

Department of Education

REGION X

SCHOOLS DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

11 October 2022

CAGAYAN DE ORO CITY

DIVISION MEMORANDUM No. <u>222</u> s.2022

ASSIGNMENT OF DIVISION PERSONNEL IN THE CRAFTING OF ADJUSTED DIVISION EDUCATION DEVELOPMENT PLAN (DEDP)

TO:

Assistant Schools Division Superintendent

All Public Schools District Supervisors

All Education Program Supervisors

All Concerned CID, SGOD and OSDS Personnel

All Program Holders

This Division

1. In accordance with the Regional Memorandum No. 614, s. 2022, you are hereby directed to adhere the timeline in the crafting and finalization of your assigned task in the adjusted Division Education Development Plan 2022-2027, as reflected in the table below:

Adjusted DEDP Activities	Dates	Venue
Phase 1: Core Group Meeting	October 12, 2022	ASDS office
Phase 2: Orientation in the Crafting of DEDP	October 14, 2022	Division Conference Room (2 nd floor Canteen)
Phase 3: Writeshop 1 of DEDP per office	October 17-26, 2022	Units/sections
Phase 4: Writeshop 2 and Presentation of DEDP	October 27-28, 2022	TBA
Phase 5: Submission to the Planning Unit for final review ((via email)	November 4, 2022	-

2. Enclosed is the list of the assignment per unit/section. For more details, please coordinate with Mr. Joel D. Potane & Rodolfo Bayeta, Jr, Planning and Research Section.



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- 3. In adherence to Equal Opportunity Policy (EOP), inclusive and fair treatment are accorded to all participants regardless of age, gender and sexual orientation, disability, religion, and ethnicity.
- 4. Immediate compliance with this Memorandum is desired.

CHERRY MAE L. LIMBACO - REYES

VSchools Division Superintendent

Encl.: As stated

Reference: RM 614, s.2022

To be indicated in the <u>Perpetual Index</u> under the following subjects:

BASIC EDUCATION

DEVELOPMENT PLAN

JDP /DM-DEDP timeline October 11, 2022



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SCHOOLS DIVISION OF CAGAYAN DE ORO CITY

Enclosure 2

Division Core Team for the Adjusted DEDP

- 1. Rosalio R. Vitorillo, PhD
- 2. Jean S. Macasero, PhD
- 3. Joel D. Potane, PhD
- 4. Rodolfo R. Bayeta, Jr
- 5. Shirley A. Merida, PhD
- 6. Marife A. Ramos, PhD
- 7. Eleanor Consejo H. Rollan
- 8. Romeo B. Aclo
- 9. Dr. Baldomero Mark Meso
- 10. Risa Bea Socorro Borrres, PhD
- 11. Sylvio Carciller, PhD
- 12. James Roberto Z. Sijo



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Department of Education

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SCHOOLS DIVISION OF CAGAYAN DE ORO CITY

Enclosure 3 Division Personnel Involved in the Crafting of Adjusted DEDP

- 1. Cherry Mae L. LimbacO-Reyes, SDS
- 2. Lorebina C. Carrasco, OIC-ASDS
- 3. Rosalio R. Vitorillo, SGOD Chief
- 4. Jean S. Macasero, CID Chief
- 5. Rodolfo R. Bayeta, Jr, Planning Officer
- 6. Virgil Bob Gomez, PRU
- 7. Joel D. Potane, LRMDS/Research Coordinator
- 8. Arnel C. Calubag, CPA
- 9. Risa Bea Socorro Borres, AO V
- 10. Romiel Vallente, Budget Officer
- 11. Jean T. Loquillano, SOCMOB
- 12. Eleanor Consejo Rollan, M &E
- 13. Anita Gochuco, Kinder Coordinator
- 14. Jinky Arnejo, PSDS, MTB MLE Coordinator
- 15. Margie Andrade, PSDS, ELLN Coordinator
- 16. Paraida Orangot, PSDS, ALIVE and IPED Coordinator
- 17. Milagros Recamadas, PSDS, BAC Secretariat
- 18. Marife Ramos, PSDS, GSP Coordinator
- 19. Cynthia Yanez, PSDS, Values, Career Guidance, Homeroom Guidance Coordinator
- 20. Shirley Merida, PSDS, Lead Consolidator for PSDSs, SPED Coordinator
- 21. Sylvio Carciller, EPS, ALS Coordinator
- 22. Romeo Aclo, ESP, OHSP, ADM, Homeschooling, LDM Coordinator
- 23. Mark John Gabule, EPS, Multigrade, Special Events
- 24. Marcelo Mabalos, OIC-PSDS
- 25. Jerly Eluna, EPS
- 26. John Mingo, EPS
- 27. Ray Maghuyop, EPS
- 28. Helen Lucman, EPS
- 29. January Gay Valenzona
- 30. Juliet N Dolera
- 31. Janry Colonia
- 32. Gemma Pajayon
- 33. Lanie Signo
- 34. James Roberto Z Sijo, DITO
- 35. Ignacio Gabule, Supply Officer



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SCHOOLS DIVISION OF CAGAYAN DE ORO CITY

- 36. Gleven Chito Manauag
- 37.Dr. Baldomero Mark Meso
- 38. Dr. Jamcel Artango
- 39. Engr. Ely V. Mama clay
- 40. Alrose Veluz
- 41. Engr Ariel Aranes
- 42.Dr. Derrold Marl S. Aves
- 43. Ryan Blanco
- 44. Jairus John Gochuco
- 45. Michael Dave Tan
- 46. Atty Laurence Edgardo del Puerto



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Reference: Attachment to Regional Memorandum No. 614,s. 2022

Assignment of Offices in the Formulation of Division Education Development Plan (DEDP)

Outline/Part	In charge			
(REDP/DEDP)	RO	SDO		
Executive Summary	Regional Information Officer	Division Information Officer	Joel D. Potane	
Rationale/Background	Policy, Planning & Research Division (PPRD)	School Governance Operations Division-Planning Section-SEPS Planning & Research	Joel D. Potane	
		School Governance Operations Division-Planning Section-Planning Officer	Rodolfo R. Bayeta, Jr & Virgil Bob Gomez	
		Research Coordinator	Joel D. Potane	
Strategic Directions				
Strategic Goals	All Functional Divisions	All Functional Divisions	Jean S. Macasero Rosalio R. Vitorillo Arnel Calubag Risa Bea Socorro Borres Romiel Vallente	
Outcome	All Functional Divisions	All Functional Divisions	Jean S. Macasero Rosalio R. Vitorillo Arnel Calubag Risa Bea Socorro Borres Romiel Vallente	
Access to Quality Ba	asic Education			
Intermediate Outcomes (IOs)				
All school-age children, out-of-school youth, and adults accessed relevant				
basic learning opportunities Sub-Intermediate Outcomes	8			
1.1. All 5-year old				
children attend				
Increased Net Intake Rate Kindergarten from% to100.00%				
Strategies				

Outline/Part		harge	
(REDP/DEDP)	RO	SDO	
1.1.2. Improve access			
to universal			
kindergarten			
education			
Outputs Tripartite	Education	School	Jean T. Loquillano
partnership with Barangay LGUs, pre-school centers, and public schools strengthened;	Support Services Division (ESSD) CLMD Curriculum and Learning	Governance Operations Division-Advocacy and Social Mobilization CID School	Eleanor Rollan
DepEd's acceleration policy implemented;	Management Division (CLMD)	Governance Operations Division (SGOD)- M&E	Eleanor Rollan
Existing Catchup program for five-year-old children or above not attending kindergarten implemented;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Anita Gochuco All Public Schools District Supervisors
Strategy for mapping whereabouts of 5-year-old children developed and implemented in schools;	Policy, Planning & Research Division (PPRD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division-Planning Unit Curriculum Implementation Division (CID)	Rodolfo R. Bayeta Virgil Bob Gomez All Public Schools District Supervisors
Increased Net Enrolment Ratio (NER)			
Elementary from% to 99.00%			
Junior high school- from% to 97%			
Senior High School from%to 92.00%			
Strategies			
Strategy for mapping whereabouts of 6-11 year-old children developed	Policy, Planning & Research Division (PPRD) Curriculum and	School Governance Operations Division (SGOD)- Planning Section	Rodolfo R. Bayeta Virgil Bob Gomez Joel Potane
	Learning		Shirley Merida with

Out	line/	Part	In cl	harge	
	OP/D		RO	SDO	
	atheritis Atheritis	and implemented in schools;	Management Division (CLMD)	Curriculum Implementation Division (CID)	All Public Schools District Supervisors
	Imple	mented ALS			
I .	Progra				
	Strat	egies			
	Outp	uts			
1.2.	All lea	arners stay in I and finish key			
	Strat				
	1.2.1.	Improve			
		rs' access to			
		y and rights-			
		ding learning			
1	-	nment			
	Outpu				
	4	Digital materials for all learning areas developed and made accessible to target learners;	Curriculum and Learning Management Division (CLMD) Office of the	Curriculum Implementation Division (CID) Office of the Schools Division	Joel Potane Gemma Pajayon Lanie Pajayon James Roberto Sijo
	٠	All schools provided with library and science & mathematics laboratories;	Regional Director-ICT Curriculum and Learning Management Division (CLMD) Admin-Supply	Superintendent-ICT Curriculum Implementation Division (CID) Office of the Schools Division Superintendent- Supply	Lanie M. Signo Gemma Pajayon Joel Potane Ignacio Gabule Gleven Chito Manauag
	*	Schools implemented feeding program for targeted learners;	Education Support Services Division (ESSD) Education	School Governance Operations Division (SGOD)- School Health and Nutrition Section	Dr. Baldomero Mark Meso
	•	Health and teaching personnel trained on appropriate school health and nutrition standards;	Support Services Division (ESSD)	School Governance Operations Division (SGOD)- School Health and Nutrition Section	Dr. Baldomero Mark Meso
	4	More schools with health and sanitation facilities;	Education Support Services Division (ESSD)	School	Dr. Baldomero Mark Meso
		acontros,	Education Support Services Division (ESSD)	Governance Operations Division (SGOD)-	Dr. Baldomero Mark Meso

Outline/Part	In c	harge	
(REDP/DEDP)	RO	SDO	
More schools implementing learners' mental health and psychosocial programs; and More schools with ideal classroom to student ratio at the Elementary and Secondary levels	Education Support Services Division (ESSD) Policy, Planning & Research Division (PPRD)	School Health and Nutrition Section School Governance Operations Division (SGOD)-School Health and Nutrition Section School Governance Operations Division (SGOD)-Physical Facilities School Governance Operations Division (SGOD)-Physical Facilities School Governance Operations Division (SGOD)-	Dr. Baldomero Mark Meso Engr. Ely V. Mamaclay Alrose Veluz Engr Ariel Aranes Rodolfo R. Bayeta, Jr Virgil Bob Gomez
		Planning Section	VII SII DOU GOINEZ
1.2.2. Improve			
capacity to retain			
learners in schools	-		
Outputs Teachers and	Human	School	Dr. Derrold Marl S.
learning facilitators capacitated to implement remediation programs and management of learners at risk of dropping out;	Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD)	Governance Operations Division (SGOD)- HRD Curriculum Implementation Division (CID)	Dr. Shirley Merida with PSDSs and EPS
More schools implementing school-initiated interventions using flexible learning options;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Romeo B. Aclo Dr. Shirley Merida with PSDSs & EPSs
Schools implementing remediation programs for struggling learners; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Anita Gochuco with PSDSs & EPSs
Counseling services for all students to address individual concerns provided in all schools.	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)/ Curriculum Implementation Division (CID)	Eleanor Rollan Cynthia Yanez

