



Republic of the Philippines
Department of Education
 REGION VIII - EASTERN VISAYAS

October 24, 2022

OFFICE MEMORANDUM

No. **601**, s. 2022

To: Assistant Regional Director
 Regional Functional Division Chiefs
 Unit and Section Heads
 All Others Concerned

**FINALIZATION OF THE STRATEGIC DIRECTIONS FOR 2023-2028
 REGIONAL EDUCATION DEVELOPMENT PLAN (REDP)**

- In reference to Office Memorandum No. 564, s. 2022, this Office, through the Regional Planning Team and Policy, Planning, and Research Division (PPRD), requires all concerned Regional Functional Divisions (RFD) Chiefs, Unit/Section Heads, and personnel to identify and finalize the strategies and outputs per intermediate outcome for 2023-2028 Regional Education Development Plan (REDP) on or before **October 25, 2022**, thru the link: https://bit.ly/redp_sd.
- A briefer (in paragraph/s) shall be provided for each identified strategy. Outputs shall also be identified based on the identified strategy and briefer. The required syntactic structure in formulating the output statement shall be followed. The verbs, which are the performance indicators of the output, shall be stated in the completed action.
- Attached is the draft Strategic Directions section of the 2023-2028 REDP, for reference.
- For inquiries and other concerns, you may visit the PPRD Office or send an email to pprd.region8@deped.gov.ph.
- Immediate dissemination of and strict compliance with this Memorandum are desired.


EVELYN R. FETALVERO, CESO IV
 Regional Director

PPRD-TCPJ



Government Center, Candahug, Palo, Leyte
 (053) 832-2997 | region8@deped.gov.ph
ISO 9001:2015 Certified

DEPARTMENT OF EDUCATION
 RECORDS SECTION, REGIONAL OFFICE NO. VIII
 DepEd 808 ATA-F16 (CY2018-2023-r00) Page 1 of 1

601
 3:16
 By: _____ Date: 10/24/22

RECORD LEAD



Strategic Directions

REDP 2023-2028

Regional Education Development Plan

Strategic Directions

This section charts the path of the Regional Office toward achieving the vision. It sets the long-term or medium-term strategic direction of the organization toward achieving the goal, outcomes, intermediate outcomes, and targets.

The goal represents the contribution of the Department to achieving societal aspirations in terms of improving the state of basic education in the country and global community. It is aligned with the goals of the national government.

The outcome is the statement of the expected change as a result of the interventions. It describes the quality and characteristics of the learner that the organization wants to produce after completing basic education.

GOAL

All Filipinos are able to realize their full potential and contribute meaningfully in building a cohesive nation.

OUTCOME

Filipino basic education learners have the physical, cognitive, socio-emotional, and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities.

INTERMEDIATE OUTCOMES

In order to achieve the Sector outcome, the REDP includes the following four pillars of Access, Equity, Quality, and Resilience, and enabling mechanisms for governance and management. Intermediate Outcomes (IOs) are critical results that must occur in order to reach a higher-level outcome. It describes what the organization endeavors to the learners to have in terms of access, equity, quality/achievement, and resiliency. The intermediate outcomes for each pillar and enabling mechanisms are as follows:

| Pillars | Intermediate Outcomes |
|-------------------------------------|--|
| Pillar 1: Access | All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities. |
| Pillar 2: Equity | Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives. |
| Pillar 3: Quality | Learners complete K to 12 basic education, having successfully attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths. |
| Pillar 4: Resiliency and Well-Being | Learners are resilient, know their rights, and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being |

| | |
|---------------------------------|---|
| | while being aware of their responsibilities as individuals and as members of society. |
| Enabling Mechanisms: Governance | Modern, efficient, nimble, and resilient governance and management processes. |

The IOs have several interconnected strategies supported by various outputs which come in the form of policies, standards, programs, projects, and activities. In order to achieve the IOs, the following Strategies and Outputs have been designed:

