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Kagawaran ng Edukasyon
REHIYON V (BICOL)

DEPARTMENT OF EDUCATION
SDO-Iriga City RECORDS SECTION

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TANGGAPANG PANSANGAY NG MGA PAARALAN NG LUNGSOD IRIGA

July 2, 2026

DIVISION MEMORANDUM

No. 324, s. 2026

SUBMISSION OF SELF-ASSESSED FUNCTIONALITY TOOL FOR LEARNER RIGHTS AND PROTECTION PROGRAM

To: Assistant Schools Division Superintendent
Chief ES - SGOD
OIC-Public Schools District Supervisors
Public & Private Elementary/Secondary School Heads
School Child Protection Committee
All Others Concerned

1. Pursuant to Regional Memorandum No. 801, s. 2026 entitled "Monitoring and Evaluation (M&E) Tools for Learner Rights and Protection Program in Region V, this Division strictly requires all public and private school of the utilization of Learner Rights and Protection tools that serves a vital mechanism for assessing the effectiveness, efficiency, and responsiveness of child protection program, projects, and activities implemented across all schools.
2. In this regard, all schools shall submit the following self-assessed monitoring tools as basis of technical assistance during the on-site monitoring and validation of the following monitoring tools:
 - a. **Child Protection Committee (CPC) Functionality Assessment Tool-** evaluates the functionality and operational capacity of School Child Protection Committees in carrying out their mandates and responsibilities (*see enclosure No. 1*);
 - b. **School-Based Anti-Bullying Monitoring and Evaluation Tool-** assess school's compliance with existing child protection and anti-bullying policies, including reporting and referral mechanisms, intervention programs, documentation processes, and support services provided to learners (*see enclosure No. 2*); and
 - c. **Child-Friendly School Survey-** is a self-assessment tool prescribed under DepEd Order No. 44, s. 2015 that enables schools to evaluate the extent to which they provide a safe, inclusive, healthy, protective, and learner-centered environment that promotes children's participation, well-being, academic success, and overall development. (*see enclosure No. 3*)



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3. The accomplished self-assessment tool shall be submitted at the SGOD Office **not later than July 10, 2026.**

4. The Division Monitoring Team for the Learner Rights and Protection shall conduct validation and relevant technical assistance based on the submitted self-assessed monitoring tool. The Division Monitoring Tool shall be composed of the following personnel:

Chairman : MARIA-MAGNOLIA F. BRIOSO, CESO VI
OIC-Schools Division Superintendent

Co-Chairperson : MAYLANI L. GALICIA
Assistant Schools Division Superintendent

Members: : NOEL G. CABALTERA-Chief ES-SGOD
MA. GENOVIVA N. QUIAÑO- OIC-EPS
JHOMER I. ROSAL- SEPS, SMME
ATTY. BEA ANN B. CORREO- Legal Officer-I
LYDIA P. IBASCO- PDO-II
SHARA LYN R. VARGAS- PDO-I

5. Schedule of on-site monitoring and evaluation shall be issued on a separate memorandum.

6. All monitoring expenses relevant to the conduct of this activity shall be incurred from Learner Support Fund, Division MOOE, Local Funds, and other fund sources, subject to the usual accounting and auditing rules and regulations.

7. Immediate and wide dissemination of this Memorandum is desired.

MARIA-MAGNOLIA F. BRIOSO, CESO VI
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

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TANGGAPANG PANSANGAY NG MGA PAARALAN NG LUNGSOD IRIGA

CHILD PROTECTION COMMITTEE FUNCTIONALITY MONITORING AND COMPLIANCE TOOL FOR PUBLIC AND PRIVATE SCHOOLS IN IRIGA CITY

Instructions: This Monitoring Results and Compliance Report is designed for use by Regional Office and/or Schools Division Office personnel/education leaders who will monitor public and private elementary and secondary schools within the division as they implement the Child Protection Committee Functionality in schools.

This tool will be accomplished in line with the implementation of DepEd Order No. 40, s. 2012, also known as the Child Protection Policy, which mandates all public and private elementary and secondary schools to establish and maintain a safe, child-friendly, and rights-based learning environment for all learners. The policy underscores the Department of Education's commitment to protect children from all forms of abuse, violence, exploitation, discrimination, bullying, and other acts that may harm their physical, mental, and emotional well-being.

The primary source of information is the school heads, guidance counselor, guidance designate, and child protection committee members. Significant data can be generated through school records/interviews/conversations.

In **Part I**, the monitor shall fill out the data needed. In **Part II**, the appropriate column shall be checked to verify if the stated means of verification are available and to determine whether the indicator is evident or not.

Part III should be filled out if specific challenges/issues and corresponding solutions have been implemented, while **Part IV** documents the best practices carried out by the implementing school.

After the monitoring activity, the monitoring team shall convene and prepare the Post-Monitoring Results and Compliance Report, which shall determine if the Child Protection Committee is fully compliant, partially compliant, or needing technical assistance in the implementation of Child Protection Policy. The school shall be furnished a copy of the Post-Monitoring Results and Compliance Report to serve as their guide in complying with the recommendations provided by the monitoring team.

