholders to ensure compliance to DepEd mandates
- 9. Victoria V. Gazo, CESO V - Schools Division Superintendent**
  - signifies final approval of MOU's/MOA's
- 10. Top Management - served as witnesses to the provisions of the MOU's/MOA's that they are adhered to.**

#### **D. Activities, Action Plan or Approach**

- 7. Brigada Eskwela School Coordinators and School Partnership Focal Persons Capability Building**
- 8. Orientation of School Brigada Eskwela Coordinators/ School Partnership Focal Persons in the Implementation of Adopt-A-School Program and Re-Oriented of Republic Act 8525**

9. **Orientation of the Role of the School Head In The Effective Implementation of Brigada Eskwela and Adopt-A-School Program**
10. **Conference of New School Brigada Eskwela Coordinators in Addressing Gaps in the Implementation of Adopt-A-School Program**
11. **Training/Workshop of Brigada Eskwela Coordinators and School Partnership Focal Persons in The Filling Up and Submission of Brigada Eskwela Forms 1-7 and Other Partnership and Linkages Forms**
12. **Convergence of Stakeholders and awarding of stakeholders**

#### **Deliverables**

1. **Complete List of Adopting Entities and Adopted Schools**
2. **MOA's/MOU's, Certificate of acceptance and Deed of Donations**

#### **Monitoring and Evaluation**

**(Pls Attached BEMEF Implementation Plan and BEMEF Plan)**



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## **Implementation guidelines of the division initiated Numeracy program Project ALTER**

### **RATIONALE:**

Mathematics is a fundamental subject in all grade levels. Everyone uses mathematics in our daily lives most of the time. Our world today would be lost without numbers. Without numbers we could not read clocks measure the things around us and much more. When we are interested or want to know the truth, we look for patterns and generations in which math is vital for trial and error. Numeracy is everywhere, in all we do and is the cornerstone of everything we use.

Based on the recent result of the BELA, Regional Assessment Test and NAT of the Malaybalay City Division , Math placed the lowest in rank. Some reasons may have contributed to this results, like learning disabilities, study habits, lack of interests, health problems and lack of support from parents or guardians. Hence, this division recognizes the urgency of addressing issues in improving the numeracy skills of our learners.

To encourage young learners to embrace numeracy, project ALTER (Advocacy on Learners' Numeracy: Transcending to Educational Reform) said to be of great help. Series of activities of this project is believed to be an appropriate intervention to improve the learners' numeracy skills.

### **GOAL:**

The primary goal of Project ALTER is to improve the Basic Numeracy Skills of our learners in all grade levels (grades 1-11).

### **DESCRIPTION:**

Project ALTER is a Division Initiated Numeracy Program that will help the learners to love and play with numbers while learning. This project will cater Grade 1 to Grade 11 learners of different numeracy levels ( Numerate , Non-Numerate for grades 1-3)

In order to give an appropriate intervention, pre-assessment of learners using EGMA (Early Grade Mathematics Assessment) Tool is conducted. The result of the assessment will



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be analyzed following the guidelines. The learners will be grouped according to their numeracy need/level. Then the identified appropriate intervention be given to the learners based on the level.

**Primary Skills Assessed in the EGMA**

<b>Primary Skills</b>	<b>What is Assessed?</b>
Oral Counting	Ability to rote count.
Rational Counting	Ability to count with one to one correspondence.
Number Identification	Ability to identify written number symbols.
Number Discrimination	Ability to identify which number is greater in a given pair.
Missing Number	Ability to discern and complete number patterns.
Addition Level 1	Ability to apply basic addition facts with some level of automaticity and fluency.
Addition Level 2	Ability to use and apply procedural addition knowledge to solve addition problems at increasing levels of difficulty.
Subtraction Level 1	Ability to apply basic subtraction facts with some level of automaticity and fluency.
Subtraction Level 2	Ability to use and apply procedural subtraction knowledge to solve subtraction problems at increasing levels of difficulty.
Word Problems	Ability to use operations of addition and subtraction to solve a given problem.
Geometric Pattern Completion	Ability to discern and complete geometric patterns.
Geometric Visualization	Ability to visualize and discern shapes.

**METHODOLOGY:**

1. For grades 1-3, Learners will be grouped according to their numeracy level (Numerator, Non- numerator).
2. There will be two groups of learners

<b>Level</b>	<b>Description</b>
Numerator	<ul style="list-style-type: none"> <li>➤ Grade 1- Learners must pass Task numbers 1-5 plus 6A and 7A</li> <li>➤ Grade 2- Learners must pass Task numbers 1-8</li> <li>➤ Grade 3- Learners must pass Task numbers 1-10</li> </ul>





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<b>Non-Numerate</b>	<ul style="list-style-type: none"> <li>➤ <b>Grade 1- Learners failed to pass Task numbers 1-5,6A and 7A</b></li> <li>➤ <b>Grade 2- Learners failed to pass Task numbers 1-8</b></li> <li>➤ <b>Grade 3- Learners failed to pass Task numbers 1-10</b></li> </ul>
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3. All identified Non-numerate learners will be given interventions based on the tasks they failed while the Numerate learners will be given activities /learning sheets for mastery of the skills and for advance learning.

4. For grades 4-12, learners will be given pre-assessment using the teacher-made test questions based from the MELC before the start of every quarter.

5. Learners will be grouped according to the proficiency level the got from the assessment.

6. Teacher/s may conduct thorough remedial teaching based on the learners' need.

7. Remedial teaching of at least 30 minutes per day of at least two times a week to pre-requisite of every competency.

8. Schools may opt to request volunteers ( education or college graduates) from the community to handle remedial classes.

9. School has an option in scheduling the remedial teaching but it is suggested that it would be in the middle part of the day.

10. Quarter Assessment results will be analyzed to determine the effectivity of the program.

**Monitoring and Evaluation:**

**A. for Grades 1-3**

1. Monitoring and evaluation will be done January to February 2023.
2. Regular monitoring on the implementation of the program  
 School level- School Head/Master Teacher/ School Math Coordinator  
 District Level- Public Schools District Supervisor  
 Division Level- Education Program Supervisor
3. Conduct of EGMA Post Assessment on March 2023.

**Timeline of Activities (attached Div. Memo no. 436, s. 2022)**

MONTH	ACTIVITIES	PERSONS INVOLVED
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August 24,2022	Orientation of District Math Coordinators on the administration of EGMA	EPS District Math Coordinators
August 26,2022	Orientation –District level	PSDS, dist. Math Coor. And School Math Coor.
August 30,2022	Orientation through LAC session –School level	School Head School Math Coordinator All grades 1-3 teachers
September 5-23,2022	Administration of EGMA	School Head Grade 1-3 teachers
	Monitoring	PSDS
September 26-27,2022	Analysis and school consolidation of results	School Head Teachers
September 28-29,2022	Submission to the District Office and consolidation	School Head, PSDS District Math Coordinator
September 30, 2022	Submission of the consolidated result using the template to the Division (Soft Copy in Excel)	PSDS
October 3-5,2022	School Intervention Planning	School Head, Teachers
October 6-7,2022	Submission and consolidation of School intervention Plan to the district	School Head PSDS
October 10,2022	Submission of consolidated intervention plan to the Division (Soft copies)	PSDS EPS MATH/ELLN/Kinder
October 2022 to February 2023	Implementation of the school intervention plan	School Head Teachers
	Monitoring	PSDS/EPS
March 2023	EGMA post assessment	School Head, teachers
	Monitoring	PSDS EPS MATH/ELLN/Kinder
April-May,2023	Analysis, consolidation and submission of results to the district and division	EPS, PSDS, School Head and teachers

**B. For grades 4-12**

1. Monitoring and evaluation will be done every quarter.
2. Regular monitoring on the implementation of the program  
School level- School Head/Master Teacher/ School Math Coordinator  
District Level- Public Schools District Supervisor  
Division Level- Education Program Supervisor
3. Conduct of Unified Division Assessment Test



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4. Analyze test results
  - determine the future trainings of teachers
  - production of teaching and learning materials

**Award and Recognition:**

1. **Teachers, School Math Coordinators and School Heads will be recognized and awarded.**

**Orientation on the Project ALTER**

1. Orientation on Project ALTER to all EPSs and PSDSs
2. PSDSs will conduct an orientation to all their school heads in the district and school Math coordinators
3. The school head will orient the teachers on the implementation of the program.
4. The teachers then will discuss the program to parents during homeroom meeting.
5. Giving of feedbacks about implementation will be discussed during the School LAC session.

**Other activities:**

1. conduct of school/ Division Math Wizards
2. MTAP participation

Proponent:

**IMELDA S. BENTILLO**  
EPS



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## Program Concept Paper

### BATA ( Bata, Agakon, Tudloan, ug Atimanon )

#### I. Introduction

In consonance to the Development Goals on achieving Education for all (EFA), the need to provide equal opportunities for all children to avail accessible mandatory and compulsory kindergarten education demands urgency.

Pursuant to the “**Kindergarten Education Act of 2012**” (Republic Act No. 10157) and the K to 12 law on the “**Enhanced Basic Education Act of 2013**” (Republic Act No. 10533), Kindergarten education provides equal opportunities for all children to accessible, mandatory and compulsory kindergarten education that effectively promotes physical, social, cognitive, and emotional skills stimulation and values formation offered to all **five (5)-year old** Filipino children to sufficiently prepare them for Grade One. It is highlighted in the said laws that “**Kindergarten education is vital to the development of the Filipino child for it is the period when the young mind’s absorptive capacity is at its sharpest**”.

To ensure that all five (5)-year old children in the division of Malaybalay City will be enrolled this coming school year, **Program BATA (Bata, Agakon, Tudloan ug Atimanon)** said to be of great help. Series of activities of this project is believed to be an appropriate way to encourage parents and guardians to enroll their five (5)-year old children.

#### II. Goals and Objectives:

The program aims to ensure that enroll all five (5)-year old children in this city this coming school year and no five (5)-year old children left behind.

#### III. Methodology

##### A. Persons Involved

(Indicate the persons involved roles and responsibilities)

The persons involve in this program are the following:

1. Education Program Supervisor (Kindergarten Focal Person)-plans/sets all the activities, posts memorandum and receive all the necessary data ask for in this program. Leads in the analysis of data gathered.



2. Public Schools District Supervisor (PSDSs of District one to ten) monitors the activities in this program
3. School Head leads in the implementation of the program
4. Teacher/s implement/s the activities of the program.
5. LGU/Barangay Officials/Barangay Health Workers support in the implementation of the program by giving us their data and allowing the school heads and teachers to conduct community mapping.
6. Parents submit required updated/correct data during the community mapping.

**B. Activities, Action plan or approach**  
(Discuss the activities to be conducted)

<b>TIMEFRAME</b>	<b>ACTIVITES</b>	<b>SOURCE OF FUNDS</b>	<b>PERSONS INVOLVED</b>
January 2023	Post Memo on the submission of letter of intent to conduct KCEP (Kinder Catch-Up Program)		EPS kinder Focal, PSDSs, School Heads
January to February 2023	Community mapping and Data mining of five (5)-year old children in the barangay	School MOOE	School Heads, teachers, LGU Barangay, BHWs, parents
February 15-28, 2023	Submission of the list of five (5)-year old children who failed to enroll this school year.		School Heads
	Submission of the list of five (5)-year old		School Heads

	children on August to October 2023.		
March 2023	Orientation of school heads on the conduct of KCEP		EPS Kinder Focal, School Heads
March 2023	Identify volunteer teachers to handle KCEP  Preparing of materials in the conduct of training		School Heads
April 2023	Training of identified KCEP teachers	Division MOOE	EPSs
May to June 2023	Preparation of IMs and other materials	School MOOE	School Heads, Identified KCEP Teachers
July-August 2023	Conduct of KCEP	Honoraria-LG U Barangay	School heads, KCEP volunteer teachers, Barangay
August 2023	Submission of the list of children who completed the KCEP program		School Head and KCEP volunteer teacher

#### IV. Deliverables

##### A. Orientation of supervisor and school heads about the program

**B. Request LGU barangay about the activities**

**C. Community Mapping/ Data Mining**

**D. Prepare monitoring tool**

**V. Monitoring and Evaluation**

**(Pls Attached BEMEF Implementation Plan and BEMEF Plan)**

**A. EPSs and PSDSs conduct regular monitoring of the program using the monitoring tool**

# **Program Concept Paper**

Conduct periodic assessment on programs implemented to address learning gaps to make necessary adjustment if needed

## **( BELA - Basic Education Learning Assessment CMSS - Curriculum Management Support System )**

### **I. Introduction**

The Basic Education Learning Assessment (BELA) is a set of examinations taken in the Division by students in Grades 3, 6, 10, and 12. The test is designed to determine their academic levels, strength and weaknesses, as well as their knowledge learnt in major subjects throughout the year.

BELA examinations aim to provide observational information on the achievement level of students to serve as guide for principals and teachers in their respective courses of action. It also identifies and analyzes variations on achievement levels across the years by division, school and other variables. It determines the rate of improvement in basic education with respect to individual schools within certain time frames.

Relative to the administration of BELA every year, all learning area shall formulate hot test questions based on the Most Essential Learning Competencies ( MELC). With this prior to the formulation of test question there shall be a revisiting of Test construction principles.

### **II. Goals and Objectives**

- 1. Determine if learners are meeting the learning standards**
- 2. Help provide information to improve instructional practices**
- 3. Assess/evaluate effectiveness and efficiency of education service delivery using learning outcomes as indicators**
- 4. Provide empirical information as bases for curriculum, learning delivery, assessment and policy reviews, and policy formulation**

### **III. Methodology**

#### **A. Persons Involved**

##### **SDS**

The SDS shall oversee the test administration and shall be responsible for the smooth conduct of the test in the Division.

##### **DTC**

Division Testing Coordinator (DTC). He/she shall supervise and facilitate the administration of the test.

**SCHOOL HEAD**

Chief Examiner (CE). The School Head shall serve as the Chief Examiner and shall oversee the conduct of the test in the school.

**SCHOOL TESTING COORDINATOR**

School Testing Coordinator (STC). The Guidance Counselor/Department Head shall serve as the School Testing Coordinator whose task is to assist the Chief Examiner in the overall conduct of the test.

**EDUCATION PROGRAM SUPERVISOR/ PUBLIC SCHOOLS DISTRICT SUPERVISOR**

Room Supervisor (RS). Education Program Supervisor and Public Schools District Supervisors shall serve as Room Supervisors. They shall monitor and supervise in the rooms assigned to them.

**B. Activities, Action plan or approach**  
(Discuss the activities to be conducted)

Activities	Objectives	MOVs	Target Date	Source of Funds	Persons Involved
<b>A. BELA</b>					
Division Orientation	To conduct Division Orientation on Test Construction and Administration	Division Memorandum	March 8, 2023	HRTD	SDS, ASDS, Chief ES, EPSs, PSDSs, Test Framer
Test Construction	To produce standardized test questions	Test Questions	March 13 & 17, 2023	HRTD	SDS, ASDS, Chief ES, EPSs, PSDSs

QUAME	To produce standardized (HOTS) quality assured Test Questions	Quality Assured Test Questions	April 3 – 7, 2023	None	EPSs ( Learning area Incharge
Test Booklet Production	To produce Test Booklet and answer sheets	Test Booklet	April 17-21, 2023	None	EPSs, LRMS
BELA Administration	To conduct BELA to all schools ( Census)	Test Results	June 6 & 7, 2023	None	SDS, ASDS, Chief ES, EPSs, PSDSs, STC, School Heads
Test Analysis	To conduct Characterization of the BELA results	Characterization Results	June 26-30, 2023	MOOE	EPSs, Identified Teachers
CMSS					
Quarterly Monitoring of CMSS Data	To monitor the inputting of CMSS data through the Education Program Supervisor assigned by grade level	CMSS data	Two weeks after the quarterly examinations	None	EPSs, PSDSs, School Heads, School ICT incharge.

#### IV. Deliverables

- Answer sheets ( Grades 3, 6, 10 & 12 learners)
- Results of the test

- **Characterization**
- **Test Booklets**

**V. Monitoring and Evaluation**  
**(Pls Attached BEMEF Implementation Plan and BEMEF Plan)**

## Program Concept Paper

### **COMMUNIVIEW**

#### I. Introduction

To ensure timely decisions and improvements or adjustments in the DEDP are undertaken, and to facilitate immediate response to operational bottlenecks and external issues that may affect the efficient and effective implementation of DEDP strategies, Malaybalay City Division will implement a system-wide monitoring, evaluation, and adjustment (MEA), strategy and implement Program Implementation Review (PIR) and Plan Adjustments (PA). The DEDP MEA/PIR will serve as a platform for integration and collaboration between and among schools and stakeholders. The DEDP MEA/PIR will initiate a systematic process of collecting, collating, and analyzing the key education data and information. This will enable DepEd decision-makers, school-level implementers, and other stakeholders to collectively assess both the achievements and challenges of the basic education sector. The main goal of the DEDP MEA/PIR/is to facilitate decision-making for better and faster delivery of basic education services.

#### II. Goals and Objectives

Monitoring and evaluation are key components of successful plan and program implementation. DepEd's ability to efficiently implement the DEDP strategy while making important and necessary adjustments during implementation will ensure a more relevant, responsive and sustainable basic education service for the Division of Malaybalay City. The ability to adapt and respond quickly and effectively depends on operating a robust Monitoring and Evaluation (M&E) system.

1. Track access to quality basic education for all learners.

The DEDP MEA is an inclusion strategy designed to ensure that all school-age children and out-of-school youth (OSY), including learners from disadvantaged groups, have access to essential learning opportunities. SDO Malaybalay City tracks learners in and out of school, monitors performance standards within schools, and ensures the successful implementation of programs and support programs that address the diverse and unique learning needs of all learners;

2. Ensure that the policies and educational programs outlined in the DEDP remain relevant and responsive.



The DEDP MEA/PIR provides the necessary infrastructure for the various offices and implementers of SDO Malaybalay City to receive up-to-date data and information on learner performance, Education program progress and status. The efficiency of various offices of SDO Malaybalay City and the respect, protection, implementation and promotion of the rights of children and young people in primary education;

3. Facilitate the integration of educational programs and projects. The DEDP MEA/PIR involves various program managers, field implementers, and stakeholders collectively assessing and understanding the scope and objectives, implementation requirements, and outcomes of various programs, and assessing the challenges and operational challenges of each program. It serves as a meeting place for understanding bottlenecks;
4. Identify problems and implementation issues. One of the main objectives of the DEDP MEA is to enable the SDO Malaybalay offices to use lead and lag indicators to influence the delivery of basic educational services. To help identify both operational and strategic (sub-intermediate outcomes and intermediate outcomes) used as a guide; and
5. Identify the strengths and weaknesses of SDO Malaybalay City. Effective implementation of the DEDP strategy depends on the efficiency of the various levels of governance in the Division of Malaybalay City Urban Area – School and Community Learning Centers (CLC), School Department Offices (SDO), Regional Offices (RO) and Central Office (CO). Various governance entities operate under different but complementary mandates, so limitations or weaknesses at one level of governance affect the effectiveness of other levels. The DEDP MEA/PIR helps CO decision makers identify operational issues in this area and proactively address concerns that impact educational policy and strategy.

The M&E results will also be used to inform the adjustment of existing policies and the formulation of new policies, providing a basis for designing the next cycle of DEDP.

### III. Methodology

#### A. Persons Involved

**1. The Planning Service, Lead M&E Coordinators of CO Bureaus and Services, QAD, and SGOD will be trained on how to do monitoring and evaluation work, and how to manage the DEDP MEA Strategies. Specifically, the process owners will be trained and equipped on the following:**

- a. Implementing planning and M&E in a decentralized setting. This will provide participants with a system understanding of the requirements to operationalize M&E in a decentralized setting. The participants will be able to explain the scope and boundaries of M&E per governance level, common pitfalls and mistakes in integrating M&E with the planning process, and the operational requirements needed to sustain M&E in DepEd;**
- b. Understanding key performance indicators in basic education. This will provide participants with basic understanding of lead and lag indicators in basic education, and how to interpret and use KPIs in making adjustments and decisions;**
- c. Basic concepts and principles of M&E. This will equip the participants with key concepts and principles in implementing and managing M&E. These include preparing M&E framework, formulating objectively verifiable indicators, identifying means of verification, and formulating and using verification and validation tools;**
- d. Managing a MEA session, including quarterly reviews, annual reviews, and mid-term reviews. The participants will be taught how to manage and facilitate the conduct of reviews; and**
- e. Preparing performance dashboards and management reports. The process owners will be taught visualization techniques to prepare education performance dashboards. They will also be taught how to write management reports.**

## **2. Program Implementers from SDO**

**To prepare program implementers for M&E work, the following sessions will be provided:**

- a. Formulating M&E framework. Program implementers from the CO, RO, and SDO will be trained on how to develop M&E frameworks for their respective programs, and how to use the same in evaluating program results. Participants will be oriented on different M&E framework**

tools including log frame, results-based framework, and theory of change;

- b. Understanding key performance indicators in basic education. This will provide participants with basic understanding of lead and lag indicators in basic education, and how to interpret and use KPIs in making program adjustments and decisions;
- c. Basic concepts and principles of M&E. This will equip the participants with key concepts and principles in implementing and managing M&E. These include preparing M&E framework, formulating objectively verifiable indicators, identifying means of verification, and formulating and using verification and validation tools;
- d. Data analysis and data collection. This will enhance the capacities of program implementers on data collection, analysis, and utilization of education data and information on improving policies, design of programs, and adjusting technical assistance; and
- e. Developing a research agenda. This will equip the participants with the consciousness to seek evidence-based results of the various innovations, programs, or new policies.

### **3. School M&E Team**

School heads and members of the School M&E Team will be trained on the following:

- a. Understanding key performance indicators in basic education. This will provide participants with basic understanding of lead and lag indicators in basic education, and how to interpret and use KPIs in making adjustments in the SIP and making school-level decisions;
- b. Basic concepts and principles of M&E. This will equip the participants with key concepts and principles in implementing and managing M&E. These include preparing M&E framework, formulating objectively verifiable indicators, identifying means of verification, and formulating and using verification and validation tools;
- c. Data analysis and data collection. This will enhance the capacities of schools on data collection, analysis, and utilization of education data and information to ensure the effectiveness of DepEd programs, and schools' initiated interventions; and
- d. Preparing performance dashboards and management reports. The process owners will be taught visualization

techniques to prepare education performance dashboards. They will also be taught how to write management reports.

#### **4. ALS M&E Team**

Capability building of ALS personnel (teachers, District ALS Coordinators, District Supervisors, ALS Education Program Specialists for ALS-EPSAs, ALS Division/Region Focal Persons) on M&E will also be addressed. ALS personnel will be trained on the following:

- a. Understanding Key Performance Indicators in basic education. This will provide participants with basic understanding of lead and lag indicators in basic education, and how to interpret and use KPIs in making adjustments in the SIP and making school-level decisions;
- b. Basic concepts and principles of M&E. This will equip the participants with key concepts and principles in implementing and managing M&E. These include preparing M&E framework, formulating objectively verifiable indicators, identifying means of verification, and formulating and using verification and validation tools;
- c. Data analysis and data collection. This will enhance the capacities of schools on data collection, analysis, and utilization of education data and information to ensure the effectiveness of DepEd programs, and schools' initiated interventions; and
- d. Preparing performance dashboards and management reports. The process owners will be taught visualization techniques to prepare education performance dashboards. They will also be taught how to write management reports.

#### **5. Schools Division Superintendent**

Oversees the implementation

#### **6. Assistant Division Superintendent**

Assist in the overseeing of the implementation

#### **7. Chief Education Supervisors (CID and SGOD)**

Leads and assists program holders in the implementation

#### **B. Activities, Action plan or approach**

(Discuss the activities to be conducted)

Activities:

1. Capability Building of All Program Holders and Schools on the Basic Education Monitoring and Evaluation Framework (BEMEF)
2. Reskilling of the School Monitoring and Evaluation Coordinators

3. **Orientation of the School Governance Council Functionality Assessment Tool via School-Based Management of School Heads**
4. **Conduct Quarterly Program Implementation Review**
5. **Technical Assistance to Schools in the Implementation of School Governance Council via School-Based Management**
6. **Information campaign on the scope and benefits of the DEDP MEA/PIR/PA System**

**IV. Deliverables**

**M&E Tools**

**Data Capture Forms**

**MEA/PIR/PA Report**

**SBM/SGC Validation Result**

**V. Monitoring and Evaluation**

**(Please see separate file for IP and M&E Plan)**

## Program Concept Paper

### COMPREHENSIVE PERSONNEL INFORMATION SYSTEM (CPIS)

#### I. Introduction

The Department of Education, Division of Malaybalay City developed a 3-year Division Strategic Plan for CY's 2015-2017. It includes strategic programs such as: *"ICT4 ED"*, *"AYOS"*, and *"Bawat Oras, Serbisyong Wagas"* which aims at improving the office and systems management to ensure a supportive environment for quality basic education.

Office and systems management includes developing the workplace into a 21<sup>st</sup> Century Office that promotes office environment, ergonomic, productivity, ethical behavior, systems management approach, and database management system. The E-Commerce Act of 2000, otherwise known as the Republic Act No. 8792, s 2000, recognizes the vital role of ICT in creating an information-friendly environment in the public service organizations. The Anti-Red Act of 2007, also known as Republic Act No. 9485 s. 2007, promotes the expedition of government transactions, the use of appropriate measures for transparent governance, adoption of simplified procedures, and accountability in the management of public affairs.

