


Republic of the Philippines
Department of Education
REGION XI
Division of Digos City
Tel Nos. (082)553-8375/553-8376
Fax. (082) 553-8376



DIVISION MEMORANDUM

No. 567, series 2017

TO : **Roger A. Manapol** - Digos City NHS
Elizabeth R. Bueron - Kapatagan NHS
Edberto A. Real - Ruparan NHS


FROM : *for*  **WINNIE E. BATOON, Ed.D.** 08/24/17
Office-In-Charge office of the
Schools Division Superintendent

SUBJECT : **Focus Group Discussion for the Recipient-Schools of
Personal Computers for Public Schools Project**

DATE : August 22, 2017

1. Attached herewith is the letter from the Department of Trade and Industry dated August 16, 2017 informing your schools as PCPS-recipients to participate in the conduct of Focus Group Discussion (FGD) and survey on September 7-8, 2017 and the venue will be informed later.
2. Expected participants to attend are the School Principals, Computer Teachers and ICT Coordinators.
3. For your guidance please refer to the attached copies of Focus Group Discussion Design and Guide Questions.
4. Transportation and other incidental expenses during the said activity shall be charged against local funds subject to the usual accounting and auditing rules and regulations.
5. For other clarifications or inquiries, you may contact Mr. Ramir Labastida, PCPS coordinator of the DTI at Telephone No. 2720534 or cell no. 09177054635 or you may contact the DepEd Division IT Officer, Mr. Stephen R. Pascual, through Telephone No. (082) 553-8375 or stephen.pascual@deped.gov.ph.

DepEd Schools Division of Digos

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August 16, 2017

DR. WINNIE E. BATOON, Ed. D.
OIC-School Division Superintendent
DEPED DIGOS CITY DIVISION
Roxas Street, Digos City, Davao del Sur

Attention: **MR. STEPHEN R. PASCUAL**
ICT In-Charge

Dear DR. BATOON,

Greetings!

In relation to the conduct of **Focus Group Discussion** by Department of Trade and Industry – Resource Generation and Management Service (RGMS) for the PCPS schools-recipients on September 14 and 15, 2017, we are furnishing your office with copies of **FGD Design and Guide Questions** to be used during the FGD activities. The specific venue of the activity will be informed to you later after finalization of procurement activities by our regional office.

Again, we would to request your division office to disseminate the information materials to our school-recipients of PCPS Phases 1 and 2, namely:

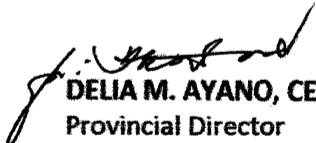
Province	Name of School	Address	PCPS Phase
DS	Davao Del Sur NHS	Rizal Avenue Zone II, CITY OF DIGOS (Capital)	1
DS	Kapatagan NHS	Brgy. Kapatagan, Digos City	1
DS	Ruparan NHS	Brgy. Ruparan, Digos City	1

Proposed Schedules:

Region	Date	Venue	AM	PM	Target Participants
XI	September 14, 2017	Davao City	PCPS 1 8-12pm	PCPS2 1-5pm	School Principals / Computer Teachers
XI	September 15, 2017	Davao City	PCPS 1 8-12pm	PCPS 2 1-5pm	DepEd ICT Coordinators

For further inquiries and confirmation, please contact us at tel. no. 272-0534 and 0917-705-4635 and look for our PCPS Coordinator, Mr. Ramir D. Labastida. We look forward to your usual support and cooperation for the implementation of PCPS Project.

