



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

REGIONAL MEMORANDUM
No. 1207 s. 2026

OCT 21 2026

**CONDUCT OF THE SCHOOL READINESS VALIDATION MISSION FOR THE
PROPOSED ADVANCING CLIMATE-SMART, QUALITY, INCLUSIVE
AND RESILIENT EDUCATION PROJECT**

To: Schools Division Superintendents of Dumaguete City and Negros Oriental
All Others Concerned

1. Attached is Memorandum OUF-2026-2419 titled **Conduct of the School Readiness Validation Mission for the Proposed Advancing Climate-Smart, Quality, Inclusive and Resilient Education Project**.
2. Attention is particularly invited to I, II, and III of the said Memorandum.
3. For further queries, contact Dr. Nestor A. Amisola, OIC-EPS FTAD at +639624872393 and nestor.amisola001@deped.gov.ph.
4. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.:
Reference: As Stated
To be indicated in the Perpetual Index
under the following subjects:

Projects

Schools

NAA/FTAD-RMWLC - Conduct of the School Readiness Validation Mission for the Proposed Advancing Climate-Smart, Quality, Inclusive and Resilient Education Project
009/October 20, 2026



Address: Batinguel, Dumaguete City, 6200
Telephone Nos:
Email Address: nir@deped.gov.ph
Website: <https://depednir.net>



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

REGIONAL MEMORANDUM

No. _____ s. 2026

**CONDUCT OF THE SCHOOL READINESS VALIDATION MISSION FOR THE
PROPOSED ADVANCING CLIMATE-SMART, QUALITY, INCLUSIVE
AND RESILIENT EDUCATION PROJECT**

To: Schools Division Superintendents of Dumaguete City and Negros Oriental
All Others Concerned

1. Attached is Memorandum OUF-2026-2419 titled **Conduct of the School Readiness Validation Mission for the Proposed Advancing Climate-Smart, Quality, Inclusive and Resilient Education Project**.
2. Attention is particularly invited to I, II, and III of the said Memorandum.
3. For further queries, contact Dr. Nestor A. Amisola, OIC-EPS FTAD at +639624872393 and nestor.amisola001@deped.gov.ph.
4. Immediate dissemination of and compliance with this Memorandum are desired.

RAMIR B. JYTICO EdD, CESO III
Regional Director

Encl.:

Reference: As Stated

To be indicated in the Perpetual Index

under the following subjects:

Projects

Schools

NAA/PTAD-RMWLC- Conduct of the School Readiness Validation Mission for the Proposed Advancing Climate-Smart, Quality, Inclusive and Resilient Education Project.
000/October 20, 2026



Address: Batinguel, Dumaguete City, 6200

Telephone Nos:

Email Address: nir@deped.gov.ph

Website: <https://depednir.net>



Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR FINANCE

MEMORANDUM
OUF-2026-2419

TO : **JOCELYN DR. ANDAYA**
OIC-Assistant Secretary for Field Operations
Regional Director, NCR

TOLENTINO G. AQUINO
Regional Director, Region III

CARLITO D. ROCAFORT
Regional Director, Region IV-A

DR. RAMIR BARBERAN UYTICO
Regional Director, NIR

ARTURO B. BAYOCOT
Regional Director, Region VII

RUTH L. FUENTES
Regional Director, Region X

ATTENTION : **SHERYLL T. GAYOLA**
Schools Division Superintendent
SDO Manila

CYNTHIA L. AYLES
Schools Division Superintendent
SDO Taguig City & Pateros

CARLEEN M. SEDILLA
Schools Division Superintendent
SDO Quezon City

LORETA B. TORRECAMPO
Schools Division Superintendent
SDO Parañaque City

EDMARK IAN L. CABIO
Schools Division Superintendent
SDO Dumaguete City

NERI C. OJASTRO
Schools Division Superintendent
SDO Negros Oriental

NIMFA D. BONGO
Schools Division Superintendent

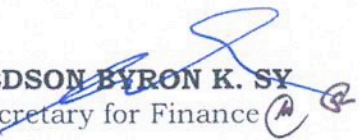
SDO Cebu City

ROY ANGELO E. GAZO
Schools Division Superintendent
SDO Cagayan de Oro City

MERTHEL M. EVARDOME
Schools Division Superintendent
SDO Calamba City

RONALD M. FRONDA
Schools Division Superintendent
SDO Balanga City

ELIAS A. ALICAYA, JR.
OIC-Schools Division Superintendent
SDO Dasmariñas City

FROM : **ATTY. EDSON BYRON K. SY**
Undersecretary for Finance 

SUBJECT : **CONDUCT OF THE SCHOOL READINESS VALIDATION MISSION
FOR THE PROPOSED ADVANCING CLIMATE-SMART, QUALITY,
INCLUSIVE AND RESILIENT EDUCATION PROJECT**

DATE : October 14, 2026

The Department of Education (DepEd), in collaboration with the Asian Development Bank (ADB), is currently undertaking preparatory activities for the proposed **Advancing Climate-smart, Quality, Inclusive and Resilient Education (ACQUIRE) Project**. The project aims to improve the quality of Philippine secondary education by equipping learners with 21st century skills necessary for advanced education, training, and employment (*Attachment 1*).