Furthermore, DepEd supports the improvement of office operations and services in conformity to DepEd Order No. 13, s. 2013 re: Approval and Implementation of the DepEd Rationalization Program and DepEd Oder No. 52, s. 2015 re: New Organizational Structures of the Central, Regional and Schools Division Offices. Consistently, the organizational structure was rationalized based on Executive Order No. 366, s. 2004 (Directing a Strategic Review of the Operations and Organizations of the Executive Branch and Providing Options and Incentives for Government Employees Who May Be Affected by the Rationalization of the functions and Agencies of the Executive Branch), new positions were created and filled-up, and functions were re-designed which employees need to adopt.

The Department of Education, Division of Malaybalay City started its operation on September 2009 with limited resources. Office and systems management relied on the availability of resources. However, at the start of CY 2015, SDS Edilberto L. Oplenaria initiated the development of the 3-year Division Strategic Plan which incorporates strategic programs for an enhanced office and systems management. Now in sixth year of operation, the Division is

challenged with the growing demands of work. Crucial problems are usually encountered in processing records and personnel-related transactions.

The areas for improvement include records, personnel, service records, Personal Service Itemization and Plantilla of Personnel (PSIPOP), and GSIS Members' Service Profile.

## II. Goals and Objectives

### *Goal:*

To improve office and systems management by developing a customized Comprehensive Personnel Information System (CPIS) with sub-systems, such as: Personal Data Sheet and 201 Files (Phase I); Service Records (Phase II); Leave Records (Form 6) (Phase III); Personal Services Itemization and Plantilla of Personnel (PSIPOP) (Phase IV), and, GSIS Members' Services Profile.

### *Objectives:*

In general, CPIS aims to:

- Improve office and systems management in records and personnel transactions.
- Centralize personnel information;
- Simplify data entry and eliminate data redundancy;
- Limit possibilities of human errors;
- Improve employee performance, productivity and job satisfaction through automated processes;
- Improve the services towards its primary clients through the use of ICT; and
- Provide support for future planning, policy development and program administration.

## III. Methodology

### A. Persons Involved

**The human resources needed in this project are the Schools Division Superintendent Information Technology Officer, Administrative Officers and data encoders.**

**B. Activities, Action plan or approach**

**Since the system is already existing, serving the Office efficiently for quite sometime now, it only needs to be maintained. Constant updating of the database shall be implemented. One of the Personnel Unit staff is incharge to constantly update the system.**

**IV. Deliverables**

**V. Monitoring and Evaluation**

**(Pls Attached BEMEF Implementation Plan and BEMEF M&E Plan)**



## Program Concept Paper

### **CONVERSION OF SPED CENTER INTO INCLUSIVE LEARNING RESOURCE CENTER**

#### **Introduction**

(Indicate the description of the program, rationale and background)

The provision of educational programs and services for learners with disabilities is integral to the right to accessible and quality basic education and the mandate of DepEd as a duty-bearer to uphold said right, as embodied in the laws and commitments mentioned in D.O.44,s.2021(Policy guidelines on the Provision of Educational Programs and services for learners with Disabilities in the K to 12 Basic Education Program) is the legal bases that apply to the policy on the Conversion of SPED Center into Prototype Inclusive learning Resource Centers. DEpEd Order No.45, s. 2021. Policy Guidelines on The Selection of and Minimum Requirements for the Conversion of Certain Schools with SPED Centers into Prototype Inclusive Learning Resource Centers.

The presence of Inclusive Learning Resource Center shall contribute to the realization of the DepEd's mission to protect and promote the right of every Filipino to quality, equitable,culture-based, inclusive and complete basic education.The ILRC shall provide the necessary support services to all types of marginalized and disadvantaged learners.

Malaybalay City Central SPED Center is the second school among the three schools in Region X that will pilot the conversion of SPED Center into the Inclusive Learning Resource Center.

#### **II. Goals and Objectives**

The primary aim of establishing the Inclusive Learning Resource Centers is to provide support to teaching and learning through appropriate and relevant services and access to learning resource materials in different formats to ensure equitable and quality basic education for the marginalized and disadvantaged learners.

Learners with disabilities shall be given the opportunity to learn together with their typically developing peers in child-friendly and inclusive general education classrooms while they get the support for care, rehabilitation, as well as additional learning support.

#### **III. Methodology**

A. Persons Involved ( As provided in D.O.NO.45,s.2021)

Central Office –

**a. Provides over- all directions in the conversion of school with SPED Center into ILRC through policy formulation and standard setting;**

**b. Provides Technical Assistance to the regional, division and the ILRC personnel through the Bureau of Learning Delivery on the operationalization of the ILRC's.**

**c. Facilitates the processing of the Sub-Allotment Release Order and download to the implementing units the allocated budgets; and**

**d. Serves as oversight during the preparatory activities in the conversion of SPED Centers into ILRC,**

#### **Regional Office**

**a. Recommends to the Central Office through the Bureau of Learning Delivery-Students Inclusion Division the schools with SPED Center based on the requirements and criteria for validation and finalization on the list of SPED centers to be converted into ILRC;**

**b. Monitors and evaluates the conversion of school with SPED Center into ILRC; and**

**c. Provides technical assistance to the Division Office on the conversion of school with SPED center into ILRC.**

#### **Division Office**

**a. The Curriculum Implementation Division (CID) shall serve as the implementing unit for the conversion of the school with SPED Center or school with space facility to converted into ILRC;**

**b. Recommends to the regional office the school with SPED Center or school with space facility to be converted into ILRC;**

**c. Prepare the program of works for the procurement and services in the conversion of the SPED Center or school with space facility into ILRC;**

**d. Ensure the compliance if the service provider based on the layout, design and specifications provided; and**

**e. Forges partnership with the Local Government units and/or Non-Government Organization for support to the conversion of SPED Center into ILRC through a Memorandum of Agreement (MOA) / Memorandum of Understanding (MOU)**

#### **School**

**a. Ensure the availability of SPED Classrooms to be converted into different ILRC support service areas.**

b. Implement the policy guidelines in collaboration with the division office on the conversion of the SPED Center into ILRC;

c. Designates an ILRC Coordinator, preferably a SPED Teacher to serve as the focal person on the conversion of the SPED Center into ILRC;

d. Prepares and submits status report on the conversion of SPED center into ILRC when necessary;

e. Coordinate with the Division Office on the decisions to be made in all matters related to the conversion of SPED Center into ILRC; and

f. Initiates partnerships with Local Government Units or Non-Government Organizations in collaboration with the Division Office to support the conversion of the SPED Center into ILRC.

**B. Activities, Action plan or approach**

(Discuss the activities to be conducted)

Activities to be conducted in the conversion of SPED Center into the ILRC shall follow the guidelines of D.O.45,s.2021 and upon instruction from the higher offices.

For the month of January 2023, the Program of Works prepared by the Division Office was already submitted to the Central office .

**IV. Deliverables**

-Providing learners, the essential link between the curriculum and learning resources.

-Provision of support services such as but not limited to educational assessment for appropriate placement, physical therapy, occupational and behavioral therapy, speech and language therapy necessary for them to equitably access quality basic education.

**V. Monitoring and Evaluation**

(Pls Attached BEMEF Implementation Plan and BEMEF Plan)

Provision of D.O. 45, s. 2021

1. The Central office through the monitoring Team organized by the Bureau of Learning Delivery-Student Inclusion (BLD-SID)

2. The Quality Assurance Division (QAD) in the Regional Office will monitor and evaluate the implementation of the policy guidelines at the division level for technical assistance when necessary;

3. The school Governance and Operation Division (SGOD) in the Division Office shall conduct monitoring and evaluation for progress tracking and necessary adjustments in the program of work and other interventions to

**ensure that the conversion of SPED Center into ILRC is implemented as planned.**

## **DIGITAL4ALL (Development of Inclusive, Gender-sensitive, Innovative, Transformative and Adaptive Learning Resource) for All**

### **I. Introduction**

With the Department of Education goal to foster quality education for ALL, DepEd Malaybalay plans to initiate a program that would cater the learning needs of our learners under inclusive system of education. **DIGITAL4ALL** was conceived to institutionalize an ICT-based learning platform where learners under inclusive education could access digital/ICT based learning platform. **DIGITAL4ALL** means Development of Inclusive, Gender-sensitive, Innovative, Transformative and Adaptive Learning Platforms for All. This initiative aims to develop learning platforms for SPED, ALS, IPED, MADRASAH education that would reinforce learning of our learners; capacitate teachers on the development and utilization of the DepEd Learning Platforms for Inclusive education; and create sustainable learning platforms to all learners regardless of their age, gender, socio-economic status, tribal affiliations, learning abilities and their personal background.

### **II. Goals and Objectives**

At the end of the program, the schools will be able to:

- a.) Develop learning resources for inclusive education to be uploaded in the **DIGITAL4ALL**;
- b.) utilize an inclusive digital learning resource bank for **SPED, ALS, IPED MADRASAH**;
- c.) monitor and evaluate the utilization of this digital learning resource bank for **SPED, ALS, IPED**

### III. Methodology

#### A. Persons Involved

<b>Persons-Involved</b>	<b>Position</b>	<b>Major Task</b>
Dr. Victoria V. Gazo, CESO V	Schools Division Superintendent	Oversees the planning, implementation, monitoring and evaluation of program
Ralph T. Quirog	Chief Education Program Supervisor	Leads and assists program holders on planning, implementation, monitoring and evaluation
Dr. Dindo M. Gabales	Education Program Supervisor, TLE	Directs program implementers on the planning, implementation, monitoring and evaluation
Purissima A. Yap	Education Program Supervisor, LR	Serves as resource person/ Program collaborator during the planning, development and evaluation of learning resources
Paterno T. Padua, Jr.	PDO II	Serves as resource person/ Program collaborator during the planning, development and evaluation of learning resources
Paul John P. Arias	ITO I	Provides technical assistance on planning, implementation, monitoring and evaluation
DIGITAL4ALL Developers	SPED, ALS, IPED, MADRASAH Teachers	LR Developers, writers, illustrators

## **B. Activities, Action plan or approach**

- 1. Conduct Needs Assessment of Schools on ICT Platforms for Inclusive Education**
- 2. Training and Development of ICT-based Learning Resources for Inclusive Education through Capability Building Program.**
- 3. Launching of the Utilization of Learning Resource Bank with the LR for Inclusive Education**
- 4. Monitoring of the Utilization of Learning Resources for Inclusive Education**
- 5. Conduct Program Implementation Review on the Integration of Inclusive Education Learning Resource Materials.**

## **IV. Deliverables**

- 1. Needs Assessment Results**
- 2. ICT-based Learning Resources / Materials**
- 3. Learning Resource Bank**
- 4. Monitoring and Evaluation Results**
- 5. Program Implementation Review Findings/Results**

## **V. Monitoring and Evaluation**





Title: Learning and Development Equity for Children, Youth, and Adults in Situation of Disadvantage Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives		Responsible Agency/Institution	Lead Agency/Institution	Budget Source
What actions/activities must be completed to implement the	Who is responsible for the	When must the action/activity be	How much will it	Where will the funding
<b>OUTPUT 1 Assessment and Prioritization</b>				
Activity 1 Conduct Needs Assessment of Schools on ICT Platforms for Inclusive Education	CID	January to December 2023	5,000.00	MOOE/Other Existing Funds
<b>OUTPUT 2 Conduct of the Programs, Activities and Projects</b>				
Activity 2 Training and Development of ICT-based Learning Resources for Inclusive Education through Capability Building Program.	CID	2023-2026	300,000.00	MOOE/Other Existing Funds
Activity 3 Launching of the Utilization of Learning Resource Bank with the LR for Inclusive Education	CID	2024	50,000.00	MOOE/Other Existing Funds
<b>OUTPUT 3 Monitoring and Evaluation</b>				
Activity 4 Monitoring of the Utilization of Learning Resources for Inclusive Education	CID	2024-2026	30,000.00	MOOE/Other Existing Funds
Activity 5 Conduct Program Implementation Review on the Integration of Inclusive Education Learning Resource Materials	CID	2024-2026	60,000.00	MOOE/Other Existing Funds

## **Program Concept Paper**

### **Disaster Ready and Resilient Malaybalay Schools (DRRMS)**

#### **I. Introduction**

**Floods, tropical cyclones, earthquakes, and heavy rainfall are one of common hazards experienced in the Division. Though they are not always as destructive and deadliest as experienced in other Divisions, they are always the costliest.**

**Schools become unusable because of damages, use as evacuation center, loss of equipment and facilities, loss of learning materials, or lack of teachers are some effects of hazards that hinder children to achieve their goals.**

**It should also be noted that schools in the Division of Malaybalay are exposed to armed conflicts that most of the time when it happens resulted to class suspensions and mental/emotional stress to learners and teachers.**

**The accompanying risks from natural and human-induced hazards could be determined by the structural integrity of school buildings, awareness and capacity of teachers and students, geographic location of schools, population distribution, and institutional support, among others.**

#### **II. Goals and Objectives**

**This program aims to:**

- 1. ensure continuity of educational services to learners and other relevant stakeholders in times of disasters,**
- 2. improve school and division office capacity to reduce risks and develop resiliency, and**
- 3. promote school compliance to the comprehensive Disaster Risk Reduction and Management in Basic Education Framework which integrates the comprehensive school safety framework in the Philippine education system**

III. Methodology  
 A. Persons Involved

<b>Persons-Involved</b>	<b>Position</b>	<b>Roles</b>
Victoria V. Gazo, CESO V	Schools Division Superintendent	<ul style="list-style-type: none"> <li>● Overall steering committee of the program.</li> <li>● Provide administrative support to the team</li> </ul>
Aliena S. Dajay, CESE	Assistant Schools Division Superintendent	
Ralph T. Quirog, MA	Chief Education Program Supervisor	
Lorenzo O. Capacio, EdD	Chief, Education Program Supervisor	
Manuel D. Dinlayan II	Administrative Officer V	
Rosalio P. Arangco	Education Program Supervisor	Lead coordinator for the implementation of activities regarding child's protection and rights
Marsfifth M. Mamawag	Senior Education Program Specialist, Social Mobilization	Lead in the communicating with various stakeholders that could assist the division in realizing its objectives
Rio G. Arbutante	Education Program Specialist, Social Mobilization	Assist in the engaging the various stakeholders of the Division
Jimdandy S. Lucine	Project Development Officer II/Division DRRM Coordinator	<p>Lead Coordinator in the implementation of DRRMS program.</p> <p>Collects reports from various program holders/coordinators under the DRRMS program.</p>
Engr. Leslie T. Fontanilla	Engineer III	Ensures compliance to safe learning facilities in schools and Division Office
Karl Lois C. Pagaran	Project Development Officer I	Assist the lead coordinator in implementing child protection and rights

<b>Persons-Involved</b>	<b>Position</b>	<b>Roles</b>
		Ensure involvement of youths in DRRM and CCAM related activities
Lucilyn M. Cahucom	Project Development Officer I	Assist the lead coordinator in implementing child protection and rights  Ensure involvement of youths in DRRM and CCAM related activities
Purissima J. Yap	Education Program Supervisor (LRMDS)	Lead coordinator for the implementation of LRMDS  Ensures availability of modules and support for schools with lacking learning resources losted in times of disasters
Paterno T. Padua, Jr.	Project Development Officer II (LRMDS)	Assist the lead coordinator in implementing various LRMDS programs and projects
Jennifer L. Madelo, RN	Nurse II	Lead in promoting mental health programs of the Division  Coordinate implementation of various OKD programs
Darvy Daguimol	Administrive Officer IV (Supply Office)	Provide technical assistance in the inventory of school properties needed before, during, and after disasters
Atty. Wincerbogne Pesisano	Legal Officer III	Provide legal services to affected learners and personnel in times of disasters

<b>Persons-Involved</b>	<b>Position</b>	<b>Roles</b>
Guia G. Villahermosa	Administrative Officer IV (Personnel Unit)	Provide administrative support to affected personnel in times of disasters

**B. Activities, Action plan or approach**

<b>Pillar</b>		Learners' Resiliency and Well-being								
<b>Intermediate Outcomes</b>		Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being								
<b>Sub-intermediate Outcomes</b>		Learners are safe and protected, and can protect themselves from risks and impacts from natural and human-induced hazards								
<b>Strategies</b>		Protect learners and personnel from death, injury, and harm brought by natural and human induced hazards								
<b>OUTPUT S</b>	<b>PPAs</b>	<b>TIMELINE AND ESTIMATED BUDGET</b>						<b>FUND SOURCE</b>	<b>OFFICE PRIMARY RESPONSE RLR</b>	<b>MOVs</b>
		<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>			
ESD, DRRM, Climate Change Adaptation and Mitigation (CCAM), and	Capacity Building on DRRM, CCAM, and Peacebuilding and Curriculum							HRT D Fund	DRRM	Training Design, Photo-documentation, and Attendance Sheet

<p>peacebuilding competencies in the K to 12 curriculums integrated</p>	<p>Integration</p>									
<p>Personnel and stakeholders equipped on DRRM, CCAM, and peacebuilding</p>							<p>Safety and emergency supplies and equipment provided to DepEd Offices and Schools</p>	<p>Preparation of Proposal for Construction of Emergency Supply Room in the Division Office</p>	-	-

	Proposal for purchase of Tents as Temporary Classrooms		-	-	-	-	-	Division MOOE	DRRM	Project Proposal
Early Warning Systems (EWS) in DepEd Offices and Schools established	Publication of IEC for Established EWS (including other IEC for other DRRM/CAM-related advocacies)							Division MOOE	DRRM	Printed IEC Materials

<b>Pillar</b>	Learners' Resiliency and Well-being
<b>Intermediate Outcomes</b>	Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being

<b>Sub-intermediate Outcomes</b>		Learners are safe and protected, and can protect themselves from risks and impacts from natural and human-induced hazards								
<b>Strategies</b>		Ensure learning continuity in the aftermath of a disaster or emergency								
<b>OUTPUTS</b>	<b>PPAs</b>	<b>TIMELINE AND ESTIMATED BUDGET</b>						<b>FUND SOURCE</b>	<b>OFFICE PRIMARY RESPONSIBLE</b>	<b>MOVs</b>
		<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>			
Internal and external partners for response, rehabilitation, and recovery mobilized	Maintain active membership and participation to various activities in City and Provincial DRRM Councils							N/A	DRRM	Minutes
Regions, Divisions, and schools equipped in leading multi-stakeholder groups for the implementation of response, rehabilitation										



n, and recovery					
MHPSS interventions, including referral mechanisms, for learners and personnel affected by disasters and emergencies are provided					
Access to relevant responses, rehabilitation, and recovery-related datasets from school enhanced	Maintenance of Incident Flatfile DB		N/A	DRRM	Updated Incident Flatfile DB
Major repair and reconstruction of infrastructure and replacement of non-infrastr					

ucture damages due to disasters/emergencies for rehabilitation and recovery completed					
Feedback and accountability mechanisms for learners on emergency interventions established	Conduct of Quarterly Meetings with School DRRM Coordinators		HRT D	DRRM	Minutes
Information, Education, and Communication (IEC) materials in the aftermath of a disaster or emergency developed and disseminated	Publication of IECs		Division MOOE	DRRM	Printed IEC materials

<p>DepEd inter-agency Comprehensive Rehabilitation and Recovery Plan (CRRP) for Disaster and Emergency Developed</p>	<p>Participate in the Comprehensive and Recovery Plan (CRRP) for Disaster and Emergency Workshop of the DepEd Region X/DRRMS</p>	-	-	-	-	-	DPRP Fund	DRRM	Certificate of Participation, Photo-documentation
	<p>Workshop on the Comprehensive and Recovery Plan (CRRP) for Disaster and Emergency</p>	-	-	-	-	-	HRT D Fund	DRRM	Training Design, Attendance Sheet, Photo-documentation

<b>Pillar</b>		Learners' Resiliency and Well-being								
<b>Intermediate Outcomes</b>		Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being								
<b>Sub-intermediate Outcomes</b>		Learners are safe and protected, and can protect themselves from risks and impacts from natural and human-induced hazards								
<b>Strategies</b>		Protect education investments from the impacts of natural and human-induced hazards								
<b>OUTPUT S</b>	<b>PPAs</b>	<b>TIMELINE AND ESTIMATED BUDGET</b>						<b>FUND SOURCE</b>	<b>OFFICE PRIMARY RESPONSIBLE</b>	<b>MOVs</b>
		<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>			
Risk assessment data for DRRM, CCAM, and peacebuilding established	Maintenance of Incident Flatfile DB							N/A	DRRM	Incident Flatfile DB

<p>DRRM, CCAM, and peacebuilding plans; contingency plans, and public service continuity plans in all governance levels developed</p>	<p>Write-shop on DRRM, CCAM, and peacebuilding plans, contingency plans, and public service continuity plans</p>		<p>HRTD</p>	<p>DRRM</p>	<p>Training Design, WFP, Attendance Sheet, Photo-documentation</p>
<p>Regular programs for structural and non-structural hazard prevention and mitigation measures implemented</p>	<p>Division Search for DREAM School Awards</p>		<p>HRTD</p>	<p>DRRM</p>	<p>List of Awardees</p>

<p>DRRM, Peacebuilding, and Climate Change-related programs, projects, and activities (PPAs), and budget in DepEd offices and Schools Annual Plans developed</p>									
<p>Functional DRRM Team Organized in all Governance Levels</p>	<p>Review of DRRM Team in the Division and Capacity Building</p>	-	-		-	-	Division MOOE	DRRM	<p>Memorandum, Training Design, Attendance Sheet, Photo-documentation</p>

DRRM, CCAM, and Peacebuilding Research Published	Propose policy on having DRRM, CCAM, and Peacebuilding a separate theme in the Division Research Congress		-	-	-	-	-	N/A	DRRM	Memorandum
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**IV. Deliverables**

- Training Designs
- Project Proposals
- Contingency Plans
- IEC materials
- List of Awardees
- DRRM Incident Database

**V. Monitoring and Evaluation  
(see attached BEMEF)**

										W-DATA ANALYSIS				M-IMPACT ANALYSIS			
Goal	Impact Statement and School	Percentage of schools and students	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title
Goal	To ensure that learners are treated and learn their rights and have the skills to protect themselves and other their education-related rights from Disaster and other consequences to promote benefits	No. of schools trained on DRRM, CCAH, EIE -related skills	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title
Outcomes	- ESD, DRRM, Climate Change Adaptation and Mitigation (CCAM), and pest/disease competence in the K to 12 curriculum integrated - Personnel and stakeholders equipped on DRRM, CCAH, and pest/disease - Capacity building on DRRM, CCAH and pest/disease and Condition Integration	No. of capacity building conducted	Training Design, Accomplishments in Report	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title	DRRM, CCAH, and EIE Title
Activity 1	Safety and emergency supplies and equipment provided to District Offices and Schools	No. of proposal processed	Project Proposal	DRRM	Quarterly	Google Drive, Google Forms	Division Office Planning Team, Division DRRM, SGO, CID, OADS, School	Quantitative Analysis	SGO AND CID	Annually	DRRM, CCAH, and EIE Title	Accomplishment and Meetings	Quarterly				
Activity 2	Proposal for purchase of kits in Temporary Classrooms	No. of proposal processed	Project Proposal	DRRM	Quarterly	Google Drive, Google Forms	Division Office Planning Team, Division DRRM, SGO, CID, OADS, School	Quantitative Analysis	SGO AND CID	Annually	DRRM, CCAH, and EIE Title	Accomplishment and Meetings	Quarterly				
Activity 3	Early Warning Systems (EWS) in District Offices and Schools	No. of proposal processed	Project Proposal	DRRM	Quarterly	Google Drive, Google Forms	Division Office Planning Team, Division DRRM, SGO, CID, OADS, School	Quantitative Analysis	SGO AND CID	Annually	DRRM, CCAH, and EIE Title	Accomplishment and Meetings	Quarterly				







Activity 1	Description or statement of corresponding objectives	No. of proposal processed	Accomplishments in Report/Memorandum	OHNM	Annually	Google Drive, Google Sites	Division Offices Planning Team: DIRM, SODD, CID, ODD, SODS	B. DATA ANALYSIS		C. FOR QUALITY IMPROVEMENT, MONITORING AND REPORTING		
								Do you have data analysis to be used?	Frequency of data analysis?	Analysis of staff needs	Communication strategies to be implemented	Reporting mechanisms/frequency
Activity 1	These are the SHADP indicators of impact, outcome, and outputs: Quantitative and qualitative criteria that provide a single and reliable means to measure achievement or reflect changes compared to the goal, outcomes, and output (respectively).	Are there existing tools to be used? In 11 final FGDs, documents, interviews, questionnaires, surveys?	Office of personnel who do collection (annual)	Relates to frequency of collection (monthly, quarterly, semi-annual, annual)	Upon collection of data, where do you store it? If hard copies, are they tabulated? Or, are there computers, databases?	Who are the users of raw data being collected (internal and external stakeholders) and for what? (e.g., DIRM, SODD, CID, ODD, SODS, Board)	Do you have specific statistical tools used to process and analyze the data?	Is there a specific staff or others who do data analysis?	How frequent data analysis? Monthly, quarterly, annually?	After analysis, you have the findings and proposed recommendation findings and tips? To whom it will be provided (internal and external stakeholders)?	What are the current problems and strategies to communicate the recommendation findings and tips? (e.g., socialization, training, orientation, conveners, forums, boards, media, social media, written reports, PPTs)	Do you regularly report to, are there specific schedules or frequency of reporting or dissemination?
Activity 1	These are the SHADP indicators of impact, outcome, and outputs: Quantitative and qualitative criteria that provide a single and reliable means to measure achievement or reflect changes compared to the goal, outcomes, and output (respectively).	Are there existing tools to be used? In 11 final FGDs, documents, interviews, questionnaires, surveys?	Office of personnel who do collection (annual)	Relates to frequency of collection (monthly, quarterly, semi-annual, annual)	Upon collection of data, where do you store it? If hard copies, are they tabulated? Or, are there computers, databases?	Who are the users of raw data being collected (internal and external stakeholders) and for what? (e.g., DIRM, SODD, CID, ODD, SODS, Board)	Do you have specific statistical tools used to process and analyze the data?	Is there a specific staff or others who do data analysis?	How frequent data analysis? Monthly, quarterly, annually?	After analysis, you have the findings and proposed recommendation findings and tips? To whom it will be provided (internal and external stakeholders)?	What are the current problems and strategies to communicate the recommendation findings and tips? (e.g., socialization, training, orientation, conveners, forums, boards, media, social media, written reports, PPTs)	Do you regularly report to, are there specific schedules or frequency of reporting or dissemination?

