



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

November 25, 2022

REGIONAL MEMORANDUM

No. **1329**, s. 2022

**DISSEMINATION OF THE 2023-2028 REGIONAL EDUCATION DEVELOPMENT PLAN
OF THE DEPARTMENT OF EDUCATION EASTERN VISAYAS**

To: Assistant Regional Director
Schools Division Superintendents
Regional Functional Division Chiefs
School Heads in Public and Private Schools
All Others Concerned

1. The Department of Education Regional Office VIII (Eastern Visayas) disseminates the enclosed 2023-2028 Regional Education Development Plan (REDP) as the six-year education development plan at the regional governance level which contains strategies on how priority directions, policies, programs, quality assurance measures, and equity-driven systems will be implemented in the region, considering the learning situation of learners.
2. Anchored on the Basic Education Development Plan (BEDP) 2030, the 2023-2028 REDP shall cover all formal education from Kindergarten, Elementary, Junior High School, to Senior High School, as well as nonformal education through the Alternative Learning System. The REDP is also anchored on the United Nations' 4th Sustainable Development Goal and the priorities and strategies per pillar (Access, Equity, Quality, and Resiliency and Well-being) enshrined in the 2030 BEDP. This REDP has been developed collaboratively given the strategic planning process or cycle.
3. The strategies in this plan are arranged in two phases. Phase 1 will be implemented from 2023-2025 and Phase 2 from 2026-2028. Phase 1 focuses on responding to the immediate impacts of the pandemic on teaching-learning and participation and addressing issues related to the delivery of quality basic education. Phase 2 covers building, accelerating, innovating, and sustaining learning and longer-term improvements and evaluating policies and programs. A Learning Recovery Plan (LRP), presented in Appendix C on pages 117-124, has been designed as a support mechanism for Phase 1 strategies. The LRP dubbed as "Pitad Rehiyon 8, Learning Recovery Roadmap" shall serve as a pivotal guide and paramount gauge of whether all the set strategies in Phase I shall have derived the expected outputs. The LRP deliberately aims to primarily address learning losses.



4. The REDP shall serve as a guide to the Regional Functional Divisions, Schools Division Offices, Schools, and all other units and offices in the operational programming of their priorities, plans, and programs.
5. For more information, please contact the Policy, Planning, and Research Division (PPRD), Main Building, DepEd Regional VIII Complex, Government Center, Candahug, Palo, Leyte through email at pprd.region8@deped.gov.ph or the Regional Planning Team Lead of Technical Secretariat at teodorico.pelino@deped.gov.ph.
6. Immediate dissemination of this Memorandum is desired.


EVELYN R. FETALVERO, CESO IV
Regional Director 

Enclosure: As stated
References: DO 24, s. 2022, DO 29, s. 2022, and OM 564, s. 2022
To be indicated in the Perpetual Index under the following subjects:
BASIC EDUCATION REDP

PPRD-TCPJ

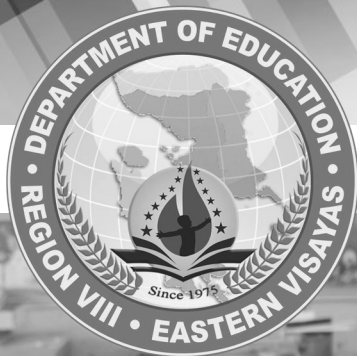




REDP

2023-2028

REGIONAL EDUCATION DEVELOPMENT PLAN



REDP

2023-2028

REGIONAL EDUCATION DEVELOPMENT PLAN

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Foreword

The quest for quality education is still a long journey and involves all of us to come together and do our share to reach out to every Filipino learner who deserves equal rights to basic education that will become his solid foundation for a bright and resilient future.

As we continue our journey to achieving our targets for the next six years, we reflect on the major accomplishments of our respective divisions and units and the impact of our individual contribution to the overall performance of our Office. When we look at our physical accomplishments, briefly, conceivably we can say that we have been successful in achieving our targets. But sustaining success is not just about achieving our physical targets; results from achieving our targets matter most.

Business continuity in education needs a responsive and doable plan. Access, Equity, Quality, Resiliency and Well-being, and Governance are our top priorities. We have experienced the setbacks of the COVID-19 pandemic and from those lessons, let us ensure that we are prepared for any unprecedented event that may hamper the delivery of quality basic education. These premises make the Regional Education Development Plan (REDP) relevant to our Office.

Inclusive in education requires more commitment and customized solutions for each and every Filipino learner to benefit from quality basic education. These customized solutions will only be created if we, education leaders, understand the needs of our teachers and learners. Consequently, we have aligned our REDP with the Basic Education Development Plan 2030 which serves as a strategic roadmap for improving the quality of basic education as well as the learners' experiences in the basic education learning environment.

This long-term plan is our gift for the learners of Eastern Visayas. I sincerely thank you for all your efforts to sustain what we have worked for DepEd Region VIII. It is my hope that our efforts will lead to educational transformation through the implementation of our Regional Education Development Plan for 2023-2028.



DR. EVELYN R. FETALVERO, CESO IV
Regional Director



01 EXECUTIVE SUMMARY

Executive Summary

The Department of Education Eastern Visayas is consistent in its goal to promote lifelong learning opportunities for all by ensuring an inclusive and equitable quality of basic education. It is committed to creating sustainable solutions through innovations that will address the challenges faced by the education sector. Upholding the principle of continuous improvement, DepEd Eastern Visayas has unceasingly achieved milestones in its effort to transform the educational landscape in the region.

In response to the emerging challenges in the delivery of quality basic education especially the unprecedented setbacks brought about by the COVID-19 pandemic, DepEd Eastern Visayas has continuously enhanced its Regional Education Development Plan (REDP) to ensure that the strategies employed will yield sustainable successes and outcomes. The impact of the pandemic has exacerbated the continuing challenges of the quality of education, learner participation, and instructional delivery which in turn led to the low performance of learners in reading and numeracy in Eastern Visayas.

The 2023-2028 REDP is anchored on the United Nations' 4th Sustainable Development Goal, National Economic Development Authority's Ambisyon Natin 2040, and the priorities and strategies per pillar enshrined in the 2030 Basic Education Development Plan (BEDP) of DepEd. REDP contains strategies on how priority directions, policies, programs, quality assurance measures, and equity-driven systems will be implemented in the region, considering the unique learning situation of learners. The REDP will also be used to identify the education priorities of the Regional Development Council (RDC).

ACCESS, EQUITY, QUALITY, and RESILIENCY and WELLBEING are the four pillars emphasized in the BEDP 2030 in which the REDP for 2023-2028 is anchored. DepEd Eastern Visayas' REDP is a long-term plan to address the current challenges the basic education sector faces.

The intermediate outcomes per pillar that DepEd Region VIII wishes to accomplish and explicated in the REDP are outlined below:

Pillar 1: ACCESS – All school-aged children, out-of-school youth, and adults accessed relevant basic learning opportunities;

Pillar 2: EQUITY – School-aged children and youth, and adults in situations of disadvantage 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; and

Pillar 4: RESILIENCY and WELL-BEING – Learners are resilient and know their rights, and have the life skills to protect themselves and their rights.

To ensure that these intermediate outcomes are fully achieved, the REDP shall employ the following enabling mechanisms that will ensure efficient, nimble, and resilient governance and management processes:

1. Education leaders and managers practice participative, ethical, and inclusive management processes;
2. All personnel are resilient, competent, and continuously improving;
3. The ideal learning environment and adequate learning resources for learners are provided;
4. Internal systems and processes are efficient, responsive, modern, and continuously improving;
5. Key stakeholders actively collaborate to serve learners better; and
6. Public and private education operate under a dynamic and responsive complementarity framework.

To achieve the Region's overarching goal of providing inclusive and quality basic education, a thorough situational analysis and review of the existing processes and the performance targets were conducted to ensure contextualization of the above enabling mechanisms, and synchronization of the strategies and the intermediate outcomes per pillar with the BEDP.

The implementation of the REDP shall focus on its strategic directions for the next six years putting a premium on the performance targets, organizational capacity, monitoring and evaluation, and management of risks in order to contribute to the collaborative efforts of the national government to improve the access and quality of basic education in the country.

02 BACKGROUND

Background

“Education, as a shared noble cause, is a bridge that links our collective reform efforts in ways others believe are impossible to many possibilities of honed potentials, realized dreams, and fulfilled lives.”



As we usher into a new age of possibility from the plaguing vicissitudes brought by the pandemic, economic downturns, transnational disputes, local unrests, and calamities and disasters, education serves as the robust bridge to our country's, the Philippines, recovery. It is the stronghold of our resilience and the bedrock of our rebuilding and recovery efforts.

Education has the inherent power to uplift lives and societies, break barriers and silos, steer bureaucracies and economies, and nurture our people's infinite potential for greatness. The Department of Education (DepEd) Region VIII, through the Regional Educational Development Plan (REDP) 2023-2028, is committed to a long-term educational agenda of ensuring that all learners receive the quality education they need to flourish and pursue their vision of success.

DEPED REGION VIII: HERE AND NOW

DepEd Regional Office VIII, together with the 13 Schools Division Offices and 4,473 schools, believes that education is the greatest equalizer of human conditions. Such firm belief translates to more possibilities and responsibilities for DepEd to support the government in delivering its mandate to make basic education accessible and available. DepEd Region VIII takes this responsibility seriously as we reemerge from the embers of our world's volatility, uncertainty, complexity, and ambiguity. It takes courage to navigate the dangerous adventure between the daunting challenges from one end of the bridge and the promising collective victory.

This fiscal year 2023–2028 Regional Educational Development Plan concretizes DepEd Region VIII's commitment to service, equity, and high-quality service standards for all programs, activities, and projects of the Department for the entire educational community, especially the learners. The Regional Educational Development Plan likewise amplifies the already clarion call for the government to institute an excellent education system for all Filipino learners.

UNDERSTANDING THE CHALLENGES

The Philippine government has always emphasized education as a pillar of national development. DepEd Region VIII commits to serving Eastern Visayas better and endeavors to make education accessible and equitable for all. In its effort to fulfill its mission to uphold the right of every Filipino learner to education, the Department of Education RVIII, through the Policy, Planning, and Research Division, identified formidable challenges shuddering the pillars of education; namely, access, equity, quality, and resiliency and well-being, as well as the important considerations related to performance gaps and governance.

The challenge ahead for teachers, school administrators, education leaders, and decision-makers across all governance levels is significant and critical. Failure to address the challenge carves a lifelong social and economic impact on learners, families, and communities. The Regional Educational Development Plan of DepEd RVIII focuses on improving the resilience of the education system by planning purposively for quality inclusive education for the most marginalized learners. DepEd RVIII likewise recognizes the urgent need to prioritize building resilience as it forms the core of better education.

On Access

DepEd Region VIII's enrollment declined by more than 70,000 in enrollment from 1,290,493 in SY 2021-2022 to 1,222,212 in SY 2022-2023, caused primarily by the pandemic, among others (Appendix A, Analysis on Key Performance Indicators, pages 79-85). Parents lost their jobs, leaving them bereft of resources and exacerbating their difficult situation. The shift in learning delivery modality has pushed some learners to the sideline, leaving some unable to cope with the demands of virtual and asynchronous learning due to the lack of gadgets, radios, TV sets, and internet connection.

Other families opted for their children to stay at home than pay for their daily commute, especially those who have transferred residence because of the Pabahay Programs of the government. In some areas, displaced families let their children drop out of school due to armed conflicts and insurgency.

Access-related challenges, like the lack of facilities, limited classrooms, and furniture, pushed school leaders to create makeshift classrooms to provide at least a decent, if not the most conducive, venue for students' learning. However, this is rather costly and unpragmatic as catastrophic typhoons would ravage them almost yearly.

Functional libraries and laboratories barely exist, especially in far-flung schools. The number of textbooks, computers, and other resources falls short of the number of students who use them. Moreover, the number of trained teachers and essential tools that will cater to the needs of differently-abled learners with special educational needs is insufficient, making the schools unready to accommodate them.

On Equity

Equity is a cross-cutting priority interwoven into the fabric of the FY 2023–2028 Regional Educational Development Plan because of the Department's commitment to ensuring high-quality education for all. DepEd Region VIII believes that all students, irrespective of background or circumstance, need the bridge to gain access to diverse educational opportunities, resources, supports, and inclusive learning milieus that will set them on pathways to success.

However, the quality of education students receives correlates directly to the quality of students' life. DepEd Region VIII finds toppling the barriers to the learners' academic success crucial and imperative.

The stark reality of inequitable access to quality education does not escape from DepEd Region VIII's sharp lens. In its tenacious pursuit to fulfill its educational vision, the Office has identified significant challenges hovering over our educational system to guarantee that all disadvantaged learners have equitable access to educational opportunities.

Low socio-economic capacity is a major hindering factor. Learners who are geographically and financially disadvantaged in participating in hybrid learning modality could not access quality education.

While schools in the region have become more responsive to gender biases and the needs of the members of the LGBTQ community, there is limited provision for teachers and school heads handling SPED. The lack of funds for assessing LWDs is also among those identified equity challenges. Moreover, the apparent lack of expert SPED Teachers and health personnel who can better cater to special needs renders the PSF orientation insufficient as an intervention to address learners with psychosocial problems.

To address the plight of underprivileged learners, DepEd Region VIII has implemented an inclusive education program to provide equitable opportunities to all its learners. Among these programs are the Indigenous People Education (IPEd) and Madrasah. The former values the rights of indigenous learners to an education that is responsive to their concepts; the latter provides young Muslims religious foundation in Qur'anic recitations and Islamic values.

On Quality

Quality in education is non-negotiable. However, our capability to deliver quality education on par with international standards remains in question. Achieving quality education is the primary goal of the Department of

Education Region VIII. Challenges to achieving quality education come in different forms; some are recurring and perennial. The Policy, Planning, and Research Development (PPRD) Unit, in a survey conducted in all 13 Divisions of DepEd Region VIII, identified the key and significant challenges confronting Basic Education regarding quality.

The responses showed aspects of education and factors that have always significantly impacted the quality of education. When not addressed urgently and appropriately, they can become persistent and permanent problems in attaining quality education in the region and the country. These challenges fall within the following categories:

- a. Literacy and Numeracy;
- b. Teachers' Training and Competence;
- c. Learners' Learning Environment, Modality, and Resources;
- d. Curriculum and Learning Assessment; and
- e. ALS and others.

The distance learning modality adopted during the COVID-19 pandemic has negatively affected the quality of education. The absence of a teacher in a distance learning process jeopardizes the teaching-learning process. Internet connectivity is also a significant setback in effective teaching and learning. Insufficient learning resources, facilities, and equipment are still a considerable challenge.

Literacy and numeracy remain key challenges among the Key stage 1 to 3 learners. On the part of the teachers, competence, training, and out-of-field teaching are significant concerns that directly affect quality education. Thus, stocktaking, reviewing, decongesting the curriculum, and establishing a national learning assessment system are areas of interest that need to be tackled to uplift the quality of education.

Education leaders and decision-makers must prioritize the aspects of education and essential factors that contribute to quality. The FY 2023-2028 REDP of DepEd Region VIII details programs, activities, and projects that will help address these challenges on quality.

On Performance Gaps

DepEd Eastern Visayas recognizes performance gaps to reflect disparities in the Department's Key Performance Indicators (KPIs) regarding quality. Acknowledging these gaps is an opportunity to understand and rationalize all the educational challenges in the field.

The primary concern of school leaders dwells on literacy and numeracy. The majority of the survey responses indicated poor student performance in literacy, as there are still many slow readers in all Grade levels. Similarly, numeracy also hits the bottom among the learning domains, as many learners have not mastered basic mathematical operations.

School leaders see the region far from meeting the curriculum demands because of the personal issues of some learners. These issues range from early marriage, pregnancy, migration, and child labor to financial concerns. Due to these situations, learners find it hard to balance their studies, work, and personal lives. As a result, some of these learners would not complete the program and drop from the roll, which affects the completion rate among schools.

Another concern is the presence of Alternative Learning System (ALS) graduates being promoted to formal schooling. However, they could not cope with the demands of formal education, even if they were certified to fit a particular curriculum level. School leaders likewise attribute these performance gaps experienced in the field to the lack of school equipment, intermittent internet connectivity, adjustment from the pandemic and post-pandemic setup, and limited school workforce.

On Resiliency and Well-being

The education system resilience in Region VIII will reduce the impacts of the COVID-19 pandemic on learning, ensure greater preparedness for future potential crises, and significantly contribute to improving inclusive, quality education for all learners in the region.

Schools play a pivotal role in encouraging healthy growth and promoting the development of resilience in their learners. Resilience-supporting abilities can be developed and strengthened at any age through resilience education, which goes beyond the confines of conventional education. Promoting learners' well-being is vital to schools' basic operations, especially implementing well-designed, age-appropriate, and health-promoting programs.

DepEd RO VIII stands steadfast amid many challenges in terms of the resiliency and well-being of learners. Among these problems is the implementation of various programs such as the Climate Change Adaptation-Mitigation (CCAM), Comprehensive Sexuality Education (CSE), Menstrual Health Management, and Child Protection Policy (CPP). Furthermore, challenges related to learners' lack of psychosocial and mental well-being pervade due to the learners' and teachers' lack of knowledge of life skills and self-protection; lack of implemented programs and projects like guidance and counseling to address issues on bullying, teenage pregnancy or early parenthood, abuse, child labor, and incidence of depression among learners.

On Governance

Over the years, access to education has expanded rapidly, but gains in literacy and numeracy have proven harder to come by. The REDP 2023-2028 lays strategies to address the challenge through a focus on the governance of public education. The poor results in national and international examinations give particular urgency to improving educational outcomes. This section presents the qualitative findings on governance posing a tremendous challenge to leveraging educational outcomes.

Governance challenges conceived in broad terms lead to instituting generic nostrums that context matters in the guise of contextualization, and devolution of governance arrangements have become commonplace. The frontier governance challenges include, but are not limited to:

1. Non-implementation of existing policies;
2. Lack of non-teaching and teaching support personnel;
3. Need for a streamlined quality management system;
4. Unequitable access to opportunities for the professional development of teachers;
5. Varied interpretation of policies, e.g., SBM;
6. School heads delegate some administrative and managerial tasks to teachers;
7. Delayed dissemination of information despite the presence of technology;
8. No system for monitoring the efficiency of services; and
9. Poor time management of school heads in the performance of administrative tasks and instructional supervision.

DepEd Region VIII pays close attention to pedagogical approaches and the salient governance and institutional reforms in its efforts to strengthen educational outcomes and improve learners' academic performance in the region.

Pedagogy does not diminish the importance of governance. In addition, DepEd Region VIII's Educational Development Plan manifests its clear understanding of the central function of the different levels of education bureaucracies in closing the gaps.

The evident gaps begin before the learners even arrive at school. Undeniably, some learners are behind despite the Department's effort to make education accessible. Regardless of the reasons, many schoolchildren are academically challenged and behind. This reality begs the question of how bureaucracies organize our education system in response. This stark reality further necessitates education leaders to ensure that the reactions articulated in the Regional Educational Development Plan ameliorate, not exacerbate, the challenge.

Today's job of leadership in closing the governance gaps could be arduous, inconvenient, and demanding. It is a pressing challenge that some would claim undoable. Nevertheless, it is not undoable. Education transforms lives, and schools turn out to be potent agents. Educational bureaucracies must harness that power to create ripple effects and make a difference, to transcend the learners from where ever they come from to where they should be. There is no more important work.

On Learning Losses

In Region 8, the combined proficiency levels (English, Science, and Mathematics) of the 13 SDOs in both Grade 6 and Grade 10 in 2018 show very low proficiency levels in the NAT. The overall data shows that the majority of learners under Grade 6 and Grade 10 have not met the expected proficiency levels which means that immediate and appropriate interventions need to be undertaken. By obtaining an acceptable level of literacy and numeracy, our learners can greatly improve many factors in their life, including improvements to their social life, education, and even career prospects.

Much worse, this educational dilemma has been aggravated by the onslaught of the COVID-19 pandemic when our learners had to stay home and learning had to be facilitated by parents and guardians, most of which lack the knowledge and skills in translating learning which contributed to evident learning losses.

According to Professor Kwame Akyeampong, Co-Chair of GEEAP, learning losses due to school closures are one of the biggest global threats to education recovery. He further continued that the Philippines is one of the top 10 countries worldwide with the longest academic break due to COVID-19. Further, the United Nations Children's Fund reported that more than 85 percent of Filipino students experience learning poverty which is defined by the World Bank as the share of 10-year-olds who cannot read or understand a simple story. A learning recovery roadmap will be essential for providing the same quality education no matter what the situation is.

LEADING THE WAY

The Regional Educational Development Plan for 2023-2028 of DepEd Region VIII offers a roadmap for implementing relevant programs, activities, and projects. It likewise lays out essential steps the Office can take to strengthen service delivery, policies, and governance practices that will effectively address the challenges confronting the basic education system in terms of quality, equity, access, resiliency and well-being, and governance.

Furthermore, the REDP opens doors of opportunity to strengthen the Department through a fortified linkage, network, and collaboration with stakeholders, educators, communities, parents, and partners. The plan lays the framework for translating strategic goals into meaningful actions to empower every learner to pursue their dreams.

As we recoup the learning losses due to the COVID-19 pandemic and other crises, supported by unprecedented government direction and funding, DepEd Region VIII remains receptive to the demands for quality education in the region. It masterfully navigates a rather challenging route with a clear vision of the destination: an equitable, responsive, and inclusive basic education system that caters to all learners, paves them the trail to self-determination and success, and values their identity and potential. In response to the learning losses and in support of the REDP, a Learning Recovery Road Map, a driving force and enabling mechanism, has been institutionalized. This Learning Recovery Road Map is conceptualized to balance the needs primarily of the learners, teachers, parents, instructional leaders, stakeholders, and community members, while both streamlining engagement and condensing several pre-existing plans, programs, and projects.

The Regional Educational Development Plan forms the building blocks to ensure that education can be the bridge for every Filipino learner to the thriving lives everyone so aspires.

DepEd Region VIII continues to keep up with the demands of the times. The pandemic has changed the educational landscape, which tested DepEd Region VIII's resilience. DepEd Region VIII vows to meet the challenges and opportunities of the 21st century and beyond, and education will illuminate the path to success. It sees the future beckoning with great possibilities because Region VIII is great!

03 STRATEGIC DIRECTIONS

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 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.

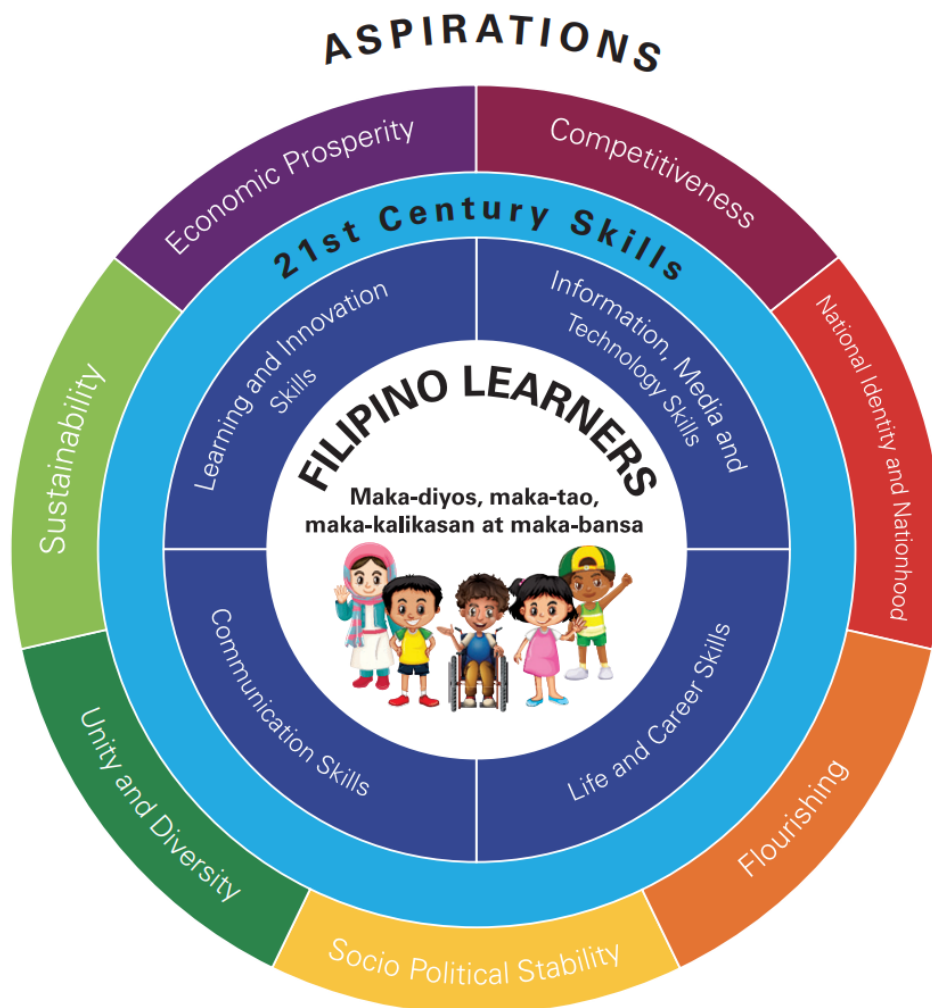
GOAL

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.

Figure 1
Competencies and Aspirations for Filipino Learners

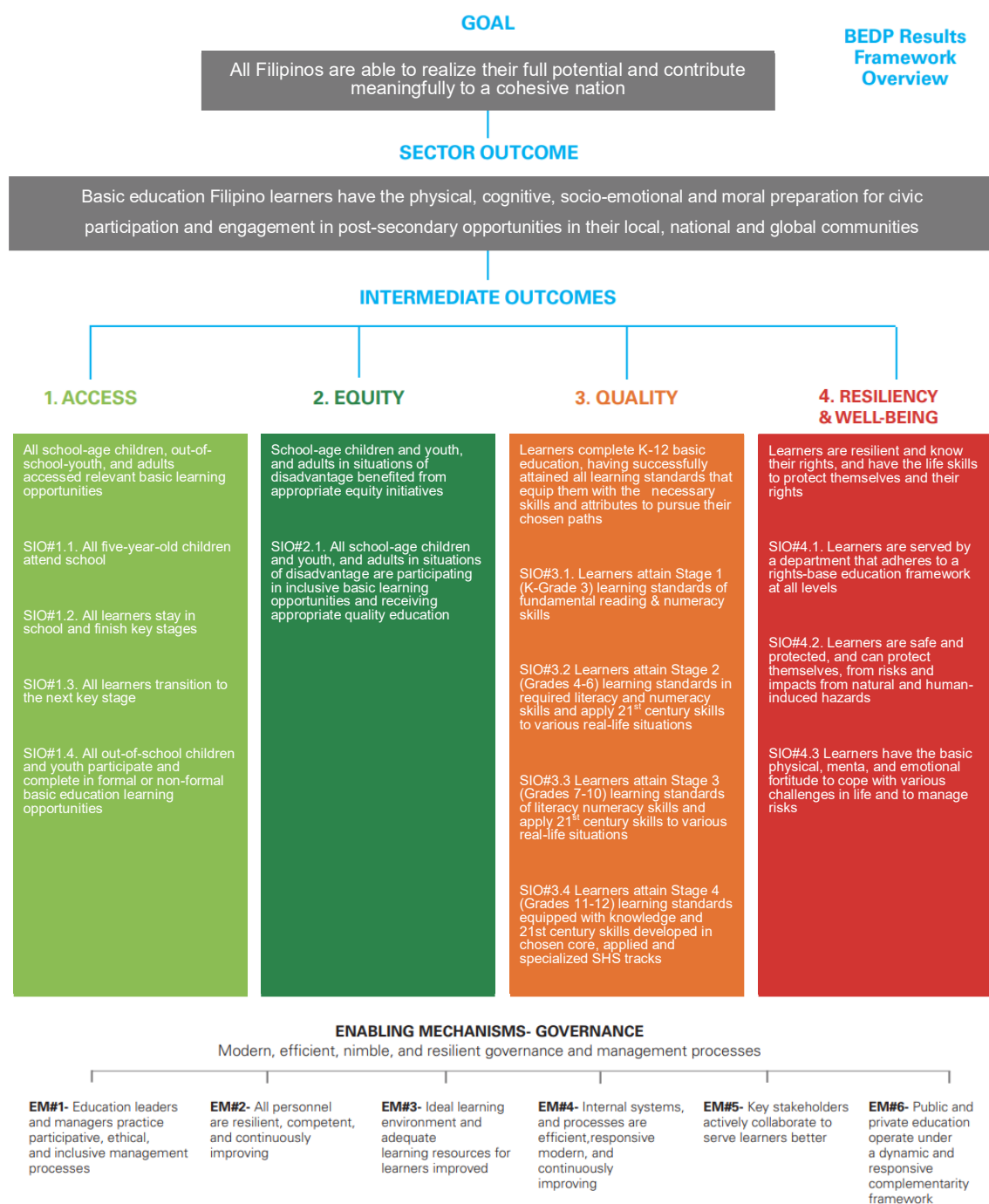


INTERMEDIATE OUTCOMES

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 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. They help promote other 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.

Figure 2
Mainstreaming BEDP Strategies in DepEd



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 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</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	
Strategy 2	<p>Improve learners’ access to quality and rights-upholding learning environment</p> <p>The learning environment must enable full engagement of learners and teachers alike. This increases the learners’ attention and focus, promotes meaningful learning experiences, encourages higher levels of learner performance, and motivates learners to practice higher-level critical thinking skills. It is also necessary that the learning environment must be healthy and facilitate constant nurturing of the learners. There must be psychological safety, promotes a positive self-image, feelings of belonging, purposeful behavior, and a sense of personal competence for our learners. A comprehensive educational facilities program shall cover within its scope of action such aspects as establishing, organizing, developing, improving, maintaining, financing, evaluating, etc., the school furniture, equipment, school buildings, and school sites. It is thus necessary that a quality and rights-upholding learning environment must be accessible and continuously improved for all learners.</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.

Strategy 3	<p>Improve capacity to retain learners in schools</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.
Sub-Intermediate Outcome 1.3: All learners transition to the next key stage	
Strategy 4	<p>Strengthen schools' capacity to ensure learners' continuity to the next key stage</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> <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.
Sub-Intermediate Outcome 1.4: All out-of-school children and youth participate and complete in formal or non-formal basic education learning opportunities	

Strategy 5	<p>Strengthen mechanisms for providing access to relevant basic opportunities for OSC, OSY, and OSA.</p> <p>The DepEd has trained ALS teachers on the management of the ALS Program at the Community Learning Center level which starts from the enrollment and ends on the standardized exit assessment. Until this time there are still a large number of OSCs, OSYs, and OSAs despite the DepEds' efforts. The strengthened partnerships with the LGUs and other internal and external ALS Partners can help expand the promotion of the ALS Program in the interior and hinterland communities while helping the government in providing quality second-chance education to these groups of learners. The Alternative Delivery Modes (ADM) will also be available in all grade levels using the K to 12 curricula.</p> <p>Outputs:</p> <ul style="list-style-type: none"> • MOA/MOU with the ALS Partners forged; • LGU hired Community ALS Implementers oriented on the mapping and enrollment advocacy; • Enrollment advocacy in the communities conducted; • Conducive learning spaces for additional Learning Centers in the hinterland barangays identified; • Enrollment requirements comprehensively communicate; • Collaborative mapping and enrollment advocacy conducted; and • Learning modalities as options for learning and are suitable to the situations of learners clearly disseminated and practiced.
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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.	
Strategy 1	<p>Monitor the implementation of program management and service delivery through the instructional supervision of inclusion programs</p> <p>On March 11, 2022, RA 11650, An Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support in Inclusive Education, Establishing Inclusive Learning Resource Centers of Learners with Disabilities in all School Districts, Municipalities and Cities, Providing for Standards, Appropriating Funds Therefor, and For Other Purposes was signed into law.</p> <p>This strengthened DepEd's mandate to provide learners with disabilities (LWDs) the resources that would make possible individualized learning programs based on their current skills and needs within the school setting and policies that would empower them to access quality education in an inclusive environment.</p> <p>The Department of Education implemented an educational program for the Muslim learners through Madrasah Education Program (MEP) in 2004 and the Indigenous Peoples Program (IPEd) in 2011. The programs aim to provide Muslim and IP learners in the region with appropriate and relevant educational opportunities within the context of their cultures, customs, traditions, and the integration of their indigenous knowledge, skills, and practices.</p>

	<p>The inclusion programs strengthened the mandate of DepEd to deliver quality basic and inclusive education that is responsive to the needs, cognitive and cultural capacity, circumstances, and diversity of learners as a response to the implementation of the international covenant of human rights to education. Inclusive education embraces the philosophy of accepting all children regardless of race, size, shape, color, ability, or disability with support from school staff, students, parents, and the community. The different Inclusive Education Programs include Special Education (SPED), Madrasah Education Program (MEP), Indigenous Peoples Education (IPEd), and Multigrade Education (MG) and extend to the implementation of Alternative Learning System (ALS). These different programs' curricula are implemented in the form of adaptations and accommodations to foster optimum learning based on an individual's needs and potential. Modification in classroom instructions and activities is a process that involves new ways of thinking and developing teaching-learning practices. It also involves changes in any of the steps in the teaching-learning process. Curriculum modifications shall include service delivery options like cooperative or team teaching, consulting teacher programs, and others. The provision of support services from professionals and specialists, parents, volunteers, and peers is an important feature of the inclusion program. thus the need to strengthen the monitoring of the implementation through instructional supervision.</p> <p>Outputs:</p> <ul style="list-style-type: none"> • Unified quality indicators for schools implementing inclusive education programs such as SPED, ALS, MEP, and IPEd designed for Central Office consideration; • Guidelines that promote inclusion programs and allow smoother implementation designed for Central Office consideration; • Inventories of available and enhanced LRs such as video lessons with added captions or sign language interpretations crafted; • Existing Parent-Teaching Guides (PTGs) for learners with disabilities enhanced; • Technical assistance (TA) on the proper utilization of SPED, MEP, and IPEd PSF provided; • TA on the implementation of SPED and other inclusive programs provided; • Receiving teachers to handle LWDs, IPs, and ALIVE capacitated; and • Advocacy materials, strategies, and activities that promote inclusive education designed and disseminated.
Strategy 2	<p>Provide an inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to the situations of disadvantage</p> <p>As mentioned in the DO 21, s. 2019, the K to 12 curriculum recognizes and values the diverse contexts of learners, schools, and communities. This diversity guides the design of the delivery of basic education programs and interventions. In order to respond to this diversity, DepEd shall set mechanisms to provide learning environments that recognize and promote the diverse contexts of the learners. Appropriate learners' support services including, but not limited to, health, WASH, and nutrition facilities; and youth formation initiatives will be designed or adapted to respect the rights and address particular needs and contexts of school-age children and youth and adults in situations of disadvantage.</p> <p>Outputs:</p> <ul style="list-style-type: none"> • Learner support services appropriate for learners with different learning needs provided; • Inclusive Learning Resource Center established; • Policies and standards for safe and accessible learning environments for learners with different learning needs implemented; and • Safe, secure, adequate, and satisfactory educational facilities to support the teaching and learning processes and improve the quality of basic education are provided.

Strategy 3	<p>Improve gender-sensitive contextualized curriculum and learning delivery</p> <p>Section 5 of the Enhanced Basic Education Act stipulates that the basic education curriculum shall be learner-centered, inclusive, relevant, responsive, culture-based, contextualized, and flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social context. These standards and principles will be the guide to the efforts of DepEd in maintaining a basic education system that is inclusive, equitable, and cultured-based at all key stages to better respond to the diverse situations of children, youth, and adults. Thus, teaching personnel and other curriculum implementers both in formal and non-formal education should be improved in relation to their professional standards. DepEd personnel should be better prepared to respond to the challenges of the importance of blended learning modalities based on experience brought about by the COVID-19 pandemic.</p> <p>Outputs:</p> <ul style="list-style-type: none"> • Program interventions to address gender-disparities among children are developed and implemented ; and • Guidelines, standards, and processes on the curriculum contextualization, learning delivery, and learning resources for inclusive teaching and learning processes are implemented and monitored.
Strategy 4	<p>Enhance platforms for learning resources</p> <p>A localized platform of contextualized learning, teaching, and professional development resources to better respond to the diverse situations of our learners and teachers to access varied learning resources will be made available. DepEd will provide teaching and learning resources for all kinds of learning and this will ensure to follow the standards of DepEd's Social Content Guidelines.</p> <p>A policy that will contain processes and standards for the development and production of learning resources should be established. Intellectual Property Rights will be considered and limitations and exceptions to copyright, as provided laws and rules to produce accessible formatted learning resources to benefit learners and personnel with disabilities, will be available and maximized.</p> <p>Outputs:</p> <ul style="list-style-type: none"> • Localized platform to disseminate and increase access to varied contextualized learning resources for inclusive education established and utilized; and • Policy on the processes and standards for the development and production of learning resources for inclusive education recommended to Central Office.
Strategy 5	<p>Establish partnerships and build linkages to benefit education for learners in situations of disadvantage and to help schools and schools divisions address resource gaps for the smooth implementation of DepEd's programs and projects</p> <p>On February 14, 1998, Republic Act 8525, otherwise known as the Adopt-a-School Program of 1998 was enacted into Law. It intends to provide quality and relevant education to Filipino youth and to encourage private initiatives to support public education. This law encourages private companies and enterprises to help in the upgrading and modernization of public schools in the country, particularly those in poverty-stricken provinces.</p> <p>Further, the program was created to help generate investments and support for education outside the mainstream funding and the national budget. The partners are enjoined to support the schools in any of the following areas: infrastructure, health and nutrition, teaching skills development, computer and science laboratory equipment, learning support, and others.</p> <p>Anchored on the rights-based approach, these platforms of partnerships shall complement the education of learners in situations of disadvantage. Stakeholders will be engaged in direction setting, formulation of standards, planning and implementation, and monitoring and evaluation of all initiatives provided to disadvantaged children and youth.</p> <p>The mechanism for encouraging more partners to support DepEd shall be employed and all partnership focal persons' negotiation skills shall be enhanced.</p>

	<p>Outputs:</p> <ul style="list-style-type: none"> • Memorandum of Agreement (MOA), Memorandum of Understanding (MOU), or Partnership Contract between the DepEd and the partners forged; • Identified resource gaps in the Internal Assessment filled; • Potential partners, with specific areas for partnership mapped; • DepEd Partnership Data-Base System regularly updated; • Communication Plans for partnership implemented; • Advocacy materials for resource generation and support distributed; • Technical Assistance on establishing and sustaining partnerships provided to Schools Division Offices; • Initiatives to sustain relationships of educational partners and donors to maintain continuous support to basic education developed and implemented; • Communication and advocacy plans for inclusive education implemented; • Partnership with external providers of inclusive education forged; and • Community stakeholders involved in the implementation of the different learning modalities.
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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 describe 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.

Strategy 1	<p>Ensure management and implementation of the curriculum, instruction, and classroom assessment methods in all learning areas.</p> <p>The three interconnected elements of the teaching-and-learning process, namely, curriculum, instruction, and classroom assessment methods in all learning areas play an important role in the attainment of the learning standards, skills, and attributes of the learners. Alignment of these elements is necessary and to do so, ensuring its management and implementation is a must. This entails periodic monitoring and evaluation of contextualization of the curriculum, learning delivery, and assessment.</p>
	<p>Outputs:</p> <ul style="list-style-type: none"> • Policies, standards, and program management on curricular, co-curricular, and extra-curricular implemented; and • Curriculum Learning Management System enhanced and implemented.

Strategy 2	<p>Align resource provision with key stage learning standards</p> <p>With the COVID-19 pandemic, Philippine public and private schools prevented the face-to-face teaching and learning process, which requires a need to adapt distance learning modalities through the use of print (self-learning modules), audio-video resources (radio and television), and website-based resources for online delivery using the internet. There is a need to strategize to provide appropriate computer hardware and software, digital devices, and stable bandwidth connectivity is essential to support digital education, online distance learning, and ready-to-print self-learning resources for blended learning delivery. In this manner, standards and skills necessary in all key stages are gained and mastered. Print-based learning resources are a priority for the Key Stage 1 and 2 learners since they lack self-learning capacity and require direct support from teachers and parents to ensure basic knowledge and skills are learned. Higher Key Stages can use online digital learning delivery.</p> <p>Outputs:</p> <ul style="list-style-type: none"> • Learning resources for learning standards reflecting the socio-emotional and 21st century skills provided; • Processes for the management of learning resources implemented; • Processes for quality assurance of learning resources implemented; • Researches on curriculum standards, learning management, and learning resources and services completed and disseminated; and • Guidelines on the safe use of technology in the teaching and learning process formulated and implemented.
Strategy 3	<p>Assess learning outcomes at each key stage transition and for learners in situations of disadvantage</p> <p>Implement all DepEd kinds of assessment for learning outcome strategies (ECCD, CRLA, ELLNA, PHIL-IRI, EGRA, National Achievement Test in each key stage and including those learners in situations for disadvantage. The Accreditation and Equivalency (A&E) tests for out-of-school learners who complete the Elementary and Secondary Level ALS programs provide certification of completion of studies, and these credentials can be used to reenter formal schooling or for accredited entry to TVET or other career pathways.</p> <p>Outputs:</p> <ul style="list-style-type: none"> • National Assessment Framework implemented; • Mechanisms for aggregation of classroom assessment for division-wide learning assessments operationalized; • Assessment programs with design, tools, administration procedures, and guidelines implemented; • Analytical reports on the results of national and international assessments completed and disseminated; • Assessment of learners' portfolio discussed and administered; and • Standard exit assessment results analyzed, reported, and communicated.
Strategy 4	<p>Strengthen the competence of teachers and school leaders in areas such as content knowledge and pedagogy/instruction, curriculum and planning, learner diversity, and assessment and reporting; and instructional supervision, provision of technical assistance, and human resource development, respectively</p> <p>The National Educators Academy of the Philippines in the Region is the training arm of the department that shall respond to the demand for professional competence as well as management and leadership excellence in the educational setting and community through the in-place Learning and Development (L&D) System.</p> <p>The L&D System operates through a set of processes and/or sub-systems defined in the L&D System Manual, namely: L&D Needs Assessment (LDNA), L&D Planning, L&D Program Designing, L&D Resource Package Development, L&D Program Delivery, and Quality Assurance and Monitoring and Evaluation (QAME). These processes ensure the implementation of quality and relevant L&D interventions for teachers and</p>

	<p>Likewise, these L&D interventions (e.g., Conquering Barriers to Education: Teaching Strategies for Learners with Special Education Needs, Training on Utilizations of Learning Outcomes in Developing Data-based Interventions for School Heads, and Redefining Education with School Leaders) undergo the NEAP recognition and the Professional Regulation Commission (PRC) Continuing Professional Development (CPD) accreditation processes for career advancement and renewal of PRC Licenses of public school teachers and leaders.</p>
	<p>Outputs:</p> <ul style="list-style-type: none"> • Competencies of teachers on socio-emotional and 21st century skills, learning approaches and learning modalities, assessment, and program management on curricular, co-curricular, and extracurricular developed through the implementation of needs-based professional development programs (Learning and Development Needs Assessment results); and • Competencies of school leaders on supporting teachers in various areas developed and enhanced through needs-based professional development programs.
Strategy 5	<p>Ensure alignment of curriculum, instruction, and assessment with current and emerging industry and global standards</p> <p>Section 2 of the Enhanced Basic Education Act of 2013 declares that “every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one’s self.” The SHS program as mandated by law must be functional and relevant in order to develop graduates who are ready for higher education, middle-level skills development, entrepreneurship, and employment. As such the Senior High School curriculum, instruction, and assessment shall be aligned with the growing industries in the Philippines and emerging global standards in education. Strong partnership and coordination between and among stakeholders are necessary to ensure the alignment and relevance of the competencies in the labor market and academe.</p>
	<p>Outputs:</p> <ul style="list-style-type: none"> • Policy, platforms, and mechanism for consultations on curriculum, instruction, and assessment developed for Central Office consideration, • Assessment of SHS learners’ knowledge and 21st-century skills in the core, applied, and specialized subjects completed and reported; • Analysis of the Senior High School Curriculum Exit conducted; • Analysis on the alignment between the chosen SHS strands and tertiary education programs conducted; • SHS labs for STEM and TVL strands for enhanced instruction and learning delivery upgraded; • Assessment and certification to determine the competence of the SHS graduates based on the defined competency standards of the Technical Education Skills and Development Authority (TESDA) and other accredited assessments facilitated; • Availability of industries aligned with SHS program offered within the locality mapped out; and • Partnership with other agencies, both public and private sectors strengthened.

