



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

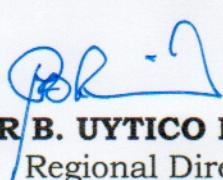
JUL 3 0 2025

REGIONAL MEMORANDUM
No. 198 s. 2025

CELEBRATING ARITHMETIC AND READING EXCELLENCE (CARE)

To: Schools Division Superintendents
All Others Concerned

1. Anchored on the Civil Service Commission's (CSC) Program on Awards and Incentives for Service Excellence (PRAISE) and DepEd Negros Island Region's 10-Point Agenda particularly on advancing literacy and numeracy initiatives, this Office launches the **Celebrating Arithmetic and Reading Excellence (CARE)**.
2. This program aims to:
 - a. identify and recognize teachers and school leaders with impactful literacy, numeracy, and inclusive education practices;
 - b. motivate learners—especially those struggling—to persevere and progress through public and timely recognition;
 - c. promote inclusive and caring pedagogies that empower all learners, including those with disabilities, from indigenous groups, and in difficult circumstances;
 - d. institutionalize recognition culture that is timely, meaningful, and aligned with CSC-PRAISE; and
 - e. document and disseminate best practices in literacy, numeracy, and inclusive education for replication.
3. Enclosed are the program details for guidance and reference.
4. All expenses relative to the conduct of CARE, such as but not limited to certificates and medals, may be charged against local funds, subject to the usual auditing rules and regulations.
5. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director



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

CURRICULUM LITERACY PROGRAMS RECOGNITION

MVF/GCH/ CLMD-RM- Celebrating Arithmetic and Reading Excellence (CARE)
000 /July 29, 2025

I. RATIONALE

In the pursuit of quality, accessible, relevant, and inclusive basic education, the Department of Education Negros Island Region (hereinafter referred to as Negros Island Region) is launching the Academic Year 2025-2026 (Celebrating Arithmetic, Inspiring and Empowering Every Learner for Academic and Reading Excellence) Recognition Mechanism. This is in line with the commitment to nurturing learners and inspiring educators through various programs that highlight caring pedagogy and inclusive education. It is an effort under the region's tagline "For every learner, we care!"

Literacy and numeracy remain foundational skills crucial to lifelong learning, yet challenges persist especially among learners with low proficiency. In response, various incentives and honors celebrate teaching practices and learner performance in basic numeracy, and inclusive education, with the guiding principle: "Catch them young and recognize without delay."

Based on the Civil Service Commission's Program on Awards and Incentives for Excellence (PRAISE), this mechanism fosters a culture of excellence, recognition, and support across the educational landscape of Negros Island Region.

II. THEORETICAL FRAMEWORK

The framework is drawn from the following theoretical underpinnings:
1. Feminist Pedagogy (Noddings, 1984): Emphasizes the ethic of care in teacher-student relationships, focusing on responsiveness, empathy, and nurturing learning environments.

2. Social Learning Theory (Skinner, 1953): Advocates for immediate and positive reinforcement of desirable behaviors, increasing the likelihood of



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Enclosure No. 1 to RM No. _____, s. 2025



Celebrating Arithmetic and Reading Excellence (CARE):

A Recognition Mechanism for Literacy, Numeracy,
and Inclusive Education Practices

Program Details

I. RATIONALE

In the pursuit of quality, accessible, relevant, and liberating basic education, the Department of Education Negros Island Region (DepEd NIR) upholds its core identity as Nurturing, Inspiring, and Resilient. The CARE (Celebrating Arithmetic and Reading Excellence) Recognition Mechanism concretizes the region's commitment to nurturing learners and inspiring educators through affirming practices that highlight caring pedagogy and inclusive education. It is an evident response to the region's tagline "For every learner, we rise!"

Literacy and numeracy remain foundational skills crucial to lifelong learning, yet challenges persist, especially among learners with low proficiency. In response, CARE identifies and honors outstanding teaching practices and learner performance in literacy, numeracy, and inclusive education, with the guiding principle: "Catch people doing right and recognize without delay."

