DEP ED-DIVISION OF CAGAYAN DE ORO
CAGAYAN DE ORO CITY
RELEASED
DATE: OCT 11 2022

11 October 2022

DIVISION MEMORANDUM
No. _282_ 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 (2nd 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.

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
Schools Division Superintendent

Encl.: As stated
Reference: RM 614, s.2022
To be indicated in the Perpetual Index
        under the following subjects:

BASIC EDUCATION   DEVELOPMENT PLAN

JDP /DM-DEDP timeline
October 11, 2022

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

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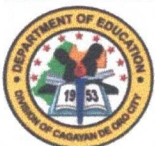
36. Gleven Chito Manauag
37. Dr. Baldomero Mark Meso
38. Dr. Jamcel Artango
39. Engr. Ely V. Mama clay
40. Alrose Veluz
41. Engr Ariel Aranes
42. Dr. Derrold Marl S. Aves
43. Ryan Blanco
44. Jairus John Gochuco
45. Michael Dave Tan
46. Atty Laurence Edgardo del Puerto

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

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

Outline/Part (REDP/DEDP)	In charge		
	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 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 _____% to100.00%			
Strategies			

Outline/Part (REDP/DEDP)	In charge		
	RO	SDO	
1.1.2. Improve access to universal kindergarten education			
Outputs			
⚓ Tripartite partnership with Barangay LGUs, pre-school centers, and public schools strengthened;	Education Support Services Division (ESSD) CLMD	School Governance Operations Division-Advocacy and Social Mobilization CID	Jean T. Loquillano
⚓ DepEd's acceleration policy implemented;	Curriculum and Learning Management Division (CLMD)	School 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 Learning	School Governance Operations Division (SGOD)-Planning Section	Rodolfo R. Bayeta Virgil Bob Gomez Joel Potane Shirley Merida with

	Outline/Part (REDP/DEDP)	In charge		
		RO	SDO	
	and implemented in schools;	Management Division (CLMD)	Curriculum Implementation Division (CID)	All Public Schools District Supervisors
	Implemented ALS Programs			
	Strategies			
	Outputs			
1.2.	All learners stay in school and finish key stages			
	Strategies			
	1.2.1. Improve learners' access to quality and rights-upholding learning environment			
	Outputs			
	♣ Digital materials for all learning areas developed and made accessible to target learners;	Curriculum and Learning Management Division (CLMD) Office of the Regional Director-ICT	Curriculum Implementation Division (CID) Office of the Schools Division Superintendent-ICT	Joel Potane Gemma Pajayon Lanie Pajayon James Roberto Sijo
	♣ All schools provided with library and science & mathematics laboratories;	Curriculum and Learning Management Division (CLMD) Admin-Supply	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)	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;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Health and Nutrition Section	Dr. Baldomero Mark Meso
	♣ More schools with health and sanitation facilities;	Education Support Services Division (ESSD) Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-	Dr. Baldomero Mark Meso Dr. Baldomero Mark Meso

Outline/Part (REDP/DEDP)	In charge		
	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	Dr. Baldomero Mark Meso
		School Governance Operations Division (SGOD)-Physical Facilities	Engr. Ely V. Mamaclay Alrose Veluz Engr Ariel Aranes
		School Governance Operations Division (SGOD)-Planning Section	Rodolfo R. Bayeta, Jr Virgil Bob Gomez
1.2.2. Improve capacity to retain learners in schools			
Outputs			
♣ Teachers and learning facilitators capacitated to implement remediation programs and management of learners at risk of dropping out;	Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-HRD Curriculum Implementation Division (CID)	Dr. Derrold Marl S. Aves 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 (REDP/DEDP)	In charge		
	RO	SDO	
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 SHS is difficult;	Quality Assurance Division (QAD)	Division Review & Evaluation Committee	Ryan Blanco
↓ Incomplete primary schools converted into complete multigrade schools;	Quality Assurance Division (QAD	Division Review & Evaluation Committee	Ryan Blanco
↓ New secondary schools established in areas with less access to secondary education;	Quality Assurance Division (QAD)	Division Review & Evaluation Committee	Ryan Blanco
↓ More private schools participating in the Education Service Contracting scheme;	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)-M&E	Eleanor Rollan
↓ SHS course offerings are within standards;	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)-M&E	Eleanor Rollan
↓ SHS facilities provided are within standards; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Jean Macasero
	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Physical Facilities	Engr. Ely V. Mamaclay Alrose Veluz Engr Ariel Aranes
↓ Tool for tracing learners' completing basic education including ALS learners is developed and operational.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Sylvio Carciller January Gay Valenzona Janry Colonia Julieta Neri
	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (PRU/M&E))	Rodolfo R Bayeta, Jr Eleanor Consejo Rollan