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>To strengthen the full adherence to a rights-based approach to education, there is a need to ensure that all programs, projects, and systems incorporate the rights of children into their design. At the regional level, the department must implement, monitor, evaluate, review, and organize policies, programs, plans, and activities to respect, protect, fulfill, and promote the inter-related right of the child to access basic education, right to quality basic education, and right to respect in the learning environment.</p> <p>Outputs:</p> <ul style="list-style-type: none"> • Rights-based education (RBE) framework adopted and implemented; • Monitoring and Evaluation mechanisms on rights-based education framework and legal obligations and commitments on children's rights implemented; • Personnel and stakeholders trained on child rights/RBE; • Child Rights in Education Desk (CREDe) institutionalized; and • Child protection policies and PPAs implemented.
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>The right to education is not limited to access to education and the right to quality education, but also relates to broader rights in education that learners should be taught. It is embodied in the Constitution the prescription for all educational institutions to foster a love for humanity and respect for human rights. These rights include the right of the child to education and knowing such rights.</p> <p>Different from a needs-based approach, a right-based approach focuses on the realization of rights through empowerment thereby obligating the government to fulfill such goals. As stated in the Basic Education Plan of 2030, "needs can be met without empowerment, but rights can only be realized with empowerment". The active participation of children as rights-holders in their education is a key element in the child rights approach.</p> <p>Outputs:</p> <ul style="list-style-type: none"> • IEC Materials relating to children's education rights and responsibilities developed and distributed; • Child Protection Unit and Child Protection Committee in schools established; • Integration of positive discipline measures into learning materials implemented; • School personnel and parents trained on child-rights education and protection; and • Learning resources or materials on children's and learner's rights in education utilized.
Sub-Intermediate Outcome 4.2: Learners are safe and protected, and can protect themselves, from risks and impacts from natural and human induced hazards	



Strategy 3	<p>Protect learners and personnel from death, injury, and harm brought by natural and human-induced hazards</p> <p>In designing and constructing school buildings, safety and risk reduction measures shall always be considered. Detailed engineering shall proceed only on the basis of the feasibility or preliminary engineering study made which establishes the technical viability of the project and conformity to land use and zoning guidelines prescribed by existing laws. The findings contained in the feasibility study, if undertaken for the project, shall be examined. If in the course of the exercise, as proposed, specific recommendations for such changes shall be supported by detailed justifications, including their effects on the cost, and if (necessary) the economic justification. School buildings and other structures must strictly follow standard engineering technical specifications (e.i. Building Code of the Philippines, 2005, National Structural Code of the Philippines, 2001). The National Structural Code of the Philippines, 2001 has specific sections for wind load/ wind effects and earthquake design.</p>
	<p>Outputs:</p> <ul style="list-style-type: none"> • School Disaster Preparedness Plan for each specific hazard established; • Safe areas within the school campus and evacuation plan identified and developed; • Open spaces as temporary evacuation sites for earthquake, fire, and other emergencies provided; • Water, sanitation, and hygiene facilities provided; • Access and road safety signs in schools developed; • Flood safety in schools ensured; • Storm drain, drainage main, open canals, ditches, etc. in schools provided or established; • Personnel and learners capacitated on providing Mental Health and Psychosocial Support Services (MHPSS); • DRRM, Climate Change Adaptation and Mitigation (CCAM), and peacebuilding concepts/competencies integrated into teaching-learning; • Early Warning Systems (EWS) in offices and schools established; • Safety and emergency supplies and equipment provided to offices and schools; and • Learners are capacitated on the conduct of hazard mapping.
Strategy 4	<p>Ensure learning continuity in the aftermath of a disaster or emergency</p> <p>Coordination with the Philippine Government and other Stakeholders for the risk assessment, guidance, planning, and reporting to support schools in building safe facilities, putting appropriate emergency procedures in place, and recovering quickly when disasters take place shall be strengthened.</p>
	<p>Outputs:</p> <ul style="list-style-type: none"> • Stakeholders involved on response, rehabilitation, and recovery mobilized; • Information, education, and communication (IEC) materials in the aftermath of disaster or emergency developed and disseminated; • RADAR-DRRM for the rapid Assessment data in schools affected by disasters and emergencies utilized; • Assessment and validation of damaged schools with the DRRM-EFD personnel for the reporting formulating, implementing, and coordinating of policies, plans, programs, and projects conducted; • Schools for the provision of temporary learning space identified; • Disaster Quick Response Fund utilized; • Repair, reconstruction, or replacement of infrastructure or non-infrastructure damages due to disasters and calamities completed; and • SDOs and schools capacitated in leading stakeholders involved on the implementation of response, rehabilitation, and recovery PPAs.

Strategy 5	<p>Protect education investments from the impacts of natural and human-induced hazards</p> <p>Education is one of the most vulnerable sectors during disasters and emergencies and it is one of those that often suffer the impacts of disasters brought about by natural and human-induced hazards. Furthermore, disasters and emergencies also set back the investments made by the education sector. In line with this, the department has been building resilience in education by advancing school safety with the ultimate goal of bringing down disaster risks confronting the education sector that impedes the achievement of the department's goal.</p>
	<p>Outputs:</p> <ul style="list-style-type: none"> • Researches on DRRM, CCAM, and peacebuilding conducted; • Functional DRRM teams organized in the region, SDOs, and schools; • Risk assessment data for DRRM, CCAM, and peacebuilding established; • Implementation, contingency, and continuity plans on DRRM, CCAM, and peacebuilding developed in the region, SDOs, and schools; • PPAs for structural and non-structural hazard prevention and mitigation measures implemented; • Construction of education facilities in hazard-free zones ensured; • Investments in infrastructure resilient to disaster and climate risk carried out; • Disaster and climate resilience integrated into infrastructure planning; and • Infrastructure and non-infrastructure facilities are covered by insurance to manage both financial and educational losses in times of emergencies and disasters.
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	
Strategy 6	<p>Provide learners with basic health and nutrition services</p> <p>Implementation of health and nutrition programs to maintain and improve the health of school children and personnel through the prevention and control of diseases, and the promotion of health-related knowledge, attitudes, skills, and practices. Aligning these programs with their targets will pave the way for a more systematic and holistic approach to the implementation, monitoring, and evaluation of its various undertakings.</p>
	<p>Outputs:</p> <ul style="list-style-type: none"> • School-Based Feeding Program (SBFP) for undernourished Kindergarten to Grade 6 learners strengthened; • Deworming tablets for all learners distributed; • Services such as health appraisal, treatment, consultation, referral, and counseling among others, to promote, protect and maintain the health status of learners and school personnel provided; • Tracking of learners' health and nutrition conditions in schools implemented; • Coordination mechanisms between school and community for health and safety of learners established; and • Policies, guidelines, and standards on prevention of COVID-19, health and nutrition, and other programs under <i>Oplan Kalusugan (OK) sa DepEd</i> implemented.
Strategy 7	<p>Nurture and protect learners' mental and psychosocial health</p> <p>Efforts to care for the emotional well-being of children and youth can extend beyond the classroom and into the entire school. School-based mental health programs can focus on promoting mental wellness, preventing mental health problems, and providing treatment.</p>



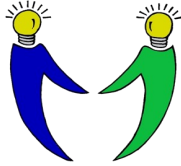
	<p>Outputs:</p> <ul style="list-style-type: none"> • Research studies on effects of student workloads, deadlines, and other learning activities conducted; • Teachers handling students experiencing mental and psychosocial health issues capacitated; • Workforce providing Mental Health and Psycho-Social Services (MHPSS) to learners, teaching, and non-teaching personnel capacitated; • Psychosocial First Aid activities to learners conducted; • Health services through consultations, treatment, referral and counseling to promote and maintain health status among learners provided; • Child-Friendly School System institutionalized; and • The School Inside a Garden (SIGA) Program implementation is enhanced.
Strategy 8	<p>Promote learners' physical and socio-emotional skills development</p> <p>Strong social-emotional development underlies all later social, emotional, and academic success. Young children who develop strong early relationships with parents, family, caregivers, and teachers learn how to pay attention, cooperate, and get along well with others. They are confident in their ability to explore and learn from the world around them.</p>
	<p>Outputs:</p> <ul style="list-style-type: none"> • Teaching and non-teaching personnel handling sports programs trained; • Child-friendly School System strengthened; • Community involvement and partnerships on school sports strengthened; • The implementation of the student leadership program (Supreme Student Government [SSG] and the Supreme Pupil Government [SPG] is enhanced; and • Pilot schools that are implementing the Advanced Citizen Training Program (ACTP) are provided Technical Assistance (TA) and sustained.

REDP FLAGSHIP PROJECTS

In support of the strategies and close progress or attainment gaps, the following structured REDP intervention projects shall be institutionalized. DepEd Eastern Visayas is proactive in coming up with the most appropriate actions and effective solutions. These core projects are also embedded in the Learning Recovery Plan (LRP) of the region.

	<p>Project R8 BULIG (Building and Upgrading Learning Interventions and Gains)</p> <p>A commitment to education to address learning losses and manage the impacts of COVID-19 and other emergencies in education. A support intervention program to the Regional Learning Recovery Plan, has been specifically designed to help struggling learners improve their current literacy or numeracy level.</p>
	<p>Project GIYA (Guide for Instructions Yielding Archetypal) Teachers</p> <p>A mechanism that enables the provision of systematic and direct technical assistance and instructional supervision from education leaders to teachers through class visitation and dialogue or <i>kumustahan</i>.</p>

	<p>Project modified Radio-Based Instruction (mRBI)</p> <p>The project has trained and certified the select Bureau of Jail Management and Penology Region 8 personnel to work with the ALS teachers as facilitators of learning for Persons Deprived of Liberty, attuning the DepEd's call for learning continuity in schools and learning centers and even in correctional facilities.</p>
	<p>Project HARAMPANG TA or Harmonizing Regional Activities through Management of Programs/Projects Anchored on New Governance in the Provision of Technical Assistance</p> <p>This aims to strengthen the organizational structure of the Regional Field Technical Assistance Composite Teams and harmonize the activities by managing effectively all the programs and projects of the region in the provision of technical assistance.</p>
	<p>Project ReDERFoLDS (Regional Depository of Education Resources Focused on Learning and Development System)</p> <p>An integral mechanism in the implementation of NEAP in the Region and an information management system that is interrelated to other systems such as L&D and PRAISE of the Department of Education and the PRIME-HRM of the Civil Service Commission.</p>
	<p>Project ELITE HRD (Enhancing Learning Interventions through Technologically Elevated Human Resource Development)</p> <p>Project ELITE HRD aims to automate processes of the Human Resource Development Division (HRDD) of DepEd Regional Office VIII. This was inspired by the vision of leading the institution towards PRIME-HRM Maturity Level 3 or becoming an Integrated Human Resource Management (HRM).</p>
	<p>Project WE CARE or Win Edusaliksik through Collaborative Assistance to Research Enthusiasts</p> <p>The purpose of this project is to provide onsite collaborative coaching assistance to the BERF beneficiaries that will lead them to complete their research and inculcate research culture of partnership among research mentors and enthusiasts.</p>
	<p>Project CART (Coaching Assistance on Research for Teachers)</p> <p>This project is designed to lead the teachers into aided professional growth by completing their individual research in the classroom or school with the coaching assistance of ably capacitated research champions, thereby utilizing research findings for evidence-based decision-making of education leaders.</p>
	<p>Parents' Teaching Guide (PTG)</p> <p>These are simplified lesson plans in special education, specially designed for parents and other learning facilitators at home who act as teacher substitutes in the delivery of the lesson content to the learners.</p>

	<p>Project Pedagogies in the 21st Century (Project P21)</p> <p>These are Resource Packages that are interdisciplinary and learner-centered anchored on the model of pedagogical innovation that combines project-based strategy and 21st Century Learning Design (21CLD) of Microsoft.</p>
	<p>Project ARM (Army of Reading Mentors)</p> <p>Is a regional reading initiative under the Reading Remediation Program of the Food for the Hungry Philippines where teachers employ the Two-Track Method in Explicit Teaching.</p>
	<p>Project LAMP (Learning Achievements via Mentoring Program)</p> <p>This aims to improve the performance of teacher-mentees; increase the opportunity for mentees to experience success through the development of a support system; promote the personal and professional well-being of mentees; and provide professional growth opportunities for both mentors and mentees.</p>

PROJECT IE2S

The Office ensures that its basic frontline services are promptly delivered with quality and that employees uphold the highest standards of conduct and performance to achieve their functions and fulfill customers' needs. To guide all personnel and achieve a sense of belongingness in the delivery of services and in the REDP implementation, the Regional Office mantra IE2S is adopted.



Project IE2S aims to integrate the 4 guiding principles in the workplace such as INTEGRITY, EFFICIENCY, EFFECTIVENESS, and SPIRITUALITY to promote an honest, transparent, and clean governance.

04 PERFORMANCE TARGETS

Performance Targets

This section presents the desired annual outcomes and performance focusing on learners' performance and highlighting the end-of-plan targets. It includes targets on Access, Equity, Quality, Resiliency and Well-being, and Governance.

PILLAR 1 - ACCESS

This highlights the key performance indicators (KPIs) on access including targets from 2023 to 2028. Access indicators are expanded to cover school-age children, learners in school, out-of-school children (OSC), and out-of-school youth (OSY). Most KPIs are currently verifiable in the Enhanced Basic Education Information System (EBEIS) except indicators pertaining to incidences of OSC and OSY. Targets pertaining to OSC and OSY will be set when mechanisms for determining baseline information are established and operational.

Table 1
Baseline and Six-Year Physical Target per Key Performance Indicators for Pillar 1 - Access

Key Performance Indicator	Baseline 2021-2022	Six-Year Physical Target					
		2023	2024	2025	2026	2027	2028
Intermediate Outcome (IO) No. 1 - All school-age children, out-of-school youth, and adults accessed relevant basic education opportunities							
1. Percentage of school-age children in school - Net Enrollment Rate (NER)							
NER in Kindergarten	70.28%	71%	71.2%	71.5%	71.8%	72%	72.3%
NER in Elementary	89.08%	90.09%	90.42%	90.76%	91.1%	91.43%	91.77%
NER in Junior High School	89.91%	93.69%	94.96%	96.22%	97.48%	98.74%	100%
NER in Senior High School	48.21%	62.02%	66.43%	70.85%	75.27%	79.68%	84.1%
2. Incidence of out-of-school children (OSC) and out-of-school youth (OSY)							
Out-of-school rate in Elementary	TBE	TBD	TBD	TBD	TBD	TBD	TBD
Out-of-school rate in Junior High School	TBE	TBD	TBD	TBD	TBD	TBD	TBD
Out-of-school rate in Senior High School	TBE	TBD	TBD	TBD	TBD	TBD	TBD
IO1.1 - All five-year-old children attend school							
3. Percentage of five-year-olds in school - Net Intake Rate (NIR)	TBE	TBD	TBD	TBD	TBD	TBD	TBD
IO1.2 - All learners stay in school and finish key stages							
4. Percentage of enrollees in Elementary, Junior High School, and Senior High School in a given school year who continue to be in school the following school year - Retention Rate							
Retention Rate in Elementary	98.48%	98.7%	98.8%	98.9%	99%	99.1%	99.2%
Retention Rate in Secondary	95.79%	97.37%	97.90%	98.42%	98.95%	99.47%	100%
5. Percentage of currently enrolled learners but did not finish or complete the school year - Dropout Rate (DR)							
DR in Elementary	1.02%	0.68%	0.57%	0.45%	0.34%	0.23%	0.12%
DR in Secondary	3.61%	2.97%	2.75%	2.54%	2.33%	2.11%	1.90%
IO1.3 - All learners transition to the next key stage							

6. Percentage of Kindergarten, Grade 6, and Grade 10 completers proceeded to the next key stage - Transition Rate							
Transition Rate in Kindergarten to Grade 1	TBE	TBD	TBD	TBD	TBD	TBD	TBD
Transition Rate in Grade 3 to Grade 4	97.20%	97.5%	97.7%	97.8%	97.9%	98%	98.2%
Transition Rate in Grade 6 to Grade 7	92.54%	93.4%	93.5%	93.6%	93.6%	93.7%	93.8%
Transition Rate in Grade 10 to Grade 11	96.73%	97.96%	98.37%	98.77%	99.18%	99.59%	100%
IO1.4 - All out-of-school children, youth, and adults participate in and complete formal and non-formal basic education learning opportunities							
7. Percentage of OSC and OSY who returned to school or participated in ALS - Participation Rate of OSC and OSY***							
OSC Participation Rate	TBE	TBD	TBD	TBD	TBD	TBD	TBD
OSY Participation Rate	TBE	TBD	TBD	TBD	TBD	TBD	TBD
8. Percentage of completers in ALS - completed sessions in ALS							
OSC who completed sessions in ALS	TBE	TBD	TBD	TBD	TBD	TBD	TBD
OSY who completed sessions in ALS	TBE	TBD	TBD	TBD	TBD	TBD	TBD

PILLAR 2 - EQUITY

The Framework of Pillar 2 highlights DepEd RO 8's commitment to inclusion. This pillar contains the KPIs that will be used to measure the involvement and performance of learners or groups in situations of disadvantage. To date, no targets on Equity are committed pending the completion of baseline information on learners in situations of disadvantage and the development of systems that will "tag" learners in situations of disadvantage.

Table 2
Baseline and Six-Year Physical Target per Key Performance Indicators for Pillar 2 - Equity

Key Performance Indicator	Baseline 2021-2022	Six-Year Physical Target					
		2023	2024	2025	2026	2027	2028
Intermediate Outcome (IO) No. 2 - School-age children and youth, and adults in situations of disadvantage benefited from appropriate equity initiatives.							
1. Proportion of learners in situation of disadvantage transition to the next key stage***							
Percentage Disparity in transition rate in Elementary	TBE	TBD	TBD	TBD	TBD	TBD	TBD
Percentage Disparity in transition rate in Secondary	TBE	TBD	TBD	TBD	TBD	TBD	TBD
2. Gender participation-disparity in completion							
Gender Parity Index Completion in Elementary	TBE	TBD	TBD	TBD	TBD	TBD	TBD
Gender Parity Index Completion in Secondary	TBE	TBD	TBD	TBD	TBD	TBD	TBD
IO2.1 - All school-age children and youth and adults in situation of disadvantage are participating in basic learning opportunities and receiving appropriate quality education							

3. Percentage of learners in situation of disadvantage continue to participate in basic education***							
Retention Rate in Elementary	98.48%	98.7%	98.8%	98.9%	99%	99.1%	99.2%
Retention Rate in Secondary	95.79%	97.37%	97.9%	98.42%	98.95%	99.47%	100%
4. Percentage of learners in situations of disadvantage (disaggregated by group) achieved at least a fixed level of proficiency/mastery in (a) functional literacy, (b) numeracy, and (c) 21st century skills***							
Percentage of learners with at least proficient level or better functional literacy	57.21%	60%	65%	68%	70%	73%	75%
Percentage of learners with at least proficient level or better numeracy	35.71%	42.2%	48.8%	55.3%	61.9%	68.4%	75%
Percentage of learners with at least proficient level or better 21st-century skills	32%	34%	35%	37%	39%	40%	42%
Learning and Innovation	34%	35%	37%	38%	40%	41%	43%
Information, Media and Technology Skills	32%	33%	35%	36%	38%	39%	41%
Life and Career Skills	31%	33%	35%	37%	39%	41%	43%

PILLAR 3 - QUALITY

The Framework for Pillar 3 outlines the KPIs on quality. The overall target in quality is set at “learners attaining nearly proficient level or better.” The national achievement test (NAT) administered by DepEd’s Bureau of Education Assessment (BEA) is used to verify learners’ attainment. The Accreditation and Equivalency Test (A&E) will be used to verify the performance of learners in the Alternative Learning System (ALS).

Table 3

Baseline and Six-Year Physical Target per Key Performance Indicators for Pillar 3 - Quality

Key Performance Indicator	Baseline 2021-2022	Six-Year Physical Target					
		2023	2024	2025	2026	2027	2028
Intermediate Outcome (IO) No. 3 - Learners complete K-12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths							
1. Percentage of learners pursued their chosen paths***							
Percentage of learners proceeded to college	82.83%	84.3%	85.8%	87.3%	88.8%	90.3%	91.8%
Percentage of learners proceeded to employment	11.17%	10.1%	9.17%	8.17%	7.17%	6.17%	5.17%
Percentage of learners proceeded to entrepreneurship	2.17%	1.92%	1.67%	1.42%	1.17%	.92%	.67%
Percentage of learners who proceeded to middle-level skills training	3.83%	3.58%	3.33%	3.08%	2.83%	2.58%	2.33%

2. Percentage of learners in a cohort who completed Grade 6 or Grade 12 - Completion Rate (CR)							
CR in Elementary	95.23%	96.5%	96.9%	97.3%	97.7%	98.2%	98.6%
CR in Junior High School	89.44%	93.44%	94.72%	96.04%	97.36%	98.68%	100%
CR in Senior High School	82.51%	83.6%	84%	84.4%	84.8%	85.2%	85.6%
IO3.1 - Learners attained Stage 1 learning standards of fundamental reading and numeracy skills							
3. Percentage of learners attaining nearly proficient level or better in Reading and Listening Comprehension increased							
Percentage of learners achieving nearly proficient or better in English	57.21%	61.28%	64.89%	68.49%	72.10%	75.70%	79.3%
Percentage of learners achieving nearly proficient or better in Filipino*	58.76%	63.35%	67.73	72.11	76.49	80.87	85.25
Percentage of learners achieving nearly proficient or better in Mother Tongue	56.84	60.79	64.21	67.63	71.05	74.47	77.89
Percentage of learners achieving nearly proficient or better in numeracy	59.5%	62	64.5	67	69.5	72.5	75
IO3.2 - Learners attain Stage 2 (Grade 6) learning standards of literacy and numeracy skills and apply 21st century skills							
4. Percentage of learners attaining proficient level or better in Stage 2 literacy standards (increase: 4 pp/yr)	59.40%	62%	64.6%	67.2%	69.8%	72.4%	75%
5. Percentage of learners attaining proficient level or better in Stage 2 numeracy standards (increase: 4 pp/yr)	35.86%	43.2%	50.4%	57.6%	64.8%	72%	79%
IO3.3 - Learners attain Stage 3 (Grades 7-10) learning standards of literacy & numeracy skills and apply 21st century skills to various situations							
6. Percentage of G10 learners attaining nearly proficient level or better in Stage 3 literacy (4pp/yr)	57.21%	60%	65%	68%	70%	73%	75%
7. Percentage of G10 learners attaining nearly proficient level or better in Stage 3 numeracy standards (4pp/yr)	35.93%	42.4%	48.6%	54.8%	61%	67.2%	75%
IO3.4 - Learners attain Stage 4 (Grades 11-12) learning standards equipped with knowledge and 21st century competencies developed in their chosen core, applied, and specialized SHS tracks							
8. Percentage of Grade 12 learners attaining nearly proficient level or better in Stage 4 core SHS areas (6pp/yr)	82.75%	83.7%	85%	86.4%	87.8%	89%	91%
IO3.5 - Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers							
9. Percentage of ALS learners pass the A&E test							
ALS A&E Passing Rate	80.13%	96%	100%	100%	100%	100%	100%

PILLAR 4 - LEARNERS' RESILIENCY AND WELL-BEING

Together with Equity, Pillar 4 highlights the Department's commitments to advance the rights and well-being of learners.

Table 4
*Baseline and Six-Year Physical Target per Key Performance Indicators for
Pillar 4 - Learners' Resiliency and Well-Being*

Key Performance Indicator	Baseline 2021-2022	Six-Year Physical Target					
		2023	2024	2025	2026	2027	2028
Intermediate Outcome (IO) No. 4 - Learners are resilient and know their rights and have the life of skills to protect themselves and claim their education rights from DepEd and other duty-bearers to promote learner’s well-being							
1. Percentage of affected and displaced learners retained	TBE	TBD	TBD	TBD	TBD	TBD	TBD
2. Percentage of learners who reported violence committed against them by other learners (bullying) or adults (child abuse) based on intake sheets of schools	.0000009	0	0	0	0	0	0
3. Percentage of learners who are happy and satisfied with their basic education experience in relation to the enjoyment of their specific rights in school and learning centers	95%	98%	98%	98%	98%	99%	100%
4. Percentage of learners who knew their rights TO and IN education, and how to claim them positively***	95%	TBD	TBD	95%	TBD	TBD	98%
5. Percentage of schools and learning centers significantly manifesting indicators of RBE in the learning environment***	TBE	TBD	TBD	95%	TBD	TBD	98%
6. Learners Satisfaction Rating on Rights-based Education***	TBE	TBD	TBD	95%	TBD	TBD	98%
IO4.1 - Learners are served by Department that adheres to a rights-based education framework at all levels							
7. Percentage of SDOs significantly manifesting indicators of RBE	TBE	TBD	TBD	95%	TBD	TBD	98%
8. Percentage of DepEd personnel in RO and SDO, and schools/ learning centers who know the rights of children and learners in relation to RBE, and are able to infuse them in their respective jobs/ duties	TBE	TBD	TBD	95%	TBD	TBD	98%
IO4.2 - Learners are safe and protected, and can protect themselves from risks and impacts from natural and human-induced hazards							
9. Percentage of learners equipped with capacities on what to do before, during, and after a disaster/ emergency	49.5%	52%	64%	76%	88%	90%	100%

10. Percentage of learners in safe schools	55.5%	57%	69%	71%	83%	95%	100%
IO4.3 - Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life							
11. Percentage of students with improved health statistics	54%	55%	56.7%	57.4%	58.8%	59.5%	100%
12. Percentage of learners with improved physical fitness level***	TBE	TBD	TBD	TBD	TBD	TBD	TBD

Table 5
Baseline and Six-Year Physical Target per Key Performance Indicators for Enabling Mechanisms - Governance and Management

Key Performance Indicator	Baseline 2021-2022	Six-Year Physical Target					
		2023	2024	2025	2026	2027	2028
Enabling Mechanism No. 1 - Education leaders and managers practice participative and inclusive management processes							
1. Proportion of schools of schools provided with Technical Assistance on achieving higher levels of SBM practice*							
Elementary	4.7%	5.4%	6.1%	6.7%	7.3%	8%	8.6%
Secondary	26.6%	31.5%	36.2%	41%	46%	51%	56%
2. Proportion of schools achieving higher levels of SBM practice							
Elementary	0.6%	0.8%	0.8%	0.9%	1%	1.09%	1.1%
Secondary	2.9%	3.4%	3.8%	4.3%	4.8%	5.2%	5.8%
Enabling Mechanism No. 2 - Strategic human resource management enhanced for continuing professional development and opportunities							
3. Proportion of offices across governance levels with very satisfactory and higher rating in the Office Performance Commitment and Review Form (OPCRF)**							
Elementary	TBE	TBD	TBD	TBD	TBD	TBD	100%
Secondary	TBE	TBD	TBD	TBD	TBD	TBD	100%
Schools Division Office	FV	100%	100%	100%	100%	100%	100%
Regional Office	100%	100%	100%	100%	100%	100%	100%
4. Proportion of employees across governance levels with very satisfactory and higher rating in the Individual Performance Commitment and Review Form (IPCRF)*							
Elementary	TBE	TBD	TBD	TBD	TBD	TBD	100%
Secondary	TBE	TBD	TBD	TBD	TBD	TBD	100%
Schools Division Office	FV	TBD	TBD	TBD	TBD	TBD	100%
Regional Office	100%	100%	100%	100%	100%	100%	100%
Enabling Mechanism No. 3 - Investments in basic education provide learners with the ideal learning environment							

5. Proportion of schools achieving ideal ratio on:							
Classroom	FV	TBD	TBD	TBD	TBD	TBD	100%
Teachers	FV	TBD	TBD	TBD	TBD	TBD	100%
Textbooks	0	TBD	TBD	TBD	TBD	TBD	100%
Seats	FV	TBD	TBD	TBD	TBD	TBD	100%
Science and Math equipment	86.8%	88%	90%	93%	96%	98%	100%
ICT Package/E-classroom	FV	TBD	TBD	TBD	TBD	TBD	100%
6. Proportion of elementary schools with:							
Functional library***	100%	100%	100%	100%	100%	100%	100%
Faculty/Teachers' Room***	100%	100%	100%	100%	100%	100%	100%
Connection to electricity***	91%	92%	93%	96%	98%	99%	100%
Connection to internet	12%	40%	50%	70%	80%	90%	100%
Water source*	91%	93%	95%	97%	100%	100%	100%
Water and sanitation facility*	92%	93%	95%	97%	99%	100%	100%
7. Proportion of secondary schools with:							
Functional library***	3.4%	TBD	TBD	TBD	TBD	TBD	100%
Faculty/Teachers' Room***	TBE	TBD	TBD	TBD	TBD	TBD	100%
Connection to electricity***	TBE	TBD	TBD	TBD	TBD	TBD	100%
Connection to internet	75%	TBD	TBD	TBD	TBD	TBD	100%
Water source*	90%	92%	94%	96%	98%	100%	100%
Water and sanitation facility*	91%	92%	94%	96%	98%	100%	100%
8. Proportion of SDOs achieving ideal interquartile ratio (IQR) on teacher deployment							
% SDOs achieving ideal interquartile ratio (IQR)	96.23	97	97.5	98	98.5	99	100
Enabling Mechanism No. 4 - Improve and modernize internal systems and process for a responsive and efficient financial resource management							
9. Client satisfactory rating of DepEd offices' respective stakeholders (internal & external)***							
School	TBE	TBD	TBD	TBD	TBD	TBD	TBD
SDOs	TBE	TBD	TBD	TBD	TBD	TBD	TBD
RO	TBE	TBD	TBD	TBD	TBD	TBD	TBD
10. Consolidated Budget Utilization Rate (%) on the ff.:							
Obligations	98.60	99.34	99.69	100	100	100	100
Disbursements	98.37	98.86	99.35	99.84	100	100	100
Enabling Mechanism No. 5 - Key stakeholders actively collaborate to serve learners better							

11. Percentage of financial contribution of national education budget (including adopt a school, brigada eskwela)							
Local Grant Development Partners percentage of financial contribution	TBE	TBD	TBD	TBD	TBD	TBD	TBD
International Grant Development Partners percentage of financial contribution	TBE	TBD	TBD	TBD	TBD	TBD	TBD
Special Education Fund (SEF) Utilization rate	98.3%	98.8%	99.3%	99.8%	100%	100%	100%
12. Percentage of schools with functional SGC**							
Elementary	TBE	TBD	TBD	TBD	TBD	TBD	TBD
Secondary	TBE	TBD	TBD	TBD	TBD	TBD	TBD
Enabling Mechanism No. 6 - Public and private education operate under a dynamic and responsive complementarity framework							
13. Proportion of private schools receiving government assistance**	81	83	85	87	89	91	93
14. Proportion of teachers in private schools receiving teachers subsidy**	100	100	100	100	100	100	100
15. Percentage of recognized private schools with Government Recognition (GR)**	91.41	91.89	92.36	92.84	93.31	93.79	94.27

Legend:

*Regional Office (RO) Indicators are those RO-initiated indicators not identified in the BEDP

**Tier 2 Indicators are those currently under development and/or with ongoing policy initiatives

***Tier 3 indicators are those that are yet to be developed

Acronyms:

TBD (To be determined)

TBE (Baseline data to be established)

FV (For verification)

05 FINANCIAL PLAN

Financial Plan

Anchored on the budget process in the government, this section of the REDP identifies the resources for the key interventions. The Year 1 or 2023 plan execution document through the Work and Financial Plan (WFP) has been prepared (refer to Appendix B, pages 87-115). The WFPs outline the strategies of the Regional Functional Divisions (RFDs) to achieve all planned outputs.

GOAL

Finance units across governance levels (RO, SDOs, and Schools) are able to allocate and utilize fiscal resources.

OUTCOME

Regional, division, and school finance personnel are equipped with the necessary budget management knowledge and skills to ensure equitable allocation, judicious spending, and efficient utilization of resources.

STRATEGIES AND OUTPUTS

In order to achieve the goal, the following strategies supported by various outputs shall be implemented.

Strategy 1	Mobilize adequate resources for the delivery of basic education services.
	Output: <ul style="list-style-type: none"> Resources within the region effectively and efficiently distributed and utilized compliant with programs and project implementing guidelines.
Strategy 2	Improve fund utilization and manage spending efficiency of special program funds
	Outputs: <ul style="list-style-type: none"> RO, SDO, and school finance personnel capacitated on accounting and budgeting through the use of a unified reporting system; Online and real-time monitoring on the utilization and reporting of financial resources for RO, SDO, and IUS established; and Regular reporting of fund utilization to top management during REMANCOM, REXECOM, and RMEA institutionalized.
Strategy 3	Promote effective and efficient utilization of the Special Education Fund through intensified fund management by the Local School Board
	Outputs: <ul style="list-style-type: none"> Division and school personnel capacitated on the utilization of SEF fund; and SEF fund utilization monitoring and reporting system established.

TRENDS IN EDUCATION SPENDING IN THE REGION

DepEd Regional Office VIII's share of the annual appropriations has increased consistently in nominal terms from 2018 to 2022. In 2017, the annual budget of the Department under the Basic Education Facilities Fund (BEFF) for its School Building Program was 116 billion, of which 5.5 billion was allocated to DepEd Region VIII for the provision of classrooms and workshop buildings, replacement of old dilapidated buildings, provision of furniture, repair and rehabilitation of classrooms and heritage buildings, water and sanitation facilities, and electrification. In the same year, the region got the highest allocation under the BEFF compared to the years that followed. Table 6 presents the region's budget allocation.

Table 6*DepEd RO8 Budget as a Percentage of the Total Department's Budget (in Php millions)*

Calendar Year	DepEd RO8 GAA	Percentage of Total Department's Budget
2017	32,161	5.68%
2018	25,326	4.37%
2019	27,875	5.24%
2020	29,395	5.27%
2021	32,630	6.41%
2022	33,840	5.70%

Region 8 has an increasing allocation in terms of a nominal amount. Its allocation compared to the total budget of the Department has been increasing until the year 2021, when it has decreased to 5.70% from 6.41% in the previous year.

Table 7*DepEd RO 8 Budget per Allotment Class (in Php millions)*

Allotment Class	2017	2018	2019	2020	2021	2022
Personnel Services	21,948	23,508	25,433	19,854	30,322	31,430
MOOE	3,202	1,803	2,384	9,541	2,308	2,410
Capital Outlay	7,011	14	58	-	-	-
TOTAL	32,161	25,326	27,875	29,395	32,630	33,840

For the Calendar year 2021, a substantial amount of the DepEd RO8 Budget goes to Personnel Services (PS), which accounts for an average of 92.88% of the annual budget of the Region. Meanwhile, 7.12% was appropriated for the Maintenance and Other Operating Expenses (MOOE) for the Regional Office, divisions, and schools. However, no Capital Outlay (CO), was appropriated from CY 2020 until CY 2022.

Table 8*DepEd RO 8 Budget Utilization Rate*

Calendar Year	BUR Obligation	BUR Disbursement
2017	97.20%	98.45%
2018	97.94%	95.50%
2019	98.15%	96.59%
2020	98.12%	96.77%
2021	98.60%	98.37%

DepEd Region VIII's Financial Performance, in terms of Obligation, shows an increasing Budget Utilization Rate (BUR) along with the Disbursement, except for CY 2018, where it declined to 95.50% from 98.45% in the previous year.

Table 9
Percentage of Special Education Fund (SEF) Utilization Rate and Six-Year Targets

Implementing Offices	Baseline (2021-2022)	2023	2024	2025	2026	2027	2028
Region VIII	98.374	98.865	99.356	99.848	100	100	100
Baybay City	90.283	92.088	93.930	95.809	97.725	99.679	100
Biliran	60.587	61.798	63.034	64.295	65.581	66.892	68.230
Borongan City	10.433	12.173	13.913	15.653	17.393	19.133	20.873
Calbayog City	27.837	28.393	28.961	29.540	30.131	30.734	31.348
Catbalogan City	-17.277	59.18	61.18	63.18	65.18	67.18	69.18
Eastern Samar	77.613	79.165	80.748	82.363	84.010	85.691	87.404
Leyte	12.277	12.522	12.772	13.028	13.289	13.554	13.825
Maasin City	73.133	78.675	80.249	81.854	83.491	85.161	86.864
Northern Samar	39.28	40.065	40.866	41.684	42.517	43.368	44.235
Ormoc	92.163	94.006	95.886	97.804	99.76	100	100
Samar	22.570	23.130	23.690	24.250	24.810	25.370	25.930
Southern Leyte	22.570	23.130	23.690	24.250	24.810	25.370	25.930
Tacloban City	74.873	73.803	72.733	71.663	70.593	69.523	68.453

The Special Education Fund (SEF) is another source fund for the supplementary annual budgetary needs for the operation and maintenance of public schools within the province, city, or municipality released through an approved annual SEF Budget.

Anchored on Republic Act No. 7160, the province, city, or municipality may levy and collect an annual tax of 1% on the assessed value of real property in addition to the real property tax. This 1% is shared equally by the province and the municipality within its jurisdiction. The proceeds from this special levy accrue to the SEF and are automatically released to the Local School Board (LSB).

Presented in Table 9 is the SEF Utilization rate of the thirteen (13) SDOs in the region for CY 2022 and its 6-year forecast, and the overall utilization rate of Region VIII from CY 2023 TO 2028. The fund utilization, however, varies considering that the fund is not directly released to the SDO, and utilization is not fully monitored by the recipient offices. Disbursement is made by the concerned province or city themselves and the SDOs merely receive the quarterly Accountability Report from the province or City for submission to DepEd Central Office, through the Regional Office, in compliance with the provisions cited in its implementing guidelines.

The forecast was derived using the SSL Method. To eliminate the estimates that exceed 100%, management agreed to provide a practicable 2% increment from the base year target throughout the 6-year estimates. For Catbalogan City, however, the base year estimate, using the SSL resulted in a negative forecast, hence, the proponent resorted to using the simple average in its base year and applied the 2% increment per year throughout the 6-year estimates.

Table 10*DepEd RO 8 Budget Proposal for FY 2023 and Five-Year Forward Estimate (in Php millions)*

Allotment Class	2023	2024	2025	2026	2027	2028
Personnel Services	30,214	31,120	32,054	33,016	34,006	35,026
MOOE	3,031	3,122	3,216	3,212	3,411	3,514
Capital Outlay	13,733	14,145	14,569	15,006	15,457	15,920
TOTAL	46,980	48,839	49,841	51,336	52,876	54,463

The FY 2023 Budget Proposal of DepEd Region VIII is consolidated of the Regional Office Proper and the Schools Division Offices' annual requirements to implement ongoing Programs, Projects, and Activities (PPAs) in the same scope and quality (TIER 1) and New and Expanded PPAs (TIER 2). These proposals were prepared after consideration of the Key Regional Strategic Priorities for FY 2023 consistent with the REDP. The 46.9 Billion FY 2023 Budget Proposal includes a total of 59 Priority Programs and Projects of the RO Proper and SDOs that will address the immediate impacts of the COVID-19 pandemic on learning and participation, improve early reading and numeracy skills in the first key stage, and improve access to quality and learner-centered learning environment and spaces.

ESTIMATING THE ANNUAL COST OF THE REDP

Forward Estimates of Resource Requirements and Budgetary Impact. The forward Estimates provided are the 5-year projected estimates of the annual budget of Region VIII for PS, MOOE, and Capital Outlay for FY 2023 to FY 2028 based on the assumptions that existing policies are maintained, planned policies are implemented and that the agency's planned objectives are pursued.

Financial Development Steady State Scenario. A steady-state scenario using the PESM was developed by DepEd with support from UNESCO in 2019. The "steady-state" scenario merely allows the sector to continue under its current policies and operational approaches with no improvements or deterioration in the coverage of education services, the quality of education services, or the equity of this service provision.

Projecting the Budgetary Requirements of the Regional Education Development Plan (REDP). The steady-state scenario is contrasted with a new scenario incorporating the strategies in the results framework and the targets in the monitoring and evaluation framework of the REDP. The strategies and targets reflect the pivot from access to improvements in equity, quality, resilience, and well-being as the country aspires to make all Filipinos realize their full potential and contribute meaningfully to a cohesive nation.

06

IMPLEMENTATION
ARRANGEMENTS
AND
ORGANIZATIONAL
CAPACITY

Implementation Arrangements and Organizational Capacity

In reference to RA 9155 otherwise known as the Governance of Basic Education Act and consistent with the national educational policies, plans, and standards, the region will focus on policy implementation; monitoring, and evaluation; conduct of regional studies and research; human resource management; development of education projects that will resolve unique education issues in the region; quality assurance; ensuring synchronicity of programs, projects, and activity implementation; and building partnerships.

