



REPUBLIC OF THE PHILIPPINES  
DEPARTMENT OF EDUCATION  
REGION XI  
DIVISION OF TAGUM CITY



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**Division Memorandum**

No. 1666, s. 2019

TO : **CHIEFS, CID & SGOD  
ALL SECTION HEADS  
ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL HEADS**

FROM : Office of the Schools Division Superintendent

SUBJECT : **ADHERENCE TO SULONG EDUKALIDAD AS MECHANISM IN  
ADDRESSING LEARNING GAPS IN BASIC EDUCATION**

DATE : December 10, 2019

In consonance to the herein Regional Memorandum dated 05 December 2019, this Office enjoins all schools, both public and private, and offices and sections of this Division to **adhere and be proactive to the ongoing and would be instituted interventions of the Department of Education as support to quality education.**

In line with this, all schools are hereby directed to ensure the **Net Zero** as articulated in the Regional Memorandum No. 57, s. 2019 particularly for Zero Non-Readers before March 2020 and employ appropriate interventions for learners under frustration and instructional levels. **Monthly reports of the reading profile per school** be submitted to this Office, **Attention: Dr. Darwin F. Suyat, EPS**, on January 10, February 10, and March 10, 2020 to determine the progress of the reading levels of the learners. Said reports shall be subsequently submitted to the Regional Office.

Further, it is informed that during the conduct of Project PAKIGHINABI at this Division **on-the-spot reading test** and the **capture of reading profile** shall be done at the schools to be visited.

Furthermore, all schools and concerned offices are reminded to ensure that all other provisions of the above Memorandum shall be sustained and enlivened in the classrooms and schools as support to the four (4) pillars of the Sulong EduKalidad, namely:

1. **K** to 12 Curriculum review and update
2. **I**mproving the learning environment
3. **T**eachers' upskilling and reskilling; and
4. **E**ngagement of stakeholders for support and collaboration

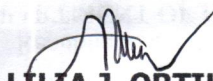
The above pillars as capsulized in the acronym KITE envisions to see the kites of dreams of all learners fly high to achieve their full potential.

All expenses to initiatives that reinforce the above interventions shall be charged to local funds and other sources of funds, subject to the usual accounting and auditing rules and regulations.

Kindly refer to the enclosures for other relevant details.

For strict compliance.

*By authority of the Schools Division Superintendent*

  
**LILIA J. ORTILLANO**  
Education Program Supervisor  
In-Charge of the Division

DEPARTMENT OF EDUCATION DIVISION OF TAGUM CITY RECORDS SECTION	
<b>RELEASED</b>	
By: <i>JJRM</i>	
DEC 10 2019	Time: 1:28
Remarks: <i>Disseminated 1666-19-12</i>	

Enc'l: As stated

Records



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**DEPARTMENT OF EDUCATION**  
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**MEMORANDUM**

To : OIC – Assistant Regional Director  
Schools Division Superintendents  
Assistant Schools Division Superintendents  
School Heads, Public and Private Schools  
Chiefs, Functional Divisions  
Heads, Sections and Units

Subject: ADHERENCE TO SULONG EDUKALIDAD AS  
MECHANISM IN ADDRESSING LEARNING  
GAPS IN BASIC EDUCATION

Date : December 5, 2019

In reference to the herein Message of the Secretary of Education, Hon. Leonor Magtolis-Briones during the launching of the Sulong EduKalidad at the Bulwagan ng Karunungan Hall, DepED Central Office on December 3, 2019, this Office enjoins all employees in the Regional Office, Schools Division Offices (SDOs) and schools both public and private in the region to adhere and be proactive to the ongoing and would be instituted interventions as support to quality education.

The result of the Programme for International Student Assessment (PISA) as emphasized by the secretary in her message reveals that Philippines is the last in terms of reading and near the last in terms of Science and Mathematics. Such draws us to concentrate our efforts to interventions for quality education.

Relative to the above challenge of the secretary, this Regional Office directs all SDOs and schools to ensure the Net Zero as articulated in the Regional Memorandum 57, s. 2019 particularly for Zero Non-Readers before March 2020 and employ appropriate interventions for learners under frustration and instructional levels. Monthly reports of the reading profile per SDO be submitted to this Office on January 10, February 10 and March 10, 2020 to determine the progress of the reading levels of the learners.