Outline/Part (REDP/DEDP)	In charge		
	RO	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) Policy, Planning & Research Division (PPRD)	Curriculum Implementation Division (CID)	Shirley Merida with all PSDSs and EPS
↴ Teachers trained on identifying learning gaps and remediation strategies; and	Field Technical Assistance Division (FTAD) Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HRD Curriculum Implementation Division (CID)	Derrold Marl Aves Anita Gochuco Shirley Merida with all PSDSs and EPS
↴ Improved counselling services of schools to address learners' concerns implemented.	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	School Governance Operations Division (SGOD-HRD) Curriculum Implementation Division (CID)	Derrold Marl Aves Shirley Merida with all PSDSs and EPS
1.3. All out-of-school children and youth participate in formal			

Outline/Part (REDP/DEDP)	In charge		
	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			
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 teaching platforms;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HRD	January Gay Valenzona Janry Colonia Julieta Neri
	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Shirley Merida with all PSDSs and EPS
⬇ ALS teachers are 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 Management Division (CLMD)	Curriculum Implementation Division (CID)	January Gay Valenzona Janry Colonia Julieta Neri
⬇ Selected CLCs are equipped with appropriate learning facilities;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	January Gay Valenzona Janry Colonia Julieta Neri
⬇ Service contracting and engagement of non-DepEd ALS providers are expanded;	Curriculum and Learning	Curriculum Implementation Division (CID)	January Gay Valenzona Janry Colonia Julieta Neri

Outline/Part (REDP/DEDP)	In charge		
	RO	SDO	
⬇ ALS internal stakeholders' access to training on ALS program implementation improved;	Management Division (CLMD) Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HRD Curriculum Implementation Division (CID)	January Gay Valenzona Janry Colonia Julieta Neri
⬇ ALS external stakeholders on ALS program implementation improved; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	January Gay Valenzona Janry Colonia Julieta Neri
⬇ ALS M&E system and processes aligned with Basic Education Monitoring and Evaluation Framework developed and operational in all governance levels.	Curriculum and Learning Management Division (CLMD) Quality Assurance Division (QAD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-M&E Curriculum Implementation Division (CID)	Eleanor Rollan January Gay Valenzona
Equity for Children, Youth, and Adults 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:			

Outline/Part (REDP/DEDP)	In charge		
	RO	**SDO**	
↓ 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
↓ 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
↓ 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 and standards to promote responsiveness of DepEd systems and processes to learners in situations of disadvantage:			
↓ 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
On developing evidence-based regional policies, guidelines, and standards with 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

Outline/Part (REDP/DEDP)	In charge		
	RO	SDO	
	Field Technical Assistance Division (FTAD)		
🔸 Governance framework and partnership mechanisms for IPEd across governance levels developed and implemented; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Paraida Orangot
	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- Social Mobilization & Networking	Jean Loquillano
🔸 Program approaches and strategies for various typologies of IPEd-implementing schools formulated and implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Paraida Orangot
	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)- Social Mobilization & Networking	Jean Loquillano
On training school personnel and community learning facilitators on inclusive practices adapted to learners in situations of disadvantage;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)- HRD	Derrold Marl Aves
🔸 Teaching, non-teaching, and stakeholders trained on inclusive education; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	January Gay Valenzona
🔸 Program approaches and strategies for various typologies of IPEd-implementing schools formulated and implemented.	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)- HRD	Derrold Marl S Aves
	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Paraida Orangot
	Field Technical Assistance Division (FTAD)		
On strengthening instructional supervision of inclusion initiatives:			
🔸 Monitoring and Evaluation policy and mechanism on inclusive education developed and implemented	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)- M&E	Eleanor Rollan
	Curriculum and Learning Management Division (CLMD)		

