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Republic of the Philippines  
**Department of Education**  
REGION II - CAGAYAN VALLEY  
SCHOOLS DIVISION OF BATANES

October 17, 2024

**DIVISION MEMORANDUM**No. 281 s. 2024

**DIVISION SEARCH FOR BEST SCHOOL IMPLEMENTER OF PROJECTS  
RDELIC AND RDNEB  
(12-POINT ETHICAL VALUES/BEHAVIORAL SKILLS)**

To: Asst. Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors  
Elementary and Secondary School Heads  
All other concerned

1. The Schools Division of Batanes, through the Curriculum Implementation Division (CID), will conduct a Search for best School Implementer of Projects RDELIC and RDNEB (12-Point Ethical Values/Behavioral Skills)
2. The said Projects focus on enhancing the character traits of learners through its 12-point ethical values/behavioral skills essential for their growth.
3. The search aims to:
  - a. continuously promote Filipino values among learners and stakeholders in the schools and in the communities;
  - b. recognize schools for religiously implementing the programs; and
  - c. objectively determine entries to the Regional Search for Best School Implementer of Projects RDELIC and RDNEB.
4. Integrated Schools may choose which level (Elementary or Secondary) to participate.
5. All schools are required to submit all Means of Verification outlined in the Monitoring and Evaluation Tool for the School Implementation of the RDELIC/RDNEB Projects, as specified in RM No. 051, s. 2024. The deadline for submission will be on or before October 28, 2024.
6. Enclosed is the Regional Memorandum No. 051, s. 2024 for ready reference.

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

**ALFREDO B. GUMARU JR. EdD, CESO V**  
Schools Division Superintendent

For the Schools Division Superintendent:

  
**DANTE J. MARCELO, PhD CESO VI**  
Assistant Schools Division Superintendent

10/18/24

Encl.: As stated

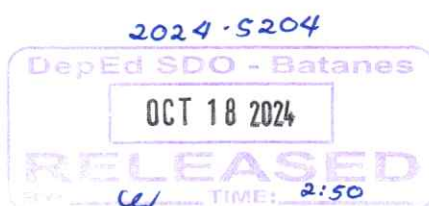
References: RM NO. 051, s. 2024

To be indicated in the Perpetual Index

Under the following subjects:

SUBJECT AREA, EDUKASYON SA PAGPAPAKATAO  
VALUES EDUCATION

CID/vbg/vcb





Republic of the Philippines  
**Department of Education**  
Region II – Cagayan Valley

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January 22, 2024

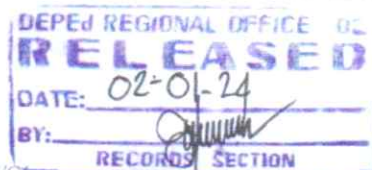
**REGIONAL MEMORANDUM**

No. **051**, s. 2024

**MONITORING AND EVALUATION OF PROJECTS RDELIC AND RDNEB**

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 of the implementation of Project RDELIC (Region 02 Development: Empowering Learners' Character) and Project RDNEB (Region 02 Development: Nurturing Exquisite Behavior).
2. This initiative is in support of the MATATAG Curriculum, specifically focusing on the intensification of learners' values and the development of their characters.
3. The monitoring aims to:
  - a.) intensify the values formation of learners in curriculum and teaching;
  - b.) identify best practices and successful strategies that can be shared and replicated across schools and SDOs;
  - c.) provide support and guidance to SDOs in enhancing their efforts to promote values formation and a culture of peace among learners;
  - d.) continuously inspire our community and stakeholders to promote Filipino values; and
  - e.) acknowledge Schools Division Offices that prioritize empowering the academic, personal, emotional, and career development of learners through the effective implementation of these programs;
4. Attached hereto are the guidelines, validation and monitoring tools to be used during the M and E for your ready reference.
5. Immediate and wide dissemination of this Memorandum is desired.



