



Republika ng Pilapinas  
 Kagawaran ng Edukasyon  
 Region 5 (Bikol)

**TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES**

March 6, 2025

DIVISION MEMORANDUM  
 No. 215 s. 2025

**ESTABLISHMENT OF DIVISION RURAL FARM PROGRAM MANAGEMENT TEAM**

To: Assistant Schools Division Superintendent  
 Education Program Supervisors  
 Public Schools District Supervisors/  
 In-Charge of the District  
 Elementary and Secondary School Heads  
 All Others Concerned

- In support of the Unnumbered DepEd Memorandum dated, February 28, 2023, "Implementation of Alternative Delivery Mode in All Public Elementary and Secondary Schools" and Regional Memorandum No. 556, s. 2023 "Guidelines in the Implementation of Various Modalities in the Alternative Delivery Modes (ADM) in Region V", this Office invites secondary schools to implement Rural Farm Program as ADM to address /save learners at risk of dropping out or failure due to absences during planting and harvesting seasons and whose families are engaged in farming and/or fishing industries.
- To assist potential schools for the implementation of the ADM-RFS, this office hereby designates members of the **Division Rural Farm Program Management Team** who will take charge of the provision of technical assistance during the readiness assessment, monitoring and evaluation the target schools:

Executive Management Team		
Cecile C. Ferro	OIC -SDS	OSDS
Delfin A. Bondad	OIC-ASDS	OSDS
Romel G. Petajen	Chief Education Supervisor	CID
Mary Jean S. Romero	Chief Education Supervisor	SGOD
Program Implementation Management Team		
Jesslyn T. Taway	EPS- ADM Coordinator	CID
Amelia B. Cabrera	EPS - TLE/TVL - Technical Assistance Provider for Agri-Fisheries Curriculum	CID
Arnold M. Valledor	PSDS -ADM Coordinator Alternate for RFS	CID
Ronal R. Refre	Principal II- Key School Head for ADM-RFS	PSAT
Joy D. Tabios	Teacher In-Charge - Key School Head for ADM RFS	CSF
Ricardo Arcilla, Jr.	NC II Holder/Agriculture Teacher - Tutor / Farm Laboratory Establishment TA Provider	Bugao NHS
Marbert S. Ogena	NC II Holder/Agriculture Teacher - Tutor / Farm Laboratory Establishment TA Provider	PNHS-CC

- Enclosed is a copy of contextualized Guidelines on the Implementation of Rural Farm Program as part of the RM No. 566, s. 2023 with Terms of Reference for division wide implementation.
- This memorandum is issued for the information, guidance and compliance of all concerned.

**CECILE C. FERRO CESO VI**  
 Assistant Schools Division Superintendent  
 Officer-In-Charge  
 Office of the Schools Division Superintendent

CCD:R  
 3/6/2025



## **RURAL FARM PROGRAM**

Rural Farm Program which is contextualized from Rural Farm School shall be implemented as an Alternative Delivery Mode (ADM) in Region V. It provides facilitative and experiential learning on the core subjects of the secondary education curriculum with a focus on agri-fisheries, designed to address the needs of children in rural, agricultural or fishing communities.

### **I. PROGRAM MANAGEMENT**

#### **A. Persons Accountable for the Program Implementation**

##### **1. Designated Division Rural Farm Program Coordinator**

- a. initiates the conduct of training-workshop to schools that will implement Rural Farm Program;
- b. facilitates the program implementation throughout the division;
- c. conducts regular monitoring and evaluation of program implementation;
- d. provides technical assistance to school implementers whenever needed;
- e. submits an annual report to the Regional Office at the end of the school year, and
- f. recommends school implementers for award/recognition.

##### **2. The School Head/ Principal**

- a. oversees the program operation, management and school community coordination;
- b. develops and implements action plans to secure the participation of the community;
- c. devises a tool for home-school collaboration;
- d. supports the conduct of annual recognition of ADM-Teachers;
- e. allocates budget for the operation/maintenance/sustainability of the program in the SIP;
- f. collaborates with the LGU for potential support (which may include but is not limited to honoraria of ADM Teachers), and
- g. collaborates with other partners of education for program implementation.

