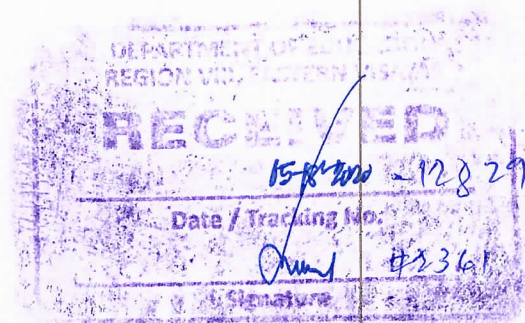




Republic of the Philippines
Department of Education
PROJECT MANAGEMENT SERVICE




Office of the Director

MEMORANDUM

FOR : DR. GILBERT T. SADSAD, Regional Director, Region V
DR. MA. GEMMA M. LEDESMA, Regional Director, Region VI
DR. RAMIR B. UYTICO, Regional Director, Region VIII
DR. ARTURO B. BAYOCOT, Regional Director, Region X

ATTENTION : Supt. CRESTITO M. MORCILLA, Legazpi City
Supt. CECILLE BERNADETTE P. RIVERA, Iriga City
Supt. WILLIAM E. GANDO, Sorsogon City
Supt. LOIDA N. NIDEA, Camarines Sur
Supt. MA. LUZ M. DE LOS REYES, Iloilo City
Supt. MA. JOCELYN J. PALCAT, Guimaras
Supt. MANUEL P. ALBANO, Leyte
Supt. RAUL AGBAN, Baybay City
Supt. RANDOLPH B. TORTOLA, Bukidnon
Supt. CHERRY MAE L. LIMBACO, Cagayan De Oro City.


FROM : 
MILAGROS T. TALINIO
Director IV
Project Management Service

SUBJECT : Request Confirmation of Regional and Division Officials to be Involved in the Sustaining Education Reform Gains (SERG) Project

DATE : May 7, 2020

This has reference to the above-stated project which we are implementing in partnership with the Government of Australia – Department of Foreign Affairs and Trade (GoA-DFAT). The project will run for the period, November 2019 to November 2021 in ten (10) project areas, as follows:

Region V	Camarines Sur and the Cities of Legaspi, Iriga and Sorsogon
Region VI	Iloilo City and Guimaras
Region VIII	Leyte and Baybay


15-10-20

Region X

Bukidnon and Cagayan de Oro City

GOA-DFAT has engaged the services of Save the Children (SC) to assist DepEd implement the project.

As designed, Project SERG will deliver targeted technical assistance to identified schools by education specialists hired through SC and by the officials you have been sending to the activities we organized since last year, in close coordination with the National Educators Academy of the Philippines (NEAP) Central Office. Crucial to sustainability, the engagement of organic personnel to work with SC-hired specialists will facilitate technology transfer focused on the Learning and Development System and institutionalize project gains later.

With the declaration of the national health emergency in March 2020 by the Office of the President and placed many areas under an Enhanced or General Community Quarantine status, project activities were affected given the adoption of work-from-home scheme and social distancing, coupled by limited mobility of the people due to the non/limited availability of public transport in many areas and the imposition of curfew hours by the local government units. As projects of this nature operate on tight timelines, the involvement of organic personnel becomes more important to ensure that the expected outputs and learnings are achieved as designed.

Hence, we seek your concurrence on the following:

1. To engage these officials as SERG Focal Persons at the regional and division levels to coordinate the project following the terms of reference found in Attachment 1 hereof:

Region	Name	
Region V	Sancha M. Nacion Ma. Corazon A. Aler	
Region VI	Susan D. Severino Leonerico Barredo	
Region VIII	Harvie D. Villamor Alejandra B. Lagumbay	
Region X	Raymund Antolo	
Region	SDO	Name
Region V	Legazpi City	Maria Solidad P. Nuyles
	Sorsogon City	Ma. Theresa O. De Castro
	Camarines Sur	Ma. Salve Gutierrez
	Iriga City	Ma. Genoviva N. Quiaño
Region VI	Guimaras	Noel Santillan
	Iloilo City	Gilda C. Gulmatico
Region VIII	Leyte	Jennie D. Villasin
	Baybay City	Marck Anthony M. Suyom
Region X	Bukidnon	Prescilla T. Rebaya
	Cagayan de Oro City	Lorebina Carrisco