Data Privacy Statement: All the data to be generated will be treated with utmost confidentiality and shall be governed by Republic Act 10173, otherwise known as the Data Privacy Act of 2012.

PART I. SCHOOL INFORMATION:

Date of Monitoring:

School:



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PART I. SCHOOL INFORMATION:

Date of Monitoring:

School:

School I.D.:

Division/District:

Name of School Head:

Name of Child Protection Committee Chairperson:

Contact Number/Email Address:

Part II. PROGRAM IMPLEMENTATION

Indicators	Means of Verification (MoVs)	Evident	Partially Evident	Not Evident
A. Organizational Structure				
1. The school has organized a Child Protection Committee (CPC) with designated members.	Designation Order/Memorandum			
2. The CPC conducts 2 regular meetings (1 per semester), and as the need arises.	Minutes of the Meeting Attendance Sheets			
3. The CPC has a clear organizational chart.	Visible Organizational Chart Posted in School			
B. Policies and Guidelines				
4. There is a localized child protection policy crafted by the CPC, school handbook including the code of conduct for learners, personnel, visitors, and stakeholders.	Approved School Child Protection Policy and School Handbook with Code of Conduct			


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	Minutes of meeting of consultation or activity report, reviewed and approved by the SDO			
5. The Child Protection Chairperson (CPC) disseminates the Child Protection Policy (CPP) in the school and includes its provision in the School Handbook (Code of Conduct).	Posters in bulletin boards, posting on school social media Copy of School Handbook			
6. The Child Protection (CP) referral pathway is established and accessible to teaching and non-teaching personnel, learners, and parents.	Copy of Referral pathway posted in the bulletin board and school's social media account, with helpline number of concerned authorities			
C. Capacity Building and Resources				
7. The school conducts training/ orientation for CPC members, teachers, parents, and learners.	Training/ activity report, certificates, proposal, memo, attendance sheet			
8. The school has attended/participated in CPC-related activities initiated by DepEd or LGU-led capacity development activities.	Attendance sheet, Invitation Letter, certificates, and activity report			
9. The school allocates funds for capacity building and school activities.	Copy of AIP/SIP, approved proposal with budget, accomplishment report			
D. Case Management				
10. The school has proper documentation and handling of child-at-risk (CAR), children in conflict with the law (CICL), and cases of abuse.	Incident Report, Individual Accomplished Intake Sheet, Case folder with Name Label and			



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	with tag: "Confidential"			
11. There are clear and complete recordings, reporting, and referral of child protection cases.	Copy of Incident report/intake sheet/logbook/indorsement to SDO/ copy of referral form/letter to the concerned agency; signed Intervention Plan			
12. Timely and appropriate interventions are provided to learners.	Evidence of interventions provided to learners; Accomplishment Report based on the Intervention Plan			
13. Case Management Meetings are carried out.	Minutes of Meeting, Progress Report			
E. Advocacy				
14. Child Protection campaigns and activities are conducted that include anti-bullying campaign, positive discipline, awareness drives, and others.	Program of activities, photos, activity reports			
15. Learners actively take part in protection-related activities.	Attendance sheets, activity report, photos			
16. There is integration of child rights education in classroom discussions and co-curricular activities.	Activity report, photos			
F. Reporting Mechanism				
17. The school submits Incident Report, Intake Sheet and intervention plan to SDO/Regional Office/Central Office if there are Child-protection related cases in the school.	Copy of incident reports, intervention plan and action taken			
18. There is an intensive monitoring of cases: Resolved/For Monitoring/Referred.	Monitoring report/ record book			



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PART II. SCHOOL-INITIATED ACTIVITIES

Activities Conducted	Funding Source	Date/s Conducted	No. of Participants	External Stakeholders Involved (if any)

PART III. ISSUES/CONCERNS ENCOUNTERED IN THE IMPLEMENTATION OF THE CHILD PROTECTION PROGRAM, SOLUTIONS CARRIED OUT, AND RECOMMENDATIONS (if any)

Issues/Concerns Encountered	Solutions Carried Out	Recommendations



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PART IV. SCHOOL'S BEST PRACTICES IN THE IMPLEMENTATION OF THE CHILD PROTECTION POLICY:

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**MONITORING AND EVALUATION TOOL FOR THE IMPLEMENTATION OF
SCHOOL-BASED ANTI-BULLYING POLICY IN SCHOOLS DIVISION OFFICE OF
IRIGA CITY**

Instructions: This monitoring and evaluation tool is designed for use by DepEd Regional Office V and Schools Division Office personnel/education leaders who will monitor selected elementary and secondary schools in Region V as they implement the Department of Education's Anti-Bullying Policy.

The anti-bullying policy is pursuant to Republic Act No. 10627 or the Anti-Bullying Act of 2013 and is aligned with DepEd's broader Child Protection Policy through DepEd Order No. 40, s. 2012, which requires schools to have a Child Protection Committee (CPC). This is the primary law mandating that all elementary and secondary schools in the Philippines adopt policies to prevent and address bullying. The IRR also outlines the required components of school policy, including prevention programs, intervention strategies, mechanisms for reporting, fact-finding procedures, and sanctions. It also mandates that schools submit their anti-bullying or child protection policy to the Division Office and report annually their bullying incidents.

