



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

21 May 2021

**DIVISION MEMORANDUM**  
DM No. 306, s. 2021

**DECONCENTRATING THE SCHOOLS DIVISION OFFICE OF QUEZON PROVINCE  
THROUGH THE ESTABLISHMENT OF SUB-OFFICES**

**To:** OIC-Assistant Schools Division Superintendents  
Division Chiefs and Section/Unit Heads  
Education Program Supervisors/Specialists  
Public Schools District Supervisors  
Elementary and Secondary School Heads  
Schools Division Personnel  
Teaching and Non-Teaching Personnel  
All Others Concerned



1. The Department of Education - Quezon Province of Region IV-A CALABARZON hereby issues the enclosed **Guidelines on Deconcentrating the Schools Division Office of Quezon Province through the Establishment of Sub-Offices** which is aimed at devolving select crucial processes and basic education services to subordinate field offices that provides for faster transactions, improved support service delivery and communication, judicious use of government funds, broadened scope of customer feedback collection, and enhanced effectiveness and efficiency in the management of human and material resources.
2. The guidelines shall serve as basis of all management decisions and future actions relative to the implementation of this local initiative dubbed as **Project DeVOLVES** [Deconcentration of Vital Operations for Leveraging Volumes of Education Services].
3. All Division issuances, rules and regulations inconsistent with these guidelines are hereby rescinded or amended accordingly, with their provisions subject to updating at any time in reference with relevant, ensuing DepEd Orders, memoranda, and other legal requirements.

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4. Immediate dissemination of and strict compliance to this Memorandum is strongly desired.

**ELIAS A. ALICAYA JR., EdD**  
Assistant Schools Division Superintendent  
Officer-in-Charge  
Office of the Schools Division Superintendent

sdseaa05/21/2021

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Enclosure to DM No. 306, s. 2021

**GUIDELINES ON DECONCENTRATING THE SCHOOLS DIVISION OFFICE OF QUEZON PROVINCE THROUGH THE ESTABLISHMENT OF SUB-OFFICES**

**I. Rationale**

1. In line with the implementation of **DepEd Order No. 12, s. 2020** or Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency, the Department of Education (DepEd) - Schools Division Office (SDO) of Quezon Province continues to deliver quality and accessible basic education services to schools and community learning centers (CLCs) albeit the challenges in instructional delivery, resources management, processing of documents for various purposes, and implementation of programs, activities and projects (PAPs) in the Division and from higher governance levels.
2. As public knowledge, the SDO Quezon is regarded as one of the four very large Divisions in the country, having 960 schools with 758 elementary schools, 187 secondary schools, and 15 integrated schools combined. The **Division Education and Development Plan (DEDP) 2017-2022** explains that these schools are situated in different geographical locations and distributed among the four (4) Congressional Districts subdivided into 57 district municipalities.
3. At the outset of the prevailing public health situation in school year 2020-2021, the SDO Quezon has recorded a total of 448,187 public school enrollees (inclusive of 265,378 elementary pupils; 141,675 Junior High School [JHS] students; and 41,134 Senior High School [SHS] students). These ballooning figures do not account yet the 48,061 private school enrollees comprising 7,273 elementary pupils; 25,486 JHS students and 15,302 SHS students.
4. The counterweight of the increasing number of learners is a stronghold of manpower of 16,723 public school teaching items and 2,289 non-teaching/teaching-related items. Though

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a handful of advantages may be offered by this richness of human resources, several recurrent challenges in curriculum implementation, governance, and management do confront the SDO, exacerbated by the pandemic.

