Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

NOV 0 3 2025

REGIONAL MEMORANDUM
No. 564 s. 2025

DEPED COMPUTERIZATION PROGRAM (DCP) DIGITAL-FIRST FIELD MONITORING PILOT

To: Schools Division Superintendents
All Others Concerned

1. Attached is OASICT-MEM-090225-T3-1 dated September 2, 2025 titled DepEd Computerization Program (DCP) Digital-First Field Monitoring Pilot which will be conducted on November 10-14, 2025, which is self-explanatory.

2. Attention is particularly invited to pages 2 to 12 of the said Memorandum.

3. For questions or queries, contact **Mr. Nathaniel E. Lajot Jr.**, OIC - Regional Information Technology Officer, at 09275366081 and through email at nathaniel.lajot001@deped.gov.ph

4. Immediate dissemination of and compliance with this Memorandum are desired.

RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: As stated
Reference: OASICT-MEM-090225-T3-1
To be indicated in the Perpetual Index
under the following subjects:

MONITORING AND EVALUATION DATA PROGRAMS INFORMATION TECHNOLOGY

NEL/ORD-ICT-RM/DISSEMINATION
002/November 03, 2025

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Republic of the Philippines
Department of Education
OFFICE OF THE ASSISTANT SECRETARY
INFORMATION AND COMMUNICATIONS TECHNOLOGY

MEMORANDUM
OASICT-MEM-090225-T3-1

TO : **Regional Directors**
Schools Division Superintendents
Regional and Division Information Technology Officers
Regional and Division Supply Officers
All Other Concerned

FROM : **ATTY. MARCELINO G. VELOSO III**
Assistant Secretary

SUBJECT : **DEPED COMPUTERIZATION PROGRAM (DCP) DIGITAL-FIRST FIELD MONITORING PILOT**

DATE : **02 September 2025**

1. In accordance with DepEd Order No. 029, s. 2022, "*Adoption of the Basic Education Monitoring and Evaluation Framework* (BEMEF)," the ICTS–Technology Infrastructure Division (ICTS–TID) will conduct a monitoring activity for the DepEd Computerization Program (DCP).

2. The monitoring activity will pilot the use of digital forms as the primary tool for data collection, while allowing field personnel to record responses manually when internet access is unavailable. Handwritten entries will later be transcribed into the digital system to ensure completeness of data.

3. This activity will verify the delivery and installation of ICT packages, assess their use in teaching and learning, and review the support provided to schools.

4. The results will refine the monitoring instruments and support the institutionalization of systematic, post-delivery monitoring across all DCP deployments.

5. For reference, the *Monitoring and Evaluation Plan* (Annex A) and the indicative monitoring activity schedule and target Schools Divisions (Annex B) are attached.

6. For further clarification on this matter, please contact Engr. Marvin M. Dela Cruz of the Information and Communications Technology Service-Technology Infrastructure Division at (+632) 8633-2363 or via email at icts.tid@deped.gov.ph.

Annex A

Monitoring and Evaluation Plan

1. **Objectives.** The monitoring activity seeks to ensure that ICT investments under the DepEd Computerization Program (DCP) translate into effective teaching and learning outcomes. Specifically, it aims to:

    a. *Verify Delivery and Functionality.* Confirm delivery, installation, and functionality of ICT packages—including laptops, smart TVs, desktops, tablets, e-learning carts, and connectivity solutions.

    b. *Assess Classroom Integration.* Examine how ICT tools are being used in teaching and assessment, both online and offline, and explore adoption of emerging tools such as AI-enabled platforms.

    c. *Review Teacher and Learner Readiness.* Evaluate digital literacy, teacher preparedness, and learner engagement.

    d. *Identify Challenges.* Surface issues related to device use, availability of technical support, and overall school capacity.

    e. *Track ICT Asset Lifecycle.* Monitor how schools manage older or non-functional devices, including repairs, modifications, storage, and secure disposal.

    f. *Refine Monitoring Tools.* Ensure instruments remain simple, teacher-friendly, and scalable nationwide.

    g. *Institutionalize Post-Delivery Monitoring.* Establish a systematic process to replace ad hoc or one-off assessments of the DCP.