Note: For the Outcome, you may add row for another outcome.

## **EDTECH: Supplemental Trimodal Framework of the Digital Learning Modalities (Circa 2017-2022)**

### *I. Introduction*

With the aim of the Department of Education to revitalize programs, the division initiated digital learning resources for the past years such as the ICT4ED (2017), ICON LIVE MALAYBALAY (2021) and INTERACTIVE VIDEO LESSONS (2020-2022). With these initiatives, the division plans to revitalize, reuse, reintroduce and reintegrate these digital learning materials as supplemental tools to foster quality learning.

In 2021-2022, the Division initiated an Online learning delivery initiative that enables schools to conduct distance classes. There were more than 412 Icon Live Teachers who were selected to air the lessons from the modules. A Total of 1023 episodes were aired in the Icon Live sessions from Kindergarten to Grade 12 and a total of 15,312 members (including the parents/learners/teachers) were able to register, access and participated in the Icon Live sessions. Based on the results of the program evaluation (CIPP Model), the ICON Live Malaybalay improved the delivery of the teaching and learning process, promoted professional development of teachers, strengthened parental engagement in the learning process and fostered quality learning to all the learners which could be gleaned on their performances. Concurrently, ICON LIVE 2.0 was conceived derived from the ICON LIVE Malaybalay Digital Learning Resources. This is an innovative offline learning delivery program for learners that utilizes all recorded video lessons during the pandemic. This program aims to: (1) deliver instructions to the learners directly at a scheduled time via offline livestreaming of classes and offers flexible learning hours after the presentation; (2) allow learners to connect, interact and address their learning issues and concerns in real time; and (3) enable learners to concretize their learning progress in in-person or distance classes. Those online livestreaming of classes will be canned, quality assured, disseminated and reutilized in schools to reinforce in-person classes.

Moreover, in 2017, the Division initiated the ICT4ED Program that developed interactive Instructional Material employing Social Media Tools such as YouTube, Pinterest, LinkedIn, Weblogs and including the LRMS Portal. The iSM4RTS innovation aims to produce digital interactive instructional material (IM) integrated with the social media (SM) tools to support the teaching and learning process. This interactive Instructional Material fosters focusing inquiry skills of students, stresses discovery approach and enhances independent learning. These digital interactive Instructional materials are multi sensor in nature since; it contains visual images, background music, voice overs and animations. It would boost students' interest because the visuals alone would stimulate the analytic minds of the students and fosters critical thinking skills.

The visual images were taken from social media sites specifically the social media sharing sites like YouTube and Pinterest. The sample interactive instructional materials were content validated by the field experts to ensure quality content and appropriateness of activities. Some of these interactive instructional materials under this initiative were quality assured by the division quality assurance team and one of the interactive instructional materials was re-validated by the Development Academy of the Philippines to guarantee its validity and reliability. The process in producing these interactive instructional materials are costless, since all the resources needed are available in a single application which is downloadable in the internet. To make the instructional material interactive, the innovators used the features of PowerPoint presentation.

The copyright and intellectual property rights were also being considered in the making of these interactive instructional materials. References and disclaimers were properly cited in the interactive instructional material to ensure that some of the parts are adopted and developed. The delivery of instruction using these interactive

**instructional materials is conducted inside an e-classroom since, these applications run through the computers and other electronic devices.**

**The development of this interactive instructional innovation is based on Mayer's (2001) 5 steps of cognitive theory of learning activation. These steps are: (a) selection of words that are relevant for verbal working memory processing, (b) selection of relevant images for visual working memory processing, (c) organization of selected words into verbal mental model, (d) organization of selected images into a visual mental model, and (e) integration of verbal and visual representations. In addition, the content of these interactive instructional materials adheres to the standards set in Department of Education Order No. 42 s. 2016 The Policy Guidelines on Daily Lesson Preparation. Thus, these interactive instructional materials follow the standards on the teaching and learning process from preparation to evaluation set by the department of education. Moreover, this interactive instructional material is appropriate to the learners since studies have revealed that visual learners in a population make up around 65% and Verbal learners are about 30% (Bradford, 2011). With these, there is a high assurance that the iSM4RTS innovation is valid, reliable, appropriate, and all competencies and curriculum standards are considered in the crafting of this innovation.**

**Lastly, Interactive Video Lessons (IVL) will be employed to reinforce learning to all the learners in all grade levels. The reutilization of these materials addresses issues on lack of teaching strategies, lack of training and inadequate facilities especially to skills performance and process-based learning in schools. These interactive video lesson will be assessed through inventory, quality assured, reutilized/implement and monitored.**

## **II. Goals and Objectives**

**At the end of the program, the participants/schools are expected to:**

- a.) capacitate school heads and teachers on the standards on the utilization and integration of ICT-based learning resources;
- b.) implement EDTECH Trimodal framework as supplemental digital learning resources integration mechanism; and
- c.) develop sustainability plans of the ICT-based programs and innovations.

III. Methodology

A. Persons Involved

<b>Persons-Involved</b>	<b>Position</b>	<b>Major Task</b>
Dr. Victoria V. Gazo, CESO V	Schools Division Superintendent	Oversees the planning, implementation, monitoring and evaluation of EdTech
Dr. Aliena S. Dajay	Assistant Schools Division Superintendent	Assists in the overseeing of the quality of planning, implementation, monitoring and evaluation of EdTech
Ralph T. Quirog	Chief Education Program Supervisor	Leads and assists program holders on planning, implementation, monitoring and evaluation of EdTech
Dr. Lorenzo O. Capacio	Chief, Education Program Supervisor	Leads and assists program holders on planning, implementation, monitoring and evaluation of EdTech

Dr. Dindo M. Gabales	Education Program Supervisor, EPP/TLE/TVL	Program Holder, Directs program implementers on the planning, implementation, monitoring and evaluation of EdTech
Purissima A. Yap	Education Program Supervisor, LR	Serves as resource person/ Program collaborator during the planning, development and evaluation of EdTech resources
Ria K. Alcuizar	Senior Education Program	Serves as resource person/Program collaborator during the planning, development and evaluation of learning resources in EdTech
EDTECH Taskforce Members	Education Program Supervisors/ Public Schools District Supervisors/School Heads	Serve as evaluators of the learning resources and programs of EdTech
EDTECH Members/Evaluators	School Heads/ ICT Coordinators/Teachers	Serve as developers of the learning resources and programs of EdTech

**B. Activities, Action plan or approach**

**Program 1. ICON LIVE MALAYBALAY 2.0**

- Reintroduction and Reintegration of Icon Live Canned Sessions
- Inventory/Harvesting of Canned ICON LIVE sessions
- Quality Assurance of Canned ICON LIVE Sessions



- **Uploading of ICON LIVE Sessions on the Learning Resource Bank**
- **Institutionalization and Implementation of Icon Live Sessions**
- **Conduct Program Implementation Review**

### **Program 2. ICT4ED 2.0**

- **Reutilization of ICT4ED/iSM4RTS Interactive Instructional Materials to schools**
- **Inventory/Harvesting of ICT4ED/ iSM4RTS Interactive Instructional Materials**
- **Relaunching of the ICT4ED/ iSM4RTS Materials to the Schools.**
- **Reutilization of ICT4ED/ iSM4RTS Materials in Schools.**
- **Conduct of Program Implementation Review.**

### **Program 3. Interactive Video Lessons Institutionalization**

- **Utilization of Quality Assured Video Lessons in All learning Areas (<https://mlyblylrmds.weebly.com>)**
- **Inventory/Harvesting of Video Lessons in all subject areas**
- **Dissemination of Quality Assured Video Lessons to the Field**
- **Full Utilization and Intensify monitoring of Video Lessons among schools.**
- **Conduct Program Implementation Review**

### *Program Implementation Processes*

1. **Get Management Buy-in**
2. **Creation of Standards in integrating these digital materials in schools**
3. **Creation of Formal Program**
4. **Establishment of Metrics and Matrix (Implementation Mechanism is in the Action Plan)**
5. **Provide implementation mechanisms (through the Action Plan)**
6. **Monitoring and Evaluation**

### **IV. Deliverables**

1. Standards Procedures in the Utilization of these digital materials
2. List of Digital Learning Utilized and Integrated
3. Developed and Quality Assured Digital Learning resources and systems
4. Sustainability Work Plan of Schools

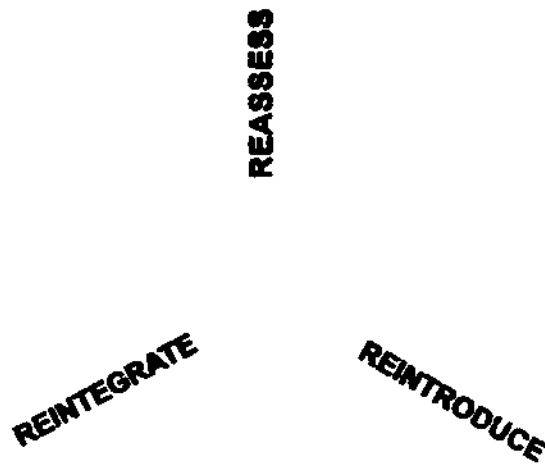


Figure 1. Supplemental Trimodal Framework of the Digital Learning Modalities

**V. Monitoring and Evaluation**

Utilization of ISO based Monitoring and Evaluation

**XI. MODE OF MONITORING AND EVALUATION:**

Levels of M and E	Indicators	Methods	Data Sources	Schedule of	Person/s	Resources	User of M and E Data
-------------------	------------	---------	--------------	-------------	----------	-----------	----------------------

		and Tools		M and E	Responsible		
Results	Improved Academic Performance of Learners	Conduct School Monitoring, Evaluation and Adjustment  Onsite validation on the Utilization of Edtech	PIRTech Technology Results (Could be classroom monitoring and Evaluation and Adjustment)  Quarterly Accomplishment Reports (Report Cards-Grade s)	Within the school year	<b>EdTech</b> Focal Persons /Project Contacts	Data Analyzer Software  Financial Resources (HRTD Funds)	Division of Malayb alay City Division Personnel  <b>EdTech</b> Focal Persons/Project Contacts
Behavior	Level and Extent of Application of Knowledge	Conduct Direct Observations  Conduct Document Analysis on the IPCRF Results	Observation Tools  IPCRF Results  Interview Responses	Within the school year	<b>EdTech</b> Focal Persons /Project Contacts	Internet Resources  Digital Infrastructures  Data Analyzer Software  Financial Resources (HRTD Funds)	Division of Malayb alay City Division Personnel <b>EdTech</b> Focal Persons/Project Contacts

			Carry out Structured Interviews				
Learning	Level of Knowledge Acquisition, skills, attitude, confidence and commitment	Utilization of Online Scale (QUAME)	Participants Responses Participants Exit Slips	After all the Sessions	<b>EdTech</b> Focal Persons /Project Contacts	Internet Resources Digital Infrastructures Data Analyzer Software	Division Personnel AIMLAC Focal Persons/Project Contacts
Reaction	Professional Learning Engagement  Program Management Delivery of Content Management Team	Utilization of Online Engagement Tools for Teachers in a form of Exit Slips (Embedded in the QUAME)	Participants Responses and Engagement towards the Program	Every After the daily sessions	<b>EdTech</b> Focal Persons /Project Contacts	Internet Resources Digital Infrastructures Data Analyzer Software	Division Personnel <b>EdTech</b> Focal Persons/Project Contacts

## **ESTABLISHMENT OF SCHOOLS**

### **I. Introduction**

The establishment of schools is in pursuant to DepEd Order No. 40, s. 2014 also known as Establishment, Merging, Conversion, and Naming/ Renaming of Public Schools, and Separation of Public School Annexes in Basic Education. The Schools Division Offices (SDO) nationwide is mandated to annually identify, determine, prioritize and initiate the move for the establishment, merging, conversion and naming/renaming of public schools in basic education as well as the separation of school annexes, as needed. This should also be included in the Budget Proposal for DepED, for funding requirements for the crucial items needed on a multi-year basis (e.g. over a five-year period), such as the creation of teaching and non-teaching items, construction of school buildings/ classrooms, provision of school desks/ armchairs, and other facilities and requirements for the school's operation.

Processing of requests, whether initiated by the Central, Regional or Division Offices, or any stakeholder, must be in accordance with DepED criteria and standards set under the guidelines set in DO 40, s.2014.

### **II. Goals and Objectives**

The establishment of schools aims to establish access to Basic Education from Kindergarten to Senior High School within the Division of Malaybalay City.

### **III. Methodology**

#### **A. Persons Involved**

<b>Committee</b>	<b>Roles and Responsibilities</b>
<b>School Head</b>	<ul style="list-style-type: none"><li>• Coordinate with the Local Executive chief for identification of the area for school establishment</li><li>• Conduct feasibility study</li><li>• Prepare documents</li></ul>
<b>SEPS in Planning and Research</b>	<ul style="list-style-type: none"><li>• Conduct Orientation on the requirements for the establishment of schools</li><li>• Facilitate on the submission of documents for validation</li></ul>
<b>DREC</b>	<ul style="list-style-type: none"><li>• evaluate the completeness of the documents based on the given checklist.</li><li>•</li></ul>
<b>Monitoring and Evaluation</b>	<ul style="list-style-type: none"><li>• Conduct physical validation based on the documents submitted</li><li>• Facilitate the submission of documents to the regional office for approval</li></ul>

#### **B. Activities, Action plan or approach**

- 1.1 Identification of possible areas for school establishment, school Integration, schools that needs to offer additional SHS track or strand and Request for implementing unit. This will be conducted by the Division Review and Evaluation Committee (DREC) to give access to basic education in strategic communities.
- 1.2 Orient the school heads on the school establishment, school Integration, schools that needs to offer additional SHS track or strand. This is done to clarify issues and concerns in the preparation of the necessary documents for submission to the Regional Office for fast processing and approval of the proposed plans for school's establishment.
2. Receive documents from the applicant schools and evaluate the completeness of the documents based on the given checklist.
- 3.1. Conduct ocular inspection with the Division Review and Evaluation Committee (DREC) to the prospect schools or communities to ensure readiness of the proposed establishment.
- 3.2 Endorse the documents to the Quality Assurance Division (QUAD) in the Region and wait for the regional validation through the Quality Assurance validating team.

4.1 Wait for one to two months for the approval from the office of the Regional Director. Compile the approved documents from the Regional Office for reference.

**IV. Deliverables**

Complete Documentary Requirements

Government permit

**V. Monitoring and Evaluation**

(Refer to attached BEMEF Implementation Plan and BEMEF Plan)

## **IITA (Intended, Implemented, Tested and Attained): CURRICULUM AND TEACHING REVIEW**

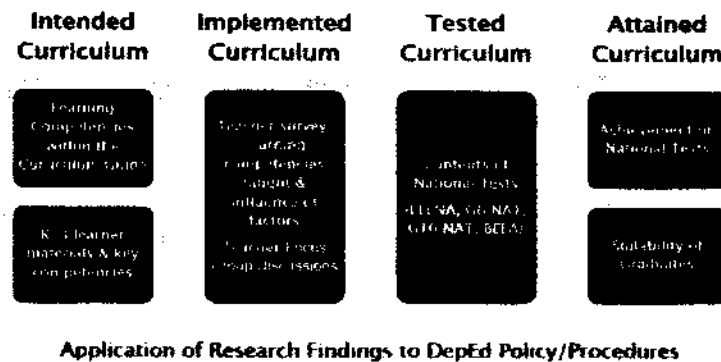
### **I. Introduction**

Based on the definition of Taylor Institute for Teaching and Learning of University of Calgary, Curriculum Review is a critical examination of academic programs for the purpose of optimizing student learning experiences led collaboratively by academic staff who teach within the program. An academic, staff-led critical examination of each undergraduate and course-based master's program for the purpose of optimizing the learning outcomes of that program (University of Calgary, 2013, p. 3). Further it is a quality assurance strategy engrossed on student's development of learning experiences. The bottom line of the review is the generation of action plan for the improvement of various programs, and the impact of the review will be determined by evidence of implementation success (University of Calgary, 2013, p. 2).

This is one of the departments/schools/institutions initiatives to examine the intended, implemented, tested and attained curriculum which is the bases for priority programs, adjustment of the curriculum and implementation of programs necessary for refinement and continuous improvement. Assessment, Curriculum and Technology Research Centre of the University of the Philippines conducted a curriculum review of the K to 12 Basic Education. The drive of the curriculum review for curriculum and policy recommendations drawn from the findings of the study. The team reviewed the Intended curriculum, implemented curriculum, tested curriculum and attained



curriculum. Based on the framework of this venture, the figure below shows the process/inclusion of the curriculum review.



Retrieved from: <https://actrc.org/projects/current-projects/curriculum-review/>

With these initiatives conducted by the higher education, in the context of Malaybalay there is still no existing guidelines on the conduct of curriculum review in the division level. Schools implemented what is intended and have not conducted review on the implementation of this curriculum. Thus, this program was conceived to establish a curriculum review mechanism in the Division of Malaybalay City highlighting the review of intended, implemented, tested and attained curriculum inspired by the Assessment, Curriculum and Technology Research Centre of the University of the Philippines.

## II. Goals and Objectives

At the end of the program, the participants/schools are expected to:

- a.) Demonstrate knowledge on the conduct of curriculum review process in schools;
- b.) implement the curriculum review process in schools;
- c.) develop action plans on the implementation of curriculum review in school.

### III. Methodology

#### a. Persons Involved

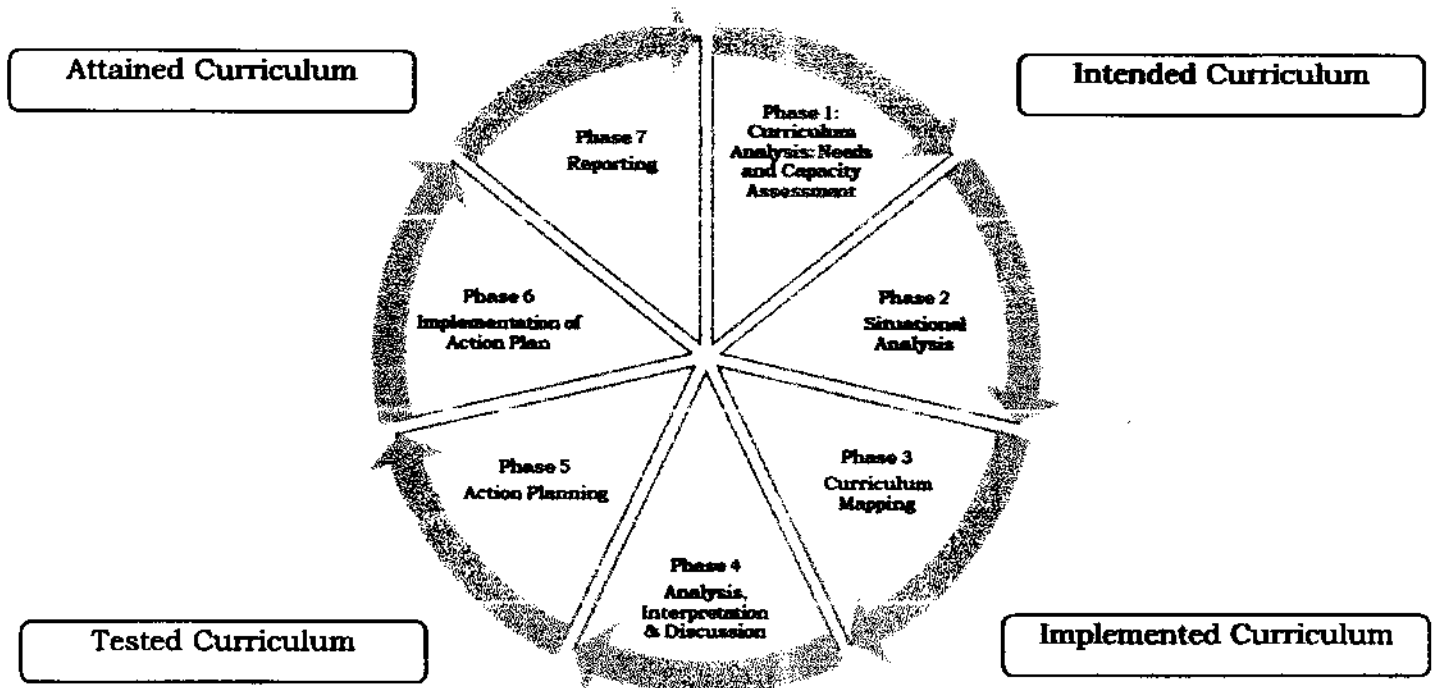
<b>Persons-Involved</b>	<b>Position</b>	<b>Major Task</b>
Dr. Victoria V. Gazo, CESO V	Schools Division Superintendent	Oversees the planning, implementation, monitoring and evaluation of program
Dr. Aliena S. Dajay	Assistant Schools Division Superintendent	Assists in the overseeing of the quality of planning, implementation, monitoring and evaluation of program
Ralph T. Quirog	Chief Education Program Supervisor	Leads and assists program holders on planning, implementation, monitoring and evaluation of program
Dr. Lorenzo O. Capacio	Chief, Education Program Supervisor	Leads and assists program holders on planning, implementation, monitoring and evaluation of program
Dr. Dindo M. Gabales	Education Program Supervisor, EPP/TLE/TVL	Program Holder, Directs program implementers on the planning, implementation, monitoring and evaluation of program
Curriculum Reviewers	Education Program Supervisors/ Public Schools District Supervisors/School Heads/Teachers	Serve as reviewers of the learning resources and programs of EdTech

#### b. Activities, Action plan or approach

- Initiate curriculum review in the division level through communication
- Prioritize curriculum review goals by developing vision, program and course offerings and CR format-guide questions
- Development of Division-Based Curriculum Review Processes and Standards
- Capacity and Needs Assessment of School Leaders on Curriculum Review
- Capacity Building among leaders on the various processes in conducting curriculum review
- Implementation of Curriculum review processes and standards in schools and division

- Monitor and Evaluate the implementation of Curriculum Review Processes and Standards.
- Develop plans for sustainability

*Proposed Curriculum Review Framework of the Division of Malaybalay City*



Adapted from: University of Calgary Curriculum Review Process

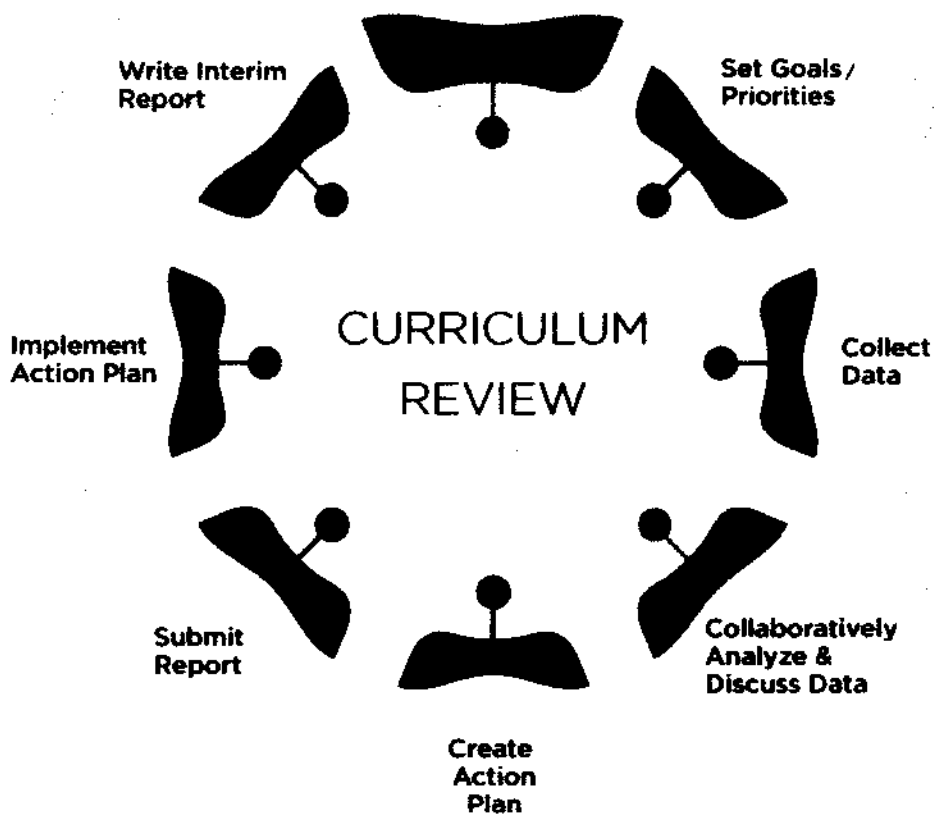
**IV. Deliverables**

1. Curriculum Review Framework of the Division
2. Needs and Capacity Assessment Results
3. Attendance of Trainees of the Curriculum Review Processes and Standards
4. Accomplished Monitoring tools on the implementation of curriculum review processes and standards in schools and division
5. Plans for sustainability.

