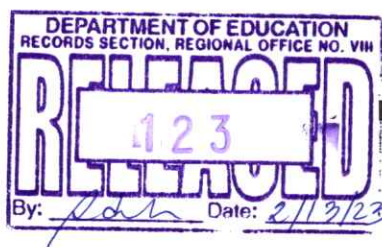February 13, 2023

REGIONAL MEMORANDUM

No. 1 2 3 .   2023

ADOPTION AND IMPLEMENTATION OF REGIONAL MONITORING, EVALUATION AND ADJUSTMENTS (RMEA) FRAMEWORK (DECEMBER 2022 VERSION)

To: Schools Division Superintendents
        Regional Office Division Chiefs
        Public Elementary and Secondary School Heads
        All Others Concerned

1.   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, Units and Sections and to ensure the organization's contribution to the realization of DepEd goals and objectives stipulated in the Basic Education Development Plan (BEDP) 2030, this Office, through the Quality Assurance Division, announces the **Adoption and Implementation of Regional Monitoring, Evaluation and Adjustments (RMEA) Framework (December 2022 Version).**

2.   This aims to outline the Monitoring & Evaluation (M&E) implementation of the REDP from 2023-2028 and defines the indicators that will be used to verify performance and strategies that will be applied to validate the achievements and accomplishments of the region.

3.   Moreover, in conformity with the organizational effectiveness, this RMEA Framework accounts the RO Divisions, Units and Sections and the Schools Division Offices (SDOs) performance based on standard requirements and their contribution to their unit performance. Thus, this aspect examines the overall performance of the region as an organization working synergically in achieving the organizational goals.

4.   Immediate dissemination of and compliance with this Memorandum are desired.

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE NO. VIII
RELEASED
123
By: _____ Date: 2/13/23

EVELYN R. FETALVERO, CESO IV
Regional Director

RRC

Enclosures: None
References: RMEA (December 2022 Version)

To be indicated in the **Perpetual Index** under the following subjects:

EVALUATION   **MONITORING**   **POLICIES**

Regional Monitoring, Evaluation, and Adjustments (MEA)

(December 2022 Version)

MONITORING, EVALUATION, AND ADJUSTMENTS

1.0 Context

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 8 has in placed an 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:

- 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.
- feedback and sharing mechanism on the effectiveness and/or efficacy of implemented education technologies.
- platform for horizontal and vertical integrations and collaboration between and among DepEd offices and stakeholders.
- venue for discussing alternatives that frames 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 (result or 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.

2.0 ASSUMPTIONS OF THE OPERATIONAL MEA FRAMEWORK

2.1. Definition of Monitoring and Evaluation

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 both 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 planning, implementation, evaluation and adjustment of regional plans, policy, programs and projects in support of decision making of management and key stakeholders to improve 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 to the regional goals and objectives set. This includes establishing the accomplishment of REDP objectives and the over-all 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.

2.2 Purpose and Objectives of Monitoring and Evaluation

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:

OBJECTIVES:

2.1 1. Provide regional management and technical / functional divisions information on the implementation and achievement of regional **programs and projects** as basis for:
   a. Plan and strategy adjustment as well as
   b. Adopting / replicating / continuing / institutionalizing these **programs and projects** based on the merit of its results
2.1 2. Provide information for regional management to determine and adjust approaches and strategies that will ensure proper allocation and equitable distribution, easy access, effective and optimal use of **Education Resources** in the divisions and schools.

2.1 3. Establish information as basis for determining appropriate **approach / strategy** to improve **organizational performance** in fulfillment of the Regional mandate and strengthen collective actions to service better the divisions and schools within the accountability of the Region

2.1 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) and strategies to ensure appropriate allocation of resources to support performance efficiency and effectiveness.

2.1 5. Determine SDOs' efficiency and effectiveness in providing technical support to schools and CLCs.

