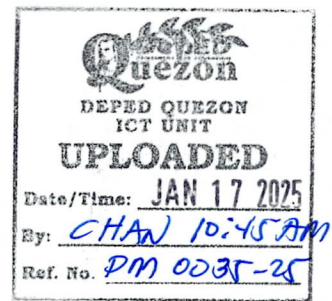




Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE



16 January 2025

DIVISION MEMORANDUM
DM No. 0035, s. 2025

GUIDELINES FOR THE UTILIZATION OF DCP PACKAGES, TABLETS, SPEECH LABORATORY EQUIPMENT AND DONATED ICT RESOURCES FROM OTHER AGENCIES, LOCAL GOVERNMENT AND STAKEHOLDERS

To: Assistant Schools Division Superintendents
Division Chiefs
Public Schools District Supervisors
Elementary & Secondary School Heads
School ICT Coordinator
Speech Laboratory Coordinator
All Others Concerned

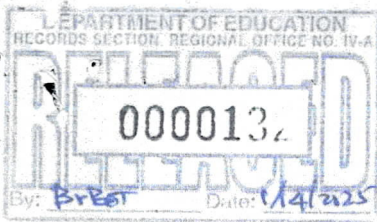
1. In line with the SDO Quezon in enhancing the quality education in teaching and learning through digital technologies, this memorandum outlines the guidelines on the proper utilization of DCP Packages, tablets, speech laboratory and other donated ICT resources provided by various agencies, local governments and stakeholders.
2. The SDO, School and learning communities must adhere to this attached guidelines to achieve the common goal of our learners in developing 21st-century skills.
3. Immediate and widest dissemination and strict compliance with this Memorandum is desired.


ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent

ICTwbp/01/16/2025
DEPEDQUEZON-TM-SDS-04-009-003



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Republic of the Philippines
Department of Education
REGION IV-A CALABARZON




13 January 2025

Regional Memorandum
No. 30 s. 2025

**GUIDELINES FOR THE UTILIZATION OF DCP PACKAGES,
TABLETS, SPEECH LABORATORY EQUIPMENT, AND
DONATED ICT RESOURCES FROM OTHER AGENCIES,
LOCAL GOVERNMENTS AND STAKEHOLDERS**

To **Schools Division Superintendents**
CID Chiefs
SGOD Chiefs
Division ITOs
Public Schools District Supervisors
School Heads
ICT Coordinator
Speech Laboratory Coordinators
All others Concerned

1. In line with the Department of Education's Region IV-A (CALABARZON) efforts to enhance the quality of teaching and learning through digital technologies, this memorandum outlines the guidelines for the proper utilization of DCP Packages, tablets, speech laboratory equipment, and other donated ICT resources provided by various agencies, local governments, and stakeholders.
2. The Schools Division Offices, schools, and learning communities must adhere to the guidelines set to achieve the efficiency, effectiveness, and impact of DCP packages, tablets, speech laboratories, and other ICT-related equipment in delivering quality education to learners in the region.
3. Should you have further inquiries or require assistance, please do not hesitate to contact the ICT Unit at ict.calabarzon@deped.gov.ph.
4. Strict compliance with these guidelines is desired.


ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

cc: ict-il



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I. Rationale

In line with the Department of Education's commitment to integrating Information and Communication Technology (ICT) into the teaching and learning process, a variety of technology resources have been deployed to schools. These include DepEd Computerization Program (DCP) packages, tablets, speech laboratory equipment, and other devices donated by government agencies, local government units, and stakeholders. These tools are designed to enhance the delivery of education, promote digital literacy, and ensure equitable access to modern learning resources. Furthermore, they aim to prepare learners for online assessments, particularly those aligned with international standards.