Moreover, all field monitors in the Project PAKIGHINABI (Participatory Actions of Key Players for Inclusive Growth through Holistic Interfacing, Nurturing Assessments and Best Innovations) and other supervision approaches of the SDOs shall highlight on-the-spot reading test and capture reading profile of schools visited.

Correspondingly, this Office advises all SDOs and schools to ensure that all other interventions of said Memorandum be sustained and enlivened in the classrooms and schools as these supports to the four (4) pillars of the Sulong EduKalidad such as:

*Empowerment    Adaptability    Goal-oriented    Leadership    Excellence*

Page 1 of 2

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1. **K** to 12 Curriculum review and update
2. **I**mproving the learning environment
3. **T**eachers' upskilling and reskilling; and
4. **E**ngagement of stakeholders for support and collaboration

The above pillars as capsulized in the acronym KITE envisions to see the kites of dreams of all learners fly high to achieve their full potential.

All expenses to initiatives that reinforce the above interventions shall be charged to local funds and other sources of funds, subject to the usual accounting and auditing rules and regulations.

For strict compliance.

  
**EVELYN R. FETALVERO, CESO IV**  
 Assistant Regional Director  
 Officer – In-Charge  
 Office of the Regional Director

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DEPARTMENT OF EDUCATION  
 RECORDS SECTION

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*Empowerment Adaptability Goal-oriented Leadership Excellence*

Page 2 of 2

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***Sulong EduKalidad***  
**Addressing the Challenge of Quality in Basic Education**

**Secretary Leonor Magtolis Briones**  
Department of Education

(Speech at the Launch of *Sulong EduKalidad*  
Bulwagan ng Karunungan, Department of Education)

December 3, 2019

**Access to Education**

Provision of access to basic education has always been a key priority of our government. We all agree that access to education is the first step to achieving a bright future. That is why we always aim that every Filipino has and will have access to complete basic education.

Earlier this month, I reported to the President and the Cabinet that sustained historical government investment in education has produced major gains in access to education. Our continuous efforts resulted to access indicators showing upward development.

The achievements are being recognized by the people. DepEd has the highest approval rating among line agencies of the executive, and we have been reaching the highest levels of approval as a Department under the present term.

All these successes are not only of the department's; these are the products of holistic, cohesive and unified efforts to provide the Filipinos access to basic education. This is why I--along with my team and the whole of DepEd family--continue to work hard, and to be grateful to all of you here who have contributed to this pursuit.

Still, no one should be left behind. We continue to address the remaining access gaps in basic education, such as through our Last Mile Schools Program.

**The Challenge to Shift to Quality**

While we are very happy to see major development in terms of access to basic education, we finally need to respond to the biggest lingering challenge of basic education in the country: QUALITY, particularly of our students' learning outcomes.

The performance of our students in large scale assessment, the National Achievement Test, which we administer for Grade 6, Grade 10 and Grade 12, gravitates

towards the low proficiency levels especially in Science, Math and English. In 2018, DepEd boldly decided to participate for the first time in the Programme for International Student Assessment (PISA) of the Organisation for Economic Co-operation and Development (OECD). PISA is a triennial international assessment administered to a representative sample of 15-year old students to test their proficiency in reading, science and mathematics.

The PISA results, where we placed last among 79 participating countries and near last in science and mathematics, puts in even sharper focus our need to address quality in basic education.

The standards of education quality is even made more challenging by technology. Professor Schwab, the Founder and Executive Chairman of the World Economic Forum, said that there is a revolution that is happening right now, which is fundamentally changing the way we live – whether we are aware of it or not. Industry 4.0's technologies, such as artificial intelligence, genome editing, augmented reality, robotics, and 3-D printing, are rapidly changing the way humans create, exchange, and distribute value. In my generation, we only used computers to calculate, record, and make a simple analysis. But now, the world is different. Artificial Intelligence, through our computers and our phones, they are watching us. AI knows when your blood pressure is high, what ads to show on your Facebook feed, and even influence us in what videos, series, and movies to binge-watch on Netflix. There are fears that there would be a time when AI and IT will be controlling our lives and not the other way around.

