



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Division of City Schools – City of Tagbilaran

**Office of the Schools Division
Superintendent**


DIVISION MEMORANDUM
No. *279*, s. 2020

September 18, 2020

**GUIDELINES ON THE RELEASE, USE, REPORTING, AND MONITORING &
EVALUATION OF PROGRAM SUPPORT FUNDS FOR INFORMATION, EDUCATION AND
COMMUNICATION MATERIALS AND CAPACITY BUILDING ACTIVITIES ON
CHILD RIGHTS AND CHILD PROTECTION**

To: SGOD and CID Chiefs
Public Elementary and Secondary School Heads
Division Focal Person for Child Protection and Child Rights
All Others Concerned

1. Pursuant to DepEd Order No. 36 series 2020 dated November 9, 2020 on the **“Guidelines on the Release, Use, Reporting, and Monitoring & Evaluation of Program Support Funds (PSF) for Information, Education and Communication Materials and Capacity-Building Activities on Child Rights and Child Protection**, and in consonance with DepEd Order No 40, s. 2012 or the Child Protection Policy, attached is the guidelines aligned with DO 12 s. 2020 or the Adoption of the Basic Education Learning Continuity Plan for SY 2020-2021 in Light of the COVID-19 Public Health Emergency.
2. The PSF shall be downloaded to all DepEd Regional Offices and may further be downloaded to the schools division offices. This Order shall take effect immediately until completion of activities covered by this Order or until sooner amended, repealed, rescinded, or superseded.
- 3 Attached is the guidelines enclosed to DepEd Order No. 36 for your information and guidance.
4. Immediate and wide dissemination of this memorandum is desired.


JOSEPH IRWIN A. LAGURA, Ph D
Schools Division Superintendent
Office of the Schools Division Superintendent *1380*

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**GUIDELINES ON THE RELEASE, USE, REPORTING, AND MONITORING AND EVALUATION
OF PROGRAM SUPPORT FUNDS FOR INFORMATION, EDUCATION AND COMMUNICATION
MATERIALS AND CAPACITY-BUILDING ACTIVITIES ON CHILD RIGHTS**

I. RATIONALE

1. DepEd Order (DO) No. 40, s. 2012 or the DepEd Child Protection Policy (CPP) reiterates a zero-tolerance policy for any act of child abuse, violence, exploitation, discrimination, bullying and other forms of abuse.
2. Towards this end, the CPP mandates the conduct of information and education campaigns and capacity-building activities on the prevention of child abuse, violence, exploitation, discrimination, bullying and other forms of abuse, whether online or offline, promotion of positive and non-violent discipline, conflict resolution and peer mediation for DepEd teaching and non-teaching personnel, students and learners, parents and guardians to understand and implement the CPP.
3. Further, pursuant to DO 012, s. 2020 or the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020–2021 in Light of the COVID-19 Public Health Emergency, different learning delivery modalities (LDM) are being implemented by DepEd. These LDMs include distance learning through online learning, modular learning, TV/radio-based instruction, blended learning, or homeschooling. Face-to-face learning is not an option until it is safe for everyone. As such, all learners are undergoing home-based learning or homeschooling until further notice.
4. Under the BE-LCP, parents, guardians and caregivers have a more pronounced role in the education of learners during the COVID-19 pandemic as learners undertake home-based learning. Parents, guardians and caregivers have become learning facilitators for their children, regardless of the LDM being implemented. Parents, guardians, and caregivers need support to ensure that they understand, internalize, and practice preventive, protective and remedial measures against all forms of abuse and violence upon children, including the use of positive discipline in education.
5. Moreover, with online learning as an LDM under the BE-LCP, learners may be more exposed to risks such as cyberbullying and online sexual abuse and exploitation of children (OSAEC). The Office of Cybercrime of the Department of Justice, citing the National Center for Missing and Exploited Children, reported that there were almost 280,000 cases of OSAEC from March 1 to May 24, 2020, a 264 percent increase from the number of reports from the previous year.¹
6. Studies conducted even prior to the COVID-19 pandemic also show that the incidence of physical, psychological, and sexual abuse, as well as peer and cyber violence among children in the Philippines, has been increasing, thereby calling for urgent action and solutions. The 2015 National Baseline Study on Violence Against Children undertaken by the Council for the Welfare of Children (CWC) and UNICEF-

¹ Benjamin Pulta, "Online child exploitation reports in PH surge amid COVID-19: DOJ", *Philippine News Agency*, May 25, 2020. available at <<https://www.pna.gov.ph/articles/1103852>> accessed on October 10, 2020.



