



Republic of the Philippines  
Department of Education  
**BUREAU OF LEARNER SUPPORT SERVICES**

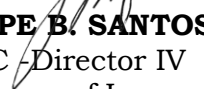
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**Youth Formation Division**

**MEMORANDUM**

06 May 2021

For: **REGION AND DIVISION YOUTH FORMATION COORDINATORS**  
(Regions V, VI, VII, VIII, IX, X, XI, XII, and XIII)

From:   
**LOPE B. SANTOS III**  
OIC - Director IV  
Bureau of Learner Support Services



Subject: **PARTICIPATION IN THE REGIONAL CONFERENCE FOR PEACE AND DEVELOPMENT (RCPD)**

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This has reference to the Office of the Undersecretary for Administration OUA Memorandum No. 00-0521-0021 titled Participation in the Regional Conference for Peace and Development (RCPD). The Sectoral Unification, Capacity Building and Empowerment (SUCBEM) Cluster of the National Task Force to End Local Terrorist Communist Armed Conflict (NTF-ELCAC) is organizing a two-day Regional Conference for Peace and Development (RCPD) in all regions to engage various sectors in a dialogue regarding issues and concerns affecting the sector in the region; discuss agency responses and ways forward in relation to the issues and concerns; and discuss organizing strategies appropriate for each sector.

In this light, please be guided by the following:

1. One of the sectors identified for this conference is the youth sector, composed of children and youth in school (basic and tertiary), and community-based youth. However, given the ongoing classes of learners and the Department's policy of avoiding the pullout of learners during class hours, DepEd personnel, specifically program holders of the Disaster Risk Reduction and Management Program (DRRM), Youth Formation Program, and the Indigenous Peoples Education (IPEd) Program, shall attend the conference in behalf of learners, bringing with them the issues and concerns of their division's learners
2. The first day of the conference will be online and the second will be face to face, with selected participants for the first day attending the second day. The conference schedule is attached (**Annex A**).
3. Regional Focal Persons/Coordinators of the above-mentioned programs are to coordinate with their respective implementing Divisions and ensure that the indicated number of participants will attend the conference.





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4. The following are the roles and responsibilities of all Regional/Division Youth Formation Coordinators (RYFCs/DYFCs) to wit:

**DYFCs**

1. shall facilitate the gathering and consolidation of responses to a questionnaire given to student leaders (the students may be interviewed if necessary to validate the responses);
2. shall assist/support the RYFC in moderating the FGD on Day 1; he/she may also assist in summarizing and interpreting the responses of the students;
3. shall serve as secretariat during the duration of the event;
4. shall serve as conference participant during the FGD; and
5. shall serve as division/regional representative during ELCAC national meetings.

**RYFCs**

1. overall lead/focal person;
  2. shall lead the selection of representatives who will attend Day 1 and Day 2 of the program;
  3. in-charge of the migration of the consolidated division answers gathered by all DYFCs from the field to the official SUCBEM template;
  4. moderator during the focus group discussion (FGD) or validation process *(or he/she may assign if needed)*;
  5. in-charge of the submission of the final responses using SUCBEM template to CHED and YFD CO; and
  6. representative during the ELCAC national meetings.
5. All responses gathered from the students should be checked thoroughly by all YFCs concerned before presenting them during the FGD. This is to ensure smooth discussion during the validation process. Please also note that the final consolidated responses shall be presented on the 2<sup>nd</sup> day of the event onsite.

For questions or concern on this matter, please contact **Ms. Marilou Caagbay** at 0917 924 0259 and/or **Ms. Clarence Canton** at 0920 9727278 or email at [blss.yfd@deped.gov.ph](mailto:blss.yfd@deped.gov.ph).

For immediate Dissemination and compliance.





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**Annex A**

**Schedule per region:**

<b>Region</b>	<b>Day 1 (Online)</b>	<b>Day 2 (Onsite) – Tentative Venue</b>
V	14 May 2021	20 May 2021 – Bicol State University
VI	10 May 2021	11 May 2021 – Western Visayas State University
VII	10 May 2021	13 May 2021 – Danao City <i>*specific venue to be announced</i>
VIII	24 May 2021	25 May 2021 – Samar State University
IX	14 May 2021	22 May 2021 – Zamboanga City <i>*specific venue to be announced</i>
X	14 May 2021	18 May 2021 – Central Mindanao University
XI	24 May 2021	27 May 2021 – Tagum City <i>*specific venue to be announced</i>
XII	24 May 2021	29 May 2021 – University of Southern Mindanao
XIII	24 May 2021	01 June 2021 – CARAGA State University