Outline/	Part	In cl	harge	
(REDP/DI		RO	SDO	
1.2.3.	PRODUCTION OF THE PRODUCTION OF THE PRODUCTION OF THE PROPERTY			
school	s' capacity to			
ensure	e learners'			
contin	uity to next			
stage				
Outpu				
4	Integrated public schools established in areas where access to JHS and SHS is difficult;	Quality Assurance Division (QAD)	Division Review & Evaluation Committee	Ryan Blanco
4	Incomplete primary schools converted into complete multigrade schools;	Quality Assurance Division (QAD	Division Review & Evaluation Committee	Ryan Blanco
4	New secondary schools established in areas with less access to secondary education;	Quality Assurance Division (QAD)	Division Review & Evaluation Committee	Ryan Blanco
4	More private schools participating in the Education Service Contracting scheme;	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)- M&E	Eleanor Rollan
4	SHS course offerings are within standards;	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)- M&E	Eleanor Rollan
4	SHS facilities provided are within standards; and	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)- Physical Facilities	Jean Macasero Engr. Ely V. Mamaclay Alrose Veluz Engr Ariel Aranes
4	Tool for tracing learners' completing basic education including ALS learners is developed and operational.	Curriculum and Learning Management Division (CLMD) Policy, Planning & Research Division (PPRD)	Curriculum Implementation Division (CID) School Governance Operations Division (PRU/M&E))	Sylvio Carciller January Gay Valenzona Janry Colonia Julieta Neri Rodolfo R Bayeta, Jr Eleanor Consejo Rollan

Outline/Part (REDP/DEDP)	In cl RO	harge SDO	
	Quality Assurance Division (QAD) Field Technical Assistance Division (FTAD)	OSDS-ICT Curriculum Implementation Division (CID)	James Roberto Sijo Shirley Merida with all PSDSs
Coordination mechanism between elementary and secondary schools established;	Office of the Regional Director-ICT Curriculum and Learning Management Division (CLMD) Policy, Planning & Research Division (PPRD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)- Planning Unit	Shirley Merida with all PSDSs Rodolfo R Bayeta Jr
Secondary schools implemented bridging strategies to address learning gaps;	Field Technical Assistance Division (FTAD) Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Shirley Merida with all PSDSs and EPS
Teachers trained on identifying learning gaps and remediation strategies; and	Policy, Planning & Research Division (PPRD) Field Technical Assistance Division (FTAD)	School Governance Operations Division (SGOD)- HRD	Derrold Marl Aves
Improved counselling services of schools to address learners' concerns	Human Resources Development Division (HRDD) Curriculum and Learning Management	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD-HRD)	Anita Gochuco Shirley Merida with all PSDSs and EPS Derrold Marl Aves
implemented.	Division (CLMD) Education Support Services Division (ESSD)	Curriculum Implementation Division (CID)	Shirley Merida with all PSDSs and EPS
1.3. All out-of-school children and youth participate in formal			

Outline/Part	In ch	arge	
(REDP/DEDP)	RO	SDO	
or non-formal basic education learning			
opportunities			
Strategies 1.3.1. Strengthen			
mechanisms for providing access to			
relevant basic			
opportunities for OSC and OSY, and			
OSA OST, and			
Outputs			
Literacy mapping strategy for identifying OSC, OSY and OSA developed and implemented in divisions and districts;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	January Gay Valenzona Janry Colonia Julieta Neri
ALS teachers, community ALS implementors, and learning facilitators trained to use online	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)- HRD	January Gay Valenzona Janry Colonia Julieta Neri
teaching platforms; ALS teachers are	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Shirley Merida with all PSDSs and EPS
deployed in high demand areas;	Administrative Division (AD)	Office of the Schools Division Superintendent (OSDS)-HR	Marilou Navaja
New community learning centers (CLCs) are operational in high demand areas;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	January Gay Valenzona Janry Colonia Julieta Neri
Access to print and non-print learning resources in the CLCs improved;	Curriculum and Learning	Curriculum Implementation Division (CID)	January Gay Valenzona Janry Colonia Julieta Neri
Selected CLCs are equipped with appropriate learning facilities;	Management Division (CLMD) Curriculum and	Curriculum Implementation Division (CID)	January Gay Valenzona Janry Colonia
Service contracting and engagement of non-DepEd ALS providers are expanded;	Learning Management Division (CLMD) Curriculum and Learning	Curriculum Implementation Division (CID)	Julieta Neri January Gay Valenzona Janry Colonia Julieta Neri

Outline/Part		In charge	
(REDP/DEDP)	RO	SDO	
 ALS internal stakeholders' access to training on ALS program implementation 	Management Division (CLMD)	School Governance Operations Division (SGOD)- HRD	January Gay Valenzona Janry Colonia Julieta Neri
improved; ALS external stakeholders on ALS program implementation	Human Resources Development Division (HRDD) Curriculum and Learning Management	Curriculum Implementation Division (CID) Curriculum Implementation	January Gay Valenzona Janry Colonia Julieta Neri
improved; and 4 ALS M&E system and processes aligned with Basic	Division (CLMD) Curriculum and Learning Management	Division (CID) School Governance	Eleanor Rollan
Education Monitoring and Evaluation Framework developed and operational in all governance levels.	Quality Assurance Division (QAD)	Operations Division (SGOD)- M&E Curriculum Implementation Division (CID)	January Gay Valenzona
	Curriculum and Learning Management Division (CLMD)		
Equity for Children, Youth, an Disadvan		ations of	
Intermediate Outcomes (IOs)	leage		
Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives			
Sub-Intermediate Outcomes			
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			
Strategies			
2.1.1. Improve program management and service delivery			
Outputs			
On improving the situation analysis of school-age children and youth and adults in situations of disadvantage, including barriers to education:			

Outline/I		In cl	narge	
(REDP/DE	EDP)	RO	SDO	
4	Coordination with LGUs and barangay officials on data gathering and analysis towards explicit solutions to identified barriers to education implemented;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Shirley Merida with all PSDSs
4	Mechanism for the enrollment of pre-identified children with disabilities in Kindergarten between and among ECCD, DSWD, NGOs, and DepEd implemented;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Shirley Merida with all PSDSs Anita Gochuco
4	10-year Program Assessment of IPEd completed; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)- M&E	Paraida Orangot Eleanor Rollan
On formulating policies of promote responsiveness of and processes to learner disadvantage: On developing evidence-b policies, guidelines, and	Learning and Development Plan for the capacity development of personnel involved in IPEd implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Paraida Orangot
an equity approach:	Rights-based and culture-sensitive planning and M&E at various governance levels for IPEd formulated and implemented;	Curriculum and Learning Management Division (CLMD) Quality Assurance Division (QAD) Policy, Planning & Research Division (PPRD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)- M&E	Paraida Orangot Eleanor Rollan

(REDP/D	EDP)	RO Field Technical Assistance	SDO	
4	Governance framework and partnership mechanisms for IPEd across governance levels developed and implemented; and	Division (FTAD) Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)- Social Mobilization & Networking	Paraida Orang Jean Loquillan
4	Program approaches and strategies for various typologies of IPEd- implementing schools formulated and implemented.	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)- Social Mobilization & Networking	Paraida Orang Jean Loquillan
On training school perso community learning fac- inclusive practices adap situations of disadvanta	litators on ted to learners in	Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)- HRD Curriculum Implementation Division (CID)	Derrold Marl Av January Gay Valenzona
•	Program approaches and strategies for various typologies of IPEd- implementing schools	Human Resources Development Division (HRDD) Curriculum and Learning Management	School Governance Operations Division (SGOD)- HRD Curriculum Implementation	Derrold Marl S A
On strengthening instru supervision of inclusion	formulated and implemented. ctional initiatives:	Division (CLMD) Field Technical Assistance Division (FTAD) Quality Assurance Division (QAD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)- M&E	Eleanor Rolla

Outline/Part		narge	
(REDP/DEDP)	Field Technical Assistance Division (FTAD)	SDO Curriculum Implementation Division (CID)	Shirley Merida and all PSDS
2.1.2. Provide an inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to the situations of disadvantage			
Outputs On developing and enhancing standards and policies on inclusive and safe learning environments: Policies and standards for safe and accessible learning environments for learners with different learning needs implemented; and Contextualized rural farm schools established.	Education Support Services Division (ESSD) Curriculum and Learning Management Division (CLMD) Curriculum and Learning Management Division (CLMD) Field Technical Assistance Division (FTAD)	School Governance Operations Division (SGOD)- Physical Facilities Curriculum Implementation Division (CID) Curriculum Implementation Division (CID)	Rosalio R. Vitorillo Engr Ely V Mamaclay Shirley Merida with all PSDSs Juan Mingo Shirley Merida with all PSDSs
On improving the physical infrastructure and facilities of schools and CLCs to make them accessible to learners with disabilities and appropriate to the ecological and socio-cultural context of the community: 4 One Community Learning Center (CLC) per barangay established.	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	Curriculum Implementation Division (CID)	January Gay Valenzona Shirley Merida with all PSDSs
On customizing learner support services as appropriate to school-age children and youth and adults in situations of disadvantage, including customized health, WASH, and nutrition facilities:		SGOD	Baldomero Mark Meso

Outline/Part	In cl	narge	
(REDP/DEDP)	RO	SDO	
 ♣ Inclusive Learning Resource Center established; and ♣ Learner support 	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Joel Potane Shirley Merida with all PSDSs
services appropriate for learners with different learning needs implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Shirley Merida with all PSDSs
2.1.3. Improve gender- sensitive contextualized curriculum and learning delivery			
Outputs			
On customizing learning delivery modalities appropriate to the contexts of school-age children and youth and adults in situations of disadvantage:			
Standards, processes, and protocols for the contextualization of the curriculum, and learning delivery for inclusive education developed and implemented; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Mark Gabule and all EPSs
Programs to address gender-disparities among children are developed and implemented	Curriculum and Learning Management Division (CLMD) Field Technical	Curriculum Implementation Division (CID) GAD Focal Person	Jean Loquillano Jairus John Gochuco
	Assistance Division (FTAD)		
	Human Resources Development Division (HRDD)	SGOD-HRD	Derrold Marl Aves
2.1.4. Enhance DepEd platforms for learning resources			
Outputs			
On enhancing learning resource standards for all platforms and types of learning resources responsive to the context of each group in situations of disadvantage:	Curriculum and		
	Learning		