Truly yours,


DELIA M. AYANO, CESO V
Provincial Director

Enabling Business, Empowering Consumers

DAVAO DEL SUR FIELD OFFICE

Focus Group Discussion Design

1. Activity flow

The FGD facilitator will conduct two 3-hour sessions every FGD day: one in the morning (starting at 9:00AM), and another in the afternoon (starting at 1:00PM). The morning and afternoon sessions will be conducted following the schedule below:

Morning Session

Start	End	Duration	Activity
9:00	9:15	0:15	Opening
9:15	9:30	0:15	Introduction of participants
9:30	10:30	1:00	Discussion of Questions 1 and 2
10:30	10:45	0:15	Break
10:45	11:45	1:00	Discussion of Questions 3 and 4
11:45	12:00	0:15	Closing

Afternoon Session

Start	End	Duration	Activity
1:00	1:15	0:15	Opening
1:15	1:30	0:15	Introduction of participants
1:30	2:30	1:00	Discussion of Questions 1 and 2
2:30	2:45	0:15	Break
2:45	3:45	1:00	Discussion of Questions 3 and 4
3:45	4:00	0:15	Closing

2. Participants

There will be four sets of FGD participants:

- (i) principals from PCPS1 recipient schools
- (ii) principals from PCPS2 recipient schools,
- (iii) IT officers or personnel involved in the PCPS1 project, and
- (iv) IT officers or personnel involved in the PCPS2 project.

Participants must come from different schools. The IT officers or personnel who will be included in the FGDs must come from schools different from those represented by principals. It is recommended that FGD participants be selected by DepEd based on the following criteria. It is understood that finding participants who satisfy these criteria may be difficult so participants who closely meet most of these criteria may be selected:

- (i) They must be familiar with the PCPS phase they are being invited for
- (ii) They must have been an active participant in the management of the PCPS project
- (iii) They must be familiar with the factors that facilitated or hindered the implementation of the PCPS phase they are being invited for
- (iv) They must be familiar with how the PCPS phase they are being invited for has created an impact on the following issues in their school:
 - a. **Encouraging students in their school to become knowledge workers.** A production-based economy relies on traditional factors of production like land, labor, and capital in generating wealth and sustaining economic growth. In a production-based economy, knowledge (information) plays a less prominent role. In a knowledge-based economy on the other hand, knowledge (information) is the most critical factor of production, with land, labor and capital playing less prominent roles. A knowledge worker is defined as someone who has the competency to perform functions required by the knowledge-based economy.

- b. **Mainstreaming IT in their school.** Information Technology is said to be "mainstreamed" when computer education is already part of the curriculum design, planning and budgeting, and other considerations like classroom design.
- c. **Implementing the computer education curriculum in their school.** The Department of Education, prescribed the implementation of a standard computer education curriculum as a requirement under the PCs for Public Schools Project (PCPS) project.
- d. **Consolidating stakeholder efforts in modernizing the delivery of public education.** "Consolidation" is defined as implementing together usually independent efforts of various stakeholders towards the achievement of a common goal or purpose. In this case, the common goal is to develop students' competency to perform functions required by the knowledge-based economy.

Below are the proposed dates:

Regions	Proposed Date	Proposed Venue
IV-A	August 31 – Sept. 01, 2017	Bayleaf Hotel General Trias, Cavite
VI	September 7 – 8, 2017	Iloilo
XI	September 14 – 15, 2017	Davao City
NCR	September 20 – 21, 2017	Metro Manila

FGD Guide Questions:

General introduction questions: Life before and after PCPS

1. When did you first have computers in your school?
2. Aside from PCPS, did your school receive other computer packages from other stakeholders? When did you receive them and how did they compare with the PCPS provided computer packages?
3. Based on what you remember, what was it like **before your school had computers**? Answer this from the perspective of:
 - i. Students
 - ii. Teachers
 - iii. School administrators
4. Based on what you remember, what was it like **immediately after your school had computers**, i.e. the first year your school had computers? Answer this from the perspective of:
 - i. Students
 - ii. Teachers
 - iii. School administrators
5. Based on your experience, what is it like in your school **now that it has been some time since you have had computers**? Answer this from the perspective of:
 - i. Students
 - ii. Teachers
 - iii. School administrators
6. To what extent are the objectives of the PCPS project aligned with government strategies and development plans?
7. To what extent are the objectives of PCPS still valid?
8. Was PCPS able to respond to the priorities of its intended beneficiaries and implementing organization?
9. Were the objectives of PCPS achieved?
10. What facilitated the achievement of these objectives?
11. What hindered the achievement of these objectives?
12. Were the resources of PCPS used efficiently to deliver its outputs and outcomes?