2.1 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)

2.1 7. Ensure that M&E standards and processes are implemented at the regional level;

2.1 8. Evaluate the impact, effectiveness, and efficiency of education policies and programs in the region

2.1 9. Provide feedback to CO on the regional M&E results particularly on issues with implications for national policies and programs;

2.1 10. Ensure the integration of M&E results in developing local programs and plans, and customizing national education strategies and policies; and

2.1 11. Link M&E results to the organizational and individual performance

2.3 Guiding Principles for the Monitoring and Evaluation

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

a. **Quality Information.** It is important that 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.

b. **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.

c. **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.

d. **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.

e. **Synergy and Participatory.** 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

f. **M&E for Learning and Accountability.** M&E provides opportunities for continuous improvement of practices/performance through identification of issues and lessons learned. It must be undertaken ethically. it requires trustworthy, competent and impartial M&E staff to deal with 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.

g. **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, 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 designing, and resource allocation.

h. **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".

3.0 SCOPE OF MEA

The scope of the of the MEA as 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 in the attainment of the DepEd intermediate outcomes (IOs).

3.1 Content Areas

M&E of the region is designed to obtain and provide information on the content areas aligned to the organization's mandates.

These are:

A. **Support to the Delivery of Basic Education Services**

   A.1. *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).

A.2. **Support System in the Delivery of Division Education Services** – is concerned with collecting information on the relevance, efficiency and effectiveness of the delivery of regional technical and instructional supports 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, 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.

A.3 *Educational Resource* - concerned with adequacy, accessibility and equitability in the 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 / resources
- ▶ Physical and ancillary facilities

B. **Organizational Performance/Health**

B.1. *Organizational Effectiveness* – 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 of 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 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 charters/compendium that will serve as 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.

B.2. _**Organizational Resource Support**_ –concerned with 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.

3.2 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. 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 summative evaluation.

Detailed M&E Task levels are described as follows:

Progress (Formative) Level

a. Input Level - This level is concerned with tracking the resources required to implement the regional programs and projects as well as their workplan 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.

b. 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 project 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 delivery of regional education services.

Results (Summative) Level

c. Intermediate Results Level – This level captures the initial gains of the region in moving towards its intended directions. 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.

d. Results Level - At this level, M&E concerns are directed towards capturing the accomplishments of REDP implementation in terms of education 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) establishments of baseline, (ii) quarterly program implementation review, (iii) annual implementation review, (iv) mid-term review, (v) results 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.

(i) 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 systemwide M&E must be in place in the early phase of plan implementation.

In this regard, 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 full-blown implementation of REDP strategies. The following REDP MEA startup activities will be implemented:

- Clarifying performance indicators of every plan components - inputs/activities, outputs and outcomes, as defined by the program and/or process owners;
- Validating the identified baseline data/information to facilitate the final setting of appropriate and doable targets;
- Capacity building of DepEd staff assigned to do M&E work. M&E process owners will be oriented 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 organization's ability to monitor and evaluate RO initiatives and to provide quality information as basis for management actions.

(ii) 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 workplan. This strategy facilitates the review of process implementation and evaluates 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 service.

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.

(iii) 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 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 the improvements in policies and national level programs at the RO and CO level. The annual review results can also be used as the basis in reprioritizing targets for the following year. Achievement of the intermediate outcomes will be assessed, validated and compared (year to year) to determine progress towards achieving the desired intermediate outcomes.

(iv) 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 mid-term review.

(v) 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.

(vi) Impact Evaluation of Policy 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 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 to existing DepEd policies and to 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 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.

3.3 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 Agency Performance Measurement Matrix (Table 1, BEMEF).

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

3.a. **Key Performance Indicators.** These measures the efficiency and effectiveness in the implementation of REDP and the workplans of every functional division. These are also used to verify 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.

3.b. 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 data to be gathered as well as the expected processing that should be done to produce the information required.

3.c. Means of Verification. These are documented materials or references that show evidence of performance and accomplishments of programs, projects, tasks and processes.

3.d. 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, these refers to the tools utilized in the collection of required data and information needed to evaluate performance based on the defined and agreed indicators.

3.e. 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.

3.f. 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.

3.g. MEA Strategy. This refer 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.