While the primary source of information is the school head/principal and school counselors/guidance designates, and significant data can be generated through interviews/conversations with them, the Monitor must also visit the classrooms and confer with the class advisers and subject teachers who are directly implementing the anti-bullying activities in various grade levels to observe, validate, and synchronize the school data.

In **Part I**, the monitor shall fill in the needed data on the school profile, including the checklist of anti-bullying program resources. In **Part II**, the column that is appropriate to the practice (Evident / Not Evident) shall be checked, while significant observations can be noted in Remarks/Notes alongside the indicator, if applicable.

Part III shall be filled in with specific challenges/issues and corresponding solutions that have been implemented, while **Part IV** documents the best practices carried out by the implementing school.

Data Privacy Statement: All data generated will be treated with utmost confidentiality and shall be governed by Republic Act 10173, otherwise known as the Data Privacy Act of 2012.



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PART 1. SCHOOL PROFILE AND DATA OF REPORTED BULLYING INCIDENTS

Instructions: This part aims to gather significant data about the school implementing the Anti-Bullying Policy. Check the appropriate responses, and fill in the data with specific numbers when appropriate.

A. School Profile

School: _____

School Year: _____

School Head: _____

District: _____

Division: _____

School Guidance Counselor/Designate: _____

B. School Enrollment

School Year: _____

Grade Level	Males	Females	Total
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
GRAND TOTAL			

C. Number of Reported Bullying Incidents/Cases in the School

Type/s of Bullying	Grade —	Grade —	Grade —	Grade —	Grade —	Grade —	Grade —	Total
1. Physical								
2. Verbal								
3. Social								



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4.Cyber								
5. Sexual								
6.Gender-Based								
GRAND TOTAL								

PART II. PROGRAM IMPLEMENTATION

Functionality Indicators	Findings					
	Mode Of Verification	Fully Evident	Partially Evident	Not Evident	Not Applicable	Remarks
I. Policy Implementation and Dissemination						
1. The school is implementing a contextualized Anti-Bullying Policy aligned with the DepEd Child Protection Policy.	a.School's Contextualized Anti-Bullying Policy Signed by School Head & SDS b.School Handbook/Manual					
2. The Anti-Bullying Policy is integrated into the School Improvement Plan (SIP).	a.Signed/ Approved School Implementation Plan					
3. Copies of the policy are posted in visible areas (e.g classrooms, bulletin boards, guidance office).	Posted in: a.Classrooms b. Bulletin board c. Guidance Office					
4. The policy is disseminated to teachers, learners, parents, guardians, stakeholders, and non-teaching staff at the start of every school year.	a.Proposal b.Attendance Sheet c. Documentation/ Pictures d. Activity Report					
5.Orientation sessions/training on anti-bullying policy are conducted for: 1. school personnel, 2. parents, 3. learners	a.Proposal b.Attendance Sheet c. Documentation/ Pictures d. Activity Report					
II. Coordination and Implementation Indicators						



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6. Child Protection Committee (CPC) is organized and functional.	a. Designation/ Appointment Orders b. Organizational Chart c. CPC Profile/Directory d. CPC Annual Plan of Activities					
7. The CPC regularly meets and documents discussions on bullying cases and prevention programs.	a. Minutes of CPC Meetings b. Attendance Sheets c. Meeting Notice/Invitation					
8. The school maintains a referral mechanism for bullying incidents (LGU, PNP-WCPD, NGO if needed).	a. Referral Flow Chart for Bullying/Child-at- Risk Cases b. CPC Referrals Protocol c. Memorandum of Agreement or partnership papers with agencies and NGOs.					
9. A reporting system is in place and accessible to learners.	a. Flowchart of the reporting process b. Student Handbook c. Photos of reporting hotlines d. Child Protection/Anti- Bullying Corner e. Report Boxes					
10. Bullying cases are documented and monitored, with timely interventions and follow-up actions.	a. Action Taken Reports b. Accomplished Bullying Incident Reports c. Written complaints filed by learners/parents d. Case Action Plan with timelines					
III. Capacities and Resources						
11. Seeks immediate assistance on how the Anti-Bullying Policy can develop a yearly capacity building activity for: 1. teaching, 2. non-teaching staff, 3. parents, and 4. learners.	a. Request letter/s b. Documentation of coordination meetings c. Proposal/s					
12. Project/program implementer of the Anti-Bullying Policy has received training	a. Certificate/s of Participation b. Program of the training					



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based on their capacity needs.	c. Documentation photos					
13. Initiated plans and requests for technical assistance or capacity building activities from DepEd, LGU, CSWDO, MNWD, PNP, and other partner NGOs and stakeholders.	a. Letter of request/s b. Meeting agenda/logbook c. Documentation Photos					
14. CPC members are capable of rolling out the training modules among teachers, administrators, and non-teaching personnel.	a. Certificate of participation to training/s b. Slides/ Handouts c. Documentation Photos					
15. The School, PTA, LGU, and LSB coordinate to ensure budget allocation for the strategic and annual investment program of the CPC.	a. Minutes of the Meeting b. Budget Proposal c. Accomplishment report/s d. SPTA/LSB resolutions appropriating funds to support CPC					
16. School generates funds from external sources.	a. Letter of request/proposal b. Notice of allotment of fund c. Budget utilization/ Liquidation reports					

IV. Service Delivery

i. Prevention programs: Information dissemination program, and organizing activities for the protection of children from bullying or peer abuse.

