



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



October 20, 2025

DIVISION MEMORANDUM
No. JK8 s. 2025

**IMPLEMENTATION OF THE DIGITAL-FIRST FIELD MONITORING PILOT
FOR THE DEPED COMPUTERIZATION PROGRAM (DCP)**

To: **Chief, Curriculum Implementation Division (CID)**
Chief, Schools Governance and Operations Division (SGOD)
All Elementary and Secondary School Heads
All School ICT Coordinators and School Property Custodians
All other Concerned Offices
This Division

1. Pursuant to Regional Memorandum No. RM No. 533, s. 2025 titled "Joint Central and Regional Digital-First Field Monitoring Pilot of DepEd Computerization Program (DCP)" and Central Office Memorandum OASICT-MEM-090225-T3-1, this Division shall implement the Digital-First Field Monitoring Pilot for schools **not included** in the regional pilot list.
2. While selected schools in Zamboanga del Sur, Zamboanga del Norte, and Zamboanga Sibugay will be physically monitored by Central and Regional Teams from October 6–10, 2025, all schools under Dipolog City Division **not listed as pilot schools** are required to conduct corresponding monitoring using the designated online tool.
 - a. *Dissemination of Monitoring Tool*
All School ICT Coordinators, under the direct supervision of the School Principal, must complete the monitoring activity and submit the required report using the official online survey tool:
<https://link.ro9-deped.com/dcp2025monitor>
 - b. *Submission Schedule*
Reports must be submitted between October 23 to November 7, 2025. Late submissions will not be accepted as this activity is synchronized with the Central Office pilot monitoring.
 - c. *Document Preparation*
Schools must prepare and combine the following documents into a single PDF file for uploading:
 - Delivery Receipts / Acknowledgement Forms of DCP packages
 - Photographs of installed devices
 - School Inventory Records
 - Repair Logs (if available)
 - Incident Reports (loss, theft, calamity damage)
 - DepEd Email Account Records used for DCP-related matters



Address: Government Center, Sta. Isabel, Dipolog City
Email: dipolog.city@deped.gov.ph
Website: www.depeddipolog.com
Facebook: DepEd – Schools Division of Dipolog City



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SCHOOLS DIVISION OF DIPOLOG CITY

3. All Public Schools District Supervisors are directed to ensure full compliance and provide necessary support to their respective schools. The Division Office will monitor submissions and provide technical assistance as needed.
4. For inquiries or assistance, please contact the Division Information Technology Officer through jose.apilan@deped.gov.ph.
5. For strict compliance.

ROSALIO B. CONTURNO JR., PhD
OIC – Asst. Schools Division Superintendent
Officer-In-Charge

For:

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

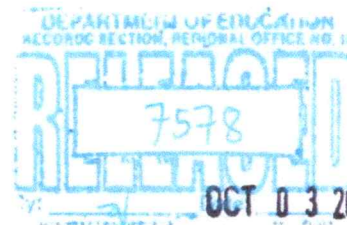
Ref: RM No. 533, s. 2025
Encl: None
OSDS/ICT/JMMA/DM
October 20, 2025



Republic of the Philippines

Department of Education

REGIONAL OFFICE IX, ZAMBOANGA PENINSULA



Office of the Regional Director

October 2, 2025

REGIONAL MEMORANDUM

No. 533, s. 2025

JOINT CENTRAL AND REGIONAL DIGITAL-FIRST FIELD MONITORING PILOT OF DEPED COMPUTERIZATION PROGRAM (DCP)

To: Schools Division Superintendents
Region and Division Information Technology Officers
Region and Division Supply Officers
Schools, DepEd Region IX
All others concerned

