



Republic of the Philippines
Department of Education
Region VI – Western Visayas
DIVISION OF AKLAN
Kalibo, Aklan



November 5, 2019

To: **Public Schools District Supervisors**
All Others Concerned

Dear Sirs/Mesdames:

Please find attached letter dated October 21, 2019 from World Vision Development Foundation, Inc. re: Invitation for Dynamic Learning Program Training on November 8-11, 2019 in Iloilo City.

Each district is requested to send one (1) representative from any of the WVDF-assisted schools. The accommodation, food and transportation expenses of the participants shall be charged against World Vision Development Fund.

For your information and compliance.

Very truly yours,


MIGUEL MACAPULOS APOSIN EdD, CESO V
Schools Division Superintendent *ml*

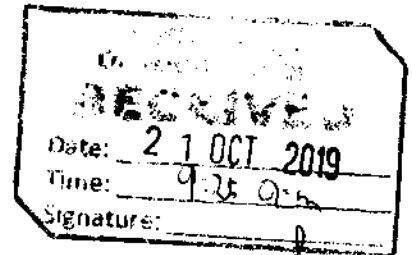
DIVISION LETTER
No. 168, s. 2019

DPP/arki

"May katawhayan ag kalipayan sa among mga escuelahan."

World Vision

October 18, 2019



MIGUEL MAC D. APOSIN, Ed.D., CESO V

School Division Superintendent
Province of Aklan

Subject: Invitation for Dynamic Learning Program Training sponsored by World Vision Development Foundation
Inc, Kasing – Kasing Press and Hubon ng mga Manunulat

Dear Sir/ Madam,

Christian Greetings!

World Vision Development Foundation Inc., (WVDF) is a Christian relief, development and advocacy organization dedicated to working with children, families and communities in the Philippines to help provide them with better opportunities for improved well-being and sustainable change. It operates in 38 area programs located in 28 provinces, 25 cities, 80 municipalities and 726 barangays across the country implementing programs on education with child protection, health and nutrition, economic development, and disaster risk reduction and management.

A Technical Programme on Education and Lifelong Learning was developed to address the root causes of the major issues on education and child protection and to enable WVDF to achieve its strategic objectives and contribute to the well-being of children in the country. WVDF seeks to provide quality delivery of its programs through the project models which are proven to be effective and has produced quality results. These project models has varying direct linkages and interdependencies to ensure holistic approach to child well being.

WVDF, in its intent to pursue and promote the well-being of children, is currently implementing our Education with Child Protection Technical Programme which hopes to contribute to the functional literacy of children. To ensure the sustainability of our programming, we engage the community and different stakeholders to promote local ownership and community participation.

This coming, Nov. 08, 2019, World Vision Development Foundation Inc., in partnership with Kasing Kasing Press and Hubon ng mga Manunulat will host a training on **The Digitization of Locally Relevant Developed in the Community at Iloilo Museum Contemporary of Arts, Iloilo City** to equip our staff and education partners on how to enhance students' learning experience and address contextual challenges in the delivery of learning and instruction by providing support to the Department of Education.

Our vision for every child, the world is our classroom. Our prayer for every heart, the world is our classroom.

World Vision

As one of our steadfast partner in Education Programming, we would like to invite you and seek for your approval and support to send a representative from each **WVDF – assisted DepEd schools** in your division. World Vision will cover expenses of your participants (accommodation, food and transportation) during the training. Attached herewith is the training design for your reference.

To discuss the activity in greater detail, we would like to set an appointment to discuss with your good office on possible opportunities and partnership between World Vision and the Department of Education. We are very much keen to know how we can better support in enhancing the learning environment of most vulnerable children in the Philippines through the use of technology.

Thank you very much for your support. We are hoping for your favourable response.

Sincerely,



CAROL SUE JUDITFA

Aklan Cluster Program Manager

World Vision Development Foundation, Inc.

Our vision for every child, the world as a better place. Our prayer for every heart, the world as a better place.