ACCESS TO QUALITY BASIC EDUCATION FOR ALL

The Intermediate Outcome for Access has been defined as “All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities.” Anchored on the BEDP, the following are the Sub-Intermediate Outcomes that shall be fulfilled to achieve universal coverage in basic education:

| Sub-Intermediate Outcome 1.1: All 5-year-old children attend school | |
|---|--|
| Strategy 1 | <p>Improve access to universal kindergarten education (PPRD)</p> <p>At 5 years old, children start schooling and are given the means to slowly adjust to formal education. This is possible through access to early childhood education through Universal Kindergarten. Achieving universal Kindergarten Education will prepare physically, socially, emotionally, and mentally for all five-year-old children for formal schooling; hence, increasing the children’s chance of surviving and completing formal schooling, reducing dropout incidence, and ensuring better school performance.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ● Research studies on the stakeholders’ involvement in strengthening the kindergarten program conducted and disseminated; ● Strategies on parental engagement in Kindergarten designed and validated for recommendation to Central Office; ● Partnership and linkage with Barangay Local Government Units (LGUs), pre-school centers, and public schools strengthened; ● Standards on kindergarten facilities designed and validated for policy recommendation to Central Office; ● Existing Catchup program for five-year-old children or above not attending school monitored, evaluated, and reviewed for policy recommendation; ● Public and private kindergarten programs and facilities quality assured and monitored; and ● Strategy for mapping whereabouts of five-year-old children developed for recommendation to Central Office. |
| Sub-Intermediate Outcome 1.2: All learners stay in school and finish key stages | |

| | |
|--|---|
| <p>Strategy 2</p> | <p>Improve learners' access to quality and rights-upholding learning environment</p> <p>(Legal Unit) Provide a briefer (in paragraph/s) for the abovementioned strategy and outputs below. Present the context and rationale for learners' access to quality and child-friendly and rights-upholding environments as priorities of the region.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ● Digital materials for all learning areas designed, quality assured, and made accessible to learners; ● Library, science laboratories, and health and sanitation facilities established in all schools; ● Feeding program for targeted learners in elementary schools implemented and monitored; ● Professional development programs for health and teaching personnel on school health and nutrition standards conducted; ● Learner's mental health and psychosocial programs implemented and monitored in all schools; ● Ideal classroom to student ratio in all schools achieved; and ● Case research studies on the children's rights to safety and to a holistic education conducted and disseminated. |
| <p>Strategy 3</p> | <p>Improve capacity to retain learners in schools (PPRD)</p> <p>While the ability to retain learners in school at the secondary level is improving, it still needs major improvements. For student learning to improve, teachers should be more systematic and responsive to the learning needs of students. Retention is an important part of basic education because it affects graduation rates, which indicates how well schools perform for the students. The use of data to track learners' attendance and participation, the importance of connecting with and engaging parents, and school intervention on learner autonomy are some of the strategies that will be revisited and sustained to improve learner retention.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ● Research studies on the determinants of school dropout conducted and disseminated; ● Professional development programs for teachers on remediation programs, management of learners at risk of dropping out, and flexible learning options conducted; ● School intervention projects using flexible learning options implemented; ● Remediation programs for struggling learners implemented and monitored in all schools; and ● Guidance and counseling services strengthened and monitored in all schools. |
| <p>Sub-Intermediate Outcome 1.3: All learners transition to the next key stage</p> | |