IMPLEMENTATION ARRANGEMENTS

The Policy, Planning, and Research Division (PPRD), the counterpart of the Planning Service at the Central Office, will lead the operationalization of REDP. PPRD shall work closely with the Regional ExeCom to ensure that policies, programs, projects, standards, and activities are implemented. The REDP will be cascaded through the SDO's School Governance and Operations Division (SGOD) Planning and Research Section (PRS).

PPRD with the other Regional Functional Divisions (RFDs) and Units and Sections will ensure that all education plans, programs, and projects are consistent with the national priorities and strategies, annual budget priorities, and informed by evidence-based research on program effectiveness. The PPRD will facilitate the formulation and implementation of education plans, policies, standards, and guidelines in all areas of basic education in the region through the conduct of research studies and the development and maintenance of Regional Education Planning and Data Management Systems in order to inform and guide management's strategic and operational decisions in the delivery of quality basic education.

PPRD shall work closely with the Finance Division (FD) which provides advice on the financial resource of the region and provide services in budgeting, accounting, reporting, and coordinating with government oversight agencies.

The Curriculum and Learning Management Division (CLMD) will ensure full implementation of the articulated basic education curriculum, its localization/indigenization, and increase access to quality and varied learning resources towards improvement in the quality of learning outcomes.

To support the delivery of basic education, the Education Support Services Division (ESSD), shall create an environment conducive to learning and ensure learner readiness to learn through (special) programs, projects, and the provision of needed resources to the Schools Divisions.

To ensure compliance with standards of quality basic education, the Quality Assurance Division (QAD) will assess, monitor, and evaluate the region and schools division performances to inform decision-making and guide policy directions in the region towards continuous improvement in the delivery of basic education.

To ensure competent personnel and staff in the regional and schools division offices, the Human Resource and Development Division (HRDD) shall implement and manage an efficient and effective training and development system towards improved professional competencies and organizational performance in the delivery of basic education.

The Administrative Division shall provide the regional office with efficient, economical, and effective services relating to personnel, records, receipt of correspondence, supplies, equipment, collection, disbursement, security, and custody of property, and reportorial work to oversight agencies.

To facilitate the delivery of quality basic education and create an enabling environment for schools and learning centers, the Field Technical Assistance Division (FTAD), will coordinate and integrate the provision of technical assistance (TA) to schools divisions.

The Office of the Regional Director and School Division Superintendent will rationalize the technical assistance (TA), administrative report requirements, and other activities being provided and cascaded to schools. Education supervisors including district supervisors will ensure alignment and relevance of any activity or TA that will be given to schools at any given time. It is important to maintain an optimal contact time of teachers on teaching and learning engagement and fewer non-essential activities to allow schools to focus on the delivery of the curriculum.

The 13 Schools Division Offices (SDOs) and 4,473 Public and Private Schools and Community Learning Centers (CLCs) will share their parts in implementing the REDP. The SDOs will formulate their Division Education Development Plans (DEDP) and schools with their School Improvement Plans that should all lead towards achieving the common goals and outcomes of DepEd articulated in the REDP. The Schools Division and Schools shall contextualize its plan based on its actual situation, and strategies that shall all contribute to or complement the regional and national directions, targets, and strategies. The intermediate outcomes in the BEDP will be operationalized at each governance level, specific to their mandates and accountabilities.

The SDOs will focus on efficient policy and plan implementation, equitable and efficient deployment and utilization of resources, human resource management, progress monitoring, providing targeted technical support to schools and learning centers, ensuring synchronicity of activities, and building partnerships. Based on their Key Result Areas (KRAs), the Public Schools District Supervisors are expected to provide professional and instructional advice and support to the school heads and teachers/facilitators of schools and learning centers and curriculum and instructional supervision. Schools and learning centers shall focus on school plan implementation, curriculum implementation, creation of an ideal learning environment, resource management, teacher professional development, improvement of instruction, classroom assessment, and building local partnerships.

Anchored on the BEDP, the implementation of the whole REDP from 2022 to 2028 will be divided into two major phases. The scope of Phase 1 is from 2023 to 2025 and Phase 2 covers 2026 to 2028. Phase 1 shall be reinforced with the Learning Recovery Plan (LRP) of the region (Appendix C, pages 117-124).

Phase 1 includes the response to the immediate challenges of COVID-19 and lays the necessary foundation:

- Post-COVID-19 Recovery and Transition. DepEd will focus on mitigating the negative impacts of the sudden shift from face-to-face to pure distance learning and bridging the learning gaps caused by the COVID-19 lockdown while deepening the gains compelled by the COVID-19 response;
- Improving Access, in particular for groups in situations of disadvantage;
- Focus on Quality as a priority;
- Strengthen programs on reading, numeracy, socio-emotional learning, and 21st-century skills, reskilling teachers;
- Sharpen the skillsets of teachers in contextualization to address the concerns of diverse learners; and
- Strengthen instructional leadership and supervision to improve teaching quality.
- Increase alignment with international literacy standards.
- Partnership Building: Focus on strengthening partnerships and collaboration with community-based partners, the private sector, and cross-sector government services for children, and sustaining the Educ Forum as a national multi-stakeholder platform;
- Co-creation of an integrated concept of learning spaces for the future;
- Review of programs and updating of situation analysis;
- Formulation of enabling policies, standards, processes, and systems;
- Ensure internet connectivity in all schools;
- Strengthen schools division capability on assessment with a focus on classroom-level assessment;
- Strengthen or establish mechanisms on equity, learner's rights, and resilience;
- Capacity building on planning, education futures, M&E, research, and technical assistance;
- Develop a legislative agenda to implement the strategies identified in the BEDP; and
- Mid-term review and analysis of Phase 1 results to refine BEDP strategies.

Phase 2 focuses on sustaining and evaluating programs:

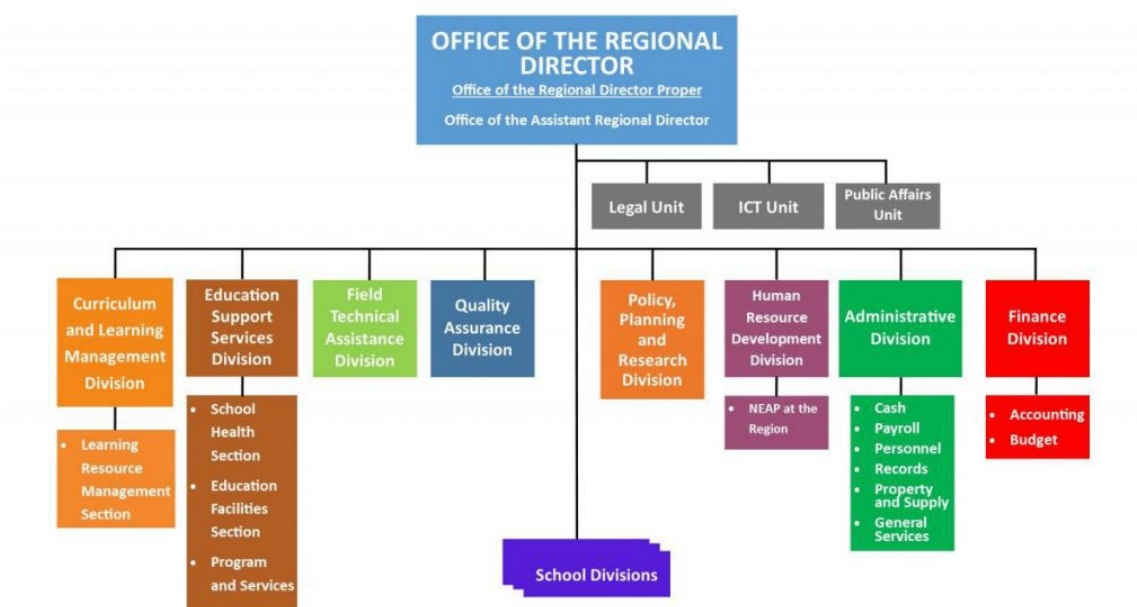
- Continuation of programs and projects on access, quality, equity, learner's rights, resilience, and rights-based education;
- Operationalization of the strategies initiated under the Education Futures Programme;
- Maintenance and enhancement of existing information systems;
- Evaluation of programs and projects;
- Impact Evaluation;
- Development of new programs to address emerging education issues and opportunities; and
- End of Plan assessment and evaluation.

The Schools Division and School shall contextualize its plan based on its actual situation and strategies must all contribute to or complement the directions, targets, and procedures outlined in the REDP. The intermediate outcomes in the REDP will be operationalized at each governance level, specific to their mandates and accountabilities.

ORGANIZATIONAL CAPACITY

To realize the directions, targets, and procedures outlined in the REDP, the region shall develop its human and organizational assets and use them to successfully implement the policies, programs, activities, and projects. At present, Figure 3 below shows the organizational structure of the Regional Office.

Figure 3
Organizational Structure of DepEd Regional Office



Anchored on the BEDP, the region will continue to build the capability of the management and staff on strategic planning and program management to ensure vertical and horizontal integration of REDP strategies. In the first year of implementation of the REDP, the region will elaborate a capacity-building plan. It will include, among others, the following components:

- Strengthen the capability of all planning units in managing the strategic planning and operational planning processes including research, data analysis, policy analysis, and use of a rights-based framework and lens. The planning units' ability to facilitate and provide technical assistance to staff on education planning is critical to ensuring the mainstreaming of targets and strategies in the region, divisions, and schools;
- Strengthen the capability of technical staff on rights-based and inclusive program management. This includes designing programs that are learner-responsive and uphold their rights, demand-driven, equity-focused, and consistent with the BEDP strategies and targets. More specifically, technical staff needs to be trained in situation analysis, stakeholder relations, advocacy work, formulating results frameworks, formulating indicators, targeting setting, forecasting, costing and budgeting, and preparing operational plans consistent with the results framework;
- Strengthen the capability of external partnerships and resource mobilization. This will have to be linked with evidence-based program design preparation, monitoring, and evaluation to ensure that external funding will have the greatest impact on the target outcomes;
- Strengthen the capacity on program and policy level collaborations with TESDA, CHED, DSWD, DILG, and DBM for stronger cross-sector support for skills development, teacher pre-service, children's protection, use of local funds, and increasing overall investments for basic education, respectively;

- Strengthen the capability of contextualizing regional plans to address unique or local contexts and demands of communities in the region. Skills in planning should not be limited to planning officers but to all staff in the region, particularly managers or coordinators of national programs and projects, including the conduct of quality assurance measures;
- Strengthen the capability of SDO staff in providing technical assistance to schools on SIP preparation with a rights-based approach to education. The SIP is the most important plan as its content directly targets and affects learners' performance. SDO staff including district supervisors must have the necessary technical competencies in synthesizing division/district issues, setting priorities, and assisting schools to prepare strategic education plans and annual plans. The SDO staff must be able to quality assure the schools' SIPs; and
- Strengthen the capability of the school heads and school planning team on the education plan, particularly in articulating learners' performance and curriculum concerns in the SIP. Schools' SIPs need to evolve from focusing on improving physical facilities to improving learners' and teachers' performance and creating and strengthening a school climate and learning environment that upholds the learners' rights and well-being in adherence to rights-based education. Given the COVID-19 experience, the role of communities, LGUs, parents, and cross-sector government agencies for children's health, safety, and well-being will be strengthened.

07 MONITORING, EVALUATION AND ADJUSTMENT

Monitoring, Evaluation and Adjustment

To quality assure the implementation of the programs and projects, interventions, and processes indicated in the Regional Education Development Plan (REDP) and the work and financial plan (WFP) of the different Regional Office (RO) divisions and units and to ensure the organization's contribution to the realization of DepEd goals and objectives stipulated in the Basic Education Development Plan (BEDP) 2030, the Regional Office VIII has in placed enhanced system-wide monitoring, evaluation, and adjustment (MEA) in the context of its mandates to make the Basic Education Monitoring and Evaluation Framework (BEMEF) operational in its levels of governance.

MEA at the region will serve as a (1) platform for timely decisions for improvements or adjustments in the plans and to facilitate immediate response to operational bottlenecks and external issues that may affect the efficient and effective implementation of strategies; (2) feedback and sharing mechanism on the effectiveness and/or efficacy of implemented education technologies; (3) platform for horizontal and vertical integrations and collaboration between and among DepEd offices and stakeholders; and (4) venue for discussing alternatives that frame up strategic decisions and holistic solutions to address implementation barriers and bottlenecks experienced by the front-liners in the delivery of basic education services and to improve strategies and programs instead of a “band-aid” or “stop-gap” measures.

Generally, this M&E system in the region tracks all the identified and defined performance indicators based on the scheduled M&E task levels – formative (initial gains) and summative (the result of intermediate outcomes). Indicators or results will be used to enhance regional policies and programs and develop new programs and projects appropriate to the situation in the region.

ASSUMPTIONS OF THE OPERATIONAL MEA FRAMEWORK

To identify the appropriate M&E mechanisms, tools, and approaches to use, it is important to have a clear understanding of the difference between monitoring and evaluation, and the different types of M&E being conducted at each stage of programs, projects, and major activities implementation. Monitoring and evaluation (M&E) are processes that refer to the measurement of the performance of an organization, a program, a project, or an individual. These are complementary yet distinct processes depending on the purpose, focus, and approach used when they are conducted. The activities involved in monitoring and evaluation are often intertwined, but clear distinctions exist between the two.

The development of the operational M&E framework requires a clear and shared definition of monitoring and evaluation.

Monitoring is the continuing and systematic process of collecting, analyzing, interpreting, and reporting information relevant to the planning, implementation, evaluation, and adjustment of regional plans, policies, programs, and projects in support of the decision-making of management and key stakeholders to improve the delivery of outputs and sustainability of results. It explains the efficiency and effectiveness of operations.

Evaluation is the process of determining the worth or significance of the outputs and results in terms of efficiency, relevance, effectiveness, and sustainability consistent with the regional goals and objectives set. This includes establishing the accomplishment of REDP objectives and the overall contribution of the region to the Basic Education Development Plan (BEDP) 2030 targets as highlighted in the Basic Education Monitoring and Evaluation Framework (BEMEF) outcome/result indicators.

PURPOSE AND OBJECTIVES OF M&E

With the enhanced framework serving an organizational M&E for the region, its purpose for monitoring and evaluation is to *provide objective information* that can inform decision-making for continuously improving *organizational performance* for efficient and effective fulfillment of the regional mandate, and *delivery of education services* to achieve the desired outputs and sustainability of Education Outcomes.

The following specific operational objectives were identified in support of the overall purpose of M&E in the region:

- 1) Provide regional management and technical/functional divisions information on the implementation and achievement of regional programs and projects as the basis for plan and strategy adjustment as well as adopting, replicating, continuing, or institutionalizing these programs and projects based on the merit of its results.

- 2) Provide information for regional management to determine and adjust approaches and strategies that will ensure proper allocation and equitable distribution, easy access, and effective and optimal use of Education Resources in the divisions and schools.
- 3) Establish information as the basis for determining appropriate *approaches or strategies* to improve organizational performance in fulfillment of the Regional mandate and strengthen collective actions to better serve the divisions and schools within the accountability of the Region.
- 4) Present information regarding organization resource support to the region management that will support decisions and adjustments to plans (e.g. budget, personnel, physical facilities plan) and strategies to ensure appropriate allocation of resources to support performance efficiency and effectiveness.
- 5) Determine SDOs' efficiency and effectiveness in providing technical support to schools and CLCs.
- 6) Provide information that will help to identify and prioritize SDOs requiring policy, system, and capacity -building support from the different units in the RO. (BEDP).
- 7) Ensure that M&E standards and processes are implemented at the regional level.
- 8) Evaluate the impact, effectiveness, and efficiency of education policies and programs in the region.
- 9) Provide feedback to CO on the regional M&E results, particularly on issues with implications for national policies and programs.
- 10) Ensure the integration of M&E results in developing local programs and plans, and customizing national education strategies and policies.
- 11) Link M&E results to the organizational and individual performance.

M&E GUIDING PRINCIPLES

The development of the Monitoring and Evaluation Operational Framework is to be guided by the following principles:

1. **Quality Information.** It is important that the M&E information to be collected is appropriate, sufficient, and accurate to insure reliable and objective reports that can be used as bases for planning and decision-making at all levels. It must be outcome-driven where the performance indicators articulated in the framework are appropriately measured, evaluated, systematically analyzed, and triangulated for improved credibility.
2. **Systems Strengthening.** Strategies, processes, and tools to be used for M&E can make use of available systems that have been tried and effectively used in the department.
3. **Efficiency.** Results are achieved with minimum input resources but not compromising quality in all levels and stages of M&E. This includes the ability to report on target sub-groups in a timely manner.
4. **Transparency of Information to Key Stakeholders.** M&E subscribes to open, full and credible information. It encourages timely disclosure of information and methodology to stakeholders which are aligned to M&E objectives and processes and surely contributes to improved governance.
5. **Synergy and Participation.** The M&E serves as the platform for bringing internal and external stakeholders together to collectively appreciate performance and collaboratively address issues or mitigate threats systemically and systematically.
6. **M&E for Learning and Accountability.** M&E provides opportunities for continuous improvement of practices/performance through the identification of issues and lessons learned. It must be undertaken ethically. It requires trustworthy, competent, and impartial M&E staff to deal with the sensitive implementation of M&E processes with respect to the privacy, values, and culture of involved stakeholders. Reporting should be fair and provide a balanced account of findings.
7. **Utilization-focused.** M&E data and information is strategically gathered to responsively meet the needs of the organization. All activities, reporting requirements, and M&E outputs will be used to improve the scope and quality of education plans, develop demand-responsive basic education policies, and improve the design of programs and projects. An accessible and organized central repository of M&E reports, data, and indicators is maintained for strategic utilization during planning, policy development, program design, and resource allocation.
8. **Timely response.** The time or timing of decisions is key to successful M&E initiatives. DepEd's KPIs are time or period-specific. This must be tracked, analyzed, and (when necessary) addressed as they occur. Catch" the indicators and issues when it occurs. Data analysis will be undertaken when the indicator and issue are "happening".

SCOPE OF MEA

The scope of the RO M&E system is hooked in the premise and context of the Basic Education Monitoring and Evaluation Framework (BEMEF). Identification of its content areas is primarily based on the mandates of the region that will lead to the institutionalization of enabling mechanisms (EM) and ensures the creation of empowering conditions needed by the organization to achieve better performance and be able to contribute to the attainment of the DepEd intermediate outcomes (IOs).

CONTENT AREAS

The M&E of the region is designed to obtain and provide information on the content areas aligned with the organization's mandates. These are support to the delivery of basic education services and organizational performance or health.

SUPPORT TO THE DELIVERY OF BASIC EDUCATION SERVICES

Education Programs and Projects of the Regional Office is concerned with obtaining information on the relevance, efficiency, and effectiveness of the delivery of regional programs and projects. This is of paramount interest, particularly to the implementers or internal stakeholders of the region. On a summative level, this aspect involves identifying the collective results of the outputs, initial gains, and outcomes of the regional initiatives as they contribute to the attainment of the desired performance of the department as stipulated in the Basic Education Development Plan (BEDP) 2030 and Basic Education Monitoring and Evaluation Framework (BEMEF).

The support System in the Delivery of Division Education Services is concerned with obtaining information on the relevance, efficiency, and effectiveness of the delivery of regional technical and instructional support provided to the Schools Division Offices (SDOs). Specifically, this involves identifying results of the outputs and gains in the provision of *Technical Assistance* to SDOs relative to SBM Implementation and Assessment, Curriculum Implementation and Teaching and Learning, and implementation of the education programs and projects. The scope of its M & E activities assesses the Division's efficiency and effectiveness in assisting schools in the delivery of education services.

Educational Resource is concerned with the adequacy, accessibility, and equitable distribution of resources required to efficiently and effectively deliver basic education in schools within the scope of the region. M&E of Education Resources would include determining the optimal application/utilization of the following (but not limited to) funding requirements for programs and projects, divisions and schools human resource staffing and capability to deliver basic education, learning, and instructional materials or resources, and physical and ancillary facilities

ORGANIZATIONAL PERFORMANCE/HEALTH

Organizational Effectiveness is concerned with individual, team and organizational effectiveness of the region. To be monitored and evaluated is the effectiveness of the staff's individual performance based on standard requirements and their contribution to their unit's performance. Further, this aspect examines the overall performance of the region as an organization as indicated by the extent to which the different units work synergistically in achieving organizational goals.

In particular, the Regional Monitoring and Evaluation accounts for accomplishments of the Regional Office (RO) Divisions and the Schools Division Offices (SDOs) based on the implementation of the office mandates vis-à-vis the respective key results areas reflected in the office charter or compendium that will serve as a reference in the evaluation of the organization and individual performance based on standards of the Result-Based Performance Management System (RPMS) adopted by the agency.

Organizational Resource Support is concerned with the availability and adequacy of resource requirements for the region to carry out its mandate efficiently and effectively. This includes the analysis of how the region best optimizes its financial, human, and organizational capabilities in performing its functions by individual units and as a team.

M&E TASK LEVELS AND MEA STRATEGIES

The M&E task levels are influenced by the stakeholder's areas of interest and reporting requirements, and an estimation of when the data/indicator is likely to occur in the implementation process. The hierarchical organization of M&E is as follows: (a) Progress (formative), and (b) Results (summative) levels.

The main concern of Progress M&E would be the monitoring of input and/or output indicators to perform formative evaluation, while Results M&E will examine the extent the Region is achieving Intermediate Results (progress towards the desired/established goals) and the actual achievement of goals, benefits, and impact of implementing the full cycle of the Regional Education Development Plan (REDP) to perform the summative evaluation. the detailed M&E Task levels are described as Progress and Results levels.

PROGRESS (FORMATIVE) LEVEL

Input Level. This level is concerned with tracking the resources required to implement the regional programs and projects as well as their work plan outputs. It should be able to provide information on their adequacy, accessibility or availability, and equitable distribution of resources in terms of physical and human resources.

Output Level. The output level looks into the efficiency and effectiveness of the delivery of the intended services of the region in terms of its programs and projects and the implementation strategies used. It also scans the circumstances influencing implementation positively or negatively (i.e. issues) with the end in mind of being able to improve the delivery of regional education services.

RESULTS (SUMMATIVE) LEVEL

Intermediate Results Level. This level captures the initial gains of the region in moving toward its intended direction. They can be in terms of behavioral changes among its staff or the desired increasing or decreasing trend in its performance indicators during the implementation period of REDP. M&E, at this level, also aims to accumulate lessons learned and promising practices for replication/institutionalization.

Results Level. At this level, M&E concerns are directed towards capturing the accomplishments of REDP implementation in terms of educational outcomes and the region's collective contribution to the attainment of national goals as reflected in the BEDP 2030.

MEA STRATEGIES

The operation of the M&E task levels is specifically defined in the implementation of the MEA strategies. The MEA strategies are integrated by design. The findings or outputs of one MEA strategy will be used as input to the other strategies. The six include (i) establishment of baseline, (ii) quarterly program implementation review, (iii) annual implementation review, (iv) mid-term review, (v) results from monitoring and evaluation, and (vi) impact evaluation. These strategies are designed to ensure a more systemic and systematic approach to monitoring, tracking, evaluating, and enhancing the REDP implementation.

Establishment of Baselines and Verification Mechanisms. M&E will be playing an important role in implementing the REDP. The ability of the region to readily set up and operationalize M&E will provide immediate benefits to DepEd management and stakeholders with early indications of progress (or lack thereof) and manifestations that strategies and programs are delivering the desired results as intended. In this regard, important requisites for implementing a system wide M&E must be in place in the early phase of plan implementation. In this regard, the immediate mobilization of DepEd to do MEA work and operationalize verification processes must be prioritized. The capability and capacity of DepEd to do M&E work takes priority before the full-blown implementation of REDP strategies.

The following REDP MEA startup activities will be implemented:

- Clarifying performance indicators of every plan component – inputs/activities, outputs, and outcomes, as defined by the program and/or process owners;
- Validating the identified baseline data/information to facilitate the final set of appropriate and doable targets;
- Capacity building of DepEd staff assigned to do M&E work. M&E process owners will be oriented on how to perform M&E work, and how to manage the M&E system and its processes; and

- Communicating the M&E system to all functional divisions and units responsible for the implementation of the programs, projects, interventions, and processes to inform its respective staff on the M&E processes, strategies, and the reporting requirements.

Failure to establish these mechanisms compromises the organization's ability to monitor and evaluate RO initiatives and to provide quality information as a basis for management actions.

Quarterly Program Implementation Review (QPIR). The QPIR is a formative/progress MEA strategy in the region. It will serve as a platform for documenting the qualitative and quantitative information derived from the accomplishments of every functional division and SDO relative to the implementation of the work plan. This strategy facilitates the review of process implementation and evaluates the performance of the office based on the agreed input and output level indicators specified in the REDP. The quarterly review will enable the RO to assess performance and “catch issues” as they happen and to immediately make corrective actions on bottlenecks affecting the delivery of basic education services.

Moreover, the QPIR also looks into the school and learners' situation at the field level based on the M&E-result reported by the SDOs. Operational issues beyond control and policy or program-level concerns elevated by the SDOs in the QPIR shall be used as inputs to quarterly reviews. The QPIR will be used as an integrating mechanism by all RO divisions to synchronize technical support to SDOs that will be cascaded down to schools and CLCs needing immediate and substantive assistance.

Annual Implementation Review (AIR) or End-Of-Year Review. The review will provide top management with overall feedback on the effectiveness of strategies, outputs, and activities as contained in the Annual Plan. It will also show the efficiency of the RO in delivering its commitments outlined in the annual plans. This will be participated by development partners and other education stakeholders. The review findings will be used to refocus the scope and targets based on emerging needs and recalibrate proposed strategies or programs for the next implementation period. The annual review will be used to highlight areas to be recommended for improvements in policies and national-level programs at the RO and CO level. The annual review results can also be used as the basis for reprioritizing targets for the following year. Achievement of the intermediate outcomes will be assessed, validated, and compared (year to year) to determine progress toward achieving the desired intermediate outcomes.

Mid-Term Review. The mid-term review of REDP will be undertaken by the RO in 2025. The mid-term review aims to determine if the critical milestones or targets set for 2025 are realized or achieved by the region and if 2028 targets are still feasible. The review will determine the performance of the region and the 13 SDOs, assess how policies and programs are working, determine disparities in division performance for both RO and SDO, and identify major adjustments in the implementation of policies or in the content or scope of existing policies. The results of the mid-term review will be used to review 2028 targets, and to recalibrate REDP strategies from 2026 to 2028. DepEd RO stakeholders will participate in the conduct of the mid-term review.

Outcome Evaluation. Outcome evaluation is the final review and will be undertaken in or before 2028. The focus of the evaluation will be on two aspects: (i) documenting stories about DepEd RO8 learners, and (ii) evaluation of the REDP results framework to determine strategies to continue, strategies to stop, and new strategies to undertake for the next cycle of the REDP.

Impact Evaluation of Policies and Programs. The conduct of impact evaluation will be policy- or program-specific and facilitated by a recommended external organization/group/committee. DepEd will undertake an evaluation of programs that have been completed or when there is a need (trend, new situation, or challenges) to review education policies. The implementation will be based on demand, especially when there is a need to review the effectiveness of DepEd policies and programs and determine the effects of new policies and programs on existing DepEd policies and on DepEd operations. The conduct of impact evaluation will provide flexibility for DepEd to immediately address the intended and unintended effects. The results of the evaluation will be used as inputs to improve the designs of ongoing programs, identify new programs, enhance existing policies, and develop new policies. The CO and RO will initiate impact evaluation of programs as needed.

ELEMENTS OF REGIONAL MEA OPERATIONAL FRAMEWORK

The Regional MEA Operational Framework outlines the M&E implementation of the REDP from 2023–2028, and defines the indicators that will be used to verify performance and the strategies that will be applied to validate the achievements and accomplishments of the region. The REDP MEA Operational Framework is aligned with the framework presented in Section 7.2.3 of BEDP 2030 documents and the Agency Performance Measurement Matrix (Table 1, BEMEF).

Specifically, the framework for Regional MEA is described using the identified critical elements as follows:

1. **Key Performance Indicators.** This measure the efficiency and effectiveness in the implementation of REDP and the work plans of every functional division. These are also used to verify the performance of programs and processes and to validate the achievements and accomplishments of the Regional Office (RO). The results of its measure define the interests/objectives of M&E which are also the decision points for management and implementers.
2. **Information requirements.** This specifies the information to be obtained in order to completely evaluate organizational effectiveness in the implementation of its mandates based on the identified performance indicators. It suggests the nature of the data being gathered as well as the expected processing that should be done to produce the information required.
3. **Means of Verification.** These are documented materials or references that show evidence of performance and accomplishments of programs, projects, tasks, and processes.
4. **M&E Instruments.** These are tools used in the implementation of the processes involved in the monitoring and evaluation. In the context of this framework, this refers to the tools utilized in the collection of required data and information needed to evaluate performance based on the defined and agreed indicators.
5. **Frequency of Data Collection.** This section identifies the timing and/or frequency of data collection considering the period when the data/indicator is likely to occur in the implementation process. The main consideration for the entries is the prescribed reporting schedule of the stakeholders who will use the information.
6. **Method for analyzing the data.** This section describes the ways and means of how the collected data will be processed and analyzed to obtain the information that responds to the demand or needs of the stakeholders.
7. **MEA Strategy.** This refers to the specific and appropriate strategy in the conduct of monitoring, tracking, evaluating, and enhancing the REDP implementation that allows the timely generation of the qualitative and quantitative information requiring analysis for the identification of management actions.
8. **Responsible Body.** This refers to the office or organization in control of how data and information would possibly occur or be available during the implementation process.

Table 11
Framework for the Formative Monitoring and Evaluation M&E

M&E Content Areas/ DepEd Pillars	Formative State-ment / PKI	Information Requirements	MoVs	Frequency of Data Collection	Instru-ments	Analysis	MEA Stra-tegy	Respon-sible Body
A. Support to the Delivery of Basic Education								
A.1. Education Programs and Projects	Percentage of accomplishments of planned outputs for programs and projects							
	Output indicators identified by Education Programs and Projects	Physical Accomplishments of P&P Progress of im-plementation	PMIS/ Office Internal MEA	Quarterly	MEA Tem-plate/WFP Quarterly Accomplish-ment Report	Status of P&P in terms of: -Achieving outputs vs targets -Resolving issues and risks -Movement towards achieving higher objec-tives (IR re-sults or Out-comes)	Quarter-ly PIR	Program and Pro-ject Own-ers/ Focal Office RO Divi-sions and SDOs
	Percentage of Issues re-solved Percentage of elevated issues acted by top man-agement	List of issues and lessons learned Lessons learned that are worth replicating/ continuing/ applying	MEA	Quarterly	MEA Tem-plate/Issues Log	Categorization of Issues	Quarter-ly PIR	RO Divi-sions and SDOs QAD
A.2. Support Systems (Technical Assistance)	Rate of efficiency and effectiveness in the implementation of the identified support systems to schools and SDOs							
	Output indicators identified by sup-port systems (i.e. TA) KSA on SBM imple-mentation: Efficiency of TA for SIP implemen-tation of schools Efficiency in the delivery of BEC KSA on instructional Supervision Efficiency of implemen-tation of sup-port systems in schools and SDOs	Division perfor-mance SBM Level of Practice Division profile on SIP accom-plishment of schools Division profile on School /CLC Performance Annual Achieve-ment of schools A&E Passers EPSs and PSDS capability in Instructional Supervision	RTFACT Deployment Report	Quarterly	TA Tools	Disaggregated by types of schools, and SDOs	Quarter-ly PIR	FTAD

A.3 Educational Resource	Rate of efficiency and effectiveness in the provision and utilization of education resources in schools and divisions (within the scope of the region)							
	Input indicators identified by Education Programs and Projects in terms of: -adequacy -relevance -distribution -access	Utilization of resources Funds vs. Budget Facilities provided vs. target Manpower used/ provided vs. required	PMIS/ Office Internal MEA	Quarterly	Budget Utilization Report Physical Facilities Inventory	Percentage of education resources utilized vs. available Percentage of available resource requirement vs. unavailable resource requirement Percentage of additional resource requirement needed vs. existing allocation	Quarterly PIR	Program and Project Owners/ Focal Office RO Divisions and SDOs ESSD Finance Division
	Number of systems for access of education resources	Data on the installed systems for efficient and equitable distribution of education resources Status report of systems for access of education resources	Records on Partnership	Quarterly	To be verified	Efficiency and sustainability of the systems for access of education resources	Quarterly PIR/ MEA	ESSD
B. Organizational Performance/Health								
B.1. Organizational Effectiveness	Proportion of functional divisions in both RO and SDO with high performance in the implementation of office mandates based on the required standards.							
	Percentage of physical accomplishments	Outputs achieved per regional unit/ functional division and SDOs as reflected in the workplan Issues of each regional unit/ functional division regarding work plan implementation Institutional issues that involves multiple functional divisions	PMIS-WFP Physical Accomplishment/AIP	Quarterly	MEA Reporting Template/ PMIS	Percentage of accomplishment vs. target Cost-efficiency Analysis Relevance of objectives and outputs Compliance with organizational standards	Quarterly PIR/ MEA	RO Divisions and SDOs QAD

B.2. Organizational Re-source Support	Rate of efficiency and effectiveness in the provision and utilization of resources in the implementation/operation							
	Input indicators identified by RO divisions in terms of: -adequacy -relevance -distribution -access -timeliness	Utilization of resources, Funds vs. Budget, Facilities provided vs. target, Manpower used/provided vs. required, and Issues and concerns of each FD & Units regarding resource support	PMIS/ Office Internal MEA	Quarterly	Budget Utilization Report Physical Facilities Inventory	Percentage of resources utilized vs. available; Percentage of available resource requirement vs. unavailable resource requirement; Percentage of additional resource requirement needed vs. existing allocation; Resource utilization vs. rate of achievement	Quarterly PIR/ MEA	Finance Division

Table 12
Framework for the Summative/Result Monitoring and Evaluation (M&E)

M&E Content Areas/ Planning Pillars	Results Statement / KPI	Information Requirements	MoVs	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
I. Access	Intermediate Outcome (IO) #1 All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities							
	1. Percentage of school-age children in school - Net Enrollment Rate (NER)							
	NER in Elementary	Elementary School Age population versus Number of elementary school age learners actually enrolled	EBEIS	Annually	Record of Barangay Inhabitants (RBI) and SF 1 Generated form LIS	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Annual Implementation Review (AIR)	PPRD
	NER in Secondary	Secondary School Age population versus Number of secondary school age learners actually enrolled	EBEIS	Annually			Mid-Term Review (MTR)	
	2. Incidence of OSC & OSY							
	Out-of-school rate in Elementary	To be determined	EBEIS	Annually	RBI	Disaggregated by gender, learners in situation of disadvantage, regions and provinces	Annual Implementation Review (AIR)	PPRD and CLMD
	Out-of-school rate in Junior High School	To be determined	EBEIS	Annually			Mid-Term Review (MTR)	
	Out-of-school rat in Senior High School	To be determined	EBEIS	Annually			Outcome Evaluation (OE)	
	IO1.1- All five-year-old children in school							

Percentage of five-year-old children in school	To be determined	EBEIS	Annually	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Quarterly Program Implementation Review (QPIR)	PPRD
Net Intake Rate (NIR)						Annual Implementation Review (AIR)	
IO1.2 - All learners will stay in school and finish key stages							
4. Percentage of enrollees (Elem, JHS, SHS) in a given school year who continue to be in school the following school year- Retention Rate							
Retention Rate in Elementary	To be determined	EBEIS	Annually	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Quarterly Program Implementation Review (QPIR)	PPRD
Retention Rate in Junior High School	To be determined	EBEIS	Annually	To be developed		Annual Implementation Review (AIR)	
Retention Rate in Senior High School	To be determined	EBEIS	Annually	To be developed			
5. Percentage of currently enrolled learners but did not finish/complete the school year – Dropout Rate (DR)							
Dropout Rate in Elementary	To be determined	EBEIS	Annually	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Quarterly Program Implementation Review (QPIR)	PPRD
Dropout Rate in JHS	To be determined	EBEIS	Annually	To be developed		Annual Implementation Review (AIR)	
Dropout Rate in SHS	To be determined	EBEIS	Annually	To be developed			
IO1.3 - All learners transition to the next key stage							
6. Percentage of K/G6/G10 completers proceeded to next key stage - Transition Rate							
Transition Rate in Kindergarten to Grade1	To be determined	EBEIS	Annually	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Quarterly Program Implementation Review (QPIR)	PPRD
Transition Rate in Grade 3 to Grade 4	To be determined	EBEIS	Annually	To be developed		Annual Implementation Review (AIR)	
Transition Rate in Grade 6 to Grade 7	To be determined	EBEIS	Annually	To be developed			
Transition Rate in Grade 10 to Grade 11	To be determined	EBEIS	Annually	To be developed			

	IO1.4- All out-of-school children (OSC) and youth (OSY) participate in and complete formal or non-formal basic education learning opportunities							
	7. Percentage of OSC and OSY who returned to school or participated in ALS – Participation Rate of OSC and OSY							
	OSC Participation Rate	To be determined	*to be developed	Annually	To be developed	Disaggregated by gender, learners in situations of disadvantage, regions and provinces.	Quarterly Program Implementation Review (QPIR)	PPRD and CLMD
	OSY Participation Rate	To be determined	*to be developed	Annually	To be developed		Annual Implementation Review (AIR)	
	8. Percentage of completers in ALS- completed session -ALS							
	OSC who Completed Sessions in ALS	To be determined	*to be developed	Annually	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces	ALS Quarterly Program Implementation Review (QPIR)	CLMD
	OSY who Completed Sessions in ALS	To be determined	*to be developed	Annually	To be developed		Annual Implementation Review (AIR)	
	OSC who Completed Sessions in ALS	To be determined	*to be developed	Annually	To be developed			
	II. Equity							
	Intermediate Outcome (IO) #2. School-age children and youth, and adults in situations of disadvantage benefited from appropriate equity initiatives							
	1. Proportion of learners in situation of disadvantage transition to next key stage							
	Percentage Disparity in transition rate in Elementary	To be determined	**to be incorporated in EBEIS	Annually	To be developed	Disaggregated by gender and type of school	Annual Implementation Review (AIR)	PPRD
	Percentage Disparity in transition rate in Secondary	To be determined	**to be incorporated in EBEIS	Annually	To be developed		Mid-Term Review (MTR)	

						Outcome Evaluation (OE)	
2. Gender participation-disparity in completion							
Gender Parity Index Completion in Elementary	To be determined	EBEIS	Annually	To be developed	Disaggregated by gender and types of schools Disaggregated by gender and types of schools	Annual Implementation Review (AIR) Mid-Term Review (MTR)	PPRD
Gender Parity Index Completion in Secondary	To be determined	To be determined	To be determined	To be developed		Outcome Evaluation (OE)	
IO2.1 - All school-age children and youth and adults in situations of disadvantage are participating in basic learning opportunities and receiving appropriate quality education							
3. Percentage of learners in situation of disadvantage continue to participate in basic education							
Retention Rate in Elementary	To be determined	EBEIS (for tagging)	Annually	To be developed	Disaggregated by gender and types of schools Disaggregated by gender and types of schools	Quarterly Program Implementation Review (QPIR) Annual Implementation Review (AIR)	PPRD
Retention Rate in Secondary	To be determined	EBEIS (for tagging)	Annually	To be developed			
4. Percentage of learners in situations of disadvantage (disaggregated by group) achieved at least a fixed level of proficiency/mastery in (a) functional literacy, (b) numeracy, and (c) 21st century skills							
Percentage of learners with at least proficient or better functional literacy level	To be determined	NAT (for tagging)	Annually	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Quarterly Program Implementation Review (QPIR) Annual Implementation Review (AIR)	CLMD
Percentage of learners with at least proficient or better numeracy level	To be determined	NAT (for tagging)	Annually	To be developed	Disparity between High and low performing schools		
Percentage of learners with at least proficient or better level of 21st century skills	To be determined	NAT (for tagging)	Annually	To be developed			
a. Learning and Innovation	To be determined	To be developed	Annually	To be developed		To be determined	To be determined

	b.Information, Media and Technology Skills	To be determined	To be developed	Annually	To be developed			
	c. Life and Career Skills	To be determined			To be developed			
Intermediate Outcome (IO) #3. Learners complete K-12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths								
1. Percentage of learners who pursued their chosen paths								
Percentage of learners who proceeded to college	To be determined	**Tracer Study (to be developed)	Annually	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Outcome Evaluation (OE)	CLMD-SHS	
Percentage of learners who proceeded to employment	To be determined	**Tracer Study (to be developed)	Annually	To be developed		Outcome Evaluation (OE)		
Percentage of learners who proceeded to entrepreneurship	To be determined	**Tracer Study (to be developed)	Annually	To be developed		Outcome Evaluation (OE)		
Percentage of learners who proceeded to middle level skills training	To be determined	**Tracer Study (to be developed)	Annually	To be developed		Outcome Evaluation (OE)		
2. Percentage of learners in a cohort who completed Grade 6 / Grade 12- Completion Rate - (CR)								
Completion Rate in Elementary	To be determined	EBEIS	Annually	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Annual Implementation Review (AIR)	Planning Service	
Completion Rate in Secondary	To be determined	To be developed	Annually	To be developed		Disparity between High and low performing schools		Mid-Term Review (MTR) Outcome Evaluation (OE)
IO3.1 - Learners attained Stage 1 learning standards of fundamental reading and numeracy skills								
3. Percentage of learners attaining nearly proficient level or better in Reading and Listening Comprehension increased								
Percentage of learners achieving nearly proficient or better in English	To be determined	NAT 3	Frequency to be determined	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Annual Implementation Review (AIR) Mid-Term Review (MTR)	CLMD	