To ensure these resources are effectively utilized and aligned with DepEd's educational objectives, clear guidelines are essential. These protocols will provide a framework for the proper handling, maintenance, and use of ICT tools, safeguarding government property against misuse, damage, or neglect. By fostering accountability among teachers, administrators, and learners, the Department seeks to maximize the impact of these technologies on educational outcomes. Proper utilization of these resources has the potential to bridge gaps in education quality and deliver dynamic, 21st-century learning experiences.

II. Purpose

The purpose of this memorandum is to establish clear guidelines for the effective utilization, management, and integration of DCP Packages, tablets, speech laboratory equipment, and ICT resources donated by other agencies, local governments, and stakeholders. These guidelines aim to ensure that all resources are utilized optimally to enhance teaching and learning, promote digital literacy, and support the holistic development of learners in alignment with the Department of Education's (DepEd) curriculum and ICT initiatives.

The guidelines are intended to:

1. Provide clear instructions on the allocation, usage, maintenance, and safeguarding of ICT resources.
2. Promote accountability and responsibility among school administrators, teachers, and learners in managing these technologies.
3. Facilitate the integration of ICT tools into teaching and learning processes to improve educational outcomes.
4. Ensure compliance with DepEd policies, government standards, and legal requirements, particularly in the proper management of government and donated properties.
5. Equip schools to prepare learners for regional, national, and international assessments, including diverse formats of online evaluations.

These guidelines aim to maximize the impact of these ICT resources, address disparities in resource distribution, and foster equitable access to modern educational tools, particularly in underserved areas.

III. Guidelines and Protocol Statement

The use of equipment, in any learning modality, must adhere to clear guidelines and protocols to ensure its effective and responsible use. All equipment, including ICT tools, gadgets, and other devices, should be utilized solely for educational purposes, in alignment with the school's curriculum and learning objectives. On the access to the equipment must be restricted to authorized personnel—such as teachers, learners, and staff—and used under supervision to prevent misuse or damage. In a distance learning environment, devices such as tablets, laptops, or other equipment should be carefully distributed to learners, ensuring they are used exclusively for learning and accompanied by proper instructions and agreement on handling and maintenance. All users, whether using the equipment must follow safety protocols, ensure the equipment is well-maintained, and promptly report any issues or malfunctions. Regular maintenance and troubleshooting are essential, and a system should be in place to monitor the condition and status of the equipment.

These guidelines are intended to ensure that the equipment supports effective learning in both classroom and alternative learning environments, while maintaining accountability, safety, and proper management.

IV. Guidelines

Regional Office Responsibilities

Curriculum, Learning and Management Division

- Provide technical input in integrating the curriculum with ICT to ensure it is responsive to the needs of learners.
- Ensure that the SDOs follow the guidelines and regularly monitor the usability of DCP, Speech Laboratory, and other ICT-related tools in curriculum integration, ensuring that learners can attain 21st-century skills.

Field Technical Assistance Division

- Lead the monitoring of the usability and effectiveness of DCP, tablets, the speech laboratory, and ICT-related equipment as teaching tools, while adopting the RFTAT Team approach. Provide technical assistance related to the utilization and maintenance of ICT gadgets and equipment.
- The RFAT conducts monitoring visits to schools with DCP Packages, tablets, and speech laboratories to assess their implementation and validate their effectiveness.

Policy, Planning and Research Division

- Ensure that the DCP and speech laboratory are included in the SDO's research efforts to determine the effectiveness, efficiency, and impact of digital education in CALABARZON.

Finance Division

- Ensure that the Internet connectivity must be in the budget allocation to support instructional activities.

Quality Assurance Division

- Collaborate with the ICT Unit, CLMD, Finance, and PPRD to develop a responsive and adaptive tool for monitoring the DCP and other ICT-related gadgets and equipment, especially during the opening of the school year.

ICT Unit

- Provide technical input to the Division IT on the maintenance, sustainability, and extended lifespan of gadgets and equipment.

