

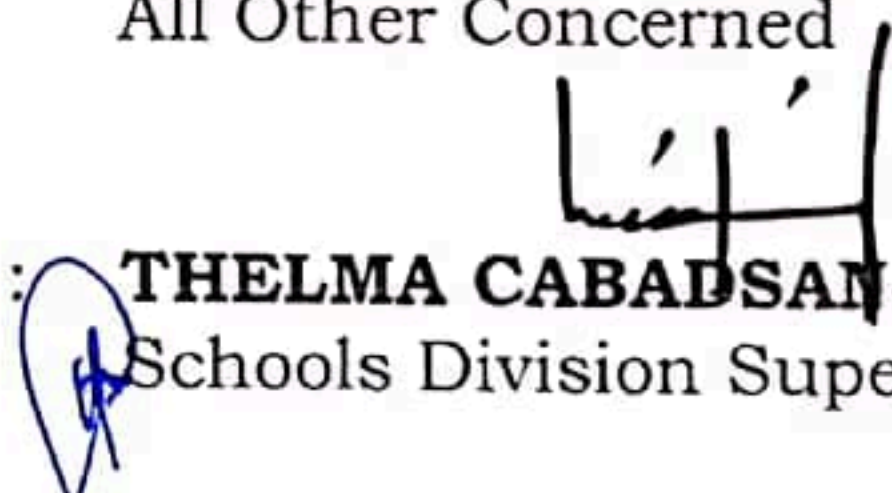


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**DIVISION MEMORANDUM**

No. 406 s. 2022

To : Assistant Schools Division Superintendent  
CID/SGOD Chiefs  
Education Program Supervisors  
Public Schools District Supervisors  
Secondary/Elem School Heads (Public & Private)  
Guidance/EsP Coordinators/Teachers  
All Other Concerned

FROM :  **THELMA CABADSAN-QUITALIG PhD, CESO V**  
Schools Division Superintendent



SUBJECT: **REITERATION ON THE INTEGRATION OF VALUES EDUCATION ACROSS ALL LEARNING AREAS AND GRADE LEVELS FOR SY 2022-2023 AND ONWARDS**

DATE : October 3, 2022

1. Based on Regional MANCOM reports on class observation that in some classes, teachers were not integrating values education in class lessons; hence in reference to DepEd Order 41, s. 2003, this to hereby advise all schools (Elem, JHS, SHS) reiterating the **“INTEGRATION OF VALUES EDUCATION ACROSS ALL LEARNING AREAS AND GRADE LEVELS”** for SY 2022-2023 and onwards.
2. This Memorandum is issued for the following reasons:
  - a) To effectively reinforced the role of every teacher as “values education teacher” thus strengthening the Department’s collective efforts in developing desirable values among learners.
  - b) To ensure that values education is purposely planned as regular lessons integrated across all learning areas, and not taken as incidental lesson in the process.
  - c) To properly evaluate the result of intervention conducted both inside and outside the classroom.
3. **The following shall be observed in the integration of Values Education in the classroom:**
  - a) The value focus may sometimes arise out of teacher’s observation of the daily behavior of students in their classes which may not necessarily be related to the lesson on hand. The subject area teacher should address this.
  - b) The revised Values Education Framework (*herewith attached*) is still the basic resource material for the core values that need to be developed. The approved textbook can still be used as reference.
4. Immediate dissemination and strict compliance with this Memorandum are desired.

## VALUES EDUCATION FOR THE FILIPINOS

### THE VALUES EDUCATION FRAMEWORK

#### GOAL

★ “To provide and promote values education at all levels of the educational system for the development of the human person committed to the building of a just and humane society and an independent and democratic nation.”

3. Are productive persons who contribute to the economic security and development of the family and the nation;
4. As citizens, have a deep sense of nationalism, and committed to the progress of the nation as well as of the entire world community through global solidarity; and
5. Manifest in actual life an abiding faith in God as a reflection of his spiritual being.