3.h. Responsible Body. This refers to the office or organization in control on how data and information would possibly occur or available during the implementation process.

Table 1. Framework for the Formative M&E

M&E Content Areas/ DepEd Pillars	Formative Statement / Key Performance Indicator	Information Requirements	MoVs	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible 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 implementation	PMIS/Office Internal MEA	Quarterly	MEA Template/WFP Quarterly Accomplishment Report	Status of P&P in terms of: • Achieving outputs vs targets • Resolving issues and risks	Quarterly PIR/MEA	Program and Project Owners/Focal Office

M&E Content Areas/ DepEd Pillars	Formative Statement / Key Performance Indicator	Information Requirements	MoVs	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
						▪ Movement towards achieving higher objectives (IR results/Out comes)		RO Divisions and SDOs
	▪ Percentage of Issues resolved ▪ Percentage of elevated issues acted by top management	▪ List of issues and lessons learned ▪ Lessons learned that are worth replicating/ continuing/appl ying	MEA	Quarterly	MEA Template/Issue s Log	Categorizatio n of Issues	Quarterly PIR/MEA	RO Divisions and SDOs QAD
A.2. Support Systems (Technical Assistanc e)	Rate of efficiency and effectiveness in the implementation of the identified support systems to schools and SDOs							
	▪ Output indicators identified by support systems (i.e. TA) ↳ KSA on SBM implementation ↳ Efficiency of TA for SIP implementation of schools ↳ Efficiency in the delivery of BEC ↳ KSA on instructional Supervision ▪ Efficiency of implementation of support systems in schools and SDOs	↳ Division performance SBM Level of Practice ↳ Division profile on SIP accomplishme nt of schools ↳ Division profile on School /CLC Performance ● Annual Achieveme nt of schools ● A&E Passers ↳ EPSs and PSDS capability in Instructional Supervision	RFTACT Deployment Report	Quarterly	TA Tools	Disaggregated by types of schools, and SDOs	Quarterly PIR/MEA	FTAD
A.3 Education al Resource	Rate of efficiency and effectiveness in the provision and utilization of education resources in schools and divisions (within the scope of the region)							

M&E Content Areas/ DepEd Pillars	Formative Statement / Key Performance Indicator	Information Requirements	MoVs	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
	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. un available resource requirement Percentage of additional resource requirement needed vs. existing allocation	Quarterly PIR/MEA	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	PMIS-WFP Physical Accomplishment/AIP	Quarterly	MEA Reporting Template/PMIS	Percentage of accomplishment vs. target Cost-efficiency Analysis	Quarterly PIR/MEA	RO Divisions and SDOs QAD

M&E Content Areas/ DepEd Pillars	Formative Statement / Key Performance Indicator	Information Requirements	MoVs	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
		reflected in the workplan ▪ Issues of each regional unit/functional division regarding workplan implementation ▪ Institutional issues that involves multiple functional divisions ▪ Lessons Learned				Relevance of objectives and outputs Compliance with organizational standards		
B.2. Organizational Resource Support	Rate of efficiency and effectiveness in the provision and utilization of resources in the implementation/operation of office mandate and processes.							
	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 ▪ 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. un available resource requirement Percentage of additional resource requirement needed vs. existing allocation Resource utilization vs. rate of achievement	Quarterly PIR/MEA	Finance Division

Table 2. Framework for the Summative/Result M&E

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	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 VS, Number of elementary school age learners actually enrolled	EBEIS	Annually		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) Outcome Evaluation (OE)	PPRD
	NER in Secondary	Secondary School Age population VS, Number of secondary school age learners actually enrolled	EBEIS	Annually				
	2. Incidence of OOSC & OSY							
	Out-of-school rate in Elementary		EBEIS	Annually		Disaggregated by gender, learners in situation of disadvantage, regions and provinces	Annual Implementation Review (AIR) Mid-Term Review (MTR) Outcome Evaluation (OE)	PPRD and CLMD
	Out-of-school rate in Junior High School		EBEIS	Annually				
	Out-of-school rat in Senior High School		EBEIS	Annually				
	IO1.1- All five-year-old children in school							
	3. Percentage of five-year-olds in school - Net Intake Rate (NIR)		EBEIS	Annually		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)	PPRD
	IO1.2 - All learners will stay in school and finish key stages							

