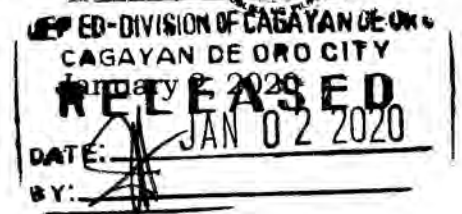




Department of Education
Region X
DIVISION OF CAGAYAN DE ORO CITY
Father Masterson's Avenue, Upper Balulang
Cagayan de Oro City



Div. Memorandum No. 01, s. 2020

ATTENDANCE TO THE MEETING ON THE INCEPTION MISSION OF SUSTAINING EDUCATION REFORM GAINS (SERG) PROJECT TEAM

To: The CDO Division Learning & Development Team

- Dr. Alicia E. Anghay, CESE - ASDS
- Mr. Rosalio R. Vitorillo - Chief, SGOD
- Ms. Lorebina C. Carrasco - Chief, CID
- Dr. Derrold Marl S. Aves - SEPS – HRD; L&D Focal
- Ms. Cynthia V. Yañez - EPS – I; member
- Ms. Eleanor H. Rollan - SEPS – M&E; member
- Dr. Joel D. Potane - SEPS – Research; member
- Ms. Mary Anthony C. Sieras - EPS – II HRD; member

1. In reference to the DepEd Memorandum of Undersecretary Nepomuceno A. Malaluan dated December 17, 2019, on the **Inception Mission of Sustaining Education Reform Gains (SERG) Project Team** the following personnel are directed to attend the said meeting with Mr. Solitario N. Discar, Jr., SERG Project Education Specialist, on **January 3, 2020 1:00 – 4:30 PM at the Division Office of Cagayan de Oro City.**

Time	Activity	Person to be Consulted
8:00-8:30	Courtesy Visit	Dr. Arturo B. Bayocot, CESO III, Regional Director/ Dr. Victor de Gracia, Jr., CESO V, Assistant Regional Director
8:30-11:30	Meeting with the Regional L&D Team	Dr. Raymund S. Antolo, HRDD Chief Dr. Gina Labitad, L&D Focal (Non-Teaching) Ms. Rebecca Postrano, L&D Focal (Teaching)
1:00-1:30	Courtesy Visit	Dr. Cherry Mae L. Limbaco, CESO V, Schools Division Superintendent/ Dr. Alicia E. Anghay, CESE, Assistant Schools Division Superintendent
1:30- 4:30	Meeting with the Division L&D Team	Mr. Rosalio R. Vitorillo, Chief EPS - School Governance Operation Division Ms. Lorebina C. Carrasco, Chief EPS - Curriculum Implementation Division



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	Dr. Derrold Marl S. Aves , SEPS HR, Learning & Development Focal
	Ms. Cynthia V. Yañez , EPS - I; member
	Ms. Eleanor Consejo H. Rollan , SEPS Monitoring & Evaluation; member
	Dr. Joel D. Potane , SEPS Research; member
	Ms. Mary Anthony C. Sieras , EPS - II Human Resource Development; member

Please make the following documents available during the meeting:

- a. L&D Sustainability Plan
 - b. M&E Reports/ Activity Reports
 - c. L&D Plan for CY 2020
 - d. Other relevant L&D Documents
2. Attached is the DepEd Memorandum of Usec. Malaluan for reference.
3. Immediate and wide dissemination of and compliance with this Memorandum are desired.


CHERRY MAE L. LIMBACO
Schools Division Superintendent



Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY
Tanggapan ng Pangalawang Kalihim

MEMORANDUM

TO : **Regional Director GILBERT SADSAD, DepEd Region V**
Regional Director GEMMA LEDESMA, DepEd Region VI
Regional Director RAMIR UYTICO, DepEd Region VIII
Regional Director ARTURO BAYOCOT, DepEd Region X

FROM : **ATTY. NEPOMUCENO MALALUAN**
Undersecretary and Chief of Staff

SUBJECT : **INCEPTION MISSION OF SUSTAINING EDUCATION
REFORM GAINS (SERG) PROJECT TEAM**

DATE : **17 December 2019**

This refers to the Sustaining Education Reform Gains (SERG), a two-year (2019-2021) strategic successor project to the Basic Education Sector Transformation (BEST) Program, which intends to help the Department in improving the systems for teacher professional development.

