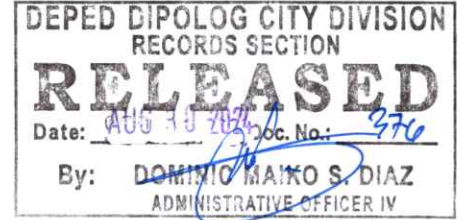




Republic of the Philippines  
**Department of Education**  
REGION IX – ZAMBOANGA PENINSULA  
SCHOOLS DIVISION OF DIPOLOG CITY



August 30, 2024

**DIVISION MEMORANDUM**

No. 376, s. 2024

**DISSEMINATION OF THE REGIONAL INNOVATION MANAGEMENT  
GUIDELINES (RIMG)**

TO: **Assistant Schools Division Superintendent  
Curriculum Implementation Division Chief  
School Governance and Operations Division Chief  
Public Schools District Supervisors  
Education Program Supervisors  
Secondary School Principals  
Elementary School Principals  
All Others Concerned  
This Division**

1. Pursuant to Regional Memorandum (RM) No. 534, s. 2024, the Regional Office released the Regional Innovation Management Guidelines (RIMG).
2. The RIMG shall guide the Region, Division, and School governance levels in managing innovations. It also contains the Process Flow of Innovation Management (Annex 1), Self-Evaluation Tool for Innovation Proposal/SET-IP (Annex 2), Self-Evaluation Tool for Innovation/SET-I (Annex 3), Criteria/Scoring Guide for Evaluating Innovation (Annex 4), among others.
3. Please see the attached Enclosure.
4. For clarifications, you can contact the SEPS-Planning and Research, Atty. Terence Eyre B. Belangoy at 09496602818
5. For information and dissemination.

**MA. LIZA R. TABILON, EdD, CESO V**  
Schools Division Superintendent



Republic of the Philippines  
**Department of Education**  
REGIONAL OFFICE IX, ZAMBOANGA PENINSULA

Office of the Regional Director

6660  
29 2024  
27 August 2024

**REGIONAL MEMORANDUM**

No. 534, s. 2024

**REGIONAL INNOVATION MANAGEMENT GUIDELINES (RIMG)**

**To:** Assistant Regional Director  
Schools Division Superintendents  
All Others Concerned

1. This Office issues the enclosed **Regional Innovation Management Guidelines (RIMG)** to guide the region, division, and school governance levels in managing innovations as vital components of educational progress pursuant to the provisions of Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001.
2. The RIMG aims to foster a culture of innovation where new ideas or significantly improved processes, products, or services are supported, documented, evaluated, and prioritized for the implementation and adoption of innovative solutions that address local needs and challenges.
3. This policy shall take effect immediately upon issuance.
4. Immediate dissemination of the herein Memorandum is directed.

Digitally signed by Legaspi Ruth Fuentes  
DN: CN=Legaspi Ruth Fuentes,  
SERIALNUMBER=012BN0045dcS, O=  
DepEd Regional Office IX, C=PH  
Reason: I am the author of this  
document  
Location  
Date: 2024.08.27 22:11:34+0800



**RUTH L. FUENTES, CESO IV**  
Regional Director

Encls.:

As stated

References: RA: (Nos. 9155 and 11293)  
DepEd Order: (Nos. 24, s. 2022 and 29, s. 2022)

To be indicated in the Perpetual Index  
under the following subjects:  
INNOVATION MANAGEMENT  
RESEARCH

Cc: Assistant Regional Director, Functional Division Chiefs, SDOs  
File

PPRD/AAL/lgb/RM  
025/August 27, 2024



Republic of the Philippines  
**Department of Education**  
 REGIONAL OFFICE IX, ZAMBOANGA PENINSULA

(Enclosure to Regional Memorandum No. 574, s. 2024)

**REGIONAL INNOVATION MANAGEMENT GUIDELINES (RIMG)**

**I. Rationale**

1. The Philippine Innovation Act (RA 11293) signifies a pivotal shift in the country's development trajectory, positioning innovation as a strategic driver of economic growth and social progress. Central to this framework is recognizing education as a critical enabler of innovation. The Act explicitly underscores the importance of education in nurturing a culture of innovation. This provision establishes education as a cornerstone for building a robust innovation ecosystem. By emphasizing investments in education, human capital development, and collaboration between academia and industry, the Act creates a conducive environment for fostering a culture of innovation and producing the next generation of Filipino innovators.
2. The Governance of Basic Education Act of 2001 (RA 9155) requires the Department of Education to create ways to continuously improve the quality of basic education. The law's emphasis on decentralization and school-based management is a clear precursor to innovation. By granting schools greater autonomy in decision-making, the Act implicitly encourages experimentation and the exploration of alternative approaches to teaching and learning. This decentralization provides fertile ground for educators and school leaders to develop, adapt, and initiate policies, programs, and projects that fit local needs and improve schools and learning centers. Furthermore, the Act's focus on quality improvement necessitates innovation. The law mandates DepEd to establish and maintain a system of free and compulsory education that is relevant, accessible, and quality. The education system must continuously evolve and adapt to changing circumstances to achieve this. Hence, innovation is essential in developing new strategies, programs, and resources to enhance the quality of education.
3. Innovation in education is increasingly recognized as essential for addressing the evolving needs of learners and society. Innovation is not merely an option but a necessity for DepEd. That is why DepEd Order No. 024, s. 2022, which outlines the blueprint for improving education through the 2030 Basic Education Development Plan (BEDP), looks beyond the 2030 timeframe, anticipating future educational opportunities as primary reasons for embracing innovation. This plan aims to enhance formal and nonformal basic education programs, projects, and activities. The department will use a "Futures Program" to identify potential educational innovations. Goals and strategies from BEDP will be integrated into various plans, including the Regional Education Development Plan (REDP), Division Education Development Plan (DEDP), and School Improvement Plan (SIP). Hence, implementing innovative educational practices through these strategic plans along with the MATATAG Agenda is crucial for several reasons, all aligned with DepEd's broader objectives delineated in the 2030 BEDP on ensuring access, equity, quality, resiliency and well-being in education.
4. By and large, innovations in education create a more inclusive, equitable, and effective learning environment that benefits all stakeholders. For students, innovations offer personalized learning paths, engaging content, and interactive tools that make



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education more enjoyable and effective. Innovations foster critical thinking, problem-solving, creativity, and collaboration, preparing students for the workforce (Trilling and Fadel 2009). Innovations streamline administrative tasks for educators, allowing more time for teaching and student support. Effective educational innovations should focus on teaching and learning theory, practice, and culture while enhancing technology applications and increasing time and cost efficiency in education (Serdyukov 2017, 4-33). For parents and communities, innovations offer opportunities for involvement in their children's education through communication tools and progress monitoring systems. They also contribute to developing a skilled workforce that benefits the entire community.

5. In line with these principles, DepEd RO-IX issues this RIMG as a localized policy that consistently fosters and enhances the Culture of Innovation within the region. This policy shall improve the management of innovations from the school to the regional level.

### II. Scope

This Regional Innovation Management Guidelines (RIMG) provides guidance on the development and management of innovations, leading to enhancements of existing policies, products, processes, or services at all governance levels in the region. The RIMG covers the full cycle of innovations, from conception through implementation and evaluation.