2. **Methodology.** The monitoring activity will employ a mixed-methods approach designed to balance accuracy, inclusiveness, and practicality:

    a. *Primary Mode: Digital Data Collection.* School heads, ICT coordinators, teachers, and selected students will answer standardized digital forms.

    b. *Offline Fallback.* Where internet connectivity is unreliable, field personnel will use paper forms, which will later be transcribed.

    c. *Respondents.* Data will come from school heads, ICT coordinators, teachers, and students, complemented by site inspections and documentation review.

    d. *Data Sources.* Digital/paper forms, photos/videos, school inventories, training records, usage logs, and focus group discussions (FGDs).

    e. *Data Collection & Analysis.* For each focus area, there will be clear indicators, means of verification, and sample questions to guide the monitoring:

        i. *Indicators* show the results we want to measure (e.g., percentage of devices still working, number of teachers actively using laptops or AI tools in class).

ii. *Means of Verification* provide the evidence to back up the indicators (e.g., delivery receipts, school inventories, lesson plans, photos, or system-generated reports).

iii. *Sample Questions* will be used in both the digital monitoring tool (main version) and a paper-based form (fallback for schools with weak or no internet). Both will capture key details such as school identifiers, contact persons, and device inventories. The digital version will also include built-in features like auto-computed ratios, dropdown menus, and upload fields for photos or videos.

f. *Pilot Phase.* Monitoring will begin with selected schools that represent diverse geographic and connectivity contexts. This pilot will be used to refine questions, validate instruments, and adjust methodology before scaling up to a nationwide rollout.

g. *School Selection.* To make the monitoring fair, representative, and data-driven, the schools to be covered will be centrally selected by ICTS-TID using Basic Education Information System (BEIS) datasets. This prevents bias in school selection and ensures comparability of results. The criteria are as follows:

i. *Connectivity* – schools with internet and schools without internet.

ii. *Location* – last-mile/remote schools as well as urban/semi-urban schools.

iii. *Size* –

1. Small (<100 learners)
2. Medium (500–2,499 learners)
3. Large (2,500+ learners)

iv. *Performance* – schools with higher NAT scores and those with lower NAT scores, so both ends of the performance spectrum are represented.

3. **Key Focus Areas.** Monitoring will capture both quantitative and qualitative information across the following domains:

a. *Delivery and Installation.*

i. Timeliness of delivery and completeness of ICT packages.

ii. Proper installation, setup, and readiness of devices and connectivity solutions for classroom use.

b. *Teaching & Learning Integration.*

i. Extent of ICT use in teaching, assessment, and school administration.

ii. Online/offline usage patterns, subject-specific integration, and adoption of AI-enabled tools such as adaptive learning platforms and automated grading systems.

iii. Efficacy of online training for teachers, including identification of technical courses relevant to school administration.

iv. Teacher readiness and learner engagement when using ICT resources.

v. Classroom policies on student devices: whether schools integrate student-owned devices (smartphones, tablets) into lessons or prohibit their use during class hours.

c. *Support & Maintenance.*

i. Availability and responsiveness of school/division-level technical support.

ii. Status of repairs, software updates, and security patching.

iii. Disaster preparedness for ICT resources, including safeguarding against theft, storms, flooding, and earthquakes.

iv. School-level personnel capability to repair and maintain equipment.

d. *Account Management.*

i. Teacher awareness and use of DepEd-issued email accounts.

ii. Password management, online safety practices, and awareness of associated benefits.

e. *ICT Asset Lifecycle Management.*

i. Tracking of functional vs. non-functional devices by type and age.

ii. Repair, modification, storage, and secure disposal practices.

iii. Risks associated with stockpiling old equipment (safety, pests, environmental hazards).

f. *User Experience.*

i. Ease of use and clarity of monitoring instruments.

ii. Teacher and student feedback on ICT integration, highlighting challenges and suggested improvements.

4. **Timeline.**

a. *Preparation* (**Sept. 2025**): Approval of forms, document preparation, team mobilization.

b. *Data Collection* (**Sept.–Dec. 2025**): School visits, surveys, interviews, FGDs.

c. *Data Analysis* **(Dec. 2025)**: Transcription of paper responses, consolidation, and visualization of findings.

d. *Reporting* **(Dec. 2025)**: Drafting and finalization of reports, correction/refinement of monitoring forms.

