



Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

cooperation agreed to collaborate in providing educational programs and projects for disadvantaged communities in the Philippines within the next six years.

Copies of said publications and videos can be downloaded from these links:

1. Summary Report: A Review of the Current Situation and Practices of Multigrade Schools in the Philippines – <https://www.seameo-innotech.org/iknow/research/a-review-of-the-current-situation-and-practices-of-multigrade-schools-in-the-philippines-summary-report/>
2. Philippine Multigrade Schools Monitoring and Evaluation System (PMS MES) Handbook – <https://www.seameo-innotech.org/iknow/research/philippine-multigrade-schools-me-system-handbook/?fbclid=IwAR0YffB78K2IZ2tdLsN3wUjOUIYPuN8j6PQUA3aA3hcgR0lxthplb4nA6kE>
3. Video explainer on the Multigrade Program Review's findings and recommendations – <https://www.youtube.com/watch?v=8SriK4QScYw>
4. Instructional video on the use of the PMS MES Handbook – <https://www.youtube.com/watch?v=IQZ8il35JKc>
5. Documentation of the Case Studies of the Situation in and Practices of PHL MG Schools – <https://www.youtube.com/watch?v=W kmEMiKG3E>

SEAMEO INNOTECH will send out via courier printed copies of the publications and videos to all concerned Regional Offices (ROs) and School Division Offices (SDOs) before the end of July 2020.

In view of this, all Regional Directors are enjoined to disseminate the said publications and videos to their respective SDOs. It is encouraged that the findings and recommendations in the review be used optimally to address the challenges of improving the delivery of quality, accessible, relevant, and liberating basic education in Multigrade schools. More so, to ensure that all learners are enrolled in schools particularly in the most disadvantaged, isolated, and conflict-affected communities. The videos can be used during program reviews, trainings, and/or workshops conducted by the regions or divisions.

For further inquiries, please contact BLD-TLD at (02) 8687-29-48 or email at bld.tld@deped.gov.ph or info@seameo-innotech.org.

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Republic of the Philippines
Department of Education
Region V
SCHOOLS DIVISION OF SORSOGON

December 09, 2020

TO: Asst. Schools Division Superintendent
Education Program Supervisors
Public Schools District Supervisors
School Heads, Public Elementary Schools
All Others Concerned

For your information and guidance.


JOSE L. DONCILLO, CESO V
Schools Division Superintendent



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OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

MEMORANDUM

DM-CI-2020-00112

TO : **THE REGIONAL DIRECTORS**
Regions I, II, III, IV-CALABARZON, IV-MIMAROPA, V, VI, VII,
VIII, IX, X, XI, XII, CARAGA, CAR, & BARMM

FROM : **DIOSDADO M. SAN ANTONIO**
Undersecretary for Curriculum and Instruction

SUBJECT : **DISSEMINATION OF THE MULTIGRADE PROGRAM**
IN PHILIPPINE EDUCATION RESEARCH PUBLICATIONS
AND VIDEOS

DATE : **June 17, 2020**

In line with the Review on the Implementation of the Multigrade Program in Philippine Education (MPPE), the following Multigrade research publications in PDF and video file formats are hereby disseminated:

- 1) Summary Report on the Review of Current Situation and Practices of Multigrade Schools in the Philippines
- 2) Philippine Multigrade Schools Monitoring and Evaluation System (PMS MES)
- 3) Video Explainer on the Multigrade Program Review's Findings and Recommendations
- 4) Instructional Video on the Use of the PMS MES Handbook
- 5) Documentation of the Case Studies on the Situation in and Practices of Philippine Multigrade Schools

The review has been a result of the tripartite partnership signed by the Department of Education (DepEd), United Nations Children's Fund (UNICEF), and the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) through a Memorandum of Agreement (MoA) in 2017. The tripartite cooperation was forged to address common post-2015 educational development action agenda and priorities underpinning Sustainable Development Goal 4 on inclusive and equitable education for all to advance lifelong learning, in particular, access to quality learning opportunities for the most disadvantaged learners. The tripartite