Republic of the Philippines

Department of Education

REGION IV-A CALABARZON

OARD-RM-2023-499

17 August 2023

Regional Memorandum
No. 499, s. 2023

IMPLEMENTATION OF COMPLETE AND ACCESSIBLE LEARNING ATMOSPHERE FOR BETTER ACADEMIC RESULTS THROUGH ZONES OF NETWORKING (CALABARZON)

To **Schools Division Superintendents**
Chiefs of Regional Office Functional Divisions

1. The Department of Education (DepEd) Region IV-A (CALABARZON) is one among the 17 regions in the Philippines that support the MATATAG Agenda of VP Secretary Sara Zimmerman Duterte. It implements programs, projects and major activities to ensure access to and improve the quality of Basic Education through the eight (8) Functional Divisions (FDs) in the Regional Office with the end in view of providing technical assistance and support to all operating units at all governance levels headed by learning leaders who are principally accountable towards achieving the DepEd goals based on the Basic Education Development Plan (BEDP) 2030 and the recently launched MATATAG K-10 Curriculum, which aims at decongesting the current curriculum by reducing learning areas and focusing on fundamental skills for learners to obtain higher order thinking skills as their grade level progresses.

2. In support to this, the Office of the Regional Director, through the Office of the Assistant Director is implementing **CALABARZON – COMPLETE AND ACCESSIBLE LEARNING ATMOSPHERE FOR BETTER ACADEMIC RESULTS THROUGH ZONES OF NETWORKING** which aims at sustaining its Mantra, "Excellence is a Culture, Quality is a Commitment from SY-2023-24, 2024-2025; 2025-2026 by assisting the Schools Division Offices in:

   a. Increasing the number of Centers of Excellence with enhanced curricular offerings in English - Journalism, Foreign Language, SSES, Math, STVEP, Arts, Sports, Farm Schools, Senior High Schools and Integrated Schools;

   b. Establishing integrated inclusive learning resource centers in partnership with LGUs, NGOs, private and business sectors and recognizing SDOs as PRIME-HRM Level 2 and ISO Certified;

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c. Intensifying technical assistance to SDOs and the Personnel Section in integrating ICT towards achieving Level III in PRIME-HRM;

d. Connecting with and engaging the State Universities and Colleges (SUCs)/Local Universities and Colleges (LUCs)/Teacher Education Institutions (TEIs)/Technical Education And Skills Development Authority (TESDA) in their locality for the completion of teachers' diploma in Early Childhood Education, Special Education, and other subjects that will earn them license as professional teachers or as specialists /experts of the learning areas.

3. Enclosed are the list of Executive Committee, Rationale, Description, expected outcomes, Personnel Involved, Roles and Functions, Monitoring and Evaluation for reference.

4. Expenses relative to the implementation of this program shall be charged against local funds, MOOE, SEF and other available funds subject to the usual accounting and auditing rules and regulations.

5. For more information or queries, you may contact ard.calabarzon@deped.gov.ph.

6. Widest and immediate dissemination of and compliance with this Memorandum are highly expected.

ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

Enclosure No. 1 to Regional Memorandum No. _____, s. 2023

IMPLEMENTATION OF COMPLETE AND ACCESSIBLE LEARNING ATMOSPHERE FOR BETTER ACADEMIC RESULTS THROUGH ZONES OF NETWORKING (CALABARZON)

EXECUTIVE COMMITTEE

1.	Consultant	Atty. Alberto T. Escobarte, CESO II	Regional Director
2.	Proponent	Loida N. Nidea	OIC – ARD
3.	Members	Luz E. Osmena	Chief – QAD
		Elino S. Garcia	OIC Chief- PPRD
		Eduarda M. Zapanta	Chief – HRDD
		Job S. Zape, Jr.	Chief – FTAD
		Marites L. Gloria	Chief- Finance
		Michael Girard R. Alba	Chief – ESSD
		Viernalyn M. Nama	Chief – CLMD
		Ann Geralyn T. Pelias	CAO – ASD
		Rey M. Valenzuela	Head - ITO
		Ariel M. Azuelo	Head- PAU
		Jocelyn B. Guzman	Legal Officer
		All SDSs and ASDSs	RASSI

I. PROGRAM TITLE : CALABARZON

COMPLETE ACCESSIBLE, LEARNING ATMOSPHERE FOR BETTER ACADEMIC RESULTS through ZONES of NETWORKING

II. RATIONALE

The Department of Education (DepEd) Region IV-A (CALABARZON) is one among the 17 regions in the Philippines that support the MATATAG Agenda of VP Secretary Sara Zimmerman Duterte. With its robust educational system, it serves a total of 3,994,312 learners across all sectors in the 2022-2023 school year. Of this enrollment, 51.3% are male learners, while 48.7% are female learners. The region's education landscape comprises public schools catering to 81.8% of the total enrollment, followed by the private sector at 17.71%, and State Universities and Colleges (SUCs)/Local Universities and Colleges (LUCs) at 0.30%.