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
	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		EBEIS	Annually		Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Quarterly Program Implementation Review (QPR) Annual Implementation Review (AIR)	PPRD
	Retention Rate in Junior High School		EBEIS	Annually				
	Retention Rate in Senior High School		EBEIS	Annually				
	5. Percentage of currently enrolled learners but did not finish/complete the school year – Dropout Rate (DR)							
	ELEMENTARY - Dropout Rate in Elementary		EBEIS	Annually		Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Quarterly Program Implementation Review (QPR) Annual Implementation Review (AIR)	PPRD
	Dropout Rate in Junior High School		EBEIS	Annually				
	Dropout Rate in Senior High School		EBEIS	Annually				
	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		EBEIS	Annually		Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible	Quarterly Program Implementation Review (QPR) Annual Implementation Review (AIR)	PPRD
	Transition Rate in Grade 3 to Grade)		EBEIS	Annually				
	Transition Rate in Grade 6 to Grade 7		EBEIS	Annually				
	Transition Rate in Grade 10 to Grade 1		EBEIS	Annually				
	IO1.4- All out-of-school children and youth 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							
	OUT-OF-SCHOOL CHILDREN - Participation Rate		*to be developed	Annually		Disaggregated by gender, learners in situation of disadvantage	Quarterly Program Implementation	PPRD and CLMD

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
	OUT-OF-SCHOOL YOUTH-Participation Rate		*to be developed	Annually		, regions and provinces.	Review (QPR) Annual Implementation Review (AIR)	
	8. Percentage of completers in ALS- completed session -ALS							
	OUT-OF-SCHOOL CHILDREN who Completed Sessions in ALS		*to be developed	Annually		Disaggregated by gender, learners in situation of disadvantage, regions and provinces	ALS Quarterly Program Implementation Review (QPR) Annual Implementation Review (AIR)	CLMD
	OUT-OF-SCHOOL YOUTH who Completed Sessions in ALS		*to be developed	Annually				
	OUT-OF-SCHOOL CHILDREN who Completed Sessions in ALS		*to be developed	Annually				
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 incorporated in EBEIS	Annually		Disaggregated by gender and type of school	Annual Implementation Review (AIR) Mid-Term Review (MTR) Outcome Evaluation (OE)	PPRD
	Percentage Disparity in transition rate in Secondary		**to be incorporated in EBEIS	Annually				
	2. Gender participation-disparity in completion							
	Gender Parity Index Completion in Elementary		EBEIS	Annually		Disaggregated by gender and types of schools	Annual Implementation Review (AIR) Mid-Term	PPRD
	Gender Parity Index Completion in Secondary					Disaggregated by gender		

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
						and types of schools	Review (MTR) 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		EBEIS (for tagging)	Annually		Disaggregated by gender and types of schools	Quarterly Program Implementation Review (QPR) Annual Implementation Review (AIR	PPRD
	Retention Rate in Secondary		EBEIS (for tagging)	Annually		Disaggregated by gender and types of schools		
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 at with at least proficient or better functional literacy level		NAT (for tagging)	Annually		Disaggregated by gender, learners in situation of disadvantage, regions and provinces, and types of schools, whenever possible Disparity between High and low performing schools	Quarterly Program Implementation Review (QPR) Annual Implementation Review (AIR)	CLMD
	Percentage of learners at with at least proficient or better numeracy level		NAT (for tagging)	Annually				
	Percentage of learners at with at least proficient or better level of 21st century skills		NAT (for tagging)	Annually				
	a. Learning and Innovation							
	b. Information, Media and Technology Skills							
	c. Life and Career Skills							
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 pursued their chosen paths								