Outline/Part (REDP/DEDP)	In ch	arge SDO	
Standards, processes, and protocols for the contextualization of learning resources for inclusive education implemented.	Management Division (CLMD)	Curriculum Implementation Division (CID)	Mark Gabule with all EPSs Joel Potane
On strengthening and improving ICT platforms: DepEd ICT platforms and facilities with accessibility features for inclusive education are provided. On increasing the number of teachers and learners with a complete set of inclusive education teaching and learning resources: Standard, processes and protocols for the contextualization of the curriculum, learning	Office of the Regional Director-ICT Curriculum and Learning Management Division (CLMD) Curriculum and Learning	Office of the Schools Division Superintendent-ICT Curriculum Implementation Division (CID) Curriculum Implementation (CID)	James Roberto Sijo Paraida Orangot January Gay Valenzona
delivery, and learning resources for IPEd (for both formal and ALS) formulated. 2.1.5. Promote partnerships to benefit education for learners in situations of disadvantage	Management Division (CLMD)	Division (CID)	Sylvio Carciller
Outputs			
On developing a communication and advocacy plan for programs addressing concerns of learners in situations of disadvantage: 4 Communication and advocacy plans for inclusive education are implemented. On engaging non-DepEd providers of education for groups in situations of disadvantage:	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	January Gay Valenzona Paraida Orangot Jinky Arnejo Shirley Merida Romeo Aclo
Partnership with external providers of inclusive education forged;	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- Social Mobilization & Networking	Rosalio Vitorillo Jean Loquillano

In o	harre	
Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)- Social Mobilization & Networking	January Gay Valenzona Paraida Orangot Jinky Arnejo Shirley Merida Romeo Aclo Jean Loquillano
Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Milagros Recamadas Shirley Merida and All PSDSs
and Learning (Dutcomes	
	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD) Curriculum and Learning Management Division (CLMD)	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD) Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)- Social Mobilization & Networking Curriculum and Learning Management Curriculum Implementation

Outline/Part	In cl	harge	
(REDP/DEDP)	RO	SDO	
21st century skills to various			
real-life situations;	<u> </u>	_	
3.4. Learners attain Stage 4	7		
(Grades 11–12) learning			
standards equipped with			
knowledge and 21st century			
skills developed in chosen			
core, applied, and			
specialized SHS tracks;			
3.5. Learners in the Alternative			2
Learning System attain			
certification as Elementary			
or Junior High School and			
Senior High School			
completers.			
Increased the number of public			
and private elementary and high			
schools belonging to the 4th			
Quadrant group (75-100)			
Strategies	Note: Add more		
Ensure alignment of the curriculum, instruction, and	strategies as		
classroom assessment	indicated in the		
methods in all learning areas	Learning		
methods in an learning areas	Recovery and Continuity Plan		
Outputs	Continuity 1 km		
♣ Curriculum guides	Curriculum and	Curriculum	Mark Gabule and
reflecting the socio-	Learning	Implementation	EPSs
emotional and 21st century	Management	Division (CID)	
skills including the appropriate learning	Division (CLMD)		
approaches and			
assessment are developed,			
disseminated, and			
implemented;			
Sustainable Development			
Goals and human rights,	Curriculum and	Curriculum	Cynthia Yanez
including but not limited to children's rights, integrated	Learning Management	Implementation Division (CID)	
in relevant subjects as	Division (CLMD)	Division (CID)	
early as Stage 1 and until			
Stage 4;	Education		
	Support Services Division (ESSD)		
Policies and standards on	211101011 (12001)	Curriculum	Cynthia Yanez
Good Manners and Right	Curriculum and	Implementation	
C1	Learning	Division (CID)	
Conduct (GMRC) and			1
Values Education issued	Management		
Values Education issued and implemented; and	Management		
Values Education issued and implemented; and Policies, standards, and	Management Division (CLMD)	Curriculum	Jinky Arneio and
Values Education issued and implemented; and	Management	Curriculum Implementation Division (CID)	Jinky Arnejo and PSDSs
Values Education issued and implemented; and Policies, standards, and program management on curricular, co-curricular, and extra-curricular	Management Division (CLMD) Curriculum and Learning Management	Implementation	
Values Education issued and implemented; and Policies, standards, and program management on curricular, co-curricular,	Management Division (CLMD) Curriculum and Learning	Implementation	

Outline/Part	In ch	arge SDO	
(REDP/DEDP)	RO	SDO	
Align resource provision with key stage learning standards			
Outputs			T 1D 4
Learning resources for learning standards reflecting the socioemotional and 21st century skills provided;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Joel Potane Shirley Merida and PSDSs and EPS
System for the management of learning resources developed and implemented;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Joel Potane Shirley Merida and PSDSs and EPS
System for quality assurance of learning resources developed and implemented; Researches on curriculum	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID) School	Joel Potane Lanie Signo Gemma Pajayon All EPS and PSDS
standards, learning management, and learning resources and services completed and disseminated; and	Policy, Planning & Research Division (PPRD)	Governance Operations Division (SGOD)- Planning & Research	Joel Potane Shirley Merida and PSDSs and EPS
Guidelines on safe use of technology in the teaching and learning process formulated and	Curriculum and Learning Management Division (CLMD) Curriculum and	Curriculum Implementation Division (CID) Curriculum Implementation	Jinky Arnejo and PSDSs and EPS
implemented.	Learning Management Division (CLMD) Office of the Regional Director-ICT	Division (CID) Office of the Schools Division Superintendent-ICT	James Sijo
Assess learning outcomes at each key stage transition and for learners in situations of disadvantage			,
Outputs			
Revised assessment programs with design, tools, administration procedures and guidelines developed and implemented;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Mark John Gabule and all EPSs and PSDSs, Eleanor Rollan
Mechanisms for aggregation of			

	8		
Outline/Part (REDP/DEDP)	In ch RO	narge SDO	
classroom assessment for division-wide learning assessments in place and operational;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Mark John Gabule and all EPSs and PSDSs, Eleanor Rollan
Tools and mechanism on use of artificial intelligence, machine learning, and analytics for creating predictive models of student readiness achievement, literacy level, SHS track, and work readiness developed and implemented;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	James Sijo, EPSs and PSDSs
Strengthen competence of teachers and instructional leaders in areas such as content knowledge and pedagogy/instruction, curriculum and planning, responding to learner diversity, and assessment and reporting			
Outputs			
Professional development programs for teachers developed and implemented in identified priority areas such as, but not limited to: • Socio-emotional and 21st century skills • Learning approaches and learning modalities • Assessment • Program management on curricular, cocurricular, and extracurricular; and	Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)- HRD Curriculum Implementation Division (CID)	Derrold Marl Aves Shirley Merida and PSDSs
Professional development programs for instructional leaders (MTs, SHs, PSDS, EPS) to support teacher PD in various priority areas.	Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)- HRD Curriculum Implementation Division (CID)	Derrold Marl Aves Shirley Merida and PSDSs

Outline/Part	In ch		
(REDP/DEDP)	RO	SDO	
Ensure alignment of			
curriculum, instruction and			
assessment with current and			
emerging industry and global			
standards			
Outputs			
Policy on alignment	Human	School	Derrold Marl Aves
between TEI curriculum	Resources	Governance Operations	
and school curriculum	Development Division (HRDD)	Division (SGOD)-	
issued and implemented; and	Division (mob)	HRD	
and	Curriculum and		Shirley Merida and
	Learning	Curriculum	PSDSs
Policy and mechanism for	Management	Implementation	
tertiary schools on	Division (CLMD)	Division (CID)	
providing the results of	Human	School	Derrold Marl Aves
college readiness assessment of SHS	Resources	Governance	
graduates established.	Development	Operations	
8	Division (HRDD)	Division (SGOD)-	10
		HRD	Jean Macasero and
	Curriculum and Learning	Curriculum	PSDSs
	Management	Implementation	
	Division (CLMD	Division (CID)	
Learners' Resilienc	and Well-Being		
Intermedicts Outcomes (IOs)			
Intermediate Outcomes (IOs)			
Learners are resilient and know their			
Learners are resilient and know their rights and have the life skills to protect			
Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-			
Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-			
Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-related rights from DepEd and other			
Learners are resilient and 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 are resilient and know their rights and have the life skills to protect themselves and claim their education-related rights from DepEd and other			
Learners are resilient and 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. Sub-Intermediate Outcomes			
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a			
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to			
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education			
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels			
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies			
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and			
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the			
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the design of all DepEd			
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the design of all DepEd policies, plans,			
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects,			
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems			
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems Outputs		Office of the	
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems Outputs Laws, policies, plans, rules,		Schools Division	Atty Laurence
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems Outputs Laws, policies, plans, rules, and regulations, contracts, programs, projects, and	Office of the Regional Director-Legal	Schools Division Superintendent-	Atty Laurence Edgardo del Puerto
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems Outputs Laws, policies, plans, rules, and regulations, contracts, programs, projects, and activities containing	Office of the Regional	Schools Division Superintendent- Legal Unit/School	Edgardo del Puerto
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems Outputs Laws, policies, plans, rules, and regulations, contracts, programs, projects, and activities containing commitments towards	Office of the Regional Director-Legal Unit	Schools Division Superintendent- Legal Unit/School Governance	
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems Outputs Laws, policies, plans, rules, and regulations, contracts, programs, projects, and activities containing commitments towards children's rights according to	Office of the Regional Director-Legal Unit	Schools Division Superintendent- Legal Unit/School Governance Operations	Edgardo del Puerto Risa Bea Socorro
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems Outputs Laws, policies, plans, rules, and regulations, contracts, programs, projects, and activities containing commitments towards children's rights according trights-based education	Office of the Regional Director-Legal Unit	Schools Division Superintendent- Legal Unit/School Governance	Edgardo del Puerto Risa Bea Socorro
Learners are resilient and 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. Sub-Intermediate Outcomes 4.1. Learners are served by a Department that adheres to a rights-based education framework at all levels Strategies 4.1.1. Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems Outputs Laws, policies, plans, rules, and regulations, contracts, programs, projects, and activities containing commitments towards children's rights according to	Office of the Regional Director-Legal Unit Education Support Services	Schools Division Superintendent- Legal Unit/School Governance Operations Division (SGOD)/	Edgardo del Puerto Risa Bea Socorro

O	utline/Part	In ch	arge	
	EDP/DEDP)	RO	SDO	
4	Rights-based education (RBE) framework adopted and implemented;	Office of the Regional Director-Legal Unit	Office of the Schools Division Superintendent- Legal Unit/School Governance	Atty Laurence Edgardo del Puerto Risa Bea Socorro Borres
4	Standards and mechanisms on child protection developed and implemented;	Education Support Services Division (ESSD)	Operations Division (SGOD)/ OSDS-Admin Office of the Schools Division Superintendent- Legal Unit/School Governance	Atty Laurence Edgardo del Puerto Risa Bea Socorro
4	M&E mechanism on rights- based education framework and legal obligations and commitments on children's rights implemented;	Office of the Regional Director-Legal Unit	Operations Division (SGOD)/ OSDS-Admin Office of the Schools Division Superintendent- Legal Unit/School Governmee	Borres Atty Laurence Edgardo del Puerto
_	Child Rights in Education	Quality Assurance Division (QAD)	Operations Division (SGOD)/ OSDS-Admin	Risa Bea Socorro Borres
	Desk (CREDe) institutionalized;	Office of the Regional Director-Legal Unit	Office of the Schools Division Superintendent- Legal Unit/School Governance	Atty Laurence Edgardo del Puerto Risa Bea Socorro
4	DepEd personnel and stakeholders trained on child rights/RBE;	Office of the Regional Director-Legal Unit	Operations Division (SGOD)/ OSDS-Admin Office of the Schools Division	Borres
	De West Head allows are accounted		Superintendent- Legal Unit/School Governance	Atty Laurence Edgardo del Puerto Risa Bea Socorro
•	Positive discipline measures implemented in schools and community;	Human Resources Development Division (HRDD)	Operations Division (SGOD)/ OSDS-Admin	Borres
4	Child Protection Unit and	Office of the Regional Director-Legal	Office of the Schools Division Superintendent- Legal Unit/School	Atty Laurence Edgardo del Puerto Risa Bea Socorro
	Child Protection Committee structures are established; and Child protection policies implemented.	Unit Human Resources Development Division (HRDD) Office of the Regional	Governance Operations Division (SGOD)/ OSDS-Admin Office of the Schools Division Superintendent- Legal Unit/School Governance Operations	Borres