SCHEDULE OF SPECIAL EVENTS

FRIDAY (DAY1) November 8, 2019	SATURDAY (DAY2) November 9, 2019	SUNDAY (DAY3) November 10, 2019	MONDAY (DAY4) November 11, 2019
<p>10:00AM #ZineZoned: Iloilo Zine Fest Festive Walk Mall Iloilo, (Atrium)</p> <p>10:00AM Poetry Workshop Iloilo Museum of Contemporary Art, (Hulot) P300</p> <p>10:00AM Illustrator's Workshop Iloilo Museum of Contemporary Art, (The Box), sponsored by World Vision</p> <p>01:00PM Iloilo Storytelling Competition Festive Walk Mall Iloilo, (Atrium)</p> <p>06:00PM PechaKucha Iloilo Vol. 5 Festive Walk Mall Iloilo, (Atrium)</p>	<p>10:00AM Literary Talks (Day 1) Iloilo Museum of Contemporary Art, (The Box)</p> <p>10:00AM Watercolor Workshop MAMUSA Art Bistro P300</p> <p>10:00AM Calligraphy Workshop Book Lattie Café, Library and Art Space P300</p> <p>01:00PM Storytelling Session Festive Walk Mall Iloilo, (Atrium), sponsored by Iloilo Storytellers</p> <p>04:00PM Kasingkasing Press Book Launching Iloilo Museum of Contemporary Art, (The Box)</p> <p>06:00PM UP Press Book Launching Festive Walk Mall Iloilo, (Atrium)</p>	<p>10:00AM Literary Talks (Day 2) Iloilo Museum of Contemporary Art, (The Box)</p> <p>10:00AM Iloilo Comic Book Day Festive Walk Mall Iloilo, (Atrium)</p> <p>10:00AM Indie Comic Workshop Iloilo Museum of Contemporary Art, (Hulot) P300</p> <p>03:00PM Museum Tour Iloilo Museum of Contemporary Art</p> <p>3:00PM Cosplay Competition Festive Walk Mall Iloilo (Atrium)</p> <p>06:00PM The Best of CineKasimanwa Film Festival Festive Walk Mall Iloilo, (Atrium)</p>	<p>01:00PM Western Visayas Book Council Membership Registration Festive Walk Mall Iloilo, (Atrium)</p> <p>01:00PM Storytelling Session Festive Walk Mall Iloilo, (Atrium), sponsored by Iloilo Storytellers</p> <p>02:00PM Dave Ventriloquist Festive Walk Mall Iloilo, (Atrium)</p> <p>06:00PM The Best of CineKasimanwa Film Festival Festive Walk Mall Iloilo, (Atrium)</p>

FESTIVE WALK ILOILO
ILOILOMEGA
BOOKFAIR

NOV. 8-11 2019 FESTIVE WALK MALL
MEGAWORLD LIVING MANGROVE AVENUE CITY

PRESENTED BY:
L.A.



CO-PRESENTED BY:
ILOILO MUSEUM OF CONTEMPORARY ART
MOCA

ailap
ATTACHED INSTITUTE
OF LITERARY ARTS
AND PRACTICE

SPONSORED BY:
MEGAWORLD
Lifestyle Malls



FESTIVE WALK ILOILO

MEMORANDUM OF AGREEMENT

This AGREEMENT made and entered into by and between:

DEPARTMENT OF EDUCATION, an agency of the national government of the Republic of the Philippines, created by virtue of *Batas Pambansa* (B.P.) No. 232 "The Education Act of 1982" as amended by Republic Act (R.A.) No. 9155, otherwise known as "Governance of Basic Education Act of 2001," with principal office address at DepEd Complex, Meralco Avenue, Pasig City, herein represented by its Secretary **BR. ARMIN A. LUISTRO FSC**, hereinafter referred to as "DepEd";

-and-

WORLD VISION DEVELOPMENT FOUNDATION, INC., a non-stock, non-profit, Christian, relief, development and advocacy organization organized, registered and existing under Philippine laws with principal business address at 389 Quezon Avenue cor. West 6th St., West Triangle, Quezon City, represented herein by its National Director, **JOSAIAS T. DELA CRUZ**, hereinafter referred to as "World Vision";

-WITNESSETH-

WHEREAS, DepEd ensures securing resources to make public schools competitive by partnering with the private sector and other government agencies for the development and improvement of the public basic education system in our country;

WHEREAS, DepEd acknowledges the role of World Vision in its support to the implementation of programs in vulnerable communities.