	Percentage of learners achieving nearly proficient or better in Mother Tongue (excluding Tagalog speakers)	To be developed	NAT 3	Frequency to be determined	To be developed	Disparity between High and low performing schools	Outcome Evaluation (OE)	
	Percentage of learners achieving nearly proficient or better in numeracy	To be developed	NAT 3	Frequency to be determined	To be developed			
	IO3.2 - Learners attain Stage 2 (Grade 6) learning standards of literacy & numeracy skills and apply 21st century skills to various situations							
	4. Percentage of learners attaining proficient level or better in Stage 2 literacy standards (increase: 4 pp/yr)	To be developed	NAT 6	Frequency to be determined	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Annual Implementation Review (AIR) Mid-Term Review (MTR)	CLMD
	5. Percentage of learners attaining proficient level or better in Stage 2 numeracy standards (increase: 4 pp/yr)	To be developed	NAT 6	Frequency to be determined	To be developed	Disparity between High and low performing schools	Outcome Evaluation (OE)	
	IO3.3 -Learners attain Stage 3 (Grades 7-10) learning standards of literacy & numeracy skills and apply 21st century skills to various situations							
	6. Percentage of G10 learners attaining nearly proficient level or better in Stage 3 literacy (4 pp/yr)	To be developed	NAT 10	Frequency to be determined	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Annual Implementation Review (AIR) Mid-Term Review (MTR)	CLMD
	7. Percentage of G10 learners attaining nearly proficient level or better in Stage 3 numeracy standards (4 pp/yr)	To be developed	NAT 10	Frequency to be determined	To be developed	Disparity between High and low performing schools	Outcome Evaluation (OE)	
	IO3.4 - Learners attain Stage 4 (Grades 11-12) learning standards equipped with knowledge and 21st century competencies developed in their chosen core, applied and specialized SHS tracks							

	8. Percentage of Grade 12 learners attaining nearly proficient level or better in Stage 4 core SHS areas (6 pp/yr)	To be determined	NAT 12	Frequency to be determined	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible Disparity between High and low performing schools	Annual Implementation Review (AIR) Mid-Term Review (MTR) Outcome Evaluation (OE)	CLMD - SHS
	IO3.5 - Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers							
	9. Percentage of ALS learners pass the A&E test							
	ALS A&E Passing Rate	To be determined	A&E Test	Annually	To be developed	Disaggregated by gender, learners in situation of disadvantage, and provinces	Annual Implementation Review (AIR) Mid-Term Review (MTR) Outcome Evaluation (OE)	CLMD - ALS
III. Learners' Resiliency and Well-being	Intermediate Outcome (IO) #4. Learners are resilient and know their rights and have the life skills to protect themselves and claim their education rights from DepEd and other duty-bearers to promote learners' well-being							
	1. Percentage of affected and displaced learners retained	To be determined	**EBEIS (for tagging)	Annually	To be developed	Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Annual Implementation Review (AIR)	PPRD
	2. Percentage of learners who reported violence committed against them by other learners (bullying) or adults (child abuse) based on intake sheets of schools	To be determined	** to be developed - Survey (random sampling)	Annually	To be developed		Mid-Term Review (MTR) Outcome Evaluation (OE)	ORD – Legal Unit
	3. Percentage of learners who are happy and satisfied with their basic education experience in relation to the enjoyment of their specific rights in school and learning centers	To be determined	Learner Satisfaction Rating (LSR)	Annually	To be developed			ESSD and ORD – Legal Unit

	4. Percentage of learners who know their rights TO and IN education, and how to claim them	To be determined	Learner Satisfaction Rating (LSR)	Annually	To be developed	To be determined	To be determined	To be determined	
	5. Percentage of schools and learning centers significantly manifesting indicators of RBE in the learning environment	To be determined	Learner Satisfaction Rating (LSR)	Annually	To be developed				
	6. Learners Satisfaction Rating on Rights-based Education	To be determined	**to be developed	Annually	To be developed				
	IO4.1 Learners are served by a Department that adheres to a rights-based education framework at all levels								
	7. Percentage of CO offices, ROs, and SDOs significantly manifesting indicators of RBE	To be determined	Diagnostic Tool on RBE for DepEd offices	Annually	To be developed	To be determined	To be determined	ORD – Legal Unit	
	8. Percentage of DepEd personnel in CO, RO, SDO, and schools/ learning centers who know the rights of children and learners in relation to RBE, and are able to infuse them in their respective jobs/ duties	To be determined	Diagnostic Tool on RBE for DepEd Offices and Schools, Reports of training on RBE completed	Annually	To be developed	To be determined	To be determined	ORD – Legal Unit	
	IO4.2 Learners are safe and protected, and can protect themselves from risks and impacts from natural and human-induced hazards								
	9. Percentage of learners equipped with capacities on what to do before, during, and after a disaster/ emergency	To be determined	CSS Monitoring Tool and EBEIS	Annually	To be developed	To be determined	Annual Implementation Review (AIR) Mid-Term Review (MTR)	ESSD - DRRM S	
	10. Percentage of learners in safe schools	To be determined	CSS Monitoring Tool and EBEIS	Annually	To be developed	To be determined			

	IO4.3 Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life							
	11. Percentage of students with improved health statistics	To be determined	** to be developed	Annually	To be developed	To be determined	Annual Implementation Review (AIR)	ESSD – School Health Section
	12. Percentage of learners with improved physical fitness level	To be determined	** to be developed	Annually	To be developed	To be determined	Mid-Term Review (MTR) Outcome Evaluation (OE)	ESSD – School Health Section and CLMD
Enabling Mechanisms – Governance and Management	Enabling Mechanism #1. Education leaders and managers practice participative and inclusive management processes							
	1. Proportion of schools provided with Technical Assistance achieving higher levels of SBM practice							
	Elementary	To be determined	SBM Level of Practice	Annually	To be developed	ü Disparity between High and low performing schools ü Profile of the Division on education outcomes	Annual Implementation Review (AIR)	FTAD
	Secondary	To be determined	SBM Level of Practice	Annually	To be developed		Mid-Term Review (MTR) Outcome Evaluation (OE)	
	2. Proportion of schools achieving higher levels of SBM practice							
	Elementary	To be determined	SBM Level of Practice	Annually	To be developed	ü Disparity between High and low performing schools ü Profile of the Division on education outcomes	Annual Implementation Review (AIR)	QAD
	Secondary	To be determined	SBM Level of Practice	Annually	To be developed		Mid-Term Review (MTR) Outcome Evaluation (OE)	
	Enabling Mechanism #2. Strategic human resource management enhanced for continuing professional development and opportunities							
	3. Proportion of offices across governance levels (RO and SDO) with very satisfactory and higher rating in the Office Performance Commitment and Review Form (OPCRF)							
	Regional Office	To be determined	OPCRF	Annually	To be developed	To be determined	To be determined	PPRD
	Schools Division Office	To be determined	OPCRF	Annually	To be developed	To be determined	To be determined	PPRD
	4. Proportion of RO personnel with very satisfactory and higher rating in the Individual Performance Commitment and Review Form (IPCRF)							
	Regional Office	To be determined	IPCR	Annually	To be developed	To be determined	To be determined	HRDD/PPRD
	Enabling Mechanism #3. Investments in basic education provide learners with the ideal learning environment							

5. Proportion of schools achieving ideal ratio on:								
Classroom	To be determined	To be determined	Annually	To be developed	To be determined	Annual Imple- mentatio n Review (AIR) Mid- Term Review (MTR) Outcome Evalua- tion (OE)	ESSD - Physical Facilities Section	
Teachers	To be determined	To be determined	Annually	To be developed	To be determined		PPRD	
Textbooks	To be determined	To be determined	Annually	To be developed	To be determined		CLMD _LRMS	
Seats	To be determined	To be determined	Annually	To be developed	To be determined		ESSD - Physical Facilities Section/ PPRD	
Science and Math equip- ment	To be determined	To be determined	Annually	To be developed	To be determined		CLMD	
ICT Pack- age / E- classroom	To be determined	To be determined	Annually	To be developed	To be determined		ORD - ICTU	
6. Proportion of elementary schools with:								
Functional library	To be determined	To be determined	Annually	To be developed	To be determined	Imple- mentatio n Review (AIR) Mid- Term Review (MTR) Outcome Evalua- tion (OE)	CLMD - LRMS	
Faculty/ Teachers Room	To be determined	To be determined	Annually	To be developed	To be determined		ESSD - Physical Facilities	
Connection to electricity	To be determined	To be determined	Annually	To be developed	To be determined		ORD- ICTU and ESSD – Physical Facilities Section	
Connection to internet functional library	To be determined	To be determined	Annually	To be developed	To be determined			
Water Source	To be determined	To be determined	Annually	To be developed	To be determined			To be deter- mined
Water and Sanitation Facilities	To be determined	To be determined	Annually	To be developed	To be determined			ESSD and FTAD
7. Proportion of secondary schools with:								
Functional library	To be determined	To be determined	Annually	To be developed	To be determined	Annual Imple- mentatio n Review (AIR) Mid- Term Review (MTR) Outcome Evalua- tion (OE)	CLMD - LRMS	
Faculty/ Teachers Room	To be determined	To be determined	Annually	To be developed	To be determined		ESSD - Physical Facilities	
Connection to electricity	To be determined	To be determined	Annually	To be developed	To be determined		ORD- ICTU and ESSD – Physical Facilities Section	
Connection to internet functional library	To be determined	To be determined	Annually	To be developed	To be determined			
Water Source	To be determined	To be determined			To be determined			ESSD

	Water and Sanitation Facilities	To be determined	To be determined	To be determined	To be developed	To be determined		ESSD and FTAD
8. Proportion of SDOs achieving ideal interquartile ratio (IQR)* on teacher deployment								
	Percentage of SDOs achieving ideal inter-quartile ratio (IQR)	To be determined	To be determined	Annually	To be developed	To be determined	To be determined	AD - PS
Enabling Mechanism #4. Improve and modernize internal systems and processes for a responsive and efficient financial resource management								
9. Client satisfactory rating of DepEd offices' respective stakeholders (internal & external)								
School	To be determined	***To be developed Survey Results	Annually	To be developed	To be determined	Annual Implementation Review (AIR)	ORD – PAU/ Admin Division	
SDO	To be determined	***To be developed (Survey Results)	Annually	To be developed	To be determined			Mid-Term Review (MTR)
RO	To be determined	***To be developed (Survey Results)	Annually	To be developed	To be determined			Outcome Evaluation (OE)
10. Consolidated Budget Utilization Rate (BUR) on the following:								
Obligations	To be determined	To be determined	To be determined	To be developed	To be determined	To be determined	Finance Division	
Disbursements	To be determined	To be determined	To be determined	To be developed	To be determined	To be determined		
Enabling Mechanism #5. Key stakeholders actively collaborate to serve learners better								
11. Percentage of financial contribution of international and local grant development partners vis-a-vis national education budget (including Adopt a School, Brigada Eskwela)								
Local Grant Development Partners percentage of financial contribution	To be determined	***To be developed	Annually	To be developed	To be determined	Annual Implementation Review (AIR)/ Mid-Term Review (MTR)/ Outcome Evaluation (OE)	ESSD - Partnership	
International Grant Development Partners percentage of financial contribution	To be determined	To be determined	To be determined	To be developed	To be determined			
Special Education Fund Utilization- rate	To be determined	To be determined	To be determined	To be developed	To be determined			Finance Division

	12. Proportion of schools with functional SGC							
	Elementary	To be determined	To be determined	Annually	To be developed	To be determined	Annual Implementation Review (AIR)/ Mid-Term Review (MTR)/ Outcome Evaluation (OE)	ESSD
	Secondary	To be determined	To be determined	Annually	To be developed	To be determined		
	Enabling Mechanism #6. Public and private education operate under a dynamic and responsive complementarity framework							
	13. Proportion of private schools receiving government assistance	To be determined	**To be developed	Annually	To be developed	To be determined	Annual Implementation Review (AIR)/ Mid-Term Review (MTR)/ Outcome Evaluation (OE)	QAD
	13. Proportion of private schools receiving government assistance	To be determined	**To be developed	Annually	To be developed	To be determined		
	14. Proportion of teachers in private schools receiving teacher subsidy	To be determined	**To be developed	Annually	To be developed	To be determined	Annual Implementation Review (AIR)/ Mid-Term Review (MTR)/ Outcome Evaluation (OE)	QAD
	15. Percentage of recognized private schools with Government Recognition (GR)	To be determined	To be determined	To be determined	To be developed	To be determined		

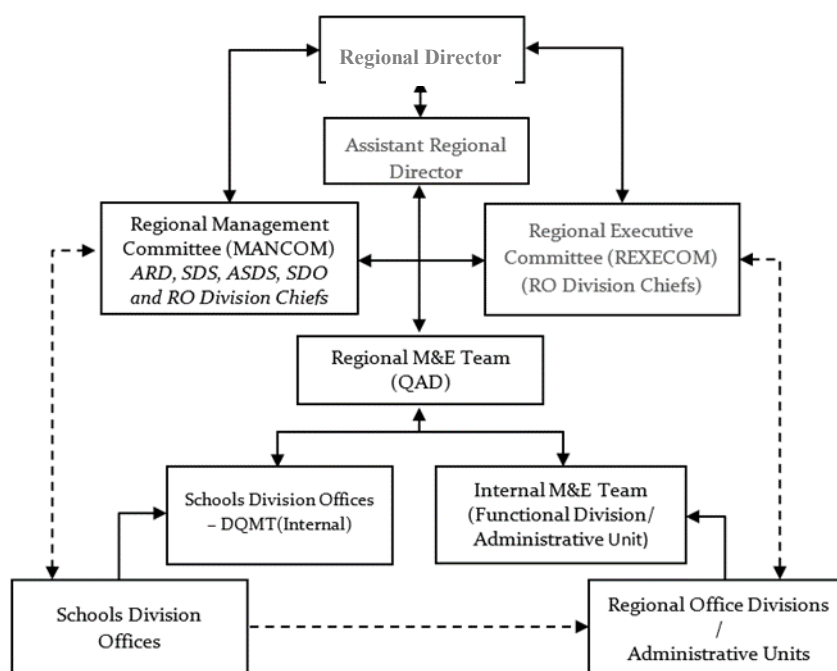
IMPLEMENTATION ARRANGEMENT

Basic M&E Structure and Information Flow

The influence on the design of the MEA structure and information flow comes from valuing transparency and accountability and the need to develop a synergetic organizational climate. Thus, it becomes critical to design implementation arrangements at the onset of the M&E System to ensure that the information flow is seamless and that efforts toward a common objective are synchronized. The structure and information flow are based on the defined roles and accountabilities of the personnel involved in the implementation of the M&E system indicated in the BEDP MEA Scope and Responsibilities (Section 7.2.6. BEDP MEA).

Based on this premise, the lines between and among the functional units and M&E units are drawn to weave a network of communication and reporting arrangements. This should ascertain that all relevant units can receive and provide feedback. For information requiring immediate actions, communication and reporting are made directly to the concerned office where the flow of which is shown through the broken lines. Figure 4 illustrates the information loop.

Figure 4
Regional M&E Structure and Information Flow



The Internal M&E Team of the RO Divisions, which is usually composed of at least two people, collects and prepares the quantitative data-actual accomplishment versus work plan targets, under the supervision of the Chief. The expected output of each Internal M&E Team is an accomplished MEA Physical Output Template. A member of the Quality Assurance and Accountability Division (QAAD) oversees data collection and validation of M&E data gathered by the Internal M&E team of a particular RO Division.

In the actual implementation of the MEA strategy that is scheduled on a periodic basis, the members of the QAAD shall collect and consolidate all quantitative data and qualitative data-hindering and facilitating factors, issues and resolutions, and recommendations of all the RO Divisions. Likewise, DMEA results shall be collected from schools divisions for the quarterly integration in the Regional MEA for identification of possible technical assistance.

The consolidated M&E results and draft recommendations are presented to the REXECOM which formulates the recommendations for policy action of the Regional Management. The Assistant Regional Director reviews and finalizes the recommendations of REXECOM and submits them to the Regional Director for action by the relevant units. Furthermore, the decision/s of the Regional Director pertaining to submitted recommendations shall be communicated to the REXECOM and the Regional Management Committee (RMANCOM) concerned for appropriate implementation.

Monitoring and Evaluation Teams and Responsibilities

The terms of reference of personnel involved in the implementation of the M & E system are provided in this section as designed and specified in the BEDP MEA. The M&E Information Flow is based on the specified roles and accountabilities of the identified office/teams/units/persons.

The **Regional Director** shall be the overall lead of the regional M&E system. He/she shall have the authority, accountability, and responsibility to ensure that information generated from the regional M&E system is used to (1) develop regional basic education plans, standards, programs, projects, and major activities; (2) customize national education strategies and policies; and (3) assess regional learning outcomes.

The Director shall lead the institutionalization of the basic education regional M&E system; provide decisions and directions on regional education issues and matters arising from various M&E activities such as regional PIRs, stakeholders' forums, and inter-agency meetings, among others; communicate regional education concerns to the central office, other agencies, and other development partners during meetings, fora, or conferences; approve program recommendations from internal and external stakeholders based on the evidence presented such as completed researches, national statistics, among others; and determine additional performance indicators and other adjustments in the regional M&E plan as necessary.

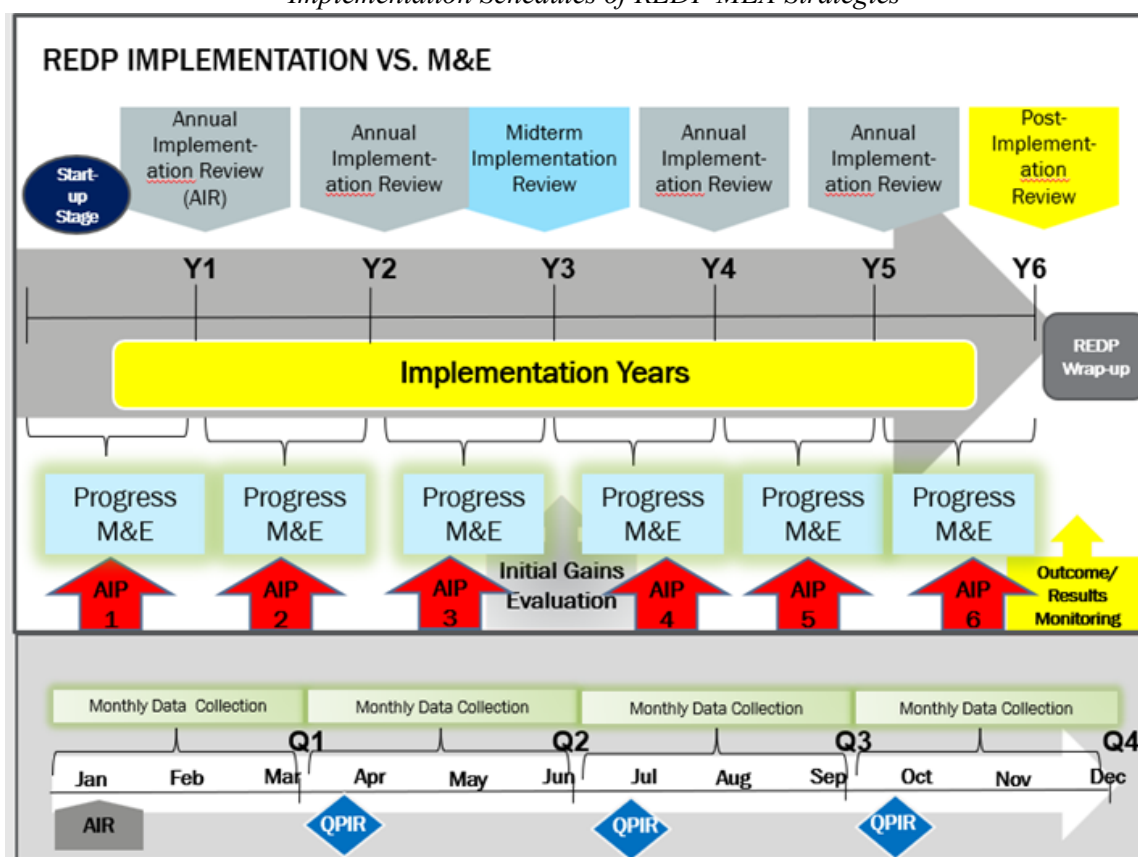
The **Quality Assurance Division (QAD)** as the main process owner of the regional M&E system shall (1) oversee and manage the conduct of M&E of all regional operating units and ensure that they are adhering to established standards; (2) review and provide input to the M&E plan of DepEd offices; (3) consolidate and analyze M&E reports from regional and schools' division operating units for the preparation of regional reports to be disseminated to internal and external stakeholders; (4) maintain a regional database which contains data and information gathered from regional M&E activities that can be easily accessed, managed, and updated; (5) lead the conduct of quarterly Program Implementation Review (PIR) among regional and school division operating units to track physical and financial accomplishments and assess the progress implementation of plans, programs, projects, and major activities; (6) oversee and provide assistance in the conduct of evaluations on regional programs, projects, and major activities; and (7) provide technical assistance and capacity building support to regional and school division operating units on the management and conduct of M&E within their respective M&E systems.

All the **Operating Units** in the regional M&E system shall (1) establish a results-based M&E within their respective offices; (2) adhere to the established M&E standards in performing M&E activities and processes; (3) partake in strengthening the horizontal integration in the regional M&E system by engaging other regional operating units during planning, customizing of national policy, program designing and implementation, and M&E; (4) develop M&E plan for their respective education plans, programs, and policy implementation; (5) provide feedback, insights, lessons, and other issues gathered from their respective M&E activities to relevant central and regional operating units; (6) participate in regional M&E initiatives such as PIRs, periodic reporting of accomplishments of plans, programs, projects, and major activities, and submission of O/IPCRF, among others; and (7) apply M&E results in improving office and individual performance.

Monitoring and Reporting Schedules

The MEA Framework will be operationalized into different integrated strategies with commonly identified processes. These MEA processes are designed to come up with quality M&E result-based information relative to the organization's achievement of different levels of performance indicators (outputs, intermediate outcomes, and results) in the REDP. They are also created to support the decision-making needs of different levels of governance that will allow them to manage the implementation of their respective plans efficiently and effectively. The MEA processes are to be implemented in every level of MEA strategy as discussed and presented. Figure 5 presents an overview of the REDP MEA Strategies implementation schedules.

Figure 5
Implementation Schedules of REDP MEA Strategies



These MEA processes are as follows:

1. *Data Gathering.* Initially, every functional division gathers data for validation and consolidation by the internal M & E of every functional division during the pre-work prior to RMEA proper. Physical Outputs (PO) accomplished are identified from their work plans together with the standards followed. RO Division consolidates its accomplishment using the MEA template and prepares the MOVs to support the report. Data gathering also includes the identification of issues, facilitating, and hindering factors encountered that influence the implementation of programs and projects encountered by the Functional Division or Units which are identified during the workshops in the MEA proper.
2. *Data Validation.* Data validation is reviewing and verifying the entries in the PO accomplishment matrix in accordance with standards and means of verification. This is to determine that identified accomplishments are based on standards and are duly supported by documents. Outputs not supported by MOVs cannot be credited or considered as such. MoVs are evidence of actual performance, and these may include status and/or accomplishment reports, documentation of best practices, observation and inspection, key informant interviews, minutes of meetings, and or attendance sheets. The QAD supervisor assigned to every RO Division will schedule a date with the internal M&E to conduct the validation of data.
3. *Data Processing and Analysis.* Data processing involves organizing the data for analysis. The quantitative data can be transformed into percentages, ratios, ranks, or measures of central tendency. These are also presented in tables and graphs to show relationships between variables. Data analysis provides information to program/process owners and top management as a basis for making decisions. For instance, questions on the efficiency of implementation can be done by initially getting the ratio of the actual accomplishment to the planned targets. The analysis can also correlate actual accomplishment to funds utilized. The qualitative data, like issues and facilitating and hindering factors are processed by classifying them into categories. The use of probing questions will also be useful in determining what facilitated or hindered the accomplishment of outputs.
4. *Reporting of RMEA Results and Management Response.* Reporting of MEA results by the QAD in the plenary can still be used to validate the information. These are mostly the summary of information on the accomplishments, issues for resolution by management, and lessons learned of the region. This way information can be validated by the RO Divisions concerned and immediate resolutions of issues can be offered by the management. Proper protocol is observed during reporting of information to safeguard the integrity of reports.
5. *Formulating Recommendation.* Recommendations are formulated based on unaccomplished physical outputs and unresolved issues of the different RO Divisions. During crafting, it is not mandatory that each unresolved issue will merit a recommendation.
6. *Adjustment of Plans.* Adjustment of the work plan is undertaken to take care of unaccomplished outputs of the various functional divisions. This can be in terms of modifying the earlier strategies used, rescheduling activities, aligning available resources, making decisions on discontinuing the projects, etc.

08

ANALYSIS AND
MANAGEMENT
OF RISK

Analysis and Management of Risk

This part of the plan presents the registry of identified risks, their description, and the strategic solutions or measures that should be employed to prevent and mitigate the occurrence or to allow the elimination of each identified risk. The risk assessment went through a three-part process that includes: risk identification, risk analysis, and risk evaluation. The risks are classified into some categories, including Institutional, Operational, Financial, Capacity, and Environmental Risks. The assessment of the severity of risks is illustrated in Figure 6.

Figure 6
Risk Analysis Matrix on Impact and Probability

IMPACT	High	3	4	5
	Medium	2	3	4
	Low	1	2	3
		Low	Medium	High
		PROBABILITY		

Identified Risk	Risk Severity (High, Medium, Low)			Mitigation Strategies
	Probability	Impact	Overall Rate	
Institutional Risks				
Lack of one EPS for Araling Panlipunan	High	High	5	Hire additional EPS specializing in AP
Lack of permanent technical and administrative staff for ALS	High	Medium	4	Create permanent position and hire technical and admin staff for ALS
Lack of instructional materials	Medium	High	4	Request for additional budget for procurement of IMs or provision of textbooks
Lack of partner agencies offering or opening opportunities for employment and entrepreneurship options among SHS learners	High	Medium	4	Collaborate with ESSD focal person in partnership to forge MOA/MOU

Operational Risks				
Overlapping schedule of activities	High	High	5	Trim down activities and harmonize objectives and expected deliverables
Lack of upgraded laptops or computers	Medium	Medium	3	Purchase or request for funding for additional laptops and upgrading of laptops/computers
Lack of laptop for the SDO-Human Resource Development SEPS and EPS II	High	High	5	Request for capital outlay from DepEd CO on the provision of the laptop to each SDO-HRD SEPS and EPS II for their office use (NEAP Programs)
Delayed provision of TA to SDOS by the RFTACTs	High	High	5	Immediate rescheduling of RFTACT deployment
Incomplete attendance of RFTACT members to pre-deployment planning and post-deployment conferences	High	Medium	4	Select members to represent the respective RFTAC teams
Non or late submission of RFTACT Reports	High	High	5	Prioritization on the submission of the TA Reports according to the prescribed timeline after the RFTACT deployment
Payroll System failure due to outdated programming language and database system software	High	High	5	Seek assistance from the Central Office to upgrade the Payroll System in the region
Insufficient number of vehicles	Medium	Medium	3	Request allocation of funds from CO for the procurement of additional vehicles
Lack of drivers	Medium	Medium	3	Request additional items for drivers
Lack of Storage Room	High	High	5	Request allocation of funds for the construction of a secured Storage Room
Approval of non-compliant schools application due to political navigation (ex. contextualization of policies)	High	High	5	Navigate people thru interfacing on the strict compliance with DepEd policies and standards
Opening of Schools as extension classes or annexes without legal basis at the schools division without the approval of the Regional Director	High	High	5	Strict compliance with the policies on the establishment of Schools per DepEd Order No. 40 s. 2014
Inspections and Acceptance of deliveries of procured items/ goods not in accordance with the specifications	High	High	5	Require the presence of the end-user upon inspection and acceptance of procured items or goods
Failure to post the scanned approved various school applications in the Official DepEd RO8 website	Medium	High	3	Close coordination among concerned offices

Financial Risks				
Limited budget allocation	High	High	5	Request for increase or additional budget allocation from DepEd Central Office and/or explore possibilities for partner agencies' support
Multigrade Teachers in the Mixed MG schools are deprived of receiving Special Hardship Allowance	High	High	5	Revisit the Guidelines and consider the Magna Carta for Teachers
Non-liquidation of BERF funds	Medium	High	4	Capacitate and/or provide appropriate technical assistance in the liquidation of BERF funds; download the BERF funds to the SDOs to decentralize fund management
Capacity Risks				
Replacement or substitution of target participants	Low	Medium	2	Consider prioritization of the target participants to attend the professional development intended to respond to their learning needs
Designating tasks to personnel with limited KSAs on technicalities assigned (eg. inspectorate for service vehicles, PMS, etc.)	Medium	High	3	Assign personnel with appropriate KSAs or technical know-how
Environmental Risks				
Shortage of industries to provide opportunities for immersion of SHS learners	High	High	5	Review the specializations offered by SHSs considering the availability of industries in the locality
Low to no internet bandwidth in communities where some schools are located	Medium	Medium	3	Tie up with LGU and other local partners to improve internet coverage
Occurrence of insurgencies in far-flung areas and unforeseen natural disasters	Low	Medium	2	Collaborate with local partners and other stakeholders and formulate a strategic plan for immediate action and long term solutions
Possible loss of official records or documents	High	High	5	Request allocation of funds for the construction of Records Building and digitization of records

09 INDICATIVE TIMELINES

Indicative Timelines

This part of the plan presents the strategies in order of priority over the next six years. The strategies are arranged in two phases. Phase 1 will be implemented from 2023-2025 and Phase 2 from 2026-2028.

PHASE 1. 2023-2025

Phase 1 focuses on responding to the immediate impacts of the pandemic on teaching-learning and participation and addressing issues related to the delivery of quality basic education.

Post-COVID-19 Recovery and Transition
1. Address and mitigate the impacts of remote learning quality teaching and remote learning in the quality of teaching and learning
2. Bridge the learning gaps through research-based and data-driven interventions
Quality Basic Education Provision
3. Strengthen programs on reading, numeracy, and 21st-century skills
4. Sharpen skills of teachers on contextualization
5. Strengthen instructional leadership and supervision
Assessment of Learning Outcomes
6. Strengthen teachers' capacity for classroom assessment
Promotion of Child and Community-Centered Education Systems
7. Improve ACCESS for learners in situations of disadvantage
Capacity Building and Professional Development
8. Capacitate regional and division personnel on policy analysis and implementation, monitoring, strategic planning, monitoring and evaluation, technical assistance, research and development, and education futures
Partnership and Linkages
9. Intensify partnership and collaboration with all educational stakeholders in the community (individuals, institutions, organizations, or groups)
Mid-term Implementation Review and Analysis
10. Conduct midterm review and analysis of the education development plan

A Learning Recovery Plan (LRP), presented in Appendix C on pages 117-124, has been designed as a support mechanism to Phase 1 strategies. The Learning Recovery Plan shall serve as a pivotal guide and paramount gauge of whether all the set strategies in Phase I shall have derived the expected outputs. The LRP deliberately aims to primarily address learning losses. DepEd Region VIII's LRP dubbed as "Pitad Rehiyon 8, Learning Recovery Roadmap" has considered strategies and outputs to each of the focus areas; namely: Curriculum and Instruction with sub-focus areas (Learning Delivery, Learning Resources, and Learning Assessment), Learning Environment, Health and Safety, Learning and Development, Partnership and Linkages, and Monitoring and Evaluation and Quality Assurance. Figure 7 presents the said six focus areas.

Figure 7
Six Focus Areas of Pitad Rehiyon Osto: Learning Recovery Roadmap



Pitad Rehiyon Osto, Learning Recovery Roadmap steps forward the following strategies anchored on the above-mentioned six focus areas:

- Strengthen mechanisms of providing basic education learning opportunities, formal or non-formal, to all learners;
- Reinforce the instructional process for the learners to successfully attain all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths;
- Boost the provision of learning environment where learners are safe and protected, and can protect themselves from risks and impacts from natural and human-induced hazards;
- Intensify process of providing learners the basic physical, mental, and emotional fortitude to cope with various challenges in life and to manage risks;
- Strengthen proficiency of teachers and instructional leaders in areas such as technological, pedagogical, and content knowledge, curriculum and planning, responding to learner diversity, and assessment;
- Fortify mechanism of promoting partnerships and linkages to benefit education for learners; and
- Establish mechanisms for monitoring, evaluation, and quality assurance of the projects, programs, and activities on learning recovery.

PHASE 2. 2026-2028 and beyond

This phase covers building, accelerating, innovating, and sustaining learning and longer-term improvements and evaluating policies and programs.

Sustaining programs and projects on access, quality, equity, and resiliency
11. Develop a sustainability plan in the region 12. Ensure continuity of programs, projects, and activities
Responding to emerging new programs
13. Design and implement innovations and interventions to adapt to changes in the education system
Responding to Education Futures Programme (Educ Futures)
14. Operationalize strategies to develop teachers and administrators ways to collaboratively design and plan for innovative future-learning
Terminal Review and Analysis
15. Conduct a terminal review and analysis of the education development plan

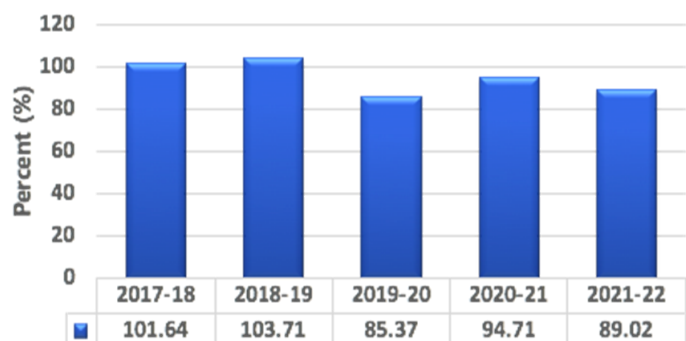
APPENDICES

a Analysis of Key Performance Indicators

Appendix A

Analysis of Key Performance Indicators

(1) Analysis on Gross Enrollment Rate (GER) in Kindergarten

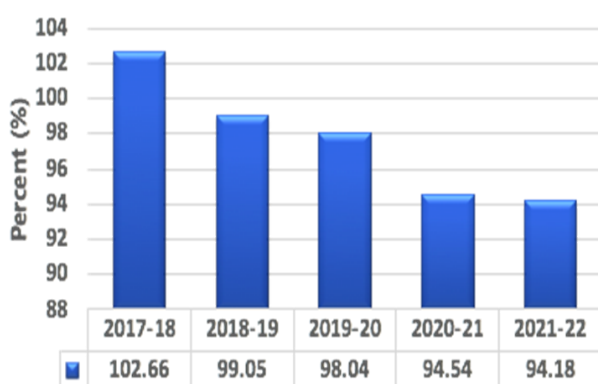


Source: EBEIS

SDOs	Gross-Enrolment Rate (GER)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Baybay City	97.41	100.00	81.86	92.48	89.68
Biliran	98.55	100.42	92.57	95.62	92.56
Borongan City	95.43	109.72	77.81	91.22	85.04
Calbayog City	100.70	98.80	86.34	88.80	94.35
Catbalogan City	103.36	104.87	91.32	94.67	87.09
Eastern Samar	97.82	93.49	83.28	90.78	81.80
Leyte	105.33	105.36	90.42	102.92	95.68
Maasin City	88.74	106.77	62.63	78.86	73.71
Northern Samar	100.25	97.04	84.77	86.50	81.60
Ormoc City	112.68	120.47	101.76	113.16	105.66
Samar	99.03	110.90	79.17	91.35	88.78
Southern Leyte	91.85	99.94	64.84	79.91	73.46
Tacloban City	112.10	113.18	94.89	107.79	97.23
Region	101.64	103.71	85.37	94.71	89.02

Data shows that among the 13 SDOs, Ormoc City has the highest GER of 105.66% in SY 2021-2022 and has a fluctuating trend from SYs 2017-2018 to 2021-2022, while Southern Leyte Division has the lowest GER of 73.46% in SY 2021-2022 and has fluctuating trend from 2017-2018 to 2021-2022. Higher population growth than projected population, migration from other places, the intensified effort of all schools in their campaign to bring school-age children to school, and strong support of the LGU and other stakeholders, are some of the primary reasons why Ormoc City has achieved more than 100%. Meanwhile in Southern Leyte, 41 out of 297 schools have less than 5 Kindergarten learners. Also, the projected population growth rate of the province is higher than the actual population growth rate in 2015-2020 which is 0.39% based on the Regional Social and Economic Trend (RSET) 2021.

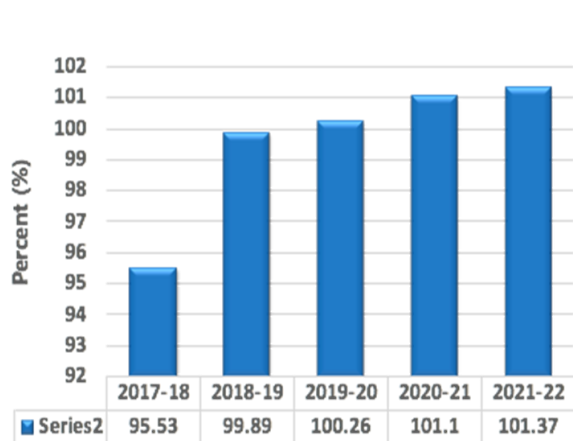
(2) Analysis on Gross Enrollment Rate (GER) in Elementary



Source: EBEIS

SDOs	Gross-Enrolment Rate (GER)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Baybay City	100.22	97.13	95.53	92.84	93.25
Biliran	102.34	99.31	97.36	95.22	93.55
Borongan City	99.96	95.09	93.79	89.97	88.95
Calbayog City	96.64	93.57	92.89	89.97	89.37
Catbalogan City	101.80	98.74	99.09	95.17	94.55
Eastern Samar	103.07	96.76	93.12	89.48	88.25
Leyte	105.62	102.86	101.99	99.28	99.70
Maasin City	96.13	88.72	88.78	82.64	80.95
Northern Samar	101.62	97.23	95.58	91.82	90.26
Ormoc City	110.68	109.16	109.64	107.44	109.54
Samar	99.09	94.81	94.93	91.57	91.55
Southern Leyte	98.22	93.71	92.80	86.46	85.30
Tacloban City	104.94	104.89	105.76	100.69	101.21
Region	102.66	99.05	98.04	94.54	94.18

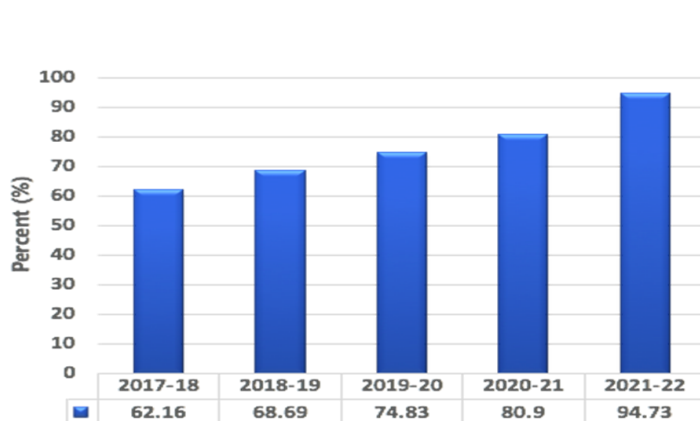
Ormoc City has the highest GER of 109.54% in SY 2021-2022 and a fluctuating trend from SYs 2017-2018 to 2021-2022, while Maasin City has the lowest GER of 80.95% in SY 2021-2022 and a fluctuating trend from 2017-2018 to 2021-2022. Ormoc City, being a city division, the influx of learners from neighboring towns is among the factors that contribute to its consistent 100+ percent GER, computed as total enrollment over the school-age children in the city where learners from other places are added to the enrollment count. Likewise, population growth and migration are also considered contributing factors. Meanwhile, Maasin City with an average population growth rate of 0.46% for the period of 2015–2020, is one of the slowest-growing cities in Region VIII. The projected population rate is much higher than the actual population growth, particularly for the population with ages 12 and below.

(3) Analysis on Gross Enrollment Rate (GER) in Junior High School

Source: EBEIS

SDOs	Gross-Enrolment Rate (GER)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Baybay City	98.53	102.82	102.26	102.13	100.37
Biliran	89.91	94.92	94.76	97.58	98.22
Borongan City	106.54	111.20	114.06	113.00	113.37
Calbayog City	96.41	99.26	96.96	96.37	94.45
Catbalogan City	110.72	110.38	111.53	109.67	102.56
Eastern Samar	100.58	106.18	108.10	108.47	106.30
Leyte	92.78	97.12	98.07	100.71	103.43
Maasin City	105.60	112.41	111.23	109.99	107.40
Northern Samar	90.70	96.70	96.65	96.60	95.13
Ormoc City	97.42	101.54	103.01	106.14	108.30
Samar	91.16	93.85	92.92	91.69	93.99
Southern Leyte	99.53	104.87	106.87	107.35	104.24
Tacloban City	110.77	112.87	110.63	109.99	110.08
Region	95.53	99.89	100.26	101.10	101.37

The data above reveals that Borongan City Division has the highest GER of 113.37% in SY 2021-2022 with a fluctuating trend from SYs 2017-2018 to 2021-2022, while Samar Division has the lowest GER of 93.99% in SY 2021-2022 with a fluctuating trend from SYs 2017-2018 to 2021-2022. Borongan City has the highest GER due to the influx of learners coming from nearby municipalities. Learners from the outskirts of Maydolong and San Julian enrolled in Sta. Fe NHS and Lalawigan NHS. Other learners even chose the biggest secondary school named after the province, Eastern Samar National Comprehensive High School, as it offers STE and Special Program in the Arts. Private schools' enrollment also adds up to this trend such as St. Mary's College of Borongan and Seminario de Jesus Nazareno have enrollees coming from nearby municipalities. On the other hand, Samar has the lowest GER due to lesser access of elementary graduates to nearby secondary schools. There is less number of schools offering JHS; to be exact, only 102 JHSs cater to elementary graduates from 666 elementary schools. Likewise, almost half of the 102 JHSs face geographical challenges (e.g., islands, mountainous, etc.).