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
	Percentage of learners proceeded to college		**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 proceeded to employment		**Tracer Study (to be developed)	Annually To be developed			Outcome Evaluation (OE)	
	Percentage of learners proceeded to entrepreneurship		**Tracer Study (to be developed)	Annually To be developed			Outcome Evaluation (OE)	
	Percentage of learners proceeded to middle level skills training		**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		EBEIS	Annually		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)	Planning Service
	Completion Rate in Secondary							
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		NAT 3	Frequency to be determined		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) Outcome e	CLMD
	Percentage of learners achieving nearly proficient or better in Mother Tongue (excluding Tagalog speakers)		NAT 3	Frequency to be determined				

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
	Percentage of learners achieving nearly proficient or better in numeracy		NAT 3	Frequency to be determined		Disparity between High and low performing schools	Evaluation (OE)	
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)		NAT 6	Frequency to be determined		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) Outcome Evaluation (OE)	CLMD
	5. Percentage of learners attaining proficient level or better in Stage 2 numeracy standards (increase: 4 pp/yr)		NAT 6	Frequency to be determined		Disparity between High and low performing schools		
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)		NAT 10	Frequency to be determined		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) Outcome Evaluation (OE)	CLMD
	7. Percentage of G10 learners attaining nearly proficient level or better in Stage 3 numeracy standards (4 pp/yr)		NAT 10	Frequency to be determined		Disparity between High and low performing schools		

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
	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)		NAT 12	Frequency to be determined		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		A&E Test	Annually		Disaggregated by gender, learners in situation of disadvantage, rand 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		**EBEIS (for tagging)	Annually		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)	PPRD
	2. Percentage of learners who reported violence committed against them by other learners (bullying) or adults (child		** to be developed - Survey (random sampling)	Annually				ORD – Legal Unit

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
	abuse) based on intake sheets of schools						Outcome Evaluation (OE)	
	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		Learner Satisfaction Rating (LSR)	Annually				ESSD and ORD – Legal Unit
	4. Percentage of learners who know their rights TO and IN education, and how to claim them		positively Learner Satisfaction Rating (LSR)	Annually				
	5. Percentage of schools and learning centers significantly manifesting indicators of RBE in the learning environment		positively Learner Satisfaction Rating (LSR)	Annually				
	6. Learners Satisfaction Rating on Rights-based Education		**to be developed	Annually				
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		Diagnostic Tool on RBE for DepEd offices	Annually				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,		Diagnostic Tool on RBE for DepEd Offices and Schools, Reports of training on RBE completed	Annually				ORD – Legal Unit

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
	and are able to infuse them in their respective jobs/ duties							
	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		CSS Monitoring Tool and EBEIS	Annually			Annual Implementation Review (AIR) Mid-Term Review (MTR)	ESSD - DRRMS
	10. Percentage of learners in safe schools		CSS Monitoring Tool and EBEIS	Annually				
	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 developed	Annually			Annual Implementation Review (AIR) Mid-Term Review (MTR) Outcome Evaluation (OE)	ESSD – School Health Section
	12. Percentage of learners with improved physical fitness level		** to be developed	Annually				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		SBM Level of Practice	Annually		✓ Disparity between High and low performing schools ✓ Profile of the Division on education outcomes	Annual Implementation Review (AIR) Mid-Term Review (MTR) Outcome e	FTAD
	Secondary		SBM Level of Practice	Annually				

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
							Evaluation (OE)	
	2. Proportion of schools achieving higher levels of SBM practice							
	Elementary		SBM Level of Practice	Annually		✓ Disparity between High and low performing schools ✓ Profile of the Division on education outcomes	Annual Implementation Review (AIR) Mid-Term Review (MTR) Outcome Evaluation (OE)	QAD
	Secondary		SBM Level of Practice	Annually				
	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		OPCRF	Annually				PPRD
	Schools Division Office		OPCRF	Annually				PPRD
	4. Proportion of RO personnel with very satisfactory and higher rating in the Individual Performance Commitment and Review Form (IPCRF)							
	Regional Office							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			Annually			Annual Implementation Review (AIR) Mid-Term Review (MTR) Outcome Evaluation (OE)	ESSD - Physical Facilities Section
	Teachers			Annually				PPRD
	Textbooks			Annually				CLMD_LRMS
	Seats			Annually				ESSD - Physical Facilities Section/PPRD
	Science and Math equipment			Annually				CLMD
	ICT Package /E-classroom			Annually				ORD - ICTU
	6. Proportion of elementary schools with:							
	Functional library			Annually			Implementation Review (AIR)	CLMD - LRMS
	Faculty/Teachers Room							