Outline/Part (REDP/DEDP)	In charge		
	RO	SDO	
	Field Technical Assistance Division (FTAD)	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	Education Support Services Division (ESSD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-Physical Facilities Curriculum Implementation Division (CID)	Rosalio R. Vitorillo Engr Ely V Mamaclay Shirley Merida with all PSDSs
⬥ Contextualized rural farm schools established.	Curriculum and Learning Management Division (CLMD) Field Technical Assistance Division (FTAD)	Curriculum Implementation Division (CID)	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:			
⬥ 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 (REDP/DEDP)	In charge		
	RO	SDO	
🡇 Inclusive Learning Resource Center established; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Joel Potane Shirley Merida with all PSDSs
🡇 Learner support 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 Assistance Division (FTAD) Human Resources Development Division (HRDD)	Curriculum Implementation Division (CID) GAD Focal Person SGOD-HRD	Jean Loquillano Jairus John Gochuco 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 charge		
	RO	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:			James Roberto Sijo
🔸 DepEd ICT platforms and facilities with accessibility features for inclusive education are provided.	Office of the Regional Director-ICT Curriculum and Learning Management Division (CLMD)	Office of the Schools Division Superintendent-ICT Curriculum Implementation Division (CID)	
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 delivery, and learning resources for IPEd (for both formal and ALS) formulated.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Paraida Orangot January Gay Valenzona Sylvio Carciller
2.1.5. Promote partnerships to benefit education for learners in situations of disadvantage			
Outputs			
On developing a communication and advocacy plan for programs addressing concerns of learners in situations of disadvantage:			
🔸 Communication and advocacy plans for inclusive education are implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	January Gay Valenzona Paraida Orangot Jinky Arnejo Shirley Merida Romeo Aclo
On engaging non-DepEd providers of education for groups in situations of disadvantage:			
🔸 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

Outline/Part (REDP/DEDP)	In charge		
	RO	SDO	
🔸 Standards and protocols for the engagement of stakeholders in support of inclusive education formulated; and	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
🔸 Involvement of the community in the implementation of the different learning modalities	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Milagros Recamadas Shirley Merida and All PSDSs
Quality of Education Provision and Learning Outcomes			
Intermediate Outcomes (IOs)			
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			

Outline/Part (REDP/DEDP)	In charge		
	RO	SDO	
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 curriculum, instruction, and classroom assessment methods in all learning areas	Note: Add more strategies as indicated in the Learning Recovery and Continuity Plan		
Outputs			
↓ Curriculum guides reflecting the socio-emotional and 21st century skills including the appropriate learning approaches and assessment are developed, disseminated, and implemented;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Mark Gabule and EPSs
↓ 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)	Cynthia Yanez
↓ 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)	Cynthia Yanez
↓ 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)	Jinky Arnejo and PSDSs

Outline/Part (REDP/DEDP)	In charge		
	RO	**SDO**	
Align resource provision with key stage learning standards			
Outputs			
♣ Learning resources for learning standards reflecting the socio-emotional 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;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Joel Potane Lanie Signo Gemma Pajayon All EPS and PSDS
♣ Researches on curriculum standards, learning management, and learning resources and services completed and disseminated; and	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning & Research	Joel Potane Shirley Merida and PSDSs and EPS
	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	
♣ Guidelines on safe use of technology in the teaching and learning process formulated and implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Jinky Arnejo and PSDSs and EPS
	Office of the Regional Director-ICT	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			

Outline/Part (REDP/DEDP)	In charge		
	RO	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, co-curricular, 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 (REDP/DEDP)	In charge		
	RO	SDO	
Ensure alignment of curriculum, instruction and assessment with current and emerging industry and global standards			
Outputs			
⬇ Policy on alignment between TEI curriculum and school curriculum issued and implemented; 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
⬇ Policy and mechanism for tertiary schools on providing the results of college readiness assessment of SHS graduates established.	Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD	School Governance Operations Division (SGOD)-HRD Curriculum Implementation Division (CID)	Derrold Marl Aves Jean Macasero and PSDSs
Learners' Resiliency and Well-Being			
Intermediate Outcomes (IOs)			
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 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	Atty Laurence Edgardo del Puerto Risa Bea Socorro Borres

Outline/Part (REDP/DEDP)	In charge		
	RO	SDO	
⬇ 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	Atty Laurence Edgardo del Puerto Risa Bea Socorro Borres
⬇ 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	Atty Laurence Edgardo del Puerto Risa Bea Socorro Borres
⬇ 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 Schools Division Superintendent-Legal Unit/School Governance Operations Division (SGOD)/ OSDS-Admin	Atty Laurence Edgardo del Puerto Risa Bea Socorro Borres
⬇ 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	Atty Laurence Edgardo del Puerto Risa Bea Socorro Borres
⬇ DepEd personnel and stakeholders trained on child rights/RBE;	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 Schools Division Superintendent-Legal Unit/School Governance Operations Division (SGOD)/ OSDS-Admin	Atty Laurence Edgardo del Puerto Risa Bea Socorro Borres
⬇ Child Protection Unit and Child Protection Committee structures are established; and Child protection policies implemented.	Office of the Regional Director-Legal Unit Human Resources Development Division (HRDD) Office of the Regional	Office of the Schools Division Superintendent-Legal Unit/School Governance Operations Division (SGOD)/ OSDS-Admin Office of the Schools Division Superintendent-Legal Unit/School Governance Operations	Atty Laurence Edgardo del Puerto Risa Bea Socorro Borres