### III. Definition of Terms

For clarity and consistency, the frequently used terms in this document will be construed as follows:

- a. **Certificate of Adoption of Innovation** is an official document issued by the head of an office confirming that an innovation developed by an individual, school, or office is adopted or scaled up by another individual, school, or office.
- b. **Certificate of Utilization of Innovation** is awarded by the head of an office when an innovation has been implemented and effectively utilized within the school or office to address specific needs or improve certain aspects of the educational or organizational process.
- c. **Community and Partnership Innovations** involve creating new or enhanced collaborations between schools, communities, businesses, and other stakeholders to leverage resources and address educational challenges. This innovation theme emphasizes the role of external partnerships in driving educational success by providing additional support and opportunities for students, teaching, non-teaching, or teaching-related personnel.
- d. **Completed Innovation Report** is a manuscript that provides detailed information about the development, implementation, outcome, and impact of the innovation (i.e., title, rationale, objectives, innovation description, target beneficiaries, development and implementation plan, innovation outcome and impact, next steps, references, and appendix).
- e. **Culture of Innovation** refers to the organization's collective mindset, values, attitudes, and systematic processes that promote innovative practices. It fosters continuous improvement and nurtures creativity by adopting new and improved ideas, tools, processes, practices, programs, policies, or services.



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- f. **Head of Office** refers to the highest authority within each governance level of DepEd. These positions include the Secretary at the Central Office, the Regional Director at the Regional Office, and the Schools Division Superintendent at the Schools Division Office.
- g. **Individual/Organizational Development Innovations** are geared toward the growth and development of teaching, non-teaching, or teaching-related personnel in the school, division, or regional office. This innovation theme focuses on building capacity, improving skills, and developing strategies for improving school culture or fostering organizational improvements through professional development programs, training, seminar workshops, or other related activities to enhance human capital or organizational performance and effectiveness to support educational goals.
- h. **Innovation** is the process of introducing new or improved ideas, concepts, methods, systems, or practices that result in developing new or improved processes, products, policies, or services and adding value to the organization and its clients. The innovation may or may not be related to the proponent's KRAs to foster a Culture of Innovation.
- i. **Innovation Accomplishment/Progress Report** is a document that tracks the accomplishment or progress of the development, implementation, outcome, and impact of an innovation within a school or office.
- j. **Innovation Management** refers to establishing a systematic process of identifying, developing, and implementing innovative ideas, processes, products, policies, or services to address educational or organizational challenges.
- k. **Innovation Managers** refer to the members of the Regional Innovation Committee (RIC), Schools Division Innovation Committee (SDIC), or School Innovation Committee (SIC) who oversee the effective implementation of innovation management within their respective levels of governance.
- l. **Innovation Proposal** is a manuscript that describes the rationale, purpose, and details of the development and implementation plan of the innovation (i.e., title, rationale, objectives, innovation description, target beneficiaries, development and implementation plan, references, and appendix).
- m. **Organizational Innovation** refers to the development and/or introduction of new or significantly improved structure, management practices, culture, or overall functioning of educational institutions or governance levels. This innovation theme involves new ways of organizing, leading, and managing schools or offices, such as but not limited to restructuring a school district to improve resource allocation, introducing collaborative leadership models, fostering a culture of continuous professional development among personnel, or creating partnerships with community organizations to improve adaptability, efficiency, effectiveness, and responsiveness to educational or organizational needs.
- n. **Plagiarism Checking** is the process of utilizing a software application and a panel of experts to cross-check text for duplicated content and ensure proper citation. This process is used to control the quality of the research manuscript and not for any legal or other purposes.
- o. **Process Innovation** involves improving or redesigning the methods, procedures, practices, systems, or workflows used in educational or organizational settings. This innovation theme can include implementing new teaching methodologies, redesigning assessment methods, adopting new administrative systems, streamlining enrollment, grading, or administrative processes, or innovating other educational processes focusing on how core and support services are delivered or how educational outcomes are achieved effectively and efficiently.



- p. **Product Innovation** refers to introducing or improving products, tools, materials, or services that enhance educational, organizational, or office processes and experiences. This innovation type can include new or improved curricula, textbooks or teaching materials, digital learning platforms, interactive educational apps, innovative assessments, or other resources that are tangible outputs used in education.
- q. **Referencing** is citing or acknowledging the authors or documents as sources of information in the innovation proposal and completed innovation report.
- r. **Research-based Innovations** are grounded in systematic investigations and empirical studies that apply educational research findings. This innovation theme intends to develop new or improve significantly existing approaches, strategies, methods, tools, or processes to improve educational outputs, outcomes, programs, policies, practices, or services.
- s. **Self-Evaluation Tool for Innovation (SET-I)** provides innovators with a comprehensive guide in completing the report and ensuring that the manuscript submitted to the RIC/SDIC constitutes quality output. The innovators need to indicate if they were able to comply with the criterion items or not by putting a checkmark in the appropriate column beside each criterion item and specifying the pages and paragraph number/s where the criterion items are presented and satisfied in the manuscript.
- t. **Self-Evaluation Tool for Innovation Proposal (SET-IP)** provides innovators with a checklist for writing the proposal to ensure that the manuscript submitted to the RIC/SDIC constitutes quality output. This self-evaluation tool presents criterion items under each section of the innovation proposal.
- u. **Teaching and Learning Innovations** involve new or significantly improved approaches, strategies, methods, tools, or practices in teaching and learning. This innovation theme can include new curriculum design, pedagogy, classroom management techniques, and assessments tailored to enhance the teaching methodologies and learning experiences.
- v. **Technological Innovations** refer to introducing and integrating new or improved technologies in the educational, organizational, or office processes. This innovation theme can include digital tools, software, hardware, online/offline learning platforms, simulations, systems, and/or other forms of technology that enhance the quality, efficiency, accessibility, and/or effectiveness of teaching, learning, administration, and/or delivery of services through technology.

#### IV. Policy Statement

DepEd-Region IX hereby establishes the Regional Innovation Management Guidelines (RIMG) to provide guidance on the innovation management processes. The guidelines stipulate the roles and responsibilities of innovation managers and evaluators at the regional, division, and school levels. This policy also further improves the mechanisms of utilizing available resources for innovation and related initiatives with external stakeholders.

#### V. Procedures

##### A. Innovation Committees

Innovation Committees shall be established at each governance level to provide guidance on innovation management. Innovation Managers shall oversee the effective implementation and evaluation of innovation.

##### 1. Regional Innovation Committee (RIC)

The composition of the RIC is as follows:



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### REGIONAL OFFICE IX, ZAMBOANGA PENINSULA

Chair.:	Assistant Regional Director (ARD)
Co-Chairs:	Chief Education Supervisor, PPRD Chief Education Supervisor, QAD
Members:	Chief Education Supervisor, CLMD Chief Administrative Officer, ASD Chief Education Supervisor, ESSD Chief Education Supervisor, HRDD Chief Education Supervisor, FTAD Chief Administrative Officer, FSD <b>By invitation</b> Legal Officer and/or Program Owner
Adviser:	Regional Director (RD)
Secretariat:	PPRD and QAD

The Regional Innovation Committee (RIC) shall perform the following roles and responsibilities:

- a. Oversee the implementation of innovation policies and guidelines.
- b. Guide innovation projects that focus on key improvement areas within the region.
- c. Establish partnerships with academic institutions, government agencies, and other DepEd offices for innovation projects.
- d. Evaluate the completed innovation report and the proposal submitted to the office based on the accomplished SET-I and SET-IP.
- e. Issue a Letter of Approval/Disapproval of the innovation proposal.
- f. Review progress reports and provide feedback.
- g. Offer technical support to proponents during the implementation of their innovations.
- h. Resolve any issues that arise in the management and implementation of innovations.
- i. Validate the outcome and impact of innovation.
- j. Recommends the issuance of a Certificate of Completion of an innovation.
- k. Consolidate reports from Schools Division Offices on all innovations.
- l. Report to the Regional Executive Committee on the approved innovations.
- m. Organize a regional-level innovation summit.