Specifically, Project SERG aims to contribute to: (1) improved quality teaching in target schools particularly for boys and girls experiencing disadvantage; and (2) improved policies, systems, and processes for teacher professional development.

The key strategy of SERG project is the provision of targeted technical assistance to the DepEd Central Office and Regions V, VI, VIII and X and selected division offices (those involved in the BEST's Learning and Development system trial) to strengthen DepEd's capacity to design and implement effective teacher professional development (TPD), leveraging its own resources to meet its objectives. The technical assistance will be mobilized and managed by Save the Children under the strategic direction of DepEd and the Australian Embassy. (See enclosed brief on Project SERG)

In line with this, a team from the Department of Foreign Affairs and Trade – Australia (DFAT) and Save the Children will have a courtesy visit and conduct an inception mission to the regional and selected division offices from 3rd week of December 2019 to 2nd week of January 2020.



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The inception mission aims to:

- obtain information on the current work of the Regions and selected Divisions regarding initiatives in teacher professional development, including the implementation of their respective Learning and Development (L&D) sustainability plans prepared during BEST program
- Discuss project scope, implementation arrangements and initial schedule of activities

In this regard, the Regional Office is requested to arrange for a meeting with the Regional Director, HRDD Chief and concerned Schools Division Superintendents and L&D Regional and Division Focal Persons on the aforementioned dates.

Kindly confer with Ms. Laine Velasco on your preferred meeting arrangements through telephone numbers 09178713006 or at email address adelina.velasco@savethechildren.org

Enclosure: Brief description of the Project SERG

Undersecretary NEPOMUCENO A. MALALUAN, Chief of staff
Rizal Building, DepEd Complex, Meralco Avenue, Pasig City
Telephone No. (02) 638-6842 ; Fax No: (02) 638-4876 ; Email: oseco@deped.gov.ph



SUSTAINING EDUCATION REFORM GAINS (SERG)

Project Overview

Australia has partnered with the Philippines for over 30 years to improve the quality, relevance and reach of its education system. Following the completion of the Basic Education Sector Transformation (BEST) program (2014-19), Australia's partnership with the Department of Education (DepEd) will focus on improving the quality of teaching, as the most important factor in achieving better learning outcomes.

The Sustaining Education Reform Gains (SERG), which is being implemented for a two-year period from November 2019 until November 2021, seeks to extend and sustain the contributions of two education initiatives supported by Australia, notably: 1) the BEST Program, which contributed extensively to the formulation of a revised Learning and Development System for educators, and supported the development of substantial resources for teacher professional development; and 2) the partnership with the Research Center for Teacher Quality (RCTQ), which helped DepEd to develop the Philippine Professional Standards for Teachers (PPST), link them to career progression; and is now supporting the transformation of the National Educators Academy (NEAP).

The two expected End-of-Project Outcomes (EOPOs) for the SERG project are:

1. Improved quality of teaching in target schools particularly for boys and girls experiencing disadvantage
2. Improved policies, systems and processes for teacher professional development

These End of Program Outcomes will be achieved through targeted technical assistance to the DepEd Central Office, Regions V, VI, VIII and X and selected Division Offices to strengthen capacity to design and implement effective TPD. Specifically, the selected divisions are those that were involved during the BEST's Learning and Development system's trial, namely:

Regions	Schools Division	Regions	Schools Division
Region 5	Camarines Sur	Region 8	Baybay City
	Iriga City		Leyte
Region 6	Legaspi City	Region 10	Bukidnon
	Sorsogon City		Cagayan de Oro City
	Guimaras		
	Iloilo City		

The technical assistance will be mobilised and managed by Save the Children under the strategic direction of DepEd and the Australian Embassy. A small team of specialist advisers will be embedded in the NEAP at both Central and Regional levels, while Teacher Professional Development Coaches will be mobilized in target DepEd Division Offices to support Division and District supervisors to address the professional learning needs of teachers in around 54 target schools.

The support for implementation of TPD systems to improve the quality of teaching in the target schools (EOPO1) will also generate evidence for DepEd and NEAP on the effectiveness of TPD policies, systems and processes in different school settings and contexts, which will in turn inform ongoing refinement of TPD policies, systems and processes (EOPO2)