



Republic of the Philippines

Province of Pampanga

City of San Fernando

Office of the Bids and Awards Committee

REQUEST FOR QUOTATION*(FM-CSFP-CGSO-39; Revision No.03; 04/01/2022)*

Project Title : **Supply and Delivery of Supplementary Reading Materials to be used for the Kindergarten Learners of City Schools Division of City of San Fernando, Pampanga**

Location of the Project : **Department of Education - City of San Fernando, Pampanga**

Company Name

Address

Date : **Apr 13, 2023**

PR No. : **2023-04-00905**

Please quote your lowest price on the item/s listed below and submit your quotation duly signed by your representative not later than **Thursday, April 20, 2023 10:00 AM** at **CGSO Building, New Public Market, Del Pilar, City of San Fernando, Pampanga**.

Canvassed by:

Approved by:

Monalyn L. Moulic
Administrative Aide VI (Buyer II)


Atty. Jose Elmer Y. Teodoro
BAC Chairperson

NOTE:

1. ALL ENTRIES MUST BE READABLE
2. DELIVERY PERIOD WITHIN _____ CALENDAR DAYS
3. WARRANTY SHALL BE FOR A PERIOD OF SIX (6) MONTHS FOR SUPPLIES & MATERIALS, ONE (1) YEAR FOR EQUIPMENT, FROM DATE OF ACCEPTANCE BY THE PROCURING ENTITY
4. PRICE VALIDITY SHALL BE FOR A PERIOD OF _____ CALENDAR DAYS

Item No.	Qty	Unit	Item Description	Remarks	Unit Price	Total
1	553	kit(s)	S-Tab / Study Tablet Learning Kits with Filipino, English and Science Lessons			
Total Amount:						

After having carefully read and accepted your General Conditions, I quote you on the item at prices noted above.

Printed Name/ Signature

Tel No./ Cellphone No.

Date

TERMS OF REFERENCE

Supply and Delivery of Supplementary Reading Materials for Kindergarten Learners (S-Tab/Study Tablet for Kindergarten)

I. RATIONALE:

DepEd Memorandum 173, s, 2019, titled, "*Hamon Bawat Bata Bumabasa or (3Bs)*", strongly advocates for the development and enhancement of the reading skills of learners and encourages all public schools to strengthen the implementation of ECARP (Every Child a Reader Program). To certain extent, concerted efforts in adherence to this has been evident in both the division and school levels. However due to COVID 19 pandemic, Year 2020 has been an extra challenging year for the academe, most especially for basic education where foundational skills and competencies for the K to 12 learners are being developed in four key stages. The educational system has faced a very difficult situation that it had to resort to remote learning, a new delivery modality that both the teachers and learners has to cope-up with.

The global health crisis has caused disruptions in various fields across the world, most especially in the field of education. Its effects on learning has been debilitating. In the Philippines alone, schools have to be closed for almost two school years, with most of the teachers and children left to settle with distance learning though modular means to make education continue. Research points out that the pandemic has likely caused a decline in learning for children in Grade 3, globally, with the proportion of those proficient in reading falling from 59 % in 2019 to 50 % this year. Substantial losses in reading, writing and math have now been documented in several countries. In the Philippines, less than 15 percent of school children, or only about three in every 20, can read simple texts in large part due to the longest school closure of more than 70 weeks as of the middle of February 2021 caused by the COVID-19 pandemic, the United Nations Children's Fund (UNICEF) said in a report.

In the latest study of the World Bank, the learning poverty in the Philippines reached its highest with **90.9 %** (June 2022). This means that only **10 %** of Filipino children aged **10** can read and understand a simple story. In addition, international tests indicated that Philippines belong to the *lowest* ranks of countries which performed below proficiency in English, Mathematics and Science. Such results confirm the need for the Department of Education to *step up* in its effort to address the learning needs of its learners through the implementation of a well-planned academic recovery program, otherwise, the country will see much dismal results in the near future.

