



APR 15 2009

DepED MEMORANDUM
No. **159** , s. 2009

LEADERSHIP TRAINING SEMINAR-WORKSHOP FOR THE EXECUTIVE
OFFICERS OF THE PHILIPPINE ASSOCIATION OF ELEMENTARY SCHOOL
PAPER ADVISERS (PAESPA) AND REGIONAL PRESIDENTS

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

1. The Campus Journalism Act of 1991, which is referred to as Republic Act No. 7079, provides among others that seminars and workshops may be conducted for campus journalists and school paper advisers.
2. School paper advisers who are currently officers of the Philippine Association of Elementary School Paper Advisers (PAESPA), and regional presidents of regions not represented in the executive board will attend a Leadership Training to be held at Vibal Publishing House, Davao Branch, Davao City on May 7-9, 2009.
3. The training program aims to:
 - a. provide a forum for a healthy sharing and exchange of ideas among participants coming from different geographical locations in order to start a curriculum in journalism suited for the elementary grades;
 - b. prepare a complete compilation of the Outstanding School Paper Adviser Awardees of each region from 2000-2009 for documentation;
 - c. identify issues and concerns regarding current practices in conducting the regional journalism program; and
 - d. enhance the leadership qualities of the current officers and regional presidents by instilling among them awareness of the journalism program.
4. Participants to the said training are nine (9) executive officers who will automatically represent their respective regions, ten (10) presidents of the regional school paper advisers' associations and one (1) resource person/monitor from the Curriculum Development, Bureau of Elementary Education, DepED Central Office.
5. The following are the names of the participants to the PAESPA Leadership Training Seminar-Workshop:

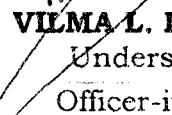
Region I	-	Nelson Felicisimo D. Luz, Vice President for Luzon San Nicolas Elementary School San Nicolas, Ilocos Norte San Nicolas District, Division of Ilocos Norte
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- Region II - Octavio Cabasag, Acting Regional President
Gumarueng Elementary School
Gumarueng, Piat, Cagayan 3527
- Region III - Miriam R. Ingalla, PAESPA Treasurer
Valefuenta Elementary School
Cabanatuan City, District 3
Division of Cabanatuan City
- Region IV-A - Noel S. Ortega, Regional President
Carmona Elementary School
Poblacion, Carmona, Cavite
- Region IV-B - Ma. Numeriana B. Aquino, Regional President
Metamorphosis Child and Development Center
Sta. Rita, Pinamalayan, Oriental Mindoro
- Region V - Sixto O. Orzales, Regional President
St. Agnes Academy
Legazpi City, Albay
- Region VI - Zenaida A. Sindol, Regional President
Don Eugenio Labrido Memorial Elementary School
Lambunao, Division of Iloilo
- Region VII - Rosa H. Cabotaje, Regional President
Lawaan Elementary School
Lawaan, Talisay City, Cebu
Talisay I District, Division of Talisay City
- Region VIII - Gretel Laura M. Cadiong, Vice President for Visayas
Sto Nino SPED Center, District Learning Center III
Division of Tacloban City
- Region IX - Tita S. Baldemor, Regional President
Sibutad Central Elementary School
Sibutad District Poblacion
Sibutad, Zamboanga del Norte Division
- Region X - The President
Regional Association of School Paper Advisers
(RAESPA)
c/o The Regional Office
- Region XI - Erlinda S. Zamora, Regional President
Monkayo Central Elementary School
Monkayo District, Compostela Valley Division
- Region XII - Nanette S. Nadera, Regional President
DOLE Philippines School
Polomolok, Division of South Cotabato
- CARAGA - Joseph A. Maestrado, PAESPA Auditor
Butuan Central Elementary School
Butuan District I, Division of Butuan City

