

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON AT KULTURA
(MINISTRY OF EDUCATION AND CULTURE)
Maynila

February 1, 1982

MEMORANDUM
No. 28, s. 1982

IMPROVING THE INFORMATION GATHERING
AND REPORTING SYSTEM OF THE MEC

To: Bureau Directors
Cultural Agency Directors
Regional Directors
Chiefs of Services, and Heads of Units

1. The Ministry of Education and Culture needs various data and information in planning, implementing and evaluating educational programs; and in carrying out its financial, administrative and supervisory activities. It also needs data and information to meet the requirements of the Office of the President, Office of the Prime Minister, the Batasang Pambansa, the National Economic and Development Authority (NEDA), the Ministry of the Budget and other government agencies. In addition, educational information is requested by the UNESCO, UNICEF, IBRD, the mass media and the general public.
2. In order to meet its own requirements and those of its clientele, an efficient and effective data and information gathering and reporting system shall be institutionalized, effective January 1982, in every regional office and in every bureau and unit as well as in the Ministry Proper.
3. Inclosed is a list of reports/data required by MEC Central Office to be accomplished and submitted by the regional offices. The due dates are indicated in Inclosure No. 1.
4. The regional office is held responsible for designing its own system and schedule of reporting to enable it to submit the required report to the MEC Central Office on the dates indicated.
5. It is, however, suggested that each regional office organize regional, division, district and institutional management information system basically to meet its own operational needs for planning, budgeting, administrative and supervisory activities relevant to the implementation of educational programs.

6. In view of this, the Regional Educational Management Information System (EMIS) may start with eight (8) subject package areas namely: (a) pupil/student, (b) personnel, (c) curriculum, (d) legislation and control, (e) physical facilities, (f) finance, (g) community extension services, and (h) educational planning, research and evaluation.

7. Suggested organizational structure, processes and operations of the MIS of each region, division, district and institution are also inclosed for the guidance of the field.

8. The data and information gathering, collating, and reporting system shall be jointly coordinated by the Planning Service and the Information and Publication Service. They shall assist the various offices in the establishment of the above suggested management information systems.

(SGD.) ONOFRE D. CORPUZ
Minister

Incls.:

As stated

Reference:

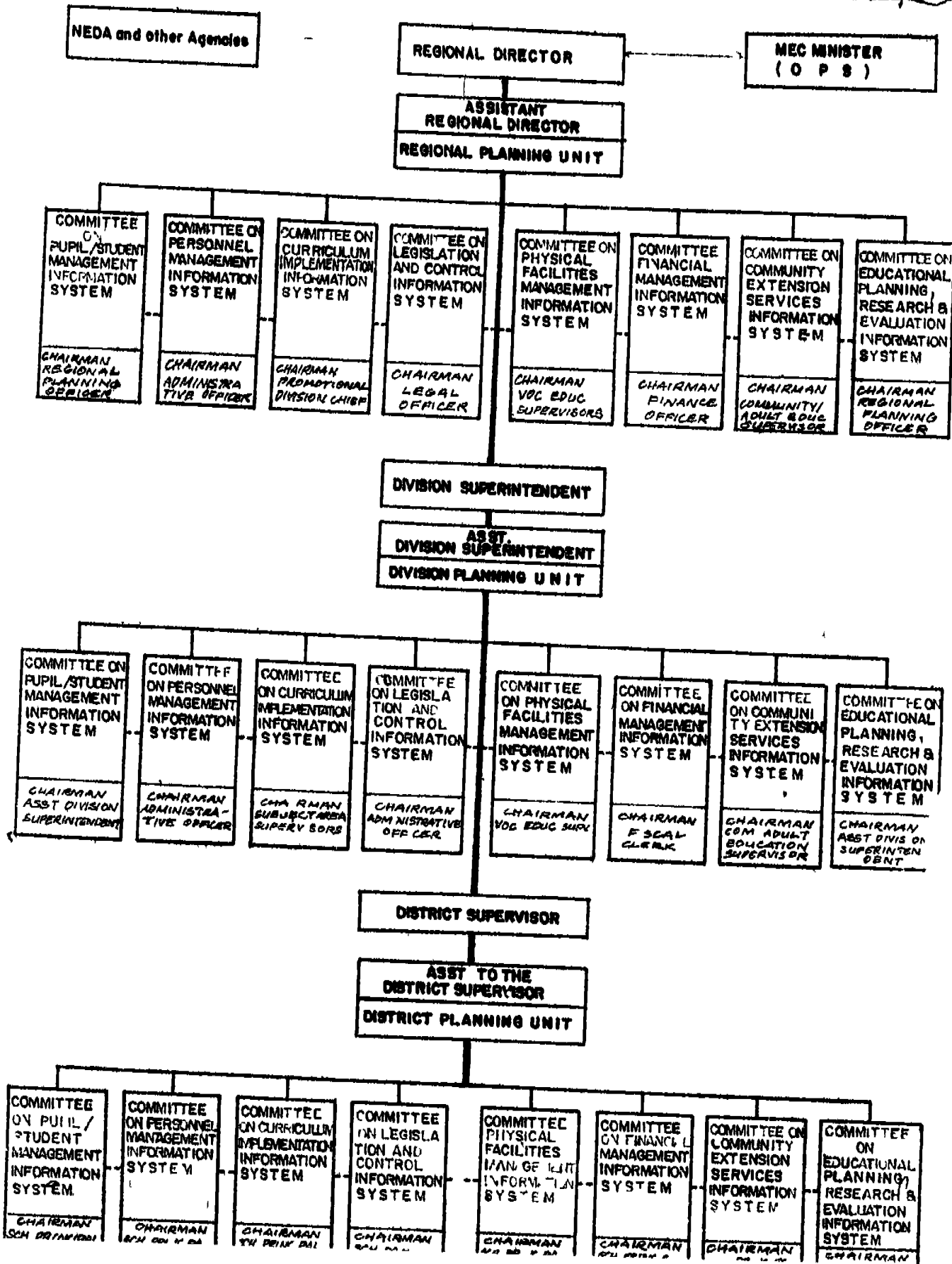
N o n e

Allotment: 1--(D.O. 1-76)

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

BUREAUS & OFFICES
OFFICIALS
REPORT
RULES AND REGULATIONS

EMIS FUNCTIONAL ORGANIZATIONAL CHART



REGIONAL ANNUAL REPORT

The regional annual report is a descriptive account of the major accomplishments and activities undertaken by the region during the year just concluded. Among others, the report contains information on: 1) pupil/student development/management, 2) personnel development/management, 3) curriculum development, 4) institutional facilities development, 5) researches and publications, 6) extension and community services, 7) organization, 8) cultural and sports activities, 9) special programs/projects, 10) budget, and 11) administrative and supervisory problems and recommendations.

Each region prepares an annual report at the end of each fiscal year. The Year-End or Calendar Year (CY) Report presents educational statistics for the school year just ended.

Example:

CY 1981 report contains statistics on SY 1980-81.

The status of the programs and projects should be presented in relation to the regional appropriations and expenditures for the fiscal year.

Contents of the Regional Annual Report

- I. Introduction
- II. Objectives/Goals
- III. Major Accomplishments - MECRO Programs By Level
 1. Elementary
 2. Secondary
 3. Vocational/Technical
 4. Tertiary
 5. Nonformal

The specific data/information called for should be presented by level as indicated above.

1. Pupil/Student Development/Management

This section of the report presents the recap of the region's capability in taking in pupils/students into the folds of the formal school system. It also presents the year's performance of the region in various educational indicators like: survival rate, dropout rate, number of balik-aral pupils, retention rate, completion rate, achievement and other relevant indicators. A review of the projects and activities which relates to pupil development is likewise included in this section.