In terms of education levels, the majority of learners are in the elementary level, accounting for 46.8% of the total enrollment. Junior High School follows at 30.6%, while senior high school enrollment stands at 14.5%. Additionally, 7.8% of learners are enrolled in Kindergarten, with a small portion (0.3%) in Non-Graded classes.

Examining Senior High school data, it becomes apparent that the academic track is the most popular, with 74.7% of learners choosing this path. The Technical-Vocational-Livelihood (TVL) track follows closely at 24.8%, while the arts and sports tracks account for 0.4% and 0.2%, respectively.

CALABARZON prioritizes inclusive education programs, catering to diverse learners. The region supports 13,771 Special Education (SPED) learners, 22,997

Muslim learners, 45,206 Indigenous Peoples (IP) learners, and 52,427 learners enrolled under the Alternative Learning System (ALS).

CALABARZON's Senior High School offerings include a unique program called "Security Services and Peacekeeping," attracting 582 enrolled learners this school year. Overall, the region experienced a 10.1% increase in Senior High School enrollment.

Under its organizational structure, CALABARZON Regional Office comprises 23 Schools Division Offices and oversees 6,031 schools across all sectors. Public schools account for 58.9% of these institutions, followed by private schools at 40.7%, and SUCs/LUCs at 0.4%.

The region boasts a workforce capacity of 116,346 individuals, consisting of 89.3% teaching positions, 4.9% teaching-related positions, and 5.9% non-teaching positions. This dedicated workforce contributes to the region's commitment to providing quality education.

III. EXPECTED OUTCOME/S

The Office Regional Director leads and engages Regional Office units, Schools Division Offices, partners, and other education stakeholders in providing quality and accessible basic education through policy direction setting, partnership building, enforcement of standards and resource management. It is expected to produce outcomes and indicators, viz:

Outcomes	Outcome Indicators
SDOs can manage curriculum implementation effectively	100% of SDOs manage effectively implement the curriculum
RO units and SDOs continuously improve their operation	Percentage of RO units and SDOs that have accomplished 100% of the targeted PI in terms of access, quality, governance and resilience compliant to standard and policies
Partners and other stakeholders continuously and actively support the ROs PPPAs	No. of commitments/ pledges and MOA/MOU signed with partners and stakeholders in support of the PPA's implementation

Corollary to that, the Regional Office through the ARD implements programs, projects and major activities to ensure access to and improve the quality of Basic Education through the eight (8) FDs with the end in view of providing technical assistance and support to all operating units at all governance levels that are headed by learning leaders who are principally accountable towards achieving the DepEd goals based on the Basic Education Development Plan (BEDP) 2030. Hence, the implementation of project CALABARZON - COMPLETE AND ACCESSIBLE LEARNING ATMOSPHERE FOR BETTER ACADEMIC RESULTS THROUGH ZONES OF NETWORKING which aims at sustaining its Mantra, "Excellence is a Culture, Quality is a Commitment."

IV. DESCRIPTION AND EXPECTED RESULTS/OUTCOMES

Project **CALABARZON** is an acronym for **COMPLETE** and **ACCESSIBLE LEARNING ATMOSPHERE for BETTER ACADEMIC RESULTS through ZONES of NETWORKING**. It is a one to three-year project that aims at assisting the SDOs in:

a. Increasing the number of Centers of Excellence with enhanced curricular offerings in English - Journalism, Foreign Language, Science, Math, TVL, Arts, Sports, Farm Schools, Senior High Schools and Integrated Schools;

b. Establishing integrated inclusive learning resource centers in partnership with LGUs, NGOs, private and business sectors and recognizing SDOs as PRIME-HRM Level 2 and ISO Certified through the 8 FDs;

c. Intensifying technical assistance to SDOs and the Personnel Section in integrating ICT towards achieving Level III in PRIME-HRM;

d. Connecting with and engaging the State Universities and Colleges (SUCs)/Local Universities and Colleges (LUCs)/Teacher Education Institutions (TEIs)/Technical Education and Skills Development Authority (TESDA) in their locality for the completion of teachers' diploma in Early Childhood Education, Special Education, and other subjects that will earn them license as professional teachers or as specialists /experts of the subjects.