O	utline/Part	In ch	narge	
	EDP/DEDP)	RO	SDO	
		Director-Legal	Division (SGOD)/ OSDS-Admin	
		Unit	OSDS-Admin	
		Office of the Regional Director-Legal Unit		
		Education Support Services Division (ESSD)		
4.1.2.	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			
Outpu				
4	Child rights education (CRE) integrated in the enhanced K-12 curriculum, extra and co-curricular programs, learning environment and culture of the school, learning center and other learning modalities; Learning resources on children's and learners' rights in education utilized; School-based guidelines on RBE and CRE implementation developed, with consideration of school based management, school improvement plan, and school governance council;	Curriculum and Learning Management Division (CLMD) Office of the Regional Director-Legal Unit Curriculum and Learning Management Division (CLMD) Field Technical Assistance Division (FTAD) Office of the Regional Director-Legal Unit	Curriculum Implementation Division (CID) Curriculum Implementation Division (CID) School Governance Operations Division (SGOD) Office of the Schools Division Superintendent Legal Unit	Joel Potane Cynthia Yanez Shirley Merida And PSDSs Atty Laurence Edgardo del Puerto
*	School personnel and parents trained on child rights education and child protection;	Human Resources Development Division (HRDD) Office of the Regional	Governance Operations Division (SGOD)- HRD Office of the Schools Division Superintendent- Legal Unit	Derrold Marl S. Aves Atty Laurence Edgardo del Puerto

Outline/Part	In ch		
(REDP/DEDP)	RO	SDO	
Mechanism on learners' participation on education and children's rights developed and implemented; and Child protection	Director-Legal Unit Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)	Jairus Gochuco Dave Tan
committee in schools established	Office of the Regional Director-Legal Unit	Office of the Schools Division Superintendent- Legal Unit	Atty Laurence Edgardo del Puerto
	Education Support Services Division (ESSD)		
4.2. Learners are safe and			
protected, and can protect themselves from risks and impacts from natural and human-induced hazards			
Strategies			
4.2.1. Protect learners and personnel from death, injury, and harm brought by natural and human induced hazards			
Outputs			
DepEd personnel and learners capacitated on providing mental health and psychosocial support services (MHPSS);	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- School Health & Nutrition Unit	Dr. Baldomero Mark Meso III
 ESD, DRRM, Climate Change Adaptation and Mitigation (CCAM), and peacebuilding competencies in the K to 12 curriculum integrated; Personnel and stakeholders 	Curriculum and Learning Management Division (CLMD	School Governance Operations Division (SGOD)- DRRM	Mr. Ryan Blanco
equipped on DRRM, CCAM, and peacebuilding;	Support Services Division (ESSD)	School	Mr. Ryan Blanco
 Safety and emergency supplies and equipment provided to DepEd offices and schools; and 	Education Support Services Division (ESSD)	Governance Operations Division (SGOD)- DRRM	
♣ Early Warning Systems (EWS) in DepEd offices and	Administrative Division-Supply Unit	School Governance Operations Division (SGOD)- DRRM	Mr. Ryan Blanco
schools established.	Education Support Services Division (ESSD)	Office of the Schools Division	

	outline/Part		narge	
(F	REDP/DEDP)	RO	SDO Superintendent- Supply Unit	Ignacio Gabule
			School Governance Operations Division (SGOD)- DRRM	Ryan Blanco
4.2.2.	Ensure learning			
	continuity in the			
	aftermath of a disaster			
	or emergency			
Outp				
4	Internal and external partners for response, rehabilitation, and recovery mobilized;	Education Support Services Division (ESSD) Education	School Governance Operations Division (SGOD)- DRRM	Ryan Blanco
4	Access to relevant responses, rehabilitation, and recovery- related datasets from school enhanced;	Support Services Division (ESSD) Education	School Governance Operations Division (SGOD)-	Ryan Blanco
4	Information, education, and communication (IEC) materials in the aftermath of a disaster or emergency	Support Services Division (ESSD)	DRRM	David Blanco
4	MPHSS interventions, including referral mechanisms, for learners	Education Support Services Division (ESSD)	Governance Operations Division (SGOD)- DRRM	Ryan Blanco
4	and personnel affected by disasters and emergencies are provided; DepEd inter-agency Comprehensive Rehabilitation and Recovery Plan (CRRP) for disaster and	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- DRRM	Ryan Blanco
4	emergency developed; Regions, divisions, and schools equipped in leading multi-stakeholder groups for the implementation of response, rehabilitation, and recovery;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- DRRM	Ryan Blanco
4	Major repair and reconstruction of infrastructure and replacement of non-infrastructure damages due to disasters/ emergencies for rehabilitation and recovery completed; and	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- DRRM	Engr Ely Mamaclay Rosalio Vitorillo Ryan Blanco
4	Feedback and accountability mechanisms for learners on	Education Support Services Division (ESSD)		

	Outline/Part REDP/DEDP)	RO	narge SDO	
(1	emergency interventions established.		School Governance Operations Division (SGOD)- DRRM	Ryan Blanco
			School Governance Operations Division (SGOD)- DRRM	Ryan Blanco
402	Protect education			
4.2.3	investments from the impacts of natural and human-induced hazards			
Outp				
4	Risk assessment data for DDRM, CCAM, and peacebuilding established; DRRM, CCAM, and	Education Support Services Division (ESSD) Education	School Governance Operations Division (SGOD)- DRRM	Ryan Blanco
	peacebuilding plans; contingency plans; and public service continuity plans in all governance levels developed;	Support Services Division (ESSD)	School Governance Operations Division (SGOD)-	Ryan Blanco
4	DRRM, Peacebuilding, and Climate change-related programs, projects, and activities (PPAs), and budget in DepEd offices and schools annual plans	Education Support Services Division (ESSD)	School Governance Operations	Ryan Blanco
4	developed; Functional DRRM Team organized in all governance levels;	Education Support Services Division (ESSD)	Division (SGOD)- DRRM	
4	DRRM, CCAM, and peacebuilding researches published; and	Support Services Division (ESSD)	School Governance Operations	Ryan Blance
4	Regular programs for structural and non- structural hazard prevention and mitigation measures implemented.	Education Support Services Division (ESSD)	Division (SGOD)- DRRM School Governance Operations Division (SGOD)- DRRM	Ryan Blance

Outline/Part (REDP/DEDP)	In cl RO	narge SDO	
		School Governance Operations Division (SGOD)- DRRM	Ryan Blanco
Curb Interna diata Outromas			
Sub-Intermediate Outcomes 4.3. Learners have the basic			
physical, mental, and emotional fortitude to cope with various			
challenges in life and to			
manage risks Strategies			
4.3.1. Provide learners with			
basic health and nutrition services			
Outputs			
Guidelines on health and safety of learners and school personnel, including prevention of COVID-19 developed and implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- School Health and Nutrition Section	Dr. Baldomero Mark Meso III
Post COVID-19 tracking of learners' health and nutrition conditions in schools implemented;	Education Support Services Division (ESSD) Education	School Governance Operations Division (SGOD)-	Dr. Baldomero Mark Meso III
Health personnel and program coordinators trained on management of risky behavior and child protection issues;	Support Services Division (ESSD)	School Health and Nutrition Section School Governance	Dr. Baldomero Mark
Schools' health facilities including WASH and clinics provided;	Education Support Services Division (ESSD)	Operations Division (SGOD)- School Health and Nutrition Section	Meso III
School-community coordination mechanisms for health and safety of learners in schools established; and	Education Support Services Division (ESSD)	School Governance Operations	Dr. Baldomero Mark
Policies, guidelines and standards on prevention of COVID-19, health & nutrition, and adolescent health and development implemented.	Education Support Services Division (ESSD)	Division (SGOD)- School Health and Nutrition Section School Governance Operations Division (SGOD)- School Health and Nutrition Section School	Meso III Dr. Baldomero Mark Meso III
		Governance Operations Division (SGOD)-	Dr. Baldomero Mark Meso III

Outline/Part	In c	harge	
(REDP/DEDP)	RO SDO		
		School Health and Nutrition Section	
4.3.2. Nurture and protect learners' mental and psychosocial health			
Outputs			
Teachers trained in handling students experiencing mental and psychosocial health issues; and DepEd personnel and learners capacitated on providing MHPSS.	Education Support Services Division (ESSD Education Support Services Division (ESSD	School Governance Operations Division (SGOD)- School Health and Nutrition Section School Governance Operations Division (SGOD)- School Health and Nutrition Section	Dr. Baldomero Mark Meso III Dr. Baldomero Mark Meso III
4.3.3. Promote learners' physical and socio- emotional skills development			
Outputs			
Standards for school sports and competition programs developed and implemented; and	Education Support Services Division (ESSD	School Governance Operations Division (SGOD)	Dr. Rosalio R. Vitorillo/Eulogio Suaner
Teaching and non-teaching DepEd personnel trained on after-school sports program	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)	Dr. Rosalio R. Vitorillo/Eulogio Suaner
Enabling Mechanisms: Gover	nance and Mana	gement	
Enabling Mechanisms			
1.1. Education leaders and managers practice participative, ethical, and inclusive management processes			
Competency-based hiring and promotion system adopted and implemented;	Administrative Division (AD)	Office of the Schools Division Superintendent (OSDS)-HR	Marilou F. Navaja
♣ SBM implemented;♣ Basic education	Field and Technical Assistance Division (FTAD)	School Governance Operations Division (SGOD)- M&E	Eleanor Consejo Rollan
situation analysis and plans submitted to	Policy, Planning & Research Division (PPRD)	School Governance Operations	Rodolfo R. Bayeta, Jr Virgil Bob Gomez