#### Values Conceptual Framework

The Values Conceptual Framework, herein described, is intended as a guide and form of teaching aid in the implementation of the Values Education Program.

## VALUES EDUCATION

★ Values Education as a part of the school curriculum is the process by which values are formed in the learner under the guidance of the teacher and as he interacts with his environment. But it involves not just any kind of teaching-learning process.

#### Objectives of the Program

Proper implementation of the program will develop Filipinos who:

1. Are self-actualized, integrally developed human beings imbued with a sense of human dignity;
2. Are social beings with a sense of responsibility for their community and environment

#### Principles and Guidelines

It should be guided by the following general principles:

1. It must be oriented toward the total person of the learner – mind, heart, and entire being.
2. It must take into consideration the unique role of the family in one's personal development and integration into society and nation.
3. In the school context, more important than lesson plan and any list of values are the teachers themselves who have the proper sense of values, awareness of their inner worth, and outmost respect for the person of the other.

#### WHAT IT IS:

- It is *descriptive*: it is an attempt at an orderly description of a desirable value system on the basis of an understanding of the human person.
- It is *conceptual*: it lists ideals which have to be internalized in the educational process.
- It is *intended to be applicable* in varying degrees to all three levels of the educational system.
- It is *broad and flexible* enough for adaptation to specific contexts.

## WHAT IT IS NOT:

- It is not prescriptive
- It is not exhausted
- It makes no statement on regional, local, and the institutional needs and priorities.

## WHAT IT USES:

- It is *desirable* that regions, localities, and institutions construct their own values map, with clearly defined priorities, suited to their peculiar context and needs.

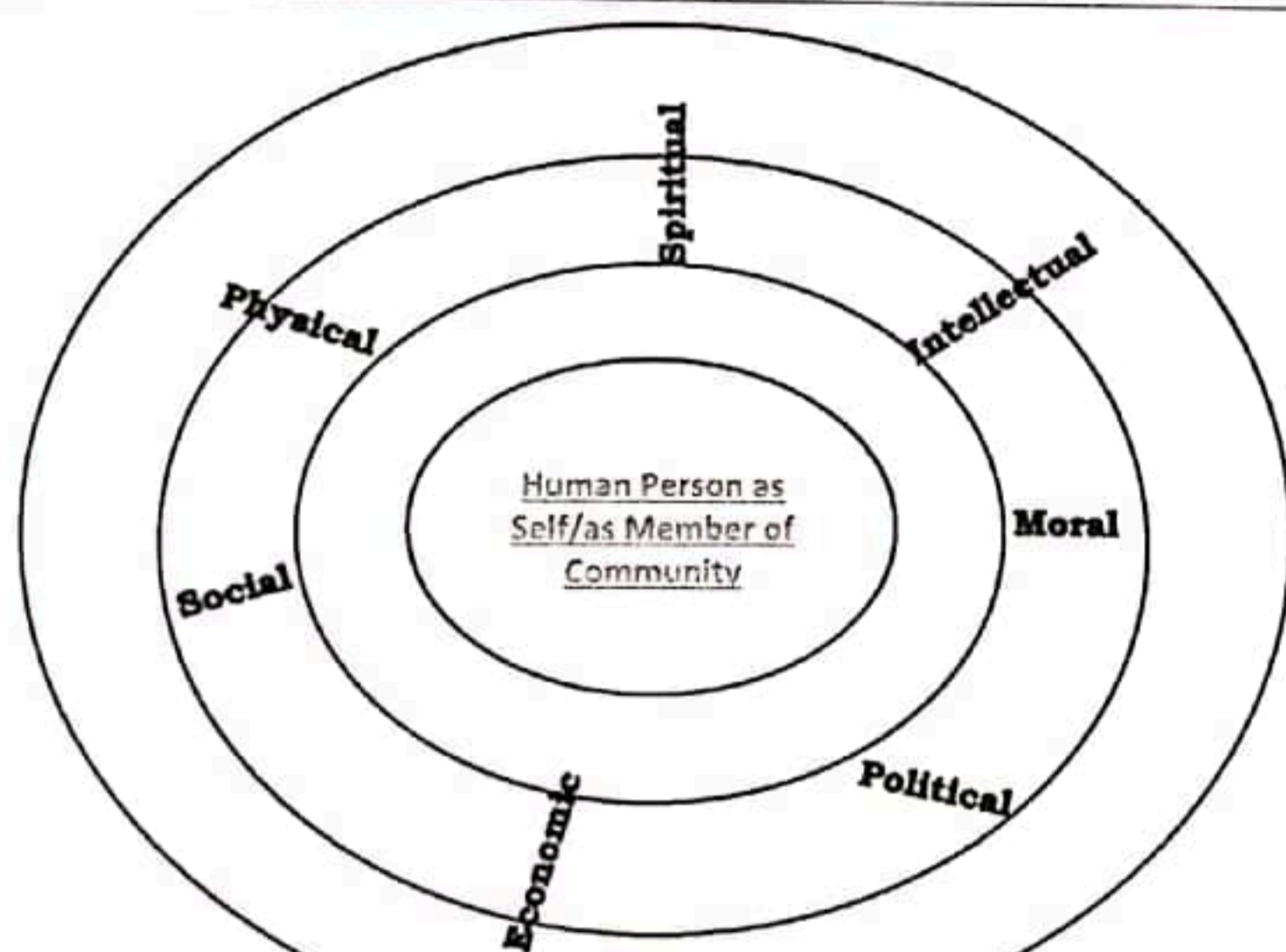
Several Filipino cultural values such as *pakikisama*, *utang na loob*, *hiya*, *bayanihan*, productivity, national solidarity, justice truth, freedom, honesty, etc. Must be considered in the values education program.