**BENJAMIN D. PARAGAS PhD, CESO III**  
Director IV/Regional Director

CLMD/OVC



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### **I. Rationale**

Section 3 (2) of Article XIV of the 1987 Philippine Constitution acknowledges the crucial role of educational institutions in fostering patriotism, nationalism, love for humanity, respect for human rights, ethical and spiritual values, moral character, and personal discipline. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, mandates the creation of a functional basic education system that equips students with essential competencies, skills, and values for lifelong learning and employment. Additionally, RA 11476, or the GMRC and Values Education Act, requires the Department of Education to institutionalize GMRC and Values Education in the K to 12 Basic Education Curriculum. In adherence to this, the Department of Education intensifies the formation of the Filipino learner's values and the development of their characters through the MATATAG curriculum. Integration of peace competencies that will highlight the promotion of non-violent actions and the development of conflict-resolution skills in learners is also part of the initiatives under the new curriculum. The Homeroom Guidance Program of the Department of Education aims to empower learners to develop rational thinking, positive disposition, and exemplary behavior.

In line with these laws and programs, DepEd Regional Office No. 2, through the Curriculum and Learning Management Division (CLMD), has developed two innovative projects: Region 02 Development: Empowering Learners' Character (RDELIC) and Region 02 Development: Nurturing Exquisite Behavior (RDNEB). These projects address the challenges faced by schools in enhancing the character traits of learners through a 12-point ethical values/behavioral skills framework, to wit:

<b>Month</b>	<b>Ethical Values/ Behavioral Skills</b>	<b>Description</b>
January	Resiliency/ Pagkamatatag	Able to adapt and prepare in times of need and make sound decision during disasters, life challenges and problems.
February	Love/ Pagmamahal	Exemplify love of God, country, oneself, neighbor and for all His creation.
March	Hope	Demonstrate the importance of giving hope to oneself and others.
April	Forgiveness/ Pagpapatawad	Express forgiveness to the mistake of others and understand that oneself and others are capable to commit wrong actions or decisions.
May	Charity/ Pagkakawanggawa	Manifest willingness to help those in need and share one's abilities for the progress and development of others and the community.
June	Self-esteem/ Pagpapahalaga sa Sarili	Display self-empowerment to influence others and respond to the needs of the community.

July	Cleanliness/ Pagkamalinis	Demonstrate protection to health by maintaining the cleanliness of the environment.
August	Unity/Pagkakaisa	Show effort and willingness to exercise abilities to participate in home, school and community activities using acquired skills toward achieving common good.
September	Empathy/ Pagmamalasakit	Express compassion for other's feelings and situations.
October	Respect/ Paggalang	Exhibit respect and acceptance in words, actions, and objective view to others regardless of status in life, gender, religion, beliefs, traditions, and race.
November	Honesty/ Pagkamatapat	Tell the truth to parents and others and practice honesty in all endeavors.
December	Obedience/ Pagkamasunurin	Obey the commandment of God, parents, and follow community rules.

To implement the 12-point ethical values/behavioral skills, Regional Memorandum No. 041 s. 2022 was issued, mandating SDOs and schools to promote and practice these values. DepEd RO2, through the Curriculum and Learning Management Division, has crafted modules for the implementation of RDEL and RDNEB. RDEL modules are integrated into the EsP lessons for Kindergarten to Grade 10 learners, as stated in Regional Memorandum No. 279 s. 2022. RDNEB modules are used for Senior High School learners and integrated into their Homeroom Guidance Program, as mentioned in Regional Memorandum No. 261 s. 2022. Furthermore, these values should be integrated into all other learning areas, not just EsP and Homeroom Guidance. Furthermore, teachers, school officials, including non-teaching and officials of SDOs are encouraged to practice the said values.

Teaching and non-teaching personnel in schools and SDOs were informed about these programs through the issuance of memoranda, and provided technical assistance during monitoring and evaluation activities conducted by the SDO and RO monitors.

To assess the progress of program implementation and activities carried out by SDOs and schools, DepEd RO2 conducted an assessment through Regional Memorandum No. 010, s. 2023, titled Regional Search for Best School Implementer of Projects RDEL and RDNEB in DepEd Region 02, and Regional Memorandum No. 060, s. 2023, titled Addendum to RM No. 010, s. 2023 and RM No. 402, s. 2023, which announced the results of the regional search for the best school implementers of projects RDEL and RDNEB.