- CAR - Shirley M. Comila, Regional President
Buyagan Elementary School
Poblacion, La Trinidad, Benguet
La Trinidad District, Division of Benguet
- ARMM - Meriam L. Alug, Vice President for Mindanao
Parang Montessori Center
Parang, Maguindanao
- NCR - Henrietta V. Nievera, PAESPA President
Tangos Elementary School, Navotas City
Navotas II District, Division of Malabon and Navotas
- NCR - Ma. Rica S. Galvez, PAESPA Secretary
Project 6 Elementary School
Project 6, Quezon City
- NCR - Marcial C. Sison, PAESPA Business Manager
Silangan Elementary School
Maharlika Road, Upper Bicutan, Taguig City
District of Taguig 3, District of Taguig and Pateros

Resource Person/Monitor from the Curriculum Development Office,
Bureau of Elementary Education Division, Department of Education

6. Transportation from the stations of the officers shall be charged against local journalism funds and the regional association funds, subject to its availability, the usual accounting and auditing rules and regulations.
7. Transportation of the resource person/monitor shall be charged against the Campus Journalism Funds as provided for in the Campus Journalism Act of 1991, which is referred to as R.A. No. 7079, subject to its availability, the usual accounting and auditing rules and regulations.
8. Board and lodging and other relative expenses shall be subsidized from the available funds of the PAESPA.
9. Immediate and wide dissemination of this Memorandum is desired.


VILMA L. LABRADOR
Undersecretary
Officer-in-Charge

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

OFFICIALS
TRAINING/PROGRAMS

SEMINARS
WORKSHOPS

SCHOOL PAPER



APR 13 2009

DepED ORDER
No. **34**, s. 2009

MOVING FORWARD IN THE IMPLEMENTATION OF THE BASIC EDUCATION
SECTOR REFORM AGENDA (BESRA)

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
All Others Concerned

1. As the Department moves forward to the full implementation of the Basic Education Sector Reform Agenda, all concerned officials and Technical Working Groups are instructed to include in their respective 2009 Work Plans the actions that would respond to the recommendations of the 4th Review Mission for Basic Education Sector Reform Agenda (BESRA) Implementation. Please see Annex 1 for the Summary of Recommendations and Responsible Groups and Offices. The TCT shall submit to the Office of the Secretary the Monthly Progress Report in this regard.

2. **BESRA Implementation.** To ensure that gains made thus far are sustained, the following mechanisms shall continue to be adopted:

2.1 BESRA Technical Coordinating Team. The TCT which was re-constituted through DepED Order No. 16, s. 2008 shall continue to provide overall coordination, strategic direction, harmonization and integration of BESRA efforts. As such, all decisions/proposals from the BESRA Technical Working Groups and organic units in terms of contents and processes in policy formulation, standards setting and systems development related to the five (5) key reform thrusts of BESRA shall be endorsed/approved by the TCT and submitted to the Secretary for final approval/information.

For effective and efficient operation for the TCT, the specific roles and responsibilities of the TCT Chair and Co-Chairs are as follows:

a. **Undersecretary for Regional Operations.** As TCT Chair, he shall lead, initiate and manage the overall implementation of the reform agenda. Moreover, as the Undersecretary for Regional Operations, he shall be responsible for context setting, planning and monitoring of BESRA inputs. He shall also provide direction and guidelines to the TWG on School-Based Management.

- b. Undersecretary for Programs and Projects. As TCT Co-Chair, she shall be mainly responsible for providing directions and guidance to the various TWGs and concerned organic units in terms of contents and process of formulating policies, standards and operational guidelines related to teacher education and development, curriculum and instruction, learning resources such as textbooks and other instructional materials, educational technology (i.e., alternative delivery modes such as MISOSA, IMPACT, EASE, etc) and alternative learning system.
 - c. Undersecretary for Finance and Administration. As TCT Co-Chair, he shall be mainly responsible for providing directions and guidance to the various TWGs, particularly the TWG on Resource Mobilization and Management, and organic units in ensuring that the major support processes such as administrative, human resource, and finance services are aligned and responsive to BESRA policy actions.
- 2.2 Role of other Undersecretaries and Assistant Secretaries. The following shall be the specific responsibilities of the other undersecretaries in BESRA implementation:
- a. Undersecretary for Legal and Legislative Affairs shall assess the implications of the policy reform proposals emanating from the TWGs with respect to the necessary legislative support and consistency with existing laws.
 - b. Undersecretary for Muslim Education shall continue to lead the Indigenous Peoples and Muslim Education TWG (IP & ME TWG). The TWG shall work closely with the other TWGs to ensure that the promotion of IP and Muslim education is responded to by the other TWGs.

