

Regional Education Development Plan

REDP 2023 - 2028

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I. EXECUTIVE SUMMARY

The Department of Education Caraga Region has developed its 6-year plan for basic education known as the Regional Education Development Plan (REDP) 2023-2028. The DepEd Caraga's REDP is aligned with the DepEd Basic Education Development Plan (BEDP) 2030 of the Department of Education (DepEd).

The REDP 2023-2028 serves as the strategic roadmap of the DepEd Caraga in delivering quality basic education to close the gap brought by the impact of the pandemic and natural calamities.

Identical to the BEDP 2030, the DepEd Caraga's REDP envisions the skills, competencies, and aspirations that each learner must possess to become globally competitive and contribute to nation building through quality, relevant, accessible, and liberating education.

The DepEd Caraga Regional Office has set the goal and identified the following strategies and interventions.

Goal

All Filipinos can realize their full potential and contribute meaningfully to a cohesive nation.

Sector Outcome

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

Targets

By the year 2028, 100% of the official and school age learners and are all enrolled and accommodated (NER and GER) in the basic education.

In 2025, the promotion rate in the elementary would have reached to 100% and has sustained up to 2028 including the junior high school learners. The graduation rate is set to hit the target of 100% by 2023 and maintain 100% in all grade levels up to 2028. In like manner, the cohort-survival rate, completion rate and transition rate in the elementary to the junior high school shall attain 100% and maintain its 100% in all grade levels up to 2028.

On the other hand, results of forecasting show that the academic performance of learners of grade 6, 10 and 12 in the next six years will have a declining trend.

To address this challenge and close the gap, the DepEd Caraga shall ensure the alignment of priority development and employ the following strategies.

Access

1. Improve access to universal kindergarten education
2. Ensure establishment of schools in geographically isolated and disadvantaged areas

3. Strengthen the utilization of research findings to come up with the evidence-based guidelines, standards, and program on access to basic education
4. Improve access to quality, safe and child-friendly learning environment
5. Ensure access to relevant basic opportunities for Out-of-School Children, Out-of-School-Youth, Out-of-School-Adult.

Equity

1. Improve gender sensitive contextualized curriculum and learning delivery
2. Engage partners to provide education for learners in disadvantaged situation
3. Provide inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to the needs of disadvantaged learners

Quality

1. Ensure alignment of the curriculum, delivery of instruction, and classroom assessment methods in all learning areas.
2. Provide learning resources appropriate to key stage learning standards.
3. Strengthen the competence of teachers and instructional leaders in areas such as content knowledge and pedagogy/instruction, curriculum, and planning, responding to learner diversity, and assessment and reporting. based on standards.

Resiliency and Well-Being

- 1.Enhance DRRM in response to natural and man-made calamities
2. Optimize network and partnerships for resource generation
3. Ensure that learners and personnel are protected from harm brought by natural and human induced hazards.
4. Ensure delivery of basic health and nutrition services to learners

The REDP shall be implemented in two phases from 2023 to 2028. Phase one shall focus on the response to the immediate impacts of COVID 19 on learning and participation as reflected in the region's Learning Recovery and Continuity Plan (LRCP). Phase two focuses on sustaining the programs and projects on access, equity, quality and resiliency and well-being.

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II. RATIONALE AND BACKGROUND

The DepEd Caraga is composed of twelve (12) Schools Division Offices: Agusan del Norte, Agusan del Sur, Butuan City, Bayugan City, Bislig City, Cabadbaran City, Dinagat Islands, Siargao Islands, Surigao City, Surigao del Norte, Surigao del Sur and Tandag City.

It has 183 districts and 1,677 Purely Elementary Schools, 111 Purely Junior High Schools, 21 Purely Senior High Schools, 359 Secondary Schools (Grade 7 to 12), 105 Integrated Schools (Kinder to Grade 10), and 72 Integrated Schools (Kinder to Grade 12) with a total of 2,345 schools.

For several years, the DepEd Caraga has been challenged by internal and external issues. In School Year 2021-2022, it has listed a teacher-need of 1,614 for Junior High Schools and 1,198 for Senior High Schools.

Furthermore, the number of classrooms destroyed by typhoon Odette and the existing classroom needs have reached 3,026 classrooms. Rehabilitation of schools after the disaster is facing another layer of challenge due to limited funds allocation.

There is also a need for the establishment of schools in barangays to address secondary school-less barangay; provision of technical assistance for school titling; installation of internet connectivity; provision of adequate basic educational services and resources to barangays located in Geographically Isolated Disadvantaged Areas (GIDA).

Additionally, the results of the external and internal assessment show that the access of school-aged children to basic education services is affected by the topography of the region, climate condition, poverty incidence, unemployment, teenage pregnancy, and child labor. These challenges are also the underlying causes that affect the quality of education.

In equity, the issues and challenges that surfaced in the implementation of inclusive education particularly the Indigenous People Education (IPEd) include: the existence of discrimination issue (e.g., in learning resources), internal conflicts in the community, inactive IP communities, rapid turnover of teachers and school heads and removal of hardship allowance.

Moreover, the availability of Community Learning Centers (CLCs) in every barangay (either community-based or school-based), low number of Out of School Youth (OSY) enrollees due to their families' financial situation, scarcity of financial assistance for livelihood projects are also the bottlenecks in the implementation of Alternative Learning System (ALS).

Another program for inclusive education is the Madrasah. Its implementation has been challenged in terms of providing technical assistance on Arabic Language, Islamic culture, traditions, and beliefs. Besides, the lack of classrooms for ALIVE classes, unfavorable class schedule (since most of the classes are either earlier or later than the regular subjects) and lack of central office-approved teaching and learning materials aggravate the situation of the Madrasah program implementation.

Despite the challenges encountered by the DepEd Caraga Region in implementing its various programs and projects and the several natural disasters that hit the region, it has managed to receive recognition for its notable accomplishments. The region is ISO Certified along with Cabadbaran City and Surigao del Sur Division.

The Caraga Region is also a Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME –HRM) Level II Bronze Awardee along with the five schools division offices namely: Bayugan City Division, Butuan City Division, Cabadbaran City Division, Bislig City Division and Surigao del Norte Division

Furthermore, the DepEd Caraga is a Secretary's Award for Excellence in Curriculum and Instruction (SAFE-CI) Awardee in CY 2021. Other notable achievements of the region include the full institutionalization of the School Based Management and utilization of Client/Customer Satisfaction Survey at all governance levels.

KEY FEATURES OF SITUATIONAL ANALYSIS

Topography

Caraga Region, situated in the northeast section of Mindanao, has a total land area of 1,902,980 hectares or 18,847.2 sq. km. It represents about 18% of the total land area of Mindanao and roughly 6% of the Philippines. (Agusan-Surigao Eco zone: A Showcase of Development). Most of these areas are classified into forest and agricultural lands and built-up areas.

The Region is characterized by mountainous areas, flat and rolling lands. Its topography is an attraction to the local and foreign tourists. Some of the lakes and rivers are famous and visited by tourists. One to mention is the widest lake in the region, Lake Mainit, where it is visited by many local or foreign tourists. The presence of tourists helps the small business of people living in the community and boosts the income of the province. With the income in farming and small business, families living in the area can provide the basic needs of their children. The falls and river water as source of water of families sustain the farming and other livelihood in the community.

The access of school-aged children to basic education services is affected by the topography of the region. Children of families living in the mountainous area with no access road and no means of transportation experienced difficulty in going to school. They have to cross the rivers, hike a difficult path and walk hundreds of meters just to attend classes. With these challenges, they lose their interest in schooling and their daily attendance is affected. With the frequent absenteeism, the amount of learning is reduced while the learning gap widens. These challenges usually lead to learners dropping out of school.

In the school year 2020-2021, the drop-out rate per division office is presented in Table 1 below.



Photo Source: Butuan City Division

Table 1. Summary of Drop-out Rate per SDO and by Level

	ADN	ADS	BAY	BIS	BC	CAB	DIN	SIA	SC	SDN	SDS	TAN	CARAGA
Elem	0.60%	1.64%	0.31%	0.05%	0.51%	0.77%	0.18%	0.35%	0.26%	0.15%	0.63%	0.35%	0.74%
JHS	0.92%	2.19%	0.24%	0.48%	0.51%	0.90%	0.66%	0.62%	0.28%	0.27%	1.65%	0.96%	1.10%
SHS	0.23%	0.57%	0.08%	0.00%	0.24%	0.03%	0.23%	0.25%	0.34%	0.05%	0.36%	0.47%	0.29%

Agusan del Sur division has the highest drop-out rate in all levels. The risk of traveling on difficult roads and terrains which is common to Agusan del Sur and Surigao del Sur could be one of the causes of the learners to stop schooling.

When the access of school-aged children to schools is hindered, the quality of learning necessarily suffers. Given the threat posed by the topography of the region to the access of school-aged children to schools, there is a need to prioritize the issues on access when charting its strategic directions before it can pivot to quality as articulated in the Basic Education Development Plan 2030.

Climate

Caraga Region has Type II climate, with no pronounced wet and dry season. During the months of November to February, heavy rains are usually experienced in the region. Storms usually occur in the northern and eastern portions facing the Pacific Ocean while the rest of the places in the region are relatively typhoon-free. (Source: PAGASA)

The climate condition of the region during rainy seasons has a negative impact on the access of school-aged children especially for those living near the coastal areas, riverbanks and in the lowland. During heavy rains, flash floods and landslides commonly occur in these areas. Necessarily, when these calamities occur, classes are suspended in order to keep the learners and personnel safe at home. During this natural hazard, schools become the usual evacuation areas of the community especially when evacuation centers/sites/grounds pre-selected by LGUs are fully occupied. Per RA 10121, school classrooms may be used as evacuation sites provided that the LGU shall be able to find a temporary resettlement for the affected community after three (3) days. Unfortunately, most of the local governments do not have other safe areas to be used as temporary evacuation centers, hence, the extended use of the school classrooms affects the resumption of classes. Accommodating evacuees may result in the damages in the classrooms particularly in the furniture and fixtures, learning materials, school supplies, equipment and other learning devices. For severely devastated schools, resumption takes more time as the repair or construction of new classrooms needs ample time. This delay in the resumption of classes causes reduction in instructional contact time which translates to learning gaps among learners.

Some of the storms that hit the region are the following:

- **February 13, 2018:** Tropical Storm Sanba (Basyang) affects Mindanao with heavy rainfall. A state of calamity was declared in two municipalities in Surigao del Sur.

- **January 20–21, 2019:** Tropical Depression Amang made landfall over Siargao province. The storm brought landslides over Davao Oriental and Agusan del Norte.
- **February 20–22, 2021:** Tropical Storm Dujuan (Auring) affected Eastern Visayas and the Caraga region with heavy rainfall and flooding
- **December 16-17, 2021:** Typhoon Rai (Odette) strikes the Caraga Region and causes catastrophic damage before continuing across southern Visayas and moving through Palawan. The typhoon killed 410 people and left more than ₱51.8 Billion (US\$1.02 Billion) in damage.

The recent typhoon Odette that hit the region left several schools, learning materials and facilities, ICT equipment, and classroom furniture destroyed causing wastage of the funds that went into the procurement of these facilities and materials.



(Photo: Schools in Dinagat Division after Odette)

Another challenge is the recovery and rehabilitation period of the communities hit by the calamities. When the LGUs cannot immediately provide for resettlement areas for the affected families, evacuees remain to occupy the classrooms and cannot be moved or transferred until the local government finds them a resettlement area or have provided assistance to build their homes. With them in the schools, classes cannot be conducted normally.

Table 2. Summary of SDOs with Incurred Damages

SDOs	No. of Schools with reported Infra damages	No. of CLs with TOTAL damage	No. of CLs with MAJOR damage	ms with MINOR damage	No. of Schools with reported non-infra damages	No. of damaged furniture (armchairs, desks, etc.)	No. of damaged learning materials	No. of damaged computer equipment
Agusan del Norte	21	2	36	70	4	40	1,743	7
Agusan del Sur	-	-	-	-	5	96	205	-
Bayugan City	1	1	-	1	1	-	800	3
Butuan City	6	3	5	15	30	530	375,574	9
Cabadbaran City	23	20	126	10	6	5	1,386	-
Dinagat	142	445	732	506	142	16,420	3,194,438	2,620
Siargao	145	369	841	386	145	16,387	5,793,473	1,964
Surigao City	87	278	697	305	72	5,514	1,170,094	1,269
Surigao del Norte	196	300	585	601	140	9,349	303,238	963
Surigao del Sur	6	0	4	12	5	50	345	7

Note: SDOs Bislig City and Tandag City do not have reported damages

During the Tropical Storm Auring, 640 classrooms were used as evacuation centers; Tropical Cyclone Dante used 51 classrooms, while Typhoon Odette forced the LGUs to use around 3,833 classrooms. (Source: DRRMS-RADaR 2022). With these data at hand, the climate type of the region threatens the delivery of basic education services which can direct DepEd Caraga Region to optimize the implementation of disaster risk reduction and management programs in schools to prepare for the calamities and promote resilience interventions for the immediate recovery from the impacts.

Population

As of 2020, the population growth rate of Caraga region was 1.64%. (Source: PSA Report, August 23, 2021). This population growth of the region is higher than the growth rate of the country which is 1.47% in 2020, 1.51% in 2021 and 1.47% in 2022 (www.macrotrends.net). This growth rate of the region threatens the organization because it exceeds the percentage growth rate of the country. If the population continues to grow and the need for classrooms of DepEd Caraga remains unsolved, big class sizes will be expected by some schools, especially those living in the areas affected by typhoons. Managing big class size can be challenging and ensuring quality outcomes under this condition can be difficult.

