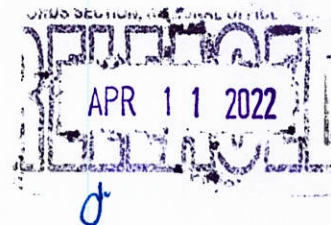




Republic of the Philippines
Department of Education
CARAGA REGION



April 11, 2022

REGIONAL MEMORANDUM
No. 0292, s. 2022

To: SCHOOLS DIVISION SUPERINTENDENTS
CSE Focal Persons
This Region

**SUBMISSION OF REPORT ON THE IMPLEMENTATION OF COMPREHENSIVE
SEXUALITY EDUCATION (CSE) PROGRAM**

1. The Department of Education, through the Bureau of Curriculum and Development (BCD) in collaboration with United Nations Population Fund (UNFA), Center for Health Solutions and Innovations Philippines, Inc. (CHSI) and Commission on Population and Development (POPCOM), is preparing for the financial budget allocation deliberation.
2. Relative to this, all Schools Division Offices through the CSE Focal Persons are requested to submit a report on the status implementation of Comprehensive Sexuality Education (CSE) Program in their respective division.
3. Specifically, this aims to:
 - a. track the implementation and output systematically, and measure the effectiveness of the program and checking the progress against plan;
 - b. promote learning and data-driven decision making to improve and make revisions based on data evidence; and
 - c. make appropriate changes to the financial plan on a regular basis to avoid unfavorable contingencies.
4. Division CSE Focal Persons shall submit the report using the attached template to the Curriculum Learning Management Division (CLMD) through email at josephinechonie.obsenares@deped.gov.ph on or before April 15, 2022 for consolidation and immediate submission to the BCD CSE Focal Person Dr. Sallie Masilang.
5. Immediate dissemination of this Memorandum is desired.

MA. GEMMA MERCADO LEDESMA

Regional Director

Encls.: Tool

Reference: Memorandum DM-CI-2022-038

To be indicated in the Perpetual Index

under the following subjects:

CSE CURRICULUM REPORT

CLM/jcmo
04/11/2022



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



Enclosure No. 1 to Regional Memorandum No. 0292, s. 2022

Curriculum Implementation Monitoring	Indicators	Total
Teacher Training	a. No. of teachers trained on CSE	
	Elementary	
	Secondary	
	SHS	
	b. No. of school heads and supervisors trained on CSE	
Resources and support for teachers and learners	a. No. of developed DLPs/WHLPS in CSE in 5 learning areas	
	Science	
	Araling Panlipunan	
	Health	
	Edukasyon sa Pagpapakatao	
	Personality Development	
	Kindergarten	
	b. No. of developed supplementary materials for CSE integration	
School Environment	a. No. of schools that have SIPs with integrated CSE or have CSE Local Action Plan	
Linking to extra-curricular programmes & services	a. Number of school guidance counsellors/orguidance-designates trained/oriented on CSE	
	b. Number of SOG Officers trained/oriented on CSE	
	c. No. of PTAs trained/oriented on CSE	
	d. No. of CSE-related extra-curricular activities conducted (CSE talks, Peer Ed sessions, etc), <i>please include partners in conducting the activity</i>	
Learners	a. No. of learners reached	
	Elementary	
	Secondary	
	SHS	
OTHERS	a. No. of Schools integrating CSE competencies in SLMs	
	a. No. of CSE LR s developed and utilized	