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Philippines shows that 3 in 5 children reported experiencing any form of physical violence in various settings, with more than half occurring in the home. Others were reported to have occurred in school, in the community, and when dating. Similarly, 3 in 5 children reported experiencing any form of psychological violence in any setting, but frequently occurring at home, and a considerable number taking place in school, in the community, and when dating. Sexual abuse was also reported by 1 in 4 children to have occurred at home, in school, and in the community. The 2015 study also observed that cyber violence is a growing concern in the Philippines, with 1 in 2 children reporting to have had experienced cyberviolence through verbal abuse on the internet or mobile phone, being shown sexual materials, being sent sexual messages, and having their nude body or sexual activities shown on the internet or mobile phone.²

7. Given the altered landscape of education brought about by the COVID-19 pandemic, it is important to ensure that DepEd personnel and parents, guardians and caregivers are properly informed, educated and capacitated to adapt to the new reality. Child rights issues, especially child protection, take on different forms under this altered landscape.

8. For parents, guardians, and caregivers, in particular, a mechanism to assist and support them in performing their roles as learning facilitators while upholding the rights of their children in education, including the right to protection, is the provision of capacity-building interventions and information, education, and communication (IEC) materials on child rights, such as those pertaining to positive parenting and discipline in education as well as online safety measures, which were developed by external partners of DepEd, or through collaboration between DepEd and its external partners. These materials, which all aim to uphold the best interest of the child, may be disseminated electronically or through other means, including distribution in printed format, along with printed self-learning modules (SLMs), to the learners' households. The IEC materials are ready for printing, reproduction and distribution.

9. The capacity-building activities and dissemination, printing and distribution of IEC materials are in compliance with DO 40, s. 2012, particularly: (i) Section 5(A) which states that ROs are mandated to encourage and support advocacy campaigns and capability-building activities on the prevention of child abuse, violence, exploitation, discrimination, bullying, and other forms of abuse, promotion of the use of positive and non-violent discipline, and peer mediation and conflict resolution; and (ii) Section 6(A), which states that the schools division offices (SDOs) shall conduct information-dissemination activities and in-service training for teachers on the protection of children in school from abuse, violence, exploitation, discrimination, bullying or peer abuse and other related cases, and Section 6(B), which states that SDOs shall undertake advocacy campaigns and capability building activities to enable the school to apply positive and non-violent discipline, among others.

II. SCOPE OF THE POLICY

10. These Guidelines shall cover the release, use, reporting, and monitoring and evaluation of program support funds (PSF) for information, education and communication materials and capacity-building activities for SY 2020-2021 on child

² National Baseline Study on Violence Against Children (2015), pp. 9-10.



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rights, including but not limited to, child protection and positive discipline in education.

III. DEFINITION OF TERMS

11. For the purpose of this Order, the following terms are defined as follows:

Basic Education Learning Continuity Plan (BE-LCP) is a package of education interventions that will respond to basic education challenges brought about by COVID-19, as provided in DO 012, s. 2020.

Caregivers refer to persons, other than parents, guardians, and learning support aides, who facilitate a child's education in the context of home-based learning or homeschooling.

Capability-Building Activities refer to activities by which DepEd teaching and non-teaching personnel as well as other education stakeholders such as parents, guardians, caregivers and learning support aides obtain, retain, and continuously improve their knowledge, skills, and attitudes on child rights, including child protection and positive discipline in education. These may include, but are not limited to, the conduct of online trainings through webinars and online meetings.

Child Protection refers to structures, programs, services and procedures, which are intended to prevent and respond to child abuse, violence, exploitation, discrimination, bullying and other forms of abuse.³

Child Online Protection is a form of child protection, which responds to, and addresses, the incidence of violence, abuse, exploitation, and bullying against children on the Internet or other electronic platforms.