Moreover, based on the report of NEDA on CY 2020, Caraga region has more than one hundred seventeen thousand (117,008) families who are living in poverty while the population is still growing. Poverty has been a serious threat to the access of school-aged children to basic education services. It is often cited as the underlying reason why learners have to engage in child labor and youth employment while eventually pull them out of the school. An increased number of school leavers and would lead to low gross enrolment rate and a low net enrolment rate in all key stages that while DepEd Caraga is bent on ensuring that more disaster-resilient schools across the region to provide access to basic education services to a greater number of learners it has to be conscious that the policies promotes and implement do not marginalize the poor segment of its clientele.

Anticipating classroom shortage due to increase in population reinforces the direction towards building more disaster-resilient classrooms. If the region needs to keep pace with the growing population, it cannot afford to be investing in repair and rehabilitation of these classrooms every time a disaster strikes. It needs to close the resources gaps, then work with narrowing the learning gaps.

Language

In the region, Cebuano is widely spoken by 33.79% of the households. Surigaonon is the primary language that is inherent to the region, is spoken by 33.21% of the households, followed by Butuanon by 15.00%; Kamayo, by 7.06%, and Manobo, by 4.73%. The rest speak Boholanon, by 5.87%; Hiligaynon, by 2.87%; and other dialects by 7.20%. (Source: www.tourism.gov.ph). Surigaonon is a local Philippine language spoken in the provinces of Surigao del Norte and Surigao del Sur and some portions of Agusan del Norte especially in towns near Lake Mainit.

The diversity of spoken language in the region has an effect on the quality of learning outcomes because in the implementation of MTB-MLE, in Caraga, the available learning resource materials are written in Sinugbuanong Binisaya and Surigaonon. Learning gap is experienced by other learners who are not Visayan and

Surigaonon. Given these diversities of dialects, only Surigaonon is included in the official Mother Tongue subjects implemented by the department. This has caused learners who are non-Surigaonon speakers to have difficulty in communicating and understanding the lesson after their exposure to Sinugbuanong Binisaya as the official Mother Tongue of the province other than Surigaonon.

The study of Besas (2018) on the Extent of Implementation of MTB-MLE in Primary Grades of Socorro Central Elementary School & SPED Center in Socorro East District, Socorro Surigao del Norte revealed that MTB-MLE teachers can teach effectively if adequate learning materials like textbooks, supplies used for IM's, and other ICTs, software, print and broadcast media are provided in the medium or media of instruction in the delivery of the learning process.

Health and Nutrition

School feeding programs (SFPs) are intended to alleviate short-term hunger, improve nutrition and cognition of children, and transfer income to families. For the school year 2019, the number of severely wasted learners is 16,085. All these learners are beneficiaries of the school feeding program. It is presented in the table below that after the feeding program, it reduced to 3,284 learners implying that the feeding helps improve nutrition of learners.

Table 3. Summary of School Feeding Program Beneficiaries

School Division Offices	Before Feeding				After Feeding					
	SW/SU	N	W/U	Total	SW/SU	N	W/U	OW	O	Total
Agusan del Norte	1,601	1,817	4,881	8,299	235	7,195	953	6		8,299
Agusan del Sur	4,837		9,180	14,017	1,015	8,095	4,590	200	120	14,017
Bayugan City	255	69	646	970	3	925	42			970
Bislig City	145	821	162	1,128	13	982	133			1,128
Butuan City	2,285	131	4,950	7,366	384	5,822	1,123	25	12	7,366
Cabadbaran City	552	24	1,173	1,749	3	1,721	25			1,749
Dinagat Islands	389		1,212	1,601	97	1,040	328	136		1,601
Siargao	1,746		1,507	3,253	412	1,776	1,065			3,253
Surigao City	639		1,194	1,833	53	1,485	295			1,833
Surigao del Norte	1,159	461	3,063	4,683	190	3,684	788	11	10	4,683
Surigao del Sur	2,250	2,621	5,746	10,617	864	7,249	2,504			10,617
Tandag City	227		699	926	15	786	123	2		926
Total	16,085	5,944	34,413	56,442	3,284	40,667	11,969	384	142	56,442

It is also in the table above that the number of beneficiaries of the feeding program is 56,442. However, in CY 2020 to 2022, due to pandemic, there was a challenge in getting the data.

On the other hand, the region faced high cases of teenage pregnancy in the year 2020. The incidence among the female school-aged population in Caraga region is high with 2,337 cases of teenagers, aged between 15 to 19 years, becoming pregnant in the first quarter of the year, while 2,081 were expectant in the second quarter. The high number of teenage pregnancies would lead to a high number of drop-out and out-of-school youth in the region.



Religion

As to religion, Roman Catholic was still the dominant religious affiliation in Mindanao with 60.9 percent of the household population while Islam comprised 20.44 percent. Other religions were Evangelical (5.34%), Aglipayan (2.16%), Iglesia Ni Cristo (1.66%), and Seventh Day Adventist (1.65%). (Source: PSA Website, 2000)

The celebration of fiestas and festivals in some parts of the region caused the suspension of classes or shortened classes for the preparation of teachers and learners in their attendance to the celebrations. Eventually, this culture and religious activities affect contact time of teachers and learners in the classroom.

Higher Education Institutions

Caraga region has a total of 57 Higher Education Institutions (HEIs) with 38 private colleges and 2 private universities. It also has a total of 8 state colleges and 5 state universities. All the provinces in Caraga have higher institutions where graduates of Senior High School can pursue their college education and those who cannot afford to enroll in big cities can still take up the course they wanted to. Likewise, teachers of the different divisions in Caraga can pursue graduate studies for professional development like master and doctoral degree to enhance their learning and competence in teaching because of the presence of private and state universities within the region.

Economy

The poverty incidence in the region worsened from 35.2 percent in the first semester of 2018 to 38.3 percent in the first semester of 2021, which translated to 117,008 more Caraganons living in poverty. The imposition of stringent community quarantines due to the pandemic, which impacted economic activities, contributed to increased poverty incidence, among others. (Source: 2021 Report on the Performance of Caraga Region's Economy)

The unemployment in the region for calendar year 2019 is 4.8% and 7.6% in 2020. Comparing the region's unemployment rate, it is higher than the country's unemployment rate which is 2.41%, for 2021 and 2.53% for 2020 and 2.24% in 2019. (Source: Philippines Unemployment Rate: CARAGA)

For child labor, Caraga region has 5.8% as of October 2020. This data implies that many are engaged in working at a young age because many are also living in poverty. This could be attributed to the high school leaver rate in senior high school and junior high school. (Source: PSA Report)

Peace and Order

The Police Regional Office (PRO) Caraga reported a decrease in the index and non-index crimes in the region. It is reported that there is a significant drop of 22.3 percent in the Peace and Order Index that comprises the totality of index and non-index crimes in Caraga. The data was recorded during the second quarter of 2021 as compared to the same period in 2020. The data from the Regional Investigation and Detective Management Division of PRO-Caraga indicated the 423 decreases in the

Peace and Order Index, or 1,897 in the second quarter of 2020, down to 1,474 in the same period in 2021. The data show that the region is a safer place to live in.

DepEd Caraga puts premium on all schools as “zones of peace” compliant to DepEd Order No. 44, s. 2005 titled Declaration of Schools as Zones of Peace as a gesture of its strong commitment to maintain the neutrality of schools and ensure environment conducive to learning – free from harm and from any form of violence and threat at all times especially during armed conflict.

DepEd Order No 40, s. 2012 Child Protection Policy and DepEd Order No. 55, s. 2022 on the Implementing Rules and Regulation (IRR) of Republic Act No. 10627 otherwise known as the Anti-Bullying Act of 2013 has been implemented to prevent and address the acts of bullying in schools.

Infrastructure and Facilities

Caraga is served by a port in Nasipit, Agusan del Norte, by the Surigao City port, and by wharves in Tandag, Bislig and Dapa. The Lipata Ferry Terminal in Surigao City serves as Mindanao's gateway to the Visayas and Luzon.

Telecommunications

Caraga's telecommunication network consists of telephones, cellular phones, Internet, and satellite broadcasting. The presence of networks in the region facilitates learning especially during the outbreak of COVID 19 where distance learning was the modality of learning.

With these external challenges in the region, DepEd Caraga has achieved some of its targets because of the collaboration and stakeholders’ support. The local governments are supportive in the implementation of the different programs and projects through the allocation of Special Education Funds (SEF). DepEd Caraga has established streamlined ICT-driven systems and processes to facilitate efficient delivery of basic education services to the field.

The Key Performance Indicator (KPI) is presented as a quantifiable metric that reflects how well an organization is achieving its stated goals and objectives (Hassan, 2015). The key performance indicators for the last five (5) years of DepEd Caraga Region are presented with its analysis to reflect its success and to determine the area of focus of attention.

Table 4. 5-Year Key Performance Indicators for Kindergarten and Elementary

KPIs	Kinder						Elementary					
	2016-17	2017-18	2018-19	2019-20	2020-21	Trendline	2016-17	2017-18	2018-19	2019-20	2020-21	Trendline
Gross Enrolment Rate	84.18%	102.15%	108.49%	88.25%	91.42%		114.31%	107.10%	103.38%	102.62%	98.38%	
Net Enrolment Rate	68.78%	86.14%	76.63%	64.31%	78.14%		97.85%	95.89%	94.74%	94.84%	92.04%	
Transition Rate							97.91%	97.94%	98.37%	98.80%	97.10%	
Cohort-Survival Rate							92.73%	92.27%	95.69%	96.36%	93.93%	
Completion Rate							92.26%	90.94%	95.36%	95.00%	93.42%	
Promotion Rate							96.00%	95.81%	97.01%	97.04%	96.34%	
Graduation Rate							98.82%	97.85%	98.87%	97.61%	98.29%	
Retention Rate							97.71%	97.62%	98.87%	97.61%	98.29%	
Repetition Rate							2.25%	2.31%	2.22%	2.03%	2.23%	
School-Leaver Rate							1.75%	1.89%	0.77%	0.94%	1.44%	
Drop-out Rate							1.00%	1.03%	1.10%	1.02%	0.74%	

Table 4 displays that there was a decline in the Net Enrolment Rate for Kindergarten in SY 2016-2017. The decrease is attributed to the issuance of DepEd Order No. 37, series of 2016 emphasizing that the age qualifications for Kindergarten learners should be five (5) years old by June 1 of every school year. In SY 2017-2018, an increase in the Net Enrolment Rate was noted after the issuance of Clarificatory Guidelines on the provision of DepEd Order No. 47, s. 2016 known as “Omnibus Policy on Kindergarten Education” stating that the entry age for kindergarten learners in both public and private schools must be five (5) years old by June 1 of every school year. However, schools are given permission and authority to accept learners who will turn 5 years old until the end of August on the condition that the Philippine Early Child Development (ECD) Checklist must be administered to the learner to ensure that he/she is capable of meeting the expectations of the grade level.

The increase of enrolment in SY 2017-2018 could also be attributed to the advocacy strategy employed by the schools division offices, and the implementation of the policy on compulsory kindergarten education like mapping and the early registration.

The Simple Drop-Out Rate (SDR) of Caraga Region for the past five years has been declining. In elementary level there is an increase from SY 2017-2018 to SY 2019-2020. The increase is due to the high poverty incidence of the region. As reported by NEDA (2021), Caraga Region’s poverty incidence among the population worsened from 35.2 percent in the first semester of 2018 to 38.3 percent in the first semester of 2021, which translated to 117,008 more Caraganons living in poverty. The imposition of stringent community quarantines due to the pandemic, which impacted economic activities, contributed to increased poverty incidence, among others.

Table 5. 5-Year Key Performance Indicators for Junior High School and Senior High School

KPIs	Junior High School						Senior High School					
	2016-17	2017-18	2018-19	2019-20	2020-21	Trendline	2016-17	2017-18	2018-19	2019-20	2020-21	Trendline
Gross Enrolment Rate	91.09%	95.87%	101.25%	103.11%	104.57%		64.14%	61.77%	69.59%	74.32%	80.47%	
Net Enrolment Rate	71.07%	74.54%	80.70%	82.20%	84.38%		28.04%	38.11%	44.36%	40.77%	46.17%	
Transition Rate	94.56%	92.76%	94.87%	95.48%	92.89%		89.77%	87.56%	95.04%	94.83%	97.49%	
Cohort-Survival Rate	79.16%	84.36%	86.67%	85.06%	91.02%				73.64%	75.64%	84.83%	
Completion Rate	77.20%	82.42%	85.41%	83.69%	90.07%				71.02%	73.02%	82.42%	
Promotion Rate	89.59%	91.44%	92.80%	92.13%	93.96%						94.54%	
Graduation Rate	96.00%	95.95%	96.86%	96.47%	96.87%						97.16%	
Retention Rate	91.99%	93.97%	95.01%	94.39%	96.59%							
Repetition Rate	2.86%	2.96%	2.57%	2.63%	2.84%							
School-Leaver Rate	7.55%	5.62%	4.63%	5.24%	3.20%							
Drop-out Rate	2.27%	2.38%	2.55%	2.27%	1.10%			0.51%	0.64%	0.68%	0.29%	

Table 5 shows that Net Enrolment Rate in Senior High School in SY 2019 -2021 and SY 2020-2021 is very low than the target of the region which is 100%. The decrease could be attributed to high teenage pregnancy cases in Caraga since the region faced high cases of teenage pregnancy in the year 2020. A number of 2,337 cases of teenagers, aged between 15 to 19 years, becoming pregnant in the first quarter of the year, while 2,081 were expectant in the second quarter- Age 15-19.