1. This has reference to OASICT-MEM-090225-T3-1 on the DepEd Computerization Program (DCP) Digital-First Field Monitoring Pilot.
2. The DepEd Central Office – Information and Communications Technology Service, Technology Infrastructure Division together with the Regional Office IX – Information and Communications Technology Unit (ICTU) will conduct a Joint Central and Regional Monitoring of DCP Packages in selected schools in DepEd Region IX from **October 6 – 10, 2025**.
3. This activity will be spearheaded by representatives from the DepEd Central Office – Information and Communications Technology Service, Technical Infrastructure Division, the Regional Office IX – Information and Communications Technology Unit, and the respective Division IT Officers.
4. The Schools Division Offices of Zamboanga del Sur, Zamboanga del Norte, and Zamboanga Sibugay will be the pilot areas for this monitoring activity, which will test the monitoring tool provided by the Central Office representative.
5. The list of schools to be visited in the said three (3) Schools Division Offices is attached to this Memorandum.
6. To ensure the smooth and efficient conduct of the monitoring, all concerned schools are required to prepare the following documents and records for presentation to the monitoring team:
 - a. Delivery Receipts / Acknowledgement Forms (of the DCP packages)
 - b. Photographs of installed devices



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- c. School Inventory Records
 - d. Repair Logs (if Available)
 - e. Incident Reports (loss, theft, calamity damage)
 - f. School Personnel DepEd Email Account Records (used for DCP-related matters)
7. Parallel Monitoring is advised for Schools in the different Schools Division Offices that are not included in the attached list. These schools shall conduct their own monitoring using the tool to be provided via a separate link, which will be forwarded to the respective Division Information Technology Officers' email addresses.
8. The objectives and components of this activity are reflected in the attached Central Office Memorandum.
9. Travel and accommodation expenses of the Monitoring Team shall be charged against the local funds subject to the usual government accounting and auditing rules and regulations.
10. For more information and/or clarifications, please contact the Regional ITO, Mr. Antonio A. Llagas, Jr. through the e-mail address antonio.llagas@deped.gov.ph.
11. For your information and compliance.

Digitally signed by Legaspi Ruth Fuentes
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O=Deped Regional Office IX, C=PH
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RUTH L. FUENTES, CESO III
Regional Director

ICTU/AAL/RM
009/Oct. 02, 2025



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LIST OF SCHOOLS TO BE MONITORED

Schools Division Office	Name of School	District	Schedule
Zamboanga del Norte	Rizal National High School	Rizal	6-Oct
Zamboanga del Norte	La Libertad National High School	La Libertad	6-Oct
Zamboanga del Norte	Sibutad National High School	Sibutad	7-Oct
Zamboanga del Norte	Polanco National High School	Polanco I	7-Oct
Zamboanga del Norte	Silawe National High School	Polanco II	7-Oct
Zamboanga del Norte	Mutia National High School Extension - Alvenda	Mutia	7-Oct
Zamboanga del Norte	Piñan National High School	Pinan	7-Oct
Zamboanga del Norte	Katipunan National High School	Katipunan I	8-Oct
Zamboanga del Norte	Ponot National High School	Ponot	8-Oct
Zamboanga del Norte	President Manuel A. Roxas National High School	Roxas I	8-Oct
Zamboanga del Norte	Dohinob National High School	Manukan II	8-Oct
Zamboanga del Norte	Sindangan National Agricultural Integrated School	Sindangan Central	8-Oct
Zamboanga del Norte	Siari John H. Roemer National High School	Sindangan North	8-Oct
Zamboanga del Norte	Binoni National High School	Godod	9-Oct
Zamboanga del Norte	Balas National High School	Labason	9-Oct
Zamboanga del Norte	Liloy National High School	Liloy I	9-Oct
Zamboanga del Norte	COMPRA NATIONAL HIGH SCHOOL	Liloy I	9-Oct
Zamboanga del Sur	Dumalinao National High School	Dumalinao	6-Oct
Zamboanga del Sur	Ma. Clara Lobregat National High School	Dumalinao	6-Oct
Zamboanga del Sur	Rebokon Agricultural and Vocational High School	Dumalinao	6-Oct
Zamboanga del Sur	Tina National High School	Dumalinao	6-Oct
Zamboanga del Sur	Langapod Integrated School	Labangan I	7-Oct
Zamboanga del Sur	Bokong National High School	Labangan II	7-Oct
Zamboanga del Sur	Francisco A. Relacion Senior High School	Labangan II	7-Oct
Zamboanga del Sur	Nuboran Integrated School	Labangan II	7-Oct
Zamboanga del Sur	Gubaan National High School	Aurora East	8-Oct
Zamboanga del Sur	Commonwealth National High School	Aurora East	8-Oct
Zamboanga del Sur	Tawagan Norte National High School	Labangan II	8-Oct
Zamboanga del Sur	Navalan National High School	Tukuran East	8-Oct
Zamboanga del Sur	Laureano Salusod National High School	Dimataling	9-Oct



