



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



2 May 2025

REGIONAL MEMORANDUM

No. 301.2025

**PUBLIC CONSULTATION FOR THE ENVIRONMENT AND SOCIAL FRAMEWORK
(ESF) DOCUMENTS OF THE PROPOSED PROJECT FOR UPGRADE
SUPPORT & DECENTRALIZATION (PLUS-D) FOR WB FINANCING**

To: Assistant Regional Director
Schools Division Superintendents
Functional Division Chiefs and Officer In-Charge
All Others Concerned

1. The Department of Education, in collaboration with the World Bank (WB), is developing the proposed **Project for Learning Upgrade Support and Decentralization (PLUS-D)** which aims to enhance the foundational literacy and numeracy skills for kindergarten to Grade 6 (K-6) learners and improve learning outcomes in reading and mathematics for Grades 7 to 10 (G7-10) learners.
2. As part of the consultation process for the proposed PLUS-D, DepEd-CAR Regional Office and the Schools Division Office of Abra and Mountain Province are requested to review the working draft of the ESF documents, accessible through this link: <https://bit.ly/PLUSD-ESF>, and provide any comments or recommendations that may be deemed necessary.
3. Relative to this, there will be an online public consultation on **May 5, 2025** through MS Teams indicated in Annex 2 enclosed in this memorandum.
4. The list of participants to this online consultation is attached to this memorandum. The Project Profile of PLUS-D is also enclosed for your information and reference.
5. Immediate dissemination of this memorandum is desired.


ESTELA P. LEON-CARIÑO EdD, CESO III
Director IV/Regional Director

ESSD/GCD: Public Consultation-ESF for the PLUS-D
May 2, 2025



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Enclosure to RM: 301.2025

LIST OF PARTICIPANTS

SDOs/RO	Divisions, Sections or Units
Abra and Baguio City 1-2 representatives from each office-divisions, units and sections	Legal Unit
	ICT Unit
	Administrative Unit
	Finance Unit
	Curriculum Implementation Division
	School Governance and Operations Division
Schools (2 schools per SDO)	School Head and 1-2 teacher/s and learner representatives per program per school
	Including schools offering any of the following: <ul style="list-style-type: none"> • Indigenous Peoples Education • Special Needs Education • Alternative Learning System
Other interested parties (encouraged only) 1-2 representatives from each group/party	<ul style="list-style-type: none"> • Parent-Teacher Association • Parents • IP Community Leaders • Culture Bearers • LGU ex. Barangay Captain, Barangay Councilors • NGOs and Civil Society Organizations • Higher Education Institutions
Regional Office	Curriculum and Learning Management Division
	Education Support Services Division
	Field Technical Assistance Division
	Quality Assurance Division
	Policy, Planning and research Division
	Human Resource Development Division
	Administrative Division
	Finance Division
	Legal Unit
	ICT Unit



Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR STRATEGIC MANAGEMENT
(POLICY, PLANNING, AND MONITORING & EVALUATION)

STR-250410-0848-PM

MEMORANDUM

FOR : **ESTELA L. CARIÑO**
Regional Director
Cordillera Administrative Region

SALUSTIANO T. JIMENEZ
Regional Director
Region VII – Central Visayas

RUTH L. FUENTES
Regional Director
Region IX – Zamboanga Peninsula



SCHOOLS DIVISION SUPERINTENDENTS OF:

Schools Division Office of Abra
Schools Division Office of Baguio City
Schools Division Office of Tagbilaran City
Schools Division Office of Cebu Province
Schools Division Office of Zamboanga del Norte
Schools Division Office of Zamboanga City