5. Moreover, in the year-end **Division Performance Review** held last December 2020, the proceedings noted that many schools and CLCs have consistently submitted important documents for reporting, processing and approval which were beyond the set deadlines. These volumes of incoming and outgoing documents are duly monitored and recorded in the Division's **Document Tracking System (DTS)**.
6. The last-minute submissions resulted to subsequent delays in appropriate actions for documents delivered through the Records Section—the situation aggravated further by travel restrictions in select areas, as well as problems on means of transportation.
7. Because of the apparent distance of the SDO from varied and dispersed schools districts, the announcements, advisories and updates are poorly communicated despite the Division's effort to disseminate information using all available print and online media in coordination with the Public Schools District Supervisors (PSDSs).
8. The aforesaid communication barrier is highly attributed to extreme remoteness of schools, weak to no communication signal (i.e. cellular phone or the Internet) in high and far-flung areas, and difficult terrain or topography. This feedback was obtained from the **2020 pulse survey** administered by the SDO to 1,222 customer-respondents from the field.
9. Anent with the issuance of **DepEd Order No. 52, s. 2015** or the New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education, which is more popularly known as the DepEd Rationalization Plan anchored on **Republic Act No. 9155** or the Governance of Basic Education Act of 2001, the deconcentration of governance and the establishment of accountability at various organization levels became pivotal in the implementation of different PAPs, and in the delivery of basic education services in general.
10. On the other hand, such transfer of authority and delegation of tasks and processes remain elusive for the SDOs as they govern the schools districts in their jurisdiction, particularly

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those Divisions which oversee the operations of a great deal of schools and CLCs, both public and private.

11. Thus, in light of the stated challenges and voice of the customers (VOCs), the SDO Quezon through its Top Management resolves to hereby implement the **Project DeVOLVES** [Deconcentration of Vital Operations for Leveraging Volumes of Education Services] to capitalize on the Division's potential for deconcentration of management of most essential basic education services.
12. Project DeVOLVES is inspired by the adoption of **Executive Order No. 119, s. 2020** where the establishment of integrated government centers does foster ease of doing business, [and] provides equal access to efficient and effective delivery of public services.
13. This local initiative, deemed to be a pioneering attempt of a public education sector in the provincial context, supports the implementation of the Last Mile Schools (LMS) Program of the Department as stipulated in **DepEd Memorandum No. 59, s. 2019** titled Prioritizing the Development of the Last Mile Schools in 2020-2021: Reaching Out and Closing the Gap.
14. The LMS Program aims to address the gaps in resources and facilities of schools that are located in geographically isolated and disadvantaged and conflict-affected areas (GIDCA).
15. The SDO Quezon is convinced that once the sub-offices begin their operation, the needs of schools in GIDCA will be addressed more efficaciously, and interventions will be delivered at the fastest time possible—**culture-based and inclusive education** at its heart, consistent with **DepEd Order No. 72, s. 2009** titled Inclusive Education as Strategy for Increasing Participation Rate of Children.
16. With the present public health situation brought by the COVID-19 pandemic, which adversely affected the delivery of quality and prompt basic education services, this local initiative is expected to address the felt needs of Division personnel and stakeholders towards achieving quality, accessible, and accountable governance for all.

## II. Scope

1. This Division Memorandum provides for the **Guidelines on Deconcentrating the Schools Division Office of Quezon Province through the Establishment of Sub-Offices** which will be implemented in year 2021.

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2. The guidelines encompass all public and private schools and CLCs—elementary and secondary—in the entire Division, which will be the primary project beneficiaries.
3. The SDO's functional divisions, sections and units are likewise covered in this initiative as implementers, with the Schools Division Superintendent (SDS) on the lead.
4. Critical office transactions in the **Office of the Schools Division Superintendent (OSDS)**, **Curriculum Implementation Division (CID)**, and **School Governance and Operations Division (SGOD)** will be delegated to the sub-offices sited in strategic locations within the province.
5. Services to be offered shall also cover basic education support services (i.e. health and facilities) that relate to the general welfare of learners, personnel and stakeholders, prioritizing the needs of the GIDCA and "unreached" schools and CLCs, which include those implementing **Alternative Learning Systems (ALS)**, **Special Education (SPED)**, **Indigenous Peoples (IP) Education**, and **Madrasah Education**, among others.
6. This effort shall also maintain, as specified in Section IV of EO 119, s. 2020, an advantageous, cost-efficient and flexible logistical and financial arrangements relative to the establishment of sub-offices that, in context, aspire to represent the SDO main office currently situated in Sitio Fori, Brgy. Talipan Pagbilao Quezon.

