



Republic of the Philippines  
**Department of Education**  
**REGION XI**  
**SCHOOLS DIVISION OF DIGOS CITY**

**OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT**

**DIVISION MEMORANDUM**  
 No. 419, s. 2020

September 15, 2020

**ATTENDANCE TO NATIONAL ONLINE TRAINING OF TEACHERS ON THE  
 INTEGRATION OF CSE IN THE K TO 12 BASIC EDUCATION CURRICULUM**

To: Education Program Supervisor in Science  
 Division Araling Panlipunan Coordinators  
 Public Schools District Supervisors

ATTENTION: Datu Roger A. Manapol, P IV - Digos City National High School  
 Angelito M. Villagonsalo, P II - San Miguel Elem. School

- In pursuant to Unnumbered Regional Memorandum dated September 10, 2020, re: National Online Training of Teachers on the Integration of CSE in the K to 12 Basic Education Curriculum, this Office informs the concerned schools of the attendance of the teachers named below in the series of capacity-building activities for teachers for the enhanced Comprehensive Sexuality Education (CSE) curriculum for Batch 2 on September 21, 23, and 25, to wit:

Subject Area	Expected Participant	School
Science	Angelisa O. Cabalquito, T 1	San Miguel Elem. School
Araling Panlipunan	Amabilis C. Franco, MT 1	Digos City National High School

- Expenses incurred on internet connectivity shall be charged to School MOOE/Local Funds subject to the usual accounting and auditing rules and regulations.
- Teachers may opt to have work from home if school has no internet connectivity.
- All other details of the said memorandum are found in the enclosures.
- For information, guidance, and compliance.

**CRISTY C. EPE**  
 Schools Division Superintendent

**DepEd Schools Division of Digos City**  
**RECORDS SECTION**

**RELEASED**  
 20-62136

DATE: 15 SEP 2020 TIME: 4:07 pm

BY:





Republic of the Philippines  
**Department of Education**  
DAVAO REGION

**Office of the Regional Director**

MEMORANDUM

To : Schools Division Superintendents

Subject: NATIONAL ONLINE TRAINING OF TEACHERS ON  
THE INTEGRATION OF CSE IN THE K TO 12  
BASIC EDUCATION CURRICULUM


Date : September 10, 2020

Attached herewith is DepEd Memorandum DM-CI-2020-00237 entitled "National Online Training of Teachers on the Integration of CSE in the K to 12 Basic Education Curriculum," dated August 27, 2020, regarding a series of capacity-building activities for teachers for the enhanced Comprehensive Sexuality Education (CSE) curriculum.. Please refer to Annex A for the allocated number of participants to attend the Batch 1 National Training of Trainers on CSE and Annex B for the Batch 2 of the said training.

The activity will start on September 14, 16, 18, 21, 23 & 25, 2020 from 8:00am to 12:00nn for Batch 1 and September 21, 23, & 25, 2020 from 1:00pm to 5:00pm and September 28, 30 & October 2 from 8:00am to 12:00nn for Batch 2. The list of participants (Name & Designation) should be submitted to Curriculum and Learning Management Division through this email address [danilo.dohinog@deped.gov.ph](mailto:danilo.dohinog@deped.gov.ph) on or before September 14, 2020.

All expenses relative to this activity shall be charged against local funds, all subject to the usual accounting and auditing rules and regulations.

Immediate dissemination of this Memorandum is desired.

  
**EVELYN R. FETALVERO, CESO IV**  
Assistant Regional Director  
Officer-In-Charge  
Office of the Regional Director

ROC04/drd

09/11/20  
8:00  
09/10 - 7/27



Address: F. Torres St., Davao City (8000)  
Telephone Nos.: (082) 291-1665; (082) 221-6147





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**Annex A -List of Participants (Batch 1)**