As part of the project preparation process, DepEd together with ADB, rolled out the Digital Readiness Assessment Survey on May 12, 2026 (*Attachment 2*) to all beneficiary schools to establish baseline information on digital infrastructure, internet connectivity, STEM learning environments, availability of learning technologies, and institutional readiness. The survey findings will serve as key inputs in refining the project design and implementation arrangements of the proposed ACQUIRE Project.

To further validate the results of the survey and gather additional information necessary for project preparation and due diligence activities, DepEd and ADB shall conduct the **ACQUIRE School Readiness Validation Mission** from **October 19-27, 2026**, in selected beneficiary schools.

I. OBJECTIVE OF THE ACTIVITY

The School Readiness Validation Mission aims to:

1. Validate the findings of the Digital Readiness Assessment Survey conducted among beneficiary schools;
2. Assess the readiness of selected schools to participate in and implement interventions under the proposed ACQUIRE Project;
3. Gather information on existing school facilities, ICT infrastructure, internet connectivity, STEM education resources, and operational arrangements;
4. Identify opportunities, constraints, and support requirements that may affect project implementation at the school level; and
5. Obtain inputs and recommendations from school and division stakeholders to support the refinement of project design and implementation arrangements.

The validation mission will be conducted through site visits to selected beneficiary schools representing various geographical locations and school contexts. The visits will enable the mission team to validate survey responses, assess school conditions, and consult with key stakeholders on factors that may affect project implementation.

II. SCHEDULE OF SCHOOL VISITS

The schedule of school visits for the ACQUIRE School Readiness Validation Mission is as follows:

Date	School
19	
October 2026	305312 - Manila Science High School, City of Manila
20	330510 - Philippine Science High School - Main Campus, Quezon City
October 2026	320606 - President Diosdado Macapagal High School, Taguig City
	305329 - Quezon City Science High School, Quezon City
	320201 - Parañaque Science High School, Parañaque City
21	303169 - Ramon Teves Pastor Memorial-Dumaguete Science High School, Dumaguete City
October 2026	303270 - Sibulan National High School, Sibulan, Negros Oriental
	312601 - Piapi High School, Dumaguete City
	303255 - Negros Oriental High School, Dumaguete City
22	303150 - Don Sergio Osmeña Sr. Memorial National High School, Cebu City
October 2026	303161 - Ramon Duterte Memorial National High School, Cebu City
	303133 - Don Vicente Rama Memorial National High School, Cebu City
	303155 - Tejero National High School, Cebu City
23	304115 - Cugman National High School, Cagayan de Oro City
October 2026	304111 - Cagayan de Oro National High School, Cagayan de Oro City
	304114 - Gusa Regional Science High School - X, Cagayan de Oro City
	304116 - Indahag National High School, Cagayan de Oro City
26	301186 - Dasmariñas Integrated High School, Dasmariñas City
October 2026	308704 - Calamba City Science Integrated School, Calamba City
	301215 - Tagaytay City Science National High School, Tagaytay City
	301516 - Camp Vicente Lim Integrated School, Calamba City
27	300697 - B. Camacho National High School, Balanga City, Bataan
October 2026	330513 - Philippine Science High School - Central Luzon Campus, Clark, Pampanga

The detailed activity schedule and composition of the mission team are attached (Attachment 3).

III. ATTACHED REFERENCE DOCUMENTS

For guidance and reference, attached to this Memorandum are the following:

- Attachment 1 ACQUIRE Project Profile;
- Attachment 2 Roll-out of Digital Readiness Assessment Survey Memo; and
- Attachment 3 School Readiness Validation Mission Schedule

In view of the foregoing, assistance and cooperation from all concerned offices are respectfully requested to ensure the smooth and successful conduct of said activity.

Expenses for accommodation, transportation, and other incidental costs incurred by the Central Office, Regions, Divisions, and/or schools shall be charged against their respective local funds, subject to existing accounting and auditing rules and regulations.

This Office, through the PMS-PDD, shall coordinate with your staff regarding the details and logistical arrangements for the field visits.

For clarification and concerns, your staff may contact the PMS-PDD, through email: pms.pdd@deped.gov.ph, Attention: Ms. Cressa Zamora (cressa.zamora@deped.gov.ph) and/or Ms. Regina Camille Esquillo (regina.esquillo@deped.gov.ph), or through mobile at +639392385289.

Thank you.

Encl.: As stated.

Copy Furnished:

RONALD U. MENDOZA, PhD, Undersecretary for Strategic Management
MALCOLM S. GARMA, Undersecretary for Operations

Briefer on the Advancing Climate-smart, Quality, Inclusive and Resilient Education (ACQUIRE) Project for ADB Financing

I. Overview

Implementing Agencies	Department of Education (DepEd) Department of Science and Technology (DOST) <i>as co-implementing agency</i>
Fund Source	Asian Development Bank (ADB)
Modality	Project Loan (Investment)
Project Size	USD 600 million (PHP 39.30 billion) <i>With supplementary grants from:</i> • <i>International Finance Facility for Education (IFFEd)</i> • <i>Global Partnership for Education (GPE)</i>
Implementing Period	6 years (2028-2033)

II. Introduction

Project ACQUIRE is a strategic initiative advancing **STEM and Tech-Pro** quality, resilience, and inclusivity in Philippine secondary schools. It drives **DepEd’s shift toward employability** through tiered hubs, industry-aligned Tech-Pro centers, and digitalized systems, with a **“flying geese” model** enabling apex institutions to cascade innovations to cluster schools.