The RIC Secretariat is responsible for the following tasks:

- i. Organize, manage, and record the committee meetings.
- ii. Pre-evaluate the completeness of innovation reports and proposals to ensure they meet submission guidelines.
- iii. Endorse completed innovation reports and proposals to RIC.
- iv. Support RIC members in recommending innovations and proposals for approval based on compliance with criterion items in SET-I and SET-IP.
- v. Coordinate with academic institutions and other agencies regarding the implementation of innovations.
- vi. Provide technical support to proponents during the implementation of their innovations.
- vii. Monitor adherence of the innovation to the development and implementation plan.
- viii. Validate the outcome and impact of innovation.
- ix. Compile periodic reports on the progress and accomplishments related to regional innovations.



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- x. Process the issuance of a Certificate of Completion of an innovation.
- xi. Provide all necessary administrative support to RIC.

### 2. Schools Division Innovation Committee (SDIC)

The composition of the SDIC is as follows:

Chair.:	Assistant Schools Division Superintendent (ASDS)
Co-Chairs:	Chief Education Supervisor, SGOD Chief Education Supervisor, CID
Members:	Education Program Supervisor, SGOD Education Program Supervisor, CID (based on specialization) SEPS in Planning and Research SEPS in SMME <b>By invitation</b> Legal Officer and/or Program Owner
Adviser:	Schools Division Superintendent (SDS)
Secretariat:	SGOD

The Schools Division Innovation Committee (SDIC) shall perform the following roles and responsibilities:

- a. Guide innovation projects that focus on key improvement areas within the division.
- b. Establish partnerships with academic institutions, government agencies, and other DepEd offices for innovation projects.
- c. Evaluate the completed innovation report and the proposal submitted to the office based on the accomplished SET-I and SET-IP.
- d. Issue a Letter of Approval/Disapproval of the innovation proposal.
- e. Review progress reports and provide feedback.
- f. Offer technical support to proponents during the implementation of their innovations.
- g. Resolve any issues that arise in the management and implementation of innovations.
- h. Validate the outcome and impact of innovation.
- i. Recommends the issuance of a Certificate of Completion of an innovation.
- j. Consolidate reports from schools on all innovations.
- k. Report to the Division Executive Committee on the approved innovations.
- l. Organize a division-level innovation summit.

The SDIC Secretariat is responsible for the following tasks:

- i. Organize, manage, and record the committee meetings.
- ii. Pre-evaluate the completeness of innovation reports and proposals to ensure they meet submission guidelines.
- iii. Endorse completed innovation reports and proposals to SDIC.
- iv. Support SDIC members in recommending innovations and proposals for approval based on compliance with criterion items in SET-I and SET-IP.
- v. Coordinate with academic institutions and other agencies regarding the implementation of innovations.
- vi. Provide technical support to proponents during the implementation of their innovations.
- vii. Monitor adherence to the innovation in the development and implementation plan.



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- viii. Validate the outcome and impact of innovation.
- ix. Compile periodic reports on the progress and accomplishments related to division innovations.
- x. Process the issuance of a Certificate of Completion of an innovation.
- xi. Provide all necessary administrative support to SDIC.

### 3. School Innovation Committee (SIC)

The composition of the SIC is as follows:

- Chair.: School Head
- Members: Master Teacher/s  
Head Teacher/s  
Teacher-Innovator/s
- Adviser: Public School District Supervisor (PSDS)
- Secretariat: School Innovation Coordinator and a Designated Member

The School Innovation Committee (SIC) shall perform the following roles and responsibilities:

- a. Guide innovation projects that focus on key improvement areas within the school.
- b. Propose and implement innovations that address school-specific challenges.
- c. Engage the school community in the innovation process.
- d. Issue a Letter of Recommendation for the innovation proposal.
- e. Endorse the innovation manuscript and the accomplished SET-IP/SET-I submitted by the proponent/s to SDIC.
- f. Monitor the progress, outcome, and impact of school-level innovations.
- g. Offer technical support to proponents during the implementation of their innovations.
- h. Recommends the issuance of a Certificate of Utilization, Certificate of Adoption, and Certificate of Completion of an innovation.
- i. Organize a school-level innovation summit.

The SIC Secretariat is responsible for the following tasks:

- i. Organize, manage, and record the committee meetings.
- ii. Pre-evaluate the completeness of innovation reports and proposals to ensure they meet submission guidelines.
- iii. Endorse completed innovation reports and proposals to SDIC.

### B. Innovation Management

Innovation Management is characterized by establishing a systematic process of identifying, developing, and implementing innovative ideas, processes, products, policies, or services to address educational or organizational challenges.

#### 1. Call for Innovation Proposal

RIC and/or SDIC shall issue a memorandum for the Call for Innovation Proposal in the first quarter of the Fiscal Year or School Year. Submission of proposals and accomplished SET-IP, pre-evaluation, committee evaluation, and issuance of Letter of Approval/Disapproval shall follow. The secretariat will carry out dissemination and capability-building activities to support the preparation of innovation proposals.

#### 2. Process Flow of Innovation Management



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Putting a premium on the quality of outputs in promoting the Culture of Innovation, the region establishes the three stages of innovation management attached in **Annex 1**.

### Stage 1: Pre-Implementation

The pre-implementation stage includes:

1. Proponent prepares a detailed innovation proposal and accomplishes the SET-IP
2. Proponent submits the proposal and accomplished SET-IP to the RIC/SDIC secretariat
3. Secretariat pre-evaluates the completeness of the proposal
4. Secretariat endorses proposal to RIC/SDIC
5. RIC/SDIC evaluates the eligibility of the proposal and the accomplished SET-IP
6. RIC/SDIC issues a Letter of Approval/Disapproval of the proposal

### Stage 2: Implementation

The implementation stage includes:

1. Proponent implements the innovation and monitors progress
2. Proponent prepares accomplishment/progress reports and submits them to the secretariat
3. Secretariat monitors adherence of the innovation to the development and implementation plan and submits accomplishment/progress reports to RIC/SDIC
4. RIC/SDIC reviews accomplishment/progress reports and provides feedback

### Stage 3: Post-Implementation

The post-implementation stage includes:

1. Proponent evaluates innovation outcome and impact and accomplishes the SET-I
2. Proponent submits the completed innovation report and accomplished SET-I to the RIC/SDIC secretariat
3. Secretariat pre-evaluates the completeness of the report
4. Secretariat endorses the report to RIC/SDIC
5. RIC/SDIC/Secretariat validates the outcome and impact of innovation
6. RIC/SDIC evaluates the eligibility of the report and the accomplished SET-I
7. Secretariat processes the issuance of Certificate of Completion
8. Head of Office signs Certificate of Completion

### 3. Provision for Quality Control

#### a. Self-Evaluation Tools

DepEd RO IX formulated a **Self-Evaluation Tool for Innovation Proposal (SET-IP)** and **Self-Evaluation Tool for Innovation (SET-I)**, attached in **Annex 2** and **Annex 3**, respectively. These checklists provide innovators with a comprehensive guide in completing the report and ensuring that the manuscript submitted to the RIC/SDIC constitutes quality output. The innovators need to indicate if they were able to comply with the criterion items or not by putting a checkmark in the appropriate column beside each criterion item and specifying the pages and paragraph number/s where the criterion items are presented and satisfied in the manuscript.



