



OUAD00-1021-00 81
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Republika ng Pilipinas

Kagawaran ng Edukasyon

Tanggapan ng Pangalawang Kalihim

OUA MEMO 00-1021-0081

MEMORANDUM

09 October 2021

For: **Regional Directors and BARMM Education Minister
Schools Division Superintendents
Regional and Division Youth Formation Coordinators
School Heads
All Others Concerned**

Subject: **ONLINE CONSULTATION MEETING FOR THE DEVELOPMENT OF
THE STRATEGIC PLAN OF THE CHILD RIGHTS IN EDUCATION
DESK**

The Child Rights in Education Desk (CREDe) under the Office of the Undersecretary for Legal Affairs will conduct an **Online Consultation Meeting for the Development of the Strategic Plan of the Child Rights in Education Desk** on **18 October 2021** from **3:00 p.m. to 5:00 p.m.**

This endeavor aims to facilitate strategic and operational planning with results-based monitoring and evaluation system.

Under D.O. 3, s. 2021, CREDe shall use child rights and legal lens in the standard-setting, policy formulation and reporting on the implementation of the rights of the child in basic education. It shall raise awareness, engage in capacity-building measures and ensure that child rights are integrated in the programs of the Department of Education.

In this light, the Office of the Undersecretary for Administration (OUA), through the Bureau of Learner Support Services – Youth Formation Division (BLSS-YFD), requests the participation of all Regional Youth Formation Coordinators (RYFCs) to the event.

Further, all RYFCs are hereby directed to assist in identifying, coordinating and nominating **one (1) learner** from each region (**preferably Junior High School and Supreme Student Government incumbent officer**) who will participate in the activity.

RYFCs shall serve as guardians of the identified student-participants during the online consultation meeting. As guardians, they shall address the concerns of learners in coordination with BLSS-YFD and the organizing team, OULA-CREDe. Please refer to **Annex A** for details.



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Office of the Undersecretary for Administration (OUA)

[Administrative Service (AS), Information and Communications Technology Service (ICTS), Disaster Risk Reduction and Management Service (DRRMS), Bureau of Learner Support Services (BLSS), Baguio Teachers Camp (BTC), Central Security & Safety Office (CSSO)]



Department of Education, Central Office, Meralco Avenue, Pasig City
Rm 519, Mabini Bldg; Mobile: +639260320762; Tel: (+632) 86337203, (+632) 86376207
Email: usec.admin@deped.gov.ph; Facebook/Twitter @depedtayo

It is also requested that the focal persons provide the names of the identified learners with prior consent of their parents/guardians using the form provided in **Annex B on or before 14 October 2021** and submit them to Mr. Paulo Anthony J. Mendoza of CREDe via email at paulo.mendoza001@deped.gov.ph (cc: childrights@deped.gov.ph, oula@deped.gov.ph and blss.yfd@deped.gov.ph).

The meeting link as well as the Google form links for their registration to the online consultation will be sent to the learners and RYFCs upon confirmation of their participation. Other concerns and questions can also be coursed through the above email addresses.

For questions or concerns, please contact Mr. Adolf P. Aguilar, Chief of BLSS-YFD, through 8637 9814 or email at blss.yfd@deped.gov.ph.

For immediate dissemination and compliance.



ALAIN DEL B. PASCUA
Undersecretary



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Annex A

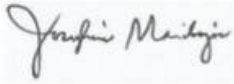


Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR LEGAL AFFAIRS

DepEd MEMORANDUM
DM-LA-2021-0262

FOR: LOPE B. SANTOS III
OIC-Director IV, Bureau of Learner Support Services

ATTENTION: ADOLF P. AGUILAR
Chief, Bureau of Learner Support Services-Youth Formation Division



FROM: ATTY. JOSEPHINE G. MARIBOJOC
Undersecretary for Legal Affairs

SUBJECT: Request for Assistance in Identifying, Coordinating, Nominating and Supporting Learners to Participate in the Online Consultation Meeting for the Development of the Strategic Plan of the Child Rights in Education Desk

DATE: October 6, 2021

This has reference to the development of the strategic and operational plans of the Child Rights in Education Desk (CREDe) under the Office of the Undersecretary for Legal Affairs. As a newly created unit by virtue of DepEd Order No. 3, s. 2021¹, the CREDe procured the services of a consultant to facilitate its strategic and operational planning with results-based monitoring and evaluation system. Under D.O. 3, s. 2021, CREDe shall use a child rights and legal lens in the standard-setting, policy formulation, monitoring and reporting of the implementation of the rights of the child in basic education, awareness-raising and capacity-building on child rights, and advocacy for integration of child rights in the various aspects of DepEd's mandate.² The said D.O. 3, s. 2021, is attached herewith for reference.

In line with this, this Office held an Online Consultative Meeting last October 1, 2021 and presented the initial draft of its Strategic Plan to representatives from some DepEd Offices and external partners for comments, inputs and suggestions. The next round of the online consultation for the Strategic Plan of CREDe will involve the participation of learners as rights-holders and

¹ DepEd Order No. 3, s. 2021, "Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education", dated January 15, 2021.

² *Ibid*, Paragraph 11.



shall encourage sharing of their actual experiences in the implementation of their rights in the context of a rights-based education framework.

In view of the foregoing, this Office requests for your assistance in identifying, coordinating and nominating a total of **seventeen (17) to twenty-five (25) students/learners** from the 17 regions in the country to participate in the Online Consultation Meeting on **October 14, 2021, from 3:00 to 5:00pm**, and share their insights and comments on the Strategic Plan of CREDe for 2022-2027. It is requested that the learners identified have different backgrounds, i.e., learners from urban and rural schools, big and small schools, learners of varying ages in junior and senior high schools, Muslim learners, learners from indigenous communities, and learners with disability, among others. If it is possible, we also request two learners from private schools. The identified learners are encouraged to also gather and share the views of their fellow learners to promote inclusivity in the Strategic Plan.

Accordingly, this Office requests the addressee office to submit the names of these identified learners to this Office with the prior consent of their parents, guardians, and teachers **on or before October 12, 2021** through Mr. Paulo Anthony J. Mendoza of CREDe via email at paulo.mendoza001@deped.gov.ph (cc: childrights@deped.gov.ph and oula@deped.gov.ph). We also request for two representatives from the Youth Formation Division (YFD) to assist during the consultation with learners.

The meeting link as well as the google form links for their registration to the online consultation will be sent to the learners and YFD representatives upon confirmation of their participation. Other concerns and questions can also be coursed through the above email addresses. We will coordinate with your office soonest on the crafting of the mechanics of the Online Consultation Meeting and will also send the guide questions for the learner participants for your inputs. The latest draft of the Strategic Plan of CREDe in Powerpoint format is also attached here for the guide of the learners.

Thank you for your continued commitment and support to children's rights in education.

//JPP





Republic of the Philippines
Department of Education

15 JAN 2021

DepEd ORDER
No. **003**, s. 2021

**CREATION OF THE CHILD PROTECTION UNIT AND THE CHILD RIGHTS
IN EDUCATION DESK IN THE DEPARTMENT OF EDUCATION**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Elementary, and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed policy on the **Creation of the Child Protection Unit (CPU)** under the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office and the **Child Rights in Education Desk (CREDe)** under the Office of the Undersecretary for Legal Affairs in the Department.

2. Pursuant to the 1987 Constitution, the State shall protect and promote the right of all children to accessible and quality basic education. Alongside this right is the constitutional policy that the State shall promote and protect their holistic development through the promotion of their physical, moral, spiritual, intellectual, and social well-being.