## PHILOSOPHY OF THE PROGRAM

### The Human Person

The values education program is based on the philosophy of the human person. It is grounded on a rational understanding of the Filipino in his historical and cultural context, which undergirds the Philippine Constitution of 1987.

The human person is the subject of education: he is a human person learning and being taught. The human person is also the object: the human person is at the centre of the curriculum and the entire program. It is for the attainment of "*Just and Humane Society*."



**The Dimensions of the Human Person**

- (1) The person is an individual self-conscious being of incalculable value in himself (Art. I, Sec II; Art XII, Sec. I) who cannot be a mere instrument of the society and of the state. He is not just body and soul juxtaposed or mixed as oil or water; but he is an embodied spirit. Hence, his physical, intellectual, moral and spiritual well-being is recognized by the State (Art. II, Sec 13).

As a *physical being*, he has material needs.

He is *intellectual*, equipped as he is with an intellect whose activity is to know, with a view to transforming himself, society and the world.

As *moral being*, he is endowed with a free will which searches for the good and whose motive force is love.

His personhood is oriented to Almighty God from which he derives his *spiritual* nature.

- (2) The human person, however, does not live in isolation but in community with other persons – physical, intellectual, moral and spiritual like himself. Hence, he is inevitably (Art. II, Sec. 13).

He belongs to a family, that basic unit of society or – in the words of the Constitution, "the foundation of the nation" (Art. XV, Sec. 1).

