



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region VII, Central Visayas
SCHOOLS DIVISION OF NEGROS ORIENTAL
www.depednegor.net

October 15, 2018

DIVISION MEMORANDUM

No. 670 ; s. 2018

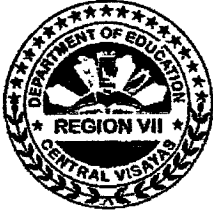
**DISSEMINATION OF REGIONAL MEMORANDUM NO. 0744 SERIES OF 2018 ENTITLED
"ADB TECHNICAL ASSISTANCE"**

TO : Assistant Schools Division Superintendents
Division Chiefs
Education Program Supervisors/Division Coordinators
Public Schools District Supervisors/Districts-In-Charge
Public/Private Secondary School Heads
All Others Concerned

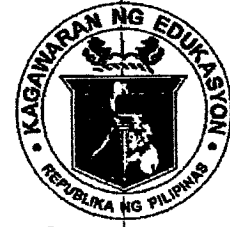
1. This office disseminates RM No. 0744, s. 2018 to the field entitled "ADB Technical Assistance for information and guidance of all concerned.
2. Attached is the copy of RM No. 0744 s. 2018.
3. For widest dissemination.


WILFREDA D. BONGALOS, Ph.D., CESO V
Schools Division Superintendent

16 OCT 2018



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
REHIYON VII, GITNANG VISAYAS
REGION VII, CENTRAL VISAYAS
Sudlon, Lahug, Cebu City



OCT 09 2018

D: 10/10/18

REGIONAL MEMORANDUM
No. 0744, s. 2018

ADB Technical Assistance

**TO: All Schools Division Superintendents/OICs
All Others Concerned**

1. Enclosed is DepEd Memorandum, from Atty. Nepomuceno A. Malaluan, Undersecretary and Chief of Staff, regarding the Asian Development Bank Technical Assistance, for the information and dissemination to the SHS Better Care Task Force and all others concerned.
2. Attention is invited to paragraph 3 of the said Memorandum, relative to the approved research and program areas of the said ADB Technical Assistance.
3. A copy of the said Memorandum is attached for further reference.
4. Immediate dissemination of this Memorandum is enjoined.

Juliet A. Jeruta
JULIET A. JERUTA PhD
Director IV
Regional Director

RD
ARV

Office of the Director (ORDir), Tel. Nos.: (032) 231-1433; 231-1309; 414-7399; 414-7325; Office of the Assistant Director, Tel. No.: (032) 255-4542
Field Technical Assistance Division (FTAD), Tel. Nos.: (032) 414-7324 Curriculum Learning Management Division (CLMD), Tel. Nos.: (032) 414-7323
Quality Assurance Division (QAD), Tel. Nos.: (032) 231-1071 Human Resource Development Division (HRDD), Tel. No.: (032) 255-5239
Education Support Services Division (ESSD), Tel. No.: (032) 254-7062 Planning, Policy and Research Division (PPRD), Tel. Nos.: (032) 231-9030;
414-7065 Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367
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"ESQ 2015: Karapatan ng Lahat, Panatagutan ng Lahat"



REPUBLIC OF THE PHILIPPINES
 DEPARTMENT OF EDUCATION
 REGION VII, CENTRAL VISAYAS
 Sudlon, Lahug, Cebu City
REFERENCE SLIP



Date _____

TO: Law / Armanjio

- For action/compliance
- For information
- For comment/recommendation
- For preparation of appropriate letter of indorsement
- For dissemination
- For review/contents/noted and return
- For file
- See me

Please finish or update the undersigned on task requested on before _____

Inform all SDO's to download this and provide Juliet A. Jeruta JULIET A. JERUTA, Ph.D. CESO V
 their SHS Better Care Task Force copies. Director III
 OIC-Regional Director

marks: Reproduce and provide
all SDO's a copy during
the Oct. 11 meeting.

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Republic of the Philippines
Department of Education



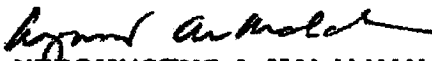
Department of Education
Region VII, Central Visayas

RD2018-3258
27 Sep 18

Tanggapan ng Kalihim
Office of the Secretary

MEMORANDUM

FOR : Executive Committee Members
Central Office Bureau and Service Directors
Regional Directors

FROM : 
ATTY. NEPOMUCENO A. MALALUAN
Undersecretary and Chief of Staff

SUBJECT : ADB Technical Assistance

DATE : 26 September 2018

The DepEd has an ongoing and upcoming program with the Asian Development Bank (ADB's Senior High School Support Program and its successor program currently under process) that is covered by a Results Based Lending (RBL) facility. The undersigned has been designated as official representative of DepEd for this program at the Executive Committee meeting held on 30 May 2018 at General Santos City.

As an incident to ADB's RBL program with DepEd, ADB is under obligation to also provide Technical Assistance (TA) to areas related to the Disbursement Linked Indicators under the program.