### III. Definition of Terms

1. For the purpose of this initiative, the following terms are defined operationally and conceptually as follows:
  - a. **Accountability** is the counter-power—that is, any power that balances or puts a check on the power of other power holders (Agrawal & Ribot 1999), and is constituted by the set of mechanisms and sanctions that can be used to assure policy outcomes are as consistent with local needs, aspirations and the best public interest as policymakers can make them (Ribot as cited in Yuliani, 2004).
  - b. **Community Learning Center (CLC)** is a physical space to house learning resources and facilities of a learning program for out-of-school youth and adults, and a venue for face-to-face learning activities and other learning opportunities for community development and improvement of the people's quality of life (RA 9155).

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- c. **Decentralization** refers to the process of transferring decision making power, responsibility, and tasks from higher to lower organisational levels, with motives of shifting authority and management responsibilities to local levels to a) enhance democracy in decision making; b) promote the effective and efficient use of resources in education; and c) make public education more responsive to local needs... (UNESCO-International Institute for Educational Planning, 2021).
- d. **Deconcentration** is the passing down of selected administrative functions to lower levels or units within government agencies or departments with the center remaining in control (Yuliani, 2004).
- e. **Delegation** is the transmission of tasks and administrative responsibilities, where it does not mean a shift of power because the local office is only given the role of executing decisions made at central level (UNESCO-International Institute for Educational Planning, 2021).
- f. **Division Education and Development Plan (DEDP)** is an output of the local planning process in the Division level which is based on rigorous assessment of education needs and analysis of data statistics in order to make basic education more relevant to the needs of local communities.
- g. **Document Tracking System (DTS)** is a web-based technology that records and traces submitted documents, and generates automated status of official transactions in SDO Quezon.
- h. **Inclusive Education** is the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, students, parents and the community (DO No. 72, s. 2009).
- i. **Learning Continuity Plan (LCP)** is DepEd's major response in light of the New Normal in Basic Education to ensure the health, safety and well-being of learners, as well as teaching and non-teaching personnel while continuing education amidst the public health crisis.
- j. **Monitoring and Evaluation (M&E)** is the systematic process of collecting, analyzing and evaluating the project's progress toward reaching its objectives and to guide management decisions.

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**IV. Local Policy Statement**

1. The DepEd – SDO Quezon Province is committed to ensure that basic education services will be delivered to schools and learning centers in the best interest of learners, teachers, school heads, teaching-related and non-teaching personnel, and members of the community in view of the BE-LCP in this time of crisis and hereafter.
2. It is affirmed hereto that concerns related to internal and external customers' well-being, especially those in the Last Mile Schools, will be attended to and addressed immediately given available resources.
3. This initiative is anchored on the following principles of the **Governance of Basic Education Act of 2001- Chapter I, Section V**:
  - a) Shared governance is a principle which recognizes that every unit in the education bureaucracy has a particular role, task and responsibility inherent in the office and for which it is principally accountable for outcomes;
  - b) The process of democratic consultation shall be observed in the decision-making process at appropriate levels. Feedback mechanisms shall be established to ensure coordination and open communication...;
  - c) The principles of accountability and transparency shall be operationalized in the performance of functions and responsibilities at all levels; and
  - d) The communication channels of field offices shall be strengthened to facilitate flow of information and expand linkages with other government agencies, local government units and non-governmental organizations for effective governance.
4. Division Chiefs, and section/unit heads must commit to uphold transparent, ethical and accountable governance, highlighting essential basic education services that will be delegated in the sub-offices.
5. Teachers, school heads, learners, parents, partners and stakeholders are highly encouraged to support and partake actively in the implementation of these guidelines by providing relevant suggestions and useful inputs for the continuous improvement of Project DeVOLVES in the schools and CLCs.