WHEREAS, DepEd and World Vision earlier entered into a partnership wherein World Vision through its Child Well-Being Initiatives, collaborated with DepEd for the attainment of "Education for All" by mainstreaming Peace-building in School, Child Protection in School, Child-Focused DRR and implementation of K to 12 in FY 2012.

WHEREAS, DepEd and World Vision decide to enter into additional points of partnership for complementation and strengthening of DepEd's programs that address issues of access, quality and governance through World Vision's LEAD (Learn, Earn, and Achieve a Dream) a Child Programme;

WHEREAS, pursuant to their respective mandates and commitments, the DepEd and World Vision endeavor to enter into a partnership to focus on the implementation and management of the LEAD a Child Programme, its components and its allied micro-projects in World Vision-assisted areas;

NOW THEREFORE, in view of the foregoing, the parties enter into this Agreement subject to the following terms and conditions:

Article I SCOPE OF AGREEMENT

1. The Parties will work as partners in the planning, implementation, monitoring and evaluation of LEAD a Child Program, its component Project Models and allied micro-projects applicable and in alignment to DepEd's initiatives and programs addressing the issues of access, quality and governance in the basic education sector.

2. The Parties will explore collaboration on possible support from each other's organization, based on each institutional capacities in implementing and sustaining of, but not limited to the following Project Models/Key Initiatives and Micro-Projects that are embedded and in alignment to the LEAD a Child Programme:
 - a. Pedals and Paddles and other Access Mechanisms;
 - b. Indigenous Peoples Education Initiatives;
 - c. Learning Roots (for School Readiness of Kindergarten);
 - d. Culture of Reading;
 - e. Skills4Life and Work; and
 - f. Child Protection and Advocacy
3. The Parties agreed to continue its collaborative efforts reflected in the previous Memorandum of Agreement in FY 2012 in the following areas as integrated in the LEAD a Child strategies and initiatives:
 - a. Popularization of K to 12 in WVDF-covered areas
 - b. Child-Focused Disaster Risk Reduction (CFDRR) in School
 - c. Peace Education in School
4. The Parties agree to share data and information via World Vision's proposed Education Sector Information Exchange System and DepEd's Enhanced Basic Education Information System (EBEIS). The Objectives are:
 - a. Map issues and needs of most vulnerable children, youth and populations (Indigenous Peoples, Person/Child with Disabilities, Internally Displaced Persons, Geographically isolated Disadvantaged Areas, etc.)
 - b. Map presence, interventions of government, non-government and private sectors for coordination and cooperation
 - c. Sharing and exchange of resources, good practices, lessons learned, reference materials, research results, etc.
 - d. Sharing of most recent, essential government data relevant to basic education (population by age, poverty, Net Enrolment Rate, Gross Enrolment Rate, completion, survival, dropout/leavers, hazard areas, Alternative Learning System, , etc.)
 - e. Sharing of Civil Society Organizations and private sector results on interventions for accountability
 - f. Ready source of data and information for emergency situations.
5. The Parties will ensure to deliver under this agreement the specific undertakings of each Party required to implement the identified Project Models and Key Initiatives under the LEAD a Child Programme, the Micro-Project Pedals and Paddles and the continuation of the collaborative areas in Item No 3. The **Terms of Reference** shall provide the details of these undertakings which form part of this document (Please see Annex 1).

Article II RESPONSIBILITIES OF THE PARTIES

A. Department of Education (DepEd)

1. Issue a Memorandum to all Concerned DepEd offices, departments, and units and at field offices at various levels (Region, Division, District and Schools) mandating support/enforcement of this Memorandum of Agreement;
2. Designate a Focal Person to serve as Partnership Coordinator for this Partnership Agreement, who will regularly coordinate and work with WVDF's counterpart Focal Person at various levels (Region, Division, District and Schools). The Focal Person whose regular functions may cover the duties of such, shall not receive compensation in addition to his/her salary;
3. Ensure the availability and use of DepEd facilities as venue for the trainings and other capacity-building activities and Project Model components as well as provide logistical and technical support whenever necessary in the implementation of this program/project;