3. The 1987 Constitution and other domestic and international laws, primarily the United Nations Convention on the Rights of the Child, guarantee a range of rights of children to promote their overall well-being. Among the rights of the child in basic education are the right to education, right against discrimination, right to health, right to participation and to have one's views heard, right to religion, right to rest and play, and right to protection against all forms of violence, abuse, neglect, cruelty, exploitation, and maltreatment.

4. The Department, in upholding the right of the child to special protection and reiterating its policy of zero tolerance for any act of abuse and violence against the child, issued DepEd Order No. 40, s. 2012 titled *Policy Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse*, also known as the DepEd Child Protection Policy.

5. The Department fully recognizes the rights of the child and takes proactive measure to uphold not only the right of the child to special protection but also the other rights of the child in the context of basic education.

DepEd Complex, Meralco Avenue, Pasig City 1600 633-7208/633-7228/632-1361 636-4876/637-6209 www.deped.gov.ph

6. Hence, the Department created two separate but coordinating mechanisms, titled the **Child Protection Unit**, to strengthen the implementation of the DepEd Child Protection Policy, and the **Child Rights in Education Desk**, to help ensure that the rights of the child in basic education are respected, protected, promoted, and fulfilled in, and by, the Department.

7. Immediate dissemination of and strict compliance with this Order is directed.

LEONOR MAGTOLIS BRIONES
Secretary

Encl.:
As stated



(Enclosure to DepEd Order No. **003** s. 2021)

**CREATION OF THE CHILD PROTECTION UNIT (CPU)
AND THE CHILD RIGHTS IN EDUCATION DESK (CREDe)
IN THE DEPARTMENT OF EDUCATION**

I. RATIONALE

1. Pursuant to the 1987 Constitution, the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all (Article XIV, Sec. 1). More particularly, the Constitution mandates the State to establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society (Article XIV, Sec. 2).
2. The needs of children are multi-dimensional. Their education should therefore be multi-faceted, in consonance with the duty of the State to promote and protect their holistic development through the promotion of their physical, moral, spiritual, intellectual, and social well-being, and to recognize their vital role in nation-building (1987 Constitution, Article II, Sec. 13).
3. The 1987 Constitution and other domestic and international laws, primarily the United Nations Convention on the Rights of the Child, guarantee a range of rights of children to promote their over-all well-being. Among the rights of the child in basic education are the right to education, right against discrimination, right to health, right to participation and to have one's views heard, right to religion, right to rest and play, and right to protection against all forms of violence, abuse, neglect, cruelty, exploitation, and maltreatment (1987 Constitution, Article XV, Section 3[2]).
4. The Department, in upholding the right of the child to special protection and reiterating its policy of zero tolerance for any act of abuse and violence against the child, issued DepEd Order (DO) No. 40, s. 2012 on the "Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse", otherwise known as the "DepEd Child Protection Policy."
5. The Department fully recognizes the rights of the child and takes proactive measures to uphold not only the right of the child to special protection but also the other rights of the child in the context of basic education.
6. The Department, as a duty-bearer, is mandated to exert every effort to uphold the rights of children in basic education, promote their welfare, and enhance their opportunities for a useful and happy life (Republic Act (R.A.) No. 7610 [1992], Sec. 2; Presidential Decree 603 [1974], Article 1). The best interest of children shall be the paramount and primary consideration of the Department in all actions concerning children. (UNCRC, Art. 3[1]; R.A. No. 7610, Sec. 2).



7. Thus, to strengthen the implementation of the DepEd Child Protection Policy and to help ensure that the rights of the child in the basic education context are respected, protected, promoted and fulfilled in, and by, the Department, the Department adopts this policy.

II. SCOPE

8. This DepEd Order covers the creation of a Child Protection Unit (CPU) under the supervision of the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office (OUFO), and the Child Rights in Education Desk (CREDe) under the supervision of the Office of the Undersecretary for Legal Affairs (OULA). It lays down the offices' functions and identifies the offices at the Regional Office and Schools Division Office that shall lead in carrying out the duties and responsibilities of these governance levels as provided for in DepEd issuances on child protection.

III. POLICY STATEMENT

9. In pursuance of the holistic development of the child, the Department envisions child-centered and child-caring basic education schools, learning centers, and offices, which respect, protect, promote, and fulfill the dignity and rights of the child in basic education so they may lead productive and happy lives as they participate in nation-building. For this purpose, the **Child Rights in Education Desk (CREDe)** is hereby created.
10. A significant right of the child in basic education is the right to protection from all forms of violence, abuse, neglect, cruelty, exploitation, and maltreatment. Thus, the Department issued DO No. 40, s. 2012 or the Child Protection Policy to promote and maintain zero tolerance to all forms of violence against children. To establish a mechanism to fully operationalize, implement, and coordinate programs, projects, and activities pertaining to child protection, the **Child Protection Unit (CPU)** is hereby created.

IV. FUNCTIONS

Child Rights in Education Desk (CREDe)

11. The CREDe, using a child rights and legal lens, shall perform the following functions pertaining to policy formulation, monitoring and reporting of the implementation of the rights of the child in basic education, and building awareness and advocacy of these rights:
 - a. Establish and strengthen the framework to realize the rights of the child in, and through, the Department;
 - b. Act as the lead unit of the Department to flesh out and articulate the standards and meaning of child rights in basic education, as embodied in various legal instruments;



- c. Contribute to the development of legislation, policy, standards, and rules to enhance respect for, protection, promotion, and fulfillment of child rights in, and by, the Department;
- d. Act as integrating unit for the policy formulation, monitoring, and reporting of child rights implementation in programs lodged in the various offices of the Department;
- e. Establish and maintain a monitoring and reporting mechanism for the implementation and enforcement by the Department of child rights under domestic and international law, including the UN CRC;
- f. In coordination with various offices of the Department, give due emphasis to integration of child rights in the basic education curriculum, instruction, and assessment;
- g. Advocate, create awareness, and build knowledge and capacity in relation to the rights of the child in basic education, through child rights education among the various stakeholders of the Department; and
- h. Initiate and coordinate cooperation or partnership activities within the Department, and with other national government agencies, local government units, non-government organizations, civil society organizations, international organizations, and other key education partners and stakeholders in the policy formulation, monitoring and reporting of child rights implementation in the Department, and building awareness and advocacy of these rights.

Child Protection Unit (CPU)

- 12. The CPU shall perform the following functions pertaining to the right of the child to protection in basic education:
 - a. In coordination with the CREDe, formulate policies concerning all matters pertaining to the right of the child in basic education to protection from all forms of violence, abuse, neglect, cruelty, exploitation, and maltreatment, consistent with the overall framework of the Department to realize child rights in basic education;
 - b. Serve as the lead office of the Department in planning, implementing, coordinating, monitoring, and evaluating programs, projects and activities, including intervention mechanisms, related to child protection at different governance levels of the Department;
 - c. In coordination with various offices of the Department, give due emphasis to integration of child protection in the basic education curriculum, instruction and assessment;
 - d. Initiate and coordinate cooperation or partnership activities with other national government agencies, local government units, non-government organizations, civil-society organizations, international organizations, and other key education partners and stakeholders in the implementation of the child protection policies, programs, and activities of the Department; and
 - e. Establish and maintain a monitoring and reporting mechanism for all child protection-related concerns.