School Division Office Responsibilities

1. Curriculum and Instruction Division:

- Ensure that all learning materials installed in the DCP packages, tablets and other devices are thoroughly quality assured and updated before deployment.
- Guarantee that the DCP/tablets, Speech laboratory are used effectively in learner learning assessments, providing learners with the necessary experience to become familiar with regional, national and international assessment formats.
- Ensure that all learning materials in the DCP packages, tablets, speech laboratory and other devices are updated regularly to reflect current curriculum standards, teaching strategies, and different assessment tools.
- Collaborate with the EPS in assigned learning areas, ITO, PSDS and School Head to ensure that the resources align with educational goals and support learners' academic development.

2. Information Technology Officer (ITO):

- Conduct regular maintenance of all equipment, including tablets, DCP packages, and other ICT resources, to ensure their longevity and reliable performance.
- Perform troubleshooting, repairs, and updates as needed to prevent technical disruptions and maintain the functionality of the equipment.
- Ensure that the equipment is in optimal working condition for both teaching and learning activities, and adhere to data security and privacy protocols.
- Provide technical assistance and support in managing, maintaining, sustaining and ensuring the usability of the DCP and other ICT-related systems or equipment.

3. Schools Governance and Operations Division (SGOD):

- Include equipment (DCP packages, tablets, etc.) in every monitoring activity, particularly at the opening of classes and throughout the academic year, to ensure they are functioning and accessible.
- Support the proper management of these resources and ensure that they are available and ready for use by both learners and teachers at the beginning of each school year.
- Regularly monitor the usage of learning tools and assess whether they are being utilized for assessments and daily learning activities.

4. **Public School District Supervisor:**

- Ensure that DCP packages, tablets, Speech laboratory and other ICT tools are regularly used for learner learning and assessment across the school district.
- Ensure that the school integrates learning assessments in multiple formats, both online and offline, and that these assessments are aligned with the curriculum and learning objectives.
- Conduct research to evaluate the effectiveness of DCP/tablets, and Speech laboratory deployed in their respective stations, gathering feedback from teachers and learners on their usage and impact.
- Ensure that all learning materials installed in the DCP packages, Speech Laboratory and tablets are regularly updated to keep up with changes in the curriculum and teaching practices.
- Provide technical assistance to the school in case the laboratory is not functioning properly.
- Monitor the laboratory's functionality, usability, and its impact on learners from both a school and district perspective.

School Level Responsibilities

1. **ICT Coordinator and Speech Laboratory Coordinator:**

- Ensure that all teachers are equipped with the necessary skills and knowledge to effectively use the DCP packages, tablets, Speech laboratory and other gadgets in their lessons.
- Provide continuous training and support to teachers on the integration of ICT tools into the curriculum and instructional strategies.
- Help teachers design lessons and assessments that incorporate DCP/tablets and other technology, enabling learners to learn in various formats (online and offline).
- Ensure that teachers are proficient in using the tools to enhance digital literacy and prepare learners for both local and international assessments.
- Ensure that the laboratory has a class schedule throughout the day, with all equipment in working condition and a regular maintenance schedule in place.

2. **School Principal, Department Head and Master Teacher:**

- Ensure that DCP packages, tablets, and other ICT resources are embedded in all learning areas every day, following a proper schedule for usage both classrooms and laboratory.
- Prioritize the use of TV packages for Kindergarten Stage 1 to ensure that early learners receive age-appropriate content and support.
- Regularly verify that all learning materials in the DCP, tablets, speech laboratory and other devices are updated, relevant, and aligned with the curriculum to enhance the learning experience.
- Oversee the integration of digital tools into daily teaching activities, ensuring their consistent use to support learner learning.
- Ensure the budget allocation in the SIP (School Improvement Plan) and IAP (Annual Implementation Plan) includes provisions for internet connectivity to support instructional learning strategies.
- Ensure that teachers utilize various online and offline assessment tools to familiarize learners with digital assessment methods.
- Monitor the laboratory's functionality, usability, and its impact on learners by individual learning areas and as a whole school.

