MODULE 1

EDUCATIONAL LAWS AND SURVEYS
PROGRAMS AND PROJECTS OF THE
DEPARTMENT OF EDUCATION

Teacher Induction Program

Teacher Education Council, Department of Education
MODULE 1

Educational Laws and Surveys
Programs and Projects of the
Department of Education
Welcome! You are now a part of the biggest bureaucracy in the country – the Department of Education. As a beginning professional teacher, it is to your advantage that you should know the legal bases of education and the programs and projects of the Department.

This module has two parts: Part I deals with the constitutional mandate, legal bases, and various laws on education which clarify your rights, responsibilities, and accountabilities as a teacher. It also focuses on the mission/vision and organizational structure of the Department. It is important that as a beginning teacher, you internalize your roles, rights, obligations, and accountability as you perform your functions as a professional teacher.

Part II focuses on the programs and projects of the Department through the years to achieve the goal of improving the quality of basic education. The various programs and projects which are foreign-assisted as well as national initiatives are discussed in the second part of this module. The detailed description of each project helps you identify which project is being implemented in your school/ division and clarify your role as implementor.

The lesson on school culture inherent in the system and structure of the Department gives you a perspective and insight into the organization you are about to be part of.
This module is designed to be interactive. As you go through each part, you will answer Self-Check Questions (SCQs) and Activities integral to the lessons so you can reflect as you progress. At the end of the interactive activities, you are expected to:

A. cite the constitutional mandate and educational legislations;
B. determine the different publics, linkages, network, organizational structures, and the culture in the educational system;
C. get acquainted with the school culture and reality check of teaching;
D. underscore the educational reforms pursued by the Department to improve the quality of basic education in the country; and
E. identify/review the various programs and projects of the Department.

This module is self-instructional. You can read, analyze concepts and ideas presented, and reflect on them as you progress in your readings. If you need help and further clarification, you can ask the assistance of a mentor/facilitator in the learning center close to your school/station. It has been recommended that as much as possible the mentor is one of your peers/colleagues in your school. He/She may also be your department head or principal.

Your preassessment is self-administered. You can keep track of your progress in each lesson if you read, pause, and analyze the ideas and concepts presented and reflect on them as you gain insights and learnings. Caselets and thought-provoking questions are found at the end of the lessons as guides to your reflections and post-assessment exercise.

Your answers to the Self-Check Questions (SCQs) and Activities may be self-evaluated or may be evaluated by your mentors / facilitators if you so desire. These will be part of your formative evaluation. DO NOT WRITE YOUR ANSWERS IN THE MODULE. YOUR ANSWERS SHOULD BE WRITTEN IN A JOURNAL.

The Answer Key to the SCQs and Activities are found at the end of this module. Upon completion of this module you will be given a postassessment in a separate booklet which is the summative evaluation of your performance.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>i</td>
</tr>
<tr>
<td>Objectives</td>
<td>ii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>iii</td>
</tr>
<tr>
<td>Preassessment</td>
<td>1</td>
</tr>
<tr>
<td>Part I – Educational Laws and Surveys</td>
<td></td>
</tr>
<tr>
<td>Lesson 1 – Legal Bases of Education</td>
<td>5</td>
</tr>
<tr>
<td>Lesson 2 – Excerpts of Educational Mandate and Laws</td>
<td>9</td>
</tr>
<tr>
<td>Lesson 3 – Organizational Structure and Governance of Basic Education</td>
<td>27</td>
</tr>
<tr>
<td>Lesson 4 – School Culture</td>
<td>37</td>
</tr>
<tr>
<td>Part II – Programs and Projects</td>
<td></td>
</tr>
<tr>
<td>Lesson 1 – Foreign-Assisted Programs / Projects</td>
<td>44</td>
</tr>
<tr>
<td>• International Cooperation Administration-National Economic Assistance Project (ICA-NEC)</td>
<td>45</td>
</tr>
<tr>
<td>• Program for Decentralized Educational Development (PRODED)</td>
<td>45</td>
</tr>
<tr>
<td>• Secondary Education Development Project (SEDP)</td>
<td>46</td>
</tr>
<tr>
<td>• Secondary Education Development Improvement Project (SEDIP)</td>
<td>50</td>
</tr>
<tr>
<td>• Philippines-Australia Project in Basic Education (PROBE)</td>
<td>51</td>
</tr>
<tr>
<td>• Basic Education Assistance for Mindanao (BEAM)</td>
<td>53</td>
</tr>
</tbody>
</table>
• Third Elementary Education Project (TEEP) 56
• Child-Friendly Schools System (CFSS) 57
• 2003 Trends in Mathematics and Science Study (TIMSS) 59

Lesson 2 – National Initiatives 62
• Science and Technology Education Plan (STEP 2) 62
• Accreditation of Public Elementary Schools 63
• Accreditation of Public High Schools 64
• High School Bridge Program 65
• Every Child A Reader Program (ECARP) 67
• National English Proficiency Program (NEPP) 67
• Strong Republic Schools- Distance Learning Programs (SRS-DLP) 68
• Brigada Eskwela 69
• Adopt-A-School Program 70
• Schools First Initiatives 70
• School- Based Management 72
• Strengthening Basic Education in the Visayas (STRIVE) 74
• Library Hub 75
• Basic Education Sector Reform Agenda (BESRA) 77
• Redesigned Technical-Vocational Education Program 79

Answer Key to Preassessment, SCQ’s and Activities 83
Acronyms 93
Glossary 96
Bibliography 98
Appendices

A. Governance of Basic Education Act of 2001
   (R.A. No. 9155)  

B. DepEd Order No. 1 s. 2003 Promulgating the Implementing
   Rules and Regulations (IRR) of Republic Act No. 9155
   Otherwise known as the Governance of Basic Education
   Act of 2001  

C. Nationwide Implementation of the Accreditation
   Program for Public Elementary Schools (APPES)
   (DepEd Memo No. 113, s. 2004)  

D. Voluntary Peer Accreditation for Public High Schools
   (DepEd Memo No. 218, s. 2003)  

E. Voluntary Peer Accreditation for Public High Schools
   (DepEd Memo No. 153, s. 2004)
PART I–Educational Laws and Surveys

As effective teachers you should be knowledgeable of the legal bases of education and laws to improve the social and economic status of teachers. Likewise, you should know your duties rights, duties and obligations; and national education policies.

1. Test your knowledge of the laws and the historical perspective of the Department of Education by matching Column B with the corresponding Republic Acts under Column A. Write on the blank space the letter corresponding to the laws and other legal bases of education.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Governance Act of Basic Education</td>
<td>a. RA 7836</td>
<td></td>
</tr>
<tr>
<td>2. Right to quality education</td>
<td>b. RA 7722</td>
<td></td>
</tr>
<tr>
<td>3. Stipulates the mission/vision of the DepEd</td>
<td>c. RA 9155</td>
<td></td>
</tr>
<tr>
<td>4. Changed DECS to Ministry of Education and Culture (MEC)</td>
<td>d. RA 7160</td>
<td></td>
</tr>
<tr>
<td>5. Framework for the establishment of an integrated system of education</td>
<td>e. RA 9293</td>
<td></td>
</tr>
<tr>
<td>6. Created the TESDA</td>
<td>f. RA 7798</td>
<td></td>
</tr>
<tr>
<td>7. Recommended the creation of a National Coordinating Council of Education</td>
<td>g. Article XIV</td>
<td></td>
</tr>
<tr>
<td>8. Stipulates functions of the Local School Board</td>
<td>h. RA 7796</td>
<td></td>
</tr>
<tr>
<td>9. Created the CHED</td>
<td>i. RA 7784</td>
<td></td>
</tr>
<tr>
<td>10. Professionalizes the practice of teaching</td>
<td>j. Congressional Commission on Education</td>
<td></td>
</tr>
</tbody>
</table>
11. Restructures the DepEd
12. Amended RA 7836
13. Amended the Education Act of 1982
14. Created the Teacher Education Council

2. Below are your rights as stipulated in the educational laws. Read them carefully and list down your corresponding duties, responsibilities, and accountabilities:
   a. The right to free expression of opinion and suggestions.
   b. The right to be provided with free legal service when charged in administrative, civil or criminal proceedings by parties other than the school or regulatory authorities concerned for actions committed in the lawful discharge of duties.
   c. The right to establish and join unions and professional organizations.
   d. The right to be free from involuntary contributions except those imposed by professional organizations.
   e. The right to stability and security of tenure.

3. The Congressional Commission to Review and Assess Philippine Education (EDCOM) made strong recommendations to improve teacher competence and effectiveness. What are these recommendations? Have they been implemented? Why or why not?

4. The Presidential Commission on Educational Reform (PCER) recommended (1) the strengthening of teacher competencies at the basic education level and (2) expanding the options for medium of instruction in Grade 1 through the use of regional lingua franca or the vernacular.

What do these recommendations mean to you as a beginning teacher?
PART II–Programs and Projects

The Department of Education has implemented and is currently implementing various projects to improve the quality of basic education. Are you aware of the following programs and projects? Put a check (√) on the corresponding column.

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<td>1. Program for Decentralized Educational Development (PRODED)</td>
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</tr>
<tr>
<td>2. Secondary Education Development Project (SEDP)</td>
<td></td>
<td></td>
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<tr>
<td>3. Secondary Education Development Improvement Project (SEDIP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Philippines-Australia Project in Basic Education (PROBE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Basic Education Assistance for Mindanao (BEAM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Every Child A Reader Program (ECARP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. National English Proficiency Program (NEPP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Third Elementary Education Project (TEEP)</td>
<td></td>
<td></td>
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<tr>
<td>9. Trends in Mathematics and Science Study (TIMSS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Accreditation of Public Elementary and High Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Brigada Eskwela</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Strong Republic Schools–Distance Learning Programs (SRS-DLP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Library Hub</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Science and Technology Project (STEP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Child-Friendly Schools System (CFSS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Schools First Initiative (SFI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. School-Based Management (SBM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Strengthening Basic Education in the Visayas (STRIVE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Basic Education Sector Reform Agenda (BESRA)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART I

Educational Laws and Surveys
LESSON 1
LEGAL BASES OF EDUCATION

INTRODUCTION

You are an integral part of the Department of Education, the largest agency in the Philippine government with about half a million teachers and support staff. The Department administers and supervises both the public and private elementary/primary and secondary schools which are referred to as the two levels in basic education. It is “a complex learning organization that develops, promotes, provides, and ensures basic education responsive to the internal, external, and emerging learning needs.” (DECS Service Manual, 2000)

OBJECTIVES

At the end of Lesson 1, you shall:
• cite the constitutional mandate on education
• specify the aims of education
• recognize the complementary roles of public and private institutions

READ

The Department of Education pursues the mandate embodied in the 1987 Philippine Constitution, Article XIV, Sections 1, 2, 3, 4, and 5 to wit:

Section 1. The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

Section 2. The State shall:
(1) Establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society;

(2) Establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural right of parents to rear their children, elementary education is compulsory for all children of school age;

(3) Establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged;

(4) 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 the community needs; and

(5) Provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills.

Section 3. (1) All educational institutions shall include the study of the Constitution as part of the curricula.

(2) They shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.

(3) At the option expressed in writing by the parents and guardians, religion shall be allowed to be taught to their children or wards in public elementary and high schools within the regular class hours by instructors designated or approved by the religious authorities of the religion to which the children or wards belong, without additional cost to the Government.

You are not expected to memorize the provisions in the Constitution but to understand the key ideas such as: free public education, indigenous learning systems, inculcating patriotism and nationalism and optional religious instruction.

Reflect on these as you go through the Module.
Section 4. (1) The State recognizes the complementary roles of public and private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions.

(2) Educational institutions, other than those established by religious groups and mission boards, shall be owned solely by citizens of the Philippines or corporations or associations at least sixty-per centum of the capital of which is owned by such citizens. The Congress may, however, require increased Filipino equity participation in all educational institutions.

The control and administration of educational institutions shall be vested in citizens of the Philippines.

No educational institution shall be established exclusively for aliens and no group of aliens shall comprise more than one-third of the enrollment in any school. The provisions of this subsection shall not apply to schools established for foreign diplomatic personnel and their dependents and, unless otherwise provided by law, for other foreign temporary residents.

(3) All revenues and assets of non-stock, non-profit educational institutions used actually, directly, and exclusively for educational purposes shall be exempt for taxes and duties. Upon the dissolution or cessation of the corporate existence of such institutions, their assets shall be disposed of in the manner provided by law.
Proprietary educational institutions, including those cooperatively owned, may likewise be entitled to such exemptions subject to the limitations provided by law including restrictions on dividends and provisions for reinvestment.

(4) Subject to conditions prescribed by law, all grants, endowments, donations, or contributions used actually, directly, and exclusively for educational purposes shall be exempt from tax.

Section 5. (1) The State shall take into account regional and sectoral needs and conditions and shall encourage local planning in the development of educational policies and programs.

(2) Academic freedom shall be enjoyed in all institutions of higher learning.

(3) Every citizen has a right to select a profession or course of study, subject to fair, reasonable, and equitable admission and academic requirements.

(4) The State shall enhance the right of teachers to professional advancement. Non-teaching academic and non-academical personnel shall enjoy the protection of the State.

(5) The State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.

ACTIVITY I – 1.1

1. Interview the head of an institution established by religious groups or foreign foundations. Determine their compliance with Section 4 (2).

2. If you are given the opportunity to be involved in the local planning of education, identify the needs of your school that should be included in the plan.
INTRODUCTION

This lesson is on various educational laws and surveys. It is important for a beginning teacher like you to be familiar with certain provisions of the laws affecting the teacher and teaching as a profession. Your rights, as well as your responsibilities and obligations, are explicit in these laws to guide you in the performance of your duties.

OBJECTIVES

At the end of Lesson 2, you shall:

• cite educational laws that spell out the rights, duties, and obligations of teachers and other school personnel
• specify the various laws and surveys aimed to improve the quality of Philippine education
Batas Pambansa Blg. 232 is otherwise known as the Education Act of 1982. This Act is a framework for the establishment of an “integrated system of education relevant to the goals of national development.” Then Minister of Education, Culture, and Sports (MECS) Dr. Onofre P. Corpuz underscored that the realignment of priorities in the educational system should be in tune with the overall national development goals of the government.

Let us focus on Sections 10 and 16 of this Act. For further reading, you may refer to the other sections of this Act.

Section 10 of this act spells out the rights of all school personnel as follows:

1. The right to free expression of opinion and suggestions, and to effective channels of communication with appropriate academic and administrative bodies of the school or institution.

2. The right to be provided with free legal service by the appropriate government office in the case of public school personnel and through the school authorities concerned in the case of private school personnel, when charged in an administrative, civil, and/or criminal proceedings by parties other than the school or regulatory authorities concerned for actions committed directly in the lawful discharge of professional duties and/or in defense of school policies.

3. The right to establish, join, and maintain labor organizations and/or professional and self-regulating organizations of their choice to promote their welfare and defend their interests.
4. The right to be free from involuntary contributions except those imposed by their own organizations.

Section 16 entitled Teachers’ Obligations stipulates that every teacher shall:

1. Perform his duties to the school by discharging his responsibilities in accordance with the philosophy, goals, and objectives of the school.

2. Be accountable for the efficient and effective attainment of specified learning objectives in pursuance of national development goals, within the limits of available school resources.

3. Render regular reports on performance of each student to the latter and the latter’s parents or guardians with specific suggestions for improvement.

4. Assume the responsibility to maintain and sustain his professional growth and advancement and maintain professionalism in his behavior at all times.

5. Refrain from making deductions in student’s scholastic ratings for acts that are clearly not manifestations of poor scholarship.

6. Participate as an agent of constructive social, economic, moral, intellectual, cultural, and political change in his school and the community within the context of national policies.

ACTIVITY I – 2.1

Reflect on your responsibility and accountability to the learner and to his/her parent or guardian. You are not to make deduction in the “student’s scholastic ratings for acts that are clearly not manifestation of poor scholarship. “How will you handle misbehaving students in a class of 60?
ACTIVITY I– 2.2

Now you are apprised of your rights and obligations provided in the Education Act of 1982. Answer the questions after the caselets.

1. You are asked to contribute for a dinner dance. What right can you invoke if you refuse to contribute?

2. You have to make a report on the students’ performance on the scheduled dates. What obligation may the parents invoke if you do not make such report?

3. You want to join the National Organization of Professional Teachers. May you be prohibited from joining? Why?

READ

In 1990, a Congressional Commission to Review and Assess Philippine Education, otherwise known as the EDCOM, was created by a joint resolution of Congress.

After a year of survey and study which included multisectoral consultations nationwide, the EDCOM came out with the following findings:

*The quality of Philippine education is declining continuously due to two principal reasons: (1) We are not investing enough in the education system and (2) The education establishment is poorly managed.*
The EDCOM recommended specifically:

1. Stress basic public education—elementary and high school—because it is only the formal schooling the masses of our people get. Set aside for this constitutional entitlement as much as we can our available resources in money and talented people.

2. Encourage alternative learning modes, especially for the illiterate.

3. Make the vernacular and Filipino the medium of instruction for basic education.

4. Enlarge and enrich technical/vocational education—for young people whose aptitudes incline in this direction.

5. Restructure the Department of Education—to ensure that program focus is clear, resources are allocated rationally, and plans are realistic and attainable.

6. Ensure that only the best and most qualified professionals become teachers and administrators—by making the rewards of teaching match its importance as a career.

7. Plan and support public and private education together.

8. Make it possible for private industry, workers, teachers, parents, and Local Government to plan, deliver, and finance education and training.

9. Ensure the children of the poor greater access to all levels of education.

10. Make public college and university education more cost-effective and curricular programs more relevant to the communities they serve. Government support for higher education should go only to priority courses and programs—and to poor but deserving students.

11. Find new sources of money—including taxes—to finance basic education.
The EDCOM further identified that the teachers are “at the heart of the problem.” They are poorly trained; there is low quality of students enrolled in teacher training; teaching is perceived as a poorly esteemed profession so it does not attract the best; hence, the EDCOM strongly recommended to:

- professionalize teachers and teaching
- create well-defined career service paths for promotion and career planning
- strengthen present teacher education
- improve and expand in service training programs
- improve the teachers’ welfare and benefits
- encourage teacher organizations

**ACTIVITY I– 2.3**

Mark with a check [✓] the EDCOM recommendations that have been implemented. Explain briefly why some, if any, have not been implemented. Make some recommendations.