4. Share relevant data, policies, guidelines, modules and toolkits, etc. to WVDF that could help provide inputs to enhancing education programming in the partnership, subject to applicable laws, rules and regulations;
5. Facilitate the timely provision to designated WVDF point person/s of requested reports and statistics from EBEIS and from DepEd's Division and District offices, for use in informed education programming, targeting, analysis and evaluation, subject to limitations set by DepEd.
6. Upon compliance of requirements, recognize and accredit World Vision's Alternative Learning Modalities, Life Skills Education and other Literacy Development initiatives for ALS Accreditation and Equivalency (A&E) program whenever applicable;
7. Monitor and evaluate, together with World Vision and community-based organization partners, the effect/impact of the LEAD a Child Programme, its Project Models and allied Micro-Projects in World Vision-assisted areas and communities;
8. Cost-share in terms of maximization of learning materials, facilities and resources speaker from DepEd with WVDF the administrative and logistical needs of the Project model subject to availability of funds and in accordance with R.A. 9184 or the Government Procurement Reform Act and government accounting and auditing rules and regulations; and
9. Ensure delivery/provision of the following Project-Based undertakings as reflected in Article III of this document.

B. World Vision Development Foundation (WVDF), Inc.

1. Collaborate with DepEd on the contextualization and execution of the applicable Education Project Models, Key Initiatives and Micro-projects in World Vision-assisted areas;
2. Ensure mobilization of WVDF-assisted and partner children's organizations, community-based organizations and other community leaders' groups to provide logistical and technical support whenever necessary in the implementation of this programme/project;
3. Provide DepEd Central Office and Division and District offices with regular reports, updates, as well as requested data and information, that could help provide inputs to enhancing education programming in the partnership.
4. Make available modules, toolkits, monitoring tools and instruments that could help enhance the existing processes and systems of DepEd at the local levels;
5. Explore the possibility of reproducing existing materials instead of developing new ones.
6. Provide Resource Persons/Technical Experts to assist formal school teachers, ALS learning facilitators and other DepEd staff in using and administering the tools, instruments, modules and other toolkits to help enhance Basic Education Services at the school and Community Learning Center (CLC) levels;
7. Help enhance the capacities of DepEd's formal school teachers, ALS Learning facilitators, staff and local officials through WVDF's various training programs and other capability-building programs inherent to the implementation of the LEAD a Child Project Models which support DepEd' existing initiatives in reading, life skills, Abot-Alam Program, among others;
8. Provide technical support to DepEd's Regional, Division, District and School Offices by promoting the use, whenever necessary and applicable, WVDF's standard tools, instruments, toolkits and modules supporting DepEd's K to 12 Basic Education Program Inclusive Education covering IP Education, ALS, Pedals and Paddles Project, among others;
9. Provide technical expertise to DepEd, whenever applicable on areas where WVDF is quite advance in terms of international standards and protocols e.g. Child Protection Project Models, ECCD (Kindergarten) Project Model, Education in Emergency, etc.;
10. Support DepEd in the promotion and institutionalization of relevant policies and mechanisms to various local stakeholders at the WVDF-assisted areas like parents/caregiver, community leaders, LGU Officials, local NGOs, and Community -Based Organizations;
11. Assist in the reproduction and dissemination of IEC materials (K to 12 Program and Child Protection Policy, Programme Concepts, Operating Guidelines, etc.) of DepEd to World Vision- assisted Area Programmes and the communities;
12. Augment reproduction, whenever necessary the advocacy communication materials of information, education and campaign (IEC) materials as well as behavior change communication materials on K to 12, Child Protection, CFDRR among others;

13. Furnish regular reports and updates to DepEd on the Programmes , Projects and initiatives relevant to this partnership agreement. The cost equivalent of the activities shall be reflected in the report.

Article III TERM AND VALIDITY

1. This Agreement shall be effective for a period of **five (5) years** from the date of its execution until **June 1, 2021** and may be renewed every three (3) years subject to mutual agreement and assessment of the Parties. Either Party may terminate this Agreement by serving the other Party a two (2) month prior written notice.

