



July 13, 2016

DIVISION MEMORANDUM

No. 084, s. 2016

CALL FOR NOMINATIONS TO THE DEPED CAVITE GAWAD BANDILA

To: Assistant Schools Division Superintendent
OIC, Assistant Schools Division Superintendent
Chiefs, CID & SGOD
Education Program Supervisors
Senior Education Program Specialists
Public Schools District Supervisors
Public Secondary and Elementary School Heads

1. The Department of Education-Division of Cavite Province invites nominations for the Cavite Gawad Bandila, an initiative that will recognize the exemplary performance of DepEd school personnel. This initiative will also give recognition to schools that have made a big difference on the educational landscape through effective school-based programs and projects.
2. The Cavite Gawad Bandila supports the Gawad Patnugot or the CALABARZON Search for Treasured Achievers in the Region (C-STAR) as well as the Civil Service Commission's Program on Awards and Incentives for Service Excellence (PRAISE).
3. This initiative aims to:
 - recognize schools, public school teachers, school heads, education program supervisors, public schools district supervisors and school-based non-teaching personnel as well as the best implementer of various DepEd's programs and projects including the most effective action research conducted for the last two years;
 - motivate and inspire DepEd personnel in the Division to continue improve the quality of their performance; and
 - instill deeper commitment to public service.
4. The guidelines, criteria, and forms relevant to the search are enclosed herewith.
5. Nominees for the elementary level as well as for the secondary level shall be the first place winners from each municipality. All candidates must be nominated by their immediate superiors.
6. Deadline for submission of nominations and other documentary requirements by municipality to Human Resource Development Unit, School Governance and Operations Division, DepEd Compound, Trece Martires City will be on August 1, 2016, Monday.
7. Transportation, food, plaques and other incidental expenses relative to this awarding ceremony shall be charged to Provincial Special Education Fund.
8. Immediate and wide dissemination of this Memorandum is desired.


CHERRYLOU D. DE MESA
OIC, Schools Division Superintendent



Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
DIVISION OF CAVITE
Trece Martires City



Form 1. Nomination Form (to be filled-out by nominee)

Category: _____
Name of Nominee: _____
Position Title: _____
Municipality: _____
Official Station/School: _____
Address (Official Station/School): _____
Tel./Fax Number (Official Station/School): _____
Email Address (Official Station/School): _____
Residence: _____
Cellphone Number: _____
Email Address: _____

(to be filled out by Immediate superior)

I hereby nominate _____
(Name)

(Position) of _____
(Official Station/School)
For the _____
(Category) of the GAWAD BANDILA 2016

Nominated by:

(Immediate Superior)



Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
DIVISION OF CAVITE
Trece Martires City



Form 2. Nomination Form (to be filled-out by nominee)

Category: _____

Municipality: _____

School: _____

Address: _____

Tel./Fax Number: _____

Email Address: _____

School Head: _____

Position Title: _____

Cellphone Number: _____

(to be filled out by the PSDS)

I hereby nominate

(Name of School)

_____ of _____

(Address)

(Division)

for the _____ of the GAWAD BANDILA 2016

(Category)

Nominated by:

Public Schools District Supervisor



CAVITE GAWAD BANDILA

PROGRAM ON AWARDS AND INCENTIVES FOR SERVICE EXCELLENCE (PRAISE)
IN DEPED CAVITE PROVINCE

GUIDELINES

RATIONALE

The CAVITE GAWAD BANDILA is a division project that aims to support the Gawad Patnugot or the CALABARZON Search for Treasured Achievers in the Region (C-STAR) as well as the Civil Service Commission's Program on Awards and Incentives for Service Excellence (PRAISE). Aligned to DepEd CALABARZON's mantra, "It is a region where excellence is a culture and quality is a commitment", this project will recognize exemplary performance of teachers, instructional leaders, non-teaching personnel who have brought honor to their place of work (school/district), to the division, to the region and to the nation as a whole. It will also give recognition to schools that have made a big difference on the educational landscape through effective school-based programs and projects.

OBJECTIVES

1. Recognize schools; and public school teachers, school heads, education program supervisors, public schools district supervisors and school-based non-teaching personnel as well the best implementer of various DepEd's programs and projects including the most effective action research conducted for the last two years;
2. Motivate and inspire DepEd personnel in the Division to continue improve the quality of their performance towards excellence; and
3. Instill deeper commitment to public service.

AWARDS CATEGORY

1. Outstanding Teacher (Elementary & Secondary)
2. Outstanding ALS Mobile Teacher
3. Outstanding School Head (Elementary & Secondary)
4. Outstanding EPS and PSDS
5. Outstanding Non-teaching Personnel (School-based)
6. Most Effective School Reading Program (Elementary & Secondary)
7. Best SBM Implementer (Elementary & Secondary)
8. Outstanding Municipal Sports Program (Elementary & Secondary)
9. Outstanding School Campus Journalism Program (Elementary & Secondary)
10. Most Effective Action Research (Conducted for the last 2 years, Elementary & Secondary)
11. Best ASP School Implementer-Brigada Eskwela (Elementary and Secondary)
12. Best Gulayan sa Paaralan Program (Elementary & Secondary)

QUALIFICATION REQUIREMENTS

1. Filipino citizen
2. Performance rating of at least Very Satisfactory (VS) for the last three (3) years
3. Active in the service for not less than five (5) years and must not be on leave at the time of nomination
4. No pending administrative/civil/criminal case