- [ ] professionalize teachers and teaching
- [ ] create well-defined career service paths for promotion and career planning
- [ ] strengthen present teacher education
- [ ] improve and expand in service training programs
- [ ] improve the teachers’ welfare and benefits

My recommendations are;
R.A. No. 7160 entitled, An Act Providing for a Local Government Code of 1991 is in accordance with the constitutional mandate Section 3 in Article X, that Congress shall “enact a local government code which shall provide for a more responsive and accountable local government structure…”

Section 98 of the Act creates the local school boards which are as follows: provincial school boards with the governor and division superintendent of schools as co-chairmen; city school board with the city mayor and the city superintendent of schools as co-chairmen; the municipal school board with the municipal mayor and the district supervisor of schools as co-chairmen.

Section 99 stipulates the functions of the local school boards as follows:

a) Determine, in accordance with the criteria set by the Department of Education, Culture, and Sports, the annual supplementary budgetary needs for the operation and maintenance of public schools within the province, city, or municipality, as the case may be, and the supplementary local cost of meeting such needs, which shall be reflected in the form of an annual school board budget corresponding to its share of the proceeds of the special levy on real property constituting the Special Education Fund and such other sources of revenue as this Code and other laws or ordinances may provide;

b) Authorize the provincial, city or municipal treasurer, as the case may be, to disburse funds from the Special Education
Fund pursuant to the budget prepared and in accordance with existing rules and regulations;
c) Serve as an advisory committee to the sanggunian concerned on educational matters such as, but not limited to, the necessity for and the uses of local appropriations for educational purposes; and
d) Recommend changes in the names of public schools within the territorial jurisdiction of the local government unit for enactment by the sanggunian concerned.

Section 100(c) provides that the annual school board budget shall give priority to the following:

a) Construction, repair, and maintenance of school buildings and other facilities of public elementary and secondary schools;
b) Establishment and maintenance of extension classes where necessary; and
c) Sports activities at the division, district, municipality, and barangay levels.

SCQ I– 2.1

The local governments (municipal, city and province) hire teachers when the national government has not created the positions required especially at the opening of the school year.

- Is your salary locally funded?
- Are you getting the same benefits as those teachers paid by national funds?
The creation of a Commission on Higher Education (CHED) that shall be responsible for both public and private higher education was one of the EDCOM recommendations. Considering the magnitude of the responsibilities of the Department of Education, Culture, and Sports (DECS), R.A. No. 7722, otherwise known as the Higher Education Act of 1994 was passed.

The law stipulates that the Commission shall be independent and separate from the DECS and attached to the Office of the President for administrative purposes only. Its coverage shall be both public and private institutions of higher education as well as degree-granting programs in all post secondary educational institutions, public and private.

The Commission is composed of five full-time members; one is appointed chairman and the four are commissioners.
The Declaration of Policy in R.A. No. 7784 underscores “that the teacher is the key to effectiveness…”

In the Declaration of Policy, the law stipulates that the country’s vision is a teacher education system whose mission is to educate and train teachers of unquestionable integrity and competence, and who are committed to their continuing professional growth and obligation to help their students grow as responsible individuals and citizens of the Philippines and of the world.

The Council has seven regular members as follows:

a) Three (3) representatives of centers of education, one (1) from Luzon, one (1) from the Visayas, and one (1) from Mindanao who shall take into account the views of parents-teachers and community associations, student associations, non-government associations, and people organizations concerned with basic education.

b) One (1) representative of science teachers;

c) One (1) representative of mathematics teachers;

d) One (1) representative of social studies teachers; and

e) One (1) representative of language teachers.

The Council is in close collaboration with the CHED as regards teacher education curriculum and selection of Centers of Excellence in Teacher Education. It is mandated to formulate policies and standards that shall strengthen and improve the system of teacher education in all existing public and private schools. It conducts activities in support of DepEd programs and projects like the implementation of the 2002 Basic Education Curriculum.
Another EDCOM recommendation is the creation of the Technical Education and Skills Development Authority (TESDA). R.A. No. 7796 which became a law in 1994 declares that it is the policy of the State to provide relevant, accessible, high quality, and efficient technical education and skills development in support of the development of high quality Filipino middle-level manpower responsive to and in accordance with Philippine development goals and priorities.

The State shall encourage active participation of various concerned sectors, particularly private enterprises, being direct participants in and immediate beneficiaries of a trained and skilled workforce, in providing technical education and skill development opportunities.

The law replaced and absorbed the National Manpower and Youth Council (NMYC), the Bureau of Technical and Vocational Education (BTVE) of DECS and the apprenticeship program of the Bureau of Local Employment of the Department of Labor and Employment.

The creation of the CHED and TESDA leaves the basic education (elementary and secondary levels) to the Department of Education.

**SCQ I–2.2**

Give three advantages of separating the administration and supervision of higher education and technical education from basic education.
R.A. No. 7836 is entitled, An Act to Strengthen the Regulation and Supervision of the Practice of Teaching in the Philippines and Prescribing a Licensure Examination for Teachers.

Section 4 in this Act defines teaching and teachers as follows:

Teaching refers to the profession concerned primarily with classroom instruction at the elementary and secondary levels in accordance with the curriculum prescribed by the Department of Education, Culture, and Sports, whether on part-time or full-time basis in the private or public schools.

Teachers refer to all persons engaged in teaching at the elementary and secondary levels, whether on full-time or part-time basis, including industrial arts or vocational teachers and all other persons performing supervisory and/or administrative functions in all schools in the aforesaid levels and qualified to practice teaching under this Act.

The Act created the Board for Professional Teachers, a collegial body of five (5) members under the general supervision of the Professional Regulation Commission. Resolution No. 434 promulgated the Code of Ethics for Professional Teachers which is discussed in Module 4.

The licensure examination for teachers (LET) is given annually in August. R.A. No. 7836 also provides that the license as a professional teacher shall be issued without examination to:

a) A holder of a certificate of eligibility as a teacher issued by the Civil Service Commission and the Department of Education, Culture and Sports; or
b) A registered professional teacher with the National Board for Teachers under the Department of Education, Culture and Sports (DECS) pursuant to Presidential Decree No. 1006; or
c) Not qualified under paragraphs one and two but with any of the following qualifications, to wit:

(1) An elementary or secondary teacher for five (5) years in good standing and a holder of a Bachelor of Science in Education or its equivalent; or

(2) An elementary or secondary teacher for three (3) years in good standing and a holder of a master's degree in education or its equivalent.

Section 24 entitled Registration by Reciprocity is important for any teacher to consider, to wit:

No teacher of a foreign nationality shall be admitted to the examination, or be given a certificate of registration or be entitled to any of the rights and privileges provided under this Act, unless the country or state of which he is a subject permits Filipino professional teachers to practice within its territorial limits on the same basis as subjects or citizens of said country or state; Provided, That the requirements of certification of teachers with said foreign state or country are substantially the same as those required and contemplated under this Act; Provided further, That the laws of such state or country grant the same privilege to Filipino professional teachers on the same basis as the subject or citizens of such foreign country or state.

The abovementioned section cautions you not to be lured to foreign offers of teaching abroad unless there is reciprocity between the Philippines and the foreign country.
Republic Act No. 9293 approved on April 21, 2004 amended Section 26 of R.A. No. 7836 so that only categories a and b shall be issued a license without examination.

a) A holder of a certificate of eligibility as a teacher issued by the Civil Service Commission and the Department of Education, Culture and Sports; or

b) A registered professional teacher with the National Board for Teachers under the Department of Education, Culture and Sports (DECS) pursuant to Presidential Decree No. 1006.

Professional teachers who have not practiced their profession for the past five (5) years shall take at least twelve (12) units of education courses, consisting of at least six (6) units of pedagogy and six (6) units of content courses, or the equivalent training and number of hours to be chosen from a list of courses to be provided by the Board and the Department of Education, before they can be allowed to practice their profession in the country.

Those who have failed the licensure examination for professional teachers, with a rating of not lower than five percentage points from the passing general average rating, shall be eligible as para-teachers upon issuance by the Board of a two-year special permit, renewable for a non-extendible period of two (2) years. The para-teachers shall be assigned to areas where there is a shortage or absence of a professional teacher, as identified and provided by the Department of Education and the Autonomous Region for Muslim Mindanao (ARMM) Education Department to the Board for Professional Teachers and to the Commission. The special permit shall indicate the area of assignment of the para-teacher.
A special permit may also be issued by the Board to a person who has excelled and gained international recognition and is a widely acknowledged expert in his or her field of specialization.

SCQ I–2.3

1. Who are issued licenses without examination in the amended law of R.A. No. 7836?
2. Are you eligible as a para-teacher, if your rating in the licensure examination is 70%?
3. Where may para-teachers be assigned?

READ

Executive Order No. 46 issued on December 7, 1998 created the Presidential Commission on Educational Reform Educational (PCER) which was mandated to define a “budget-feasible program of reform, identify executive priority policy recommendations and items for a legislative agenda on education.” Extensive meetings, discussions, consultations, and hearings with various stakeholders of the educational system were conducted.

Nine specific recommendations were presented as follows:
1. Establishment of a National Coordinating Council for Education
2. Rationalization, within a Moratorium Period, of the Creation and Conversion of State Universities and Colleges (SUCCS)
3. Re-orienting the Premises for Financing Public Higher Education
4. Establishment of a One-Year Pre-Baccalaureate System
5. Faculty Development at the Tertiary Level
6. Strengthening Teacher Competencies at the Basic Education Level
7. Expanding the Options for Medium of Instruction in Grade I through the Use of Regional Lingua Franca or the Vernacular
8. Establishment of the National Educational Evaluation and Testing System (NEETS)
9. Establishment of Common Standards of Accreditation per Discipline

**ACTIVITY I–2.5**

Cite the recommendations of the PCER that are being implemented by DepEd.

**READ**

R.A. No. 9155 entitled, “An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, and For Other Purposes” stipulates that:

*Governance of basic education shall begin at the national level. It is at the regions, divisions, schools, and learning centers herein referred to as the field offices–where the policy and principle for the governance of basic education shall be*
translated into programs, projects, and services developed, adapted and offered to fit local needs.

Section 5 specifies the Principles of Shared Governance, to wit:

a) **Shared governance is a principle which recognizes that every unit in the education bureaucracy has a particular role, task, and responsibility inherent in the office and for which it is principally accountable for outcomes;**

b) **The process of democratic consultation shall be observed in the decision-making process at appropriate levels. Feedback mechanisms shall be established to ensure coordination and open communication of the central office with the regional, division, and school levels;**

c) **The principles of accountability and transparency shall be operationalized in the performance of the functions and responsibilities at all levels; and**

d) **The communication channels of field offices shall be strengthened to facilitate flow of information and expand linkages with other government agencies, local government units, and non-governmental organizations for effective governance.**

These bureaus remained with the Department: Bureau of Elementary Education, Bureau of Secondary Education, and the Bureau of Nonformal Education (now Bureau of Alternative Learning System). The Bureau of Physical Education and School Sports was abolished. Section 9 provides that “all functions, programs, and activities of the Department of Education related to sports competition shall be transferred to the Philippine Sports Commission (PSC). The program for school sports and physical fitness shall remain part of the basic education curriculum.”
Section 8 transfers the cultural agencies to the National Commission on Culture and the Arts (NCCA), to wit:

_The Komisyon ng Wikang Pilipino, National Historical Institute, Records Management and Archives Office, and the National Library shall now be administratively attached to the National Commission on Culture and the Arts (NCCA) and no longer with the Department of Education. The program for school arts and culture shall remain part of the school curriculum._

The governance in the Autonomous Region of Muslim Mindanao (ARMM) is stipulated in Section 13, to wit:

_The Regional Education Secretary for the Autonomous Region of Muslim Mindanao (ARMM) shall exercise similar governance authority over the divisions, districts, schools, and learning centers in the region as may be provided in the Organic Act without prejudice to the provisions of Republic Act No. 9054, entitled An Act to Strengthen and Expand the Organic Act for the Autonomous Region of Muslim Mindanao, amending for the Purpose Republic Act No 6734, entitled An Act Providing for the Autonomous Region of Muslim Mindanao as amended._

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**SCQ I–2.4**

1. List down the field offices of the Department of Education.
2. Reflect on the empowerment given to the school heads, according to R.A. 9155, which is appended to this module. Observe how this privilege is practiced by your school head for the effective management of the school.
INTRODUCTION

This lesson introduces you to the complex organizational structure of the Department of Education on various levels: central office, regional offices, division offices, and the school system. The DECS Service Manual 2000 is the basic reference for policies, procedures, rules and regulations of the system.

OBJECTIVES

At the end of Lesson 3, you shall:
- identify the key ideas and concepts in the vision/mission of the Department of Education
- describe the organizational structure in the central and field offices.

READ

A. Vision / Mission of the Department of Education

The DECS Service Manual 2000 spells out the Vision and Mission of the Department, to wit:

DECS is a complex learning organization that develops, promotes, provides, and ensures basic education responsive to the internal, external, and emerging learning needs.
Vision

We are a people organization committed to a culture of excellence in public service. Believing that the most important resource of our country is its people, we make the task of educating the Filipino child our singular mission.

We assist the Filipino child to discover his/her full potential in a child-centered and value-driven teaching-learning environment and thereby, enable him/her to create his/her own destiny in the global community. We prepare him/her to become a responsible citizen and an enlightened leader who loves his/her country and is proud to be a Filipino.

We provide a school system…

- Where teachers and principals achieve the desired learning outcome not only because they are empowered, competent, and accountable, but because they care;
- Where administrators exercise visionary leadership responsive to emerging learning needs of the nation; ensure adequate resources; promote appropriate technology; create and sustain a conducive climate to enhance learning; and
- Where the family, the community, and other institutions actively support our efforts.

We affirm the right of every Filipino child especially the less advantaged to benefit from such a system.

This is our vision. With God’s help, we dedicate all our talents and energies to its realization.

Mission

We provide quality basic education that is equitably accessible to all and lay the foundation for life-long learning and creative and rational thinking. Our ultimate aim is to develop Filipinos who are functionally literate, socially and morally responsible, and nationalistic yet receptive and contributory to positive global influences. These Filipinos become productive members of the society.

Our target clientele are the Filipino children and adult illiterates including children with special needs and out-of-school youth. Meeting the professional needs of our teachers and school administrators is also our
responsibility because in doing so, we ensure instructional competence and management excellence. Likewise, we respond to the concerns of parents, business and industry, media and political leaders and work with them as partners in the educational process.

SCQ I–3.1

1. Reflect on the vision and mission of DepEd. Focus on your role as a beginning teacher. How may you contribute to the attainment of the vision/mission?

B. Organizational Structure of the Department of Education and Field Offices

To carry out the mandate, vision, and mission of the Department, structural components are in place. It is important for a young and beginning teacher like you to know the structure and hierarchical levels in the Department so you will understand the governance and communication flow in the system.

Governance of basic education begins at the national level. Section 2 of R.A. No. 9155 stipulates that it is “at the regions, divisions, schools, and learning centers, referred to as field offices where the policy and principle for the governance in the Department are translated into programs, projects, and services developed, adapted and offered to fit local needs."

The Offices of the Secretary, Undersecretaries, Assistant Secretaries, and Bureau Directors are in the Central Office. There are 16 regional offices headed by the Regional Directors. The Autonomous Region in Muslim Mindanao (ARMM) is headed by a Regional Secretary.
The locations of the regional offices and the number of school divisions in each region are as follows:

<table>
<thead>
<tr>
<th>Region</th>
<th>Location</th>
<th>No. of School/City Divisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>San Fernando City, La Union</td>
<td>12</td>
</tr>
<tr>
<td>II</td>
<td>Carig, Tuguegarao City</td>
<td>6</td>
</tr>
<tr>
<td>III</td>
<td>San Fernando, Pampanga</td>
<td>17</td>
</tr>
<tr>
<td>IV-A</td>
<td>Rizal Provincial Capitol, Pasig City</td>
<td>13</td>
</tr>
<tr>
<td>IV-B</td>
<td>Meralco Avenue, Pasig City</td>
<td>7</td>
</tr>
<tr>
<td>V</td>
<td>Rawis, Legaspi City</td>
<td>13</td>
</tr>
<tr>
<td>VI</td>
<td>Iloilo City</td>
<td>17</td>
</tr>
<tr>
<td>VII</td>
<td>Cebu City</td>
<td>15</td>
</tr>
<tr>
<td>VIII</td>
<td>Palo, Leyte</td>
<td>10</td>
</tr>
<tr>
<td>IX</td>
<td>Zamboanga City</td>
<td>9</td>
</tr>
<tr>
<td>X</td>
<td>Cagayan de Oro City</td>
<td>11</td>
</tr>
<tr>
<td>XI</td>
<td>Davao City</td>
<td>9</td>
</tr>
<tr>
<td>XII</td>
<td>Cotabato City</td>
<td>9</td>
</tr>
<tr>
<td>XIII</td>
<td>Butuan City</td>
<td>8</td>
</tr>
<tr>
<td>CAR</td>
<td>La Trinidad, Benguet</td>
<td>7</td>
</tr>
<tr>
<td>NCR</td>
<td>Quezon City</td>
<td>14</td>
</tr>
<tr>
<td>ARMM*</td>
<td>Cotabato City</td>
<td>7</td>
</tr>
</tbody>
</table>

The ARMM has a Regional Secretary of Education and staff. Although the Office is distinct from the Department of Education, national programs and projects involve the ARMM.

Figure 1 on page 32 shows the organizational structure of the Central Office.

The Secretary of the Department of Education exercises supervision and control over the entire department. Republic Act 232 provides for four Undersecretaries and four Assistant Secretaries. Assisting the Secretary in the formulation of policies, standards, and programs are three bureaus: the Bureau of Elementary Education, Bureau of Secondary Education, and the Bureau of Alternative Learning System.

Figure 2 on page 33 shows the organizational structure of the regional offices.

The field offices of the DepED are the 16 regional offices. The Autonomous Region in Muslim Mindanao (ARMM) is headed by a Regional Secretary. A region is composed of provincial and city school divisions each headed by a Schools Division Superintendent.

Figure 3 on page 34 shows the organizational structure of the provincial and city school divisions.
A school division is located in each province or city. The provincial school division may include a city or cities within its geographical unit. The Schools Division Superintendent has authority over all elementary and secondary public and private schools in the division.

Figure 4 on page 35 shows a typical structure of an elementary school and Figure 5 on page 35 shows the structure of a secondary school.

The roles and responsibilities of the principals/school heads are specified in R.A. No. 9155.

