



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

February 24, 2025

DIVISION MEMORANDUM
No. 58, s. 2025

CALL FOR ELEMENTARY AND SECONDARY SCHOOLS TO OFFER SPECIAL PROGRAM IN JOURNALISM (SPJ) BEGINNING SCHOOL YEAR 2025-2026

To: Asst. Schools Division Superintendent
Education Program Supervisors
Division Coordinators
Public Schools District Supervisors/ OIC-PSDSs
Heads of Elementary and Secondary Schools
All Others Concerned

1. The Schools Division Office of Sorsogon through the Curriculum Implementation Division is calling interested elementary and secondary schools to submit the documentary requirements in order to offer the Special Program in Journalism (SPJ) beginning School Year 2025-2026.
2. Interested schools shall submit a letter of intent addressed to the Schools Division Superintendent together with the set of requirements stipulated in the attached policy guidelines in the offering of the Special Program in Journalism.
3. The timeline/ schedule below shall be observed:

| DATE | ACTIVITY | PERSON/S INVOLVED |
|-------------------|--|-----------------------|
| February 25, 2025 | Conduct of school survey and need analysis | School Head, Teachers |
| March 3-7, 2025 | School Validation and Assessment | School Head, Teachers |



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|-------------------|--|--|
| March 10-13, 2025 | Division Assessment, Validation and Evaluation | Division Campus Journalism Coordinators, School Head, Teachers |
| March 14, 2025 | Submission of Letter of Intent at the Curriculum Implementation Division | School Head, Division Campus Journalism Coordinators |
| March 28, 2025 | Endorsement of the SPJ Application to the DepEd Regional Office/CLMD through the Regional Focal on Campus Journalism | Division Campus Journalism Coordinators, SDS |

4. For information and other concerns regarding the SPJ, please contact the focal persons: EPS Maricel M. Dineros and/or EPS Sharon A. Vito.

5. Immediate and widest dissemination of this Memorandum is desired.


JOSE L. DONCILLO, CESO V
 Schools Division Superintendent



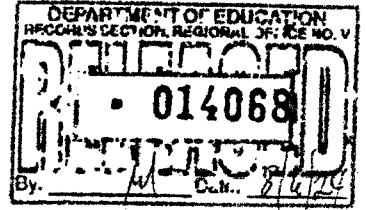
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Republic of the Philippines
Department of Education
REGION V - BICOL



6 August 2024

REGIONAL MEMORANDUM
No. 00878 s. 2024

**GUIDELINES IN THE IMPLEMENTATION OF SPECIAL PROGRAM IN JOURNALISM
IN REGION V**

To : Schools Division Superintendents

1. Rooted in the people's basic right to information and freedom of expression guaranteed by the 1987 Philippine Constitution, the practice of journalism is a fundamental aspect of a democratic society. Corollary to this, the Department of Education considers journalism as one of the thrusts of the basic education system in support of Republic Act 7079, also known as the Campus Journalism Act of 1991, which states that: "The State shall undertake various programs and projects aimed at improving the journalistic skills of students concerned and promoting responsible and free journalism."

2. Thus, through the Curriculum and Learning Management Division, the Department of Education Regional Office V shall continue to support the implementation of SPECIAL PROGRAM IN JOURNALISM (SPJ) in selected elementary and secondary schools in the region. The Special Program in Journalism caters to the needs of learners with critical and creative thinking skills and special skills and talents in journalism.

3. This special program aims to develop the learners' knowledge, skills, and ethics in various media platforms; and it focuses on equipping them with the competencies and values required for studies and careers in journalism and other related fields.

4. With the issuance of DepEd Order No. 010, s. 2024, Policy Guidelines on the Implementation of the MATATAG Curriculum, the Special Program in Journalism in English and/or Filipino will continue to be offered by implementing schools with Journalism/Pamamahayag as a specialized subject.

5. Through the Special Program in Journalism, the learners are expected to demonstrate journalistic competence through the understanding and application of the principles, techniques, and ethical standards of print, broadcast, online and new media.