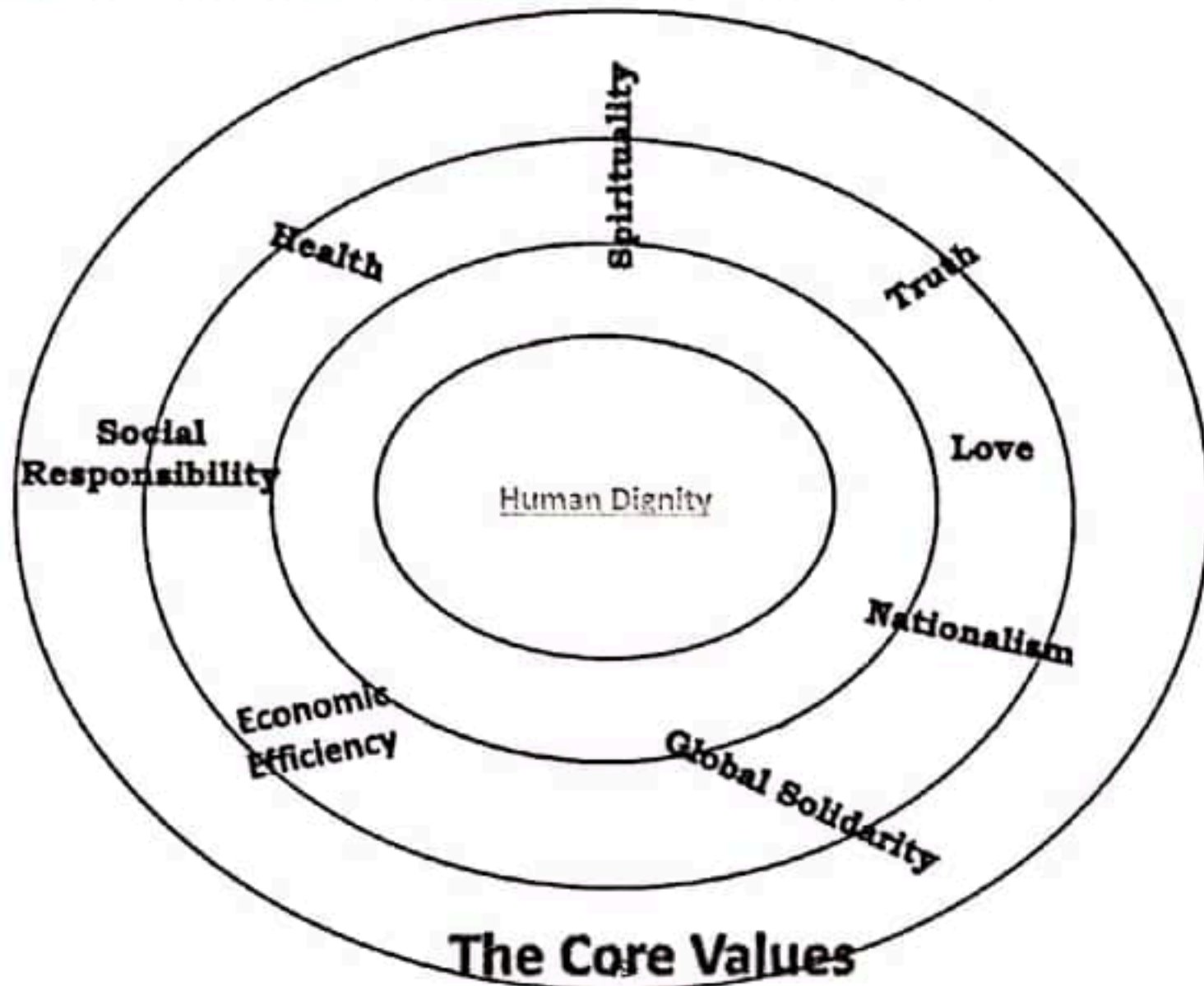
As *social being*, he participates in defining the goals and destinies of the community and in achieving the common good.

He is also an *economic being*. Concerns for livelihood, production, etc.

Lastly, he is a *political being*. And as of (Art. II, Sec. 17) as pursuing the goal of "social progress" and "total human liberation and development."

## CORE VALUES

One of the foregoing philosophy of the human person, the supreme and overarching value that characterizes the educational process is human dignity; the human person is of infinite value. (Art. II, Sec. II; Art. XII, Sec. 1)



## RELATED VALUES

In the DECS values education framework, the ff. are considered the core values that must be given emphasis (based on Figure 3)