2. To designate these officials as SERG Teacher Professional Development Coaches on a full-time basis in the divisions where they are assigned following the terms of reference found in Attachment 2 hereof:

Region	SDO	Name
Region V	Legazpi City	Nonie S. Conda
	Sorsogon City	Beverly Laban
	Camarines Sur	Imelda S. Del Rosario
	Iriga City	Maricel L. Intia
Region VI	Guimaras	Edlyn D. Legita
	Iloilo City	Rolly Ben M. Madera
Region VIII	Leyte	Glendale B. Lamiseria
	Baybay City	Frolemea Narra Tañiza
Region X	Bukidnon	Jocelyn L. Flores
	Cagayan de Oro City	Mary Anthony Sierras

Additionally, as the above officials will be working on the project that will directly contribute to the improvement of basic education in the project areas, we request that their involvement in the project be considered part of their RPMS commitments or individual KRAs.

Finally, Project SERG has a strong component on Gender Equality, Disability and Social Inclusion (GEDSI) in keeping with the Philippines and Australia's interest on this matter. Hence, we will soon inform you about the specific activities and schedules of the project when coordination and collaboration with DepEd focal officials on gender and development, IPed, and SPed will be done and where their participation will be most meaningful.

We hope to get your responses **on or before May 19, 2020**. For concerns, please feel free to relate with **Ms. Jeremay M. Cervancia** of this office at jeremay.cervancia@deped.gov.ph.

Thank you for your usual support and cooperation.

Encl: As stated

Attachment 1

Terms of Reference of Focal Persons at the Regional and Division Levels

I. RO Focal Persons

An incumbent Education Supervisor from the Human Resource Development Division (HRDD) of the region will be the focal person in the RO under the supervision of the HRDD Chief, in the full implementation and monitoring of the Learning and Development System for Teacher Professional Development.

While this is part of his/her functional responsibility in the RO, the ES from HRDD will be responsible for coordinating the project in the region and in the provision of technical coaching to the TPD Focal and TPD Coach of the SERG pilot SDO.

The RO Focal in turn will receive technical assistance in the implementation of the L&D System for TPD from the SERG Technical Adviser assigned to the Region within which the pilot Division belongs. The RO Focal will directly coordinate SERG activities with relevant offices in the Region and Division. The RO Focal will require a direct coordination relationship of SERG activities with the Regional Director, Chiefs of FTAD, QAD, CLMD, PPRD, ESSD and Finance and Admin Division and Schools Division Superintendents.

Save the Children will provide the RO Focal Persons with communication allowance, since the coordination and setting-up of meetings or possible learning sessions will entail additional cost on their part. As approved by GoA-DFAT, the SERG team is putting forward the offer in compliance to GoA-DFAT's "do no harm" policy in all its projects. Arrangements will be through Save the Children to avoid imposing additional tasks to finance officers, however, accounting reports will be provided accordingly.

Generic Duties and Responsibilities:

- i. Provide technical coaching to the SDO Focal and TPD Coordinator/Coach in development and implementation of a contextualized plan to support TPD needs assessment, implementation and monitoring.
- ii. Provide advice and assistance in the enhancements/adaptation of select TPD Systems' elements (e.g. technical guidance to introduce amendments to the L&D System and Manual to better reflect the needs of different typologies of schools (including ALS) in different contexts.
- iii. Provide technical coaching to assist the Division to implement TPD systems and to identify areas for adaptation of TPD Systems at the Division and school levels – working under the guidance of the Technical Advisers at the Regional level.
- iv. Provide guidance and advice to the Schools Division to prepare and implement annual and multi-year TPD plans which are integrated within broader education plans – REDP and DEDP
- v. Provide appropriate technical support to ensure relevant evidence from the implementation of TPD systems at the Division and school levels is obtained to inform adjustments/adaptation and/or development of new TPD policies, systems and processes.
- vi. Perform the assignment as a member of the SERG project team which requires significant coordination and collaboration with other team members.
- vii. Provide periodic status reports and a consolidated annual report on progress towards expected results, identifying potential barriers and ways to mitigate their effect as well as identifying promising practices that may be useful in informing adjustments to TPD policies, systems and processes.