| | |
|---|---|
| <p>Strategy 4</p> | <p>Strengthen schools' capacity to ensure learners' continuity to the next key stage (PPRD)</p> <p>Smooth learner transition in the next key stage maximizes instructional time and maintains optimal learning conditions. The capacity of schools to facilitate learners' transition to new learning environments involves strengthening the academic and guidance and support skills of teachers in the next higher key stage. Teachers should collect and share information with each other about learners' learning and development. Teaching students with comprehension difficulties is important as this will affect their ability to comprehend and apply critical concepts and principles.</p> <hr/> <p>Outputs:</p> <ul style="list-style-type: none"> ● New secondary schools established in areas with less access to secondary education; ● Incomplete primary schools converted into complete multigrade schools; ● Integrated public schools in areas where access to JHS and SHS is difficult established; ● Private schools participating in the Education Service Contracting scheme increased; ● SHS facilities within standards provided; ● Tool for tracing learners' completing basic education including ALS learners designed for recommendation to Central Office. ● Coordination between elementary and secondary schools strengthened; ● Professional development programs for teachers on bridging strategies and identifying learning gaps implemented; ● Guidance and counseling services to address learners' concerns improved; ● Implementation of bridging interventions in secondary schools monitored and enhanced; and ● Research studies on the learning gap in schools due to Covid-19 conducted and disseminated. |
| <p>Sub-Intermediate Outcome 1.4: All out-of-school children and youth participate and complete in formal or non-formal basic education learning opportunities</p> | |
| <p>Strategy 5</p> | <p>Strengthen mechanisms for providing access to relevant basic opportunities for OSC, OSY, and OSA (CLMD)</p> <p>Provide a briefer (in paragraph/s) for this strategy. Present the context and rationale focusing on locating the whereabouts of OSC, OSY, and OSA The CLMD, teaching and learning platforms, strategic placement of learners, ALS teachers deployment, ADMs, literacy mapping, M&E, and stakeholders' engagement. English specialists shall proofread the briefer. (CLMD-ALS)</p> <hr/> <p>Outputs:</p> <ul style="list-style-type: none"> ● (CLMD) Identify/enumerate outputs based on the identified strategy and briefer. Notice the syntactic structure of the Output statement. Verbs in |

| | |
|--|---|
| | the statement should be stated at the end. The verbs are the performance indicators and should be stated in completed action. |
|--|---|

EQUITY FOR CHILDREN, YOUTH, AND ADULTS IN SITUATIONS OF DISADVANTAGE

The Intermediate Outcome for Equity has been defined as “School-age children, youth, and adults in situations of disadvantage benefited from appropriate equity initiatives.” The pillar on Equity centers on one-intermediate outcome that states “All school-age children and youth, and adults in situations of disadvantage are participating in inclusive basic learning opportunities and receiving an appropriate quality education.” To achieve this, the region shall implement the following strategies:

| | |
|--|--|
| Sub-Intermediate Outcome 2.1: All school-age children and youth, and adults in situations of disadvantage are participating in inclusive basic learning opportunities and receiving appropriate quality education. (CLMD) | |
| Strategy 1 | <p>Monitor the implementation of program management and service delivery through the instructional supervision of inclusion programs</p> <p>Provide a briefer (in paragraph/s) for this strategy. Present the context and rationale for strengthening inclusion programs. (CLMD)</p> <p>Outputs:</p> <ul style="list-style-type: none"> (CLMD) Identify/enumerate outputs based on the identified strategy and briefer. Notice the syntactic structure of the Output statement. The verbs are the performance indicators and should be stated in completed action. |
| Strategy 2 | <p>Provide an inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to the situations of disadvantage</p> <p>Provide a briefer (in paragraph/s) for this strategy. Present the context and rationale. (CLMD)</p> <p>Outputs:</p> <ul style="list-style-type: none"> (CLMD) Identify/enumerate outputs based on the identified strategy and briefer. Notice the syntactic structure of the Output statement. The verbs are the performance indicators and should be stated in completed action. |
| Strategy 3 | <p>Improve gender-sensitive contextualized curriculum and learning delivery</p> <p>Provide a briefer (in paragraph/s) for this strategy. Present the context and rationale. (CLMD)</p> <p>Outputs:</p> <ul style="list-style-type: none"> (CLMD) Identify/enumerate outputs based on the identified strategy and briefer. Notice the syntactic structure of the Output statement. The verbs |