Article IV MISCELLANEOUS PROVISIONS

1. This Agreement shall also strengthen the links between the LCPCs and the BCPCs through the public school/education system.
2. Child-focused Disaster Risk Reduction (CF-DRR) at the school level programs may also be explored and implemented by the Parties to ensure protection of children during disaster and emergency situations in the school environment context.
3. The parties may explore collaboration on possible support from World Vision on the institutionalization of peace education pursuant to Executive Order No. 570 entitled "*Institutionalizing Peace Education in Basic Education and Teacher Education*" in World Vision-assisted areas to complement the child safety and protection aims of this partnership;
4. The parties may likewise explore possible collaboration on steps to address issues on local school board membership, compensation and honorarium, monitoring of World Vision registered/sponsored children in partnership with DepEd appointed person, sanctions/diversion programs for teacher-offenders, and incomplete attendance of teachers in far-flung areas, subject to the extent of each party's mandate and capacities;
5. The parties shall come up with pertinent program plans and implementing guidelines which shall complement and form part of this partnership agreement;
6. It is understood by the Parties that whenever there are collateral community-based literacy programs, the same shall be geared towards the capacitating of the students for passing of the National Achievement Test. Literacy-based programs may also include the promotion of local dialects and traditions; and
7. There shall be no exchange of cash between the parties in the implementation of this Agreement, rather, World Vision may put on record, in its report to DepEd, the cost equivalent of its contributions to this partnership.

Article V COMMON PROVISIONS

1. **PROGRAM, MONITORING AND EVALUATION PLANS** - The parties shall develop an agreed Program Plan and/or Annual Work Plan after the execution of this Agreement to serve as basis of the implementation of this Agreement. This Program Plan shall be renewed, modified, supplemented or revised annually by the parties and the parties shall regularly come up with an Annual Program Plan. In relation to the above, a monitoring and evaluation plan shall be developed by the Parties;
2. **USE OF LOGOS, TRADEMARKS, ETC.** - The parties may mutually promote this partnership through the use of one another's trademarks and logos in connection with this Agreement. In the event that the parties should use their respective logos, trademarks, slogans or other goodwill and copyright materials associated therewith, the parties agree to abide by the terms and conditions for the use of the same;
3. **AMENDMENTS** - This Agreement may be revised, amended or modified only through a written instrument duly executed and signed by both Parties;

4. **SEPARABILITY** - Should any provision of this Agreement or any part thereof be declared void, invalid, or unenforceable, the rest of this Agreement and the other provisions, insofar as they are separable, shall remain in force and effect;
5. **RELATIONSHIP OF THE PARTIES** - The relationship described herein is not a business or professional partnership as defined under Title IX of the New Civil Code of the Philippines, or any other legal entity and the relationship of the **Parties** is contractual and limited to what is described in this Agreement. Unless otherwise provided herein, neither one shall have the authority or right either to assume, create or undertake any obligation of any kind whatsoever, expressed or implied, on behalf of or in the name of the other;
6. **AMICABLE RESOLUTION OF DISPUTES** - This Agreement rests on the good faith and goodwill of the Parties, acknowledging that they have a common purpose in helping bring about quality education including information and technical know-how on child protection to communities. In the unlikely event that any misunderstanding shall arise as to the interpretation of any of the provisions of this Agreement, the Parties hereby agree that the same shall be resolved similarly in good faith through dialogue and negotiation, conciliation, mediation and binding arbitration, and all other available alternative modes of dispute resolution under the law, depending on the stage or governing jurisdiction of the dispute, in that order, bearing in mind the needs of the communities that they both seek to serve.

IN WITNESS HEREOF, the parties through their representatives, have signed this **AGREEMENT** on the date and place appearing on the acknowledgement hereof.

DEPARTMENT OF EDUCATION

By:

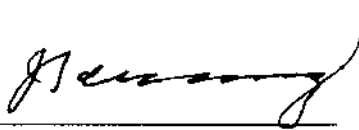


BR. ARMIN A. LUSTRO FSC
Secretary

WORLD VISION

DEVELOPMENT FOUNDATION, INC.