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**b. Manuscript Format and Requirements**

The manuscript must be in pdf format, written in Bookman Old Style, font size 11, single spacing, 1-inch margin on all sides, and using an A4 paper size. The page numbering should start at "1" on the title page in the top right corner (click the Insert tab in the MS Word menu bar and select Page Number, then choose Plain Number 3 from the options). The consecutive page number format should be used up to the last page of the document. However, the beginning page of the manuscript should not show the first-page number. The manuscript should undergo a Grammar Checking and Plagiarism Test. It should indicate at least a 95% score in a grammar checker and 90% originality for a plagiarism checker. The innovation proposal and completed innovation report shall be written as follows:

**i. Innovation Proposal**

The innovation proposal shall have a maximum of three (3) proponents. It shall be written in not more than 1000 words (excluding References and Appendix) with the following side headings:

- I. Title**
- II. Rationale**
- III. Objectives**
- IV. Innovation Description**
- V. Target Beneficiaries**
- VI. Development and Implementation Plan**
- VII. References**
- VIII. Appendix**

The Appendix of the innovation proposal shall contain relevant documents such as but not limited to (1) Accomplished SET-IP, (2) Plagiarism and Grammar Checking Result, (3) Declaration of Anti-Plagiarism and Absence of Conflict of Interest, (4) Letter of Recommendation of SIC or FD Chief for the Innovation Proposal, and/or (5) Attached Innovation or Design/Sample/Picture (if applicable).

**ii. Completed Innovation Report**

The completed innovation report shall have the same proponents as the proposal and shall be written in 1000 to 2000 words (excluding References and Appendix) with the following side headings:

- I. Title**
- II. Rationale**
- III. Objectives**
- IV. Innovation Description**
- V. Target Beneficiaries**
- VI. Development and Implementation Plan**
- VII. Innovation Outcome and Impact**
- VIII. Next Steps**
- IX. References**
- X. Appendix**



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The Appendix of the completed innovation report shall contain relevant documents such as but not limited to (1) Accomplished SET-I, (2) Plagiarism and Grammar Checking Result, (3) Declaration of Anti-Plagiarism and Absence of Conflict of Interest, (4) Signed Letter of Approval of Innovation Proposal, (5) Recommendation Letter of SIC or FD Chief for the issuance of a Certificate of Utilization, Certificate of Adoption, and Certificate of Completion of Innovation, (6) Innovation Accomplishment/Progress Report, (7) Certificate of Utilization of Innovation, (8) Certificate of Adoption of Innovation, and/or (9) Attached Innovation or Design/Sample/Picture (if applicable).

#### 4. Submission and Acceptance of Innovation Proposal and Completed Innovation Report

The proponent/s shall submit the innovation proposal and the completed innovation report, which must be original and accurate, to the innovation committee. The Secretariat pre-evaluates the completeness of the innovation proposal and completed innovation report and endorses them to RIC/SDIC. During the proposal phase, the RIC/SDIC evaluates the eligibility of the proposal and the accomplished SET-IP and issues a Letter of Approval/Disapproval of the proposal. During the completion phase, the RIC/SDIC evaluates the eligibility of the report and the accomplished SET-I and processes the issuance of a Certificate of Completion.

#### 5. Provision for Changes and Extensions

Any modification to an approved innovation proposal's development and implementation plan must be immediately communicated to the secretariat. The proponent/s must write a letter highlighting the changes and extensions. The innovation committee shall evaluate the modifications for approval.

### C. Innovation Themes

The following innovation themes provide a strategic, organized, and focused approach to driving innovation in education. They guarantee that initiatives are evidence-based, responsive to shifting demands, and aligned with educational objectives. By focusing on these themes, individual or organizational innovations can result in more efficient and sustainable improvements to institutional procedures, instruction, and learning outcomes.

**1. Research-based Innovations** are grounded in systematic investigations and empirical studies that apply educational research findings. This innovation theme intends to develop new or improve significantly existing approaches, strategies, methods, tools, or processes to improve educational outputs, outcomes, programs, policies, practices, or services. Innovation topics under this theme include, but are not limited to, the following:

- Action research on effective reading or numeracy strategies
- Action research on inclusive education and early childhood education strategies
- Action research on the effectiveness of behavioral interventions in reducing dropout rates and improving student retention
- Action research on instructional or organizational procedures or practices to refine and improve processes



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- Action research on curriculum mapping and alignment to identify gaps and areas for improvement
- 2. Technological Innovations** refer to introducing and integrating new or improved technologies in the educational, organizational, or office processes. This innovation theme can include digital tools, software, hardware, online/offline learning platforms, simulations, systems, and/or other forms of technology that enhance the quality, efficiency, accessibility, and/or effectiveness of teaching, learning, administration, and/or delivery of services through technology. Innovation topics under this theme include, but are not limited to, the following:
- Integration of technology into the office, school, or classroom
  - Establishing and maintaining technology-based systems and processes geared towards administrative effectiveness and efficiency
  - Development of educational apps and software
  - Implementing artificial intelligence to personalize learning experiences
  - Using Virtual Reality classrooms to create immersive learning environments
  - Enhancing and expanding online learning platforms to support remote education
  - Developing and implementing digital tools for instruction, assessment, or administrative processes
- 3. Teaching and Learning Innovations** involve new or significantly improved approaches, strategies, methods, tools, or practices in teaching and learning. This innovation theme can include new curriculum design, pedagogy, classroom management techniques, and assessments tailored to enhance the teaching methodologies and learning experiences. Innovation topics under this theme include, but are not limited to, the following:
- Utilizing enhanced pedagogical approaches for experiential learning
  - Designing and testing teaching methods that accommodate diverse learners in inclusive education and early childhood education
  - Creating instructional materials and approaches that reflect and respect the cultural backgrounds of all learners
  - Tailoring teaching methods to meet the diverse needs of learners
  - Effectiveness of different teaching methods
  - Impact of technology on learning outcomes
  - Evaluating the impact of differentiated instruction
  - Development of authentic assessment tools
- 4. Individual/Organizational Development Innovations** are geared toward the growth and development of teaching, non-teaching, or teaching-related personnel in the school, division, or regional office. This innovation theme focuses on building capacity, improving skills, and developing strategies for improving school culture or fostering organizational improvements through professional development programs, training, seminar workshops, or other related activities to enhance human capital or organizational performance and effectiveness to support educational goals. Innovation topics under this theme include, but are not limited to, the following:
- Innovative professional development programs
  - Transformational leadership approaches



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- Establishing programs that empower teaching or non-teaching personnel to take on leadership roles
- Building capacity and skills of teaching or non-teaching personnel to contribute to school or organizational improvement
- Creating mentorship programs for teaching or non-teaching personnel to support their professional growth and development
- Stress management and wellness programs for teaching or non-teaching personnel
- Developing systems to evaluate and/or improve performance

**5. Community and Partnership Innovations** involve creating new or enhanced collaborations between schools, communities, businesses, and other stakeholders to leverage resources and address educational challenges. This innovation theme emphasizes the role of external partnerships in driving educational success by providing additional support and opportunities for students, teaching, non-teaching, or teaching-related personnel. Innovation topics under this theme include, but are not limited to, the following:

- Establishing partnerships with local organizations, NGOs, and/or other agencies to create and implement sustainability projects or provide resources and support for offices, schools, and/or learners
- Partnerships with Higher Education Institutions or other organizations for training
- Implementing community-based partnerships to provide additional support and opportunities for students, teaching, non-teaching, or teaching-related personnel
- Partnering with local businesses to provide students with internships, apprenticeships, and career exploration opportunities
- Developing initiatives that involve parents and other education stakeholders more deeply in children's education

#### D. Innovation Types

The following types of innovation help organizations, including educational institutions, better understand, manage, and implement innovative practices and align them with strategic plans and objectives.