**V. Monitoring and Evaluation**

Utilization of Monitoring and Evaluation Tools to evaluate the Curriculum Review Processes and Standards

# Initiate Curriculum Review



## **Program Concept Paper**

### **Integration of Comprehensive Sexuality Education in Teaching**

#### **I. Introduction**

**(Indicate the description of the program, rationale and background)**

DepEd issued D.O No. 31 s. 2018 that aims to establish a common understanding of CSE concepts and messages and ensure clear implementation of protocols in the CSE. Comprehensive sexuality education is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality (UNESCO, 2020). The aims of CSE are: (1) Enhance the over-all wellness of the Filipino Adolescents; (2) Contribute to better learning outcomes, reduced dropout rate, increased completion rate and improved quality of learning; (3) Ensure that adolescents have access to adequate and appropriate information and health care education; (4) Address the reproductive health concerns of adolescents who are exposed to risky behaviors that may cause damaging and long term consequences; and (5) Promote healthy and responsible sexual and social behavior among adolescents.

Comprehensive Sexuality Education entails orientation of teachers on the legalities of CSE, aims, characteristics and thrusts of the Program. also highlights the core competencies and life skills to be developed among learners from Kindergarten to Senior High School through the Integration of Comprehensive Sexuality Education in Teaching AP, MAPEH, Science, EsP, Kindergarten and Personal Development. Teachers are also encouraged to develop lesson exemplars integrating the CSE concepts as our contribution in mitigating the alarming cases of teenage pregnancy.

#### **II. Goals and Objectives**

Integrating CSE in the teaching and learning process specifically, this seeks to:

Enrich teachers' knowledge, skills, and abilities in integrating CSE in the teaching and learning process; Develop teachers' favorable attitude in integrating CSE in the teaching and learning process; and Create lesson exemplars in integrating comprehensive sexuality education in the classroom. Which will redound to the mitigation and prevention of teenage pregnancy among school-aged children.

**III. Methodology**

**A. Persons Involved**

(Indicate the persons involved roles and responsibilities)

EPSs, PSDSs, SHs, School CSE Coordinators, Teachers Concerned, Learners

**B. Activities, Action plan or approach**

(Discuss the activities to be conducted)

**Comprehensive Sexuality Education (CSE)  
3-Year Action Plan (2022-2024)**

Focus:	<input type="checkbox"/> Curriculum Mapping (integration)	<input type="checkbox"/> Capacity-building for School Heads	<input type="checkbox"/> Capacity-building for Teachers	<input type="checkbox"/> Learning Action Cell (LAC)			
	<input type="checkbox"/> Development of Resource Materials	<input type="checkbox"/> Capacity-building for Parents	<input type="checkbox"/> Capacity-building for Students (Junior and SHS)	<input type="checkbox"/> Community Engagement			
Objectives / Targets	Strategies / Activities	Time Frame	Budget Requirements	Source of Funds	Persons Involved	Expected Output	Remarks (to be filled out after the activity)
<b>Year 1</b> To conduct Training and Capacity Building for Teachers on the Comprehensive Sexuality Education.	Virtual Training and Capacity Building for Teachers on the Comprehensive Sexuality Education	October 13-15, 2021  October 2022	130,000.00	LGU and Division HRTD Funds	City PopCom Officer EPSs M&E EPS DO Trainers School Heads Teachers	Trained Teachers and School Heads	
<b>Year 1</b> To conduct Training and Capacity Building for School Heads on the Comprehensive	Training and Capacity Building for School Heads on the Comprehensive	October 2023	10,000.0	LGU and Division HRTD Funds	City PopCom Officer EPSs M&E EPS DO Trainers	Trained Teachers and School Heads	

Comprehensive Sexuality Education.	Sexuality Education				School Heads Teachers		
Year 3 To orient the parents through the schools on the Integration of Comprehensive Sexuality Education in teaching.	Face to Face Orientation on the Integration of Comprehensive Sexuality Education in teaching by district	August 2023	1,000.00	LGU and Division HRTD Funds	PopCom Officer EPSs School Heads Teachers Parents Brgy Officials	Oriented and Aware parents on the integration of Comprehensive Sexuality Education in teaching.	

#### IV. Deliverables

#### Implementation and Monitoring Results

#### V. Monitoring and Evaluation

(Pls Attached BEMEF Implementation Plan and BEMEF Plan)

CSE Implementation Report

Division: Malaybalay City

Division Focal: Virgillin R. Pizarro

Reporting Date: April 19, 2022

Curriculum Implementation Monitoring	INDICATORS	PILOT Schools	NON-PILOT Schools	TOTAL
Teacher Training	a. No. of teachers trained on CSE		300	300
	b. No. of school heads and supervisors trained on CSE		0	0
Resources and support for teachers and learners	a. No. of developed DLPs/WHLPS in CSE in 5 learning areas Science, AP, Health, EsP and Perdev and kinder		5 in AP	5 in AP
	b. No. of developed supplementary materials for CSE integration		0	0

School Environment	a. No. of schools that have SIPs with integrated CSE or have Local Action Plan		0	0
Linking to extra-curricular programs and services	a. No. of school guidance counsellors trained/oriented on CSE		0	0
	b. No. of SSG Officers trained/oriented on CSE		0	0
	c. No. of PTAs and/or guidance designates trained/oriented on CSE		0	0
	d. No. of CSE-related extra-curricular conducted (CSE Talks, Peer Ed sessions, etc.), please include partners in conducting the activity		0	0
Learners	a. No. of learners reached		0	0
Others	a. No. of schools integrating CSE competencies in SLMs		0	0
	b. No. of CSE LRs developed and utilized		0	0

*Note: CSE Portfolio Guide to be cascaded by BCD to serve as reference document for the MOVs to be collected in support of the report.*



**MIDYEAR PROGRAM IMPLEMENTATION REVIEW AND  
PLANNING WORKSHOP ON THE ESTABLISHMENT OF PILOT FARM SCHOOL**

<b>PROGRAM HOLDER/NAME OF FOCAL PERSON</b>	<b>RACHEL R. VALDE</b>
<b>IMPLEMENTING OFFICE/DIVISION</b>	<b>CID/MALAYBALAY CITY</b>
<b>PROGRAMS/PROJECT/ACTIVITY HANDLED</b>	<b>IPED</b>
<b>PORTFOLIO MANAGER</b>	<b>RACHEL R. VALDE</b>

**FY 2022 COMMITTED OUTPUTS**

<b>PROGRAMS/PROJECT/ACTIVITY</b>	<b>EXPECTED OUTPUT</b>	<b>ACTIVITIES</b>	<b>AMOUNT ALLOCATED IN WFP</b>	<b>AMOUNT UTILIZED</b>	<b>PERFORMANCE INDICATOR/GAINS</b>	<b>CHALLENGE &amp; ISSUES AND CONCERNS</b>	<b>ADJUSTMENT</b>
<b>Program Management</b>	<b>Submitted school program implementation plans</b>	<b>Conduct of Division Meeting / PIR on IPed Program Implementation</b>	<b>129,115.00</b>	<b>109,115.00</b>	<b>Conducted 2 PIRs / Meeting</b>	<b>Cannot conduct on time as proposed due to reassignment of School Heads.</b>	<b>2 more to conduct</b>
	<b>Mentored School Head and Teachers assigned in 9 IPED Implementing Schools through LAC</b>	<b>Conduct School-Based mentoring of school head and teachers assigned in 9 IPED implementing through LAC</b>			<b>Conducted School-Based LAC Bi-Monthly</b>	<b>Cannot conduct on time as proposed due to conflicting schedules</b>	
	<b>Conducted School-Based advocacy activities of</b>	<b>Conduct of advocacies</b>			<b>Conducted Rituals in School/ District/Division during:</b>		<b>More School-Based Activities to conduct</b>

	IP Implemen- ting Schools				Opening of Classes  IP Celebrations like IP DAY/ IP SCHOOL Family Day		
<b>Partnership and Linkages</b>	<b>NONE</b>						
Support to BE-LCP of Schools Implementing IPED	Provided Schools support for LCP Implementa- tion	Purchase of supplies to support Schools on LCP Implementa-tio n	583,636.96		Supplies purchased are distributed among IP Implementing Schools	Supplies distributed by batch.... May be incurred additional time / amount in transporting the supplies	Waiting for more supplies to received.
	Provided Schools Travel / Transportatio n Reimburse ments	Reimburse- ment of Travel / Transportation on official related			Travel/ transportation expenses are reimbursed.		Claims on going until activities will be conducted up to December
<b>Capacity Building</b>	<b>NONE</b>						
Curriculum Contextualization	Trained School Heads for IPEd related Research	Conduct Division Training Workshop of School Heads and Teachers for IPEd Related Research	47,248.04		Conducted Training		For Conduct
	Upskilled pool of writers on the Development of Contextua-liz	Conduct Upskilling of Teacher-Writer s on the Development of Contextualized			Conducted Upskilling		For Conduct

	ed Lesson Plan/Modules /Activity Sheets for K to 3 Learners	LP/ Modules/ Activity Sheets					
Learning Support System (LSA)	Hired 3 LSA for 10 months to serve	Hire 3 LSA for 10 months to serve	240,000.00		Hired 3 LSA .	Failed to do the process of hiring change of opening of classes.	WFP for Revision
TOTAL UTILIZATION OF 1M is Php 760.00							
REMAINING AMOUNT: Php 240,000.00 (LSA )							

**FY 2022 PROGRAM DIRECTION OF IPEd**

<b>FOCAL PERSON</b>	Rachel R. Valde
<b>DIVISION</b>	Malaybalay City
<b>NO. OF SCHOOLS IMPEMENTING IPEd</b>	9
<b>AMOUNT NEEDED (projected)</b>	1.5 M

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<b>PROGRAM/PROJECT</b>	<b>ACTIVITIES</b>	<b>SUPPORT NEEDED</b>
<b>Program Management</b>	Conduct of Division Meeting/ PIR on IPed Program Implementation/LAC	55,000.00
<b>Partnership and Linkages</b>	Conduct of Community Mapping and Validation of data of IP Learners for Tagging	45,000.00
	Conduct of IP Advocacy Activities involving the IP Community	65,000.00
<b>Support to BE-LCP of Schools Implementing IPED</b>	Purchase of Supplies and Materials/Gadgets fo support the BE-LCP/LCRP of IP Implementing Schools	500,000.00
<b>Capacity Building</b>	Upskilling of Newly Assigned Schools and Teachers in IP Implementing Schools	75,000.00
<b>Curriculum Contextualization</b>	Upskilling of Reading Teachers In IP Implementing Schools	75,000.00
<b>Basic Education-Learning Recovery Plan</b>	Training-Workshop of IP Implementing School Teachers (by Key-Stage) on Integrating Reading Across Learning Areas- in 3 Phases	185,000.00
<b>SUPPORT TO LUYUNGAN</b>		<b>500,000.00</b>

**FY 2022 IMPLEMENTATION PLAN (Last Quarter)**

<b>PROGRAM HOLDER</b>	<b>RACHEL R. VALDE</b>	
<b>IMPLEMENTING OFFICE</b>	<b>CID/MALAYBALAY CITY</b>	

<b>PROGRAMS/PROJECT/ACTIVITY HANDLED</b>	<b>IPED</b>
<b>PORTFOLIO MANAGER</b>	<b>RACHEL R. VALDE</b>

<b>PROCESS/ACTIVITY</b>	<b>TIMELINE</b>		<b>REQUIRED ACTION</b>	<b>TARGET CLIENT</b>
	<b>START</b>	<b>END</b>		
Conduct of Division Meeting/ PIR on IPed Program Implementation/LAC	October	April	For Conduct with approved Documents	Division Personnel, School Heads and Teachers
Conduct of Community Mapping and Validation of data of IP Learners for Tagging  Conduct of IP Advocacy Activities involving the IP Community	October	April	With Completed validated data  Participation to the activity/ies	Learners in the Community  SH, Teachers, Learners, Elders , Parents and other stakeholders
Purchase of Supplies and Materials/Gadgets to support the BE-LCP/LCRP of IP Implementing Schools	October	April	Purchase and 100%distribution among schools with documents of proper utilization	Schools (SH, Teachers,Learners)
Upskilling of Newly Assigned Schools and Teachers in IP Implementing Schools	October	April	Conduct of the activity with outputs	School Heads and Teachers
Upskilling of Reading Teachers in IP Implementing Schools	October	April	Conduct of the activity with outputs	Reading Teachers
Training-Workshop of IP Implementing School Teachers (by Key-Stage) on Integrating Reading Across Learning Areas- in 3 Phases	October	April	Conduct of the activity with outputs	All Teachers

## **Program Concept Paper**

### **IPEd Program**

#### **I. Introduction**

**(Indicate the description of the program, rationale and background)**

**Aligned with DepEd Order No. 62, s.2011 re: Adopting the National Indigenous Peoples (IP) Education Policy Framework and Republic Act (RA) No. 10533, the Enhanced Basic Education Act of 2013 in DepEd's plans and priorities on IPEd Program through the Indigenous Peoples Education (IPEd) Program , Malaybalay City Division is responsive to the context to hold , conduct and implement activities prescribed embedded in this implementing guidelines.**

**For the contribution of successful implementation of the varied IPED programs as support to the realization of th K to 12 Basic Education Curriculum that involves ALL 3 IP serving and 21 other IP Implementing Schools , the conduct and implementation of these activities will be within the school year is proposed.**

#### **II. Goals and Objectives**

**The objectives of the IPEd Program are as follows:**

- 1- Make the curriculum culturally responsive to the specific community context of IP Learners;**
- 2- Build the capacity of teachers, school heads, and other concerned personnel at different levels of governance in implementing culture-based education for IPs;**
- 3- Support the development of culturally appropriate learning resources and learning environment responsive to the specific community context of IP learners;**
- 4- Strengthen the policy environment supportive of IPEd; and**
- 5- Address the learning needs of IP learners who lack access to basic education services.**

#### **III. Methodology**

##### **A. Persons Involved**

**Conceptualization and Planning Stage:**

**Central Office-Coordinate the overall process of availment and utilization of PSF at the Regional and division levels**

**Regional Level-Coordinate the formulation and processing the regional IPEd WFP;**

**Prepare and consolidate inputs to required reports;**

**Supervise and monitor program implementation and**

**fund utilization; and  
Provide Technical Assistance to the Divisions**

**Divisional Level - Coordinate the formulation and processing of the schools division IPED WFP;  
Prepare and consolidate inputs to the required reports; and  
Supervise and monitor program implementation and fund utilization.**

**Implementation Stage:**

**Schools Division Superintendent  
Assistant Schools Division Superintendent  
Chief, Education Supervisor in CID and SGOD  
Division Focal  
Chief, Education Supervisor in CID  
Division Focal  
EPSs  
PSDSs**

**-They will facilitate in the Supervision , monitoring and validation of program implementation and fund utilization**

**Monitoring and Evaluation Stage  
Top Management  
CID/SGOD Team  
M&E Division**

**(Indicate the persons involved roles and responsibilities)**

**B. Activities, Action plan or approach**

**(Discuss the activities to be conducted)**

**The implementation and conduct of proposed plan will be base on the availment , release, utilization, and liquidation of the IPEd Program Support Fund with considerations and prioritization of eligible activities and expenses but not limited to:**






**II- Issues, Challenges, and Other Concerns**

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**Monitored by:**

## **Learning and Development**

### **.Introduction**

In today's fast-paced and ever-changing business environment, organizations must continuously adapt and innovate in order to remain competitive. One essential component of this is human resource development, which refers to the process of improving the skills, knowledge, and abilities of employees to enhance their performance and reach their full potential. Learning and development is a key aspect of human resource development, as it allows employees to acquire new information and skills that are necessary for their current and future roles. This concept paper will explore the importance of learning and development in human resource development, the various approaches and methods used to support it, and the benefits of effective learning and development programs of the department.

The success of an organization depends on the knowledge, skills, and abilities of its employees. In today's fast-paced and ever-changing business environment, it is essential for organizations to invest in their employees to ensure they have the necessary knowledge and skills to meet the organization's goals and objectives. This requires continuous learning and development, which allows employees to acquire new information and skills that are necessary for their current and future roles.

### **II. Goals and Objectives**

- a. To improve the skills, knowledge and abilities of employees to enhance their performance and reach their full potential
- c. To increase employee engagement and motivation
- d. To support employee career development and advancement
- e. To improve employee retention
- f. To align employee development with the departments goals and objectives
- h. To identify and address skill gaps in the department

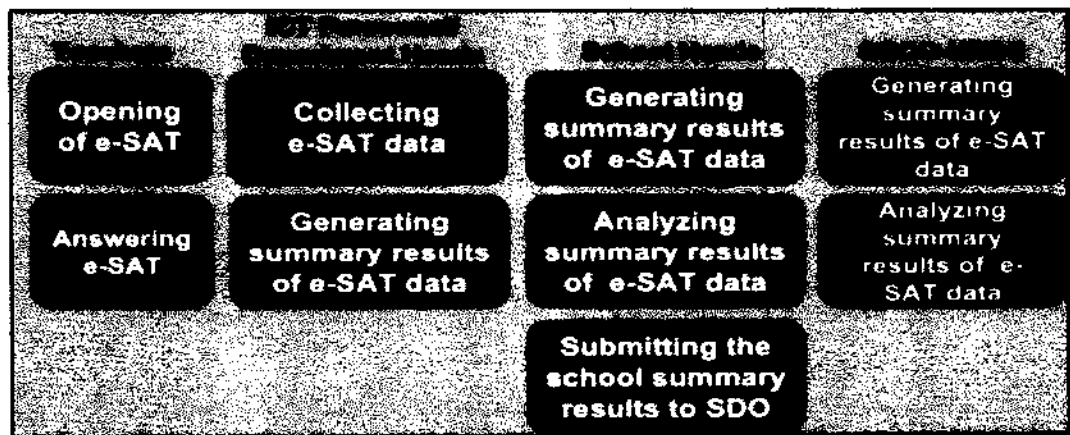
### **III. Methodology**

1. **1. In-service training:** This approach involves providing teachers with opportunities to attend workshops, seminars, and training sessions to learn about the latest teaching methods, best practices, and subject-specific content.
2. **Professional development programs:** This approach provides teachers with opportunities to participate in long-term professional development programs to deepen their understanding of specific teaching methods, content areas, and student populations.
3. **Mentoring:** This approach involves experienced teachers working with less experienced teachers to provide guidance and support. It allows new teachers to learn from the experience of others, and to benefit from the insights and wisdom of more experienced colleagues.
4. **Action research:** This approach involves teachers conducting research on their own practice, reflecting on the results, and making improvements based on their findings. It allows teachers to be more reflective about their own practice and to make more informed decisions about how to improve it.

5. **Online learning:** This approach uses technology such as online courses, webinars, and e-learning modules to provide teachers with opportunities to learn new information and skills at their own pace and on their own schedule.
6. **Collaborative learning:** This approach involves teachers working together in teams to share ideas, resources, and best practices.
7. **Self-directed learning:** This approach allows teachers to take responsibility for their own learning and development by identifying their own goals and objectives and seeking out resources and opportunities to achieve them.
8. **Professional learning communities:** This approach involves teachers working together in small groups to collaborate, reflect on their practice, and learn from one another.

**A. Persons Involved**

Schools Division Superintendent  
 Asst. Schools Division Superintendent  
 SGOD, Chief  
 CID, Chief  
 Human Resource Development  
 School Management Monitoring and Evaluation  
 Curriculum Implementation Division ( PSDSs, EPSs )  
 School Heads  
 Teachers



**B. Activities, Action plan or approach**

- Conduct Assessment on teachers Development Needs on 21st Century Skills on learning approaches
- ( DTELL ) Division Teachers Enhanced Literacy Learning
- Conduct Learning and Development Needs Assessment of Master Teachers, School Heads, and Education Program Supervisors, Public Schools District Supervisors to support teacher PD in various priority areas
- Monitoring of the Conducted Training Programs, Projects and Activities
- Conduct Program Implementation Review on the of the Conducted Training Programs, Projects and Activities

#### **IV. Deliverables**

- 1. Learning and Development Needs Assessment ( Electronic-Self Assessment Result )**
  - 2. Summary of E-SAT Result**
    - Proficient
    - Highly Proficient
  - 3. Analysis of School E-SAT Result**
  - 4. School Learning and Development Plan**
  - 5. Training Design- ISO Form**
  - 6. Training Attendance -ISO Form**
  - 7. Post Activity Summary ( Accomplishment Report ) ISO Form**
- 
- 1. Monitoring and Evaluation**

**(Pls Attached BEMEF Implementation Plan and BEMEF Plan)**

<b>Title:</b>	Learning and Development
<b>Goal:</b>	To develop and implement a comprehensive training program, projects and activities to support the professional development of all employees and acquire the necessary skills and knowledge to excel in their roles and contribute to the over-all success of the department vision, mission and objective
<b>Outcome:</b>	Strengthen competence of teachers and instructional leaders in areas such as content knowledge and pedagogy/instruction, curriculum and planning, responding to learner diversity, and assessment and reporting

	Critical Action	Responsible/Accountable Unit (FD)	Timeframe	Estimated Budget	Budget Source
	<i>What actions/activities must be completed to implement the</i>	<i>Who is responsible for the</i>	<i>When must the action/activity be</i>	<i>How much will it</i>	<i>Where will the funding</i>
<b>OUTPUT 1</b>	<b>Assessment and Prioritization</b>				
Activity 1	Conduct Assessment on teachers Development Needs on 21st Century Skills on learning approaches	SGOD/CID	January to December 2023	5,000.00	MOOE/Other Existing Funds
<b>OUTPUT 2</b>	<b>Conduct of the Programs, Activities and Projects</b>				
Activity 2	(DTELL) Division Teachers Enhanced Literacy Learning	SGOD/CID	2023-2028	12,000,000.00	MOOE/Other Existing Funds
Activity 3	Conduct Learning and Development Needs Assessment of Master Teachers, School Heads, and Education Program Supervisors, Public Schools District Supervisors to support teacher PD in various priority areas	SGOD/CID	2023-2028	60,000.00	MOOE/Other Existing Funds
<b>OUTPUT 3</b>	<b>Monitoring and Evaluation</b>				
Activity 4	Monitoring of the Conducted of Training Programs, Projects and Activities	SGOD/CID	2023-2028	600,000.00	MOOE/Other Existing Funds
Activity 5	Conduct Program Implementation Review on the of the Conducted Training Programs, Projects and Activities	SGOD/CID	2023-2028	1,500,000.00	MOOE/Other Existing Funds

Project Name	Objective	Description of Activities	Number of the 1st list	Number of the 2nd list	Number of the 3rd list	Number of the 4th list	Number of the 5th list	Number of the 6th list	Number of the 7th list	Number of the 8th list	Number of the 9th list
<p>Project Name: [Illegible]</p> <p>Objective: [Illegible]</p> <p>Description of Activities: [Illegible]</p>	<p>Percentage of [Illegible]</p> <p>Number of [Illegible]</p>	<p>Number of [Illegible]</p> <p>Number of [Illegible]</p>	<p>[Illegible]</p>	<p>[Illegible]</p>	<p>[Illegible]</p>	<p>[Illegible]</p>	<p>[Illegible]</p>	<p>[Illegible]</p>	<p>[Illegible]</p>	<p>[Illegible]</p>	<p>[Illegible]</p>





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Program Concept Paper

**LEARNING CIRCLES SERIES**

**A Capability Development Training for ALS Teachers**

I. Introduction

Teachers play a crucial role in improving the quality of the teaching and learning process (DepEd BHRD in PPST-RPMS, 2017). Following this premise, the quality of education is largely dependent on the quality of teachers. Thus, enhancing teacher quality is of prime importance to the Department of Education.

In 2017, DepEd Order No. 42, s. 2017 entitled National Adoption and Implementation of the Philippine Professional Standard for Teachers, was released to complement the reform initiatives on teacher quality. The Department then aligned the RPMS, which is a tool to ensure efficient and quality performance among the DepEd employees, with the newly released PPST. In section 1.3.3 of the PPST-RPMS manual, the duties and responsibilities of the teachers were articulated. One of which is to facilitate learning using appropriate and innovative teaching strategies and classroom management practices. These are certain areas that ALS teachers may have been lacking due to their limited exposures to continuing professional education opportunities and teacher-training.

Moreover, with the pandemic going on for two years, various modalities of delivering distance learning should be strengthened and thus teacher's capabilities in delivering remote instruction, management of isolated and self-paced sessions, employing appropriate interventions as well as conduct of remote assessment should be developed.

At present, the

With this precedence, the Learning Circles Series is conceptualized.







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## II. Goals and Objectives

The Learning Circles Series is a teacher capability development program that uses multifarious approaches and tailored-fit strategies to ALS Teachers' professional development needs. It is a series of face-to-face and virtual synchronous and asynchronous learning sessions with each series directed at a specific competency or topic relevant to curriculum, instruction, learning resources development, and learner's assessment.

The program aims to:

- capacitate teachers on online and offline learning delivery approaches and strategies relevant to the context of ALS program delivery in the community;
- ensure continuity of education through the delivery of quality assured K to 12 aligned distance learning resources;
- develop ALS teacher's competencies in various aspects of ALS program implementation and delivery.