| | |
|------------|--|
| | are the performance indicators and should be stated in completed action. |
| Strategy 4 | Enhance platforms for learning resources Provide a briefer (in paragraph/s) for this strategy. Present the context and rationale. (CLMD) |
| | Outputs: <ul style="list-style-type: none"> (CLMD) Identify/enumerate outputs based on the identified strategy and briefer. Notice the syntactic structure of the Output statement. The verbs are the performance indicators and should be stated in completed action. |
| Strategy 5 | Promote partnerships to benefit education for learners in situations of disadvantage Provide a briefer (in paragraph/s) for this strategy. Present the context and rationale. (CLMD) |
| | Outputs: <ul style="list-style-type: none"> (CLMD) Identify/enumerate outputs based on the identified strategy and briefer. Notice the syntactic structure of the Output statement. The verbs are the performance indicators and should be stated in completed action. |

QUALITY OF EDUCATION PROVISION AND LEARNING OUTCOMES

The Intermediate Outcome for the pillar on Quality has been defined as “Learners complete K to 12 basic education, having successfully attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.” The learning outcomes that shall be achieved at the end of Grade 12 will determine the quality of the education system as stated in the Intermediate Outcome. The following Sub-Intermediate Outcomes describes the set of learning standards for each of the four key learning stages in the K to 12 Program:

- Sub-Intermediate Outcome 3.1: Learners attain stage 1 (K-Grade 3) learning standards for fundamental reading and numeracy skills;
- Sub-Intermediate Outcome 3.2: Learners attain stage 2 (Grades 4-6) learning standards in required literacy and numeracy skills and apply 21st-century skills to various real-life situations;
- Sub-Intermediate Outcome 3.3: Learners attain stage 3 (Grades 7-10) learning standards of literacy and numeracy skills and apply 21st-century skills to various real-life situations;
- Sub-Intermediate Outcome 3.4: Learners attain stage 4 (Grades 11-12) learning standards equipped with knowledge and 21st-century skills developed in the chosen core, applied and specialized SHS tracks; and
- Sub-Intermediate Outcome 3.5: Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers.

These learning standards are anchored on the level of maturity and cognitive development expected from the learners at each stage. To achieve these outcomes, the key strategies below are designed.

| | |
|-------------------|---|
| <p>Strategy 1</p> | <p>Ensure management and implementation of the curriculum, instruction, and classroom assessment methods in all learning areas.</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context and rationale. The English specialists shall proofread the briefers. (CLMD)</p> <p>Outputs:</p> <ul style="list-style-type: none"> ● Policies, standards, and program management on curricular, co-curricular, and extra-curricular developed and implemented; ● (CLMD) Identify/enumerate other outputs based on the identified strategy and briefer. Notice the syntactic structure of the Output statement. The verbs are the performance indicators and should be in stated in completed action. |
| <p>Strategy 2</p> | <p>Align resource provision with key stage learning standards</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context and rationale.</p> <p>Outputs:</p> <ul style="list-style-type: none"> ● Researches on curriculum standards, learning management, and learning resources and services completed and disseminated; ● Identify/enumerate other outputs based on the identified strategy and briefer. (CLMD) |
| <p>Strategy 3</p> | <p>Assess learning outcomes at each key stage transition and for learners in situations of disadvantage</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context and rationale. (CLMD)</p> <p>Outputs:</p> <ul style="list-style-type: none"> ● Researches on curriculum standards, learning management, and learning resources and services completed and disseminated; ● (CLMD) Identify/enumerate other outputs based on the identified strategy and briefer. |
| <p>Strategy 4</p> | <p>Strengthen the competence of teachers and instructional leaders in areas such as content knowledge and pedagogy/instruction, curriculum and planning, responding to learner diversity, and assessment and reporting</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context and rationale. (HRDD in coordination with CLMD)</p> <p>Outputs:</p> |