External Partners refer to individuals, entities, agencies, and organizations that work with DepEd in the schools, SDOs, regional offices (ROs) and central office (CO) in the conduct of child rights, including child protection, initiatives. They include, but are not limited to, local government units (LGUs), other government agencies, international agencies, non-government and civil society organizations, and other private and corporate entities.

Home-based learning refers to the delivery of basic education, whether formal, non-formal, or informal, under the lead and supervision of a teacher but undertaken in the homes of learners through the various learning delivery modalities in DO 12, s. 2020, except homeschooling.

Homeschooling refers to the provision of learners with access to formal education while staying in an out-of-school environment, under the lead and supervision of authorized parents, guardians or tutors who take the place of the teachers as learning facilitators. While learners are expected to meet the learning standards of the K to 12 Basic Education Curriculum, the learning facilitators are given flexibility in learning delivery, scheduling, assessment and curation of learning

³ DepEd Order No. 40, s. 2012, "DepEd Child Protection Policy," Section 9(E).



resources. The program allows parents and guardians to maximize their involvement in their children's education as a matter of parenting philosophy.⁴

Learning Support Aide refers to a person who works together, and in collaboration with, a teacher and contributes to the provision of learning opportunities that promote achievement and progression of learners.⁵

Modular Distance Learning involves individualized instruction that allows learners to use SLMs in print or digital format, whichever is applicable in the context of the learner, and other learning resources like learner's materials, textbooks, activity sheets, study guides, and other study materials.⁶

Positive and Non-Violent Discipline of Children is a way of thinking and a holistic, constructive, and pro-active approach to teaching that helps children develop appropriate thinking and behavior in the short and long-term and fosters self-discipline. It is based on the fundamental principle that children are full human beings with basic human rights. Positive discipline begins with setting the long-term goals or impact that teachers want to have on their students' lives, and using everyday situations and challenges as opportunities to teach life-long skills and values to students.⁷

Ready-to-Print Materials refer to materials ready for mass printing and distribution.⁸

IV. POLICY STATEMENT

12. The DepEd hereby adopts the implementing Guidelines on the release, use, reporting, and monitoring and evaluation of program support funds (PSF) for information, education and communication materials and capacity-building activities for SY 2020–2021 pertaining to child rights, including but not limited to, child protection and positive discipline in education, to uphold the zero-tolerance policy of the DepEd for any act of child abuse, violence, exploitation, discrimination, bullying and other forms of abuse.

V. PROCEDURAL GUIDELINES

A. Fund Allocation and Release

13. The total amount allocated for all ROs and/or SDOs, excluding the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), is **thirteen million nine hundred ninety-eight thousand eight hundred (P13,998,800.00)**. Program Support Funds amounting to the following amounts per region will be downloaded through a Sub-Allotment Release Order (Sub-ARO) by the DepEd CO to each of the covered regions for the implementation of capacity-building activities and

⁴ Basic Education Learning Continuity Plan, Enclosure to DepEd Order No. 12, s. 2012, "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency," p. 32.

⁵ DepEd Order No. 32, s. 2020, "Guidelines on the Engagement of Services of Learning Support Aides to Reinforce the Implementation of the Basic Education Learning Continuity Plan in Time of COVID-19 Pandemic," par. 7(c).

⁶ Basic Education Learning Continuity Plan, p. 31

⁷ DepEd Child Protection Policy Sec. 9(P).

⁸ DepEd Order No. 18, s. 2020, "Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan," Section III, par. 3.1



dissemination, printing and distribution of IEC materials on child rights, including but not limited to, child protection, at the regional or division level.

Region	Amount (in pesos)
Region I	874,925.00
Region II	874,925.00
Region III	874,925.00
Region IV-A CALABARZON	874,925.00
Region IV-B MIMAROPA	874,925.00
Region V	874,925.00
Region VI	874,925.00
Region VII	874,925.00
Region VIII	874,925.00
Region IX	874,925.00
Region X	874,925.00
Region XI	874,925.00
Region XII	874,925.00
Region XIII	874,925.00
CAR	874,925.00
NCR	874,925.00

14. The ROs are given the discretion to further download the PSF to their respective SDOs. The Regional Director, through its planning, finance, and program teams, shall be responsible in determining the budget allocation per SDO.