##### **3. Teachers/Tutors**

- a. must have specialized in their field of studies and have undergone appropriate training in Rural Farm School Pedagogy;
- b. acts as a teacher -guidance counselor, mentor, rural developer, livelihood project proponent, marketing specialists, and project consultants as the case may be;
- c. a graduate/specialized in any of the Agri-fishery Arts specialization;
- d. has acquired and passed the National Certificate II (NC II) Assessment, and
- e. capable of establishing a working partnership with the parents by conducting parent-tutor dialogues and parent workshops, and
- f. signs MOA (for tutor not currently employed in school).

##### **4. Technical staff**

- a. serves as the agriculture and fishery technician/s of the school, and
- b. performs tasks related to but not limited to machine repair and maintenance, physical plant preparation



## B. Curriculum

The curriculum of the Rural Farm Program shall follow the core secondary curriculum of the DepEd and themes duly identified by the local family farm/ rural association and community as their learning needs. There will be a focus on Agri-Fishery, Forestry, Farm Entrepreneurship, community development, education for sustainable development, and other community-specific topics.

The last two academic years in the rural farm educational system shall focus on integrative learning across all subject disciplines in the curriculum, with emphasis on farm entrepreneurship theory and practice and its promotion as a tool in cultivating local entrepreneurs. The curriculum may be embedded with the appropriate TESDA training regulations in agriculture and/or fisheries, depending on the local community needs thereby revitalizing rural economics and repopulating rural communities.

### Rural Farm Program Curriculum Components

The curriculum of the Rural Farm Program shall follow the secondary curriculum of DepEd and the following curriculum components shall be implemented:

- Grades 7 and 8 take exploratory lessons covering the fundamental concept and principles of Agri Fishery Arts; and
- Grades 9 to 12 shall deal with Agri Fishery Arts (AFA) specializations through the consultation of the community and the school with the assistance of the division and regional education program supervisors, such as but not limited to organic agriculture, aquaculture, crop production, food processing, and other courses potential in the community. It also requires the application of Agro Entrepreneurship focusing on the products, crops, and livelihood in the locality.

Here are the specializations that the school may offer based on the resources that are available and the location:

<b>Agriculture</b>	<b>Fishery Arts</b>
1. Agri Crop Production	1. Aquaculture
2. Organic Agriculture	2. Fish Processing
3. Animal Farming: a. Livestock & Poultry b. Swine Raising c. Others	

### Core Learning Areas and Time Allotment

<b>Subjects</b>	<b>Suggested Time Allotment/ No. of Minutes per Week for Face-to-Face Modality</b>
English	240
Filipino	240
Math	240

Science	240
<i>Araling Panlipunan</i>	180
<i>Edukasyon Pagpapakatao</i>	120
MAPEH	240
TLE	600
Home Guidance Program	60

This time allotment will be the basis or guide for the flexible learning of each subject for the minimum period for class interaction. During harvest season when learners can't go to school regularly, the School may opt to the utilization of Individual Learner Monitoring Plan (use of modules and other resources for core learning areas) to augment learning. The learning time may include study visits and home periods, in-school learning experiences at home or in the community to transform learning into real-life situations as provided in the curriculum.

The TLE as a core learning area shall also be taken by the learners with Agri-Fisheries specializations. It is further suggested that the in-charge of other core learning areas craft contextualized and localized teaching instruction and materials following the learners' way of life (e.g., farming/fishing) to foster better learner engagement.

### C. Instruction

#### 1. Learners

a. *Eligible Students.* Graduates of elementary school education regardless of age, gender, religion, ethnicity, political affiliation, and students with special needs shall be eligible to enroll in the Rural Farm School for their secondary education.

b. *EGASTPE Beneficiaries.* All accredited private rural farm schools, their mentors or facilitators, and students shall be eligible for subsidies under Republic Act No. 6728, as amended by Republic Act No. 8545, or the "Expanded Government Assistance to Students and Teachers in Private Education Act".

c. *Priority for CARP and Agri-Fishery Beneficiaries.* Relatives of CARP beneficiaries up to the third degree of consanguinity in the descending line shall be given priority in admission when the Rural Farm Program cannot accommodate all of those applying for enrollment.

