



NATIONAL COMMISSION FOR CULTURE AND THE ARTS
Philippine Cultural Education Program

Project Title: POST GRADUATE DEGREE SCHOLARSHIP PROGRAM:
Graduate Diploma in Cultural Education
Graduate Diploma in Teaching Arts

In partnership with: DepEd, CHED and selected HEI's

Implementation Date: April – May 2019

Board Resolution Number: 2020-247

Implementor-Partner:

- **Region 1** University of Northern Philippines, VIGAN
- **Region 3** La Consolacion University Philippines, MALOLOS
- **Region 4B** Marinduque State College, BOAC
- **Region 7** University of Cebu, CEBU
- **Region 8** Northwest Samar State University, CALBAYOG
- **Region 9** Western Mindanao State University, ZAMBOANGA
- **Region 10** La Salle University, OZAMIZ
- **Region 10** Xavier University, CAGAYAN DE ORO

Background and Rationale

In 2001, Sen. Teresa Aquino Oreta sponsored the Republic Act 9155, “An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports (DECS) as a Department of Education (DepEd)”. The salient feature of the law, as contained in Chapter 2, Sec. 8 indicates. ‘The KWF, NHCP, RMA, and TNL shall be administratively attached to NCCA, and no longer with DepEd’. The program for arts and culture shall remain part of the school curriculum, but the program for cultural education will be under the purview of the NCCA. The frameworks would cover formal, non-formal and informal art and cultural education. With this development, NCCA drafted Cultural Education Plan that serve as a blueprint for developing greater awareness, understanding and appreciation of the Philippine arts and culture among Filipinos. The plan was structured along the lines of the Medium term Development Plan for Culture and the Arts.

The plan aims to address several areas of concern raised: that the country's leaders and decision-makers do not give importance to culture as a vital component in national development; that support for cultural development, heritage preservation and promotion, and cultural education has been generally neglected; Among Filipinos in general, there is a lack of understanding and appreciation of Philippine culture and its importance to their lives and to the nation; Cultural education has not been given priority in the country's formal education system; Basic education does not clearly identify and define the basic socio-cultural concepts that need to be taught to students; neither are these defined in the textbooks or instructional materials for the teachers and students; Art subjects are given less time in the school curriculum compared to the other subject areas; There are not enough qualified teachers of arts and culture in the elementary and secondary levels; Many artistic and cultural organizations, both government and non-government, have cultural education programs but these programs are not designed and implemented in a coordinated manner for greater

impact; Textbooks and instructional materials on arts and culture are insufficient; that the media which is seen as a potent tool in cultural education has not been fully explored and maximized.

In view of these facts, the plan specifically defined its beneficiaries: primarily are the leaders and decision-makers in both the government and private sectors; secondarily are the students and the youth; thirdly are the teachers; fourthly are the communicators or the media; and fifthly are the general public. To ensure effectiveness of the plan, NCCA agreed to insert and deliver the program in the **FORMAL EDUCATION** (i.e., national level through the DepEd, CHED & TESDA), **NON-FORMAL EDUCATION** (i.e., regional or local level through cultural awareness seminar for the policy-makers and officers of the LGU's and through prepared modules the Academy for Local Government), and **INFORMALEDCATION** through the media. In 2002 the NCCA Board approved Resolution 2002-007 to support the Operational Expenses of the National Cultural Education Task Force.

For the full implementation of the plan, NCCA Board of Commissioners approved the Resolution No. 2007-104 recognizing the PCEP as the Philippine Cultural Education PROGRAM from being a Philippine Cultural Education PLAN of the NCCA in order to be funded by the Commission and operationalized.

Since summer of 2008, NCCA-PCEP, through several HEI partners nationwide, has been offering a credit-earning post-baccalaureate teacher enhancement program called Certificate Program on Cultural Education (CPCE), in 2010 HEI partners recommended to elevate the program into a Diploma program, CPCE becomes Graduate Diploma in Cultural Education (GDCE). After 10-years of implementation, and after the crafting of the new PCEP successor plan 2018-2022 with consideration to the Philippine Development Plan (PDP) 2017-2022 the scholarship programs of PCEP shall be adopted formally into a Post Graduate Program by our partner Universities who provide credit units to our scholars.