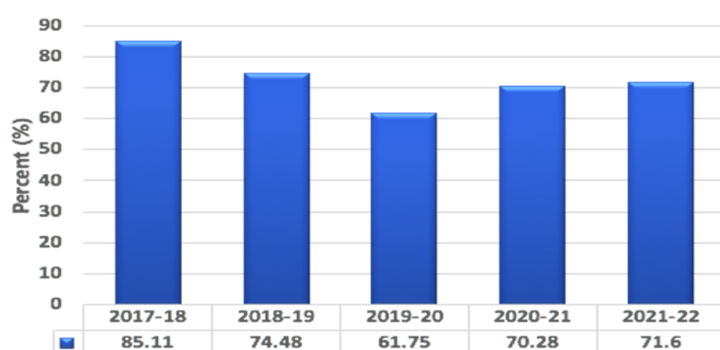
(4) Analysis on Gross Enrollment Rate (GER) in Senior High School

Source: EBEIS

SDOs	Gross-Enrolment Rate (GER)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Baybay City	79.43	81.57	87.99	94.48	102.97
Biliran	60.97	66.47	73.98	77.25	89.12
Borongan City	86.26	87.47	90.69	93.44	111.56
Calbayog City	57.71	64.12	71.65	77.02	93.32
Catbalogan City	83.87	91.11	97.30	96.28	114.95
Eastern Samar	63.17	67.71	72.09	82.36	100.87
Leyte	57.29	63.62	70.20	76.40	87.86
Maasin City	89.38	96.11	102.95	104.34	114.09
Northern Samar	51.77	59.72	67.13	74.06	85.66
Ormoc City	80.22	91.88	96.40	102.40	112.82
Samar	50.57	55.99	64.07	70.22	85.09
Southern Leyte	67.72	72.27	74.48	84.12	105.11
Tacloban City	93.03	104.57	108.03	107.11	123.00
Region	62.16	68.69	74.83	80.90	94.73

It can be gleaned from the data above that Tacloban City Division has the highest GER of 123.00% for SY 2021-2022 and shows a fluctuating trend from SYs 2017-2018 to 2021-2022, while Samar Division has the lowest GER of 85.09% in SY 2021-2022 but exhibits an increasing trend from SYs 2017-2018 to 2021-2022. The high GER for SHS for SY 2021-2022 in Tacloban City was due to the influx of learners from nearby municipalities adjacent and proximate to the City of Tacloban. Also, the community quarantine imposed by the government was simplified through a more favorable scheme; thus, promoting mobility among the populace. Likewise, being the center of trade and education in the region (e.g., the number of JDVP partners from private schools, etc.) contributed to such outcome. While the trend is continuously increasing in Samar Division, access of JHS completers to SHSs due to distance and less number of schools offering SHS are seen as contributory factors to its GER.

(5) Analysis on Net Enrollment Rate (NER) in Kindergarten

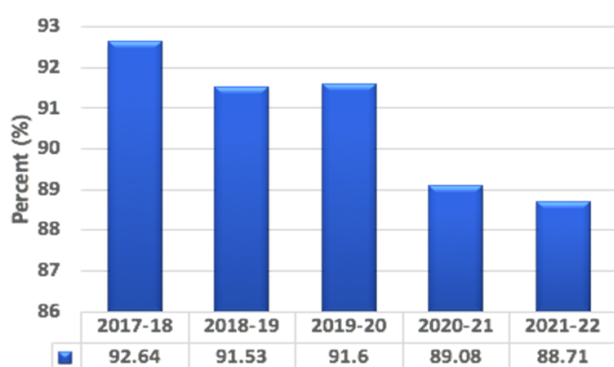


Source: EBEIS

SDOs	Participation Rate (NER)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Baybay City	82.94	76.38	61.17	70.21	73.15
Biliran	83.46	77.12	65.11	71.09	73.44
Borongan City	79.45	74.41	59.37	69.92	71.03
Calbayog City	77.08	70.10	59.63	65.48	69.38
Catbalogan City	80.54	77.33	62.06	66.15	67.47
Eastern Samar	83.54	72.39	60.88	68.77	67.91
Leyte	89.24	77.83	65.25	76.52	77.40
Maasin City	79.93	71.50	52.71	64.00	65.09
Northern Samar	81.36	68.53	59.61	62.95	64.43
Ormoc City	98.70	88.15	76.17	84.23	86.06
Samar	79.83	72.60	56.62	66.36	71.07
Southern Leyte	84.13	69.08	51.18	62.00	62.68
Tacloban City	91.71	78.06	68.41	78.36	74.50
Region	85.11	74.48	61.75	70.28	71.60

(6) Analysis on Net Enrollment Rate (NER) in Elementary

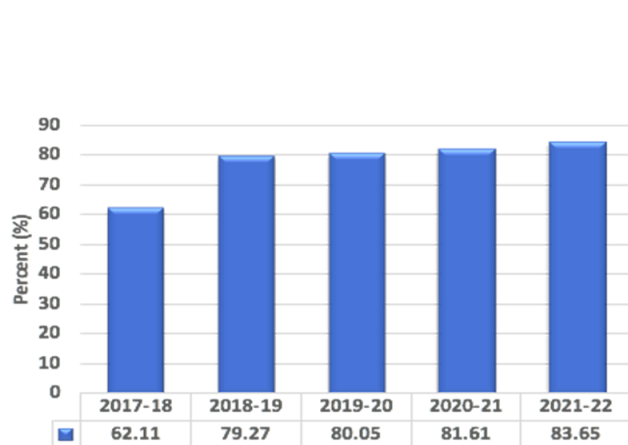
Among the 13 SDOs, Ormoc City shows the highest NER of 86.06% in SY 2021-2022 and has a fluctuating trend from SYs 2017-2018 to 2021-2022, while Southern Leyte has the lowest NER of 62.68% in SY 2021-2022 and has a fluctuating trend from SYs 2017-2018 to 2021-2022. Collective and intensified enrollment campaign initiatives (e.g., house-to-house mapping, information dissemination, adopt a child program, sponsorship, etc.) of the Schools Division of Ormoc City, Local Government Unit and officials, and other stakeholders, contribute to its high NER. Southern Leyte's low NER is associated with the projected population growth rate of the province which is higher than the actual population. As a matter of fact, 41 out of 297 schools have less than 5 kindergarten learners. These must have been caused by the 0.39% population growth rate for 2015-2020 (RSET 2021).



Source: EBEIS

SDOs	Participation Rate (NER)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Baybay City	90.58	90.69	91.36	89.14	89.19
Biliran	93.18	92.53	91.61	89.78	88.37
Borongan City	88.80	87.15	88.00	85.50	84.65
Calbayog City	85.53	85.24	84.84	82.92	82.11
Catbalogan City	93.98	92.97	94.75	91.46	90.53
Eastern Samar	92.71	89.98	88.52	85.65	84.71
Leyte	95.30	94.86	94.94	93.22	93.67
Maasin City	88.26	84.17	84.41	80.19	78.30
Northern Samar	89.82	88.44	87.95	85.06	83.61
Ormoc City	101.03	100.64	103.21	101.75	103.13
Samar	89.96	88.16	88.77	86.70	86.61
Southern Leyte	90.99	88.40	88.14	83.22	81.94
Tacloban City	95.19	96.72	98.07	93.81	94.64
Region	92.64	91.53	91.60	89.08	88.71

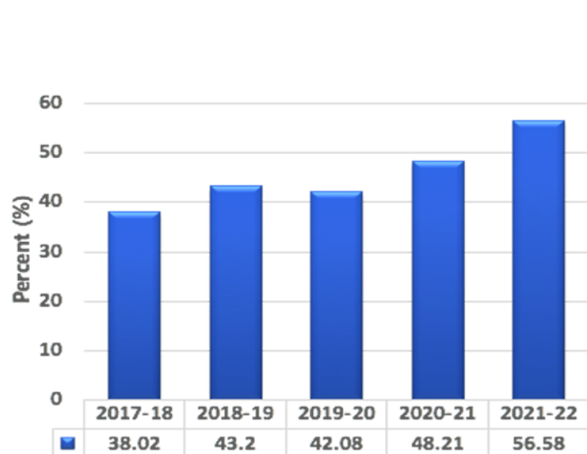
Ormoc City Division has the highest NER of 103.13% in SY 2021-2022 with a fluctuating trend from SY 2017-2018 to 2021-2022, while Maasin City Division has the lowest NER of 78.30% with a fluctuating trend from 2017-2018 to 2021-2022. Ormoc City has been consistent in bringing all school-age children to schools with the support of various programs and projects implemented together with the LGU and other stakeholders. The SDO has been campaigning the battle cry of the Department, "No child is left behind," thus translating it into action and achieving high turnout of school-age children enrollment. On the other hand, Maasin City is one of the slowest-growing cities in Region VIII, with an average population growth rate of 0.46% for the period of 2015-2020. The projected population rate is much higher than the actual population growth, particularly for ages 12 and below.

(7) Analysis on Net Enrollment Rate (NER) in Junior High School

Source: EBEIS

SDOs	Participation Rate (NER)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Baybay City	79.08	84.09	84.47	84.59	82.14
Biliran	70.76	76.69	76.42	79.40	81.99
Borongan City	82.23	87.66	90.56	90.46	92.96
Calbayog City	72.54	77.64	74.89	75.03	74.97
Catbalogan City	87.07	88.65	90.84	90.22	88.67
Eastern Samar	76.93	83.02	85.77	87.05	87.42
Leyte	72.78	77.70	78.76	81.71	85.52
Maasin City	83.44	90.43	91.12	91.22	91.58
Northern Samar	70.33	76.31	76.40	76.85	76.76
Ormoc City	78.03	83.73	86.01	89.03	91.38
Samar	69.44	73.13	73.03	73.66	77.87
Southern Leyte	78.13	83.46	86.06	88.41	88.79
Tacloban City	48.30	87.34	86.07	85.60	88.75
Region	62.11	79.27	80.05	81.61	83.65

Borongan City Division has the highest NER of 92.96% with a fluctuating trend from 2017-2018 to 2021-2022, while Calbayog City Division has the lowest NER of 74.97% with a fluctuating trend from SY 2017-2018 to 2021-2022. Borongan City NER generally has an increasing trend, similar to GER, due to the influx of learners coming from nearby municipalities and provinces. However, it did not reach 100% yet, which implies that there are still some learners who are not enrolled. The Transition Rate every year proves that elementary graduates in the division enroll in secondary schools situated in different strategic locations. Meanwhile, Calbayog City has only an average annual population growth rate of 0.35%, which is among the lowest in the region (PSA, 2015-2020). Additionally, the SY 2020-2021 School Level Data on Age Profile shows that only 47% of JHS learners belong to the appropriate grade level, 3% are underaged learners, and 50% belong to the overaged group.

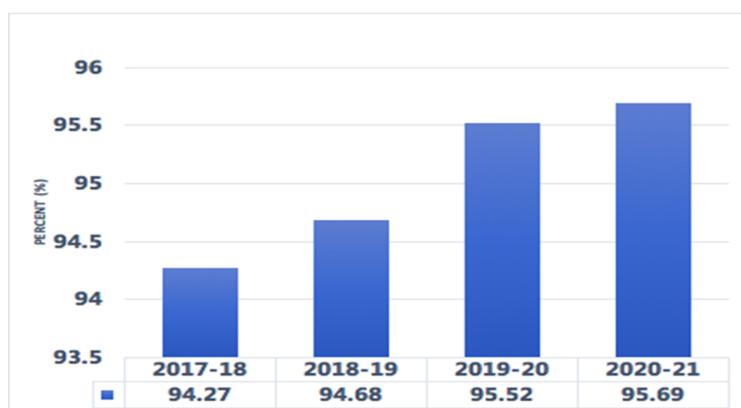
(8) Analysis on Net Enrollment Rate (NER) in Senior High School

Source: EBEIS

SDOs	Participation Rate (NER)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Baybay City	52.97	55.49	52.19	58.00	62.06
Biliran	40.51	45.22	43.48	48.27	54.58
Borongan City	56.71	56.04	52.93	57.61	67.50
Calbayog City	33.01	38.92	38.47	45.21	53.98
Catbalogan City	51.09	56.38	55.68	59.35	70.21
Eastern Samar	35.27	40.01	39.30	46.97	58.76
Leyte	35.00	40.10	39.56	45.33	52.27
Maasin City	61.61	68.66	61.63	66.13	72.77
Northern Samar	31.46	36.21	37.47	44.41	50.89
Ormoc City	55.39	64.81	60.05	65.30	74.24
Samar	25.48	30.71	32.79	39.71	48.59
Southern Leyte	42.83	47.36	40.71	50.65	62.36
Tacloban City	62.87	69.60	63.87	63.50	75.35
Region	38.02	43.20	42.08	48.21	56.58

Tacloban City Division has the highest NER of 75.35% in SY 2021-2022 with a fluctuating trend from SY 2017-2018 to 2021-2022, while Samar Division has the lowest NER of 48.59% in SY 2021-2022 but with an increasing trend from 2017-2018 to 2021-2022. The high GER for SHS in Tacloban City was due to the influx of learners from nearby municipalities, adjacent, and proximate to the City. Also, the community quarantine imposed by the government was simplified through a more favorable scheme; thus, promoting mobility among the populace. Likewise, being the center of trade and education in the region (e.g., the number of JDVP Partners from private schools, etc.) contributed to its increase. While the trend is continuously increasing in Samar Division, access of Junior High School completers to Senior High Schools due to distance and less number of schools offering SHSs are seen as contributory factors to its NER. To be exact, there are only 70 SHSs to accommodate all completers from 102 JHSs.

(9) Analysis on Cohort Survival Rate in Elementary

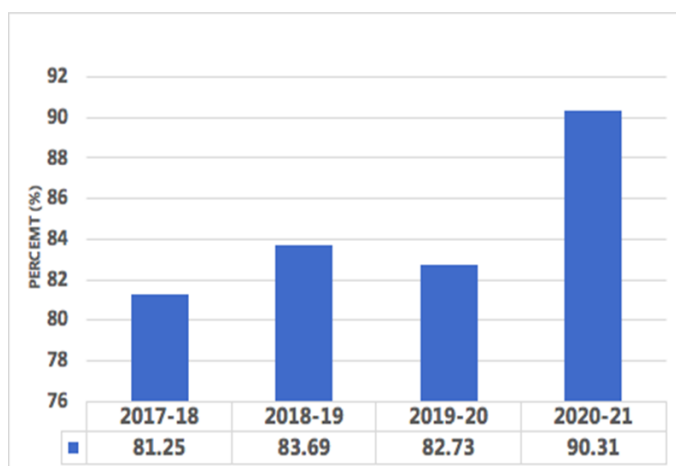


Source: EBEIS

SDOs	Cohort Survival Rate (CSR)			
	2017-18	2018-19	2019-20	2020-21
Baybay City	98.28	98.79	94.10	98.18
Biliran	94.11	98.54	95.17	96.32
Borongan City	96.80	95.86	96.32	99.34
Calbayog City	91.20	92.26	92.95	92.08
Catbalogan City	95.91	96.34	95.78	84.17
Eastern Samar	95.06	94.32	95.80	97.94
Leyte	94.44	95.03	97.14	99.03
Maasin City	98.89	98.26	95.05	98.29
Northern Samar	92.80	90.70	94.07	88.62
Ormoc City	96.53	95.34	97.64	94.85
Samar	88.67	90.93	90.19	96.98
Southern Leyte	95.37	99.01	98.74	98.85
Tacloban City	99.21	97.51	94.74	80.72
Region	94.27	94.68	95.52	95.69

It can be gleaned from the above data that Borongan City Division has the highest CSR of 99.34% in SY 2020-2021 and with a fluctuating trend from SY 2017-2018 to 2020-2021, while Tacloban City Division has the lowest CSR of 80.72% in 2020-2021 with a fluctuating trend from SY 2017-2018 to 2020-2021. The highest Cohort Survival Rate of the division (Borongan City) can be attributed to an effective dropout prevention advocacy campaign and intensified remedial instruction for learners at risk of failing after tracking the root causes. Aside from the high seeking behavior of parents, there is a strong partnership and support from stakeholders. The City government of Borongan City invests heavily in education and a portion of the Special Education Fund (SEF) is used to help our learners succeed in school by awarding scholarships to deserving but financially disadvantaged students. Tacloban City has the lowest Cohort-Survival Rate for Elementary for SY 2020-2021 was largely impacted with the COVID 19-pandemic. Learners residing outside the city were affected by the imposition of the community quarantine protocols; hence, challenges to mobility and access to learning materials resulted in low learners' engagement to the learning process marked a 14.02% compared to SY 2019-2020 statistics, thus contributed to high school leaver and low retention and promotion rates.

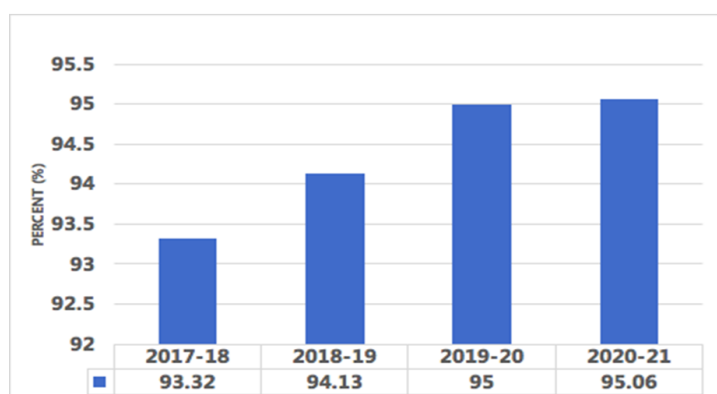
(10) Analysis on Cohort Survival Rate in Junior High School



Source: EBEIS

SDOs	Cohort Survival Rate (CSR)			
	2017-18	2018-19	2019-20	2020-21
Baybay City	83.76	85.25	83.15	93.12
Biliran	74.44	85.24	80.46	95.37
Borongan City	83.00	85.76	87.40	90.42
Calbayog City	83.20	82.11	81.94	88.62
Catbalogan City	71.46	75.97	94.17	91.80
Eastern Samar	87.72	83.05	83.99	87.20
Leyte	83.34	84.55	83.62	92.40
Maasin City	88.68	92.59	88.55	94.08
Northern Samar	75.66	83.30	78.98	86.57
Ormoc City	80.79	86.24	82.98	95.03
Samar	76.93	77.01	78.01	85.11
Southern Leyte	81.84	87.26	86.43	91.78
Tacloban City	90.19	88.46	84.74	94.11
Region	81.25	83.69	82.73	90.31

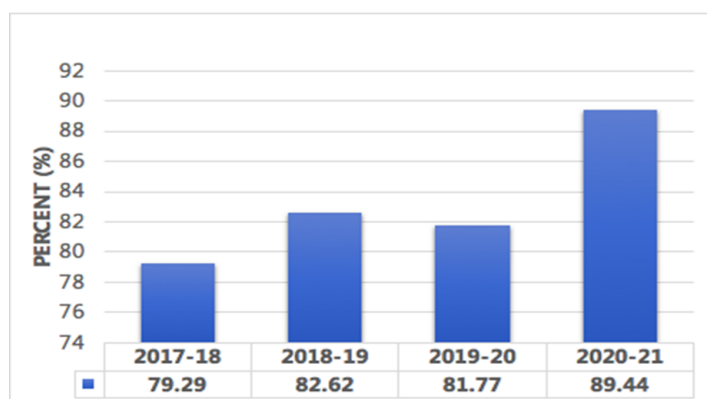
Data shows that Biliran Division has the highest CSR of 95.37% and with a fluctuating trend from SY 2017-2018 to SY 2020-2021, while Samar Division has the lowest CSR of 85.11% in SY 2020-2021 with an increasing trend from SY 2017-2018 to 2020-2021. The implementation of the different such as OBE, BE, intensive radio guesting, strengthened LGU partnerships, and others created a significant impact in the CSR of the JHS from 74.44% CSR in 2017-2018 to 95.37% in 2020-2021. Although the CSR has an increasing trend for Samar Division,, the low rate is attributed to less accessibility of elementary graduates to JHSs due to distance (geographical) and less number of JHSs.

(11) Analysis on Completion Rate in Elementary

Source: EBEIS

SDOs	Completion Rate (CR)			
	2017-18	2018-19	2019-20	2020-21
Baybay City	94.10	97.74	93.41	97.57
Biliran	91.36	97.85	94.36	95.45
Borongan City	96.57	95.70	95.79	99.09
Calbayog City	87.46	91.12	92.21	91.31
Catbalogan City	95.64	96.09	95.78	83.59
Eastern Samar	93.48	93.58	95.28	97.38
Leyte	93.80	94.52	96.59	98.42
Maasin City	98.89	97.62	94.39	98.29
Northern Samar	92.19	90.10	93.83	87.65
Ormoc City	95.87	94.57	96.58	94.08
Samar	88.13	90.61	89.54	96.55
Southern Leyte	94.98	99.01	98.61	98.50
Tacloban City	98.92	96.72	94.33	80.30
Region	93.32	94.13	95.00	95.06

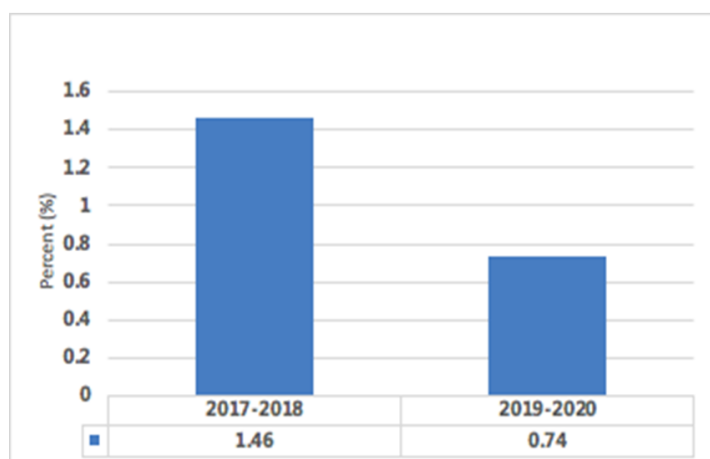
Among the 13 SDOs Borongan City Division has the highest Completion Rate of 99.09% in SY 2020-2021 and with a fluctuating trend from SY 2017-2018 to 2020-2021; while Tacloban City Division has the lowest Completion Rate of 80.30% in SY 2020-2021 with a decreasing trend from SY 2017-2018 to 2020-2021. The high completion rate of Borongan City in elementary is attributed to high retention and promotion rate but low school leaver rate due to effective dropout prevention advocacy campaign and intensified remedial instruction for learners at risk of failing. An increase in Completion Rate in SY 2020-2021 was due to the successful implementation of the distance learning modality which gives the parents the chance to monitor and help their children directly overcome the barriers through encouragement. It is likewise noted that Tacloban City has the lowest completion rate for Elementary for SY 2020-2021 this was due to the COVID-19 pandemic. Tacloban City has the most number of private schools and learners enrolled in private schools that are residing outside the city were affected adversely by the imposition of the community quarantine, hence, challenges to mobility and access to the learning materials directly impacted learners' engagement in the learning process, thus contributing to high school leavers and low retention and promotion rates.

(12) Analysis on Completion Rate in Junior High School

Source: EBEIS

SDOs	Completion Rate (CR)			
	2017-18	2018-19	2019-20	2020-21
Baybay City	82.16	83.89	81.44	92.70
Biliran	72.49	84.22	79.65	93.30
Borongan City	80.62	83.73	87.15	88.46
Calbayog City	77.42	79.42	79.38	87.00
Catbalogan City	70.80	75.97	94.17	91.80
Eastern Samar	82.75	79.67	82.54	85.81
Leyte	81.81	83.70	83.20	92.01
Maasin City	87.89	91.69	87.16	92.56
Northern Samar	73.79	83.30	77.48	85.38
Ormoc City	80.26	85.80	81.17	94.46
Samar	75.60	75.74	77.32	84.43
Southern Leyte	79.92	86.07	84.89	90.02
Tacloban City	89.40	87.97	84.74	94.11
Region	79.29	82.62	81.77	89.44

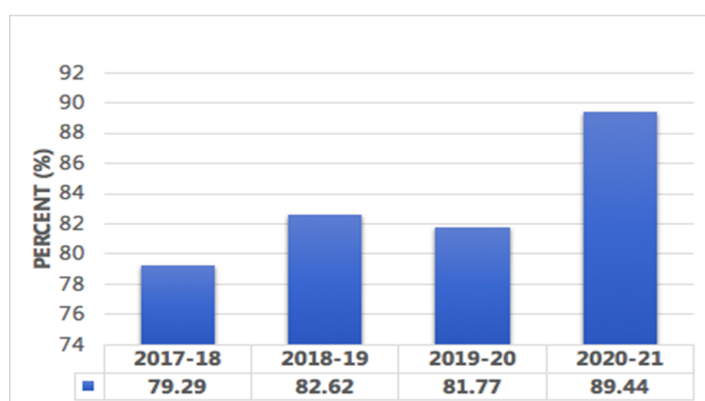
Ormoc City has the highest Completion Rate of 94.46% in SY 2020-2021 with a fluctuating trend for the last 4 years, while Samar Division has the lowest Completion Rate of 84.43% in SY 2020-2021 with an increasing trend for the last 4 years from 2017-2018 to 2020-2021. Ormoc City expanded access to education, particularly in JHS, by converting 10 elementary schools into Integrated Schools offering JHS across different barangays where access to secondary education was identified to be one of the areas of concern. It also established another public secondary school to further expand access to education and decongest our biggest secondary school in the city. However, in Samar Division, even if the trend is gradually increasing over the years, the low CR may be attributed to the migration of families from Samar to cities and other provinces or regions, hindering the learners in completing JHS in the same school.

(13) Analysis on School Leaver Rate in Elementary

Source: EBEIS

SDOs	School Leaver Rate (SLR)	
	2017-18	2019-2020
Baybay City	0.99	0.91
Biliran	1.61	0.80
Borongan City	0.57	0.61
Calbayog City	2.15	1.30
Catbalogan City	0.73	0.71
Eastern Samar	1.20	0.55
Leyte	1.40	0.47
Maasin City	0.16	0.83
Northern Samar	1.95	0.95
Ormoc City	0.68	0.39
Samar	2.52	1.70
Southern Leyte	1.16	0.21
Tacloban City	0.18	1.08
Region	1.46	0.74

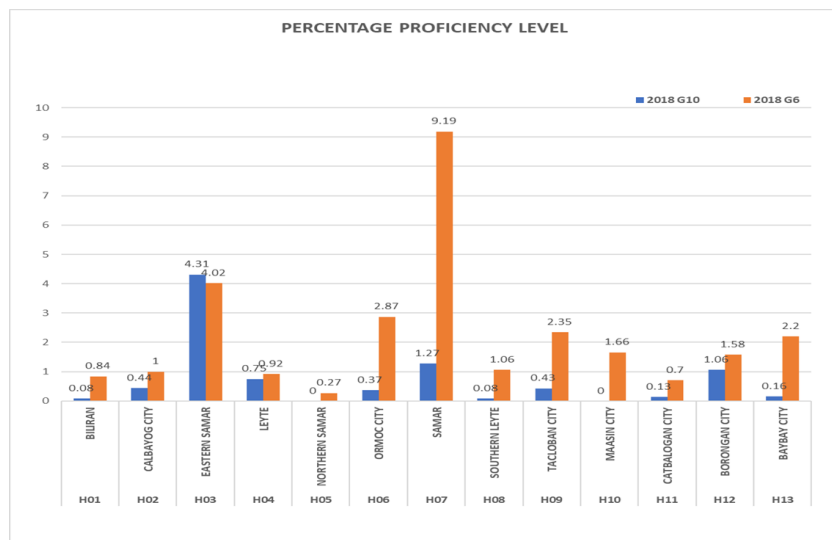
Samar Division has the highest School Leaver Rate of 1.70% in SY 2019-2020 with a decreasing trend compared to the previous year which is 2.52%. Meanwhile, Southern Leyte Division has the lowest School Leaver Rate of 0.21% in SY 2019-2020 with a decreasing rate to the previous which is 1.16%. Based on the LIS data, the top three factors in Samar that contribute to the 1.7 SLR are family problems, parents' attitude towards schooling, and learners' lack of interest towards studying, among others. The lowest SLR in So. Leyte is an indication of gaining momentum and consistency in its advocacy and campaign for the reduction of dropouts, contextualized learning modalities offered, and the sustained partnership of LGUs and other development key players of DepEd to support various education programs.

(14) Analysis on Completion Rate in Junior High School

Source: EBEIS

SDOs	Completion Rate (CR)			
	2017-18	2018-19	2019-20	2020-21
Baybay City	82.16	83.89	81.44	92.70
Biliran	72.49	84.22	79.65	93.30
Borongan City	80.62	83.73	87.15	88.46
Calbayog City	77.42	79.42	79.38	87.00
Catbalogan City	70.80	75.97	94.17	91.80
Eastern Samar	82.75	79.67	82.54	85.81
Leyte	81.81	83.70	83.20	92.01
Maasin City	87.89	91.69	87.16	92.56
Northern Samar	73.79	83.30	77.48	85.38
Ormoc City	80.26	85.80	81.17	94.46
Samar	75.60	75.74	77.32	84.43
Southern Leyte	79.92	86.07	84.89	90.02
Tacloban City	89.40	87.97	84.74	94.11
Region	79.29	82.62	81.77	89.44

Ormoc City has the highest Completion Rate of 94.46% in SY 2020-2021 with a fluctuating trend for the last 4 years, while Samar Division has the lowest Completion Rate of 84.43% in SY 2020-2021 with an increasing trend for the last 4 years from 2017-2018 to 2020-2021. Ormoc City expanded access to education, particularly in JHS, by converting 10 elementary schools into Integrated Schools offering JHS across different barangays where access to secondary education was identified to be one of the areas of concern. It also established another public secondary school to further expand access to education and decongest our biggest secondary school in the city. However, in Samar Division, even if the trend is gradually increasing over the years, the low CR may be attributed to the migration of families from Samar to cities and other provinces or regions, hindering the learners in completing JHS in the same school.

(15) Analysis on Proficiency Level (National Achievement Test)

Code	Divisions	2018 NAT	
		Grade 10	Grade 6
H01	Biliran	0.08	0.84
H02	Calbayog City	0.44	1
H03	Eastern Samar	4.31	4.02
H04	Leyte	0.75	0.92
H05	Northern Samar	0	0.27
H06	Ormoc City	0.37	2.87
H07	Samar	1.27	9.19
H08	Southern Leyte	0.08	1.06
H09	Tacloban City	0.43	2.35
H10	Maasin City	0	1.66
H11	Catbalogan City	0.13	0.7
H12	Borongan City	1.06	1.58
H13	Baybay City	0.16	2.2

The data given in percentage shows the combined proficiency levels (English, Science, and Mathematics) of the 13 SDOs in both Grade 6 and Grade 10 in 2018. Based on the graph, all Divisions show very low proficiency levels in the NAT. The Division of Samar had the highest percentage points (9.19%) for Grade 6 while the Division of Eastern Samar (4.31%) took the lead for Grade 10. The overall data shows that majority of learners under Grade 6 and Grade 10 have not met the expected proficiency levels which means that immediate and appropriate interventions need to be undertaken.

b Year 1: 2023 Work and Financial Plans

Annex B

Year 1: 2023 Work and Financial Plans (WFPs)

(1) Administrative Division

Pro-grams / Projects	Output	Activities	Performance Indicator (Activity, Output & Milestone)	FY PHYSICAL TARGET					FY OBLIGATION PROGRAM			
				Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4
				To-tal	To-tal	To-tal	To-tal	Physi-cal	Total	Total	Total	Total
Human Resource Management												
	Updated Service Record issued to Personnel	Number of Service Record issued are updated atleast	134	15	15	15	179					
	Update PSIPOP of RO8 employees online	Number of PSIPOP updated within one (1) month after issuance of Appointment, NOSA, NOSI	3	3	3	3	12	0.00	0.00	0.00	0.00	
	Publish/Post vacant positions of DepEd RO 8	Number of vacant positions published immediately upon vacancy exists	3	3	3	3	12	0.00	0.00	0.00	0.00	
	Prepare and issue appointment	Number of appointments prepared within 3 months from the date of posting	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Process and endorse application for retirement/survivorship/disability/resignation/separation benefits and indorse to	Number of application for retirement/ survivorship/ disability/resignation/separation from service processed and endorsed to GSIS within 3 days upon receipt	60	60	60	60	240	0.00	0.00	0.00	0.00	
	Process and issue request for clearance	Number of appointments prepared within 3 months from the date of posting	60	60	60	60	240	0.00	0.00	0.00	0.00	
	Evaluate and indorse request for reclassification of Teacher, Master Teacher, and School Heads positions	Number of request for Reclassification of Teacher, Master Teacher, and School Heads positions evaluated and endorsed within the deadline set by DBM	650	15	15	15	695	0.00	0.00	0.00	0.00	
	Endorse request for transfer of station	Number of application for Transfer of Station endorsed to concerned SDO/RO within 3 working days upon receipt	15	15	15	15	60	0.00	0.00	0.00	0.00	
	Process request for realignment/conversion of item and endorse to DBM	Number of request for realignment/conversion of item processed and endorsed to DBM within 3 working days upon receipt	3	3	3	3	12	0.00	0.00	0.00	0.00	
	Process request for study leave	Number of application for Study Leave processed within 3 working days upon receipt	3	3	3	3	12	0.00	0.00	0.00	0.00	
	Process request for permit to teach	Number of application for Permit to Teach processed within 3 working days upon receipt	3	3	3	3	12	0.00	0.00	0.00	0.00	
	Prepare Special Order	Number of Special Order prepared within 3 working days upon receipt of instruction	3	3	3	3	12	0.00	0.00	0.00	0.00	
	Update online Inventory of Government Human Resource System	Number of Online IGHRS of CSC updated within the 1st quarter of the year	3	3	3	3	12	0.00	0.00	0.00	0.00	
	Consolidate and submit Daily Time Records	Number of DTRs consolidated and submitted to COA on or before the 10th of the month	372	372	372	372	1,488	0.00	0.00	0.00	0.00	
	Submit RASS to CSC	Number of Report on Accession, Succession & Separation submitted to CSC on or before the 15th day of the month	3	3	3	3	12	0.00	0.00	0.00	0.00	
	Submit RAI to CSC	Number of Report on Appointment Issued submitted to CSC within 30 days after issuance of appointment	3	3	3	3	12	0.00	0.00	0.00	0.00	
	Prepare Report on Employees going out with and without Pass Slips	Number of report on employees going out with and without pass slip on personal business prepared immediately on the following month	3	3	3	3	12	0.00	0.00	0.00	0.00	

	Prepare and upload Agency Remittance Advice to GSIS	Number of Agency Remittance Advice (ARA) prepared and uploaded to GSIS website within 1 month after approval of appointment, NOSA, or NOSI and other changes on personal information	3	3	3	3	12	0.00	0.00	0.00	0.00
	Issue Certificates for various purposes	Number of Certificate of Employment and other Certifications for Various purposes issued within 3 working days upon receipt	15	15	15	15	60	0.00	0.00	0.00	0.00
	Issue Certification of Appearance	Number of Certificate of Appearance issued within 30 minutes upon request	15	15	15	15	60	0.00	0.00	0.00	0.00
	Issue Memoranda and Advisories	Number of memoranda/advisories prepared within 3 working days upon receipt	3	3	3	3	12	0.00	0.00	0.00	0.00
	Prepare letters, indorsements, and other official communications	Number of letters, indorsements and other official communications prepared within 3 working days upon receipt	60	60	60	60	240	0.00	0.00	0.00	0.00
	Prepare Report on Customer's Satisfaction Survey	Number of reports on Customer's Satisfaction Survey prepared immediately on the following month	3	3	3	3	12	0.00	0.00	0.00	0.00
	Prepare Report on Employees' Tardiness and Undertime	Number of report on employees' tardiness and undertime prepared on or before the 10th day of the following month	3	3	3	3	12	0.00	0.00	0.00	0.00
	Prepare Contract of Service for job order employees	Number of contract of service prepared within the 1st week of January for the 1st semester and 1st week of July for the 2nd semester and as the need arises	15	0	15	0	30	0.00	0.00	0.00	0.00
	Consolidate and submit SALN to Ombudsman	Number of SALN submitted to Ombudsman on or before the 30th of June	0	124	0	0	124	0.00	0.00	0.00	0.00
	Consolidate and submit PDS to CSC	Number of PDS consolidated and submitted to CSC on or before 31st of July	0	0	124	0	124	0.00	0.00	0.00	0.00
	Facilitate performance rating of 3rd Level Officials through CESPES	Number of RO key officials rated on CESPES Online within the specified period set by CESBOARD	29	0	29	0	58	0.00	0.00	0.00	0.00
	Process and post applications for leave	Number of Application for Leave processed and posted within 3 working days upon receipt	45	45	45	45	180	0.00	0.00	0.00	0.00
	Process and post applications for Provident Loan	Number of Application for Provident Fund loan processed and posted within 3 working days upon receipt	3	3	3	3	12	0.00	0.00	0.00	0.00
	Process Requests for authority to travel abroad on official business	Number of application for Permit to Travel Abroad on official business processed within 3 working days upon receipt	3	3	3	3	12	0.00	0.00	0.00	0.00
	Process request for travel abroad on personal business	Number of application for Permit to Travel Abroad on personal purpose processed within 3 working days upon receipt	3	3	3	3	12	0.00	0.00	0.00	0.00
	Process application for Authority to Travel of SDSs/ASDs	Number of application for Authority to Travel of SDSs/ASDs within 3 working days upon receipt	3	3	3	3	12	0.00	0.00	0.00	0.00
	Confirm GSIS loan	Number of GSIS Loan confirmed within 1 days upon receipt of request	3	3	3	3	12	0.00	0.00	0.00	0.00
	Prepare payroll for salaries of RO and SDO personnel	Number of payroll for salaries and other benefits of RO and SDO personnel prepared within the 2nd week of every month	42	42	42	42	168	0.00	0.00	0.00	0.00
	Act on payroll concerns (inclusion, exclusion, salary adjustment, stoppage of deduction, etc.	Number of payroll concerns acted from 20th of the preceding month to the 5th of the paying month	150	150	150	150	600	0.00	0.00	0.00	0.00
	Release of payfile to RO and SDO Cash Section	Number of payfile released to RO and SDO Cash Sections on or before the 14th for the 15th salary and on or before the 29th of the month for the 30th salary	0	0	0	0	0	0.00	0.00	0.00	0.00

		Prepare remittances for GSIS, Pag-ibig, Philhealth, and BIR of RO employees and submit to the Finance Division	Number of RO employees included in the remittances to GSIS, Pag-ibig, Philhealth and submitted to the Finance Division within the last week of the paying month	372	372	372	372	1,488	0.00	0.00	0.00	0.00
		Prepare remittances of RO employees for loan payments to PLIs and submit to Finance Division	Number of employees included in the remittances for loan payments to Private Lending Institutions (PLI) submitted to Finance Division within the 2nd week of the following month	360	360	360	360	1,440	0.00	0.00	0.00	0.00
		Verify net take home pay of RO employees loan applicants of both GFIs and PLIs	Number of loan applicants of both GFIs and PLIs verified within 3 working days upon receipt	30	30	30	30	120	0.00	0.00	0.00	0.00
		Issue COC	Number of request for Certificate of Credit (COC) issued within 3 working days upon receipt	3	3	3	3	12	0.00	0.00	0.00	0.00
		Process NOSA of RO personnel	Number of NOSA processed	126	3	3	3	135	0.00	0.00	0.00	0.00
		Process NOSI of RO personnel	Number of NOSI processed	3	3	3	3	12	0.00	0.00	0.00	0.00
		Process loyalty benefit of RO employees	Number of RO employees eligible for loyalty benefit	3	3	3	3	12	0.00	0.00	0.00	0.00
		Process application for monetization of leave credits	Number of RO employees availed of Monetization of Leave Credits	3	3	3	32	41	0.00	0.00	0.00	0.00
		Process terminal leave benefit application and submit to Finance Division	Number of requests for Terminal Leave processed	3	3	3	3	12	0.00	0.00	0.00	0.00
		Preparation and submission of procurement documents of Personnel Section	Number of documents for procurement of Personnel Section prepared as required, year round	1	1	1	1	4	0.00	0.00	0.00	0.00
		Conduct HRMPSTB Meetings/Screening/Interview of Applicants to the Vacant Positions of DepEd RO 8	Number of HRMPSTB Meetings/Screening/Interview of applicants conducted as scheduled by the HRMPSTB Chair and Members	1	1	1	1	4	28,000.00	28,000.00	28,000.00	28,000.00
		Conduct of Coordination Meeting with Partner Agencies	Number of meeting conducted	0	0	1	0	1	0.00	0.00	50,000.00	0.00
		Conduct of Orientation on Current HR issuances/policies with RO 8 employees	Number of RO employees oriented on Current HR issuance/policies	0	0	1	0	1	0.00	0.00	28,000.00	0.00
		Conduct of Meeting with HRMOs/Division Counterparts	Number of HRMOs/Personnel Section staff properly informed of recent issuances/policies	1	1	1	1	4	10,000.00	10,000.00	10,000.00	10,000.00
		Conduct of Coordination Meeting with Private Lending Institutions	Number of PLIs representatives properly informed of recent issuances/policies	0	1	0	1	2	0.00	25,000.00	0.00	25,000.00
Overhead (Personnel Section)												
	Administrative Cost (Personnel Section)			0	0	0	0	0				
		Facilitate preparation of documents for payment of salary of Contract of Service employee	Number of vouchers prepared	3	3	3	3	12	0.00	0.00	0.00	0.00
		Travel/Other Supplies Expenses (Local Travel by Air and by Land) (Personnel Section)	Number of vouchers prepared	3	3	3	3	12	37,500.00	37,500.00	37,500.00	37,500.00
		Common use supplies for Office Operation	Number of CSE prepared	1	0	0	0	1	1,736,000.00	0.00	0.00	0.00
Cash Management												
		Official Receipts for cash/checks collected issued	Number of official receipts issued within 3 minutes after every request	150	150	150	150	600				
		Preparation of official receipt issuance	Number of official receipts issued	100	100	100	100	400	0.00	0.00	0.00	0.00
		Cash/Checks collected, properly recorded and deposited	Number of Cash/Checks collected, properly recorded and deposited	100	100	100	100	400	0.00	0.00	0.00	0.00