III. Rationale

National plans (PDP 2023–2028, Trabaho Para sa Bayan Act, EDCOM II) highlight human capital as key to growth and industrial upgrading, with hubs like the Luzon Economic Corridor driving demand for skilled workers in semiconductors, manufacturing, logistics, digital services, and agribusiness. Yet education outcomes remain weak—low STEM achievement, poor industry linkages, misaligned curricula, teacher shortages, fragile infrastructure, and climate disruptions. Past access-focused initiatives yielded uneven results.

Project ACQUIRE addresses these gaps through a system-level approach that strengthens STEM and applied skills, aligns secondary education with workforce demand, improves equity and resilience, and establishes the institutional and governance mechanisms needed to deliver sustained employability outcomes and long-term national competitiveness.

IV. Project Development Objective

ACQUIRE aims to improve the quality of Philippine secondary education by equipping learners with 21st century skills necessary for advanced education, training, and employment.

V. Target Schools and Learners

Tier/Focus	Schools
1: Apex Innovation Centers	16 PSHS Campus
2: STEM Lead Schools	107 DepEd Regional, Provincial, & City Science High Schools
3: Beneficiary Network • Strategic Focus: Centers for Technical Excellence	909 Mainstream Schools • 726 (out of 909) SHS Tech-Pro Schools

EUROPEAN

VI. Project Components, Subcomponents, and Outputs

Component	Subcomponent	Outputs	PIUs
Component 1: STEM for a Green, Resilient Future Economy Strengthened Positions PSHS and DepEd Science HS as apex and lead hubs with smart campuses, advanced labs, ICT backbone, green infrastructure, and teacher upskilling.	Subcomponent 1.1: Future-Proofing the PSHS Academic Environment through Systemic Technology Integration This subcomponent transforms the Philippine Science High School System into a Smart Campus Ecosystem through classroom modernization, advanced STEM labs, ICT upgrades, green energy integration, and capacity-building, reinforcing its role as the national STEM benchmark and mentor.	- Output 1.1.1: Enhanced teaching and learning through Smart and 21st-Century Classrooms Smart & 21st-Century Classrooms - Output 1.1.2: Modernized and fully functional Advanced STEM Laboratories - Output 1.1.3: Strengthened ICT infrastructure and campus connectivity - Output 1.1.4: Enhanced Campus Sustainability through green and energy-efficient infrastructure. - Output 1.1.5: Strengthened institutional capacity for Smart Campus operations	DOST-PSHS
	Subcomponent 1.2: Enhancing Institutional Capacity for Resilient, Technology-Driven STEM Education This subcomponent transforms DepEd Regional and Provincial Science High Schools into resilient, technology-driven STEM hubs with integrated digital and hands-on curricula to sustain high-quality education and cascade standards to cluster schools.	- Output 1.2.1: Improved access to digitized teaching and learning modules for all core STEM subjects - Output 1.2.2: Upgraded Science HS learning facilities - Output 1.2.3: Enhanced designated STEM connectivity spaces to support digital learning - Output 1.2.4: Improved content and teaching expertise of STEM teachers on AI literacy and digital readiness	- Output 1.2.1: BLR, BCD, BLD - Output 1.2.2: BLR, AMD, EPD, DOST-SEI - Output 1.2.3: ICTS, AMD, BLD - Output 1.2.4: NEAP, ICTS, EFO - Output 1.2.5: BLSS, BCD, BLD, PPS, MEO - Output 1.2.6: BEA, MEO, ICTS

Component	Subcomponent	Outputs	PIUs
		- Output 1.2.5: Institutionalized learner-led research projects into climate-smart solutions - Output 1.2.6.: Modernized assessment systems aligned with PISA frameworks	
	Subcomponent 1.3: Science HS is fully established and operational as a DepEd STEM lead institution Establishes Science High Schools as STEM lead institutions through in-house trainer teams, digital resource platforms, and formal operational frameworks for sustained mentoring and resource sharing.	- Output 1.3.1: Science HS teachers as trainers for advanced STEM pedagogy and mentorship - Output 1.3.2: Hub trainers are capacitated in globally-relevant STEM pedagogy - Output 1.3.3: Science HS has developed a "menu of services" - Output 1.3.4: Science HS "flying geese approach" operational framework and protocols established	- Output 1.3.1: NEAP, BLD - Output 1.3.2: NEAP, BLD - Output 1.3.3: NEAP, BCD, BLR, BHROD - Output 1.3.4: BHROD, NEAP, BLSS, Ops
Component 2: Access to Quality Learning for All Enhanced Expands quality to mainstream schools, modernizes SHS Tech-Pro, and supports last-mile schools.	Subcomponent 2.1: Activating STEM Clusters through Resource Provisioning and Ecosystem Building Activates STEM clusters by providing connectivity, mobile labs, teacher training, and innovation grants to mainstream schools for equitable access to advanced resources and practices.	- Output 2.1.1: Cluster schools with operational digital connectivity and mobile laboratory access established. - Output 2.1.2: Cluster schools with pedagogically upgraded STEM delivery capacity - Output 2.1.3: Cluster schools actively engaged in the STEM ecosystem through innovation grants and industry linkage	- Output 2.1.1: BLR, BLD, BCD, ICTS, AMD, Ops - Output 2.1.2: BLD, BLR, AMD, Ops - Output 2.1.3: EPS, Ops
	Subcomponent 2.2: SHS Tech-Pro schools function by offering industry-aligned programs through flexible and inclusive pathways	Output 2.2.1: Digitized technical-vocational learning modules developed	- Output 2.2.1: BCD, BLD, BLR - Output 2.2.2: BLR, BLD, BCD, AMD