As early as the 1960s, Frank Herbert's DUNE novels have already considered that robots with human brain implants will rule the world. Nothing can be more formidable than the combination of a robot and a human, and that is also quite likely.

Yuval Noah Harari, author of Homo Deus and one of the most fascinating writers today, says that by 2030 or 2050, we will not know how we will live life at the way that we are replacing our body parts, at the rate that we are redesigning not only our eyes and noses but everything else. We cannot predict how we will look like, how we will act, and how we will think.

The President of Peru, when he hosted us education ministers, observed that by the time our learners graduate, everything that we have taught them will be irrelevant. This is the uncertainty of the job market. We provide our learners with pre-determined skills, but we don't even know what the world will demand, and how the world will be like by 2030 or even in 2050. We don't know what skills people will need.

Today there is an influx of enormous data accessible in one click – but we don't know what to do with it.

## **The Core Components of *Sulong EduKalidad***

Today, we launch *Sulong EduKalidad*, our rallying call for a national effort for quality basic education.

With the various changes that are happening in our world today, what are the challenges in 21st-century education that we must respond to, as we launch *Sulong EduKalidad*?

### **1. K to 12 curriculum review and update**

The first challenge is to produce a new breed of learners – learners who think critically. Critical thinking is not about teaching our children to criticize. It is about breaking apart a problem or an issue or a challenge, and using foundational and specialized knowledge and skills, especially in Science, Technology, Engineering and Math (STEM), to find solutions and innovations.

But we must balance our education with humanities, and that is where the social science in education comes in. Ministers of Education agree that even if AI is on the rise, even if FIRE is on the rise, we have to retrieve our humanity. Three years ago, I asked high school students, “can AI produce a play like Shakespeare did? Romeo and Juliet? Or can AI produce a symphony like Beethoven?” Their answer was no. A few months ago, I asked the same question to certain groups, “Can AI produce this? Can AI produce that?” Their answer was a resounding yes.

My son who is a painter, a studio arts graduate of the University of the Philippines, combines IT digital imaging with painting; and that is perhaps the direction at present – the fusion of human skills with AI. If we concentrate only on catching up on science and technology, but forget history, culture, and arts, what makes us different? Where will we Filipinos get our soul?

Thus, the first core component of *Sulong EduKalidad* is the review and updating of the K to 12 curriculum. I have also directed the setting up of a Futures Thinking Unit at DepEd, so that we can think about, and adapt our curriculum to, the future.

### **2. Improving the learning environment**

There is also a challenge for us to improve our facilities and equipment. We at DepEd are trying to distribute computers as fast as possible. In Taguig, which is my favorite example, the local government helps DepEd ensure that each of their students has a computer. Some of their classrooms are also already equipped with smart blackboards.

Beyond physical facilities, we must also ensure that our schools are safe spaces for learning. We must be able to give our learners a learning environment where they are able to share their thoughts, views and experiences without fear of judgment, and where we are able to empower them to make informed and responsible decisions.

Thus, the second pillar of *Sulong Edukalidad* will be to sustain the improvements in our learning environment, in terms of physical facilities, learning resources, and safe and nurturing schools.

### **3. Teachers' upskilling and reskilling**

Arguably the most crucial challenge, is with our teachers. With fast changing standards of education quality, our teachers must be able to constantly keep up with the times. As I have said many times, the battle for quality basic education will be fought and won inside the classroom, by our teachers.

Teaching requires continuous innovation. I have seen new ways of teaching. I read a textbook in Mathematics which revolves around the story of Juan Tamad. Local themes, as well as issues, were embedded in the story of Juan Tamad. I stayed up to 3 o'clock in the morning reading a textbook about a subject that I hate.

Jesus Insilada, a teacher in a rural town, was able to get awards and recognition since he innovated and upgraded his way of teaching. That is what we want our teachers to absorb, to be able to innovate and be relevant to the changing times.

Thus, the third pillar of *Sulong Edukalidad* is the reskilling and upskilling of our teachers. We will be investing and giving our full support to our teachers for their in-service professional development, and provide the proper incentives through career progression and promotion opportunities as they develop their teaching proficiency. Already, we have secured the approval of the President and the Cabinet to expand the levels of teacher positions by adding Teacher 4 to Teacher 7, with higher salary grades, to the existing Teacher 1 to Teacher 3. This will allow for broader promotions opportunities for our teachers as they advance in their professional development.

