



Republic of the Philippines

Department of Education
UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

DEPARTMENT OF EDUCATION
REGION VIII, EASTERN VISAYAS

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MEMORANDUM
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FOR/TO : MINISTER, MBHTE-BARMM
REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
PUBLIC SCHOOLS DISTRICT SUPERVISORS
SCHOOL HEADS

FROM : DIOSDADO M. SAN ANTONIO
Undersecretary for Curriculum and Instruction

SUBJECT : Conduct of Capacity Building Activity of
Comprehensive Sexuality Education (CSE) for Public
Schools District Supervisors and School Heads

DATE : 29 October 2020

The Department of Education, through the Bureau of Curriculum Development (BCD) and Bureau of Learning Delivery (BLD), in cooperation with Center for Health Solutions and Innovations Philippines, Inc. (CHSI) and United Nations Population Fund (UNFPA), shall conduct a two-part webinar on Comprehensive Sexuality Education (CSE) on December 2 and 4, 2020, as part of capacity building for **Public Schools District Supervisors** and **School Heads** in all regions.

This activity aims to provide the participants with knowledge, skills, attitudes, and tools on the Comprehensive Sexuality Education (CSE) curriculum using creative and evidence-based pedagogies. At the end of the training, the participants shall be able to:

1. Identify core contents, standards, and learning competencies of enhanced Comprehensive Sexuality Education;
2. Familiarize themselves with the different modules/teaching resources/job aids for CSE orientation sessions, monitoring and evaluation tools of CSE; and
3. Apply knowledge learned as facilitators/resource persons for District- and School-wide CSE orientation workshops.

Participation from all regions is critical during the webinar. The link to the webinar will be given to the participants a day before the training.

Kindly see the following annexes for further information:

- ☐ Annex 1 – Program / Course Profile
- ☐ Annex 2 – Program Overview / Course Design

For more information, all Regional/School Division Offices involved are advised to contact **Dr. Rosalie B. Masilang** or **Mr. Michael J. Cabrera** at 8632-7746 / 8687/2948 or through email rosalie.masilang@deped.gov.ph or michael.cabrera001@deped.gov.ph.

Immediate dissemination of this memorandum is requested.

ANNEX 1

PROGRAM/COURSE PROFILE

Title: National Online Training on Comprehensive Sexuality Education (CSE) for Public Schools District Supervisors (PSDS) and School Heads (SH)

Rationale:

Comprehensive Sexuality Education (CSE) is defined as an age-appropriate, culturally relevant approach to teaching about sexuality and relationships by providing scientifically accurate, realistic, non-judgmental information (UNESCO 2009). The primary goal of CSE is to equip children and young people with the knowledge, attitudes, values and skills necessary for making healthy informed choices about their sexual and reproductive lives and relationships (UNFPA 2014).

Comprehensive sexuality education seeks to:

- Increase learners' knowledge and understanding
- Clarify values and attitudes and enhance self-esteem
- Develop or strengthen life skills
- Develop critical thinking to reduce risks related to poor health outcomes

Studies show that effective comprehensive sexuality education programs can:

- Reduce misinformation
- Increase correct knowledge
- Clarify and strengthen positive values and attitudes
- Increase skills to make informed decisions and act upon them
- Improve perceptions about peer groups and social norms
- Increase communication with parents or other trusted adults

Research also shows that CSE can help to:

- Abstain from or delay the debut of sexual relations;
- Reduce the instances of unprotected sex, sex for material gain, unwanted pregnancies, and harmful practices including GBV and HTPs;
- Reduce the number of sexual partners; and
- Increase the use of protection against unintended pregnancy and STIs during sexual intercourse.

Schools provide a practical means of reaching large numbers of young people with comprehensive sexuality education before they become sexually active, as well as providing a structured opportunity within which to do so. Having well-trained, supported and confident teachers who will deliver good quality CSE is critical to leverage such opportunity. Equipping teachers with the knowledge, skills and comfort level, as well as providing them with a stronger professional development and support, will help ensure that learners receive accurate and age-appropriate information that will enable them to make healthy, informed choices about their sexual and reproductive health and overall well-being and help them achieve their full potential.