Component	Subcomponent	Outputs	PIUs
	Modernizes SHS Tech-Pro schools into Centers of Technical Excellence with industry-aligned curricula, upgraded labs, digital connectivity, teacher certification, and structured apprenticeship programs.	- Output 2.2.2: Technical laboratories upgraded to current industry demands - Output 2.2.3: Connectivity spaces for STEM application in SHS TechPro schools established - Output 2.2.4: SHS TechPro teachers are trained and certified - Output 2.2.5: Partnerships with the private sector expanded - Output 2.2.6: SHS Tech-Pro into student-research focusing on local community solutions	- Output 2.2.3: ICTS, BLD, AMD - Output 2.2.4: NEAP, BHROD - Output 2.2.5: EPS, Ops - Output 2.2.6: BCD, Ops
	Sub-Component 3.1: Strategic Public-Private Partnerships (PPP) for Workforce Readiness Establishes strategic public-private partnerships that reposition industry as a co-creator of human capital by embedding industry-validated competency standards	- Output 3.1.1: Industry-Validated Competency Standards and Curriculum - Output 3.1.2: Enterprise-Based Training (EBT) Agreements - Output 3.1.3: International Alignment of Competency Standards (PQF Enhancement)	- Output 3.1.1.: BCD, EPS - Output 3.1.2.: EPS, PPPO - Output 3.1.3.: BCD, PQF, PPPO
Component 3: Streamlined System Delivery for Governance & Innovation Digitizes governance systems: KM, M&E, national assessments,	Subcomponent 3.2: Integrated KM System & Strategic Communication Plan Implements an integrated Knowledge Management System and strategic communication plan to centralize resources, share best practices, and sustain innovation across DepEd.	- Output 3.2.1: Digital KM platform and tools enhanced for accessibility and user engagement. - Output 3.2.2: Codified STEM and technical-vocational knowledge assets migrated to the centralized repository - Output 3.2.3: Institutional capacity for KM utilization and governance strengthened	- Output 3.2.1: PPS, ICTS - Output 3.2.2: PPS, ICTS - Output 3.2.3: PPS, ICTS - Output 3.2.4: PPS, EPS, Ops, PAS

Component	Subcomponent	Outputs	PIUs
asset management, and innovation grants.	Subcomponent 3.3: Digitized STEM M&E system Deploys a digitized STEM M&E system with dashboards and capacity-building to enable real-time, evidence-based decision-making at all governance levels.	• Output 3.2.4: Strategic Communication and Stakeholder Engagement operationalized • Output 3.3.1: Integrated STEM M&E framework formulated • Output 3.3.2: Customized digital dashboards for school-level STEM dashboard, SDO/RO management dashboard, and national STEM strategic dashboard • Output 3.3.3: Institutional capacity for data-driven decision making strengthened • Output 3.3.4: Evaluation studies on results of STEM initiatives under ACQUIRE	• Output 3.3.1: PPS, MEO • Output 3.3.2: PPS, MEO, ICTS • Output 3.3.3: PPS • Output 3.3.4: PPS, MEO
	Subcomponent 3.4: Digital National Assessments Establishes digital national assessment capacity through secure platforms, adaptive item banks, and trained personnel for efficient, data-driven evaluation of learning outcomes.	• Output 3.4.1: Secure digital assessment platform and supporting infrastructure are established • Output 3.4.2: Digital item bank and adaptive assessment instruments are developed • Output 3.4.3: Institutional capacity for digital assessment development and administration is strengthened	• Output 3.4.1: BEA, ICTS • Output 3.4.2: BEA, ICTS • Output 3.4.3: BEA, ICTS
	Subcomponent 3.5: Centralized Digital Asset Management	• Output 3.5.1: Digital asset management systems deployed • Output 3.5.2: Institutional capacity for asset lifecycle	• Output 3.5.1: AMD, ICTS, BLR • Output 3.5.2: AMD, ICTS, BLR

Component	Subcomponent	Outputs	PIUs
	Creates a centralized digital asset management system to track, maintain, and optimize technology investments for maximum educational impact.	management and utilization tracking strengthened	
	Subcomponent 3.6: STEAM Cluster Advancement Grant established Operationalizes the STEM Cluster Advancement Grant to fund collaborative, demand-driven innovation projects that strengthen cluster ecosystems and promote inclusive STEM participation.	- Output 3.6.1: Governance framework and operational guidelines for the STEAM and Digital Learning Grant are established - Output 3.6.2: Institutional capacity for project development and management and grant administration strengthened	- Output 3.6.1: PMS, Ops - Output 3.6.2: Ops



Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR FINANCE

MEMORADUM

DAIF-2026-1143

TO : REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : **ATTY. EDSON BYRON K. SY**
Assistant Secretary
Office-in-Charge, Office of the Undersecretary for Finance

SUBJECT : **CONDUCT OF DIGITAL READINESS ASSESSMENT SURVEY
FOR THE BENEFICIARY SCHOOLS OF THE ADVANCING
CLIMATE-SMART, QUALITY, INCLUSIVE AND RESILIENT
EDUCATION (ACQUIRE) PROJECT**

DATE : May 12, 2026

The Department of Education (DepEd), in collaboration with the Asian Development Bank (ADB), is undertaking preparatory and due diligence activities for the proposed **Advancing Climate-smart, Quality, Inclusive and Resilient Education (ACQUIRE)** project (*Attachment 1*).