Director Milagros T. Talinio

Project Management Service

Mabini Building, DepEd Complex, Meralco Avenue, Pasig City

Telephone No. (02) 8631-6926, (02) 8631-0595 ; Email: milagros.talinio@deped.gov.ph

- viii. Participate in the periodic learning sessions and policy discussion fora on TPD that may be scheduled by SERG and/or DepEd.
- ix. Participate in trialing of virtual Learning Action Cell (LAC) sessions of teachers in a 1 to 2 schools per SDO, to be able to see the viability and effectiveness of the approach.
- x. Partner with Disability People's Organization/s or Civil Society Organization/s that may support DepEd sustain participation of learners with disability in school through helping teachers handle these learners.
- xi. As deemed necessary, attend related DepEd workshops, seminars and events (e.g. TPD events, RMEA and DMEA) to provide technical assistance and guidance.

II. SDO Focal Person

To implement the program in the pilot regions, an incumbent Education Specialist from the Human Resource Development (HRD) of SGOD, will be the focal person in the SDO under the supervision of the SGOD Chief, in the full implementation and monitoring of the Learning and Development System for Teacher Professional Development.

While this is part of his/her functional responsibility in the SDO, the EPS from HRD will be responsible for coordinating the project in the SDO and in the provision of support to the TPD Coach of the 6 SERG pilot Schools.

The SDO Focal in turn will receive technical assistance in the implementation of the L&D System for TPD from the RO Focal with the SERG Technical Adviser assigned to the Region within which the pilot Division belongs. The SDO Focal will directly coordinate SERG activities with the RO Focal, relevant SDO Offices (e.g. SGOD, CID) and the pilot schools.

Save the Children will provide the RO Focal Persons with communication allowance (mobile and data), since the coordination and setting-up of meetings or possible learning sessions will entail additional cost on their part. As approved by GoA-DFAT, the SERG team is putting forward the offer in compliance to GoA-DFAT's "do no harm" policy in all its projects. Arrangements will be through Save the Children to avoid imposing additional tasks to finance officers, however, accounting reports will be provided accordingly

Generic Duties and Responsibilities:

- i. Provide administrative support to the TPD Coordinator/Coach in the development and implementation of a contextualized plan to support TPD needs assessment, implementation and monitoring.
- ii. Provide administrative support in the enhancements/adaptation of select TPD Systems' elements
- iii. Provide administrative support to assist the Division to implement TPD systems and to identify areas for adaptation of TPD Systems at the Division and school levels – working under the guidance of the Technical Advisers at the Regional level.
- iv. Provide administrative support to prepare and implement annual and multi-year TPD plans which are integrated within broader education plans – DEDP
- xii. Provide administrative support to ensure relevant evidence from the implementation of TPD systems at the Division and school levels is obtained to inform adjustments/adaptation and/or development of new TPD policies, systems and processes.
- xiii. Perform the assignment as a member of the SERG project team which requires significant coordination and collaboration with other team members.
- xiv. Provide periodic status reports and a consolidated annual report on progress towards expected results, identifying potential barriers and ways to mitigate their effect as well as identifying promising practices that may be useful in informing adjustments to TPD policies, systems and processes.

Director Milagros T. Talinio

Project Management Service

Mabini Building, DepEd Complex, Meralco Avenue, Pasig City

Telephone No. (02) 8631-6926, (02) 8631-0595 ; Email: milagros.talinio@deped.gov.ph

- xv. Participate in the periodic learning sessions and policy discussion fora on TPD that may be scheduled by SERG and/or DepEd.
- xvi. Participate in trialing of virtual Learning Action Cell (LAC) sessions of teachers in a 1 to 2 schools per SDO, to be able to see the viability and effectiveness of the approach.
- xvii. Partner with Disability People's Organization/s or Civil Society Organization/s that may support DepEd sustain participation of learners with disability in school through helping teachers handle these learners.
- xviii. As deemed necessary, attend related DepEd workshops, seminars and events (e.g. TPD events and DMEA and SMEA) to provide inputs towards successful project implementation.

