



Republic of the Philippines
Department of Education
 Region II - Cagayan Valley



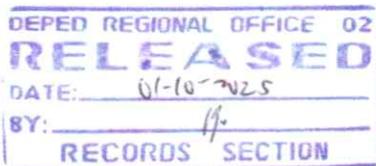
January 9, 2025

REGIONAL MEMORANDUM
 No. **017**, s. 2025

**M AND E AND TA PROVISION ON THE IMPLEMENTATION
 OF PROJECTS RDELIC, RDNEB, AND AWARDS**

To: Schools Division Superintendents
 All Others Concerned

1. In accordance with RA 11476, also known as the GMRC and Values Education Act, which mandates the Department of Education to institutionalize Good Manners and Right Conduct (GMRC) and Values Education in the Basic Education Curriculum, the Department of Education Regional Office No. 2, through the Curriculum and Learning Management Division (CLMD), informs the field on the conduct of **Monitoring and Evaluation and Technical Assistance Provision on the implementation of Project RDELIC (Region 02 Development: Empowering Learners' Character), Project RDNEB (Region 02 Development: Nurturing Exquisite Behavior) and Project AWARDS (Acknowledging Worthy Attributes of Remarkable, Dedicated, and Self-Disciplined Learners) through PROJECT INTENSIFIED (Innovating New Techniques to Empower Nurturing Schools, Inspiring Future Individuals to Embody Discipline).**
2. This initiative aligns with the goals of the existing curriculum, emphasizing the intensification of values formation and the holistic development of learners' character.
3. The activity aims to:
 - a. monitor the implementation of Projects RDELIC, RDNEB, and AWARDS in schools and SDOs;
 - b. provide technical assistance to schools and give feedback to SDOs based on the results of the monitoring activities;
 - c. identify successful strategies from SDOs/schools that can be adopted by others to improve values education and character development; and
 - d. encourage community members and stakeholders to support and promote Filipino values.
4. Attached are the guidelines, mechanics, validation, and monitoring tools to be used during the M and E for your reference.
5. Immediate and wide dissemination of this Memorandum is desired.



CLMD/OVC/rop

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 Director IV / Regional Director

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(Enclosure to RM No. _____, s. 2025)

I. Guidelines and Mechanics for Monitoring and Providing Technical Assistance on the Implementation of Projects RDEL, RDNEB, and AWARDS

1. The Regional Office will conduct monthly or quarterly monitoring, evaluation, and technical assistance (TA) provision for the implementation of these value-laden projects. Monitoring will be conducted through online platforms, onsite visits, and unannounced school visits. This will commence in January 2025.
2. The list of schools to be monitored through online platforms will be provided to Division EsP/GMRC/VE Supervisor between 3:00 PM and 4:00 PM on the day prior to the scheduled monitoring. This notification will include time slots and the link to be used. The Division Supervisor will then inform the identified schools. Schools will be randomly selected by the Regional Monitoring Team. Therefore, no additional memorandum will be issued to the schools as this guideline already specifies the process for informing them.
3. Only the school head of the identified school shall participate in the online interview. If the school head is unavailable due to official business, health, or personal reasons, the designated Officer-in-Charge (OIC) or school values coordinator shall represent him/her. Technical assistance will be provided as needed after the online interview.
4. For onsite monitoring, the Regional Office will issue a memorandum covering all Programs, Activities, and Projects (PAPs), including values formation initiatives. The list of schools to be monitored onsite may or may not be disclosed to the Schools Division Offices (SDOs). Unannounced visits to schools will also be conducted as part of the monitoring process.
5. Results of the monitoring activities will be shared during the Program Implementation Review (PIR) conducted by the Curriculum and Learning Management Division (CLMD). This feedback will guide both the Regional Office and SDOs in strengthening their implementation of these projects. Follow-up monitoring and technical assistance will be conducted to assess the progress of each SDO based on the provided feedback.
6. The Regional Office may organize a simple awards and recognition program for SDOs that demonstrate significant efforts in intensifying values formation in the curriculum and teaching practices. This will be based on the results of monitoring and evaluation.



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II. Reiteration of Previously Released Regional Memoranda on Projects RDELIC, RDNEB and AWARDS

1. Integration of RDELIC and RDNEB Modules:

- RDELIC modules should be integrated in EsP/GMRC/VE subjects at least once a month from Kindergarten to Junior High School. Since the modules are designed per key stage level, teachers may contextualize activities to suit their learners.
- RDNEB modules must be integrated in Homeroom Guidance subject for Senior High School. Integration should be reflected in the Daily Lesson Log (DLL) or lesson exemplars.
- RDELIC modules can be accessed through this link: https://bit.ly/RDELIC_MODULES
- RDNEB modules can be accessed through this link: https://bit.ly/HGP_RDNEB_MODULES

2. Integration of Monthly Values in Lessons:

- All subject teachers are required to integrate the assigned monthly value in their lessons **at least once per month**. Integration should align with the subject's competencies and may occur during the pre-lesson, lesson proper, or post-lesson phases. Weekly integration can also be done if the assigned value aligns with the topic for the week.