As a critical baseline study, the project will conduct **Digital Readiness Assessment Survey** among all 1,111 target beneficiary schools nationwide. The survey—carried out by DepEd, the Department of Science and Technology (DOST), and ADB—aims to identify the readiness and needs of schools to effectively and sustainably integrate existing and new digital technologies into teaching and learning. This will support student learning outcomes, drive digital transformation, and strengthen institutional capacity. The survey also forms part of a broader study that will undergo necessary reviews and approvals before implementation.

To establish a clear baseline for the ACQUIRE project, the survey will capture essential data on schools' current capacities and gaps. Respondents will include **school heads, teachers handling STEM subjects from Grades 7 to 12, and school IT officers**. Specifically, it will provide baseline information on:

1. The preparedness of schools to adopt and sustain ACQUIRE-supported digital learning programs;
2. Resources and capacity gaps regarding digital infrastructure and STEM integration;
3. School-level conditions affecting the rollout of blended and hybrid teaching practices; and
4. Digital pedagogical competence and professional development needs of educators.

I. TARGET POPULATION AND SCOPE

The survey will be conducted across the following target schools:

School Category	Number of Schools
DepEd Regional Science High School	17
DepEd Provincial/City Science High School	107
DepEd Cluster Schools (including 726 Tech-Pro HSs)	987
Total	1,111

II. SURVEY LINKS AND INSTRUCTION

The assessment is divided into **three (3) distinct questionnaires**. Respondents are encouraged to complete the survey in one session, though drafts are automatically saved in the browser.

- **School Leader Questionnaire:** <https://ee.kobotoolbox.org/x/9qjc2ZF0>
 - Focus: School Facilities, digital strategy, and assessment of digital maturity.
- **Teacher Questionnaire:** <https://ee.kobotoolbox.org/x/JZsMTNrD>
 - Focus: Teaching approaches, use of AI/VR tools, and digital pedagogical competence.
- **IT Officers Questionnaire:** <https://ee.kobotoolbox.org/x/1ePd5szM>
 - Focus: Infrastructure, connectivity, and IT management/ operations.

III. GENERAL GUIDELINES

To ensure effective participation and accurate data collection for the Digital Readiness Assessment Survey, the following guidelines are provided for schools and their designated respondents:

1. **Teacher Participation** – All STEM teachers (Grades 7–12) are encouraged to participate. A minimum response rate of 50–70% of the school's STEM faculty is required to ensure representativeness.
2. **Inclusivity** – Teachers of other subjects may also participate voluntarily, following the principle “no one forced, no one denied.”
3. **Dedicated Time** – Schools are advised to allocate approximately 30 minutes during school hours for teachers to complete the survey.
4. **IT Data Collection** – School IT Officers should prepare data on computer lab photos, device counts, and connection types before starting their specific survey.

Detailed instructions and expectations are further outlined in **Attachment 2** for reference and guidance.

IV. TIMELINE AND CONTACT INFORMATION

All respondents are requested to complete the survey **on or before June 19, 2026**.

Respondents are hereby enjoined to actively participate in this activity.

For clarifications or concerns, your staff may contact the Project Management Service – Project Development Division (PMS-PDD), Attention: Ms. Cressa Zamora or Ms. Regina Esquillo at pms.pdd@deped.gov.ph.

Thank you.

Encl: As stated

Copy Furnished:

RONALD U. MENDOZA, PhD, Undersecretary for Strategic Management

DR. CARMELA C. ORACION, Undersecretary for Learning Systems

MALCOLM S. GARMA, Undersecretary for Operations

ATTY. MARCELITO G. VELOSO III, Assistant Secretary for Information & Communications Technology Service

[\[pms-pdd/rcsquillo\]](#)

• YOUR VOICE IS NEEDED

Digital Readiness *starts* with you.

The ACQUIRE Digital Readiness Assessment Survey is a diagnostic study to understand how ready your school is to integrate digital technologies into STEM teaching and learning — and what support you need to thrive.

1,127

16

1,111

3

WHY IT MATTERS

Your responses directly guide DepEd & DOST decisions on transforming classrooms, building institutional capacity, and ensuring every learner benefits from digital STEM education.