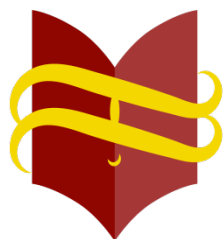
Since its conception in 2008, the program has graduated more than 5,000-teacher-scholars from the following institutions:

1. Lyceum of the Philippines University in Manila, NCR
2. Miriam Colleges Foundation in Quezon City NCR
3. University of the Cordilleras in Baguio City, Benguet CAR
4. University of Northern Philippines in Vigan City, Ilocos Sur Region 1
5. Isabela State University (ISU), Echague, Isabela Province Region 2
6. Bulacan State University in Malolos City, Bulacan Region 3
7. University of Regina Carmeli now La Consolacion University Philippines in Malolos City, Bulacan Region 3
8. Colegio de San Juan de Letran-Calamba in Calamba City, Laguna Region 4A
9. Manuel S. Enverga University Foundation (MSEUF) Lucena City, Quezon Province Region 4A
10. Palawan State University (PSU) in Puerto Princessa City, Palawan Region 4B
11. Marinduque State College (MSC) in Boac, Marinduque Region 4B
12. Bicol University in Legazpi City, Albay Region 5
13. J. West Visayas State University in Iloilo City, Iloilo Province Region 6
14. Southwestern University in Cebu City, Cebu Province Region 7
15. Cebu Normal University in Cebu City, Cebu Province Region 7
16. University of Cebu in Cebu City, Cebu Province Region 7

17. Northwest Samar State University in Calbayog City, Samar Region 8
18. H. Cerilles State Colleges in Pagadian City, Zamboanga del Sur Region 9
19. Western Mindanao State University (WMSU), Zamboanga City, Zamboanga del Sur Region 9
20. Central Mindanao University in Bukidnon, North Cotabato Region 10
21. La Salle University-Ozamis in Ozamis City, Misamis Occidental Region 10
22. Xavier University Cagayan De Oro in Cagayan De Oro City, Misamis Oriental Region 10
23. University of Southeastern Philippines Davao City, Davao del Sur Region 11
24. Notre Dame of Marbel University in Koronadal City, South Cotabato Region 12
25. St. Paul University-Surigao (SPUS), Surigao Province CARAGA

In the context of culture-based instruction, we envision to strengthen the teachers' capacity to deliver substantive instruction. Education for all should also mean the ability to shift paradigm in order to facilitate instruction which is relevant to the needs of the changing times as well as to be responsive to the demands of the industry. Secondly, education should also be focused on research development so that whatever is generated from the field can inform classroom instruction.

Description of the Project:



GRADUATE DIPLOMA IN CULTURAL EDUCATION

MASTER OF ARTS IN EDUCATION, MAJOR IN CULTURAL EDUCATION (GDCE) SCHOLARS:

Strongly aligned with the program objectives of the Philippine Cultural Education Program (PCEP), the 24-unit program offers scholarship opportunities for 30 to 35 region-based public elementary and high school teachers in the core subject areas (Science, Mathematics, Social Studies and English and Filipino Languages) to undergo a two-summer intensive training. Designed as an in-service residential program, the scholarship covers a total of 432 hours (8 subjects for 2 summers) of intensive training designed to integrate functional understanding of the local and national history, culture, heritage and the arts into the five core subject areas – Social Sciences, Languages, Science, Math and MAPEH. It requires its participants to produce researches on local history, reflection papers, and group and individual lesson exemplars on culture-based basic education.

The NCCA-PCEP will cover only the scholarship of the two-summer 24-unit (8 Subjects) post-baccalaureate program divided into Level I and Level II which offers foundation and major courses to enhance the students' understanding of the basic theories, processes and applications of arts, culture, heritage in the culture-based teaching of the basic education curriculum. Courses to be taken are as follows:

- CulEd 200 – Pedagogy of Cultural Education (Practice-based Pedagogy)*
- CulEd 203 – Cultural Diversity and Languages of the Philippines*
- CulEd 204 – Re-view of Philippine History and Heritage*
- CulEd 205 – Philippine Arts*
- CulEd 206 – Local Cultural Mapping*

- CulEd 207 – Media-Based Cultural Documentation*
CulEd 208 – Issues in Cultural Education
CulEd 209 – Development of Culture-Based Lesson Exemplars