### **4. Engagement of stakeholders for support and collaboration**

Finally, we will need the help of all sectors and communities. Our experience is that everyone, whether local governments, parents, alumni associations, NGOs, the private sector, development partners, is ready to contribute to the education of our children.

These are on top of all existing programs of the Department for access and quality.

### **Directives**

Regarding the results of PISA, **I make the following directives** to the Undersecretaries and Directors here today:

Does the choice of language affect test performance? Reading in English is clearly a weakness of our learners, and this may also affect the performance of our learners in Science and Math, as the language of instruction and testing in later grades is English. With this, **I direct the Curriculum and Instruction strand, specifically Bureau of Curriculum Development (BCD), and Bureau of Education Assessment (BEA) to study this further**, but quite obviously we need to strengthen our teaching and learning in English, if we are to continue with English as our language of instruction and testing.

The ongoing curriculum review should closely examine the emphasis of foundational competencies of reading and numeracy, especially in the early grades. **I direct that we make sure that through the curriculum review, these competencies are clearly articulated, and are not sacrificed by congestion of ancillary competencies.**

**I direct that the Bureau of Education Assessment to be more proactive** in interacting with our units and the field to ensure alignment of our national and system assessment with curricular goals and instructional and classroom assessment practices at the school/classroom levels. **The first step is for BEA to be more open to the field, not about specific assessment questions, but the assessment standards and tools, as well as the outcomes.** There should be greater familiarity with this so that misalignments can be more visible at the level of the field.

Our message in Sulong EduKalidad is that addressing the challenge of quality will be a difficult and long-drawn process, and we need everyone's support. But to be efficient, one limiting variable for all of our efforts and interventions is to ask: How will this translate in the concrete at the school



Thus, the fourth pillar of *Sulong Edukalidad* is the engagement of stakeholders for support and collaboration. In our push for quality, we will need more than contributions of physical facilities, which is what we have been used to. We need to deepen our engagement to consultation, collaborative research and analysis, and high level advice to strategic policy, planning and programming for quality. This is the reason why a few weeks ago, we convened the Philippine Forum for Education Quality, to provide us a coalition for quality education that can sustain itself across administration transitions.

**The learner at the center of *Sulong Edukalidad***

At the center of *Sulong Edukalidad* is the Filipino learner. The first letters of the four pillars of *Sulong Edukalidad* form the word KITE. *Sulong Edukalidad* is our commitment to help our learners achieve their full potential, for their kite of dreams to fly high through quality basic education for all.

## **Situating PISA Within Sulong EduKalidad**

**Secretary Leonor Magtolis Briones**  
*Department of Education*

December 4, 2019  
SEAMEO Innotech, Quezon City

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### **Participating in PISA**

In 2018, DepEd boldly decided to participate in the Programme for International Assessment (PISA), an international assessment that measures 15-year old students' reading, mathematics, and science literacy every three years. We made the decision, despite anticipating a poor showing based on indications from our NAT performance, for a number of reasons:

1. We want to find out our standing in global education, as we aim to globalize the quality of Philippine basic education;
2. We want to take advantage of an assessment designed and constantly updated by education experts around the world; and
3. We want to have data for further study to complement our own national assessment.

To many in the country, it should be a wake-up call that the standards of quality are not static, and we need to be always abreast of these standards.

What PISA is not about to us is a ranking system, a competition, and a race to the top. We take it for our own purpose. We also caution that assessments like PISA and NAT do not solely define quality. There are other dimensions of quality that are not comprehended by these tests. Our National Festival of Talents, our performance demonstration of skills, many of the soft skills that we need, these may not be fully captured by these assessments.

But we need to maximize and perform well in assessment standards such as the PISA as we shift our focus to the quality of basic education. These assessments provide us mechanisms for baseline setting, diagnosis, and benchmarking for progress.

### **Sulong EduKalidad**

Yesterday, we launched Sulong EduKalidad centered on four pillars of aggressive reforms for quality:

1. K to 12 curriculum review and update;
2. Improving the learning environment;
3. Teachers' upskilling and reskilling; and
4. Engagement of stakeholders for support and collaboration.