While there is already a growing interest and confidence among teachers to teach CSE, the actual delivery of the topic has been confronted by several hindrances such as (i) non-adherence to content, sequence, and completeness, (ii) inability of teachers

to deliver the topic, and (iii) inhibitions of teachers to discuss sensitive topics. Teachers identified the needs to have curriculum guides and learners' assessment tools. They also identified several training needs on supplementing their technical knowledge and building their ability to communicate and their skill in using participatory methodology.

As public schools transition to alternative learning modalities i.e. blended learning, amid Covid-19 pandemic; the training of teachers for this school year will also shift from conventional face-to-face approach to distance online learning. DepEd, together with UNFPA and CHSI, has successfully organized a 2-part webinar on CSE in June 2020. Regional supervisors and CSE focal persons attended the online CSE orientation.

Last September and October 2020, DepEd conducted the in-service training of teachers, a national online training on CSE. The training aimed to provide the participants with knowledge, skills, attitudes and tools for the effective delivery of school-based CSE. Select educators from three pilot regions, namely Regions 1, 7 and 11 are invited. Also, representatives from non-pilot regions and areas were invited. The core sessions were linked to the Philippine Professional Standard for Teachers developed by the National Educators Academy of the Philippines. Prior to the training, selected teachers were invited to participate in the baseline assessment survey of Philippine public school teachers on CSE.

This coming December 2 and 4, we are organizing a 2-part webinar on CSE with Public Schools District Supervisors and School Heads as participants.

At the end of the online training, the participants will be able to:

- Identify core contents, standards, and learning competencies of enhanced Comprehensive Sexuality Education;
- Familiarize themselves with the different modules/teaching resources/job aids for CSE orientation sessions, monitoring and evaluation tools of CSE; and
- Signify commitment as facilitators/resource persons for District- and School-wide CSE orientation workshops.

Last September 2020, Secretary Leonor Magtolis Briones signed DepEd Orders 24 and 25 or the "National Adoption and Implementation of the Philippine Professional Standards for School Heads and Supervisors". The professional standards (domains and strands) covered for this training are:

Philippine Professional Standards for Supervisors
Domains and Strands
(DO 25, series 2020)

Domain 1: Supporting Curriculum Management and Implementation

Strands:	1.1	Curriculum Implementation
	1.2	Curriculum Innovation
	1.3	Curriculum Contextualization
	1.4	Learning Resource Development
	1.5	Learning Resource Management

	1.6	Learning Outcomes Assessment
Domain 2: Strengthening Shared Accountability		
Strands:	2.1	Educational Development Plan Operationalization
	2.2	Technical Assistance Provision
	2.3	Policy Review and Recommendation
	2.4	Disaster Preparedness, Mitigation, and Resiliency Support
Domain 3: Fostering a Culture of Continuous Improvement		
Strands:	3.1	Support for Instructional Leadership
	3.2	Technology-based Innovation including ICT
	3.3	Culture of Research
	3.4	Communities of Practice
	3.5	Use of Communication Platforms
Domain 4: Developing Self and Others		
Strands:	4.1	Learning and Development
	4.2	Professional Networks
	4.3	Personal and Professional Development
	4.4	Professional Reflection and Learning to Improve Practice
	4.5	Support for Rewards and Recognition Mechanisms

Philippine Professional Standards for School Heads
Domains and Strands
(DO 24, series 2020)

Domain 1: Leading Strategically		
Strands:	1.1	Vision, Mission and Core Values
	1.2	School Planning and Implementation
	1.3	Policy Implementation and Review
	1.4	Research and Innovation
	1.5	Program Design and Implementation
	1.6	Learner Voice
	1.7	Monitoring and Evaluation Processes and Tools
Domain 2: Managing School Operations and Resources		
Strands:	2.1	Records Management
	2.3	School Facilities and Equipment
	2.4	Management of Staff
	2.5	School Safety for Disaster Preparedness, Mitigation and Resiliency
	2.6	Emerging Opportunities and Challenges