Assistant Secretaries who are not directly involved at present in the various TWGs and Technical Committees shall extend technical support in line with their respective areas of responsibility.

- 2.3 BESRA Technical Working Groups - The TWGs shall continue to perform their roles in developing recommendations in terms of standards, policies, systems designs, and operational guidelines related to the various reform areas of BESRA. However, pertinent provisions of the DepED Order on Coordinating Mechanisms for Implementing BESRA issued last January 22, 2008 are hereby amended, as follows:
- a. The QAA and M&E TWGs are hereby merged into one TWG with Director Lolita Andrada of the Bureau of Secondary Education (BSE) as Chair and Directors Milagros Talinio of OPS and Nelia Benito of NETRC as Co-Chairs.

- a. As stipulated in DepED Order No. 26, s. 2009, the ICT Technical Committee shall be responsible for the formulation and/or recommendation of policies, standards and operational guidelines on the use of ICT in basic education and governance, including ICT components of BESRA.
- b. Given the direct impact on learners, the SBM and ALS TWGs shall serve as the core TWGs. As the core TWGs, they shall ensure that all other reform areas of BESRA are responsive to SBM and ALS thrusts and are integrated in the implementation of SBM and ALS programs. They are expected to create partnerships within and among the other TWGs and DepED units concerned to effectively combine information and resources they would require in developing/reviewing/refining policies affecting the learners.

3. **Engagement of DepED Organic Units.** Based on their existing functions, the various organic units of the Department from central, regional, divisional and school levels are hereby mandated to integrate BESRA implementation in their regular operations.

4. **Formulation and Adoption of BIAP.** To guide the formulation and implementation of BESRA policy actions, the TCT shall provide direction and guidance to the various TWGs and organic units in the finalization of the BESRA Implementation and Accountability Plan (BIAP) and endorse the same for the Secretary's approval not later than April 30, 2009. The BIAP shall outline the expected deliverables from 2009 to 2011 and the accountable groups or offices for each of the committed outputs. The BIAP shall be considered in the preparation of the DepED budget proposals for 2010 onwards.

5. **Preparation of 2009 Work and Financial Plans.** Based on the committed 2009 deliverables in the BIAP, all TWGs and concerned organic units are required to prepare/update their respective 2009 Annual Work and Financial Plans which shall be funded under the DepED 2009 budget and resources from on-going foreign-assisted projects.

6. Immediate dissemination of and compliance with this Order is directed.


JESLI A. LAPUS
Secretary

Encl.: As stated

References: DepED Order: (Nos. 16, s. 2008
and 26, s. 2009)

Allotment: 1—(D.O. 50-97)