THREE SURVEYS • PICK YOURS

A JOINT STUDY BY

 Department of Education
  Department of Science and Technology
  Asian Development Bank

 01
Teacher Survey
[CLICK HERE](#)
 STEM Teachers • Grades 7–12
 – Teaching & assessment practices
 – Use of digital tools & labs
 – AI, VR & blended learning
 – Your professional development needs

 02
School Leadership Survey
[CLICK HERE](#)
 Principals • School Heads
 – School facilities & learning spaces
 – Digital strategy & vision
 – Smart school with STEM focus
 – Digital maturity self-assessment

 03
IT Officer Survey
[CLICK HERE](#)
 IT Coordinators • Tech Leads
 – Connectivity, devices & labs
 – Management systems & platforms
 – IT operations & maintenance
 – Smart school technical vision

WHAT YOU'LL BE ASKED ABOUT

Digital devices
 Learning platforms
 AI in education
 Virtual labs
 Blended learning
 Connectivity

Teacher PD
 Smart school vision
 Digital maturity

 **15–30 minutes**
 No time limit. Complete at your own pace.

 **Auto-saves**
 Drafts save in your browser. Resume anytime.

 **Any device**
 Works on phone, tablet, or computer.

 **Honest answers**
 Reflect your real situation — there are no wrong answers.

19 2026

Your answers will shape the future of STEM

Teacher Questionnaire

SCAN OR TAP TO OPEN

School Leader Questionnaire

SCAN OR TAP TO OPEN

IT Officer Questionnaire

SCAN OR TAP TO OPEN



PHILIPPINES COUNTRY OFFICE

12 October 2026

Hon. Juan Edgardo M. Angara
Secretary
Department of Education
DepEd Complex, Meralco Avenue,
Pasig City, Metro Manila
Philippines, 1605

Dear Secretary Angara:

**PHI 58412-001: Advancing Climate-Smart, Quality, Inclusive and Resilient Education
(ACQUIRE) Project— Request for Concurrence on Consultation Mission
(19 – 27 October 2026)**

The Asian Development Bank (ADB) requests your concurrence to field a consultation mission for the Advancing Climate-Smart, Quality, Inclusive and Resilient Education (ACQUIRE) Project from 19 to 27 October 2026.

The objectives of the mission are (i) to continue procurement-related due diligence and project processing (e.g., development and revisions to the Strategic Procurement Plan and other related documents); (ii) to continue validating findings from the school readiness survey and developing inputs to due diligence documentation (e.g., inputs to the Project Administration Manual); and (iii) to assess the operational readiness of select schools division offices (SDOs). The proposed mission schedule and agenda are attached for your reference. Kindly note that the mission will have two parallel strands: procurement due diligence strand and school readiness validation.

The mission will be co-led by Manuela Prina, Principal Education Specialist and Rose Sagun, Education Specialist. Other mission members will include Martin Ayson, Procurement Specialist; Rozanno Rufino, Senior Education Officer; Faith Joy Buentipo, Project Analyst; Kay She Cordero, Operations Assistant and team of consultants.

The mission team will meet with the executing and implementing agencies to further develop and refine the due diligence assessments in preparation for the fact-finding mission, as well as discuss key preparatory activities necessary for the remaining project processing milestones.

We would appreciate your concurrence with the proposed mission by **13 October 2026**. For any clarifications, please contact Manuela Prina at mprina@adb.org and Rose Sagun at rosesagun@adb.org, with a copy to Kay She Cordero at kcordero@adb.org.

Yours sincerely,

Andrew Jeffries
Country Director

Attachment: Proposed Mission Schedule for Procurement
Proposed Mission Schedule for School Readiness Validation

ASIAN DEVELOPMENT BANK
PHILIPPINES COUNTRY OFFICE
6 ADB Avenue, Mandaluyong City
1550 Metro Manila, Philippines
Tel +63 2 632 4444 Fax +63 2 683 1030
www.adb.org/countries/philippines/main

cc: Hon. Renato U. Solidum, Jr., Secretary, Department of Science and Technology (DOST)
Ms. Maridon O. Sahagun, Undersecretary for Scientific and
Technical Services, DOST
Mr. Edson Byron K. Sy, Undersecretary for Finance, DepEd
Dr. Ronald U. Mendoza, Undersecretary for Strategic
Management, DepEd
Dr. Ronnalee N. Orteza, Executive Director, Philippine Science
High School System, DOST
Dr. Jayeel S. Cornelio, Science Education Institute, DOST

PROPOSED MISSION SCHEDULE
School Readiness Validation Mission
19 – 27 October 2026

Day / Time	Proposed Activity	Purpose / Key Topics	Proposed Participants	Expected Output
Day 1 (Oct. 19) 09:00-12:00	KICK-off meeting at DepEd TechZone Makati Office	Presentation of findings of digital readiness study. Discussion and pointers for follow up. Brief on workshops and FGDs: organization, objectives, method, reporting templates.	ADB team and experts; DepEd; DOST; PSHS	Capacity building on data analysis and findings, pointers for follow up analysis and recommendations. Shared understanding of workshops and FGDs scope and method.
Day 1 13:30-17:00	Visit to 305312 - Manila Science HS, City of Manila	Validation of school readiness results. Interviews with school leaders, IT officers, teacher focus groups, condition check (IT infrastructure, facilities, labs)	ADB team and experts, DepEd; DOST; PSHS	School readiness data. Notes for workshops and FGDs report. Shared understanding of the visit, debriefing of findings and adjustments of approach, if needed.
Day 2 (Oct. 20) 08:00-11:00	Parallel Workshops and FGDs (ADB and DepEd representatives to be divided into two teams) Team A: Workshops and FGDs to 330510 - Philippine Science High School QC, Quezon City Team B: Workshops and FGDs to 320606 - President Diosdado Macapagal HS, Taguig	Validation of school readiness results. FGD/workshop with school leader, IT officer, teacher focus groups, lesson observations, condition check (IT infrastructure, facilities, labs)	ADB, DepEd, and DOST representatives to be divided into two teams for parallel workshops and FGDs	Workshops and FGDs reports, notes and debrief