DISQUALIFICATION

1. Previous awardees of C-STAR's Most Outstanding Teacher
2. Awardees of National Search
3. Persons who have been suspended, reprimanded or with pending cases relative to violation of any administrative policies, rules and regulations
4. Lone contender in specific category
5. Less than 80% rating of the submitted documents

APPLICATION REQUIREMENTS

1. Duly accomplished nomination form
2. Colored photograph (2 x 2) passport size
3. Nomination by immediate superior
4. DepED appointment
5. Service record

AWARDS

1. Plaque of Recognition
2. Certificate of Recognition

MECHANICS

1. The Assistant Schools Division Superintendent, as chair shall organize a selection committee for each category consisting of Chiefs, Team Leaders/Unit Heads from different teams/units and Education Program Specialists of the division as members.
2. Each municipality shall choose its candidates who will undergo final evaluation and interview by the Division Panel of Judges. Nominees from the elementary and secondary levels shall be the first place winners in the municipality. All candidates shall be nominated by their superiors.

TIME TABLE

Submission of entries, forms and documents	-	July 13-August 1, 2016
Evaluation of Documents	-	August 2-5, 2016
Demo-teaching and interviews	-	August 8-10, 2016
Awarding Ceremony & Venue	-	TBA

CRITERIA FOR EVALUATION

1. OUTSTANDING TEACHER (Elementary & Secondary)

DOCUMENTS 50%

A. PERSONAL QUALITIES AND CHARACTER10 pts

1. Model of Integrity in Public and Private life..... 5pts

2. Good Human Relations in School and Community.... 5pts

Documents Needed: (at least three)

- Write-ups about the nominee on his/her personal qualities certified by the principal, district supervisor and PTA President
- Write-ups about the nominee by three co-teachers and co-members in socio-civic or religious organization
- Write-ups from three community officials, residents and nominee's peers

B. INSTRUCTIONAL COMPETENCE AND TEACHING EFFECTIVENESS.....90 pts

1. Performance Rating in the last three (3) years at least VS - 15 pts

2. Outstanding Accomplishments in the last three (3) years - 10 pts

Outstanding Employee/Teacher Award – 10 pts

- Awardee in the school – 5pts
- Awardee in the district – 8 pts
- Awardee in the division – 10pts

3. Innovations – 10 pts maximum

Innovative teaching approaches/strategies/practices/materials in the last 5 years properly documented, approved by immediate superior attested by authorized regional/division official

- Action plan adopted in the school/district – 2 pts
- Instructional materials/learning kit – 3 pts
- Lesson Exemplar/module – 5 pts
- Intervention Packages - 5 pts

4. Research and Development – 15 pts maximum

- Action research conducted in the school level – 5pts
- Action research conducted in the district level – 10pts
- Action research conducted in the division level – 15 pts

5. Publication/Authorship – 10 pts
 - Articles published in a journal/newspaper/magazine of wide circulation- 2 pts
 - Co-authorship of a book – 3 pts
 - Sole authorship of the book – 10pts
6. Education – 10 pts
 - Doctoral Degree – 10pts
 - Complete Academic requirement for Doctoral Degree – 7pts
 - Master's Degree – 5pts
 - Complete academic requirement for Master's Degree – 3pts
 - Units in M.A. (18-24 units) – 2pts
7. Trainings and Workshops - 20 pts
 1. Recipient of Scholarship program, short Courses, and Study Grants – 6 pts maximum
 - International– 3pts
 - National- 2pts
 - Regional– 1pt
 - Division – 0.5 pt
 2. Participation in training activities in each level with the following duration: 5pts maximum
 - 2 to 3 days
 - National – 0.75 pt
 - Regional – 0.35 pt
 - Division – 0.20 pt
 - 4 to 5 days
 - National – 1 pt
 - Regional – 0.5 pt
 - Division – 0.25 pt
 - 6 to 7 days
 - National – 1 pt
 - Regional – 0.7 pt
 - Division – 0.5 pt
 - 8 days and above
 - National – 2 pts
 - Regional – 1 pt
 - Division – 0.5 pt
 3. Relevant Training – 5 pts

The nominee served as speaker/resource speaker/facilitator in training workshop(s)

 - National – 3 pts
 - Regional – 2 pts
 - Division – 1 pt
 4. Additional Points – 4 pts (Maximum)

Nominee served as trainer/coach in a competition in the last 5 years

 - ⇒ National
 - 1st Placer – 3 pts
 - 2nd Placer – 2 pts
 - 3rd Placer – 1 pt
 - ⇒ Regional
 - 1st Placer – 2 pts
 - 2nd Placer – 1 pt
 - 3rd Placer – 0.5pt

- ⇒ Division
- 1st Placer – 1 pt
- 2nd Placer – 0.5 pt
- 3rd Placer – 0.25 pt

DEMONSTRATION TEACHING 30%

1. Mastery of the subject matter – 35 pts
2. Classroom management and discipline – 25 pts
3. Congruency of evaluation with the lesson objectives – 20 pts
4. Effective utilization of Instructional Materials – 20 pts

INTERVIEW 20%

1. Communicative Competence – 30 pts
2. Ability to present ideas – 25 pts
3. Smartness and Alertness – 10 pts
4. Knowledge on the Issue/question – 25 pts
5. Emotional Stability – 10 pts