17. The school has school-wide initiative and classroom-level initiative.	a. Proposal/s b. Documentation Photos c. Banners/ Tarpaulins, posters displayed					
18. Parents, NGOs, and other stakeholders are involved in bullying prevention activities.	a. Letters/ Memos sent to attendees b. Documentation Photos c. Attendance sheet					
19. The school monitors vulnerable students who may engage in aggressive acts.	a. Profile/ list of learners-at-risk b. Counseling intake forms c. Referral forms from teachers/ peers/ parents					



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ii. Response Mechanism for Anti-Bullying

20. School activities that will address acts of bullying are carried out.	a. Annual plan of Anti-Bullying Activities b. Documentation photos					
21. School emphasizes formative and corrective measures rather than punishment.	a. CPC Guidelines with specified interventions for misconduct b. Guidance Counseling notes (no personal identifiers)					
22. School assists the victim, the bully, and bystanders to understand the bullying incident and its negative consequences.	a. Intervention Documentation/ Report b. Parent-Learner conference notes/attendance c. Follow-up reports					
23. School provides opportunities to practice pro-social behavior.	a. Peer mentoring documentation b. Accomplishment report/s of activities conducted c. Photo documentation					

iii. Referral System, case management and monitoring, and documentation of cases

24. The CPC has drafted a school-based referral and monitoring system to address bullying in school.	a. Draft referral system b. Action plan with timelines c. Minutes of consultation meetings					
25. Seeks immediate assistance on how to establish a case conference.	a. Formal letter request b. Minutes of meeting					
26. Meetings with other agencies or service providers are conducted to discuss the referral system and case management.	a. Meeting invitation letter/s with confirmation b. Minutes of meeting c. Attendance sheets					
27. 100% of incidents/cases of bullying were managed according to the quick response and referral system.	a. Bullying Incident Report forms b. Referral forms c. Narrative report/s					

V. Accountability and Performance



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28. Seeks immediate assistance in generating data or Statistical reports on Bullying Cases handled by the school.	a. Formal request letter/s b. Minutes of CPC meetings/planning session/s					
29. CPC fills out intake sheets and other monitoring and reporting forms on bullying.	a. Intake sheets b. Learner referral forms c. CPC Monitoring/logs					
30. Regularly submits updated consolidated reports on bullying to the division office.	a. Signed consolidated bullying report forms b. Statistical summary sheets c. Narrative reports					
31. CPC situation on bullying is discussed among teachers, administrators, non-teaching staff, and parents of learners.	a. Minutes of the meeting b. Attendance sheets c. Documentation photos					
VI. Monitoring and Evaluation Indicators						
32. Year-end reports on bullying cases and interventions are submitted to the DepEd Division Office.	a. Consolidated Year-end report b. Statistical summary sheets c. Narrative reports					
33. Data trends on reported bullying cases are analyzed to guide school interventions.	a. Bullying Incident Intake Forms b. Statistical summary sheets c. Narrative analysis report					
34. Reviews and updates the policy every three (3) years.	a. Minutes of CPC Meetings b. CPC Action Plans c. Board or committee resolutions d. Documentation Photos					

PART III. Issues / Challenges Encountered and Solutions in the Implementation of the Anti-Bullying Policy

Issues/ Challenges Encountered	Solutions Implemented



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PART IV. Best Practices in the Implementation of the Anti-Bullying Policy

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ANNEX 2A Child-Friendly School Survey

CONTENTS

I. INTRODUCTION

How did you like school?
What is a school?
What makes up a school?
Who provides the learning environment?
When can a school be called a 'Child-friendly School'?
What exactly is a Child-friendly School and how can our school become one?
What should a Child-friendly School aim to achieve?

II. SELF-ASSESSMENT TOOL

How should our school go about achieving the goals of the Child-friendly school?
Accomplishing specific targets
How our school scored
So, is our school Child-friendly?

How did you like school?

Many of us look at school as a place for serious learning but rarely as a place for one to enjoy learning activities and have a say in what one needs and wants to learn.

When you were in school, were you ever consulted as to what you wanted to learn and how you wanted to learn them? If you were lucky enough to have been asked, were you able to freely suggest ways and activities by which you could learn more effectively?

Rights and enjoyment are perhaps words often left out of any student handbook or school circular. Now that you are a teacher, principal or parent, are you the type who believes that being 'soft' on children will only make them learn or study less? Or that giving them 'choices' and allowing them to express themselves freely will only diminish discipline – discipline to make them sit up and listen to their lessons?