## III. Methodology

### A. Persons Involved

In-charge	Roles and Responsibilities
<b>Program Lead</b> Gretchen V. Catane (EPSp in ALS)	<ul style="list-style-type: none"><li>• Make concept paper and submit for approval</li><li>• Coordinate with collaborators for each activity under the project</li><li>• Draft memorandum for each activity</li><li>• Prepares and facilitates the flow of program for each activity</li><li>• Coordinate with M&amp;E for activity evaluation</li><li>• Ensure that all deliverables are covered</li></ul>





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<b>Program Associate Lead</b> Ethyl Jane B. Ligando (EPSp in ALS)	<ul style="list-style-type: none"><li>● Provide assistance to the Project Lead in the conduct of the activities</li></ul>
<b>Program Supervisor</b> Jasmin J. Adriatico (EPS in ALS)	<ul style="list-style-type: none"><li>● Supervises the conduct of the program</li><li>● Provides technical assistance to the Project Lead</li><li>● Validates the attainment of deliverables</li></ul>
<b>Program Consultants</b>  Victoria V. Gazo, PhD (SDS)  Aliena S. Dajay, PhD (ASDS)  Ralph T. Quirog (Chief ES, CID)	<ul style="list-style-type: none"><li>● Oversees the conduct of each activity under the program</li><li>● Recommends approval (CID-Chief and ASDS) and Approve (SDS) the conduct of the activities under the program</li></ul>

**B. Activities, Action plan or approach**  
(Discuss the activities to be conducted)

<b>Series Title</b>	<b>Date</b>	<b>Mode of Delivery</b>	<b>Collaborators</b>
Orientation on the Reading Assessment for ALS Teachers	March 2023	Face to face	HRD; Division Reading Coordinator
Action Research Agenda and Capability Development Training for ALS Teachers	Phase 1 1 <sup>st</sup> Quarter of the Year  Phase 2 2 <sup>nd</sup> Quarter of the Year  Phase 3	Face-to-face	Division Planning Unit; HRD; Field Experts on Research



Address: Sayre Hi-way, Purok 6, Casisang, Malaybalay City  
Telefax No.: 088-314-0094; Telephone No.: 088-813-1246  
Email Address: [malaybalay.city@deped.gov.ph](mailto:malaybalay.city@deped.gov.ph)



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	3 <sup>rd</sup> Quarter of the Year		
Digital Citizenship Training for ALS Teachers (Phase 2)	July 2023	Face-to-face	Department of Information and Communications Technology
LAC Sessions on Content Delivery (District Levels)	Once quarter every	Face to face or online	none

**IV. Deliverables**

<b>Series Title</b>	<b>Deliverables</b>
Orientation on the Reading Assessment for ALS Teachers	Reading Assessment Results
Action Research Agenda and Capability Development Training for ALS Teachers	Proposed Action Research
Digital Citizenship Training for ALS Teachers (Phase 2)	Video Lessons for identified priority topics in ALS
LAC Sessions on Content Delivery (District Levels)	Lesson plans for priority ALS topics

**V. Monitoring and Evaluation**

(Pls see Attached BEMEF Implementation Plan and BEMEF Plan)

Proposed by:

Reviewed by:

**GRETCHEN V. CATANE**  
Education Program Specialist II – ALS

**JASMIN J. ADRIATICO**  
Education Program Supervisor – ALS

Recommending Approval:

**RALPH T. QUIROG**  
Chief ES, CID

**ALIENA S. DAJAY**  
Assistant Schools Division Superintendent

Approved:



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VICTORIA V. GAZO, PhD, CESO V  
Schools Division Superintendent



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## **Malaybalay City Division Research Caravan**

### **I. Introduction**

Malaybalay City Division Research Caravan is a program involving capability development in research management and research writing; series of activities for crafting and dissemination of research; and production of tools, guides and manuals to strengthen research culture in the division to enhance teaching and learning, human resource development, child protection and governance with the three cross-cutting concerns of Disaster Risk Reduction and Management, Inclusive Education, and Gender and Development. The program is geared towards enhancing the quality basic education in the Division.

The research caravan is aligned with the Department of Education's policies and standards to promote an environment of evidence-based decision making for continuous improvement of the quality of basic education. DepEd Order No. 16, s. 2017, provides guidance in managing research initiatives in the schools division for dissemination of researches conducted anchored on basic education research agenda as stipulated in DepEd Order No. 39, s. 2016 . These DepEd orders stipulates that continues improvement of the Department of Education should be bounded by relevant evidence from research as it draws lesson from the past and existing education and find ways to improve them.

The Division of Malaybalay City has already been producing researches anchored on different themes in Basic Education Research Agenda. However, DepEd Order No.4, s. 2022 titled Adoption of Basic Education Development Plan 2030 emphasizes the need to broaden the research scope and explore topics on system-level research, programmatic approaches more than piecemeal interventions, scalability of best practices and longitudinal patterns and trajectories. Furthermore, the Basic Education Sector Analysis (BESA) conducted contains references to a number of topics and areas of interest that

lacked data and might provide some focus areas for further research in order to fully understand their impact on the education sector.

## **II. Goals and Objectives**

The Malaybalay City Division Research Caravan aims to equip teachers, school managers, teaching related and non-teaching personnel with the consciousness to seek evidence-based results of the various innovations, programs, or new policies. It has the same goal with the Department to build on gains from existing research, generate new knowledge on priority research areas, focus on relevant education issues, and maximize available resources for research within and outside the Department.

The program intends to produce quality researches aligned with BERA; topics on system-level research, programmatic approaches more than piecemeal interventions, scalability of best practices and longitudinal patterns and trajectories; and topics and areas of interest that lacked data based on BESA.

## **III. Methodology**

### **A. Persons Involved**

<b>Committee</b>	<b>Roles and Responsibilities</b>
<b>SEPS in Planning and Research</b>	<ul style="list-style-type: none"> <li>• spearhead the periodic call for research proposals in the Division for BERF and Non-BERF research.</li> <li>• set the schedule on the submission of completed research</li> <li>• facilitate in the approval of research papers to the Division Research Committee</li> <li>• facilitate the conduct of capability development in research, research conference and the crafting of the research journal</li> </ul>

	<ul style="list-style-type: none"> <li>● initiate in the crafting of research manual, tools in evaluating research, research guides and etc.</li> </ul>
Division Research Committee	<ul style="list-style-type: none"> <li>● conduct the final review and evaluation of research proposals using the prescribed evaluation criteria and suggested evaluation tools and issued approval for implementation.</li> <li>● conduct the final review and evaluation using the prescribed evaluation criteria and suggested evaluation tools and issued approval of the paper.</li> <li>●</li> </ul>
School research coordinator	<ul style="list-style-type: none"> <li>● facilitate in the submission of approved school level research proposal to the assigned district research committee secretariat on or before the set deadline</li> <li>● facilitate in the submission of softcopy and hardcopy of the revised research proposal to the district research committee for approval.</li> <li>● coordinate with the division research committee secretariat on the status of the research proposals submitted in the division office.</li> <li>● facilitate in the submission of approved school level completed research to the assigned district research committee secretariat on or before the set deadline.</li> <li>● facilitate in the submission of softcopy and hardcopy of the revised research paper to the district research committee for approval.</li> <li>●</li> </ul>
District research committee	<ul style="list-style-type: none"> <li>● conduct initial review and evaluation of research proposals submitted by the school research coordinators using the prescribed evaluation criteria and suggested evaluation tools. The District Research Committee may opt to conduct district research proposal presentation for direct technical assistance.</li> <li>● submit the softcopy and the hard copy of approved research proposals in their respective district to the Planning and Research Section of the School Governance and Operations Division.</li> </ul>

	<ul style="list-style-type: none"> <li>● conduct initial review and evaluation of completed research submitted by the school research coordinators using the prescribed evaluation criteria and suggested evaluation tools.. The District Research Committee may opt to conduct district research congress for direct technical assistance</li> <li>● submit the softcopy and the hard copy of approved completed research in their respective district to the Planning and Research Section of the School Governance and Operations Division.</li> </ul>
	<ul style="list-style-type: none"> <li>●</li> </ul>

**B. Activities, Action plan or approach**

**Submission and Evaluation of Research Proposals**

**Non-BERF Research Proposals**

The Division Research Committee facilitated by the Planning and Research Section of the School Governance and Operations Division (SGOD) will spearhead the periodic call for research proposals in the Division and District level. The School Research Committee, District Research Committee and the Division Research shall perform the following:

1. The school research coordinator will facilitate in the submission of approved school level research proposal to the assigned district research committee secretariat on or before the set deadline.
2. The district research committee shall conduct initial review and evaluation of research proposals submitted by the school research coordinators using the prescribed evaluation criteria and suggested evaluation tools. The District Research Committee may opt to conduct district research proposal presentation for direct technical assistance.
3. After the initial review and evaluation, the research proposals shall be returned to the research proponents for revision. The school research coordinator shall facilitate in the submission of softcopy and hardcopy of the revised research proposal to the district research committee for approval. The requirements are as follows:
  - 3.1 Application form and endorsement of immediate supervisor of the proponent (Annex 1);
  - 3.2 Research proposal (Annex 2); and
  - 3.3 Anti-plagiarism and absence of conflict of interest



### declaration (Annex 3)

4. The district research committee shall submit the softcopy and the hard copy of approved research proposals in their respective district to the Planning and Research Section of the School Governance and Operations Division.
5. The division research committee shall conduct the final review and evaluation of the submitted research proposals using the prescribed evaluation criteria and suggested evaluation tools and issued approval for implementation.
6. The school research coordinator shall coordinate with the division research committee secretariat on the status of the research proposals submitted in the division office.

Research proposals with complete documentary requirements of Non-teaching personnel, Education Program Supervisors, Senior Education Program Specialists, Education Program Specialists and other teaching-related personnel will be submitted directly to the Planning and Research Section of the School Governance and Operations Division for review and evaluation of the Division Research Committee.

#### **Research Proposals for Basic Education Research fund (BERF)**

The submission and evaluation of research proposals for Basic Education Research Fund (BERF) shall adhere to the policy and guidelines stipulated in DepEd Order no. 16, s. 2017. The Schools Division Research Committee, in coordination with the Regional Research Committee, will assist in wide dissemination of the call for proposals in schools. The Secretariat at all levels will conduct dissemination and capacity building activities on the preparation of research proposals and funding opportunities.

The Division Research Committee may select research proposals submitted by the district and division offices provided that the research has been approved by the Division Research Committee for implementation.

#### **Submission and Evaluation of Completed Researches**

##### **Non-BERF Completed Researches**

The Planning and Research Section of the School Governance and Operations Division will set the schedule on the submission of completed research in the Division and District level. The School Research Committee, District Research Committee and the Division Research shall perform the following:

1. The school research coordinator will facilitate in the submission of approved school level completed research to the assigned district research committee secretariat on or before the set deadline.
2. The district research committee shall conduct initial review and evaluation of completed research submitted by the school research coordinators using the prescribed evaluation criteria and suggested evaluation tools.. The District Research Committee may opt to conduct district research congress for direct technical assistance.
3. After the initial review and evaluation, the research paper shall be returned to the research proponents for revision. The school research coordinator shall facilitate in the submission of softcopy and hardcopy of the revised research paper to the district research committee for approval.
4. The district research committee shall submit the softcopy and the hard copy of approved completed research in their respective district to the Planning and Research Section of the School Governance and Operations Division.
5. The division research committee shall conduct the final review and evaluation using the prescribed evaluation criteria and suggested evaluation tools and issued approval of the paper.
6. The school research coordinator shall coordinate with the division research committee secretariat on the status of the evaluation of the completed research submitted in the division office.

Completed research with complete documentary requirements of Non-teaching personnel, Education Program Supervisors, Senior Education Program Specialists, Education Program Specialists and other teaching-related personnel will be submitted directly to the Planning and Research Section of the School Governance and Operations Division for review and evaluation of the Division Research Committee.

### **Basic Education Research funded (BERF) Research**

The submission and evaluation of completed research funded by Basic Education Research Fund (BERF) shall adhere to the policy and guidelines stipulated in DepEd Order no. 16, s. 2017. Completed research must be submitted to the Division Research Committee through the Planning and Research Section of the School Governance and Operations Division. The Secretariat will conduct technical evaluation to determine the acceptability of the output. Submitted outputs with additional requirements, comments, and recommendations will be returned for revision. This will be outside the research work plan. In addition, for accountability and reproducibility of research, researchers will **submit an executive data set** in an accessible file format (i.e. Microsoft Excel file). Final approved outputs will be submitted in soft (PDF copy) and hard copies to the committee secretariats.

## **Dissemination and Utilization**

The Dissemination and utilization of research is highly significant in the improvement of teaching-learning, human resource development, child protection and governance process in the Division. In adherence to DepEd order no. 16, s.201, the Planning and Research Section may organize research conferences, research forums, and policy forums to gather education researchers to share their research findings, gather new inputs and research ideas, and discuss policy options based on research results. Approved researches and research presented in the Division Research Conference and forums will be published in the Division's research journal and bulletin for wider dissemination, and as a potential archival mechanism for completed research.

In addition, the division may utilize completed researches to improve learning outcomes and governance processes in their respective areas. Evidence should be heavily used in the development of policies, frameworks, programs, and projects; strategic, operational, and mid-term plans; training programs; and instructional materials, to mention a few governance strategies.

With full support of school heads, teachers will disseminate and utilize their research through existing mechanisms such as, but not limited to, the following venues:

- Learning Action Cells (LACs). The LAC sessions may be maximized by sharing the results of ongoing and/or completed research. These may serve as input for teachers in their respective teaching-learning strategies.
- In-Service Training (INSET). The training design may include discussions on research results and how these can be utilized.
- School Governing Council (SGC). Research results and proposed actions can be presented during school planning and monitoring activities.
- Enhanced School Improvement Plan (eSIP) / Annual Implementation Plan (AIP) - Research results may be incorporated in the SIP. School planning activities may bring forth possible research topics. These may also be plotted as research initiatives in the SIP and AIP.
- School Report Card (SRC). Interventions made as a result of action results may be included in the SRC.

## **Archival**

The Planning and Research Section of the SGOD, will set up mechanisms to archive all completed education researches, along with other relevant documents, such as the data sets used during the study.

## **Research Implementation, Monitoring and Evaluation**

A funded or non-funded research project proposals which met the criteria using the evaluation research tool will be implemented and constantly monitored by the concerned division personnel (i.e. PSDS, EPS, School Heads) and the utilization of research findings shall be facilitated by the Monitoring & Evaluation Section as well as Planning and Research Section most especially during policy review, policy formulation, budgeting, planning and for other purposes relative on improving schools' performance.

For funded research like BERF, the steps in research management cycle flowchart shall be strictly followed with the direct supervision of the SEPS for planning and research.

### **IV. Deliverables**

Completed Researches

Accomplishment Reports

### **V. Monitoring and Evaluation**

(Refer to attached BEMEF Implementation Plan and BEMEF Plan)

**Title:** Malaybalay City Division Research Caravan

**Goal:** Quality of Education Provision and Learning Outcomes

**Outcome:** Learners complete K to 12 Basic Education, having attained all learning standards that equip them with the necessary skills and attributes and are confident to pursue their cho

Critical Action	Responsible/Accountable Unit (FU)	Timeframe	Estimated Budget	Budget Source	
<i>What actions/activities must be completed to implement the policy?</i>	<i>Who is responsible for the action/activity?</i>	<i>When must the action/activity be completed?</i>	<i>How much will it cost to implement the action?</i>	<i>Where will the funding come from? (Internal and external funding source)</i>	
<b>OUTPUT 1 Researches on curriculum standards, learning management, and learning resources and services completed and disseminated</b>					
Activity 1	Capability development in Research Management among research coordinators	Planning and Research	Last Quarter of the 2023-2028	600,000.00	MOOE ,Local Funds, BERF, HRTD
Activity 2	Capacity building in research writing among teachers, school managers, teaching related and non-teaching personnel	Planning and Research, CID	Last Quarter of the 2023-2028	600,000.00	MOOE ,Local Funds, BERF, HRTD
Activity 3	Proposed Researches for BERF Funding	Planning and Research	Last Quarter of the 2023-2028	10,000,000.00	BERF
Activity 4	Design and Development of Division Research Evaluation Guides and Research manual	Planning and Research	Last Quarter of the 2023-2028	1,200, 000	MOOE ,Local Funds, BERF, HRTD
Activity 5	Capacity building on research review and evaluation among Supervisors and panel of reactors	Planning and Research	Every 2nd Quarter of the year	1,200, 000	MOOE ,Local Funds, BERF, HRTD
Activity 6	Conduct Research Congress/Conference participated by teachers, school managers, teaching related and non-teaching personnel and students	Planning and Research	Every 3rd Quarter of the year	2,000, 000	MOOE ,Local Funds, BERF, HRTD
Activity 7	Development and Printing of Division Research Journal	Planning and Research	Every last quarter of the year	2,000, 000	MOOE ,Local Funds, BERF, HRTD

Activity	Activity Description	Resources	Timeline	Deliverables	Impact	Reporting							
Activity 1	Research on curriculum standards, learning management, and learning resources and services completed and disseminated	Completed Research on curriculum standards, learning management, and learning resources and services completed and disseminated	Document Review on the data stored on the Planning and Research Data Bank on approved completed researches and disseminated during research conferences	Printing and Research Section	Annually	Google Drive, Google Forms, Planning and Research Data Storage Bank (online and printed)	CD, Division PMT, Stakeholders, Implementers, School Teachers, Parents	Quantitative Analysis	Printing and Research Section	Annually	CD, Division PMT, Stakeholders, Implementers, School Teachers, Parents	Memorandum, group chats, meetings and orientations	Annually
Activity 2	Capacity building in research writing among leaders, school managers, teaching faculty and non-teaching personnel	No. of researchers, school managers, teaching faculty and non-teaching personnel participated	Document Review on the Attendance forms, training designs and accomplishment reports	Printing and Research, CD	Annually	Google Drive, Google Forms, Planning and Research Data Storage Bank (online and printed)	CD, Division PMT, Stakeholders, Implementers, School Heads	Quantitative Analysis	Printing and Research Section	Annually	CD, Division PMT, Stakeholders, Implementers, School Heads	Memorandum, group chats, meetings and orientations	Annually
Activity 3	Proposed Researches for B2B2P Model	No. of Research funded by B2B2P	Call for research proposal, Submission of Research proposals to the regional offices for funding	Printing and Research	Annually	Google Drive, Google Forms, Planning and Research Data Storage Bank (online and printed)	CD, Division PMT, Stakeholders, Implementers, School Heads	Quantitative Analysis	Printing and Research Section	Annually	CD, Division PMT, Stakeholders, Implementers, School Heads	Memorandum, group chats, meetings and orientations	Annually
Activity 4	Design and Development of Division Research Evaluation Guides and Research Manual	Printed Research Evaluation Guides and Research Manual	Laying out and printing of Research Evaluation Guides and Research Manual, Quality assurance	Printing and Research	Annually	Google Drive, Google Forms, Planning and Research Data Storage Bank (online and printed)	CD, Division PMT, Stakeholders, Implementers, School Heads	Quantitative Analysis and Qualitative Analysis	Printing and Research Section	Annually	CD, Division PMT, Stakeholders, Implementers, School Heads	Memorandum, group chats, meetings and orientations	Annually
Activity 5	Design and Development of Division Research Evaluation Guides and Research Manual	No. of Supervisors and parent of teachers participated	Document Review on the Attendance forms, training designs and accomplishment reports	Printing and Research	Annually	Google Drive, Google Forms, Planning and Research Data Storage Bank (online and printed)	CD, Division PMT, Stakeholders, Implementers, School Heads	Quantitative Analysis	Printing and Research Section	Annually	CD, Division PMT, Stakeholders, Implementers, School Heads	Memorandum, group chats, meetings and orientations	Annually
Activity 6	Capacity building on research review and evaluation among supervisors and parent of teachers	No. of researchers presented during the research conference	Document Review on the Attendance forms, training designs and accomplishment reports	Printing and Research	Annually	Google Drive, Google Forms, Planning and Research Data Storage Bank (online and printed)	CD, Division PMT, Stakeholders, Implementers, School Heads	Quantitative Analysis	Printing and Research Section	Annually	CD, Division PMT, Stakeholders, Implementers, School Heads	Memorandum, group chats, meetings and orientations	Annually
Activity 7	Development and Printing of Division Research Journal	Printed Division research Journal	Document Review on the Attendance forms, training designs and accomplishment reports	Printing and Research	Annually	Google Drive, Google Forms, Planning and Research Data Storage Bank (online and printed)	CD, Division PMT, Stakeholders, Implementers, School Heads	Quantitative Analysis and Qualitative Analysis	Printing and Research Section	Annually	CD, Division PMT, Stakeholders, Implementers, School Heads	Memorandum, group chats, meetings and orientations	Annually

Description or statement of corresponding objectives	These are the SAAQR indicators of input, outcomes, and outputs	Are there existing tools to be used? Is it from FGDs, documents review, interviews, questionnaire, surveys?	Office or personnel who do collection	Frequency of collection (monthly, quarterly, semi-annual, annual)	Upon collection of data, where do you store it? If hard copies, are there filing cabinets? Or if soft copy, are there computers, databases?	Who are the users of raw data being collected (internal and external stakeholders) and for what?	Do you have specific technical process and analyze the data? (e.g. descriptive and/or inferential statistics)	Is there a specific staff or office who do data analysis?	How frequent data analysis? Monthly, quarterly, among others?	After analysis, you have the findings and proposed recommendations. Who will use those? To whom it will be provided (internal and external stakeholders)	What are the deliverables, i.e. are they specific and strategies to communicate the findings and recommendations? (e.g. consultation meeting, orientation, bulletin board, video, social media, written reports, etc.)	Do you regularly report? Are there specific schedules or frequency of reporting or dissemination?
None. For the Outcome, you may add row for another outcome.	These are the SAAQR indicators of input, outcomes, and outputs	Are there existing tools to be used? Is it from FGDs, documents review, interviews, questionnaire, surveys?	Office or personnel who do collection	Frequency of collection (monthly, quarterly, semi-annual, annual)	Upon collection of data, where do you store it? If hard copies, are there filing cabinets? Or if soft copy, are there computers, databases?	Who are the users of raw data being collected (internal and external stakeholders) and for what?	Do you have specific technical process and analyze the data? (e.g. descriptive and/or inferential statistics)	Is there a specific staff or office who do data analysis?	How frequent data analysis? Monthly, quarterly, among others?	After analysis, you have the findings and proposed recommendations. Who will use those? To whom it will be provided (internal and external stakeholders)	What are the deliverables, i.e. are they specific and strategies to communicate the findings and recommendations? (e.g. consultation meeting, orientation, bulletin board, video, social media, written reports, etc.)	Do you regularly report? Are there specific schedules or frequency of reporting or dissemination?

## Program Concept Paper

### **MCD SPORTS : KABATAAN AY SAGOT**

#### ***I. Introduction***

Research indicates that sports participation can promote healthy mental and physical development. According to the American Sport Education Program (1994), sports participation:

- Builds an appreciation of personal health and fitness;
- Develops a positive self-image;
- Teaches how to work as part of a team;
- Develops social skills with other children and adults (such as taking turns and sharing playing time);
- Teaches how to manage both success and disappointment; and,
- Teaches how to respect others.

Specifically, studies have examined how sports contribute to the development of social competence and self-esteem (Ewing, 1997).

#### ***II. Goals and Objectives***

In general, participation in youth sports can lead to:

- Enhanced functioning and health of heart, lungs, muscles, and bone;
- Improved flexibility, mobility, and coordination;
- Increased stamina and strength;
- Enhanced ability to maintain weight and improved balance and agility;
- Improved self-image, self-confidence, relaxation and stress relief;
- Prevention of secondary conditions associated with disability;
- preparing promising athletes to higher meets;
- Developing and promoting the value and spirit of sportsmanship; and
- Fostering teamwork and camaraderie.

#### ***III. Methodology***

##### **A. Persons Involved**

##### ***1. School Sports Coordinator***

Assist in the organization of the various sporting events and areas within the school's program. Plan and implement school events, e.g., school intramurals and other competitions, sports awards etc.; identifying future developments/opportunities related to sports.

##### ***2. District Sports Coordinator***

Effectively manage and coordinate the district sports program by being proficient these key tasks:



- Program Coordination
- Communication
- Promotions
- Participation
- Awards & Recognition

### 3. Division Sports Coordinator

Develop robust sporting programs in a variety of sports. Plan, coordinate and organize competitive sports opportunities, e.g., school intramurals, district meet, division meet, etc. Communicate all key stakeholders in relation to sporting opportunities to gain moral and financial support.

#### B. Activities, Action plan or approach

Activities:

1. Conduct capability building to all coaches, trainers and officiating officials.
2. Send coaches, trainers and officiating officials to higher training workshops/seminars (regional, national & international).
3. Conduct sports competitions/activities (intramural/district/division meets)
4. Participate in higher meets (Palarong Pampook (Regional Meet), Batang Pinoy, Milo Sports Olympics and Palarong Pambansa).

#### **IV. Deliverables**

1. Selection of Athletes for the District Meet/Division Meet/Regional Meet/Palarong Pambansa
2. Identifying qualified, competent and knowledgeable coaches/ trainers/ officiating officials.

#### **V. Monitoring and Evaluation**

(Pls Attached BEMEF Implementation Plan and BEMEF Plan)

## Program Concept Paper

### **CHILD PROTECTION: KABATAA'Y BIGYAN NG ATENSYON**

#### ***I. Introduction***

Child Protection aims to safeguard the child from all forms of abuse, violence and exploitation that may be perpetuated by adults or persons in authority. It expresses the agency's shared values, principles and beliefs.