Many of you are in yesterday's launch, and I will not repeat my remarks yesterday; I am instead sharing a copy of my remarks. But let me emphasize that interventions are already happening in the concrete.

The curriculum review is ongoing, and we will hear some updates on this at this afternoon's panel.

The transformation of the National Educators Academy of the Philippines (NEAP) is well underway. We have secured Cabinet approval of additional plantilla items for the NEAP Central Office and NEAP in the regions. I am just waiting for the final draft, for my signature, of the Recognition Guidelines for all proposed professional development programs or courses for our teachers and school leaders. We are now bidding the refurbishment and renovation of our NEAP training facility in Baguio.

We have secured Cabinet endorsement of our proposal to expand the levels of teacher positions, with the addition of T4 to T7 to the present T1-T3. This will allow for broader promotions opportunities for our teachers but conditioned on professional development.

The Last Mile Schools is a new budget item beginning in 2020, addressing the facilities needs of the remote schools that have facilities gaps.

and classroom level? It is at the level of the school and the classroom that quality will ultimately depend.



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July 30, 2019

REGIONAL MEMORANDUM  
 No. 057, s. 2019

**QUALITY POLICY AND DIRECTIONS OF DEPED  
 REGIONAL OFFICE XI**

To : Assistant Regional Director  
 Schools Division Superintendents  
 Assistant Schools Division Superintendents  
 Chiefs, Functional Divisions  
 Heads of Schools, Public and Private Institutions

1. Relative to the direction of the Department of Education Regional Office XI, this Office expresses its commitment to quality service and satisfaction of its stakeholders through its Quality Policy and Directions.

2. This Office enjoins all Schools Division Offices (SDOs) and schools' personnel to support the Quality Policy that conveys the intention, direction, products and processes of DepEd Region XI:

*We are committed to serve our learners, teachers, school heads and stakeholders by providing contextualized learning materials, competent school heads and education supervisors, relevant regulatory services and local policies and responsive education support services.*

*These are delivered by responsible, competent and innovative employees supported by technologically-driven processes and keeping an environment of continual improvement.*

*We are also committed to comply with the existing laws, rules and regulations issued by Civil Service Commission and other oversight agencies, and operate under an Enabling Accountability, God-fearing Leadership with Ethical and Transparent governance.*

3. Below are the guidelines for implementation:

**3.1 Clean School, Happy All**

- i. Every school is a conducive learning environment with:
  - i. School signage;
  - ii. Clean / Functional comfort rooms;
  - iii. Properly structured classroom;
  - iv. Beautiful, landscaped, well-paved pathways with covered walks;
  - v. Well-maintained School Inside a Garden (SIGA);
  - vi. Functional Reading Center; and

*Empowerment Adaptability Goal-oriented Leadership Excellence*

Page 1 of 2

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vii. School Key Performance Indicators.

- 3.2 Evaluation of the Impact of the Project EAGLE (Elimination of Academic Gaps of Learners in the Elementary)
  - 3.3 Updated reports on the Programs, Projects and Activities (PPAs) and full fund utilization based on PMIS (Program Management Information System) and downloaded funds
  - 3.4 Strengthened system and processes of governance from the Region, Division to Schools
  - 3.5 Institutionalization of free online programs, i.e MOOC, Microsoft 365, Microsoft Ambassador
  - 3.6 Strategic Objectives targets are aligned with Schools Division Offices
  - 3.7 Tracking of Senior High School Graduates by Division (per school year)
  - 3.8 Enrichment of Curricular Offerings especially TVL, STVEP
  - 3.9 Utilization of delivered Learning Resourced (DCP Package, TVL tools and equipment, Science and Mathematics Laboratory equipment)
  - 3.10 Commitment to Net-Zero:
    - ii. Dropout rate;
    - iii. Unfilled positions;
    - iv. Non – readers; and
    - v. Contribution throughout the year.
  - 3.11 M and E in both Public and Private Schools
  - 3.12 Harness public and private partnerships in improving the provision of Basic Education services
3. For information, guidance and reference.


  
**EVELYN R. FETALVERO, CESO V**  
 Assistant Regional Director  
 Officer – In – Charge  
 Office of the Regional Director

To be indicated in the *Perpetual Index*  
 under the following subjects:

**DIRECTIONS      QUALITY POLICY      THRUSTS**

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Page 1 of 2

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