BATCH 1-PILOT DIVISIONS	Kinder	AP	ESP	MAPEH/ Health	Science	Core/Appli ed subjects	Specialized subjects	Total
Davao de Oro								
1. Alimadmad Integrated Sch.	1	1	1	1	1			5
2. Andli Elem. Sch	1	1	1	1	1			5
3. Anislagan Elem. Sch.	1	1	1	1	1			5
4. Banlag Elem. Sch.	1	1	1	1	1			5
5. Bongabong Elem. Sch.	1	1	1	1	1			5
6. Compostela CES Sped Center	1	1	1	1	1			5
7. Laak CES	1	1	1	1	1			5
8. Manat CES	1	1	1	1	1			5
9. Pantucan Elem. Sch.	1	1	1	1	1			5
10. Boringot National HS		1	1	1	1			4
11. Elizalde National HS		1	1	1	1			4
12. Laak National HS		1	1	1	1			4
13. Mabini National HS		1	1	1	1			4
14. Maragusan National HS		1	1	1	1			4
15. Siocon National HS		1	1	1	1			4
16. Nabunturan National Compre HS						1	1	2
17. Paloc National HS						1	1	2
18. Pantukan National HS						1	1	2
19. Tupaz National HS						1	1	2



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**Annex A-List of Participants (Batch 1)**

<b>BATCH 1-PILOT DIVISIONS</b>	<b>Kinder</b>	<b>AP</b>	<b>ESP</b>	<b>MAPEN/ Health</b>	<b>Science</b>	<b>Core/Appli ed subjects</b>	<b>Specialized subjects</b>	<b>Total</b>
Davao del Norte								
1. Cabadangan Integrated Sch.	1	1	1	1	1			5
2. Cambanogoy Central Elem. Sch	1	1	1	1	1			5
3. Carmen Central Elem. Sch.	1	1	1	1	1			5
4. Dacudao Elem. Sch.	1	1	1	1	1			5
5. Gabuyan Central Elem. Sch.	1	1	1	1	1			5
6. Sta. Cruz Elem. School	1	1	1	1	1			5
7. Sto. Tomas CES Sped Center	1	1	1	1	1			5
8. Sua-on Elem. Sch.	1	1	1	1	1			5
9. Tanglao Elem. Sch.	1	1	1	1	1			4
10. Alejal National HS		1	1	1	1			4
11. Kapalong National HS		1	1	1	1			4
12. Limbaon National HS		1	1	1	1			4
13. Salvacion National HS		1	1	1	1			4
14. Sto. Nino National HS		1	1	1	1			4
15. Sto. Tomas National HS			1	1		1		2
16. Benigno Martin National HS						1	1	2
17. Carmen National HS						1	1	2
18. Davao del Norte Regl Sport Acad						1	1	2
19. Dona Carmen Soriano National HS						1	1	2



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**Annex B-List of Participants (Batch 2)**

BATCH 2 NON-PILOT DIVISIONS	Elementary	High School	Senior High School	Total
1. Davao City	Science		Core/Applied	2
1. Davao del Sur	Araling Panlipunan	MAPEH		2
2. Davao Occidental	1 MAPEH teacher		Core/Applied	2
3. Davao Oriental	Esp	MAPEH		2
4. Digos City	Science	Araling Panlipunan		2
5. IGACOS	Kinder	Esp		2
6. Mati City	Kinder	Araling Panlipunan		2
7. Panabo City	Araling Panlipunan	Science		2
8. Tagum City	MAPEH	Science		2
<b>TOTAL</b>				<b>18</b>



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BCDCSDD-O-2020-2038

**MEMORANDUM**  
**DM-CI-2020-00237**

**FOR :** MINISTER, Basic, Higher and Technical Education, BARMM  
**TO :** REGIONAL DIRECTORS

**FROM :**  **DIOSDADO M. SAN ANTONIO**  
Undersecretary

**SUBJECT :** **NATIONAL ONLINE TRAINING OF TEACHERS ON THE INTEGRATION OF CSE IN THE K TO 12 BASIC EDUCATION CURRICULUM**

**DATE :** **27 August 2020**

The Department of Education, through the Bureau of Curriculum Development (BCD), and Bureau of Learning Delivery (BLD) in coordination with Center for Health Solutions and Innovations Philippines, Inc. (CHSI) and United Nations Population Fund (UNFPA), shall conduct a series of capacity-building activities for teachers for the enhanced Comprehensive Sexuality Education (CSE) curriculum.