**SCQ I–3.2**

Reflect on the organizational structure of your school. If you need support in trying new strategies of teaching, who can be your mentors?
FIGURE 2
ORGANIZATIONAL STRUCTURE OF A REGIONAL OFFICE
FIGURE 3
ORGANIZATIONAL STRUCTURE OF A SCHOOL / CITY DIVISION
TEACHER INDUCTION PROGRAM

MODULE 1: EDUCATIONAL LAWS, PROGRAMS AND PROJECTS OF THE DEPARTMENT OF EDUCATION

LESSON 3: ORGANIZATIONAL STRUCTURE AND GOVERNANCE OF BASIC EDUCATION

**FIGURE 4**
ORGANIZATIONAL STRUCTURE OF AN ELEMENTARY SCHOOL

**FIGURE 5**
ORGANIZATIONAL STRUCTURE OF A SECONDARY SCHOOL
ACTIVITY I–3.1

1. Analyze the organizational structure of your school. Identify who you should approach, if you need assistance on techniques of teaching and assessment of student performance.

2. Identify who may help you should there be students with problems and you need support to resolve the problems.

3. Write a letter to the Schools Division Superintendent requesting that you be recommended for a local scholarship. Considering the organizational structure of your school and the division, your letter has to pass “through channels.”
INTRODUCTION

Now that you have a macro view of the organizational structures in the Department, let us concentrate on your immediate environment—your school.

The school develops its own culture. Culture includes moral and aesthetic values; beliefs, customs, norms, and traditions practiced by people in an organization like the school. As a teacher, you deal not only with learners, your superiors and peers, but also with parents and the community and other publics in the environment of the school. Certain beliefs may run counter to your own. For example, social activities during weekends are part of the community’s social life. But you want to rest on weekends. How will you cope?

If you are an elementary school teacher, the Principal is your school head, supervisor, and mentor. She may be assisted by an assistant school head. The school head is both an instructional leader and administrative manager. In a big central elementary school, there may be a team composed of coordinators and grade leaders from whom you can expect support and guidance especially in your first three years of teaching. Master Teachers would also be happy to give you support. Do not be shy. Approach them. Befriend them. They can be your mentors as you grow professionally.
OBJECTIVES

At the end of Lesson 4, you shall:

- learn the collegial culture in the school
- determine the realities of teaching
- set up a classroom environment conducive to learning

READ

Several elementary schools compose a district headed by a schools district supervisor. He/She “provides professional and instructional advice and support to the school heads and teachers/facilitators of schools and learning centers in the district cluster. He/She exercises curriculum supervision (R.A. 9155). The school district supervisor shall primarily perform staff functions and shall not exercise administrative supervision over school principals, unless specifically authorized by the proper authorities.

Consider classroom supervision as part of your professional development. Don’t be shy to invite your school head to observe your class. Such a gesture would develop good rapport between you and the school head/subject coordinator.

If you are a high school teacher, the principal/school head may be assisted by subject department heads or head teachers who have subject specialization. They are expected to assist you in various on-campus and out-of-school activities. It is important that you relate with them for ease of communication and sound interpersonal relationships.

Competent and effective teachers are happy individuals. To them, everyday is a new day to look forward to. They expect new happenings not duplicating yesterday’s events.
There are, however, rainy days and you experience the truism that when “it rains, it pours.” The cycle of life’s ups and downs seems to apply in a day in the life of a teacher. The texts that follow are reality checks in teaching. As you start your career keep journals/diaries of your positive and negative experiences. Keep them as your memoirs after more years of experience.

A teacher wrote in her diary:

I’m a teacher. But there are days, like today, when I wonder why it’s been a tough day. The results of an English quiz taken by my fifth-graders were dismal. Despite my best efforts, the world of pronouns remains a mystery to them. How I wish there is a way to make the study of language as exciting as a computer game, so the glazed looks would not appear in their eyes at the mention of the word “grammar.”

The world of my profession, a world filled with children, requires so much time. After school today, we had a faculty meeting. Events had to be planned, problems solved, new ideas discussed.

And then I remember. I remember why I’m still teaching. **It’s the children.** They’re more important than a lifetime filled with quiet evenings and more valuable than a pocket filled with money. The world of noise, pronouns, recess and homework is my world. My classroom, a child-filled world of discovery, of kindness and of caring is the real world. And I’m so lucky to be in it. (Kris Hamm Ross, “Promise to Keep”, (CHICKEN SOUP FOR THE TEACHER’S SOUL)
ACTIVITY I - 4.1

Reflect on the thoughts of Miss Ross, an American teacher. As a beginning teacher, her concerns about the learners may be similar to yours. Can you say that the “real world” of Miss Ross may be yours too? Why?

Here are more reality checks in teaching.

Miss Angeles was excited to go to her class on the first day of school. She stayed up late in the evening to make her lesson plan for a Grade 4 class. She thought the plan was her masterpiece. When she entered the classroom, she was greeted by a warm “Good morning, teacher.” “Good morning, class,” she answered.

She looked around. She counted the children sitting on the floor. They were six of them. She counted silently the pupils in the class. They were 52. She arranged the seats by sitting the smaller pupils, three in one long desk. Still two remained on the floor. When she looked at her watch, fifteen minutes had passed and she had not started her lesson. She looked puzzled at her lesson plan, her masterpiece.

SCQ I - 4.1

Did you have a similar experience? Was Miss Angeles prepared to manage a big class? What was the best thing Miss Angeles could do at that moment? Explain your answer.

Miss Mercado, a high school teacher, wrote in her diary:

My experience during the first year of teaching was memorable. I had cooperative learners, a supportive principal, and a helpful department head.
On my second year of teaching, I was assigned as an adviser of a class with a student who had some problems at home. His mother was a single parent of two siblings. The father was an OFW. I was warned by my peers to “watch” that boy due to his uncontrollable temper.

On one occasion, he shouted at a classmate without provocation. I called his attention. He looked at me sternly. After the class, I talked to him and asked him how I could help if he had problems. He looked at me and soon he was in tears and said softly, “Sorry, Ma’am.” I knew I had touched his heart and it would be a good start to know somebody was ready to listen to him. I knew we could be friends. I knew I had to schedule a home visit so I could talk to his mother.

**ACTIVITY I – 4.2**

1. An effective teacher is a decision maker in the classroom. How did Miss Mercado handle the problem of discipline? Why is home visitation an important task of a teacher? You may role play the meeting of Miss Mercado and the boy’s mother.

2. A day in the life of a teacher is oftentimes unpredictable. You have a well-written lesson plan which may not be implemented due to some concerns that come your way. How do you cope with situations before you start teaching on that day? Write your reflection.

3. A member of your family got ill and you have to attend to his/her needs. But you are bothered that 60 pupils/students are waiting for you in school. How will you resolve your dilemma?

4. You wish to try a teaching strategy and would like to share it with your department head. Her comments/suggestions are important so you can improve your teaching. Compose a letter inviting her, specifying your concerns.
Article XIV of the Philippine Constitution mandates that:

- the state shall establish and maintain a complete, adequate, and integrated system of education
- all citizens have the right to quality education
- education should be accessible to all
- education should be relevant to the needs of the people and society

Remember these key features of the various educational laws:

- Education Act of 1982—spells out the rights of school personnel and teachers’ obligations.
- R.A. No. 7722 creates the Commission on Higher Education (CHED).
- R.A. No. 7796 creates the Technical Education and Skills Development Authority (TESDA).
- R.A. No. 7784 creates the Teacher Education Council (TEC).
- R.A. No. 9155 provides for the Framework of Governance for Basic Education and renamed DECS as the Department of Education (DepED).
- R.A. No. 7836 strengthens the regulation and supervision of the practice of teaching.
- R.A. No. 9293 amends Section 26 of R.A. No. 7836.
PART II

Programs and Projects
INTRODUCTION

In the Medium-Term Development Plan, 2004-2010 the targets in basic education are:

- providing an elementary school in every barangay; and
- expanding access particularly at the secondary level and for hard-to-reach population.

The Department has programs and projects completed and ongoing to achieve these targets and improve the quality of education. Soft loans and grants from the World Bank (WB), Asian Development Bank (ADB), the Japan International Cooperation Agency (JICA), Australian Agency for International Development (AusAID), and other funding institutions assist the DepEd programs. Efforts to improve basic education were supported by funding agencies as early as the 1950s.

Grants from the governments of Canada, Australia, Japan, Germany and other donor countries support and complement foreign-assisted projects.

OBJECTIVES

At the end of Lesson 1, you shall:

- identify and describe foreign-assisted programs / projects
- identify and describe national initiatives to improve basic education
- determine the extent of implementation and institutionalization of the programs/projects.
As early as 1956, an experimental-demonstrational project for rural community high schools under the International Cooperation Administration and the National Economic Council (ICA-NEC) was implemented by the Bureau of Public Schools. It was a comprehensive five-year program to improve secondary education in the Philippines in two phases: first, strengthening the practical arts courses and second, setting up experimental and demonstrational community high schools.

The project components included training of school administrators and selected teachers, and provision of infrastructure and physical facilities in selected schools.

In 1975, the Department conducted the Survey of Outcomes of Elementary Education (SOUTELE). A significant finding showed that the average sixth grader across the nation had mastered only 50% of what he was expected to learn and that the least learned subjects were the “3Rs.” Baseline data from SOUTELE were used for a nationwide project in elementary education.

In 1983, the Program for Decentralized Educational Development (PRODED) assisted by World Bank, was implemented. The sectoral program aimed to reduce disparities in elementary education among and within the regions; raise the overall quality and efficiency of elementary education; and improve the management capabilities of the system, especially at the regional and subregional levels.

PRODED strategies included a reform in the curriculum, providing improved and adequate textbooks and supplementary instructional materials, improving the staff development
program, providing adequate school facilities, installing an effective monitoring and evaluation system, and conducting research to undergird policy formulation.

The New Elementary School Curriculum (NESC) was the core of PRODED. It was developed and implemented in a series of consultative conferences and was research-based.

**SCQ II–1.1**

1. Identify the components of the ICA-NEC Assistance Project and PRODED.
2. Interview a PRODED trainer. Request sharing of experiences especially on values formation for teachers.
3. Observe a School Learning Action Cell (SLAC) session. Write down your observation.

**READ**

**Secondary Education Development Project (SEDP) 1989-1994**

The Secondary Education Development Project (SEDP) was a massive reform program in secondary education. It was a response to:

- the need to continue pupil development started by PRODED;
- the need to improve student performance in science, mathematics, and communication arts;
the need to improve the teaching efficiency by providing adequate facilities and instructional materials; and
the need to improve policy-making and increase the internal efficiency of the secondary education system.

The SEDP had the following components:

A. Curriculum and Instructional Materials Development

The New Secondary Education Curriculum (NSEC) was competency-based and was geared among other things, to the development of values and the promotion of technology. There were eight curriculum areas which were offered daily and were programmed on a 40-minute to an 80-minute time frame. A textbook development project which aimed to provide free textbooks on a 1:1 basis provided the instructional support to the implementation of the new curriculum. Private high schools were given the option to use privately authored books based on the Desired Learning Competencies (DLCs).

The New Secondary Education Curriculum was the third curricular reform since 1949. The first reform was introduced in 1949 and implemented in 1950. The second reform in 1973 saw the introduction of the Revised Secondary Education Program (RSEP) and its implementation from 1974 to 1989.

B. Staff Development and Technical Assistance

With the Secondary Education Development Program (SEDP), staff development has been institutionalized through the operationalization of the Learning Enhancement and Activity Program (LEAP) (Figure 1).
The Program operates on the principle of shared leadership in training. It does away with authority-centered, top-to-bottom line of operation, as any training may be initiated at any level of the organization. The interactive loops in the Model represent the fluidity in the organization of staff development programs.

C. Physical Facilities and Equipment

Selected schools were awarded school building packages and instructional equipment. These facilities and equipment include classrooms, workshops, science laboratories, libraries, teachers’ rooms, furniture and toilets, and
instructional equipment in Science and Technology and Home Economics.

D. Research in Support to the Components

Researches on the NSEC, assistance to private schools, participation rate, retention rate, dropout rate, and effects of teacher training were conducted.

Grants-in-aid in support of SEDP were the following:

- The Philippine-Australia Science and Mathematics Education Project (PASMEP) focused on teacher training in Mathematics, Chemistry, and Physics. Science laboratory sets of equipment were provided to the trainers school in Regions II, VII and X. The teachers were sent to selected universities in Australia for two semesters. They were the trainers in the nationwide teacher training program for science and mathematics. The study grant also included teacher educators and field personnel.

- A project designed for science instrumentation was assisted by the German government (GTZ) which supported the setting up of the National Science Training and Instrumentation Center (NSTIC) in ECOTECH, Cebu. The project aimed to provide low-cost equipment for public schools and training of teachers in the instrumentation and use of equipment.

The Canada International Development Authority (CIDA) funded the paper used for the SEDP textbooks, teachers' manuals, and other instructional materials. The project reached the target of 1:1 student-textbook ratio in the first three years of SEDP.
The SEDIP aims to improve the equity of access to quality secondary education in the poverty-affected areas. Its specific objectives are:

- increase student achievement rate;
- increase participation rate;
- strengthen the capacity of the division offices and schools to carry out decentralization; and
- strengthen the capacity of the Central Office and Regional Offices to carry out decentralization.

The Project components are:

1. Improving teaching and learning processes
2. Improving access to secondary education in underserved areas
3. Facilitating Decentralized Secondary Education Management
The project provinces are:

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<tbody>
<tr>
<td>Ifugao</td>
<td>Romblon</td>
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<tr>
<td>Benguet</td>
<td>Masbate</td>
</tr>
<tr>
<td>Antique</td>
<td>Negros Oriental</td>
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<td>Guimaras</td>
<td>Biliran</td>
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<td>Leyte</td>
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<td>Southern Leyte, Zamboanga del Sur</td>
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<td>North Cotabato</td>
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<tr>
<td>Abra</td>
<td>Batanes</td>
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<tr>
<td>Mt. Province</td>
<td>Aurora</td>
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<tr>
<td>Apayao</td>
<td>Capiz</td>
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<tr>
<td>Kalinga</td>
<td>Eastern Samar</td>
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<td>Sulu</td>
<td>Basilan</td>
</tr>
<tr>
<td>Tawi-Tawi</td>
<td>Maguindanao</td>
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</tbody>
</table>

### ACTIVITY II–1.1

1. What components provided continuity from PRODED to SEDP and SEDIP?

<table>
<thead>
<tr>
<th>ACTIVITY II–1.1</th>
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<tbody>
<tr>
<td>PRODED</td>
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</tbody>
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### READ

**Philippines-Australia Project in Basic Education (PROBE) 1996-2001**

The PROBE Project Completion Report gives the goals, objectives, components, and project performance as follows:

The Philippines-Australia Project in Basic Education, otherwise known as PROBE, was a five-year development cooperation program jointly funded by the Government of the
Philippines (GOP) and the Government of Australia (GOA). It was implemented from March 1996 to September 2000.

**Goals and Objectives.** PROBE aimed to improve the quality of basic education in English (Elementary Grades 1-6, Secondary Years 1-4), mathematics and science (Grade 5, Years 1-2) in public elementary and secondary schools in Regions II, VII, IX, X and XIII (CARAGA). This was achieved through the improvement of pre-service teacher education, the expansion of in-service teacher education, and the provision of teaching resource materials.

**Components.** The Project was composed of four components, namely, pre-service teacher education (Component 1), in-service teacher education (Component 2), teacher resource materials (Component 3), and project management and monitoring (Component 4). By enhancing the quality of teaching through upgraded pre-service and in-service training, an improvement of the classroom learning environment and consequently, the quality of English, mathematics and science education in the schools would be achieved.

**SCQ II-1.3**

What are the goals of PROBE?
The Philippines-Australia Basic Education Assistance for Mindanao (BEAM) is a 6.3 year project of the Government of the Philippines and the Government of Australia. It is broken down into two stages of 2.3 and 4 years.

The goal of BEAM is to improve the quality and access to basic education in Mindanao thereby contributing to the attainment of peace and development in Southern Philippines.

Its purpose is to improve the teaching and learning of basic education in Regions XI, XII, and ARMM and to implement strategies that will provide opportunities for all children in these three regions to access quality education and develop key life skills.

The project has four components, namely:

**Component 1: Human Resource Development**

The project aims at improving the teaching and learning process, thereby enhancing the quality of education. The Human Resource Development aims to strengthen the education sector’s greatest asset—its people. This is done not only by continuing to support the system and school level managers, planners, and evaluators, but by also broadening assistance to the teachers in government schools, accredited and the “pilot” madaris. Assistance will focus on general teaching methodology and assessment practices in the key areas of English, Science, and Mathematics.

**Component 2: Materials Development**

This component is about developing a capacity to design and produce materials for both teachers and students that
enhance the teaching-learning process and contribute to quality learning outcomes. The main focus of the materials development will be on the areas of English, Science, and Mathematics. However, there will be scope to assist in the development of creativity and problem-solving and other high order thinking skills consistent with the philosophy of 2002 BEC as well as subject-specific materials that help develop cultural awareness and contribute to peace building initiatives. This component builds on the achievements and lessons learned in PROBE and supports recent developments, like the introduction of 2002 BEC and the Distance Education focus of the Strong Republic Schools program.

Component 3: Increasing Access

Increasing Access reaches out to isolated and disadvantaged communities in Regions XI, XII and ARMM particularly the Lumad and Muslim children. This component identifies areas of poor education access and determines what range of strategies need to be implemented with respect to getting and keeping children in education. It also involves contracting local service providers to implement and then evaluate the effectiveness of the program.

This component flows directly from the successes and lessons of the LIFE, PEACE and HOME programs. The Lumad Integrated Functional Education (LIFE) program focuses on increasing access to basic education for the Lumads; Providing Educational Access for Cultural Enhancement (PEACE) addresses the needs of the multi-cultural communities; and Harnessing Opportunities for Muslim Education (HOME) is a program for Muslim communities.

The reasons children do not enter and remain in formal education are many and varied. They need to be addressed by a collection of strategies which together achieve the desired
impact. Such strategies include the provision of tribal learning centers, the indigenization of learning materials, the provision of adult and functional literacy, together with enterprise and livelihood development training and support.

Support will also be provided to selected Madaris seeking DepEd accreditation. This support will range from teacher training and curriculum development to supporting the upgrading of physical facilities.

**Component 4: Project Management, Monitoring, and Evaluation**

Component 4 is about an efficient and effective management of Stage 2 implementation and it includes monitoring to ensure that tasks have been completed as planned, and evaluating outcomes for overall impact.