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Zamboanga del Sur	Baganian National High School	Tabina	9-Oct
Zamboanga del Sur	Conception National High School	Tabina	9-Oct
Zamboanga del Sur	Tabina National High School	Tabina	9-Oct
Zamboanga Sibugay	Bacalan NHS	Ipil	6-Oct
Zamboanga Sibugay	Magdaup NHS	Ipil	6-Oct
Zamboanga Sibugay	Ipil NHS	Ipil	6-Oct
Zamboanga Sibugay	San Isidro NHS (ELC)	Tungawan	7-Oct
Zamboanga Sibugay	Perfecto NHS	RT Lim	7-Oct
Zamboanga Sibugay	Kipit NLC (ELC), Kipit ES (L4T), Malagandis NHS, Titay District AO	Titay	7-Oct
Zamboanga Sibugay	Imelda NHS (SHS) (ELC), Lalat ES (L4T)	Siay, Imelda	8-Oct
Zamboanga Sibugay	Nanan NHS (L4T), Bulawan NHS (ELC)	Payao	8-Oct
Zamboanga Sibugay	Simbol NHS (ELC, L4T)	Naga, Kabasalan	8-Oct
Zamboanga Sibugay	Naga NHS (ELC)	Naga, Kabasalan	8-Oct
Zamboanga Sibugay	Sulo NHS (ELC, L4T)	Naga, Kabasalan	8-Oct
Zamboanga Sibugay	Kawayan NHS (ELC)	Alicia	8-Oct
Zamboanga Sibugay	Lutiman NHS (ELC)	Alicia	8-Oct
Zamboanga Sibugay	Pantaleon Cudiera NHS	Olutanga	9-Oct
Zamboanga Sibugay	Mabuhay CES Mabuhay Agro-Industrial HS Laparay NHS, Kasigpitan NHS	Talusan, Mabuhay	9-Oct
Zamboanga Sibugay	Villacastor NHSs (ELC, L4T) Del Monte NHS (ELC)	Buug	9-Oct

Monitoring Personnel

- | | |
|--------------------------------------|-------------------------------------|
| 1. Alexandria Nyca C. Antivola | Computer Programmer (CO) |
| 2. Raniel Dave C. Quna | Technical Assistant II (CO) |
| 3. Ronhiel A. Sapuyot | Technical Assistant II (CO) |
| 4. Ezra Valerie S. Cabanal | Technical Assistant II (CO) |
| 5. Antonio A. Llagas, Jr. | Information Technology Officer (RO) |
| 6. Chester Don Bayocot (Zambo. Sur) | Information Technology Officer (DO) |
| 7. Joel D. Baterna (Pagadian City) | Information Technology Officer (DO) |
| 8. Lourence Reyes (Dapitan City) | Information Technology Officer (DO) |
| 9. Jose Mari Apilan (Dipolog City) | Information Technology Officer (DO) |
| 10. Julius Belagantol (Zambo. Norte) | Information Technology Officer (DO) |
| 11. Jekyll Cadungog (Zambo. Sibugay) | Information Technology Officer (DO) |
| 12. Genevieve Kulong (Zambo. City) | Information Technology Officer (DO) |
| 13. Armida Roilo (Isabela City) | Information Technology Officer (DO) |
| 14. Division ICT Section Personnel | |
| 15. Division Supply Office Personnel | |



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