By:

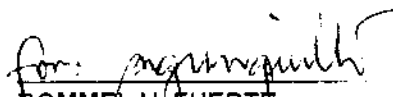


JOSAIAS T. DELA CRUZ
Executive Director

SIGNED IN THE PRESENCE OF:



MARIO A. DERIQUITO
Undersecretary
Partnerships and External Linkages

for: 
ROMMEL V. FUERTE
Operations Director



ATTY. ALBERTO T. MUYOT
Undersecretary
Legal and Legislative Affairs


GEOMEL P. JETONZO
Education Technical Program Manager

ACKNOWLEDGMENT

Republic of the Philippines)
PROVINCE OF BULACAN


BEFORE ME, a Notary Public for and in the above jurisdiction personally appeared:

	Government – Issued ID No.	Details
B: Armin A. Luistro FSC		
Josais T. dela Cruz		

known to me to be the same persons who executed foregoing Memorandum of Agreement and they acknowledge to me that the same is their voluntary act and deed as well as of the corporations/organizations/instrumentalities they represent.

WITNESS MY HAND AND SEAL on the date and the place first above written.

Doc. No. 407
Page No. 83
Book No. 1
Series of 2016


CESSES R. ABOT
Notary Public
Until December 31, 2017
Commission # PNC-25-MB-2016; 05-11-2016
481 San Diego St., Bancal, Meycauayan City, Bulacan
P.O. No. 9557415; 01-13-16; Meycauayan City
Lic. No. 1025199; 01-13-15; Pasig City
Roll No. 60979

TERMS OF REFERENCE

TITLE	:	DepEd-WVDF Partnership Agreement for the LEAD a Child Programme
DURATION	:	5 Years (Renewable every 3 years)
DATE OF IMPLEMENTATION	:	

I. Background/Rationale

On December 6, 2012, the Department of Education and World Vision Development Foundation, Inc. has forged a partnership which was formalized through the signing of Memorandum of Agreement to focus on (1) child protection, (2) promotion of K to 12, (3) orientation on Child-Focused Disaster Risk Reduction (CFDRR), and (4) complementation of the institutionalized curriculum for Peace Education.

However, prior to its actual rollout, man-made and natural disasters had shifted the focus of WVDF's interventions, and had put on hold the follow-through activities. This means also that the scope of agreements has not fully taken off in terms of translating into program interventions at the Area Programme (AP) levels of World Vision-assisted areas.

AP activities in relation to this agreement were limited only to Teacher Training on Peace Education, Seminar/Awareness Raising on Child Protection in Schools on selected ADPs

II. Objectives:

1. To facilitate protocols of partnering and engagement at the School, District, Division, and Regional Levels
2. To facilitate and formalize support from each Party (DepEd and WVDF)
3. To fast track implementation at the local level
4. To complement resources
5. To capture and document contribution and support of WVDF to the Education Sector, particularly in Basic Education

III. Deliverables per Project Model/Key Initiative

1. Both Parties shall undertake specific roles and responsibilities through their Front liners at the Regional, Division, District and School Levels (for DepEd) and WVDF's Field Offices, Area Programme Clusters, and Area Programmes at the municipal and barangay levels;
2. Both Parties shall adhere to the specific deliverables (but not limited to) per project/key interventions under the LEAD a Child Programme as stated in the matrix below. Specific Implementation Guideline shall be generated to support this undertaking:

Project Models/Key Initiatives	Department of Education	World Vision Development Foundation, Inc.
Pedals and Paddles	1. Mobilize specific schools involved in the Pedals and Paddles to coordinate/colaborate with WVDF in planning, implementation, monitoring and evaluation aspects of the Project	1. Help map communities that would qualify as recipients of Pedals and Paddles Project 2. Mobilize community groups for the selection of qualified beneficiaries for the bikes and boats following the