2. OUTSTANDING ALS MOBILE TEACHER

I. Occupational Competence (50%)

1. Outstanding Accomplishments

- ⇒ Planned activities that are responsive to the needs and problems of the community (5%)
- ⇒ Sourced-out funds from NGOs, LGUs and other organizations for the implementation of ALS programs/projects (5%)
- ⇒ Conceptualized literacy programs/projects (10%)
- ⇒ Published articles on ALS programs/projects (5%)
- ⇒ Served as resource person/trainer/facilitator
 - National – 1.75%
 - Regional – 1.50 %
 - Division – 1.25%
 - District - 0.50%
- ⇒ Developed community-based learning materials (50%)
- ⇒ Established functional database at the District Level (10 %)
- ⇒ Conducted action research on community-based programs/projects (10%)

II. Professional Advancement (20%)

1. Doctoral

- ⇒ Full-fledged (20)
- ⇒ Completed Academic Requirements (17.5)
- ⇒ Completed 35 units and above (15)
- ⇒ Completed 23 units and below (12.5)

2. Master's Degree

- ⇒ Full-fledged (10)
- ⇒ Completed Academic Requirements (7.5)
- ⇒ Completed 35 units and above (5)
- ⇒ Completed 23 units and below (2.5)

III. In-Service Trainings Attended (10%)

1. International Level (3)

- ⇒ 5 in-service trainings and up 3.00

⇒ 4 in-service trainings	2.90
⇒ 3 in-service trainings	2.80
⇒ 2 in-service trainings	2.70
⇒ 1 in-service trainings	2.60
2. National Level (3)	
⇒ 5 in-service trainings and up	3.00
⇒ 4 in-service trainings	2.90
⇒ 3 in-service trainings	2.80
⇒ 2 in-service trainings	2.70
⇒ 1 in-service trainings	2.60
3. Regional Level	
⇒ 5 in-service trainings and up	3.00
⇒ 4 in-service trainings	2.90
⇒ 3 in-service trainings	2.80
⇒ 2 in-service trainings	2.70
⇒ 1 in-service trainings	2.60
4. Division Level	
⇒ 5 in-service trainings and up	3.00
⇒ 4 in-service trainings	2.90
⇒ 3 in-service trainings	2.80
⇒ 2 in-service trainings	2.70
⇒ 1 in-service trainings	2.60
5. District Level	
⇒ 5 in-service trainings and up	3.00
⇒ 4 in-service trainings	2.90
⇒ 3 in-service trainings	2.80
⇒ 2 in-service trainings	2.70
⇒ 1 in-service trainings	2.60

IV. Awards Received (10%)

- ⇒ National – 4
- ⇒ Regional – 3
- ⇒ Division – 2
- ⇒ District – 1

V. Personal Qualities and Character (10%)

1. Demonstrated positive traits both private and public life.
 - ⇒ Is friendly, compassionate and tactful
 - ⇒ Initiates, facilitates and builds inter-community relations
 - ⇒ Maintains wholesome relations with peers and inter-agency partners
 - ⇒ Demonstrates transparency, honesty, accountability and personal integrity.

3.OUTSTANDING SCHOOL HEAD (Elementary & Secondary)

I. Occupational Competence (40%)

1. Instructional Leadership (15%)

- Manages the processes and procedures in monitoring student achievement
 - Ensures utilization of a range of assessment processes to assess student performance
 - Assesses the effectiveness of curricular/co-curricular programs and/or strategies
 - Utilizes assessment results to improve learning
-

- Creates and manages a school process to ensure student progress is conveyed to students and parents/guardians regularly
- Develops/adapts a research-based school program
- Assists in implementing an existing, coherent and responsive school-wide curriculum
- Addresses deficiencies and sustain successes of current programs in collaboration with teachers and learners
- Develops a culture of functional literacy
- Manages the introduction of curriculum initiatives in line with DepEd policies (e.g. K to 12, Madrasah)
- Works with teachers in curriculum review
- Enriches curricular offerings based on local needs
- Manages curriculum innovation and enrichment with the use of technology
- Organizes teams to champion instructional innovation programs toward curricular responsiveness
- Prepares and implements an instructional supervisory plan
- Conducts Instructional Supervision using appropriate strategy
- Evaluates lesson plans as well as classroom and learning management
- Provides in a collegial manner timely, accurate and specific feedback to teachers regarding their performance
- Provides expert technical assistance and instructional support to teachers

2. Administrative Management skills (15%)

- Manages the implementation, monitoring and review of the SIP/AIP and other action plans
- Establishes and maintains specific programs to meet the needs of identified target groups
- Takes the lead in the design of a school physical plant and facilities improvement plan
- Allocates/prioritizes funds for improvement and maintenance of school physical facilities according to set guidelines
- Oversees school operations and care and use of school facilities according to set guidelines
- Institutionalizes best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment
- Assigns/hires appropriate support personnel to manage school operations
- Prepares a financial management plan
- Develops a school budget which is consistent with SIP/AIP
- Generates and mobilizes financial resources
- Manages school resources in accordance with DepEd policies and accounting rules and regulations and other pertinent guidelines
- Accepts donations, gifts, bequests and grants in accordance with RA 9155
- Manages a process for the registration, maintenance and replacement of school assets and dispositions of non-reusable properties
- Organizes a procurement committee and ensures that the official procurement process is followed
- Utilizes funds for approved school programs and projects reflected in SIP/AIP
- Monitors utilization, recording and reporting funds
- Accounts for school fund
- Prepares financial reports and submits/communicates the same to higher authorities and other educational partners