Attachment 2

Terms of Reference Division Teacher Professional Development (TPD) Coach / Coordinator

The position will be responsible for the provision of technical coaching to School Heads/ Principals and Master Teachers who will implement policies, systems and processes related to TPD. The position will be seconded from the DepEd – ideally from the Division level - to provide technical assistance services associated with the field-level implementation of the Learning and Development System (LDS) for TPD. A significant aspect of the coaching assignment will be supporting the full implementation and monitoring of the LDS for TPD.

The Division TPD Coach/ Coordinator will work directly with the **RO Focal** and the **SERG Regional Technical Adviser** assigned to the Region within which the Division belongs. The Division TPD Coach will require a direct coordination relationship with the Schools Division Superintendent.

Save the Children will provide the RO Focal Persons with communication allowance, since the coordination and setting-up of meetings or possible learning sessions will entail additional cost on their part. As approved by GoA-DFAT, the SERG team is putting forward the offer in compliance to GoA-DFAT's "do no harm" policy in all its projects. Arrangements will be through Save the Children to avoid imposing additional tasks to finance officers, however, accounting reports will be provided accordingly

Generic Duties and Responsibilities:

In consultation with the SERG Regional Technical Adviser prepares a coaching plan for the target schools based on validated needs assessment report, IPDPs/Group PDP/Strategic School Professional Development Plans.

- i. Provide technical coaching to targeted school heads and master teachers to assist the Division in the development and implementation of a contextualized plan to support TPD needs assessment, implementation and monitoring.
- ii. Provide advice and assistance in the enhancements/adaptation of select TPD Systems/ elements (e.g. technical guidance to introduce amendments to the L&D System and Manual to better reflect the needs of different typologies of schools (including ALS) in different contexts.
- iii. Provide technical coaching to assist the Division to implement TPD systems and to identify areas for adaptation of TPD Systems at the Division and school levels – working under the guidance of the Technical Advisers at the Regional level.
- iv. Provide guidance and advice to the Division and schools to prepare and implement annual and multi-year TPD plans which are integrated within broader education plans – DEDP and the SIP
- v. Identify technical input needs and engage specialized expertise from CID and SGOD.
- vi. Provide appropriate technical support to capture relevant evidence from the implementation of TPD systems at the Division and school levels to inform adjustments/adaptation and/or development of new TPD policies, systems and processes.
- vii. Perform the assignment as a member of a team of TPD coaches which requires significant coordination and collaboration with other team members.
- viii. Provide periodic status reports and a consolidated annual report on progress towards expected results, identifying potential barriers and ways to mitigate their effect as well as identifying promising practices that may be useful in informing adjustments to TPD policies, systems and processes.
- ix. Participate in the periodic learning sessions and policy discussion fora on TPD that may be scheduled by SERG and/or DepEd.

- x. Participate in trialing of virtual Learning Action Cell (LAC) sessions of teachers in a 1 to 2 schools per SDO, to be able to see the viability and effectiveness of the approach.
- xi. Partner with Disability People's Organization/s or Civil Society Organization/s that may support DepEd sustain participation of learners with disability in school through helping teachers handle these learners.
- xii. As deemed necessary, attend related DepEd workshops, seminars and events (e.g. TPD events and DMEA and SMEA) to provide technical assistance and guidance.

Generic Knowledge and Skills:

- i. Excellent knowledge of and experience in working with HR and TPD systems in DepEd, particularly NEAP, PPST-RPMS, T&D System/L&D System.
- ii. Excellent knowledge of coaching approaches accompanied with experience coaching peers and subordinates within DepEd.
- iii. Excellent interpersonal and facilitation skills.
- iv. Exceptional at building positive professional working relationships.
- v. Very good oral communication skills in both English and Filipino, with cultural knowledge and linguistic ability in the assigned Division.
- vi. Excellent analytical and technical writing skills.
- vii. Knowledge and experience applying gender equality, disability and social inclusion principles.