**Participants**

	<b>Per Region, Day 1 (online)</b>	<b>Day 2 (onsite)</b>
DRRM	<ul style="list-style-type: none"><li>•Regional or Division Coordinator</li><li>•Three (3) Division Coordinators</li></ul>	Coordinator of the Division where the venue is located
Youth Formation	<ul style="list-style-type: none"><li>•Regional or Division Coordinator</li><li>•Three (3) Division Coordinators</li></ul>	Coordinator of the Division where the venue is located
IPEd	<ul style="list-style-type: none"><li>•Regional or Division Focal Person</li><li>•Three (3) Division Focal Persons</li></ul>	Focal Person of the Division where the venue is located
		Regional Director, afternoon





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**Annex B**

**SUCBEM Table Sample**

(1)	(2)	(3)	(4)	(5)
<b>Sectoral and Place-Specific Issues Raised</b>	<b>Endorsing CSO/PO/Sectoral Formation including address and contact details (if applicable)</b>	<b>Primary Issue (request for state provision of services and/or interventions, regulation, policy, gaps, etc)</b>	<b>Secondary Issue (Private Sector Intervention, LGU Coordination, Etc.)</b>	<b>Recommendations and ways forward</b>
<i>Indicate here the issues and concerns of the sector (youth and students) including local or place specific issues, i.e. specific issues in the region</i>	<i>Indicate here the student or youth or relevant organization that raised the issues</i>	<i>This refers to specific intervention being requested or demanded by the organization/group/individuals. Kindly frame this as what is the specific action of government, either from DepEd or other agencies of government.  <i>In red are samples of misplaced answers, these should be under column 1; black are the appropriate entries in this column</i></i>	<i>This refers to other actions that need to be taken in order to facilitate, or make the intervention more effective</i>	<i>This is our response as an agency to the issues raised</i>
<u>Pre-pandemic</u> Balancing co-curricular and curricular activities; sabay-sabay ang requirements at mga extra-curricular activities	Student government officers of (divisions that shared on this _____)	School to check on the overlapping of schedules so that learners are not too pressured  <i>Students feel pressured with multiple schedules</i>	Coordination with the division office	Policy regarding scheduling of extra-curricular activities





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<p><b><u>Pandemic context</u></b></p> <p>Financial constraints</p>	<p>Student government officers of (divisions that shared on this _____)</p>	<p>Support for daily school needs of learners</p> <p>Learners don't have enough money for schooling.</p> <p>Parents lost their work because of the pandemic.</p>	<p>Coordination with LGU and other groups that provide education support</p>	<p>Conduct feeding program</p> <p>Strengthen referral system to DSWD for 4Ps</p>
<p>Napagkamalan or na-set-up as drug addict</p>	<p>Student government officers of (divisions that shared on this _____)</p>	<p>Topics on how to deal with such situations to be tackled in school</p> <p>Students were framed-up and were accused of using drugs.</p>	<p>Coordinate with PNP and DILG (?)</p>	<p>PTA discussion session for parents and students on the processes to be done in such cases</p>





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**Annex C**

**(Revised Guide Questions for Learners)**

**MGA TANONG PARA SA REGIONAL CONFERENCE FOR PEACE AND DEVELOPMENT  
YOUTH SECTOR – Basic Education**

**Region:**

<b>Bago magka-pandemic, ano ang mga concerns ninyo, mga kabataang nag-aaral, tungkol sa pag-aaral at sa mga paaralan?</b>	<b>Anong mga hakbang ang kaya ninyong gawin upang tumugon sa inyong mga concerns?</b>	<b>Ano ang mga suportang kailangan ng mag-aaral para matugunan ang inyong concerns, at sino (tao o institusyon) ang maka-aambag ng suportang ito?</b>
Column1	Column 3 of SUCBEM template	Column 3 of SUCBEM template
		Column 4 of SUCBEM template

<b>Ngayong pandemic, ano ang inyong mga concerns sa pag aaral habang kayo ay nasa bahay?</b>	<b>Anong mga hakbang ang kaya ninyong gawin upang tumugon sa inyong mga concerns?</b>	<b>Ano ang mga suportang kailangan ninyo para matugunan ang inyong concerns, at sino (tao o institusyon) ang maka-aambag ng suportang ito?</b>
Column1	Column 3 of SUCBEM template	Column 3 of SUCBEM template
		Column 4 of SUCBEM template

**Upang epektibo tayong makatugon sa ating mga concerns at sa concerns ng mas malawak na lipunan, mahalaga na tayo ay may angkop na paghahanda. Ano ang mga nakatutulong para sa paghubog ng inyong mga kaalaman, kaisipan, kakayahan at pag-uugali upang kayo ay may kakayahan na makatugon sa mga issues and concerns?**

Answers here may fall under Columns 3 or 4, or none (but we would appreciate the data as this is related to our Peace Framework)

**\*\*Note**

For **column 3** (primary issues)- What are the suggestions of the students that need to be addressed by the Department of Education (DepEd).