	Record collections to cash book and prepare a deposit slip properly	Number of collections recorded and deposited	75	75	75	75	300	0.00	0.00	0.00	0.00
	Prepare report of collections and deposits	Number of report of collections and deposits with ORs prepared and submitted daily	80	80	80	80	320	0.00	0.00	0.00	0.00
	Checks Issued	Number of check issued	400	300	250	400	1,350	0.00	0.00	0.00	0.00
	Prepare payment of internal and external customers thru check issuance	Number of Advice Check Issued and Cancelled (ACIC) Prepared and Transmitted to Bank	20	20	20	20	80	0.00	0.00	0.00	0.00
	LDDAP-ADA issued	Number of LDDAP-ADA issued and transmitted to bank	70	60	60	70	260	0.00	0.00	0.00	0.00
	Prepare payment of internal and external customers thru LDDAP-ADA	Number of SLAIHAE prepared and transmitted to bank	15	15	15	20	65	0.00	0.00	0.00	0.00
	RCI with Disbursement Voucher prepared and submitted	Number of reports of checks issued with DVs prepared and submitted	80	80	80	80	320	0.00	0.00	0.00	0.00
	Prepare a RADAI with LDDAP-ADA for submission	Number of RADAI with LDDAP-ADA prepared and submitted daily	25	25	25	25	100	0.00	0.00	0.00	0.00
	Prepare a ChkADAD Record for submission	Number of ChkADAD Report prepared and submitted	15	15	15	15	60	0.00	0.00	0.00	0.00
	Prepare a Cash Receipts Record for submission	Number of Cash Receipts Record prepared and submitted every month	20	20	20	20	80	0.00	0.00	0.00	0.00
	Prepare Monthly Reports of Disbursement for submission	Number of Monthly Reports of Disbursement prepared and submitted	3	3	3	3	12	0.00	0.00	0.00	0.00
	Prepare Report of Accountability for Accountable Forms (RAAF) for submission	Number of Report of Accountability for Accountable Forms prepared and submitted	3	3	3	3	12	0.00	0.00	0.00	0.00
	Prepare and facilitate liquidation report for submission	Number of liquidation reports prepared and submitted	1	1	1	1	4	0.00	0.00	0.00	0.00
	Petty Cash Disbursed	Number of petty cash vouchers processed for miscellaneous expenses	60	60	60	70	250	0.00	0.00	0.00	0.00
	Disburse petty cash for miscellaneous and fuel	Number of petty cash vouchers processed for fuel expenses	50	50	50	70	220	0.00	0.00	0.00	0.00
	Attendance to seminars/trainings/ workshops relative to DepEd Programs and Projects	Number of seminars/trainings/ workshops within/ outside the region	1	0	1	1	3	50,000.00	50,000.00	50,000.00	50,000.00
Overhead (Cash Section)											
	Administrative Cost		0	0	0	0	0				
	Procure Accountable Forms	Number of Accountable Forms Procured	1	1	1	1	4	12,500.00	12,500.00	12,500.00	12,500.00
	Facilitate Bonding of Officers	Number of Officers Bonded	1	1	4	1	7	75,000.00	52,500.00	240,000.00	0.00
	Travel/Other Supplies Expenses (Local Travel by Air and by Land (Cash Section)	Number of vouchers prepared	1	1	1	1	4	28,500.00	28,500.00	28,500.00	28,500.00
	Common use supplies for Office Operation	Number of CSE prepared	1	0	0	0	1	35,000.00	0.00	0.00	0.00
Asset Management											
	Conducted various training and meeting relative to Asset Management	Number of seminars/trainings/ workshops relative to Asset Management	4	2	0	2	8				
	Conduct Year End Conference for DepEd RO VIII AMS staff and SDO Supply Officers	Number of AMS staff and SDO Supply Officers attended	0	0	0	1	1	0.00	0.00	0.00	21,000.00
	Conduct Seminar on Designated Property Custodians for DepEd RO VIII-Mid Year	Number of Property Custodians attended	0	1	0	0	1	0.00	21,000.00	0.00	0.00
	Conduct Seminar on Designated Property Custodians for DepEd RO VIII-Year End	Number of Property Custodians attended	0	0	0	1	1	0.00	0.00	0.00	21,000.00
	Conduct Coordination Meeting SDO Supply Officers and LR Coordinators	Number of SDO Supply Officers and LR Coordinators Attended	0	1	0	0	1	0.00	21,000.00	0.00	0.00
	Attend Trainings and Seminars Relevant to Property and Supply Management	Number of AMS staff participated	4	0	0	0	4	8,000.00	0.00	0.00	0.00

	Facilitated procurement of common use office supplies and equipment (CSE)	Number of procurement of office supplies conducted	1	0	0	0	1	0.00	0.00	0.00	0.00
	Issuance of Common-Use Office Supplies and Equipment	Number of Offices provided with Common-Use Office Supplies and Equipment	3	3	3	3	12	0.00	0.00	0.00	0.00
	Conduct annual Inventory of Physical Property, Plant and Equipment	Number of property, plant and equipment properly accounted annually	0	0	0	1	1	0.00	0.00	0.00	0.00
	Issuance of Accountable Forms	Number of required IAR, RIS, ICS, PAR, RSMI prepared and issued	3	3	3	3	12	0.00	0.00	0.00	0.00
	Transfer of goods facilitated	Number of required PTR prepared and issued	3	3	3	3	12	0.00	0.00	0.00	0.00
	Conduct of disposal of Unserviceable Supplies, Equipment and Property	Number of disposal conducted of unserviceable property properly conducted	0	0	0	1	1	0.00	0.00	0.00	0.00
Overhead (Asset Management Section)											
	Administrative Cost		0	0	0	0	0				
	Payment of Salaries for Contract of Service	Number of payments made	3	3	3	3	12	36,000.00	36,000.00	36,000.00	36,000.00
	Common use supplies for Office Operation	Number of CSE prepared	1	0	0	0	1	67,000.00	0.00	0.00	0.00
	Travel/Other Supplies Expenses (Local Travel by Air and by Land (AMS)	Number of vouchers prepared	1	0	2	1	4	25,000.00	25,000.00	25,000.00	25,000.00
Records Management											
	Documents received, classified and delivered	Number of documents, received, classified and delivered	750	750	750	750	3,000				
	Releasing, disposal and deliver communications/ documents	Number of communications/ documents released, disposed, and delivered	750	750	750	750	3,000	0.00	0.00	0.00	0.00
	Filing of Records properly/systematically	Number of records filed	750	750	750	750	3,000	0.00	0.00	0.00	0.00
	Disposal of obsolete records	Number of records disposed	150	150	150	150	600	0.00	0.00	0.00	0.00
	Processing of Certification, Authentication and Verification	Number of CAV processed	75	75	75	75	300	0.00	0.00	0.00	0.00
	Validation/ authentication of records	Number of records validated	300	300	300	300	1,200	0.00	0.00	0.00	0.00
	Capacity Building for Records Section Personnel	Number of training conducted	0	0	1	0	1	0.00	0.00	80,000.00	0.00
	Attendance to seminars/trainings/ workshops relative to DepEd Programs and Projects	Number of training attended	1	1	1	1	4	5,000.00	5,000.00	5,000.00	5,000.00
Overhead (Records Section)											
	Administrative Cost		0	0	0	0	0				
	Payment of Salaries for Contract of Service	Number of payments made	3	3	3	3	12	32,250.00	32,250.00	32,250.00	32,250.00
	Procurement of Courier Services	Number of procurement prepared	3	3	3	3	12	124,000.00	0.00	0.00	0.00
	Common use supplies for Office Operation	Number of CSE prepared	1	0	0	0	1	80,000.00	0.00	0.00	0.00
	Travel/Other Supplies Expenses (Local Travel by Air and by Land (AMS)	Number of vouchers prepared	1	0	2	1	4	10,000.00	10,000.00	10,000.00	10,000.00
Security, Facilities and Maintenance Management											
	Attendance to seminars/trainings/ workshops relative to DepEd Programs and Projects and ISO related activities	Number of seminars/trainings/ workshops relative to DepEd Programs and Projects and ISO related activities participated	0	0	0	1	1				
	Seminar of RO and SDO General Services Personnel	Number of conducted activities relative to General Services	0	0	0	1	1	0.00	0.00	0.00	140,000.00
	Safety and Security Plan implemented	Number of months compliant with security and safety standards	3	3	3	3	12				
	Conduct regular meeting with security guards	Number of meetings conducted to address issues and concerns	1	1	1	1	4	0.00	0.00	0.00	0.00
	Prepare Incident Report and refer to concerned functional division office	Number of incident report prepared and referred to concerned functional division office	1	0	1	0	2	0.00	0.00	0.00	0.00

	Maintained Service Vehicles	Number of passengers satisfied with transportation services	15	15	15	15	60				
	Prepare trip ticket for the request of use of vehicle	Number of request for vehicle use accommodated	15	15	15	15	60	0.00	0.00	0.00	0.00
	Maintained clean, safe and conducive working environment	Number of days for the cleaning of offices and grounds monitored	60	60	60	60	240				
	Conduct monthly disinfection of RO Offices	Number of disinfection of RO offices conducted	3	3	3	3	12	0.00	0.00	0.00	0.00
	Monitor RO grounds, building, facilities, and utilities	Number of monitoring conducted	3	3	3	3	12	0.00	0.00	0.00	0.00
	Issue and accommodate Job Request	Number of job request issued and accommodated	15	15	15	15	60	0.00	0.00	0.00	0.00
	Report issues/concerns to service provider for the repair and maintenance of utilities	Number of Reports/issues reported to service provider for the repair and maintenance of utilities	1	1	1	1	4	0.00	0.00	0.00	0.00
	Monitor of office equipment/ supplies brought outside the office	Number of gate pass issued and monitored	1	1	1	1	4	0.00	0.00	0.00	0.00
Overhead (General Services Unit)											
	Administrative Cost		0	0	0	0	0				
	Facilitate preparation of documents for payment of services of contracted utility workers	Number of vouchers prepared for salaries of Utility Workers	3	3	3	3	12	750,000.00	0.00	0.00	0.00
	Facilitate preparation of documents for payment of security guard services	Number of vouchers prepared for salaries of security guards	1	0	0	0	1	2,147,000.00	0.00	0.00	0.00
	Facilitate procurement of repair and maintenance of vehicles	Number of procurement prepared	2	1	1	0	4	175,000.00	175,000.00	350,000.00	0.00
	Facilitate purchase of fuel, oil, and lubricants for vehicles	Number of monthly report and activity request prepared	1	1	1	1	4	229,999.16	230,000.28	230,000.28	230,000.28
	Facilitate procurement of repair and maintenance of office facilities and building	Number of procurement prepared	3	3	3	3	12	732,500.00	0.00	0.00	0.00
	Facilitate procurement of repair and maintenance of office equipment	Number of procurement prepared	2	0	0	0	2	500,000.00	0.00	0.00	0.00
	Facilitate preparation of documents for payment of insurance of properties	Number of vouchers prepared	0	0	1	0	1	0.00	0.00	2,120,000.00	0.00
	Facilitate preparation of documents for payment of maintenance of landline and internet telephones	Number of vouchers prepared	0	0	1	0	1	232,500.00	232,500.00	232,500.00	232,500.00
	Facilitate preparation of documents for payment of mobile load allowance of RO Officials	Number of vouchers prepared	3	3	3	3	12	112,500.00	112,500.00	112,500.00	112,500.00
	Facilitate preparation of documents for payment electricity consumption	Number of vouchers prepared	3	3	3	3	12	999,999.99	999,999.99	999,999.99	999,999.99
	Facilitate preparation of documents for payment water consumption	Number of vouchers prepared	3	3	3	3	12	125,000.01	125,000.01	125,000.01	125,000.01
	Travel/Other Supplies Expenses (Local Travel by Air and by Land	Number of vouchers prepared	3	3	3	3	12	37,500.00	37,500.00	37,500.00	37,500.00
	Common use supplies for Office Operation	Number of CSE prepared	1	0	0	0	1	112,000.00	0.00	0.00	0.00
Procurement Planning											
	Provided assistance to end-user	Number of assistance provided to end-users	3	3	3	3	12				
	Quarterly interface with end-user	Number of quarterly interfacing conducted	1	1	1	1	4	2,100.00	2,100.00	2,100.00	2,100.00
	Consolidation of PPMPs into an Annual Procurement Plan (APP)	Number of PPMPs reviewed	1	1	1	1	4	0.00	0.00	0.00	0.00
	Planned, prioritize and coordinate tasks w/ BAC of approved procurement requests from the end-user	Number of procurement requests coordinated	9	9	9	9	36	0.00	0.00	0.00	0.00
	Review and supervision of procurement process	Number of procurement processes reviewed and supervised	9	9	9	9	36	0.00	0.00	0.00	0.00

	Supervision of actual procurement activities	Number of actual procurement processes supervised	9	9	9	9	36	0.00	0.00	0.00	0.00
	Supervision of sale and issuance of bidding documents	Number of bidding documents issued	2	1	2	2	7	0.00	0.00	0.00	0.00
	Provide assistance in the conduct of CO-initiated procurement training	Number of training conducted	0	0	0	1	1	0.00	0.00	0.00	0.00
	Administered the implementation and administration of procurement contracts by properly planning all the contract management stages	Number of contract management stages planning administered	2	1	2	2	7	0.00	0.00	0.00	0.00
	Administered the planned activities to monitor the compliance with specified terms and conditions of the procurement contracts	Number of planned activities to comply with the terms & conditions of procurement contracts administered	2	1	2	2	7	0.00	0.00	0.00	0.00
	Coordinated with the ProMS-Contract Management Division on the delivery of goods procured by Central Office	Number of delivered goods from CO coordinated	0	3	0	0	3	0.00	0.00	0.00	0.00
	Coordinated with end-users on the acceptance of goods and services and Finance Div. for prompt payment	Number of Inspection & Acceptance Report coordinated	3	3	3	3	12	0.00	0.00	0.00	0.00
	Assist in the preparation of Inspection Order by providing the particulars of the project and items for inspection	Number of prepared Inspection Order assisted	1	1	1	1	4	0.00	0.00	0.00	0.00
	Monitor compliance of the procurement process with RA 9184 and its IRR, GPPB issuances, DepEd procurement issuances and BAC Secretariat office procedures	Number of procurement processes compliance with RA 9184, GPPB issuances monitored	3	3	3	3	12	0.00	0.00	0.00	0.00
	Maintain and update the procurement tracking system for all procurement activities and milestones	Number of updated tracking system maintained	3	3	3	3	12	0.00	0.00	0.00	0.00
	Monitoring and Evaluation on the actual conduct of procurement activities against required timelines	Number of PMR & APCPI submitted	1	0	0	0	1	0.00	0.00	0.00	0.00
	Conduct of initiation of sanctions against erring suppliers, contractors and consultants	Number of initiated sanctions conducted	0	0	0	1	1	0.00	0.00	0.00	0.00
	Conduct of Pre-Bid Conference and Opening of Bids for public bidding with the BAC Members	Number of Pre-Bid Conference and Opening of Bids conducted	2	1	2	2	7	55,200.00	27,600.00	55,200.00	55,200.00
	Re-Orientation training on Republic Act 9184 and its IRR conducted for BAC members, TWG, BAC Secretariat, RO Canvassers and End-Users of RO Functional	Number of Re-Orientation on RA 9184 conducted	0	0	1	0	1	0.00	70,000.00	0.00	0.00
	BAC Meeting (Pre-procurement Conference and Opening of RFQs)	Number of BAC Meetings conducted	7	6	6	6	25	7,000.00	6,000.00	6,000.00	6,000.00
Overhead (Procurement Unit)											
	Administrative Cost		0	0	0	0	0				
	Operational Expenses		0	1	0	0	1	0.00	16,000.00	0.00	0.00
	Travel/Other Supplies Expenses (Local Travel by Air and by Land	Number of vouchers prepared	1	0	0	0	1	0.00	0.00	0.00	0.00
	Common use supplies for Office Operation	Number of CSE prepared	1	0	0	0	1	137,400.00	0.00	0.00	0.00
Unit Performance											
	Attendance to national/regional trainings, seminar-workshops/orientations as scheduled	Number of national/regional trainings, seminar-workshops/orientations as scheduled attended	2	2	2	2	8				
	Attendance to national/regional trainings, seminar-workshops/orientations as scheduled	Number of conducted activities relative to Administrative services	1	1	1	1	4	62,500.00	62,500.00	62,500.00	62,500.00
	Participation in ISO and PRIME-HRM related activities	Number of ISO and PRIME-HRM related activities participated	1	1	1	1	4				

	Participation in PQR activities	Number of PQR activities participated	1	1	1	1	4	0.00	0.00	0.00	0.00
	Participation in WIT activities	Number of WIT activities participated	1	1	1	1	4	0.00	0.00	0.00	0.00
	Participation in DIT activities	Number of DIT activities participated	1	1	1	1	4	0.00	0.00	0.00	0.00
	Participation in QMR activities	Number of QMR activities participated	1	1	1	1	4	0.00	0.00	0.00	0.00
	Participation in PMT activities	Number of PMT activities participated	1	1	1	1	4	0.00	0.00	0.00	0.00
	Participation in PRAISE meetings	Number of PRAISE meetings participated	1	1	1	1	4	0.00	0.00	0.00	0.00
	Prepared and facilitate PPMP for the Procurement of Common-used Office Supplies and Equipments CSE & Non-CSE		1	0	0	0	1	0.00	0.00	0.00	0.00
	Conduct 3-day Orientation of PMIS-cum-Finalization of the 2023 WFP		0	0	16	0	16	0.00	0.00	47,000.02	0.00
	Facilitate timely utilization of all funds and obtained at least 25% Obligation Rate every quarter		1	1	1	1	4	0.00	0.00	0.00	0.00
	Facilitate timely disbursement of all funds and obtained at least 97-100% of the total amount obligated per quarter		1	1	1	1	4	0.00	0.00	0.00	0.00
	Update google calendar of the Administrative Division in the 1st Quarter to ensure no conflict of activities/schedules among participants		1	1	1	1	4	0.00	0.00	0.00	0.00
	Encode, update and report PPAs in the PMIS with mark "COMPLETED"	Number of encoded, updated and reported PPAs in the PMIS with mark "COMPLETED"	1	1	1	1	4	0.00	0.00	0.00	0.00
	Upload Quarterly Physical Accomplishment Report in PMIS		1	1	1	1	4	0.00	0.00	0.00	0.00
	Approve 2023 OPCR and IPCR	Number of approved 2023 OPCR and IPCR	0	0	0	1	1	0.00	0.00	0.00	0.00
	Conduct Mid-Year and Year-End Performance Review of Administrative Personnel	Number of conducted performance review of Administrative Personnel	0	1	0	1	2	0.00	0.00	0.00	0.00
	Review and submit Internal Policy / guidelines issued by the Administrative Division	Number of Internal Policy /guidelines issued by the Administrative Division reviewed and submitted	1	1	1	1	4	0.00	0.00	0.00	0.00
	Conduct Internal Quarterly RMEA	Number of Quarterly Internal RMEA report submitted to QAD every end of the quarter or on or before the 5th working day of the succeeding month (after the RMEA)	1	1	1	1	4	0.00	0.00	0.00	0.00
	Conduct and submit performance monitoring and mentoring of employees	Number of reports of all employees monitored and mentored in a quarter	1	1	1	1	4	0.00	0.00	0.00	0.00
	Facilitate online payment of service providers	Number of Service providers paid on time / within a month after delivery of service	1	1	1	1	4	0.00	0.00	0.00	0.00
	Facilitate accomplishment of CSS	Number of accomplished CSS of activities submitted to FTAD within the timeline	1	1	1	1	4	0.00	0.00	0.00	0.00
	Participate in all RFTACT deployment activities to all SDOs assigned including RFTACT conferences as required	Participated in all RFTACT deployment activities to all SDOs assigned including RFTACT conferences as required	1	1	1	1	4	0.00	0.00	0.00	0.00
	Prepare and submit Purchase Request (PR) with necessary documents of all activities	Number of PR prepared	1	1	1	1	4	0.00	0.00	0.00	0.00
	Submit DTRs with attachments, SALN, PDS, IPCRs with summary and other administrative documentary requirements	Number of submitted DTRs with attachments, SALN, PDS, IPCRs with summary and other administrative documentary requirements within the prescribed timeline	1	1	1	1	4	0.00	0.00	0.00	0.00
	Submit approved current year OPCR to PPRD and IPCRs with IDPs to HRDD	Number of submitted approved current year OPCR to PPRD and IPCRs with IDPs to HRDD within the prescribed timeline	0	0	0	1	1	0.00	0.00	0.00	0.00

		Report facilities and equipment for repair	Number of facilities and equipment repaired	0	0	0	1	1	0.00	0.00	0.00	0.00
		Conduct Quarterly Conference of RO, SDO, and IU Administrative Officers conducted	Number of Quarterly Conference of RO, SDO, and IU Administrative Officers conducted	0	0	0	0	0	100,000.00	0.00	0.00	0.00
Overhead (Office of the Chief)												
		Administrative Cost		0	0	0	0	0				
		Travel/Other Supplies Expenses (Local Travel by Air and by Land)	Number of vouchers prepared	1	2	1	2	6	16,666.67	33,333.34	16,666.67	33,333.34
		Common use supplies for Office Operation	Number of CSE prepared	1	0	0	0	1	40,000.00	0.00	0.00	0.00
		Procure CSE and Non-CSE and Hired COS (COA)	Number of CSE and vouchers prepared for salaries of COS (COA)	3	3	3	3	12	99,999.99	99,999.99	99,999.99	99,999.99
									9,074,615.82	2,624,283.61	5,169,716.96	2,478,383.61

(2) Curriculum and Learning Management Division

Pro-grams/ Projects	Output	Activities	Performance Indicator (Activity, Output & Milestone)	FY PHYSICAL TARGET					FY OBLIGATION PROGRAM			
				Q1	Q2	Q3	Q4	Total Physi- cal	Q1	Q2	Q3	Q4
				To- tal	To- tal	To- tal	To- tal		Total	Total	Total	Total
Management of Curriculum Implementation												
	Program Design on contextualized curriculum crafted	Number of Program Design crafted	0	0	0	1	1					
	Monitoring of Project R8 BULIG implementation	Number of monitoring of Project R8 BULIG implementation conducted	1	1	1	1	4	32,000.00	0.00	0.00	0.00	
	Provision of technical assistance to SDOs on the alignment of contextualized competencies to the learning standards	Number of TA activities conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Region VIII Curriculum and Learning Management (CLM) System/Framework enhanced	Number of Region VIII Curriculum and Learning Management (CLM) System/Framework enhanced	0	0	0	1	1					
	Enhancement Workshop on the Curriculum and Learning Management (CLM) System / Framework	Number of Enhancement Workshop on the Curriculum and Learning Management (CLM) System / Framework conducted	0	0	0	1	1	0.00	0.00	0.00	60,000.00	
	Monitoring of SDO activities relative to the implementation of the curriculum contextualization	Number of monitoring activities conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Submission/Implementation of Researches/ Activity Proposals/Concept Papers/Project and Program Designs	Number of Researches/Activity Proposals/Concept Papers/Project and Program Designs submitted/ conducted/implemented	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Monitoring and evaluation of Special curriculum programs (SSES, STE, RSHS, SPFL, SPA, SPS, SPJ, HGP and SPTVE) implementation	Number of monitoring and evaluation of Special curriculum programs implementation conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Monitoring and Evaluation of Inclusive Education programs (MEP/ALIVE, IPED, SPED, MG, ALS, and ADM) implementation	Number of monitoring and Evaluation of Inclusive Education programs implementation conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Program Implementation Review (PIR) Report crafted	Number of PIR Report crafted	0	1	0	0	1					
	Program Implementation Review (PIR) on Curriculum and Instruction	Number of PIR conducted	0	1	0	0	1	0.00	580,000.00	0.00	0.00	

Learning Delivery												
	Policy recommendations on learning delivery submitted	Number of policy recommendations on learning delivery submitted	0	0	0	1	1					
	Monitoring of Project GIYA Teachers implementation	Number of monitoring of Project GIYA Teachers implementation conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Monitoring of Project LAMP implementation	Number of monitoring of Project LAMP implementation conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Updating of the master list of contextualized curriculum delivery/systems, modalities and/or innovations with Schools Divisons	Number of updating of master list of contextualized curriculum conducted	0	0	1	0	1	0.00	0.00	0.00	0.00	
	Submission of policy recommendation on learning deliveries/systems	Number of policy recommendation on learning deliveries/systems submitted	0	0	0	1	1	0.00	0.00	0.00	0.00	
	Regional Festival of Talents (RFoT)	Number of RFoT conducted	0	0	0	1	1	0.00	0.00	0.00	100,000.00	
	Regional Science, Technology, and Mathematics Fair (RSTMF)	Number of RSTMF conducted	0	0	1	0	1	0.00	0.00	100,000.00	0.00	
Learning Resources Management												
	Learning resources contextualized	Number of learning resources contextualized	11	11	11	11	44					
	Inventory of K to 12 LR and Regional Library LRs, including ALS LRs	Number of inventory of K to 12 LR and Regional Library LRs conducted	0	0	1	0	1	0.00	0.00	0.00	0.00	
	Workshop on the Contextualization Strategies and Development of Contextualized Learning Resources in all learning area including ALS	Number of Workshop on the Contextualization Strategies and Development of Contextualized Learning Resources conducted	0	1	0	0	1	0.00	204,000.00	0.00	0.00	
	Workshop on the Contextualization Strategies and Development of Contextualized Learning Resources in SPA in all specialization	Number of Workshop on the Contextualization Strategies and Development of Contextualized Learning Resources in SPA conducted	1	0	0	0	1	280,000.00	0.00	0.00	0.00	
	Quality Assurance of Contextualized Learning Resources	Number of Quality Assurance of Contextualized Learning Resources conducted	0	1	0	0	1	0.00	324,000.00	0.00	0.00	
	Quality Assured LR published	Number of Quality Assured LR published	11	11	11	11	44					
	Publishing of Quality Assured LR at the LR Portal	Number of publishing of Quality Assured LR at the LR Portal conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
Assessment Learning Outcomes												
	Assessment Result Report crafted	Number of assessment result report crafted	0	0	0	1	1					
	Provision of Technical Assistance to SDOs on analysis of assessment results	Number of Technical Assistance provision to SDOs on analysis of assessment results conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
Unit Performance												
	WFP and PPMP 2023 & 2024	Number of WFP and PPMP 2023 & 2024	0	0	0	1	1					
	Workshop on the preparation/ enhancement of the budget for CLMD's resource requirements (WFP and PPMP 2023&24)	Number of Workshop on the preparation/ enhancement of the budget for CLMD's resource requirements conducted	0	1	0	0	1	0.00	0.00	0.00	0.00	
	RMEA Report crafted	Number of RMEA Reports crafted	1	1	1	1	4					
	Internal office MEA	Number of internal office MEA conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
	OPCRF and IPCRFs crafted	Number of OPCRf and IPCRFs crafted	0	0	0	14	14					
	Mid-Year and Year-End Reviews of OPCR/ IPCR	Number of Mid-Year and Year-End Reviews of OPCR/ IPCR conducted	0	1	0	1	2	0.00	0.00	0.00	0.00	
Overhead												
	Administrative Cost		0	0	0	0	0					
	Payment of Salaries of 2 Contracts of Service (COS)		0	0	0	0	0	69,000.00	69,000.00	69,000.00	69,000.00	
	Operational Expenses (petty cash)		0	0	0	0	0	3,000.00	3,000.00	3,000.00	3,000.00	
	Travel Expenses		0	0	0	0	0	181,500.00	181,500.00	181,500.00	181,500.00	
	Common use supplies for Office Operation		0	0	0	0	0	0.00	265,000.00	0.00	0.00	
								565,500.00	1,626,500.00	353,500.00	413,500.00	

(3) Education Support Services Division

Pro-grams/ Projects	Output	Activities	Performance Indicator (Activity, Output & Milestone)	FY PHYSICAL TARGET					FY OBLIGATION PROGRAM			
				Q1	Q2	Q3	Q4	Total Physi- cal	Q1	Q2	Q3	Q4
				To- tal	To- tal	To- tal	To- tal		Total	Total	Total	Total
Partnerships and Linkages												
	Brigada Eskwela (BE) Implementation monitored		Number of Schools Division Offices (SDOs) Monitored their Implementation of Brigada Eskwela (BE)	0	0	13	0	13				
		Monitor Brigada Eskwela Implementation.	Number of Schools Division Offices (SDOs) Monitored their Implementation of Brigada Eskwela (BE)	0	0	13	0	13	0.00	0.00	0.00	0.00
	Agreements/Plans prepared		Number of coordination meetings/consultations organized during the Planning Period	1	1	1	1	4				
		Conduct Coordination Meetings with Partnership Focal Persons	Number of coordination meetings/consultations organized during the Planning Period	1	1	1	1	4	18,200.00	18,200.00	18,200.00	18,200.00
	Functional database monitored		Number of DepEd Partnerships Data Sheet (DPDS) monitorings conducted	1	1	1	1	4				
		Monitor the updating of the DepEd Partnerships Data Sheet (DPDS) for DepEd Region VIII.	Number of DepEd Partnerships Data Sheet (DPDS) monitorings conducted	1	1	1	1	4	0.00	0.00	0.00	0.00
Education Facilities Management												
	Accomplishment Result of Implemented Projects consolidated		Number of Workshops Conducted on the Status of Implementation of Infrastructure Projects in DepEd Region VIII	0	1	0	1	2				
		Biannual Workshop Consolidation on the Status of Implementation of Infrastructure Projects in DepEd Region VIII	Number of Workshops Conducted on the Status of Implementation of Infrastructure Projects in DepEd Region VIII	0	1	0	1	2	0.00	100,000.00	0.00	100,000.00
	Monitoring Report and Recommendation of RO-led and SDO-led Infrastructure Projects validated		Number of on-site monitoring and validation activities conducted on RO-led and SDO-led infrastructure projects	3	3	3	3	12				
		On-site monitoring /validation on the Status of the Implementation of RO-led Infrastructure	Number of on-site monitoring and validation activities conducted on RO-led infrastructure projects	3	3	3	3	12	0.00	0.00	0.00	0.00
		On-site monitoring/validation on the Status of the Implementation of SDO-led Infrastructure	Number of on-site monitoring and validation activities carried out on Infrastructure Projects led by SDO	3	3	3	3	12	0.00	0.00	0.00	0.00
Health and Nutrition Services Management												
	Project Accomplishment Reports prepared		Number of workshops conducted on strategic and target setting in ISHNP	0	0	0	1	1				
		Workshop on Strategic Planning and Target Setting on Integrated School Health and Nutrition Programs (ISHNP)	Number of workshops conducted on strategic and target setting in ISHNP	0	0	0	1	1	0.00	0.00	0.00	93,000.00
	Learners are ready and well program monitored		Number Schools Division Offices (SDOs) provided technical assistance in the implementation of the 6 Flagship Programs	3	4	3	3	13				
		Technical Assistance in the Implementation of the 6 Flagship Programs of the School Health: 1. Medical, Dental, Nursing Services; 2. National Drug Education Program; 3. School-Based Feeding Program; 4. Adolescent Reproductive Health; 5. Wash in Schools; and 6. Mental Health	Number of Schools Division Offices (SDOs) provided technical assistance in the implementation of the 6 Flagship Programs	3	4	3	3	13	0.00	0.00	0.00	0.00

	Evidenced-Based Data Validated	Number of Program Implementation Reviews (PIRs) were conducted on Integrated School Health and Nutrition Programs (ISHNP)	0	0	1	1	2				
	Mid-Year and Year-End Program Implementation Reviews on the Integrated School Health and Nutrition Programs (ISHNP)	Number of Program Implementation Reviews (PIRs) were conducted on Integrated School Health and Nutrition Programs (ISHNP)	0	0	1	1	2	0.00	0.00	98,000.00	98,000.00
Events Management											
	IEC and Advocacy Resource Materials disseminated and monitored	Number of disseminated and monitored Schools Division Offices (SDOs) on IEC and advocacy materials on YLF, DRRM, CCA, and EiE	0	0	0	13	13				
	Disseminate IEC and Advocacy Materials on YLF, DRRM, CCA, and EiE to SDOs	Number of SDOs that received and disseminated IEC and advocacy materials on YLF, DRRM, CCA, and EiE.	0	0	0	13	13	0.00	0.00	0.00	0.00
	Monitored dissemination of IEC and Advocacy Materials on YLF, DRRM, CCA, and EiE to SDOs	Number of SDO monitorings on disseminated IEC and advocacy materials on YLF, DRRM, CCA, and EiE	0	0	0	13	13	0.00	0.00	0.00	0.00
Unit Performance											
	Health Status of DepEd Regional Office Personnel examined	Number of activities conducted on OPCRFS and IPCRFs	0	0	1	0	1				
	Annual Laboratory Examination of All Permanent Regional Office Personnel	Number of activities conducted on OPCRFS and IPCRFs	0	0	1	0	1	0.00	0.00	200,000.00	0.00
	Mid-Year and Year-End Reviews of Office Performance Commitment and Review Form (OPCRF)/ Individual Performance Commitment and Review Forms (IPCRFs) conducted	Number of laboratory examinations conducted on Regional Office Personnel	0	0	1	1	2				
	Conduct Mid-Year and Year-End Reviews of OPCRFS/IPCRFs	Number of laboratory examinations conducted on Regional Office Personnel	0	0	1	1	2	0.00	0.00	18,000.00	18,000.00
	Quarterly Internal Monitoring, Evaluation, and Adjustment (IMEA) conducted	Number conducted and submitted for quarterly Internal-MEA reports	1	1	1	1	4				
	Conduct Internal MEA Quarterly and submit Internal MEA Report to QAD at least 3-days before the actual RMEA.	Number of conducted Internal Monitoring, Evaluation, and Adjustment (IMEA).	1	1	1	1	4	9,000.00	9,000.00	9,000.00	9,000.00
	Submission of Internal Monitoring, Evaluation, and Adjustment (IMEA) to QAD at least 3-days before the actual Regional Monitoring, Evaluation, and Adjustment (RMEA)	Number of submitted Internal Monitoring, Evaluation, and Adjustment (IMEA) reports	1	1	1	1	4	9,000.00	9,000.00	9,000.00	9,000.00
	Programs, Projects, and Activities (PPAs) in the Program Management Information System (PMIS) with mark "Completed" (Monthly/Quarterly) (WFP, PPMP and APP) encoded/updated	Number of encoding/updating and reporting of Programs, Projects, and Activities (PPAs) in the PMIS was done on time	3	3	3	3	12				
	Encoding/Updating of Programs, Projects, and Activities in the PMIS with the mark "Completed" (Monthly/Quarterly) (WFP, PPMP, and APP)	Number of encoding/updating and reporting of Programs, Projects, and Activities (PPAs) in the PMIS was done on time	3	3	3	3	12	0.00	0.00	0.00	0.00
	Minutes of Meeting and Agreements prepared	Number of staff conferences conducted	3	3	3	3	12				
	Conduct Staff Conferences monthly	Number of staff conferences conducted	3	3	3	3	12	0.00	0.00	0.00	0.00
	Regional Field Technical Assistance Composite Teams (RFTACT) Activities participated	Number of RFTACT deployments participated in	1	1	1	1	4				
	Participate in all RFTACT deployment schedules to all School Division Offices (SDOs) assigned including RFTACT required conferences	Number of RFTACT deployments participated in	1	1	1	1	4	0.00	0.00	0.00	0.00
Overhead											
	Administrative Cost		3	3	3	3	12				
	Payment of salaries under Contract of Service (COS)	Number of payments to the Contract of Service	3	3	3	3	12	99,000.00	99,000.00	99,000.00	99,000.00

	Participated in National/Regional Training/Seminars/Workshops/Orientations/RFTACTs deployment; Monitoring of BE/RO-led and SDO-led Infrastructure Projects/Plan Kalusugan sa DepEd Programs/Disseminate IEC and Advocacy Materials; and other Office-Related Travels as Scheduled	Number of activities participated	3	3	3	3	12	132,549.99	132,549.99	132,550.03	132,549.99
	Procurement of common-use supplies for office operations	Number of payments for the procurement of Common Office Supplies	1	0	0	0	1	150,000.00	0.00	0.00	0.00
	Payment of Petty Cash Expenses	Number of Petty Cash expenses paid	1	1	1	1	4	10,000.00	10,000.00	10,000.00	10,000.00
	Registration Fees for Seminars and Training	Number of payments for seminar/training registration attended	1	1	1	1	4	20,000.00	20,000.00	20,000.00	20,000.00
								447,749.99	397,749.99	613,750.03	606,749.99

(4) Field Technical Assistance Division

Pro-grams/ Projects	Output	Activities	Performance Indicator (Activity, Output & Milestone)	FY 2023 PHYSICAL TARGET					FY 2023 OBLIGATION PROGRAM			
				Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4
				To-tal	To-tal	To-tal	To-tal	Physi-cal	Total	Total	Total	Total
Technical Assistance												
	Regional Field Technical Assistance Composite Teams (RFTACTs) reorganized		Number of organized cross-functional RFTACTs with defined SDO assignments in placed.	6	0	0	0	6				
		Issuance of Regional Memorandum stipulating the Reorganization and Updating of RFTACTs' Assignments	Number of memorandum released.	6	0	0	0	6	0.00	0.00	0.00	0.00
	Technical Assistance to SDOs provided		Number of SDOs provided with Technical Assistance	13	13	13	13	52				
		Quarterly Pre-Deployment Conference of RFTACTs	Number of pre-deployment conferences conducted	1	1	1	1	4	21,000.00	21,000.00	42,000.00	0.00
		Quarterly RFTACTs' Post Deployment Conference	Number of post deployment conferences conducted	1	1	1	1	4	12,000.00	12,000.00	12,000.00	12,000.00
	Inventory/Records of Implemented Technical Assistance Intervention by Schools Division conducted		Number of TA intervention reported	1	1	1	1	4				
		Consolidation of SDOs' implemented TA Interventions	Number of consolidated TA intervention report prepared	1	1	1	1	4	0.00	0.00	0.00	0.00
	SDOs with Innovative/Effective/Best Practices on TA Provision awarded		Number of SDOs awarded	0	0	7	6	13				
		Issuance of Regional Memorandum for submission of entries	Number of memorandum issued	0	0	1	0	1	0.00	0.00	0.00	0.00
	Best Practices on TA Provision and SBM showcased		Number of Innovative, Effective, and Best Practices on TA Provision and SBM Showcased	0	0	0	13	13				
		TA Implementation Review cum SBM Summit	Number of TA Implementation Review cum SBM Summit conducted	0	0	0	1	1	0.00	0.00	0.00	176,000.00
Knowledge Management												
	Organized RFTACT and DFTACTs approved		Number of RFTACTs and DFTACTs organized	19	0	0	0	19				
		Updating the Organization of RFTACT and DFTACTs of the 13 Schools Divisions	Number of RFTACTs and DFTACTs updated	19	0	0	0	19	0.00	0.00	0.00	0.00
	Terms of Reference/TA (TOR/TA) Operations Manual presented		Number of Terms of Reference/TA (TOR/TA) Operations Manual presentation conducted	1	0	0	0	1				
		Orientation-WS on TA Mechanism for New RFTACT Members	Number of New RFTACT Members oriented	15	0	0	0	15	12,000.00	0.00	0.00	0.00

Team Management												
	Contingency Plan approved	Number of Contingency Plan approved	1	0	0	0	1					
	Crafting of RFTACT Contingency Plan	Number of Contingency Plan crafted	1	0	0	0	1	0.00	0.00	0.00	0.00	
	Effective practices on TA provision harvested	Number of effective practices on TA provision listed/ recorded	1	0	0	0	1					
	Consultative Conference on the Implementation of TA Mechanism cum Benchmarking of SBM Practices	Number of consultative conference conducted	1	0	0	0	1	224,000.00	0.00	0.00	0.00	
	2023 Technical Assistance Plans crafted	Number of Technical Assistance Plan crafted	1	0	0	0	1					
	Workshop on the Crafting of the 2023 Regional Technical Assistance Plan	Number of workshop conducted	1	0	0	0	1	12,000.00	0.00	0.00	0.00	
Unit Performance												
	Analysis of Customer Satisfaction Survey (CSS) for Customer Clients and Service Providers reported	Number of Customer Satisfaction Survey (CSS) for Customer Clients and Service Providers analysis prepared and reported	1	1	1	1	4					
	Analysis of Customer Satisfaction Survey (CSS) for Customer Clients and Service Providers	Number of analysis conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Risk Management Monitoring reported	Number of Risk Management Monitoring prepared and reported	1	1	1	1	4					
	Analysis of Risk Management Monitoring	Number of Analyzed Risk Management Monitoring conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Quarterly Internal MEA Reports and Quarterly Accomplishment Reports submitted	Number of Quarterly Internal MEA and Accomplishment Reports submitted	0	1	1	2	4					
	Preparation of quarterly Internal MEA Reports and Quarterly Accomplishment Reports	Number of Quarterly Internal MEA and Accomplishment Reports prepared	0	1	1	2	4	0.00	0.00	0.00	0.00	
	2024 Project Procurement Management Plan (PPMP) and Work and Financial Plan (WFP) of FTAD prepared, approved and submitted	Number of WFP and PPMP prepared, approved and submitted	0	0	1	0	1					
	Workshop on the Preparation of the 2024 Project Procurement Management Plan (PPMP), and Work and Financial Plan (WFP)	Number of workshop conducted	0	0	1	0	1	0.00	0.00	0.00	0.00	
	2023 OPCR and IPCR Accomplishments crafted	Number of 2023 OPCR and IPCR accomplished	0	1	0	1	2					
	Mid Year & Year-End FTAD Performance Review	Number of reviews conducted	0	1	0	1	2	0.00	0.00	0.00	0.00	
	2024 OPCR and IPCRs Targets approved and submitted	No. of 2024 OPCR and IPCRs (Targets) approved and submitted	1	0	0	0	1					
	Preparation of 2024 OPCR and IPCR Targets	No. of 2024 OPCR and IPCRs (Targets) prepared	1	0	0	0	1	0.00	0.00	0.00	0.00	
	Regular Monthly Staff Meeting conducted	No. of Staff updated on latest information	3	3	3	3	12					
	Monthly Staff Conference	No. of Staff Conferences conducted	3	3	3	3	12	0.00	0.00	0.00	0.00	
	Quarterly Updating of Physical Accomplishment Report in PMIS conducted	No. of Quarterly Updating of Physical Accomplishment in PMIS conducted	0	1	1	1	3					
	Uploading of Quarterly Physical Accomplishment Report in PMIS	No. of uploading of Quarterly Physical Accomplishment Reports PMIS conducted	0	1	1	1	3	0.00	0.00	0.00	0.00	
Overhead												
	Travelling Expenses		13	13	13	13	52					
	On-site Quarterly Deployment of the RFTACTs to SDOs ¹	No. of SDOs provided technical assistance through the RFTACTs in every quarter	13	13	13	13	52	30,000.00	30,000.00	30,000.00	30,000.00	
	Regional Division-Based Capability Building on School-Based Management cum SBM Coaching	No. of SBM Coaching conducted	2	5	6	0	13	27,000.00	67,500.00	81,000.00	0.00	

		On-site Evaluation of Entries for the Innovative/Effective/Best Practices on TA Provision	No. of SDO entries evaluated	0	0	6	7	13	0.00	0.00	27,695.00	32,305.00
		On-site Validation of SBM-WinS Implementation Using the 3-Star Approach	No. of schools validated	15	25	25	0	65	13,500.00	22,500.00	24,000.00	0.00
		On-site Monitoring and TA Provision to SDOs' Implementation of the Division Technical Assistance Provision Plan (DTAPP)	No. of SDOs monitored and provided with TA in the implementation of programs and projects in a quarter	8	8	6	4	26	54,000.00	54,000.00	40,500.00	27,000.00
		Administrative Cost		0	0	0	1	1				
		Procurement of Plaques for SBM-Wins and Best Practices on TA Provision procured	No. of procurement documents prepared and processed	0	0	0	65	65	0.00	0.00	0.00	162,500.00
		Common use supplies for Office Operation submitted	No. of procurement documents prepared and processed	1	0	0	0	1	23,500.00	0.00	0.00	0.00
									429,000.00	207,000.00	257,195.00	439,805.00