DEPED-OSEC-487651



V. ORGANIZATION

Child Rights in Education Desk (CREDe)

13. The CREDe shall be under the supervision of the Office of the Undersecretary for Legal Affairs. Programs, projects, and activities pertaining to the fulfillment of various rights of the child shall be lodged in, managed and implemented by, the offices in the Department whose mandates cover the respective rights (e.g. for the implementation of the right to health, the school-based feeding program shall be lodged in the School Health Division; for the implementation of the right to protection from all forms of violence and abuse, the Child Protection Unit shall be under the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office).
14. For its initial year of operation, the CREDe shall be established at the DepEd Central Office. Subsequently, CREDe counterparts in the Legal Units in the Regional Offices and Schools Division Offices may be organized, upon issuance of a Department Order for this purpose.

Child Protection Unit (CPU)

15. The CPU shall be under the supervision of the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office (OUFO).
16. At the Regional Level, the lead office for child protection shall be the Education Support Services Division (ESSD).
17. At the Division Level, the lead office for child protection shall be the Schools Governance and Operations Division (SGOD).
18. At the School Level, the Child Protection Committee, created under DO No. 40, s. 2012 or the Child Protection Policy, shall be the structure for planning, implementation, monitoring and evaluation, reporting, and coordination of child protection concerns.

Personnel for CREDe and CPU

19. For their initial operation, the Department may integrate the functions of the CREDe and CPU in the functions of existing personnel and/or reassign or detail personnel to the CREDe and CPU from the Central, Regional, and Schools Division Offices. The Department may also engage the services of consultants and technical assistants on a contractual basis or under other arrangements, in accordance with applicable laws and rules.

VI. MANDATE TO FORMULATE AND REVIEW POLICIES

20. The CREDe and CPU are mandated to formulate policies and guidelines on the rights of the child in basic education and child protection, respectively, and to lead the review of DO No. 40, s. 2012, DO No. 55, s. 2013 or the



"Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627, Otherwise Known as the Anti-Bullying Act of 2013", and other policies of the Department related to child rights and child protection, as may be necessary.

VII. MONITORING AND EVALUATION

21. The OUFO and OULA shall continuously gather feedback on the implementation of this DepEd Order from all concerned internal and external stakeholders. These offices shall conduct a periodic review every three years of this policy to further enhance its provisions and effectiveness.

VIII. REFERENCES

- 1987 Philippine Constitution
- United Nations Convention on the Rights of the Child (UN CRC)
- Republic Act No. 7610 (Special Protection of Children Against Abuse, Exploitation and Discrimination Act)
- Presidential Decree No. 603 (The Child and Youth Welfare Code)
- DepEd Order No. 40, s. 2012 (DepEd Child Protection Policy)
- DepEd Order No. 55, s. 2013 (Implementing Rules and Regulations of RA No. 10627 Anti-Bullying Act of 2013)

IX. REPEALING CLAUSE

22. All prior Department Orders or other issuances, or provisions thereof, which are inconsistent with this Department Order are hereby repealed, revised, or modified accordingly.
23. Specifically, the following sections of DO No. 40, s. 2012 and DO No.55, s. 2013 are revised to read as follows:

DO No. 40, s. 2012

- a. Section 4(C): Devise programs, campaigns and activities through the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office, to raise consciousness, mobilize and educate the students, parents, teachers, community, local government units and other stakeholders in addressing child abuse, exploitation, violence, discrimination and bullying.
- b. Section 4(D): Formulate a system of standard reporting, prescribe standards and procedures for monitoring and evaluation, maintain the central repository of Regional Reports on incidents and cases of child abuse, exploitation, violence, discrimination, bullying and other acts of abuse, and prepare a consolidated National Report through the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office, which shall furnish a copy of the National Report to the Office of the Undersecretary for Legal Affairs.



- c. Section 5(B): Consolidate reports on incidents and cases of the Division Offices within the Region and submit a Regional Report to the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office.
- d. Section 16(F): The Regional Directors shall periodically monitor and keep a record of all reported child abuse cases, and submit a final consolidated regional report (Annex "A") to the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office.
- e. Section 16(H): The Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office shall submit an annual report to the Secretary.

DO No. 55, s. 2013

- a. Section 8.1(C): Maintain a central repository of reports, and prepare a National Report, through the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office, on an annual aggregated basis, focusing on the number of incidents of bullying, results of investigations undertaken to verify the details made in complaints, and the sanctions imposed.
- b. Section 8.2 (B): Review all anti-bullying policies adopted by public and private schools forwarded by Division Offices as required by the Act and submit consolidated reports to the Central Office through the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office.
- c. Section 8.3 (C): Consolidate reports on incidents and cases of the Division Offices within the Region and submit a Regional Report to the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office.

X. EFFECTIVITY

- 24. There shall be a transitory period of three months from effectivity of this Department Order to organize the CREDe and CPU.
- 25. This Department Order shall take effect immediately upon issuance.



DEPED-OSEC-407651



Annex B

CONSENT, WAIVER, INDEMNITY and RELEASE

(TO BE COMPLETED BY YOUNG PERSON AND PARENT/GUARDIAN)

PART A: TO BE COMPLETED BY THE CHILD

I agree to participate in the following activity:

Production Name/Project Title: **ONLINE CONSULTATION MEETING FOR THE DEVELOPMENT OF THE STRATEGIC PLAN OF THE CHILD RIGHTS IN EDUCATION DESK**

Location/Online Platform: **Google Meet/Zoom**

Date and Time: _____

I agree to give permission to the **Department of Education (DepEd)** and its representatives to make recordings of my voice and to take photographs and/or videos in which I appear in at the event and location stated above, to be used for the communications and various public campaigns of the Department be it in print, broadcast and/or electronic media.

I have read and understood the accompanying letter and information leaflet. For things I don't understand, I will ask my Parent/Guardian to clarify the objective of the activity for me.

I know the purpose of the project/activity and the part I will be involved in. I know that DepEd and its representative are not allowed to use the information about me in any form that might harm my rights and well-being.

Name _____

Signature _____ Age _____

PART B: TO BE COMPLETED BY THE PARENT/GUARDIAN

As the parent/guardian of _____, I hereby allow him/her to participate in the following activity:

Production Name/ Project Title: **ONLINE CONSULTATION MEETING FOR THE DEVELOPMENT OF THE STRATEGIC PLAN OF THE CHILD RIGHTS IN EDUCATION DESK**

Location/Online Platform: **Google Meet/Zoom**

Date and Time: _____

I acknowledge that the DepEd will own all rights to his/her images and recordings made during the activity. DepEd and its representatives will have the right to use, display, exhibit, reproduce, distribute and create derivative works of these images and recordings in any media now known or later developed.

As the parent/guardian, I understand my roles and responsibility to explain what this consent form is about to the child and ensure that his/her privacy and identity rights are protected and acknowledged accordingly.

As the parent/guardian, I hereby waive any right to inspect or approve the use of the images or recordings or of any written derivatives. I further waive all moral rights. I also waive any right to royalties or other compensation arising from or related to the use of the materials.

As the parent/guardian, I hereby release, defend, indemnify and hold harmless the DepEd and its representatives from and against any claims, damages or liability arising from or related to the use of the images, recordings or materials including, but not limited to, claims of defamation, invasion of privacy, rights of publicity, copyright infringement, any misuse, distortion, blurring, alteration, optical illusion or use in composite form that may occur or may be produced in taking, processing, reducing or producing the finished product, its publication or distribution.

I, (NAME OF PARENT/GUARDIAN), have legal authority to enter into this contract. I have read this document before signing below and I fully understand the contents, meaning and impact of this consent, waiver, indemnity and release.