In connection with this, the Secretary has approved the following research and program areas for the ADB TA, taking into consideration the policy and research gaps identified in previous Execom discussions and/or identified by the Office of the Secretary:

- 1) **Teacher Work Force Profiling Study.** This study aims to establish a profile of the existing teaching personnel of DepEd in terms of the following attributes: (i) age; (ii) highest educational attainment; (iii) specialization (i.e., major/minor and specialized training credentials); (iv) years in service; (v) salary grade; and (vi) teaching assignment in terms of subjects taught and schools division office (SDO). Initially, the following sources of teacher information will be mined: (i) Personal Services Itemization and Plantilla of Personnel (PSIPOP) of Department of Budget and Management (DBM); (ii) DepEd's payroll database; (iii) SDO-level/school-level personnel roll. The output of this exercise will inform the Department's policies and

programs related to: (i) career pathing; (ii) teacher professional development and in-service training programs; and (iii) teacher demand by specialization.

This study will be an important complement to the teacher motivation study being undertaken by SEAMEO-INNOTECH, and will also be an important data basis for policy considerations such as hiring, training and promotions. This area is specifically requested by the Office of the Secretary.

- 2) **Review of Technical-Vocational-Livelihood (TVL) strategic directions.** Recent analysis of how the senior high school (SHS) TVL track is being implemented highlighted, among others: i) the need for curriculum contextualization and adjustment in line with community and industry needs; ii) that of the 94 specializations in DepEd's TVL track, those offered in many DepEd secondary schools do not necessarily align with local industry requirements or students' preference, and iii) some DepEd schools are offering TVL with unusual combinations of specializations (e.g., beauty and nail care with SMAW).

On the other hand, the introduction of the Joint Delivery Voucher Program (JDVP) for TVL specializations also expanded the planning frame, as this then required an even closer coordination with the Technical Education and Skills Development Authority (TESDA) and technical-vocational institutions (TVIs). DepEd would now have to take into consideration factors and inputs that are not fully in its control, yet have substantial implications to TVL program planning and budgeting in terms of facilities, equipment, tools, and teachers.

The emerging context of offering the TVL track reinforces the importance of broadening the engagement with local stakeholders, including entities and mechanisms within the Regional Development Councils (RDCs). DepEd would have to optimize data and information provided by other agencies. For example, TESDA has information on the various TVIs that are located in the different SDOs, their respective specialization offerings, and possible plans for expansion or changes in offerings; while the Department of Labor and Employment (DOLE) regularly updates the regional list of in-demand jobs and hard-to-fill jobs (JOBSFIT). At the same time, DOLE also maps these jobs/occupations with their respective skills requirements.

The objective of this TA is two-fold. First, it will support the formulation of a national framework for DepEd's strategic direction for its TVL program by synthesizing information from DOLE, TESDA, DTI and NEDA in the context of the country's overall economic structure and other macro constraints. Second, the TA team will also assist in the conduct of 3 pilot regional workshops (to be participated in by the DepEd regional office, SDOs, the Regional Development Council, and regional and provincial offices of TESDA, DOLE and DTI), which will have the following key specific objectives:

- a) understand the inter-relationship between the roles of the different stakeholders in the delivery of the TVL Program;

- b) strengthen the linkage between TVL specialization offerings in DepEd SHSs and labor market demand in the regions;
- c) map resources currently available for TVL (e.g., equipment and specialized teachers in DepEd schools) vis-à-vis the TVL specialization offerings of TVIs in the different SDOs as an input to determining the feasibility of joint delivery of TVL;
- d) identify means to further operationalize institutional partnerships in various aspects of the delivery of the SHS TVL Program (e.g., data collection, data usage and sharing for planning and to inform program implementation, continuous contextualization and updating of program offerings); and
- e) share best practices in collaboration for improving the delivery of the TVL Program.

At the end of this exercise, it is expected that: (i) each SDOs in the various regions will have matched the TVL specializations that the different DepEd schools within their jurisdiction are able to reasonably offer given the resources that they currently have with the skills requirement of the in-demand and hard-to-fill jobs in their respective regions based on JOBSFIT data; and (ii) each SDO in the various region will have come up with a list of TVL specialization offerings that are being offered in TVIs but which DepEd schools within their jurisdiction are not able to offer given their existing resources. This will serve as an input to the TVIs in the SDO that can possibly participate in the joint delivery of TVL.

This area has come up in various Execom meetings.

- 3) **Study on strengthening national student assessment.** The objective of this TA is to assist DepEd in improving the alignment of its assessment systems with the requirements of the K to 12 basic education curriculum, particularly at the key stages of JHS and SHS, and the need for evidence to support policy formulation, planning, and programming at different levels of governance. The key tasks under this TA will include the provision of technical advise and support on the following: (i) review and improve the summative and formative assessment system for secondary education, including the current articulation of bases, indicators, and measures of system performance that are used to provide insights on the effectiveness of curriculum and instruction program delivery; (ii) determining how the implementation of national and international large-scale assessments of student learning outcomes can be more effectively used for determining the national secondary education system's effectiveness and efficiency; (iii) improving the dissemination of assessment results, analysis at the central, regional, and schools division levels; (iv) design of effective training approaches on the utilization of assessment results; and (v) improving the assessments used for measuring learning outcomes in the TVL component in JHS and SHS, with particular inputs on how to develop a standardized work immersion assessment tool. This study is requested specifically by the Office of the Secretary.