Anchored on the Civil Service Commission's Program on Awards and Incentives for Service Excellence (PRAISE), this mechanism fosters a culture of excellence, motivation, and support across the educational landscape of Negros Island Region.

II. THEORETICAL FRAMEWORK

CARE draws from the following theoretical underpinnings:

1. Caring Pedagogy (Noddings, 1984): Emphasizes the ethic of care in teacher-student relationships, focusing on responsiveness, empathy, and nurturing learning environments.
2. Positive Reinforcement Theory (Skinner, 1953): Advocates for immediate and appropriate reinforcement of desirable behaviors, increasing the likelihood of their recurrence.



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3. Growth Mindset (Dweck, 2006): Encourages recognizing progress, not just outcomes, particularly important for learners with historically low performance in literacy and numeracy.
4. Inclusive Education (UNESCO, 2005): Promotes recognition of diverse learners' needs, ensuring all learners—regardless of background or ability—can participate and excel.

III. CONCEPTUAL FRAMEWORK

The CARE framework operates under three key domains:

1. Literacy (Reading): Recognition of effective and innovative teaching strategies that improve learners' reading proficiency, thus achieving ideal literacy standards.
2. Numeracy (Arithmetic): Emphasis on arithmetic-focused interventions that boost learners' number sense, reasoning, problem-solving, and overall numeracy skills.
3. Inclusivity (CARE): Targeted efforts in inclusive education—addressing equity, learner diversity, and special education needs.

These are supported by principles of caring pedagogy and positive reinforcement as well as constant feedback and recognition mechanisms, embedded within a system aligned with PRAISE and DepEd's strategic goals.

IV. PROGRAM DESCRIPTION

CARE is a multi-tiered recognition initiative that acknowledges:

1. Teachers and School Leaders with exemplary literacy and numeracy practices.
2. Learners, especially those who have demonstrated improvement despite low initial proficiency levels.
3. Inclusive Education Advocates and Learners, including those from SPED, ALS, IPED, etc.

It may be awarded on-the-spot or during scheduled learning sessions, regional conferences, school visits, or public recognition ceremonies. Recognition comes in the form of certificates and medals.

V. PROGRAM OBJECTIVES

1. Identify and recognize teachers and school leaders with impactful literacy, numeracy, and inclusive education practices.
2. Motivate learners—especially those struggling—to persevere and progress through public and timely recognition.
3. Promote inclusive and caring pedagogies that empower all learners, including those with disabilities, from indigenous groups, and in difficult circumstances.
4. Institutionalize recognition culture that is timely, meaningful, and aligned with CSC-PRAISE.



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5. Document and disseminate best practices in literacy, numeracy, and inclusive education for replication.

VI. IMPLEMENTING GUIDELINES

1. Eligibility:
 - Teachers, school heads, and learners from public elementary and secondary schools.
 - ALS, SPED, and inclusive education implementers and learners.
2. Nomination and Spotting:
 - On-the-spot recognition may be given during school visits, monitoring, validation, or mentoring sessions.
3. Criteria for Recognition:
 - *For Teachers/Leaders:* Innovation, learner gains, inclusive strategies, impact evidence.
 - *For Learners:* Most improved performance in literacy/numeracy assessments, demonstration of literacy and numeracy skill, perseverance, and engagement.
4. Forms of Recognition:
 - Awarding of certificates and medals.
 - Integration in PRAISE and Year-End Recognition Ceremonies.
5. Frequency:
 - Recognition may be immediate (on-the-spot) or periodic (quarterly/annual).

VII. EXPECTED OUTCOMES

- Increased motivation of teachers and learners.
- Improved literacy and numeracy performance, especially among struggling learners.
- Strengthened inclusive practices and culture of care in schools.
- Institutionalization of PRAISE-aligned recognition for teaching and learning excellence.
- Generation and sharing of promising practices in literacy and numeracy.

VIII. SOURCE OF FUNDS

- The reproduction of certificates and procurement of medals may be charged against local funds or from partners/ stakeholders.