To launch the in-service training of teachers, the Department of Education will conduct a **national online training on CSE** from September to October 2020. The training aims to equip our teachers and educators not only with the knowledge and skills on CSE concepts but with beefed up self-efficacy, attitude and tools on the Enhanced Comprehensive Sexuality Education Curriculum using evidence-based pedagogies. Moreover, the participants will also be able to:

1. Identify the core contents, standards and learning competencies of enhanced Comprehensive Sexuality Education;
2. Discuss CSE lesson exemplars and CSE readers for classroom integration.
3. Experience/simulate the different modules/teaching resources/job aids for CSE orientation sessions;
4. Familiarize themselves with the monitoring and evaluation tools of CSE; and
5. Participate in the baseline assessment to be conducted during the training and implementation of CSE.

Select educators from three pilot regions, namely Regions 1, 7 and 11 will be invited. There will be representatives to be invited from non-pilot regions and areas.

Prior to the training, **selected public school teachers and regional supervisors will be invited to participate in the baseline assessment survey of teachers' capacities in teaching CSE.** The baseline assessment is part of the monitoring and evaluation program for CSE implementation. It seeks to identify and understand



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the apprehensions and strengths that teachers have in relation to CSE implementation, and serve as basis for evaluating the effectiveness of the training in future studies. After the data gathering, a digital tool will be created for collecting baseline data in CSE-related LAC sessions that will be made available for teachers who handle CSE learning areas.

The following are the key activities and the timing of their implementation:

Activity	Target Participants	Timing
1. Orientation on the conduct of CSE Baseline Assessment for Teachers		September 1, 2020
2. Recruitment of study participants and conduct of CSE baseline survey	600 teachers in the pilot regions I, VII, XI (200 teachers per region: 100 from implementation site and 100 from control site).	September 2-10, 2020
3. National Training of Trainers on CSE	*718 teachers in the pilot regions I, VII, XI	Batch 1 - September 14, 16, 18, 21, 23 & 25 / 8:00am - 12:00nn  Batch 2 - September 21, 23 & 25 / 1:00pm - 5:00pm and September 28, 30 & October 2 / 8:00am - 12:00nn

\*The participants for the National Training of Trainers on CSE are the following:

<b>BATCH 1</b>	
<b>AREA</b>	<b>PAX</b>
Region I - Pilot • Pangasinan 1 • La Union 18 ES (5 slots each), 12 HS (4 slots each), 8 SHS (2 slots each)	154
Region VII - Pilot • Cebu City • Dumaguete City 18 ES (5 slots each), 12 HS (4 slots each), 8 SHS (2 slots each)	154
Region XI - Pilot • Davao del Norte • Compostela Valley 18 ES (5 slots each), 12 HS (4 slots each), 8 SHS (2 slots each)	154



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<b>TOTAL</b>	<b>462</b>
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<b>BATCH 2</b>	
<b>AREA</b>	<b>PAX</b>
Region I - Non-Pilot (12 Divisions) 2 slots per division	24
Region VII - Non-Pilot (19 Divisions) 2 slots per division	38
Region XI - Non-Pilot (8 Divisions, 2 slots per division)	16
	- 18
Region II	9
Region III	20
Region IV-A	21
Region IV-B	7
CAR	8
Region V	13
Region VI	20
Region VIII	13
Region 9	8
CARAGA	12
Region 10	13
Region 12	9
BARMM	9
NCR	16
<b>TOTAL</b>	<b>256</b>

Please refer to signed memoranda DM-CI-00-058, dated 14 April 2020 and DM-CI-2020-00-098, dated 09 June 2020.

Kindly see the following annexes for further information:

- Annex 1 - Program / Course Profile

*4 Subjects*  
*AP*  
*Science*  
*MAPEH*  
*ECP*  
*Local*





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Annex 2 – Program Overview / Course Design

For more information, all Regional/School Division Offices involved are advised to contact **Dr. Rosalie B. Masilang** or **Mr. Michael J. Cabrera** at 8632-7746 / 8687/2948 or through email [rosalie.masilang@deped.gov.ph](mailto:rosalie.masilang@deped.gov.ph) or [michael.cabrera001@deped.gov.ph](mailto:michael.cabrera001@deped.gov.ph).

Immediate dissemination of this memorandum is requested.



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5. SDOs and schools to sustain the close coordination and partnership with the LGUs and NGOs to help in the delivery of the curriculum and ensure support of the gaps encountered during the 1<sup>st</sup> and 2<sup>nd</sup> round of monitoring of schools by the Regional Office; and
6. Polished all preparation of the supplemental modalities such as Radio-Based Instruction, TV – Based Instruction and use of online platforms through social media which maximize the learning of the children.

