



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

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

CID-2024-567

To : CID Chief
Education Program Supervisors
LR Manager
Identified Teachers

Subject : **ATTENDANCE TO THE CONDUCT OF ORIENTATION ON THE IMPLEMENTATION OF THE DYNAMIC LEARNING PROGRAM IN DAVAO REGION**

Date : November 22, 2024

Relative to the Regional Memorandum CLMD-2024-116, the CID Chief, Education Program Supervisors, LR Manager and Identified Teachers are hereby directed to attend the online orientation-training session via Zoom on November 27, 2024, 9:00 am to 12:00 pm.

Official participants from Digos City Division are as follows:

Name of Participants	Position/Learning Area
CID	
Dr. Beverly S. Daugdaug	CID-Chief
Dr. Jemboy Cabrella	EPS-Math
Dr. Angel Bisaga	EPS-MAPEH
Mrs. Zandria Sy	EPS-Kinder
Dr. Gemma Salanga	EPS-TLE
Dr. Rowena Magdayao	EPS-English
Mrs. Inda Nacua	EPS-Esp/Values
Dr. Ivy Solano	EPS-Science
Dr. Joan Niones	EPS-Filipino
Atty. Rodel Pagayon	EPS-AralPan
Dr. Leilani Senires	LR Manager
Teachers	
Eden Ghie B. Bano	TLE-Teacher III
Precious Grace Pace	TLE-Teacher 1
Gemma Dano	AralPan-Master Teacher II
Arden Gambong	AralPan-Master Teacher I
Jeannette N. Arman	Filipino-Teacher II
Gina Nazareno	Filipino-Master Teacher I
Emelita B. Cabano	Math-Master Teacher I
Jessa May S. Noval	Math-Teacher I
Miraflor Tabanao	Science-Teacher III
Regie Teves	Science-Teacher III




Irene Cababat	EsP-Teacher III
Rahma Dagadas	English-Teacher II
Janeth A. Granade	English-Teacher III
Jennifer Barsalote	MAPEH-Master Teacher II
Arlene Bacamante	MAPEH-Master Teacher II

Other details of the said activity are contained in the enclosure.

Immediate dissemination of this Memorandum is desired.

**For and in the absence of
Schools Division Superintendent**


PETER JASON C. SENARILLOS *of*
Senior Education Program Specialist
Officer-In-Charge

DepEd Schools Division of Digos City
RECORDS SECTION

RECEIVED
DATE: NOV 25 2021 TIME: 2:00 PM
BY: 

Enclosed: As stated.
CID/jmn





Republic of the Philippines
Department of Education
DAVAO REGION

24-42243
DepEd Schools Division of Digos City
RECORDS SECTION
RECEIVED
DATE: 22 NOV 2024
BY: [Signature]
TIME 8:16
11246
71078

November 21, 2024

REGIONAL MEMORANDUM
ORD-2024-116

CONDUCT OF ORIENTATION ON THE IMPLEMENTATION OF THE DYNAMIC
LEARNING PROGRAM IN DAVAO REGION

To: Assistant Regional Director
Schools Division Superintendents
All Others Concerned

1. The Regional Office, through the Office of the Regional Director, announces the implementation of the Dynamic Learning Delivery Program (DLP) by Dr. Cris Bernido, as mentioned during the recent Regional Management Committee (ManCom) Meeting last November 13, 2024.
2. As part of the program rollout, an orientation-training session will be conducted via Zoom on November 27, 2024 from 9:00 am to 12:00 pm. This session is intended for teachers representing all learning areas in Grades 3, 6, 10, and 11, CID CES of the 11 SDOs, and LR Supervisors. Due to limited slots, divisions are tasked with choosing their participants based on allocation. The division focal persons of the DLP shall also be the CES. Refer to Enclosures for the allocations per division.
3. The meeting link for the orientation-training will be shared in advance through the Group Chat of CID Chiefs with CLMD or other appropriate channels.
4. Other details of the activity are attached.
5. Immediate dissemination of this Memorandum is desired.

DEPARTMENT OF EDUCATION
RECORDS SECTION

RELEASED

By: [Signature] 42243
Date: Nov. 21, 2024
Time: 5:03 pm

REBONFAMIL R. BAGUIO
Director III
Officer-In-Charge
Office of the Regional Director

Encl.: As stated



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Enclosure: List of allocations per division

Division	Number of Participants
CID Chief	11
LR Supervisors	11
Davao City	297
Davao de Oro	126
Davao del Norte	81
Davao del Sur	72
Davao Occidental	45
Davao Oriental	72
Digos City	27
IGACOS	18
Mati City	27
Panabo City	36
Tagum City	45
Total	868



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THE DYNAMIC LEARNING PROGRAM (DLP)

The Dynamic Learning Program (DLP) by Dr. Christopher Bernido and Dr. Ma. Victoria Carpio-Bernido is a groundbreaking educational approach aimed at addressing common challenges in schools, such as large class sizes, limited teaching resources, and low student engagement. Originally developed for rural and low-resource schools in the Philippines, the DLP has gained acclaim for its success in boosting academic performance, particularly in Science, Technology, Engineering, and Mathematics (STEM) fields. Its methodology encourages self-directed learning and critical thinking, providing students with the skills to excel even in resource-challenged environments. Here's a deeper look at the core components and unique features of the DLP:

1. Parallel Learning Groups

In traditional classroom setups, all students receive the same instruction at the same time. In the DLP, students are divided into groups that work simultaneously on different subjects or tasks within the same classroom. This structure, known as "parallel learning," allows students to learn independently and reduces the need for continuous direct teacher instruction. Teachers oversee multiple groups, ensuring students stay engaged and on task while they work through their assigned learning activities.