One with the agency in transforming the lives of learners through competency building, the *SDO of City of San Fernando targets* to develop the literacy levels of learners , with focus in reading, writing and vocabulary through the Schools Division of San Fernando learning recovery program- "***One Division, One Reading Program through Project RE-READ (Reading-Recovery Addressing Difficulties)***" which focuses on the development of the Reading and writing competence of Fernandino Learners through its implementation in schools using developmentally appropriate materials that target the development and

enhancement of the reading comprehension skills and vocabulary skills of Grades 4 – 10 learners. In line with this program, evaluation of various books had been conducted by the Education Program Supervisor in English. After careful evaluation of some materials, the learning materials discussed below were observed to be beneficial to the Fernandino learners.

The ***Developing Reading Power and Pagpapaunlad ng Kasanayan sa Pagbasa*** series were observed to be appropriate and beneficial to Grades 4 to 5 learners as they focus on increasing the proficiency levels of learners in noting details, sequencing events, getting the **main idea, following specific directions, making inferences, vocabulary and the use of dictionary (study skill)**. These supplementary reading materials will likewise reinforce proper use of prefixes and suffixes as the materials incorporate **word analogy** and **figurative language**. In addition, learners will learn concepts related to Mathematics, Science, MAPEH, AP, EPP/TLE and ESP as the materials are content-based, covering essential concepts/skills from the above stated learning areas.

The **SRA 1a and B Reading Laboratory Kits** were observed to be appropriate and beneficial to Grades 4 to 10 learners as they focus in increasing the *reading proficiency* levels of learners in *noting details, sequencing events, getting the main idea of a selection, predicting outcomes, drawing conclusions, following specific directions, making inferences, vocabulary development, and the use of dictionary (study skill)*. Moreover, the said learning materials can also help improve the *listening comprehension* of learners as there is also provision of audio materials for the listening activities of learners. Each **SRA Reading Laboratory Kit** employs an integrative approach as it covers word recognition, vocabulary and comprehension skills of learners as it targets the *development of the higher order thinking skills, reflective, analytical and creative thinking skills of learners through reading and listening drills*.

As a prerequisite/foundational skill to the development of the word recognition, vocabulary, and comprehension skills of learners, the pre-reading skills of Kindergarten students should also be given focus since the alphabet knowledge (letter name and sound), word-picture association, writing skills, basic numeracy and the analytical thinking skills are also essential in the development of the functional literacy, numeracy and process skills of elementary grades and secondary level students.

It is in this light that the undersigned also proposes for the provision of the supplementary learning materials, titled, ***“Magsanay para Matuto” Mga pantulong na Gawain at Pagsasanay para sa Preschool***, to Kindergarten pupils. The said material which focuses on the **four major learning areas (Filipino, English, Mathematics and Science)** which will help develop/enhance their pre-reading skills and literacy which will be the foundation for the development of their five macro skills (*listening, speaking, reading, writing and viewing*). As per the assessment of the Kindergarten Supervisor, in collaboration with the Education Program Supervisor in English, Filipino and Mathematics, the material was observed to focus on the development of preschool learners' skills.

II. METHODOLOGIES:

- a. The undersigned proposes for the provision of SRA 1a and 1b Kits to integrated schools and other schools with Junior High School Levels which be used in the implementation of Project-RE-READ for SY 2022-2023. Likewise, the provision of supplementary learning material for the

students under the Special Program for Journalism (SPJ) is proposed to develop their writing and journalistic skills.

- b. **All the 30** schools offering JHS levels of the division will receive **SRA 1b Reading Lab Kits**, with 2 mega schools receiving 2 kits each, while **five (5) SRA 1a Reading Lab Kits** will be given to selected elementary schools which will be used as supplementary reading materials that would reinforce the development of the students' reading competence.
- c. The materials will be utilized during English classes and during remediation sessions outside class hours.
- d. One hundred four (104) learning materials will be used by the students of SPJ during their class time in English and Filipino.
- e. In addition, Kindergarten classes from the elementary schools under SDO of City of San Fernando will also be given **553 kits/sets** (books with interactive/reusable boards) - **"Magsanay para Matuto (Mga Pantulong na Gawain at Pagsasanay para sa Preschool)" with focus on the four learning areas (Filipino, English, Math and Science) to initially help develop the basics of pre-reading, literacy and numeracy skills of Kindergarten learners.**