All concerns of the above directives shall be directed to this Office through the activity focal from the ESSD.

All expenses incurred in the preparation for the opening of classes shall be charged to local funds, SEF and other available sources of funds , all subject to the usual accounting and auditing rules and regulations.

Immediate dissemination of this Memorandum to all concerned is desired.

  
**EVELYN R. FETALVERO, CESO IV**  
Assistant Regional Director  
Officer-In-Charge  
Office of the Regional Director

*ROCI/jgv*



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sexual and reproductive health and overall well-being and help them achieve their full potential.

While there is already a growing interest and confidence among teachers to teach CSE, the actual delivery of the topic has been confronted by several hindrances such as (i) non-adherence to content, sequence, and completeness, (ii) inability of teachers to deliver the topic, and (iii) inhibitions of teachers to discuss sensitive topics. Teachers identified the needs to have curriculum guides and learners' assessment tools. They also identified several training needs on supplementing their technical knowledge and building their ability to communicate and their skill in using participatory methodology.

As public schools transition to alternative learning modalities i.e. blended learning, amid Covid-19 pandemic; the training of teachers for this school year will also shift from conventional face-to-face approach to distance online learning. DepEd, together with UNFPA and CHSI, has successfully organized a 2-part webinar on CSE in June 2020. Regional supervisors and CSE focal persons attended the online CSE orientation.

To launch the in-service training of teachers, DepEd will conduct a national online training on CSE from September to October 2020. The training aims to provide the participants with knowledge, skills, attitudes and tools for the effective delivery of school-based CSE. Select educators from three pilot regions, namely Regions 1, 7 and 11 will be invited. There will be representatives invited from non-pilot regions and areas. The core sessions are linked to the Philippine Professional Standard for Teachers developed by the National Educators Academy of the Philippines. Prior to the training, selected teachers and regional supervisors will be invited to participate in the baseline assessment survey of Philippine public school teachers on CSE.

At the end of the online training, the participants will be able to:

- identify core contents, standards and learning competencies of the enhanced Comprehensive Sexuality Education;
- discuss CSE readers and lesson plan exemplars for classroom integration;
- familiarize with the monitoring and evaluation tools of CSE;
- simulate the CSE teaching and learning resources for teachers, learners and parents/guardians

**Professional Standards Covered:**

- Domain 1, Content Knowledge and Pedagogy (Strands 1, 2, 5, 6, 7)
- Domain 2, Learning Environment (Strands 1-6)
- Domain 3, Diversity of Learners (Strands 1-4)
- Domain 4, Curriculum and Planning (Strands 1-5)
- Domain 5, Assessment and Reporting (Strands 1-5)
- Domain 6, Community Linkages and Professional Engagement (Strands 1-4)
- Domain 7, Personal Growth and Professional Development (Strands 1-5)



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<b>Target Participants</b>	718 Teachers and Regional Supervisors (learning areas - Science, Araling Panlipunan, Edukasyon sa Pagpapakatao, Health, Kindergarten, Personality development) from different regions (see Annex for breakdown of target participants)	<b>Duration</b>	36 hours of online and offline sessions  Monday-Wednesday-Friday 8:00 am-12:00 nn; 1:00-5:00 pm (2 batches - 6 sessions of 4 hours & 2 hours offline after each session)
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<b>Mode</b>	Lecture-Discussion Writeshop Online Simulation / Walkthrough	<b>Delivery</b>	Online (Synchronous) Offline (Asynchronous)	<b>Batch</b>	Batch 1 September 14, 16, 18, 21, 23 & 25 / 8:00am - 12:00nn  Batch 2 - September 21, 23 & 25 / 1:00pm - 5:00pm and September 28, 30 & October 2 / 8:00am - 12:00nn
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<b>Resource Person / Learning Facilitators</b>	USec. Diosdado San Antonio (DepEd OUCI) Dir. Jocelyn Andaya (DepEd BCD) Asst. Dir. Samuel Soliven (DepEd BCD) Dr. Isabel A. Victorino (DepEd BCD) Dr. Rosalie Masilang (DepEd BCD) Mr. Michael Cabrera (DepEd BCD) Dr. Junice Melgar (Lakhaan) Mr. Ernani Jaime (DepEd BLD) BCD CSE TWG LDAG Team Mr. Cris C. Gonzales (CHSI Philippines) Ms. Rea Uy Epistola (CHSI Philippines) PETA Artist-Teachers Dr. Michael Singh (UNFPA) Dr. Norie Balderrama (UNFPA) Dr. Juan Antonio Perez (POPCOM) Ms. Mylene Mirasol Quiray (POPCOM)
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**ANNEX 2**  
**PROGRAM OVERVIEW/COURSE DESIGN**