#### ***II. Goals and Objectives***

- Having zero-tolerance for child abuse.
- Protecting children's rights and their best interests.
- Placing the child as the first priority when dealing with all identified or suspected cases of child abuse.
- Empowering and educating children on their rights, personal safety and steps they can take, if there is a problem.
- Integrating child protection into all aspects of our organizational strategy, structures and work practices.

#### ***III. Methodology***

##### **A. Persons Involved**

##### ***1. School through Child Protection Committee (CPC)***

The CPC has the responsibility to ensure that members are able to maximize their contribution to its work. This includes: ensuring that they reflect the contribution that all agencies have to make to child protection work. providing support and training opportunities for CPC members.

To provide special protection to children who are gravely threatened or endangered by circumstances with affect their normal development and over which they have no control, and to assist the concerned agencies in their rehabilitation.

##### ***2. Division Office through Child Protection Focal***

- Conduct information dissemination activities;
- Organize and conduct capacity building activities for the members of Child Protection Committee (CPC);
- Consolidate reports;
- Exercise disciplinary jurisdiction; and
- Give recommendations to the Regional Office

**B. Activities, Action plan or approach**

**Activities:**

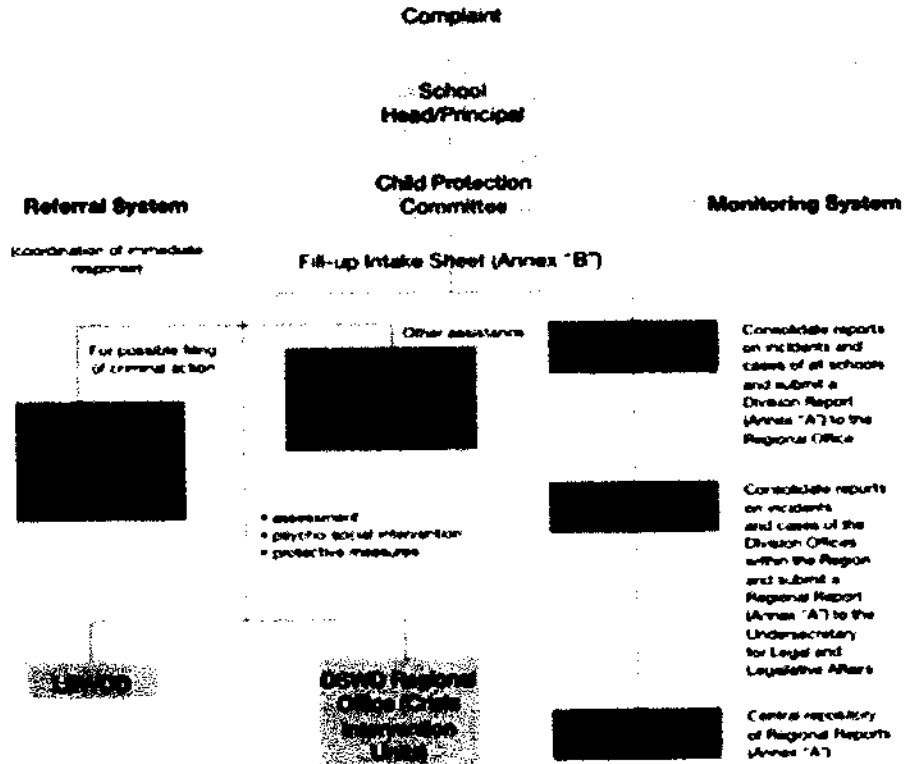
1. Conduct capability building to members of the Child Protection Committee.
2. Recommend CPC members to higher training workshops/seminars (regional, national & international).
3. Conduct monitoring and evaluation of the CPC programs/activities

**Referral System/Monitoring System/Reporting on Bullying & Child Abuse**

(Reference: DepEd Order No. 40, s. 2012, DepEd Order No. 18, s. 2015)

**ANNEX D**

**Department of Education Child Protection Policy  
Referral and Monitoring System**



**ANNEX B**

**DEPARTMENT OF EDUCATION  
INTAKE SHEET**

**I. INFORMATION:**

**A. VICTIM:**

Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_  
Gr./Yr and Section: \_\_\_\_\_ Adviser: \_\_\_\_\_

Parents:

Mother: \_\_\_\_\_ Age: \_\_\_\_\_  
Occupation: \_\_\_\_\_  
Address: \_\_\_\_\_

Father: \_\_\_\_\_ Age: \_\_\_\_\_  
Occupation: \_\_\_\_\_  
Address and Contact Number: \_\_\_\_\_

**B. COMPLAINANT:**

Name: \_\_\_\_\_  
Relationship to Victim: \_\_\_\_\_  
Address and Contact Number: \_\_\_\_\_

**C. RESPONDENT:**

C-1. If respondent is a School Personnel

Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_  
Address and Contact Number: \_\_\_\_\_

C-2. If respondent is a Student

Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_  
Gr./Yr and Section: \_\_\_\_\_ Adviser: \_\_\_\_\_

Parents Guardian

Mother: \_\_\_\_\_ Age: \_\_\_\_\_  
Occupation: \_\_\_\_\_  
Address and Contact Number: \_\_\_\_\_

Father: \_\_\_\_\_ Age: \_\_\_\_\_  
Occupation: \_\_\_\_\_  
Address and Contact Number: \_\_\_\_\_

**II. DETAILS OF THE CASE:**

**III. ACTION TAKEN:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**IV. RECOMMENDATIONS:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Prepared by: \_\_\_\_\_

Name over Printed Name

Designation

Date

**ANNEX A**

**Report of cases of abuse, violence, exploitation, discrimination, bullying or peer abuse and other related**

**Offenses**

**School/Division/Region :** \_\_\_\_\_

**Period Covered :** \_\_\_\_\_

**Person Submitting Report:** \_\_\_\_\_

**Designation:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**VICTIMS**

**RESPONDENTS**

VICTIMS			RESPONDENTS				Nature of Complaint	Actions Taken	Recommendations
Name	Age	Sex	Name	Age	Sex				

**IV. Deliverables**

1. Trained members of the Child Protection Committee in schools
2. Referral and Monitoring system established.
3. Reporting of cases institutionalized.

**V. Monitoring and Evaluation**

(Pls Attached BEMEF Implementation Plan and BEMEF Plan)

## Program Concept Paper

### **OPENING OF ADDITIONAL SPED CLASSES AND REFERRAL SYSTEM**

#### **.Introduction**

The Magna Carta for Persons with Disabilities, emphasizes that the State has the duty to establish, maintain and support complete, adequate and integrated system of special education for visually impaired, hearing impaired, mentally retarded persons and other types of exceptional children in all regions of the country and toward this end , DepEd shall establish, special education classes in public schools in cities and municipalities

The enrolment of Children with Special Education Needs from among the schools in the division offering SPED classes is increasing. Some classes are oversize with learners ranging from a minimum of 10 up to more than 20. Thus ,the need to open additional SPED classes to accommodate these type of learners.

#### **II. Goals and Objectives**

Learners with disabilities shall be given the opportunity to learn together with their typically developing peers in child-friendly and inclusive general education classrooms while they get the support for care, rehabilitation, as well as additional learning support.

#### **III. Methodology**

##### **A. Persons Involved**

##### **School**

The school through the school head/principal shall be responsible for strictly observing the following provisions:

1. Schools are the primary implementers of the special education program and other interventions for LWDs. It shall foster a healthy, happy, and engaging learning environment that is inclusive and rights-upholding.
2. The school, through the leadership of the school head, shall:

2.1 Ensure that a teacher with SPED item shall be assigned to teach learners with disabilities in the mainstream or self-contained classes;

**2.2 Promote inclusion of LWDs with mild to moderate disability in the regular classroom or mainstreamed classes. These LWDs shall not be segregated in SPED classes or in a self-contained classes;**

**2.3 Ensure that provisions of programs and services for LWDs are included in the School Plan (e.g. School Improvement Plan and Annual Improvement Plan for a public school), and other pertinent document plan, and LWDs and their parents/ guardians are consulted in formulating this plan, in light of the right of children to be heard and to have their views considered in accordance with their evolving capacity and maturity;**

**2.4 Ensure that physical facilities are compliant to BP 344 Accessibility Law;**

**2.5 Plan for and prepare the school community in accepting learners with diverse abilities, needs and backgrounds, and in making the school inclusive;**

**2.6 Ensure that data on LWDs are updated, correct and properly encoded in the LIS and EBEIS;**

**2.7. Use school data in planning for and allocating resources for the school;**

**2.8 Ensure that provisions of programs and services for LWDs are included in the School Plan (e.g. School Improvement Plan and Annual Improvement Plan for a public school), and other pertinent document plan;**

**2.9 Set up and establish resource rooms within the school to support additional needs of LWDs;**

**2.10 Manage and sustain resources of the school and ensure that support services are available to LWDs;**

**2.11 Plan with the Schools Division Office (SDO) on how SPED teachers can be mobilized to support general education teachers in other schools with no SPED teachers;**

**2.12 Guarantee participation of LWDs in national assessments, services, programs, and other school and community activities;**

**2.13 Establish and sustain strong partnerships with families, government agencies, local government units, non-government organizations, and medical and allied medical institutions.**

**To attain strong partnership while ensuring that the rights and interests of learners are promoted and protected, the school shall:**

**a Gather information (e.g., address, contact numbers, etc.) of partners and ensure that learners and families are informed;**

**b. Establish a clear referral system with partners that will promote collaborative management of resources and provisions of appropriate support and interventions for LWDs; c Inform and involve the community in the**

activities of the school; and d. Generate support for learners' health, medical, and overall welfare.

#### **B. Division level**

The Schools Division Office through the Schools Division Superintendent shall be responsible for strictly observing the following provisions:

1. The School Division Office (SDO) shall capacitate, support, and empower schools in achieving and maintaining a healthy, happy, and engaging learning environment for all. As such, the SDO shall actively plan for the roll out of special education program and services in the division so that all learners with disabilities shall have access to quality interventions and participate meaningfully in the K to 12 Basic Education Program.

2. The SDO shall provide support to the implementation of inclusive education by ensuring that all schools are equipped with facilities, services, and specialists that are able to attend to the needs of LWDs.

3. The SDO shall coordinate with the Regional Office (RO) in the provision of adequate resources and collaboratively work with schools in managing available resources. The consolidated data of schools shall inform planning and allocation of resources at the division level. Therefore, SDOs must ensure that schools have school IDs and that the integrity of data on LWDs is maintained. 4. The SDO shall be responsible for the following:

4.1 Ensure the respect, protection, fulfillment, and promotion of the rights of the LWDs to equal and equitable access to quality basic education;

4.2 Promote and practice the principles of inclusion; Therefore, establishment of standalone SPED Center shall not be allowed;

4.3 Ensure that school buildings, centers, and the like have access facilities by providing an annual list of facilities for repair, construction, and rehabilitation;

4.4 Ensure that no SPED Centers, as stand-alone schools, shall be established, except when it is legislated and identified as Inclusive Learning Resource Centers (ILRCs). Therefore, the existing standalone SPED centers shall revert to regular schools that are inclusive starting SY 2021;

4.5 Provide technical assistance and expertise on special and inclusive education to teachers and school heads;

4.6 Ensure that schools are able to tag properly the learners with disabilities in the LIS and EBEIS;

4.7 Provide CPD programs and capacity-building activities to general education and special education teachers on inclusive education.



## Program Concept Paper

### **OPLAN KALUSUGAN SA DEPED PROGRAM**

#### I. Introduction

To ensure health promotion and wellness among the school populace, the Department of Education launched the “OK sa DepEd” otherwise known as Oplan Kalusugan sa DepEd program last 2018 which embodies the six major flagship health programs namely: School-Based Feeding Program (SBFP); National Drug Education Program (NDEP); Adolescent Reproductive Health (ARH) Program; Water, Sanitation, and Hygiene in Schools (WinS) Program; Medical, Dental, and Nursing Services (MDN) Program; and lastly, School Mental Health (SMH) Program.

#### II. Goals and Objectives

This program aims to:

- Present/share preparatory activities conducted by the Regional Office/Schools Division Office
- Discuss ways to strategize schemes to deliver the program
- Apply intervention on appropriate situation, and
- Formulate action plan for Oplan Kalusugan sa DepEd Program School Year 2022-2023

#### III. Methodology

##### A. Persons Involved

###### 1. **MARCELA S. PANGANIBAN** – Dentist II

- overall focal person for the Oplan Kalusugan sa DepEd Program

- facilitates all activities related to the implementation of Oplan Kalusugan sa DepEd Program

2. **KEZIAH FATIMA M. UN** – Nurse II

- focal person for the School Based Feeding Program (SBFP)

3. **HAZEL D. MARABE** – Nurse II

- focal person for the National Drug Education Program (NDEP)

4. **MARIE CRIS V. OBEÑITA** – Nurse II

- focal person for the Adolescent Reproductive Health (ARH) Program

5. **MARCOSJULITA K. FULGENCIO** – Dentist II

- focal person for the WASH in Schools (WinS) Program

6. **ALMA B. MOLINA** – Nurse II

- focal person for the Medical, Dental and Nursing Services (MDN) Program

7. **JENNIFER L. MADELO** – Nurse II

- focal person for the School Mental Health (SMH) Program

**B. Activities, Action Plan or Approach**

<b>OKD 6 FLAGSHIPS PROGRAMS</b>	<b>ACTIVITIES, ACTION PLAN OR APPROACH</b>
<p><b>1. School Based Feeding Program (SBFP)</b></p>	<p>1. Orientation of PSDS, School Heads, Feeding Teachers / Coordinators on the program and its guidelines</p> <p>2. Supply Mapping, Procurement, Downloading and Liquidation of Funds</p> <p>3. Consolidation of progress monitoring reports and program terminal reports</p>
<p><b>2. National Drug Education Program (NDEP)</b></p>	<p>1. Consolidation of NDEP Monthly reports to all schools.</p> <p>2. Coordination with Youth Formation PDOs in the implementation of Barkada Kontra Droga among secondary schools.</p> <p>3. Distribution and posting of IEC materials relative to Smoking-Alcohols and Drugs (SAD) campaign.</p> <p>4. Monitoring of NDEP corners and integration of NDEP in health subjects or lessons in schools.</p>
<p><b>3. Adolescent Reproductive Health (ARH) Program</b></p>	<p>1. Training on Sexually Healthy and Personally Empowered (SHAPE) Adolescents to Schools Adolescent Reproductive Health (ARH) Coordinator and/or Designated Guidance Coordinator</p>
<p><b>4. WASH in Schools (WinS) Program</b></p>	<p>1. Preparation and submission of Proposal on construction of additional health and sanitation facilities in schools.</p> <p>2. Forum with the internal and external Stakeholders to ensure more schools will have health and sanitation facilities by the year 2028</p>

<p><b>5. Medical, Dental and Nursing Services (MDN) Program</b></p>	<ol style="list-style-type: none"> <li>1. Seminar on basic first aid (in-person)</li> <li>2. Refresher course on basic first aid (in-person)</li> <li>3. Re-orientation on OKD (Oplan Kalusugan sa DepEd) among coordinators.</li> <li>4. Conduct forum/ updates on health and safety protocols among school heads including Covid 19 (DepEd Order No. 039, s. 2022)</li> <li>5. Unified Medical, Dental and Nursing Services</li> </ol>
<p><b>6. School Mental Health (SMH) Program</b></p>	<ol style="list-style-type: none"> <li>1. Training on Mental Health and Psychosocial support services (MHPSS) among School Mental Health Coordinator and/or Designated Guidance Coordinator.</li> <li>2. Proposal to hire registered Guidance Counselor in every school.</li> <li>3. Capacity Building on Mental Health and Psychosocial support services (MHPSS) among DepEd personnel and learners.</li> </ol>

#### IV. Deliverables

- Activity Design
- Monitoring Tool
- Memorandum Of Agreement
- Attendance to Activities
- SBFP Procurement Documents
- Training Certificates
- List of Awardees
- Accomplishment Reports

## **V. Monitoring and Evaluation**

**(Pls Attached BEMEF Implementation Plan and BEMEF Plan)**

## **Program Concept Paper**

### **OPEN HIGH SCHOOL PROGRAM**

#### **I. Introduction**

The Open High School Program (OHSP) is an alternative mode of secondary education that uses distance learning. It caters to high school students who are unable to attend regular classes due to physical, economic and geographical limitations. OHSP is an acronym for Open High School Program. It is an alternative mode of formal secondary education program run by the Bureau of Secondary Education (BSE) of the Department of Education (DepEd) of the Republic of the Philippines. Pursuant to DO 46, S. 2006, it was the legal basis in the creation and implementation where the **GUIDELINES ON THE PILOT IMPLEMENTATION OF THE OPEN HIGH SCHOOL PROGRAM (OHSP)**. Republic Act No. 10665 (Open High School System Act) **AN ACT ESTABLISHING THE OPEN HIGH SCHOOL SYSTEM IN THE PHILIPPINES AND APPROPRIATING FUNDS THEREFOR**

It is an inalienable right of every individual to receive education which will enable him/her to become a productive citizen. The Philippine Constitution, recognizing this right, mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education.

The Open High School Program (OHSP) is an alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.

#### **II. Goals and Objectives**

The OHSP aims to:

- a. retain in school potential dropouts;

- b. encourage out-of-school youth of high school age (12-16) to return to school; and
- c. contribute to the accomplishment of the Education For All (EFA 2015) target which is 100% participation rate and zero dropout rate by 2015.

### **III. Methodology**

#### **A. Persons Involved**

**(Indicate the persons involved roles and responsibilities)**

#### **B. Activities, Action plan or approach**

**(Discuss the activities to be conducted)**

### **IV. Deliverables**

### **V. Monitoring and Evaluation**

**(Pls Attached BEMEF Implementation Plan and BEMEF Plan)**

# **Republic Act No. 10665 (Open High School System Act)**

**[Republic Act No. 10665] AN ACT ESTABLISHING THE OPEN HIGH SCHOOL SYSTEM IN THE PHILIPPINES AND APPROPRIATING FUNDS THEREFOR**

*Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:*

**SECTION 1. .Short Title.** – This Act shall be known as the “Open High School System Act”.

**SEC. 2. Declaration of Policy.** – It is hereby declared the policy of the State to broaden access to relevant quality education through the employment of an alternative secondary education program that will enable the youth to overcome personal, geographical, socioeconomic and physical constraints, to encourage them to complete secondary education. This is in line with the constitutional policy that mandates the State to “encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs”, as stated in Article XIV, Section 2, paragraph 4 of the 1987 Constitution.

**SEC. 3. Definition of Terms.** – The terms used in this Act are hereby defined as follows:

(a) *Community Adviser or Tagapayong Pansamahan* refers to the adviser from within the community who helps the open learners harmonize their studies with community service and leisure;

(b) *Learning Center* refers to a room in the mother high school or other designated area where the open learners can conduct researches or gather additional information on topics under study. It can also serve as a multipurpose area which may contain a classroom setup, a library or a venue where the Source Person can conduct hands-on exercises/activities;

(c) *Mother High School or Inang Paaralan* refers to a regular secondary school which maintains full administrative management and instructional supervision and control Over one or more learning centers. It functions, among others, as:

(1) Headquarters of the open learners and Open High School Teachers;



(2) Center for enrolment, evaluation, direct or face-to-face instruction and promotion of open learning;

(3) Receiver of donations, instructional materials and reports relative to open learning; and

(4) Coordinator of the different learning centers in the community.

(d) *Open High School Teacher* refers to a regular secondary school teacher of the mother high school who is in charge of direct instruction, evaluation of the learners' progress and keeping of the records of individual learners;

(e) *Open Learning* refers to the philosophy of learning that is learner-centered and flexible, enabling learners to learn at the time, place and pace which satisfies their circumstances and requirements;

(f) *Source Person or Gurong Kadluan* refers to a resource person with specialized skills in practical or industrial subjects such as farming, handicraft, auto-mechanics, tailoring and other skills; and

(g) *Teacher Adviser or Gurong Tagapatnubay* refers to a regular secondary school teacher of the mother high school who serves as guidance counselor to the open learners, coordinates with the teachers in evaluating the learners' progress, and prepares and submits reports to the authorities concerned.

**SEC. 4. Establishment of the Open High School System (OHSS).** — The OHSS is hereby established as part of the Department of Education's (DepED) alternative secondary education program to provide access to secondary education through the open learning modality.

**SEC. 5. Coverage.** — This Act shall apply to public secondary educational institutions authorized to practice open learning through self-instructional materials, multi-channel learning and school-family-community partnership as well as other such institutions that shall be authorized as qualified implementers of the OHSS.

**SEC. 6. Learners of the OHSS.** — The OHSS shall be open to all youth and adults who have finished elementary education, as well as high school qualifiers of the Philippine Educational Placement Test (PEPT) and the Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Test.

**SEC. 7. Administration and Function.** — The DepED shall administer the OHSS. An OHSS Unit shall be created to assist in performing the following functions:

- (a) Formulate the basic policies of the OHSS;
- (b) Formulate, adopt and supplement programs that ensure effectivity and productivity of the OHSS;
- (c) Monitor and evaluate existing open learning programs for integration with the OHSS;
- (d) Develop and validate prototype instructional materials for open learning;
- (e) Consult and collaborate with other DepED divisions, local government units (LGUs), civil society organizations and other private agencies for the effective operation of the OHSS;
- (f) Promulgate the necessary guidelines, rules and regulations for the effective implementation of the OHSS;
- (g) Recommend to the DepED the annual budget of the OHSS for inclusion in the annual General Appropriations Act; and
- (h) Perform such other tasks as may be necessary to attain the objectives of the OHSS.

**SEC. 8. Curriculum Content.** — The OHSS shall adopt the K to 12 Enhanced Basic Education Curriculum using the standards and learning competencies of different subject areas of the program.

**SEC. 9. Personnel Recruitment and Incentives.** – The Open High School Teachers and Teacher Advisers who shall render service under the OHSS shall be enlisted from those who are currently teaching in the mother high school that is implementing the program. The Community Advisers and the Source Persons shall be hired by the LGU and shall receive honoraria, to be arranged with the local school board in accordance with the guidelines it shall issue in consultation with the DepED: *Provided*, That upon full implementation of the K to 12 Curriculum, particularly on Senior High School, the specific Division of the DepED which has authority over the mother high school, shall be responsible in hiring the Source Persons and in giving their compensation.

The DepED shall prioritize qualified locally-hired teachers who have been performing the functions of Open High School Teachers prior to this Act in the hiring of additional Open High School Teachers.

**SEC. 10. Training of Teaching Staff.** – The DepED shall be responsible for the training of the Open High School Teachers, Teacher Advisers, and Community Advisers. Training shall be done in coordination with the LGUs and the nongovernment organizations concerned.

Nonteaching stakeholders such as parents and LGU personnel, among others, who are needed to provide support to the OHSS, shall likewise be included in the training program.

**SEC. 11. *Establishment of Learning Centers.*** — Every division of the DepED shall establish learning centers in the authorized mother high schools located in their jurisdiction. LGUs may also take the lead in the establishment of learning centers, which shall continue to be under the authority of the recognized mother high school and the division of the DepED.

The specific Division of the DepED which has authority over the mother high school, shall be responsible in hiring the Open High School Teacher who shall manage the day to day affairs of the learning center on a full-time basis. This Open High School Teacher shall be the coordinator of the learning center and shall facilitate the learning process of the open learners.

**SEC. 12. *Private Sector Participation.*** – Private educational institutions may establish their own privately-funded learning centers following the standards and criteria provided for in this Act for the OHSS, subject to the approval of the DepED.

**SEC. 13. *Memorandum of Agreement.*** – To ensure maximum cooperation towards the success of the OHSS, the DepED and the Department of the Interior and Local Government (DILG) are encouraged to adopt a Memorandum of Agreement defining their respective roles in the operation of the OHSS pursuant to this Act.

The DepED shall encourage and promote partnership with concerned civil society organizations and other service providers in order to sustain an enabling environment for participatory planning, budgeting, and implementation of the OHSS related programs and projects.

**SEC. 14. *Appropriations.*** – The amount necessary for the initial implementation of this Act shall be charge against the current year's appropriations of the Open High School Program of the DepED. Thereafter, the amount necessary for the continued operation of the OHSS shall be included in the DepED's budget in the annual General Appropriations Act.