- 1. Product Innovation** refers to introducing or improving products, tools, materials, or services that enhance educational, organizational, or office processes and experiences. This innovation type can include new or improved curricula, textbooks or teaching materials, digital learning platforms, interactive educational apps, innovative assessments, or other resources that are tangible outputs used in education.
- 2. Process Innovation** involves improving or redesigning the methods, procedures, practices, systems, or workflows used in educational or organizational settings. This innovation theme can include implementing new teaching methodologies, redesigning assessment methods, adopting new administrative systems, streamlining enrollment, grading, or administrative processes, or innovating other educational processes focusing on how core and support services are delivered or how educational outcomes are achieved effectively and efficiently.
- 3. Organizational Innovation** refers to the development and/or introduction of new or significantly improved structure, management practices, culture, or overall functioning of educational institutions or governance levels. This innovation





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theme involves new ways of organizing, leading, and managing schools or offices, such as but not limited to restructuring a school district to improve resource allocation, introducing collaborative leadership models, fostering a culture of continuous professional development among personnel, or creating partnerships with community organizations to improve adaptability, efficiency, effectiveness, and responsiveness to educational or organizational needs.

### E. Innovation Dissemination, Utilization, and Archival

Managing innovations effectively and efficiently involves not only the creation and implementation of new ideas but also their dissemination, utilization, and archival. Each process is critical to ensuring that innovations have a sustained impact and contribute to the continuous improvement of educational practices, policies, products, processes, or services.

**1. Innovation Dissemination.** This process refers to spreading information and knowledge about innovative ideas, processes, or products developed and implemented within a certain governance level to a broader audience. Dissemination is crucial for ensuring that innovative initiatives reach all levels of the education system and provide an opportunity to adopt or adapt innovations for their own use. This scaling up of innovative practices can lead to more significant improvements in educational outcomes. The innovation committees shall ensure that all innovations are disseminated in Learning Action Cell (LAC) Sessions, In-Service Training (INSET), seminar workshops, meetings, conferences, symposiums, policy forums, online/e-learning portals, publication journals and bulletins, etc. Innovation managers must organize an Innovation Summit to provide a platform for innovators to present educational innovations through exhibits and panel discussions.

**Mechanics for Innovation Summit:** The presenters of the **Regional Innovation Summit**, which is **scheduled every September**, shall observe the following mechanics.

- Innovation presenters shall set up their exhibit at the venue using a 2 x 5 ft tarpaulin poster with a portable standee and other eye-catching visuals, infographics, or product demos to communicate the innovation effectively. The exhibit should be minimalist and clutter-free.
- The Innovation Presentation and Panel Discussion shall be done by group or innovation theme: (1) Research-Based Innovations, (2) Technological Innovations, (3) Teaching and Learning Innovations, (4) Individual/Organizational Development Innovations, and (5) Community and Partnership Innovations.
- Presenters shall submit four (4) hard copies of the innovation manuscript at the venue in an A4-red folder to be distributed to the panel.
- Presenters are allotted 5-10 minutes per presentation during the breakout sessions. They shall present not more than 12 slides PowerPoint with the following contents: (1) Title and Author, (2) Rationale, (3) Objectives, (4) Innovation Description, (5) Target Beneficiaries, (6) Development and Implementation Plan, (7) Innovation Outcome and Impact, and (8) Next Steps.
- Panel members are given 5-10 minutes for 'question and answer' for every presenter. They are expected to ask specific questions and clarifications related to the innovation so that presenters can respond well. They are also expected to provide insights and recommendations constructively.



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- f. Further, the panel members shall also rate the presentation based on the following parts using the criteria/scoring guide attached in **Annex 4**:

**Part I. Content of the Innovation Manuscript (70 points)**

- Innovation and Creativity
- Relevance and Significance
- Clarity and Comprehensibility
- Development and Implementation
- Impact and Benefits

**Part II. Innovation Exhibit (15 points)**

- Content and Innovation
- Presentation and Communication
- Poster Mechanics and Visual Aids

**Part III. Innovation Presentation and Panel Discussion (15 points)**

- Presentation and Communication
- Mastery of the Content
- Ability to Answer Questions and Receptiveness to Comments and Suggestions

**2. Innovation Utilization.** It refers to the actual adoption and effective implementation and integration of innovations within educational settings. Utilization is crucial for sustaining the positive changes brought about by innovation. It involves the initial adoption and the continuous application and refinement of innovative practices. Hence, developing and enforcing policies that support adopting and utilizing innovative practices is crucial. Innovation managers should advocate the adoption of the innovation and provide ongoing support and resources to personnel to help them effectively use the innovation. Innovations can be utilized through existing mechanisms such as, but not limited to, Learning Action Cell (LAC) Sessions, In-Service Training (INSET), seminar workshops, policy input/recommendation/formulation, School Governing Council (SGC), School Report Card (SRC), strategic plans, operational plans, and Quality Management System (QMS) processes. Moreover, innovation managers shall make an annual report on the utilization of innovations.

**3. Innovation Archival.** This process refers to systematically collecting, preserving, and organizing completed innovation reports. Archiving innovations will ensure that valuable knowledge and information are retained and can be accessed for future reference and use. Innovation managers shall establish a database and archival portal of innovations to support evidence-based and informed decision-making.

### VI. Monitoring and Evaluation

The Regional Innovation Management Committee, through the Policy, Planning and Research Division (PPRD) and Quality Assurance Division (QAD), shall continuously gather feedback to improve this policy. Feedback shall be communicated during the management review, executive committee meeting, and program implementation review.

### VII. References

- DepEd Order No. 024, s. 2022 (*Adoption of the Basic Education Development Plan 2030*)



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- Republic Act No. 9155 (*Governance of Basic Education Act of 2001*)
- Republic Act No. 11293 (*Philippine Innovation Act of 2019*)
- Serdyukov, Peter. 2017. "Innovation in education: what works, what doesn't, and what to do about it?" 10: 4-33.
- Trilling, Bernie, and Charles Fadel. 2009. *21st-century skills: Learning for life in our times*. John Wiley & Sons.
- DepEd Order No. 30, s. 2019 (*The Department of Education Manual of Style*)

### VIII. Effectivity/Transitory Provision

This localized policy shall take effect immediately upon issuance and shall remain in force and effect unless sooner repealed, amended, or rescinded.