(5) Finance Division

Pro-grams/ Projects	Output	Activities	Performance Indicator (Activity, Output & Milestone)	FY PHYSICAL TARGET					FY OBLIGATION PROGRAM			
				Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4
				To-tal	To-tal	To-tal	To-tal	Physi-cal	Total	Total	Total	Total
KRA 1. Financial Management												
	Seminar-Workshop or Conferences in Financial Management Conducted		Number of Seminar-Workshop or Conferences in Financial Management conducted	3	14	2	2	21				
		Conduct Quarterly Finance Group Conference	Number of Finance Group Conferences conducted	1	1	1	1	4	0.00	228,000.00	0.00	228,000.00
		Conduct Seminar-Workshop on the Preparation, Reconciliation, and Submission of CY 2022 Year-End Financial and Budgetary Reports	Number of Seminar-Workshop on the Preparation, Reconciliation, and Submission of CY 2022 Year-End Financial and Budgetary Reports conducted	1	0	0	0	1	120,000.00	0.00	0.00	0.00
		Conduct Seminar-Workshop on the Preparation, Reconciliation, and Submission of CY 2023 Mid-Year Financial and Budgetary Reports	Number of Seminar-Workshop on the Preparation, Reconciliation, and Submission of CY 2023 Mid-Year Financial and Budgetary Reports conducted	0	0	1	0	1	0.00	120,000.00	0.00	0.00
		Conduct Planning Conference with Regional Office and Schools Division Offices' Budget Officers	Number of Planning Conference with Regional Office and Schools Division Offices' Budget Officers conducted	0	0	0	1	1	0.00	0.00	68,000.00	0.00
		Conduct Virtual Meeting - Re-orientation on the Utilization of EFRS and EBMS	Number of Virtual Meeting - Re-orientation on the Utilization of EFRS and EBMS conducted	1	0	0	0	1	0.00	0.00	0.00	0.00
		Conduct RO-SDO Finance Group Interfacing Activities	Number of RO-SDO Finance Group Interfacing Activities conducted	0	13	0	0	13	0.00	156,000.00	0.00	0.00
KRA 2. Budget Preparation												
	RO Budget Proposals and/or DepEd Region 8 Budget Proposals Prepared and Consolidated		Number of RO Budget Proposals Prepared and/or Consolidated DepEd Region 8 Budget Proposals	0	1	0	0	1				
		Preparation of ROP Budget Proposal and consolidation ROP and SDOs' Budget Proposals	Number of ROP Budget Proposal prepared and ROP and SDOs' Budget Proposals consolidated	1	0	0	0	1	0.00	0.00	0.00	0.00
		Encoding of ROP Budget Proposals in the OSBPS	Number of ROP Budget Proposals encoded in the OSBPS	0	1	0	0	1	0.00	0.00	0.00	0.00
KRA 3. Mobilization and Utilization of Financial Resources												
	Region 8 BEDs Prepared		Number of RO BEDs prepared	0	0	0	1	1				

	Preparation of RO BEDs and submission of consolidated DepEd Region 8 BEDs to DBM	Number of RO BEDs prepared and DepEd Region 8 BEDs consolidated	0	0	0	1	1	0.00	0.00	0.00	0.00
	BIR Alpha List Updated	Number of BIR Alpha List updated	3	3	3	3	12				
	Updating of BIR Alpha List as to monthly income and deductions of RO personnel	Number of BIR Alpha List updated	3	3	3	3	12	0.00	0.00	0.00	0.00
	BIR Forms 1604CF Accomplished	Number of BIR Forms 1604CF (annually) accomplished through eFPS	1	0	0	0	1				
	Preparation and submission of BIR Forms 1604CF to the BIR through eFPS	Number of BIR Forms 1604CF prepared and submitted to the BIR	1	0	0	0	1	0.00	0.00	0.00	0.00
KRA 4. Budget Accountability Reporting											
	DBM URS-generated ROP Financial Accountability Reports (FARs) Encoded	Number of DBM URS-generated ROP Financial Accountability Reports (FARs) encoded	12	11	11	11	45				
	Encoding of ROP Financial Accountability Reports (FARs) 4 in the DBM URS	Number of ROP Financial Accountability Reports (FARs) 4 encoded in the DBM URS	3	3	3	3	12	0.00	0.00	0.00	0.00
	Encoding of ROP Financial Accountability Reports (FARs) 1, 1A, 1B, 1C, 2, 2A, 5, and 6 in the DBM URS	Number of ROP Financial Accountability Reports (FARs) 1, 1A, 1B, 1C, 2, 2A, 5, and 6 encoded in the DBM URS	8	8	8	8	32	0.00	0.00	0.00	0.00
	Encoding of ROP Financial Accountability Reports (FARs) 3 in the DBM URS	Number of ROP Financial Accountability Reports (FARs) 3 encoded in the DBM URS	1	0	0	0	1	0.00	0.00	0.00	0.00
	ROP Fund Utilization Report Prepared	Number of ROP Fund Utilization Report prepared	1	1	1	1	4				
	Preparation of RO Functional Divisions, Sections and Units' fund allocation and utilization	Number of RO Functional Divisions, Sections and Units' fund allocation and utilization prepared	1	1	1	1	4	0.00	0.00	0.00	0.00
	Monthly Status Report on School MOOE Downloading and Liquidation of 13 Schools Division Offices (SDOs) Consolidated	Number of Monthly Status Report on School MOOE Downloading and Liquidation consolidated	3	3	3	3	12				
	Preparation of the Consolidated Status Report on the School MOOE Downloading and Liquidation	Number of Consolidated Status Report on the School MOOE Downloading and Liquidation of the 13 SDOs prepared	3	3	3	3	12	0.00	0.00	0.00	0.00
	Financial Accountability Reports (FARs) 1, 1A, 1B, 1C, 2, 2A, 5, and 6 of the ROP and its 13 SDOs Consolidated	Number of Financial Accountability Reports (FARs) 1, 1A, 1B, 1C, 2, 2A, 5, and 6 of the ROP and its 13 SDOs consolidated	9	9	9	9	36				
	Preparation of the Consolidated Monthly Flash Report of the 13 SDOs	Number of Consolidated Monthly Flash Report of the 13 SDOs prepared	1	1	1	1	4	0.00	0.00	0.00	0.00
	Preparation of the Consolidated FARs 1, 1A, 1B, 1C, 2, 2A, 5, and 6 of the ROP and its 13 SDOs	Number of Consolidated FARs 1, 1A, 1B, 1C, 2, 2A, 5, and 6 of the ROP and its 13 SDOs prepared	8	8	8	8	32	0.00	0.00	0.00	0.00
KRA 5. Unit Performance											
	Monthly Finance Division Staff Meetings Conducted	Number of Monthly Finance Division Staff Meetings conducted	3	3	3	3	12				
	Conduct of Monthly Finance Division Staff Meetings	Number of Monthly Finance Division Staff Meetings conducted	3	3	3	3	12	0.00	0.00	0.00	0.00
	Quarterly Finance Division Internal Monitoring, Evaluation, and Adjustment (IMEA) and OPCRf and IPCRF Review, Evaluation, and Adjustment Conducted	Number of Quarterly Finance Division Internal Monitoring, Evaluation, and Adjustment (IMEA) and OPCRf and IPCRF Review, Evaluation, and Adjustment conducted	1	1	1	1	4				
	Conduct of Quarterly Finance Division Internal Monitoring, Evaluation, and Adjustment (IMEA) and OPCRf and IPCRF Review, Evaluation, and Adjustment	Number of Quarterly Finance Division Internal Monitoring, Evaluation, and Adjustment (IMEA) and OPCRf and IPCRF Review, Evaluation, and Adjustment conducted	1	1	1	1	4	37,000.00	37,000.00	37,000.00	37,000.00
	Finance Division Quarterly RMEA Report, Signed Quarterly Processes Review, and signed Risk Assessment Monitoring Tool Prepared	Number of Finance Division Quarterly RMEA Report, Signed Quarterly Processes Review, and signed Risk Assessment Monitoring Tool prepared	1	1	2	0	4				
	Preparation of Finance Division's Quarterly RMEA Report, Quarterly Processes Review, and Risk Assessment Monitoring Tool	Number of Finance Division Quarterly RMEA Report, Signed Quarterly Processes Review, and signed Risk Assessment Monitoring Tool prepared	1	1	2	0	4	0.00	0.00	0.00	0.00
	WFP Physical Accomplishments for CY 2022 Q4, CY 2023 Q1, Q2, and Q3 in the PMIS Uploaded	Number of WFP Physical Accomplishments for CY 2022 Q4, CY 2023 Q1, Q2, and Q3 uploaded in the PMIS	1	1	1	1	4				

	Uploading of WFP Physical Accomplishments for CY 2022 Q4, CY 2023 Q1, Q2, and Q3 in the PMIS	Number of WFP Physical Accomplishments for CY 2022 Q4, CY 2023 Q1, Q2, and Q3 uploaded in the PMIS	1	1	1	1	4	0.00	0.00	0.00	0.00
	CY 2023 Work and Financial Plan for Q2, Q3, and Q4 and Adjusted/Updated CY 2023 Google Calendar for Finance Division Activities Prepared and/or Adjusted	Number of CY 2023 Work and Financial Plan for Q2, Q3, and Q4 prepared and/or adjusted using the PMIS template and CY 2023 Google Calendar for Finance Division Activities prepared and/or adjusted	1	1	1	1	4				
	Preparation of Adjusted CY 2023 WFP for Q2, Q3, and Q4, and submission of the same to PPRD and QAD and Adjusted/Updated the CY 2023 Google Calendar for Finance Division Activities	Number of CY 2023 WFP for Q1, Q2, and Q3, prepared/adjusted and submitted the same to PPRD and QAD and CY 2023 Google Calendar for Finance Division Activities prepared/adjusted	1	1	1	1	4	0.00	0.00	0.00	0.00
	CY 2024 Work and Financial Plan and CY 2024 Finance Division's Activities in the Google Calendar Prepared and/or Encoded	Number of CY 2024 Work and Financial Plan prepared using the PMIS template and CY 2024 Finance Division's Activities encoded in the Google Calendar	1	1	1	1	4				
	Preparation of CY 2024 Work and Financial Plan and submission of the same to PPRD and QAD and Encoding of CY 2024 Finance Division's Activities in the Google Calendar	Number of CY 2024 Work and Financial Plan prepared using the PMIS template and CY 2024 Finance Division's Activities encoded in the Google Calendar	1	1	1	1	4	0.00	0.00	0.00	0.00
	CY 2024 PPMP for CSE and PPMP for Non-CSE Prepared	Number of CY 2024 PPMP for CSE and PPMP for Non-CSE prepared	1	1	1	1	4				
	Preparation of CY 2024 PPMP for CSE and PPMP for Non-CSE	Number of CY 2024 PPMP for CSE and PPMP for Non-CSE prepared using the template prescribed by the BAC	1	1	1	1	4	0.00	0.00	0.00	0.00
	PMIS as to obligation and disbursement Uploaded	Number of PMIS updated as to obligation and disbursement	1	1	1	1	4				
	Updating of PMIS as to obligation and disbursement of various claims of RO Functional Divisions, Sections, and Units	Number of PMIS updated as to obligation and disbursement	1	1	1	1	4	0.00	0.00	0.00	0.00
	Cumulative Obligation Rate of all Funds allocated to the Finance Division for CY 2023 as follows: Q1 - atleast 25%, Q2 - atleast 50%, Q3 - atleast 75%, and Q4 - atleast 97% Obtained	Number of Cumulative Obligation Rate of all Funds allocated to the Finance Division for CY 2023 obtained as follows: Q1 - atleast 25%, Q2 - atleast 50%, Q3 - atleast 75%, and Q4 - atleast 97%	1	1	1	1	4				
	Facilitation of the obligation or utilization of all funds allocated to the Finance Division for CY 2023	Number of obligation or utilization of all funds allocated to the Finance Division for CY 2023 facilitated to obtain Cumulative Obligation Rate as follows: Q1 - atleast 25%, Q2 - atleast 50%, Q3 - atleast 75%, and Q4 - atleast 97%	1	1	1	1	4	0.00	0.00	0.00	0.00
	Disbursement Rate of 100% of obligated funds Obtained per quarter	Number of Disbursement Rate of 100% of obligated funds obtained per quarter	1	1	1	1	4				
	Facilitation of the disbursement of obligated funds of the Finance Division for CY 2023	Number of disbursement of obligated funds of the Finance Division for CY 2023 facilitated to obtain 100% BUR per quarter	1	1	1	1	4	0.00	0.00	0.00	0.00
Overhead											
	Administrative Cost		6	6	6	6	24				
	Facilitation of Salaries of Finance Division's Contract of Service (COS) employee for payment	Number of Salaries of COS facilitated for payment	6	6	6	6	24	66,000.00	66,000.00	66,000.00	66,000.00
	Facilitation of Finance Division's expenses charged to Petty Cash Fund for payment	Number of Finance Division's expenses charged to Petty Cash Fund facilitated for payment	1	1	1	1	4	10,000.00	10,000.00	10,000.00	10,000.00
	Facilitation of Finance Division's Registration Fee for Seminars/Trainings attended for payment	Number of Finance Division's Registration Fee for Seminars/Trainings attended facilitated for payment	1	1	1	1	4	105,000.00	105,000.00	105,000.00	105,000.00
	Facilitation of Finance Division's Travel Expenses incurred for payment	Number of Finance Division's Travel Expenses incurred facilitated for payment	1	1	1	1	4	112,814.31	112,814.31	112,814.31	112,814.31
	Facilitation of Finance Division's Common use supplies and other materials for payment	Number of Finance Division's Common use supplies and other materials facilitated for payment	0	1	0	0	1	231,742.76	0.00	0.00	0.00
								682,557.07	834,814.31	398,814.31	558,814.31

(6) Human Resource Development Division

Pro-grams/ Projects	Output	Activities	Performance Indicator (Activity, Output & Milestone)	FY 2023 PHYSICAL TARGET					FY 2023 OBLIGATION PROGRAM				
				Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	
				To- tal	To- tal	To- tal	To- tal	Physi- cal	Total	Total	Total	Total	
Rewards and Recognition													
	System for rewarding and recognizing deserving RO and SDO employees designed/localized/ implemented		Number of activities for designing/localizing/ implementing system for rewarding and recognizing deserving RO and SDO employees conducted	1	2	1	7	11					
		PRAISE Committee quarterly meeting	Number of PRAISE Committee quarterly meeting conducted	1	1	1	1	4	10,200.00	10,200.00	10,200.00	10,200.00	
		PRAISE mid-year assessment	Number of PRAISE mid-year assessment conducted	0	1	0	1	2	0.00	10,200.00	0.00	10,200.00	
		Screening and Short listing of Nominees of the different PRAISE awards	Number of Screening and short listing of nominees of the different PRAISE awards conducted	0	0	0	1	1	0.00	0.00	74,400.00	0.00	
		Validation of qualified nominees for DepEd RO8 PRAISE Awards	Number of validation of qualified nominees for DepEd RO8 PRAISE Awards conducted	0	0	0	1	1	0.00	0.00	0.00	111,600.00	
		Finalization of DepEd RO8 PRAISE awards	Number of DepEd RO8 PRAISE Awards finalized	0	0	0	1	1	0.00	0.00	0.00	10,200.00	
		Awarding Ceremony to outstanding RO and SDO employees	Number of Awarding Ceremony to outstanding RO and SDO employees conducted	0	0	0	1	1	0.00	0.00	0.00	800,000.00	
		Conduct of PRAISE related activities	Number of PRAISE related activities conducted	0	0	0	1	1	0.00	0.00	0.00	90,000.00	
Employee Welfare													
	GAD programs/projects in the Region Implemented		Number of activities conducted relative to the Implementation of GAD programs/projects in the Region	1	0	3	3	7					
		Capacity Building on RA 9710 (Magna Carta of Women)	Number of Capacity Building on RA 9710 (Magna Carta of Women) conducted	0	0	2	0	2	0.00	0.00	516,000.00	0.00	
		Workshop on the development of RO VIII 2024 GAD Plan and Budget	Number of Workshops on the development of RO VIII 2024 GAD Plan and Budget conducted	0	0	1	0	1	0.00	120,000.00	0.00	0.00	
		Workshop on 2023 GAD Accomplishment Report	Number of Workshops on 2023 GAD Accomplishment Report conducted	0	0	0	1	1	0.00	0.00	120,000.00	0.00	
		Purchase of Gender and Development Advocacy Materials	Number of Gender and Development Advocacy Materials purchased	1	0	0	1	2	69,000.00	0.00	0.00	1,000.00	
		Conduct of Gender and Development Related Activities	Number of Gender and Development Related Activities conducted	0	0	0	1	1	0.00	0.00	0.00	34,000.00	
	Health and wellness program conducted		Number of health and wellness program conducted	3	3	4	3	13					
		Venue Rental for Health and Wellness facilities for Regional Office Personnel	Number of Venue Rentals for Health and Wellness facilities for Regional Office Personnel	3	3	3	3	12	60,000.00	60,000.00	60,000.00	60,000.00	
		DepEd RO VIII Founding Anniversary Celebration	Number of activities relative to the celebration of the DepEd RO VIII Founding Anniversary conducted	0	0	1	0	1	0.00	0.00	450,000.00	0.00	
Induction Program													
	Non-teaching Induction Program for newly hired DepEd RO8 Personnel Conducted		Number of Non-teaching Induction Program for newly hired DepEd RO8 Personnel conducted	0	0	1	0	1					
		Induction Program for the Newly Hired Regional Office Personnel	Number of Non-teaching Induction Program for newly hired DepEd RO8 Personnel conducted	0	0	1	0	1	0.00	0.00	36,000.00	0.00	
Professional Learning and Development													
	Needs-based Professional Learning and Development Programs Conducted		Number of activities conducted relative to the development of needs-based/competency-based Professional Development Programs (PDP)	1	1	0	2	4					
		Development of needs-based/competency-based Professional Development Programs (PDP)	Number of activities conducted relative to the development of needs-based/competency-based Professional Development Programs (PDP)	0	1	0	1	2	0.00	0.00	0.00	0.00	

	Purchase of Training Kits for the conduct of L&D Programs	No of purchases of Training Kits for the conduct of L&D Programs	1	0	0	0	1	324,000.00	0.00	0.00	0.00
	DepEd RO 8 Scholars' Forum	Number of Scholars' Fora conducted	0	0	0	1	1	0.00	0.00	0.00	0.00
Unit/Performance Management											
	Systems, policies, and guidelines in the implementation of PMS recommended/localized	Number of activities on localizing systems, policies, and guidelines in the implementation of PMS conducted	5	15	6	17	43				
	Mid-year and year-end review of OPCR/ IPCR	Number of reviews of OPCR/IPCR conducted	0	0	1	1	2	0.00	36,000.00	0.00	36,000.00
	Conduct of QMS-related activities/ Management Review	Number of QMS-related activities/ Management Review conducted	0	0	0	1	1	0.00	0.00	0.00	100,000.00
	Deployment of Regional Field Technical Assistance Composite Teams to SDOs	Number of Deployments of Regional Field Technical Assistance Composite Teams to SDOs	5	5	5	5	20	0.00	0.00	0.00	0.00
	Regional Level Monitoring/Validations of SBM Level III/LDM/IPBT	Number of Regional Level Monitoring/Validations of SBM Level III/LDM/IPBT conducted	0	10	0	10	20	0.00	0.00	0.00	0.00
Overhead											
	Administrative Cost		6	5	5	7	23				
	Contingency Fund		0	0	0	1	1	0.00	0.00	5,000.00	0.00
	Goods/Services procured through Petty Cash		0	0	0	1	1	0.00	0.00	5,600.00	0.00
	Attend/Participate Division, Regional, National, and Local Training, Workshop, Conferences, Capacity-Building Activities, Monitoring and Evaluation	Number of Regional, National, and Local Training, Workshop, Conferences, Capacity-Building Activities and Monitoring and Evaluation attended/participated	5	5	5	5	20	204,000.00	204,000.00	204,000.00	204,000.00
	Common use supplies for Office Operation	Number of CSE procurements	1	0	0	0	1	145,000.00	0.00	0.00	0.00
								812,200.00	440,400.00	1,481,200.00	1,467,200.00

(7) Office of the Regional Director Proper

Pro-grams/ Projects	Output	Activities	Performance Indicator (Activity, Output & Milestone)	FY 2023 PHYSICAL TARGET					FY 2023 OBLIGATION PROGRAM			
				Q1	Q2	Q3	Q4	Total Physi- cal	Q1	Q2	Q3	Q4
				To- tal	To- tal	To- tal	To- tal		Total	Total	Total	Total
ICTU - ICT System and Infrastructure Design and Management												
	ICT service management report submitted		Number of ICT service management report submitted	0	1	1	1	3				
		Conduct computer preventive maintenance activities to DepEd-owned computers	Number of DepEd-owned computers conducted with preventive maintenance activities	7	38	47	21	113	0.00	0.00	0.00	0.00
		Monitoring of network and Internet connection	Number of network and Internet connection monitorings	39	39	39	39	156	0.00	0.00	0.00	0.00
ICTU - Localization of ICT Policies, Programs, and Projects												
	DepEd Computerization Program report submitted		Number of DCP report submitted	1	1	1	1	4				
		Monitoring of SDOs and/or schools' implementation of the DCP	Number of SDOs and/or schools monitored on the implementation of the DCP	4	4	4	1	13	0.00	0.00	0.00	0.00
	ICT-Related Training/Event conducted			Number of ICT-Related Training/Event conducted	0	0	1	0	1			
		Preparation of memo and activity matrix	Number of memo and activity matrix prepared	0	0	1	0	1	0.00	0.00	0.00	0.00
		ICT-Related Training/Event	Number of ICT-Related Training/Event conducted	0	0	1	0	1	0.00	0.00	250,000.00	0.00
Overhead (ICTU)												
	Meetings, trainings, and other related activities attended		Number of meetings, trainings, and other related activities attended	2	2	2	2	8				
		Preparation of travel documents by ICTU personnel/representative	Number of travel documents prepared	2	2	2	2	8	20,834.75	52,492.70	36,866.00	36,866.00

	Common-use and other supplies procured	Number of common-use and other supplies procured	0	3	0	0	3				
	Preparation of procurement documents for ICTU's common-use and other supplies	Number of procurement documents prepared	1	0	0	0	1	25,940.55	0.00	0.00	0.00
	ICT equipment repaired	Number of ICT equipment repaired	0	1	1	0	2				
	Outsourced ICT repair services	Number of outsourced ICT repair services	1	1	1	1	4	10,000.00	15,000.00	15,000.00	10,000.00
Unit Performance (ICTU)											
	MEA Reports submitted	Number of MEA Reports submitted	0	1	1	2	4				
	Internal MEA	Number of Internal MEA conducted	0	1	1	2	4	0.00	0.00	0.00	0.00
	2024 PPMP and WFP submitted	Number of 2024 PPMP and WFP submitted	0	0	2	0	2				
	Workshop on the Preparation of the 2024 PPMP and WFP	Number of conducted workshops on the Preparation of the 2024 PPMP and WFP	0	0	1	0	1	0.00	0.00	0.00	0.00
	Google Calendar updated	Number of Google Calendar updated	1	0	0	0	1				
	Encoding of activities to Google Calendar	Number of activities encoded to Google Calendar	1	0	0	0	1	0.00	0.00	0.00	0.00
	PMIS accomplishment report uploaded	Number of PMIS accomplishment report uploaded	0	1	1	1	3				
	Preparation of PMIS accomplishment reports	Number of PMIS accomplishment reports prepared	0	1	1	1	3	0.00	0.00	0.00	0.00
ORD Proper - Strategic Leadership and Management											
	Regional Management Committee meetings conducted	Number of RMANCOM conducted and % of SDOs properly utilizing the funds in the implementation of PPAs	3	3	3	3	12				
	Regional Management Committee Meeting to monitor utilization of funds and ensure proper implementation of PPAs	Number of RMANCOM conducted and % of SDOs properly utilizing the funds in the implementation of PPAs	3	3	3	3	12	54,000.00	54,000.00	54,000.00	54,000.00
ORD Proper - Unit Performance											
	Regional EXECOM and other special meetings conducted	Number of Regional EXECOM and other meetings relative to DepEd Programs and Projects and office management/ operations conducted	6	6	6	6	24				
	Regional EXECOM and other meetings to DepEd Programs and Projects and office management/ operations	Number of Regional EXECOM and other meetings relative to DepEd Programs and Projects and office management/ operations conducted	6	6	6	6	24	9,000.00	9,000.00	9,000.00	9,000.00
	REXECOM Special Meeting cum Highlights of 2023 Journey conducted	Number of REXECOM Special Meeting cum Highlights of 2023 Journey conducted	0	0	0	1	1				
	REXECOM Special Meeting cum Highlights of 2023 Journey	Number of REXECOM Special Meeting cum Highlights of 2023 Journey conducted	0	0	0	1	1	0.00	0.00	0.00	108,000.00
	Annual DepEd RO8 Employees Convergence conducted	Number of Annual DepEd RO8 Convergence conducted	0	0	0	1	1				
	Annual DepEd RO8 Convergence	Number of Annual DepEd RO8 Convergence conducted	0	0	0	1	1	0.00	0.00	0.00	765,000.00
	Contract of Service personnel hired for the ORD	Number of Contract of Service personnel hired for the ORD	1	0	0	0	1				
	Hiring of COS personnel for ORD	Number of COS personnel hired for ORD	1	0	0	0	1	30,000.00	30,000.00	30,000.00	30,000.00
	Service provider paid	Number of service providers and supplier's payments facilitated within a month	1	1	1	1	4				
	Monitoring proper and timely disbursements and payments to service providers (at least within a month after the service was provided)	Number of service providers and supplier's payments facilitated within a month	1	1	1	1	4	0.00	0.00	0.00	0.00
	PMIS quarterly updated	Number of updated WFP and physical accomplishments in the PMIS	1	1	1	1	4				
	Updating PMIS per quarter specifically WFP and Physical accomplishments	Number of updated WFP and physical accomplishments in the PMIS	1	1	1	1	4	0.00	0.00	0.00	0.00
	Google calendar schedules updated	Number of Google calendar updated	1	1	1	1	4				
	Updating of activities in the Google calendar	Number of Google calendar updated	1	1	1	1	4	0.00	0.00	0.00	0.00

	Communications acted upon/approved	Number of communications acted upon/approved	1,500	1,500	1,500	1,500	6,000				
	Approval and routing of communications	Number of communications acted upon/approved and routed	1,500	1,500	1,500	1,500	6,000	0.00	0.00	0.00	0.00
	IE2S and other Functional Division's activities supported or participated	Number of IE2S and other Functional Division's activities supported or participated	1	1	1	1	4				
	IE2S-related activities or workshops	Number of IE2S-related activities or workshops conducted	1	1	1	1	4	37,500.00	37,500.00	37,500.00	37,500.00
	Fund downloading in support to Functional Division's activities	Number of fund downloading processed	0	0	2	0	2	0.00	62,500.00	125,000.00	62,500.00
ORD Proper - Overhead											
	Schools Division visit/ monitoring of technical assistance provision on programs and projects conducted	Number of schools division visits/ monitoring of technical assistance provision on programs and projects conducted	6	6	6	6	24				
	Schools Division visits/ monitoring of technical assistance provision on programs and projects	Number of schools division visits/ monitoring of technical assistance provision on programs and projects conducted	6	6	6	6	24	45,000.00	45,000.00	45,000.00	45,000.00
	National conferences/meetings called for by DepEd Central Office and other partner agencies/entities and other activities relative to DepEd Programs and Projects and linkages (virtual and non-virtual) attended	Number of scheduled national conferences/ Meetings/ activities relative to DepEd programs and projects and linkages attended/ participated	3	3	3	3	12				
	Attendance to national conferences/ meetings called for by DepEd Central Office and other agencies/entities and other activities relative to DepEd Programs and Projects and linkages (virtual and non-virtual)	Number of scheduled national conferences/ Meetings/ activities relative to DepEd programs and projects and linkages attended/ participated	3	3	3	3	12	123,750.00	123,750.00	123,750.00	123,750.00
	Improved office facilities	100% of repaired, purchased, maintained and replaced office equipment, facilities and supplies procured and delivered	0	0	0	1	1				
	Repair, purchase, maintenance, and replacement of office equipment, facilities, supplies, etc.	100% of repaired, purchased, maintained and replaced office equipment, facilities and supplies procured and delivered	0	0	0	1	1	0.00	0.00	0.00	658,030.80
	Office and other general supplies procured	100% of procured office and other general supplies purchased and delivered	1	0	0	0	1				
	Purchase of office and other general supplies	100% of procured office and other general supplies purchased and delivered	1	0	0	0	1	63,969.20	0.00	0.00	0.00
	Reimbursements prepared	Number of reimbursements prepared	3	3	3	3	12				
	Extraordinary and Miscellaneous Expenses	Number of reimbursements prepared	3	3	3	3	12	37,500.00	37,500.00	37,500.00	37,500.00
	Communication Expenses	Number of reimbursements prepared	3	3	3	3	12	12,000.00	12,000.00	12,000.00	12,000.00
	Representation Expenses	Number of purchase requests prepared	1	1	1	1	4	87,500.00	87,500.00	87,500.00	87,500.00
OARD - Unit Performance											
	Trainings/Seminars for Selected Regional Office VIII personnel and other conferences	Number of Trainings/Seminars for Selected Regional Office VIII personnel and other conferences conducted	0	1	0	1	2				
	Trainings/Seminars for Selected Regional Office VIII personnel and other conferences	Number of Trainings/Seminars for Selected Regional Office VIII personnel and other conferences conducted	0	1	0	1	2	0.00	50,000.00	0.00	50,000.00
	Assistance to the conduct of Regional Management Committee Meeting to monitor utilization of funds and ensure proper implementation of PPAs	Number of RMANCOM participated	3	3	3	3	12	18,000.00	18,000.00	18,000.00	18,000.00
	Contract of Service personnel hired for OARD	Number of Contract of Service personnel hired for OARD	1	0	0	0	1				
	Hiring of COS personnel for OARD	Number of COS personnel hired for OARD	1	0	0	0	1	30,000.00	30,000.00	30,000.00	30,000.00

	Temporary Quarter of ARD provided	Monthly provision of Temporary Quarter of ARD	3	3	3	3	12				
	Provision of Temporary Quarter of ARD	Monthly provision of Temporary Quarter of ARD	3	3	3	3	12	12,000.00	12,000.00	12,000.00	12,000.00
	Communications acted upon/recommended for approval/routed	Number of communications acted upon/recommended for approval/routed	1,500	1,500	1,500	1,500	6,000				
	Recommending approval and routing of communications	Number of communications acted upon/recommended for approval/routed	1,500	1,500	1,500	1,500	6,000	0.00	0.00	0.00	0.00
OARD - Overhead											
	Schools Division visit/ monitoring of technical assistance provision on programs and projects conducted	Number of schools division visits/ monitoring of technical assistance provision on programs and projects conducted	3	3	3	3	12				
	Schools division visits/ monitoring of technical assistance provision on programs and projects	Number of schools division visits/ monitoring of technical assistance provision on programs and projects conducted	3	3	3	3	12	33,000.00	33,000.00	33,000.00	33,000.00
	National conferences/meetings called for by DepEd Central Office and other partner agencies/entities and other activities relative to DepEd Programs and Projects and linkages (virtual and non-virtual) attended	Number of scheduled national conferences/ Meetings/ activities relative to DepEd programs and projects and linkages attended/ participated	1	1	1	1	4				
	Attendance to national conferences/ meetings called for by DepEd Central Office and other agencies/entities and other activities relative to DepEd Programs and Projects and linkages (virtual and non-virtual)	National conferences/meetings called for by DepEd Central Office and other partner agencies/entities and other activities relative to DepEd Programs and Projects and linkages (virtual and non-virtual) attended	1	1	1	1	4	82,400.00	82,400.00	82,400.00	82,400.00
	Improved office facilities	100% of repaired, purchased, maintained, and replaced office equipment, facilities and supplies procured and delivered	0	0	0	1	1				
	Repair, purchase, maintenance, and replacement of office equipment, facilities, supplies, etc.	100% of repaired, purchased, maintained, and replaced office equipment, facilities and supplies procured and delivered	0	0	0	1	1	0.00	0.00	0.00	171,600.62
	Office and other general supplies procured	100% of procured office and other general supplies purchased and delivered	1	0	0	0	1				
	Purchase of office and other general supplies	100% of procured office and other general supplies purchased and delivered	1	0	0	0	1	118,799.38	0.00	0.00	0.00
Legal - Investigation											
	Indorsements/letters in relation to complaints/ request/queries	No. of Indorsements/ Replies issued within 15 days from receipt of complaints/ communications.	240	240	240	240	960				
	Evaluation and preparation of the necessary indorsements, replies, etc.	No. of Indorsements/ Replies issued within 15 days from receipt of complaints/ communications.	240	240	240	240	960	0.00	0.00	0.00	0.00
	Investigation Reports, Formal Charge, Orders, Memorandum	No. of Investigations conducted within 10 days from receipt of the order to conduct investigation.	3	3	3	3	12				
	Investigation on cases under the jurisdiction of the Regional Office	No. of Investigations conducted within 10 days from receipt of the order to conduct investigation.	3	3	3	3	12	0.00	0.00	0.00	0.00
Legal - Resolution of Cases											
	Indorsements/letters in relation to complaints/ request/queries	Certificates of appearances/Position Paper/ Memorandum/	1	1	1	1	4				
	Appear as prosecutor for motu-proprio cases/appear as amicus curiae	Certificates of appearances/Position Paper/ Memorandum/	1	1	1	1	4	2,000.00	2,000.00	2,000.00	2,000.00
	Draft Decisions/Resolutions on Cases	No. of Decisions/resolutions prepared within 30 days/ reasonable period from receipt of investigation reports	3	3	3	3	12				
	Evaluation of case records and preparation of draft resolution/decision/	No. of Decisions/resolutions prepared within 30 days/ reasonable period from receipt of investigation reports	3	3	3	3	12	0.00	0.00	0.00	0.00

Legal - Legal Services												
	Written/ verbal Legal opinion/advice/ recommendation to Regional Officials/ employees and external clients rendered/provided	No. of issues/concern acted upon/given legal opinion or advice within a reasonable period of time	6	6	6	6	24					
	Provision of legal opinion/advice/ recommendation to internal and external clients	No. of issues/concern acted upon/given legal opinion or advice within a reasonable period of time	6	6	6	6	24	0.00	0.00	0.00	0.00	
	Corrected/Draft MOA/MOU, Contracts/Agreements to which the RO is a part	No. of MOA/MOU, Contracts, POs, Agreements reviewed/drafted within a reasonable period of time from receipt of the document	90	90	90	90	360					
	Evaluation/preparation of the MOA, MOU, contracts, etc	No. of MOA/MOU, Contracts, POs, Agreements reviewed/drafted within a reasonable period of time from receipt of the document	90	90	90	90	360	0.00	0.00	0.00	0.00	
	Support services within the region in relation to retirement, leave for travel abroad, provident, and other personnel actions provided/rendered	No. of documents reviewed and countersigned within a reasonable period of time from receipt of the said documents (Logbook, Certification prepared or countersigned)	60	60	60	60	240					
	Determination as to the existence or non-existence of an administrative case involving the concerned personnel	No. of documents reviewed and countersigned within a reasonable period of time from receipt of the said documents (Logbook, Certification prepared or countersigned)	60	60	60	60	240	0.00	0.00	0.00	0.00	
	Representation in cases involving the DepEd region which are filed in judicial and quasi judicial bodies	No. of hearings attended	0	0	0	1	1					
	Attendance in court hearings and preparation of the necessary documents pertaining thereto	No. of hearings attended	0	0	0	1	1	0.00	0.00	0.00	0.00	
	Representation by OSG on cases filed against DepEd ensured.	No. of request for assistance indorsed to CO/OSG	0	0	0	1	1					
	Preparation of the necessary documents in connection with the cases handled by OSG representative	No. of request for assistance indorsed to CO/OSG	0	0	0	1	1	0.00	0.00	0.00	0.00	
	Appropriate technical assistance to Central Office, Divisions, Sections and Units of the Regional Office and SDOs provided.	No of technical assistance provided/activities attended.	6	6	6	6	24					
	Provision of appropriate legal/ technical assistance to concerned office and division with no legal officers	No of technical assistance provided/activities attended.	6	6	6	6	24	0.00	0.00	0.00	0.00	
	DepEd ROVIII Lawyers Bi-Annual Forum	Successful conduct of the activity	0	1	0	1	2					
	Preparation of the necessary documents for the conduct or downloading of fund to concerned DO for the conduct of the activity	Successful conduct of the activity	0	1	0	1	2	0.00	104,000.00	0.00	98,000.00	
	Other DepED/Legal-related activities conducted	Successful conduct of the activity	0	0	0	1	1					
	Preparation of the necessary documents for the downloading of funds to DOs for the conduct of the activity (i.e Grievance, FIC, School Titling, etc.)	Successful conduct of activity	0	0	0	1	1	0.00	0.00	0.00	0.00	
	Updated Report on Pending Cases	No. of pending cases monitored/updated	75	75	75	75	300					
	Updating of pending administrative cases	No. of pending cases monitored/updated	75	75	75	75	300	0.00	0.00	0.00	0.00	
	Approved Request for Fund for school sites titling, survey and registration	No. of school sites requested for funding	0	0	50	50	100					
	Submission of Request for Funding to the Central Office	No. of school sites requested for funding	0	0	50	50	100	0.00	0.00	0.00	0.00	

Legal - Unit Performance												
	Training/Seminar/Conferences attended/MANCOM	No. of trainings/seminars/conferences attended	6	6	6	6	24					
	Attendance and preparation of the necessary documents related thereto.	No. of trainings/seminars/conferences attended	6	6	6	6	24	13,500.00	13,500.00	13,500.00	18,354.09	
	Approved AIP, PPMP, OPCRF, IPCRF	Approved WFP,PPMP and OPCRF/IPCRFs	0	0	3	5	8					
	Preparation of WFP, PPMP, OPCRF, IPCRF	Approved WFP,PPMP and OPCRF/IPCRFs	0	0	3	5	8	0.00	0.00	0.00	0.00	
	Rated Individual Performance and Commitment Review Form of the Legal Unit Staff	Reviewed and Rated IPCRFs	0	0	0	4	4					
	Mid-year review of the performance and year-end evaluation of the Legal Unit staff.	Reviewed and Rated IPCRFs	0	0	0	4	4	0.00	0.00	0.00	0.00	
	Submitted Reportorial requirements to DepEd CO and other concerned agencies.	No. of accurate report/s submitted on time	1	1	1	1	4					
	Preparation and submission of reports	No. of accurate report/s submitted on time	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Staff Meetings	No. of meetings conducted	1	1	1	1	4					
	Meeting and preparation of the necessary documents related thereto	No. of meetings conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Technical Assistance provided through RFTACT, SBM, Brigada, etc.	No. of technical assistance provided	4	4	4	4	16					
	Provision of technical assistance to assigned Divisions	No. of technical assistance provided	4	4	4	4	16	18,000.00	18,000.00	18,000.00	18,000.00	
	Purchase of office and other general supplies	100% of office and other general supplies procured and delivered	1	0	0	0	1					
	Purchase of office and other general supplies	100% of office and other general supplies procured and delivered	1	0	0	0	1	143,145.91	0.00	0.00	0.00	
PAU Communications Systems and Processes												
	Technical Assistance to 13 SDOs provided	Number of Capacity Building activities, orientations and meetings with and for DIOs conducted to for 13 SDOs	2	2	1	2	7					
	Capacity Building for Division Information Officers and their alternates	Number of Capacity Building conducted	1	0	0	0	1	37,500.00	0.00	0.00	0.00	
	Quarterly Coordination Meeting with Division Information Officers	Number of coordination meetings conducted	1	1	1	1	4	0.00	12,000.00	0.00	12,000.00	
	Convergence with DIOs and SICs	Number of Convergence meetings conducted	0	1	0	0	1	0.00	22,400.00	0.00	0.00	
	Orientation on Crisis Management	Number of orientations conducted	0	0	0	1	1	0.00	0.00	12,203.90	0.00	
PAU Communication Linkages												
	Press Conferences conducted, Local Media Convergence conducted, episodes aired	Targeted press conferences/local media convergence conducted	6	6	7	7	26					
	Press Conference/Local Media Convergence	Number of press conferences conducted	0	0	0	1	1	0.00	0.00	0.00	40,000.00	
	Oplan Balik Eskwela Press Conference	Number of Press Conference Conducted	0	0	1	0	1	0.00	0.00	30,000.00	0.00	
	Sumat ha DepEd Otso Live Coverage Program	Number of episodes conducted	6	6	6	6	24	46,800.00	0.00	0.00	0.00	
PAU Overhead												
	Trainings, meetings, workshops, and activities attended	Number of trainings, meetings, workshop, activities, etc attended	3	3	3	3	12					
	Attendance to trainings, meetings, workshops, activities, etc	Number of trainings, meetings, workshops, activities, etc. attended	3	3	3	3	12	36,000.00	36,000.00	36,000.00	36,000.00	
	Common use supplies procured	Number of supplies procured	1	0	0	0	1					
	Preparation of procurement documents for PAU's common-use and other supplies	Number of procurement documents prepared	1	0	0	0	1	25,096.10	0.00	0.00	0.00	

PAU Unit Performance												
	MEA Reports submitted	Number of MEA Reports Submitted	1	1	1	1	4					
	Internal MEA	Number of internal MEA conducted	1	1	1	1	4	0.00	0.00	0.00	0.00	
	2024 PPMP and WFP submitted	PPMP and WFP Submitted	0	0	2	0	2					
	Preparation of the 2024 PPMP and WFP	Number of WFP and PPMP submitted	0	0	1	0	1	0.00	0.00	0.00	0.00	
	Google Calendar updated	Number of Google Calendar updated	1	0	0	0	1					
	Updating of activities in Google Calendar	Number of Google Calendar updated	1	0	0	0	1	0.00	0.00	0.00	0.00	
	PMIS Accomplishment Report uploaded	Number of PMIS accomplishment report uploaded	0	1	1	1	3					
	Preparation of PMIS accomplishment reports	Number of PMIS Accomplishment Report	0	1	1	1	3	0.00	0.00	0.00	0.00	
								1,173,235.89	999,542.70	1,150,219.90	2,698,001.51	