BEAM Stage I was implemented from January 2002 to May 2004 aimed at enhancing the skills, knowledge, and capacity of education managers, planners, and evaluators working in basic education. It also piloted strategies to improve access to basic education for Lumads and Muslims in the isolated communities of the target regions.

BEAM Stage 2 runs from June 2004 to May 2008 and will continue to focus on improving the quality of basic education in Mindanao, thereby contributing to the attainment of peace and development in the Southern Philippines.

**SCQ II–1.4**

What are the goals of BEAM?
The Third Elementary Education Project (TEEP) aims to improve the quality of public elementary education. It also aims to improve pupils’ performance in terms of:

- Learning achievement level
- Participation rate
- Completion rate
- Access to quality elementary education in the 22 poor provinces, namely:

1. Abra  
2. Agusan del Sur  
3. Antique  
4. Apayao  
5. Aurora  
6. Batanes  
7. Benguet  
8. Biliran  
9. Capiz  
10. Cotabato  
11. Eastern Samar  
12. Guimaras  
13. Ifugao  
14. Kalinga  
15. Leyte  
16. Mountain Province  
17. Masbate  
18. Negros Oriental  
19. Romblon  
20. Southern Leyte  
21. Surigao del Sur  
22. Zamboanga del Sur

The Project components are:

1. Education development which included in-service training, school improvement and innovation facility, student assessment, and textbooks and instructional materials.
2. Civil works which included construction of new classrooms, repair and rehabilitation of existing classrooms, and construction and rehabilitation of division offices.
3. Finance and administration which included consultancy, supervision and administration (advocacy, monitoring and
evaluation, and management and information system), and other goods.

The TEEP which started in July 1997 culminated in June 2006. Main funders of the Project were the Philippine government, the World Bank, the Japan Bank for International Cooperation Loan, and the local governments.

SCQ II–1.5
List down the project components of TEEP.

READ

The Child-Friendly School System is a project of the United Nations Children’s Fund (UNICEF) and the Department of Education (DepEd). The project underscores the need of child-friendly schools and desired outcomes for the children, as follows:

- To be healthy, well-nourished, and free from exploitation and violence and from labor which interferes with learning.
- To be aware of their rights and have opportunities to realize them.
- To be able to protect themselves and develop their full potential.
- To be able to participate in decisions which affect their lives in accordance with their evolving capacities.
- To respect diversity, practice equality, and resolve differences without violence.
To be able to learn in an environment that is effective, healthy and safe, inclusive and gender sensitive, and protective of their rights.

In the end-of-the-project report, the CFSS as a nationwide project was able to accomplish the following:

- Child-friendly schools are being seen by teachers, parents and students as more conducive to learning, with increased activities engaging more active participation among students.
- Teachers have modified their teaching style and methodologies to fit the child’s development and learning stages; achievement levels have gone up by as much as 4% in some schools.
- Teachers have also become more active as “agents for child protection.”
- Parents are becoming “more involved in school activities.”
- There is more evidence of joint school-community interventions to address poverty-related problems of children which affect schooling.
- Presumably as a consequence of all this, students have “demonstrated positive behavioral changes”. Their participation has been enhanced, and absenteeism has decreased.

The DepEd sustains and expands the CFSS by following through the capacity-building activities for supervisors, administrators, teachers, and parents.
ACTIVITY II–1.2

1. What are the characteristics of a Child-Friendly School?
2. Is your school a CFSS? Why? Why not?
3. How may you, as a teacher, contribute to make your school child-friendly?

READ

The Philippines participated in the Third International Mathematics and Science Study (TIMSS) in 1995, in TIMSS-Repeat in 1999 and in the TIMSS 2003 which was renamed Trends in International Mathematics and Science Study.

The TIMSS is a project of the International Association for the Evaluation of Educational Achievement (IEA), an independent international cooperative of national research institutions and government agencies, that has been conducting studies of cross-national achievement since 1959.

TIMSS 2003 was given to Grade 4 pupils in 150 elementary schools and second year students in 150 high schools in the country.

The Mathematics Assessment framework has two dimensions: content domains—number, algebra, measurement, geometry, and data. The cognitive domains - knowing facts and procedures, using concepts, solving routine problems, and reasoning.

In Science, the content domains are life science, chemistry, physics, earth science, and environmental science.
The cognitive domains are factual knowledge, conceptual understanding and reasoning, and analysis.

The TIMSS results were used as bases for the curricular reform, training needs assessment for teachers, and assessment of learning outcomes.

SCQ II–1.6

What are the domains tested in TIMSS?

How are the TIMSS results used?

POINTS TO REMEMBER

Grants In-Aid:
1. Philippines-Australia Basic Education Assistance for Mindanao Stage 2 (PA-BEAM 2) with AusAID
2. Strengthening Implementation of Basic Education in Selected Provinces in Visayas Project (STRIVE), Stages 1 and 2 with AusAID
3. Sixth Country Program for Children (CPC VI) with UNICEF
4. Support to the DepEd for an Improved Quality of Education through the Training Programs and Provision/Rehabilitation of Classrooms (GOS-GOP), Phase 1 and 2 – with the Government of Spain (GOS)
5. Support to Philippine Basic Education Reforms (SPHERE) with AusAID
6. Education Quality and Access for Learning and Livelihood Skills (EQUALLS 2) with USAID

Source: State of Basic Education Report, FY 2007
POINTS TO REMEMBER

Foreign-assisted projects which aimed to improve the quality of basic education are chronologically implemented, are as follows:

- **1956-1961** – ICA-NEC Assistance Project for rural community high schools

- **1983-1989** – PRODED to raise the overall quality and efficiency of elementary education

- **1989-1994** – SEDP to continue learner’s performance envisioned by PRODED
  - PASMEP – provided grant-in-aid in support of SEDP
  - CIDA – donated paper for SEDP textbooks and teachers’ manuals
  - GTZ – assisted in setting up the National Science Training and Instrumentation Center

- **1996-2001** – PROBE to improve the quality of basic education in English, Science and Mathematics

- **1997-2006** – TEEP to improve the quality of public elementary education

- **2000-2007** – SEDIP to increase the equity of access to quality secondary education

- **2000-2008** – BEAM to improve quality of and access to basic education in Mindanao
INTRODUCTION

The Department of Education has initiated programs funded by the national government and local government units. These initiatives aim to enhance teacher competencies and set realistic targets of increasing the achievement level of learners.

OBJECTIVES

At the end of Lesson 2, you shall:

- identify and describe locally funded projects
- cite your roles and responsibilities as an implementor

READ

The DepEd and the Department of Science and Technology (DOST) spearheaded the formulation of a comprehensive plan of action to raise the quality of science education in the country. The first Science and Technology Education Plan (STEP I) was formulated and implemented during the period 1994-1998. An assessment of the project implementation showed that much more had to be done; hence, STEP II was formulated for the period 2001-2005.
Seven strategic thrusts of the Plan are:

- Upgrading Teacher Capabilities
- Enhancing the Learning Environment
- Reengineering the Assessment Procedure
- Establishing a Quality Assurance System
- Advocacy Agenda
- Research Agenda
- Legislative Agenda

The DepEd is implementing projects on the regional, divisional, and school levels which are closely monitored and evaluated periodically. Other implementing agencies are the Department of Science and Technology (DOST), Commission on Higher Education (CHED), Technical Education Skills Development Authority (TESDA), National Institute of Science and Mathematics Education, University of the Philippines (UP NISMED), and the Regional Science Teaching Centers (RSTC), in consultation with the National Economic and Development Authority (NEDA).

Incentive System for High Performing Public Elementary Schools (ISHPPES) is a topic in the Third Elementary Education Project (TEEP).

The pilot test of the ISHPES was conducted in three public elementary schools and two national high schools in a non-TEEP province.

The basic school components assessed are: (1) vision-mission/school culture, (2) supervision and administration, (3) curriculum and instruction, (4) school facilities, (5) school and community partnership, (6) teacher performance, and (7) learning outcomes.

DepEd Memorandum No. 113, s. 2004, dated March 5, 2004 (Appendix C) announced the nationwide implementation of the accreditation program for public elementary schools. The
evaluation system was “designed to empower public elementary schools to strive for excellence through recognition and enlightened self-evaluation based on agreed standards of excellence and incentives.”

The concept of accreditation of public high schools was spearheaded by the DepEd through the Bureau of Secondary Education, the Ford Foundation, the National Association of Philippine Secondary School Heads Inc. (NAPSSHI) formerly known as the Philippine Association of Public Secondary School Association (PAPSSA), and the School of Education, University of Asia and the Pacific (UAP-SED).

The primary objectives of the project are the following:
1. Develop an accreditation framework for public secondary schools composed of standards, criteria, and instrument in evaluating school quality against given standards.
2. Establish awareness of and interest in the basics and nuances of peer accreditation within the public high school system.
3. Develop, pilot, test, and validate accreditation standards and instruments, including self-assessment tools.
4. Train a pool of teachers and administrators from different regions on accreditation procedures for the regular conduct of peer accreditation.
5. Create an initial functional network among stakeholders for the future of accreditation.

Accreditation looks at four major areas of school operation, namely: (1) Culture, Administration, and Resources, (2) Faculty and Instruction, (3) Student Outcomes, and (4) School and Community.
DepEd Memorandum No. 218, s. 2003 dated July 9, 2003 (Appendix D) and DepEd Memorandum No. 153, s. 2004 dated March 24, 2004 (Appendix E) underscored the nature of voluntary peer accreditation for public high schools. Accreditation dry-runs and training accreditors have been conducted in 23 public high schools as of December 2003. Incentives are being formulated for the graded degrees of accreditation.

ACTIVITY II–2.1

1. Read the DepEd Memoranda cited in the last paragraph of this lesson for implementing details. Refer to Appendices B, C, and D on accreditation which is an innovation for public schools.

2. Visit an elementary or secondary school that has been accredited. List down your observations as regards home-school partnership in an accredited school.

3. Request the school head to share the results of the achievement test before and after accreditation.

READ

In May 2004 about 1.4 million incoming students to public high schools took the High School Readiness Test (HSRT). The test assesses the mastery of learning competencies the elementary school graduates should possess to benefit from secondary education. The results revealed that 97.7% scored 50% and below in the HSRT. They lacked the essential skills in Reading and Comprehension in English, Science, and
Mathematics needed to learn the content of the high school curriculum.

In August 2004, a national diagnostic test was given and those who obtained the scores in the cut-off level of inadequate mastery of these subjects were strongly advised and encouraged to take the one-year High School Bridge Program.

In many schools, the teachers who may be teaching subjects other than English, Science, and Math are assigned to be facilitators in the bridge classes. They undergo training in facilitating learning modular lessons.

**ACTIVITY II–2.2**

Would you, as a beginning teacher, consider the position of facilitator in the Bridge class as challenging? Why? What assistance will you need from the regular teacher?
The Department of Education launched the Every Child a Reader Program (ECARP) to develop pupils’ reading and communication skills by Grade 3. It is designed to improve the delivery of instruction of reading teachers in Grades I to III.

Self-learning modules were developed for Grades I to III in English and Filipino. An eight-week curriculum provides Grade I pupils adequate home-to-school transition and readiness experiences. The modules include topics such as: Reading Readiness, Beginning Reading, Developmental Reading, Reading Remediation, Assessment, and Selecting Developmentally Appropriate Reading Materials.

Complementing the ECARP is the National English Proficiency Program (NEPP) which aims to improve the English proficiency of teachers and administrators. The Program was implemented in June 2003 in compliance with Executive Order 210 (mandating the use of the English language as the primary medium of instruction in all public and private institutions of learning). Some 53,412 high school teachers of English, Science and Mathematics were given the Self-Assessment Test to determine their English proficiency level. Of the 14,608 teachers tested, only 3,868 (28%) got scores within 76%-100% range; majority (61%) were at the 51%-75% range and the last 12% obtained scores within the
0%-50% range. Recognizing the need to immediately intervene in the situation, DepEd selected trainers-mentors to undergo further training on language skills and mentoring and redeployed them to help trigger peer coaching.

**SCQ II–2.1**

Do you need training in the teaching of reading? What knowledge and skills do you need?

**READ**

SRS was launched in June 2003 in response to President Arroyo’s directive to provide basic education to communities in conflict situations and to impoverished sectors of the population. Initially targeting 500 barangays nationwide, it utilizes modular lessons disseminated via mass media (TV, radio, cable network). At present, some 1,393 youths and adults have enrolled in the program and their lessons began in July 2003. The SRS Program aims to improve access to educational opportunities in depressed areas through technology inputs.
The National Schools Maintenance Week dubbed as “Brigada Eskwela” began in May 2003 and is observed every May of each year. Capitalizing on the spirit of bayanihan among Filipinos, it encourages parents, barangay residents, local businessmen, youth and women in the community to volunteer resources (financial, material, labor) and work collectively for the maintenance and minor repair of schools during the month of May to prepare the schools for the opening of classes in June. Now on its fourth year, Brigada Eskwela successfully demonstrated how the communities could work in teams to maintain public schools. The strategy is also seen as a viable alternative to generate additional community MOOE (Maintenance and Other Operating Expenses) for public schools.

When it kicked off in 2003, a total of P392.26M in “community MOOE” was raised for 12,533 public schools nationwide, involving 838,768 volunteer man-days of donated time. In 2006 over 15,000 public schools mobilized themselves for the National Schools Maintenance Week, months before the opening of classes.

**ACTIVITY II–2.3**

List the steps your school undertook to put the Brigada Eskwela in motion.
Describe the involvement of parents and community.
Formalized by RA 8525, the Program is DepEd’s vehicle to mobilize support from the private and non-government sectors. Based on a menu of assistance packages developed by DepEd, interested companies can sponsor certain school programs/projects. Donor assistance came in the form of classroom construction, teaching skills development, provision of computer and science laboratory equipment/apparatuses; and school feeding programs for the children. For CY 2003 alone, package assistance amounting to P 271 M was delivered to 117 recipient schools nationwide.

In November 2004, the Department of Education launched the Schools First Initiative.

The five core principles of Schools First are:
1. Schools are a community for learning.
2. Schools deliver education whose quality is objectively describable, observable, and measurable even to those from outside the schools.
3. Schools’ education quality as observed/monitored must be improved continuously from whatever level it begins and regardless of prevailing conditions.
4. Schools’ education quality outcomes must benefit all students.
5. Schools’ education quality and benefits provided to everyone are the center of DepEd’s concerns, efforts, and accountability.
To operationalize the five core principles, the following questions shall be answered:

1. How is the community of interests at every school actually going to impact on quality of education at each school?
2. How is quality of education at every school going to be described, observed, and measured?
3. How is quality of education at every school going to be continuously improved regardless of conditions prevailing and resources available?
4. How are benefits from improved quality of education of every school going to be shared by all students and school-aged children served by each school?

How do DepEd central, regional, and divisional offices act to accelerate and diffuse knowledge and resources useful to all schools?

**ACTIVITY II–2.4**

1. Explain the ways in which you, as a key figure in the teaching-learning process, may contribute to the efforts of the Department to achieve its mission.

2. Select and answer two questions on the operationalization of the core principles of Schools First Initiative.

3. Describe how you will prepare, with your capability in the spoken and written English, for the Self-Assessment Test (SAT) and participate in the National English Proficiency Program (NEPP), if you will be asked to attend a training on English proficiency.
The enactment of Republic Act 9155, otherwise known as Governance of Basic Education Act of 2001, gave added impetus to the earlier efforts of the Department of Education to decentralize the governance of Basic Education at the grassroots level. School-Based Management (SBM) is defined as “decentralization of decision-making authority from central, regional and division levels to individual schools, uniting school heads, teachers, students as well as parents, the local government units and the community in promoting effective schools (Primer on School-Based Management and its Support Systems, 2005).

The main goal of SBM is to improve school performance and student achievement. Its objectives are to:

- empower the school head to provide leadership;
- mobilize the community as well as the local government units to invest time, money, and effort in making the school a better place to learn in.

Each school is expected to develop a School Improvement Plan (SIP) and Annual Implementation Plan (AIP). The SIP is developed by stakeholders which include all school staff, the PTCA, LGU barangay level, community leaders, NGO’s and pupils/students under the leadership of the school head.

The school heads are tasked to exercise instructional leadership and sound administrative management of the school (Sec 1.2 of Rule I IRR of R.A. 9155).
SCQ II- 2.2

Reflect on the management of your principal. Is he/she exercising the authority, accountability and responsibility to develop the School Improvement Plan (SIP).

Have you seen such a Plan?

If you haven’t, get a copy of the SIP. Does it contain the following?

- School Vision-Mission
- Profile of the School and the Community
- Problems and needs assessment
- Objectives and Targets
- Implementation Plan
- Monitoring and Evaluation Plan
- Communication and Advocacy Plan
- Documentation and Reporting to Stakeholders

Don’t worry if you are not familiar with some parts of the Plan. You will know them as you gain experience in the school. What is important is that your school has a SIP and that you can locate yourself and determine your contribution in the implementation of the Plan.
The STRIVE project was designed to provide a flexible and responsive mechanism to assist the government to improve access to and the quality of basic education in the provinces of Bohol and Northern Samar.

The purpose of the project is: to assist the DepEd to improve the performance of students in Science, Mathematics and English and to provide basic education and/or livelihood opportunities for out-of-school youth and their families.

The intent of the project is to contribute to the broader goal of improving the rural living standards of Bohol and Northern Samar through improving the quality of, and access to, basic education.

The project is organized into five components, the fifth of which is focused on project management. The other four components, Leadership and Management Development, Teacher Development, Teaching and Learning Materials and Programs for Out-of-School Children, Youth and their Families, are to be implemented during two phases over a 60 month period. The first phase will be done for a period of 18 months and will focus on the implementation of the Leadership and Management Development and Programs for Out-of-School Children, Youth and their Families. During the first phase, the design of the second phase will be undertaken (2006 Educators Congress).

The following principles serve as guideposts for the implementation of project activities:

- Flexibility
- Continuity
- System Strengthening
- Sustainability
Library Hub Project

The Library Hub Project is an investment in literacy through the DepEd’s Adopt-a-School program. The project envisions bringing books to public schools nationwide and making every Filipino child a reader by Grade III. The project mission is to establish a library hub in every public school division nationwide; the goal is to set up at least 300 library hubs in 184 school divisions by 2010.

The Library Hub aims to:

- Serve as a “wholesale” library exclusively servicing public elementary schools within a division
- Provide access to millions of supplementary reading materials and storybooks bundled by subject / grade / year level
- Serve as a key to unlock the challenge of literacy on a nationwide scale

Enhancement of the project includes:

- Library Hub Institute for Librarian / Teacher training
- Microsoft Computer Learning Academy
- Infrastructure to support 3 types of school libraries:
  1. Basic Library: Reading Corners (RC)
2. Leader Library: Learning Resource Centers (LRC) with multimedia capabilities

3. Global School Library: Internet-connected LRCs

The Library Hub network includes donor institutions, NGO’s, LGU’s, etc. Private and Special Education Funds shall be tapped for program sustainability.