Each of us probably has his or her own idea or approach to education and how we can make children 'learn'. Regardless of the differences in our opinions, many of us would probably agree that SCHOOL IS FOR CHILDREN. Perhaps, we could further firm up this agreement by coming up with some common definitions...

What is a school?

Let us consult our dictionaries. Do you have one in your school? All dictionaries would probably contain any or some of the following definitions: 1) an institution devoted primarily to imparting knowledge or developing certain skills; 2) the building or buildings in which instruction is given; 3) any sphere or means of instruction.

What makes up a school?

Since it is safe to agree that 'school' is for those needing or seeking knowledge or instruction, it should be primarily composed of learners or pupils.

Where there are pupils, there should also be teachers who care for children, provide for their learning needs, and nurture their interests.

Then, there is the **physical school** – the school building and its facilities – classrooms, gymnasium or activity area, grounds for young children to romp and play, toilet facilities, drinking fountains, and the like.

ANNEX 2A Child-Friendly School Survey

Did we miss anything? Well, yes there's still one more and probably the most important one of all. It's all people and things that we've mentioned combined...and more. It is called the **learning environment**. The learning environment is more than just the sum total of all these – people (pupils and teachers) and things around them – parents, brothers, sisters, other relatives, and other people and things in the community where the school is located.

When all these INTERACT, and interact FAVORABLY with each other, a lot of wonderful things can happen to the child's learning. Remember that learning does not only occur within the four walls of a classroom. Learning continues when the pupil returns from school to his or her family, mingles with the neighbors and playmates, runs an errand to the sari-sari store, attends with his or her family a religious service at their place of worship, and does tens of other things. A healthy learning environment not only enhances the child's academic achievement but also ensures his or her physical, psychological, social, and emotional growth.

Who provides the 'learning environment'?

School principals, teachers, parents and families, community institutions such as your local barangay council, other community members and the children themselves support each other in creating and enhancing the 'learning environment'.

When can a school be called a 'Child-friendly School'?

A Child-friendly School is more than just a place for formal learning. Foremost, it is an institution that recognizes and respects the range of rights of children, and not just their right to be educated. These rights also include their rights to be healthy, to be given opportunities for play and leisure, to be protected from harm and abuse, to express their views freely, and to participate in decision-making according to their evolving capacities.

While upholding children's rights, a Child-friendly School also instills in children the responsibilities that go with their rights. Among these are to respect the rights of others, respect diversity, practice equality, and resolve differences without resorting to violence.

Just as important, a Child-friendly School takes the lead in shaping a learning environment that enables children to learn as much as their intellectual faculties could take. It is a kind of environment that allows them to grow healthy, equips them with knowledge and skills that they can use throughout life, and enables them to become responsible and productive members of their community and society.

What exactly is a 'Child-friendly School' and how can our school become one?

A 'Child-friendly School' has the following five traits:

1. A Child-friendly School is inclusive, gender-sensitive, and non-discriminating.

It is said to be inclusive, gender-sensitive, and non-discriminating when it...

- does not turn away any child from enrolling and attending classes for whatever reason
- gives boys and girls equal learning opportunities
- treats all children equally, regardless of gender, social status, cultural origin or religious belief.

2. A Child-friendly School is effective with children.

It is said to be effective with children when it...

is child-centered

- has the best interest of the child in mind in all its learning activities
- has a curriculum that addresses the child's learning needs as well as those of the community and society
- employs teaching methods that are suited to the child's age, abilities, and ways of learning

ANNEX 2A Child-Friendly School Survey

- encourages children to think and decide for themselves, ask questions, and express their opinions

promotes quality learning

- makes sure that children master the basic skills of writing, reading, speaking (and listening), mathematics, and the necessary skills that they can use through life
- encourages children to learn by doing and by doing things with others
- makes sure that teachers are qualified to teach and continue to become better teachers
- makes sure that teachers and other staff are physically fit, adequately paid, and highly motivated.

encourages children to participate in school and community activities

- encourages children to work together to solve problems and achieve what they aim to do
- encourages children to express their feelings through the arts – music, drawing, drama, and other forms

3. A Child-friendly School is healthy for children.

It is said to be healthy for children when it...

- promotes children's health
- guarantees that school buildings, grounds, and facilities are safe, clean, healthy, and with adequate water and sanitary facilities
- has written policies and regular practices that promote good health
- integrates health education and life skill development in its curriculum
- hosts regular health services for children, such as immunization

4. A Child-friendly School is caring and protective of all children

It is said to be caring and protective of all children when it...