CONCERNED CENTRAL OFFICE BUREAU AND SERVICE DIRECTORS
CONCERNED CENTRAL OFFICE DIVISION CHIEFS
ALL OTHERS CONCERNED

FROM : 
RONALD U. MENDOZA, PhD
Undersecretary
Strategic Management

SUBJECT : **PUBLIC CONSULTATION FOR THE ENVIRONMENT AND
SOCIAL FRAMEWORK (ESF) DOCUMENTS OF THE
PROPOSED PROJECT FOR LEARNING UPGRADE SUPPORT
AND DECENTRALIZATION (PLUS-D) FOR WORLD BANK
FINANCING**

DATE : April 14, 2025

This Department, in collaboration with the World Bank (WB), is developing the proposed **Project for Learning Upgrade Support and Decentralization (PLUS-D)** which aims to enhance foundational literacy and numeracy skills for Kindergarten to Grade 6 (K-6) learners, and improve learning outcomes in reading and mathematics for Grades 7 to 10 (G7-10) learners. The project is set to benefit approximately 21.2 million K-10 public school learners, including those enrolled in the Alternative Learning System (ALS), as well as 777,000 public school teachers nationwide. For ready reference, the project profile is attached as Annex 1.



The proposed PLUS-D has been submitted to the National Economic and Development Authority (NEDA) for review towards necessary government approvals. Simultaneously, the WB is preparing the Project Appraisal Package for the proposed project. As part of this preparatory effort, DepEd, with technical assistance from WB, is developing the Environmental and Social Framework (ESF) documents, specifically: (1) the **Stakeholder Engagement Plan (SEP)**; (2) the **E-Waste Management Plan (E-WMP)**; and (3) the **Environmental and Social Commitment Plan (ESCP)**.

As part of the consultation process for the proposed PLUS-D, this Office respectfully requests the relevant Offices to review the working draft of the ESF documents, accessible through this link: <https://bit.ly/PLUSD-ESF>, and provide any comments or recommendations that may be deemed necessary.

Furthermore, this Office respectfully seeks the participation of representative/s of the designated offices to an **online public consultation** scheduled for **May 5, 2025 (Monday)**, to deliberate on the aforementioned documents. Details of the online public consultation (Annex 2), including the program flow (Annex 3), are enclosed in this memorandum for your information and reference

The active engagement of all concerned Offices in this review process is critical to ensuring that the ESF documents are comprehensive and aligned with the overarching objectives of the project.

For provision of comments/recommendations, clarifications and/or confirmation of participants, your staff may contact the Project Management Service-Project Development Division (PMS-PDD), Attention: Ms. Michelle C. Cruz and/or Mr. Lorenzo Miguel S. Victor, via email at pms.pdd@deped.gov.ph.

Thank you.

Encl: as stated

Copy Furnished:
ROGER B. MASAPOL, Assistant Secretary for Strategic Management

[pmspdd/lmsvictor]

PROJECT PROFILE

Project Title	Project for Learning Upgrade Support and Decentralization (PLUS-D)
Executing Agency/ies	Department of Finance (DOF)
Implementing Agency/ies	Department of Education (DepEd)
Fund Source/ Development Partner	World Bank (WB)
Implementing Partner	N/A
Modality	Project Loan (Investment Project Financing)
Project Size	USD600 million (World Bank Financing); USD60 million (Government of the Philippines (GoP) Counterpart)
Implementation Period	2025– 2031 (indicative)
Project Scope	Kindergarten to Grade 10 (K-10) and Alternative Learning System (ALS) nationwide
Project Development Objective (PDO)	To improve the foundational literacy and numeracy of primary education learners, as well as the learning outcomes in reading and mathematics of lower secondary education learners in public schools nationwide. ¹
Project Components	<ul style="list-style-type: none"> • Component 1: System-Level Interventions (estimated cost: US\$ 490.7 million including US\$ 55.7 million equivalent from the GoP). This component supports system-wide activities to recover or accelerate learning in primary education and improve the quality of lower secondary education nationwide through centralized implementation by DepEd Central Office with technical guidance from the Strategic Management (STRATMA), Curriculum and Teaching (CT), and Human Resource and Organizational Development (HROD) strands. Benefiting the entire K-10 education sub-system, this component aims to close learning gaps for K-6 learners and enhance learning outcomes for Grades 7-10 and ALS learners, including by strengthening teacher qualifications and T&L conditions. Specific support to Grades K-6 would include learning recovery and acceleration, improved assessments, an online T&L hub, electronic devices for selected learners and teachers, resources for IP learners, and system capacity enhancements. The following systemic clusters of interventions would be financed by this component: <ul style="list-style-type: none"> ○ <i>Learning acceleration program</i>