Other subjects or Units beyond the specified (8) subject titles are not covered by the scholarship. To complete the Master of Arts in Education, Major in Cultural Education, we recommend the following course matrix to our partner HEI's:

	COURSE TITLES	UNITS
GDCE Level 1	Core: Culed 200 Pedagogy of Cultural Education(Practice-based Pedagogy) (c/o NCCA)	6 units 3
	Culed 205 Philippine Arts (c/o NCCA)	3
	Philippine Concepts: Culed 203 Cultural Diversity and Languages of the Philippines (c/o NCCA)	6 units 3
	Culed 204 Re-view of Philippine History and Heritage (c/o NCCA)	3
GDCE Level 2	Pedagogy / Methodology: Culed 206 Local Cultural Mapping (c/o NCCA)	12 units 3
	Culed 207 Media Based Cultural Documentation (c/o NCCA)	3
	Culed 208 Issues in Cultural Education (c/o NCCA)	3
	Culed 209 Development of Culture-Based Lesson Exemplar (c/o NCCA)	3
MA	Electives: Culed 201 Culture-Based Teaching of the Basic Education Curriculum	6 units 3
	Culed 202 Advanced Education Theories and Pedagogy	3
	Culed 210 Problem Based Learning and Application	3
	Culed 211 Culture and Governance	3
	Research / Thesis: Culed 212 Thesis I: Research in Cultural Education	6 units 3
	Culed 213 Thesis II: Writing of Masteral Thesis	3



**MASTER OF ARTS IN EDUCATION, MAJOR
IN TEACHING ARTS(GDTA) SCHOLARS:**

The NCCA-PCEP will cover only the scholarship of the two-summer 24-unit (8 Subjects) post-baccalaureate program divided into Level I and Level II which offers foundation and major courses to enhance the students' understanding of the basic theories, processes and application of arts, culture,

and heritage in the culture-based teaching of the basic education curriculum. GDTA can apply classroom concepts in professional settings through internships and independent studies at numerous art organizations in their own region. The arts management program maintains academic and professional relationships with many national and regional institutions. Courses to be taken are as follows:

- CulEd 200 –Pedagogy of Cultural Education (Practice-based Pedagogy)*
CulEd 205 – Philippine Arts

CulEd-TA 200 – Foundations of Art
CulEd-TA 201 – Arts Criticism and Appreciation
CulEd-TA 202A - Apprenticeship and Exploration in the Arts 1 (Visual Arts)
CulEd-TA 202B - Apprenticeship and Exploration in the Arts 1 (Literary & Performing Arts)
CulEd-TA 203 - Apprenticeship and Exploration in the Arts 3 (Specialization)
CulEd-TA 204 - Apprenticeship and Exploration in the Arts 4 (Specialization)

Other subjects or Units beyond the specified (8) subject titles are not covered by the scholarship. To complete the Master of Arts in Education, Major in Teaching Arts, we recommended the following course matrix to our partner HEI's:

COURSE TITLES	UNITS
Core: CulEd 200 –Pedagogy of Cultural Education (Practice-based Pedagogy) (c/o NCCA) CulEd 205 – Philippine Arts (c/o NCCA)	6 units 3 3
Theory: CulEd-TA 200 – Foundations of Art(c/o NCCA) CulEd-TA 201 – Arts Criticism and Appreciation (c/o NCCA)	6 units 3 3
Pedagogy / Methodology: CulEd-TA 202A - Apprenticeship and Exploration in the Arts 1 (Visual Arts) (c/o NCCA) CulEd-TA 202B - Apprenticeship and Exploration in the Arts 1 (Literary & Performing Arts) (c/o NCCA) CulEd-TA 203 - Apprenticeship and Exploration in the Arts 3 (Specialization - OJT) (c/o NCCA) CulEd-TA 204 - Apprenticeship and Exploration in the Arts 4 (Specialization - Culminating Project) (c/o NCCA)	12 units 3 3 3 3
Elective Courses EDUC 202: Educational Statistics and Analysis CulEd 210 – Production Management (Problem Based Learning and Application) CulEd 211 – Culture and Governance	6 units 3 3 3
Research/Thesis Courses CulEd 212 – Thesis I: Research in Teaching the Arts CulEd 213 – Thesis II: Writing of Masteral Thesis	6 units 3 3

TERMS OF SCHOLARSHIP

To become successful, scholars must:

1. Passed the PCEP Qualifying Examination administered by the appointed DepEd Coordinator of the project in every region;
2. Complete pertinent documents required by PCEP, DepEd & HEI's;
3. Passed the University's Entrance Examination;
4. Execute a Scholarship Agreement between NCCA Conduits with the following conditions:
 - 5.1 You shall devote your time for 2 summers to complete the NCCA required units

- 5.2 That you will pursue and finish the Master of Education Major in Cultural Education or Teaching Arts;
- 5.3 That you will submit an accomplishment report on professional advancement to the PCEP Secretariat;
- 5.4 That you will actively participate to all NCCP-PCEP Programs;
- 5.5 That you will commit yourself to the Graduate Attributes of PCEP such as:
 - 5.5.1 Manifest critical and creative thinking skills
 - 5.5.2 Design culture-based instructional materials
 - 5.5.3 Employ innovative culture-based pedagogy
 - 5.5.4 Inculcate a sense of nationalism and patriotism
 - 5.5.5 Demonstrate expertise in Philippine history, heritage, culture, and the arts
 - 5.5.6 Exercise leadership skills in respective communities
 - 5.5.7 Conduct culturally-relevant research
 - 5.5.8 Initiate national, regional, and global connectedness
 - 5.5.9 Conduct oneself in accordance with highest professional and ethical standard
 - 5.5.10 Commit oneself to lifelong learning
- 5. Shall render service in the country, preferably in your home region for a minimum period of 2 years.

MINIMUM ADMISSION REQUIREMENTS FOR PROSPECTIVE SCHOLARS

CRITERIA	REQUIREMENTS	
	Graduate Diploma in Cultural Education	Master's Program
Age	23 to 50years old*	25 to 55 years old**
Academic Qualifications	Bachelor degree with general weighted average of 85% or equivalent	Must have satisfactorily passed 24 units of Graduate Diploma in Cultural Education accredited by the NCCA
Teaching Experience	At least 3 years teaching experience in any or a combination of academic subjects in a public elementary or high school	At least 4 years of teaching experience in any or a combination of academic subjects
Qualifying Examinations	LET, HEI Graduate Admission Test (If any)	LET, HEI Graduate Admission Test (if any), and NCCA Aptitude Test
Endorsement	By any one of the following: principal, district supervisor, division education supervisor or division superintendent	By any one of the following: principal, district supervisor, division education supervisor or division superintendent

Principal's Certification	Service incumbency of 3 years, Good moral character, with a permanent appointment at the time of application	Service incumbency of 3 years, Good moral character, with a permanent appointment at the time of application
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* Priority is given to 23 to 40 years old applicants, 41 to 50-year old applicants may be shortlisted subject to availability of slots.

** Priority is given to 25 to 50 year-old applicants; 51 to 55-year old applicants may be shortlisted subject to availability of slots.

GENERAL PROVISIONS

1. The programs are administered by the National Commission for Culture and the Arts' Philippine Cultural Education Program (PCEP) through financial grants extended to accredited and approved HEIs or culture-oriented non-governmental organizations partnering with an accredited and approved HEIs.
2. The NCCA, through PCEP, is the highest policy and decision-making body for all administration, appeals, arbitration, monitoring, and evaluation requirements of the program. All local implementation concerns shall be the responsibility of the participating HEIs.
3. The NCCA PCEP shall seek endorsement and/or accreditation by the Department of Education, HEI's to the Commission on Higher Education, and/or other government agencies concerned with the administration of education and cultural programs.
4. Participating HEIs are responsible for the local administration, management, representation, accreditation and coordination of the program, particularly with local DepEd/CHED regional or division offices, local government units, and direct scholar-beneficiaries.
5. All accredited/approved HEI conduit-grantees shall enter into a Memorandum of Agreement (MOA) with the NCCA, subject to completion and submission of all grant requirements.