CARP Beneficiaries refer to farmers or their kin who had received certificates of land ownership award (CLOA) or emancipation patents under Republic Act No. 6657, as amended, otherwise known as the "Comprehensive Agrarian Reform Law of 1988" and Presidential Decree No. 27 (Decreeing the Emancipation of Tenants from the Bondage of the Soil, Transferring to Them the Ownership of the Land they Till and Providing the Instruments and Mechanism Therefor).

Agri-fishery beneficiaries refer to the children of farmers and fisherfolk identified and recognized by accredited farmers and fisherfolk in the locality.

d. *Students from Disadvantaged Sectors.* Priority shall be given to learners from the disadvantaged sectors, namely: farmer-peasant, artisanal fisherfolk,

workers in the formal sector and migrant workers, workers in the informal sector, indigenous peoples and cultural communities, women, differently-abled persons, senior citizens, victims of calamities and disasters, youth and students, children and the urban poor who have relocated to the rural areas.

## **2. Learning Resources**

The rural farm school may acquire needed learning resources for the implementation of the RFS Program through the following means:

- a. Teaching-learning materials shall be developed based on the curriculum guides/MELCs and community needs and made available in the DepEd LR portal.
- b. Other Open Education Resources (OER) in print and digital formats in Agri-Fishery arts such as reference books, textbooks, modules, and videos may be used as a teaching reference. The learning resources to be used in the core subjects shall be the existing textbooks and self-learning modules;
- c. Additional learning modules may also be developed, contextualized and quality assured following the Learning Resource Management and Development System (LRMDS) specifications, policies, guidelines and Standards, and
- d. Learning resources from the Regional Inventory of Materials.

## **3. Learning Environment**

The school must have:

- a. a demonstration farm laboratory (either owned by the school or by stakeholders with a memorandum of agreement considering the requirements set by the DENR) suited for Agri-crop Production, Organic Agriculture, Animal farming, Aquaculture, or Fish Processing;
- b. nearby potential partners;
- c. basic garden tools and equipment for the land cultivation/ fishpond construction, repair, and rehabilitation;
- d. trained teachers/ tutors who are at least NC holders; and can be borrowed from other schools, and
- e. existing learning materials like Competency-Based Learning Modules (CBLM), contextualized modules, and others.

## **4. Learning Plan**

The learning plan will be based on the actual implemented Class program. It shall be prepared by the subject teachers, reviewed by the class adviser, and approved by the school head. The learning plan shall be communicated through the parents for their reference and guidance and they shall be given a comprehensive and clear orientation by the school about the contents, purposes, and uses of the learning plan by the learners.

## **D. Assessment**

### **1. Assessment of Student Learning**

Assessment of student learning in the Rural Farm Program shall be under the existing guidelines on classroom assessment in the Basic Education Program.

9

## **2. Assessment of Performance of Schools Offering the Rural Farm Program**

The SDO shall assess both public and private secondary schools offering the Rural Farm Program based on the existing curriculum and service standards through existing program monitoring and evaluation mechanisms across different levels of education governance.

## **II. PROGRAM IMPLEMENTATION**

### **A. How to Implement the Program**

The Rural Farm Program as an Alternative Delivery Mode (ADM) will be implemented by all interested secondary schools for both private and public schools with learners at risk of dropping out due to economic reasons, out-of-school youth, and other interested learners who are not yet enrolled in other learning systems. This is primarily designed to address the needs of the learners in rural, agriculture, and fishing communities through facilitative and experiential learning on the core and specialized subjects of the secondary education curriculum that focuses on Agri-Fisheries.