This consent, waiver, indemnity and release is binding on me, my heirs, executors, administrators and assigns.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Address: _____

Home Phone: _____ Mobile Phone: _____



CHILD RIGHTS IN EDUCATION DESK (CREDe)

STRATEGIC PLANNING
2022 - 2027

Draft as of October 6, 2021
(revised from October 1, 2021 meeting version)



CREATION OF CREDe and CPU under DepEd Order (DO) No. 3, s. 2021



Republic of the Philippines
Department of Education

15 JAN 2021

DepEd ORDER
No. 003, s. 2021

CREATION OF THE CHILD PROTECTION UNIT AND THE CHILD RIGHTS IN EDUCATION DESK IN THE DEPARTMENT OF EDUCATION

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Elementary, and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed policy on the **Creation of the Child Protection Unit (CPU)** under the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DepEd Employees Associations Coordinating Office and the **Child Rights in Education Desk (CREDe)** under the Office of the Undersecretary for Legal Affairs in the Department.



POLICY STATEMENT

under DO 3, s. 2021

In pursuance of the **holistic development of the child**, the Department envisions child-centered and child-caring basic education schools, learning centers, and offices, which respect, protect, promote, and fulfill the dignity and rights of the child in basic education so they may lead productive and happy lives as they participate in nation-building. For this purpose, the **Child Rights in Education Desk (CREDe)** is hereby created.

CREDe Strategic Plan

Contents

- Vision statement
- Mission Statement
- Key Result Areas
- Core Values
- Rights-Based Education Framework
- Situational Analysis
- Problem Statement
- Goals
- Intermediate Outcomes
- Strategies
- Immediate Outcomes
- Objectives
- Outputs

Key Consideration

The CREDe Strategic Plan is informed by the following:

- The 1987 Philippine Constitution
- UN Convention on the Rights of the Child and other related international treaties/human rights instruments
- The Sustainable Development Goals (SDGs)
- Philippine National Strategic Framework for Plan Development of Children (2000 - 2025)
- 3rd National Plan of Action for Children (NPAC) 2017 – 2022
- Mandate of DepEd under RA 9155, as amended by RA 10533
- DepEd Vision and Mission
- DepEd Basic Education Development Plan (BEDP) 2022-2030
- DepEd Order No. 3, s. 2021 and other DepEd policies
- Working draft of Rights-Based Education in DepEd

DepEd MANDATE

Based on Republic Act 9155 (Governance of Basic Education Act of 2001)

Section 2. DECLARATION OF POLICY

"It is hereby declared the policy of the State to protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children a free and compulsory education in the elementary level and free education in the high school level.* Such education shall also include alternative learning systems for out-of-school youth and adult learners. It shall be the goal of basic education to provide them with the skills, knowledge and values they need to become caring, self-reliant, productive and patriotic citizens.

The school shall be the heart of the formal education system. It is where children learn. Schools shall have a single aim of providing the best possible basic education for all learners...."

** As amended by RA 10533, which provides for free and compulsory elementary and secondary levels of education.*

Section 6. GOVERNANCE

"The Department of Education, Culture and Sports shall henceforth be called the Department of Education. It shall be vested with authority, accountability and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education..."

DepEd VISION

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

DepEd MISSION

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

- ❑ **Students** learn in a child-friendly, gender-sensitive, safe, and motivating environment.
- ❑ **Teachers** facilitate learning and constantly nurture every learner.
- ❑ **Administrators and staff**, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.
- ❑ **Family, community, and other stakeholders** are actively engaged and share responsibility for developing life-long learners.

Vision Statement

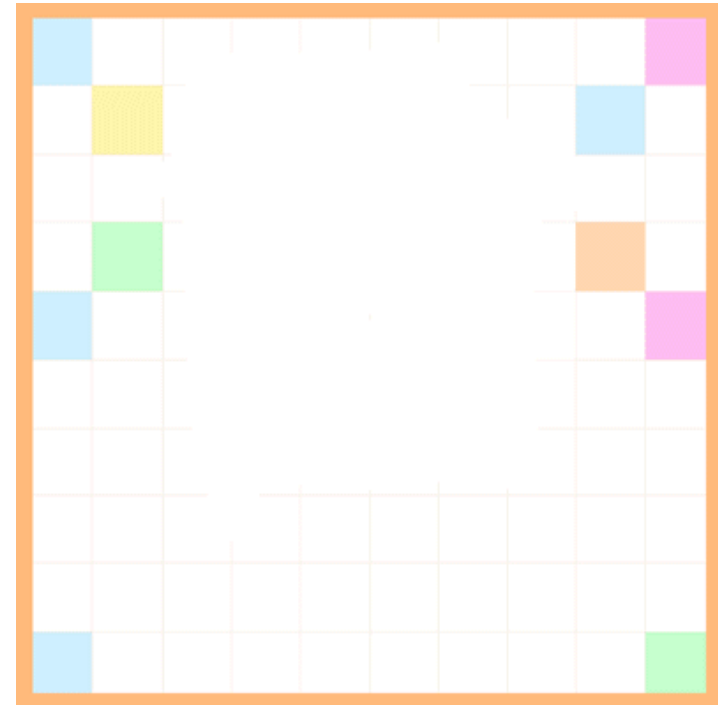


Vision Statement

Happy and well-rounded children
enjoying their rights
in schools, learning centers
and other learning environments
served by a learner-centered and
rights-upholding Department of Education

Mission Statement

With a child rights and legal lens, CREDE works as a catalyst to advance and support the mandate of the Department of Education as a duty-bearer of child rights in basic education.



CREDe Key Result Areas and Functions based on DO 3, s. 2021, para. 11

KRA	FUNCTIONS
STANDARD SETTING AND POLICY FORMULATION	<ul style="list-style-type: none"> a. Establish and strengthen the framework to realize the rights of the child in and through, the Department b. Act as the lead unit of the Department to flesh out and articulate the standards and meaning of child rights in basic education as embodied in various legal instruments c. Contribute to the development of legislation, policy, standards and rules to enhance respect for, protection, promotion and fulfilment of child rights in, and by, the Department d. Act as integrating unit for the policy formulation of child rights implementation in programs lodged in the various offices of the Department
MONITORING AND REPORTING OF IMPLEMENTATION OF CHILD RIGHTS IN EDUCATION	<ul style="list-style-type: none"> e. Establish and maintain a monitoring and reporting mechanism for the implementation and enforcement by the Department of child rights under domestic and international law, including the UN CRC f. Act as integrating unit for the monitoring and reporting of child rights implementation in programs lodged in the various offices of the Department
AWARENESS RAISING, CAPACITY BUILDING AND ADVOCACY ON INTEGRATION OF CHILD RIGHTS IN POLICY, PROGRAM, PROJECT AND ACTIVITIES, ESPECIALLY IN CURRICULUM AND INSTRUCTION	<ul style="list-style-type: none"> g. In coordination with various offices of the Department, give due emphasis to integration of child rights in the basic curriculum, instruction and assessment h. Advocate, create awareness and build knowledge and capacity in relation to the rights of the child in basic education, through child rights education among the various stakeholders in the Department
INTERNAL AND EXTERNAL COORDINATION AND COOPERATION ON CHILD RIGHTS IN EDUCATION	<ul style="list-style-type: none"> i. Initiate and coordinate cooperation or partnership activities within the Department and with other national government agencies, local government units, nongovernment organizations, civil society organizations, international organizations, and other key education partners and stakeholders in the policy formulation, monitoring and reporting of child rights implementation in the Department, and building awareness and advocacy of these rights