I. Development of knowledge workers

1. A production-based economy relies on traditional factors of production like land, labor, and capital in generating wealth and sustaining economic growth. In a production-based economy therefore, knowledge (information) plays a less prominent role. In a knowledge-based economy on the other hand, knowledge (information) is the most critical factor of production, with land, labor and capital playing less prominent roles. A knowledge worker is defined as someone who has the competency to perform functions required by the knowledge-based economy.
 - i. It is understood, that no such data exists in the current database, but do you consider your school as a significant producer of knowledge workers?
 - ii. Based on your estimate, what percentage of your graduates do you think became knowledge workers before the implementation of the PCPS?
 - iii. Based on your estimate, what percentage of your graduates do you think became knowledge workers after the PCPS was implemented?
 - iv. What factors do you think facilitated the progression of your graduates into knowledge workers?
 - v. What factors do you think hindered the progression of your graduates into knowledge workers?
2. Did PCPS play any role in your graduates becoming knowledge workers?
 - i. If yes, what role did PCPS play?
 - ii. If no, how can PCPS help increase the number of your graduates who become knowledge workers?

II. Mainstreaming of IT in secondary education

1. Information Technology is said to be "mainstreamed" in secondary education when computer education is already part of the curriculum design, planning and budgeting, and other considerations like classroom design of your school.
 - i. In your opinion how mainstreamed was IT in your school prior to the implementation of the PCPS? Rate it from 1 to 10 with 1 meaning "not mainstreamed" and 10 meaning "completely mainstreamed".
 - ii. In your opinion how mainstreamed was IT in your school after the implementation of the PCPS? Rate it from 1 to 10 with 1 meaning "not mainstreamed" and 10 meaning "completely mainstreamed".
 - iii. What factors do you think facilitated the mainstreaming of IT in your school?
 - iv. What factors do you think hindered the mainstreaming of IT in your school?
2. Did PCPS play any role in the mainstreaming of IT in your school?
 - i. If yes, what role did PCPS play?
 - ii. If no, how can PCPS help mainstream IT in your school?

III. Implementation of the computer education curriculum

1. Did you have a computer education curriculum prior to the implementation of the PCPS?
2. In your opinion, on a scale of 1 to 10 (with 1 meaning "not implemented" and 10 meaning "fully implemented"), what was the level of implementation of the computer education curriculum prior to PCPS?
3. In your opinion, on a scale of 1 to 10 (with 1 meaning "not implemented" and 10 meaning "fully implemented"), what was the level of implementation of the computer education curriculum after PCPS?
4. What factors do you think facilitated the implementation of the computer education curriculum for high schools in your school?
5. What factors hindered the implementation of the computer education curriculum for high schools in your school?
6. Did PCPS play any role in the implementation of the computer education curriculum for high schools in your school?
 - i. If yes, what role did PCPS play?
 - ii. If no, how can PCPS help mainstream IT in your school?

IV. Consolidation of efforts of various sectors in modernizing the delivery of public secondary education

1. "Consolidation" is defined as implementing together usually independent efforts of various stakeholders towards the achievement of a common goal or purpose. Having this definition in mind, on a scale of 1 to 10 (with 1 meaning "not consolidated" and 10 meaning "completely consolidated", how consolidated were the independent efforts of various stakeholders in your school towards the achievement of the common goal of developing your students' competency to perform functions required by the knowledge-based economy prior to PCPS?
2. On a scale of 1 to 10 (with 1 meaning "not consolidated" and 10 meaning "completely consolidated", how consolidated were the independent efforts of various stakeholders in your school towards the achievement of the common goal of developing your students' competency to perform functions required by the knowledge-based economy after PCPS?
3. What factors do you think facilitated the consolidation of efforts of various sectors in modernizing the delivery of public secondary education in your school?
4. What factors hindered the consolidation of efforts of various sectors in modernizing the delivery of public secondary education in your school?
1. Did PCPS play any role in the implementation of the computer education curriculum for high schools in your school?
 - i. If yes, what role did PCPS play?
 - ii. If no, how can PCPS help in the implementation of the computer education curriculum for high schools in your school?