The net enrolment rate in the Junior High School (JHS) poses an increase for the last three consecutive school years. The increase rate each year is attributed to the continuous support of *Pantawid Pamilyang Pilipino Program* (4Ps) and Education Voucher System (EVS) to students in private schools, as well as the strict compliance of No Collection Policy to public schools. Based on the results of the study of Maturan (2018), Master Teacher II of Siargao Division, the class attendance and participation of 4Ps Grade 7 beneficiaries of San Isidro National High School in school activities are satisfactory; the 4Ps contributed in improving self-confidence, participation and attendance to school activities, financial stability and happiness to 4Ps Grade 7 recipients.

The increase in CSR as shown in the table above for the last 5 school years shows the remarkable improvement of the Region's internal efficiency in education. Though Caraga region is confronted with a number of threats like high incidence of poverty, the presence of external partners, competent education leaders, with equally trained teachers, instructional leaders and supervisors defeats these threats.

On this rate, the graphical presentation shows that the Retention Rate for the past five consecutive school years in the elementary level, indicates a consistent increase especially in the public schools. The retention rate which is more than 90% in five years implies that DepEd Caraga is achieving its goals of ensuring students' success. The circumstantial factors like socio-economic status, finances, and family issues could be the reason for the decrease in a particular year. Furthermore, sustaining a 90% retention for five years indicates that the strategies employed by

leaders and school heads are effective. One of the strategies is identifying and saving student-at-risk of dropping out, and having a high quality teaching staff, curriculum and academic support.

The twelve (12) divisions of DepEd Caraga have different characteristics as to geographical locations, size and political environment. One city division is highly urbanized, Butuan City and five (5) are small city divisions namely: Bayugan City, Bislig City, Cabadbaran City, Surigao City and Tandag City Divisions. The four (4) provincial divisions are Agusan del Norte, Agusan del Sur, Surigao Norte and Surigao del Sur Divisions. However, among the four provincial divisions, Agusan del Sur is the biggest followed by Surigao del Sur Division.

To understand further the performance of each schools division offices especially during the breakout of COVID 19 virus, the following key performance indicators are presented as to access, efficiency and quality.

ACCESS INDICATORS

Gross Enrollment Rate (GER)

The indicator is used to show the general level of participation in primary education. It is used in place of the Net Enrollment Ratio when data on enrollment by single years of age is not available. It can also be used together with the Net Enrollment Ratio to measure the extent of over-aged and under-aged enrollment.

DepEd Caraga region in SY 2020-2021 had accommodated only 80.47% of SHS students in the official age group, 98.38% in the Elementary and 91.42% in kindergarten. These imply that the school system were not able to accommodate children in the official age group of these 3 grade levels (kindergarten, elementary and Senior High School) since its GER did not approaches to 100%. As to JHS, the region has a high degree of access (104.57%) indicating that DepEd Caraga had catered all children in the official age group.

It may be noted that Caraga is confronted with several threats which include vulnerability to natural and human-induced hazards; high incidence of poverty; and geographical location of the region is mountainous. These threats affect the enrollment and attendance of students. However, with the presence of supportive stakeholders, competent education leaders, instructional leaders including teachers, these threats can be addressed.

Table 6. Gross Enrolment Rate

Level of Education	ADN	SDN	BAY	BIS	TAN	SC	CBR	BUT	DIN	SIA	SDS	ADS	CARAGA
Kinder	89.35%	96.65%	81.57%	83.73%	102.62%	75.63%	91.71%	99.45%	71.98%	88.79%	101.48%	90.13%	91.42%
Elem Gr1-6	96.88%	100.25%	93.55%	93.45%	103.00%	97.86%	108.40%	106.32%	74.94%	89.61%	101.37%	99.32%	98.38%
JHS	94.35%	142.24%	116.39%	103.39%	126.30%	87.58%	117.86%	119.30%	86.80%	100.70%	99.14%	97.14%	104.57%
SHS	74.20%	116.89%	95.69%	84.93%	110.61%	71.82%	99.62%	92.57%	68.70%	87.48%	77.53%	63.86%	80.47%

With a high GER of JHS in 2019-2020 which is 103.11% and a graduation rate of 96.47%, it shows that not all JHS who graduated in SY 2019-2020 have enrolled in SHS in SY 2020-2022 since only 80.47% were accommodated. There were 16% graduates who were not able to proceed. This could be attributed to high unemployment rate (2019 is 4.8% and 7.6% in 2020), child labor (5.8%), and poverty (117,800 families in CY 2020).

A GER of learners in kindergarten (91.42%) and a NER with only 68.28% (refer to table 7) merely shows that there were overaged pupils enrolled and this could be attributed to the notion of parents that a 5-year old child is too young to be in school or it could be due to lack of information or advocacy in the field.

Segmentation of SDOs shows that provincial divisions like ADN and SDN, the division of Agusan del Norte has lower GER than SDN. The cause was due to the economic crisis experienced by the families, especially working in the mining companies that have closed in 2019 and 2020. They have also high cases of teenage pregnancy.

Delving deeper into the table, among the five city divisions namely; Bayugan City, Bislig City, Cabadbaran City, Surigao City and Tandag City (color coded in blue), the City of Tandag has the highest GER in all grade levels. The opening of two (2) integrated schools and one (1) senior high school, the intensified implementation of Education Service Contract (ESC), and the government continued support to the 4Ps, contributed to the increase of gross enrolment rate of the secondary level. Besides, learners who stopped schooling because they prefer to earn a living, grab the opportunity to enroll in SY 2020-2021 because they can still continue to work and at the same time studying because of the modular distance learning. Butuan City as a highly urbanized city has also a high percentage comprising 106.32% next to Cabadbaran City in the elementary level and second in Junior High School.

Butuan City known as highly urbanized city in the region was able to accommodate children in the official age group since it has a high GER in all grade levels. Their effective interventions are establishment of Integrated Schools, or decongestion of schools. One that also made them increase their GER is the migration of other learners from other divisions or regions.

However, with the two island divisions in Caraga region, the division of Siargao has a higher GER than Dinagat division. This also shows that Siargao has an effective intervention to cater learners, like the implementation of ALS portfolio assessment to provide opportunity for the OSY/OSC to proceed to formal education, house-to-house campaign of enrollment, early registration attracted learners to go back or enroll even in the new normal situation. They also provide assistance for assessment of over-age or balik-aral learners and those learners coming from abroad for them to their proper placement of grade level upon enrolment.

Comparing the two big divisions, Surigao del Sur and Agusan del Sur division, the latter was bombarded with many challenges especially in Senior High School than the former. The scenario was caused by different factors like fear of the virus, parents' capacity to do teaching at home, lack of personal interest, disability, and insufficient family income. However, during the pandemic time, fear of the virus was the prevailing reason for the dropping rate.

Net Enrolment Rate

The indicator provides a more precise measurement of the extent of participation in primary education of children belonging to the official primary school age. The NER in kindergarten for SY 2020-2021 is only 68.28% and it did not reach the ideal maximum value for the NER which is 100%. This denotes that part of the 37.42% of the pupils could have transferred to other regions, have passed away or did not enroll since there is a notion of parents that a 5-year old child is too young to be in school.

With the GER of 80.47% learners in SHS, and a NER of 46.17 denotes that almost one half (34.3%) are overaged or underaged learners. This means that these learners comprising 34.3%, includes those repeaters who left school for some reasons like family problems, early marriage and others. The low NER in senior high school could be attributed to the employment of senior high school students to help augment the income of the family since the region has high poverty incidence even in CY 2018.

Table 7. Net Enrolment Rate

Level of Education	ADN	SDN	BAY	BIS	TAN	SC	CBR	BUT	DIN	SIA	SDS	ADS	CARAGA
Kinder	68.51%	76.58%	62.51%	63.47%	78.14%	59.12%	69.49%	75.84%	54.25%	59.46%	75.73%	64.59%	68.28%
Elem Gr1-6	92.45%	96.46%	88.54%	87.41%	96.04%	93.14%	101.59%	99.73%	69.33%	83.13%	94.33%	91.31%	92.04%
JHS	78.67%	115.20%	95.62%	85.54%	99.17%	70.98%	97.98%	95.28%	69.25%	82.88%	78.98%	77.35%	84.38%
SHS	44.57%	65.31%	54.74%	51.97%	62.10%	43.84%	57.68%	51.62%	40.19%	51.25%	42.64%	36.89%	46.17%

With the NER in JHS for SY 2019-2020 (82.20%), and a NER in SHS for SY 2020-2021 with only 46.17%, it shows that 36.03% of the learners who are of official school-age group and who were enrolled in SY 2019-2020, were not able to enroll in SY 2020-2021.

Another reason is the presence and establishment of secondary schools in the far-flung areas, hence, from 2020-2022 only 24 classrooms are funded and constructed for the entire region. Below is the data of the last miles schools in Caraga.

Table 8. Last Mile Schools in Caraga Region

Division	No. of Last Mile Schools	2020	2021	2022	Total Funded	Unfunded
Agusan del Norte	129	1		1	2	127
Agusan del Sur	174	1			1	173
Bayugan City	36	1			1	35
Bislig City	13	1			1	12
Butuan City	22		1		1	21
Cabadbaran City	7		1		1	6
Dinagat Islands	73	1		3	4	69
Siargao Islands	80	1		2	3	77
Surigao City	37	1			1	36
Surigao del Norte	38	2		4	6	32
Surigao del Sur	65	1		1	2	63
Tandag City	6	1			1	5
Total	680	11	2	11	24	656

Segmentation of SDOs show that provincial division which are of the same size like ADN and SDN, the division of SDN has the higher percentage in all grade levels. Their interventions which helped them are the following: house to house info-drive/campaign before enrolment, child mapping during early registration, enrolment advocacy in barangay assemblies, intensified implementation of Oplan Balik-Eskwela, capitalization on 4Ps program of the government with the strong partnership of the municipal link officer for the high attendance percentage rate of school children, and strong adherence to “No Collection Policy”. The high NER in JHS which is more than 100% is due to the location of Surigao del Norte National High School which is in the City of Surigao.

Agusan del Sur has low percentage compared to Surigao del Sur, Based on the Focus Group Discussion (FGD) of the Division Monitoring Team, school heads revealed reasons which are attributed to the geographical location of the schools where learners have difficulty reaching to schools in GIDCA communities and also found to be contributory in the enrolment status in elementary. In addition, during the pandemic time. The fear of the virus was the prevailing reason for the dropping rate. Result also from the 2021 PLFS for Proportion of 6-12 years old not attending classes surfaced the top3 municipalities: Talacogon 31.02%, Loreto of 23.42%, and Rosario 16.05% respectively.

In SY 2020-2021, for elementary, Cabadbaran City Division exceeded 100% which shows that all the learners with official school age in this grade level are all enrolled in school but there are also some learners from nearby municipalities enrolled in schools that belong to Cabadbaran City. The Net Enrollment Rate in JHS was due to the establishment of new secondary schools and conversion of elementary schools to Integrated Schools. Conversely, the increasing NER of Tandag City Division in secondary learners is attributed to the opening of two (2) integrated schools and one (1) senior high school located in the city.

Butuan City, highly urbanized city, has the lowest NER in Senior High School with only 51.62% of learners indicating that 48.38% of learners are over age or out of school. This could be due to the presence of many establishments like malls, restaurants, hotels that provides opportunities for work to the students to compensate the income of their parents. For other grade levels, strong partnership with local government unit in the establishment of schools greatly helped.

A provincial division like Surigao del Norte Division exceeded 100% in Junior High school which is 115% since some learners who are residents of the city are enrolled in secondary schools that belongs to Surigao del Norte Division. Students enrolled in one of the biggest national high school of SDN division are not just residents of the municipalities of the province but also residents of the city affecting NER of Surigao City with only 70.98%.

For Bayugan City Division, the Net Enrollment Rate of the Senior High School (SHS) in secondary level is 54.74% which is also very low from the standard of 100%. The low participation rate maybe attributed to the pandemic. A significant number of Grade 11 learners did not attend classes because many of them helped their parents in securing food in their homes and look for other jobs to augment family income.

The Balik-Eskwela program was not also effective since there are school age children in the community who have not gone back to school. The decrease in the net enrollment rate can also be attributed to several factors. Consequent to the restriction of the IATF, most parents and learners were afraid to send their children in the school

despite DepEd enforced non-face to face modality in school where only the parents will get and return back the distributed modules.

Transition Rate

Transition Rate (from primary level to intermediate level, Grade IV to Grade V; elementary to secondary) is the percentage of pupils who graduate from one level of education and move on to the next higher level.

Table 9. Transition Rate

Level of Education	ADN	SDN	BAY	BIS	TAN	SC	CBR	BUT	DIN	SIA	SDS	ADS	CARAGA
Kinder-Grade1	98.11%	99.35%	98.45%	100.89%	95.20%	96.59%	97.85%	97.07%	97.61%	99.77%	98.87%	96.70%	97.83%
Elem - Gr3-Gr4	97.95%	98.70%	98.05%	97.81%	97.10%	96.11%	98.20%	96.99%	98.02%	97.46%	97.31%	95.78%	97.10%
JHS - Gr 6- Gr7	85.95%	113.41%	98.58%	103.22%	100.15%	71.56%	103.53%	98.87%	95.01%	92.64%	91.32%	87.74%	92.89%
SHS - Gr10-G11	87.22%	104.67%	114.17%	104.12%	111.04%	95.26%	102.55%	100.27%	99.11%	96.37%	92.87%	94.68%	97.49%

In SY 2020-2021, as displayed in the table above, not all the elementary graduates in all the schools' division offices have moved on in junior high school since the percentage are all less than 100%. However, in the junior high school, the Division of Bislig City, Cabadbaran City, Surigao del Norte and Tandag City have exceeded 100% which means that all learners in that current year have moved to another level including those who stopped moving in the previous year.