On	tline/Part	In cl	narge	
	CDP/DEDP)	RO	SDO	
(ICE	LSBs/RDC and other stakeholders;	NO	Division (SGOD)- Planning Section	
4	Policy on synchronized planning and budgeting issued and implemented;	All Functional Divisions Policy, Planning	All Functional Divisions	Chief Jean S. Macasero Chief Rosalio R. Vitorillo Dr. Risa Bea Socorro Borres
*	Revised SIP policy developed and implemented; and	& Research Division (PPRD) Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)- Planning Section	Rodolfo R.Bayeta, Jr
4	Policy on M&E framework and system issued and implemented.		School Governance Operations Division (SGOD)- M&E	Eleanor Consejo Rollan
all go	re human resources in vernance levels are ient, resilient, etent, and continuously wing			
4	NEAP transformation deepened and further institutionalized; Professional standards	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)- HRD	Dr. Derrold Marl S. Aves
4	linked to employee assessment, development, rewarding, and recognition; Employee welfare and benefits standards are	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)- HR	Dr. Derrold Marl S. Aves
4	developed and implemented; DepEd personnel trained on responsive management processes that uphold inclusive and rights-based	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)- HR	Dr. Derrold Marl S. Aves
4	education; and Learning and Development plan developed and implemented under NEAP leadership	Resources Development Division (HRDD) Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)- HR	Dr. Derrold Marl S. Aves
			School Governance Operations	Dr. Derrold Marl S. Aves

Outline/Part	In cl	narge	
(REDP/DEDP)	RO	SDO Division (SGOD)- HR	
1.3. Ideal learning environment and adequate learning resources for learners ensured			
Standards for a quality and inclusive learning environment for different learner groups for the new normal post COVID-19 adopted and implemented; Standards for the integration of educational technology in teaching and learning developed and implemented; Standards for learning resource development accessible to all types of learners formulated and implemented; and System for granting access to learning resources developed and implemented.	Education Support Services Division (ESSD) Office of the Regional Director-ICT Curriculum and Learning Management Division (CLMD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)- Physical Facilities Office of the Schools Division Superintendent (OSDS)- ICT Curriculum Implementation Division (CID) Curriculum Implementation Division (CID)	Engr Ely V. Mamaclay James Roberto Z. Sijo Joel D. Potane Lanie Signo Gemma Pajayon Joel D. Potane Lanie Signo Gemma Pajayon Joel D. Potane Lanie Signo Gemma Pajayon
1.4. Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services			
 Modern financial management systems and processes developed and implemented; Major management processes (planning, budgeting, procurement, M&E, human resource) are integrated, synchronized, and coordinated in all governance levels; 	Finance Division (FD) All Functional Divisions	Office of the Schools Division Superintendent- Finance All Functional Divisions	Arnel A. Calubag, CPA Chief Jean S. Macasero Chief Rosalio R. Vitorillo Dr. Risa Bea Socorro Borres
		School Governance	

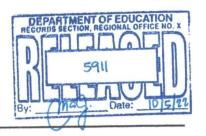
Ou	ıtline/Part	In cl	harge	
	EDP/DEDP)	RO	SDO	
4	Performance management and quality assurance systems developed and implemented;	Quality Assurance Division (QAD)	Operations Division (SGOD)- M&E	Eleanor Consejo Rollan
4	Disaster risk reduction and response mechanisms established;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- DRRM School	Ryan Blanco
4	Policy and research agenda formulated and implemented; Human Resource Information System (HRIS) in all governance levels developed and implemented;	Policy, Planning & Research Division (PPRD) Human Resources Development Division (HRDD)	Governance Operations Division (SGOD)- Planning Section School Governance Operations Division (SGOD)- HRD	Rodolfo Bayeta Joel D Potane Dr. Derrold Marl Aves
4	Internal Control System (ICS) framework, guidelines and standards adopted and implemented;	Quality Management Representative (QMR)	Quality Management Representative (QMR)	Dr. Risa Bea Socorro Borres
4	Guidelines for QMS developed and implemented; Asset Management System implemented;	Quality Management Representative (QMR)	Quality Management Representative (QMR)	Dr. Risa Bea Socorro Borres
4	Helpdesk support system for field procurement operations created;	Administrative Division (AD)	Office of the Schools Division Superintendent- Admin	Dr. Risa Bea Socorro Borres
4	DepEd integrated logistics management system implemented; Organic procurement units and plantilla positions for procurement officers created;	Administrative Division (AD) Administrative Division (AD)	Office of the Schools Division Superintendent- Admin Office of the Schools Division	Dr. Risa Bea Socorro Borres
4	Contract management system implemented;		Superintendent- Admin Office of the	Dr. Risa Bea Socorro Borres
4	Standards on procurement processes, forms, and documents implemented;	Administrative Division (AD)	Schools Division Superintendent- Admin	Romiel Vallente Dr. Risa Bea Socorro Borres
4	Supplier's Registry established;	Administrative Division (AD)	Office of the Schools Division Superintendent- Admin	Romiel Vallente Dr. Risa Bea Socorro Borres
4	Transparency mechanism implemented;	Administrative Division (AD)	Office of the Schools Division	

Out	tline/Part	In cl	narde	
	DP/DEDP)	In charge RO SDO		
(RE	DI / DEDI)	NO	Superintendent-	Dr. Risa Bea Socorro
	Guidelines on third-party participation in procurement implemented; and	Administrative Division (AD)	Admin Office of the Schools Division	Borres
4	Guidelines on customized procurement for selected major programs	Administrative Division (AD)	Superintendent- Admin Office of the	Dr. Risa Bea Socorro Borres
	implemented	Administrative Division (AD)	Schools Division Superintendent- Admin	Dr. Risa Bea Socorro
			Office of the Schools Division Superintendent- Admin	Borres Dr. Risa Bea Socorro
				Borres
collabo	then active oration with key oolders			
4	Stakeholder engagement developed and implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- Social Mobilization & Networking	Jean Loquillano Rosalio Vitorillo
4	Guidelines on the use of SEF implemented;	Finance Division (FD)	Office of the Schools Division Superintendent- Finance	Arnel C Calubag Romiel Vallente
4	School Governing Council policy implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- Youth Formation	Jairus John Gochuco Michael Dave Tan
4	Policy on the use of partnership information system implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- Social Mobilization	Jean Loquillano
4	Multisectoral youth development alliances established and operationalized in support of ALS implementation; and	Education Support Services Division (ESSD) Education	& Networking School Governance Operations Division (SGOD)- Social Mobilization & Networking	Jean Loquillano
4	Educ Forum actively engaged as multi- stakeholder platform for consultation, collaborative research and analysis, and high-level advice on strategic basic education policy.	Support Services Division (ESSD)	School Governance Operations Division (SGOD)- Social Mobilization & Networking	Jean Loquillano

Outline/Part In charge			
(REDP/DEDP)	RO	SDO	
Enhance and strengthen public and private education complementarity			
Public-private complementarity framework is developed and implemented; Manual of regulations for private schools enhanced and implemented; and Organizational and human resource support to qualified personnel in private schools are in place			,
Performance Targets	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)- Planning Section	Rodolfo R Bayeta Virgil Bob Gomez
Indicative Timelines	All Functional Divisions	All Functional Divisions	
Timelines on the Implementation of the Interventions (6 years) Medium Term Plan (MTP) (3 Years) Implementation, Monitoring and Evaluation		Bividions	
Implementation Plan	ation	School	Rodolfo R Bayeta
	Policy, Planning & Research Division (PPRD)	Governance Operations Division (SGOD)- Planning Section	Virgil Bob Gomez Joel Potane
Monitoring, Evaluation, and Adjustment Strategies	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)- M&E	Eleanor Consejo Rollan
Policy and Research Agenda	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)- Planning Section	Rodolfo R Bayeta Virgil Bob Gomez Joel Potane
Organizational Capacity and Implementation Arrangements	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)- Planning Section	Rodolfo R Bayeta Virgil Bob Gomez Joel Potane
Communication Strategy	Regional Information Officer	Division Information Officer	Joel D. Potane Jairus John Gochuco
Financial Framework	l .		
	Finance Division		Arnel A. Calubag
Appendices	(FD) All Functional Divisions	All Functional Divisions	Romiel Vallente Chief Jean Macasero Chief Rosalio R. Vitorillo Dr. Risa Bea Socorro Borres



Republic of the Philippines **Department of Education**REGION X - NORTHERN MINDANAO



October 4, 2022

REGIONAL MEMORANDUM No. 614, s. 2022

CRAFTING OF ADJUSTED REGIONAL EDUCATION DEVELOPMENT PLAN (REDP) AND DIVISION EDUCATION DEVELOPMENT PLAN (DEDP)

To: Assistant Regional Director Schools Division Superintendents Assistant Schools Division Superintendents All Others Concerned

- 1. Regarding **DepEd Order No. 24, s. 2022** titled **Adoption of the Basic Education Development Plan 2030**, this Office directs the Regional Office (RO) and Schools Division Offices (SDOs) to strictly observe the timeline in Crafting the Adjusted Regional Education Development Plan (REDP) and Division Education Development Plan (DEDP) from October to November.
- 2. The activity is aimed at the following:
 - a. Set targets on key performance indicators,
 - b. Prepare a Strategic Plan,
 - c. Make adjustment on interventions/programs/projects/activities relevant to present situation and beyond, and
 - d. Disseminate the plans for the realization of the programs/projects/activities for quality learning outcomes.
- 3. Attached is the timeline of the series of activities and assignments for the specific details.
- 4. The participants' accommodation shall be charged to RO Funds while travel expenses shall be charged to local funds, subject to the usual accounting and auditing rules and regulations.

5. This Office directs the immediate and wide dissemination of this Memorandum.

DR. ARTURO B. BAYOCOT, CESO III
Regional Director

To be indicated in the <u>Perpetual Index</u> under the following subjects:

REDP

DEDP

PPRD/anne-ian



DepEd Regional Office X, Zone 1, Upper Balulang, Cagayan de Oro City (088) 856-3932 | (088) 881-3137 | (088) 881-3031

Department of Education Region 10

region10@deped.gov.ph http://deped10.com





Attachment No. 1 to Regional Memorandum No. 614, s. 2022

Timeline

Activity	Schedule
Target Setting	August 16-17, 2022
Strategy Assessment	1st Week of October 2022
Adjustment of Strategies and	2nd to 4th Week of October
Finalization of Adjusted Regional Education Development Plan (REDP) and Division Education Development Plan (DEDP)	1st Week of November 2022
Presentation of the DEDP to the Regional Office	3rd Week of November 2022
Submission of the REDP and DEDP	4th Week of November 2022
Dissemination of the REDP and DEDP	December 2022

Assignment of Offices

Outline/Part	In charge	
(REDP/DEDP)	RO	SDO
Executive Summary	Regional Information Officer	Division Information Officer
Rationale/Background	Policy, Planning & Research Division (PPRD)	School Governance Operations Division- Planning Section-SEPS Planning & Research
		School Governance Operations Division- Planning Section- Planning Officer Research Coordinator
Strategic Directions		
Strategic Directions	All Functional	All Functional
Strategic Goals	Divisions	Divisions
Outcome	All Functional Divisions	All Functional Divisions
Access to Qualit	y Basic Education	
Intermediate Outcomes (IOs)		
All school-age children, out-of-school		
youth, and adults accessed relevant		
basic learning opportunities		
Sub-Intermediate Outcomes		
1.1. All 5-year old children		
attend school		
Increased Net Intake		
Rate		
Kindergarten from		
% to 100.00%		
Strategies		
1.1.2. Improve access		
to universal		
kindergarten		
education		
Outputs		
↓ Tripartite	Education Support	School Governance
partnership with	Services Division	Operations Division-
Barangay LGUs,	(ESSD)	Advocacy and Social
pre-school centers, and public schools strengthened;	CLMD	Mobilization CID
↓ DepEd's	Curriculum and	School Governance
acceleration policy implemented;	Learning Management Division (CLMD)	Operations Division (SGOD)-M&E
 Existing Catchup program for five- year-old children or above not 	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
attending		