For **column 4** - What are the suggestions of the students that need to be addressed by other stakeholders

For **column 5** (ways forward) – solutions/actions of DepEd to the concerns/issues

c/o Division Youth Formation Coordinators:

(for cascading to student leaders)

<https://drive.google.com/drive/folders/1e0a8abu-lbH4y03IW8KRXNJBOi-x4ECm?usp=sharing>



Room 419, Mabini Building, DepEd Complex , Meralco Avenue, Pasig City, 1800  
e-mail: blss.yfd@deped.gov.ph fb : facebook.com/DepEdTayoYouthFormation  
web: www. Blssyfd.weebly.com telephone: +632 8 637 9814



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**Annex D**

**Sample RCPD Sectoral Issues Response**  
(Youth Sector-Education Cluster)

**Pre-Pandemic**

SECTORAL ISSUES RAISED	ENDORING CSO/PO/SECTORAL FORMATION (including address & contact details)	PRIMARY ISSUE (request for state provision of services and/or interventions, regulations, policy, gaps, etc.)	SECONDARY ISSUE (private sector intervention, LGU coordination, etc.)	RECOMMENDATIONS & WAYS FORWARD
1. Maintenance of school cleanliness & orderliness	Grade 12 (Pls. specify names/areas)	* Conduct of school symposium & other school activities that will create learners' awareness	*Secure support from SK * Parent volunteers to assist the school	*Strengthen/Reiterate school policies *Strengthen WiNs Program * Student Leadership Training/Seminar * Conduct of culminating activities
2. Implementation of school rules & policies	Grade 12 (ex. Marinduque, Palawan & PPC)	* Info-dissemination campaign re: school policies with the involvement of SSG officers		*Strengthen/Reiterate school policies (Involvement of SSG officers on the review of schools' policies.) *Implementation of Positive Discipline





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<p>3. Difficulty in studying &amp; understanding basic concepts/ improvement of academic standing</p>	<p>Grades 11 &amp; 12 (<i>ex. Marinduque &amp; Palawan</i>)</p>	<ul style="list-style-type: none"> <li>* Peer-classmate &amp; parents support</li> <li>* Class Adviser to monitor regularly his student for the necessary intervention</li> </ul>		<ul style="list-style-type: none"> <li>*Recommendations to simplify learning concepts</li> <li>* Increase the production of learning intervention materials for learners with learning difficulty.</li> </ul>
<p>4. Bullying issues, gang fights, cutting classes</p>	<p>Grades 11 &amp; 12 (<i>ex. Marinduque &amp; Palawan</i>)</p>	<ul style="list-style-type: none"> <li>* Additional Security Personnel</li> <li>* Inclusion of SSG officers on Child Protection Committee in School</li> </ul>	<ul style="list-style-type: none"> <li>*Emotional support and advice from parents</li> <li>* School to investigate the incidence &amp; do proper action</li> </ul>	<ul style="list-style-type: none"> <li>* Intervention from public (PNP, DSWD) &amp; private partners</li> <li>*Capacity Building on Child Protection Policy</li> <li>*Conduct school community extension program for the parents to capacitate them as regards to issues being raised.</li> <li>*strengthen guidance and counselling PPAS</li> </ul>
<p>5. Lack of resources (equipment &amp; textbooks)/School facilities</p>	<p>Grades 11 &amp; 12 (<i>ex. PPC, Calapan City, Marinduque, Palawan &amp; Romblon</i>)</p>	<ul style="list-style-type: none"> <li>* Schools to report the situation to the SDO</li> <li>* Schools to submit proposal for additional facilities to SDO</li> </ul>	<ul style="list-style-type: none"> <li>* Coordination to LGUs for funding support</li> <li>* Coordination to the School leaders (SDO, RO &amp; CO)</li> </ul>	<ul style="list-style-type: none"> <li>*Effective public-private partnerships</li> <li>*Replacement of damaged learning materials and equipment.</li> </ul>