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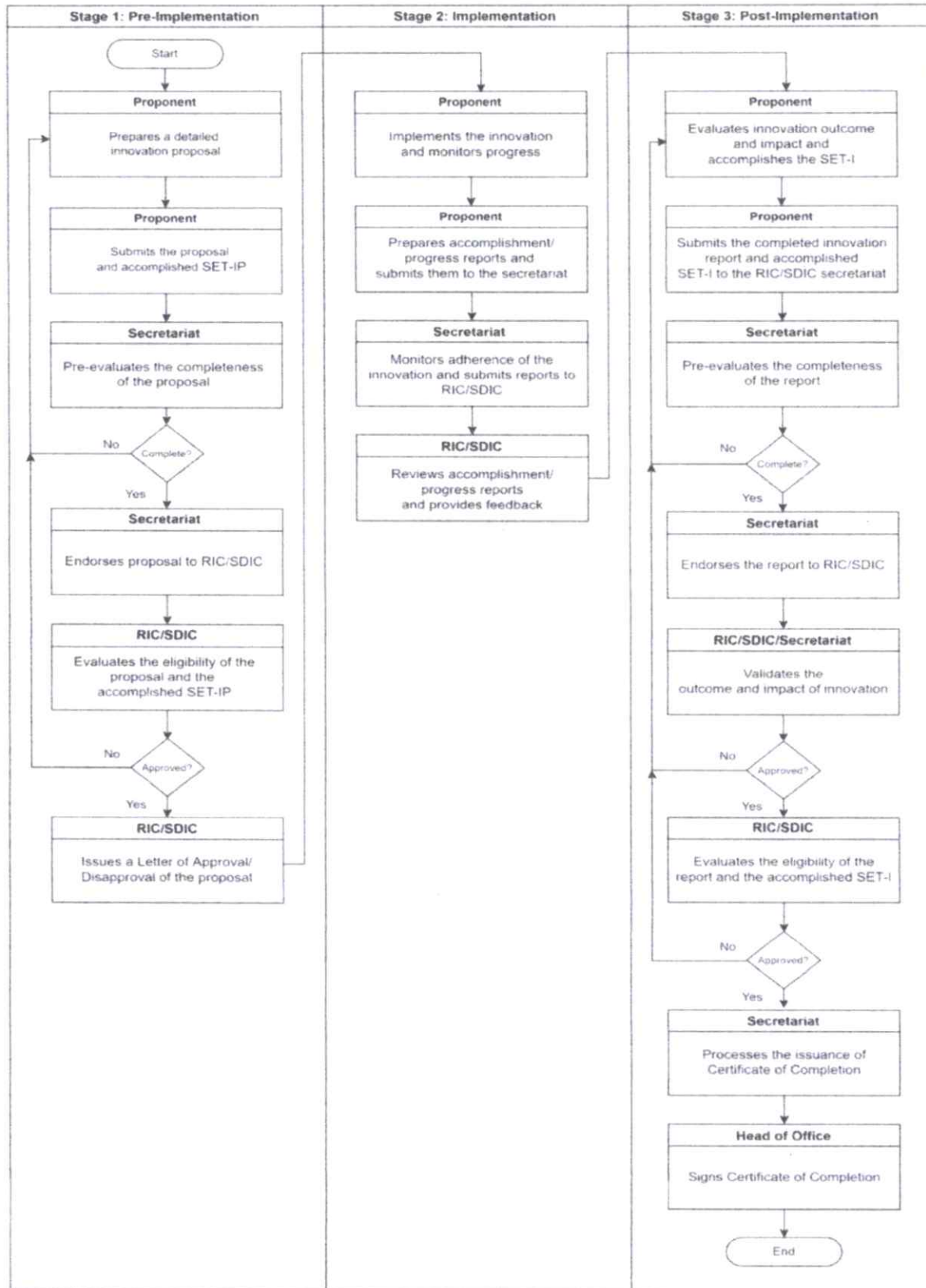
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**Annex 1: Process Flow of Innovation Management**







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4. Discusses how the innovation supports the overall educational plans and goals of DepEd (e.g., BEDP, REDP, DEDP, SIP, MATATAG Agenda, RPMS, etc.)			
5. Explains briefly the significance and relevance of the innovation to the needs and welfare of students and/or other education stakeholders			
<b>Note:</b> At least 4 criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>III. Objectives</b>			
1. States the overall innovation goal to address the identified need or problem			
2. Indicates the specific aims/objectives of the innovation			
3. Articulates objectives according to SMART principles			
<b>Note:</b> All criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>IV. Innovation Description</b>			
1. Describes innovation in detail (e.g., type, project target, usage or application, and its significance)			
2. Explains the method used to develop the innovation and how it works			
3. Highlights the new, unique, or significantly improved features and applications of the innovation			
4. Discusses the benefits of developing new or significantly improving the existing policies, products, processes, or services			
5. Justifies how the innovation better fulfills clients/stakeholders' needs and expectations than existing policies, products, processes, or services			
6. Clarifies the relevance of the innovation in terms of novelty, authenticity, creativity, and adaptability			
7. Provides a comprehensive discussion on the legal bases, related literature, or studies supporting the innovation			
8. Emphasizes the extent of applicability of the innovation			
<b>Note:</b> All criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>V. Target Beneficiaries</b>			
1. Indicates the target beneficiaries			
2. Describes the needs and expectations of beneficiaries			
3. Articulates the challenges encountered by the beneficiaries that necessitate the innovation			
4. Specifies the benefits that the users will gain from the innovation			
<b>Note:</b> All criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>VI. Development and Implementation Plan</b>			



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1. Presents in detail the process of developing the innovation (e.g., pre-implementation phase)			
2. Describes the implementation strategy by highlighting the activities to be conducted and their expected outputs			
3. Specifies the roles and responsibilities of key stakeholders in the implementation process			
4. Includes the timelines of the implementation			
5. Indicates the required resources, including the estimated budget, responsible personnel, budget source, technology, or infrastructure			
6. Determines potential risks and challenges of the implementation of innovation			
7. Develops mitigation strategies for the identified risks and challenges			
8. Discusses strategies for communicating the innovation to education stakeholders (e.g., students, teachers, administrators, staff, parents, policymakers, community members, LGUs, and/or other organizations)			
9. Presents the methods for assessing the impact of the innovation			
10. Discusses the process for the collection and analysis of data on the innovation outcome and/or impact			
11. Discusses thoroughly the ethical standards in data gathering (informed consent/assent, voluntary participation, anonymity, confidentiality, protection of intellectual and cultural property rights, protection from harm, transparency, integrity and honesty, etc.)			
<b>Note:</b> At least 10 criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>VII. References</b>			
1. Acknowledges the sources correctly and completely and presents the in-text citations appropriately following the 17 <sup>th</sup> edition of the Chicago Manual of Style (CMOS) as modified by DepEd			
<b>Note:</b> This criterion item must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>VIII. Appendix</b>			
1. Attaches relevant documents about the innovation			
<b>Note:</b> This criterion item must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	

Prepared:

Reviewed:

\_\_\_\_\_  
Name & Signature of Proponent/s


\_\_\_\_\_  
Name & Signature of Reviewer



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**Annex 3: Self-Evaluation Tool for Innovation (SET-I)**

Innovation Title: \_\_\_\_\_

Innovation Theme and Type:

Check only one theme:

- Research-Based Innovations
- Technological Innovations
- Teaching and Learning Innovations
- Individual/Organizational Development Innovations
- Community and Partnership Innovations

Check only one type:

- Product Innovation
- Process Innovation
- Organizational Innovation

Region/Schools Division Office: \_\_\_\_\_

School and/or Functional Division Conducted: \_\_\_\_\_

Name/Position/Contact Details \_\_\_\_\_

[Author 1/Lead Proponent]

Name/Position/Contact Details \_\_\_\_\_

[Author 2]

Name/Position/Contact Details \_\_\_\_\_

[Author 3]

Date of Evaluation: \_\_\_\_\_

**Instructions:** Put a checkmark in the appropriate column beside each criterion item. If your answer is YES, specify the pages and paragraph number/s where the criterion items are presented and satisfied.