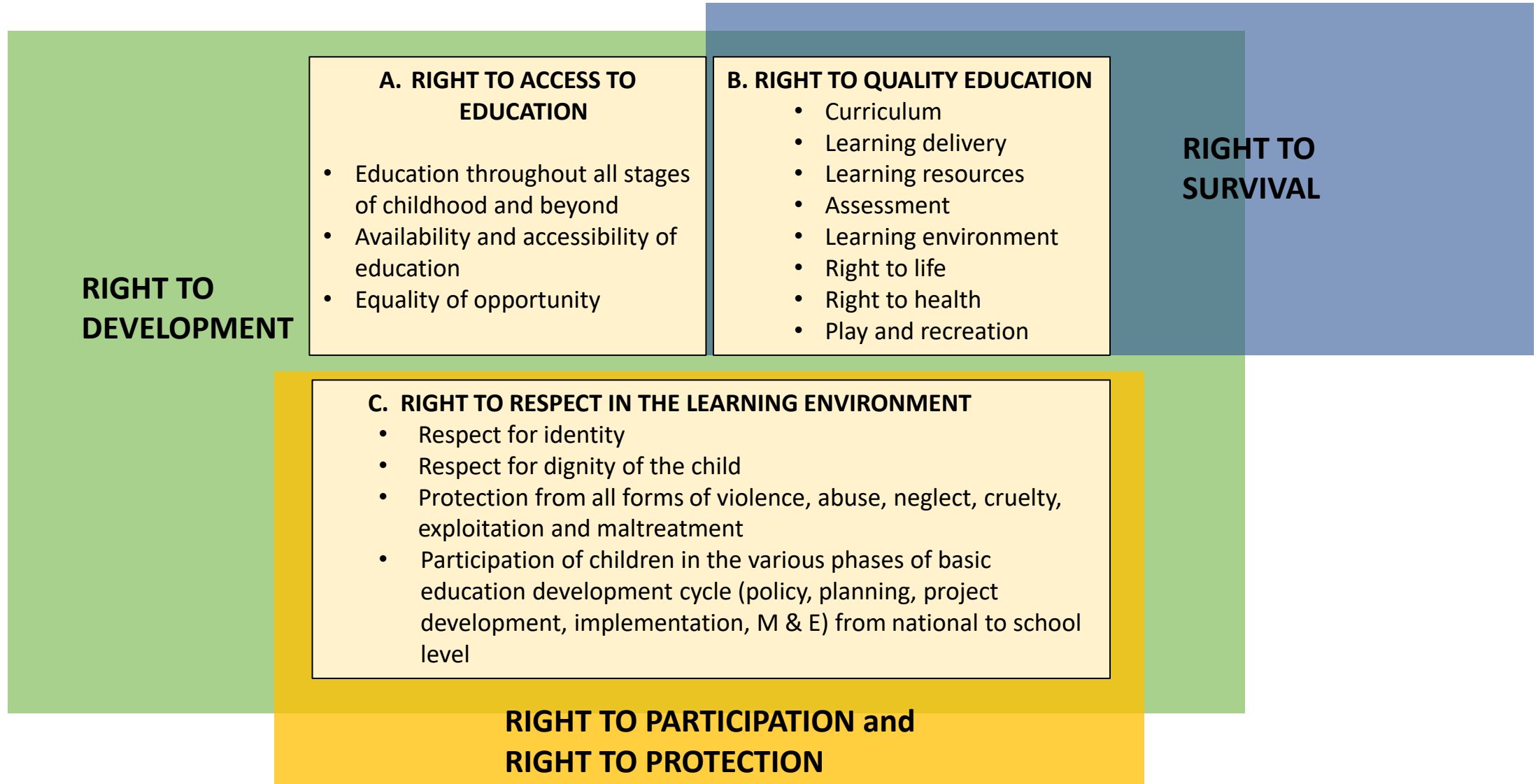
Core Values



- *Maka-bata*. Commitment to Child Rights
- Integrity
- Accountability
- Excellence in service
- Teamwork
- Creativity and Innovation

Rights-Based Education (RBE) Framework

(adopted from the UNESCO-UNICEF Framework)



Situational Analysis*

Child Rights	Current situation <i>Situation of learners, DepEd's achievements/capacities</i>	Gaps, issues, Challenges and their Causes
RIGHT TO ACCESS TO EDUCATION	<ul style="list-style-type: none"> • Compulsory basic education from K to Grade 12 under RA 10533 • Nearly universal primary education (95% NER) • Improving participation in secondary schools • Universal tertiary education in place in 2017, impacting on secondary education participation • High transition rates • High cohort survival and completion rates at elementary level; improving at secondary • Inclusion programs, conditional cash transfers and flexible options (ADMs and ALS) are in place for disadvantaged learners • Alternative Learning System (ALS) strengthened through RA 11510 in 2020 • 60,957 schools nationwide • Increase in number of schools offering Senior High School • Remote and multigrade schools • Last Mile Schools program • Learning Continuity Plan being implemented in response to the pandemic • Reopening of face-to-face classes being pilot-tested 	<ul style="list-style-type: none"> • Magnitude of out-of-school children and youth (OOSCY), including dropouts, remains significant, even worsened by the pandemic (as of SY 2020-2021; enrollment figures pending finalization for SY 2021-2022) • Main reasons for non-participation/non-attendance in school [FLEMMS 2019]: <ul style="list-style-type: none"> ○ 'Too young to go to school [Kinder]' ○ Lack of personal interest [may be related to quality of teaching and learning environment] ○ Lack of income/economic reasons [more than proximity of school] ○ For women 16-24 yrs old: Marriage/family matters • Continuing disparity/inequality of opportunity by reason of gender, income, disability, and geographic condition • Insufficient info on magnitude and distribution of disadvantaged learners and program beneficiaries • 8,013 barangays without elementary schools • 8 municipalities without secondary schools • Prolonged period without face-to-face classes due to the COVID-19 pandemic • Substandard schools particularly those in geographically isolated and disadvantaged areas (GIDAs) • Mandanas ruling (2019) reducing the budget share of the DepEd as the budget share of LGUs significantly increased in 2022

* Many of the details were adopted from the DepEd Basic Education Development Plan (BEDP)

<p style="text-align: center;">Child Rights</p>	<p style="text-align: center;">Current situation <i>Situation of learners, DepEd's achievements/capacities</i></p>	<p style="text-align: center;">Gaps, issues, Challenges and their Causes</p>
<p>RIGHT TO QUALITY EDUCATION</p>	<p>Curriculum. K to 12 curriculum adopted in 2013 and being implemented</p> <p>Teaching/Instruction. Professional standards for teachers, school heads, and supervisors adopted and implemented</p> <ul style="list-style-type: none"> • NEAP transformation <p>Learning resources. Establishment and implementation of the Learning Resource Management and Development System (LRMDS) and Learning Portal; establishment of DepEd Commons, DepEd TV and radio</p> <p>Assessment. Assessments being undertaken at various levels: school, national, international</p> <p>Learner support. ICT environment / support</p>	<ul style="list-style-type: none"> • High cognitive demand of the curriculum <ul style="list-style-type: none"> ○ too many learning competencies (a total of 14,171); reduced to 5,689 Most Essential Learning Competencies upon review • Weak pedagogical skills of teachers for addressing 21st century skills • Poor-quality of some self-learning modules developed for blended learning • Poor PISA results indicating need to improve quality of education • Poor connectivity particularly in remote/disadvantaged areas