Enclosure No. 2 to Regional Memorandum No. 0792, s. 2022

Building your CSE Portfolio - Guide

CSE Portfolio

Submission of Report: every end of semester

1st semester – Q1 and Q2

2nd semester – Q3 and Q4

To be prepared by the CSE School / SDO Focal Person

Technical specifications: PDF format, A4 size

	MOVs	Guide Questions
A. Integration in the 6 Learning Areas 1. Elementary – Kindergarten, Araling Panlipunan (1-6), Edukasyon sa Pagpapakatao (1-6), MAPEH (1-6), Science (3-6) 2. Secondary – Araling Panlipunan (7-10), Edukasyon sa Pagpapakatao (7-10), MAPEH (7-10), Science (7-10) 3. Senior High School – Personal Development	a. Sample DLPs/WLHP b. Sample lesson and learning materials (PowerPoint, visual aids, etc.) c. Screenshots during the integration d. Sample worksheets of CSE integration (if any) e. Feedback / Reflection form on the integration	Questions to ask when implementing a CSE curriculum in a community - Is the programme designed for this community? If not, what adaptations will need to be made? - What background and training will the curriculum facilitator need? How can that support be provided, and what will it cost? - What costs are involved in obtaining, implementing, and sustaining the curriculum? - What costs are involved in adapting the curriculum? - Is it an incremental curriculum that only has a positive impact if implemented from start to finish? Or does it offer lessons that can supplement an existing programme? - Is it a research- or evidence-based curriculum? Is it an evidence-informed or promising programme? - Does it support the key values of CSE, as discussed in the section, <u>Getting started</u>? - In the course of implementing the activities, are there innovations done (in terms of integration in the learning areas, delivery, etc.)?
B. Curriculum Support System 1. Teachers a. Profile of CSE Teachers b. SLAC per learning area - Photos - Materials used	a. Teacher's profile b. Photos during SLAC meeting c. Copy of materials used in SLAC d. Copy of notice of meeting for SLAC	https://csetoolkit.unesco.org/toolkit/training/who-should-teach-cse https://csetoolkit.unesco.org/toolkit/training/pre-service-training-cse-teachers

2. Materials, Facilities, and Equipment a. Materials used	a. List of inventories of materials on hand related to CSE/ARH	https://csetoolkit.unesco.org/toolkit/training/challenges-providing-teacher-training
3. ICT Environment a. Platforms used / technical support		https://csetoolkit.unesco.org/toolkit/training/challenges-providing-teacher-training
4. Assessment a. Sample assessment integrating CSE (if any)	a. Accomplished assessment tool	https://csetoolkit.unesco.org/toolkit/training/teacher-assessment
5. School Leadership and Management a. School Action Plan on CSE (1 or 3 years?) b. CSE initiatives of the School Head c. Observations / COTs	a. Copy of the signed school action plan (containing CSE activities) b. Photos of CSE initiatives / activities c. Observations / COTs during teaching demonstration and other related activities pertaining to CSE	A scale-up plan should include, at a minimum: • methodology, including M&E plans; • phased roll-out plan; • identification of all stakeholders and possible implementation partners and their roles and responsibilities; • coordination mechanisms; • clear targets; • actions required at national, provincial, and local levels; • estimated costs, what funding is currently available and its source, as well as the funding gap and possible resource mobilization strategies. https://csetoolkit.unesco.org/toolkit/training/service-professional-development-cse-teachers https://csetoolkit.unesco.org/toolkit/training/challenges-providing-teacher-training
6. Schools Division / Region / CO Technical Assistance a. SDO / Region CSE Action Plan b. Documentation on the technical assistance provided	a. Copy of SDO / RO CSE Action Plan b. Copy of the documentation during the technical assistance	

c. CSE initiatives of the SDO / Region d. In-Service Training on CSE		
7. Community, industry, GOs, NGOs, CSOs Partnerships a. Documentation on the linkages established by the School / SDO / Region on CSE	a. Documentation of the different partners and assistance given	Linking education to health services Effective school programmes often establish close links with local sexual and reproductive health services to facilitate access to contraception and STI testing. In some cases, health service providers set up a regular base inside schools; this not only ensures easy access to services but also helps normalize the concept of sexual health. It is critical that governments deliver both education and youth-friendly services to maximize the benefits for young people and to ensure cost savings to the health system. Ministries of health and education need to work in a joined-up way to finance and deliver CSE and sexual and reproductive health services for young people. These services should include prevention of adolescent pregnancy; care for pregnant adolescents; HIV prevention, testing, counselling, treatment, and care; vaccination against human papillomavirus; and safe abortion care. The following table can be used to identify the messages that would be useful to communicate to community groups and organizations in this link: https://csetoolkit.unesco.org/toolkit/programme-design/documenting-and-communicating-results https://csetoolkit.unesco.org/toolkit/programme-design/coordinating-cse-complementary-actions-and-programmes

Note: CSE Portfolio Guide to be cascaded by BCD to serve as reference document for the MOVs to be collected in support of the report.