As of 2006 there are 25 library hubs distributed as follows:

<table>
<thead>
<tr>
<th>Region</th>
<th>Count</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAR</td>
<td>1</td>
<td>Baguio City</td>
</tr>
<tr>
<td>Region II</td>
<td>4</td>
<td>Batanes</td>
</tr>
<tr>
<td>Region III</td>
<td>1</td>
<td>Cabanatuan City</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Gapan City</td>
</tr>
<tr>
<td>Region IV-A</td>
<td>1</td>
<td>San Pablo City</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Laguna</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quezon</td>
</tr>
<tr>
<td>NCR</td>
<td>1</td>
<td>Pasig City/San Juan</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Marikina City</td>
</tr>
<tr>
<td>Region V</td>
<td>1</td>
<td>Albay</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Camarines Sur</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Naga City</td>
</tr>
<tr>
<td>Region VI</td>
<td>1</td>
<td>Bacolod City</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Sagay City</td>
</tr>
<tr>
<td>Region X</td>
<td>2</td>
<td>Bukidnon</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Cagayan de Oro</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Iligan City</td>
</tr>
<tr>
<td>Region XI</td>
<td>2</td>
<td>Davao City</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Panabo City</td>
</tr>
<tr>
<td>ARMM</td>
<td>1</td>
<td>Basilan City</td>
</tr>
</tbody>
</table>

The school administrator, teachers, parents, students, community groups, NGO’s, and government agencies are encouraged to advocate and support the Library Hub project and thereby sustain the advocacy for literacy and effective reading program (Department of Education, 2005).
The Department of Education is pursuing a package of policy reforms expected “to create critical changes necessary to further accelerate, broaden, deepen and sustain the improved education effort” (BESRA, 2006-2010).

The policy actions comprising the BESRA seek to create a basic education sector that is capable of attaining the objectives of the country’s Education for All by the year 2015. In summary, these objectives are:

1. **Universal Adult Functional Literacy**: All persons beyond school-age, regardless of their levels of schooling should acquire the essential
competence to be considered functionally literate in their native tongue, in Filipino or in English.

2. **Universal School Participation and Elimination of Drop-outs and Repetition in First Three Grades:** All children aged six should enter school ready to learn and prepared to achieve the required competencies from Grades 1 to 3 instruction.

3. **Universal Completion of the Full Cycle of Basic Education Schooling with Satisfactory Achievement Levels by All At Every Grade or Year:** All children aged six to eleven should be on track to completing elementary schooling with satisfactory achievement levels at every grade, and all children aged twelve to fifteen should be on track to completing secondary schooling with similarly satisfactory achievement levels at every year.

4. **Total Community Commitment to Attainment of Basic Education Competencies for All:** Every community should mobilize all its social, political, cultural and economic resources and capabilities to support the universal attainment of basic education competencies in Filipino and English.

In order for the basic education sector to achieve the desired educational outcomes for all Filipinos listed above, the BESRA focuses on specific policy actions within five Key Reform Thrusts (KRT) which are as follows:

- **KRT 1:** Get all schools to continuously improve
- **KRT 2:** Enable teachers to further enhance their contribution to learning outcomes
- **KRT 3:** Increase social support to attainment of desired learning outcomes
- **KRT 4:** Improve impact on outcomes from complementary early childhood education, alternative learning systems, and private sector participation
- **KRT 5:** Change institutional culture of DepEd to better support these key reform thrusts

In short, the five key reform thrusts of BESRA are on: schools, teachers, social support to learning, complementary interventions, and DepEd's institutional culture (Department of Education, 2006).
TEACHER INDUCTION PROGRAM

MODULE 1: EDUCATIONAL LAWS, PROGRAMS AND PROJECTS OF THE DEPARTMENT OF EDUCATION

READ

Redesigned Technical-Vocational Education Program (RTVEP)

DepEd Secretary Jesli A. Lapus is determined to push for technical-vocational education in public high schools. He cited the results of the 2007 National Career Assessment Examination (NCAE) where of the 1.3 million high school senior examinees 711,526 showed a high aptitude for tech-voc programs while only 49,066 showed a high aptitude for college.

The tech-voc program is being piloted in 135 out of the 261 tech-voc high schools. It is envisioned that high school graduates shall get a national certification in their skills from TESDA in addition to the high school diploma.

Training programs to “retool the tech-voc instructors” have started; likewise, workshops on competency-based tech-voc curriculum have been conducted by the DepEd Tech-Voc Task Force in collaboration with the Bureau of Secondary Education.

SCQ II – 2.4

Reflect on the objectives of BESRA. As a teacher which of these objectives concern you most? Give specific roles that you can perform as a professional teacher to help achieve the objectives set specifically by your school.

Do you see the link between the School Improvement Plan (SIP) and the objectives of BESRA?

Don’t get overwhelmed with these questions. You will learn more as you do your day-to-day tasks and as you gain experience in teaching.
The Redesigned Technical-Vocational Education Program (RTVEP) has the following program components:

- Competency-Based Curriculum (i.e. with TESDA Certification)
- Training (School Heads, TVE Teachers, Guidance Counselor and Regional Supervisors)
- Procurement of TVE Textbooks, Instructional Materials and Teachers Manuals
- Separate Support for Tools, Facilities, and Equipment
- Infrastructure Support (i.e. workshop building construction, repair and rehabilitation)
- Policy Support (e.g. Review of DepEd Order No.37 s. 2005)
- Deployment of Additional Specialized Teachers’ Plantilla Items
- Increased MOOE
- Monitoring and Evaluation

By providing tech-voc and other relevant skills in high schools, students will have wider options. Students who acquired skills could either pursue higher learning, the world of work or entrepreneurship.
POINTS TO REMEMBER

1. The seven strategic thrusts of STEP II
   - Upgrading Teacher Capabilities
   - Enhancing the Learning Environment
   - Reengineering the Assessment Procedure
   - Establishing a Quality Assurance System
   - Advocacy Agenda
   - Research Agenda
   - Legislative Agenda

2. Components of Accreditation in the public elementary and high schools
   - School Culture, Administration, and Supervision
   - Curriculum and Instruction
   - Student / Learning Outcomes
   - School and Community Partnership

3. Brigada Eskwela harnesses parent-community-school partnership

4. Adopt-a-School program mobilizes government and non-government agencies

5. Schools First Initiative focuses on:
   - School performance which can be described, observed, and measured
   - Involvement of PTCAs and LGUs
   - Delivery of quality education
   - Improved participation and retention rates of all school-aged children
   - Optimized use of resources in all schools

6. School-based Management (SBM)
   The TEEP SBM Model is an institutional expression of decentralization of education at the grassroots level. Its objectives are to
   - empower the school head to provide leadership; and
   - mobilize the community as well as the local government units to invest time, money and effort in making the school a better place to learn in, thus improving the educational achievement of the learners.
7. Basic Education Sector Reform Agenda (BESRA)

BESRA focuses on five Key Reform Thrusts (KRT), namely:

- KRT 1 - Get all schools to continuously improve
- KRT 2 – Enable teachers to further enhance their contribution to learning outcomes
- KRT 3 – Increase social support to the attainment of desired learning outcomes
- KRT 4 – Improve impact on outcomes from complementary early childhood education, alternative learning systems, and private sector participation
- KRT 5 – Change institutional culture of DepEd to better support these key reform thrusts.

8. Redesigned Technical – Vocational Education Program (RTVEP) aims to:

- contribute in the solving of the mismatch in the labor market by providing graduates with required skills certified by TESDA while they are still in high school (as poverty alleviation measure)
- provide the young greater chances of being employed in either the formal or informal economic sector
- link basic education to post-secondary and/or higher education (inputs to ladderized education).
PART I–Educational Laws and Surveys

A. MATCHING TYPE

1. c
2. g
3. m
4. k
5. l
6. h
7. n
8. d
9. b
10. a
11. j
12. e
13. f
14. k

B. Check your answers with the corresponding legal bases and educational laws

PART II–Programs and Projects

Read carefully the programs / projects you answered No.
PART I–Educational Laws and Surveys

Lesson 1

SCQ I–1.1

All citizens are entitled to a right. Selected citizens are entitled to a privilege.

ACTIVITY I–1.1

1. Request documents to determine compliance.
2. Determine the needs of your school: textbooks, desks, watersystems, etc.

Lesson 2

ACTIVITY I–2.1

I have to confer with the parents. Home visitations may be conducted.

ACTIVITY I–2.2

1. I can invoke the right to be free from involuntary contributions except those imposed by my organization.
2. The parents may invoke Sec. 16, No. 3 of Education Act of 1982 that states teachers are obligated to render regular reports on student performance.
3. No. I have the right to join professional organizations of my choice.

ACTIVITY I–2.3

Lack of funds is a factor in the non-implementation of creating a well-defined career path for promoting and improving teachers’ welfare and benefits.

My recommendation is for Congress to pass laws on career pathing and improving teachers’ benefits and incentives.

ACTIVITY I–2.4

1. In accordance with R.A. No. 7160, the local school boards are mandated to provide budgets for the extension classes.
2. The local school board is mandated to:
   2.1. provide budgetary needs for the operation and maintenance of public schools.
   2.2. construct, repair, and maintain school buildings and other facilities of public elementary and secondary schools.
   2.3. support sports activities at the division and district levels.

**SCQ I–2.1**

There are cases when locally funded teachers are paid less than those in the national plantilla.

**SCQ I–2.2**

1. The DepEd is now focused on the administration and supervision of basic education.
2. More attention is given to the professional development of almost half a million teachers.
3. The goal to attain quality basic education is given more priority now than in the past.

**SCQ I–2.3**

1. 1.1. A holder of a certificate of eligibility as a teacher issued by the CSC and the DECS.
    1.2. A registered professional teacher with the National Board for Teachers pursuant to P.D. No. 1006.
2. Para-teachers shall be assigned to areas where there is a shortage or absence of a professional teacher as identified by DepEd and ARMM.

**ACTIVITY I–2.5**

1. DepED is implementing the recommendations on *Expanding the options for the Medium of Instruction in Guide 1 through the use of Regional Lingua Franca*.
2. DepED is coordinating with CHED and TESDA in the implementation of the following PCER recommendations:
   2.1. Establishment of a National Coordinating Council for Education
2.2. Faculty Development at the Tertiary Level
2.3. Strengthen Teacher Competencies at the Basic Education Level

SCQ I–2.4
Regional Offices
Division Offices
Schools
Learning Centers

Lesson 3
SCQ I–3.1
Vision
1. culture of excellence
2. assist the Filipino child to discover his/her full potential
3. value-driven teaching-learning environment
4. responsible citizenship
5. proud to be a Filipino
6. visionary leadership for administrators
7. create and sustain a conducive climate to enhance learning

Mission
1. quality basic education equitably accessible to all
2. lay foundation for life-long learning
3. creative and rational thinking
4. functionally literate citizens
5. socially and morally responsible
6. positive nationalism
7. productive members of society

SCQ I–3.2
I’ll ask support from the school head, grade coordinator/curriculum coordinator.

ACTIVITY I–3.1
1.
   1.1. Department Head/Subject Coordinator/Subject Chairman
   1.2. Principal
   1.3. Master Teachers
2. Guidance Counselor, Grade Chairman, Parents/PTCA

Lesson 4

ACTIVITY I–4.1

Yes, like Ms. Ross my concern are the learners.

SCQ I– 4.1

Key ideas that you may include in your answers:

1. Give priority to the situation
2. Identify the concern/problem
3. Resolve the problem
4. Check on your lesson plan

ACTIVITY I–4.2

1. Talking to the learners and conference with parents help in resolving problems of discipline.
2. Share your thoughts with your peers/mentor.
3. Share your plan for the day if there is a substitute teacher.
4. Include in your letter your sincere desire to grow professionally which you will attain with his/her expertise and support.

PART II–Programs and Projects

Lesson 1

SCQ II–1.1

Components of the ICA-NEC Project:

1. Training of school administrators and selected teachers
2. Provision of infrastructure and physical facilities in selected schools
3. Strengthening the practical arts courses

Components of PRODED

1. Curricular reform
2. Instructional materials
3. Staff development
4. School facilities
5. Installing monitoring and evaluation system
6. Policy research

**SCQ II–1.2**

1. Components of SEDP
   - Curriculum and instructional materials development
   - Staff development and technical assistance
   - Physical facilities and equipment
   - Research in support to the components

2. Possible causes you may include in your answer
   - Project is not sustained
   - Project not institutionalized
   - Lack of funds after the end of the project

**ACTIVITY II–1.1**

<table>
<thead>
<tr>
<th>PRODED</th>
<th>SEDP</th>
<th>SEDIP</th>
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<tbody>
<tr>
<td>Improvement of teaching and learning</td>
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<td>Access to elementary education</td>
<td>Access to secondary education</td>
<td>Access to elementary and secondary education</td>
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<td>School Management</td>
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<td>Staff Development</td>
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<td>Physical Facilities</td>
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**SCQ II–1.3**

Goals of PROBE

Improve quality of basic education

- English—Grades 1 to 6
- Math and Science—Grade 5
- English—First to Fourth Year
- Math and Science—First and Second Year
SCQ II–1.4
Goals of BEAM
1. Improve the quality and access to basic education in Mindanao
2. Improve teaching and learning in basic education in Regions XI, XII, and ARMM
3. Access to quality education
4. Develop key life skills

SCQ II–1.5
Components of TEEP
1. In-service training
2. School improvement
3. Construction of new classrooms
4. Finance and administration

ACTIVITY II–1.2
1. Child- Friendly Schools are conducive to learning. I should be an effective teacher and an agent for child protection. I should welcome parent involvement.

Ideas you may include in describing a child-friendly school:
   a. achieving learners
   b. healthy learners
   c. school environment conducive to learning
   d. voluntary support of parents and local government units
   e. committed teachers

2. Your answer may include the following ideas/concepts:
   ▪ Know learning styles of children
   ▪ Communicate with parents
   ▪ Be a surrogate parent
SCQ II–1.6

1. Domains tested in TIMSS
   
   **Content**
   
   Mathematics–number, algebra, measurement, geometry, data
   Science–life science, chemistry, physics, earth science, environmental science
   
   **Cognitive**
   
   Mathematics–knowing facts and procedures, using concepts, solving routine problems and reasoning
   Science–factual knowledge, conceptual understanding and reasoning, analysis

2. TIMSS results are used as bases for curricular reform, training needs assessment for teachers and assessment of learning outcomes.

Lesson 2

**ACTIVITY II–2.1**

Remember the components of accreditation cited in the DepED Memoranda found in Appendices B, C, and D in answering No. 2.

**ACTIVITY II–2.2**

Your answer may include these concepts:

1. As facilitator of learning, I should be a subject specialist.
2. I should know the learning styles of students.
3. I need assistance from a regular teacher on the content of the learning area.
4. I need assistance on teaching strategies and assessment of learning outcomes.

**SCQ II–2.1**

You may need further training on development reading.
**ACTIVITY II–2.3**

1. Meet with the parents and the barangay
2. Tell them the problem of school maintenance
3. Prepare cost estimates
4. Involve the volunteers in your plans
5. Give them leeway to plan and implement the project
6. Give encouraging comments—verbal and written

**ACTIVITY II–2.4**

1 and 2. Your answer to Nos. 1 and 2 may include these concepts/ideas:

- Update on new trends of teaching – content and strategies
- Update on assessment of learning outcomes
- Undergo professional training
- Be dedicated and committed as a teacher

3.

4.1. Read on new trends of language teaching
4.2. Practice on reading comprehension
4.3. Converse in English with peers and colleagues

**SCQ II–2.2**

Request a copy of the School Improvement Plan (SIP). Study the components and how these are implemented in your school.

**SCQ II–2.3**

You may need the assistance of your mentor or school head.

**ACTIVITY II–2.5**

Look at the list of the 25 library hubs and write a letter to the school head. You may ask the help of your mentor.
SCQ II–2.4

The School Improvement Plan (SIP) is linked to the Key Reform Thrusts (KRT) of BESRA namely:

1. Get all schools to continuously improve
2. Enhance teachers’ contribution to learning outcomes
3. Increase social support for the attainment of desired learning outcomes
4. Determine the impact of early childhood education, ALS and private sector participation
5. Change institutional culture of DepEd to better support the Key Reform Thrusts.

All of the above can be integrated with SBM-SIP.
AIP – Annual Implementation Plan
ARMM – Autonomous Region of Muslim Mindanao
BEAM – Basic Education Assistance for Mindanao
BESRA – Basic Education Sector Reform Agenda
BTVE – Bureau of Technical and Vocational Education
CHED – Commission on Higher Education
CIDA – Canada International Development Authority
DECS – Department of Education, Culture, and Sports
DepED – Department of Education
DOST – Department of Science and Technology
ECARP – Every Child A Reader Program
EDCOM – Congressional Commission to Review and Assess Philippine Education
HOME – Harnessing Opportunities for Muslim Education
HSRT – High School Readiness Test
ICA-NEC – International Cooperation Administration-National Economic Assistance Project
IEA – International Association for the Evaluation of Educational Achievement
ISHPES – Incentive System for High Performing Public Elementary Schools
LET – Licensure Examination for Teachers
LGU – Local Government Unit
MECS – Ministry of Education, Culture, and Sports
NAPSSHI – National Association of Philippine Secondary School Heads Inc.
NCCA – National Commission on Culture and the Arts
NEDA – National Economic and Development Authority
NEETS – National Educational Evaluation and Testing System
NEPP – National English Proficiency Program
NMYC – National Manpower and Youth Council
NSEC – New Secondary Education Curriculum
NSTIC – National Science Training and Instrumentation Center
PAPSSA – Philippine Association of Public Secondary School Administrators
PASMEP – Philippines-Australia Science and Mathematics Education Project
PCER – Presidential Commission on Educational Reform
PD – Presidential Decree
PEACE – Providing Educational Access for Cultural Enhancement
PROBE – Philippines-Australia Project in Basic Education
PRODED – Program for Decentralized Educational Development
PSC – Philippine Sports Commission
RSEP – Revised Secondary Education Program
RSTC – Regional Science Teaching Centers
RTVEP – Redesigned Technical-Vocational Education Program
SBM – School-Based Management
SEDIP – Secondary Education Development Improvement Project
SEDIP – Secondary Education Development Project
SIP – School Improvement Plan
SOLUTELE – Survey of Outcomes of Elementary Education
SRS-DLP – Strong Republic Schools-Distance Learning Programs
STEP – Science and Technology Education Plan
TEEP – Third Elementary Education Project
TESDA – Technical Education and Skills Development Authority
TIMSS – Trends in Mathematics and Science Study
UAP-SED – School of Education, University of Asia and the Pacific
UP-NISMED – National Institute of Science and Mathematics Education, University of the Philippines
**Basic Education** is the education intended to meet basic learning needs which lay the foundation on which subsequent learning can be based. It encompasses early childhood, elementary, and high school education as well as alternative learning systems for out-of-school youth and adult learners and includes education for those with special needs.