EFFICIENCY INDICATORS

Completion Rate

Table 9 presents the completion rate of the twelve (12) schools division offices in SY 2020-2021. It can be gleaned from the table that from Grade 7 to Grade 12, only 82.42% of the enrollees have completed the Senior High School. This could be accounted to the challenges especially during pandemic. Factors like high poverty incidence, child labor, teenage pregnancy, few schools in the far-flung areas especially for secondary. Completion Rate was affected during the peak of the COVID-19 health emergency.

Table 10. Completion Rate

Level of Education	ADN	SDN	BAY	BIS	TAN	SC	CBR	BUT	DIN	SIA	SDS	ADS	CARAGA
Kinder-Elem	94.27%	98.61%	89.49%	95.19%	90.51%	79.25%	91.26%	91.02%	98.55%	97.84%	95.12%	90.14%	92.68%
JHS (Gr7 to Gr10)	77.55%	97.15%	84.12%	90.43%	94.27%	91.70%	87.12%	97.19%	98.68%	95.47%	84.80%	90.82%	90.07%
SHS (Gr7 to Gr12)	61.04%	92.75%	77.64%	82.40%	88.11%	75.49%	80.66%	85.10%	94.40%	88.54%	75.23%	82.79%	82.42%

Comparing the two island divisions with the same challenges as to topography, Dinagat Islands Division has a higher percentage of completers from Grade 7 to Grade 10 and even from Grade 7 to Grade 12. This could be due to their intervention to keep the students in school. To mention, they have strengthened the Adopt-a-Learner Program (bahay silangan project, libreng sakay, free tuition and school supplies),

strengthened partnerships of schools and LGUs and private agencies like City Savings Bank- with a paddle project donating boat to learners in the island schools.

As to provincial divisions, table 9 reveals that Agusan del Norte division has low percentage of completers compared to Surigao del Norte. Reasons for the decrease was the closure of two (2) mining industries in CY 2019 and 2020.

Butuan City as the highly urbanized city in the region was able to have 97.19% percentage of completers from Grade 7-Grade 10 compared to other city divisions in the region. One of the best practices of Butuan City division is the strong partnership with local government unit in the establishment of schools.

Examining further, Tandag City has the highest percentage among the five (5) small city divisions. Its notable interventions are the quarterly conduct of parents and teachers conference, Adopt-A-Child Program and the implementation of academic ease.

Cohort Survival Rate

The Cohort Survival Rate (CSR) computes the percentage of a cohort of pupils/students who are able to reach grade VI/Year IV. It is used to assess the internal efficiency and “waste-age” in education. This indicator is vulnerable to migration and caution should be used in computing at the school level.

Achieving high CSR for both elementary and JHS levels poses a challenge for the teachers to continuously seek for excellence in teaching and enhance their life and career literacies and skills to respond to the needs of the 21st century learners. The school administrators have to improve their instructional supervision and regular monitoring to ensure a culture of lifelong learning.

Table 11. Cohort Survival Rate

Level of Education	ADN	SDN	BAY	BIS	TAN	SC	CBR	BUT	DIN	SIA	SDS	ADS	CARAGA
Kinder-Elem	94.80%	99.16%	89.58%	95.44%	91.34%	79.25%	91.26%	91.20%	99.39%	98.90%	95.76%	90.91%	93.19%
JHS (Gr7 to Gr10)	77.96%	97.87%	85.47%	91.65%	95.82%	91.70%	87.12%	97.80%	100.00%	96.91%	86.15%	92.18%	91.02%
SHS (Gr7 to Gr12)	61.79%	94.84%	80.51%	85.30%	90.09%	77.96%	82.05%	88.73%	96.63%	90.98%	77.57%	85.21%	84.83%

It is also revealed in table 10 that Dinagat Division has a higher cohort survival rate than Siargao Division. With the best practices of Dinagat Division like strengthened partnerships with LGUs and private education partners for the Adopt-a-Learner/School program and Pro-Poor Economic Incentives, Libreng Sakay Project, Bahay Silongan ng Mag-aaral, Paddle to School Project of City Savings Bank (donating boats to learners in the island schools) Intensified Feeding Program, and Child-Friendly School effectively hold the learners to stay in the school despite of the challenges in going to school. Its high NER clearly shows that the Dinagat has high percentage of learners who survived to reach the last grade level.

Agusan del Norte’s poverty incidence registered at 35.2% in 2018 which then worsened during the pandemic to 38.3% (NEDA, 2021. Closure of two mining companies, namely: San Roque Metals Incorporated in 2018 and Agatha Mining Ventures, Incorporated in 2019 contributed to the loss of income opportunities for the families in the municipalities of Tubay and Santiago. With the onset of the pandemic, more small and medium enterprises are closed in and around the nearby municipalities in province.

Furthermore, in Agusan del Norte, the schools registered a total of 112 pregnant students enrolled from Grade 7 to Grade 12 while looking at the data from the Commission on Population there are a total of 491 aged 19 and below in the 10 municipalities of the province.

With the prevailing poverty incidence of Agusan del Norte at 35.2% in 2018 which then increased during the pandemic to 38.3% (NEDA, 2021), able-bodied children aged 5-17 of the population opted to work. Children belonging to the older age groups (15 to 17 years) were more likely to work than the younger ones. Working children was higher among boys compared to the girls. The agriculture sector registered the highest proportion of working children in 2020 at 47.4 percent. (<https://psa.gov.ph/content/working-children-and-child-labor-situation>).

Retention Rate

The Retention Rate determines the degree of pupils/students in a particular school year who continue to be in school in the succeeding year. This indicator is also vulnerable to migration.

Based on the focused group discussions conducted by Bislig City Division, the following practices were employed by the schools with high retention rates; initiated projects on the use of digital resources innovation through an improved system to support modular distance learning. Literacy and numeracy projects; free delivery and retrieval of modules in difficult-to-reach sitios and puroks; harmonized, integrated, and unified school activities with both parents and students; student-led activities with support from the Sanguniang Kabataan; enrollment advocacy—giving away free items like school supplies and other items; distributing Christmas gifts in December; taking part in community events to get stakeholders' support; getting direct feedback from students.

Table 12. Retention Rate

Level of Education	ADN	SDN	BAY	BIS	TAN	SC	CBR	BUT	DIN	SIA	SDS	ADS	CARAGA
Kinder-Elem	98.81%	99.63%	97.54%	98.67%	97.51%	95.84%	98.19%	97.96%	98.83%	99.18%	98.12%	97.77%	98.13%
JHS (Gr7 to Gr10)	91.91%	98.70%	94.77%	96.53%	98.15%	97.09%	95.34%	98.76%	101.00%	98.66%	94.72%	97.03%	96.59%
SHS (Gr7 to Gr12)	90.70%	99.46%	98.05%	97.26%	99.96%	95.00%	96.29%	97.64%	99.98%	97.69%	94.47%	96.32%	96.27%

Promotion rate

The Promotion rate assesses the extent of pupils/students who are promoted to the next grade/year level.

It is also displayed from the table below that all the schools division offices in Caraga region have less than 100% promotion rate in SY 2020-2021 indicating that not all learners enrolled in the current year were promoted to the next grade level.

Table 13. Promotion Rate

Level of Education	ADN	SDN	BAY	BIS	TAN	SC	CBR	BUT	DIN	SIA	SDS	ADS	CARAGA
Kinder-Elem	97.94%	98.36%	97.17%	97.52%	94.55%	95.65%	97.67%	96.54%	95.25%	96.46%	96.46%	95.38%	96.45%
JHS (Gr7 to Gr10)	90.54%	96.49%	93.04%	93.59%	94.65%	96.44%	95.30%	95.09%	96.70%	95.97%	92.11%	93.85%	93.96%
SHS (Gr7 to Gr12)	89.79%	96.83%	94.57%	94.58%	95.30%	94.13%	95.56%	94.63%	96.80%	95.97%	92.74%	94.15%	94.54%

Graduation Rate

The Grade 6/Grade10 promotion rate is the graduation rate for the elementary/secondary level.

It is revealed in the table below that all the schools division offices in Caraga region have less than 100% graduation rate in SY 2020-2021 implying that not all learners enrolled in the current year graduated. However, all SDOs have more than 90% graduation rate which shows that the strategies and interventions in their learning continuity plan were effective in promoting the learners during pandemic.

Table 14. Graduation Rate

Level of Education	ADN	SDN	BAY	BIS	TAN	SC	CBR	BUT	DIN	SIA	SDS	ADS	CARAGA
Elem (Grade6)	98.80%	98.26%	99.43%	99.03%	97.19%	99.73%	99.72%	98.83%	97.63%	97.18%	98.26%	97.35%	98.29%
JHS (Gr10)	98.22%	97.10%	96.67%	96.68%	95.67%	98.96%	98.79%	96.64%	96.23%	96.57%	96.78%	95.84%	96.87%
SHS (Gr12)	98.79%	97.80%	96.44%	96.61%	97.80%	96.83%	98.31%	95.91%	97.69%	97.32%	96.98%	97.15%	97.16%

School Leaver Rate

School Leaver Rate is the Education for All (EFA) measure for dropout rate. It covers both pupils/students who do not finish a particular grade/year level as well as those who finished but failed to enroll in the next grade/year level the following school year. It is theoretically more comprehensive than Simple Drop-out Rate but becomes unreliable in areas with substantial migration.

According to the Functional Literacy, Education and Mass Media Survey (FLEMMS) conducted by the Philippine Statistics Authority in 2019, the age group shows that majority of the population belonging to 12-17 age group lack the interest to attend school. Moreover, the second prevailing reason of children aged 12-15 not attending school was their families' insufficient income to send them to school (14.4%).

The school leaver rate of Caraga Region for the school year 2019 -2020 is high. The aforementioned reasons like teen age pregnancy, child labor, maternal death, malnutrition, peace and order, and children being in conflict with the law are the compelling causes of the fluctuating data.

Table 15. School Leaver Rate

Level of Education	ADN	SDN	BAY	BIS	TAN	SC	CBR	BUT	DIN	SIA	SDS	ADS	CARAGA
Kinder-Elem	0.84%	0.14%	1.65%	0.76%	1.61%	3.78%	1.49%	1.84%	0.09%	0.18%	0.70%	1.59%	1.27%
JHS (Gr7 to Gr10)	7.92%	0.83%	5.05%	3.11%	1.66%	2.09%	3.32%	1.02%	0.32%	1.26%	5.02%	2.79%	3.20%
SHS (Gr7 to Gr12)	9.05%	1.23%	4.06%	3.10%	2.04%	4.88%	3.46%	2.58%	0.95%	1.99%	5.12%	3.26%	3.37%

The schools division offices' performance has a direct effect on the overall KPIs of the region. Thus, the performance of the schools division offices may pose a threat to the performance of the overall KPIs of the region since they do not meet the national target.

This could be due to the high inflation rate in Caraga and learners opted to stop schooling and find employment to assist the financial status of their family. Employment is one of the reasons due to the high poverty incidence of the region. Female JHS students opt to stop and work as "yaya", sales lady and house helper.

However, the slight decrease in elementary is because of the poverty alleviation, and interventions provided by the government. One of the programs implemented to improve access to basic education among Filipinos is the Pantawid Pamilyang Pilipino Program (4Ps). It encourages drop-outs to go back to school.

Conversely, the government has programs to address this problem. Several programs implemented are the Education Voucher System (EVS), Government Assistance to Students, and Teachers in Private Education (GASTPE). On top of free public basic education are laudable programs which extend financial assistance to parents to send their children to school.

Many Filipinos do not have a chance to attend and finish formal basic education due to many reasons. Some drop-out from schools while some do not have schools in their communities. The Region has intensified the establishment of schools especially in geographically isolated and disadvantaged areas and IP communities. Since every Filipino has a right to free basic education, the Government establishes ALS to provide all Filipinos the chance to have access to and complete basic education in a mode that fits their distinct situations and needs. It is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. Thus, when one does not have or cannot access formal education in schools, ALS is an alternate or substitute.

In Caraga, there are many industries that can be tapped as partners to help address the problem of drop-outs. There are many opportunities in the region like the presence of mining industries, wood, banana and palm industries located in different provinces. Our competent and trained educational leaders and teachers working in synergy would also address the simple drop-out among our learners.

For Bayugan City, the high school leavers last SY 2020-2021 is caused by (some) learners' family transferring to another place but failed to enroll at the school near the new place of residence while the rest dropped out (NLPA) because their parents stopped getting their children's modules due to the distance of their home to the school and due to the geographical difficulty, inaccessibility, and difficulty of their area.

In Surigao del Norte, most of the causes of learners in leaving schools are problems in the family due to financial crisis. Themes that emerged in a study of Juanite and Pullos (2018) entitled "A Phenomenological Analysis on the Drop-Out and School- Leaver Incidences in the Schools Division of Surigao Del Norte (BERF subsidized) are the following: familial problems, distraction outside the school and community, school issues and concerns, and distinct IP culture behavior.

Examining further the table, it can be seen in the table that Agusan del Norte has a high school leaver compared to Surigao del Norte. The Department of Labor and Employment-Caraga Regional Office provided the age profile of child laborers in Agusan del Norte for 2021 by municipality. Per information from DOLE-Caraga, not all municipalities and barangays in the province were not saturated due to budget constraints. As presented in the table, understandably, aged 5-10 years old have the least number of child laborers compared to aged 11-14 years old and 15-17 years old.

Table 16. Age Profile of Child Laborers by Sex in Agusan del Norte, 2021

Municipality	5 – 10 years old		11–14 years old		15–17 years old	
	Male	Female	Male	Female	Male	Female
Buenavista	0	0	0	0	0	0
Carmen	1	0	0	0	4	0
Jabonga	0	0	1	0	2	1
Kitcharao	11	11	29	61	39	28
Las Nieves	1	0	4	1	2	0
Magallanes	11	9	54	39	48	32
Nasipit	9	28	73	50	63	53
RT Romualdez	1	1	9	3	3	0
Santiago	0	0	0	0	0	0
Tubay	0	0	1	1	4	1
TOTAL	34	49	171	152	165	115

High number of pregnancies is encountered in the division of Agusan del Norte. The number of pregnant students by grade level in SY 2019-2020 & SY 2020-2021 and the data on teenage pregnancy for CY 2021 provided by the Commission on Population- XIII Caraga are revealed in table 16.