ADMISSION AND PROGRAM MANAGEMENT

1. Continuing HEI conduit-grantees may start the re-entry screening process for old Level 1 graduates as soon as possible. First-time, or Level 1, HEI conduit-grantees in close coordination with their DepEd Regional Offices may start recruiting new program applicants as soon as the MOA has been delivered.
2. HEI conduit-grantees shall be responsible for the processing, acceptance and registration of successful applicants. They shall devise their own internal policies and procedures, subject to the general scholarship admission and provisions required by PCEP. Since 2014, non-government HEI's may accept a maximum of five basic education teachers from their own university to the program, provided that these teachers will only get free tuition fees and do not enjoy any other support from the same grant.
3. PCEP Secretariat or PCEP Coordinators in every HEI's must conduct **QUALIFYING EXAMINATION** to all scholarship applicants to determine the cultural proficiencies of the applicant –since it's an MA Program, all qualified scholars must have the aptitude to define culture, arts, Philippine history, and culture based education,.

4. HEI conduit-grantees are responsible for checking and verification of all requirements submitted by prospective scholar-participants. Any misrepresentation or falsification of documents submitted for admission shall automatically disqualify the applicant found guilty of such act/s. In the event that the offense is discovered after the applicant has been admitted to the program, the offending scholar-participant shall be automatically dropped from the program and will be required to reimburse the HEI all expenses incurred or paid for his/her participation.
5. The final list of newly-admitted and/or re-entry scholar-participants, including copies of submitted application or re-entry documentation, shall be approved by the PCEP based on the prescribed minimum requirements for admission and retention. It reserves the right to further verify the documents submitted by the admitted scholar-participant.
6. HEIs are required to submit to PCEP the list and documentation requirements of admitted scholar-participants one week prior to the start of classes.
7. Actual program implementation should be held for a maximum of one month, including orientation, class instruction sessions, special activities and graduation ceremonies. Inclusive period of the one-month program implementation should be within the period of April to May (summer).
8. All accredited/approved HEI conduit-grantees shall secure permit, approval or accreditations from CHED to add major subject on Cultural Education / Teaching Arts for their existing MAED Program,
9. All accredited/approved HEI conduit-grantees shall ensure that GDCE/GDTA Scholars will be considered regular student of their University, to be accepted in the University registry system and be given due credit units to Master's Program in Education major in Cultural Education reflected to their Transcript of Record (TOR) after finishing the 24 units.

CURRICULUM AND FACULTY MANAGEMENT

1. Each course module should be taught by ACCREDITED PCEP Instructors, a competent instructor or pool of instructors professionally-equipped or academically-trained and experienced to teach the specific subject. All instructors assigned to teach in the program should be approved by PCEP based on the HEI-submitted curriculum vitae or resume detailing the instructor/s' proficiency in the assigned subject module.
 - a. **Accreditation:** all PCEP faculties must attend the Faculty Orientation / Retooling Program conducted by PCEP every start of summer classes (March).
 - b. All **Accredited Faculty** will be given:
 - Certificate of Accreditation from NCCA-PCEP
 - ID – Renewable in 2-years
 - Materials / Manual of GDCE and GDTA
 - Membership to PCEP Trainers' Pool
2. In case of team teaching, a head instructor should be designated to coordinate the sessions and devise a method in determining the module grade of scholar-participants.
3. The PCEP maintains a list of qualified accredited experts who may be tapped by HEIs as Visiting Faculty to teach any of the core subjects in the absence of local expert-educators within the existing HEI's faculty roster.

4. Instructors assigned to teach subject modules are required to follow the prescribed curriculum, syllabus and program design required by the PCEP, including all session lectures and activities, assignments, and final outputs by scholar-participants. Any class requirement should be thoroughly discussed with scholar- participants. Any deviation or addition to the curriculum and syllabus should have prior approval of the PCEP. The NCCA and PCEP reserve the right to monitor and verify with scholar-participants if the curriculum, syllabus and requirements are followed by the HEIs and their designated instructors.
5. Instructors are required to follow the grading system prescribed in the curriculum and syllabus design. A systematic record of marking scholar-participants' performance in quizzes, tests, and submitted final requirements should be submitted to the program director within two weeks after the subject module's completion.
6. A Program Orientation shall be convened by the PCEP prior to the official start of the program. HEI conduit-grantees are required to send the designated program director or coordinator