8) Policy, Planning and Research Division

Pro-grams/ Projects	Output	Activities	Performance Indicator (Activity, Output & Milestone)	FY 2023 PHYSICAL TARGET					FY 2023 OBLIGATION PROGRAM			
				Q1	Q2	Q3	Q4	Total Physi- cal	Q1	Q2	Q3	Q4
				Total	Total	Total	Total		Total	Total	Total	Total
Regional Education Planning												
	Regional Education Development Plan (REDP) reviewed		Number of REDP reviewed	0	0	1	0	1				
		Workshop on the Annual Review of the RBEP	Number of workshop conducted	0	0	1	0	1	0.00	32,000.00	0.00	0.00
	Work and Financial Plan (WFP) adjusted and prepared		Number of WFP adjusted and prepared	0	0	9	0	9				
		Workshop on the Development of 2024 WFPs of RO Divisions	Number of workshop conducted	0	0	1	0	1	0.00	64,000.00	0.00	0.00
		Presentation, Validation, and Triangulation of 2024 WFPs of RO Divisions	Number of workshop conducted	0	0	1	0	1	0.00	0.00	19,400.00	0.00
	Budget Execution Documents Physical Plan (BED2) prepared		Number of BED2 prepared	0	0	0	1	1				
		Workshop on the Preparation of the Divisions' BED2 for 2024	Number of workshop conducted	0	0	0	1	1	0.00	0.00	0.00	0.00
	Program Management Information System (PMIS) operationalized		Number of WFPs reviewed	0	0	0	9	9				
		Review and Verification of the WFPs, Provision of Technical Assistance, and Marking Completed the WFPs with Expenditure Matrix, PPMP Schedule, and CSE	Number of review and verification conducted	0	0	0	1	1	0.00	0.00	0.00	0.00
	Technical Assistance on Division Education Development Plan (DEDP) provided		Number of DEDP reviewed	13	0	0	0	13				
		Technical Assistance Provision on the Annual Review of DEDP	Number of workshop conducted	1	0	0	0	1	0.00	0.00	0.00	0.00
	Budget Proposals facilitated		Number of budget proposal facilitated	1	0	0	1	2				
		Workshop on the Preparation of the FY 2023 Budget Proposal	Number of workshop conducted	1	0	0	0	1	0.00	0.00	0.00	0.00
		Orientation on the Preparation of the FY 2024 Budget Proposal	Number of orientation conducted	0	0	0	1	1	0.00	0.00	0.00	0.00

Policy Development												
	Workshop on Policy Recommendations conducted		Number of policy recommendations submitted	0	0	1	0	1				
		Workshop on Policy Recommendations for CO Development	Number of workshops conducted	0	0	1	0	1	0.00	0.00	0.00	0.00
	Policy Review and Contextualization conducted		Number of review and contextualization conducted	0	1	0	0	1				
		Review of Regional Office Policies and Guidelines (on selected areas of concern)	Number of review and contextualization conducted	0	1	0	0	1	0.00	0.00	0.00	0.00
	Policy Feedback Mechanism Tool designed		Number of policy feedback mechanism designed	1	0	0	0	1				
		Workshop on the Crafting of a Policy Feedback Mechanism Tool	Number of policy feedback mechanism designed	1	0	0	0	1	0.00	0.00	0.00	0.00
Research Management												
	Annual Research Agenda developed based on RMEA results		Number of annual research agenda facilitated	0	0	0	1	1				
		Development of Annual Research Agenda based on RMEA results	Number of workshop conducted	0	0	0	1	1	0.00	0.00	0.00	0.00
	Research Studies conducted		Number of research studies conducted	0	0	0	1	1				
		Conduct of Research Studies based on the Research Agenda in the Regional Office	Number of research studies conducted	0	0	0	1	1	0.00	0.00	0.00	0.00
	Technical Assistance on Research Studies conducted		Number of seminar-workshop conducted	2	0	0	0	2				
		Quality Review of Completed BERF Researches	Number of seminar-workshop conducted	1	0	0	0	1	109,200.00	0.00	0.00	0.00
		Seminar-Workshop on Mixed Methods Research Design	Number of seminar-workshop conducted	1	0	0	0	1	30,000.00	0.00	0.00	0.00
	Eastern Visayas Basic Education Research Conference conducted		Number of conference conducted	0	0	1	0	1				
		Eastern Visayas Basic Education Research Conference	Number of conference conducted	0	0	1	0	1	0.00	0.00	307,000.00	0.00
	Research Dissemination facilitated		Number of publications issued	1	1	1	1	4				
		Development of Eastern Visayas Basic Education Research Journal 2023	Number of journal issued	0	0	0	1	1	0.00	0.00	0.00	0.00
		Development of Research Bulletin	Number of bulletin issued	1	1	1	0	3	0.00	0.00	0.00	0.00
	Screening of Research Papers for BERF Funding conducted		Number of screening conducted	0	0	0	1	1				
		Screening of Research Papers for 2024 BERF Funding	Number of screening conducted	0	0	0	1	1	0.00	0.00	0.00	0.00
	Basic Education Research Fund distributed		Number of funds downloaded	1	0	0	0	1				
		Downloading of 2023 BERF to Recipients	Number of funds downloaded	1	0	0	0	1	0.00	0.00	0.00	0.00
Data Management												
	Basic Education Data updated		Number of datasets updated	1	1	1	1	4				
		Act upon the requests for Basic Education Data/Reports from Internal and External Stakeholders	Number of datasets provided	1	1	1	1	4	0.00	0.00	0.00	0.00
	School ID Issued		Number of School ID issuance conducted	0	0	1	0	1				
		Issuance of School ID to approved newly established/converted schools	Number of School ID issuance conducted	0	0	1	0	1	0.00	0.00	0.00	0.00
	EBEIS/LIS Updated		Number of LIS Status Updating conducted	0	0	1	0	1				
		Generate and disseminate status of LIS/EBEIS Updating to SDOs	Number of LIS Status Updating conducted	0	0	1	0	1	0.00	0.00	0.00	0.00

Unit Performance												
	2023 AIP of PPRD prepared and finalized	Number of PPRD AIP prepared and finalized	0	0	1	0	1					
	PPRD Personnel Conference on the Preparation of the 2021 AIP of PPR	Number of PPRD Conference conducted	0	0	1	0	1	0.00	0.00	0.00	0.00	
	2021 AIP, WFP, & Project Procurement Management Plan (PPMP) revisited and adjusted quarterly after RMEA	Number of AIP/WFP/PPMP reviewed and adjusted	0	1	1	1	3					
	Quarterly revisiting and adjustment of 2021 AIP, WFP, and PPMP of PPRD	Number of AIP/WFP/PPMP revisiting and adjustments conducted	0	1	1	1	3	0.00	0.00	0.00	0.00	
	RMEA Report prepared	Number of MEA report prepared	1	1	1	1	4					
	Internal MEA Meeting of PPRD	Number of meetings conducted	1	1	1	1	4	12,800.00	0.00	0.00	0.00	
	2020 Annual Accomplishment Report (AAR)	Number of AAR developed/published	1	0	0	0	1					
	Printing of the 2020 AAR	Number of AAR developed/published	1	0	0	0	1	80,000.00	0.00	0.00	0.00	
	Office/Individual Performance Commitment and Review (OPCR/IPCR) of PPRD submitted/evaluated	Number of OPCR/IPCR evaluated	0	0	8	8	16					
	Performance Commitment Review/Evaluation/Assessment of PPRD and its Personnel	Number of evaluations/assessments conducted	0	0	1	1	2	0.00	6,400.00	0.00	0.00	
	[PMT] Annual Performance Review Conference conducted	Number of performance review conducted	1	0	0	0	1					
	Annual Performance Review Conference for 2023	Number of performance review conducted	1	0	0	0	1	9,000.00	0.00	0.00	0.00	
	[PMT] Performance Review and Evaluation conducted	Number of performance reviews and evaluations conducted	0	0	1	1	2					
	Performance Review and Evaluation of OPCRf's	Number of performance reviews and evaluations conducted	0	0	1	1	2	0.00	18,000.00	0.00	0.00	
	[PMT] Quarterly Performance Management Team (PMT) Meetings conducted	Number of quarterly PMT meetings conducted	1	1	1	1	4					
	Quarterly Performance Management Team (PMT) Meetings	Number of quarterly PMT meetings conducted	1	1	1	1	4	0.00	18,000.00	0.00	0.00	
	Early Registration Activities disseminated	Number of ER activities made	0	1	0	0	1					
	Dissemination of Early Registration Activities to the RO and SDOs	Number of ER activities made	0	1	0	0	1	0.00	0.00	0.00	0.00	
	Oplan Balik Eskwela (OBE) facilitated	Number of OBE facilitated	0	0	1	0	1					
	Conduct of Oplan Balik Eskwela (OBE) Campaign	Number of OBE facilitated	0	0	1	0	1	0.00	0.00	0.00	0.00	
	Technical Assistance (TA) through RFTACT provided	Number of TA provided	1	1	1	1	4					
	Provision of TA through RFTACT	Number of TA provided	1	1	1	1	4	0.00	0.00	0.00	0.00	
	Convergence of Regional & Schools Division Office Planning Units conducted	Number of convergence conducted	0	0	1	1	2					
	Planning & Research Convergence and Strategic Coordination Workshop	Number of convergence conducted	0	0	1	1	2	0.00	88,400.00	0.00	88,400.00	
Overhead												
	Administrative Cost		0	0	0	0	0					
	Travel/Other Supplies Expenses (Local Travel by Air and by Land	Number of travel made	0	0	0	0	0	129,000.00	129,000.00	129,000.00	129,000.00	
	Common use supplies for Office Operation	Number of procurement made	1	0	0	0	1	105,000.00	0.00	0.00	0.00	
	Procurement of Office Supplies and Equipment for PPRD	Number of procurement made	0	1	0	0	1	0.00	17,400.00	0.00	0.00	
								475,000.00	373,200.00	455,400.00	217,400.00	

(9) Quality Assurance Division

Pro-grams/ Projects	Output	Activities	Performance Indicator (Activity, Output & Milestone)	FY 2023 PHYSICAL TARGET					FY 2023 OBLIGATION PROGRAM				
				Q1	Q2	Q3	Q4	Total Physi- cal	Q1	Q2	Q3	Q4	
				Total	Total	Total	Total		Total	Total	Total	Total	Total
KRA 1. Quality Assurance Framework, Policies, Systems, and Processes													
	Communicated the existing Functional / Operational QA- M&E and Assessment Framework.		Number of RO divisions Re-oriented on the existing functional/operational QA- M&E and Assessment Framework communicated	1	0	0	0	1					
		Conduct Re-orientation to RO personnel on the existing functional/ operational QA- M&E and Assessment Framework	Number of Re-orientation on the existing functional/ operational QA- M&E and Assessment Framework conducted.	1	0	0	0	1	16,650.00	0.00	0.00	0.00	
	Improved performance of RO Divisions and SDOs		Number of SDOs and RO Divisions with improved performance.	0	0	0	13	13					
		Conduct monitoring of SDO Performance on Access Indicators	Number of SDOs with improved performance in access indicators.	0	0	0	5	5	0.00	0.00	0.00	0.00	
		Conduct monitoring on the implementation of business process reflected in the office WFP/AIP of RO Divisions	Number of RO Divisions with improved office performance .	0	0	0	8	8	0.00	0.00	0.00	0.00	
	Funded P/P/As implemented with relevance and compliant to timeliness and standards		Number of funded P/P/As implemented with relevance and compliant to timeliness and standards	0	0	0	5	5					
		Conduct monitoring on the status of implementation of funded P/P/As	Number of funded P/P/As implemented with relevance and compliant to timeliness and standards	0	0	0	5	5	0.00	0.00	0.00	0.00	
KRA 2. Assessment, Monitoring, and Evaluation													
	Submitted the Quarterly RMEA report		Number of quarterly RMEA submitted.	1	1	1	1	4					
		Conduct Quarterly Convergence meeting re: Completed Staff Work (CSW) three weeks before the conduct of RMEA.	No. of Quarterly Convergence Meeting re: Completed Staff Work (CSW) conducted	1	1	1	1	4	188,000.00	0.00	0.00	188,000.00	
		Conduct Quarterly RMEA-SDO	Number of RMEA - SDO conducted.	1	1	1	1	4	292,000.00	292,000.00	0.00	292,000.00	
		Conduct Quarterly RMEA-RO	Quarterly RMEA-RO conducted	1	1	1	1	4	160,000.00	160,000.00	160,000.00	160,000.00	
		Conduct Quarterly monitoring on the Division and School MEA implementation	Number of DMEA/SMEA monitored	3	3	4	3	13	0.00	0.00	0.00	0.00	
	QAME conducted to region-led capability building activities		Number of QAME reports submitted	0	1	0	1	2					
		Monitor and assess the conduct of trainings and activities subjected to QAME	Number of trainings and activities with 3 or more days monitored and assessed.	0	1	0	1	2	0.00	0.00	0.00	0.00	
	Consolidated BAR submitted		Number of consolidated BAR submitted	1	1	1	1	4					
		Collect and consolidate SDO quarterly BAR	Number of SDO submitting quarterly BAR on time	13	13	13	13	52	0.00	0.00	0.00	0.00	
KRA 3. Regulatory and Developmental Services to Schools													
	Public and Private School applications validated and recommended for issuance of permit to operate, government recognition, accreditation		Number of school applications validated and recommended for issuance of permit to operate, government recognition, accreditation validated and recommended for issuance of permit to operate, government recognition, accreditation	10	0	10	0	20					

		Review and validate school application documents.	Number of school application documents reviewed and validated.	0	0	10	0	10	0.00	0.00	0.00	0.00
		Recommend school applicants compliant with standard requirements for issuance of permit to operate, government recognition, accreditation.	Number of school applicants recommended for issuance of permit to operate, government recognition, accreditation.	10	0	0	0	10	0.00	0.00	0.00	0.00
	Private Schools, SUCs and LUCS implementing Basic Education quarterly Accomplishment Report presented	Number of Private Schools, SUCs and LUCS implementing Basic Education quarterly Accomplishment Report presented		1	1	1	1	4				
	Conduct Convergence Meeting with RO- SDO Private School Coordinators, Private School Association Presidents	Number of Quarterly Convergence Meeting Conducted		1	1	1	1	4	136,000.00	0.00	136,000.00	0.00
	Conduct capability building to Private Schools, SUCs, and LUCs on SMEA implementation and records management	Number of CB for SIP/AIP development, SMEA and record management conducted		1	1	1	1	4	28,000.00	28,000.00	28,000.00	28,000.00
	Oriented SBM Regional Validation Team on the new processes.	Number of orientation conducted.		1	0	0	0	1				
	SBM Orientation Workshop on the new validation tool and processes	Number of SBM Regional Validation Team Oriented		3	0	0	0	3	112,000.00	0.00	0.00	0.00
KRA 4. Unit Performance												
	Reviewed office performance.	Number of performance review conducted		1	0	1	0	2				
	QAD mid-year performance review	Number of mid-year performance review conducted.		0	0	1	0	1	0.00	32,000.00	0.00	0.00
	QAD year-end performance review.	Number of year-end performance review conducted		1	0	0	0	1	32,000.00	0.00	0.00	0.00
	Participate quarterly deployment of RFTACT.	Number of quarterly deployment of RFTACT participated		1	1	1	1	4	0.00	0.00	0.00	0.00
	Participate and attend National/ Regional trainings/seminars, meetings/conferences, orientations, and workshops	Number of National/Regional trainings/seminars, meetings/conferences, orientations, and workshops		1	1	1	1	4	0.00	0.00	0.00	0.00
	Conduct staff meetings and work coordination	Number of staff meetings and work coordination conducted		3	3	3	3	12	0.00	0.00	0.00	0.00
Overhead												
	Administrative Cost	Number of activities conducted		1	0	0	0	1				
	Conduct ocular inspection/validation and monitoring of school operations and program implementations	Number of ocular inspection/validation and monitoring of school operations and program implementations		15	0	0	0	15	226,000.00	22,000.00	172,000.00	22,000.00
	Repair of Conference table	Number of conference table repaired		0	1	0	0	1	5,100.00	0.00	0.00	0.00
	Repair of Conference Room	Number of conference room repaired		0	1	0	0	1	0.00	11,250.00	0.00	0.00
									1,195,750.00	545,250.00	496,000.00	690,000.00

Pitad Rehiyon Otso: C Learning Recovery Roadmap

Appendix C

Pitad Rehiyon Otso: Regional Learning Recovery Roadmap

RATIONALE

Every student must be given an opportunity to receive a quality education that is globally competitive and based on a pedagogically sound curriculum that is at par with international standards. Such is clearly stipulated in Republic Act 10533 otherwise known as the Enhanced Basic Education Act of 2013. Quality of education as described in RA 9155 is the appropriateness, relevance, and excellence of the education given to meet the needs and aspirations of an individual and society.

Undeniably, the Department of Education has exerted myriad efforts through different programs, projects, and activities if only to offer the best kind of education that each of the learners deserves to enjoy; however, quality education has seemed to be so elusive as manifested in the mediocre performance of our learners in both national and international assessments.

In Region 8, the combined proficiency levels (English, Science, and Mathematics) of the 13 SDOs in both Grade 6 and Grade 10 in 2018 show very low proficiency levels in the NAT. The overall data shows that the majority of learners under Grade 6 and Grade 10 have not met the expected proficiency levels which means that immediate and appropriate interventions need to be undertaken. By obtaining an acceptable level of literacy and numeracy, our learners can greatly improve many factors in their life, including improvements to their social life, education, and even career prospects.

Much worse, this educational dilemma has been aggravated by the onslaught of the COVID-19 pandemic when our learners had to stay home and learning had to be facilitated by parents and guardians, most of which lack the knowledge and skills in translating learning which contributed to evident learning losses as truthfully validated by various pieces of research.

According to Professor Kwame Akyeampong, Co-Chair of GEEAP, learning losses due to school closures are one of the biggest global threats to education recovery. He further continued that the Philippines is one of the top 10 countries worldwide with the longest academic break due to COVID-19. Further, the United Nations Children's Fund reported that more than 85 percent of Filipino students experience learning poverty which is defined by the World Bank as the share of 10-year-olds who cannot read or understand a simple story.

As a response to this context, DepEd Order 34, s. 2022 was released mandating the five (5) full in-person face-to-face classes starting on November 2, 2022, with the belief to address the learning loss among several learners during the pandemic. DepEd Eastern Visayas even before this mandate, was consistent to have the most number of schools which participated in the limited face-to-face as data was pegged at 4,158 total participating schools out of 4,471 schools both public and private across the region or 92.9% as of June 2022. In addition, the latest data coming from the 13 divisions show that only one (1) remaining public school from Southern Leyte did not go into the five (5) days of in-person classes due to the unavailability of classrooms damaged by typhoon Odette but the rest of the 4,471 schools are already implementing.

As almost 100 percent of the schools in the region are going back to face-to-face, DepEd Eastern Visayas has to be proactive in coming up with the most appropriate actions and effective solutions to help struggling learners recover their learning losses through its PITAD Rehiyon Otso, a Learning Recovery Road Map, a driving force and enabling mechanism in the realization of its mantra which is "Region 8 is Great". This Learning Recovery Road Map is conceptualized to balance the needs primarily of the learners, teachers, parents, instructional leaders, stakeholders, and community members, while both streamlining engagement and condensing several pre-existing plans, programs, and projects such as Project GIYA Teacher, Project R8 BULIG, Project LAMP, Project HARAMPANG TA, and Project Modified Radio-Based Instruction (MRI) in the ALS where the primary objective is to give more attention to the literacy and numeracy skills of the learners.

Furthermore, the regional office ascertains the utmost performance of all employees in the different governance levels in terms of the delineation of functions and responsibilities. The practice of IE2S is evidently part of the

PITAD Rehiyon Otso which will lead to accomplishment and reaffirmation of commitment to bringing out excellence among education leaders, teachers, stakeholders, and most of all the learners.

Apparently, PITAD Rehiyon Otso is a plethora of educational innovations across the different levels of governance that inspires everyone in the organization to take his or her share in improving the delivery of learning even in the midst of uncertainties.

The continued journey of DepEd Region 8 to its greatness is explicitly mapped out through PITAD Rehiyon Otso, a Learning Recovery Road Map as this is based on strategic directions and interventions with well-defined objectives that will address the learning losses and gaps in terms of literacy and numeracy of our learners along with the following Focus Areas, namely: a) Curriculum and Instruction with its sub-focus areas: Learning Delivery, Learning Resources, and Learning Assessment; b) Learning Environment; c) Health and Safety; d) Learning and Development; e) Partnerships and Linkages; and f) Monitoring and Evaluation and Quality Assurance. It also includes a discussion on Sustainability and Continuous Improvement.

It is an earnest hope that Pitad Rehiyon Otso, A Learning Recovery Roadmap shall serve as a pivotal guide and paramount gauge of whether all the set strategies shall have derived the expected outputs gearing for providing the same quality education no matter what the situation is.

Stronger and bolder - DepEd Region VIII through its PITAD Rehiyon Otso is even more ready to take many more steps all for the BEST SERVICE for the learners.

STRATEGIC DIRECTIONS

The region's Learning Recovery Road Map adheres to the Department's and Regional Basic Education Development Plan's Goals, Sector Outcome, and Intermediate Outcomes.

Aligned to these, Pitad Rehiyon Otso steps forward the following strategic directions on the six Focus Areas (Curriculum and Instruction, Learning Environment, Health and Safety, Learning and Development, Partnership and Linkages, and Monitoring, Evaluation, and Quality Assurance):

- Strengthen mechanisms of providing basic education learning opportunities, formal or non-formal, to all learners;
- Reinforce the instructional process for the learners to successfully attain all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths;
- Boost the provision of learning environment where learners are safe and protected, and can protect themselves from risks and impacts from natural and human-induced hazards;
- Intensify process of providing learners the basic physical, mental, and emotional fortitude to cope with various challenges in life and to manage risks;
- Strengthen proficiency of teachers and instructional leaders in areas such as technological, pedagogical, and content knowledge, curriculum and planning, responding to learner diversity, and assessment;
- Fortify mechanism of promoting partnerships and linkages to benefit education for learners; and
- Establish mechanisms for monitoring, evaluation, and quality assurance of the projects, programs, and activities on learning recovery.

STRATEGIC INTERVENTIONS

In an attempt to deliberately make our learners recover their learning losses, Pitad Rehiyon 8, Learning Recovery Roadmap shall consider the well-thought strategies, objectives, timeframe, responsible persons, and outputs to each of the focus areas; namely: Curriculum and Instruction with sub-focus areas (Learning Delivery, Learning Resources, and Learning Assessment), Learning Environment, Health and Safety, Learning and Development, Partnership and Linkages, and Monitoring and Evaluation and Quality Assurance.

Focus Area 1: Curriculum and Instruction

Curriculum and Instruction ensures a relevant, responsive, and effective delivery of age-appropriate and needs-based strategies, contextualized learning resources, and varied assessment tools that serve as the basis for individualized literacy and numeracy interventions.

Learning Delivery. This sub-focus area encompasses the approaches/strategies that shall bring about the expected learning recovery outcomes among the identified struggling learners as the primary targets.

One major initiative to help struggling learners is dubbed Project R8 BULIG (Building and Upgrading Learning Interventions and Gains), a learning recovery initiative of the region. Project R8 BULIG, or Building and Upgrading Learning Interventions and Gains uphold a renewed commitment to education among instructional leaders, and school and community stakeholders to recover learning losses and manage the impacts of Covid-19 and other emergencies in education.

It has multi-faceted literacy and numeracy intervention program designed to help struggling learners in the two areas master the competencies expected at their grade levels or allow them to improve their current reading/literacy or numeracy level.

This project embraces all types of learners including Inclusive Education such as the Alternative Learning System (ALS), Madrasah Education Program (MEP), Indigenous Peoples' Education (IPEd), and Special Education (SPeD).

In order to ascertain that expected learning is achieved. The region shall undertake the following specific actions:

- Assess the learning gaps of learners along with the conduct of an Inventory of least learned literacy and numeracy competencies;
- Design appropriate activities and materials as comprehensive interventions to correct learning gaps and enrichment/enhancement to improve skills;
- Provide toolkit both for literacy and numeracy which encompasses a variety of intervention strategies, techniques, tools, and activities that include those that have been used in the field and have been found effective in addressing the needs of readers as well as the main interventions being advocated by the Regional Office. The interventions target the so-called “Big Six” in early literacy such as oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension. Lesson matrices are also included so that there shall be a guide for the teachers as to target sounds per week to be taught and developed among learners; and
- Embed the following projects:
 - Project ARM (Army of Reading Mentors) – Tracking of Assessment Results, Employment of Two-track method in Explicit Teaching for beginning reading across grade levels, and Use of Contextualized Materials
 - Project UKULELE (Upgrading Kindergarten for Utmost Language Experiences and Learning through Euphony) which centers on using music for transitions during the different parts of the Block of Time and for learning the sounds and letters of the alphabets in contextualized S. Binisaya and Waray songs.
 - Project Pedagogies in the 21st Century (Project P21) that uses project-based learning (PBL) or project-based instruction as a learner-centered instructional approach designed to give students the opportunity to develop the necessary 21st-century skills vital for their success as stated in the DepEd Order no. 021 s. 2019, Policy Guidelines on the K 12 Basic Education Program through engaging projects set around challenges and problems they may face in the real world.

Learning Resources. Undoubtedly, learning resources are crucial in the teaching and learning process. For struggling learners, in particular, there is a need for teachers and other learning facilitators to utilize accurate, useful, relevant, and efficient learning resources. Hence, the region shall embark on the following actions:

- Account for all available literacy and numeracy materials being used by the division/schools. Development of materials shall be ventured on, if necessary, after the needs analysis, assessment of literacy and numeracy, and inventory of existing reading materials have been done;
- Expand access of teachers and learners to quality assured teaching and learning and reading materials such as the following:
 - Primer Lessons (Hard Copy and *Electronic Version or ebook in Waray and our Ebook in Sinugbuanong Binisaya is soon to be finalized;
 - KAALAM Apps for Sinugbuanong Binisaya;
 - KAARAM Apps for Waray;
 - KATAO for Inabaknon;
 - MGLR Apps which are all uploaded to the 254 tablets (School-In-A-Bag) from UNICEF distributed to selected learners in Samar, Northern Samar Division and Southern Leyte;
 - PHET Interactive Simulations;
 - Parent's Teaching Guide; and

- Contextualized Lesson Plans (Explicit Teaching - for K to 3 learners and appropriate teaching pedagogy strategy for higher key stages).
- Encourage teachers to use other age-appropriate and relevant materials; and
- Advise SDOs to do the following: Conduct inventory of available learning resources and gap analysis; Prepare learning resources plan, needs-based and contextualized LRs; and Share best learning resources among schools divisions

Learning Assessment. Assessment is integral for understanding learners' learning and development; thus, a variety of assessment strategies and tools must be used to capture the attainment of the needed knowledge and skills within the learners' grade level.

In this learning recovery roadmap, the following are the learning assessment tools to be used:

- Early Childhood Care Development (ECCD);
- Early Grade Reading Assessment (EGRA);
- Comprehensive Rapid Literacy Assessment (CRLA);
- Philippine Informal Reading Inventory (Phil-IRI);
- Regional Unified Numeracy Test (RUNT);
- Multifactor Assessment Test (MFAT);
- Functional literacy test assessment (FLT);
- Assessment for Basic Literacy (ABL); and
- Formative Assessment Tests.

In tracking the learning progress to determine whether there is significant improvement with the pre-assessment results as a basis, there shall be the conduct of monthly in-between assessments and the post-assessment. Results are gathered through online platforms and disseminated to different governance levels in order to establish awareness and accountability among the stakeholders.

There shall also be the conduct of random on-the-spot oral reading by the members of the Regional Committee Members during the Regional Management Committee Meeting, by the regional and division personnel during the RFTACT Deployment, and by the Public Schools District Supervisors and Schools Heads themselves. The such activity enables the teacher to feel that making each learner a reader is an accountability not just by them but by everyone in the Department of Education

Focus Area 2: Learning Environment

As we are returning to face-to-face learning, DepEd RO 8 shall improve learner's access to quality and child-friendly and rights upholding learning environments.

It is the endeavor of the Office to sustain the learners' participation in school, and access to learning materials, laboratories, and health and sanitation facilities.

As experienced during the COVID-19 pandemic, resulting from the lockdowns - online and blended learning will be revisited and enhanced as feasible alternatives for making basic education accessible to all learners.

Knowing that we have diverse learners, DepEd RO ensures the implementation of the DepEd CO mechanism to provide learning environments that recognize and promote the diverse context of the learners. There is a need to adopt an approach of inclusive education in which all children learn together in the same schools and CLCs.

Focus Area 3: Health and Safety

Implementation of health and nutrition programs to maintain and improve the health of school children and personnel in the region as well as promoting psychosocial and mental health services. Mental health awareness helps students learn to build resilience and effectively manage their emotions, behavior, and relationships with others. It develops strong relationships with parents, family, caregivers, and teachers to learn how to pay attention, cooperate, and get along well with others. They are confident in their ability to explore and learn from the world around them.

Learners' Resiliency and Well-Being, are 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.

- All school children, teaching and non-teaching personnel are provided with basic primary health service delivery such as medical, dental, and nursing services.
- Support /design to prepare school health personnel with the knowledge and skills to conduct psychosocial intervention as well as train other school personnel on crisis management, especially in calamity-stricken areas.
- Protection of well-being, mental health, and psychosocial support is fully integrated into educational responses.
- Health and safety protocols are in place to ensure that the schools have adequate ventilation, safe spaces, and proper water, sanitation, and hygiene (WASH) facilities.

Oplan Kalusugan is one of the Department of Education Programs that is fully implemented in the region through, i.e.

1. School-Based Feeding Program
2. Physical assessment and dental services of teachers and non-teaching personnel
3. Drug Education Campaign
4. Adolescent Reproductive Health Education
5. Water, Hygiene, and Sanitation
6. Medical, Dental, and Nursing services
7. Psychosocial Support Services/Mental Health

Focus Area 4: Learning and Development

The Human Resource Development Division (HRDD), together with the training arm of the Department of Education, the National Educators Academy of the Philippines in the Region (NEAP-R), respond to the demand for professional competence as well as management and leadership excellence in the educational setting and community through the in-place Learning and Development (L&D) System.

The L&D System operates through a set of processes and/or sub-systems defined in the L&D System Manual, namely: L&D Needs Assessment (LDNA), L&D Planning, L&D Program Designing, L&D Resource Package Development, L&D Program Delivery, and Quality Assurance and Monitoring and Evaluation (QAME). These processes ensure the implementation of quality and relevant L&D interventions for teachers and school leaders.

Likewise, these L&D interventions undergo the NEAP recognition and the Professional Regulation Commission (PRC) Continuing Professional Development (CPD) accreditation processes for career advancement and renewal of PRC Licenses of public school teachers and leaders. Some of these L&D interventions are:

- Conquering Barriers to Education;
- Teaching Strategies for Learners with Special Education Needs;
- Training on Utilizations of Learning Outcomes in Developing Data-based Interventions for School Heads; and
- Redefining Education with School Leaders.

Meanwhile, it is paramount to note that teachers, learning support aides, and volunteers must be trained on how to offer learning interventions. A capability building shall be conducted with the topics below:

- Two-track Method in Explicit Teaching;
- Close Reading;
- Critical Thinking Skills toward Critical Literacy; and
- Improving Students' Numeracy Skills through Strategies and Activities.

Focus Area 5: Partnership and Linkages

It has been noted that partnership is a good strategy to successfully accomplish most of the department's initiatives and projects. The Project shall be carried out under the Brigada Pagbasa, an essential part of the Brigada Eskwela Program, which encourages community participation at the start of the school year. It brings together experts, change agents, policymakers, and other stakeholders from all sectors, both international and local, as well as the public and private sectors, to help Filipino children learn to read. With Project R8 BULIG, the following partnerships shall be concretized for stronger support and wider participation:

- **Local Government Units (LGUs).** The LGUs' participation shall be expanded as we aim to bridge a part of the DepEd Kindergarten curriculum to Day Care Centers and its technology on the Early Language Literacy and Numeracy (ELLN) Program, particularly the ELLN - Developmentally Appropriate Practices (DAP) training to teachers for a seamless content and performance standards alignment as well as the transition of learners from Preschool to Kindergarten. The LGUs can also be tapped to shoulder the salary of the volunteers or Learning Support Aides (LSAs);
- **National Government Agencies.** Moreover, other national government agencies such as DSWD, CHED, and the National Literacy. The Council of DepEd shall also be part of the forging of MOA;
- **Department of Interior and Local Government (DILG).** Support from the Provincial/Municipal/Brgy. Gov't. Units shall be asked for the provision of Learning Support Aides (parents, teacher-retirees, alumni, and SK Officials who possess literacy and numeracy expertise.;
- **Higher Education Institutions (HEIs) (LUCs and SUCs).** Specifically, MOA shall also be forged with Higher Education Institutions as this project shall tap the services of college students who are on Field Study for six (6) months and others can also adopt a child-exploring tutor-tutee strategy;
- **Local and International Non-Government Organizations.** It cannot be denied that the assistance and support of local and international non-government organizations can fuel the success of this endeavor. Hence, their services on literacy and numeracy shall be also explored;
- **Learning Support Aides, Literacy and Numeracy Experts as Volunteers.** Because educating a child is everyone's concern, a partnership with Learning Support Aides, Literacy and Numeracy Experts as Volunteers will be forged. Doing so, will encourage them to take ownership of the project.;
- **External Donors (community – alumni, private entity, etc.).** While our schools and districts shall practice book exchange in order to provide a greater range of learning resources. This Project shall encourage stakeholders to donate books to address the paucity of learning materials; and
- **Medical Team for LWDs medical assessment.**

Focus Area 6: Monitoring, Evaluation, and Quality Assurance

The Monitoring, Evaluation, and Quality Assurance shall be established in the implementation of the different programs, projects, and activities (including initiatives and innovations) (PPAs) under this Learning Recovery Roadmap, which would form part of the continuous improvement mechanism.

Conduct of bi-annual Program Implementation Review (PIR) will be done to track the progress of each program or initiative. Moreover, this will be supported by the conduct of quarterly Monitoring, Evaluation, and Adjustment (MEA) activities. There will also be a CLMD Mid- and Year-End PIR and Performance Review to assess the effectiveness of the PPAs in achieving its target, especially in terms of increasing the proficiency level of learners in the different learning areas, including the ALS, and the numeracy and literacy levels of the learners across grade levels.

The annual results of the PIR and assessment shall be considered in the preparation of the Program's Annual Implementation Plan and in making necessary adjustments to meet the target(s).

For the PPAs with milestones, an impact evaluation shall be done after a certain time frame to determine if it has achieved the objectives of the program/project. For an objective assessment, an external expert group shall be identified later to do the task of program evaluation.

Furthermore, the respective divisions or offices have the following terms of reference:

- **Office of the Regional Director and Assistant Regional Director.** Assumes leadership role in the overall implementation of the Learning Recovery Roadmap; approves the required Regional Memorandum, Special Orders, or other issuances; approves the assignment of personnel and provision of resources needed to facilitate the operation; and leads in the conduct of Regional EXECOM and MAN-COM meetings, with weekly virtual sessions and monthly in-person sessions.

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- National Government Agencies. Moreover, other national government agencies such as DSWD, CHED, and the National Literacy. The Council of DepEd shall also be part of the forging of MOA.
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- Higher Education Institutions (HEIs) (LUCs and SUCs). Specifically, MOA shall also be forged with Higher Education Institutions as this project shall tap the services of college students who are on Field Study for six (6) months and others can also adopt a child-exploring tutor-tutee strategy.
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- Learning Support Aides, Literacy and Numeracy Experts as Volunteers. Because educating a child is everyone's concern, a partnership with Learning Support Aides, Literacy and Numeracy Experts as Volunteers will be forged. Doing so, will encourage them to take ownership of the project.
- External Donors (community – alumni, private entity, etc.). While our schools and districts shall practice book exchange in order to provide a greater range of learning resources. This Project shall encourage stakeholders to donate books to address the paucity of learning materials; and
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- **Curriculum and Learning Management Division.** Takes the lead in the implementation of the Learning Recovery Roadmap; coordinates with the RO functional divisions and SDO key personnel for the effective implementation, monitoring, and assessment of the programs and projects (such as but not limited to Projects GIYA, R8 BULIG, LAMP, ARM, UKULELE, and others); and takes initiatives in the adjustments and continuous improvement of the programs in curriculum and instruction.

- **Curriculum and Learning Management Division.** Takes the lead in the implementation of the Learning Recovery Roadmap; coordinates with the RO functional divisions and SDO key personnel for the effective implementation, monitoring, and assessment of the programs and projects (such as but not limited to Projects GIYA, R8 BULIG, LAMP, ARM, UKULELE, and others); and takes initiatives in the adjustments and continuous improvement of the programs in curriculum and instruction.
- **Human Resource Development Division.** Aligns the professional learning and development program for teachers and instructional leaders; sets the Professional Development Agenda; and coordinates with the functional divisions in the conduct of the L&D activities for learning recovery.
- **Policy, Planning, and Research Division.** Ensures that the division and schools develop Learning Recovery Plans and integrate the same into the Division Basic Education Plan and School Improvement Plan; conducts and encourages personnel in research in line with the implementation of the Learning Recovery Roadmap; and develops and consolidates policy recommendations in line with the findings of the monitoring, evaluation, and PIR.
- **Education Support Services Division.** Continues and strengthens partnership endeavors to help field personnel in the implementation of the Learning Recovery Roadmap; facilitates the SDOs in an established conducive and safe learning environment at the schools; and ensures the provision of services for learners' readiness, wellness, and youth leadership formation.
- **Quality Assurance Division.** Facilitates the conduct of the regional monitoring, evaluation, and quality assurance of the Learning Recovery Roadmap; leads in the development of the monitoring and evaluation tools to ensure the effective implementation of the PPAs; and provides the RO and SDOs with a guide in decision-making and policy directions compliant with standards of quality basic education by towards continuous improvement.
- **Field Technical Assistance Division.** Ensures the provision of technical assistance through the Regional Field Technical Assistance Composite Teams (RFTACT) in the implementation of the Learning Recovery Roadmap of the SDOs to schools; enriches the RFTACT deployment through Project HARAMPANG TA and other initiatives, and ensures the implementation of WiNS following the standards set.
- **Schools Division Offices.** Ensure the implementation of the Learning Recovery Plan in the division and that of the schools; coordinate with the corresponding offices/division in the Regional Office; and conduct monitoring, evaluation, and quality assurance mechanisms in the implementation of the Learning Recovery Roadmap.

SUSTAINABILITY AND CONTINUOUS IMPROVEMENT

The learning recovery plan of the region branded as Pitad Rehiyon Otso embraces specific programs and projects as interventions to recover the learning losses while ascertaining safe and motivating learning environment, health and safety of learners to include both teaching and non-teaching personnel, upskilling and rekindling compassion to teaching through the learning and development strategies, sustained partnership and linkages, as well as defined monitoring and evaluation and quality assurance mechanisms.

To sustain the significant experiences and best practices harvested, the implementation of Pitad Rehiyon Otso shall be added as one of the agenda for every regular conduct of the Regional Management Committee Meeting (ReMANCOM) and Regional Executive Committee Meeting (REXECOM), deployment of the Regional Field Technical Assistance Committee Teams (RFTACT) and the Division FTAC. All monitoring endeavors both at the Regional and Division Offices shall include tracking the journey of Pitad Rehiyon Otso.

Likewise, issues and concerns shall always be responded to and noted for continuous improvement. Such shall serve as a basis for coming up with better interventions or solutions while the best practices shall be replicated, if necessary.

Steering Committee and Support Groups

Steering Committee and Support Groups

REGIONAL PLANNING TEAM

Name	Position
Dr. Evelyn R. Fetalvero	Chairperson, Regional Director
Dr. Bebiano I. Sentillas	Co-Chairperson, Assistant Regional Director
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Dr. Harvie D. Villamor	Member, Chief of Curriculum and Learning Management Division (CLMD)
Dr. Rosemarie M. Guino	Member, OIC-Chief of Education Support and Services Division (ESSD)
Ms. Alma E. Suyom	Member, Chief of Finance Division (FD)
Ms. Mercedes D. Sarmiento	Member, Chief of Field Technical Assistance Division (FTAD)
Dr. Alejandra B. Lagumbay	Member, Chief of Human Resource Development Division (HRDD)
Dr. Alejandrito L. Yman	Member, Chief of Administrative Division
Mr. Cesar P. Verunque	Member, Chief of Quality Assurance Division (QAD)
Dr. Carmelino P. Bernadas	Member, Schools Division Superintendent of Baybay City
Dr. Judella R. Lumpas	Member, Schools Division Superintendent of Biliran
Dr. Gorgonio G. Diaz Jr.	Member, Schools Division Superintendent of Borongan City
Dr. Moises D. Labian Jr.	Member, Schools Division Superintendent of Calbayog City
Dr. Gaudencio C. Aljibe Jr.	Member, Schools Division Superintendent of Catbalogan City
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Ms. Josilyn S. Solana	Member, Schools Division Superintendent of Maasin City
Ms. Lani H. Cervantes	Member, Schools Division Superintendent of Northern Samar
Dr. Marilyn B. Siao	Member, Schools Division Superintendent of Ormoc City
Dr. Carmela R. Tamayo	Member, Schools Division Superintendent of Samar
Dr. Genis S. Murallos	Member, Schools Division Superintendent of Southern Leyte
Dr. Mariza S. Magan	Member, Schools Division Superintendent of Tacloban City
Dr. Teodorico C. Peliño Jr.	Lead of Technical Secretariat, Education Program Supervisor (EPS) of PPRD
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Ms. Gladys G. Fabillo	Member of Technical Secretariat, Supervising Administrative Officer of FD
Mr. Mark Lito B. Gallano	Member of Technical Secretariat, Planning Officer III of PPRD
Mr. Gary Jay N. Calipayan	Member of Technical Secretariat, Administrative Officer V of FD
Mr. Sonny S. Tayum	Member of Technical Secretariat, EPS of QAD
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Dr. Armenia C. Aspa	EPS in Edukasyon sa Pagpapakatao and for Multigrade Program
Ms. Sarah S. Cabaluna	EPS in Mathematics and for Learning Assessment and Numeracy Program
Mr. Alfredo P. Cafe	EPS for Alternative Learning System
Mr. Dean Ric M. Endriano	EPS in English and for SPED and Literacy Program
Dr. Ernani S. Fernandez Jr.	EPS in TLE and for Senior High School
Dr. Nova P. Jorge	EPS in MAPEH and for Sports Program
Dr. Gertrudes C. Mabutin	EPS for MTB-MLE and for Reading Program
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REGIONAL EDUCATION DEVELOPMENT PLAN 2023-2028

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