Day 2 13:00-16:00	Parallel Workshops and FGDs Team A: Workshops and FGDs to 305329 - Quezon City Science HS, Manila Team B: Workshops and FGDs to 320201 - Parañaque Science High School, Parañaque	Validation of school readiness results. FGD/workshop with school leader, IT officer, teacher focus groups, lesson observations, condition check (IT infrastructure, facilities, labs)	ADB, DepEd, and DOST representatives to be divided into two teams for parallel workshops and FGDs	Workshops and FGDs reports, notes and debrief
Day 3 (Oct. 21) 09:00-11:00	Parallel Workshops and FGDs Team A: Workshops and FGDs to 303169 - Ramon Teves Pastor / Dumaguete Science HS, Negros Oriental - Dumaguete Team B: Workshops and FGDs to 303270 - Sibulan National High School, Negros Oriental - Sibulan	Validation of school readiness results. FGD/workshop with school leader, IT officer, teacher focus groups, lesson observations, condition check (IT infrastructure, facilities, labs)	ADB, DepEd, and DOST representatives to be divided into two teams for parallel workshops and FGDs	Workshops and FGDs reports, notes and debrief
Day 3 13:00-16:00	Parallel Workshops and FGDs Team A: Workshops and FGDs to 312601 - PIAPI HIGH SCHOOL, Negros Oriental Team B: Workshops and FGDs to 303255 - Negros Oriental	Validation of school readiness results FGD/workshop with school leader, IT officer, teacher focus groups, lesson observations, condition check (IT infrastructure, facilities, labs)	ADB, DepEd, and DOST representatives to be divided into two teams for parallel workshops and FGDs	Workshops and FGDs reports, notes and debrief

Attachment

	High School, Negros Oriental			
Day 4 (Oct. 22) 09:00-11:00	Parallel Workshops and FGDs Team A: Workshops and FGDs to 303150 - Don Sergio Osmena, Sr. Memorial High School, Cebu - City Team B: Workshops and FGDs to 303161 - Ramon Duterte Memorial National High School, Cebu - Manadaue	Validation of school readiness results. FGD/workshop with school leader, IT officer, teacher focus groups, lesson observations, condition check (IT infrastructure, facilities, labs)	ADB, DepEd, and DOST representatives to be divided into two teams for parallel workshops and FGDs	Workshops and FGDs reports, notes and debrief
Day 4 13:00-16:00	Parallel Workshops and FGDs Team A: Workshops and FGDs to 303133 - Don Vicente Rama Mem. NHS (Basak NHS), Cebu Team B: Workshops and FGDs to 303155 - Tejero NHS, Cebu	Validation of school readiness results. FGD/workshop with school leader, IT officer, teacher focus groups, lesson observations, condition check (IT infrastructure, facilities, labs)	ADB, DepEd, and DOST representatives to be divided into two teams for parallel workshops and FGDs	Workshops and FGDs reports, notes and debrief
Day 5 (Oct. 23) 09:00-11:00	Parallel Workshops and FGDs Team A: Workshops and FGDs to 304115 - Cugman National High School, CDO Team B: Workshops and FGDs to 304111 - Cagayan de Oro	Validation of school readiness results. FGD/workshop with school leader, IT officer, teacher focus groups, lesson observations, condition check (IT infrastructure, facilities, labs)	ADB, DepEd, and DOST representatives to be divided into two teams for parallel workshops and FGDs	Workshops and FGDs reports, notes and debrief

Attachment

	National High School, CDO			
Day 5 13:00-16:00	Parallel Workshops and FGDs Team A: Workshops and FGDs to 304114 - Gusa Regional Science High School, CDO Team B: Workshops and FGDs to 304116 - Indahag National High School, CDO	Validation of school readiness results. FGD/workshop with school leader, IT officer, teacher focus groups, lesson observations, condition check (IT infrastructure, facilities, labs)	ADB, DepEd, and DOST representatives to be divided into two teams for parallel workshops and FGDs	Workshops and FGDs reports, notes and debrief
Day 6 (Oct. 26) 09:00-11:00	Parallel Workshops and FGDs Team A: Workshops and FGDs to 301186 - Dasmarinas Integrated High School, Cavite - Dasmarinas Team B: Workshops and FGDs to 308704 - Calamba City Science Integrated School, Laguna	Validation of school readiness results. FGD/workshop with school leader, IT officer, teacher focus groups, lesson observations, condition check (IT infrastructure, facilities, labs)	ADB, DepEd, and DOST representatives to be divided into two teams for parallel workshops and FGDs	Workshops and FGDs reports, notes and debrief
Day 6 13:00-16:00	Parallel Workshops and FGDs Team A: Workshops and FGDs to 301215 - Tagaytay City Science National High School, Cavite - Tagaytay Team B: Workshops and FGDs to 301516 - Camp Vicente Lim	Validation of school readiness results. FGD/workshop with school leader, IT officer, teacher focus groups, lesson observations, condition check (IT infrastructure, facilities, labs)	ADB, DepEd, and DOST representatives to be divided into two teams for parallel workshops and FGDs	Workshops and FGDs reports, notes and debrief

INTERNAL. This Information is accessible to ADB Management and Staff. It may be shared outside ADB with appropriate permission.