Project Models/Key Initiatives	Department of Education	World Vision Development Foundation, Inc.
	<ol style="list-style-type: none"> 2. Coordinate with WVDF on the mapping of priority schools with corresponding child/family beneficiaries 3. Facilitate preparation and submission of necessary documents and templates (with inputs from WVDF) for the deployment of bikes and boats to Central Office 4. Facilitate discussions and compliance to Pedals and Paddles Implementation Guideline by partners and stakeholders 5. Facilitate generation of Monitoring Reports in coordination with WVDF on the status of Pedals and Paddles Project 6. Designate a particular Focal Person for the Pedals and Paddles 7. Cost-share in terms of maximization of learning materials, facilities and resource speaker with WVDF the administrative and logistical needs of the Project Model subject to availability of funds. 	<p>Pedals and Paddles Guideline</p> <ol style="list-style-type: none"> 3. Assist DepEd in the conduct of the identified pre-requisite training programs for the beneficiaries of Pedals and Paddles 4. Provide administrative and logistical support in the distribution of bikes and boats to the beneficiaries within the Programme Impact Areas 5. Help identify, select and shortlist qualified beneficiaries based on agreed criteria of the Pedals and Paddles from within the WVDF Programme Impact Areas 6. Conduct monitoring activities, generate and submit reports to DepEd on regular basis on the status of Pedals and Paddles within its Programme Impact Areas following an agreed template with DepEd
2. Culture of Reading	<ol style="list-style-type: none"> 1. Mainstream in their regular reading program at the school level the use of the Culture of Reading Project Model by school teachers 2. Designate school teachers to handle the school-based Culture of Reading Model as part of DepEd's reading skills development tool 3. Mobilize school teachers/staff to be trained on the use of reading skills assessment and corresponding application to their pupils 4. Conduct pre-and post-reading assessments to school readers who are slow or non-readers using the assessment tools, when necessary 5. Share to WVDF results of the assessment and other updates on children's reading performance 6. Designate a permanent space for the establishment of school-based Reading Hub 7. Cost-share in terms of maximization of learning materials, facilities and resource speaker with WVDF the administrative and logistical needs of the Project Model subject to availability of funds. 	<ol style="list-style-type: none"> 1. Conduct capacity building of school teachers on Reading Skills Development techniques, developing storybooks, conducting reading skills assessments using WVDF CoR Toolkits and other necessary competency enhancement initiatives 2. Provide training to teachers/volunteers on monitoring and evaluation on Reading Skills of children 3. Help enhance and augment the School's Reading materials and reading resources 4. Establish/strengthen of school-based Reading Hubs 5. Assist DepEd in the analysis of the results of reading skills assessments based on the five core reading skills 6. Coordinate with the Schools Division Superintendent of the concerned schools to request for the Phil-IRI data

Project Models/Key Initiatives	Department of Education	World Vision Development Foundation, Inc.
3. Skills4Life and Work	<ol style="list-style-type: none"> 1. Mainstream in their regular extra-curricular activities or thematic subject applicable life skills initiatives of WVDF, whenever applicable 2. Mobilize school teachers/staff to be trained on WVI Life Skills Frameworks and on the use of Life Skills toolkits (Skills4Life and Youth Ready Modules), including use of Life Skills Assessment Toolkits 3. Conduct pre-and post-Life Skills assessments to elementary and high School students 4. Mobilize ALS Coordinators to incorporate values-based life skills initiatives on a programmatic approach 5. Share to WVDF results of the assessment and other updates on children's Life Skills development 6. Designate a permanent space for the conduct of programmatic Life Skills initiatives 7. Cost-share in terms of maximization of learning materials, facilities and resource speaker with WVDF the administrative and logistical needs of the Project Model subject to availability of funds 	<ol style="list-style-type: none"> 1. Conduct capacity building of school teachers on integrating life skills into classroom practices; and conducting life skills assessments using WVDF Life Skills Toolkits 2. Provide, as additional references, copies of WVDF's programmatic and modular Life Skills training modules in support to developing 21st Century Skills of the K 2o 12 3. Conduct training to teachers/volunteers on monitoring and evaluation on Life Skills of children 4. Provide support to schools which WVDF-covered areas
4. Learning Roots (School Readiness for Kindergarten)	<ol style="list-style-type: none"> 1. Mobilize kindergarten Teachers within the covered areas of WVDF for the implementation of Learning Roots Project Model in support to DepEd's School Readiness targets 2. Mobilize Kindergarten Teachers to be trained on WVI's alternative instruments to assess pre-literacy and pre-numeracy skills of pre-schoolers 3. Conduct School Readiness Test to pre-schoolers in collaboration with WVDF 4. Share to WVDF results of the assessment and other updates on children's School Readiness Tests 5. Cost-share in terms of maximization of learning materials, facilities and resource speaker with WVDF the administrative and logistical needs of the Project Model subject to availability of funds 	<ol style="list-style-type: none"> 1. Conduct capacity building of school teachers on Learning Roots Project Model 2. Facilitate Parenting Education on ECCD to parents to reinforce school teacher's role in developing pre-literacy and pre-numeracy skills 3. Help enhance and augment the School's learning resources (toys, books and other learning materials) whenever necessary 4. Conduct training to school teachers and staff on other innovative techniques to assess school readiness of children as enhancement to DepEd's existing tools and mechanisms