Child Rights	Current situation <i>Situation of learners, DepEd's achievements/capacities</i>	Gaps, issues, Challenges and their Causes
RIGHT TO QUALITY EDUCATION [cont.]	Health and Nutrition <ul style="list-style-type: none"> • School feeding program mandated under RA 11037 • Gulayan sa Paaralan • Water, Sanitation and Hygiene (WASH) in schools, or WinS launched through DO 10, s. 2016 • <i>Oplan Kalusugan</i> launched through DO 28, s. 2018 Mental health and psycho-social support/first aid: trainings of teachers undertaken <ul style="list-style-type: none"> • Preventive Drug Education program 	Ensuring physical and mental health of learners especially emergencies, disasters, and the current prolonged pandemic

<p>Child Rights</p>	<p>Current situation <i>Situation of learners, DepEd's achievements/capacities</i></p>	<p>Gaps, issues, Challenges and their Causes</p>
<p>RIGHT TO RESPECT IN THE LEARNING ENVIRONMENT</p>	<ul style="list-style-type: none"> • Mechanisms in place to ensure/strengthen participation of learners/rights holders in various phases of the basic education development cycle, notably: <ul style="list-style-type: none"> ○ Annual National Summits on Child Rights in Education ○ Supreme Student and Supreme Pupil Governments ○ School Improvement Planning (SIP) process ○ Student-led vulnerability mapping ○ Online modalities for learners' participation (e.g. various webinars/virtual fora conducted by DepEd) <p>Safe Learning Environment.</p> <ul style="list-style-type: none"> • Child Protection Committees in schools • Creation of Child Protection Unit (CPU) • Ongoing preparation of a Comprehensive Child Protection Strategic Plan • Declaration of schools in conflict-affected areas as Zones of Peace • Comprehensive DRRM in Basic Education Framework, informed by global Comprehensive School Safety (CSS) Framework, adopted in 2015 and vigorously being implemented • Comprehensive policy framework on Learners and Schools as Zones of Peace adopted through DO 32, s. 2019 	<ul style="list-style-type: none"> • Need to sustain/strengthen the mechanisms for child participation • Learners generally are not confident nor capacitated to express their views and claim their rights to education <ul style="list-style-type: none"> • Need to improve design of consultative activities • Adults need to be capacitated on effective learner-centered facilitation to be able to motivate and encourage learners to express their views <p>High incidence of bullying and cyber-bullying among learners Not all CPCs are functioning Child online protection is not completely in place Recruitment and use of learners for involvement in armed conflict a continuing threat Protection of learners and school personnel during armed conflict</p>

Status of CREDe

KRA	Accomplishments / Status	Implementation Gaps/Issues/Challenges
STANDARD SETTING AND POLICY FORMULATION	<ul style="list-style-type: none"> - On the Basic Education Development Plan, worked on the inclusion of the child rights pillar and submitted the description of the Filipino learner based on the CRC, 1987 Constitution, RA 10533 - Drafting of Child Rights in Education Policy ongoing; no policies issued yet since CREDe is a new unit created only this year by virtue of DO 3, s. 2021 - Provided comments and participated in the legislative TWG on OSAEC bills in the legislature - Inclusion of the right to have child’s views heard in parental consent form for pilot face-to-face class - Inclusion of the right to have child’s views heard in the draft Policy on Homeschooling - Ongoing drafting of Rights-Based Education in DepEd - Ongoing drafting of Compendium on laws, rules and policies on child rights in basic education - Ongoing drafting of the Strategic Plan of CREDe 	<p>Lack of organic personnel in CREDe</p> <ul style="list-style-type: none"> - There is one lawyer item that will be borrowed from Legal Service. - Difficult to recruit personnel with previous experience/background on child rights, more so child rights in education - Consultants came in only this August 2021
MONITORING AND REPORTING OF IMPLEMENTATION OF CHILD RIGHTS IN EDUCATION	<ul style="list-style-type: none"> - Gathered information from DepEd offices and provided inputs to the Philippine Responses to the List of Issues relative to the submitted 5th and 6th Combined State of Compliance Report to the UN Committee on the Rights of Child - Gather information from offices and provided comments on the 2021 Report on ILO’s Observation on Worst Forms of Child Labour Convention, 1999 - Provided comments on the Monitoring Indicators for the ASEAN Roadmap on the Elimination of the Worst Forms of Child Labour by 2025 - Provided comments and inputs to the NPAC mid-term review - Provided inputs to Agency accomplishments vis-à-vis the CESCR 2016 Concluding Observations on the combined 5th and 6th Periodic Reports of the Philippines; Assessment of agency planning, implementation, 	

Status of CREDe

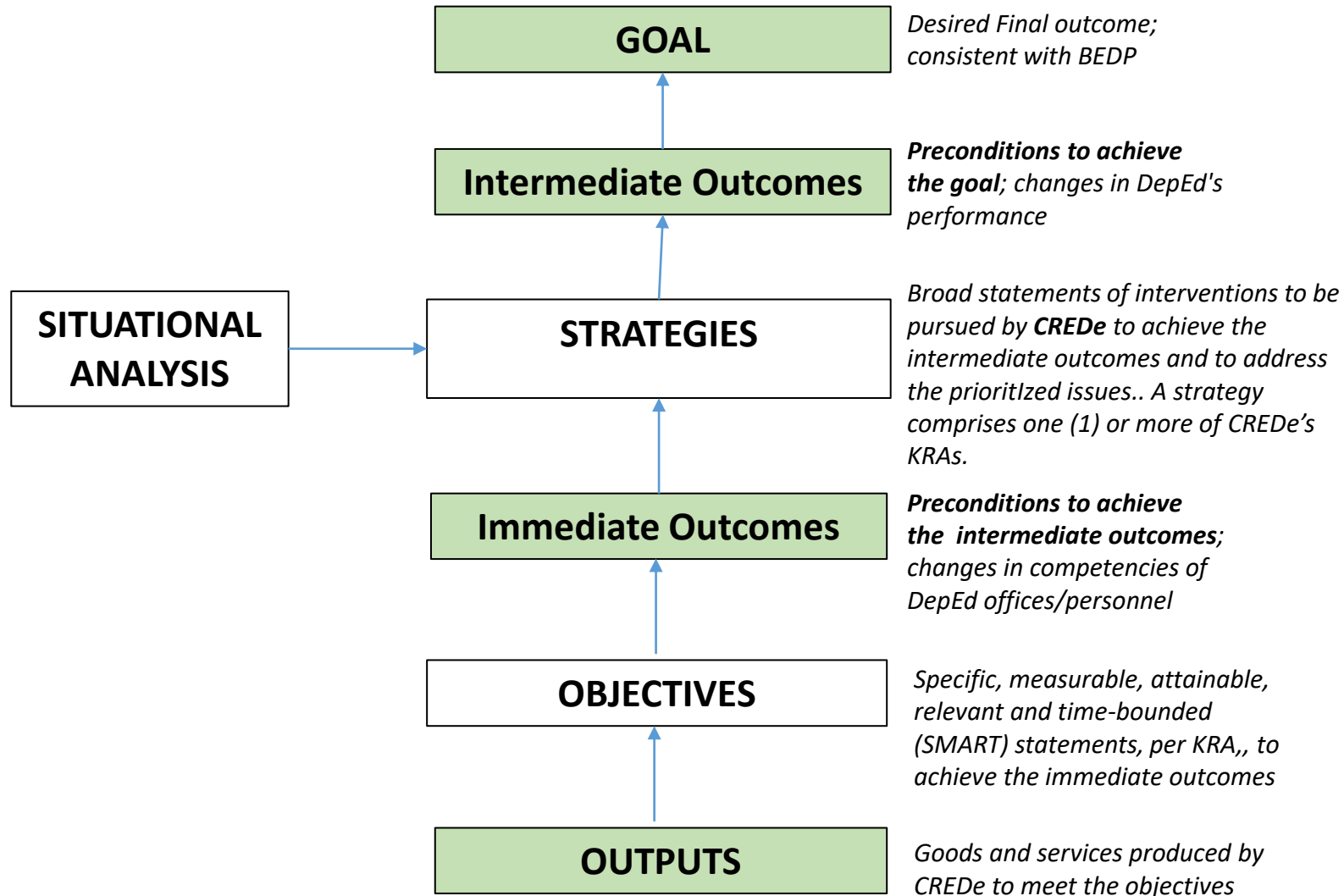
KRA	Accomplishments / Status	Implementation Gaps/Issues/Challenges
	<p>monitoring, and evaluation applying the participation, accountability, non-discrimination, transparency, human dignity, empowerment, and rule of law - (PANTHER) principles.</p> <ul style="list-style-type: none"> - Provided comments and inputs to the PPAEVAC midterm review - Submission of reports for the quarterly accomplishment reporting for JJWC-CNJIP - Submission of other reports 	
<p>AWARENESS RAISING, CAPACITY BUILDING AND ADVOCACY ON INTEGRATION OF CHILD RIGHTS IN POLICY, PROGRAM, PROJECT AND ACTIVITIES, ESPECIALLY IN CURRICULUM AND INSTRUCTION</p>	<ul style="list-style-type: none"> - Ongoing drafting of the Child Rights Module for teaching and non-teaching personnel of DepEd - Ongoing preparation for the Strategic Communications Plan alongside the Strategic Planning of CREDe - Preparing downloading of funds to the regions for printing/distribution of IEC materials on child rights 	
<p>INTERNAL AND EXTERNAL COORDINATION AND COOPERATION ON CHILD RIGHTS IN EDUCATION</p>	<ul style="list-style-type: none"> - Representation in various inter-agency bodies and committees and participation in meetings - Coordination with, and information-gathering from, various DepEd offices in various governance levels on matters pertaining to child rights 	