Outline/Part		In charge RO SDO	
year-ol develop	nented; gy for ng abouts of 5- d children ped and nented in	Policy, Planning & Research Division (PPRD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division- Planning Unit Curriculum Implementation Division (CID)
Increased Note Enrolment For Note 1 (NER) Elementary from% Junior high from% Senior High from%	to 99.00% school- % to 97% School		
Strategies			
Strate mappi where 11 yea childre and in in sch	ng abouts of 6- ar-old en developed aplemented ools;	Policy, Planning & Research Division (PPRD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-Planning Section Curriculum Implementation Division (CID)
Implemente Programs	d ALS		
Strategies			
Outputs			
1.2. All learners school and stages			
Strategies		who the new Assessment of the Control of the Contro	
learners' acc quality and upholding le environmen	rights- earning	,	
Outputs			
all lear develo made	materials for rning areas ped and accessible to learners;	Curriculum and Learning Management Division (CLMD) Office of the Regional Director-ICT	Curriculum Implementation Division (CID) Office of the Schools Division Superintendent-ICT

Outline/Part	In charge	
(REDP/DEDP)	RO	SDO
All schools provided with library and science and mathematics laboratories; STE tools and	Curriculum and Learning Management Division (CLMD) Admin-Supply	Curriculum Implementation Division (CID) Office of the Schools Division
equipment		Superintendent- Supply School Governance
Schools that implemented the feeding program for targeted learners;	Education Support Services Division (ESSD)	Operations Division (SGOD)-School Health and Nutrition Section
Health and teaching personnel trained on appropriate school health and nutrition standards;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Health and Nutrition Section
More schools with health and sanitation facilities;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Health and Nutrition Section
4 More schools implementing learners' mental health and psychosocial programs; and	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Health and Nutrition Section
More schools with ideal classroom to student ratio at the elementary and secondary levels	Education Support Services Division (ESSD) Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Physical Facilities School Governance Operations Division (SGOD)-Planning Section
1.2.2. Improve		
capacity to retain		
learners in schools		
Outputs Leachers and	Human Resources	School Governance
learning facilitators capacitated to implement		Operations Division (SGOD)-HRD
remediation programs and management of learners at risk of dropping out;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
 More schools implementing school-initiated interventions using 	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)

Outline/Part	In charge SDO SDO	
(REDP/DEDP)	RO	SDO
flexible learning options; Schools implementing remediation programs/LRP for	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
struggling learners; and Counseling services for all students to address individual concerns provided in all schools.	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)/ Curriculum Implementation Division (CID)
1.2.3. Strengthen schools' capacity to ensure learners' continuity to next stage		
Outputs Integrated public schools established in areas where access to JHS and	Quality Assurance Division (QAD)	Division Review & Evaluation Committee
SHS is difficult; Incomplete primary schools converted into complete	Quality Assurance Division (QAD	Division Review & Evaluation Committee
multigrade schools; New secondary schools established in areas with less	Quality Assurance Division (QAD)	Division Review & Evaluation Committe
access to secondary education; More private schools participating in the Education Service Contracting scheme;	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)-M&E
SHS course offerings are within standards;	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)-M&E
	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
SHS facilities provided are within standards; and	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Physical Facilities
Tool for tracing learners' completing basic education, including ALS	Curriculum and Learning Managemen Division (CLMD)	Curriculum Implementation Division (CID)

Outline/P	art	In ch	arge
(REDP/DE		RO	SDO
d	earners, is leveloped and perational.	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)
		Quality Assurance Division (QAD)	OSDS-ICT
		Field Technical Assistance Division (FTAD)	Curriculum Implementation Division (CID)
		Office of the Regional Director-ICT	School Governance Operations Division (SGOD)-Planning Section
r	Coordination nechanism petween elementary and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
5	secondary schools established;	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Unit
		Field Technical Assistance Division (FTAD)	
1 1	Secondary schools that implemented oridging strategies to address learning gaps;	Curriculum and Learning Management Division (CLMD) Policy, Planning &	Curriculum Implementation Division (CID)
ę	, ,	Research Division (PPRD)	
		Field Technical Assistance Division (FTAD)	9
	Teachers trained on identifying learning gaps and	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HRD
	remediation strategies; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
	Improved counselling services of schools to address	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)
	learners' concerns implemented.		Curriculum Implementation Division (CID)

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Outline/F		In cha	
(REDP/DE	The state of the s	RO	SDO
	-of-school		
	en and youth		
	pate in formal		
	-formal basic		
	ion learning		
The state of the s	unities		
Strate 1.3.1.	Strengthen		
	nisms for		
	ing access to		
	nt basic		
	tunities for OSC		
	SY, and OSA		
Outpu			
•	Literacy mapping strategy for identifying OSC, OSY, and OSA developed and implemented in divisions and districts;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
4	ALS teachers, community ALS implementors and learning	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HRD
	facilitators trained to use online teaching platforms;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
+	ALS teachers are deployed in high demand areas;	Administrative Division (AD)	Office of the Schools Division Superintendent (OSDS)-HR
4	New community learning centers (CLCs) are operational in high demand areas;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
4	Access to print and non-print learning resources in the CLCs improved;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
4	Selected CLCs are equipped with appropriate learning facilities;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
4	Service contracting and engagement of non-DepEd ALS providers are expanded;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)

Outline/Part	In ch	
(REDP/DEDP)	RO	SDO
ALS internal stakeholders' access to training	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HRD
on ALS program implementation improved;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
4 ALS external stakeholders on ALS program implementation improved; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
4 ALS M&E system and processes aligned with Basic Education	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)-M&E
Monitoring and Evaluation Framework developed and operational in all governance levels.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
Equity for Children, Youth, and A	dults in Situations	of Disadvantage
Intermediate Outcomes (IOs)		
Disadvantaged school-age		
children and youth, and adults		
benefited from appropriate equity		
initiatives		
Sub-Intermediate Outcomes		
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		
Strategies		
2.1.1. Improve program		
management and		
service delivery		
Outputs On improving the situation analysis of school-age children and youth and adults in situations of disadvantage, including barriers to education:		
Coordination with LGUs and barangay officials on data gathering and analysis towards explicit solutions to identified barriers to education implemented;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)

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Outline/		In ch	
(REDP/DI	EDP)	RO	SDO
*	Mechanism for the enrollment of pre- identified children with disabilities in Kindergarten between and among ECCD, DSWD, NGOs, and DepEd implemented;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
4	10-year Program Assessment of IPEd completed; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)-M&E
On formulating policies of promote responsiveness and processes to learner disadvantage:	of DepEd systems	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
On developing evidence-l policies, guidelines, and equity approach:	pased regional		
	Rights-based and culture-sensitive planning and M&E at various governance levels for IPEd formulated and implemented;	Curriculum and Learning Management Division (CLMD) Quality Assurance Division (QAD) Policy, Planning & Research Division (PPRD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)-M&E
		Field Technical Assistance Division (FTAD)	
4	Governance framework and partnership mechanisms for IPEd across governance levels developed and implemented; and	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)- Social Mobilization & Networking

Outline/Part		In charge		
(REDP/D	EDP)	RO	SDO	
4	Program approaches and strategies for various typologies of IPEd- implementing schools formulated and implemented.	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)- Social Mobilization & Networking	
On training school perso community learning faci inclusive practices adap situations of disadvanta	litators on ted to learners in			
4	Teaching, non- teaching, and stakeholders trained on inclusive education; and	Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-HRD Curriculum Implementation Division (CID)	
4	Program approaches and strategies for various typologies of IPEd- implementing schools formulated and implemented.	Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD) Field Technical Assistance Division (FTAD)	School Governance Operations Division (SGOD)-HRD Curriculum Implementation Division (CID)	
On strengthening instru of inclusion initiatives:	ctional supervision			
1	Monitoring and Evaluation policy and mechanism on inclusive education developed and implemented	Quality Assurance Division (QAD) Curriculum and Learning Management Division (CLMD) Field Technical Assistance Division (FTAD)	School Governance Operations Division (SGOD)-M&E Curriculum Implementation Division (CID)	
cu res ser lea en res	ovide an clusive, effective, lturally sponsive, gender-nsitive, and safe arning vironment to spond to the uations of sadvantage			

Outline/Part	In cha RO	arge SDO
(REDP/DEDP)	RO	323
Outputs n developing and enhancing standards		
nd policies on inclusive and safe learning		
nvironments:	Education Cupport	School Governance
Policies and standards for safe and accessible learning	Education Support Services Division (ESSD)	Operations Division (SGOD)-Physical Facilities
environments for learners with different learning needs implemented; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
↓ Contextualized rural farm schools established.	Curriculum and Learning Management Division (CLMD) Field Technical Assistance Division	Curriculum Implementation Division (CID)
	(FTAD)	
On improving the physical infrastructure and facilities of schools and CLCs to make them accessible to learners with disabilities and appropriate to the ecological and sociocultural context of the community: One Community Learning Center (CLC) per barangay established.	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	Curriculum Implementation Division (CID)
On customizing learner support services as appropriate to school-age children and youth and adults in situations of disadvantage, including customized health, WASH, and nutrition facilities: Inclusive Learning		Curriculum
Resource Center established; and	Learning Management Division (CLMD)	Implementation Division (CID)
Learner support services appropriate for learners with different learning needs implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
2.1.3. Improve gender- sensitive contextualized curriculum and learning delivery		

Outline/Part (REDP/DEDP)	In ch RO	arge SDO
Outputs		520
On customizing learning delivery modalities appropriate to the contexts of school-age children and youth and adults in situations of disadvantage:		
Standards, processes, and protocols for the contextualization of the curriculum, and learning delivery for inclusive education developed and implemented; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
Programs to address gender-disparities among children are developed and implemented	Curriculum and Learning Management Division (CLMD) Field Technical Assistance Division (FTAD) Human Resources Development Division (HRDD)	Curriculum Implementation Division (CID) GAD Focal Person
2.1.4. Enhance DepEd		
platforms for		
learning resources		
Outputs		
On enhancing learning resource standards for all platforms and types of learning resources responsive to the context of each group in situations of disadvantage:		
Standards, processes, and protocols for the contextualization of learning resources for inclusive education implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
On strengthening and improving ICT platforms:		
DepEd ICT platforms and facilities with accessibility features for inclusive education are provided. On increasing the number of teachers and	Office of the Regional Director-ICT Curriculum and Learning Management Division (CLMD)	Office of the Schools Division Superintendent-ICT Curriculum Implementation Division (CID)
learners with a complete set of inclusive education teaching and learning resources:		
♣ Standard, processes and protocols for the contextualization of the curriculum, learning delivery, and learning resources for IPEd (for	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)