Table 17. Number of Teenage Pregnancy Aged 19 Years Old Below by Municipality, 2021

Province / Municipality	Number of Teen Pregnancy
Agusan del Norte	491
Buenavista	135
Carmen	54
Jabonga	19
Kitcharao	18
Las Nieves	36
Magallanes	19
Nasipit	92
RT Romualdez	46
Santiago	35
Tubay	37

Data Source: 2021 Commission on Population, XIII Caraga Regional Office

Siargao Division has more school leavers compared to Dinagat Island Division because of high job opportunities in the Island. The island is a tourist attraction to local and foreign tourists because it is known as the surfing capital of the country. Some students opted to work in a resort, restaurants and as trainer in surfing.

In general, based on the results of the conduct of rapid appraisal in CY 2019 before pandemic, it came out that most of the reasons of dropping out are on peers factor, poverty (no money for their school supplies, fare), lack support of the family, environmental issues (Net Cafe), poor reading ability, economic status, commitment of teachers, distance of school from student's house, nutritional status. transfer of residence, broken home, Teen age pregnancy, Early marriage ,Pupils' lack of interest Computer addiction , child labor , weather factor ,peer pressure ,lack of support from the parents, pupils' home address cannot be located by the teachers. These identified reasons are still observable in this current time. Some are worsened due to the crisis brought by the pandemic.

Repetition Rate

The repetition rate determines the magnitude of learners who repeat a grade level. A high repetition rate implies a high wastage of resources.

Table 18. Repetition Rate

Level of Education	ADN	SDN	BAY	BIS	TAN	SC	CBR	BUT	DIN	SIA	SDS	ADS	CARAGA
Kinder-Elem	1.22%	1.50%	1.18%	1.72%	3.84%	0.57%	0.84%	1.62%	4.66%	3.36%	2.84%	3.03%	2.28%
JHS (Gr7 to Gr10)	1.54%	2.67%	1.91%	3.31%	3.69%	1.47%	1.39%	3.90%	2.98%	2.77%	2.87%	3.36%	2.84%
SHS (Gr7 to Gr12)	1.16%	1.94%	1.37%	2.31%	2.66%	1.00%	0.97%	2.79%	2.25%	2.04%	2.14%	2.58%	2.09%

It is reflected in the table that Dinagat Island Division has a high percentage of repeaters in all grade levels in SY 2020-2021 but has a high completion rate and low school leavers. The high percentage of repetition in Dinagat is due to the increase in percentage of GER, in kindergarten, from 71.12% in SY 2019-2020 to 71.98% in SY 2020-21, JHS from 85.11% to 86.80% and in SHS from 55.99% to 68.70%. The increase in percentage shows that learners who stopped schooling were already enrolled. The distance learning modality maybe motivated the students to be in school.

Furthermore, the data shows that the additional percentage of learners in elementary (.86%), JHS (1.69%) and SHS (12.71) in SY 2020-2021 are the repeaters or balik-aral learners in Dinagat Islands. Hence, the school leaver in SY 2019-2020 is high which is 1.20% in kindergarten to elementary, JHS is 4.84% and 6.84% in SHS.

Generally, DepEd Caraga is in a stage of “*Catching Up*” as described by DepED Central Office since some of the indicators of DepEd Caraga are above the set target but below the national average. Other indicators like the level of proficiency remain as challenged since the region is “*falling behind*”- both below the set target and national average.

It is noteworthy that the schools’ division offices with more than 90% in quality indicators are considered as an opportunity for the over-all performance of DepEd Caraga.

QUALITY



The National Achievement Test Results for Grade 6 is presented in Table 17. It is evident in the table that in SY 2016-2017 majority of the Grade 6 pupils are low proficient comprising 70.94% of the total population. It is also notable in the table that in SY 2017-2018, it increases to 72.42% pupils who are low proficient.

Furthermore, DepEd Caraga has implemented the different policy guidelines supporting the implementation of the K to 12 program. The use of MTB-MLE in the K to 3 has allowed the learners to better improve their comprehension and reasoning skills. The strong support from the local government officials as well as local industries and private individuals contributes to the improvement of the learning outcomes.

Equally important, the region also has a pool of trained teachers, instructional leaders and instructional supervisors.

Table 19. National Achievement Test Results for Grade 6

Proficiency Level	2016-2017		2017-2018	
	N	%	N	%
High Proficient	5	.01	0	0.00
Proficient	1,442	2.32	580	2.51
Nearly Proficient	8,709	13.98	2,969	12.85
Low Proficient	44,181	70.94	16,729	72.42
Not Proficient	7,942	12.75	2,822	12.22

Yet, the educational leaders, local officials, and stakeholders of the region have to strengthen their partnerships to overcome the weaknesses that affect the attendance and performance of learners. This compels the DepEd officials to intensify the conduct of technical assistance to the schools division offices and schools toward the conduct of intervention activities to achieve the desired outcomes. Thus, to decrease the number of learners who are low proficient, there is a need to strengthen the teaching practices of the teachers to motivate learners to learn; enhance teachers' effectiveness in utilizing teaching pedagogy and differentiated instruction to respond to the needs of the diverse learners.

Some internal factors that could have possibly caused the decline in the achievement rate are contact time with students, pedagogy used by teachers, and the conduct of instructional supervision by the school heads and supervisors. The schedule of the examination and the methods of the conduct of the national achievement test were also contributory in the decline of the achievement rate.

Moreover, the Caraga region is confronted with a myriad of environmental and social threats such as peace and order, climate, and economic conditions which undoubtedly impact students' (elementary and secondary) performance. Natural and human-induced hazards; high incidence of poverty; substandard utility services; huge part of the region is mountainous, and high-number of OSYs among other reasons potentially affect learners' performance.

Table 20. National Achievement Test for Grade 10

Proficiency Level	2016-2017		2017-2018	
	N	%	N	%
High Proficient	0	0.00%	0	0.00%
Proficient	383	1.05%	47	.32%
Nearly Proficient	11,171	30.63%	4,016	27.05%
Low Proficient	23,726	65.06%	10,130	68.23%
Not Proficient	1,190	3.26%	654	4.40%

Table 21. National Achievement Test for Grade 12

Proficiency Level	2016-2017		2017-2018	
	N	%	N	%
High Proficient	0	0.00%	0	0.00%
Proficient	0	0.00%	0	0.00%
Nearly Proficient	1,744	13.82%	5,317	15.39%
Low Proficient	9,826	77.84%	27,403	79.31%
Not Proficient	1,053	8.34%	1,830	5.30%

Some internal factors that could have possibly caused the decline in the achievement rate are contact time with students, pedagogy used by teachers, and the conduct of instructional supervision by the school heads and supervisors. The schedule of the examination and the methods of the conduct of the national achievement test were also contributory in the decline of the achievement rate.

One reason identified in Agusan del Norte Division is the time for teaching and learning. DepEd Order No. 9, 2005 instituting measures to increase engaged time on task and ensuring compliance therewith. Unfortunately, in the Division of Agusan del Norte they found out that there is a need to intensify the implementation of the said regulations to ensure that all school heads both in elementary and secondary will do the task as instructional leaders that composed 70% of their work. They also found out that many teachers, lack of time is the main reason why they were not able to deal with their student's specific needs.

In Butuan City, the challenges in English are the following: teachers needs upskilling on the level of questioning, poor reading comprehension and word recognition, non-English majors teaching the subject, need improvement of constructed assessment test. In math, some non-math major teachers skip to teach they do not master, teachers employ obsolete teaching strategies blocking the interest of the learners in the classroom instruction.

During pre-pandemic where the modality of learning was face to face, low proficiency in English and Math was already a problem as depicted by the NAT results in 2016 and 2017. Learning loss was expected to be high when the outbreak happened, because of the abrupt change in the system, new learning modality, and unpreparedness in the department.

With the absence of data from DepEd Central Office on the conduct of achievement test, the Regional Office and the Schools Division Offices of Caraga Region took an initiative to design and conduct an assessment test to determine the learning loss during the outbreak of COVID 19 virus.

Results of the learning gap assessment are presented below:



Figure 1. Learning Gaps Key Stage 1 (Grade 1-3)



Figure 2. Learning Gaps Key Stage 2 (Grade 4-6)



Figure__Learning GapsKey Stage 3 (Grade 7-10)



Figure__Learning GapsKey Stage 3 (Grade 7-10)

Table 22 Learner Gap Assessment Results

LEARNING GAP ASSESSMENT RESULTS, SY. 2021-2022

Consolidated data from 12 SDOs as reported by the Division Testing Coordinators last November 4, 2022.

Grade Level	Aral. Pan.	Filipino	English	ESP	MTBMLE	Math	Science	TLE	MAPEH	Average
Grade 1	40.03	40.13	38.68	42.92	42.79	41.40			32.86	39.83
Grade 2	49.21	41.40	39.29	45.47	45.51	44.54			36.67	43.16
Grade 3	45.26	40.61	40.09	45.21	44.79	40.73	41.54		34.96	41.65
Ave. Key Stage 1	44.83	40.72	39.35	44.54	44.37	42.22	41.54	-	34.83	41.55
Grade 4	40.11	40.56	37.98	52.65		34.69	38.84	37.64	32.47	39.37
Grade 5	38.95	38.89	35.89	51.35		34.24	36.49	36.72	33.75	38.29
Grade 6	40.15	44.16	37.00	52.75		37.40	34.40	44.16	35.43	40.68
Ave. Key Stage 2	42.65	40.92	38.33	47.84		39.32	36.58	39.51	34.42	39.95
Grade 7	36.10	39.16	35.83	44.57		31.33	31.97	37.74	40.29	37.12
Grade 8	34.23	42.96	37.14	41.60		30.70	34.03	35.53	36.90	36.64
Grade 9	35.23	45.57	38.32	44.10		33.05	35.93	38.93	38.20	38.67
Grade 10	39.86	42.92	42.09	41.09		33.35	37.67	42.78	43.27	40.38
Ave. Key Stage 3	36.35	42.65	38.34	42.84		32.11	34.90	38.75	39.67	38.20
Grade 11	41.41	44.34	38.22	48.00		35.42	31.78	40.63	38.73	39.82
Grade 12	41.01	42.97	40.54			48.11	37.23	40.95	41.67	41.78
Ave. Key Stage 4	41.21	43.66	39.38	48.00		41.77	34.50	40.79	40.20	41.19

Least Learned Competencies

English

Table 23 List of Least Mastered Competencies in English, SY 2020-2021

Grade Level	Competencies
1	(4) Recognize common action words in stories listened to.
	(2) Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.).
	(3) Sort and Classify familiar words into basic categories (colors, shapes, foods, etc.).
	(4) Give the meaning of words using clues (TPR, pictures, body movements, etc.).

	(2) Give one-to-two step directions.
2	(2) Use demonstrative pronouns (this/that, these/ those) .
	(5) Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.).
	(2) Differentiate words with different medial vowels (eg: cap-cop-cup; fan-fin-fun).
	(2) Read phrases, short sentences and short stories consisting of words with short e, a, i, o, and u then answer the Who, What and Where questions about them.
	(3) Write the names of pictures with the short a, e, i, o, and u words.
3	(3) Interpret simple maps of unfamiliar places, signs and symbols.
	(3) Interpret simple graphs, tables, and pictographs.
	(3) Restate facts from informational texts (climate change, children's rights, traffic safety, etc.) listened to.
	(4) Recognize and read some irregularly spelled words (e.g. such as enough, through, beautiful).
	(6) Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations).
4	(5) Write a short story (fiction/nonfiction) with its complete elements.
	(4) Identify features of Journalistic Writing.
	(5) Distinguish among types of Journalistic Writing (news report, opinion article, feature article, and sports news article).
	(4) Write a news report using the given facts.
	(10) Write/compose an editorial.
5	(5) Analyze how visual and multimedia elements contribute to the meaning of a text.
	(5) Write paragraphs showing: cause and effect, comparison and contrast and problem solution relationships.
	(10) Write a feature article.
6	(4) Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs).
	(8) Compose a persuasive essay on self-selected topic .
7	(7) Distinguish features of academic writing.
	(4) Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation).
	(4) Determine the worth of ideas mentioned in the text listened to.
	(5) Determine the truthfulness and accuracy of the material viewed.
	(6) Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways.
8	(4) Expand the content of an outline using notes from primary and secondary sources.
	(4) Synthesize essential information found in various sources.
	(5) Compose effective paragraphs.
	(5) Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, persuasive).
	(3) Deliver a self-composed speech using all the needed speech conventions.
9	(1) Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation.
	(1) React to lay value judgment on critical issues that demand sound analysis and call for prompt actions.
10	(1) Distinguish technical terms used in research.

	1) Give expanded definitions of words.
	(1) Observe correct grammar in making definitions.
	(1) Compose a research report on a relevant social issue.
	1) Give expanded definitions of words.