2. Personnel Development/Management

The profile of the elementary/secondary/tertiary school teachers, and administrators according to age, sex, educational qualification and experience, eligibility, trainings and scholarships enjoyed, awards received, teacher turnover, and other relevant data and information on personnel development/management is presented in this section. A listing of the various seminars, workshops, conferences as part of the regional program for upgrading teaching competencies, supervisory and managerial skills is also included.

3. Curriculum Development

This part relates to the concerted efforts of the region in undertaking various activities in the preparation, modification and/or implementation of curricular reforms, and production of instructional materials and preparation of course requirements aimed at improving the standard of instruction in the region.

4. Physical Facilities Development

This section accounts the involvement of the region in the acquisition of school sites, the improvement of school grounds, construction of buildings, refurbishment and/or repair of school facilities, procurement of equipment and structures.

5. Researches and Publications

A brief description of researches/studies conducted and their status and/or findings and recommendations is highlighted. Presentation of the nature/scope of the various documents, reports and other publications prepared by the region is likewise included in this section.

6. Extension and Community Services

The projects and other activities undertaken through the successful cooperation of the schools, the community, private organizations and other government and non-government agencies in the region are described. Likewise, the out-of-school youth and adults served by the non-formal education are reflected in this section.

7. Organization

This section includes activities and organizations formed by the pupils/students for social and cultural development and by teachers and non-teaching personnel for professional growth.

8. Cultural and Sports Activities

This portion sums up the activities in the upliftment of cultural consciousness and the promotion of sports and physical development in the region.

9. Special Programs/Projects

Other programs, projects and activities which are not included in the specific portions of the reports are mentioned in this section.

IV. Budget

This accounts for the total appropriation, expenditures, of the region and sources of funds for the implementation of programs for elementary, secondary, and higher education including general administration and support services. A breakdown of the amounts approved, released and expended by programs/projects should be presented.

V. Administrative and Supervisory
Problems and Recommendations

Problems encountered in the implementation of programs, projects and/or activities in the region and their recommendations/solutions should be reported.

VI. Appendices

Append statistical tables, graphs and other materials supportive of the figures presented in the text of the report. It should be noted that these tables are summative of the division/district data.

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(Inclosure No. 2 to MEC Memorandum No. 28, s. 1982)

REPORTS REQUESTED OF THE FIELD

A. Planning and Evaluation Reports

	<u>Date Due</u>	<u>Office Responsible for Submitting Report</u>
1. <u>Annual Reports/Plans</u>		
Annual Plan (1 year development plan) (PPD-OPS)	September 30	Regional Office
Budget Proposals (PPD-OPS)	October 15	-do-
Program of Work - Action Plan (PPD-OPS)	November 15	-do-
Project Proposals - for special funding (PPD-OPS)	September 30	-do-
Start of the Year Accom- plishment Report (Regional, Div. and Dist) (PPD-OPS)	June 1	-do-
Year-end Accomplishment Report (PPD-OPS)	December 1	-do-
2. <u>Quarterly Reports</u>		
Division Quarterly Report on MEC On-Going Projects (PDED-OPS)	30 days after end of quarter	-do-
Division Form 1-A - New Projects (PDED-OPS)	-do-	-do-
Division Form 1-B-On-Going Projects (PDED-OPS)	-do-	-do-
3. <u>Special Reports</u>		
Regional Plan (5-Yr., 10-Yr.) (PPD-OPS)	September 30	-do-

List of Priority Schools
for School Building
Program (PFD-OPS)

End of February Regional Office

B. Statistical Bulletins

Start-of-Year District
Statistical Bulletins
(RSD-OPS)

October 15 -do-

Start-of-Year Division
Statistical Bulletin
(RSD-OPS)

November 15 -do-

Start-of-Year Regional
Statistical Bulletin
(RSD-OPS)

December 15 -do-

End-of-Year District
Statistical Bulletin
(RSD-OPS)