To standardize the implementation of the Rural Farm Program as an ADM, the Department of Education Regional Office V may classify it as:

1. Public Rural Farm
2. Private Rural Farm

### **B. Provision for Public Schools**

To standardize the implementation of the program, public secondary schools that are interested in offering the Rural Farm Program shall submit the following to the Schools Division Superintendent:

1. Letter of Intent to offer Rural Farm
2. Simplified feasibility Study duly recommended by the PSDS indicating the following:
  - \_\_\_ a. Justification for the need to establish a farm school;
  - \_\_\_ b. Proposed organizational structure (new school);
  - \_\_\_ c. Proposed School Development Plan (new school), and
  - \_\_\_ d. Proposed Budgetary Proposal for 5 years
3. Inspection report signed by the PSDS
4. Sangguniang Bayan/Panglungsod Resolution supporting the establishment of a farm school/conversion of Farm School/Integrated Farm School duly approved by the Municipal/City Mayor, indicating therein the proposed name of the school
5. list of prospective Grade 7 enrollees, indicating their names, ages, and addresses prepared by the school head and noted by PSDS;
6. any document such, as but not limited to, the Deed of Donation, Deed of Sale, or Contract of Usufruct for 50 years executed in favor of DepEd; Original Certificate of Title (OCT) or Transfer Certificate Title (TCT) in the name of DepEd reflecting the size and boundaries of the school site;
7. justification from the PSDS/SDS in case the required size of the school site (5,000 sq. m. for rural/ 2,500 sq for urban areas) cannot be met/ MOA from the Community/Potential Partners;



8. certified true copy of the National Certificate (NC) or Diploma for the technical-vocational course attained by the teacher/Tutor and/or a Certified true copy of the Certificate of Training/Participation in Rural Farm School Pedagogical Training and other relevant technical skills and extension services of teachers/tutors to teach farm school subjects;
9. inspection report from the Division In-Charge of Facilities Section, in case classrooms are already constructed, and
10. School Site Development Plan;

The Public Schools District Supervisor validates the preparedness of the school to offer the program through the validation of the documents presented. If the school is ready, PSDS endorses the letter to the SDS, with a certification that the school is ready for Rural Farm Program implementation.

The Schools Division office through the SDS shall issue the Authority to Offer Rural Farm Program.

#### **C. Provision for Private Schools**

The SDOs shall offer or implement the program in private secondary schools depending on available resources, and shall follow this procedure:

1. The School Administrator/School principal shall write a Letter of intent to offer the Rural Farm Program, together with other documents stipulated in items 2-10 in B (Provision for Public Schools) to the Schools Division Superintendent.
2. The PSDS validates the preparedness of the school to offer the Rural Farm Program through the validation of the documents presented.
3. If the school is ready, PSDS endorses the letter to the SDS; who in turn will recommend to the Regional Office the issuance of a Permit to Offer Rural Farm School.
4. If the application is found to be meritorious, the Regional Office, through the Regional Director, will issue the permit.

#### **D. Tracking of Learners**

The Learner Information System (LIS) is an online facility that provides for the registration of learners enrolled in schools that are licensed/authorized by the Department of Education (DepEd) in the Philippines. It is the national registry of all learners in Basic Education.

The following are the data in the LIS for tracking the learners:

1. Basic personal data of the learner
2. Enrolment history (formal and non-formal)
3. Classes and class advisers
4. Grades and Evaluation Results
5. Indication of Benefits (4Ps, CCT, etc.)
6. Health and Nutritional Status

#### **E. Revocation of Authority to Implement the Program**

The following are the conditions that will result in the revocation of the school's authority to implement the Rural Farm Program:



1. compliance with the requirements outlined in the implementation of the Rural Farm Program as an Alternative Delivery Mode;
2. violation in the implementation of Basic Education Curriculum;
3. non-compliance to various DepEd issuances deemed necessary in the implementation of the program, and
4. The school opts to discontinue the program for valid reasons in the succeeding year.

### **III. ROLES AND RESPONSIBILITIES OF EACH GOVERNANCE LEVEL**

#### **A. The Regional Office (RO):**

1. approves the SDO private school's intent to implement the Rural Farm Program and issues a Permit to Offer;
2. oversees all Rural Farm Program implementers in both public and private schools through coordination with the Division ADM Coordinator;
3. provides technical assistance for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development most specifically on the Rural Farm Program;
4. Provide training and workshops to the schools divisions in the implementation of the guidelines of the Rural Farm Program;
5. conducts regular program implementation reviews, and
6. initiates Rewards/Awards (PRAISE) on ADM implementation.