Mathematics

Table 24 List of Least Mastered Competencies in Mathematics, SY 2020-2021

Quarters	Least-learned Competencies (MELCs-based)
	Grade 1
1	Identifies the number that is one more or one less from a given number M1NS-Ib-3
	Reads and writes numbers up to 100 in symbols and in words M1NS-If-9.1
	Visualizes, represents, and orders numbers up to 100 in increasing or decreasing order M1NS-Ih-13.1
2	Visualizes and adds numbers with sums through 99 without or with regrouping. M1NS-Iic-27.3
	Visualizes and solves one- step routine and non-routine problems involving addition of whole numbers including money with sums up to 99 using appropriate problem-solving strategies. M1NS-Iie-29.1
	Visualizes, represents, and solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 99 with or without regrouping using appropriate problem-solving strategies and tools M1NS-Iii-34.1
3	Constructs equivalent number expression using addition and subtraction M1AL-IIIh-8
	Identifies and creates patterns to compose and decompose using addition. M1AL-IIii-9
	Visualizes and finds the missing number in an addition or subtraction sentence using a variety of ways M1AL-IIIj-10
4	Solves problems involving time (days in a week, month in a year, hour, half-hour, and quarter-hour) M1ME-IVh-4
	Infers and interprets data presented in a pictograph without scales e.g. finding out from the title what the pictograph is all about, comparing which has the least or greatest M1SP-IVh-3.1
	Solves routine and non-routine problems using data presented in pictograph without scales M1SP-IVh-4.1
	Grade 2
1	Reads and writes numbers up to 1000 in symbols and in words M2NS-Ic-9.2
	Illustrates the properties of addition (commutative, associative, identity) and applies each in appropriate and relevant situations M2NS-Ig-26.3
	Compares values of different denominations of coins and paper bills through Php100 using relation symbols. M2NS-If-22.1
2	Solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 1000 using appropriate problem-solving strategies and tools. M2NS-Iic-34.2
	Solves multi-step routine and non-routine problems involving addition and subtraction of 2- to 3-digit numbers including money using appropriate problem-solving strategies and tools M2NS-Iie-34.4

	Solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem-solving strategies and tools M2NS-III-45.1
3	Visualizes and represents division as equal sharing, repeated subtraction, equal jumps on the number line and using formation of equal groups of objects M2NS-IIIa-49
	Visualizes division of numbers up to 100 by 2,3,4,5, and 10 (multiplication table of 2, 3, 4, 5 and 10). M2NS-IIIb-51.1
	Solves routine and non-routine problems involving division of numbers by 2,3,4,5 and 10 and with any of the other operations of whole numbers including money using appropriate problem-solving strategies and tools. M2NS-IIIc-56.1
4	Tells and writes time in minutes including a.m. and p.m. using analog and digital clocks M2ME-IVa-5
	Visualizes, represents, and solves problems involving time (minutes including a.m. and p.m. and elapsed time in days). M2ME-IVa-7
	Solves routine and non-routine problems involving length. M2ME-IVc-27
Grade 3	
1	Reads and writes money in symbols and in words through PhP 1000 in pesos and centavos M3NS-Ic-20.2
	Solves routine and non-routine problems involving addition of whole numbers with sums up to 10 000 including money using appropriate problem-solving strategies and tools M3NS-If-29.3
	Solves routine and non-routine problems involving subtraction without or with addition of whole numbers including money using appropriate problem-solving strategies and tools M3NS-Ii-34.5
2	Estimates the quotient of 2- to 3- digit numbers by 1- to 2- digit numbers M3NS-III-55.1
	Solves routine and non-routine problems involving division of 2- to 4-digit numbers by 1- to 2- digit numbers without or with any of the other operations of whole numbers including money using appropriate problem-solving strategies and tools M3NS-IIj-56.2
3	Reads and writes fractions that are equal to one and greater than one in symbols and in words. M3NS-IIIb-76.3
	Visualizes, represents, and arranges dissimilar fractions in increasing or decreasing order M3NS-IIIId-78.3
	Visualizes and generates equivalent fractions M3NS-IIIe-72.7
	Finds the missing value in a number sentence involving multiplication or division of whole numbers. M3AL-IIIj-12
4	Visualizes, and represents, and converts time measure from days to week, month, year and vice versa, weeks to months and year and vice versa, and months to year and vice versa. M3ME-IVa-9
	Visualizes, and represents, and solves routine and nonroutine problems involving conversions of common units of measure M3ME-IVc-40
	Solves routine and non-routine problems using data presented in a single-bar graph M3SP-IVh-4.3
Grade 4	
1	Multiplies numbers up to 3-digit numbers by up to 2-digit numbers without or with regrouping. M4NS-Ic-43.7

	Solves routine and nonroutine problems involving multiplication of whole numbers including money using appropriate problem-solving strategies and tools. M4NS-Id-45.4
	Solves multi-step routine and non-routine problems involving division and any of the other operations of whole number including money using appropriate problem-solving strategies and tools M4NS-Ih-56.4
2	Finds the common multiples and least common multiple (LCM) of two numbers using the following methods: listing, prime factorization, and continuous division M4NS-IIc-68.1
	Performs addition and subtraction of similar and dissimilar fractions M4NS-IIg-83
	Solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tool M4NS-IIh-87.1
3	Finds the elapsed time in minutes and seconds M4ME-IIIc-11
	Solves routine and non-routine problems in real-life situations involving perimeter of squares and rectangles, triangles, parallelograms, and trapezoids M4ME-IIIi-52
	Converts sq. cm to sq. m and vice versa M4ME-IIIj-54
4	Solves routine and non-routine problems involving squares, rectangles, triangles, parallelograms, and trapezoids M4ME-IVc--60
	Solves routine and non-routine problems involving the volume of a rectangular prism M4ME-IVf--65
	Solves routine and non-routine problems using data presented in a single or double-bar graph M4SP-IVh--4.4
Grade 5	
1	Simplifies a series of operations on whole numbers involving more than two operations using the PMDAS or GMDAS rule M5NS-Id-62.2
	Solves real-life problems involving GCF and LCM of 2-3 given numbers M5NS-Ie-70.2
	Solves routine and non-routine problems involving addition and/or subtraction of fraction using appropriate problem-solving strategies and tools M5NS-If-2
2	Solves routine and non-routine problems involving addition and subtraction of decimal number including money using appropriate problem-solving strategies and tools. M5NS-IIc-108.1
	Solves routine and non-routine problems involving multiplication without or with addition or subtraction of decimals and whole numbers including money using appropriate problem-solving strategies and tools. M5NS-IIe113.1
	Solves routine and non-routine problems involving division without or with any of the other operations of decimals and whole numbers including money using appropriate problem-solving strategies and tools M5NS-IIg-120.1
3	Solves routine and non-routine problems involving percentage using appropriate strategies and tools. M5NS-IIIb-140
	Uses different strategies (looking for a pattern, working backwards, etc.) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions. e.g. $3x + 1 = 10$ (the unknown is solved by working backwards) M5AL-IIIc-14
	Solves routine and non-routine problems involving circumference of a circle M5ME-IIIj-71
4	Converts cu. cm to cu. m and vice versa; cu.cm to L and vice versa M5ME-IVd-80

	Finds the volume of a given cube and rectangular prism using cu. cm and cu. m. M5ME-IVd-81
	Solves routine and non-routine problems involving the area of a circle M5ME-Ivb-75
	Grade 6
1	Solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem-solving strategies and tools. M6NS-Ib-92.2
	Solves routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools. M6NS-Ii-120.2
	Solves multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools. M6NS-Ij-120.3
2	Solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate and time using appropriate strategies and tools M6Ns-IIc-134
	Solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools. M6NS-IId-143
	Solves percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest M6NS-IIe-144
	Solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools M6NS-IIj-157
3	Formulates the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards) e.g. 4, 7, 13, 16, ...n (the nth term is $3n+1$) M6AL-IIId-7
	Solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semicircle M6ME-IIIf-90
	Solves word problems involving measurement of surface area M6ME-IIIf-94
4	Determines the relationship of the volume between a rectangular prism and a pyramid; a cylinder and a cone; and a cylinder and sphere M6ME-Iva -95
	Solves routine and non -routine problems involving volumes of solids. M6ME-IVc-98
	Solves routine and non -routine problems involving electric and water consumption. M6ME-IVd-101
	Grade 7
1	Performs operations on rational numbers M7NS-If-1
	Estimates the square root of a whole number to the nearest hundredth M7NS-Ig-3
	Solves problems involving real numbers M7NS-Ij-1
2	Solves problems involving conversion of units of measurement M7ME-IIb-2
	Uses models and algebraic methods to find the: (a) product of two binomials; (b) product of the sum and difference of two terms; (c) square of a binomial; (d) cube of a binomial; (e) product of a binomial and a trinomial M7AL-IIe-g-1
	Solves problems involving equations and inequalities in one variable M7AL-IIj-2
3	Derives relationships of geometric figures using measurements and by inductive reasoning; supplementary angles, complementary angles, congruent angles, vertical angles, adjacent angles, linear pairs, perpendicular lines, and parallel lines*** M7GE-IIIf-1

	Derives inductively the relationship of exterior and interior angles of a convex polygon M7GE-III-f-1
	Solves problems involving sides and angles of a polygon M7GE-III-j-1
4	Calculates the measures of variability of grouped and ungrouped data M7SP-IV-h-1
	Uses appropriate statistical measures in analyzing and interpreting statistical data M7SP-IV-j-1
	Draws conclusions from graphic and tabular data and measures of central tendency and variability M7SP-IV-j-2
Grade 8	
1	Factors completely different types of polynomials (polynomials with common monomial factor, difference of two squares, sum and difference of two cubes, perfect square trinomials, and general trinomials) M8AL-Ia-b-1
	Performs operations on rational algebraic expressions. (M8AL-Ic-d-1)
	Solves problems involving systems of linear equations in two variables M8AL-Ij-2
2	Solves problems involving systems of linear inequalities in two variables. M8AL-IIb-1
	Illustrates the equivalence of: (a) the statement and its contrapositive; and (b) the converse and inverse of a statement M8GE-IIg-2
	Writes a proof (both direct and indirect) M8GE-IIi-j-1
3	Solves corresponding parts of congruent triangles. M8GE-III-f-1
	Proves statements on triangle congruence M8GE-III-h-1
	Applies triangle congruence to construct perpendicular lines and angle bisectors M8GE-III-i-j-1
4	Applies theorems on triangle inequalities M8GE-IVb-1
	Proves properties of parallel lines cut by a transversal M8GE-IVd-1
	Determines the conditions under which lines and segments are parallel or perpendicular M8GE-IVe-1
Grade 9	
1	Solves quadratic equations by: (a) extracting square roots; (b) factoring; (c) completing the square; and (d) using the quadratic formula M9AL-Ia-b-1
	analyzes the effects of changing the values of a, h and k in the equation $y = a(x - h)^2 + k$ of a quadratic function on its graph.*** M9AL-II-2
	Solves problems involving quadratic inequalities. M9AL-If-g-1
2	Performs operations on radical expressions M9AL-IIh-1
	Solves equations involving radical expressions. M9AL-IIi-1
	Solves problems involving radicals M9AL-IIj-1
3	Solves problems involving parallelograms, trapezoids, and kites M9GE-IIIe-1
	Applies the fundamental theorems of proportionality to solve problems involving proportions. M9GE-III-f-2
	Solves problems that involve triangle similarity and right triangles*** M9GE-III-j-1
4	Uses trigonometric ratios to solve real-life problems involving right triangles M9GE-IVe-1
	Illustrates laws of sines and cosines M9GE-IVf-g-1
	Solves problems involving oblique triangles M9GE-IVh-j-1
Grade 10	
	Solves problems involving sequences M10AL-If-2

1	Proves the Remainder Theorem and the Rational Root Theorem M10AL-Ig-2
	Solves problems involving polynomials and polynomial equations M10AL-Ij-2
2	Solves problems involving polynomial functions. M10AL-IIb-2
	Solves problems on circles M10GE-II-f-2
	Solves problems involving circles and other geometric figures on the coordinate plane M10GE-III-j-1
3	Solves problems involving permutations M10SP-IIIb-1
	Solves problems involving permutations and combinations M10SP-III-d-e-1
	Solves problems involving probability M10SP-III-i-j-1
4	Calculates a specified measure of position (e.g. 90th percentile) of a set of data M10SP-IVb-1
	Interprets measure of position M10SP-IVc-1
	Uses appropriate measures of position and other statistical methods in analyzing and interpreting research data M10SP-IVh-j-1

Science

Source: Internet- and Cloud-based Learning Assessment Submission System (iCLASS v.2)

Table 25 List of Least Mastered Competencies in Science, SY 2021-2022

Quarters	Least-learned Competencies (MELCs-based)
	Grade 3
1	Describe changes in materials based on the effect of temperature: 1) solid to liquid; 2) liquid to solid; 3) liquid to gas; 4) solid to gas. (No code)
	Classify objects and materials as solid, liquid, and gas based on some observable characteristics. (S3MT-Ih-j-4)
2	Explain how living things depend on the environment to meet their basic needs. (S3LT-IIi-j-15)
	Identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants). (S3LT-IIg-h13)
	Identify the external parts and functions of animals. (S3LT-IIc-d-4)
3	Describe the different uses of light, sound, heat and electricity in everyday life. (No code)
	Relate the importance of surroundings to people and other living things. (S3ES-IVc-d-2)
4	Describe the changes in the weather over a period of time. (S3ES-IVe-f-3)
	Enumerate and practice safety and precautionary measures in dealing with different types of weather. (S3ES-IVg-h-5)
	Describe the natural objects that are found in the sky during daytime and nighttime. (S3ES-IVg-h-6)
	Grade 4
1	Describe changes in properties of materials when exposed to certain conditions such as temperature or when mixed with other materials. (S4MT-Ig-h-6)