Outline/Part (REDP/DEDP)	In charge		
	RO	SDO	
	Director-Legal Unit Office of the Regional Director-Legal Unit Education Support Services Division (ESSD)	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)	Cynthia Yanez
♣ Learning resources on children's and learners' rights in education utilized;	Curriculum and Learning Management Division (CLMD) Field Technical Assistance Division (FTAD) Office of the Regional Director-Legal Unit	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-based guidelines on RBE and CRE implementation developed, with consideration of school based management, school improvement plan, and school governance council;			
♣ School personnel and parents trained on child rights education and child protection;	Human Resources Development Division (HRDD) Office of the Regional	School Governance Operations Division (SGOD)-HRD Office of the Schools Division Superintendent-Legal Unit	Derrold Marl S. Aves Atty Laurence Edgardo del Puerto

Outline/Part (REDP/DEDP)	In charge		
	RO	**SDO**	
↳ Mechanism on learners' participation on education and children's rights developed and implemented; and Child protection committee in schools established	Director-Legal Unit Education Support Services Division (ESSD) 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	Jairus Gochuco Dave Tan Atty Laurence Edgardo del Puerto
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;	Curriculum and Learning Management Division (CLMD	School Governance Operations Division (SGOD)-DRRM	Mr. Ryan Blanco
↳ Personnel and stakeholders equipped on DRRM, CCAM, and peacebuilding;	Education Support Services Division (ESSD)		
↳ Safety and emergency supplies and equipment provided to DepEd offices and schools; and	Education Support Services Division (ESSD) Administrative Division-Supply Unit	School Governance Operations Division (SGOD)-DRRM School Governance Operations Division (SGOD)-DRRM	Mr. Ryan Blanco Mr. Ryan Blanco
↳ Early Warning Systems (EWS) in DepEd offices and schools established.	Education Support Services Division (ESSD)	Office of the Schools Division	

Outline/Part (REDP/DEDP)	In charge		
	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			
Outputs			
⬇ Internal and external partners for response, rehabilitation, and recovery mobilized;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM	Ryan Blanco
⬇ Access to relevant responses, rehabilitation, and recovery-related datasets from school enhanced;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM	Ryan Blanco
⬇ 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	Ryan Blanco
⬇ 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	Ryan Blanco
⬇ 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	Ryan Blanco
⬇ 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
⬇ 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
⬇ Feedback and accountability mechanisms for learners on	Education Support Services Division (ESSD)		

Outline/Part (REDP/DEDP)	In charge		
	RO	SDO	
emergency interventions established.		School Governance Operations Division (SGOD)-DRRM	Ryan Blanco
		School Governance Operations Division (SGOD)-DRRM	Ryan Blanco
4.2.3. Protect education investments from the impacts of natural and human-induced hazards			
Outputs			
♦ Risk assessment data for DDRM, CCAM, and peacebuilding established;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM	Ryan Blanco
♦ 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	Ryan Blanco
♦ 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	Ryan Blanco
♦ Functional DRRM Team organized in all governance levels;	Education Support Services Division (ESSD)		
♦ DRRM, CCAM, and peacebuilding researches published; and	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM	Ryan Blanco
♦ Regular programs for structural and non-structural hazard prevention and mitigation measures implemented.	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM	Ryan Blanco

Outline/Part (REDP/DEDP)	In charge		
	RO	SDO	
		School Governance Operations Division (SGOD)-DRRM	Ryan Blanco
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)	School Governance Operations Division (SGOD)-School Health and Nutrition Section	Dr. Baldomero Mark Meso III
↓ 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 Health and Nutrition Section	Dr. Baldomero Mark Meso III
↓ Schools' health facilities including WASH and clinics provided;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Health and Nutrition Section	Dr. Baldomero Mark Meso III
↓ 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 Health and Nutrition Section	Dr. Baldomero Mark Meso III
↓ 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 Health and Nutrition Section	Dr. Baldomero Mark Meso III
		School Governance Operations Division (SGOD)-	Dr. Baldomero Mark Meso III

Outline/Part (REDP/DEDP)	In charge		
	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	Education Support Services Division (ESSD	School Governance Operations Division (SGOD)-School Health and Nutrition Section	Dr. Baldomero Mark Meso III
♣ DepEd personnel and learners capacitated on providing MHPSS.	Education Support Services Division (ESSD	School Governance Operations Division (SGOD)-School Health and Nutrition Section	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: Governance and Management			
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;	Field and Technical Assistance Division (FTAD)	School Governance Operations Division (SGOD)-M&E	Eleanor Consejo Rollan
♣ Basic education situation analysis and plans submitted to	Policy, Planning & Research Division (PPRD)	School Governance Operations	Rodolfo R. Bayeta, Jr Virgil Bob Gomez