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

BUREAUS & OFFICES
OFFICIALS

COMMITTEES
PROGRAMS

4TH REVIEW MISSION ON BESRA IMPLEMENTATION
SUMMARY AND RECOMMENDATIONS

I. School-Based Management (SBM)

C	Results Matrix	4th Review Mission Recommendations	Responsible Officials/Organic Unit/TWG				
			Undersecretary	Asst. Sec.	Office/Unit	TWG/TC	
1.1	Schools/Clusters with a SIP	The SBM TWG ensures communication of a common message on SBM through the rollout of the BESRA and SBM Advocacy and Communication Plan and all materials (Framework and Standards, Primers, Manuals, and Guidelines) and provides associated training and ongoing mentoring.	Usec Bacani	ASec Mateo	NEAP	SBM TWG (Lead), Advocacy Specialist	
			Usec Bacani	ASec Mateo	All Regional Offices & Division, OPS	QAA TWG	
			Usec Bacani	ASec Mateo	BEE, BSE	SBM TWG (Lead), OPS	
			Usec Bacani	ASec Mateo	OPS		
			Usec Labrador			TCT, TEDP TWG	
			Usec Bacani & Labrador	ASec Inciong	NEAP	SBM (Lead) TWG	
		Approve the Training and Development Master Plan (TDMP) for school heads by June 2009.	Usec Bacani	ASec Galvan & Mateo	OPS, FMS	SBM (Lead) & RMM TWGs, OPS, FMS	
		The SBM TWG collaborates with RMM TWG to review existing guidelines on the SBM Grants and school MOOE to better respond to the expressed needs of schools as reflected in their SIPs.	Usec Bacani				

II. Teacher Standards, Professional Development and Deployment

C	Results Matrix	4th Review Mission Recommendations	Responsible Officials/Organic Unit/TWG				
			Undersecretary	Asst. Sec.	Office/Unit	TWG/TC	
2.1	Teacher performance standards developed and agreed	By August 09, all teachers at school level of priority divisions should have received orientation and materials relating to NCBTS and IPDP.	U Sec Labrador	A Sec Inclong	NEAP, All Regional Office & Priority Divisions	TEDP TWG (Lead).	
			U Sec Labrador		NEAP, All Regional Office & Priority Divisions	TEDP TWG (Lead).	
			U Sec Bacani & Sangil	A Sec Galvan & Mateo	OPS		
			U Sec Bacani & Sangil	A Sec Galvan & Mateo	OPS	TEDP TWG (Lead).	
			U Sec Bacani & Sangil	A Sec Galvan & Mateo	FMS, OPS (Lead)		
		DepEd to provide multi-year data on teacher shortage	U Sec Bacani & Sangil	A Sec Galvan & Mateo	OPS	TEDP TWG (Lead).	
		DepEd to follow up on recommendations in the OPS study on teacher deployment including fast tracking the Comprehensive Study agreed in the 3 rd Review	U Sec Bacani & Sangil	A Sec Galvan & Mateo	OPS	TEDP TWG (Lead).	
		2010 budget preparation should clearly distinguish between teaching and non-teaching items.	U Sec Bacani & Sangil	A Sec Galvan & Mateo	FMS, OPS (Lead)		
		Pursue the application and adaptation of NCBTS in terms of hiring, promotion and performance appraisal of teachers	U Sec Bacani	A Sec Galvan & Mateo	Personnel Division	TEDP TWG (Lead)	

III. National Learning Strategies

C	Results Matrix	4th Review Mission Recommendations	Responsible Officials/Organic Unit/TWG			
			Undersecretary	Asst. Sec.	Office/Unit	TWG/TC
3.1	National Strategies and Action Plan (includes teaching materials)	NLS Workplan to be revised and costed by May 2009	U Sec Labrador		BEE, BSE, IMCS	NLS TWG
1.3	<p>SPHERE:</p> <p>National learning strategies and action plan formulated and adopted (including provision of learning materials)</p> <p>Teaching and Learning Resource Centers at the Regional and Division level operational</p> <p>English proficiency for teachers</p> <p>Student achievement standards defined (linked to QAA)</p> <p>Schools receive feedback from national assessment</p> <p>SPHERE:</p>	<p>DepEd to prepare and issue a policy position on use of mother tongue language prior to changes in legislation</p> <p>Continue to monitor and roll out DORP</p> <p>Articulate a LRMD policy that encourages innovative approaches and their scale up, provides mechanisms to apply the necessary technology and has a filter to approve and advocate new learning resources. NLS TWG to set up a task team to initiate this process and detailing a work plan of any studies or research needed and an indication of legal and regulatory implications.</p> <p>The pilot should proceed as soon as recurrent costs have been included in the budgeting. DepEd to work with AusAID on a multiyear plan for expansion based on pilot outcomes and the review of the LRM Policy</p> <p>U Sec Labrador</p> <p>U Sec Labrador</p> <p>U Sec Labrador</p> <p>The next review to include a discussion session on assessment/testing</p>	U Sec Labrador	A Sec Inciong	BEE, BSE, all Regional & Divisional Offices	NLS TWG
1.4	<p>SPHERE:</p>					
			U Sec Labrador		OPS, EDPITAF (STRIVE & SPHERE PMO)	NLS TWG (Lead),
			U Sec Labrador		BEE, BSE, NETRC	QAA - NLS (Lead) & SBM TWGs,
			U Sec Labrador		NETRC, Ros	NLS (Lead) & QAA TWGs, NETRC