- safeguards and provides security for children
- helps defend and protect children from harm and abuse
- encourages children to care for each other
- does not tolerate physical punishment on children
- has clear guidelines for conduct between students and does not allow bullying

5. A Child-friendly School involves children's families and the community

It is said to involve families and the community when it...

works closely with children's families

- consults parents and invites their opinions regarding school policies and activities
- holds regular dialogues with parents regarding their children's learning progress
- collaborates with parents to encourage their children to practice at home what they are learning in school
- cares as much as parents that children get enough nutrition and are in good health
- cares about the children's safety not only within the school premises but also on their way to and from school

engages the support and interaction of community institutions and other individuals

- enlists the support of community institutions and individuals for its projects and activities for children
- acts on behalf of and upholds the interests of children in community assemblies

ANNEX 2A Child-Friendly School Survey

WHAT SHOULD A CHILD-FRIENDLY SCHOOL AIM TO ACHIEVE?

A Child-friendly School should aspire for these seven (7) goals:

- (1) Encourage children's participation in school and community
- (2) Enhance children's health and well-being
- (3) Guarantee safe and protective spaces for children
- (4) Encourage enrolment and completion
- (5) Ensure children's high academic achievement and success
- (6) Raise teacher's morale and motivation
- (7) Mobilize community support for education

How should our school go about achieving these goals?

The following checklist contains **action items** that will guide you through what you need to have or need to do towards accomplishing the seven goals of the Child-friendly School.

See how many of the action items listed under each goal you have accomplished or are doing on a regular basis. Tick the box before each action item if you have accomplished this. Add up and write your total in the box after each goal. By checking what your school already has and what it is doing regularly, you will be able to track your progress towards becoming a Child-friendly School.

You may already be well along the way to becoming a Child-friendly School! Remember though that you have to be honest with your answers!

Here's one other advice... Please accomplish this checklist first before moving on to the next section.

GOAL #1: Encourage children's participation in school and community

What your school should have or should be doing:

- ☐ Your school has a working student government.
- ☐ Your school involves students in meetings and planning sessions that concern their well-being.
- ☐ Your school involves students in the organizing, planning, and execution of the disaster preparedness and response plan.
- ☐ Your school encourages its students to get involved in community work.
- ☐ Your school has a mechanism or mechanisms – such as a school publication, students' bulletin board, or opinion box – for pupils to express their opinions about school and community issues.

Total number of action items checked for this goal

GOAL # 2: Enhance children's health and well-being

What your school should have or should be doing:

- ☐ Your school maintains and regularly updates a health record of each pupil.
- ☐ Your school holds annual weighing and health examination of your pupils.
- ☐ Your school holds annual dental examination of your pupils.
- ☐ Your school treats or refers pupils with health problems.

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- ☐ Your school treats pupils with decayed teeth.
- ☐ Your school has a feeding program for malnourished children.
- ☐ Your school serves or sells healthy and nutritious food in your premises.
- ☐ Your school practices proper waste disposal.
- ☐ Your school has a steady supply of clean and safe drinking water.
- ☐ Your school has separate toilet facilities for boys and girls consisting of urinals and lavatories that are regularly maintained and kept clean.
- ☐ Your school has a functional clinic.

Total number of action items checked for this goal.

GOAL # 3: Guarantee safe and protective spaces for children

What your school should have or should be doing:

- ☐ Your classrooms have proper ventilation and lighting and enough space for 45-50 pupils.
- ☐ Your classroom desks and other furniture are sized to the age of the pupils. In the case of shared desks, each pupil has enough space to do seatwork.
- ☐ Your classrooms' layout and furniture allow pupils to interact and do group work.
- ☐ Your classrooms have a bulletin board or a corner that displays helpful learning materials such as posters, illustrations, newspaper and magazine clippings, and your pupils' own works.
- ☐ Your classrooms, facilities, and premises are regularly maintained and kept clean.
- ☐ Your school has safe facilities in place to address hazard threats (e.g. fire exits, fire extinguishers, appropriate electrical wirings).
- ☐ Your school has identified and prepared alternative learning spaces in cases of emergencies.
- ☐ Your school has adequate emergency/first aid kits that are readily available.
- ☐ Your school conducts regular evacuation drills for earthquake, fire, flooding, or tsunami.
- ☐ Your school has a library for reading and for study.
- ☐ Your school has facilities and equipment for recreation and sports.
- ☐ Your school has sufficient lawn space and vegetation.
- ☐ Your school has duly assigned personnel in charge of securing its premises, its properties, and those of its pupils and teachers.
- ☐ Your school coordinates with the barangay and local authorities to ensure the safety and protection of your pupils.
- ☐ Your school has a policy against discrimination with regard to gender, cultural origin, social status, religious belief, and others.
- ☐ Your school has a program for children with special needs.
- ☐ Your teachers use non-threatening styles of discipline.

Total number of action items checked for this goal.

GOAL # 4: Encourage enrollment and competition

What your school should have or should be doing:

- ☐ Your school has a master list of all school-age children in the community, whether enrolled or not.
- ☐ Your school regularly coordinates with the local barangay council to identify school-age children who are out of school, for the purpose of bringing them to school.

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- ☐ Your school conducts campaigns to encourage parents to enroll their children.
- ☐ Your school has a system to regularly check on the attendance of its pupils and address problems concerning non-attendance.

Total number of action items checked for this goal.