Criterion Items	Yes	No	Specific pages and paragraph number/s where the items are presented and satisfied
<b>I. Title</b>			
4. Presents a concise title capturing the essence of innovation			
5. Represents what the innovation is all about			
6. Comprises not more than 15 substantive words ( <i>except for acronyms and excluding the, of, in, and, to, for, into, etc.</i> )			
<b>Note:</b> At least 2 criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>II. Rationale</b>			
9. Identifies the problem or need that the innovation is designed to address			
10. Justifies the need for innovation by presenting an in-depth and critical analysis of the situation (e.g., <i>root cause analysis, SWOT analysis, risk and opportunity assessments, needs assessment, data reports, research findings, and/or recommendations</i> )			
11. Provides legal bases, related literature, or studies highlighting the nature and relevance of the identified problem or need			



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12. Discusses how the innovation supports the overall educational plans and goals of DepEd (e.g., BEDP, REDP, DEDP, SIP, MATATAG Agenda, RPMS, etc.)			
13. Explains briefly the significance and relevance of the innovation to the needs and welfare of students and/or other education stakeholders			
<b>Note:</b> At least 4 criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>III. Objectives</b>			
1. States the overall innovation goal to address the identified need or problem			
2. Indicates the specific aims/objectives of the innovation			
3. Articulates objectives according to SMART principles			
<b>Note:</b> All criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>IV. Innovation Description</b>			
1. Describes innovation in detail (e.g., type, project target, usage or application, and its significance)			
2. Explains the method used to develop the innovation and how it works			
3. Highlights the new, unique, or significantly improved features and applications of the innovation			
4. Discusses the benefits of developing new or significantly improving the existing policies, products, processes, or services			
5. Justifies how the innovation better fulfills clients/stakeholders' needs and expectations than existing policies, products, processes, or services			
14. Clarifies the relevance of the innovation in terms of novelty, authenticity, creativity, and adaptability			
15. Provides a comprehensive discussion on the legal bases, related literature, or studies supporting the innovation			
16. Emphasizes the extent of applicability of the innovation			
<b>Note:</b> All criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>V. Target Beneficiaries</b>			
1. Indicates the target beneficiaries			
2. Describes the needs and expectations of beneficiaries			
3. Articulates the challenges encountered by the beneficiaries that necessitate the innovation			
4. Specifies the benefits that the users will gain from the innovation			
<b>Note:</b> All criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>VI. Development and Implementation Plan</b>			



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12. Presents in detail the process of developing the innovation (e.g., pre-implementation phase)			
13. Describes the implementation strategy by highlighting the activities to be conducted and their expected outputs			
14. Specifies the roles and responsibilities of key stakeholders in the implementation process			
15. Includes the timelines of the implementation			
16. Indicates the required resources, including the estimated budget, responsible personnel, budget source, technology, or infrastructure			
17. Determines potential risks and challenges of the implementation of innovation			
18. Develops mitigation strategies for the identified risks and challenges			
19. Discusses strategies for communicating the innovation to education stakeholders (e.g., students, teachers, administrators, staff, parents, policymakers, community members, LGUs, and/or other organizations)			
20. Presents the methods for assessing the impact of the innovation			
21. Discusses the process for the collection and analysis of data on the innovation outcome and/or impact			
22. Discusses thoroughly the ethical standards in data gathering (informed consent/assent, voluntary participation, anonymity, confidentiality, protection of intellectual and cultural property rights, protection from harm, transparency, integrity and honesty, etc.)			
<b>Note:</b> At least 10 criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>VII. Innovation Outcome and Impact</b>			
1. Explains the meaning of the outcomes			
2. Discusses the positive outcomes for users, stakeholders, and the organization			
3. Determines the contribution of the innovation to improving existing policies, products, processes, or services			
4. Elaborates on the impact of innovation on enhancing the organization's existing policies, products, processes, or services			
5. Quantifies the impact or benefits of the innovation whenever possible using data or metrics			
6. Discusses how the innovation contributes to the personal/professional development of the students, teachers, non-teaching personnel, decision-makers, and/or other education stakeholders			
<b>Note:</b> At least 5 criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>VIII. Next Steps</b>			
1. Provides clear direction on what needs to be done next to achieve innovation milestones			



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2. Presents the activities for monitoring and evaluation to track progress			
3. Presents a recommendation for future innovation			
4. Recommends policy inputs/formulation/reformulation based on the outcomes and impact of the innovation			
<b>Note:</b> At least 3 criterion items must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>IX. References</b>			
1. Acknowledges the sources correctly and completely and presents the in-text citations appropriately following the 17 <sup>th</sup> edition of the Chicago Manual of Style (CMOS) as modified by DepEd			
<b>Note:</b> This criterion item must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	
<b>X. Appendix</b>			
1. Attaches relevant documents about the innovation			
<b>Note:</b> This criterion item must be marked YES to indicate compliance with this part.	<b>Complied</b>	<b>Not Complied</b>	

Prepared:

Reviewed:

\_\_\_\_\_  
 Name & Signature of Proponent/s

\_\_\_\_\_  
 Name & Signature of Reviewer


  
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**Annex 4: Criteria/Scoring Guide for Evaluating Innovations**

**Part I. Content of the Innovation Manuscript (70 points)**

*(Please evaluate the innovation report by giving a specific score per criteria.)*

Criteria	Scoring Guide			Score
	Satisfactory	Very Satisfactory	Excellent	(Name)
<b>Innovation and Creativity (15 points)</b>	The innovation lacks originality, creativity, effectiveness, and efficiency. It is a minor adaptation of existing ideas. (1-5 pts.)	The innovation is somewhat original, creative, effective, and efficient, but it could be more innovative in improving existing policies, products, processes, or services. (6-10 pts.)	The innovation is highly original, creative, effective, and efficient, demonstrating a unique approach to improving existing policies, products, processes, or services. (11-15 pts.)	
<b>Relevance and Significance (15 points)</b>	The innovation is not clearly relevant to the target beneficiaries or the field of study. It lacks significance in terms of addressing a real-world problem. (1-5 pts.)	The innovation is somewhat relevant and significant, but its impact could be greater in improving existing policies, products, processes, or services. (6-10 pts.)	The innovation is highly relevant and significant, addressing a pressing issue and offering a valuable solution to improving existing policies, products, processes, or services. (11-15 pts.)	
<b>Clarity and Comprehensibility (10 points)</b>	The innovation and its implementation are described in a way that is often unclear or confusing. Key points are difficult to understand. (1-4 pts.)	The innovation is generally clear, but some aspects of the description or implementation may be challenging to comprehend. The explanation is mostly effective. (5-7 pts.)	The innovation and its implementation are described clearly, concisely, and highly comprehensibly. The explanation is easy to follow and understand. (8-10 pts.)	
<b>Development and Implementation (15 points)</b>	The development and implementation of the innovation are not well-planned or executed. (1-5 pts.)	The development and implementation plan of the innovation are adequate, but there are some areas where they could be improved. (6-10 pts.)	The innovation's development and implementation are well-planned, executed effectively, and demonstrate a clear understanding of the process. (11-15 pts.)	
<b>Impact and Benefits (15 points)</b>	The impact and benefits of the innovation are not clearly articulated or supported by evidence. The outcomes are minimal or short-term. (1-5 pts.)	The impact and benefits of innovation are articulated, but they are not thoroughly elaborated or fully documented. The outcomes are positive, though they may not be far-reaching or long-term. (6-10 pts.)	The innovation has a significant and measurable impact, with clear benefits for the target beneficiaries that are thoroughly elaborated or fully documented. The outcomes are highly positive and contribute to long-term improvements. (11-15 pts.)	
<b>TOTAL SCORE:</b>				