Attachment

	Integrated School, Laguna			
Day 7 (Oct. 27) 09:00-11:00	Parallel Workshops and FGDs Team A: Workshops and FGDs to 300697 - B. Camacho NHS, Bataan Team B: Workshops and FGDs to 330513 - Philippine Science HS - Central Luzon Campus, Pampanga	Validation of school readiness results. FGD/workshop with school leader, IT officer, teacher focus groups, lesson observations, condition check (IT infrastructure, facilities, labs)	ADB, DepEd, and DOST representatives to be divided into two teams for parallel workshops and FGDs	Workshops and FGDs reports, notes and debrief
Day 7 13:00-16:00	Wrap-Up meeting	Review and discussion of workshops and FGDs results and next steps	ADB team; DepEd; DOST; PSHS; P	Conclusions on Workshops and FGDs and next steps for triangulation analysis and reporting

ADB = Asian Development Bank; DepEd = Department of Education; DOST = Department of Science and Technology; FGDs = focus group discussions; IT = Information Technology; PSHS = Philippine Science High Schools

PROPOSED MISSION SCHEDULE
Procurement Due Diligence
21 – 27 October 2026

Day / Time	Proposed Activity	Purpose / Key Topics	Proposed Participants	Expected Output
Day 1 (Oct 21) 09:00-12:00	Opening and procurement plan review	Confirm mission objectives, project design, procurement categories, package universe, and implementation arrangements.	ADB; DepEd; DOST; PSHS; SEI; project and procurement teams	Confirmed scope, participants, information gaps, and issues for decision.
Day 1 13:30-17:00	Institutional capacity and procurement readiness	Review governance, roles, staffing, decision-making, ADB procurement readiness, and outstanding SPP assumptions. Separate sessions may be held for DepEd and DOST agencies.	PMO; ProcMS; procurement units; BACs; TWGs; technical and end-user units	Agreed institutional readiness findings, responsibilities, and priority actions.
Day 2 (Oct 22) 09:00-12:00	Package-by-package Procurement Plan review	Review goods, works, ICT, nonconsulting services, and consulting services packages.	Procurement, technical, planning, and project preparation teams	Updated master package matrix.
Day 2 13:00-17:00	Packaging, methods, review, and sequencing	Validate lotting, market approach, methods, bidding procedures, prior/post review, advance contracting, schedules, and dependencies.	ADB and executing/implementing agency procurement and technical teams	Validated Procurement Plan assumptions and outstanding decisions.
Day 3 (Oct 23) 09:00-12:00	Technical specifications clinics	Review laboratories and mobile laboratories; ICT, smart learning, and digital systems; functional	Procurement and relevant technical specialists	Validated specification strategy and required revisions.

INTERNAL. This information is accessible to ADB Management and Staff. It may be shared outside ADB with appropriate permission.

Day / Time	Proposed Activity	Purpose / Key Topics	Proposed Participants	Expected Output
		requirements, interfaces, lifecycle support, and acceptance.		
Day 3 13:00-16:00	Structured market engagement	Consult relevant suppliers, manufacturers, distributors, integrators, fabricators, or consulting firms, as appropriate.	ADB and government observers; invited market participants	Documented market feedback.
Day 3 16:00-17:00	School field visit	Assess practical procurement needs at the school level	ADB and DepEd teams; school representatives	Inputs to Strategic Procurement Plan and other due diligence considerations
Day 4 (Oct 26) 09:00-12:00	ADB procurement orientation and SPP workshop	ADB procurement framework, roles, strategic planning, Value for Money, review, risk, market engagement, and advance contracting.	PMO; BACs; TWGs; procurement, technical, finance, and legal staff	Shared understanding of ADB procurement requirements.
Day 4 13:00-17:00	Practical document clinic	Case exercises using ACQUIRE packages; specifications, TORs, qualification and evaluation criteria, schedules, and risk mitigation.	Relevant procurement and technical working groups	Improved draft documents and follow-on capacity-development needs.
Day 5 (Oct 27) 09:00-12:00	Risk and contract management review	Finalize project and contract-level risks; mitigation, owners, CMP requirements, KPIs, reporting, and implementation support.	ADB; PMO; procurement and contract management teams	Updated risk assessment and contract management actions.
Day 5 13:00-15:30	Consolidation of mission findings	Reconcile the SPP, Procurement Plan, document-readiness status, and mission decisions.	ADB and government core teams	Consolidated findings and draft action matrix.

Day / Time	Proposed Activity	Purpose / Key Topics	Proposed Participants	Expected Output
Day 5 15:30-17:00	Mission wrap-up	Present key findings, decisions, unresolved issues, responsibilities, and target dates.	DepEd, DOST, PSHS, SEI, and ADB representatives	Agreed mission action matrix and roadmap for document completion.

Note: The schedule is indicative and may be adjusted in consultation with the executing and implementing agencies.