3. School Performance (3 years) based on NAT/REAT and Academic/Co-Curricular Activities/A & E (ALS) (10%)

- II. Outstanding Accomplishment (30%)
 - 1. Outstanding Employee Award (7%)
 - 2. Award from other agency (4%)
 - 3. Innovations/Creativity (5%)
 - 4. Research (4%)
 - 5. Publication/Authorship (5%)
 - 6. Consultancy/Speakership (5%)
- III. Professional Growth (20%)
 - 1. Education (10%)
 - ⇒ Doctoral Degree – 10 pts
 - ⇒ Complete Academic requirement for Doctoral Degree – 7 pts
 - ⇒ Master's Degree – 5 pts
 - ⇒ Complete academic requirement for Master's Degree – 3 pt
 - ⇒ Units in M.A. (18-24 units) – 2 pt
 - 2. Training (7%)
 - 3. Position and Accomplishment to professional organization (3%)
- IV. Personal Characteristics (10%)

4. OUTSTANDING EDUCATION PROGRAM SUPERVISOR/ PUBLIC SCHOOLS DISTRICT SUPERVISOR

- I. Occupational Competence (30 %)
 - 1. Instructional Competence (20%)
 - Supervises the management of the processes and procedures in monitoring student achievement
 - Ensures utilization of a range of assessment processes to assess student performance
 - Assesses the effectiveness of curricular/co-curricular programs and/or strategies
 - Helps out in the utilization of assessment results to improve learning
 - Assists in implementing an existing, coherent and responsive curriculum
 - Addresses deficiencies and sustain successes of current programs in collaboration with school heads and teachers
 - Supports the development of a culture of functional literacy
 - Oversees the introduction of curriculum initiatives in line with DepEd policies (e.g. K to 12, Madrasah)
 - Works with school heads in curriculum review
 - Renders assistance in enriching curricular offerings based on local needs
 - Supervises the management of curriculum innovation and enrichment with the use of technology
 - Organize teams to champion instructional innovation programs toward curricular responsiveness
 - Prepares and implements an instructional supervisory plan
 - Conducts Instructional Supervision using appropriate strategy
 - Evaluates supervisory plans of school heads
 - Provides in a collegial manner timely, accurate and specific feedback to school heads and teachers regarding their performance
 - Provides expert technical assistance and instructional support to school heads and teachers
 - 2. Curriculum Innovation/Creativity (10%)
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- II. Outstanding Accomplishment (30%)
 - 1. Outstanding Employee Award (5%)
 - 2. Award from other agency (5%)
 - 3. Innovations/Creativity (5%)
 - 4. Research (5%)
 - 5. Publication/Authorship (5%)
 - 6. Consultancy/Speakership (5%)
- III. Professional Growth (20%)
 - 1. Education (10%)
 - ⇒ Doctoral Degree – 10 pts
 - ⇒ Complete Academic requirement for Doctoral Degree – 7 pts
 - ⇒ Master's Degree – 5 pts
 - ⇒ Complete academic requirement for Master's Degree – 3 pt
 - ⇒ Units in M.A. (18-24 units) – 2 pt
 - 2. Training (7%)
 - 3. Position and Accomplishment to professional organization (3%)
- IV. Community Involvement (10%)
- VIII. Personal Characteristics (10%)

5. OUTSTANDING SCHOOL-BASED NON-TEACHING PERSONNEL

This award is granted to an employee who has demonstrated exemplary service and conduct based on the norms of behavior described under Republic Act No. 6713, and sustained work performance over and above the normal requirements of his/her position.

The criteria for this type of award are as follows:

- Performance Rating of at least 9.0 for CY 2015 (10%)
- Personal Characteristics (80%)

Documents Needed: (at least three)

- Write-ups/testimonies about the nominee on his/her personal qualities certified by the principal, district supervisor and PTA President
- Write-ups/testimonies about the nominee by three teachers and co-members in socio-civic or religious organization
- Write-ups/testimonies from three community officials, residents and nominee's peers
- Outsourcing/Networking Capability (10%)
 - Resourcefulness – capacity/ability to find or adopt means, or ingenuity in meeting any kind of situation; initiative to recycle materials; access to materials to be used in the performance of a job; ability to tap other sources (funding support, materials support, manpower support) (5%)
 - Ability to establish linkages with co-workers and other offices (5%)
- Creative Ability (20%)
 - Manifests originality in assessing /processing information (5%)
 - Uses effective ways of accomplishing work (5%)

- Creates/Devises/Innovates activities that lead to efficiency of his/her work (5%)
- Adopts/Adapts one's work style to prevailing/current conditions (5%)
- Sphere of knowledge, skills and attitude (15%)
 - Shares with peers and superiors effective ways to accomplish tasks (5%)
 - Demonstrates to peers and superiors effective ways of accomplishing tasks (5%)
 - Models positive work values – punctuality and attendance, completion of work ahead of time schedule, concern for other's needs, rendering service beyond the call of duty, encourages and helps peers and superiors accomplish work assignment with minimum supervision (5%)
- Self-improvement and development program (10%)
 - Professional – undergoes continuing relevant studies/learning opportunities (5%)
 - Personal – shares knowledge with others, helps improve skills of peers, communicate effectively both in oral and written communication, accepts assignment/tasks that are challenging but are broadening the area of concern (5%)
- Interpersonal Relationship (25%)
 - No incident of misunderstanding, valid complaints with peers, subordinates and superiors (5%)
 - Not a recipient of a memorandum for conduct unbecoming of an employee (5%)
 - Acceptable with peers, subordinates and superiors (5%)
 - No administrative complaint/case filed against him/her (5%)
 - Accepts and uses feedback from subordinates, peers and superiors (5%)
- Outstanding Accomplishments (10%)