Outline/Part (REDP/DEDP)	In charge RO	In charge SDO	
LSBs/RDC and other stakeholders;		Division (SGOD)-Planning Section	
🔸 Policy on synchronized planning and budgeting issued and implemented;	All Functional Divisions	All Functional Divisions	Chief Jean S. Macasero Chief Rosalio R. Vitorillo Dr. Risa Bea Socorro Borres
🔸 Revised SIP policy developed and implemented; and	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Section	Rodolfo R.Bayeta, Jr
	Quality Assurance Division (QAD)		
🔸 Policy on M&E framework and system issued and implemented.		School Governance Operations Division (SGOD)-M&E	Eleanor Consejo Rollan
1.2. Ensure human resources in all governance levels are sufficient, resilient, competent, and continuously improving			
🔸 NEAP transformation deepened and further institutionalized;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HRD	Dr. Derrold Marl S. Aves
🔸 Professional standards linked to employee assessment, development, rewarding, and recognition;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HR	Dr. Derrold Marl S. Aves
🔸 Employee welfare and benefits standards are developed and implemented;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HR	Dr. Derrold Marl S. Aves
🔸 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	Dr. Derrold Marl S. Aves
🔸 Learning and Development plan developed and implemented under NEAP leadership	Human Resources Development Division (HRDD)	School Governance Operations	Dr. Derrold Marl S. Aves

Outline/Part (REDP/DEDP)	In charge		
	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;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Physical Facilities	Engr Ely V. Mamaclay
⬇ Standards for the integration of educational technology in teaching and learning developed and implemented;	Office of the Regional Director-ICT	Office of the Schools Division Superintendent (OSDS)- ICT	James Roberto Z. Sijo
	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Joel D. Potane Lanie Signo Gemma Pajayon
⬇ Standards for learning resource development accessible to all types of learners formulated and implemented; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	Joel D. Potane Lanie Signo Gemma Pajayon
⬇ System for granting access to learning resources developed and implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)	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;	Finance Division (FD)	Office of the Schools Division Superintendent-Finance	Arnel A. Calubag, CPA
⬇ 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	Chief Jean S. Macasero Chief Rosalio R. Vitorillo Dr. Risa Bea Socorro Borres
		School Governance	

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

Outline/Part (REDP/DEDP)	In charge		
	RO	SDO	
⬥ Guidelines on third-party participation in procurement implemented; and	Administrative Division (AD)	Superintendent-Admin Office of the Schools Division Superintendent-Admin	Dr. Risa Bea Socorro Borres
⬥ Guidelines on customized procurement for selected major programs implemented	Administrative Division (AD) Administrative Division (AD)	Office of the Schools Division Superintendent-Admin Office of the Schools Division Superintendent-Admin	Dr. Risa Bea Socorro Borres Dr. Risa Bea Socorro Borres Dr. Risa Bea Socorro Borres
1.5. Strengthen active collaboration with key stakeholders			
⬥ Stakeholder engagement developed and implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking	Jean Loquillano Rosalio Vitorillo
⬥ Guidelines on the use of SEF implemented;	Finance Division (FD)	Office of the Schools Division Superintendent-Finance	Arnel C Calubag Romiel Vallente
⬥ School Governing Council policy implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Youth Formation	Jairus John Gochuco Michael Dave Tan
⬥ Policy on the use of partnership information system implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking	Jean Loquillano
⬥ Multisectoral youth development alliances established and operationalized in support of ALS implementation; and	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking	Jean Loquillano
⬥ 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	Jean Loquillano

Outline/Part (REDP/DEDP)	In charge		
	RO	SDO	
1.6. 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	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			
Implementation Plan	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Section	Rodolfo R Bayeta 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			
	Finance Division (FD)		Arnel A. Calubag Romiel Vallente
Appendices	All Functional Divisions	All Functional Divisions	Chief Jean Macasero Chief Rosalio R. Vitorillo Dr. Risa Bea Socorro Borres

Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
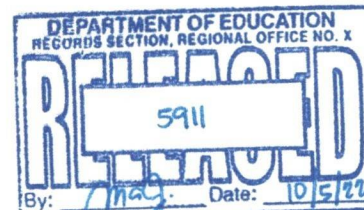
October 4, 2022

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 Perpetual Index
          under the following subjects:
       REDP   DEDP
PPRD/anne-ian

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 Interventions	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 (REDP/DEDP)	In charge	
	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 Goals	All Functional Divisions	All Functional Divisions
Outcome	All Functional Divisions	All Functional Divisions
Access to Quality 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 partnership with Barangay LGUs, pre-school centers, and public schools strengthened;	Education Support Services Division (ESSD) CLMD	School Governance Operations Division-Advocacy and Social Mobilization CID
↳ DepEd's acceleration policy implemented;	Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-M&E
↳ Existing Catchup program for five-year-old children or above not attending	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)