- Ensure that all teachers and learning areas have regular access to the laboratory to assess the efficiency and effectiveness of the DCP and speech laboratory.

V. Monitoring and Evaluation

The Monitoring and Evaluation (M&E) of DCP Packages and Speech Laboratories is a crucial process aimed at assessing the effectiveness, usability, and impact of these educational tools on teaching and learning. By systematically tracking their use, alignment with curriculum objectives, and their contribution to student outcomes, this framework ensures that both DCPs and Speech Labs are effectively integrated into educational practices. The M&E process helps identify areas for improvement, ensures the sustainability of these resources, and supports informed decision-making, ensuring that these tools continue to meet the needs of educators and learners, while fostering the development of 21st-century skills.

1. Usability

- **Indicator:** Frequency of use
 - **Criterion:** The number of times DCP packages and Speech Laboratory are accessed by teachers and students per week/month.
- **Indicator:** User satisfaction
 - **Criterion:** Positive feedback from teachers and students in surveys regarding ease of use, accessibility, and overall satisfaction with the tools.

2. Effectiveness

- **Indicator:** Improvement in student learning outcomes
 - **Criterion:** Demonstrated improvement in student performance on assessments (e.g., pre- and post-assessment comparisons).
- **Indicator:** Curriculum alignment
 - **Criterion:** DCP packages and Speech Laboratory activities directly support the learning objectives and curriculum standards.

3. Efficiency

- **Indicator:** Downtime or technical issues
 - **Criterion:** The number of instances where the DCP or Speech Laboratory equipment is non-operational or experiencing technical difficulties.
- **Indicator:** Time taken for setup and operation
 - **Criterion:** Average time spent preparing equipment for use, ensuring minimal disruption to instructional time.

4. Impact

- **Indicator:** Student engagement and participation
 - **Criterion:** Active student participation in lessons or activities using the DCP packages and Speech Laboratory.
- **Indicator:** Development of 21st-century skills
 - **Criterion:** Observed growth in critical thinking, communication, and collaboration skills among students using the tools.

5. Sustainability

- **Indicator:** Equipment maintenance
 - **Criterion:** Frequency and effectiveness of regular maintenance, with minimal breakdowns or repairs.
- **Indicator:** Longevity and durability of equipment
 - **Criterion:** The lifespan of DCP and Speech Laboratory equipment, including its ability to remain functional and relevant over time.

6. Feedback

- **Indicator:** Teacher feedback
 - **Criterion:** Teachers' assessments of the tools' relevance and impact on teaching, based on both formal evaluations and informal observations.
- **Indicator:** Student feedback
 - **Criterion:** Students' perceptions of the effectiveness of the DCP packages and Speech Laboratory in supporting their learning.

7. Resource Utilization

- **Indicator:** Cost-effectiveness
 - **Criterion:** Evaluation of the resources invested (financial, time, personnel) against the benefits in terms of student outcomes and teacher satisfaction.
- **Indicator:** Resource availability
 - **Criterion:** The availability of necessary materials (such as updated DCP packages and functioning Speech Laboratory equipment) and technical support.

VI. Effectivity

These guidelines will be effective upon the publication of this memorandum.

VII. Reference

- Department of Education (DepEd) Order No. 8, s. 2015 – Policy Guidelines on the Implementation of the K to 12 Basic Education Program
- Department of Education (DepEd) Order No. 32, s. 2017 – Guidelines on the Utilization of ICT Resources for Teaching and Learning
- Department of Education (DepEd) Order No. 51, s. 2016 – Guidelines on the Establishment and Maintenance of School-Based ICT Resource Centers
- Republic Act No. 10650 – Open Distance Learning Act
- DepEd Memorandum No. 29, s. 2020 – Guidance on Distance Learning Modality
- International Society for Technology in Education (ISTE) Standards for Educators
- DepEd Memorandum No. 108, s. 2020 – Guidelines for the Use of Digital Learning Resources for Remote Learning