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6. Mental Health Awareness	Grade 12 ( <i>ex. Romblon</i> )	* Schools with the assistance of the School Health Section to provide Mental Health Awareness campaign	* Coordination to DOH	*Capacity Building on Stress Management *Availability of flyers, brochures & other reading materials *Provision of PFA for learners during and after the disaster
7. Lack of moral & social awareness (teenage pregnancy, substance abuse)	Grade 12 ( <i>ex. Calapan City</i> )	* Schools with the help of the Advisers & designated Guidance Counselor to do need assessment * Conduct info-dissemination campaign like symposium, seminars, etc.		*Request for Guidance Counselor position item for every public school. *Conduct of capacity building *Coordinate with related agencies (RHU, DSWD, POPCOM). *Revitalize student organization supporting the issues (BKD)
8. Balancing curricular & co-curricular activities (overlapping)	Grade 12 ( <i>ex. Oriental Mindoro</i> )	* School to check the schedules of activities	*School to coordinate with the SDO	*DepEd to establish close coordination between and among offices to address the issue (Improvement of School calendar of activities)





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9. Equal treatment of teachers	Grade 12 ( <i>ex. Calapan City</i> )	* School to remind teachers for fair treatment to students		*Revisit Philippine Professional Standards for Teachers (PPST)
10. Implementation of SSG programs, project & activities	Grades 11 & 12 ( <i>ex. Palawan</i> )	* SSG Adviser & Officers craft gen. plan of action, simple & doable activities based on their capacities * SSG Adviser to look for partners	*Coordination at the school & division level management * Seek assistance from SK * Coordination to LGU	* Provision of TAs * Organize & conduct leadership trainings * Reiteration of DepEd issuances





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**During the Pandemic:**

SECTORAL ISSUES RAISED	ENDORING CSO/PO/SECTORAL FORMATION <i>(including address &amp; contact details)</i>	PRIMARY ISSUE <i>(request for state provision of services and/or interventions, regulations, policy, gaps, etc.)</i>	SECONDARY ISSUE <i>(private sector intervention, LGU coordination, etc.)</i>	RECOMMENDATIONS & WAYS FORWARD
1. Overlapping of online curricular & co-curricular activities	Grade 12 (Marinduque)	<ul style="list-style-type: none"> <li>* Proper time management</li> <li>* Parents emotional &amp; moral support</li> </ul>		<ul style="list-style-type: none"> <li>*DepEd to establish close coordination between and among offices to address the issue (Improvement of School calendar of activities)</li> <li>*Provision of Mental Health and Psychosocial Support Service (MHPSS) for parents.</li> </ul>
2. Unstable/no internet connection	Grade 12 (ex. Marinduque & Oriental Mindoro)	<ul style="list-style-type: none"> <li>* Ask the assistance from classmates with strong internet connection</li> <li>* Rely on modules</li> </ul>	Coordination with the LGU	<ul style="list-style-type: none"> <li>*Strengthening Partnership Program. (provision of free wi-fi access from LGU)</li> <li>*Strengthening support from teachers through conduct of regular home visitation, follow-up and re-orientation of parents and conduct of remedial and other interventions.</li> </ul>





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3. Class set-up is very hard	Grades 11 & 12 (Romblon & Palawan)	<ul style="list-style-type: none"> <li>* School to check on how to support the students</li> <li>* Simplify &amp; localize the strategies</li> </ul>	* Coordination to SDO	*Strengthening support from teachers through conduct of regular home visitation, follow-up and re-orientation of parents and conduct of remedial and other interventions.
4. Some lessons (online or modular) are difficult to understand and complicated assignments	Grades 11 & 12 (PPC, Palawan & Oriental Mindoro)	<ul style="list-style-type: none"> <li>* Simplify the instructions</li> <li>* Support of parents for home-based learning</li> </ul>	* Availability of teachers & support groups (classmates)	<ul style="list-style-type: none"> <li>*Utilization of contextualized supplementary learning materials</li> <li>*Conduct regular assessment per utilized learning modules</li> </ul>
5. Students in far & remote areas are left behind on what is already happening in the school community	Grade 12 ( <i>ex. Palawan</i> )	* School head/teachers need to visit those students frequently to provide assistance, monitor their academic performance & give school updates	* Coordination to SDO	*Apply the Radio Based Instruction and other appropriate modalities specifically to the far flung areas or in Indigenous Cultural Community to keep them updated on current issues.

