



FEB 13 2006

DepED MEMORANDUM

No. **54**, s. 2006

CREATION OF A TECHNICAL WORKING GROUP TO FORMULATE THE NATIONAL
LEARNING STRATEGIES IN ENGLISH, FILIPINO, SCIENCE AND MATHEMATICS

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents

1. To operationalize DepED Memorandum No. 370, s. 2005, re: *“Expanding the Composition and Terms of Reference of the Basic Education Sector Reform Agenda (BESRA) Technical Coordinating Team (ICT)”*, the Technical Working Group to handle BESRA-Key Reform Thrust 3: Formulation of National Strategies in Support of Learning in English, Filipino, Science and Math is created with the following composition:

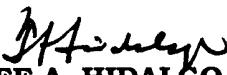
Chair : Assistant Secretary Teodoro R. Catindig
Co-Chair : Assistant Secretary Lilia Z. Roces
Members:

Director Teresita G. Inciong, BEE
Director Lolita M. Andrada, BSE
Director Carolina S. Guerrero, BALS
Director Orfelina O. Tuy, NEAP
Director Teresita G. Domalanta, NCR
Director George R. Garma, RO IV-A
Director Paraluman R. Giron, RO IV-B
SDS Abella C. Macarandan, Pasig City
SDS Elena R. Ruiz, Makati City
Director, DOST-SEI
Secretariat: BEE and BSE
Representatives

Director, National Institute for
Science and Math Education
Development
Director, Phil. Information Agency
President, Philippine Association of
Education Supervisors
Presidents, Association of Language,
Science and Mathematics Teachers
President, Linguistic Society of the
Philippines
President, Reading Association of the
Philippines
Executive Director, Philippine
Science Centrum
Representative, Education Network

2. The above-said TWG will be responsible for the preparation of the draft policy outputs of KRT 3 with technical assistance from the Consultants to be engaged under BESRA. It shall review and accept the Consultants outputs and recommend the draft policy outputs for approval by the DepED Management. The Terms of Reference and Expected Outputs of the TWG is enclosed.

3. To provide Secretariat Support to the TWG, the Chairs and the Directors of BEE and BSE shall designate BEE and BSE core personnel to constitute the KRT 3 TWG Secretariat. Expenses to be incurred by the TWG in producing the expected outputs will be charged to BESRA-PHRD Grant.
4. Immediate dissemination of this Memorandum is desired.


FE A. HIDALGO
Undersecretary
Officer-in-Charge

Reference:

DepED Memorandum: (No. 370, s. 2005)

Allotment: 1—(D.O. 50-97)

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

COMMITTEES
OFFICIALS
PROGRAMS

Madel:c:TWG-BESRA
1-27-06

**TERMS OF REFERENCE AND EXPECTED OUTPUTS OF
BESRA-KRT3 TECHNICAL WORKING GROUP**

A. Terms of Reference

1. Engagement of leaders, influentials, experts, groups and institutions with an interest in Filipinos learning in the English and Filipino languages, Science and Mathematics in articulating a consensus on the role and importance of Filipinos learning in the above-mentioned areas.
2. Identification of resources, capabilities, assets, strengths and advantages available for Filipino mastery of English and Filipino languages, Science and Mathematics.
3. Propose actions, policies, projects, activities and initiatives that can accelerate, enhance, enrich and universalize Filipinos learning in English and Filipino languages, Science and Mathematics and recommend appropriate directions or priorities for schools, media, professions, enterprises, government agencies, churches and religions, and other social institutions.
4. Development of a public information campaign program to increase popular awareness and understanding about the current trends in educational outcomes in English and Filipino Languages, Science and Mathematics.
5. Preparation of an overall public awareness program for the National Learning Strategies in English and Filipino languages as well as Science and Mathematics and the current progress in implementing reforms necessary to sustain improvements in desired learning outcomes.
6. Development of the National Quality Assurance Framework for basic education schooling. The existing Revised Basic Education Curriculum (RBECE) will be further developed into an explicit learning accountability framework that defines what levels of learning students of schools and divisions should meet at various stages of the basic education cycle. This framework will:
 - a) be based on the national curriculum, but will provide leeway for local flexibility and relevance.
 - b) include adequate support to instruction through sufficient quantity and better quality textbooks across all subjects, essential teachers' guides and manuals (especially for all newly-hired teachers) and other instructional materials, preferably locally developed to enable schools and divisions to meet expected learning outcomes
 - c) encompass standards for inputs and processes linked to desired learning outcomes
 - d) define the minimum standards all schools should meet and the key measures to be taken to assure attainment of these standards
 - e) include a set of minimum national standards for capabilities, structures, processes and output based on a template for school improvement processes from planning to implementation to monitoring and evaluation
 - f) include a system of nationally standardized student assessments, outcomes measurement and reporting of basic school statistics that together will provide the

basic data about directions, levels and trends of progress in the ongoing educational reforms.

7. Preparation of a Strategy Paper on the Establishment of a Training and Development Institution to prepare and train basic education higher-level managers such as assistant superintendents, superintendents, assistant directors and directors. This institution should dovetail to the school heads institute (BESRA-KRT1)
8. Development of a Strategy Paper on the Establishment of a National Governing Council on Basic Education Standards that can serve as the institutional steward and champion of the implementation of the national strategies in support of learning as well as the national quality assurance framework for basic education schooling. This council can help DepED define, articulate and advocate the concept of quality Filipino basic education as one that forms a desired type of Filipino with certain distinct identities and core ethical values, apart from acquiring certain valued competencies. The national council can also enable local communities to understand and internalize this concept of quality Filipino education (an "educated Filipino" as one of "being" not just of "doing" or "knowing") so that parents can assess the quality of schools from the kind of students

B. Expected Outputs

1. Articulation of a consensus on the role and importance of Filipinos learning in English and Filipino Languages, Science and Mathematics.
2. Identified resources, capabilities, assets, strengths and advantages available for Filipino mastery of English and Filipino Languages, Science and Mathematics
3. Proposed actions, policies, projects, activities and initiatives that can accelerate, enhance, enrich and universalize Filipinos learning in English and Filipino Languages, Science and Mathematics
4. Recommended appropriate directions or priorities for schools, media, professions, enterprises, government agencies and church.
5. Specific Public Information Campaign Program to increase popular awareness and understanding about the current trends in educational outcomes in English and Filipino Languages, Science and Mathematics.
6. Overall Public Information Campaign Program to increase popular awareness and understanding about the current trends in educational outcomes in English and Filipino Languages as well as Science and Mathematics.
7. National Quality Assurance Framework for Basic Education Schooling
8. Strategy Paper on the Establishment of a Training and Development Institution
9. Strategy paper on the Creation of a National Governing Council on Basic Education Standards