2. Activity-Based Learning Through Learning Activity Sheets (LAS)

A key innovation of DLP is the use of structured, self-contained learning activity sheets (LAS) rather than lectures. Each LAS is crafted to guide students through the essential content and skills of a topic, with clear instructions and incremental steps that facilitate independent learning. Students work on these sheets during class time, allowing them to understand concepts through hands-on activities, critical thinking exercises, and problem-solving tasks. This approach promotes active learning, as students engage with content directly rather than passively receiving information.

3. Minimal Lecture Policy and Teacher Intervention

Unlike traditional teaching methods that rely heavily on lectures, the DLP minimizes direct instruction. Teachers are encouraged to provide lectures no more than once a week, and these are typically reserved for particularly challenging concepts or topics that require additional context. The role of the teacher in DLP shifts from being the primary source of information to a facilitator of learning, helping students navigate difficulties with the LAS, offering support, and providing feedback rather than leading the class directly. This model aims to build student autonomy and fosters self-confidence in their ability to learn independently.

4. Collaborative and Independent Learning Environment

DLP fosters an environment where students can work individually or collaboratively, depending on the nature of the activity. Collaborative work encourages peer-to-peer learning, where students can share insights, discuss concepts, and support each other's understanding. This social aspect of learning builds communication skills and helps students learn to work effectively in teams. The program also promotes independence, as students are often required to complete portions of their work alone, building self-discipline and accountability.

5. Output-Focused Assessment

In contrast to traditional exams and quizzes, DLP emphasizes continuous assessment through the completion of various outputs, such as worksheets,



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journals, lab reports, and projects. These outputs are designed to provide a practical application of knowledge, allowing teachers to evaluate students based on their understanding and skills rather than their ability to memorize facts. The output-centered assessment approach gives a clearer picture of each student's strengths and areas for improvement, encouraging them to focus on mastery of skills rather than test scores.

6. Shortened Homework and Extended Classroom Hours

DLP minimizes homework, as students are expected to complete their learning tasks during school hours. This is particularly advantageous in low-income areas where students may lack access to quiet study spaces, resources, or academic support at home. By ensuring that the majority of learning happens in the classroom, the program levels the playing field, allowing students from various backgrounds to have equal opportunities for academic success.

In schools with sufficient resources and infrastructure, the DLP may also extend classroom hours to provide a structured environment for additional study, reinforcing students' understanding and minimizing the need for after-school tutoring or supplementary education.

7. Daily Written Work and Physical Engagement

Each DLP student is required to complete substantial daily written work. This activity strengthens knowledge retention, cognitive processing, and fine motor skills. By writing out their responses and explanations, students internalize concepts more deeply and develop their ability to articulate thoughts clearly and precisely. This daily practice is particularly beneficial in enhancing literacy, critical thinking, and analytical skills. Additionally, daily written work encourages consistency, building a strong habit of disciplined study and engagement with academic material.

8. Strategic Integration of Technology (Where Applicable)

While DLP is primarily designed to work without the need for high-tech resources, it can incorporate technology in resource-rich environments. In such settings, technology is used strategically to complement activity sheets and outputs rather than to replace them. For example, interactive simulations or online research activities may be integrated to deepen understanding in STEM subjects. The flexibility of DLP makes it adaptable to various settings, from rural schools with limited access to electricity to urban schools with advanced digital resources.

9. Focus on STEM and Practical Skills Development

DLP places a strong emphasis on STEM subjects due to their importance in developing analytical and problem-solving skills. The program is designed to help students understand and apply scientific and mathematical concepts through real-world applications. Practical activities, such as experiments, models, and project-based tasks, are incorporated into the LAS, helping students connect theoretical knowledge to tangible outcomes. This approach prepares students for future academic and career opportunities, especially in fields that require technical skills.

Impact and Recognition

The DLP has been implemented in numerous schools across the Philippines and internationally, with significant improvements in students' academic



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performance and engagement. Schools using DLP have reported higher passing rates in national exams, increased student attendance, and improved teacher morale due to the reduced workload and shift in instructional approach.

The effectiveness of the DLP has earned widespread recognition, including accolades from educational institutions and government bodies. In 2010, the program was awarded the Ramon Magsaysay Award, often referred to as Asia's Nobel Prize, for its innovative contributions to education.

The success of the DLP highlights its potential as a scalable solution to common educational challenges, particularly in areas where resources are scarce, teacher workloads are high, and traditional teaching methods may not be as effective. Through its emphasis on independent learning, critical thinking, and practical application, the DLP represents a forward-thinking approach to education that aligns with 21st-century learning goals.

Authors:

- Dr. Christopher Bernido
- Dr. Ma. Victoria Carpio-Bernido

References:

Bernido, C., & Carpio-Bernido, M. V. (2020). *Essentials Over Peripherals: The CVIF Dynamic Learning Program*. Springer. Retrieved from https://link.springer.com/chapter/10.1007/978-981-15-7018-6_9.

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Department of Education. (2024, November 4). *DepEd Rolls Out Innovative Solution to Combat Learning Loss*. Retrieved from <https://www.deped.gov.ph/2024/11/04/deped-rolls-out-innovative-solution-to-combat-learning-loss/>.

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