To further strengthen the implementation of Projects RDEL and RDNEB in schools and Schools Division Offices (SDOs), it is important to conduct an assessment of the initiatives taken by the SDOs to intensify the 12-Point Ethical Values/Behavioral Skills. This assessment is in line with the provisions of RA 11476, also known as the GMRC and Values Education Act, as well as the DepEd's Matatag initiatives, specifically focusing on the intensification of values formation



of learners in the curriculum and teaching, and embedding a culture of peace in the curriculum.

The monitoring will involve a comprehensive review of the initiatives undertaken by the SDOs, including curriculum enhancements i.e integration of values education and peace competencies in various subjects and activities, innovation/work plan, M and E and TA reports, and other activities. It will also consider the impact of these initiatives on learners' character development and overall well-being.

By conducting this, we fervently hope that this initiative will contribute to the continuous improvement of our efforts in instilling ethical values and behavioral skills among our learners. It will also serve as a platform for collaboration and knowledge-sharing among schools and Schools Division Offices (SDOs).

Furthermore, this monitoring will provide valuable insights into the impact of these initiatives on learners' character development and overall well-being. By understanding the effectiveness of our efforts, we can make informed decisions and adjustments to further enhance the values formation and culture of peace in our curriculum and teaching practices.

## **II. Guidelines in the Monitoring of Projects RDEL/ RDNEB**

1. All Schools Division Offices (SDOs) are mandated to participate in this activity. It is important that each SDO actively engages in the monitoring process to ensure a comprehensive evaluation of their values formation programs.
2. To encourage innovative implementation of the program, SDOs have the flexibility to adopt and present their own values formation program. In their accomplishment report, SDOs should highlight the following:
  - a. Activities conducted in each month: SDOs should provide a detailed overview of the activities implemented throughout the year. This should include initiatives that promote the 12-Point Ethical Values/Behavioral Skills and engage learners in meaningful experiences. The division office may organize orientation activities or conduct a search for the best school, district, or legislative implementer of these projects. SDOs can either adopt the criteria used by the region or create their own criteria for this purpose.
  - b. During the execution of activities, it is of utmost importance to ensure that there is no disruption of classes. These activities should be designed in an integrative manner, harmoniously merging with the existing curriculum to enrich the educational experiences of the learners.
  - c. Positive effects of the program on the academic, personal, emotional, and career domains of the learners: SDOs shall include the positive effects of their values formation program on the overall development of learners. This can include academic achievements, personal growth, emotional well-being, and career readiness.
  - d. All SDOs are encouraged to carefully prepare their report (quarterly, if possible), ensuring that they effectively showcase the innovative and impactful values formation programs implemented in their respective divisions.
3. The monitoring and evaluation shall commence on January 2024. Submission of division reports shall be in October, 2024.
4. The monitoring tool for the SDO and school implementation of Projects RDEL/ RDNEB, as attached to RM No. 60, s. 2023, will be utilized by the RO monitors during their Monitoring and Evaluation (M&E) and Technical Assistance (TA) provision. The results of the M&E conducted by the RO monitors each quarter will significantly influence the region's decision on identifying the SDO with best implementation of the values programs and activities. SDOs may adopt or add additional observable circumstances/indicators in the School Monitoring Tool developed by the region for their division monitoring purposes in the schools.
5. To ensure consistency and uniformity, the SDOs are advised not to introduce any innovations regarding awards and recognition for the exemplary behavior of the learners. This is because there is already an established awards and recognition system in the region, as outlined in Regional Memorandum No. 023, s. 2024. It is expected that all schools and SDOs will adopt and implement this newly developed awards and recognition system.
6. All SDOs will be awarded and recognized on their efforts in the intensification of values formation in the curriculum and teaching.
7. A separate memorandum will be issued on the exact schedule of monitoring, schedule of validation and recognition program.

### III. 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 SDO's 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 SDO's 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 SDO's 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 SDO's initiatives on the implementation of the projects.		



Comprehensive and well-documented Accomplishment Report	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.	The accomplishment report is mostly comprehensive and well-documented, covering the key achievements and positive effect of the RDEL/ RDNEB program. Some minor areas of improvement in terms of content and documentation are present.	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.	The accomplishment report is incomplete or inadequately documented, lacking essential information, data, and evidence. Significant omissions or inconsistencies are present.	
SDO's Action Plan	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 understanding of	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.	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.	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 initiative is minimal or non-existent.	