- 4) **Updating of the DepEd's 2020-2024 Medium Term Expenditure Plan (MTEP).** The primary objective of this engagement is to support the fiscal reform initiatives of DepEd by providing technical services in carrying out necessary activities towards the updating of its 2020-2024 MTEP in view of: (i) more recent information on critical input deficits after the completion of the first cohort of SHS students under its K to 12 reform, (ii) proposed new planning parameters (e.g., minimum service standards for teacher-student ratios and classroom-student ratios), (iii) the introduction of a cash-based budget, and (iv) the upcoming mid-term update of the 2017-2022 Philippine Development Plan.

The ultimate objective of this exercise is to improve planning-budgeting linkage by helping the DepEd and the oversight fiscal agencies appreciate the impact of alternative budget support levels on education outputs and outcomes.

The TA team shall undertake the following activities:

- a) Hold consultations with key DepEd officials and staff to confirm and verify the department's its key strategic directions and major initiatives in the medium-terms as differentiated from its "existing policies";
- b) Assess the budget implications of the proposed new planning parameters (i.e., minimum service standards for critical inputs) not only in terms of their medium-term budget implications but also in terms of a realistic phasing of these new parameters given the Department's absorptive capacity;
- c) Assist the department in revisiting the minimum service standards for some of the critical inputs (e.g., classroom ICT equipment, TVL equipment);
- d) Develop medium-term costing of the Department's key strategic directions and major initiatives;
- e) The revised MTEP should elaborate on at least two scenarios:
 - i) A base case where the primary assumption is to continue DepEd operation at the existing level of output/ outcome given existing policy
 - ii) A reform case which incorporates the DepEd's key strategic directions and major initiatives

For each scenario, the MTEP should provide details on financial, human resource and physical input requirements of the DepEd's major programs, activities and projects (PAPs) as well as the associated overall education outcomes (Gross Enrolment Rate, Cohort Survival Rate, etc.);

- f) The MTEP should also recommend strategies for the effective and efficient management of resources for the base and reform cases;
 - g) Conduct training for the staff of the Office of the Undersecretary for Finance-Budget and Performance Monitoring and the Planning Service on the tools used in preparing the multi-year estimates through formal workshops/training and on-the-job application of methodology/techniques. The objective of this exercise is to enable key personnel of the Planning Service and DBM to undertake a similar exercise in the future with little or no inputs from external consultants;
 - h) Assist the Department in presenting the output of this engagement to the DBCC for its approval.
- 5) **Technical support to the DepEd's Fiscal Reform Committee (FRC).** The main aim of this technical assistance is to assist DepEd in implementing its public financial management (PFM) reform priorities and the FRC to be constituted. The key tasks under the TA will include the provision of technical advice and support on the following: (i) review of DepEd's financial management system to enable effective adoption of the government-wide fiscal reform agenda; (ii) setting the policy and operational agenda of DepEd's FRC; and (iii) design and implementation of PFM capacity building activities.
 - 6) **Building DepEd capacity to undertake policy research/studies.** The TA will have three components: (i) inventory and cataloguing of existing basic education information and database sources; (ii) complement the formulation of policy research agenda for the basic education subsector; and (iii) mentoring and coaching of selected DepEd staff in the conduct of qualitative and quantitative research, including use of software for statistical analysis. This TA is requested specifically by the Office of the Secretary.
 - 7) **SHS Voucher Program (VP) Study.** Using available data on the rollout of the VP, the TA will review whether the program, as currently implemented, is effectively contributing towards achieving its objectives. In particular, the review will involve the following: (i) review the program's context, rationale, goals, design features, and implementation arrangements and processes; (ii) document and assess accomplishments to date in terms of outputs and outcomes relative to agreed goals, objectives, targets and performance indicators; (iii) assess the cost of the program and its benefit incidence and compare quantitatively public school delivery vs. VP cost per student; (iv) review implementation of risk mitigation plan; (v) assess the provision for program evaluation and monitoring for timely adjustments and learning; and (vi) explore possible approaches to future impact evaluation and identify available data and data to be collected for the evaluation.

All relevant units are requested to extend cooperation with the ADB research team on the above TA areas. Cooperation may include providing related information and data, interviews, ad/or joint work.

All relevant units are also requested to submit to the Office of the Secretary any other ongoing or planned substantive research/study on the above areas to facilitate coordination and alignment, and to avoid duplication of efforts.

The results of the TA will be shared with your offices. Any implication on DepEd policies shall be deliberated at the appropriate levels within DepEd, as may be directed by the Secretary.

Thank you.