6. MOST EFFECTIVE SCHOOL READING PROGRAM

Indicators	Descriptions	Means of Verification	Very Evident 3	Evident 2	Moderately Evident 1
Well-planned 25 %	⇒ Availability of project document including work plan ⇒ Congruence of needs and project objectives ⇒ Availability of budget of work in teaching reading and intervention program indicating instructional sequence and time allocation ⇒ Articulation of instructional content and strategies in teaching reading in regular classes and intervention	Ex. Work plan for the last two years			

- Creates/Devises/Innovates activities that lead to efficiency of his/her work (5%)
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organization					
1.3. Provides rich and varied opportunities for stakeholders, particularly the parents, to lead/initiate activities towards improving learner outcomes					
1.4. Observes professional and ethical conduct in dealing with stakeholders.					
1.5. Has a functional student government that develops learners for democratic leadership and citizenship					
1.6. Provides opportunities to teachers to exercise leadership in their areas of specialization					
1.7. Has an incentive system in place, collaboratively developed with stakeholders, that encourages a culture of hard work, honesty, fairness, teamwork, and excellent performance					
1.8. Ensures that resources (manpower, financial, material, technological) are adequate to improve learning performance					
1.9. Conducts a general assembly at the start of the school year to orient stakeholders on school targets and programs and at the end of the school year, to appraise results and make necessary adjustments					
1.10. Culminates achievement through quarterly or end of the year exhibits of learners' best products and performances					
1.11. Conducts teacher-parent meetings, at the end of each quarter and school year, to appraise and improve learner progress					
1.12. Renders a progress report to parents/community at least twice a year (at end of semester and school year) and plans with them to accelerate progress					
1.13. Conducts aggressive recruitment and early registration in January of each school year, giving special attention to learners with special needs and those at-risk of not going to school, and providing early interventions to those at-risk of dropping out					
1.14. Provides teachers a comprehensive capacity-building and development program that includes meeting, coaching/mentoring, LAC sessions and online training, to support their professional development.					

Total: _____

Weighted Mean: _____

Weighted Percentage: _____

2. Curriculum and Learning

STANDARD: The school implements a research and experienced-based curriculum that meets national requirements; responds to local needs and expectations of its stakeholders, uses innovative instructional strategies to facilitate achievement for all learners; and implements a comprehensive assessment system, based on clearly stated learning expectations and utilizes the assessment results to improve student performance and school effectiveness.

Indicators	0	1	2	3	Evidence
2.1. Provides curricular programs that address the felt needs or individual differences of the learners and the development needs of the community					
2.2. Establishes articulation between and among curricular programs in different subjects at all levels to enhance integrative learning					
2.3. Makes the curriculum flexible so that it can readily respond to emergent needs, challenges, and opportunities, and adapt to local cultural conditions					
2.4. Initiates learning programs based on clearly stated learner outcomes and encourages experimentation and risk-taking in providing					

solutions to teaching problems					
2.5. Uses a system whereby learners manage their own learning and assumes personal responsibility and accountability for learner outcomes					
2.6. Benchmarks best practices in school and those in other schools to improve learning					
2.7. Employs best teaching practices to develop skills: critical and creative thinking and problem solving, informed decision making, and command of fundamental processes					
2.8. Actively involves learners in planning, implementing and evaluating instructions					
2.9. Uses the community as learning laboratory to facilitate practical application of KSA learned in school and enhance technology transfer to the community					
2.10. Monitors school climate and takes necessary steps to ensure that it is conducive to learning					
2.11. Provides varied and meaningful activities for interaction, cooperative, group-based, as well as, individualized self-directed learning					
2.12. Utilizes both formal and non-formal alternative learning modalities to enhance achievement for all learners					
2.13. Has in place a functional assessment system, handled by a quality management team whose roles and responsibilities are clearly defined					
2.14. Uses performance measures and techniques that yield valid and reliable quantitative and qualitative data					
2.15. Utilizes assessment data for making decisions to improve student performance					
2.16. Conducts systematic analysis of the impact of existing school instructional and administrative practices on student performance and utilizes the results of the analysis for designing more effective strategies					
2.17. Holds meetings, consultations, fora, symposia, and focus group sessions to communicate assessment results and discuss necessary actions to take					
2.18. Maintains a secure, accurate, and functional student tracking system (STS) in accordance with existing laws, policies, rules and regulations					
2.19. Uses innovative strategies that enable students to identify their strengths and learning deficiencies and initiate appropriate action to harness/correct them					
2.20. Demonstrates significant improvement in learning outcomes					

Total: _____
Weighted Mean: _____
Weighted Percentage: _____

3. Accountability and Continuous Improvement

STANDARD: The school implements a comprehensive quality assurance and accountability mechanisms, based on clearly stated mandate and expectations; utilize evaluation results to improve performance and school effectiveness; provides technical assistance to teachers and non-teaching personnel to cater the aspiration and expectations of the stakeholders; and make use of the DepEd vision and mission to guide the continuous improvement of learning outcomes and school services for achieving the national goal of functional literacy for all.