15. After receipt of the Sub-ARO, the RO shall request the corresponding cash requirements through the issuance of Notice of Cash Allocation from the Department of Budget and Management Regional Office (DBM-RO) concerned.

B. Use of Funds

16. In order to strengthen the capacity of parents, guardians, caregivers, DepEd teaching and non-teaching personnel, and learning support aides, the said funds shall be used to finance the implementation of the following information, education and capacity-building activities:

- a. Printing, distribution, and dissemination of the following IEC materials:
 - i. Positive Discipline Primer: *Isang Praymer para sa Magulang at Tagapangalaga*
 - ii. *Pagbigay ng Papuri at Pabuya Para sa Mabuting Kilos* (Booklet)
 - iii. COVID-19 Parenting (Ten (10) Tip Sheets)
 - iv. #BeCybersafe *Dalir-eskwela* Tip Sheets
- b. Conduct of the following training-seminars/webinars:
 - i. Training-Seminar on Child Protection; or
 - ii. Training on Positive Discipline in Everyday Teaching; and/or
 - iii. Training on Cybersafety in Schools.



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17. Given the heightened role of parents, guardians and caregivers in homebased learning, utilization of PSF to address the needs of parents, guardians, and caregivers as teaching partners under the BE-LCP shall be given priority. Nonetheless, the ROs/SDOs are given flexibility to determine their priorities in the use of funds for child rights and child protection, according to the actual and unique needs and circumstances of their regions or divisions, as may be applicable.
18. For ROs/SDOs opting to conduct training-seminars, the Chief of Human Resource Development Division, in partnership with the Legal Unit or Focal Person on Child Protection, shall lead the conduct of said activities. Sample Activity Design and additional guidelines are contained in **Annex 1**.
19. The funds shall be used for information, education and communication materials and capacity-building activities that shall target and benefit parents, guardians, caregivers, DepEd teaching and non-teaching personnel, and learning support aides. These activities may be organized and conducted by ROs, SDOs, or schools, with the trainings or seminars conducted online or face-to-face in accordance with applicable laws, policies and guidelines from the national government and relevant local government units.
20. The IEC ready-to-print materials available online and for printing, their source and brief description are listed in **Annex 1** and may be accessed at the link below:
https://drive.google.com/drive/folders/15KCRurwwj2VTDcH5Fc_6vRurTtFiQD7S?usp=sharing
21. Funds for the activities shall be utilized for the following:
- a. For printing, distribution and dissemination of IEC materials:
 - i. Printing
 - ii. Packaging
 - iii. Distribution
 - b. For the conduct of training-seminar:
 - i. Supplies and materials
 - ii. Meals and snacks
 - iii. Honoraria of resource speakers
 - iv. Board and lodging
 - v. Contingency
22. The following objects of expenditure shall not be allowed:
- a. Personnel services covering salaries, wages, and overtime pay;
 - b. Utilities, such as, electricity, water, internet connection, which are funded from the regular Maintenance and other Operating Expenses; and
 - c. Capital outlay, such as purchase of equipment and gadgets.
23. The ROs/SDOs are reminded that activities for conduct under this guideline should be consistent and in line with the necessary health protocols enumerated in DO 014, s. 2020 or the Guidelines on the Required Health Standards in Basic Education Offices and Schools.
24. Should there be an excess of funds, such may be used for other activities directly related to child rights and child protection. However, if the funding is insufficient to cover the conduct of the capacity-building activity, additional expenses



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shall be charged against the Training and Development or Gender and Development Funds or through the support of external partners.

25. The ROs/SDOs shall ensure that all procurement of goods and services using the funds conform to the provisions of Republic Act No. 9184 or the Government Procurement Reform Act and its Revised Implementing Rules and Regulations, and other applicable laws and rules.