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	ONLINE (4 hours synchronous)	OFFLINE (2 hours asynchronous for completion of assignment)
SESSION 1	<ul style="list-style-type: none"> <li>• Opening and Keynote Messages</li> <li>• Expectations Check, Program Design, Online meeting etiquettes, Pre-test</li> <li>• Overview of CSE (Rationale, Legal Bases, Policy Guidelines)</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Reflection</li> <li>• Exit Slip</li> </ul>
SESSION 2	<ul style="list-style-type: none"> <li>• Management of Learning</li> <li>• CSE Curriculum Standards for Filipino Learners</li> <li>• Entry points of CSE Standards to the K12 MELCs</li> </ul>	<ul style="list-style-type: none"> <li>• Unpacking of CSE Competencies</li> <li>• Exit Slip</li> </ul>
SESSION 3	<ul style="list-style-type: none"> <li>• Management of Learning</li> <li>• CSE Lesson Exemplars</li> <li>• DLPs Walkthrough per learning area (Breakout groups)</li> </ul>	<ul style="list-style-type: none"> <li>• Draft of DLPs</li> <li>• Exit Slip</li> </ul>
SESSION 4	<ul style="list-style-type: none"> <li>• Management of Learning</li> <li>• Overview of LAC CSE Module Overview</li> <li>• Module Walkthrough (Breakout groups)</li> </ul>	<ul style="list-style-type: none"> <li>• Module Browsing</li> <li>• Exit Slip</li> </ul>
SESSION 5	<ul style="list-style-type: none"> <li>• Management of Learning</li> <li>• Monitoring and Evaluating CSE Program</li> <li>• Overview of CSE Primer Job Aid for Parents/Guardians Orientation Overview</li> <li>• Job Aid Walkthrough per grade-level cluster (Breakout groups)</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Readings on M&amp;E</li> <li>• Module Browsing</li> <li>• Exit Slip</li> </ul>
SESSION 6	<ul style="list-style-type: none"> <li>• Management of Learning</li> <li>• Psychosocial Support for Learners</li> <li>• Other Resources from Partner Agencies</li> <li>• Post-test</li> <li>• Action Planning (School action plan)</li> <li>• Closing Remarks</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and Evaluation</li> </ul>



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Session	1-A	1-B
<b>Duration</b>	1 hour	3 hours
<b>Topic</b>	Guests speakers from DepEd and UNFPA will give welcome remarks and keynote. Expectations Check and Presentation of Rationale	CSE Overview
<b>Intended Learning Outcomes</b>	Participants are oriented with the rationale/objectives/program of the training.	Participants are able to recognize the importance of CSE as an integral part of K-12 health education.
<b>Methodology</b>	<u>Group Work</u> Facilitators present the summary of the expectations of the participants sent prior to the conduct of the session. The facilitator explains the rationale, objectives and framework of the training. The secretariat orients the group about the house rules and other logistical concerns.	<u>Lecture</u> The rationale, objectives and key concepts of CSE will be presented. Policy guidelines i.e. Executive Order No. 12 s. 2017, DepEd Order 31 s. 2018, and other proposed legislation related to CSE will be discussed.
<b>Assessment Strategies</b>	Participants are able to ask questions and/or express insights about the rationale/objectives/program of the training during the activity.	Participants are able to ask questions and/or express insights about CSE during the discussion.
<b>Outputs</b>	Summary of expectations Accomplished pre-test forms	Questions and/or insights on CSE rationale, legal bases, policy guidelines, etc. Accomplished exit slip forms
<b>Learning Resources Needed</b>	PowerPoint presentation, pre-test forms	PowerPoint presentation Exit slip forms