<p>Policy on the procurement/ production of teaching and learning materials (including roles of central, region, division, school)</p>	<p>DepEd to ensure that assessment strategies reflect the current Basic Education Curriculum (BEC).</p>	<p>USec Bacani & Labrador</p>		<p>IMCS, BEE, BSE, NETRC,</p>	<p>QAA & NLS (Lead) TWGs, NETRC</p>
<p>Increased percentage of schools with access to teaching and learning materials</p>	<p>Pursue commitments made during the Cebu Regional Education Workshop on Multi Grade education</p>	<p>USec Labrador</p>		<p>BEE, BSE</p>	<p>NLS TWG (Lead)</p>

IV. IP and Muslim Education

R	Results Matrix	4th Review Mission Recommendations	Responsible Officials/Organic Unit/TWG			
			Undersecretary	Asst. Sec.	Office/Unit	TWG/TC
10		Finalize the IP Policy Framework To build on the work of UNICEF in building the IP and Muslim ECCE curriculum for 5 year olds Policy should be driven by demand /need to ensure IP and Muslim community engagement and ownership (and so sustainability). DepEd to respond to the supply side needs as manifested from the community, within the policy framework.	Usec Boransin			IP/ME TWG
			Usec Labrador & Boransin		BEE	IP/ME TWG
			Usec Boransin			IP/ME, SBM TWG

V. ICT Policy and Implementation

C	Results Matrix	4 th Review Mission Recommendations	Responsible Officials/Organic Unit/TWG			
			Undersecretary	Asst. Sec.	Office/Unit	TWG/TC
3.3	ICT policy framework developed Policy implemented	The current development of the EA to be strengthened by independent consultant experts (funded by DepEd partners). ToR to be prepared February 2009. ICT TC should ensure that systems design is interoperable and flexible in light of overall EA decisions; issues affecting sustainability of governance systems at school level should be considered. Policy and protocols for the use of ICT for management, administration and learning to be communicated to RO, DO and schools urgently TCT/ MANCOM should agree on the decision making roles for ICT -EO by March 2009 Decisions on LRMDS hosting system and LRMDS coordination within DepEd to be made as soon as possible.				ICT - TC TWG (Lead), TSD
						ICT - TC
						TCT
						TCT, NLS TWG (Lead)

	Budgets and procurement schedules to be prepared and noted at the next review .				ICT - TC TWG (Lead), Technical Service, FMS, PROCUREMENT, OPS
	Through the ICT4E Strategic Plan, DepEd should pursue the integration of ICT in the national curriculum.				BEE, BSE, BALS, ICT-TC TWG (Lead)