Documentation of Issued Memoranda	<p>the objectives of the initiative.</p> <p>Comprehensive documentation of all relevant memoranda related to the implementation of the RDEL/ RDNEB program. All issued memoranda are properly recorded and organized.</p> <p>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.</p>	<p>Documentation of most of the relevant memoranda related to the implementation of the RDEL/ RDNEB program. Some minor omissions or inconsistencies are present.</p> <p>The memoranda are generally issued in a timely manner, ensuring effective communication and coordination among schools and stakeholders. Minor delays or occasional instances of late issuance are present.</p>	<p>Partial documentation of the relevant memoranda related to the implementation of the RDEL/ RDNEB program. Some significant omissions or inconsistencies are present.</p> <p>The memoranda may have some delays in issuance, impacting effective communication and coordination among schools and stakeholders. Significant improvements in timeliness are needed.</p>	<p>Incomplete or inadequate documentation of the relevant memoranda related to the implementation of the RDEL/ RDNEB program. Significant omissions or inconsistencies are present.</p> <p>The memoranda are consistently issued late, resulting in ineffective communication and coordination among schools and stakeholders. Timeliness needs significant improvement.</p>		



Use of M and E Tool	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.	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.	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.	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.	
TA forms in collaboration and communication	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 RDELC/RDNEB program.	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 RDELC/RDNEB program to a reasonable extent.	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.	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.	

Presence of values corner in the SDO	The SDO 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 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 is limited or lacks accessibility. The Values Corner visual representation or promotion of ethical values and character development.	The SDO 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 RDEL/ 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 RDEL/ 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 RDEL/ RDNEB in schools within the division is partial or inconsistent. Some schools have not fully implemented the program.	Project RDEL/ RDNEB has not been implemented in schools within the division, or implementation is minimal.		
<b>Total</b>						



**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 RDELIC/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 *MOV's depend on the partnerships forged	
RDELIC/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

**Date of Visit:**



# **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.

<b>Indicators</b>	<b>Evident</b>	<b>Not Evident</b>	<b>MOVs</b>	<b>Remarks</b>
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:**

Signature Over Printed Name

**Date of Visit:**

1. The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt$$

It is shown that the function  $f(x)$  is increasing and concave down on the interval  $(-\infty, \infty)$ . Moreover, the function  $f(x)$  is bounded on the interval  $(-\infty, \infty)$ .

2. In the second part of the paper, we study the properties of the function  $g(x)$  defined by the equation

$$g(x) = \int_0^x \frac{1}{1+t^4} dt$$

It is shown that the function  $g(x)$  is increasing and concave down on the interval  $(-\infty, \infty)$ . Moreover, the function  $g(x)$  is bounded on the interval  $(-\infty, \infty)$ .

3. In the third part of the paper, we study the properties of the function  $h(x)$  defined by the equation

$$h(x) = \int_0^x \frac{1}{1+t^6} dt$$

It is shown that the function  $h(x)$  is increasing and concave down on the interval  $(-\infty, \infty)$ . Moreover, the function  $h(x)$  is bounded on the interval  $(-\infty, \infty)$ .

4. In the fourth part of the paper, we study the properties of the function  $k(x)$  defined by the equation

$$k(x) = \int_0^x \frac{1}{1+t^8} dt$$

It is shown that the function  $k(x)$  is increasing and concave down on the interval  $(-\infty, \infty)$ . Moreover, the function  $k(x)$  is bounded on the interval  $(-\infty, \infty)$ .

5. In the fifth part of the paper, we study the properties of the function  $l(x)$  defined by the equation

$$l(x) = \int_0^x \frac{1}{1+t^{10}} dt$$

It is shown that the function  $l(x)$  is increasing and concave down on the interval  $(-\infty, \infty)$ . Moreover, the function  $l(x)$  is bounded on the interval  $(-\infty, \infty)$ .

6. In the sixth part of the paper, we study the properties of the function  $m(x)$  defined by the equation

$$m(x) = \int_0^x \frac{1}{1+t^{12}} dt$$

It is shown that the function  $m(x)$  is increasing and concave down on the interval  $(-\infty, \infty)$ . Moreover, the function  $m(x)$  is bounded on the interval  $(-\infty, \infty)$ .