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Session	2-A	2-B
<b>Duration</b>	1 hour & 30 minutes	2 hours & 30 minutes
<b>Topic</b>	CSE Curriculum Standards	Entry points of CSE Standards to the K-12 MELCs
<b>Intended Learning Outcomes</b>	Participants are able to demonstrate positive attitudes toward the curriculum and its intended impact.	Participants identify the entry points of CSE to K-12 MELCs. They utilize CSE readers in designing class sessions that promote critical thinking and collaboration among learners.
<b>Methodology</b>	<u>Lecture</u> The curriculum standards of CSE will be discussed - its alignment to the International Technical guidance on sexuality education, the contextualization of CSE contents, standards, and learning competencies; and the appropriateness to age, culture and developmental capacity of Filipino learners.	<u>Lecture</u> The different entry points of CSE, standards to the K-12 MELCs will be discussed. CSE Readers will be presented as primary resource for CSE lesson integration. Participants will be tasked unpack CSE competencies as offline work.
<b>Assessment Strategies</b>	Participants are able to ask questions and/or express insights about the contents and curriculum standards of CSE during the discussion.	Participants are able to ask questions and/or express insights about the entry points of CSE to K-12 MELC and CSE Readers.
<b>Outputs</b>	Questions and/or insights on CSE curriculum standards.	Questions and/or insights on the entry points of CSE to K-12 MELC; and on CSE Readers. Accomplished exit slips.
<b>Learning Resources Needed</b>	PowerPoint presentation	PowerPoint presentation, Copy of CSE Readers, Exit Slip forms



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3-A		3-B	
<b>Session</b>	1 hour	3 hours	
<b>Duration</b>	CSE Lesson Exemplars	CSE DLPs Walkthrough per learning area	
<b>Topic</b>	Participants reflect on the standards on lesson preparation for CSE LPs.	Participants follow the process of integrating CSE topics in their lesson plans that promote critical thinking, gender sensitivity and collaboration among learners.	
<b>Intended Learning Outcomes</b>			
<b>Methodology</b>	<u>Lecture</u> Standards on lesson preparation will be reviewed. Overview of the integration of CSE topics in LPs will be presented.	<u>Lecture/Discussion (Breakout groups)</u> Validated and finalized copy of DLPs on CSE will be discussed and shared to the class. These CSE lesson exemplars were subjected to field validations and were finalized by DLP writers from DepEd. The integration of CSE topics and learning competencies in the K-12 Basic Curriculum will be emphasized. Participants will work on their draft LPs during offline.	
<b>Assessment Strategies</b>	Participants are able to ask questions and/or express insights about standards of lesson preparation and integration of CSE topics in LPs.	Participants are able to ask questions and/or express insights on CSE DLPs.	
<b>Outputs</b>	Questions and/or insights on the standards of lesson preparation and integration of CSE topics in LPs.	Questions and/or insights on the development of CSE DLPs. Draft LPs integrating CSE topics Accomplished exit slip forms	
<b>Learning Resources Needed</b>	PowerPoint presentation	PowerPoint presentation, Copies of CSE DLPs per learning area; Exit slip forms	





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<b>Session</b>	<b>4-A</b>	<b>4-B</b>
<b>Duration</b>	1 hour	3 hours
<b>Topic</b>	LAC CSE Module Overview	LAC CSE Module Walkthrough
<b>Intended Learning Outcomes</b>	Participants identify the framework, content and resources of the LAC CSE module.	Participants are familiarized with the instructional activities and teaching strategies in the LAC CSE.
<b>Methodology</b>	<p>Lecture</p> <p>Framework, content, pilot testing experience, and resources will be discussed. Ebook version of LAC CSE module will be presented.</p>	<p>Simulation/ Discussion (Breakout groups)</p> <p>Participants experience some of the content and processes of LAC CSE module (a 16-part orientation session on the awareness of teachers on CSE to be implemented as part of a school's Learning Action Cell initiative) in breakout groups. Participants will continue to review the LAC CSE module during offline.</p>
<b>Assessment Strategies</b>	Participants are able to ask questions and/or express insights on LAC CSE module.	Participants are able to ask questions and/or express insights on the instructional activities and teaching strategies in LAC CSE module.
<b>Outputs</b>	Questions and/or insights on the scope, content & available resources of LAC CSE module.	Questions and/or insights on how to use/implement the LAC CSE module. Accomplished exit slip forms
<b>Learning Resources Needed</b>	PowerPoint presentation, Ebook LAC CSE	PowerPoint presentation, Copy of LAC CSE module; Exit slip forms