3. Posting of Ethical Values and Behavioral Rules:

- SDOs and schools are requested to post the 12-point ethical values/behavioral skills in conspicuous locations. Ready-to-print materials can be downloaded here: https://bit.ly/RDNEB_AdvocacyMaterials

4. Mandatory Implementation of Project AWARDS:

- The implementation of Project AWARDS (RM 023, s. 2024) is mandatory in all public elementary and secondary schools. Recognition of learners who exemplify the values of the month may be done monthly, quarterly, semi-annually, or annually. Soft copies of certificates and guidelines can be downloaded here: <https://bit.ly/RDELIC-RDNEB-AWARDS>

5. Research on Project Impact:

- School leaders and teachers are encouraged to conduct research on the impact or effectiveness of Projects RDELIC, RDNEB, and AWARDS. Findings should be shared during collaborative expertise sessions and or during School/District/Division/Regional Research Presentation.

6. Consistency in Project Naming:

- Schools are reminded not to change the names of the existing regional value-laden projects when contextualizing activities or creating initiatives to intensify implementation. The original program names must be retained in all documentation, with any innovations aligned to and reflective of the established value-laden projects.



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Monitoring and Evaluation Tool on the School Implementation of the Projects RDELIC/RDNEB

School:

Schools Division Office:

Name of the School Head:

Instruction: Check the column that corresponds to your observation relevant to the implementation of the projects RDELIC/RDNEB or the 12-Point Ethical Values/Behavioral Skills of DepEd RO2.

Indicators	Evident	Not Evident	MOVs	Remarks
Action Plan/Work Plan			Approved action plan/workplan	
RDELIC (K to 10), RDNEB (Senior HS) modules (at least one hard copy in each room)			Hard and soft copies of the modules	
Utilization of K to 10 RDELIC modules (RM no. 279, s. 2022) and their integration with Edukasyon sa Pagpapakatao subject/DLL			DLL with integration of the ethical values	
Utilization of Senior High School RDNEB modules (RM no. 261, s. 2022) and their integration with Homeroom Guidance subject/DLL			DLL with integration of the ethical values	
Integration of ethical values/behavioral skills in all subject areas' lessons. (at least one topic for the month) /DLL			DLL with integration the ethical values	
Activity/activities initiated is/are in line with the ethical values/behavioral skills			Approved Action Plan/ Workplan Proposal	

Accomplishment report (The positive effect of the activities conducted should be integrated in the report)			Accomplishment Report	
Learning Action Cell (LAC) on the implementation of the project RDEL/ RDNEB/ values program			LAC proposal and accomplishment report	
Documentary evidences/reports on partnerships/linkages forged for the implementation of the values program			Letter Certificates MOA/MOU Deed of Donation *MOVs depend on the partnerships forged	
RDEL/ RDNEB Corner (optional)				
Implementation of Project A.W.A.R.D.S. (RM 023, s. 2024)			List of awardees Certificates Documentation	
Observance of zero disruption of classes while implementing the program as indicated in the calendar of activities, accomplishment reports, and timelines				
Others: Specify				

Monitored by:

Signature Over Printed Name

Signature Over Printed Name

Signature Over Printed Name

Signature Over Printed Name

Conforme:

Signature Over Printed Name

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Monitoring and Evaluation Tool on the Division Implementation of the Projects RDELIC/RDNEB

Schools Division Office:
 Schools Division Superintendent:
 Assistant Schools Division Superintendent:
 CID Chief:

Instruction: Check the column that corresponds to your observation relevant to the implementation of the projects RDELIC/RDNEB or the 12-Point Ethical Values/Behavioral Skills of DepEd RO2.

Indicators	Evident	Not Evident	MOVs	Remarks
Implementation Plan			Approved Implementation Plan	
M and E Tool/Report			Accomplished M and E Tool and accomplishment report	
TA Form/Report			Accomplished TA form and accomplishment report	
Initiated activities with Accomplishment Report			Proposal and accomplishment report	
RDELIC/RDNEB Corner			RDELIC/RDNEB Corner	
Others: Specify				

Monitored by:

Signature Over Printed Name

Signature Over Printed Name

Signature Over Printed Name

Signature Over Printed Name

Conforme:

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Certificate No. PNP-CMS
24 93 0195

I. Validation Tool for the Implementation of Projects RDEL/ RDNEB (12-Point Ethical Values/Behavioral Skills)

Criteria	Outstanding (4)	Very Satisfactory (3)	Satisfactory (2)	Unsatisfactory (1)	Score	Remarks
Executive Summary	The executive summary is exceptionally clear and concise, effectively summarizing the main points and information regarding the initiatives on the implementation of the projects.	The executive summary is somewhat unclear or lacks conciseness, making it difficult to grasp the main points and information regarding the initiatives on the implementation of the projects.	The executive summary is somewhat unclear or lacks conciseness, making it difficult to grasp the main points and information regarding the initiatives on the implementation of the projects.	The executive summary is unclear, or lacks coherence, making it challenging to understand the main points and information regarding the initiatives on the implementation of the projects.		