**DepEd Memoranda** are issuances containing certain instructions and information which are temporary in nature and are usually applicable only during the year of issuance. These include announcement of conferences, seminars, examinations, surveys, competitions, and deliberations.

**DepEd Orders** are issuances on policies, guidelines or regulations which are generally permanent in nature and are in effect until rescinded.

**Foreign-Assisted Project** is joint foreign funding and the Philippine government. The assistance may be a grant or a loan.

**Formal Education** is the systematic and deliberate process of hierarchically structured and sequential learning corresponding to the general concept of elementary and secondary level of schooling. At the end of each level, the learner needs a certification in order to enter or advance to the next level.

**Induction Program** refers to the program for new entrants in government to develop their pride, sense of belonging, and commitment to public service. (*DECS Service Manual*, p.173).

**Informal Education** is a lifelong process of learning by which every person acquires and accumulates knowledge, skills, attitudes, and insights from daily experiences at home, at work, at play, and from life itself.

**Integrated School** is a school that offers a complete basic education in one school site and has unified instructional programs.

**Learner** is any individual seeking basic literacy skills and functional life skills or support services for the improvement of the quality of his/her life.

**Learning Facilitator** is the key-learning support person who is responsible for supervising/facilitating the learning process and activities of the learner.

**Mission** refers to the mandate of the Department of Education to achieve its goals and objectives through the implementation of programs and projects.

**National Initiative** is funding a project by the national or local government and/or non-government agencies.
Quality Education is the appropriateness, relevance, and excellence of the education given to meet the needs and aspirations of an individual and society.

School Head is a person responsible for the administrative and instructional supervision of the school or a cluster of schools.

Shared Governance is a principle which recognizes that every unit in the education bureaucracy has a particular role, task, and responsibility inherent in the office and for which it is principally accountable for outcomes.

Vision refers to the commitment of the Department of Education to achieve a culture of excellence and improve the quality of basic education.
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[REPUBLIC ACT NO. 9155]

AN ACT INSTITUTING A FRAMEWORK OF GOVERNANCE FOR BASIC EDUCATION, ESTABLISHING AUTHORITY AND ACCOUNTABILITY, RENAMING THE DEPARTMENT OF EDUCATION, CULTURE AND SPORTS AS THE DEPARTMENT OF EDUCATION AND FOR OTHER PURPOSES.
Republic of the Philippines
Congress of the Philippines
Metro Manila
Eleventh Congress
Third Regular Session

Begun and held in Metro Manila, on Monday, the twenty-fourth day of July, two thousand.

[REPUBLIC ACT NO. 9155]

AN ACT INSTITUTING A FRAMEWORK OF GOVERNANCE FOR BASIC EDUCATION, ESTABLISHING AUTHORITY AND ACCOUNTABILITY, RENAMING THE DEPARTMENT OF EDUCATION, CULTURE AND SPORTS AS THE DEPARTMENT OF EDUCATION AND FOR OTHER PURPOSES.

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 “Governance of Basic Education Act of 2001.”

SEC. 2. Declaration of Policy. — It is hereby declared the policy of the State to protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children a free and compulsory education in the elementary level and free education in the high school level. Such education shall also include alternative learning systems for out-of-school youth and adult learners. It shall be the goal of basic education to provide them with the skills, knowledge and values they need to become caring, self-reliant, productive and patriotic citizens.

The school shall be the heart of the formal education system. It is where children learn. Schools shall have a single aim of providing the best possible basic education for all learners.

Governance of basic education shall begin at the national level. It is at the regions, divisions, schools and learning centers herein referred to as the field offices — where the policy and principle for the governance of basic education shall be translated into programs, projects and services developed, adapted, and offered to fit local needs.
The State shall encourage local initiatives for improving the quality of basic education. The State shall ensure that the values, needs, and aspirations of a school community are reflected in the program of education for the children, out-of-school youth and adult learners. Schools and learning centers shall be empowered to make decisions on what is best for the learners they serve.

SEC. 3. Purposes and Objectives. — The purposes and objectives of this Act are:

(a) To provide the framework for the governance of basic education which shall set the general directions for educational policies and standards and establish authority, accountability, and responsibility for achieving higher learning outcomes;

(b) To define the roles and responsibilities of, and provide resources to the field offices which shall implement educational programs, projects, and services in communities they serve;

(c) To make schools and learning centers the most important vehicle for the teaching and learning of national values and for developing in the Filipino learners love of country and pride in its rich heritage;

(d) To ensure that schools and learning centers receive that kind of focused attention they deserve and that educational programs, projects, and services take into account the interests of all members of the community;

(e) To enable the schools and learning centers to reflect the values of the community by allowing teachers/learning facilitators and other staff to have the flexibility to serve the needs of all learners;

(f) To encourage local initiatives for the improvement of schools and learning centers and to provide the means by which these improvements may be achieved and sustained; and

(g) To establish schools and learning centers as facilities where schoolchildren are able to learn a range of core competencies prescribed for elementary and high school education programs or where the out-of-school youth and adult learners are provided alternative learning programs and receive accreditation for at least the equivalent of a high school education.

SEC. 4. Definition of Terms. — For purposes of this Act, the terms or phrases used shall mean or be understood as follows:

(a) Alternative Learning System — is a parallel learning system to provide a viable alternative to the existing formal education instruction. It encompasses both the non-formal and informal sources of knowledge and skills.

(b) Basic Education — is the education intended to meet basic learning needs, which lays the foundation on which subsequent learning can be based. It encompasses early childhood, elementary and high school education as well as alternative learning systems for out-of-school youth and adult learners and includes education for those with special needs.
(c) Cluster of Schools - is a group of schools which are geographically contiguous and brought together to improve the learning outcomes;

(d) Formal Education - is the systematic and deliberate process of hierarchically structured and sequential learning corresponding to the general concept of elementary and secondary level of schooling. At the end of each level, the learner needs certification in order to enter or advance to the next level.

(e) Informal Education - is a lifelong process of learning by which every person acquires and accumulates knowledge, skills, attitudes, and insights from daily experience at home, at work, at play, and from life itself;

(f) Integrated Schools - is a school that offers a complete basic education in one school site and has unified instructional programs;

(g) Learner - is any individual seeking basic literacy skills and functional life skills or support services for the improvement of the quality of his/her life.

(h) Learning Center - is a physical space to house learning resources and facilities of a learning program for out-of-school youth and adults. It is a value for face-to-face learning activities and other learning opportunities for community development and improvement of the people's quality of life;

(i) Learning Facilitator - is the key-learning support person who is responsible for supervising/facilitating the learning process and activities of the learner;

(j) Non-Formal Education - is any organized, systematic educational activity carried outside the framework of the formal system to provide selected types of learning to a segment of the population;

(k) Quality Education - is the appropriateness, relevance, and excellence of the education given to meet the needs and aspirations of an individual and society;

(l) School - is an educational institution, private and public, undertaking educational operation with a specific age group of pupils or students pursuing defined studies at defined levels, receiving instruction from teachers, usually located in a building or a group of buildings in a particular physical or cyber site; and

(m) School Head - is a person responsible for the administrative and instructional supervision of the school or cluster of schools.
CHAPTER 1

GOVERNANCE OF BASIC EDUCATION

SEC. 5. Principles of Shared Governance. — (a) Shared governance is a principle which recognizes that every unit in the education bureaucracy has a particular role, task, and responsibility inherent in the office and for which it is principally accountable for outcomes;

(b) The process of democratic consultation shall be observed in the decision-making process at appropriate levels. Feedback mechanisms shall be established to ensure coordination and open communication of the central office with the regional, division, and school levels;

(c) The principles of accountability and transparency shall be operationalized in the performance of functions and responsibilities at all levels; and

(d) The communication channels of field offices shall be strengthened to facilitate flow of information and expand linkages with other government agencies, local government units, and non-governmental organizations for effective governance.

SEC. 6. Governance — The Department of Education, Culture and Sports shall henceforth be called the Department of Education. It shall be vested with authority, accountability, and responsibility for ensuring access to promoting equity in, and improving the quality of basic education. Arts, culture, and sports shall be as provided for in Sections 8 and 9 hereof.

SEC. 7. Powers, Duties and Functions. — The Secretary of the Department of Education shall exercise overall authority and supervision over the operations of the Department.

A. National Level

In addition to his/her powers under existing laws, the Secretary of Education shall have authority, accountability, and responsibility for the following:

(1) Formulating national educational policies;
(2) Formulating a national basic education plan;
(3) Promulgating national educational standards;
(4) Monitoring and assessing national learning outcomes;
(5) Undertaking national educational research and studies;
(6) Enhancing the employment status, professional competence, welfare and working conditions of all personnel of the Department; and
(7) Enhancing the total development of learners through local and national programs and/or projects.
The Secretary of Education shall be assisted by not more than four (4) undersecretaries and not more than four (4) assistant secretaries whose assignments, duties and responsibilities shall be governed by law. There shall be at least one undersecretary and one assistant secretary who shall be career executive service officers chosen from among the staff of the Department.

B. Regional Level

There shall be as many regional offices as may be provided by law. Each regional office shall have a director, an assistant director, and an office staff for program promotion and support, planning, administrative and fiscal services.

Consistent with the national educational policies, plans, and standards, the regional director shall have authority, accountability, and responsibility for the following:

1. Defining a regional educational policy framework which reflects the values, needs, and expectations of the communities they serve;
2. Developing a regional basic education plan;
3. Developing regional educational standards with a view towards benchmarking for international competitiveness;
4. Monitoring, evaluating and assessing regional learning outcomes;
5. Undertaking research projects and developing and managing regionwide projects which may be funded through official development assistance and/or other funding agencies;
6. Ensuring strict compliance with prescribed national criteria for the recruitment, selection, and training of all staff in the region and divisions;
7. Formulating, in coordination with the regional development council, the budget to support the regional educational plan which shall take into account the educational plans of the divisions and districts;
8. Determining the organization component of the divisions and districts and approving the proposed staffing pattern of all employees in the divisions and districts;
9. Hiring, placing, and evaluating all employees in the regional office, except for the position of assistance director.
10. Evaluating all schools division superintendents and assistant division superintendents in the region;
11. Planning and managing the effective and efficient use of all personnel, physical and fiscal resources of the regional office, including professional staff development;
12. Managing the database and management information system of the region;
13. Approving the establishment of public and private elementary and high schools and learning centers; and
(14) Performing such other functions as may be assigned by proper authorities.

C. Division Level

A division shall consist of a province or a city which shall have a schools division superintendent, at least one assistant schools division superintendent and an office staff for programs promotion, planning, administrative, fiscal, legal, ancillary and other support services.

Consistent with the national educational policies, plans, and standards, the schools division superintendents shall have authority, accountability, and responsibility for the following:

(1) Developing and implementing division education development plans;
(2) Planning and managing the effective and efficient use of all personnel, physical and fiscal resources of the division, including professional staff development;
(3) Hiring, placing and evaluating all division supervisors and schools district supervisors as well as all employees in the division, both teaching and non-teaching personnel, including school heads, except for the assistant division superintendent;
(4) Monitoring the utilization of funds provided by the national government and the local government units to the schools and learning centers;
(5) Ensuring compliance of quality standards for basic education programs and for this purpose strengthening the role of division supervisors as subject area specialists;
(6) Promoting awareness of and adherence by all schools and learning centers to accreditation standards prescribed by the Secretary of Education;
(7) Supervising the operation of all public and private elementary, secondary and integrated schools, and learning centers; and
(8) Performing such other functions as may be assigned by proper authorities.

D. Schools District Level

Upon the recommendation of the schools division superintendents, the regional director may establish additional schools district within a schools division. Schools districts already existing at all time of the passage of this law shall be maintained. A schools district shall have a schools district supervisor and an office staff for program promotion.

The schools district supervisor shall be responsible for:

(1) Providing professional and instructional advice and support to the school heads and teachers/facilitators of schools and learning centers in the district cluster thereof;
(2) Curricula supervision; and
(3) Performing such other functions as may be assigned by proper authorities.

E. School Level

There shall be a school head for all public elementary schools and public high schools or a cluster thereof. The establishment of integrated schools from existing public elementary and public high school shall be encouraged.

The school head, who may be assisted by an assistant school head, shall be both an instructional leader and administrative manager. The school head shall form a team with the school teachers/learning facilitators for delivery of quality educational programs, projects and services. A core of non-teaching staff shall handle the school's administrative, fiscal and auxiliary services.

Consistent with the national educational policies, plans and standards, the school heads shall have authority, accountability, and responsibility for the following:

(1) Setting the mission, vision, goals and objectives of the school;
(2) Creating an environment within the school that is conducive to teaching and learning;
(3) Implementing the school curriculum and being accountable for higher learning outcomes;
(4) Developing the school education program and school improvement plan;
(5) Offering educational programs, projects, and services which provide equitable opportunities for all learners in the community;
(6) Introducing new and innovative modes of instruction to achieve higher learning outcomes;
(7) Administering and managing all personnel, physical and fiscal resources of the school;
(8) Recommending the staffing complement of the school based on its needs;
(9) Encouraging staff development;
(10) Establishing school and community networks and encouraging the active participation of teachers organizations, non-academic personnel of public school, and parents-teachers-community associations;
(11) Accepting donations, gifts, bequests and grants for the purpose of upgrading teachers/learning facilitators' competencies, improving and expanding school facilities and providing instructional materials and equipment. Such donations or grants must be reported to the appropriate district supervisors and division superintendents; and
(12) Performing such other functions as may be assigned by proper authorities.
The Secretary of Education shall create a promotions board, at the appropriate levels, which shall formulate and implement a system of promotion for schools division supervisors, schools district supervisors, and school heads. Promotion of school heads shall be based on educational qualification, merit, and performance rather than on the number of teachers/learning facilitators and learners in the school.

The qualifications, salary grade, status of employment, and welfare and benefits of school heads shall be the same for public elementary, secondary and integrated schools.

No appointment to the positions of regional directors, assistant regional directors, schools division superintendents, and assistant schools division superintendents shall be made unless the appointee is a career executive service officer who preferably shall have risen from the ranks.

CHAPTER 2
TRANSFER OF CULTURAL AGENCIES

SEC. 8. Cultural Agencies. – The Komisyon ng Wikang Pilipino, National Historical Institute, Records Management and Archives Office and the National Library shall now be administratively attached to the National Commission for Culture and the Arts (NCCA) and no longer with the Department of Education. The program for school arts and culture shall remain part of the school curriculum.

CHAPTER 3
ABOLITION OF THE BUREAU OF PHYSICAL EDUCATION AND SCHOOL SPORTS

SEC. 9. Abolition of BPESS. – All functions, programs, and activities of the Department of Education related to sports competition shall be transferred to the Philippine Sports Commission (PSC). The program for school sports and physical fitness shall remain part of the basic education curriculum.

The Bureau of Physical Education and School Sports (BPESS) is hereby abolished. The personnel of the BPESS, presently detailed with the PSC, are hereby transferred to the PSC without loss of rank, including the plantilla positions they occupy. All other BPESS personnel shall be retained by the Department.
CHAPTER 4

SUPPORT AND ASSISTANCE
OF OTHER GOVERNMENT AGENCIES

SEC. 10. The Secretary of Education and the Secretary of Budget and Management shall within ninety (90) days from the approval of this Act jointly promulgate the guidelines on the allocation, distribution and utilization of resources provided by the national government for the field offices, taking into consideration and uniqueness of the working conditions of the teaching service.

The Secretary of the Department of education shall ensure that resources appropriated for the field offices are adequate and that resources for school personnel, school desks and textbooks and other instructional materials intended are allocated directly and released immediately by the Department of Budget and Management to said offices.

SEC. 11. The Secretary of the Department of Education, subject to civil service laws and regulations, shall issue appropriate personnel policy rules and regulations that will best meet the requirements of the teaching profession taking into consideration the uniqueness of the working conditions of the teaching service.

SEC. 12. The Commission on Audit, in the issuance of audit rules and regulations that will govern the utilization of all resources as well as the liquidation, recording and reporting thereof, shall take into account the different characteristics and district features of the department’s field offices, its organizational set-up as well as the nature of the operations of schools and learning centers.

CHAPTER 5

FINAL PROVISIONS

SEC. 13. Governance in the ARMM. – The Regional Education Secretary for the Autonomous Region in Muslim Mindanao (ARMM) shall exercise similar governance authority over the divisions, districts, schools and learning centers in the region as may be provided in the Organic Act without prejudice to the provisions of Republic Act No. 9054, entitled “An Act to Strengthen and Expand the Organic Act for the Autonomous Region in Muslim Mindanao, amending for the Purpose Republic Act No. 6734, entitled “An Act Providing for the Autonomous Region in Muslim Mindanao as amended.”
SEC. 14. Rules and Regulations. – The Secretary of Education shall promulgate the implementing rules and regulations within ninety (90) days after the approval of this Act. Provided, That, the Secretary of Education shall fully implement the principle of shared governance within two (2) years after the approval of this Act.

SEC. 15. Separability Clause. – If for any reason, any portion or provision of this Act shall be declared unconstitutional, other parts or provisions thereof which are not affected thereby shall continue to be in full force and effect.

SEC. 16. Repealing Clause. – All laws, decrees, executive orders, rules and regulations, part or parts thereof, inconsistent with the provisions of this Act, are hereby repealed or modified accordingly.

SEC. 17. Effectivity Clause. – This Act shall take effect fifteen (15) days following its publication in at least two (2) newspapers of general circulation.

Approved:

(SGD.) AQUILINO Q. PIMENTEL, JR. (SGD.) FELICIANO BELMONTE, JR.
President of the Senate Speaker of the House
of Representatives

This Act which is a consolidation of House Bill No. 10732 and Senate Bill No. 2191 was finally passed by the House of Representatives and the Senate on June 6, 2001 and June 7, 2001, respectively.