Outline/Part (REDP/DEDP)	In charge RO	In charge SDO
kindergarten implemented; ↓ 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)
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 and implemented in schools;	Policy, Planning & Research Division (PPRD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-Planning Section Curriculum Implementation Division (CID)
Implemented ALS Programs		
Strategies		
Outputs		
1.2. All learners stay in school and finish key stages		
Strategies		
1.2.1. Improve learners' access to quality and rights-upholding learning environment		
Outputs		
↓ Digital materials for all learning areas developed and made accessible to target 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 (REDP/DEDP)	In charge	
	RO	SDO
All schools provided with library and science and mathematics laboratories; STE tools and equipment	Curriculum and Learning Management Division (CLMD) Admin-Supply	Curriculum Implementation Division (CID) Office of the Schools Division Superintendent-Supply
Schools that implemented the feeding program for targeted learners;	Education Support Services Division (ESSD)	School Governance 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
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		
Teachers and learning facilitators capacitated to implement remediation programs and management of learners at risk of dropping out;	Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-HRD Curriculum Implementation Division (CID)
More schools implementing school-initiated interventions using	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)

Outline/Part (REDP/DEDP)	In charge	
	RO	**SDO**
flexible learning options;		
↓ Schools implementing remediation programs/LRP for struggling learners; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
↓ 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 SHS is difficult;	Quality Assurance Division (QAD)	Division Review & Evaluation Committee
↓ Incomplete primary schools converted into complete multigrade schools;	Quality Assurance Division (QAD	Division Review & Evaluation Committee
↓ New secondary schools established in areas with less access to secondary education;	Quality Assurance Division (QAD)	Division Review & Evaluation Committee
↓ 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 Management Division (CLMD)	Curriculum Implementation Division (CID)

Outline/Part (REDP/DEDP)		In charge	
		RO	SDO
	learners, is developed and operational.	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
↓	Coordination mechanism between elementary and secondary schools established;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
		Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Unit
		Field Technical Assistance Division (FTAD)	
↓	Secondary schools that implemented bridging strategies to address learning gaps;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
		Policy, Planning & Research Division (PPRD)	
		Field Technical Assistance Division (FTAD)	
↓	Teachers trained on identifying learning gaps and remediation strategies; and	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HRD
		Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
↓	Improved counselling services of schools to address learners' concerns implemented.	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)
			Curriculum Implementation Division (CID)

Outline/Part (REDP/DEDP)	In charge	
	RO	SDO
1.3. All out-of-school children and youth participate in formal 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		
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)
↓ ALS teachers, community ALS implementors and learning facilitators trained to use online teaching platforms;	Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-HRD Curriculum Implementation Division (CID)
↓ ALS teachers are deployed in high demand areas;	Administrative Division (AD)	Office of the Schools Division Superintendent (OSDS)-HR
↓ New community learning centers (CLCs) are operational in high demand areas;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
↓ Access to print and non-print learning resources in the CLCs improved;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
↓ Selected CLCs are equipped with appropriate learning facilities;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
↓ Service contracting and engagement of non-DepEd ALS providers are expanded;	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)

Outline/Part (REDP/DEDP)	In charge	
	RO	SDO
↓ ALS internal stakeholders' access to training on ALS program implementation improved;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HRD
	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
↓ ALS external stakeholders on ALS program implementation improved; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
↓ ALS M&E system and processes aligned with Basic Education Monitoring and Evaluation Framework developed and operational in all governance levels.	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)-M&E
	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
Equity for Children, Youth, and Adults 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)

Outline/Part (REDP/DEDP)	In charge	
	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)
↓ 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 and standards to promote responsiveness of DepEd systems and processes to learners in situations of disadvantage:		
↓ Learning and Development Plan for the capacity development of personnel involved in IPEd implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
On developing evidence-based regional policies, guidelines, and standards with 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) Field Technical Assistance Division (FTAD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)-M&E
↓ 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 (REDP/DEDP)	In charge	
	RO	SDO
↓ 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 personnel and community learning facilitators on inclusive practices adapted to learners in situations of disadvantage;		
↓ 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)
↓ 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 instructional supervision of inclusion initiatives:		
↓ 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)
2.1.2. Provide an inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to the situations of disadvantage		