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
	Connection to electricity			Annually			Mid-Term Review (MTR) Outcome Evaluation (OE)	ESSD - Physical Facilities
	Connection to internet functional library			Annually				ORD-ICTU and ESSD – Physical Facilities Section
	Water Source							ESSD
	Water and Sanitation Facilities							ESSD and FTAD
	7. Proportion of secondary schools with:							
	Functional library			Annually			Annual Implementation Review (AIR) Mid-Term Review (MTR) Outcome Evaluation (OE)	CLMD - LRMS
	Faculty/Teachers Room							ESSD - Physical Facilities
	Connection to electricity			Annually				
	Connection to internet functional library			Annually				ORD-ICTU and ESSD – Physical Facilities Section
	Water Source							ESSD
	Water and Sanitation Facilities							ESSD and FTAD
	8. Proportion of SDOs achieving ideal interquartile ratio (IQR) *on teacher deployment							
	% SDOs achieving ideal interquartile ratio (IQR)			Annually				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 developed Survey Results	Annually			Annual Implementation Review (AIR) Mid-Term Review (MTR) Outcome	ORD – PAU/Admin Division
	SDO		***To be developed Survey Results	Annually				
	RO		***To be developed Survey Results	Annually				

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
							Evaluation (OE)	
	10. Consolidated Budget Utilization Rate (BUR) on the following:							
	Obligations							Finance Division
	Disbursements							
	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 developed	Annually			Annual Implementation Review (AIR)/ Mid-Term Review (MTR)/ Outcome Evaluation (OE)	ESSD - Partnership
	International Grant Development Partners percentage of financial contribution							
	Special Education Fund Utilization rate							Finance Division
	12. Proportion of schools with functional SGC							
	Elementary			Annually			Annual Implementation Review (AIR)/ Mid-Term Review (MTR)/ Outcome Evaluation (OE)	ESSD
	Secondary			Annually				
	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 developed	Annually			Annual Implementation Review (AIR)/ Mid-Term Review (MTR)/ Outcome	QAD
	14. Proportion of teachers in private schools receiving teacher subsidy		**To be developed	Annually				

M&E Content Areas/Planning Pillars	Results Statement / Key Performance Indicator	Information Requirements	Means of Verification	Frequency of Data Collection	Instruments	Analysis	MEA Strategy	Responsible Body
							Evaluation (OE)	
	15. Percentage of recognized private schools with Government Recognition (GR)							