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**V. Procedures**

1. As a very large SDO processing simple to complex transactions on a daily basis, the establishment of secondary offices is a sensible move, especially in the emergence of the New Normal.
2. Wherefore, its institution immediately sought after a series of **consultations** with Division Office personnel, stakeholders and local government units (LGUs), and has continually made discussions with implementers, beneficiaries and local chief executives while major developments are steadily taking place.
3. The completion of the **feasibility study** on this plan, headed by the School Governance and Operations Division (SGOD) - Planning and Research (PAR) Section, underpins the urgency of said establishment.
4. With the setting up of sub-offices in the SDO, the application of **Republic Act No. 11032** otherwise known as the Ease of Doing Business and Efficient Government Service Delivery Act of 2018 shall be greatly improved in the best interest of customers and stakeholders. This ease-of-doing business law seeks to increase efficiency by reducing processing time, eliminating red tape, and curbing corrupt bureaucratic practices.
5. Delegating essential and routine processes to the sub-offices, in relation to results of conducted feasibility study, will significantly improve the standard turnaround time for various transactions in the Division.
6. Further, the **VOC survey results** imply that this pioneering project in DepEd Region IV-A CALABARZON will shorten regular commutes of personnel transacting with the main office, which will in turn lessen transportation cost and minimize travel risks.
7. The sub-offices will facilitate the submission of different reports (e.g. MOOE and SBFP liquidation, data on LIS/EBEIS) to be forwarded to the SDO's functional divisions. Conceivably, problems on delay of documents for approval or processing will be addressed, including those which relate to loan application, promotion/reclassification, request for transfer, request for copies of service record, and leave of absence, among others.
8. In the face of challenges in communication, Project DeVOLVES is hoped to expedite dissemination of information, DepEd issuances, and critical announcements among

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- hard-to-reach schools and CLCs in the province, aside from easier customer access to authorities to relay queries, issues and concerns.
9. Aiming to reach out the schools in far-flung areas and expand the Division's service horizon beyond its present location, in addition to the existing Division Office proximate to schools in the Second Congressional District, the SDO Quezon hereby resolves to open three (3) new sub-offices in **Real Central School** (in the First Congressional District); **Catanauan Central School** (in the Third Congressional District); and **Gumaca National High School** (in the Fourth Congressional District).
  10. The official launch of these sub-offices in Real, Catanauan, and Gumaca shall be announced in a separate Memorandum.
  11. Each of these sub-offices will be managed by Division Personnel led by the Schools Division Superintendent, assisted by the other three (3) Assistant Schools Division Superintendents (ASDSs).
  12. In its first year of implementation, the deconcentration of SDO Quezon Province provides an authority to the three (3) sub-offices to implement the following **select processes** aligned to the Division's Quality Management System (QMS) in acknowledgment of the VOCs as reflected in the feasibility study, and pulse survey:
    - a. **Legal Section-** Correction of Entries in Scholastic Records, Provision of Legal Assistance, and Filing of Complaint;
    - b. **Administrative Services Section-** Integration of Salary in the Regional Payroll Unit, and Processing of Documents for Payments of Salaries and Other Benefits;
    - c. **Accounting Section-** Receiving and Checking of Liquidation Reports;
    - d. **Supply Section-** Distribution of Learning Materials and Supplies, Inventory (Property Tagging for Semi-Expandable and Property Equipment/Asset), and Disposal;
    - e. **Personnel Section-** Processing of NOSI/NOSA, Form 6 and Form 7, Change of Name, Return to Duty, Indorsement of Double Pay and Maternity, Certificate of Employment, PVP, Confirmation of Employee's DepEd Email, IDLAR and DTR, and Hardship Pay;

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- f. **Records Section-** Receiving and Releasing of Documents, and CAV;
  - g. **Curriculum Implementation Division-** Provision of Technical Assistance Related to Reports and Requirements in Curriculum Implementation; and
  - h. **School Governance and Operations Division-** Provision of Technical Assistance Related to Reports and Requirements of Different Basic Education Programs and Projects and Support Services.
13. To effectively and efficiently carry through this initiative in congruence with the BE-LCP, all Division Personnel (office and field-based) are directed to align their PAPs with the implementation of Project DeVOLVES.
14. Program owners are expected to make such adjustment consistent with their respective Work and Financial Plans (WFPs) and Annual Procurement Plans (APPs) considering local public health situations.
15. The human resource needs called forth by the establishment of sub-offices will be recompensed by the newly hired and trained personnel in the administrative and clerical frontline, in addition to the Division Chiefs, section/unit heads, and other competent Division Office personnel.
16. Material resource needs and technology will be secured in partnership with LGUs, and from existing government funds, subject to Commission on Audit (COA) rules and regulations.
17. To ensure the health and safety (H&S) of all deployed service providers, and customers arriving to or departing from the sub-offices, policy measures and clear guidance will be provided in addition to previously enforced **Inter-Agency Task Force (IATF) protocols**.
18. These H&S protocols will also follow the United Nations Children's Fund (UNICEF) outline, such as but not limited to the implementation of a communication plan with schools and community members, [Division Office personnel and LGUs]; continuous testing [and vaccination]; use of masks, [face shield and protective gears], hygiene promotion and access to functioning water, sanitation and handwashing facilities; social distancing; disinfection and ventilation [in the physical work environment]; safe food