6. For the learning standards, the following will be given focus:



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Elementary Level, English:

| <i>Journalism 4 (Grade 4)</i> | <i>Journalism 5 (Grade 5)</i> | <i>Journalism 6 (Grade 6)</i> |
|---|---|---|
| The learner demonstrates understanding of the principles and foundations of journalism including its role, history, and development in the Philippines; basic ethical standards; and sources and forms of journalistic outputs. | The learner demonstrates understanding of the foundations of campus journalism including its scope, goals, and thrusts; basic media laws; sources and data gathering techniques; and the basics in producing various forms of journalistic outputs. | The learner demonstrates understanding of the principles and foundations of journalism including its legal and ethical standards and relevant laws; and the basic principles and techniques in writing and editing various forms of journalistic outputs. |

Elementary Level, Filipino:

| <i>Pamamahayag 4 (Baitang 4)</i> | <i>Pamamahayag 5 (Baitang 5)</i> | <i>Pamamahayag 6 (Baitang 6)</i> |
|--|--|---|
| Naipamamalas ng mag-aaral ang pag-unawa sa mga prinsipyo at pundasyon ng pamamahayag saklaw ang gampanin, kasaysayan, at pag-unlad nito sa Pilipinas; mga batayang pamantayang etikal; at mga sanggunian at iba't ibang anyo ng sulating pampahayagan. | Naipakikita ng mag-aaral ang pag-unawa sa mga pundasyon ng pamamahayag pangkampus kabilang ang saklaw, mga layin, at mga tunguhin nito; mga batayang batas sa pamamahayag; mga sanggunian at mga pamamaraan sa pangagalap ng datos at mga pamamaraan sa pagsulat at pagbuo ng mgs sulating pampahayagan. | Naipapakita ng mag-aaral ang pag-unawa sa simulain at batayan ng pamamahayag saklaw ang legal at etikal na pamantayan nito at mga kaugnay na batas; at batayang prinsipyo at pamamaraan sa pagsulat at pag-i-edit ng iba't ibang sulating pampahayagan. |

Secondary Level, English:

| <i>Journalism 7 (Grade 7)</i> | <i>Journalism 8 (Grade 8)</i> | <i>Journalism 9 (Grade 9)</i> | <i>Journalism 10 (Grade 10)</i> |
|---|--|--|---|
| The learner demonstrates understanding of campus journalism, its history in the Philippines, and relevant laws; writing processes and techniques; visual aspects of journalism, and | The learner demonstrates understanding of the issues and challenges of campus journalism in the Philippines; writing processes and techniques, principles and trends in print and online publishing, | The learner demonstrates understanding of the history, basic principles, legal and ethical standards, processes and techniques, and issues and challenges in radio broadcasting; fundamentals of | The learner demonstrates understanding of the history, basic principles, legal and ethical standards, processes and techniques, and issues and challenges in TV broadcasting; fundamentals of |

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| new media and civic journalism. | and alternative journalism. | simultaneous broadcasting and community journalism. | mobile journalism, and advocacy journalism. |
|---------------------------------|-----------------------------|---|---|

Secondary Level, Filipino:

| <i>Pamamahayag 7 (Baitang 7)</i> | <i>Pamamahayag 8 (Baitang 8)</i> | <i>Pamamahayag 9 (Baitang 9)</i> | <i>Pamamahayag 10 (Baitang 10)</i> |
|---|--|--|--|
| Naipamamalas ng mag-aaral ang pag-unawa sa pamamahayag pangkampus, kasaysayan nito sa Pilipinas, at mga kaugnay na batas sa pamamahayag; mga proseso at Teknik ng pagsulat; mga aspetong biswal; at new media at pamamahayag pansibiko. | Naipamamalas ng mag-aaral ang pag-unawa sa mga isyu at hamon sa pamamahayag pangkampus sa Pilipinas; mga proseso at Teknik ng pagsualt, mga prinsipyo at trend sa print at online publishing at alternatibong pamamahayag. | Naipamamalas ng mag-aaral ang pag-unawa sa kasaysayan, mga batayang prinsipyo, mga pamantayang legal at etikal, mga proseso at Teknik, at mga isyu at hamon sa pamamahayag panradyo; mga pangunahing kaalaman sa simultaneous broadcasting; at pamamahayag pampamayanan. | Naipamamalas ng mag-aaral ang pag-unawa sa kasaysayan, mga batayang prinsipyo, mga pamantayang legal at etikal, mga proseso at teknik, at mga isyu at hamon sa pamamahayag pantelebisyon; mga pangunahing kaalaman sa mobile journalism; adbokasiyang pamamahayag. |