  
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**Part II. Innovation Exhibit (15 points)**

*(Please rate the exhibit by giving a specific score per criteria.)*

Criteria	Scoring Guide			Score
	Satisfactory	Very Satisfactory	Excellent	(Name)
<b>Content and Innovation (5 points)</b>	The content presented is unclear and difficult to understand. It does not sufficiently convey a connection to the innovation's purpose. (1-2 pts.)	The content is adequately presented, but the support for the innovation's purpose or description is somewhat general. The outcomes and impacts are reasonable. (3-4 pts.)	Strong material and well-summarized content that clearly describe the innovation and its development and implementation. The material appears to support the innovation's purpose accurately, and strong outcomes and impacts are presented. (5 pts.)	
<b>Presentation and Communication (5 points)</b>	The presentation is unclear and difficult to understand. The proponent fails to engage the audience. (1-2 pts.)	The presentation is adequately clear but could be improved. The presentation is somewhat engaging but could be more interactive. (3-4 pts.)	The presentation is very clear, well-structured, and very convincing. It is also highly engaging and interactive, keeping the audience's interest throughout. (5 pts.)	
<b>Poster Mechanics and Visual Aids (5 points)</b>	The poster is acceptable but needs work to improve visual appeal and organization through better utilization of graphics, fonts, colors, headings, and white space. Visual aids are poorly designed or not used effectively. (1-2 pts.)	The poster organization is adequate but could improve effectiveness through better use of space, such as graphics, fonts, colors, headings, and white space. Visual aids are used but could be more effective. (3-4 pts.)	Visually appealing and strongly effective presentation. It is easy to read, and the poster layout is logical. Utilizes creativity in using graphics, fonts, colors, headings, and white space to provide sequential information. Visual aids are well-designed and effectively enhance the presentation. (5 pts.)	
<b>TOTAL SCORE:</b>				

**Part III. Innovation Presentation and Panel Discussion (15 points)**

*(Please rate the presentation by giving a specific score per criteria.)*

Criteria	Scoring Guide			Score
	Satisfactory	Very Satisfactory	Excellent	(Name)
<b>Presentation and Communication (5 points)</b>	The presentation is unclear and difficult to understand. The proponent fails to engage the audience. (1-2 pts.)	The presentation is adequately clear but could be improved. The presentation is somewhat engaging but could be more interactive. (3-4 pts.)	The presentation is very clear, well-structured, and very convincing. It is also highly engaging and interactive, keeping the audience's interest throughout. (5 pts.)	



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<b>Mastery of the Content (5 points)</b>	The presenter demonstrates a basic understanding of the innovation but lacks depth or clarity (1-2 pts.)	The presenter understands the innovation well, but there are some areas where the knowledge could be deeper. (3-4 pts.)	The presenter deeply understands the innovation and can articulate its key points clearly and concisely. (5 pts.)	
<b>Ability to Answer Questions and Receptiveness to Comments and Suggestions (5 points)</b>	The presenter struggles to answer questions and is not receptive to feedback. (1-2 pts.)	The presenter can answer questions adequately but may need additional prompting. They are somewhat receptive to feedback. (3-4 pts.)	The presenter can answer questions confidently and thoughtfully. They are receptive to feedback and seek to improve the presentation based on comments and suggestions. (5 pts.)	
<b>TOTAL SCORE:</b>				

Summary	Total Score
<b>Part I. Content of the Innovation Manuscript (70 points)</b>	
<b>Part II. Innovation Exhibit (15 points)</b>	
<b>Part III. Innovation Presentation and Panel Discussion (15 points)</b>	
<b>OVERALL SCORE:</b>	

Evaluator's Printed Name and Signature



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**Annex 6: Letter of Approval of Innovation Proposal**

[Insert Date]

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Dear Proponent/s:

Greetings!

This has reference to the innovation proposal submitted to the Innovation Committee entitled

\_\_\_\_\_.

The Innovation Committee has carefully evaluated the proposal and the accomplished Self-Evaluation Tool for Innovation Proposal (SET-IP). Based on the criteria prescribed in the Regional Innovation Management Guidelines (RIMG), the committee is pleased to inform you that the said proposal **was approved for implementation.**

In this regard, you may start implementing your approved innovation proposal based on the development and implementation plan, and any modification must be immediately communicated to the secretariat. As proponent/s, you shall prepare accomplishment/progress reports and submit them to the Innovation Committee.

For clarifications and concerns, kindly contact *[insert contact office, focal person, and contact details]*.

Looking forward to the successful implementation of your innovation. Thank you very much!

Very truly yours,

**INNOVATION COMMITTEE CHAIR**



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**Annex 7: Recommendation Letter of SIC or FD Chief for the issuance of a Certificate of Utilization, Certificate of Adoption, and Certificate of Completion of Innovation**

[Insert Date]

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Dear Proponent/s:

Greetings!

This has reference to the completed innovation report submitted to the Innovation Committee entitled \_\_\_\_\_

In this regard, I am writing to formally recommend the issuance of the following certificates in recognition of the successful development, implementation, and utilization of the innovation:

- Certificate of Utilization of Innovation
- Certificate of Adoption of Innovation
- Certificate of Completion of Innovation

Looking forward for a positive response. Thank you very much!

Very truly yours,

**SCHOOL INNOVATION COMMITTEE CHAIR or FD CHIEF**



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**Annex 8: Innovation Accomplishment/Progress Report**

**Title of the Innovation:** \_\_\_\_\_

**Proponent/s:** \_\_\_\_\_

Activity (Based on Development and Implementation Plan)	Status		Actual Accomplishments	Issues Encountered	Remarks/ Agreement
	Completed	Ongoing			

**Prepared by:**

\_\_\_\_\_  
 Name and Signature of Proponent/s

**Approved:**

\_\_\_\_\_  
 Name and Signature of Innovation Committee Chair



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**Annex 9: Certificate of Utilization of Innovation**

This is to certify that the completed innovation titled \_\_\_\_\_,  
 introduced and implemented by \_\_\_\_\_ Proponent/s  
 was fully utilized from \_\_\_\_\_ Date \_\_\_\_\_ to \_\_\_\_\_ Date \_\_\_\_\_  
 at \_\_\_\_\_ School/Office \_\_\_\_\_.

Given this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ at \_\_\_\_\_ Office \_\_\_\_\_.

\_\_\_\_\_  
**Name and Signature of Head of Office**



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**Annex 10: Certificate of Adoption of Innovation**

This is to certify that the completed innovation titled

\_\_\_\_\_  
 introduced and implemented by \_\_\_\_\_ Proponent/s

has been adopted and implemented by other concerned users/personnel

from \_\_\_\_\_ Date to \_\_\_\_\_ Date

as manifested through the attestation by the school/unit/section/division head below.

\_\_\_\_\_ School/Unit/Section/Division Head

Given this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ at \_\_\_\_\_ Office \_\_\_\_\_.

\_\_\_\_\_  
**Name and Signature of Head of Office**



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