C. Liquidation and Accountability

26. Each RO/SDO is accountable for the disbursement and liquidation of funds based on the activities set forth in these guidelines, subject to the usual budgeting, accounting, and auditing rules and regulations.

D. Reporting Requirements

27. The RO must submit an accomplishment report on the utilization of funds (**Annex 2**) as well as a narrative accomplishment report (**Annex 3**) and/or a summary of the number of materials printed and distributed (**Annex 4**), depending on the chosen activity, duly signed by the Regional Director.

28. The ROs shall **submit all reports on or before December 31, 2020** to the Office of the Undersecretary for Legal Affairs, 3rd Floor, Mabini Building, DepEd Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at childprotection@deped.gov.ph.

E. Monitoring and Evaluation

29. To ensure proper implementation of this Order and utilization of funds, monitoring and evaluation shall be conducted by the Office of the Undersecretary for Legal Affairs.

30. The Quality Assurance Division shall lend assistance to the Human Resources Development Division and Legal Unit in the RO through monitoring and evaluation of the implementation of this Order.

VI. EFFECTIVITY

31. This Order shall take effect immediately until completion of activities covered by this Order or until sooner amended, repealed, rescinded, or superseded.



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Annex 1

**ADDITIONAL GUIDELINES FOR THE CONDUCT
OF CAPACITY-BUILDING ACTIVITIES**

I. Sample Activity Design for the Seminar-Workshop on Positive Discipline

Objective	To train teachers on the use of positive and non-violent approaches to discipline and classroom management using the Positive Discipline in Everyday Teaching Primer
Duration	3 days or as appropriate
Suggested Target Participants	<ul style="list-style-type: none"> • Teachers • Guidance Counselors or Teacher-Designates for Guidance
Target Date	November to December 2020
Components	<ul style="list-style-type: none"> • Regional Director or representative to set the tone of the activity • Defining corporal punishment and the legal basis for Positive Discipline • Positive Discipline in Everyday Teaching Building Blocks • Examples of responding to situations using Positive Discipline
Strategies for presentation	<ul style="list-style-type: none"> • Workshops • Panel discussions • Structured learning exercises
Resource Speakers	Trainers/Facilitators on Positive Discipline in Everyday Teaching. Contact details and other information can be accessed through this link: https://tinyurl.com/PDETFacilitators

For queries regarding the training on Positive Discipline in Everyday Teaching, please contact the Office of the Undersecretary for Legal Affairs through the Focal Person on Child Protection through email at childprotection@deped.gov.ph or at telephone number (02) 8633-5439.



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II. Sample Activity Design for Cybersafety in Schools Training

Objectives	<ul style="list-style-type: none"> • To understand the different child protection issues encountered by children in the online world • To be introduced to the cybersafe tools and acquire skills to conduct cybersafe classroom sessions • To understand the necessary protocols in responding to disclosures of cyber abuse and violence from children
Duration	3 days
Suggested Target Participants	<ul style="list-style-type: none"> • Personnel in the Regional and Division Offices • School Heads • Guidance Counselors/Coordinators • Classroom teachers
Target Date	November to December 2020
Program components	<ol style="list-style-type: none"> 1. Understanding the risks faced by children in the online world 2. Legal basis for child online protection 3. Response strategies through the Cybersafe Lesson Plans and supplementary materials on cybersafety 4. Protocols in handling child online protection cases
Strategies for presentation	<ul style="list-style-type: none"> • Plenary presentations • Structured learning exercises • Workshops
Resource Speakers	Trained trainers on Cybersafety

Resource materials for the Cybersafety in Schools training are available in this link: <https://tinyurl.com/becybersafe>.

For queries regarding the training on Cybersafety in Schools, please contact the Office of the Undersecretary for Legal Affairs through the Focal Person on Child Protection through email at childprotection@deped.gov.ph or at telephone number (02) 8633-5439.