7. Journalism, as a special interest program, shall be taught as an additional subject to Grades 4 to 10 learners who are enrolled in the program. To synchronize the time allotment of the Special Program in Journalism to the regular class schedules in the MATATAG curriculum as stipulated in DepEd Order No. 010, s. 2024, SPJ in Grades 4 to 6 will be offered for 90 minutes per week; that is, twice a week of 45 minutes per day. In Grades 7-10, the program will be offered for 225 minutes per week; or 45 minutes each day for 5 days.

8. Time allotment for the Special Program in Journalism is the minimum period for class interaction. The learning team may include off-school learning experiences at home or in the community to transform learning into real-life situations.

9. The Technology and Livelihood Education (TLE) of Grades 7-10 learners taking up Special Program in Journalism should complement the special interest program. For example, TLE in Grades 7 and 8 (exploratory) can be Information and Communications Technology (ICT) and continued in Grades 9 and 10 (specialization) to maximize learning in information and communications technology which is critical in journalism.

10. The medium of instruction in Journalism is English and/or Filipino based on what the school offers. The learners may use English or Filipino whenever written outputs or any form of participation is required.

11. Each class under the SPJ must have a maximum number of 35 students. However, a minimum of 15 enrollees is required as per DepEd Order No. 21, s. 2006, entitled Guidelines of the Organization of Classes.

12. Admission to the Special Program of Journalism is open to incoming Grade 4 and Grade 7 who have obtained a rating of 85 percent in English and Filipino, and a general weighted average of 85 percent or above in the previous grade level. Applicants who exhibit talents/skills in journalism by obtaining at least fifty percent in the SPJ qualifying examination and passing the interview conducted by the school screening committee shall be admitted to the program.

13. The documentary requirements for admission include Form 138-A (Report Card) and Certificate of Good Moral Character.

14. The SPJ qualifying examination to be administered by the school screening committee with the supervision of the Schools Division Office will be composed of an objective-type of test, on-the-spot writing exam, and interview. Interview questions shall focus on assessing the applicants' oral language proficiency and inclination to journalism to validate the documents submitted and to gauge their possibility of succeeding in the program.

15. The SPJ qualifying examination shall be given a weight of 100 percent, broken down as follows:

| | |
|--------------------------|-----|
| Objective test | 30% |
| On-the-spot writing exam | 40% |
| Interview | 30% |

16. In grading the learners in the Special Program in Journalism, the schools shall follow the assessment and rating system as prescribed in DepEd Order No. 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 BEP. The criteria for the computation of grades are as follows:

| Component | Grades 4-6 | Grades 7-10 |
|----------------------|------------|-------------|
| Written Work | 30% | 20% |
| Performance Task | 50% | 60% |
| Quarterly Assessment | 20% | 20% |

17. In the selection of honors and special awards, guidelines stipulated in DepEd Order No. 26, s. 2016, policy Guidelines on Awards and Recognition for the K to 12 BEP, shall be observed.

18. Promotion in the SPJ shall follow the same policy applied in the regular program. For the learner to be retained in the program, they should receive a final rating of 85 percent in Journalism/Pamamahayag and 83 percent in the core subjects. Culminating assessment should also be provided at the end of the school year to gauge the learner's proficiency. Remediation may be extended to those who find difficulty in meeting the standards, but failure to meet the required average for retention upon completion of the intervention will lead to the learner being endorsed in the regular program of the school.