#### **B. The Schools Division Office (SDO):**

1. approves letter of intent to implement ADM Rural Farm School Program;
2. endorses approved letter of intent to implement ADM Rural Farm School to the Regional Office for validation;
3. Develop a contextualized curriculum through collaboration with partner agencies such as the Department of Agriculture, Department of Agrarian Reform, Technical Educational Development Authority (TESDA), Agricultural Institute (ATI), Bureau of Fisheries and Aquatic Resources (BFAR), State Universities and Colleges (SUCs);
4. issues memoranda on the implementing rules and regulations in establishing the Rural Farm School of Republic Act. No. 10618;
5. conducts monitoring and evaluation and provides technical assistance on the implementation of the ADM Rural Farm School Program;
6. provides upskilling and reskilling of the different schools within the division on the implementation of the Rural Farm School (RFS),
7. approves the granting of not more than 15-day service credit or other applicable benefits for teachers implementing the Rural Farm Program should their service exceed the regular working hours and their extended services be required after regular teaching working hours, subject to existing rules in the grant of service credits;
8. conducts regular program implementation reviews, and
9. initiate division-based Rewards/Awards (PRAISE) on ADM implementation.

#### **C. Implementing School**

1. submits letter of intent to implement ADM Rural Farm Program to the Division Office;



2. complies with all the requirements set forth by the existing guidelines on the implementation of the ADM-Rural Farm Program under the basic K12 Curriculum;
3. oversees the operation of the program to ensure it is properly implemented and sufficient educational resources are available and accessible to the students.
4. conducts monitoring and evaluation and provides technical assistance to teachers/tutors; and
5. facilitates the teachers'/tutors' participation in professional development activities including technical skills training and extension services by the DepEd, the Department of Agriculture (DA), and the Department of Agrarian Reform (DAR);
6. ensures the safety and security of learners throughout the implementation of the program;
7. conducts quarterly program implementation reviews, and
8. Initiate school-based Rewards/Awards (PRAISE) on ADM implementation.

#### **IV. PROGRAM MONITORING, RESEARCH AND EVALUATION**

Just like other programs, Rural Farm Program implementation as ADM needs follow-up or monitoring and evaluation for sustainability and to ensure the following:

- a. all school-age learners, and out-of-school children and even adults, are in school.
- b. all learners in school are participating actively in the teaching and learning process.
- c. all learners in school can read and write and demonstrate the necessary *competencies/ knowledge and skills for lifelong learning.*

Rural Farm Program has the potential for school action research and even an avenue for full-blown research reevaluation and improvement. Henceforth, a very potential source of study such as but is not limited to Policy Formulation, Institutionalization of ADM-Rural Farm School (Region V), and Strategic Plan for Adm-Rural Farm School.

A modified monitoring tool, specifically for the Rural Farm Program should be made available for this purpose. Conduct benchmarking across schools along ADM-Rural Farm Program Implementation should also be encouraged.



**References:**

- DepEd Order No. 88, s. 1997, Implementing Guidelines for the Operation of High School Evening Classes
- DepEd Order No. 53, s. 2003, Updated Guidelines on Grant of Vacation Service Credits to Teachers
- DepEd Order No. 88, s. 2010, Revised Manual of Regulations for Private Schools
- DepEd Order No. 08, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program
- DepEd Order No 26, s. 2015, Implementing Rules and Regulations (IRR) of Republic Act No. 10618 (An Act Rural Farm Schools as Alternative Delivery Mode of Secondary Education and Appropriating Funds Therefor
- DepEd Order No. 46, s. 2006, Guidelines in the Pilot Implementation of the Open High School Program
- DepEd Order No. 21, s. 2019, Policy Guidelines on the K to 12 Basic Education Program
- DepEd Order No. 054, s. 2012, Policy Guidelines on the Implementation of Alternative Delivery Modes
- DepEd Order No. 001, s. 2022, Revised Policy Guidelines on Home School Program
- Republic Act No. 4670, Magna Carta for Public School Teachers
- Republic Act No. 10533, An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes
- Republic Act No. 10618, An Act Establishing Rural Farm Schools as Alternative Delivery Mode of Secondary Education and Appropriating Funds Therefor
- SEAMEO-INNOTECH, Enhanced Instructional Management by Parents, Community and Teachers (E-IMPACT) Guidebook