April 15 -do-

End-of-Year Divisions
Statistical Bulletin
(RSD-OPS)

May 15 -do-

End-of-Year Regional
Statistical Bulletin
(RSD-OPS)

June 15 -do-

Survey on Educational
Institutions Form
(RSD-OPS)

10 days after
its receipt by
the Institution -do-

C. Financial Reports

1. Annual Reports

Preliminary Trial Balance
for Calendar Year Ended
(ACCTG.-FMS)

January 20 of the
year following that
under examination -do-

Certified true copy of
journal vouchers cover-
ing transfer of income/
unexpected balance of
allotment surplus (ACCTG.-
FMS)

-do- -do-

2. Semi-Annual Reports

Statement of Accounts Payable (Acctg.-FMS) 3 weeks after end of June and December Regional Office

Statements of Accounts (Receivables) (Acctg.-FMS) 3 weeks after end of June & December -do-

3. Quarterly Reports

Statement Subsidiary Ledger Balances (Acctg.-FMS) 3rd Monday of month following end of quarter -do-

Statement of Collecting Officers Account Balances (70-400) (Acctg.-FMS) 3rd Monday of month following end of quarter -do-

Statement of Disbursing Officers Account Balances (70-500) (Acctg.-FMS) -do- -do-

Statement of other Officers Account Balances (Acctg.-FMS) -do- -do-

Report on Cash Utilization with Control Worksheet (BC 312 & 3124) (Acctg.-FMS) -do- -do-

Financial Report of Operations (FMS) -do- -do-

Quarterly reconciliation statement of reciprocal accounts (Acctg.-FMS) -do- -do-

Transcript of ledger entries of account 8-71-199-1, 8-71-199-2, 8-71-199-3 and 0-90-000 account indicating allotment by program and project with corresponding CDC number (Acctg.-FMS) -do- -do-

4. Monthly Reports

Trial Balance (Acctg.-FMS) 3rd Monday of following month -do-

Yearly Consolidated Trial Balance of National Vocational Schools under the following Funds:	-do-	-do-
a) General Fund		
b) Special Account under General Fund 151 (excess income) (ACCTG.-FMS)		
Annual Budget Estimates (BD-FMS)	End of January	Regional Office
Work and Financial Plan (B.F. No. 121) for ensuing calendar year (BD-FMS)	End of November	-do-
Capsulized regional report on accomplishment for calendar year	-do-	-do-
Supporting Statements, Schedules in Accordance with formats, annexes A-1, B-1, and C-1 of COA Circular No. 80-89b (FMS)	Before February 28	-do-
Statement of allotments, expenditures (Obligation incurred) and balances by program, project and object class (FMS)	On or before February 28	-do-
Reports on Disbursements Covering liquidation of ODC's under OMEC funds (Acctg.-FMS)	-do-	-do-
Balance Sheets (Acctg.-FMS)	-do-	-do-
Annual regular budget of local school boards (duly supported) (SEFD-FMS)	-do-	-do-
List of supplies and materials and equipment purchased during the preceding calendar year	3 months after end of preceding calendar year (March 30)	-do-

Report of Cash Disbursements (BF No. 143) (FMS)

3rd Monday of following month Regional Office

Certified true copy of monthly journal voucher covering closure of TCAA disbursements with supporting copy of JCI or RCIDDO for reconciliation purposes (Acctg.-FMS)

-do- -do-

D. Administrative Reports

1. Annual Reports

CSC Form 4 (Annual Report of Personnel) (AS)*

January 21 -do-

CSC Form 4-A Distribution of Personnel According to Educational Qualification (AS)*

-do- -do-

CSC Form-B - Distribution of Division Chiefs and their Assistants by sex and age group (AS)*

-do- -do-

2. Semi-Annual Reports

Monthly report on eligibles recruited for employment (AS)*

June 30 and December 30 -do-

CSC Form C-4 (Monthly Report for Replacement Program II) (AS)*

-do- -do-

Semi-annual Summary Report on Replacement Program of Non-eligibles (AS)*

-do- -do-

Performance Rating (AS)**

Not later than 15 days after each rating period -do-

*To be submitted direct to the CSC or its regional office concerned, copy furnished MEC Central Office.