4.0 IMPLEMENTATION ARRANGEMENT

4.1. Basic ME Structure and Information Flow

The influence to 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 information flow is seamless and that efforts towards 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 are able to receive and provide feedback. For information requiring immediate actions, communication and reporting are made direct to the concerned office where the flow of which is shown through the broken lines. Figure 1 provides an illustration of the information loop.
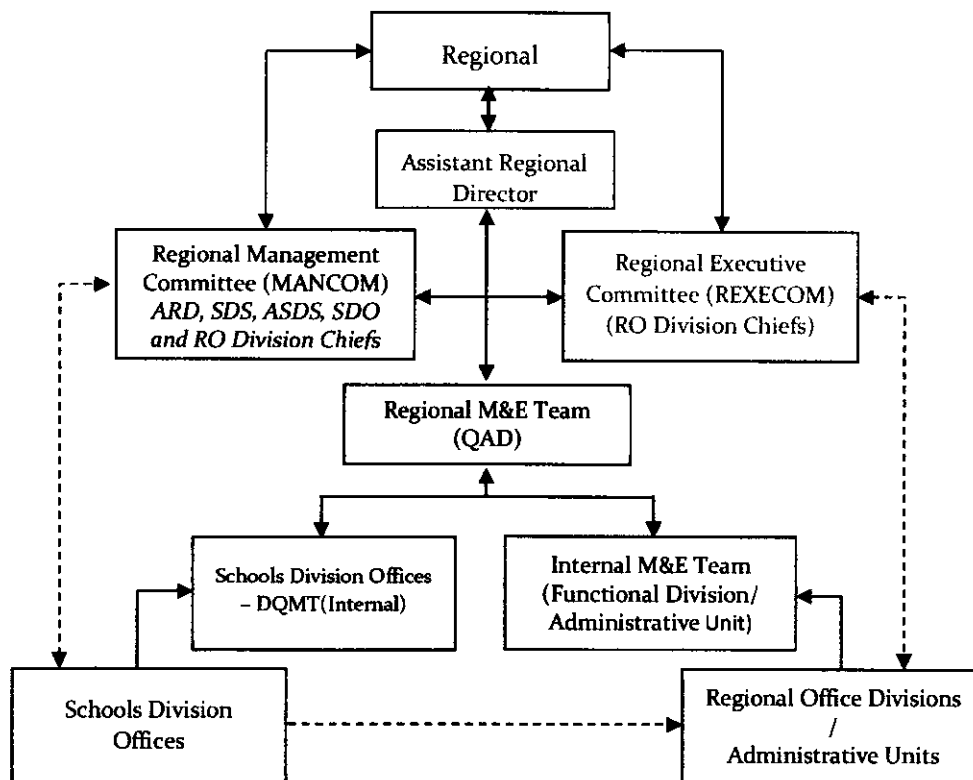
Figure 1: Regional M&E Structure and Information Flow

The Internal M&E Team of RO Division, which is usually composed of at least two people, collects and prepares the quantitative data—actual accomplishment versus workplan 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 Quality Assurance Division (QAD) 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 QAD shall collect and consolidate all quantitative data and qualitative data—hindering and facilitating factors, issues and resolutions, and recommendation—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 submitted recommendations shall be communicated to the REXECOM and the Regional Management Committee (RMANCOM) concerned for appropriate implementation.

4.2 Monitoring and Evaluation Teams and Responsibilities

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

Regional Director

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 are 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.

He/she shall:

a. Lead the institutionalization of the basic education regional M&E system;

b. Provide decisions and directions on regional education issues and matters arising from various M&E activities such as regional PIRs, stakeholders' forum, inter-agency meetings, among others;

c. Communicate regional education concerns to the central office, other agencies, and other development partners during meetings, fora, or conferences;

d. Approve program recommendations from internal and external stakeholders based on evidences presented such as completed researches, national statistics, among others; and,

e. Determine additional performance indicators and other adjustments in the regional M&E plan as necessary.

Quality Assurance Division (QAD)

The Quality Assurance Division (QAD) as the main process owner of the regional M&E system shall:

a. Oversee and manage the conduct of M&E of all regional operating units and ensure that they are adhering to established standards;

b. Review and provide input to the M&E plan of DepEd offices

c. 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;

d. Maintain a regional database which contains data and information gathered from regional M&E activities that can be easily accessed, managed, and updated;

e. 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;

f. Oversee and provide assistance in the conduct of evaluations on regional programs, projects, and major activities; and,

g. 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.

Operating Units

All the Operating Units in the regional M&E system shall:

a. Establish a results-based M&E within their respective offices;

b. Adhere to the established M&E standards in performing M&E activities and processes;

c. 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;

d. Develop M&E plan for their respective education plans, programs and policy implementation

e. Provide feedback, insights, lessons, and other issues gathered from their respective M&E activities to relevant central and regional operating units;

f. 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,

g. Apply M&E results in improving office and individual performance.