Project Models/Key Initiatives	Department of Education	World Vision Development Foundation, Inc.
5. Child Protection and Advocacy	<ol style="list-style-type: none"> 1. Mobilize Teachers and Staff to undergo training and other capability building on Child Protection, Child Protection Standards and Protocols, and Community-Based Reporting and Referral System/Mechanisms (CPPIP) 2. Strengthen, with the support of WVDF Child Protection Committee, and Child Protection System and mechanisms 3. Designate a teacher/staff as a School-based Child Protection Coordinator at the school level 4. Cost-share in terms of maximization of learning materials, facilities and resource speaker with WVDF the administrative and logistical needs of the Project Model subject to availability of funds. 	<ol style="list-style-type: none"> 1. Help the school establish/strengthen Child Protection Committees and other Child Protection mechanisms In Schools 2. Conduct capacity building to school teachers and local officials on assessment tools and approaches on Child Protection 3. Conduct training to school teachers, staff and school officials on Community-Based Reporting and Referral System/Mechanism (CPPIP) 4. Provide other necessary support to schools within the WVDF – covered areas in strengthening Child Protection initiatives both in school-based and non-school-based venues
6. DRR/CFDRR in School	<ol style="list-style-type: none"> 1. Mainstream in their regular School Improvement Plans Child-Focused DRR interventions as identified in collaboration with WVDF 2. Mobilize Teachers and Staff to undergo training and other capability building on Children in Emergency, Education in Emergency and Comprehensive Safe School Framework (CSS) and other standards 3. Establish/Strengthen DRR in School Initiatives 4. Designate a teacher/staff at the School level as School-based Child Protection Coordinator 5. Cost-share with WVDF the administrative and logistical needs of the Project Model 	<ol style="list-style-type: none"> 1. Assist local officials in enhancing their School Improvement plans to include relevant crosscutting themes like Child Protection in Emergencies, Disaster Risk Reduction, Peace Education, etc. 2. Conduct capacity building to school teachers and local officials on Education in Emergencies and DRR in Education (including frameworks and standards) 3. Provide support to schools within the WVDF – covered areas in strengthening DRR initiatives both in school-based and non-school-based venues 4. Work closely with DepEd Schools Division Superintendents and DRRM Coordinators in the Program Impact Areas 5. Submit report on DRR activities to DepEd DRRMS 6. Convene periodically with DepEd for the review and assessment of DRR in school and discuss issues, challenges, and accomplishments in the implementation of the program

ANNEX 1

Project Models/Key Initiatives	Department of Education	World Vision Development Foundation, Inc.
7. Key Initiatives in Addressing Exclusion (Inclusive Education)	<ol style="list-style-type: none"> 1. Link WVDF to the IP Education Coordinators at the national, regional, division and school levels 2. Share data and information regarding status of the Most Vulnerable Children (Indigenous Peoples, Child with Disabilities, Internally Displaced Person, Geographically Isolated Disadvantaged Areas, etc.) to WVDF for possible collaborative Inclusive Education Programme within WVDF-covered areas 3. Cost-share with WVDF the Cost-share in terms of maximization of learning materials, facilities and resource speaker with WVDF the administrative and logistical needs of the Project Model subject to availability of funds. 	<ol style="list-style-type: none"> 1. Provide support to DepEd, when necessary in conducting research related to Inclusive Education 2. Share to DepEd any research/impact studies or situational analysis related to Inclusive Education. 3. Provide support to DepEd in the contextualization of the curriculum for Inclusive Education, particularly at the Division Level 4. Mobilize Most Vulnerable Children communities within the WVDF's Programme Impact areas to support DepEd's Alternative Learning System, and Access Programs