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III. List of Available Information, Education, and Communication Materials for Electronic or Online and/or Printed Dissemination

IEC Material	Source of Material	Description
#BeCybersafe <i>Dalir-Eskwela</i> Tip Sheets	<ul style="list-style-type: none"> Department of Education Stairway Foundation Inc. Internet and Mobile Marketing Association of the Philippines 	These 2-page brochures for parents, guardians, and caregivers provide practical information and tips on the following topics: <ol style="list-style-type: none"> Pornography Cyberbullying Internet Chat Online Gaming
COVID-19 Parenting Tip Sheets	Parenting for Lifelong Health Philippines- <i>Masayang Pamilya</i> (MaPa) Program	These are ten (10) tip sheets for parenting in the COVID-19 context. The tip sheets cover the following topics: <ol style="list-style-type: none"> <i>Kapag Nagagalit Tayo</i> <i>Pagiging Ligtas ng mga Bata sa Internet</i> <i>Paghubudget ng Pamilya Kapag Stressed sa Gastos</i> <i>Pagkatuto sa Pamamagitan ng Laro</i> <i>Negatibong Kilos</i> <i>Pagkakasundo ng Pamilya sa Tahanan</i> <i>Pakikipag-usap tungkol sa COVID-19</i> <i>Pananatili ng Istrukturang Regular na Gawain</i> <i>Manatiling Kalmado at Pangasiwaan ang Stress</i> <i>Pag-aalaga ng Anak sa Masikip na Tahanan at Komunidad</i>
<i>Pagbigay ng Papuri at Pabuya Para sa Mabuting Kilos</i> (Booklet)	Parenting for Lifelong Health Philippines- <i>Masayang Pamilya</i> (MaPa) Program	This is a 12-page booklet which provides activities for both children and their parents, guardians, and caregivers and aims to encourage the latter to give praise and rewards to their children for good behavior.
Positive Discipline Primer: <i>Isang Praymer para sa Magulang at Tagapangalaga</i>	Save the Children Philippines	This 64-page primer provides a comprehensive guide for parents, guardians, and caregivers on Positive Discipline.

Resource materials are available in this link:

https://drive.google.com/drive/folders/15KCRurwwj2VTDCtH5Fc_6vRurTtFiQD7S?usp=sharing

For queries regarding the IEC materials, please contact the Office of the Undersecretary for Legal Affairs through the Focal Person on Child Protection through email at childprotection@deped.gov.ph or at telephone number (02) 8633-5439.



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Annex 2

PHYSICAL AND FINANCIAL ACCOMPLISHMENT REPORT FOR THE UTILIZATION OF CHILD RIGHTS AND CHILD PROTECTION PROGRAM FUNDS

Region: _____

Amount received: _____
 Amount utilized: _____
 Check No.: _____
 Amount liquidated: _____
 Date: _____

Activity:

Physical		Financial		Remarks
Target	Accomplishment	Target	Accomplishment	

Prepared by: _____

Approved by: _____

Focal Person _____

Regional Director _____

Date: _____

Date: _____

Annex 3

**SUGGESTED OUTLINE FOR THE NARRATIVE ACCOMPLISHMENT REPORT
OF THE CAPABILITY-BUILDING ON CHILD RIGHTS/CHILD PROTECTION**

The report should cover the following elements:

- I. Introduction
- II. Goal and objectives
- III. Highlights of the activity
- IV. Lessons Learned
- V. Suggestions and Recommendations
- VI. Annexes, if any

Prepared by:

Approved by:

Focal Person

Regional Director

Date: _____

Date: _____

Annex 4

**SUMMARY OF PRINTING AND DISTRIBUTION OF INFORMATION, EDUCATION
AND COMMUNICATION MATERIALS ON CHILD RIGHTS, INCLUDING CHILD
PROTECTION AND POSITIVE DISCIPLINE AND POSITIVE PARENTING**

IEC Material	Date Covered	Number of households reached*
#BeCybersafe <i>Dalir-Eskwela</i> Tip Sheets		
Positive Discipline Primer: <i>Isang Praymer para sa Magulang at Tagapangalaga</i>		
<i>Pagbigay ng Papuri at Pabuya Para sa Mabuting Kilos</i> (Booklet)		
COVID-19 Parenting (Ten Tip Sheets to be distributed as one bundle)		

* Households with more than one learner shall be given only one copy of the IEC material.

Prepared by: _____

Approved by: _____

Focal Person _____

Date: _____

Date: _____