



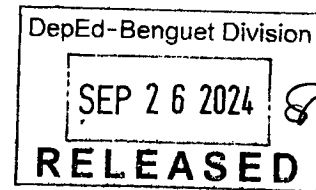
Republic of the Philippines
Department of Education
Schools Division of Benguet

16 September 2024

DIVISION MEMORANDUM

No. 332 s. 2024

To: Curriculum Implementation Division
School Governance and Operations Division
Public Schools Division Supervisors/In-charge
Elementary and Secondary School Heads
All Others Concerned



FULL IMPLEMENTATION OF THE FLAME (FUNCTIONAL LIBRARY WITH ACCESSIBLE MATERIALS AND E-RESOURCES) PROJECT

1. The school libraries and library hubs are integral school environment components in the K to 12 Program implementation under the Republic Act (RA) No. 10533 and aligned with applicable DepEd issuances including DepEd Order (DO) Nos. 56, s. 2011; 64, s. 2009; 75, s. 2008, and DECS Order No. 6, s. 1998. School libraries support the K to 12 Program and its literacy and numeracy programs by equitably providing quality and accessible learning resources and advocating the culture of reading, research, and innovation.
2. DepEd Order No. 24, s. 2023 titled "Guidelines on the Provision of Supplementary Learning Resources (SLRs)" was issued on September 19, 2023, for public school libraries and library hubs to ensure the provision of SLRs for public basic education schools. It mandates school libraries and library hubs to continuously improve and realize their functions and services by having an extensive and up-to-date collection, professional and competent staff, relevant and responsive policies, adequate reading and learning spaces, responsive Information and Communication Technology (ICT) reading and learning tools and equipment, and compliant with DepEd library programs and information services.
3. These directives paved the way for the conceptualization of the FLAME (Functional Library with Accessible Materials and E-resources) Project which was piloted at Lubo Integrated School to kindle the interest and curiosity of learners through the provision of a functional library with accessible reading materials and e-resources. The pilot implementation involved



Address: Wangal, La Trinidad, Benguet
Telephone Number: (074) 422-6570
Email: benguet@deped.gov.ph
Facebook Page: DepEd Tayo Benguet

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enhanced partnerships and collaborative planning, library development, utilization, monitoring, and evaluation by the pilot school, Local Government Units, PTA, and other internal and external stakeholders in three months that positively affected the reading behaviors of the learners.

4. The FLAME is for full implementation in all Benguet schools after it was adopted as a regular program of the Schools Division Office to fall under Pillar 1 (Access) Strategy No. 2 which is on *Improving Learners' Access to Quality and Friendly Environment* and Pillar 3 (Quality) Strategy No. 2 which is on *Providing Learning Resources*. Schools shall include the FLAME Project in their School Improvement Plan (SIP) and Annual Implementation Plan (AIP).

5. The District's Best FLAME Implementers will be submitted to the Division Office by each district at the end of the school year. The nominated schools will be judged to determine the Division's Best FLAME School Implementers and Best FLAME School Head Implementers for the elementary and secondary categories. This is different from the recognitions for schools with established libraries and reading corners to include the Most Functional Libraries and Most Functional Reading Corners for Elementary and Secondary categories. Enclosure 1 contains the FLAME Process that provides the suggested activities to develop and manage the school library while Enclosure 2 contains the criteria to determine the Best FLAME Implementers.

6. For queries, you may contact the focal persons through the following email addresses: norbert.lartec@deped.gov.ph, sonia.dupagan@deped.gov.ph, and benguetcid@gmail.com.

7. For immediate dissemination and compliance.


SALLY L. BANAKEN-ULLALIM CESO V
Schools Division Superintendent

Encl.: As stated

CID / IMS / rag / ncl



Address: Wangal, La Trinidad, Benguet
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Email: benguetcid@deped.gov.ph
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Enclosure 1. The Project FLAME's process

Stages	Activities	Key Players
A. Advocacy	<ol style="list-style-type: none"> 1. Use platforms like the school's Facebook page and meetings to raise awareness of stakeholders on the importance of a library 2. Get the support of stakeholders especially the LGUs for the provision of funds and legislation for school library development 3. Encourage partnerships and collaboration and not just wait for funds from the national government to address the lack of school library and learning resources 	School head, teachers, parents, and other stakeholders
B. Planning	<ol style="list-style-type: none"> 1. Identify stakeholders, especially the collaborators and partners 2. Plan a meeting with the identified stakeholders 3. Conduct a participatory planning meeting with stakeholders and determine the specific nature of the project based on the school's profile, the needed resources, sources, timeline, risks, and strategies 	School head, teachers, parents, LGU officials, student representatives
C. Development	<ol style="list-style-type: none"> 1. Look for donors, in cash or kind 2. Motivate parents and the community to help in construction/renovations through Brigada Plus 3. Identify stakeholders who could help in every kind of work 4. Assign focal or leader for every kind of work like tiling, painting, plastering, cabinet making, etc. based on the expertise of the available labor force 	School head, teachers, parents, LGUs, external partners
D. Utilization	<ol style="list-style-type: none"> 1. Prepare a library schedule for all classes 2. Library-in-charge/librarians guide/assist learners during their library time 3. Library-in-charge/librarians/teachers motivate learners to use varied resources like e-resources for free reading 4. Teachers/librarians provide materials based on the needs, skills, interests, and reading levels of learners 5. Conduct LACs for the provision of technical assistance for teachers/librarians/teacher-librarians 	School head, teachers, parents, learners
E. Monitoring	<ol style="list-style-type: none"> 1. Involve the PTA and teachers in the monitoring of the utilization of the library 2. Schedule monitoring by the SDO, District, and school-level management 	SDO personnel, school head, teachers, parents
F. Evaluation	<ol style="list-style-type: none"> 1. Involve stakeholders, especially the teachers and parents, in the evaluation of the library for continuous improvement of services 2. Encourage users to give feedback for improvement 	SDO and district personnel, school head, PTA



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Enclosure 2. Criteria for the Best FLAME Implementer Schools

Criteria	Modes of Verification	Percentage
A. Extent of partnerships and collaboration for the library development	1. Minutes of meetings (5%) 2. Memoranda of Agreement, Memoranda of Understanding (10%) 3. Deeds of donations (5%) 4. Presence of varied and updated learning materials and e-resources in the library (10%) 5. Presence of safety devices/equipment like steel cabinets and fire extinguisher/s (10%) 6. Documentation of the library development (before, during, and after) (10%)	50%
B. Extent of utilization of the library	1. Library schedule (2%) 2. Library logbooks (5%) 3. Documentation of library utilization (5%) 4. Presence of teachers' and students' library handbooks or guides (8%)	20%
C. Extent of monitoring and evaluation of the library	1. Monitoring forms/notes of the school head, assigned library-in-charge/librarians, and assigned learner librarians (15%) 2. Presence of a suggestion box in the library (5%)	20%
D. Library utilization results	1. School performance in the national, regional, and division assessments (5%) 2. Promotion rate and completion rate (5%)	10%



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