To better understand the project, the table below shows the current status, the alignment to the MATATAG Agenda and Outcomes expected at the ORD and the expected results that would impact the lives of the learners.

1) ICENTEX (Increased number of Centers of Excellence)

Current Status	Matatag Agenda/ PPA responsive to Outcome 1	Description/ Coordinating FD	Expected Results/Outcomes
Among the 23 SDOs in CALABARZON, there are 10 SDOs with both SPA and SPFL, 8 SDOs with SPJ and SSEC, 9 SDOs with SPTVE, 22 SDOs with STE, none for Farm Schools catering to 5,639 learners	MA – Make the curriculum relevant to produce competent and job ready, active and responsible citizens	Increasing the number of and Centers of Excellence with enhanced curricular offerings in SPA, SPFL, SPJ, SSEC, SPTVE, STE, FS, SHS and IS through CLMD, QAD, FTAD and PPRD	Within 3 years of implementation, 100% of the SDOs opened, established, converted to and garnered Seals of Excellence in SPA, SPFL, SPJ, SSEC, SPTVE, STE and FS, SHS and IS benefitted 400,000 learners

2) ILRC and ITAS (Inclusive Learning Resource Center and Intensified Technical Assistance)

Current Status	Matatag Agenda/ PPA responsive to outcome 2	Description/ Coordinating FD	Expected Results/Outcomes
Among the 23 SDOs in CALABARZON, there are 2 SDOs With ILRC; 9 with PRIME-HRM Recognition and 13 with ISO Certification	TA – Take steps to accelerate delivery of BEF; TA- take good care of learners well-being, IE and a positive LE	Improving the learning atmosphere in the 23 SDOs through the ILRC in partnership with stakeholders; ITAS –Intensive TA for SDOs through ESSD, FD, QAD, FTAD, ASD and PPRD	Within 3 years of implementation, at least 1 ILRC per SDO/municipality established serving at least 50,000 learners RO and All SDOs Certainly Certifiable to ISO, PRIME HRM Level 2 or 3, and awarded Seal of Excellence

3) CB-TEACHERS (Capability Building for Teachers Engaged at Courses that are Hard and not their Expertise resulting to Self-Study)

Current Status	Matatag Agenda/ PPAs responsive to outcome 3	Description/ Coordinating FD	Expected Results/Outcomes
Among the 23 SDOs in CALABARZON, there is no SDO yet in partnership with SUCs/LUCs/TEIs/ TESDA serving their teachers	G – Give support to teachers ; CB for TEACHERS (Teachers Engaged at Courses that are Hard and not their Expertise resulting to Self-Study)	Connecting with and engaging the SUCs/TEIs in their "zones" in the completion or securing diplomas on ECCD, SPED, etc. through HRDD, ESSD, ASDS, FD and PPRD	Within 3 years of implementation, at least 5,000 teachers are assisted and given support

V. PERSONS INVOLVED, ROLES AND FUNCTIONS, MONITORING AND EVALUATION

To realize these projects, the Office of the Regional Director, through the OARD shall ensure smooth and seamless implementation from SY 2023-24, 2024-25, 2025-26 through the 8 Functional Divisions (FDs) performing the following roles and functions:

Functional Division	Chief and Staff Responsible	Roles and Functions
Administrative Services Division (ASD)	Ann Geralyn T. Pelias and HRMOs	Provide Data on the No. of teachers teaching not their major/specialization

Curriculum and Learning Management Division (CLMD)	Viernalyn M. Nama and EPS	Provide Data on the no. of SDOs implementing and not implementing Special programs
Education Support Services Division (ESSD)	Michael Girad R. Alba and team	Identify the potential partners for the establishment of ILRC and SUCs/ TEIs offering education courses responsive to the needs of the SDOs and funding organization for LnD
Finance Division (FD)	Marites L. Gloria and team	Allocate HRD funds for teacher development and other funds intended for teachers and learners
Human Resource Development Division	Eduarda M. Zapanta and team	Ensure LnD for teachers who shall handle special programs and assist ESSD in partnering with identified SUCs/TEIs
Field Technical Assistance Division (FTAD) and Quality Assurance Division (QAD)	Job S. Zape, Jr. and Luz E. Osmeña and team	Devise TA plans and provide TA; and process applications for special programs of SDOs, quality assure program implementation
Policy, Planning and Research Division (PPRD)	Elino S. Garcia and team	Provide Data on school offerings and other needed data about learners and teachers
Information and technology Office (ITO)	Rey M. Valenzuela and team	Provide IT expertise especially in the IT integration for PRIME-HHRM Level III
Public Affairs Unit (PAU)	Ariel M. Azuelo and team	Assist the RO and SDOs in dealing with public concerns regarding the programs implemented and will be implemented
Legal Office	Jocelyn G. Buclig and team	Review MOAs for partnership