III. OBJECTIVES

- a. Address the learning losses and gaps in literacy under basic education which were caused by COVID 19 school closure.
- b. Develop the pre-reading, vocabulary, writing, numeracy and process skills of Kindergarten learners.
- c. Develop highly functional literates by developing/enhancing students' reading comprehension and vocabulary skills.
- d. Enhance the knowledge of the learners in Science, Araling Panlipunan, and other learning areas through the content-based passages included in the books.
- e. Instill the core values of MakaDiyos, Makatao, Makabansa and Makakalikasan among learners through the stories/passages in the power builder texts and kits.

b. Procurement Process

1. For the End- user, ensure the completion of the documents in order to proceed with the procurement process.
2. For the supplier/ provider, ensure the completeness of the documents being required by the Bids and Awards Committee (BAC) for the procurement process on- time based on the procurement schedule including this TOR duly signed by the end- user and conformed by the supplier/ contractor.
3. If the procurement process reaches the ensuing year, observe that the allowed transaction is only up to what is stipulated in the contract.
4. For the end- user, present clearly this TOR during the Pre- Bid Conference for the information of the prospective bidder/s (for Competitive/ Public Bidding), and present by the Buyer with the assistance of the End- user (for Alternative Methods of Procurement).
5. Ensure to supply the requirements upon issuance of PO/DOC.
6. Comply with the provisions of the Procurement Law regardless of the mode of procurement, whether Competitive/ Public Bidding or the use of Alternative Methods of Procurement

c. Delivery/ Implementation period

1. Strictly observe the "No Purchase Order (PO)/ Delivery Order Contract (DOC), No Delivery" Policy and comply with the delivery period.
2. Coordination with the supplier/ contractor shall be the function of the CGSO-PMD as its mandate.
3. During the delivery, strictly follow the provisions enumerated in the terms and condition of the PO/Contract including the Delivery Schedule, penalty among others.
4. In case there is a change in the delivery schedule and specifications, the end-user through the Procurement Officer shall coordinate with the CGSO-Procurement Management Division (PMD) for the latter to advise the supplier/contractor regarding the concern.
5. Coordination with the supplier/contractor shall be function of the CGSO-PMD as its mandate.

d. Inspection and Acceptance

1. The CGSO- PSMD shall receive the delivery subject for inspection. After inspection, the Division Supply Officer shall receive all items from CGSO-PSMD and distribute to respective schools and to be received by the school property custodians.
2. The supplier/contractor shall present the PO and issue sales invoice.
3. The CGSO- PSMD shall prepare the corresponding Inspection and Acceptance Report/s.

Such documents will be used in notifying the concerned offices on the delivery such as the City Accountant's Office (CAccO) and Commission on Audit (COA) to include the same in the Payables.

e. DELIVERABLES BY THE SUPPLIER/ CONTRACTOR AND THE CITY GOVERNMENT

The deliverables of the supplier/ contractor shall be as follows:

- a. Provide the instructional learning materials being required by the project/program;
- b. Strictly follow the specification and timely provision of requirements based on the delivery schedule.

The deliverables of the Schools Division Office shall be as follows:

- a. On- time payment of the supplier/ contractor i.e., 15 days after the delivery.
- b. End- user shall monitor the delivery.
- c. The Procurement Officer shall assist in the monitoring and on- time payment of the supplier/ contractor.
- d. Provide necessary and readily- available documents such as during the conduct of post- audit.
- e. Evaluate the performance of the supplier/ contractor and in case there is a violation to the Contract/ Agreement, prepare a Verified Report.

- c. The Procurement Officer shall assist in the monitoring and on- time payment of the supplier/ contractor.
- d. Provide necessary and readily- available documents such as during the conduct of post- audit.
- e. Evaluate the performance of the supplier/ contractor and in case there is a violation to the Contract/ Agreement, prepare a Verified Report.

Prepared by:

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Noted by:

LIEZL D. DE JESUS
Education Program Supervisor – English

EDELWIZA L. CADAG
EPS- Filipino

Approved by:

IMELDA P. MAGASPAC
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

CONFORME:
_____ Signature over Printed Name
_____ Date

Note: The TOR shall form part of the Contract and should be strictly followed by both parties otherwise, the implementation of the project/ program might be affected as well as the performance of the supplier/ contractor.