**For superintendents and asst. superintendents in the case of field personnel.

Report on Number of Cases and legal matters acted on/pending (AS)	On or before January 15 of succeeding year	Regional Office
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3. Quarterly Reports

Merit Increase under B.C. No. 286 and CSC- MEC No. 3, s. 1978 (AS)***	Not later than 10 days after end of each quarter	-do-
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4. Monthly Report

Report on decisions on Administrative cases penned by Regional Directors (AS)	End of month	-do-
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E.. Operational/Status Reports

1. Annual Reports

1.1 Elementary Education

Division Organizational Report on Organization of Special Education Classes (BEE)	August 31	-do-
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Annual Report on Special Education Classes Centers (BEE)	One week after close of school	-do-
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1.2 Secondary Education

Annual report of each region on secondary education	August 31	-do-
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Directory of Secondary
Schools (enrolment,
number of teachers,
current budget)

No. of Secondary
School Graduates in
each school effective
SY 1975 and every year
thereafter

To be included
in annual report

***To be submitted direct to the MOB and the Civil Service Commission
copy furnished MEC Central Office.

Vocational Administrator's
Report (Dept. Memo No. 185,
s. 1977)

Regional Office

Secondary Education survey
on physical facilities for
all public and private
schools offering secondary
education

To be included
in annual report

Report on FFP-FAHP & FFPCC
Annual Membership

August 15 -do-

Report of Agricultural
Schools concerned on BLISS II
Accomplishment in Agricul-
tural Schools

December 15 -do-

Report on organization
progress of reading
programs and students
reading skills based on
the results of reading
tests administered to
first-year students in
July 1981 and subsequently
every year. (for four
years).

September 30 -do-

1.3 Tertiary Education

New post-secondary schools/
courses given permit to
operate within school year
under review

September 15 -do-

Annual Report on Adminis-
tration of Scholarship
and Study Grant programs
in Regions IX and XII
(NSC)

One month after
close of school -do-

1.4 Information and Publication Service

Annual Report of School
Superintendents with
Statistical Profile
and Consolidated
Regional Report (IPS)

April (during
conference of
Superintendents) -do-

1.5 Non-Formal Education

NFE Annual Report	End of CY December 30	Regional Office
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1.6 School Health and Nutrition Center Reports

Calendar Year Report-- Medical-Dental, Nursing Health Service (SHNC)	On or before January 15 of succeeding year	-do-
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Environmental Education Program (SHNC)	-do-	-do-
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School Health Guardian Program (SHNC)	-do-	-do-
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Applied Nutrition (SHNC)	-do-	-do-
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Division Report on Sup- plementary Feeding/World Food Program, CARE CRS (SHNC)	-do-	-do-
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Division Report on Deworming, Malnutrition Health Education Project (SHNC)	-do-	-do-
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Division Report on Alay Tanim and Orchard Development (SHNC)	-do-	-do-
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Division Report on Food Production (SHNC)	-do-	-do-
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Division Report on Project Paglingap LOI No. 1023	-do-	-do-
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2. Semi-Annual Report

2.1 Secondary Education

Report on Income- Generating Projects	June 15 December 15	-do-
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Report on CB-MEC SEEP Program	June 15 December 15	-do-
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2.2 Tertiary Education

Summary of Enrolment by Specific Course, Curriculum Year and Sex	September 15 January 15	Regional Office
Faculty by Area of Specialization and Sex	September 15 January 15	-do-

2.3 School Health and Nutrition Center

Report on Status of Withdrawal of Allowance of State Scholars/Study Grantees from PNB Branches (To be submitted by Regional/Division Offices where NSC Coordinating Units are established (NSC)	Within 45 days following end of every semester	-do-
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3. Quarterly Report