In doing these tasks, close coordination with the SDSs, ASDSs, Chiefs and other concerned SDO personnel must be done to ensure seamless implementation. All FDs, SDOs and Schools are required to develop M&E plans for their respective education plans, programs and projects. The M&E plan is a document that provides guidance on the purpose and process of conducting monitoring and evaluation of any programs, policies, projects, office mandates and activities. To make the M&E system functional, all operating units across governance levels shall conduct the M&E of their respective basic education plans, policies, programs, projects and major activities in accordance to BEMEF and corresponding standards.

To guide in operationalizing the BEMEF, the M&E structure and system of each governance levels, the following are described per DO No.029, s.2022.

The Regional M&E system shall:

a. Ensure the horizontal integration of M&E activities of the different operating units in the region through the conduct of quarterly PIR (Program Implementation Review);

b. Strengthen the vertical integration to link M&E systems between region, schools division and school;

c. Ensure that M&E standards and processes are implemented at the regional level;

d. Facilitate exchange of information, practices, insights, lessons and issues between and among operating units and external stakeholders; and

e. Ensure the integration of M&E results in developing local programs and plans, and customizing national education strategies and policies; and link M&E results to the organizational and individual performance.

The Schools Division M&E system

The schools division M&E system focuses on the effectiveness and inclusiveness of schools in providing basic education services. The system shall serve as a mechanism for reflection on the SDOs capacity to provide timely and needs-based basic education support services to schools. Through the M&E system, targeted technical support to schools in the areas of curriculum delivery and assessment, training of teachers, teaching and learning process, learning environment, partnerships and stakeholders support, and school leadership shall be regularly provided.

The SDO M&E system shall:

a. Establish a results-based M&E at the schools division level;

b. Strengthen the link of M&E system between SDO and Schools;

c. Ensure the integration of M&E initiatives of SDO operating units;

d. Monitor the effective and efficient implementation of education policies and programs;

e. Ensure that M&E standards and processes are implemented at the SDO and school level;

f. Facilitate the exchange of information, practices, insights, lessons and issues between and among operating units and external stakeholders;

g. Provide feedback to RO on the SDO M&E results;

h. Ensure the integration of M&E results in developing local education plans and programs, and in implementing national education policies and systems both in the SDO and school levels;

i. Provide M&E technical support and capacity building intervention to schools ; and

j. Link M&E results to the organizational and individual performance.

The Schools Division M&E system

The school M&E system shall make the teaching and learning process more learner-centered and school-based management more effective and inclusive. This system shall promote the culture of self-assessment and self-improvement among schools to transform into responsive and nimble organizations. It is a key support system which shall allow the school heads to create and sustain a school environment

that empowers teachers to collaborate in fostering and effective and inclusive school. The school M&E shall provide school heads, teachers, non-teaching staff, and communities with critical insights, lessons, and timely information on the performance of all learners, their needs, as well as barriers preventing active participation in the teaching learning process.

The school M&E system shall:

a. Ensure the periodic conduct of M&E in all school operations and processes in accordance with existing standards;

b. Track operational bottlenecks and issues to update, calibrate and differentiate response every school year and regularly examine and customize teaching strategies;

c. Formalize interface between and among school head, teachers, and non-teaching staff to discuss operational issues and challenges;

d. Facilitate participation of learners, communities and other key stakeholders in the exchange of information, practices, insights, lessons and issues;

e. Maintain records of M&E results and integrate such in the preparation of SIP, OPCRF and other school projects and programs;

f. Report to the SDO the M&E results for appropriate technical support; and

g. Link M&E results to the organizational and individual performance.

VI. REWARDS AND RECOGNITION

The implementation of the Regional Office, SDOs and Schools will be assessed and recognized in appropriate venue if within the expected timelines, Centers of Excellence, ILRCs, PRIME-HRM Levels II and III and considerable number of teachers given support are observed, reported and documented.

A separate guidelines on a rewards and recognition will be issued to the field relative to the implementation, impact and outcomes of Project CALABARZON.