Outline/Part (REDP/DEDP)	In charge	
	RO	SDO
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	Education Support Services Division (ESSD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-Physical Facilities Curriculum Implementation Division (CID)
↓ Contextualized rural farm schools established.	Curriculum and Learning Management Division (CLMD) Field Technical Assistance Division (FTAD)	Curriculum Implementation Division (CID)
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:		
↓ 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 Resource Center established; and	Curriculum and Learning Management Division (CLMD)	Curriculum 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 charge	
	RO	SDO
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)
⬩ 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.	Office of the Regional Director-ICT Curriculum and Learning Management Division (CLMD)	Office of the Schools Division Superintendent-ICT Curriculum Implementation Division (CID)
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 delivery, and learning resources for IPEd (for	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)

Outline/Part (REDP/DEDP)	In charge	
	RO	SDO
both formal and ALS) formulated.		
2.1.5. Promote partnerships to benefit education for learners in situations of disadvantage		
Outputs		
On developing a communication and advocacy plan for programs addressing concerns of learners in situations of disadvantage:		
↓ Communication and advocacy plans for inclusive education are implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
On engaging non-DepEd providers of education for groups in situations of disadvantage:		
↓ Partnership with external providers of inclusive education forged;	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)-Social Mobilization & Networking
↓ Standards and protocols for the engagement of stakeholders in support of inclusive education formulated; and	Curriculum and Learning Management Division (CLMD) Education Support Services Division (ESSD)	Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)- Social Mobilization & Networking
↓ 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 Provision and Learning Outcomes		
Intermediate Outcomes (IOs)		
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 curriculum, instruction, and classroom assessment methods in all learning areas	Note: Add more strategies as indicated in the Learning Recovery and Continuity Plan	
Outputs		
↓ Curriculum guides reflecting the socio-emotional and 21st century skills including the	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)

Outline/Part (REDP/DEDP)	In charge	
	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 socio-emotional 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 completed and disseminated; and	Policy, Planning & Research Division (PPRD) Curriculum and Learning Management Division (CLMD)	School Governance Operations Division (SGOD)-Planning & Research Curriculum Implementation Division (CID)
⤋ Guidelines on safe use of technology in the teaching and learning process formulated and implemented.	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 (REDP/DEDP)	In charge	
	RO	SDO
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)
⬩ 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)

Outline/Part (REDP/DEDP)	In charge	
	RO	SDO
• Program management on curricular, co-curricular, and extracurricular; and ↓ 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)
Ensure alignment of curriculum, instruction and assessment with current and emerging industry and global standards		
Outputs		
↓ Policy on alignment between TEI curriculum and school curriculum issued and implemented; and ↓ Policy and mechanism for tertiary schools on providing the results of college readiness assessment of SHS graduates established.	Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD) Human Resources Development Division (HRDD) Curriculum and Learning Management Division (CLMD	School Governance Operations Division (SGOD)-HRD Curriculum Implementation Division (CID) School Governance Operations Division (SGOD)-HRD Curriculum Implementation Division (CID)
Learners' Resiliency and Well-Being		
Intermediate Outcomes (IOs)		
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		

Outline/Part (REDP/DEDP)	In charge	
	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 (SGOD)/ OSDS-Admin
↓ Child Protection Unit and Child Protection Committee	Office of the Regional Director-Legal Unit	Office of the Schools Division Superintendent-Legal

Outline/Part (REDP/DEDP)	In charge	
	RO	**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
↓ 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 (REDP/DEDP)	In charge	
	RO	SDO
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
↓ 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
↓ Personnel and stakeholders equipped on DRRM, CCAM, and peacebuilding;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
↓ 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
↓ 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		
Outputs		
↓ Internal and external partners for response, rehabilitation, and recovery mobilized;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
↓ Access to relevant responses, rehabilitation, and recovery-related datasets from school enhanced;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
↓ 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 charge	
	RO	SDO
⬇ 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
⬇ 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
⬇ 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
⬇ 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
⬇ 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		
Outputs		
⬇ 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
⬇ 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 charge	
	RO	SDO
↓ Functional DRRM Team organized in all governance levels;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
↓ DRRM, CCAM, and peacebuilding researches published; and	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
↓ 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-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
↓ Post COVID-19 tracking of learners' health and nutrition conditions in schools implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Health and Nutrition Section
↓ 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 Health and Nutrition Section
↓ Schools' health facilities including WASH and clinics provided;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-School Health and Nutrition Section
↓ 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 Health and Nutrition Section
↓ 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 Health and Nutrition Section