VI. Quality Assurance and Accountability (QAA) and Monitoring and Evaluation (M&E)

C	Results Matrix	4th Review Mission Recommendations	Responsible Officials/Organic Unit/TWG						
			Undersecretary	Asst. Sec.	Office/Unit	TWG/TC			
3.2	National standards framework developed for inputs (minimum service standards) and outcomes (participation, completion, achievement)	Finalisation of costed workplan to make QAAF operational, realistic, and usable including TA needs, financial resources and other manpower requirements, to ensure pilot activities can start in June 2009							
	SPHERE:	Monitor pilot quarterly, first feedback by September 2009							
	National Quality Assurance and Accountability	Review current national assessment framework – draft recommendations to be shared by August 2009							
	Framework developed and adopted (which includes standards for inputs, process, outputs and outcomes)	In light of public expenditure review, reconsider scope of BER prior to commencement of the survey in March							
	Regional Office personnel trained on quality assurance/ monitoring and evaluation and providing technical assistance to divisions and schools	As WB/EPDF grant expires June 2009, finalise ToR for M and E workshop							
					OPS				
					NEAP				
									QAA TWG (Lead)

1.2	Functional quality assurance system established with stakeholders participation at regional level		U Sec. Labrador			QAA TWG (Lead)
	All regions monitor performance and report to DepED and other stakeholders on performance improvements		U Sec. Bacani		OPS, Regional Office	QAA TWG (Lead)
	Divisions (with their schools) receive feedback from EMIS				PS, Regional Offi	QAA TWG (Lead)

VII. Resource Mobilization and Management (RMM)

C	Results Matrix	4th Review Mission Recommendations	Responsible Officials/Organic Unit/TWG			
			Undersecretary	Asst. Sec.	Office/Unit	TWG/TC
1.2	Schools/Clusters eligible to receive school grants	Immediately mobilize SBM grant allocation to priority divisions and schools; revisit criteria for allocation and guidelines on use; provide guidelines and technical support to schools	U.Sec. Bacani		OPS, FMS	RMM(Lead) & SBM TWGs,
C2	Schools/clusters with adequate FM system					
	SPHERE:	Finalize guidelines for MOOE and continue efforts to drill down;	U.Sec. Bacani & Sangil	ASecs Galvan & Mateo	OPS, FMS	RMM (Lead) & SBM TWGs,
	Schools/clusters of schools received school grants			ASecs Galvan & Mateo	OPS, FMS	RMM (Lead) & SBM TWGs,
	School-based Financial Management System established	Provide simplified accounting procedures manual to all schools	U.Sec. Sangil	ASecs Galvan & Mateo	OPS, FMS	RMM (Lead) & SBM TWGs,
		Develop TOR for agreed PFM advisory support approved by TWG and relevant organic units by April 2009	U.Sec. Sangil	ASecs Galvan & Mateo	OPS, FMS	RMM TWG (Lead), FMS
4.1	Financing framework developed		U.Sec. Sangil	ASecs Galvan & Mateo	OPS, FMS	RMM, SBM TWGs
	Cost-sharing between GOP and LGU applied to classroom construction, including equity factors		U.Sec. Bacani & Sangil	ASecs Galvan & Mateo	OPS, FMS	
4.2	Demand-side financing mechanisms introduced to support needy students and their families		U.Sec. Sangil	ASecs Galvan & Mateo	OPS, FMS	SBM & RMM TWG

4.3	Private sector participation			ASecs Galvan & Mateo	OPS, FMS, Adopt-a-School Secretariat	SBM & RMM TWG
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VIII. Procurement