Domain 3: Focusing on Teaching and Learning

- Strands:**
- 3.1 School-based Review, Contextualization and Implementation of Learning Standards
 - 3.2 Teaching Standards and Pedagogies
 - 3.3 Teacher Performance Feedback
 - 3.4 Learner Achievement and Other Performance Indicators
 - 3.5 Learning Assessment
 - 3.6 Learning Environment
 - 3.7 Career Awareness and Opportunities
 - 3.8 Learner Discipline

Domain 4: Developing Self and Others

- Strands:**
- 4.1 Personal and Professional Development
 - 4.2 Professional Reflection and Learning
 - 4.3 Professional Networks
 - 4.4 Performance Management
 - 4.5 Professional Development of School Personnel
 - 4.6 Leadership Development in Individuals and Teams
 - 4.7 General Welfare of Human Resources
 - 4.8 Rewards and Recognition Mechanism

Domain 5: Building Connections

- Strands:**
- 3.1 Management of Diverse Relationships
 - 3.2 Management of School Organizations
 - 3.3 Inclusive Practice
 - 3.4 Communication
 - 3.5 Community Engagement

Target Participants	Public Schools District Supervisors and School Heads			Duration	12 hours of online and offline sessions	
Modality	Lecture-Discussion Writeshop Online Simulation / Walkthrough	Delivery Platform	Online (Synchronous) Offline (Asynchronous)	Indicative Date of Implementation	December 2 and 4, 2020	

Resource Person / Learning Facilitators	USec. Diosdado San Antonio (DepEd OUCI) Dir. Jocelyn Andaya (DepEd BCD) Dr. Rosalie Masilang (DepEd BCD) Mr. Michael Cabrera (DepEd BCD) Dr. Junice Melgar (Likhaan) Mr. Ernani Jaime (DepEd BLD) BCD TWG Mr. Cris C. Gonzales (CHSI Philippines) Ms. Rea Uy Epistola (CHSI Philippines) PETA Artist-Teachers Dr. Michael Singh (UNFPA) Ms. Anamaria Garcia (UNFPA) Dr. Juan Antonio Perez (POPCOM) Ms. Mylene Mirasol Quiray (POPCOM)
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ANNEX 2

PROGRAM OVERVIEW/COURSE DESIGN

Proposed Program of Activities		
Time	Day 1 – December 2	Day 2 – December 4
7:30 AM – 7:45 AM 7:45 AM – 8:00 AM	<input type="checkbox"/> Opening Program <input type="checkbox"/> Expectations Check and Pre-test	<input type="checkbox"/> Management of Learning (7:30 – 7:45 AM) <input type="checkbox"/> Review of Exit Slips (7:45 AM – 8:00 AM)
8:00 AM – 9:00 AM	<input type="checkbox"/> Overview of CSE (Rationale, Legal Bases, Policy Guidelines)	<input type="checkbox"/> LAC CSE Module and CSE Primer Job Aid for Parents/Guardians (8:00 AM – 9:30 AM)
9:00 AM – 10:30 AM	<input type="checkbox"/> CSE Curriculum Standards for Filipino Learners <input type="checkbox"/> Entry points of CSE Standards to the K12 MELCs	<input type="checkbox"/> Other Resources from Partner Agencies (9:30 AM – 10:30 AM)
10:30 AM – 10:40 AM	Health Break	
10:40 – 12:00 NN	<input type="checkbox"/> CSE Readers	<input type="checkbox"/> Psychosocial Support for Learners and Teachers
12:00 NN – 1:00 PM	Lunch Break	
1:00 PM – 3:00 PM	<input type="checkbox"/> CSE DLPs	<input type="checkbox"/> Monitoring and Evaluation (1:00 PM – 2:30 PM)
3:00 PM	Wrap-up Day 1	(2:30 PM – 4:00 PM) <input type="checkbox"/> Action Planning <input type="checkbox"/> Closing Program
Expected Outputs	Exit Slips Expectations Check Pre-Test	Action Plan Training Evaluation Post Test
Officers of the Day	DepEd and CHSI	DepEd and CHSI