	Classify materials based on the ability to absorb water, float, sink, undergo decay. (S4MT-Ia-1)
	Identify changes in materials whether useful or harmful to one's environment. (S4MT-Ii-j-7)
2	Describe the main function of the major organs. (S4LT-IIa-b-1)
	Communicate that the major organs work together to make the body function properly. (S4LT-IIa-b-2)
	Compare the stages in the life cycle of organisms. (S4LT-IIg-h-13)
3	Investigate properties and characteristics of light and sound. (S4FE-IIIh-5)
	Describe how light, sound and heat travel. (S4FE-IIIg-4)
	Explain the effects of force when applied to an object. (S4FE-IIIa-1)
4	Describe the changes in the position and length of shadows in the surroundings as the position of the Sun changes. (S4ES-IVh-9)
	Use weather instruments and describe the different weather components in a weather chart. (No code)
	Compare and contrast the characteristics of different types of soil. (S4ES-IVa-1)
Grade 5	
1	Investigate changes that happen in materials under the following conditions: 1) presence or lack of oxygen; 2) application of heat. (S5MT-Ic-d-2)
	Design a product out of local, recyclable solid and/ or liquid materials in making useful products. (S5MT-Ih-i-4)
	Use the properties of materials whether they are useful or harmful. (S5MT-Ia-b-1)
2	Discuss the interactions among living things and non-living things in estuaries and intertidal zones. (S5LT-IIh-8)
	Explain the menstrual cycle. (S5LT-IIc-3)
	Describe the different modes of reproduction in flowering and non- flowering plants such as moss, fern, mongo and others. (S5LT-IIg-7)
3	Design an experiment to determine the factors that affect the strength of the electromagnet. (S5FE-IIIi-j-9)
	Determine the effects of changing the number or type of components in a circuit. (S5FE-IIIg-7)
	Describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time. (S5FE-IIIa-1)
4	Identify star patterns that can be seen at particular times of the year. (S5FE-IVi-j-9)
	Infer the pattern in the changes in the appearance of the Moon. (S5FE-IVg-h-7)
	Describe how rocks turn into soil. (S5FE-IVa-1)
Grade 6	

1	Describe techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet. (No code)
	Describe the appearance and uses of homogeneous and heterogeneous mixtures. (No code)
2	Explain how the different organ systems work together. (S6LT-IIc-d-2)
	Explain how the organs of each organ system work together. (S6LT-IIa-b-1)
	Discuss the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps. (S6MT-IIIj-5)
3	Demonstrate how sound, heat, light and electricity can be transformed. (S6FE-III d-f-2)
	Infer how friction and gravity affect movements of different objects. (S6FE-IIIa-c-1)
	Manipulate simple machines to describe their characteristics and uses. (S6FE-IIIg-i-3)
4	Construct a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun. (S6ES-IVi-j-7)
	Differentiate between rotation and revolution and describe the effects of the Earth's motions. (No code)
	Describe the changes on the Earth's surface as a result of earthquakes and volcanic eruptions. (S6ES-IVa-1)
Grade 7	
1	Express concentrations of solutions quantitatively by preparing different concentrations of mixtures according to uses and availability of materials. (S7MT-Id-3)
	Describe the components of a scientific investigation. (S7MT-Ia-1)
	Recognize that substances are classified into elements and compounds. (S7MT-Ig-h-5)
2	Focus specimens using the compound microscope. (S7LT-IIb-2)
	Differentiate asexual from sexual reproduction in terms of: 1) Number of individuals involved; and 2) Similarities of offspring to parents. (S7LT-IIg-7)
	Differentiate plant and animal cells according to presence or absence of certain organelles. (S7LT-IIc-3)
3	Create and interpret visual representation of the motion of objects such as tape charts and motion graphs. (S7FE-IIIb-3)
	Describe the motion of an object in terms of distance or displacement, speed or velocity, and acceleration. (S7FE-IIIa-1)
	Describe the characteristics of sound using the concepts of wavelength, velocity, and amplitude. (S7LT-III d-7)

4	Using models, relate: (1) the tilt of the Earth to the length of daytime; (2) the length of daytime to the amount of energy received; (3) the position of the Earth in its orbit to the height of the Sun in the sky; (4) the height of the Sun in the sky to the amount of energy received; (5) the latitude of an area to the amount of energy the area receives; and (6) tilt of the Earth and the seasons. (S7ES-IVh-9)
	Account for the occurrence of land and sea breezes, monsoons, and intertropical convergence zone (ITCZ). (S7ES-IVf-7)
	Demonstrate how places on Earth may be located using a coordinate system. (S7ES-IVa-1)
Grade 8	
1	Investigates the effect of temperature to the speed of sound. (No code)
	Investigate the relationship between the amount of force applied and the mass of the object to the amount of change in the object's motion. (S8FE-Ia-15)
	Explain the functions of circuit breakers, fuses, earthing, double insulation, and other safety devices in the home. (S8FE-li-33)
2	Trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data. (S8ES-IIIf-21)
	Differentiate the: (1) epicenter of an earthquake from its focus; (2) intensity of an earthquake from its magnitude; and (3) active and inactive faults. (S8ES-IIa-15)
	Explain how earthquake waves provide information about the interior of the earth. (S8ES-IIc-17)
3	Use the periodic table to predict the chemical behavior of an element. (S8MT-IIIi-j-12)
	Determine the number of protons, neutrons, and electrons in a particular atom. (S8MT-IIIe-f-10)
	Explain physical changes in terms of the arrangement and motion of atoms and molecules. (S8MT-IIIc-d-9)
4	Predict phenotypic expressions of traits following simple patterns of inheritance. (S8LT-IVf-18)
	Compare mitosis and meiosis, and their role in the cell-division cycle. (S8LT-IVd-16)
	Explain the significance of meiosis in maintaining the chromosome number. (S8LT-IVe-17)
Grade 9	
1	Explain the different patterns of non- Mendelian inheritance. (S9LT-Id-29)
	Differentiate basic features and importance of photosynthesis and respiration. (S9LT-lg-j-31)
	Explain how the respiratory and circulatory systems work together to transport nutrients, gases, and other molecules to and from the different parts of the body. (S9LT-la-b-26)
2	Use the mole concept to express mass of substances. (S9MT-IIi-19)

	Explain how the Quantum Mechanical Model of the atom describes the energies and positions of the electrons. (No code)
	Determine the percentage composition of a compound given its chemical formula and vice versa. (S9MT-IIj-20)
3	Describe certain climatic phenomena that occur on a global level. (S9ES-IIIc-31)
	Illustrate how energy from volcanoes may be tapped for human use. (S9ES-IIIc-d-29)
	Show which constellations may be observed at different times of the year using models. (S9ES-IIIj-35)
4	Investigate the relationship between the angle of release and the height and range of the projectile. (S9FE-IVa-35)
	Describe the horizontal and vertical motions of a projectile. (S9FE-IVa-34)
	Explain how heat transfer and energy transformation make heat engines work. (S9FE-IVg-45)
Grade 10	
1	Describe and relate the distribution of active volcanoes, earthquake epicenters, and major mountain belts to Plate Tectonic Theory. (No code)
	Explain the different processes that occur along the plate boundaries. (S10ES-Ia-j-36.3)
	Enumerate the lines of evidence that support plate movement. (S9ES-Ia-j-36.6)
2	Predict the qualitative characteristics (orientation, type, and magnification) of images formed by plane and curved mirrors and lenses. (S10FE-IIg-50)
	Explain the operation of a simple electric motor and generator. (S10FE-IIj-54)
	Compare the relative wavelengths of different forms of electromagnetic waves. (S10FE-IIa-b-47)
3	Explain how mutations may cause changes in the structure and function of a protein. (S10LT-IIIe-38)
	Explain how protein is made using information from DNA. (S10LT-IIIId-37)
	Explain the role of hormones involved in the female and male reproductive systems. (S10LT-IIIb-34)
4	Investigate the relationship between: 1 volume and pressure at constant temperature of a gas; 2 volume and temperature at constant pressure of a gas; 3 explains these relationships using the kinetic molecular theory. (S9MT-IIj-20)
	Apply the principles of conservation of mass to chemical reactions. (S10MT-IVe-g-23)
	Explain how the factors affecting rates of chemical reactions are applied in food preservation and materials production, control of fire, pollution, and corrosion. (S10MT-IVh-j-24)

Filipino

Table 26 List of Least Mastered Competencies in Filipino

Quarters	Least-learned Competencies (MELCs-based)
Grade 1	
2	F1PS-IIIf-6.1 Naisasalaysay muli ang napakinggang teksto sa tulong ng larawan
	F1PS-IIi-1 Naipapahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggang sa kuwento
	F1KM-Ij-3 Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu pangungusap
3	F1WG-IIIe-g-5 Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan
	F1PP-IIIf-1.4 Natutukoy ang kahulugan ng salita batay sa kasingkahulugan
	F1KM-IIIj Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu salita pangungusap
4	F1WG-IIIe-g-5 Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan
	F1PP-IIIf-1.4 Natutukoy ang kahulugan ng salita batay sa kasingkahulugan
	F1KM-IIIj Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu salita pangungusap
Grade 2	
1	F2PB-Id3.1.1 Nakasasagot sa mga tanong tungkol sa nabasang kuwento batay sa tunay na pangyayari /pabula
	F2PS-If-1 Naipapahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggang kuwento batay sa tunay na pangyayari
	F2PT-Iah-1.5 Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatandaang nagbibigay ng kahulugan (context clues) kasalungat
2	Nakasasagot sa mga tanong tungkol sa napakinggang kuwento/alamat
	F2PS-IIg-6.4 Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunod- sunod
	F2KM-IIg-j-3 Nakasusulat nang may wastong baybay, bantas at gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu
3	F2PU-IIIe-g-3.2 Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita
	F2PB-IIIi-1.1 Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa
	F2KM-IIIi-3.1 Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu (talata na may 3- 5 pangungusap)

4	F2PU-IIIe-g-3.2 Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita
	F2PB-IIIi-11 Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa
	F2KM-IIIi-3.1 Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu (talata na may 3- 5 pangungusap)
Grade 3	
1	F3PT-Ic1.4 Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatan daang nagbibigay ng kahulugan (kasingkahulugan)
	F3KM-Ieg-3 Nakasusulat nang may wastong baybay, bantas, at gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu
	F3PT-Ic1.5 Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaan
2	F3WG-IIa-c Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar, bagay at mga pangyayari sa paligid
	F3PB-IIg-12.2 Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunod- sunod sa tulong ng pamatnubay na tanong
	F3EP-IIh-i-2.3 Nabibigyang-kahulugan ang dayagram
3	F3PU-IIIId-2.6 Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang dinaglat
	F3WG-IIIe-f-5 Nagagamit ang tamang salitang kilos/pandiwa sa pagsasalaysay ng mga personal na karanasan
	F3KM-IIIi-3.2 Nakasusulat ng talata nang may wastong baybay, bantas at gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu buod o lagom ng tekstong binasa
4	F3PU-IIIId-2.6 Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang dinaglat
	F3WG-IIIe-f-5 Nagagamit ang tamang salitang kilos/pandiwa sa pagsasalaysay ng mga personal na karanasan
	F3KM-IIIi-3.2 Nakasusulat ng talata nang may wastong baybay, bantas at gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu buod o lagom ng tekstong binasa
Grade 4	
1	F4WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa sarili, sa mga tao, hayop, lugar, bagay at pangyayari sa paligid
	F4PL-0a-j-4 Napapahalagahan ang mga tekstong pampanitikan sa pamamagitan ng aktibong pakikilahok sa usapan at gawaing pampanitikan
	F4PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
2	F4PN-IIb-12 Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa napakinggang teksto
	F4PS-IIb-c-1 Naipahahayag ang sariling opinyon o reaksiyon sa isang napakinggang isyu o usapan
	F4PS-IIh-i-6.2 Naisasalaysay muli ang napakinggang teksto gamit ang mga pangungusap
3	F4WG-IIIi-j-8 Nagagamit nang wasto at angkop na simuno at pana- guri sa pangungusap

	F4PS-IIIh-j-6.6 Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita sa loob ng isang talata
	F4Pb-IIIj-5.5 Napagsusunod-sunod ang mga pangyayari sa kuwento sa pamamagitan ng dugtungan
4	F4WG-IIIi-j-8 Nagagamit nang wasto at angkop na simuno at pana- guri sa pangungusap
	F4PS-IIIh-j-6.6 Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita sa loob ng isang talata
	F4Pb-IIIj-5.5 Napagsusunod-sunod ang mga pangyayari sa kuwento sa pamamagitan ng dugtungan
Grade 5	
1	F5PS-Ia-j-1 Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan
	F5WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar,bagay at pangyayari sa paligid
	F5WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar,bagay at pangyayari sa paligid
2	F5PT-IIc-1.10 Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng pormal na depinisyon
	F5WG-IIe-5.4 Nagagamit nang wasto ang pandiwa ayon sa panahunan sa pagsasalaysay tungkol sa kasaysayan
	F5EP-IIbj-11 Nakasusulat ng balangkas ng binasang teksto sa anyong pangungusap o paksa
3	F5EP-IIIe-7.1 Nagagamit ang iba't ibang pahayagan ayon sa pangangailangan
	F5PT-IIIc-h-10Nagbibigay ng mga salitang magkakasalungat/ magkakasingkahulugan
	F5PU-IIIj-2.11 Nakasusulat ng editorial
4	F5EP-IIIe-7.1 Nagagamit ang iba't ibang pahayagan ayon sa pangangailangan
	F5PT-IIIc-h-10Nagbibigay ng mga salitang magkakasalungat/ magkakasingkahulugan
	F5PU-IIIj-2.11 Nakasusulat ng editoryal
Grade 6	
1	F6PT-Ic-8 Nagagamit ang mga bagong salitang natutuhan sa pagsulat ng sariling komposisyon
	F6PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng pagamit nito
	F6WG-Ih-j-12 Nagagamit ang pangngalan at panghalip sa pakikipag-usap sa iba't ibang Sitwasyon
2	F0L-IIa-e-4Nagagamit nang wasto ang pang-uri sa paglalarawan sa iba't ibang sitwasyon
	F6V-IId-1.5 Naibibigay ang kahulugan ng pamilyar at di-pamilyar na salita sa pamamagitan ng kasalungat sitwasyong pinaggamitan ng salita
	F60L-IIIf-j-5 Nagagamit nang wasto ang pandiwa sa pakikipag-usap sa iba't ibang sitwayson
3	F6PT-IIIc-4.4 Nabibigyang-kahulugan ang idyoma o matalinghagang salita
	F6PS-IIIg-1 Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan
	F6PT-IIIi-1.16 Naibibigay ang kahulugan ng pamilyar at di - pamilyar na salita sa pamamagitan ng pag-uugnay sa ibang asignatura
	F6PT-IIIc-4.4 Nabibigyang-kahulugan ang idyoma o matalinghagang salita