Indicators	0	1	2	3	Evidence
3.1. Aligns annual and long-term improvement plans to DepEd vision,					

	mission, and purpose					
3.2.	Uses vision, mission, and purpose as standards in evaluating school programs					
3.3.	Has in place functional teams with clearly defined terms of reference					
3.4.	Maintains and upgrades its Information and Communication System so that it can provide the necessary information for the stakeholders					
3.5.	Has School Professional Development Plan for continuing professional education for teachers and other personnel					
3.6.	Provides training and development programs on competencies that advance the school vision and purpose in support of the school improvement plan					
3.7.	Manifests judicious use of MOOE/canteen funds					
3.8.	Involves stakeholders in various programs and activities					
3.9.	Holds summit, meetings and assemblies for stakeholders to gather data, disseminate information and engage them for continuous improvement					
3.10.	Regularly informs external stakeholders through formal or informal communication channels, about progress of school-community programs as well as status of student performance					
3.11.	Adopts feedback mechanisms, data collections and validation techniques for the purpose of transparency					

Total: _____

Weighted Mean: _____

Weighted Percentage: _____

4. Management of Resources

STANDARD: The school provides the resources necessary to implement the curriculum and the school improvement plan. The resources are managed with efficiency and transparency. The improvement of learning outcomes is given priority in allocation of resources.

Indicators	0	1	2	3	Evidence
4.1. Observes accounting and auditing rules and regulations in managing school resources					
4.2. Allocates adequate resources to programs and activities that have direct impact on learner outcomes					
4.3. Protects instructional time from being used for non-instructional activities					
4.4. Regularly upgrades and expands its blended multi-media materials, equipment and facilities and uses them optimally to support learning					
4.5. Operates a coaching, mentoring, and counseling pool served by volunteer students, alumni, retirees, and other individuals and entities, for the improvement of student performance and school services					
4.6. Offers (functional) student welfare services (canteen, medical, dental, counseling, career/vocational guidance) that meet stakeholders' expectations					
4.7. Maintains physical facilities, materials and equipment to provide an environment that is, safe, healthful, orderly and conducive to learning					
4.8. Orients new staff (teaching and non-teaching) to school policies, standards and programs					
4.9. Has in place a system of helping teachers identify and respond appropriately to their performance needs and challenges					

Total: _____
Weighted Mean: _____
Weighted Percentage: _____

8. OUTSTANDING MUNICIPAL SPORTS PROGRAM

CRITERIA FOR RATING

Contributions to the Development of Sports Program	-	30%
Awards Received	-	25%
Participation in Sports Competitions	-	20%
Officials' Involvement in Sports Competitions/Activities	-	15%
Sports Related Trainings Conducted	-	10%
TOTAL	- - - - -	100%

Rubrics	Percentage
A. Contributions to the Development of Sports Program	(30%)
1. Division Sports Program Implemented (15%)	
• Three Sports Program with at least one event participated in the international competitions	15
• Three Sports Program with at least one event participated in the national competitions	10
• Three Sports Program with at least one event participated in the regional competitions	7
2. Stakeholders' Support to the Program (Private Institution/Individual) (9%)	9
• Generated at least one Million	9
• Generated at least PhP750,000.00 – PhP999,000.00	6
• Generated at least PhP 500,000.00 – PhP749,000.00	3
3. Sports Official as Lecturer/Resource Speaker (6 %)	
• Has given talk/lecture in international sports convention/ conference	6
• Has given talk/lecture in national sports convention/conference	4
• Has given talk/lecture in regional sports convention/conference	2
B. Awards Received	(25%)
1. International Competition (12 %)	
• Athlete/s won first place in international sports competitions	12
• Athlete/s won second place in international sports competitions	8
• Athlete/s won third place in international sports competitions	5
2. National Competition (8 %)	
• Athlete/s won first place in national sports competitions	8
• Athlete/s won second place in national sports competitions	5
• Athlete/s won third place in national sports competitions	3
3. Regional Competition (5 %)	
• Athlete/s won first place in regional sports competitions	5
• Athlete/s won second place in regional sports competitions	3
• Athlete/s won third place in regional sports competitions	1
C. Participation in Sports Competitions	(20%)

(No. of Athletes, Coaches, Chaperons and Trainers)	
1. International (9 %)	
• Ten(10) and above participated in international sports competitions	9
• Five (5) to nine (9) participated in international sports competitions	6
• Four (4) and below participated in international sports competitions	3
2. National (7%)	
• Fifty (50) and above participated in national sports competitions	7
• Twenty five (25) to forty nine (49) participated in national sports competitions	5
• Twenty four (24) and below participated in national sports competitions	3
3. Regional (4 %)	
• Four hundred seventy five(475) participated in the regional sports competitions	4
• Four hundred seventy four (474) to three hundred (300) participated in regional sports competitions	3
• Two hundred ninety nine (299) and below participated in the regional sports competitions	1
D. Officiating Officials Involvement in Sports Competitions/Activities (15%)	
1. International (7 %)	
• Five (5) and above officials rendered services/officiated in international sports competitions	7
• Three (3) to four (4) officials rendered services/officiated in international sports competitions	5
• One (1) to two (2) officials rendered services/officiated in international sports competitions	3
2. National (5 %)	
• Seven (7) and above officials rendered services/officiated in a national sports competition	5
• Four (4) to six (6) rendered services/officiated in a national sports competition	3
• One(1) to three (3) officials rendered services/officiated in the national sports competition	1
3. Regional (3 %)	
• Thirty (30) and above officials rendered services/officiated in the regional sports competitions	3
• Twenty (20) to twenty-nine officials rendered services/officiated in the regional sports competitions	2
• One (1) to nineteen (19) officials rendered services/officiated in the regional sports competitions	1
E. Sports Related Trainings Conducted (10%)	
• Conducted at least three (3) trainings in the division	5
• Conducted at least two (2) trainings in the division	3
• Conducted at least one (1) training in the division	1
TOTAL (100%)	

Note:

- ❖ Only the highest level of participation shall be given credit
- ❖ Each criterion must be supported with documents certified by the Schools Division Superintendent
- ❖ Non-cash donations can be converted into cash

9. OUTSTANDING CAMPUS JOURNALISM PROGRAM

CRITERIA FOR THE DIVISION SEARCH FOR
OUTSTANDING CAMPUS JOURNALISM PROGRAM IMPLEMENTER

General Guidelines

- 1) The Division Office shall conduct the selection of one Outstanding Campus Journalism Program Implementer for both elementary and secondary.
 - 2) Each municipality should have one entry from elementary and another entry/entries from the secondary for this category based on the criteria provided for by the Division Office.
 - 3) Each school-candidate shall be ranked based on the total points garnered. The top three (3) shall be given the following equivalent points, for consideration in the computation of the overall standing of the division, to wit:
 - 1st place - 5 points
 - 2nd place - 3 points
 - 3rd place - 1 point
 - 4) The Selection Committee shall be composed of the following: Chairman: Chief of the CID; Members: Division EPS in charge of Campus Journalism, two Division Education Program Supervisors, and President of the Division School Paper Advisers Association (Elementary & Secondary)
 - 5) Basic Qualification: Must have been implementing and completing in campus journalism related contests in any levels at least five (5) consecutive years.
- The following criteria will determine the winner for this search.

A. Achievement in Journalism Contests for the past three years (55 points)

Individual Contests				20 pts.			
	1st	2nd	3rd	4th	5 th	6th	7th
National Level	20	19	18	17	16	15	14
Regional Level	13	12	11	10	9	8	7
Division Level	6	5	4	3	2	1	1

Group (School Paper) Contest				20 pts.			
	1st	2nd	3rd	4th	5th	6th	7th
National Level	20	19	18	17	16	15	14
Regional Level	13	12	11	10	9	8	7
Division Level	6	5	4	3	3	2	2

Scriptwriting and Radio Broadcasting				10 pts.			
Individual Awards		1st	2nd	3rd			
National Level		10	9	8			
Regional Level		7	6	5			
Division Level		4	3	2			
Group Awards		1st	2nd	3rd			
National Level		10	9	8			
Regional Level		7	6	5			
Division Level		4	3	2			

Collaborative Publishing				5 points			
Individual Awards		1st	2nd	3rd			
National Level		5	4	3			
Regional Level		4	3	2			
Division Level		3	2	1			

<i>Group Awards</i>	1st	2nd	3rd
National Level	5	4	3
Regional Level	4	3	2
Division Level	3	2	1

*In the event that there are several wins, the highest rank shall be considered.

- B. Achievement in the Search for Outstanding Campus Paper Adviser and Campus Journalist for the past three years **(20 points)**

Outstanding Campus Paper Adviser

	1st	2nd	3rd
National Level	10	9	8
Regional Level	7	6	5
Division Level	4	3	2

Outstanding Campus Journalist

	1st	2nd	3rd
National Level	10	9	8
Regional Level	7	6	5
Division Level	4	3	2

- C. Campus journalism related trainings, remediation and intervention program implemented **(20 points)**

(One point for each documented training, remediation or intervention program initiated. In the event there are several implemented trainings and programs, 10 will be the maximum point.)

- D. School-initiated Published Reading Materials and Articles Related to Journalism **(5 points)**

Books/Modules on Journalism	5 pts.
Articles	2 pts.

TOTAL (100 points)

NOTE:

ALL DOCUMENTS/CLAIMS SHOULD BE BACKED UP BY DOCUMENTS/CERTIFICATIONS DULY SIGNED BY THE CONCERNED AUTHORITIES.

10. MOST EFFECTIVE ACTION RESEARCH

Action Research should have been started and continuously implemented in the school for the last two years.

The proponent should submit the description of the action research including its significance and scope.

Action Research Evaluation Rubric: The following criteria will be used for evaluating the Action Research.

Criteria (%)	Exemplary	Satisfactory	Unsatisfactory
Data Gathering (10 pts)	90%-100% Data gathering methods were well-conceived from the proposal to the final draft	80%-89% Data gathering methods were well-conceived from the proposal to the final draft	70%-79% Data gathering methods were well-conceived from the proposal to the final draft

Effectiveness (15)	90% to 100% of the objectives/projects purposes produces the desired result.	80% to 89% of the objectives/projects purposes produces the desired result	70%-79% of the objectives/project purposes produces the desired result
Impact (10)	90%-100% contributes to the well-being of the beneficiaries	80%-89% contributes to the well-being of the beneficiaries	70%-79% contributes to the well-being of the beneficiaries
Sustainability (15 pts)	90%-100% durability/continuity of the project results	80%-89% durability/continuity of the project results	70%-79% durability/continuity of the project results
Validity (15 pts)	90%-100% acceptability, logic and coherence of the recommendations	80%-89% acceptability, logic and coherence of the recommendations	70%-79% acceptability, logic and coherence of the recommendations
Content (10 pts)	All questions posed are directly and thoughtfully addressed and supported with data and information and a thorough discussion of all key issues.	All questions posed are addressed and generally supported with data and information and discussion of key issues; the level of detail is generally good except for one or two areas.	All questions posed are not directly addressed and/or not adequately supported with data and information; the level of detail provided is not adequate to thoughtfully answer the questions posed.
Mechanics (10pts)	Paper is free of grammatical and spelling errors. References are clearly cited with "good faith".	Paper has a limited number of grammatical and/or spelling errors. References are cited with "good faith".	Paper has an unacceptable number of grammatical and/or spelling errors. No references are cited.
Total = 85 pts			

Action Research Case Study Presentation Rubric: The following criteria will be used for evaluating the oral presentation, which is worth a total of 15 points: Presentation will be 5 minutes long. Using the Powerpoint, each nominee will bring his own laptop and USB (if needed) for the presentation.