5. **Roles and Responsibilities.**

a. *ICTS-TID.* Lead planning, design monitoring instruments, oversee data collection, consolidate and analyze results, prepare reports, and recommend adjustments for institutionalization.

b. *Regional/Division IT Officers/Coordinators.* Coordinate scheduling and logistics, provide technical guidance, and support schools in documenting asset lifecycle issues.

c. *School Heads.* Coordinate school-level monitoring activities, ensure access to facilities and records, oversee teacher/student participation, and submit required documentation.

d. *Teachers/ICT Coordinators/Students.* Participate in surveys, interviews, FGDs, and classroom demonstrations; provide honest feedback on ICT use; report issues on devices and integration practices.

6. **Indicators, Means of Verification, and Sample Questions.**

a. *Delivery and Installation.*

i. *Indicators.*

1. % of ICT packages delivered on time (vs. target delivery schedule).

2. % of devices fully functional at point of delivery.

3. % of schools with completed installation and proper documentation.

ii. *Means of Verification.*

1. Delivery receipts / acknowledgment forms.

2. Photographs of installed devices.

3. School inventory records.

4. Site inspection notes.

iii. *Sample Questions.*

1. How many DCP packages has your school received? (Indicate type and fund year)

2. Does your school have additional donated ICT resources? If yes, specify type and quantity.

3. Were all devices listed in the delivery report actually received?

4. Were they installed and tested upon delivery?
5. Are delivery receipts and inventory forms properly signed and stored?
6. Did the installation include orientation on usage and safeguards?

b. *Teaching & Learning Integration.*

i. *Indicators.*

1. Average daily use of ICT devices (hours/day, classes/day).
2. Learner-to-device ratio in classrooms.
3. % of devices connected to the internet.
4. % of teachers regularly using ICT tools in classroom instruction.
5. % of classes where ICT tools are integrated into lesson delivery (by subject).
6. % of teachers using AI-enabled platforms (adaptive learning, lesson planning, automated grading).
7. % of teachers reporting improved learner engagement due to ICT use.
8. Range and type of applications/edtech tools integrated into teaching.
9. Extent of curriculum integration of ICT tools.

ii. *Means of Verification.*

1. Teacher lesson plans and instructional materials.
2. Class schedules/lesson plans referencing ICT use.
3. Classroom observation notes.
4. Teacher/learner focus group discussion (FGD) transcripts.
5. Usage data (if available from platforms like Khan Academy, MS Teams, Google Classroom).

iii. *Sample Questions.*

1. On average, how many hours/day are ICT devices in use?
2. How many classes/day use ICT devices?
3. What is the typical learner-to-device ratio in your school (1 learner:1 device, 2 learners:1 device, 5 learners:1 device)?

4. Are devices connected to the internet? Does internet connectivity cover all classrooms?
5. What applications or software are currently being used in teaching?
6. What applications or software are currently being used in quizzes and assessments?
7. If applicable, how are edtech tools integrated into lesson delivery, from planning to classroom execution?
8. If applicable, what criteria does your school use to select edtech tools?
9. If applicable, what are your immediate observations on how these applications support learning?
10. How often do you use laptops, smart TVs, or e-learning carts in actual lessons?
11. Which subjects benefit the most from ICT integration?
12. Have you used AI-enabled tools (adaptive platforms, lesson planning, automated grading)? If yes, what was useful or difficult?
13. Do students bring smartphones or other devices to class? How are these managed—integrated for learning or restricted?
14. What barriers prevent effective use (connectivity, training, time constraints, etc.)?

c. *Teacher and Learner Readiness.*

i. *Indicators.*

1. % of teachers trained in ICT integration (basic, intermediate, advanced).
2. % of teachers who are confident in using ICT for instruction and assessment.
3. % of learners reporting confidence in accessing content using ICT tools.

ii. *Means of Verification.*

1. Training attendance records.
2. Teacher/learner survey results.
3. School-based ICT capability assessments.

iii. *Sample Questions.*

1. Have you attended training related to ICT integration? Which ones were most useful?
2. What digital skills do you feel you need more support in?
3. Do students feel confident using ICT tools for assignments or projects?

d. *Support & Maintenance.*

i. *Indicators.*

1. Availability of security measures (guards, monitoring, disaster risk plans).
2. Average turnaround time for repair/maintenance of devices.
3. How many devices are currently non-functional (repairable/unrepairable/under warranty)?
4. Average time taken to resolve reported ICT issues (school/division level).
5. % of devices repaired vs. total reported issues.
6. % of schools with designated ICT support personnel.

ii. *Means of Verification.*

1. Repair logs and service tickets.
2. Division IT support records.
3. Incident reports (loss, theft, calamity damage).
4. School safeguarding protocols.

iii. *Sample Questions.*

1. Does your school have security personnel?
2. Who do you contact when devices break down, and how long does it usually take to fix them?
3. Are there staff members in your school/division who can troubleshoot ICT problems?
4. How long does it take to repair broken devices?
5. On a scale of 1–10, how secure are your ICT resources during disasters? Explain.
6. What measures are in place to protect devices from theft, flooding, or other hazards?