<p>Comprehensive and well-documented Accomplishment Report</p>	<p>The accomplishment report is comprehensive and well-documented, providing a thorough overview of the achievements and positive effect of the RDEL/ RDNEB program. It includes detailed information, data, and evidence to support the report's content.</p>	<p>The accomplishment report is mostly comprehensive and well-documented, covering the key achievements and positive effect of RDEL/ RDNEB program. Some minor areas of improvement in terms of content and documentation are present.</p>	<p>The accomplishment report lacks some comprehensiveness and documentation, missing important details or evidence. Significant improvements are needed to provide a more thorough overview of the program's achievements and positive effect.</p>	<p>The accomplishment report is incomplete or inadequately documented, lacking essential information, data, and evidence. Significant omissions or inconsistencies are present.</p>	
<p>Action Plan</p>	<p>The action plan is clear, comprehensive, and well-detailed. It includes a thorough outline of strategies and activities for implementing the RDEL/ RDNEB program. The plan demonstrates a deep</p>	<p>The action plan is clear and includes most of the necessary strategies and activities for implementing the RDEL/ RDNEB program. It aligns reasonably well with the objectives of the initiative.</p>	<p>The action plan lacks some clarity and missing key strategies and activities. The alignment with the objectives of the RDEL/ RDNEB initiative is somewhat limited.</p>	<p>The action plan is unclear, incomplete, or does not adequately address the strategies and activities required for implementing the RDEL/ RDNEB program. The alignment with the objectives of the</p>	

Documentation of Issued Memoranda	understanding of the objectives of the initiative.	Comprehensive documentation of all relevant memoranda related to the implementation of the RDEL/ RDNEB program. All issued memoranda are properly recorded and organized.	The memoranda are issued in a timely manner, ensuring effective communication and coordination among schools and stakeholders. They are released well in advance, allowing sufficient time for implementation.	Documentation of most of the relevant memoranda related to the implementation of the RDEL/ RDNEB program. Some minor omissions or inconsistencies are present.	Partial documentation of the relevant memoranda related to the implementation of the RDEL/ RDNEB program. Some significant omissions or inconsistencies are present.	incomplete or inadequate documentation of the relevant memoranda related to the implementation of the RDEL/ RDNEB program. Significant omissions or inconsistencies are present.	initiative is minimal or non-existent.
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<p>Use of M and E Tool</p>	<p>The M and E tool is consistently used to track progress, identify areas for improvement, and make data-driven decisions. The data collected through the tool informs decision-making and leads to meaningful actions.</p>	<p>The M and E tool is mostly used to track progress, identify areas for improvement, and make data-driven decisions. The data collected through the tool contributes to decision-making and guides actions to some extent.</p>	<p>The use of the M and E tool to track progress, identify areas for improvement, and make data-driven decisions are limited. The data collected through the tool is not consistently used to inform decision-making and guide actions.</p>	<p>The M and E tool is not effectively used to track progress, identify areas for improvement, and make data-driven decisions. The data collected through the tool does not contribute significantly to decision-making or guide actions.</p>
<p>TA forms in collaboration and communication</p>	<p>The TA forms effectively facilitate collaboration and communication between the SDO and schools. They promote a two-way exchange of information, feedback, and support, enhancing the implementation of the RDEL/ RDNEB program.</p>	<p>The TA forms mostly facilitate collaboration and communication between the SDO and schools. They contribute to information sharing, feedback, and support, supporting the implementation of the RDEL/ RDNEB program to a reasonable extent.</p>	<p>The effectiveness of the TA forms in facilitating collaboration and communication between the SDO and schools is limited. They do not fully support information sharing, feedback, and support, requiring significant improvements.</p>	<p>The TA forms do not effectively facilitate collaboration and communication between the SDO and schools. They do not significantly contribute to information sharing, feedback, and support.</p>

Presence of values corner	The SDO/school has a well-established and prominently displayed Values Corner that is easily accessible to staff, visitors, and stakeholders. The Values Corner is visually appealing and effectively promotes ethical values and character development.	The SDO/school has a Values Corner that is present and accessible to staff, visitors, and stakeholders. The Values Corner provides some visual representation and promotion of ethical values and character development.	The presence of a Values Corner in the SDO/school is limited or lacks accessibility. The Values Corner visual representation or promotion of ethical values and character development.	The SDO/school does not have a Values Corner or any dedicated space to promote ethical values and character development.	
School Implementation	All schools within the division have implemented Project RDELC/RDNEB. There is evidence of comprehensive and consistent implementation across all schools, with high levels of participation and engagement.	The majority of schools within the division have implemented Project RDELC/RDNEB. There are few schools that have faced challenges or delays in implementation, but overall, there is a reasonable level of participation and engagement.	Implementation of Project RDELC/RDNEB in schools within the division is partial or inconsistent. Some schools have not fully implemented the program.	Project RDELC/RDNEB has not been implemented in schools within the division, or implementation is minimal.	
Total					