¹ Lower secondary is often referred to as junior high school education in the Philippines.

	<ul style="list-style-type: none"> ➤ Provision of technical and operational support for developing and implementing a nationwide program to address learning gaps in K-6 with an emphasis on improving foundational literacy and numeracy. ○ Teacher Professional Development (TPD) for Grades 7 to 10 and ALS teachers <ul style="list-style-type: none"> ➤ Review of issues in the current TPD policies and both pre- and in-service teacher training programs. ➤ Provision of technical assistance on the implementation of specific TPDs (including coaching and evidence-based training) for Grades 7 to 10 and ALS. ➤ Development of resources to enhance teaching practices (including scripted lessons and teacher guides). ○ Leadership training for school teachers <ul style="list-style-type: none"> ➤ Enhancement of managerial and leadership skills of Grades 7 to 10 teachers. ○ Enhancement of education assessments in Grades 1 to 10 and ALS <ul style="list-style-type: none"> ➤ Enhancement of National Assessments [Early Language, Literacy, and Numeracy Assessment (ELLNA) for Grade 3, National Achievement Test (NAT) for Grade 6]. ➤ Development of standardized computer-based assessments (CBAs) for mathematics and reading in Grades 1-10. ➤ Development of a platform for administering a computer adaptive version of the Philippine Educational Placement Test (PEPT). ➤ Development of a computer-based ALS Accreditation & Equivalency (A&E) Test and its administration platform. ➤ Provision of strategic advice on assessments including governance matters. ➤ Development and administration of an assessment of socioemotional skills for Grades 1, 4, 7, and 10. ➤ Administration of PISA for Schools in a national representative sample of public schools during project implementation. ○ Teaching & Learning (T&L) conditions <ul style="list-style-type: none"> ➤ Provision of electronic devices to selected learners and teachers based on the Readiness Analysis. ➤ Establishment of an online T&L hub, including interactive Grades K-10 and ALS digital learning resources for all subjects through technical assistance, purchase of equipment and licenses of software, and the development and production of resources for learners with disabilities.
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	<ul style="list-style-type: none"> ➤ Training of teachers on the use the T&L hub, assistive technologies for teaching learners with disabilities, as well as inclusive, gender-sensitive pedagogies. ➤ Development of T&L resources for IP learners in their languages, training of teachers in the development of resources and establishment of safeguards standards to support IP learners. ○ Other systemic improvements <ul style="list-style-type: none"> ➤ Development of the curriculum for education for sustainable development and global citizenship education for K-10 and ALS. ➤ Development of the Filipino Sign Language Curriculum. ➤ Review of the ALS Delivery Model and evaluation of the feasibility of online implementation. ➤ Assessment of the capacity of selected DepEd Central and Regional Office units and provision of training to address identified key capacity gaps. ○ Communications <ul style="list-style-type: none"> ▪ Provision of technical assistance to design and implement a comprehensive communications campaign for the proposed project and the broader 5-Point Reform Agenda. <p>• Component 2: Targeted Interventions (estimated cost: US\$ 150.9 million). In alignment with DepEd's decentralization initiatives, which are represented as a policy lever of the 5-Point Agenda, this component finances targeted activities to accelerate learning at the elementary level and improve lower secondary education quality in selected regions and schools. Implementation will be a responsibility of the top five DepEd Regional Offices (ROs) determined by the decentralization readiness index, which is calculated through financial and administrative capacity indicators, along with their schools. Approximately 3,500 schools enrolling about 2.5 million K-10 learners will benefit from this targeted support through two grant programs: Regional Offices Grant Program (ROGP) and School Grant Program (SGP). The interventions financed by this component are presented below.</p> <ul style="list-style-type: none"> ○ Technical Assistance <ul style="list-style-type: none"> ➤ Preparation stage <ul style="list-style-type: none"> ▪ Support to eligible schools and ROs in preparing improvement plans (School Improvement Plan – SIP and Regional Education Development Plan – REDP), including the development of grant program guidelines. ▪ Evaluation of prepared plans.