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Session	5-A	5-B
<b>Duration</b>	2 hours	2 hours
<b>Topic</b>	CSE Monitoring and Evaluation Tools	CSE Primer (orientation guide for parents & guardians orientation) Walkthrough
<b>Intended Learning Outcomes</b>	Participants are able to use a variety of monitoring and assessment tools to periodically check and improve teaching practice and the implementation of CSE activities in school.	Participants communicate accurate and clear CSE concepts and messages; and exhibit appropriate attitudes when interacting with parents and/or guardians.
<b>Methodology</b>	<u>Lecture-Discussion</u> Discussion on how teachers and school heads can effectively monitor and assess the implementation of CSE activities in school for the entire school year. Tools and other M&E resources will be presented. Participants will be asked to read additional readings during offline.	<u>Simulation/ Discussion (Breakout groups)</u> Participants experience the content and process of CSE Primer (a job aid for school-based orientation sessions on CSE) in breakout groups per grade level cluster. The module is a guide to transform the Parent-Teacher Association/Homeroom meetings in a creative and participatory orientation session on CSE. Participants will continue to review the CSE Primer during offline.
<b>Assessment Strategies</b>	Participants are able to ask questions and/or express insights about CSE monitoring and evaluation tools.	Participants are able to ask questions and/or express insights on CSE Primer module. They are able to create specific output/s per lesson.
<b>Outputs</b>	Insights/reflections on the CSE monitoring and evaluation tools.	Insights/reflections on the content and process of CSE teaching resource; Art-based output/s per lesson. Accomplished exit slip forms
<b>Learning Resources Needed</b>	Copies of CSE Monitoring and Evaluation tools	Powerpoint Presentation, Copies of CSE Primer and related multimedia resources; exit slip forms



**Republic of the Philippines**  
**Department of Education**  
**UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION**

	<b>6-A</b>	<b>6-B</b>	<b>6-C</b>	<b>6-D</b>
<b>Session</b>				
<b>Duration</b>	1 hour	1 hour & 30 minutes	30 minutes	30 minutes
<b>Topic</b>	Tools/Handles for CSE Educators: Providing psychological support for the learners	Other Resources for Teachers, Parents and Learners	Action Planning	Evaluation & Closing Ceremonies
<b>Intended Learning Outcomes</b>	Participants demonstrate the ability to create a safe and inclusive classroom environment for all students. They demonstrate effective classroom management skills specific to sexuality education.	Participants are aware and able to utilize available CSE-related resources and services from different agencies	Participants demonstrate comfort with, commitment to, and self-efficacy in teaching CSE.	Participants use assessment tools to evaluate the conduct of the training
<b>Methodology</b>	Lecture-Discussion Discussion on how educators create a safe and nurturing space; and provide psychological support to learners when discussing CSE topics.	Lecture-Discussion Different CSE-related resources and health services developed/offered by other agencies will be discussed and presented.	Discussion The plan for the implementation of CSE Curriculum will be explained to the group. Participants will be asked to commit as CSE point persons and main implementers of CSE curriculum in their respective	Evaluation The content, process, and other elements of the training will be assessed by the participants through an evaluation tool
<b>Assessment Strategies</b>	Participants are able to ask questions and/or express/share insights/personal experiences about the topic.	Participants are able to ask questions and/or express insights on the different CSE-related resources and health services.	Participants are able to commit to the implementation CSE curriculum in their region/division/schools.	Participants are able to assess the content, methodology and facilitators of the training
<b>Outputs</b>	Questions and/or insights/experiences how teachers can provide psychological support for the learners.	Insights/reflections on the different resources and health services related to CSE.	Insights/reflections / commitment form	Accomplished post-test forms, Accomplished training evaluation forms
<b>Learning Resources Needed</b>	PowerPoint presentation	Powerpoint Presentation	Powerpoint	Powerpoint training, post-evaluation form, post-test form