Problem Statement

There is a wide range of child rights in the context of basic education, beyond the right TO education, commonly understood as pertaining to access and quality. There are also rights IN basic education, such as the rights to non-discrimination, free exercise of religion, physical and mental health, protection from violence, play and leisure, and expression and consideration of views in accordance with the evolving capacity of children, among others. Not all these rights in basic education are given due attention. Access to education, quality education and respect in the learning environment are not clearly articulated as rights of the child that should be upheld, but more as services to be delivered. A rights-based education framework and approach to basic education, with the proper standard-setting, implementing, monitoring and reporting mechanisms, will strengthen DepEd's fulfillment of its duty to respect, protect, fulfill and promote the rights of the child in basic education with greater sense of accountability.

On the other hand, learners are largely unaware of their rights and lack the capacity to claim these rights, thereby reinforcing the weaknesses of the service delivery or needs-based approach in meeting performance targets and addressing the persistent disparities and inequities in opportunities for education.

Theory of Change



Example:

A Department of Education that adheres to a framework of CR-based education

DepEd projects/project development process are CR-based.

Capacity building on CR-based project designing/development

DepEd personnel have improved skills project designing; become more knowledgeable of child rights in education

To train 5,000 DepEd personnel on CR-based project design in 2022-2027

Training modules on CR-based project design developed and rolled out

Theory of Change: BEDP vis-a-vis CREDe Strategic Plan

BEDP SECTOR OUTCOME: Basic education Filipino learners have the physical, cognitive, socio-emotional, and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities

Pillar 4/ Intermediate Outcome 4: Learners are resilient and aware of their rights and have the life skills to protect themselves and their rights.

Sub-Intermediate Outcome 4.1: Learners are served by a Department that adheres to a rights-based education framework at all levels

Strategy 1: Integrate children’s rights in the design of all DepEd programs and projects

Strategy 2: Ensure that learners are aware and can assert their rights to and in education from DepEd and fully understand their responsibilities in relation to these rights

Outputs:

- Rights-based education framework developed and utilized in DepEd;
- Laws, policies, rules and regulations, contracts, programs, projects and activities containing commitments towards children’s rights are reviewed, revised, developed, and implemented accordingly;
- Subjects or lessons on children’s rights education are identified, developed, and introduced in the K to 12 curriculum;
- Learning resources on children’s rights in education are developed and utilized;
- M&E tool for the adherence to the rights-based education framework and legal obligations & commitments on children’s rights are developed and utilized;
- Learners’ rights in education promoted in legislation and international, regional, and domestic instruments containing mandates, obligations, and commitments of DepEd.

Outputs:

- Learners are taught their rights and responsibilities from all aspects of their education: curricular, co-curricular and extra-curricular;
- Learners are empowered to invoke and claim their rights while in schools / CLCs;
- DepEd personnel are trained and competent in implementing rights-based education;
- Fully functional Redress Mechanisms like child protection committees are established in all schools and offices.

CREDe STRATEGIC PLAN

GOAL: By 2027, Learners are served by a Department that adheres to a rights-based education framework at all levels

IO 1: Children's rights are integrated in the design of all DepEd policies, plans, programs, projects, and M & E system

IO 2: Learners are aware and can assert their rights to and in education from DepEd and fully understand their responsibilities in relation to these rights

IMMEDIATE OUTCOME 1.1
DepEd offices/personnel are knowledgeable of child rights and competent in designing rights-based policies, plans, programs, projects and M & E systems

IMMEDIATE OUTCOME 1.2
DepEd adopts a framework of rights-based basic education

IMMEDIATE OUTCOME 2.1
Child rights education implemented in schools and learning centers

IMMEDIATE OUTCOME 2.2
Mechanisms for learners’ participation in basic education development processes established/sustained

STRATEGIES AND OUTPUTS

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CREDe THEORY OF CHANGE

GOAL: By 2027, Learners are served by a Department that adheres to a rights-based education framework at all levels

Intermediate Outcome 1: Children's rights are integrated in the design of all DepEd policies, plans, programs, projects, and M & E system

Intermediate Outcome 2: Learners are aware and can assert their rights to and in education from DepEd and fully understand their responsibilities in relation to these rights

IMMEDIATE OUTCOME 1.1: DepEd adopts and implements a policy framework on rights-based education and guidelines for integrating child rights in the design of all DepEd policies, plans, programs, projects, processes and systems

IMMEDIATE OUTCOME 1.2: DepEd offices/personnel are knowledgeable about and imbibe child rights and RBE, and are able to integrate these in the design of policies, plans, programs, projects, processes and systems

IMMEDIATE OUTCOME 2.1: Child Rights Education (CRE) implemented in schools, learning centers and other learning modalities

IMMEDIATE OUTCOME 2.2: Learners are able to participate in basic education development processes

STRATEGY 1: POLICY DEVELOPMENT

Outputs

- Results-based Education (RBE) policy framework
- RBE integration guidelines developed

STRATEGY 1: CAPACITY BUILDING OF DEPED OFFICES/PERSONNEL

Output

- Training modules for DepEd personnel on child rights/RBE developed and rolled out
[NOTE: Capacity building of school personnel is under IO2]

STRATEGY 1: INTEGRATION OF CHILD RIGHTS IN THE K TO 12 CURRICULUM AND EXTRA- or CO-CURRICULAR PROGRAMS

Outputs

- Technical support to concerned offices in the review and enhancement of the K to 12 curriculum and extra- or co-curricular programs, and learning resources