(SGD.) LUTGARDO B. BARBO (SGD.) ROBERTO P. NAZARENO
Secretary of the Senate Secretary General
House of Representatives

Approved:

GLORIA MACAPAGAL-ARROYO
President of the Philippines

Lapsed into law on August 11, 2001
Without the signature of the President
In accordance with Article VI,
Section 27 (1) of the Constitution.
Tanggapan ng Kalihim
Office of the Secretary

DepEd ORDER
No. 1, s. 2003

PROMULGATING THE IMPLEMENTING RULES AND REGULATIONS (IRR)
OF REPUBLIC ACT NO. 9155 OTHERWise KNOWN AS THE GOVERNANCE
OF BASIC EDUCATION ACT OF 2001

To: Undersecretaries
   Assistant Secretaries
   Bureau Directors
   Regional Directors
   Schools Division Superintendents
   District Supervisors
   Directors of Services/Centers and Heads of Units
   Chiefs of Divisions
   All Others Concerned

1. For the information and guidance of all concerned, enclosed is a copy of the
   implementing rules and regulations of Republic Act No. 9155.

2. Immediate dissemination of and compliance with this Order in desired.

  EDILBERTO C. DE JESUS
  Secretary

Jovv/Sali, MPPD, DepEd Order Basic Act 9155
010203

Encl:
As stated
Reference: DECS Memorandum: No. 287, s. 2001
Allotment: 1-2-3—(D.O. 50-97)
To be indicated in the Perpetual Index
under the following subjects:

  BUREAUS & OFFICES
  EMPLOYEES
  LEGISLATION

  OFFICIALS
  POLICY
  RULES AND REGULATION
RULES AND REGULATIONS
OF
REPUBLIC ACT NO. 9155
(GOVERNANCE OF BASIC EDUCATION ACT OF 2001)

Pursuant to Section 14 of Republic Act No. 9155, otherwise known as "Governance of Basic Education Act of 2001," hereinafter referred to as the "Act", the following Rules and Regulations are hereby promulgated:

RULE I. THE DEPARTMENT OF EDUCATION (DepEd)

Section 1.1 Mandate – The Department of Education shall protect and promote the right of all citizens to quality basic education and shall take appropriate steps to make such education accessible to all.

The Department of Education shall establish, maintain, and support a complete, adequate, and integrated system of basic education relevant to the needs of the people and society. It shall establish and maintain a system of free and compulsory public education in the elementary level and free public education in high school level.

All educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.

The Department of Education shall take into account regional and sectoral needs and conditions and shall encourage local planning in the development of educational policies and programs.
SECTION 1.2. **Principles** – Implementation of the Act and the application of these Rules and shall be guided by the following principles:

i) The Department of Education must serve the students and the teachers, its primary constituents;

ii) The principals, school administrators, and teachers-in-charge (hereinafter collectively referred to as school heads) must exercise instructional leadership and sound administrative management of the school;

iii) The school is the heart of the formal education system and the seat of learning;

iv) The parents and the community shall be encouraged for active involvement in the education of the child. The participation and coordination between and among the schools, the local school boards, the Parent Teachers Associations (PTAs) must be maximized;

v) Volunteerism from among all sectors shall emphasized and encouraged to ensure sustainable growth and development in education.

SECTION 1.3. **Purposes and Objectives** – The purposes and objectives of the Act and these Rules are:

i) To provide the framework for the governance of basic education which shall set the general directions for educational policies and standards and establish authority accountability and responsibility for achieving higher learning outcomes;

ii) To define the roles and responsibilities of, and to provide resources to the regions, schools division and schools which shall implement educational programs, projects and services in communities they serve;
iii) To make schools and learning centers the most important vehicle for the teaching and learning of national values and for developing Filipino learners, love of country and pride in its rich heritage;

iv) To ensure that schools and learning centers receive the kind of focused attention they deserve and the kind of educational programs, projects, and services they need taking into account the interests of all the members of the community;

v) To enable the schools and learning centers to reflect the values of the community by allowing teachers and other staff the flexibility to serve the needs of all learners;

vi) To encourage local initiatives for the improvement of schools and learning centers and to provide the means by which these standards may be achieved and sustained; and

vii) To establish schools and learning centers, and other school facilities where school children are able to learn a range of more competencies prescribed for elementary and high school programs or where the out-of-school youth and adult learners are provided alternative learning programs and receive accreditation for at least the equivalent of an elementary or high school education.

SECTION 1.4. Definition of Terms – For purposes of this Act, the terms and phrases used shall mean or be understood as follows:

a) Quality Education – is the appropriateness, relevance, and excellence of the education given to meet the needs and aspirations of an individual and society.

b) Basic Education – is the education intended to meet basic learning needs, which lays the foundation on which subsequent learning can be based. It encompasses early childhood, elementary and high school education as well as
alternative learning systems for out-of-school youth and adult learner and includes educations for those with special needs.

c) **Early Childhood** – refers to the level of education that intends to prepare 5 – 6 year old children (one year before Grade One) for formal schooling and at the same time narrow down adjustment and learning gaps. This level focuses on the physical, social, moral and intellectual development through socialization and communication processes.

d) **Elementary Education** – shall refer to the first stage of free and compulsory, formal education primarily concerned with providing basic education and usually corresponding to six or seven grades. Elementary education can likewise be attained through alternative learning system.

e) **Secondary Education** – shall refer to the stage of free formal education following the elementary level concerned primarily with continuing basic education usually corresponding to four years of high school. Secondary education can likewise be attained through alternative learning system.

f) **Special Needs Education** - shall refer to the education of children and youth with special needs corresponding to elementary and secondary education, that require modifications of school practices, curricula, programs special services and facilities. These include children and youth who are gifted/talented, fast learners and those with disabilities.

g) **Formal Education** – is the systematic and deliberate process of hierarchically structured and sequential learning corresponding to the general concept of elementary and secondary level of schooling including education for those
with special needs. At the end of each level, the learner needs a certification in order to enter or advance to the next grade/year level.

h) **Non-Formal Education** – is any organized, systematic educational activity carried outside the framework of the formal system to provide selected types of learning to a segment of the population.

i) **Information Education** – is a lifelong process of learning by which every person acquires and accumulates knowledge, skills attitudes and insights from daily experiences at home, at work, at play, and from life itself.

j) **Alternative Learning System** – is a parallel learning system to provide a viable alternative to the existing formal educational instruction. It encompasses both the non-formal and informal sources of knowledge and skills.

k) **Teacher** – refers to a person engaged in teaching in the elementary and secondary levels, whether on full-time or part-time basis including industrial arts and vocational teachers and all other persons performing supervisory, managerial and/or administrative functions in all schools and education offices at the district, division, regional and central levels and qualified to practice teaching under RA 7836 and/or those performing functions in support of education such as standards setting, policy and programs formulation, research, and sector monitoring and evaluation.

l) **Learning Facilitator** – this term is being used in the existing Alternative and Equivalency Program (A & E) program. For purposes of consistency and proper reference, there is a need to include the definition of a teacher in the formal system since being a learning facilitator is only one of their roles.

m) **Learner** – is any individual seeking basic literacy skills and functional like skills or support services for the improvement of the quality of his/her life.
n) **Adult Learners** – are learners aged 25 years and above who are illiterates or neoliterates who either have had no access to formal education and have reverted to illiteracy.

o) **Out-of-School Youth** – are school age children who are unable to avail of the educational opportunities of the formal school system or who have dropped out of formal elementary or secondary education.

p) **School Heads** – are persons responsible for the administrative and instructional supervision of the school or cluster of schools.

q) **Non-Teaching Personnel** – refers to employees who are not actually involved in classroom teaching but indirectly and indispensably assisting in the delivery of services to educational constituencies and clientele, such as but not limited to the Administrative Officers, Accountant, Personnel Officers, Supply Officers, Records Officers, and other support staff of the central, regional, division, and school levels.

r) **Operating Officers** – refers to the Department of Education key officials in the central, region and/or schools division offices including school heads and administrators who are directly involved in the implementation, evaluation and monitoring of plans, programs and projects of the Department.

s) **School** – is an educational institution, private and public undertaking educational operation with a specific age-group of pupils or students pursuing defined studies at defined levels, receiving instruction from teachers, usually located in a building or a group of buildings in a particular physical or cyber site.

t) **Cluster of Schools** – is a group of schools which are geographically contiguous and brought together to improve the learning outcomes.
u) **Integrated Schools** – is a school that offers a complete basic education in one school site; has unified instructional programs and under one (1) school head.

v) **Field Offices** – refers to the regional, division, school levels and learning centers.

w) **School Sports** – any sporting school activity which involves the students and school teachers/personnel as part of the school curriculum, focusing on physical fitness and sports development programs, such as the training of school athletes, teachers coaches and officiating officials, and are engaged in intra-mural and extra-mural activities.

**SECTION 1.5. Shared Governance.** – i) Shared governance as a principle recognizes that every unit in the education bureaucracy has a particular role, task, and responsibility inherent in the office and for which it is principally accountable for outcomes.

ii) Democratic consultation shall be observed in the decision-making process involving shared goals at appropriate levels. Whenever and wherever appropriate and feasible, the students, as the object and subject of instruction, shall be consulted on matters that affect their welfare and instructional needs. Operations shall be the responsibility of the operating officer concerned. Feedback mechanisms shall be established to ensure coordination and open communication, among the central office, the regional, division offices and school campuses.

iii) The principle of accountability and transparency shall be operationalized in the performance of functions and responsibilities at all levels.

iv) The communication channels of field offices shall strengthen and facilitate flow of information and expand linkages with other government agencies, local
government units (LGUs) and non-government organizations (NGOs) for effective governance.

RULE II. THE SECRETARY

SECTION 2.1. **Powers, Duties and Functions.** – The Secretary of the Department of Education shall exercise overall authority and supervision over the operations of the Department.

In addition to his/her powers, the Secretary of the Department of Education, hereinafter referred to as the “Secretary”, shall have the authority, accountability and responsibility for the following:

1) Formulating national educational policies;

2) Formulating a national basic education plan;

3) Promulgating national educational standards;

4) Monitoring and assessing national learning outcomes;

5) Undertaking national educational researches and studies;

6) Enhancing the employment status, professional competence, welfare, working conditions of all personnel and executing provisions on legal services of the Department;

7) Enhancing the total development of learners through local and national programs and/or projects; and

8) Exercising disciplinary authority subject to civil service laws, rules and regulations and procedure.

The Secretary of Education shall be assisted by not more than four (4) undersecretaries and not more than four (4) assistant secretaries and directors of bureaus, services, centers whose assignments, duties and responsibilities shall be
governed by law. There shall be at least one undersecretary and one assistant secretary who shall be career executive service officers chosen from among the staff of the Department. The powers, duties, and functions of the undersecretary and the assistant secretary as provided under Chapter 2, Book IV of the Administrative Code of 1987 are herein restated and adapted, for providing services to the Department.

RULE III. REGIONAL DIRECTOR

SECTION 3.1. The Regional Director.—There shall be as many regional offices as may be provided by law. Each regional office shall have a director, an assistant director, and office staff for programs promotion and support, planning, administrative, legal and fiscal services.

SECTION 3.2. Authority, Accountability and Responsibility of the Regional Director.—Consistent with the national educational policies, plans and standards, the regional director shall have authority, accountability and responsibility for the following:

1) Defining a regional educational policy framework which reflects the values, needs and expectations of the communities they serve;

2) Developing a regional basic education plan;

3) Developing regional educational standards with a view towards benchmarking for international competitiveness;

4) Monitoring, evaluating and assessing regional learning outcomes;

5) Undertaking research projects and developing and managing regionwide projects which may be funded through official development assistance and/or funding agencies;
6) Ensuring strict compliance with prescribed national criteria for the recruitment, selection and training of all staff in the region and divisions;

7) Formulating in coordination with the regional development council, the budget, including utilization of fiscal resources, based on the identified priorities in the implementation of the regional educational plan which shall take into account the educational plans of the divisions and districts/schools;

8) Determining the organizational structure of the divisions and districts and approving the proposed staffing pattern of all employees in the divisions and districts;

9) Hiring, placing and evaluating all employees in the regional office, except for the position of assistant director;

10) Evaluating all schools division superintendents and assistant division superintendents in the region;

11) Planning and managing the effective and efficient use of all personnel, physical and fiscal resources of the regional office, development and establishment of procedures in monitoring and supervision divisions/schools physical and fiscal resources, including professional staff development;

12) Managing the database and management information system of the region;

13) Approving the establishment of public and private elementary and secondary schools and learning centers, subject to the set of standards and guidelines formulated by the Secretary of Education for this purpose;

14) Performing oversight functions in the implementation of laws, policies, programs, rules and regulations within the responsibility of the Department of Education in the region; and
15) Performing such other functions as may be assigned by the Secretary.

SECTION 3.3 Appointing and Disciplinary Authority of the Regional Directors. – The regional director shall exercise appointing authority over all the employees in the regional office, except the assistant regional director subject to the civil service laws, rules and regulations, and the policies and guidelines to be issued by the Secretary of Education on the matter.

The regional director likewise shall have disciplinary authority over the aforesaid personnel.

Such exercise of disciplinary authority shall be subject to the civil service laws, rules and regulations, and procedure, and guidelines to be issued by the Secretary of Education.

RULE IV. THE SCHOOLS DIVISION SUPERINTENDENT

SECTION 4.1. The Schools Division Superintendent. – A division shall consist of a province or city which shall have a schools division superintendent. There shall be at least one assistant schools division superintendent and office staff for programs promotion, planning, administrative, fiscal, legal, ancillary and other support services.

SECTION 4.2. Authority, Accountability and Responsibility of the Schools Division Superintendent. – Consistent with the national educational policies, plans and standards, the schools division superintendents shall have authority, accountability and responsibility for the following:

1) Developing and implementing division education development plans;
2) Planning and managing the effective and efficient performance of all personnel, physical and fiscal resources of the division, including professional staff development;

3) Hiring, placing and evaluating all division supervisors and schools district supervisors as well as employees in the division, both teaching and non-teaching personnel, including school heads, except for the assistant division superintendents;

4) Monitoring the utilization of funds provided by the national government and the local government units to the schools and learning centers;

5) Ensuring compliance of quality standards for basic education programs and for this purpose strengthening the role of division supervisors as subject area specialists;

6) Promoting awareness of and adherence by all schools and learning centers to accreditation standards prescribed by the Secretary of Education;

7) Supervising the operations of all public and private elementary, secondary and integrated schools, and learning centers; and

8) Performing such other functions as may be assigned by the Secretary and/or Regional Director.

SECTION 4.3. Appointing and Disciplinary Authority of the Schools

Division Superintendent. – The schools division superintendent shall appoint the division supervisors and school district supervisors as well as all employees in the division, both teaching and non-teaching personnel, including school heads, except for the assistant schools division superintendent, subject to the civil service laws, rules and regulations, and the policies and guidelines to be issued by the Secretary of Education for the purpose.
The schools division superintendent shall have disciplinary authority only over the non-teaching personnel under his jurisdiction.

Such exercise of disciplinary authority by the schools division superintendent over the non-teaching personnel shall be subject to the civil service laws, rules and regulations, and procedures and guidelines to be issued by the Secretary of Education relative to this matter.

The Regional Director shall continue exercising disciplinary authority over the teaching personnel insofar as the latter are covered by specific and exclusive disciplinary provisions under the Magna Carta for Public School Teachers (R.A. No. 4670)

RULE V. THE SCHOOLS DISTRICT SUPERVISOR

SECTION 5.1. The Schools District Supervisor. – A school district shall have a school district supervisor and office staff for program promotion.

The schools district supervisor shall primarily perform staff functions and shall not exercise administrative supervision over school principals, unless specifically authorized by the proper authorities. The main focus of his/her functions shall be instructional and curricula supervision aimed at raising academic standards at the school level.

The schools district supervisor shall be specifically responsible for:

1) Providing professional and instructional advice and support to the school heads and teachers/facilitators of schools and learning centers in the district or cluster thereof;

2) Curricula supervision; and
3) Performing such other functions as may be assigned by the Secretary, Regional Directors and Schools Division Superintendents where they belong.

The schools district supervisor being mentioned in this section shall refer to a public schools district supervisor.

**SECTION 5.2. THE SCHOOL DISTRICT.** — A school district already existing at the time of the passage of this Act shall be maintained. However, an additional school district may be established by the regional director based on criteria set by the Secretary and on the recommendation of the schools division superintendent. For this purpose, the Secretary of Education shall set standards and formulate criteria as basis of the Regional Director in the establishment of an additional school district.

**RULE VI. THE SCHOOL HEAD**

**SECTION 6.1. THE SCHOOL HEAD.** — There shall be a school head for all public elementary schools and public high schools or a cluster thereof. The establishment of integrated schools from existing public elementary and public high school shall be encouraged, subject to the guidelines that will be issued for the purpose by the Secretary of Education.

The school head, who may be assisted by an assistant school head, shall be both an instructional leader and administrative manager. The school head shall form a team with the school teachers/learning facilitators for delivery of quality educational programs, projects and services. A core of non-teaching staff shall handle the school’s administrative, fiscal and auxiliary services.

**SECTION 6.2. AUTHORITY, ACCOUNTABILITY AND RESPONSIBILITY OF THE SCHOOL HEAD.** — Consistent with the law, national educational policies, plans and
standards, the school heads shall have authority, accountability and responsibility for the following:

1. Setting the mission, vision, goals and objectives of the school;

2. Creating an environment within the school that is conducive to teaching and learning;

3. Implementing, monitoring, and assessing the school curriculum and being accountable for higher learning outcomes;

4. Developing the school program and school improvement plan;

5. Offering educational programs, projects, and services which provide equitable opportunities for all learners in the community;

6. Introducing new and innovative modes of instruction to achieve higher learning outcomes;

7. Administering and managing all personnel, physical and fiscal resources of the school;

8. Recommending the staffing complement of the school based on its needs;

9. Encouraging and enhancing staff development;

10. Establishing school and community networks and encouraging the active participation of teacher organizations, non-academic personnel of public schools, and parents-teachers-community associations;

11. Accepting donations, gifts, bequests, and grants in accordance with existing laws and policy of the Department for the purpose of upgrading teachers/learning facilitators’ competencies, improving and expanding school
facilities, and providing instructional materials and equipment. Such donations or
grants must be reported to the division superintendents; and

(12) Performing such other functions as may be assigned by the Secretary,
Regional Director and School's Division Superintendents where they belong.