| | |
|------------|--|
| | <ul style="list-style-type: none"> Professional development programs for teachers developed and implemented in identified priority areas such (what); (HRDD) Professional development programs for instructional leaders (MTs, SHs, PSDSs, EPSs) to support teacher PD in various priority areas developed and implemented Identify/enumerate other outputs based on the identified strategy and briefer. (HRDD) |
| Strategy 5 | <p>Ensure alignment of curriculum, instruction, and assessment with current and emerging industry and global standards (This proposed strategy, to be validated by CLMD. Is this possible in the RO level of governance vis-a-vis CLMD KRAs?)</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context and rationale. CLMD</p> <p>Outputs:</p> <ul style="list-style-type: none"> Policy recommendation on platforms and mechanism for consultations on curriculum, instruction, and assessment developed for Central Office consideration Identify/enumerate other outputs based on the identified strategy and briefer. |

LEARNERS' RESILIENCY AND WELL-BEING

The Intermediate Outcome No. 4, for the pillar on Learners' Resiliency and Well-Being, is defined as "Learners are resilient, know their rights, and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being." The Rights-Based Education of the Department serves as a framework and lens, which recognizes that a rights-based approach to education, particularly a child rights approach, is key to nurturing happy, well-rounded, and smart learners and creating a positive learning environment where learners feel safe and socially connected.

| | |
|--|--|
| Sub-Intermediate Outcome 4.1: Learners are served by a department that adheres to a rights-based education framework at all levels | |
| Strategy 1 | <p>Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context and rationale. (Legal Unit)</p> <p>Outputs:</p> <ul style="list-style-type: none"> Identify/enumerate outputs based on the identified strategy and briefer. Follow the syntactic structure of the Output statement. The verbs are the performance indicators and should be stated in completed action. (Legal Unit/CLMD) |

| | |
|--|---|
| Strategy 2 | <p>Ensure that learners know their rights and have the life skills to claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being, while also being aware of their responsibilities as individuals and as members of society</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context and rationale. (Legal Unit)</p> <p>Outputs:</p> <ul style="list-style-type: none"> Identify/enumerate outputs based on the identified strategy and briefer. (Legal Unit) |
| <p>Sub-Intermediate Outcome 4.2: Learners are safe and protected, and can protect themselves, from risks and impacts from natural and human induced hazards</p> | |
| Strategy 3 | <p>Protect learners and personnel from death, injury, and harm brought by natural and human-induced hazards</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context and rationale. (ESSD)</p> |
| | <p>Outputs:</p> <ul style="list-style-type: none"> Identify/enumerate outputs based on the identified strategy and briefer. (ESSD) |
| Strategy 4 | <p>Ensure learning continuity in the aftermath of a disaster or emergency</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context and rationale. (ESSD)</p> |
| | <p>Outputs:</p> <ul style="list-style-type: none"> Identify/enumerate outputs based on the identified strategy and briefer. (ESSD) |
| Strategy 5 | <p>Protect education investments from the impacts of natural and human-induced hazards</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context and rationale. (ESSD)</p> |
| | <p>Outputs:</p> <ul style="list-style-type: none"> Identify/enumerate outputs based on the identified strategy and briefer. (ESSD) |
| <p>Sub-Intermediate Outcome 4.3: Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life and to manage risks</p> | |
| Strategy 6 | <p>Provide learners with basic health and nutrition services</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context</p> |

| | |
|------------|---|
| | and rationale. (ESSD) |
| | <p>Outputs:</p> <ul style="list-style-type: none"> • Identity/enumerate outputs based on the identified strategy and briefer. (ESSD) |
| Strategy 7 | <p>Nurture and protect learners’ mental and psychosocial health</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context and rationale. (ESSD)</p> |
| | <p>Outputs:</p> <ul style="list-style-type: none"> • Identity/enumerate outputs based on the identified strategy and briefer. (ESSD) |
| Strategy 8 | <p>Promote learners’ physical and socio-emotional skills development</p> <p>Provide a briefer (in paragraph/s) for this proposed strategy. Present the context and rationale. (ESSD)</p> |
| | <p>Outputs:</p> <ul style="list-style-type: none"> • Identity/enumerate outputs based on the identified strategy and briefer. (ESSD) |