### DIMENSIONS

### VALUES

#### PHYSICAL

#### Health

Physical Fitness  
Cleanliness  
Harmony w/ the material universe  
Beauty  
Art

#### INTELLECTUAL

#### Truth

Knowledge  
Creative and critical Thinking

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#### MORAL

#### Love

Integrity/Honesty  
Self-Worth/Self-Esteem  
Personal Discipline

#### SPIRITUALITY

#### Spirituality

Faith in God

#### SOCIAL

#### Social Responsibility

Mutual Love/Respect  
Fidelity  
Responsible Parenthood  
Concern for Other/Common Good  
Freedom/Equality  
Social Justice/Respect for HR  
Peace/Active-Non-Violence  
Popular Participation

#### ECONOMIC

#### Economic Efficiency

Thrift/Conservation of Resources  
Work Ethic  
Self-Reliance  
Productivity

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#### POLITICAL

#### Nationalism

Scientific and Technological Knowledge  
Vocational Efficiency  
Entrepreneurship  
Common Identity  
National Unity, Esteem for Nat'l Heroes  
Commitment/Civic Consciousness/Pride, *Bayanihan*/Solidarity/Loyalty to Country

#### Global Solidarity

International Understanding and Cooperation

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## Core Values and Related Values in the DepEd Framework of Values Education

### Health



### Truth



### Love



## Core & Related Values

### Health

- Health refers to a holistic concept of physical, mental and social well-being, with reverence and respect for life as a fundamental concern, including care for the environment

### Core & Related Values

- Health and harmony with nature
- Holistic health
- Cleanliness
- Physical fitness
- Reverence for life
- Environmental care

## Core & Related Values

### Truth

- Truth requires critical thinking as well as creativity and a future and scientific orientation. Tolerance calls for the eradication of prejudices, an open mind and respect for diversity.

### Core & Related Values

- Love of truth
- Critical thinking
- Creativity
- Openness and respect for others
- Future orientation
- Scientific orientation

### Love

### Love

- Love includes the need of self-worth and reaching out of others. The ability to love begins with an appreciation of one's own power and goodness. Honesty, integrity, personal discipline, courage, compassion and trust enable one to care for others.

### Core & Related Values

- Love and goodness
- Self-worth/self-esteem
- Goodness
- Honesty/integrity
- Personal discipline
- Courage
- Trust
- Compassion (caring and sharing)

## Global Spirituality

### Global Spirituality

- Global spirituality enables one to develop an inner relationship with God, the sacred source of life. It allows one to grow in relationships with the human community and the whole earth, stressing the unity of life. It includes inner peace and religious tolerance.

### Core & Related Values

- Faith in god
- Inner peace
- Religious tolerance
- Unity of all

## Global Spirituality



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## Peace and Justice

### Peace and Justice

- Peace and justice are founded on respect for human rights and love, concern for the common good, cooperation, fairness and social responsibility, accountability, and active non-violence.

### Core & Related Values

- Respect and love for one's family
- Family solidarity
- Responsible parenthood
- Respect for human rights
- Concern for the common good
- Cooperation
- Social responsibility and accountability
- <sup>10</sup> • Creative goodwill

## Peace and Justice



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## Sustainable Human Development

### Sustainable Human Development

- Sustainable human development means a balance between the economic and the social, protection of the environment, wise use of resources, and responsible consumerism, productivity and equity.

### Core & Related Values

- Balance between economic and social development
- Protection of the environment
- Wise use of resources
- Responsible consumerism
- Productivity and quality
- Economic equity
- Work ethic
- <sup>12</sup> • Entrepreneurial spirit

## Sustainable Human Development



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## Nationalism



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## Nationalism

### Nationalism

- Nationalism is, above all, love of country, appreciation of its history and its heroes, and appreciation of its cultural heritage. Democracy upholds the principles of freedom and responsibility, active participation by all citizens, civic consciousness, and committed leadership. Globalism emphasises global solidarity, cooperation, interdependence, international understanding, appreciation of the world's heritage and global peace.

### Core & Related Values

- Love of country
- Heroism and appreciation of heroes
- Appreciation of culture heritage
- Democracy
- Freedom and responsibility
- Civic consciousness and active participation
- Committed leadership
- National unity
- International understanding and solidarity
- Interdependence
- Appreciation of world heritage
- Cultural freedom
- Global peace

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