GOAL # 5: Ensure children's high academic achievement and success

What your school should have or should be doing:

- ☐ Your school has a clear vision/mission statement that is prominently displayed and adequately explained to all school personnel.
- ☐ The principal and teachers are familiar with child-centered and child-friendly principles.
- ☐ Your school provides each student a complete set of textbooks.
- ☐ Teachers regularly prepare their lesson plans.
- ☐ Your school encourages and promotes cooperative and "hands-on" learning ("learning by doing").
- ☐ The principal has data on the school's past three years performance in the division, regional or national tests for the purpose of improving its current year performance.
- ☐ Teachers regularly monitor and assess their pupils' academic performance, with the view of improving their performance.
- ☐ The school provides students access to ADM, ALS, and/or other learning materials for their use during emergencies.

Total number of action items checked for this goal.

GOAL # 6: Raise teachers' morale and motivation

What your school should have or should be doing:

- ☐ Teachers undergo continuing and advance professional training at least once a year.
- ☐ Teachers are regularly trained in new and effective teaching-learning strategies.
- ☐ Teachers have their own lounge and/or work area.
- ☐ Teachers are given annual medical check-up.
- ☐ The principal provides strong direction and leadership guided by a written supervisory plan.
- ☐ The principal regularly monitors teachers' performance and provides needed support.
- ☐ Teachers support their co-teachers by sharing teaching techniques and experiences.
- ☐ Your school provides annual medical examination to your teachers and other staff.

Total number of action items checked for this goal.

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GOAL # 7: Mobilize community support for education

What your school should have or should be doing:

- ☐ Your school has a Parent-Teacher Association (PTA) that has elected leaders, meets regularly, and has a written plan of action.
- ☐ Your school coordinates with barangay institutions to identify children who are physically or sexually abused or are made to do hard physical labor, for the purpose of identifying their special needs.
- ☐ Your school coordinates with the barangay and local institutions to enroll illiterate parents in literacy programs.
- ☐ Your school takes the lead in conducting literacy programs for illiterate parents.
- ☐ Your school enlists the support of community organizations to help raise funds and resources for learning.
- ☐ Your school invites parents to discuss with your teachers the learning experiences and progress of their children.
- ☐ Your school consults parents in the drafting of its policies, and in the planning and implementation of school activities.
- ☐ Your school has organized and capacitated the School Disaster Risk Reduction and Management Committee (SDRRMC).
- ☐ Your school has strong partnerships with external stakeholders in order to address disaster risk reduction and the CCA-related needs of the school (i.e. data and statistics, capacity building, resources, etc).

Total number of action items checked for this goal.

Rating your school for action items done

Goal # 1: Encourage children's participation in school and community

The Goal has 5 action items. If you scored 3 points, give yourself a blue heart; if you scored 4 points, give yourself a purple heart; if you scored 5 points, give yourself a red heart. If you scored lower than 3 points, don't color the heart. But take heart (pardon the expression), there are still six goals to assess and you might just do better with the next ones.

(Note: If you do not have crayons or color pens or pencils, you can just mark the inside of the heart with a B for Blue, P for Purple, or R for Red)



Color this heart!

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Goal # 2: Enhance children's health and well-being

This Goal has 11 action items. If you scored 7 points, give yourself a blue heart; if you scored 8-9 points, give yourself a purple heart; if you scored 10-11 points, give yourself a red heart. If you scored lower than 7 points, don't color the heart, if your score is lower than desired, try again with the other goals. You have five more to go!



Color this heart!

Goal # 3: Guarantee safe, protective spaces for children

This Goal has 17 action items. If you scored 10-11 points, give yourself a blue heart; if you scored 12-14 points, give yourself a purple heart; if you scored 15-17 points, give yourself a red heart. If you scored lower than 10 points, don't color the heart. Did you do better this time?



Color this heart!

Goal # 4: Encourage enrollment and completion

This Goal has 4 action items. If you scored 2 points, give yourself a blue heart; if you scored 3 points, give yourself a purple heart; if you scored 4 points, give yourself a red heart. If you scored lower than 2 points, don't color the heart. We're midway through the test. Let's see how you score with the rest!



Color this heart!

Goal # 5: Ensure children's high academic achievement and success

This Goal has 8 action items. If you scored 6 points, give yourself a blue heart; if you scored 7 points, give yourself a purple heart; if you scored 8 points, give yourself a red heart. If you scored lower than 6 points, don't color the heart. Hope you're racking up those points!



Color this heart!

Goal # 6: Raise teachers' morale and motivation

This Goal has 8 action items. If you scored 4-5 points, give yourself a blue heart; if you scored 6-7 points, give yourself a purple heart; if you scored 8 points, give yourself a red heart. If you scored lower than 4 points, don't color the heart. Do you think you'll be a Child-friendly School by the end of this test?



Color this heart!

Goal # 7: Mobilize community support for education

This Goal has 9 action items. If you scored 7 points, give yourself a blue heart; if you scored 8 points, give yourself a purple heart; if you scored 9 points, give yourself a red heart. If you scored lower than 7 points, don't color the heart. That's it! Hope you did well!



Color this heart!