Outli	ne/Part	In ch	arge
	P/DEDP)	RO	SDO
()	both formal and ALS)	NO I	550
	formulated.		
2.1.5.	Promote	s	
	partnerships to		
	benefit education		
	for learners in		
	situations of		
0-4	disadvantage		
Outpo On developing a	communication and		
advocacy plan for	programs addressing ers in situations of		
nsaavantage:			
4	Communication and advocacy plans for inclusive education are implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
On engaging non-De education for group disadvantage:			
4	Partnership with external providers of inclusive education forged;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
	w.geu,	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking
4	Standards and protocols for the engagement of stakeholders in support	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
	of inclusive education formulated; and	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- Social Mobilization & Networking
4	Involvement of the community in the implementation of the different learning modalities	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)

Outline/Part (REDP/DEDP)	In charge RO SDO		
Quality of Education Provisi		S. S. C. S.	
Intermediate Outcomes (IOs)	OII dille bouring out		
Learners complete K to 12 basic			
education, having attained all learning			
standards that equip them with the			
necessary skills and attributes and are			
confident to pursue their chosen paths			
Sub-Intermediate Outcomes			
3.1. Learners attain Stage 1 (K to			
Grade 3) learning standards			
of fundamental reading and			
numeracy skills to provide a			
basis for success in the			
remaining learning stages;			
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;			
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;			
3.4. Learners attain Stage 4			
(Grades 11–12) learning			
standards equipped with			
knowledge and 21st century			
skills developed in chosen			
core, applied, and specialized			
SHS tracks;			
3.5. Learners in the Alternative			
Learning System attain			
certification as Elementary or			
Junior High School and			
Senior High School			
completers.			
Increased the number of public			
and private elementary and high			
schools belonging to the 4th			
Quadrant group (75-100)			
Strategies			
Ensure alignment of the	Note: Add more		
curriculum, instruction, and	strategies as indicated		
classroom assessment	in the Learning Recovery and		
methods in all learning areas	Continuity Plan		
	VIIII A AMERICAN		
Outputs Curriculum guides	Curriculum and	Curriculum	
reflecting the socio-	Learning Management	Implementation	
emotional and 21st century	Division (CLMD)	Division (CID)	
skills including the			

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Outline/Part	In charge		
(REDP/DEDP)	RO	SDO	
appropriate learning approaches and assessment are developed, disseminated, and implemented;			
Sustainable Development Goals and human rights, including but not limited to children's rights, integrated in relevant subjects as early as Stage 1 and until Stage 4;	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	Curriculum Implementation Division (CID)	
Policies and standards on Good Manners and Right Conduct (GMRC) and Values Education issued and implemented; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	
Policies, standards, and program management on curricular, co-curricular, and extra-curricular developed and implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	
Align resource provision with			
key stage learning standards			
Outputs			
Learning resources for learning standards reflecting the socioemotional and 21st century skills provided;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	
System for the management of learning resources developed and implemented;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	
System for quality assurance of learning resources developed and implemented;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	
Researches on curriculum standards, learning management, and learning resources and services	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning & Research	
completed and disseminated; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	
 Guidelines on safe use of technology in the teaching and learning process formulated and 	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	
implemented.	Office of the Regional Director-ICT	Office of the Schools Division Superintendent-ICT	

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Outline/Part	In ch	
(REDP/DEDP)	RO	SDO
Assess learning outcomes at		
each key stage transition and for learners in situations of		
disadvantage		
Outputs ♣ Revised assessment	Curriculum and	Curriculum
programs with design, tools, administration procedures and guidelines developed and implemented;	Learning Management Division (CLMD)	Implementation Division (CID)
Mechanisms for aggregation of classroom assessment for division-wide learning assessments in place and operational;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
♣ Tools and mechanism on use of artificial intelligence, machine learning, and analytics for creating predictive models of student readiness achievement, literacy level, SHS track, and work readiness developed and implemented;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
Strengthen competence of teachers and instructional leaders in areas such as content knowledge and pedagogy/instruction, curriculum and planning, responding to learner diversity, and assessment and reporting		
Outputs		
Professional development programs for teachers developed and implemented in identified priority areas such as, but not limited to: Socio-emotional and 21st century skills Learning approaches and learning modalities Assessment	Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-HRD Curriculum Implementation Division (CID)

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In cl	
– RO	SDO
Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-HRD Curriculum Implementation Division (CID)
Human Resources Development Division (HRDD) Curriculum and	School Governance Operations Division (SGOD)-HRD Curriculum
	Implementation Division (CID)
Human Resources Development Division (HRDD) Curriculum and	School Governance Operations Division (SGOD)-HRD Curriculum Implementation
Division (CLMD	Division (CID)
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	Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD) Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD) Human Resources Development Division (HRDD) Curriculum and Learning Management Curriculum and Cu

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Outline/Part	In ch	In charge		
(REDP/DEDP)	RO	SDO		
Outputs				
Laws, policies, plans, rules, and regulations, contracts, programs, projects, and activities containing commitments towards children's rights according to rights-based education framework implemented;	Office of the Regional Director-Legal Unit Education Support Services Division (ESSD)	Office of the Schools Division Superintendent-Legal Unit/School Governance Operations Division (SGOD)/ OSDS-Admin		
Rights-based education (RBE) framework adopted and implemented;	Office of the Regional Director-Legal Unit	Office of the Schools Division Superintendent-Legal Unit/School Governance Operations Division (SGOD)/ OSDS-Admin		
Standards and mechanisms on child protection developed and implemented;	Education Support Services Division (ESSD)	Office of the Schools Division Superintendent-Legal Unit/School Governance Operations Division (SGOD)/ OSDS-Admin		
M&E mechanism on rights- based education framework and legal obligations and commitments on children's rights implemented;	Office of the Regional Director-Legal Unit Quality Assurance Division (QAD) Office of the Regional Director-Legal Unit	Office of the Schools Division Superintendent-Legal Unit/School Governance Operations Division (SGOD)/ OSDS-Admin		
← Child Rights in Education Desk (CREDe) institutionalized;	Office of the Regional Director-Legal Unit	Office of the Schools Division Superintendent-Legal Unit/School Governance Operations Division (SGOD)/ OSDS-Admin		
DepEd personnel and stakeholders trained on child rights/RBE;	Human Resources Development Division (HRDD) Office of the Regional Director-Legal Unit	Office of the Schools Division Superintendent-Legal Unit/School Governance Operations Division (SGOD)/ OSDS-Admin		
 Positive discipline measures implemented in schools and community; 	Human Resources Development Division (HRDD) Office of the Regional Director-Legal Unit	Office of the Schools Division Superintendent-Legal Unit/School Governance Operations Division		
Child Protection Unit and Child Protection Committee	Office of the Regional Director-Legal Unit	(SGOD)/ OSDS-Admin Office of the Schools Division Superintendent-Legal		

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Outline/Part (REDP/DEDP)	In cl RO	harge SDO
structures are established; and Child protection policies implemented.	Education Support Services Division (ESSD)	Unit/School Governance Operations Division (SGOD)/ OSDS-Admin
4.1.2. 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		
Outputs		
Child rights education (CRE) integrated in the enhanced K-12 curriculum, extra and co-curricular programs, learning environment and culture of the school, learning center and other learning modalities;	Curriculum and Learning Management Division (CLMD) Office of the Regional Director-Legal Unit	Curriculum Implementation Division (CID)
Learning resources on children's and learners' rights in education utilized;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
School-based guidelines on RBE and CRE implementation developed, with consideration of school based management, school improvement plan, and school governance council;	Field Technical Assistance Division (FTAD) Office of the Regional Director-Legal Unit	School Governance Operations Division (SGOD) Office of the Schools Division Superintendent-Legal Unit
 School personnel and parents trained on child rights education and child protection; 	Human Resources Development Division (HRDD) Office of the Regional Director-Legal Unit Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-HRD Office of the Schools Division Superintendent-Legal Unit
4 Mechanism on learners' participation on education and children's rights developed and implemented; and Child protection committee in schools established	Office of the Regional Director-Legal Unit Education Support Services Division (ESSD)	School Governance Operations Division (SGOD) Office of the Schools Division Superintendent-Legal Unit

	Outline/Part	In cl	narge
(1	REDP/DEDP)	RO	SDO
	rners are safe and		
	tected, and can protect		
	mselves from risks and		
	pacts from natural and		
	man-induced hazards		
Strategi			
4.2.1.	Protect learners and		
	personnel from death,		
	injury, and harm		
	brought by natural and		
	human induced hazards		
Outpu			
+	DepEd personnel and learners capacitated on providing mental health and psychosocial support services (MHPSS);	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Health & Nutrition Unit
4	ESD, DRRM, Climate Change Adaptation and Mitigation (CCAM), and peacebuilding competencies in the K to 12 curriculum integrated;	Curriculum and Learning Management Division (CLMD	School Governance Operations Division (SGOD)-DRRM
4	Personnel and stakeholders equipped on DRRM, CCAM, and peacebuilding;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
4	Safety and emergency supplies and equipment provided to DepEd offices and schools; and	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
		Administrative Division-Supply Unit	Office of the Schools Division Superintendent- Supply Unit
4	Early Warning Systems (EWS) in DepEd offices and schools established.	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
4.2.2.	Ensure learning continuity in the aftermath of a disaster or emergency		
Outp			
4	Internal and external partners for response, rehabilitation, and recovery mobilized;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
4	Access to relevant responses, rehabilitation, and recovery- related datasets from school enhanced;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
4	Information, education, and communication (IEC) materials in the aftermath of a disaster or emergency developed and disseminated;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM

	Outline/Part REDP/DEDP)	In cl RO	narge SDO
4	MPHSS interventions, including referral mechanisms, for learners and personnel affected by disasters and emergencies are provided;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
4	DepEd inter-agency Comprehensive Rehabilitation and Recovery Plan (CRRP) for disaster and emergency developed;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
4	Regions, divisions, and schools equipped in leading multi-stakeholder groups for the implementation of response, rehabilitation, and recovery;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
4	Major repair and reconstruction of infrastructure and replacement of non-infrastructure damages due to disasters/ emergencies for rehabilitation and recovery completed; and	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
4	Feedback and accountability mechanisms for learners on emergency interventions established.	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
4.2.3.	Protect education investments from the impacts of natural and human-induced hazards		
Outp			
4	Risk assessment data for DDRM, CCAM, and peacebuilding established;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
+	DRRM, CCAM, and peacebuilding plans; contingency plans; and public service continuity plans in all governance levels developed;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
4	DRRM, Peacebuilding, and Climate change-related programs, projects, and activities (PPAs), and budget in DepEd offices and schools annual plans developed;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM

	Outline/Part REDP/DEDP)	In c RO	harge SDO
	Functional DRRM Team organized in all governance levels;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
4	DRRM, CCAM, and peacebuilding researches published; and	Education Support Services Division (ESSD)	School Governanc Operations Divisio (SGOD)-DRRM
4	Regular programs for structural and non-structural hazard prevention and mitigation measures implemented.	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
Sub-l	ntermediate Outcomes		
n between my control per manufact the death (the control flat and con-	earners have the basic		The second secon
e	hysical, mental, and motional fortitude to cope with various challenges in fe and to manage risks		
Strat	egies		
4.3.1	Provide learners with basic health and nutrition services		
Outp			
1	Guidelines on health and safety of learners and school personnel, including prevention of COVID-19 developed and implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Heal and Nutrition Section
4	Post COVID-19 tracking of learners' health and nutrition conditions in schools implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Heal and Nutrition Section
4	Health personnel and program coordinators trained on management of risky behavior and child protection issues;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Heal and Nutrition Section
4	Schools' health facilities including WASH and clinics provided;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Heal and Nutrition Section
4	School-community coordination mechanisms for health and safety of learners in schools established; and	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Heal and Nutrition Section
4	Policies, guidelines and standards on prevention of COVID-19, health & nutrition, and adolescent health and development implemented.	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Heal and Nutrition Section

Outline/Pa (REDP/DEI		I RO	n charge SDO
4.3.2. Nurture an learners' n	nental and		
psychosoc	ial health		
Outputs			
	ned in handling eriencing mental ocial health	Education Suppo Services Division (ESSD	
↓ DepEd perso learners capa providing MF	acitated on	Education Suppo Services Division (ESSD	
4.3.3. Promote le	arners'		
physical a emotional developme	skills		
Outputs			
Standards for and competition	r school sports tion programs ad implemented;	Education Suppo Services Division (ESSD	
DepEd perso	d non-teaching onnel trained on sports program	Education Suppo Services Divisio (ESSD)	
		overnance and M	anagement
Enabling Mecha			
5.1. Education leade			
managers prac participative, e inclusive mana processes	thical, and		
processes			
	nd promotion adopted and	Administrative Division (AD)	
↓ SBM im	plemented;	Field and Techni Assistance Divis (FTAD)	
plans su	n analysis and abmitted to DC and other	Policy, Planning Research Divisi (PPRD)	
plannin	ng issued and	All Functiona Divisions	al All Functional Divisions

		utline/Part EDP/DEDP)	In cl RO	arge SDO
	4	Revised SIP policy developed and implemented; and	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Section
	1	Policy on M&E framework and system issued and implemented.	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)-M&E
5.2.	all go	re human resources in vernance levels are ient, resilient, etent, and continuously		
	4	NEAP transformation deepened and further institutionalized;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HR
	4	Professional standards linked to employee assessment, development, rewarding, and recognition;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HR
	4	Employee welfare and benefits standards are developed and implemented;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HR
	4	DepEd personnel trained on responsive management processes that uphold inclusive and rights-based education; and	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HR
	4	Learning and Development plan developed and implemented under NEAP leadership	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HR
5.3.	and a	learning environment dequate learning rces for learners ed		
	4.	Standards for a quality and inclusive learning environment for different learner groups for the new normal post COVID-19 adopted and implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Physical Facilities
	4	Standards for the integration of educational technology in teaching and learning developed and implemented;	Office of the Regional Director-ICT Curriculum and Learning Management	Office of the Schools Division Superintendent (OSDS)- ICT
			Division (CLMD)	Curriculum Implementation Division (CID)

	Outline/Part	In charge	
	REDP/DEDP)	RO SDO	
	Standards for learning resource development accessible to all types of learners formulated and implemented; and	Curriculum and Learning Management Division (CLMD)	Curriculum
	System for granting access to learning resources developed and implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
	ove and modernize		
proc and	rnal systems and esses for a responsive efficient delivery of basic ration services		
4	Modern financial management systems and processes developed and implemented;	Finance Division (FD)	Office of the Schools Division Superintendent- Finance
4	Major management processes (planning, budgeting, procurement, M&E, human resource) are integrated, synchronized, and coordinated in all governance levels;	All Functional Divisions	All Functional Divisions
4	-	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)-M&E
4	Disaster risk reduction and response mechanisms established;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
4	Policy and research agenda formulated and implemented;	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Section
4	Human Resource Information System (HRIS) in all governance levels developed and implemented;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HRD
4	Internal Control System (ICS) framework, guidelines and standards adopted and implemented;	Quality Management Representative (QMR)	Quality Management Representative (QMR)
4	Guidelines for QMS developed and implemented;	Quality Management Representative (QMR)	Quality Management Representative (QMR)
4	Asset Management System implemented;	Administrative Division (AD)	Office of the Schools Division Superintendent-Admin
4	Helpdesk support system for field procurement operations created;	Administrative Division (AD)	Office of the Schools Division Superintendent-Admin
4	DepEd integrated logistics management system implemented; Organic procurement units and	Administrative Division (AD)	Office of the Schools Division Superintendent-Admin

Outline/Part		In charge	
	EDP/DEDP)	RO	SDO
	plantilla positions for procurement officers		
	created;		
4	Contract management	Administrative	Office of the Schools
	system implemented;	Division (AD)	Division
			Superintendent-Admi
4	Standards on procurement	Administrative	0.00
	processes, forms, and	Division (AD)	Office of the Schools
	documents implemented;	(110)	Superintendent-Admi
			oupermendent-Admi
.1	Supplier's Registry	Administration	0.00
4-	established:	Administrative Division (AD)	Office of the Schools
	established,	Division (AD)	Division
			Superintendent-Admi
4	Transparency mechanism	Administrative	Office of the Schools
	implemented;	Division (AD)	Division
			Superintendent-Admir
4	0.111	Administrative	Office of the Schools
4	Guidelines on third-party	Division (AD)	Division
	participation in		Superintendent-Admir
	procurement implemented; and		
		Administrative	0.00
4	Guidelines on customized	Division (AD)	Office of the Schools
	procurement for selected	Division (AD)	Division Superintendent-Admin
	maior programe		Superintendent-Admin
	major programs implemented gthen active poration with key		
collab	implemented gthen active		
collab	implemented gthen active poration with key	Education Support	School Governance
collab stake	implemented gthen active poration with key holders Stakeholder engagement developed and	Education Support Services Division	
collab stake	implemented gthen active poration with key holders Stakeholder engagement		School Governance
collab stake	implemented gthen active poration with key holders Stakeholder engagement developed and	Services Division	School Governance Operations Division
collab stake	implemented gthen active poration with key holders Stakeholder engagement developed and	Services Division	School Governance Operations Division (SGOD)-Social
collab stake	implemented gthen active poration with key holders Stakeholder engagement developed and	Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking
collab stake	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of	Services Division	School Governance Operations Division (SGOD)-Social Mobilization &
collab stake	implemented gthen active poration with key holders Stakeholder engagement developed and implemented;	Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools
collab stake	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of	Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division
collab stake	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented;	Services Division (ESSD) Finance Division (FD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance
collab stake	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented; School Governing Council	Services Division (ESSD) Finance Division (FD) Education Support	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance
collab stake	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented;	Services Division (ESSD) Finance Division (FD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance Operations Division
collab stake	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented; School Governing Council	Services Division (ESSD) Finance Division (FD) Education Support Services Division	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance
stake:	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented; School Governing Council policy implemented;	Services Division (ESSD) Finance Division (FD) Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance Operations Division (SGOD)-Youth Formation
collab stake	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented; School Governing Council policy implemented; Policy on the use of	Services Division (ESSD) Finance Division (FD) Education Support Services Division (ESSD) Education Support	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance Operations Division (SGOD)-Youth Formation School Governance
stake:	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented; School Governing Council policy implemented; Policy on the use of partnership information	Services Division (ESSD) Finance Division (FD) Education Support Services Division (ESSD) Education Support Services Division	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance Operations Division (SGOD)-Youth Formation School Governance Operations Division
stake:	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented; School Governing Council policy implemented; Policy on the use of	Services Division (ESSD) Finance Division (FD) Education Support Services Division (ESSD) Education Support	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance Operations Division (SGOD)-Youth Formation School Governance Operations Division (SGOD)-Social
stake:	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented; School Governing Council policy implemented; Policy on the use of partnership information	Services Division (ESSD) Finance Division (FD) Education Support Services Division (ESSD) Education Support Services Division	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance Operations Division (SGOD)-Youth Formation School Governance Operations Division
stake:	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented; School Governing Council policy implemented; Policy on the use of partnership information	Services Division (ESSD) Finance Division (FD) Education Support Services Division (ESSD) Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance Operations Division (SGOD)-Youth Formation School Governance Operations Division (SGOD)-Social Mobilization & Networking
stake	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented; School Governing Council policy implemented; Policy on the use of partnership information system implemented;	Services Division (ESSD) Finance Division (FD) Education Support Services Division (ESSD) Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance Operations Division (SGOD)-Youth Formation School Governance Operations Division (SGOD)-Social Mobilization & Networking School Governance
stake	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented; School Governing Council policy implemented; Policy on the use of partnership information system implemented; Multisectoral youth development alliances established and	Services Division (ESSD) Finance Division (FD) Education Support Services Division (ESSD) Education Support Services Division (ESSD) Education Support Services Division	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance Operations Division (SGOD)-Youth Formation School Governance Operations Division (SGOD)-Social Mobilization & Networking School Governance Operations Division
stake	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented; School Governing Council policy implemented; Policy on the use of partnership information system implemented; Multisectoral youth development alliances established and operationalized in support	Services Division (ESSD) Finance Division (FD) Education Support Services Division (ESSD) Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance Operations Division (SGOD)-Youth Formation School Governance Operations Division (SGOD)-Social Mobilization & Networking School Governance Operations Division (SGOD)-Social
stake	implemented gthen active poration with key holders Stakeholder engagement developed and implemented; Guidelines on the use of SEF implemented; School Governing Council policy implemented; Policy on the use of partnership information system implemented; Multisectoral youth development alliances established and	Services Division (ESSD) Finance Division (FD) Education Support Services Division (ESSD) Education Support Services Division (ESSD) Education Support Services Division	School Governance Operations Division (SGOD)-Social Mobilization & Networking Office of the Schools Division Superintendent- Finance School Governance Operations Division (SGOD)-Youth Formation School Governance Operations Division (SGOD)-Social Mobilization & Networking School Governance Operations Division

Outline/Part	In charge		
(REDP/DEDP)	RO SDO		
Educ Forum actively engaged as multi- stakeholder platform for consultation, collaborative research and analysis, and high-level advice on strategic basic education policy.	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking	
5.6. Enhance and strengthen public and private education complementarity			
Public-private complementarity framework is developed and implemented; Manual of regulations for private schools enhanced and implemented; and Organizational and human resource support to qualified personnel in private schools are in place			
Performance Targets	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Section	
Indicative Timelines	All Functional Divisions	All Functional Divisions	
Timelines on the Implementation of the Interventions (6 years) Medium Term Plan (MTP) (3 Years)			
Implementation, Monitoring and Evalua	tion		
Implementation Plan	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Section	
Monitoring, Evaluation, and Adjustment Strategies	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)-M&E	
Policy and Research Agenda	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Section	
Organizational Capacity and Implementation Arrangements	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Section	
Communication Strategy	Regional Information Officer	Division Information Officer	
Financial Framework			
***************************************	Finance Division (FD)		
Appendices	All Functional Divisions	All Functional Divisions	