Criteria (%)	Exemplary	Satisfactory	Unsatisfactory
Organization (10) pts	Clear, well-sequenced progression of ideas. All key points were developed in the appropriate section of the presentation.	Good progression of ideas. Key points were developed in a generally well-sequenced manner, with one or two exceptions.	Ideas may have been good, but was not presented in a logical sequence and organization.
Delivery of Presentation (5) pts	Appropriate presentation media were used; Presentation was effective and "audience friendly," including large, readable fonts; use of key words (avoiding too much text), and graphs or other graphics, if appropriate.	Appropriate presentation media were used; Presentation was effective and "audience friendly", with one or two exceptions.	Appropriate presentation media were not used and/or presentation was not effective and "audience friendly," including large, readable fonts; use of key words (avoiding too much text), and graphs or other graphics, if appropriate.

11. MOST EFFECTIVE SCHOOL BRIGADA ESKWELA IMPLEMENTERS
(For the last three years: SY 2013- 2014,2014-2015, 2015-2016)

This category will give recognition to the consistent winners in the Search for Best BrigadaEskwela Implementers for the last three years. Ranking of the winners in each category will be given the following corresponding points and will be summed up to determine the Most Effective SchoolBrigadaEskwela Implementer Awardees:

First Place	-	10 points
Second Place	-	8 points
Third Place	-	6 points
Fourth Place	-	4 points
Fifth Place	-	2 points

12. DIVISION SEARCH FOR “2016 GULAYAN SA PAARALAN PROGRAM BEST SCHOOL IMPLEMENTER”

PURPOSE

The **Gulayan sa Paaralan (GPP) Program** is one of the programs of the Department of Education which aims to promote production of food that are in rich in protein, carbohydrates, vitamin A and iron as major input to school feeding program. This serves as a source of vegetables to sustain the supplementary feeding in schools.

SPECIFIC OBJECTIVES

1. To promote vegetable production in all public elementary schools
2. To establish and maintain school garden as ready food source of vegetable in sustaining supplementary school feeding
3. To produce vegetables in the schools that are rich sources of protein, carbohydrates, calorie and minerals and eventually increase vegetable consumption and improve learner’s nutrition
4. To serve as laboratory for learners
5. To showcase small-scale food production model and;
6. To inculcate among the learners the values of gardening, good health and nutrition, love of labor and caring for others.

CATEGORY	BUB FUNDED GPP	NON- BUB GPP
	URBAN GARDENING (container garden)	URBAN GARDENING (container gardening)
	RURAL GARDENING (field gardening at least 200 sq.m.area)	RURAL GARDENING (field gardening at least 200 sq.m.area)

MECHANICS

1. The search for Best Implementer School in Gulayan sa Paaralan Program is open to all public elementary schools in this Division, both BUB funded and Non-BUB funded.
2. School Heads shall submit the GPP folder and a profile of the school indicating the following data:
 1. Form I
 2. Form II
 3. Form IIIKindly submit at the office of SGOD, and look for GPP Coordinator
Dr. Marlene P. Panganiban, SEPS-Mobilization and Networking.
3. Deadline for Submission of entries with required documents as indicated above is on Friday, July 28, 2016.
4. The schedule of the onsite evaluation will be on August 2-5, 2016. Priority crops shall be those that can address malnutrition problems in school and source of energy and nutrients.
5. The First, Second and Third Place winners will be chosen among the Five (5) Finalists.
6. Winners and finalists will be receiving the following awards:
First - Cash, token and certificate of appreciation
Second- Cash, token and certificate of appreciation
Third- Cash, token and certificate of appreciation
Fourth/ Fifth- Token and certificate of appreciation
7. Awarding is on Sept. 9, 2016 during the Gawad Bandila Awarding Ceremony from 8:00 to 12:00 AM.
Venue will be announced later.

CRITERIA FOR JUDGING

1. School Participation ----- 10%
 - 100% of teachers, pupils, PTA and stakeholders 10%
 - 75% of teachers, pupils, PTA and stakeholders 7%
 - 50% of teachers, pupils, PTA and stakeholders 4%
 - Less than 50% of teachers, pupils, PTA and stakeholders 2%
2. Plant Grown ----- 25%
 - All of the 3 Gos 25%
 - Go (root crops)
 - Grow (legumes)
 - Glow (fruits and vegetables)
3. Food produced in the garden utilized for feeding ----- 20%
 - 100% Both for supplementary feeding and market 20%
 - 79-89% utilized from for supplementary feeding 17%
 - 50-69% utilized for supplementary feeding 15%
 - Less than 50% utilized for supplementary feeding 10%
4. Income derived from the garden (in pesos) ----- 15%
 - 1,000 above 15%
 - 500-999 13%
 - 300-499 10%
 - Below 300 5%

5. Appearance of the garden ----- 15%

- 90-100% clean and green 10%
- 78-89% clean and green 8%
- 50-69% clean and green 5%
- Less than 50% 3%

6. Sustainability with Funding /logistic support ----- 15%
Stakeholders, NGOs, LGUs, Gas, NGAs

- Received support both Stakeholders, NGOs, LGUs, NGAs 15%
- Received support from LGUs 5%
- Received support from NGOs 5%
- Received support from NGAs 5%
-

TOTAL-----100%