Accomplishing Specific Targets

The preceding sections outlined the actions that we need to take towards establishing a Child-friendly School. However, this is just the first step. We must also ensure that our actions are effective enough to help us realize desired outcomes for children in the context of the Child-friendly School System.

We may also call these desired outcomes 'targets.' The following are the targets set for itself by the Department of Education (DepEd). The ideal, of course, is to aim for universal coverage or 100% attainment of these targets.

- All school-age children in your community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS).
- All children in your school who enrolled in Kinder six years ago finish Grade 6/ enrolled in Grade 7 three years ago finish Grade 10/ enrolled in Grade 11 finish Grade 12.
- All your Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments.

In addition are targets relating to the promotion of proper health and nutrition among schoolchildren and school personnel. This follows the principle that a healthy and well-nourished child is more ready for learning than a sickly one.

The additional targets are as follows:

- All schoolchildren are well nourished.
- All schoolchildren are healthy.
- All schoolchildren have good dental health.

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How much of these targets has your school accomplished?

The following are the standards by which you are asked to rate your school:

Enrollment and academic achievement targets for school year (SY) _____:

1. All school-age children in your community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS).

(Please check)

☐ Less than 95%	Poor	0 point
☐ 95-96%	Fair	1 point
☐ 97-98%	Good	2 points
☐ 99-100%	Outstanding	3 points

Your Score: _____point/s

2. All children in your school who enrolled in Kinder six years ago finish Grade 6/ enrolled in Grade 7 three years ago finish Grade 10/ enrolled in Grade 11 finish Grade 12.

(Please check)

☐ Less than 77%	Poor	0 point
☐ 77-79%	Fair	1 point
☐ 80-90%	Good	2 points
☐ 91-100%	Outstanding	3 points

Your Score: _____point/s

3. All your Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments.

(Please check)

☐ Less than 50%	Poor	0 point
☐ 50-74%	Fair	1 point
☐ 75-90%	Good	2 points
☐ 91-100%	Outstanding	3 points

Your Score: _____point/s

Health and nutrition targets:

4. All your pupils/students are well nourished.

(Please check)

☐ Less than 70%	Poor	0 point
☐ 70-80%	Fair	1 point
☐ 81-90%	Good	2 points
☐ 91-100%	Outstanding	3 points

Your Score: _____point/s

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5. All your pupils/students are healthy.

(Please check)

- | | | |
|--|-------------|----------|
| ☐ Less than 75% | Poor | 0 point |
| ☐ 75-80% | Fair | 1 point |
| ☐ 81-90% | Good | 2 points |
| ☐ 91-100% | Outstanding | 3 points |

Your Score: _____ point/s

6. All your pupils/students have good dental health.

(Please check)

- | | | |
|--|-------------|----------|
| ☐ Less than 75% | Poor | 0 point |
| ☐ 75-80% | Fair | 1 point |
| ☐ 81-90% | Good | 2 points |
| ☐ 91-100% | Outstanding | 3 points |

Your Score: _____ point/s

How our school scored

On these pages, you will tally your scores in the two assessment categories.

To rate yourself for Action Items done (pages __), assign the following points to your colored hearts:

- | | |
|------------------|------------------|
| Blue heart- | one (1) point |
| Purple heart- | two (2) points |
| Red heart - | three (3) points |
| Uncolored heart- | no (0) point |

Now add up those points.

Action Items / Goals	Colored Hearts	Points
1. Encourage children's participation in school and community		
2. Enhance children's health and well-being		
3. Guarantee safe and protective spaces for children		
4. Encourage enrollment and completion		
5. Ensure children's high academic achievement and success		
6. Raise teacher's morale and motivation		
7. Mobilize community support for education		
SCORE		

Enter and add up your scores for Accomplishing Specific Targets (pages __) here.

Progress toward specific targets	Points
1. All school-age children in your community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS).	
2. All children in your school who enrolled in Kinder	

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six years ago finish Grade 6/ enrolled in Grade 7 three years ago finish Grade 10/ enrolled in Grade 11 finish Grade 12.	
3. All your Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments.	
4. All your pupils are well nourished.	
5. All your pupils are healthy.	
6. All your pupils have good dental health.	
SCORE	

Now, tally your scores in the two categories.

Action Items / Goals	
Progress toward Targets	
TOTAL SCORE	

So, is your school Child-friendly?

If you got a total of at least 25 points but lower than 30 points, you are a CHILD-FRIENDLY SCHOOL!

If you got at least 30 points but lower than 35 points, you are an OUTSTANDING CHILD-FRIENDLY SCHOOL!!

If you got 35 points or higher, you are indeed a VERY OUTSTANDING CHILD-FRIENDLY SCHOOL!!!

To all of you who made it, CONGRATULATIONS!!! To those who didn't, you can try to do better next school year.

Now make sure that you do this every school year to see if you are keeping with or improving your performance.

Thank you for answering this little test. Until next time when we include other action items and targets in our list! Becoming a Child-friendly School is easy, don't you agree?

(name of your school)

is a

CHILD-FRIENDLY SCHOOL!!!