R	Results Matrix	Responsible Officials/Organic Unit/TWG					
		Undersecretary	Asst. Sec.	Office/Unit	TWG/T/C		
14	4 th Review Mission Recommendations	DepED to submit the updated procurement plan for NPSBE and SPHERE showing both the original schedule and what had been accomplished to date, and any additions/deletion to the original agreed plan, by March 15, 2009	U Sec Bacani	A Sec. Mateo	Procurement Service (Lead), EDPITAF IMCS, PFSED,	All TWGs	
		DepED to decide on the procurement for the LRMDC and submit the necessary documentations for Bank's prior review.	USecs Bacani & Labrador		PROCUREMENT (Lead), EDPITAF	TCT, NLS TWG	
		PFSED to finalize preparations for the procurement of required school furniture, and agree on the most efficient and most economical method; centralized procurement per region against individual school procurement may need to be looked into.	U Sec Bacani	A Sec. Mateo	PFSED		
		DepED management to review the TOR for the TA Support to TWGs and share the updated version with the Bank for comments	USecs Bacani & Sangli			TCT	
		Continue to promote and implement the textbook exchange program at division and district levels	U Sec Sangli		IMCS		
		Expand CSO involvement in ensuring and verifying delivery of textbooks	U Sec Sangli		IMCS		
		Give direction on disposal or otherwise of redundant text books	U Sec Sangli		IMCS		
		Develop way of validating information submitted under asset management system	U Sec Sangli			Committee on Asset Management	
		Urgently re-examine the procedures and accountability chain for content evaluation of text books	U Sec Labrador		IMCS,	Committee on Asset Management (Lead)	
		Request early information on new learning competencies so that publishers have advance warning of criteria for new text books			IMCS (Lead) in collaboration with the Bureaus		

	<p>With NLS TWG, develop clear policy and strategy on LRs, including electronic Learning Resources, and include strategy for storing and making available the range of LRs (eg via physical LRCS/ virtual LRC). Policy should include and build on learning from LR use in SEDIP, TEEP, ALS, STRIVE, BEAM</p>	<p>U Sec Labrador USecs Bacani & Labrador</p>	<p>A Sec. Inciong</p>	<p>BEE, BSE</p>	<p>NLS TWG, IMCS, ICT-TC TCT, NLS TWG</p>
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IX. Classroom and Other Facilities Construction and Refurbishment

R	Results Matrix	4th Review Mission Recommendations	Responsible Officials/Organic Unit/TWG			
			Undersecretary	Asst. Sec.	Office/Unit	TWG/TC
		<p>Consider adoption of structural design and assessment of SPHERE-funded classrooms in the DepEd-financed classroom construction; also consider requirements for the government's Disaster Preparedness Program</p> <p>Complete set of document comprising the contract for each contract package should be kept and available at the principal's office.</p> <p>For proper monitoring and evaluation, procurement plan (Procurement Benchmark and Disbursement Target) at least for the next 6 months should be submitted to the Bank the soonest.</p> <p>PFSED -if there was no Memorandum of Agreement between DepEd and concerned office for the exemption to apply for building permit in the implementation of P-L SBM, application for building permit should be required for all new construction particularly for 2 or more storey school buildings.</p> <p>PFSED - Environmental requirement should also be considered in the preparation of school improvement plan and corresponding items of work should also be included in the standard scope of work for school building standard design. It is also suggested for PFSED to inquire with the DENR regarding the standard design and requirement for waste water disposal</p>	U Sec. Bacani	A Sec. Mateo	PFSED	TCT
			U Sec. Bacani		PFSED	NPSBE & SPHERE PMO
			U Sec. Bacani		PFSED	

X. Financial Management

R	Results Matrix	4 th Review Mission Recommendations	Responsible Officials/Organic Unit/TWG			
			Undersecretary	Asst. Sec.	Office/Unit	TWG/TC