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preparation; proper waste disposal; and prevention of stigma and discrimination (UNICEF, 2020).

**VI. Monitoring and Evaluation**

1. Monitoring and Evaluation (M&E) is a systematic process of collecting, analyzing, and interpreting data to arrive at information needed to track the progress of Project DeVOLVES, check the effectiveness of strategies, compare targets and achievements, and assess periodic and overall performance or project implementation.
2. The ASDSs, in coordination with the SDS, shall have the chief responsibility to supervise the strict implementation of these guidelines, ensuring that all activities relevant to curriculum implementation and management are carried out as planned.
3. Potential risks that could affect the smooth operations of the sub-offices should be identified and mitigated, and preventive measures must be applied, if necessary. Risks associated to H&S should be minimized using proper infection prevention and control measures.
4. Non-conformities should also be detected, reported and addressed immediately following quality assurance processes.
5. The SGOD-School Management Monitoring and Evaluation (SMME) Section, in collaboration with the Top Management, shall lead the M&E of services offered to customers via regular surveys, onsite inspections, interviews, meetings, or combinations thereof.
6. The SDO shall maximize its feedback mechanisms—*Huntahan sa Quezon; Feedback sa Bawat Division Office Transaction; and Bawat Tinig Mahalaga*—as stated in **Division Memorandum No. 315, s. 2020** titled Opening the Channels of Communication via DepEd Quezon's Threefold Feedback Mechanisms, to better increase the level of customer satisfaction, and strengthen public trust and confidence.
7. Feedback on project implementation shall be used to appraise its design for continuous improvement.
8. Further concerns and queries about these guidelines may be directed to the **OSDS/OASDS** and/or its QMS's **Quality Assurance Team (QAT)** through [quezon@deped.gov.ph](mailto:quezon@deped.gov.ph) or via telephone numbers (042) 784-0366, (042) 784-0164, (042) 784-0391, and (042) 784-0321.

**VII. References**

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- b) DepEd Order No. 12, s. 2020. *Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency.*
- c) DepEd Order No. 52, s. 2015. *New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education.*
- d) DepEd Order No. 72, s. 2009. *Inclusive Education as Strategy for Increasing Participation Rate of Children.*
- e) Division Education and Development Plan (DEDP) 2017-2022. *Filed at the Planning & Research (PAR) Section.*
- f) Division Memorandum No. 315, s. 2020. *Opening the Channels of Communication via DepEd Quezon's Threefold Feedback Mechanisms.*
- g) Executive Order No. 119, s. 2020. *Establishing a National Government Administrative Center in New Clark City, Capas, Tarlac, Providing for an Integrated Government Center outside the National Capital Region in case of Disaster, and Directing the Whole-of-Government to Establish Satellite Offices Therein.*
- h) Ferguson, I. and Chandrasekharan, C. (n.d.) *Paths and pitfalls of decentralization for sustainable forest management: Experiences of the Asia-Pacific region.*
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- j) Republic Act No. 9155. *An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, and for Other Purposes.*
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- m) Yuliani, E. L. (2004). *Decentralization, deconcentration and devolution: what do they mean?* Interlaken Workshop on Decentralization, 27-30 April 2004, Interlaken, Switzerland. [https://www.cifor.org/publications/pdf\\_files/interlaken/Compilation.pdf](https://www.cifor.org/publications/pdf_files/interlaken/Compilation.pdf)

**VIII. Effectivity**

1. These guidelines shall take effect immediately upon the approval of the SDS, and shall remain in force, unless amended, revised or repealed in a separate issuance.
2. All Division issuances contrary to any or all provisions of this Memorandum are hereby modified accordingly.

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