Outline/Part (REDP/DEDP)	In charge	
	RO	SDO
4.3.2. Nurture and protect learners' mental and psychosocial health		
Outputs		
⤶ Teachers trained in handling students experiencing mental and psychosocial health issues; and	Education Support Services Division (ESSD	School Governance Operations Division (SGOD)-School Health and Nutrition Section
⤶ DepEd personnel and learners capacitated on providing MHPSS.	Education Support Services Division (ESSD	School Governance Operations Division (SGOD)-School Health and Nutrition Section
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)
⤶ Teaching and non-teaching DepEd personnel trained on after-school sports program	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)
Enabling Mechanisms: Governance and Management		
Enabling Mechanisms		
5.1. 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
⤶ SBM implemented;	Field and Technical Assistance Division (FTAD)	School Governance Operations Division (SGOD)-M&E
⤶ Basic education situation analysis and plans submitted to LSBs/RDC and other stakeholders;	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Section
⤶ Policy on synchronized planning and budgeting issued and implemented;	All Functional Divisions	All Functional Divisions

Outline/Part (REDP/DEDP)	In charge	
	RO	**SDO**
↓ Revised SIP policy developed and implemented; and	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Section
↓ Policy on M&E framework and system issued and implemented.	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)-M&E
5.2. Ensure human resources in all governance levels are sufficient, resilient, competent, and continuously improving		
↓ NEAP transformation deepened and further institutionalized;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HR
↓ Professional standards linked to employee assessment, development, rewarding, and recognition;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HR
↓ Employee welfare and benefits standards are developed and implemented;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HR
↓ 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
↓ Learning and Development plan developed and implemented under NEAP leadership	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HR
5.3. 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;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Physical Facilities
↓ Standards for the integration of educational technology in teaching and learning developed and implemented;	Office of the Regional Director-ICT Curriculum and Learning Management Division (CLMD)	Office of the Schools Division Superintendent (OSDS)- ICT Curriculum Implementation Division (CID)

Outline/Part (REDP/DEDP)	In charge	
	RO	SDO
↓ Standards for learning resource development accessible to all types of learners formulated and implemented; and	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
↓ System for granting access to learning resources developed and implemented.	Curriculum and Learning Management Division (CLMD)	Curriculum Implementation Division (CID)
5.4. 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;	Finance Division (FD)	Office of the Schools Division Superintendent-Finance
↓ 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
↓ Performance management and quality assurance systems developed and implemented;	Quality Assurance Division (QAD)	School Governance Operations Division (SGOD)-M&E
↓ Disaster risk reduction and response mechanisms established;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-DRRM
↓ Policy and research agenda formulated and implemented;	Policy, Planning & Research Division (PPRD)	School Governance Operations Division (SGOD)-Planning Section
↓ Human Resource Information System (HRIS) in all governance levels developed and implemented;	Human Resources Development Division (HRDD)	School Governance Operations Division (SGOD)-HRD
↓ Internal Control System (ICS) framework, guidelines and standards adopted and implemented;	Quality Management Representative (QMR)	Quality Management Representative (QMR)
↓ Guidelines for QMS developed and implemented;	Quality Management Representative (QMR)	Quality Management Representative (QMR)
↓ Asset Management System implemented;	Administrative Division (AD)	Office of the Schools Division Superintendent-Admin
↓ Helpdesk support system for field procurement operations created;	Administrative Division (AD)	Office of the Schools Division Superintendent-Admin
↓ DepEd integrated logistics management system implemented; Organic procurement units and	Administrative Division (AD)	Office of the Schools Division Superintendent-Admin

Outline/Part (REDP/DEDP)	In charge	
	RO	SDO
plantilla positions for procurement officers created;		
↳ Contract management system implemented;	Administrative Division (AD)	Office of the Schools Division Superintendent-Admin
↳ Standards on procurement processes, forms, and documents implemented;	Administrative Division (AD)	Office of the Schools Division Superintendent-Admin
↳ Supplier's Registry established;	Administrative Division (AD)	Office of the Schools Division Superintendent-Admin
↳ Transparency mechanism implemented;	Administrative Division (AD)	Office of the Schools Division Superintendent-Admin
↳ Guidelines on third-party participation in procurement implemented; and	Administrative Division (AD)	Office of the Schools Division Superintendent-Admin
↳ Guidelines on customized procurement for selected major programs implemented	Administrative Division (AD)	Office of the Schools Division Superintendent-Admin
5.5. Strengthen active collaboration with key stakeholders		
↳ Stakeholder engagement developed and implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking
↳ Guidelines on the use of SEF implemented;	Finance Division (FD)	Office of the Schools Division Superintendent-Finance
↳ School Governing Council policy implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Youth Formation
↳ Policy on the use of partnership information system implemented;	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking
↳ Multisectoral youth development alliances established and operationalized in support of ALS implementation; and	Education Support Services Division (ESSD)	School Governance Operations Division (SGOD)-Social Mobilization & Networking

Outline/Part (REDP/DEDP)	In charge	
	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 Evaluation		
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