**SEC. 15. *Implementing Rules and Regulations.* — Within ninety (90) days after the effectivity of this Act, the DepED, in consultation with the DILG, shall promulgate the rules and regulations needed for the effective implementation of this Act.**



VI. Introduction

(Indicate the description of the program, rationale and background)

**Private Schools are privately owned and managed institutions for teaching and learning, established and authorized by the Department of Education to operate certain educational programs in accordance with laws and the prescribed policies and rules of the Department.**

**Pilots the validation of complete portfolio/document of schools requesting Permit to Operate/Government Recognition. Set date for the site validation with the Private School team. Reviews and indorse complete portfolio of documents of schools requesting.**

**While for Senior High School Special Order, schools are grouped with the specific venue for the Division checking and giving of technical assistance for the completeness of pertinent documents for submission to the Regional Office.**

VII. Goals and Objectives

**Be able impart to all Private Schools in the Division of Malaybalay the knowledge in operating a school based on the rules and standards of the Department of Education.**

VIII. Methodology

C. Persons Involved

(Indicate the persons involved roles and responsibilities)

<b>PERSONS INVOLVED</b>	<b>ROLES</b>	<b>RESPONSIBILITIES</b>
Division Testing Coordinator	Serve as the overall supervisor in the conduct of TESTS in schools within the division.	1. Oversee the test administration, including the re-allocation of test materials (if applicable) 2. Coordinate the activity between BEA and schools

		<ul style="list-style-type: none"> <li>3. Ensure the adherence of testing personnel to the TESTS security measures</li> <li>4. Ensure the implementation of health and safety protocol.</li> </ul>
Private School Supervisor	Assist the DTC in the conduct of TESTS in private schools within the division.	<ul style="list-style-type: none"> <li>1. Provide assistance in the test administration</li> <li>2. Coordinate the activity between the division and private schools</li> <li>3. Ensure the adherence of testing personnel to the TESTS security measures</li> </ul>
School Head (SH)	Responsible for managing the conduct of TESTS in the school with the assistance of the Division Testing Coordinator	<ul style="list-style-type: none"> <li>1. Ensure 100% student and school participation by conducting orientation to students, parents, and school staff</li> <li>2. Provide mechanisms to gain support from stakeholders for the conduct of the TESTS in the school</li> <li>3. Assist the RE in validating the identity of examinees on testing day</li> </ul>
Room Supervisors	Assist the CE in the administration of the TESTS	<ul style="list-style-type: none"> <li>1. Supervise the test administration for every 10 testing rooms.</li> <li>2. Assist the CE in monitoring that all testing personnel strictly adhere to the handbook and guidelines.</li> </ul>
Room Examiner (RE)	Administer the test to the learners	<ul style="list-style-type: none"> <li>1. Receive, check and secure all test materials and associated forms given by BEA</li> <li>2. Familiarize oneself with the testing procedures.</li> <li>3. Coordinate closely with the DTC and School Head for assessment plans</li> <li>4. Maintain security and confidentiality of assessment materials and associated materials</li> </ul>

		5. Validate the identity of examinees with the assistance of the School Head.
Division Health Personnel	Ensure adherence to COVID-19 health and safety protocols	<ol style="list-style-type: none"> <li>1. Check the school's compliance to the COVID-19 protocols</li> <li>2. Conduct health checks to personnel and students</li> <li>3. Manage appropriate steps in handling suspected COVID-19 testing personnel or students</li> </ol>

**D. Activities, Action plan or approach**

**(Discuss the activities to be conducted)**

**Make a timeline as to the preparation of the test administration as soon as the National Memorandum on Test administration is released. Oversee the test administration, including the re-allocation of test materials (if applicable). Make sure to coordinate the activity between BEA and schools. Ensure the adherence of testing personnel to the TESTS security measures and ensure the implementation of health and safety protocol.**

**IX. Deliverables**

- ELLNA RESULTS**
- NAT RESULTS**
- PEPT RESULTS**
- EPT RESULTS**

**X. Monitoring and Evaluation**

**(Pls Attached BEMEF Implementation Plan and BEMEF Plan)**

# **CONCEPT PAPER FOR PROJECT LRMDs FLIGHT 4-3**

**(Learning Resources Management and Development System Full-length Implementation Gains Hard-won Triumph 4 SUBSYSTEMS TO 3 STARS)**

**with PROJECT TWINKLER**

**(Teacher-Writers Indite Nifty *Kwento* for Learners' Engagement in Reading)**

**and PROJECT DILLSplus**

**(Digital Interactives for Least Learned Skills plus other digital learning resources)**

## **I. Introduction**

The Department of Education has issued DepEd Order no. 76 s. 2011 re national Adoption and Implementation of Learning Resources Management and Development System (LRMDS) which includes the guidelines and process documents of all subsystems. The Department reiterates the adoption and implementation of LRMDS through another issuance which is DepEd Memorandum no. 82, s. 2017 re Learning Resources Management and Development System Implementation in the rationalized DepEd Structure which emphasizes on the LRMDS roles in all levels of governance.

The four subsystems of LRMDS which were mentioned in the first issuance are i.) assessment and evaluation, ii.) development, acquisition, and production, iii.) storage and maintenance, and iv.) publication and delivery. In the second issuance the four subsystems are modified into, namely: i.) assessment and evaluation, ii.) acquiring and harvesting, iii.) modification, and iv.) development and production of resources. The focus now of the Division and the schools is the second issuance.



In the third year of monitoring and evaluation of school LRMDS, it was found out that there is only **57.78%** of over-all implementation of the subsystems of LRMDS in schools. With this scenario, the Division LRMDS will be implementing Project LRMDS FLIGHT 4-3.

On the other hand, in three years, the Division of Malaybalay City could not qualify for the National level in National Storybook Writing Competition. Guidelines and mechanics were stated in the yearly DepED Memorandum for the storybook competition. However, our writers cannot be convicted as the top 3 Regional qualifiers for Kindergarten to Grade 3 categories due to a lack of training in the art of storybook writing. Every year we sent twelve (12) entries (3 entries for each category) to the Region from 120 entries in the Division level competition. The Division Evaluation Team found out that the quality of our stories cannot reach the standards set by the Central Office; thus, **85%-90%** are disqualified.

The Division LRMDS considers this scenario very alarming for storybook writing. In addition, our Division has no new storybooks developed by our teachers since 2015 in both English and Filipino to be adopted by the schools to support their reading program. The only storybooks available in the Library Hub which were developed by our teachers and used by the schools are in Sinugbahanong Binisaya. With the desire to produce skilled writers, the Division has sent two participants on Storybook Writing to the Regional Training on December 16-18, 2019 with the country's renowned author as a trainer. A workshop on storybook writing is indeed very essential to hone the teachers' writing skills. Hence, the Project TWINKLER (Teacher-Writers Indite New Kwento for Learners' Engagement in Reading) is created under the umbrella of Project LRMDS FLIGHT 4-3.

Also, the Division has no specific portal for digital learning resources on least learned skills. Under Project LRMDS FLIGHT 4-3, Project DILLSplus is designed.

## II. Goals and Objectives

- To retool the School LRMDS coordinators and School Heads on the new LR processes;
- To enable the schools to implement fully the subsystems of LRMDS;
- To recognize the effort of the schools in implementing LRMDS as 0-star, 2-star, or 3-star School LRMDS based on the four subsystems; and
- To gather feedback from schools based on the results of the evaluation.
- To create a pool of storybook writers under Project TWINKLER
- To produce storybooks from kindergarten to grade 6 in both Filipino and English
- To create an offline portal for teacher-developed interactive/digital learning resources to be installed in the DCP units

### III. Methodology

#### A. Persons Involved

(Indicate the persons involved roles and responsibilities)

<b>PROJECT</b>	<b>PERSONS INVOLVED</b>	<b>ROLES AND RESPONSIBILITIES</b>
<b>LRMDS FLIGHT 4-3</b>	<b>EPS-LRMDS</b>	<b>Project owner</b>
	<b>PDO II</b>	<b>In-charge of portals and social media accounts</b>
	<b>DIVISION LIBRARIAN II</b>	<b>In-charge of school libraries and library hub</b>
	<b>SCHOOL HEADS</b>	<b>Implement LRMDS</b>
	<b>SCHOOL LRMDS COORDINATORS</b>	<b>Implement LRMDS</b>
<b>TWINKLER</b>	<b>EPS-LRMDS</b>	<b>Over-all in-charge</b>
	<b>EPS-ENGLISH</b>	<b>In-charge of English stories</b>
	<b>EPS-FILIPINO</b>	<b>In-charge of Filipino stories</b>

	<b>TEACHERS</b>	<b>Write stories</b>
<b>DILLSplus</b>	<b>EPS-LRMDS</b>	<b>Over-all in-charge</b>
	<b>EPS-All learning areas</b>	<b>Lead in the development of LRs</b>
	<b>Teachers</b>	<b>Develop LRs</b>
	<b>ITO-I</b>	<b>Create DILLSplus Portal</b>
	<b>PDO II</b>	<b>Assist the ITO-I</b>
	<b>DIVISION LIBRARIAN II</b>	<b>In-charge of the inventory of LRs</b>

## B. Activities, Action plan or approach

### Main Activities

- Post a memorandum requiring Schools to prepare and submit school LR Plan for 3 years
- Conduct retooling of School Heads and School LRMDS coordinators
- Crafting of the tool
- Holding an orientation for evaluators of School LRMDS
- Crafting and Posting a memorandum
- Conduct of the evaluation
- Analyzing results and feedback
- Assessing the project's impact
- Reevaluate school LRMDS after 3 years using the revised tool
- Capacitate Storybook writers
- Produce Storybooks
- Develop LRs on least learned skills per learning area
- Create DILLSplus portal

Timeline

	Date	Activity	Responsible Person/s
P H A S E 1	March 31, 2021	<ul style="list-style-type: none"> <li>• Launching of the Project LRMS FLIGHT 4-3</li> <li>• Submission of School LR Plan</li> </ul>	LRMS Staff  School Heads and School LR Coordinators
P H A S E 2	April 6-8, 2021 (3 batches)	Conduct of Retooling of School LRMS Coordinators and School Heads (with Training design already submitted)	LRMS Staff
P H A S E 3	May, 2021	Crafting of the tool	EPS-LRMDS
	May 2021-October 2021	Implementation/Preparation of the Four Subsystems	Schools
	October, 2021	Orientation of evaluators	EPS-LRMDS
P H A S E 4	November, 2021	Conduct of the evaluation	PSDS and School Heads

P A H S E 5	December, 2021	Assessment of the project's impact	EPS-LRMDS
P H A S E 6	November 2022 to January 2023	Reevaluation of School LRMDS with 0-2-star rating	EPS-LRMDS
P A H S E 7	February 2023	Revising the evaluation tool	EPS-LRMDS
P A H S E 8	November –December 2024 and every 3 years thereafter	Evaluation of all School LRMDS	EPS-LRMDS

P A H S E 9	April 2022-May 2022	Training-workshop for Storybook Writers (K-3)	EPS-LRMDS, English, Fili pino
	July 2023	Training-workshop for Storybook Writers (Grade 4-6))	
P H A S E 1 0	July 2024 –July 2028	Development of LRs on least learned skills (Project DILLSplus)	EPS-LRMDS, EPS-All learning areas
		Quality Assurance of LRs under Project DILLSplus	EPS-LRMDS, EPS-All learning areas
		Creation of DILLSplus Portal	ITO-I
		Uploading of LRs in the DILLSplus portal	PDOII, ITO-I

#### IV. Deliverables

- **Revised evaluation tool**
- **Summary of results every 3 years – Number of schools rated as 3-star**
- **Teacher-developed LRs**
- **School LR plan**
- **LRs harvested/acquired**
- **School's best practices on LRMDS implementation**
- **Reports on inventory, portal utilization, tools/equipment/gadget utilization, and LRs utilization in general**
- **Storybooks**
- **DILLSplus offline portal**
- **Monitoring results on the utilization of the portals**

#### V. Monitoring and Evaluation

(Pls Attached BEMEF Implementation Plan and BEMEF Plan)

**PLEASE REFER TO THE ATTACHED SPREADSHEET**

**Title:** Implementation of LRMS Activities  
**Goal:** Improve learners access to quality and rights-upholding learning environment  
**Outcome:** All Learners stay in school and finish key stages

	Critical Action	Responsible/Accountable Unit (FD)	Timeframe	Estimated Budget	Budget Source
	<i>What actions/activities must be completed to implement the policy?</i>	<i>Who is responsible for the action/activity?</i>	<i>When must the action/activity be completed?</i>	<i>How much will it cost to implement the action?</i>	<i>Where will the funding come from? (Internal and external funding source)</i>
<b>OUTPUT 1 Digital materials for all learning areas developed and made accessible to target learners;</b>					
Activity 1	Continuation of Project LRMS FLIGHT 4-3	CID-LRMS	2028	200,000	MOOE/HRTD
Activity 2	Continuation of Project TWINKLER				
Activity 3	Quality Assurance and Approval of Learning Resources				
Activity 4	Creation of Project DILLS				
Activity 5	Utilization of offline/online LR portals				
<b>OUTPUT 2 All schools provided with the library and science and mathematics laboratories; STE tools and</b>					
Activity 1	Establishment of additional school libraries, science and math laboratories, STE tools and equipment from the central office	SDO, CO	2028	To be determined by the CO	CO funds

**Implementation of LRMS Activities**

	<b>Objective Statement</b>	<b>Indicators</b>	<b>Description of Indicators</b>	<b>Tools</b>	<b>Frequency</b>	<b>Reporting Agency</b>	<b>Reporting Tools</b>
<b>Goal</b>							
<b>OUTPUT 1</b>	<b>Digital materials for all learning areas developed and made accessible to target learners;</b>	No. of digital learning resources developed and made accessible to target learners	Refers to the no. of digital learning resources developed and made accessible to target learners	List, uploaded LRs in the system	CID-LRMS	Annually	Top Managers, Schools Office data base / Google Drive/google sheets
<b>Activity 1</b>	<b>Continue the implementation of Project LRMS FLIGHT 4-3 which started in 2021</b>	No. of schools that are rated as 3-star	Refers to the no. of schools that are rated as 3-star	Results of evaluation using a tool	CID-LRMS	Annually	Top Managers, Schools Office data base / Google Drive/google sheets, Evaluation tool
<b>Activity 2</b>	<b>Continue the implementation of Project TWINKLER which started in 2022</b>	No. of storybook writers trained and no. of storybooks developed	Refers to the no. of storybook writers trained and no. of storybooks developed	Attendance of CapB, List of storybooks	CID-LRMS	Annually	Top Managers, Schools Office data base / Google Drive/google sheets
<b>Activity 3</b>	<b>Quality assure all learning resources that reach to Division LRMS for approval</b>	No. of quality-assured and approved learning resources	Refers to the no. of quality-assured and approved learning resources	LR submission form, QA tools	CID-LRMS	Monthly	Top Managers, Schools Office data base / Google Drive/google sheets, Quality Assurance tools





Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/used	Reporting schedule/frequency
Quantitative analysis	CID-LRMS	Annually	Top Managers, Schools	Accomplishment report Memorandum	Annually
Quantitative analysis	CID-LRMS	Annually	Top Managers, Schools	Accomplishment report Memorandum	Annually
Quantitative analysis	CID-LRMS	Annually	Top Managers, Schools	Accomplishment report Memorandum	Annually
Quantitative analysis	CID-LRMS	Monthly	Top Managers, Schools	Accomplishment report Memorandum	Monthly

Quantitative analysis	CID-LRMS	Quarterly	Top Managers, Schools	Accomplishment report Memorandum	Quarterly
Quantitative analysis	CID-LRMS	Quarterly	Top Managers, Schools	Accomplishment report Memorandum	Quarterly

# **Program Concept Paper**

Improve capacity to retain learners in schools

**(PELC - Promote Every Learner with Care)**

## **I. Introduction**

The role of a teacher is to deliver classroom instruction that helps students learn. To achieve this, teachers must prepare effective lessons, prepare Daily Lesson Log, follow the Most Essential Learning Competencies, followed the Teachers guide, follows the classroom program and apply strategies to varied learners.

But being a teacher involves much more than executing lesson plans. Teaching is a highly sophisticated profession that regularly extends beyond academics. In addition to ensuring that students experience academic success, teachers must also function as surrogate parents, mentors and counselors. Teacher plays multiple roles as a teacher.

It is difficult to love your learners if you don't know them. Further, it is difficult also to educate learners if you don't know them.

Through Promote Learners with Care (PELC) Program is an avenue for learners to experience meaningful lives while in school.

## **II. Goals and Objectives**

1. To allocate 5 minutes in a week to listen or to talk to learners (Kumustahan).
2. Teachers to learn to treat learners sharing confidentially.
3. To learn to understand and educate learners with care.

## **III. Methodology:**

Schools shall make a policy that the adviser or teachers shall allocate 5 minutes more or less to listen to learners sharing about their lives once a week if necessary.

In this way the learners could feel that they are loved by their teachers. Once the teacher are good listeners, learners may share confidently their experience in life. Based on feedbacks, there are parents who do not have time to listen to their children's activities in school.

**A. Persons Involved**

**SDS**

Approved the activities related to the program

**EPS and PSDS**

Shall monitor the program

**SCHOOL HEAD**

To lead the implementation of the Program

**B. Activities, Action plan or approach**

(Discuss the activities to be conducted)

Activities	Objectives	MOVs	Target Date	Source of Funds	Persons Involved
Planning Stage	School shall plan out the implementation of the Program	LAC session	August , 2023	None	School Head Teachers
Implementation Stage	To come up a School policy approved by all teachers in respective schools.	Policy	September 2023		School Head Teachers
Monitoring	To monitor the program implementation	Monitoring tools	quarterly		EPSs, PSDSs

**IV. Deliverables**

- Policies in school
- Monitoring Tool
- Monitoring Results

**V. Monitoring and Evaluation**

**(Pls Attached BEMEF Implementation Plan a**

## Program Concept Paper

### **Sa GAD : KABATAAN AY SAGOT**

#### **I. Introduction**

Gender and Development or GAD primarily promotes women's empowerment and ensure that their full participation becomes essential for society. The GAD approach seeks to analyze the causes of gender inequality within the context of relations between women and men and social structure, and to change stereotyped division of labor as well as institutions and systems that bring about gender disparity. Moreover, it emphasizes the role of men in resolving gender inequality, and places importance on the empowerment of women, who are placed in a socially and economically weaker position than men.

#### **II. Goals and Objectives**

The major objective is to create awareness and to emphasize that the problem on gender inequality are not rooted on people's own personal inadequacies. Gender and Development or GAD primarily promotes women's empowerment and ensure that their full participation becomes essential for society. ...the purpose of GAD is to ensure that both men and women can participate in, and benefit from, development in a way that is equitable.

#### **IV. Methodology**

##### **B. Persons Involved**

##### **4. School Sports Coordinator**

Assist in the organization of the various sporting events and areas within the school's program. Plan and implement school events, e.g., school intramurals and other competitions, sports awards etc.; identifying future developments/opportunities related to sports.

##### **5. District Sports Coordinator**

Effectively manage and coordinate the district sports program by being proficient these key tasks:

- Program Coordination
- Communication
- Promotions
- Participation
- Awards & Recognition

##### **6. Division Sports Coordinator**

Develop robust sporting programs in a variety of sports. Plan, coordinate and organize competitive sports opportunities, e.g., school intramurals, district meet, division meet, etc. Communicate all key stakeholders in relation to sporting opportunities to gain moral and financial support.

**B. Activities, Action plan or approach**

Activities:

5. Conduct capability building to all coaches, trainers and officiating officials.
6. Send coaches, trainers and officiating officials to higher training workshops/seminars (regional, national & international).
7. Conduct sports competitions/activities (intramural/district/division meets)
8. Participate in higher meets (Palarong Pampook (Regional Meet), Batang Pinoy, Milo Sports Olympics and Palarong Pambansa).

***IV. Deliverables***

3. Selection of Athletes for the District Meet/Division Meet/Regional Meet/Palarong Pambansa
4. Identifying qualified, competent and knowledgeable coaches/ trainers/ officiating officials.

***V. Monitoring and Evaluation***

(Pls Attached BEMEF Implementation Plan and BEMEF Plan)



## STAR CLASSROOM

### I. Introduction

The classroom is a contained unit of learning space. To be effective it must be designed to such that spaces and facilities reflect educational processes and activities that take place in them. Primarily teachers main purpose is to let his/her learners' learn the subject matter. One of the essential factors that support teaching- learning process is the classroom set-up. The physical environment of the classroom can improve the learning environment and prevent behavior problems before they occur.

Every classroom shall be suitably structured and decorated to make the surroundings of pupils/students conducive to learning. The materials for structuring and decorating shall be selected on the basis of their educational value. Likewise, its cleanliness and orderliness must be maintained, the feet that this is vital aspect contributing to the educational growth of the pupils/students.

### II. Goals and Objectives

Star Classroom Program aims to:

- a. make the students' learning environment conducive for learning.
- b. provide opportunities for comfortable class discussions.
- c. create safe and motivating environment that will serve as their second "home"

### III. Methodology

#### A. Persons Involved

<b>Persons-Involved</b>	<b>Position</b>	<b>Major Task</b>
Dr. Victoria V. Gazo, CESO V	Schools Division Superintendent	Oversees the planning, implementation, monitoring and evaluation of program
Ralph T. Quirog	Chief Education Program Supervisor	Leads and assists program holders on planning, implementation, monitoring and evaluation
Sharon Mae A. Bongocan	Education Program Supervisor, MAPEH	Directs program implementers on the planning, implementation, monitoring and evaluation
Monitoring Team	Education Program Supervisors and Public Schools District Supervisor	Conduct monitoring on the implementation  Give technical assistance based on the observations and findings

#### **B. Activities, Action plan or approach**

1. Craft a Star Classroom Checklist to be approved by the Schools Division Superintendent.
2. Disseminate the approved Star Classroom Checklist to the field for implementation.
3. Monitoring of the implementation of the program by the Education Program Supervisors and Public Schools District Supervisors.
4. Provide technical assistance to teachers and school heads.
5. Conduct Program Implementation Review on the findings and results.

#### **IV. Deliverables**

1. Monitoring and Evaluation Results
2. Program Implementation Review on the Findings/Results

#### **V. Monitoring and Evaluation**

Use the Star Classroom Checklist in monitoring and evaluation.

# **Program Concept Paper**

**Ensure that learners know their rights and have the life skills to claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being, while also being aware of their responsibilities as individuals and as members of society**

## **(TLE - Treat Learners Equally)**

### **I. Introduction**

**Treating everyone equally meaning treat everybody the same regardless of their race, sex, social status, disability, religion, or anything else.**

**If everyone is treated equally, all have the chance to grow equally. Everyone is unique, everyone came from different status, culture, society that may affect their whole personality. Therefore, all learners are entitled of equal and fair treatment or depending to individual needs.**

**Treat Learners Equally (TLE) is an initiated program that could promote respect and an avenue to grow fairly and morally. It could also promote peace and happiness in the classroom and in school.**

### **II. Goals and Objectives**

- 1. To promote fairly and peaceful environment.**
- 2. Teachers shall regard learners with respect and equal treatment.**
- 3. To come up a school policy intended for teachers.**

### **III. Methodology:**

**Schools shall make a classroom policy to be implemented in the school. This policy shall be read monthly to the teachers during the LAC Session. Example:**

- 1. Call learners by their names**
- 2. Everybody is welcome to participate in all activities**
- 3. Etc.**

**A. Persons Involved**

**SDS**

Approved the activities related to the program

**EPS and PSDS**

Shall monitor the program

**SCHOOL HEAD**

To lead the implementation of the Program

**B. Activities, Action plan or approach**

(Discuss the activities to be conducted)

Activities	Objectives	MOVs	Target Date	Source of Funds	Persons Involved
Planning Stage	School shall plan out the implementation of the Program	LAC session	July, 2023	None	School Head Teachers
Policy making contextualized	To come up a School policy approved by all teachers in respective schools.	Policy	August 2023		School Head Teachers
Monitoring	To monitor the program implementation	Monitoring tools	quarterly		EPSs, PSDSs

**IV. Deliverables**

- Policies in school
- Monitoring Tool
- Monitoring Results

**V. Monitoring and Evaluation**

(Pls Attached BEMEF Implementation Plan a

# **Program Concept Paper**

## **PROJECT RAK (Random Acts of Kindness)**

### **I. Introduction**

**There is a famous quote on Character and Value, "If wealth is lost, nothing is lost; if health is lost, something is lost; when a character is lost, all is lost". - Billy Graham**

**Having moral values means having a strong roots. For the trees, having a healthy root means having healthy leaves and branches. And for the people having a strong root of healthy values means having good thoughts and healthy life.**

**Acts of kindness can make the world a happier place for everyone. They can boost feelings of confidence, being in control, happiness and optimism. They may also encourage others to repeat the good deeds they've experienced themselves – contributing to a more positive community.**

**To recognize our learners of doing good or showing kindness to every learners and school personnel may encourage them to do more good so that our department will produce a morally upright learners.**

**A division initiated program to promote good manners and right conduct/values education among learners to do random acts of kindness in their everyday endeavors. This program is inspired by the STAR-based standards, which an institutionalized reward mechanism in school.**

### **II. Goals and Objectives**

- 1. To help learners to have a strong Character Building.**
- 2. Helps learners to understand (The difference between right and wrong The virtues help kids in differentiating between right and wrong. They can conclude scenarios and understand whether it is morally correct or not. It helps to make the right decisions in life.**
- 3. Helps learners to stay strong in any situation and inspire them to work hard.**

The importance of teaching values is that it prepares their mental conditioning and strengthens their determination to overcome tough conditions and situations.

### III. Methodology

Activities	Objectives	MOVs	Target Date	Source of Funds	Persons Involved
Division Memorandum	Information dissemination	Division Memorandum	July 2023	None	SDS, ASDS, Chief ES, EPSs, PSDSs, Test Framer
Launching of the Program	To implement religiously the Program	Mechanics of the Program	July 27, 2023	HRTD	SDS, ASDS, Chief ES, EPSs, PSDSs
Monitoring of the Program	To monitor the implementation of the program	Monitoring tool	Quarterly	None	EPSs ( Learning area Incharge
Quarterly Monitoring of CMSS Data	To monitor the inputting of CMSS data through the Education Program Supervisor assigned by grade level	CMSS data	Two weeks after the quarterly examinations	None	EPSs, PSDSs, School Heads, School ICT incharge

**IV. Deliverables**

**Monitoring Tool, Results and Analysis**

**V. Monitoring and Evaluation**

**(Pls Attached BEMEF Implementation Plan and BEMEF Plan)**

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## **TE@CHTALK MALAYBALAY X: 10-Point Agenda in EPP/TLE/TVL**

### **I. Introduction**

Technology and Livelihood Education is basically a technical, skill and practical subject in Basic Education Curriculum in the Department of Education where it encompasses four major fields such as Home Economics, Agri-Fishery Arts (AFA), Information communication and Technology (ICT). With its nature and design, TLE focuses on developing learners' technological proficiency. This specialization hones learners' knowledge and information, develop learners' entrepreneurial concepts, practice process and delivery, inculcate work values and gear learners with life skills.