3.1 Elementary Education

Report on on-going Elementary Education Programs and Projects	September December March	-do-
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3.2 Nonformal Education

Division NFE Report on programs/projects/ activities including Lingap ng Pangulo sa Barangay (School-on- the Air Program) Liquidation	Every end of quarter	-do-
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Division Liquidation Report on NFE funds (National, local, etc.)	One month after every program/ activity	-do-
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Division Report on the list of names of enrollees of NFE	At the beginning of the course	-do-
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Division Report on the list of the names of graduates of NFE	End of the course offered	-do-
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Division Report on the list of graduates employed/unemployed/self employed	Every end of a quarter	Regional Office
333 School Health and Nutrition Center		
Division Report on Environmental Education Program (SHNC)	Two weeks after end of quarter	-do-
Division Report on School Health Guardian Program (SHNC)	-do-	-do-
Division Report on Applied Nutrition Program (SHNC)	-do-	-do-
Division Report on Supplementary Feeding World Food CARE, CRS (SHNC)	-do-	-do-
Division Report on Alay Tanim and Orchard Development (SHNC)	Two weeks after end of quarter	-do-
Division Report on Food Production (SHNC)	-do-	-do-
Division Quarterly Report of accomplishment implementing LOI 1023 (SHNC)	-do-	-do-

4. Monthly Report

4.1 School Health and Nutrition Center

Division Report on Medical, Dental and Deworming Reports to be submitted to Regional Office copy furnished the School Health and Nutrition Center (SHNC)	One week after end of each month	-do-
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MECRO EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)

Introduction

EMIS stands for Educational Management Information System. It is basically a system that helps educational administrators promote the delivery of educational services. At the regional level, it produces data and information needed for policy formulation, educational planning, project development, budgeting and decision-making to enable the regional director to assess the implementation of educational goals and objectives in schools in his region with respect to equity, excellence, efficiency and effectiveness. It also gives him the capability to respond to demands for statistics and information from higher officials and other users. At the division level, data and information are needed by the schools superintendent in formulating policies, plans and making decisions for school division operations. These enable him to assess in a more realistic way the extent to which educational goals and objectives are achieved with respect to equity, efficiency and effectiveness. It also provides the superintendent the capability to respond to the demands for statistics and information from higher officials and other users. At the district level, data and information are produced and utilized by the district supervisor for planning, policy formulation, project development and decision-making covering the operation of schools in his district. With data and information on hand, he can objectively assess the implementation of various programs and projects addressed at equity, efficiency and effectiveness of the system in that level of operation. In addition, he can easily respond to the emerging demands for prime statistics and information on education.

Scope/Coverage

The EMIS network has built-in sub-systems related to the functions and/or responsibilities of the regional, division and district offices. It covers data and information on both formal and nonformal education.

These sub-systems which cut across all levels of management are:

1. Pupil/Student Management Information System
2. Personnel Management Information System
3. Curriculum Implementation Information System
4. Legislation and Control Information System
5. Physical Facilities Management Information System
6. Financial Management Information System
7. Community Extension Services Information System
8. Educational Planning, Research and Evaluation Information System

Specifically, EMIS covers all levels of education: elementary, secondary, tertiary, vocational/technical and nonformal education both in the public and private sectors. It cuts across the various units of the regional offices and links division offices, school districts, and school operations together.

Personnel Involved

The Regional Director controls the organization and operation of the EMIS in his region. He may delegate the supervision and administration of day to day operations of the Regional Planning Unit to the Assistant Regional Director. To operationalize the EMIS, the Assistant Regional Director, acting on policy guidelines from the Regional Director, shall organize, direct and supervise at least eight (8) ad hoc committees.

The schools Superintendent must exercise leadership to ensure a smooth and effective EMIS operation in his division. He may authorize the Assistant Division Superintendent, Chairman of the Division Planning Unit, to organize a division-level EMIS. Corollary to this, the Assistant schools Superintendent shall be responsible in organizing and supervising the formation of eight (8) ad hoc committees.