FINANCIAL MANAGEMENT

1. A participating HEI is given maximum financial grant in the amount of Six Hundred Fifty Thousand Pesos (Php 650,000.00) for GDCE/TAtO cover one summer implementation of a twelve-unit Graduate Diploma level benefitting a minimum of thirty (30) scholar-participants. Actual amount of financial grant depends on the approved line item budget based on the appreciation of the submitted proposed budget by each HEI and the determination of allowed grant coverage by the NCCA Project Monitoring and Evaluation Division.
2. A single-level grant of Php 650,000 shall cover the following costs:
 - tuition and miscellaneous fees of **30 - 35 scholar-participants**;
 - stipend or equivalent support provisions (board, lodging, transportation, and/or daily subsistence allowance) in the maximum amount of Five Thousand Pesos Only (Php 5,000.00) for each scholar-participant;
 - supplies, materials, and equipment that are not part of the regular provisions available in implementing HEIs;
 - travel, accommodation, and meals of visiting faculty members, program orientation and evaluation expenses, subject to approval by the PCEP;
 - cost of program administrative support limited to top-up honoraria of program director or coordinator and one program assistant, subject to the approval of PCEP;
2. The program shall cover only the tuition and miscellaneous costs of the prescribed 12-unit (for single one-level program grant). Any deviation or addition to the curriculum must have the prior approval of PCEP, subject to the condition that costs incurred related to the deviation or addition to the curriculum will not be charged to the financial grant given by the NCCA PCEP.
3. All costs must be liquidated supported by appropriate official receipts and proofs of disbursements. NCCA reserves the right to disallow any unauthorized disbursements or expenses not supported by receipts and documents.

4. Partner HEI's MUST SUBMIT via email add of PCEP Secretariat (pcep.application@gmail.com.) the following documents after signing of MOA or a WEEK before the implementation date of the classes:
- Project Proposal
 - Line Item Budget
 - Proposed Schedule of Activities & Venue of the Project;
 - Master List of Beneficiaries/Scholars

Note: aside from the **Eligibility Documents**, first payment will not be processed without these documents

5. Submission of Terminal Report MUST BE TWO (2) hardbound copies, one for NCCA PMED and one for PCEP. Terminal Report must have the following content:

INTRODUCTION

Background / Objectives of the Project / Description of the Project

ACTUAL IMPLEMENTATION

1. Description of the Venues
2. Description of Activities
3. Profile of Participants/Performers
4. Profile of Trainers/Masters/Facilitators
5. Directory of Scholars (complete details: Name, Age, Gender, Birthday, School Name, School Address, Subject, Years of Service, Cell Phone Number, Email Address)

EVALUATION

1. Strengths of the Activity/ Project
2. Weaknesses of the Activity/ Project
3. Impact of Activity to Target Beneficiaries/ Sectors/ Community
4. Issues/ Concerns of the Activity/ Project
5. Recommendations vis-à-vis the Issues/ Concerns
6. Assessment of the Organizers/ Participants on the Activity/ Project
7. Recommendations for the Future

ATTACHMENTS/ ANNEXES

1. Acceptance of Output by Beneficiaries (*optional*)
2. Pictures with labels
3. List of Participants
4. List of Facilitators and Resumes
5. Workshop Outputs or Winning Entries (*if applicable*)
6. Copy of Invitation/ Poster
7. Copy of Programme/ **Schedule**/ Souvenir
8. Copy of Module(s)/ Paper(s) Presented/ Lecture Note(s)
9. Copy of Speeches (*if applicable*)
10. Copy of Press Releases, Write-ups on Local Papers, etc

For Grants less than One (1) Million, the first tranche consisting of ninety percent (90 %) of the budget is expected to be released upon submission of all required documents. The remaining tranche equivalent to ten percent (10%) of the budget shall be paid after

submission of full liquidation and 2 two hardbound terminal report and projects assessment of NCCA Project Monitoring Division and the rendering of audit analysis by the NCCA Finance Division. Grants more than One (1) Million are released in three tranches: thirty percent (30%), sixty percent (60%), and ten percent (10%) respectively.

Contact Details

Nominations and application requirements may be coursed through respective HEI and DepEd Coordinators. Directory enclosed.

For inquiries, you may also contact:

MS. JENNIFER BARBERAN BAUTISTA

Documentation & Information Officer

DL (02) 986-4147

Email pcep.application@gmail.com

MR. JOSEPH “SONNY” J. CRISTOBAL

Director

PHILIPPINE CULTURAL EDUCATION PROGRAM

Unit 5D 5/F #633 Gen. Luna Street, Intramuros, Manila

TL (02) 527-2192 local 529 / Email pcep.secretariat@gmail.com

Reference: **DepEd Memo #38 s 2019**