4.3 Monitoring and Reporting Schedules

The MEA Framework will be operationalized into different integrated strategies with common identified processes. These MEA processes are designed to come up with a 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 and designed to support the decision-making needs of different levels of governance that will allow them to efficiently and effectively manage the implementation of their respective plans. The MEA processes are to be implemented in every level of MEA strategy as discussed and presented in Section 3.2 of this document.

These MEA processes are as follows:

a. Data Gathering

Initially, every functional division gathers data for validation and consolidation by the internal M & E 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 their accomplishment using MEA template and prepares the MOVs to support the report.

Data gathering also includes identification of issues, facilitating and hindering factors encountered that influenced in the implementation of programs and projects by Functional Division / Units which are identified during the workshops in the MEA proper.

b. Data Validation

Data validation is reviewing and verifying the entries in the PO accomplishment matrix in accordance to standards and means of verification . Outputs not supported by MOVs cannot be credited or considered as such.

MoVs are evidences of actual performance and these may include :

- Status and/or Accomplishment Reports
- Documentation of best practices
- Observation and Inspection
- Key Informant Interviews
- Minutes of Meeting
- Attendance Sheet
- Others

c. 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 relationship between variables.

Data analysis provides the information to program/process owners and top management as basis in making decisions. For instance, questions on 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.

d. Reporting of RMEA Results and Management Response

Reporting of MEA results by the QAD in the plenary can still be used to validate 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.

e. Formulating Recommendation

Recommendations are formulated based on unaccomplished physical outputs and unresolved issues of the different RO Divisions. In crafting the recommendations, it is not mandatory that each unresolved issue will merit a recommendation.

f. Adjustment of Plans

Adjustment of workplan 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 of activities, aligning available resources, making decisions on discontinuing the projects, etc.

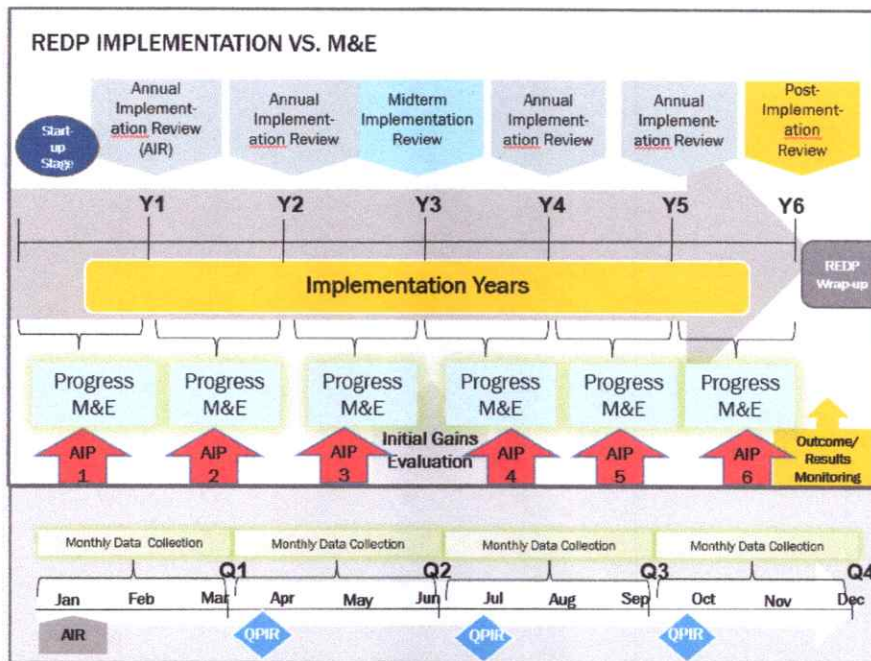The figure below presents an overview of the REDP MEA Strategies implementation schedules.

Figure 2. REDP MEA Strategies Implementation Schedules.

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- Department of Education Regional Office 8. 2019. *Enhanced Regional Monitoring and Evaluation (M&E) Operational Framework.*
- Department of Education. 2022. *BEDP 2039 Basic Education Development Plan, DepEd Order No. 24, s. 2022.*
- Department of Education. 2022. Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF), *DepEd Order No. 29, s. 2022*

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