19. Schools that implement SPJ must have adequate instructional rooms that conform to the minimum standard for instructional spaces. Laboratory rooms, school furniture, equipment, and other facilities should be regularly upgraded to

appropriately respond to the needs of the SPJ learners. For elementary schools, the following laboratory and equipment should be available:

- a. computer laboratory with an air conditioning unit;
- b. computer units with installed Speech Session Software and internet connection based on 50% of SPJ enrollment;
- c. printer, whiteboard; camera with tripod, and video recorder.

20. For secondary schools implementing SPJ, those in the first level of the program implementation (beginning) should have the following laboratory and equipment:

- a. computer laboratory with an air conditioning unit;
- b. computer units with installed Speech Session Software and internet connection based on 75% of SPJ enrollment;
- c. printer, whiteboard; camera with tripod; video recorder, and
- d. an audio-visual room that can accommodate at least 35 learners for training and other related activities.

21. Secondary schools in Level 2 (advanced) should have the following:

- a. computer laboratory with an air conditioning unit;
- b. computer units with installed Speech Session Software and internet connection based on 100% of SPJ enrollment;
- c. printer, whiteboard; camera with tripod; video recorder;
- d. an audio-visual room that can accommodate at least 35 learners for training and other related activities;
- e. a radio studio equipped with a sound speaker, radio booth with on-and-off air signage, audio consoles, audio mixers, headsets, microphones, tables, and chairs, and
- f. a television studio equipped with DSLR video camera with tripod, sound system, microphones, lapels, two-way radio, stage platform, stage lighting rigs and associated controlling equipment; chroma background, available video editing software and other software used in TV broadcasting, computer with high specifications, a glass window between the production control room (PCR) and the studio floor, on-and-off air signage, and video mixers.

22. In addition, sufficient learning and teaching resource materials like PRINT (newspapers, journals, worksheets and portfolio), and NON-PRINT (broadcasting application software, layout software, video-editing software, document software, presentation software, and multimedia materials) should also be designed to meet the specific needs of diverse learners in the program.

23. The SPJ teachers are highly encouraged to be creative, innovative, and resourceful to ensure maximum participation and involvement of the learners that will redound to the development of their knowledge and skills in journalism. SPJ teachers in Grades 4 to 6 should have undergone certificate programs or training related to journalism, and have at least one year experience as language teachers. In Grades 7 to 10, SPJ teachers should have experiences of at least three years as language teachers or as school paper advisers, have undergone training in journalism, and be media literate/multiplatform competent. SPJ teachers in the elementary and secondary levels should also be willing to undergo training on content and strategies in the Special Program in Journalism.



24. Regular monitoring and supervision of the SPJ implementation, and periodic conferences and consultations should be conducted by the Schools Division Office to ensure that the goals and objectives of the program are effectively carried out. The Regional Office, through the Curriculum and Learning Management, will also conduct similar activities to determine best practices and areas for technical assistance in the SPJ implementation.

25. Schools that desire to implement the Special Program of Journalism should submit the following:

- a. Letter of Intent
- b. Program Profile of the School:
 - Rationale (why there is a need to offer SPJ in the school)
 - Inventory of available facilities, equipment, and teaching and learning resources
 - Sample Class Program
 - Faculty Profile
 - Four-Year Program Implementation Plan Matrix
 - Plans for Partnership/Linkages

26. The Letter of Intent should be addressed to the Schools Division Superintendent, who will endorse the said letter to the Regional Director, together with the program profile of the school. If found compliant, the Regional Office will issue a Certificate of Recognition to the school as an implementer of the Special Program in Journalism. A separate communication will also be forwarded to DepEd Central Office endorsing the school for national recognition.

27. In case a school does not meet the requirements to offer the program, it will be given one school year to comply with or address the deficiencies and may be allowed to proceed with a second round of assessment.

28. For information, guidance, and strict compliance.


GILBERT A. SADSAD
Regional Director

References:

- DepEd Order No. 10, s. 2024*
- DepEd Order No. 21, s. 2019*
- DepEd Order No. 36, s. 2016*
- DepEd Order No. 21, s. 2006*

CLMD/jil
08/06/2024