		<p>The project financial statements should already be prepared no later than March 15, 2008 and submitted to COA for audit so as to meet the deadline of the submission of audited financial statement on June 30, 2009.</p> <p>The deadline of submission of the quarterly IFRs, which is 45 days after the end of each calendar quarter, should be strictly observed. In addition the completeness and the quality of the report should be improved.</p> <p>DepEd to submit a disbursement projection (annual and quarterly) for the grant based on a procurement plan and work and financial plan by May 31, 2009.</p> <p>DepEd to submit to the Bank a copy of the status report on the progress of the IAS consulting firm by April 30, 2009 and a copy of the baseline assessment of DepEd's internal controls.</p> <p>(a) DepEd should immediately make written representation with DBM to allow the immediate hiring of FM staff in all offices of the DepEd especially in the division offices with the aim of hiring the required staff no later than May 31, 2009.</p> <p>(b) DepEd should create a task force to study the requirements in changing the assignments of the finance officer and disbursement officer of independent schools by housing them all in the division office</p>	USec Sangli	ASec Galvan	FMS	RMM
			USec Sangli	ASec Galvan	FMS (Accounting)	SPHERE PMO, FMS (Accounting)
			USec Sangli	ASec Galvan	FMS (Accounting)	SPHERE PMO, FMS (Accounting)
			USec Sangli	ASec Galvan	FMS	RMM
			USec Sangli	ASec Galvan	FMS	RMM
			USec Sangli	ASec Galvan	Personnel Divi.	RMM

XI. Implementation Arrangements and Reporting

R	Results Matrix	4 th Review Mission Recommendations	Responsible Officials/Organic Unit/TWG			
			Undersecretary	Asst. Sec.	Office/Unit	TWG/TC
1		Recognising that the Reform agenda is DepEd's underlying approach to improved access and quality, and for achieving the EFA and MDG goals, the senior management would need to ensure coherence, coordination and complementarity, through the agreed structures (TCT etc.)	USecs Bacani, Labrador, Sangli	ASecs Galvan, Inciong, Mateo	BEE, BSE, BALS, OPS, PS Budget, Accounting	TCT

2		As a step towards multi-year planning, swift completion of costed , time-bound and action-oriented TWG workplans, in readiness for the DepEd budget planning process in March 2009. The 5 th BESRA review to be scheduled for August 3-14	OSEC	ASec Pichay	OPS & FMS	TCT (Lead), BESRA Secretariat, OPS & FMS

Early Childhood Care and Education

Results Matrix	4th Review Mission Recommendations	Responsible Officials/Organic Unit/TWG			
		Undersecretary	Asst. Sec.	Office/Unit	TWG/TC
	<ul style="list-style-type: none"> Produce costed workplan, including timeline, annual targets and highlighting any areas requiring TA support Develop a strategy for prioritising learners : (eg focus further provision on areas of high poverty and high elementary drop out) Provide information on current profile of day care workers and of the teachers in DepEd pre-schools; Link with CHED to develop training curriculum and career structure, using NCBS. <p>Medium Term</p> <ul style="list-style-type: none"> Implement strategy to orient Grade 1 teachers to receive pre-school completers and align ECCE curriculum with Grades 1-6 curriculum 	Usec. Labrador	ASec Inciong	BEE BEE BEE	TWG/TC TEDP

Alternative Learning Strategies

Results Matrix	4th Review Mission Recommendations	Responsible Officials/Organic Unit/TWG			
		Undersecretary	Asst. Sec.	Office/Unit	TWG/TC

	<ul style="list-style-type: none"> • DepEd to initiate a detailed analysis under the BESRA research agenda, to assess current ALS provision and advise BALS. The research should look at funding sources and how these can be better coordinated as well as where additional funding might be leveraged, successes and failures, use of BALS materials and other materials; in particular it should analyse achievement results and suggest strategies for improvement. The research will inform a review of current policy, the development of a detailed, costed and time bound strategic framework linked to key activities; a time line and an accountability framework. • ALS data should be included within BEIS • As well as producing its own materials, BALS should promote the production and use of learner-centered materials in local languages to supplement the existing materials. • BALS/DepEd should facilitate and encourage stronger links between formal and non-formal learning, eg linking ALS coordinators with DORP coordinators, to enable sharing of best practice and materials • DepEd should clarify the role of the EFA committee with regard to ALS. 	Usec Bacani	Asec Mateo	OPS BALS/BEE/BSE	TCT, ALS TWG (Lead) ALS TWG (Lead), OPS BALS (Lead), NLS TWG ALS TWG (Lead) NEC Secretariat
		Usec Bacani		OPS	NEC Secretariat