

Department of Education

REGION III - CENTRAL LUZON SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

July 8, 2024

SCHOOLS DIVISION MEMORANDUM

No. 218

s. 2024

SUBMISSION OF LIST OF RECIPIENTS FOR PADYAK PATUNGO SA TAGUMPAY: A DROP-OUT REDUCTION STRATEGY

To: All Public Elementary and Secondary School Heads Division Partnership Focal Person Learner Rights and Protection Focal Person All Others Concerned

- The Division of Science City of Munoz initiated Drop-out reduction strategy, PADYAK PATUNGO SA PANGARAP, aimed to address drop-out concerns focusing mainly on learners belonging to poor families. It is a collaboration of the City Government and the Schools Division Office addressing pressing concerns of school-leavers.
- Identified schools with learners At-risk of Dropping-out and with high number of 2. learner-dropouts in the School Year 2022-2023 are tasked to submit a list of Recipients based on the qualifications of target recipients and stated guidelines. (See enclosure)
- This activity will be conducted in consonance with the Brigada Eskwela Kick week. Distribution of Bisekleta: Padyak Patungo sa Pangarap will be one of the highlights in the Division Brigada Kick-Off on July 22, 2024 at MNHS Annex.
- For clarification, you may contact the Division Partnership Focal Person through lamberto.corpuz@deped.gov.ph or at cellphone number 0935 631 0043.

For information and strict compliance.

JOHANNA N. GERVACIO PhD, CESO V

Schools Division Superintendent 4

Encl: As stated

To be indicated in the Perpetual Index Under the following subjects:

Partnerships

Adopt-a-School

Assistant Schools Divi ion Superintendent

Dropout Reduction



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Enclosure to SDM No. 28, s.2024

DROP-OUT REDUCTION STRATEGY: PADYAK PATUNGO SA PANGARAP LIST OF SCHOOL BENEFICIARIES

NAME OF SCHOOL	NUMBER OF BICYCLE
GABALDON INTEGRATED SCHOOL	4
2. MUNOZ NATIONAL HIGH SCHOOL-JHS	4
3. MUNOZ NATIONAL HIGH SCHOOL-ANNEX	4
4. PALUSAPIS INTEGRATED SCHOOL	4
5. MAGTANGGOL INTEGRATED SCHOOL	3
6. MARAGOL INTEGRATED SCHOOL	3
7. SAN ANTONIO INTEGRATED SCHOOL	3
8. MUNOZ NATIONAL HIGH SCHOOL-SHS	3
9. MUNOZ CENTRAL SCHOOL	3
10. CURVA INTEGRATED SCHOOL	2
TOTAL	33

QUALIFICATIONS IN CHOOSING A TARGET RECIPIENT:

- 1. The learner-beneficiary is preferably a member of 4Ps.
- 2. Non-membership in 4Ps will require a certificate of indigency from the barangay.
- 3. Top priority will be given to drop-out or out-of-school youth who has returned to formal schooling.
- 4. The learner-beneficiary must have shown in the previous years that he is willing to finish his studies despite the challenges he faced.
- 5. The learner-beneficiary lives far from school and has difficulties in coming to school on time because he cannot afford to pay tricycle fares or there are no available means of transportation going to school.
- 6. The learner-beneficiary has a good moral character as endorsed by his adviser.

POLICY AND OPERATIONAL GUIDELINES

- 1. The bicycles shall be awarded to the identified schools with learners needing assistance.
- 2. The school head shall identify the learner-beneficiaries and craft a Memorandum of Understanding to be signed by the parents and the learner-beneficiary during the turnover ceremony.
- 3. The names of the learner-beneficiaries shall be endorsed to the Schools Division Superintendents for review of the Social Mobilization Unit.







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4. The Memorandum of Understanding should stipulate that the learner-beneficiary, through his parents, shall be responsible for the maintenance of the bicycle if the learner uses the bicycle.

5. The learner-beneficiary, after finishing his schooling, shall return the bicycle to

the school and will then be lent to the next learner-beneficiary.

MONITORING AND REPORTING

The School head shall prepare progress monitoring reports, through the learner-beneficiary class advisers, to be included in the Quarterly SMEA.

SUSTAINABILITY

This programs sustainability can only be ensured through sustained partnership among school -community stakeholders especially the City Government.

Dropouts among schoolchildren are one of the most complex issues confronting the Philippine educational system. This problem has had a long-term impact on school efficiency. Early school dropout rates are on the rise, particularly in impoverished and depressed rural communities, where children are compelled to leave school to supplement family income, robbing them of their entitlement to a basic education.

Every school needs a partner.

Every Child at Risk of Dropping-out needs an intervention.