STRATEGY 1: BROADENING AND STRENGTHENING LEARNERS PARTICIPATION IN BASIC EDUCATION DEVELOPMENT

- Annual Summits on Child Rights in Education convened
- Technical support to DepEd offices in the development and strengthening of mechanisms for learners' participation

STRATEGY 2: COMPLIANCE MONITORING AND TECHNICAL SUPPORT

Outputs

- M&E tool developed and utilized
- Technical support to DepEd offices

STRATEGY 2: INSTITUTIONALIZATION OF CREDe

Output

- Proposal for CREDe institutionalization approved by DBM and implemented

STRATEGY 2: CAPACITY BUILDING OF SCHOOL PERSONNEL (Principals, Teachers, Non-teaching Personnel)

- School-based Guidelines on CRE implementation developed
- Training modules for school personnel on CRE and the use of the Guidelines developed and rolled out

STRATEGY 2: CAPACITY BUILDING FOR ADULT-FACILITATORS

- Training modules on learner-centered facilitation for adults developed and rolled out

STRATEGY 3: ADVOCACY

Output

- Technical support to offices in the promotion of child rights in education

GOAL: By 2027, learners are served by a Department that adheres to a rights-based education (RBE) framework

INTERMEDIATE OUTCOME 1: Children's rights are integrated in the design of all DepEd policies, plans, programs, projects, processes and systems

STRATEGY	OBJECTIVE (for revision to follow SMART)	PERFORMANCE INDICATOR	OUTPUTS	O U T P U T S BY YEAR					
				2022	2023	2024	2025	2026	2027
IMMEDIATE OUTCOME 1.1: DepEd adopts and implements a policy framework on rights-based education and guidelines for integrating child rights in the design of all DepEd policies, plans, programs, projects, processes and systems									
POLICY DEVELOPMENT	To draft and endorse for DepEd issuance a rights-based education policy framework	RBE policy framework developed	RBE policy framework developed	RBE policy framework developed			RBE policy framework reviewed and enhanced accordingly		
	To draft and endorse guidelines for integrating child rights in the design of policies, plans, programs, projects, processes and systems	Guidelines developed	Guidelines developed	Guidelines developed					

GOAL: By 2027, learners are served by a Department that adheres to a rights-based education (RBE) framework

INTERMEDIATE OUTCOME 1: Children's rights are integrated in the design of all DepEd policies, plans, programs, projects, processes and systems

STRATEGY	OBJECTIVE (for revision to follow SMART)	PERFORMANCE INDICATOR	OUTPUTS	O U T P U T S B Y Y E A R					
				2022	2023	2024	2025	2026	2027
IMMEDIATE OUTCOME 1.2: DepEd offices/personnel are knowledgeable on and imbibe child rights and RBE, and are able to integrate these in the design of policies, plans, programs, projects, processes and systems									
CAPACITY BUILDING OF DepEd OFFICES/ PERSONNEL	To train/ mentor/ coach DepEd offices/personnel on CRs, the rights-based education (RBE) framework and the Guidelines	No. of DepEd personnel trained on CRs and RBE No. of training modules on CR and RBE	DepEd personnel trained Training modules developed and rolled out	DepEd personnel trained	DepEd personnel trained	DepEd personnel trained	DepEd personnel trained	DepEd personnel trained	DepEd personnel trained
iNSTITUTIONALIZATION OF CREDe	To institutionalize CREde	CREDe as an organic structure of DepEd No. of regular personnel of CREDe	CREDe institutionalization plan proposed for DBM approval	CREDe institutionalization plan proposed for DBM approval					

GOAL: By 2027, learners are served by a Department that adheres to a rights-based education (RBE) framework

INTERMEDIATE OUTCOME 2: Learners are aware and can assert their rights to and in education from DepEd and fully understand their responsibilities in relation to these rights

STRATEGY	OBJECTIVE (for revision to follow SMART)	PERFORMANCE INDICATOR	OUTPUTS	O U T P U T S B Y Y E A R					
				2022	2023	2024	2025	2026	2027
IMMEDIATE OUTCOME 2.1: Child Rights Education (CRE) implemented in schools, learning centers and other learning modalities									
CAPACITY BUILDING OF SCHOOL PERSONNEL	To train school personnel (principals, teachers and non-teaching personnel) on Child Rights Education (CRE)	School-based Guidelines on CRE developed and implemented	School-based Guidelines on CRE developed and implemented	School-based Guidelines on CRE developed and implemented					
		No. of school personnel trained on CRE and the use of the School-based Guidelines No. of schools with CRE-competent school personnel	Training modules on CRE for school personnel developed and rolled out	Training modules on CRE for school personnel developed and rolled out	Training modules on CRE for school personnel rolled out	Training modules on CRE for school personnel rolled out	Training modules on CRE for school personnel rolled out	Training modules on CRE for school personnel rolled out	Training modules on CRE for school personnel rolled out

GOAL: By 2027, learners are served by a Department that adheres to a rights-based education (RBE) framework

INTERMEDIATE OUTCOME 2: Learners are aware and can assert their rights to and in education from DepEd and fully understand their responsibilities in relation to these rights

STRATEGY	OBJECTIVE (for revision to follow SMART)	PERFORMANCE INDICATOR	OUTPUTS						
				2022	2023	2024	2025	2026	2027
IMMEDIATE OUTCOME 2.2: Learners are able to participate in basic education development processes									
BROADENING AND STRENGTHENING LEARNERS' PARTICIPATION IN BASIC EDUCATION DEVELOPMENT	To expand, sustain and strengthen mechanisms for learners' participation in all phases of basic education development cycle	No. of mechanisms for learners' participation in basic education development established/ sustained/ strengthened	Annual Summits on Child Rights in Education convened	2022 Summit on Child Rights in Education convened	2023 Summit on Child Rights in Education convened	2024 Summit on Child Rights in Education convened	2025 Summit on Child Rights in Education convened	2026 Summit on Child Rights in Education convened	2027 Summit on Child Rights in Education convened
		No. of learners participating in various basic education development processes	Technical support provided to DepEd offices in putting up and strengthening mechanisms for learners' participation and redress	Technical support provided to DepEd offices	Technical support provided to DepEd offices	Technical support provided to DepEd offices	Technical support provided to DepEd offices	Technical support provided to DepEd offices	Technical support provided to DepEd offices
		No. of DepEd offices assisted							

GOAL: By 2027, learners are served by a Department that adheres to a rights-based education (RBE) framework

INTERMEDIATE OUTCOME 2: Learners are aware and can assert their rights to and in education from DepEd and fully understand their responsibilities in relation to these rights

STRATEGY	OBJECTIVE (for revision to follow SMART)	PERFORMANCE INDICATOR	OUTPUTS	O U T P U T S B Y Y E A R					
				2022	2023	2024	2025	2026	2027
IMMEDIATE OUTCOME 2.2: Learners are able to participate in basic education development processes									
CAPACITY BUILDING FOR ADULT-FACILITATORS	To train adult-facilitators on effective learner-centered facilitation	No. of adult-facilitators trained	Training modules for effective learner-centered facilitation developed and rolled out	Training modules for effective learner-centered facilitation developed and rolled out	Training modules for effective learner-centered facilitation rolled out	Training modules for effective learner-centered facilitation rolled out	Training modules for effective learner-centered facilitation rolled out	Training modules for effective learner-centered facilitation rolled out	Training modules for effective learner-centered facilitation rolled out



THANK YOU!