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	<p>➤ Implementation stage</p> <ul style="list-style-type: none"> ▪ Management and monitoring of the implementation of both programs. ▪ Provision of regular, high-quality procurement and financial management support to Grantees. <p>○ Implementation of approved SIPs and REDPs Eligible activities for financing through the SGP and ROGP would include consultants' services (for TA), non-consulting services, purchase of goods, training and operating costs.</p> <p>➤ Indicative eligible activities for ROGP</p> <ul style="list-style-type: none"> ▪ Decentralized support to the continuous professional development of teachers. ▪ Decentralized support to learning acceleration and recovery. ▪ TA and training to enhance the capacity of the regional office in areas such as planning, budgeting, strategic thinking, data collection and analysis. ▪ Purchase of equipment and furniture. ▪ Printing services. ▪ Climate change: technical assistance and information campaigns to foster a change in behavior of learners, teachers and other school staff across the region. ▪ Compulsory fiduciary functions: assistance in procurement and financial management for each beneficiary to perform its fiduciary functions. ▪ Incremental operating costs associated with the implementation of the grant. <p>➤ Indicative eligible activities for SGP</p> <ul style="list-style-type: none"> ▪ Local support to learning acceleration and recovery. ▪ Specific training activities for teachers. ▪ Activities to enhance the school's capacity. ▪ Utilization of generative artificial intelligence to support teaching and learning at the school level, including for learners' tutoring. ▪ Purchase of T&L resources, toys, storybooks, furniture, and recreation equipment for Kindergarten. ▪ Purchase of TL resources (e.g., books, equipment for teaching science or ICT), furniture, and equipment for schools. ▪ Printing services. ▪ Gender: awareness raising campaigns or counseling services to address gender-based
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	<p>violence and prevent early marriage or pregnancy.</p> <ul style="list-style-type: none"> ▪ Climate change: technical assistance and information campaigns to change the behavior of learners towards climate change. ▪ Compulsory fiduciary functions: assistance in procurement and financial management for each beneficiary to perform its fiduciary functions. ▪ Incremental operating costs associated with the implementation of the grant. <p>○ Decentralized TPD program The abovementioned ROs would implement the same Component 1's TPD program for teachers in schools under their jurisdiction, following decentralized arrangements.</p> <p>• Component 3: Monitoring and Evaluation (M&E), and Project Management (estimated cost: US\$ 18.4 million including US\$ 4.3 million equivalent from the GoP). This component aims to strengthen DepEd's capacity for monitoring and evaluation (M&E), advance decentralization in the education system, and ensure effective management and monitoring of Project implementation. It would finance:</p> <ul style="list-style-type: none"> ➤ Strategic advice on effective education system M&E. ➤ Assistance to promote M&E through decentralization. ➤ Improvement of DepEd's service delivery capacity ➤ Design and implementation of evaluations and policy/program analysis. ➤ Salaries for the Project Management Office (PMO) team of specialists responsible for daily project management and compliance with fiduciary and safeguards requirements. ➤ PMO training. ➤ Project incremental operating costs. ➤ Design and implementation of a project-specific Grievance Redress Mechanism. ➤ Citizen engagement mechanisms, including town hall meetings on School Improvement Plans. ➤ Design and implementation of studies and evaluations related to the project.
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ANNEX 1
List of Expected Participants