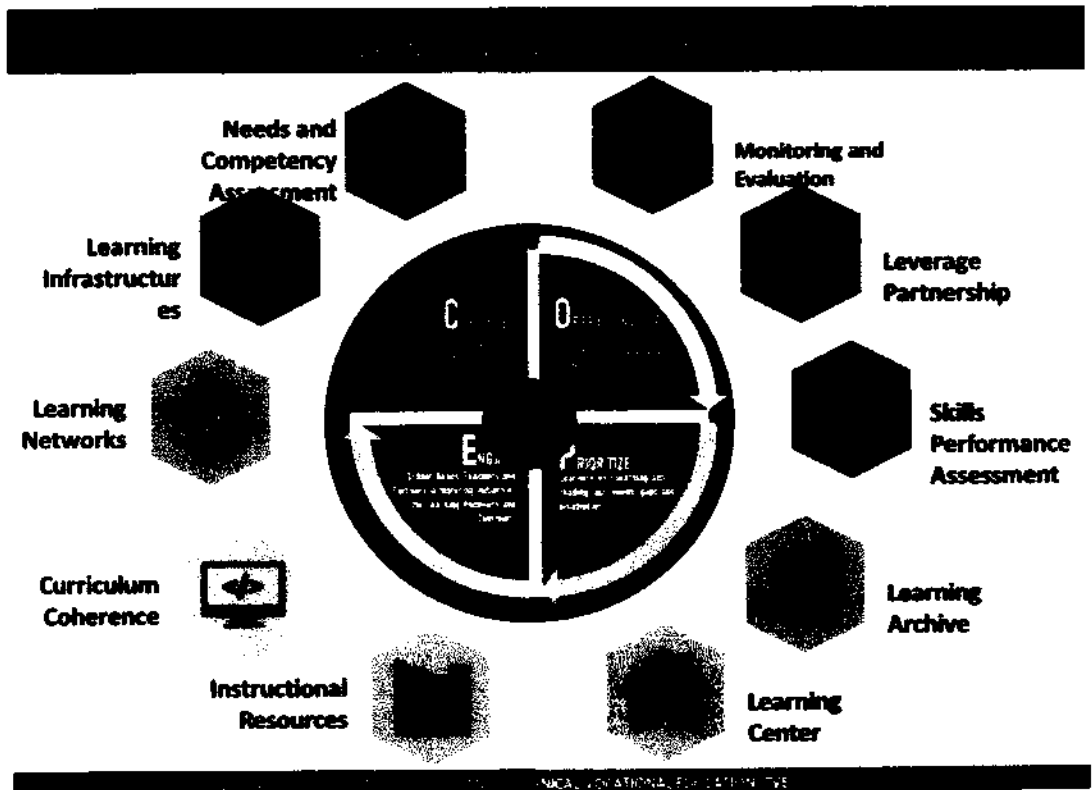
However, the pandemic has brought abrupt changes on the educational system and the delivery of quality basic education which are responsive to the 21<sup>st</sup> century demand. In fact, in the recently concluded Regional Achievement test, the division got 38.16% for Grade 6, 53.09% for Grade 10 and 48.65% for Grade 12 which are below the 75% standard for the expected performances of the learners. Moreover, the current data also show 184 National Certification passers composed of 114 JDVP recipients and 70 learners from the regular program for School Year 2021-2022.

Nonetheless, With the optimum goal of the Department of Education to foster quality learning and effective teaching, the Division of Malaybalay City designed a program known as the TE@CHTALK



**MALAYBALAY X: Highlighting the ten point Agenda in fostering quality education and training in EPP/TLE/TVL.**

**TE@CHTALK MALAYBALAY X: 10-Point Agenda in EPP/TLE/TVL** is a division-initiated program that highlights the ten points in coping up with the learning loss of the EPP/TLE/TVL learners and gaps on the NC passers from the previous school years. These ten-point agenda are anchored on the Department of Education Basic Education Development Plan. These agenda are: (1) Needs and Competency Assessment; (2) Learning Infrastructures; (3) Learning Networks; (4) Curriculum Coherence; (5) Instructional Resources; (6) Learning Center; (7) Learning Archive; (8) Skills Performance Assessment; (9) Leverage Partnership; (10) Monitoring and Evaluation. These agenda will be discussed in the methodology of this program.



## II. Goals and Objectives

At the end of the program, the schools are expected to:

- a.) provide results of competency and needs assessment to the division office bases for the strategic planning;
- b.) implement curricular programs, projects, activities and innovations;
- c.) monitor and evaluate the implementation of the programs, projects, activities and innovations using the basic Education monitoring and evaluation framework.

## III. Methodology

### A. Persons Involved

<b>Persons-Involved</b>	<b>Position</b>	<b>Major Task</b>
Dr. Victoria V. Gazo, CESO V	Schools Division Superintendent	Oversees the planning, implementation, monitoring and evaluation of TE@CHTalk Malaybalay
Dr. Aliena S. Dajay	Assistant Schools Division Superintendent	Assists in the overseeing of the quality of planning, implementation, monitoring and evaluation of TE@CHTalk Malaybalay
Ralph T. Quirog	Chief Education Program Supervisor	Leads and assists program holders on planning, implementation, monitoring and evaluation of TE@CHTalk Malaybalay.
Dr. Lorenzo O. Capacio	Chief, Education Program Supervisor	Leads and assists program holders on planning, implementation, monitoring and evaluation of TE@CHTalk Malaybalay

<b>Dr. Dindo M. Gabales</b>	<b>Education Program Supervisor, TLE</b>	<b>Directs program implementers on the planning, implementation, monitoring and evaluation of TE@CHTalk Malaybalay</b>
<b>Purissima A. Yap</b>	<b>Education Program Supervisor, LR</b>	<b>Serves as resource person/ Program collaborator during the planning, development and evaluation of learning resources in EPP/TLE/TVL.</b>
<b>Ria K. Alcuizar</b>	<b>Senior Education Program</b>	<b>Serves as resource person/ Program collaborator during the planning, development and evaluation of learning resources in EPP/TLE/TVL.</b>
<b>TE@CH Talk Evaluators</b>	<b>Education Program Supervisors/ Public Schools District Supervisors</b>	<b>Serve as evaluators of the learning resources and research of the developers</b>
<b>TE@CH Talk Evaluators</b>	<b>School Heads/ EPP/TLE/TVL Focal persons</b>	<b>Serve as evaluators of the learning resources and research of the developers</b>
<b>TE@CH Talk Academy</b>	<b>Teachers</b>	<b>LR Developers, writers, researchers, extensionists</b>

#### **B. Activities, Action plan or approach**

- 1. Get Management Buy-in**
- 2. Creation of Formal Program**
- 3. Establishment of Metrics and Matrix (Implementation Mechanism is in the Action Plan)**
- 4. Provide implementation mechanisms (through the Action Plan)**
- 5. Monitoring and Evaluation**

**IV. Deliverables**

- 1. Needs and Competency Assessment Results**
- 2. Learning Infrastructures monitoring and inventory results**
- 3. Memorandum of Agreement and Understanding for Learning networks**
- 4. Curriculum Map of the different schools**
- 5. Developed Instructional resources**
- 6. Attendance on the orientation of UTPRAS/Number of Schools accredited by TESDA**
- 7. Developed Learning Archive**
- 8. Data of Schools on the implementation Skills Performance Assessment**
- 9. Partnership Agreement forms and memorandum**
- 10. Monitoring and Evaluation Results**

**V. Monitoring and Evaluation**

**TE@CHTALK Malaybalay X**  
**10-POINT AGENDA IN THE NEXT NORMAL**  
**A LEARNING RECOVERY AND CONTINUITY PLAN IN TECHNICAL VOCATIONAL EDUCATION (TVE)**

1. Management of Curriculum Implementation	Assess the needs and competencies of schools on the implementation of the TVL Curriculum	<b>1.0 NEEDS AND COMPETENCY ANALYSIS</b> Conduct needs analysis and competency assessment of schools in the implementation of Curriculum <ul style="list-style-type: none"> <li>● On-site Visit/Ocular Visit</li> <li>● Utilization of TVL Curriculum Implementation Tool (Consider the indicators)</li> </ul>	August to September 2022 (Done)	Needs Assessment Tools and Characterization Tool for the Competency Assessment Laptops/Google Drive/Bond Papers/Printer	2000 (Travel Allowance)	Dindo M. Gabales, PhD Education Program Supervisor in EPP/TLE/TVL  Analy L. Ocler Education Program Supervisor in Science	100% Accomplished Needs analysis and competency assessment of all schools
2. Learning Delivery	Implement learning delivery mechanisms to address issues on learning gaps/loss  Foster hands-on minds-on activities during the in-person classes	<b>2.0 LEARNING INFRASTRUCTURES</b> Establish the Demonstration Farms/TVL Laboratories to facilitate the Hands-on Minds on Activities of the TVL learners. <ul style="list-style-type: none"> <li>● DEMO-FARMS (Casisang Senior High School)</li> <li>● BNHS PERMA-CULTURE</li> <li>● SCHOOL BASED LABORATORIES</li> <li>● Agri-Learning Laboratory at</li> <li>● Provision of Loads</li> </ul> <b>3.0 LEARNING NETWORKS</b> 7.0 Subject priority schools for Joint Delivery Voucher Program (JDVP) <ul style="list-style-type: none"> <li>● Schools in Districts 1-10 (Based on the needs</li> </ul>	August 2022- August 2024 (for DEMO Farms)	Monitoring Tool for the establishment of TVL Laboratories Laptops/Google Drive/Bond Papers/Printer	DEMO-FARM P538,150.00 PERMA-CULTURE SCHOOL BASED LABORATORIES (Depends on the School Allocation) Based on the JDVP Allocation	Dindo M. Gabales, PhD EPS-EPP/TLE/TVL John P. Rarogal Principal II- CSHS Susan S. Olana, PhD Principal IV- BNHS All school Heads of Secondary Schools	100% of schools have established their learning laboratories.  100% of priority schools were recipients of the JDVP

<p>3. Curriculum Development, Enrichment, and Localization</p>	<p>Unify the curriculum of the TLE and TVL</p>	<p>assessment- Focus on CSS/SMAW)</p>	<p>Equip schools with the standards of TESDA in accrediting schools as assessment centers</p>	<p><b>4.0 CURRICULUM COHERENCE</b>  <b>2.0 Curriculum Planning and Curriculum Mapping Conference</b> in TVL among school heads and TVL coordinators to communicate plans for reforms for the school year.  <ul style="list-style-type: none"> <li>• Offering of the Subjects</li> <li>• Review of the Alignment of the Competencies</li> <li>• Conducted school-based curriculum mapping.</li> </ul> <b>6.0 INSTRUCTIONAL RESOURCES</b>  4.0 Inventory, development and quality assurance of localized Learning Resources in TVL to be utilized among schools.  <ul style="list-style-type: none"> <li>• Reintegration and LIVE Seasons</li> <li>• Continue developing Video lessons for TLE/TVL</li> <li>• <b>Malaybalay RISE</b> (Research and Innovation Summit in EPP/TLE/TVL) Seal of Excellence/Icon of Excellence/Center of Excellence in TVL</li> </ul> <b>8.0 LEARNING CENTER</b>  Transform qualified schools as Assessment Centers to support other public schools in training and assessing learners' competencies.  <ul style="list-style-type: none"> <li>• Conduct orientation of schools on the UTPRAS</li> </ul> </p>	<p>Curriculum Mapping August 2022  Instructions Resources August 2022-July 2022  Learning Center Indefinite Schedule (Depends on the Preparation of Schools)</p>	<p>Laptops/Google Drive/Bond Papers/Printer  Monitoring Tools  Curriculum Map/lessonce that supports Curriculum mapping  Inventory Forms/Approval Forms/OA Forms for LR  ICT-Based Infrastructures for the Development of LR Bank</p>	<p>50,000 for the retraining and development of learning resources</p>	<p>Dindo M. Gabales, PhD  Education Program Supervisor in EPP/TLE/TVL</p>	<p>100% of schools participated in the Curriculum Planning and Mapping  100% of TVL learners and teachers are engaged in Research and learning resource Development  Qualified schools are awarded with the Center of Excellence for TVL</p>
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4. Learning Resource Management	Produce learning resource repository for retrieval and utilization of schools	<b>7.0 LEARNING ARCHIVE</b> 5.0 Development of Learning Resource Bank to supplement the in-person classes resources utilized by the TVL teachers. 4.0 Inventory, development and quality assurance of MELC-Based Learning Resources in TVL to be utilized among schools.	October 2022	Software/Applications Learning Resources	10,000.00 for the process of development and utilization of tools	Dindo M. Gabales, PhD Education Program Supervisor in EPP/TLE/TVL  School Heads TVL Coordinators	100% Utilization of the Learning Resource Bank  100% of schools implemented the Institutional Assessment
5. Technical Assistance	Establish partnership with TESDA and TVIs to support and provide technical assistance in the TVL curriculum implementation	<b>9.0 LEVERAGE PARTNERSHIPS</b> Enable Partnership Building with the TESDA Agency and other Technical Vocational Institutions through Convergence to support schools on the implementation of the TVL Curriculum specifically on the Training of Learners.	August 2022- July 2022	Memorandum of Agreement/ Memorandum of Understanding	5,000.00 for travel expenses and other incidental expenses during the processing and conduct of the monitoring and evaluation	Dindo M. Gabales, PhD Education Program Supervisor in EPP/TLE/TVL  Partner Institutions (TESDA; TVI)	100% of External Stakeholders showed commitment to support the TVL curriculum implementation  100% of programs are monitored and evaluated from all schools.
	Conduct monitoring, assistance and evaluation of the programs, projects and activities implemented by the schools.	<b>10.0 MONITORING AND EVALUATION</b> Monitor and Evaluate the implementation of the TVL programs through the Program Implementation Review Conferences.		Monitoring and Evaluation Tools			

**Prepared by:**

**DINDO M. GABALES, PhD.**  
Education Program Supervisor, EPP/TLE/TVL

**Recommending Approval**

**Ralph T. Quirog**  
Chief, CID

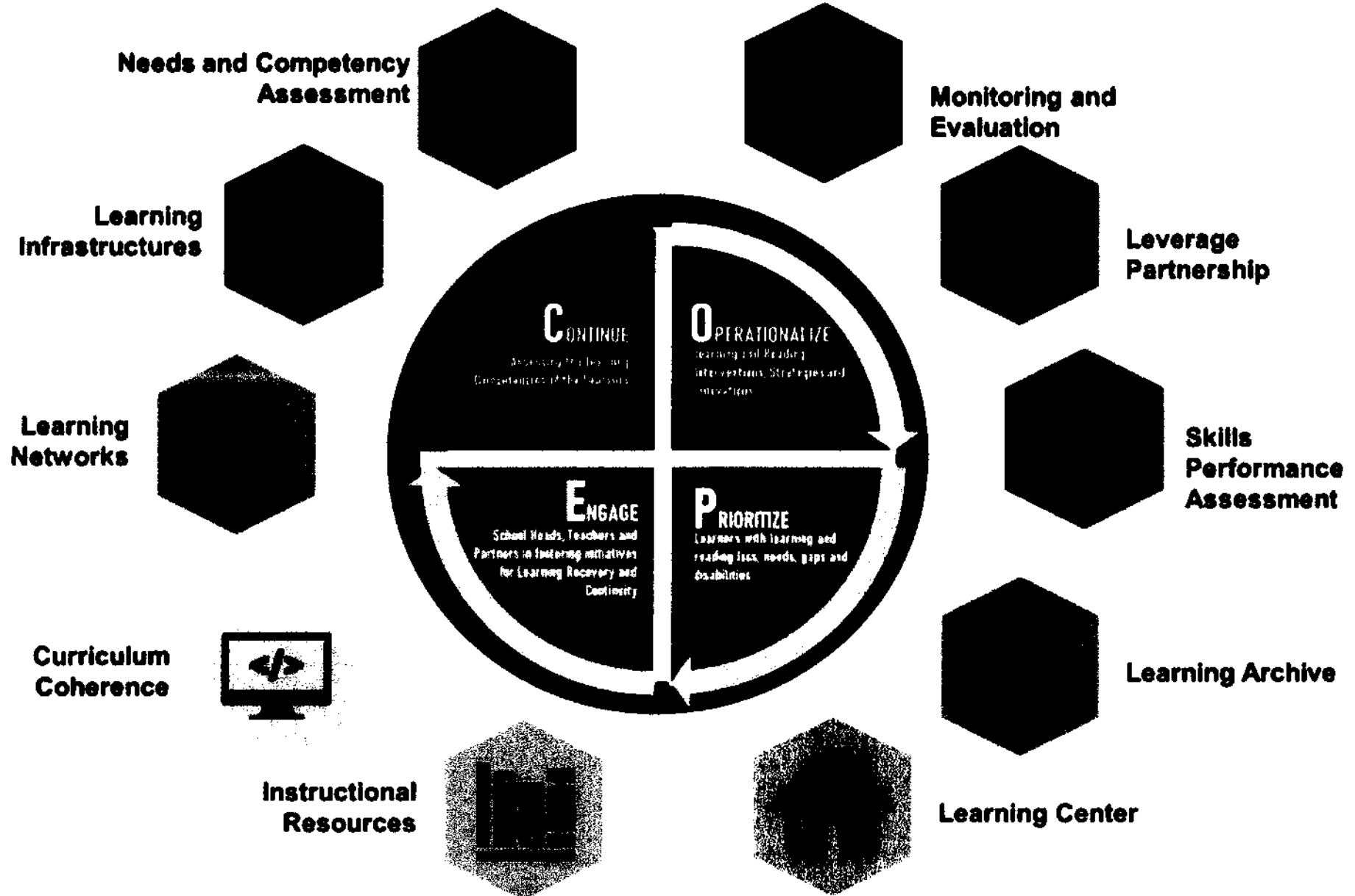
**Approved:**

**Victoria V. Gazo, PhD., CESO V**  
Schools Division Superintendent



# TE@CHTALK Malaybalay X

10-POINT AGENDA IN THE NEXT NORMAL



**Title:** TE@CHTALK X TERPOINT AGENDA  
**Goal:** 1.2.3. Strengthen school's capacity to ensure learner's continuity to next steps  
**Outcome:** SHS course offerings are within the standard.

Responsible Accountable Unit: Critical Action ID: and any Estimate Budget Budget Source

Activity	What activities must be completed to implement the	Who is responsible for the	When must the activity be	How much will it	Where will the funding
<b>OUTPUT 1 Assessment and Predisposition</b>					
Activity 1	Conduct needs analysis and competency assessment of schools in the implementation of Curriculum	CID	January to June 2023	2000 (Travel Allowance)	MOOE/Other Existing Funds
Activity 2	Curriculum Planning and Curriculum Mapping Conference in TVL among school heads and TVL coordinators to	CID	January to June 2023	N/A	MOOE/Other Existing Funds
<b>OUTPUT 2 Conduct of the Programs, Activities and Projects</b>					
Activity 3	Establish the Demonstration Farm/TVL Laboratories to facilitate the Hands-on Minds on Activities of the TVL learners.	CID	2023-2025	DEMOC-FARM (Budgeted) P538,150.00	MOOE/Other Existing Funds
Activity 4	Subject priority schools for Joint Delivery Voucher Program (JDVP)	CID	January to February 2023	TBA	MOOE/Other Existing Funds
Activity 5	Inventry, development and quality assurance of localized Learning Resources in TVL to be utilized among schools.	CID	January to April 2023	40,000.00	MOOE/Other Existing Funds
Activity 6	Transform qualified schools as Assessment Centers to support other public schools in training and assessing learners' competencies.	CID	2023-2025	TBA	MOOE/Other Existing Funds
Activity 7	Development of Learning Resource Bank to supplement the in-person classes resources utilized by the TVL teachers.	CID	January to December 2023	N/A	MOOE/Other Existing Funds
<b>OUTPUT 3 Institutional Assessment</b>					
Activity 8	Standardize Institutional Assessment of Learning for Learners prior to the Actual Assessment	CID	January to December	10,000 (for orientation)	MOOE/Other Existing Funds
<b>OUTPUT 4 Monitoring and Evaluation</b>					
Activity 9	Monitor and Evaluate the Implementation of the TVL programs through the Program Implementation Review Conferences.	CID	December, 2023	TBA	MOOE/Other Existing Funds

Activity	Objective	Performance	Measurement	Frequency	Responsible Party	Start Date	End Date	Priority	Notes
Activity 1	Develop and implement a project management plan for the project.	Develop a project management plan that includes a clear definition of project objectives, a detailed schedule, and a communication plan.	Project Management Plan (PMP)	Quarterly	Project Manager	Q1 2023	Q4 2023	High	Ensure the PMP is updated as the project evolves.
Activity 2	Identify and engage all stakeholders who will be affected by the project.	Identify all stakeholders and their interests, and develop a communication strategy to engage them throughout the project.	Stakeholder Register	Quarterly	Project Manager	Q1 2023	Q4 2023	High	Regular communication is key to stakeholder engagement.
Activity 3	Define the project's scope, objectives, and deliverables.	Define the project's scope, objectives, and deliverables, and ensure they are aligned with the organization's strategic goals.	Project Charter	Quarterly	Project Manager	Q1 2023	Q4 2023	High	Clear scope definition prevents scope creep.
Activity 4	Develop a detailed project budget and resource plan.	Develop a detailed project budget and resource plan, including a risk management strategy.	Project Budget and Resource Plan	Quarterly	Project Manager	Q1 2023	Q4 2023	High	Regular budget reviews are essential for financial control.
Activity 5	Implement the project plan and monitor progress.	Implement the project plan and monitor progress, ensuring that the project stays on schedule and within budget.	Project Schedule and Budget	Quarterly	Project Manager	Q1 2023	Q4 2023	High	Regular status reports provide transparency.
Activity 6	Communicate project status and progress to all stakeholders.	Communicate project status and progress to all stakeholders, ensuring that they are kept informed and engaged.	Project Communication Plan	Quarterly	Project Manager	Q1 2023	Q4 2023	High	Effective communication is critical for project success.
Activity 7	Manage project risks and issues.	Manage project risks and issues, identifying potential risks and developing mitigation strategies.	Risk Register	Quarterly	Project Manager	Q1 2023	Q4 2023	High	Proactive risk management prevents issues from escalating.
Activity 8	Ensure the project is completed on time and within budget.	Ensure the project is completed on time and within budget, and that all deliverables meet the required quality standards.	Project Closeout Report	Quarterly	Project Manager	Q1 2023	Q4 2023	High	Thorough closeout ensures all project obligations are met.

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<b>Title:</b>	Joint Delivery Voucher Program (JDVP): TE@CHTALK X				
<b>Goal:</b>	1.2.3. Strengthen school's capacity to ensure learner's continuity to next stage				
<b>Outcome:</b>	SHS course offerings are within the standard.				
Responsible Accountable Unit (RAU)					
	Critical Action	Who is responsible for the	Timeframe	Estimated Budget	Budget Source
	<i>What actions/activities must be completed to implement the</i>	<i>Who is responsible for the</i>	<i>When must the action/activity be</i>	<i>How much will it</i>	<i>Where will the funding</i>
<b>OUTPUT 1 Joint Delivery Voucher Program Plan Development</b>					
Activity 1	Creation of JDVP Task Force	Curriculum Implementation Division/JDVP Task Force	Nov-22	N/A	MOOE/HRTD
Activity 2	Conduct strategic planning with school heads for JDVP implementation for school year 2022-2023				
Activity 3	Finalization of the JDVP Implementation/Action Plan				
<b>OUTPUT 2 Preparation, Orientation, Induction and Finalization of Beneficiaries of JDVP</b>					
Activity 1	Orientation of the guidelines/provisions of JDVP implementation/grants	Curriculum Implementation Division/JDVP Task Force	First Week of January 2023	N/A	MOOE/HRTD/LOCAL FUNDS
Activity 2	School based JDVP Partners' Coordination and Orientation				
Activity 3	Assigning and distribution of unique control numbers to be used as a voucher control numbers				
Activity 4	Preparation of Certificate for the least mastered competencies and skills of the learner-beneficiaries				
Activity 5	Conduct an online orientation with the learner-beneficiaries and their parents, teachers, representatives of the Parents and Teachers Association (PTA), and the JDVP-TVL trainers on the Guidelines and Curriculum Guide.				
			Last Week of January 2023	20,000.00	
<b>OUTPUT 3 Training and Education</b>					
Activity 1	Arrangement of Schools on training schedule with the JDVP-TVL partners and Submission of training schedules and plans for the LBEs.	SGOD DFTAT/DREC	Second Week of February 2023	N/A	
Activity 2	Conduct of Training Education				
			Second Week of February 2023 to	JDVP Fund	
<b>OUTPUT 4 Monitoring and Evaluation/Post Implementation of JDVP</b>					
Activity 1	Utilization of JDVP Monitoring and Evaluation tool for the Implementation of the Program	SGOD DFTAT/DREC	February to March 2023	N/A	MOOE/HRTD/LOCAL FUNDS
Activity 2	Conduct Direct Observations, Interviews and Feed backing and Post-Assessment of the TVIs (% of passers as basis of their performance) basis for the Provision of Technical Assistance		February to March 2023		
Activity 3	Program Implementation Review and Narrative Reporting		Second Week of May 2023	30,000.00	



Organization	Industry	Description of Services	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
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