The District Supervisor must assert leadership in operationalizing EMIS in the school district. Under his leadership, he may now proceed to organize and supervise the eight (8) ad hoc committees.

These committees with their respective chairman at various levels are presented in the EMIS Functional Organizational Chart (see attached).

Data/ Information Utilization

Generally, the data/information generated from the eight (8) sub-systems will serve as inputs for decision-making, policy formulation, planning and programming, project formulation, research and evaluation, and budgeting. The availability of data and information for all levels in effect would enhance the efficient performance of school administrators, planners/analysts, finance officers, statisticians, researchers, teachers and other personnel of the system particularly those involved in planning.

Specifically, data and information will be utilized in the preparation of the eight (8) modules that are needed in the performance of regional/division/district functions at all levels of operation.

1. Module on Pupil/Student

Data/information can serve to generate statistics on the flow and stock of students for each type and level of education, cross-classified by grade/year, sex and age.

Achievement level and/or performance in education could be determined and monitored through educational indicators like participation rates, retention rates, survival rates, etc.

Utilizing the data in this module, targets could be set and projections could be computed for planning on future course of action.

2. Module on Personnel

Supportive of the regional/division/district operation, data could be utilized to generate information on personnel retirement, leaves, recruitment, placement, training, promotion and discipline. The current stock and needed number of teaching and non-teaching personnel could be determined. Information such as position, salary, education and training of the school personnel could be drawn from this module.

3. Module on Curriculum

Information on curriculum development, implementation, and evaluation can be deduced from this module. One can draw information on the availability and conditions of instructional materials like textbooks, teaching guides, manuals, etc. It can also provide information on instructional contents, strategies and modalities for evaluating the outcomes of instruction.

4. Module on Legislation and Control

Information on legal matters such as decisions, protests, control of teaching and non-teaching personnel; streamlining the organizational set-up and delineation of functions; and formulation/issuance of Memoranda, Orders, Circulars, Bulletins, Letters and other pertinent communications are contained in this module.

5. Module on Physical Facilities

The existing number and status of school sites, buildings, school equipment, toilets, etc. are derived from this module. These data can be utilized in determining the projected requirements of the region/division/district in terms of physical facilities. It will also serve as basis for equitable distribution of resources, hence, imbalances in the allocation of the same could be avoided.

6. Module on Finance

This module can provide information on budgetary and financial accounting practices and on cost standards for all types of expenditures. Moreover, specific information such

as estimates for personnel and operations; share allocation and disbursements of funds from national and local (RA 5447); foreign loans, assistance and other sources of funds; auditing and accounting rules and trial balances; and monthly, quarterly and annual financial reports are stored in this module.

7. Module on Community-Extension Services

Data may be utilized to determine the degree to which nonformal and informal education supplement and complement formal education. The module could also provide information on literacy and agricultural-extension programs, continuing education, apprenticeship and on-the-job training, short term courses, and the community-extension services for the eleven basic needs of man.

8. Module on Educational Planning, Research and Evaluation

Planning the development of the educational services, conducting research and evaluating the performance of the system have always been the vital functions of education managers. Cognizant of this, data and information from the seven (7) other modules are inevitable to carry out these functions - viable policies, feasible plans, realistic programs and projects, workable strategies, practical modalities, systematic monitoring and reliable evaluation could be framed from the given data and information.

Expected Outputs

The basic data generated from the district are made inputs to planning and decision-making functions of both national and subnational officials. The district planning units relayed grassroots data and information to the school divisions which in turn transmit them to the Regional Offices. In like manner, the Regional Offices transmit information to the Planning Services. In the process, plans, decisions and policies among others are formulated as outputs. Some outputs in report form are therefore requested from the various level of operations.

REPORTING AND INFORMATION FLOW CHART