Office	Participants
<p>Central Office</p> <p><i>1-2 representatives from each office</i></p>	<ul style="list-style-type: none"> • Bureau of Learning Delivery (BLD) • Bureau of Learning Resources • Bureau of Alternative Education • Bureau of Curriculum Development • Bureau of Education Assessment • Administrative Service • Legal Service • Finance Service • Procurement Service • National Educators Academy of The Philippines (NEAP) • Information & Communications Technology Service • Policy & Planning Service • BHROD-School Effectiveness Division • Public Assistance and Action Center • BLD-Indigenous Peoples Education Office (IPsEO) • Learner Rights and Protection Office
<p>Regional Offices (CAR, Region VII, Region IX)</p> <p><i>1-2 representatives from each office</i></p>	<ul style="list-style-type: none"> • Curriculum and Learning Management Division • Education Support Services Division • Field Technical Assistance Division • Quality Assurance Division • Policy, Planning, and Research Division • Human Resource Development Division • Administrative Division • Finance Division • Legal Unit • ICT Unit
<p>Schools Division Offices</p> <p><i>1-2 representatives from each office</i></p>	<ul style="list-style-type: none"> • Legal Unit • ICT Unit • Administrative Unit • Finance Unit • Curriculum Implementation Division • School Governance and Operations Division
<p>Schools (2 schools per SDO):</p> <p><i>School head and 1-2 teacher and learner representatives per program per school</i></p>	<p>Including schools offering any of the following:</p> <ul style="list-style-type: none"> • Indigenous Peoples Education • Special Needs Education • Alternative Learning System

Office	Participants
<p><i>Other interested parties (encouraged only):</i></p> <p><i>1-2 representatives from each group/party</i></p>	<ul style="list-style-type: none"> • Parent-Teacher Association • Parents • IP Community Leaders • Culture Bearers • Local Government Unit (e.g., barangay captain, barangay councilors) • Non-Government Organizations (NGOs) and Civil Society Organizations (CSOs) <i>(if possible)</i> • Higher Educational Institutions <i>(if possible)</i>

ANNEX 2
Indicative Program Flow

Note: Upon entering the meeting link, **please change your display name** to your **full name followed by your DepEd office or school**. This will help the secretariat easily identify all participants during the session.

Example:

- *Juan Dela Cruz – DepEd CO – Bureau/ Service*
- *Juan Dela Cruz – DepEd RO – Bureau/ Service*
- *Juan Dela Cruz – SDO – Name of School*

Morning Session: Central Office and Regional Offices			
Time	Activity	Expected Participants	Meeting Link
9:30 a.m. – 9:40 a.m.	Acknowledgment of Participants	Central Office and Regional Office representatives <i>(Refer to Annex 1)</i>	MS Teams: https://bit.ly/PLUSD_CO-RO-ESF
9:40 a.m. – 10:00 a.m.	Presentation of the proposed PLUS-D		
10:00 a.m. – 10:20 a.m.	Overview of the ESF Documents		
10:20 a.m. – 11:20 a.m.	Consultation with Relevant Offices		
11:20 a.m. – 11:30 a.m.	Summary and Wrap-Up Discussion		
Afternoon Session: Schools Division Offices and Schools representatives			
1:30 p.m. – 1:40 p.m.	Acknowledgment of Participants	Schools Division Offices and Schools representatives <i>(Refer to Annex 1)</i>	MS Teams: https://bit.ly/PLUSD_SDO-Schools-ESF
1:40 p.m. – 2:00 p.m.	Presentation of the proposed PLUS-D		
2:00 a.m. – 2:20 p.m.	Overview of the ESF Documents		
2:20 p.m. – 3:20 p.m.	Consultation with Relevant Offices		
3:20 a.m. – 3:30 p.m.	Summary and Wrap-Up Discussion		