7. How vulnerable is your school to disasters (floods, earthquakes, etc.)? Please provide specific examples.
8. Have there been cases of loss or damage? How were these handled?

e. *Account Management & Cyber Safety.*

i. *Indicators.*

1. % of teachers with active DepEd email accounts.
2. % of teachers trained in password and data protection practices.
3. % of schools implementing basic cyber safety protocols

ii. *Means of Verification.*

1. DepEd email account records.
2. Training records (digital citizenship, cybersecurity).
3. Survey results on account usage.

iii. *Sample Questions.*

1. Do you regularly use your official DepEd email account? For what purposes?
2. Are you aware of benefits tied to DepEd accounts (e.g., free Office 365, Google Workspace, Canva, Adobe, Khan Academy, ec.)?
3. What steps do you take to keep passwords secure?
4. Have students been given guidance on safe online practices? How?

f. *ICT Asset Lifecycle (Older Devices & Disposal).*

i. *Indicators.*

1. % of devices functional vs. non-functional by age group.
2. % of non-functional devices properly recorded in inventory.
3. % of schools with documented e-waste disposal practices.

ii. *Means of Verification.*

1. School ICT inventory logs.
2. Photographs of stored/disposed devices.

iii. *Sample Questions.*

1. How many older devices are still in storage, in repair, or disposed of?
2. Are there logs or official records for repairs and disposal?
3. What happens to obsolete or irreparably damaged equipment?
4. Do you face risks from storing broken devices (safety, pests, clutter)?

g. *User Experience & Feedback on Monitoring Tools.*

i. *Indicators.*

1. % of respondents finding monitoring forms clear and easy to use.
2. % of schools successfully submitting digital forms.
3. Number and type of suggestions received for improving instruments.

ii. *Means of Verification.*

1. Completed monitoring forms.
2. Feedback survey on monitoring tools.
3. FGD transcripts with teachers and school heads.

iii. *Sample Questions.*

1. Was the monitoring tool clear and easy to answer?
2. Do you prefer online forms or paper-based forms?
3. What changes would make the process simpler?
4. Did you face connectivity or technical issues when filling out the online forms?

7. **Deliverables.** The activity will produce a set of outputs designed to inform decision-making at all levels:

a. *Comprehensive National Monitoring Report.*

i. Consolidated findings across all regions and divisions.

ii. Includes both quantitative data (device counts, functionality rates, usage metrics) and qualitative insights (teacher/student experiences, integration challenges).

iii. Presents actionable recommendations for ICT policy, procurement, and capacity-building.

b. *Regional and Division Feedback Reports.*

i. Tailored reports highlighting local findings, contextual insights, and region-specific recommendations.

ii. Designed to support field offices in planning and providing school-level support.

c. *National Validation and Learning Forum.*

i. Online (and possibly hybrid/in-person) forum to present consolidated findings.

ii. Venue for clarifying results, sharing best practices, and aligning on next steps with stakeholders across central, regional, division, and school levels.

d. *Policy and Program Recommendations.*

i. Identification of teacher training needs, especially on adaptive learning, AI tools, and digital literacy.

ii. Proposed framework for continuous ICT monitoring with clearly defined roles, indicators, and digital/offline data flows.

iii. Formal documentation of proposed adjustments to ICT policy, procurement strategies, and asset lifecycle management (including e-waste).

iv. Roadmap for integrating monitoring tools into existing DepEd systems (LIS, NSBI, BEIS) for sustainability and reduced duplication.

Annex B

Indicative Monitoring Schedule

Region	Date (Tentative)
Region I	September 2025
Region II	September 2025
Region III	September 2025
Region IV-A	September 2025
Region IV-B	September 2025
Region V	October 2025
Region VI	November 2025
Region VII	October 2025
NIR	November 2025
Region VIII	October 2025
Region IX	October 2025
Region X	October 2025
Region XI	October 2025
Region XII	October 2025
CARAGA	November 2025
CAR	September 2025
NCR	October 2025