RULE VII. ORGANIZATIONAL SUPPORT

SECTION 7.1. Organizational Structure and Staffing Pattern. - The
existing organizational structure or set-up of the Department of Education for
programs promotion and support, planning, administrative, fiscal, legal, ancillary and
other support services shall be maintained at the national, regional, division and
school level.

However, in order to ensure their consistency with the mandate of the
Department of Education pursuant to this Act, the national education policies, plans
and standards, the Secretary of Education shall direct the conduct of review and
evaluation of the present organizational structure and staffing pattern at all levels.

The result of the evaluation and findings may be the basis of the Secretary of
Education to recommend changes and modifications in the present organizational
structure and staffing pattern with the appropriate authorities, subject to pertinent
provisions of laws, rules and regulations on the matter.

SECTION 7.2. Review and Rationalization of the Organizational
Structure and Staffing Pattern. - For an efficient and effective management of
the school in the region, the Secretary shall task the Regional Director to:

a) Review and rationalize the existing organizational structure and staffing
pattern of the different organizational units in the regional office, division office,
district office and school for recommendation on their possible modification or
change to the Secretary of Education and the Department of Budget and Management (DBM) within a reasonable period of time which must be not later than sixty (60) days from the effectivity of this implementing rules and regulations;

b) Study on the specific delineation of roles and responsibilities between and among district/division/regional supervisors. The result of said study shall be submitted within a reasonable period of time to the Department of Budget and Management as the basis for a possible change in their position titles, classification, and salary grades.

RULE VIII. EQUITABLE, DIRECT AND IMMEDIATE RELEASE OF RESOURCES TO THE FIELD OFFICES

SECTION 8.1. Equitable, Direct and Immediate Release of Resources to the Field Offices. — In line with the decentralization of fiscal management to the level of field offices, the Secretary of Education is tasked to:

a. Rationalize the allocation and distribution of the resources provided by the national government for the field offices. In this regard, the Secretary of Education shall formulate an allocation system, using among other factors, the uniqueness of the working conditions of the teaching service in the locality, to equitably distribute resources to the field offices.

b. Establish and develop a procedure to directly and immediately release to the regional and field offices (elementary school, secondary school and schools division) all appropriations and resources intended for them by the national government which may include but are not limited to personnel services, maintenance and other operating expenses (MOOE), desks, textbooks and repair and maintenance of school buildings.
c. Establish and develop a reporting system on the utilization of funds by the aforesaid field offices to the Department of Education; Central Office and the Department of Budget and Management.

For this purpose, the Secretary of Education shall create a task force to work and coordinate closely with the Department of Budget and Management for the promulgation of joint guidelines on the allocation, distribution and utilization of such resources.

The task force shall be given sixty (60) days upon the effectivity of this implementing rules and regulations to submit the final draft of the joint guidelines to the Secretaries of Education and Department of Budget and Management for their approval.

RULE IX. ADOPTION OF PERSONNEL POLICIES, RULES AND REGULATIONS TO SUIT THE REQUIREMENT AND UNIQUENESS OF THE TEACHING SERVICE

SECTION 9.1. Personnel Policies, Rules and Regulations for the Teaching Service. – The Secretary of Education shall ensure the adoption, promulgation, and implementation of personnel policies, rules, and regulations that will best meet the requirement, and the uniqueness of the working conditions of the teaching service in the locality.

Towards this end, he/she is mandated to:

a. Review and evaluate the existing personnel policies, rules, and regulations issued and implemented by the Department of Education affecting recruitment, selection, hiring, appointment, promotion, deployment, dismissal, and retirement.

b. Based on the result of the evaluation and findings, in coordination and in consultation with the Civil Service Commission and other government agencies
concerned, adopt, and promulgate personnel policies, rules, and regulations regarding the abovementioned areas that will serve best the interest of the teaching service.

**RULE X. ISSUANCE OF THE RULES AND REGULATIONS THAT WILL GOVERN THE UTILIZATION OF RESOURCES OF THE FIELD OFFICES**

**SECTION 10.1. Support and Assistance of the Commission on Audit.**

The Secretary of Education shall seek the support and assistance of the chairman of the Commission on Audit (COA) in order that the aforesaid commission may issue audit rules and regulations that will grant greater flexibility to the field offices on the utilization and disposition of their available resources in the discharge of their mandate and functions as well as the liquidation of advances, recording and reporting thereof.

The Secretary of Education shall recommend to the Commission on Audit (COA) the necessary audit rules and regulations that will govern the utilization of all available resources taking into account the following:

a. Different characteristic and distinct features of the field offices.

b. Organizational set-up in the field office.

c. Nature of the operations of the schools and learning centers.

**RULE XI. RECRUITMENT, SELECTION AND APPOINTMENT**

**SECTION 11.1. Recruitment, Selection and Appointment of Officials and Employees in the Department of Education.** — Selection of the officials and employees for appointment in the Department of Education shall be anchored on the principles of merit, competence, fitness and equality and shall be open to all qualified candidates/applicants regardless of gender, civil status, religion, ethnicity or political affiliation. Likewise, in no case shall discrimination be made against applicants who are differently abled persons.
The approved Merit Selection Plan shall be used as one of the basis for the approval of appointments.

SECTION 11.2. Selection and Promotions, Board for Third Level Positions. – The Secretary of Education shall create a selection and promotions board for the third level positions, which shall formulate and implement a system of promotion for regional directors, assistant regional director, bureau/center/service directors, schools division superintendents and assistant schools division superintendents.

No appointment to the positions of regional directors, assistant regional directors, bureau/service/center directors and schools division superintendents shall be made unless the appointee is a career service executive officer.

Appointees to the positions of assistant schools division superintendents shall either be a Superintendent eligible or a Career Executive Service Officer (CESO). All of these officers preferably shall have risen from the ranks. For the purpose of this rule, the term “Career Executive Service Officer” shall include Career Executive Service Eligible (CESE).

SECTION 11.3. Selection and Promotions Board for First and Second Level Positions at the Central and Regional Offices. – There must be a Selections and Promotions Board for the first and second level positions to be created at the Central and Regional Offices, the composition of which shall be governed by the pertinent provisions of the civil service laws, rules and regulations, and policies and guidelines to be issued by the Secretary of Education.

Whenever necessary the Secretary of Education may create a task force to review and evaluate regularly existing policies and guidelines on the following:
a. Composition and membership of the selection and promotions board at the central and regional levels;

b. Selection and appointment of personnel at the central and regional levels;

and

c. On other matters relative to selection and appointment of personnel.

The said task force shall recommend to the Secretary of Education within a reasonable period of time which shall not be more than sixty (60) days from the effectivity of this implementing rules and regulations, the necessary changes and revision of policies, procedures, and issuances pertaining to the above matters.

**SECTION 11.4. Schools Division Selection/Promotions Board.** – There must also be created a Division Selection/Promotion’s Board at the provincial and city levels, the composition and membership of which shall be governed by the pertinent provisions of the civil service laws, rules and regulations, and policies and guidelines to be issued by the Secretary of Education. The aforesaid board shall formulate and implement a system of promotion for the teaching and non-teaching staff at the division, district and school levels. Whenever necessary, the Secretary may direct the creation of a task force which shall compose of staff in the division office to review and recommend to him the following:

a. Composition and membership of the selection and promotions board at the division and school levels; and

b. The policies and guidelines to be issued covering selection and appointment of personnel at the division, district and school levels;

c. The policies and guidelines to be promulgated covering the promotion of personnel at the Division, District, and School levels, including the criteria to be
adopted on the promotion of school heads which shall be based mainly on the educational qualifications merit and performance of the candidates. The existing number of teachers an student in the school shall not be considered as one of the criteria in the promotion of school heads;

d. A study shall also be undertaken on the existing qualification standards, salary grades and benefits of the school heads, result of which shall be used as basis of the Secretary of Education in recommending their possible modification with the appropriate authorities.

Such qualification standards, salary grade allocation, and benefits to be adopted for the school heads in the public elementary, secondary and integrated schools shall be uniformed.

**RULE XII. ALTERNATIVE LEARNING SYSTEM**

**SECTION 12.1. Operationalization of Alternative Learning System.** – To effectively operationalize the alternative learning system in the elementary, secondary and special needs education, the Secretary shall come up with guidelines whenever necessary.

**RULE XIII. CULTURE AND ARTS**

**SECTION 13.1. Culture and Arts**, – The Komisyon ng Wikang Pambansa, National Historical Institute, Records Management and Archives Office and the National Library shall no longer be with the Department of Education. In view of the foregoing, the aforesaid agencies shall now be administratively attached to the National Commission for Culture and the Arts (NCCA). However, the program for school arts and culture shall remain part of the school curriculum.
RULE XIV. ABOLITION OF THE BUREAU OF PHYSICAL EDUCATION AND SCHOOL SPORTS (BPESS)

SECTION 14.1. Transfer of Detailed Personnel, All Functions, Programs and Activities Related to Sports Competition. — In view of the abolition of the Bureau of Physical Education and School Sports, the Secretary of Education shall immediately transfer to the Philippine Sports Commission (PSC) the following:

a. Personnel of the BPESS who are presently detailed with the PSC without loss of rank, including the plantilla position they occupy.

b. All functions, programs, and activities of the Department of Education related to sports competition.

The Secretary of Education shall assign a Department of Education official who shall oversee the smooth and immediate transfer of personnel, records, documents, functions, programs, and activities to PSC. A Memorandum of Agreement (MOA) shall be prepared and executed by the Department of Education and Philippine Sports Commission relative to the term and conditions of such transfer.

SECTION 14.2. Programs for School Sports and Physical Fitness. — The program for school sports and physical fitness shall not be transferred to PSC but shall remain part of the basic education curriculum.

SECTION 14.3. Retention of Other BPESS Personnel. — BPESS personnel who are presently assigned at the different organizational units of the Department of Education at the national, regional and division level shall be retained. In this connection, the Secretary of Education may require the review and evaluation of
their present duties and responsibilities and assignment for a possible modification, conversion, and reclassification of their position to a position commensurate to their present duties, responsibilities and assignment without loss of rank and reduction in pay.

RULE XV. FINAL PROVISIONS

SECTION 15.1. Seperability Clause. – If for any reason, any portion or provision of these Rules shall be declared illegal or unconstitutional, other parts or provisions hereof which are not affected thereby shall contribute to be in full force and effect.

SECTION 15.2. Repealing Clause. – All rules and regulations, part or parts thereof, issued by the Department of Education which are inconsistent with the provisions of these Rules are hereby repealed or modified accordingly.

SECTION 15.3. Effectivity. – These Rules shall take effect immediately after the required publication.

APPROVED, on November 29, 2002.

EDILBERTO C. DE JESUS
Secretary
DepED MEMORANDUM  
No. 113, d. 2004  

NATIONWIDE IMPLEMENTATION OF THE ACCREDITATION PROGRAM FOR PUBLIC ELEMENTARY SCHOOLS (APPES)  

To: Regional Directors  
Schools Division/City Superintendents  

1. In pursuit of quality education in public elementary schools, the Department of Education (DepED) through the Bureau of Elementary Education (BEE), has piloted the Accreditation Program for Public Elementary Schools (APPES) in selected schools nationwide for the school year 2002-2003.  

2. The APPES is a voluntary evaluation system designed to empower all public elementary schools to strive for excellence through recognition and enlightened self-evaluation based on agreed standards of excellence and incentives. The primary goal of the APPES is to enable the schools to undergo a thorough self-examination of their strengths and weaknesses, and thus, continuously improve their performance.  

3. Beginning School Year 2004-2005, the APPES shall be opened to all public elementary schools. APPES materials, containing the guidelines and procedures, will be disseminated to all regions. All public elementary schools are encouraged to submit to APPES accreditation.  

4. In line with this, schools that would like to undergo the APPES accreditation can get in touch with their respective regional and/or division offices for copies of APPES materials and compliance with APPES procedures. Likewise, all regional and division offices are enjoined to create accreditation committees at their levels based on the guidelines of the APPES.  

5. All inquiries on APPES matters may be directed to the National Accreditation Secretariat c/o Staff Development Division (SDD), Bureau of Elementary Education, 2nd Floor Bonifacio Building, DepED Complex, Meralco Avenue, Pasig City at tel. no. (02) 632-13-61 loc. 2058 or telefax no. (02) 687-29-48.  

5. Immediate and wide dissemination of this Memorandum is desired.  

RAMON C. BACANI  
Undersecretary  
Officer-in-Charge  

"Educating for a Strong Republic"
Reference:  Deped Memorandum: No. 218, s. 2003
Allotment:  1-(D.O. 50-97)
To be indicated in the Perpetual Index
Under the following subjects:

ACCREDITATION
SECONDARY EDUCATION
SCHOOLS

Reformatted by: Sally-Voluntary accreditation
March 18-04 For Public High School
Appendix D

DepEd MEMORANDUM
No. 218 s. 2003

VOLUNTARY PEER ACCREDITATION FOR PUBLIC HIGH SCHOOLS

To: Bureau Directors
    Regional Directors
    Schools Division/City Superintendents
    Heads, Public Secondary Schools

1. The Bureau of Secondary Education (BSE) and the Philippine Association of Public Secondary School Administrators (PAPSSA), in collaboration with the Ford Foundation and the University of Asia and the Pacific (UA&P), are in the process of setting up voluntary peer accreditation system for public high schools. Entitled Project Sterling Silver, the undertaking has crafted and pre-tested the self-survey instrument and is now in the process of training peer accreditors from the public high schools and consolidating the operational requirements of the accreditation system.

2. The project aims to:
   a. set workable standards and benchmarks for Philippine Public High Schools; and
   b. encourage schools to submit themselves to peer accreditation towards constant effort at education excellence.

3. The self-survey covers four major areas of school operations:
   a. Culture, Organization and Resources;
   b. Faculty and Instruction;
   c. Student Outcomes; and
   d. Parents and Community.

Incentives are being formulated for the graded degrees of accreditation.

4. Towards this end, Project Sterling Silver has been doing accreditation dry-runs and training accreditors in twenty-one (21) public high schools nationwide in collaboration with the Secondary Education Division of the Regional Offices. This activity will last until December 2003. A series of activities involving the Regional Offices in Luzon have been conducted for the past two years.
5. Major activities related to the subsequent runs are the following:

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DATE</th>
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<tbody>
<tr>
<td>a. Executive Session with the Central Office of the Department of Education, the Bureau of Secondary Education, and PAPSSA Board</td>
<td>July 10, 2003</td>
</tr>
<tr>
<td>c. Accreditors' Hands-on Training for select peer accreditors in pilot schools from the Regions of Visayas and Mindanao</td>
<td>Last week of the months of July –October, 2003</td>
</tr>
<tr>
<td>e. Accreditation Briefing for the Principals of schools to be accredited from the Regions of Visayas and Mindanao, as well as for selected peer accreditors from these two regional clusters</td>
<td>August 7-9, 2003</td>
</tr>
<tr>
<td>d. Post-Accreditation Workshop for the Principal, Master Teacher, PTCA representative, student representative, and the apprentice accreditors of the schools from Visayas and Mindanao who shall have undergone accreditation</td>
<td>November 27-30, 2003</td>
</tr>
<tr>
<td>e. Culminating National Conference for Strategic Planning, involving some 400 educators (Principals of the 21 pilot schools, apprentice accreditors per region and MAVE Graduates and Students) who shall be involved in project implementation and operation</td>
<td>January 27-30, 2004</td>
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4. Except for the Culminating National Conference, no registration fee shall be charged for the above activities. All participants from the public school system invited by the organizing agencies are allowed to attend on official business.

5. A registration fee of Three Thousand Pesos (Php3,000.00) shall be charged each participant to cover board and lodging and all expenses directly related to the conduct of the conference. The fee and all other expenses incurred thereto may be charged against local funds, or with the permission of the school board, against the local school funds.

6. Participation in each of the activities shall be by invitation, to originate from the project team.

7. In view of the educational importance of this project to the full realization of excellent schools, this Office strongly encourages attendance in all its facets.

8. For more inquiries, please contact Dr. Severina M. Villegas or Ms. Fe Gladys B. Golo at tel. nos. 637-0912 local 271, telefax no. (02) 634-28-28.

9. Immediate dissemination of this Memorandum is desired.

EDILBERTO C. DE JESUS
Secretary

Made: 7-4-03

Reference: None
Allotment: 1— (D.O. 50-97)
To be indicated in the Perpetual Index under the following subjects:

ACCREDITATION
SCHOOLS
Voluntary Peer Accreditation for Public High Schools

To: Bureau Directors
   Regional Directors
   Schools Division/City Superintendents
   Heads, Public Secondary Schools

The Department of Education (DepED), through the Bureau of Secondary Education (BSE), and the National Association of Public Secondary School Heads, Incorporated (NAPSSHI), in collaboration with the Ford Foundation and University of Asia and the Pacific (UA&P), are in the final process of setting up a voluntary accreditation system for public high schools through the Project Sterling Silver.

The project aims to set workable standards and benchmarks for Philippine public high schools and encourage schools to submit themselves to peer accreditation.

In the light of these objectives, Project Sterling Silver has conducted twenty-one (21) pilot and roll-out runs to test, validate, and fine-tune the instruments that will be used for the accreditation proper, as well as, to polish the accreditation process itself. In the process, the project has trained a number of accreditors per region through hands-on accreditation. Additional training shall be conducted to enable those who did not make in the pilot and roll-out runs and to provide an opportunity for the hands-on training for more accreditors.

One major activity related to the subsequent runs is the Post Accreditation Conference on Rubrics and Standards Coaching to be held in Bohol City on April 13-15, 2004 for the Visayas and Mindanao regions and on April 22-24, 2004 in Antipolo City for the NCR and Luzon regions.

Participation in this training in different venues shall be by invitation to be issued by the project team. A registration fee of Three Thousand Pesos (PhP3,000.00) will be charged each participant. The fee and all other expenses incurred thereto may be charged against local funds or against local school board funds.

In view of the educational importance of this project to the full realization of excellent schools, this Office strongly encourages attendance to all the above-mentioned activities. For inquiries, please contact Dr. Severina M. Villegas or Ms. Fe Gladys B. Gol at tel. nos. (02) 637-0912 local 71; tel. fax no. (02) 634-2828.

Immediate dissemination of this Memorandum is desired.

Edilberto C. de Jesus
Secretary

"Educating for a Strong Republic"
Allotment: 1-(D.O. 50-87)

To be indicated in the Perpetual index
Under the following subjects:

ACCREDITATION
PROGRAMS
SCHOOLS

Reformatted by: Sally-(APPES)
February 26, 2004
The greatest gift we can give our children is the gift of Education.

Secretary Jesli A. Lapus
2006 State of Education Address
National Educators Congress