4	F6PS-IIIg-1 Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan
	F6PT-IIIi-1.16 Naibibigay ang kahulugan ng pamilyar at di - pamilyar na salita sa pamamagitan ng pag-uugnay sa ibang asignatura
Grade 7	
1	F7PT-Id-e-4 Natutukoy at naipapaliwanag ang kawastuhan/kamalian ng pangungusapbatay sa kahulugan ng isang tiyak na salita
	F7PT-Ih-i-5 Nagagamit sa sariling pangungusap ang mga salitang hiram
	F7WG-Ih-i-5 Nagagamit ang mga pangungusap na walang tiyak na paksa sa pagbuo ng patalastas
2	F7PB-IIa-b-7 Nabubuo ang sariling paghahatol o pagmamatuwid sa ideyang nakapaloob sa akda na sumasalamin sa tradisyon ng mga taga Bisaya ang digri o antas ng kahulugan (pagkiklino)
	F7PT-IIa-b-7 Naiuugnay ang konotatibong kahulugan ng salita sa mga pangyayaring nakaugalian sa isang lugar
	F7PS-IIIi-11 Naisasalaysay nang maayos ang pagkakasunodsunod ng mga pangyayari
3	F7PT-IIIId-e-14Naibibigyang- kahulugan ang mga salita sa tindi ng pagpapakahulugan
	F7PB-IIIIf-g-17 Naibubuod ang tekstong binasa sa tulong ng pangunahin at mga pantulong na kaisipan
	F7PU-IIIIf-g-15 Naisusulat ang isang talatang naghihinuha ng ilang pangyayari sa teksto
4	F7PT-IIIId-e-14Naibibigyang- kahulugan ang mga salita sa tindi ng pagpapakahulugan
	F7PB-IIIIf-g-17 Naibubuod ang tekstong binasa sa tulong ng pangunahin at mga pantulong na kaisipan
	F7PU-IIIIf-g-15 Naisusulat ang isang talatang naghihinuha ng ilang pangyayari sa teksto
Grade 8	
1	F8PS-Ig-h-22 Nagagamit ang iba't ibang teknik sa pagpapalawak ng paksa: paghahawig o pagtutula, pagbibigay depinisyon, pagsusuri
	F8PT-Ig-h-21 Nakikilala ang kahulugan ng mga piling salita/ pariralang ginamit sa akdang epiko ayon sa: -kasingkahulugan at kasalungat na kahulugan -talinghaga
	F8PB-IIi-j-25 Naipaliliwanag ang mga hakbang sa paggawa ng pananaliksik ayon sa binasang datos
2	F7WG-IIIi-11Nagagamit nang wasto ang mga pang-ugnay sa pagsasalaysay at pagsusunod-sunod ng mga pangyayari (isang araw, samantala, at iba pa)
	F8EP-IIa-b-8 Nagagamit ang kaalaman at kasanayan sa paggamit ng internet sa pananaliksik tungkol sa mga anyo ng tula
	F8PT-IIe-f-25 Naibibigay ang kasing-kahulugan at kasalungat na kahulugan ng mahihirap na salitang ginamit sa akda
3	F8PB-IIIa-c-29 Naihahambing ang tekstong binasa sa iba pang teksto batay sa: - paksa - layon - tono - pananaw - paraan ng pagkakasulat - pagbuo ng salita - pagbuo ng talata
	- pagbuo ng pangungusap
	F8WG-IIIa-c-30 Nagagamit sa iba't ibang sitwasyon ang mga salitang ginagamit sa impormal na komunikasyon (balbal, kolokyal, banyaga)
	F8PT-IIIa-c-29 nabibigyang-kahulugan ang mga lingo na ginagamit sa mundo gamit ng multimedia
4	F8PB-IIIa-c-29 Naihahambing ang tekstong binasa sa iba pang teksto batay sa: - paksa - layon - tono - pananaw - paraan ng pagkakasulat - pagbuo ng salita - pagbuo ng talata

	- pagbuo ng pangungusap
	F8WG-IIIa-c-30 Nagagamit sa iba't ibang sitwasyon ang mga salitang ginagamit sa impormal na komunikasyon (balbal, kolokyal, banyaga)
	F8PT-IIIa-c-29 nabibigyang-kahulugan ang mga lingo na ginagamit sa mundo gamit ng multimedia
Grade 9	
1	F9PB-Ie-41 Nailalahad ang sariling pananaw at naihahambing ito sa pananaw ng iba tungkol sa pagkakaiba-iba o pagkakatulad ng paksa sa mga tulang Asyano
	F9PT-If-42 Naipaliliwanag ang salitang may higit sa isang kahulugan
	F9PN-Ig-h-43 Nabubuo ang kritikal na paghusga sa karakterisasyon ng mga tauhan at sa epekto nito sa pagiging masining ng akda batay sa napakinggang mga pahayag
2	F9PT-IId-47 Naipaliliwanag ang mga salitang di lantad ang kahulugan batay sa konteksto ng pangungusap
	F9PT-IIg-h-48 Naipaliliwanag ang salitang may higit sa isang kahulugan
	F9PT-III-j-49 Nabibigyang- kahulugan ang mahihirap na salita batay sa konteksto ng pangungusap
3	F9Pn-IIIa-50 Nahihinuha and mga katangian ng parabula batay sa napakinggang diskusyon sa klase
	F9PB-IIIa-50 Napatutunayang ang mga pangyayari sa binasang parabula ay maaaring maganap sa tunay na buhay sa kasalukuyan
	F9PT-IIIb-c-51 Nabibigyang-kahulugan ang mga salitang may natatagong kahulugan
4	F9Pn-IIIa-50 Nahihinuha and mga katangian ng parabula batay sa napakinggang diskusyon sa klase
	F9PB-IIIa-50 Napatutunayang ang mga pangyayari sa binasang parabula ay maaaring maganap sa tunay na buhay sa kasalukuyan
	F9PT-IIIb-c-51 Nabibigyang-kahulugan ang mga salitang may natatagong kahulugan
Grade 10	
1	F10PD-Ib-c-62 Nahihinuha ang nilalaman, elemento at kakanyahan ng pinanood na akda gamit ang mga estratehiyang binuo ng guro at mag-aaral
	F10WG-Ic-d-59 Nagagamit ang angkop na mga pahayag sa pagbibigay ng sariling pananaw
	F10PD-Ii-j-67 Naimumungkahi ang mga dapat isaalangalang sa pagagsasagawa ng isang simposium batay sa nakita sa aklat o iba pang batis ng impormasyon
2	F10PB-Ile-76 Nabibigyang-reaksiyon ang pagiging makatotohanan/ di-makatotohanan ng mga pangyayari sa maikling kuwento
	F10PT-IIc-d Naibibigay ang kahulugan ng matalinghagang pananalita na ginamit sa tula
	F10PS-IIg-h-71 Naipahahayag nang may katalinuhan ang sariling kaalaman at opinyon tungkol sa isang paksa sa isang talumpati
3	F10PB-IIIc-82 Nabibigyang-kahulugan ang iba't ibang simbolismo at matatalinghagang pahayag sa tula
	F10PT-IIIa-76 Naibibigay ang pinagmulan ng salita (etimolohiya)
	F10PT-III-f-g-80 Naibibigay ang katumbas na salita ng ilang salita sa akda (analohiya)
4	F10PB-IIIc-82 Nabibigyang-kahulugan ang iba't ibang simbolismo at matatalinghagang pahayag sa tula
	F10PT-IIIa-76 Naibibigay ang pinagmulan ng salita (etimolohiya)
	F10PT-III-f-g-80 Naibibigay ang katumbas na salita ng ilang salita sa akda (analohiya)

Aralin Panlipunan

Table 27 List of Least Mastered Competencies in Aralin Panlipunan

Quarters	Least-learned Competencies (MELCs-based)
	Grade 4
1	Natutukoy ang relatibong lokasyon (relative location) ng Pilipinas batay sa mga nakapaligid dito gamit ang panunahin at pangalawang direksyon AP4AAB-Ic-4 Nasusuri ang ugnayan ng lokasyon Pilipinas sa heograpiya nito Nakapagbigay ng konklusyon tungkol sa kahalagahan ng mga katangiang pisikal sa pag-unlad ng bansa
2	Natatalakay ang mga hamon at pagtugon sa mga gawaing pangkabuhayan ng bansa AP4LKE-IId-5 Nasusuri ang kahalagahan ng pangangasiwa at pangangalaga ng mga likas na yaman ng bansa. * Naipaliliwanag ang iba't-ibang pakinabang pang-ekonomiko ng mga likas na yaman ng bansa.
3	Nasusuri ang balangkas o istraktura ng pamahalaan ng Pilipinas Nasusuri ang mga programa sa pamahalaan tungkol sa: a. Pangkalusugan b. Pang -edukasyon c. Pangkapayapaan d. Pang-ekonomiya e. Pang-imprastraktura
4	Natatalakay ang konsepto at prinsipyo ng pagka mamayan AP4KPB-Iva-b-1 Naipapaliwanag ang konsepto ng karapatan at tungkulin
	Grade 5
1	Naipaliliwanag ang pinagmulan ng Pilipinas batay sa a. Teorya (Plate Tectonic Theory) b. Mito Relihiyon AP5PLP-Id-4 Naipaliliwanag ang kaugnayan ng lokasyon sa paghubog ng kasaysayan. Nasusuri ang sosyo-kultural at politikal na pamumuhay ng mga Pilipino. a. sosyo-kultural (e.g. pagsamba (animismo, anituisimo, at iba pang ritwal, pagbabatok/pagbabatik , paglilibing (mummification primary/ secondary burial practices), paggawa ng bangka e. pagpapalamuti (kasuotan, alahas, tattoo, pusad/ halop) pagdaraos ng pagdiriwang b. politikal (e.g. namumuno, pagbabatas at paglilitis)
2	Nasusuri ang mga paraan ng pagsasailalim ng katutubong populasyon sa kapangyarihan ng Espanya a. Pwersang Militar/divide and rule Kristiyanisasyon Naipaliliwanag ang kaugnayan ng lokasyon sa paghubog ng kasaysayan Naipaliliwanag ang kaugnayan ng lokasyon sa paghubog ng kasaysayan Naipapaliwanag ang mga dahilan ng kolonyalismong Espanyol
3	Naipaliliwanag ang mga paraan ng pagtugon ng mga Pilipino sa kolonyalismong Espanyol (Hal. Pag-aalsa, pagtanggap sa kapangyarihan Nasusuri ang kaugnayan ng pakikipaglaban ng mga Pilipino sa pag-usbong ng nasyonalismong Pilipino

4	Naipaliliwanag ang pananaw at paniniwala ng mga Sultanato (Katutubong Muslim) sa pananatili ng kanilang kalayaan
	Naipaliliwanag ang mga salik na nagbigay daan sa pag-usbong ng nasyonalismong Pilipino
Grade 6	
1	Naipapaliwanag ang layunin at resulta ng pagkakatatag ng Kilusang propaganda at katipunan sa paglinang ng Nasyonalismong Pilipino.
	Nasusuri ang pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano
	* Unang Putok sa panulukan ng Silencio at Sociego, Sta. Mesa * Labanan sa Tirad Pass * Bulangiga Massacre
	Natatalakay ang partisipasyon ng iba't - ibang rehiyon at sektor (katutubo at kababaihan) sa pakikibaka ng bayan
2	Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyong Pilipino
	Nasusuri ang pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano
	• Unang Putok sa panulukan ng Silencio at Sociego, Sta.Mesa • Labanan sa Tirad Pass • Balangiga Massacre
	Naipapaliwanag ang resulta ng pananakop ng mga Amerikano.
3	Natatalakay ang mga programang ipinatupad ng iba't ibang administrasyon sa pagtugon sa mga suliranin at hamong kinaharap ng mga Pilipino mula 1946 hanggang 1972
	Nasusuri ang mga pangunahing suliranin at hamong kinakaharap ng mga Pilipino mula 1986 hanggang kasalukuyan.
4	Nasusuri ang mga pangunahing suliranin at hamong kinaharap ng mga Pilipino mula 1986 hanggang sa kasalukuyan
	Nasusuri ang mga kontemporaryong isyu ng lipunan tungo sa pagtugon sa mga hamon ng malaya at maunlad na bansa
	• Pampulitika (Hal., usaping pangteritoryo sa West Philippine Sea, orupsyon, atbp) • Pangkabuhayan (Hal., open trade, globalisasyon, atbp) • Panlipunan (Hal., OFW, gender, drug at child abuse, atbp) • Pangkapaligiran
Grade 7	
1	Nasusuri ang yamang likas at ang mga implikasyon ng kapaligirang pisikal sa pamumuhay ng mga Asyano noon at ngayon.
	Naipapahayag ang kahalagahan ng pangangalaga sa timbang na kalagayang ekolohiko ng rehiyon
	Nasusuri ang komposisyon ng populasyon at kahalagahan ng yamang -tao sa Asya sa pagpapaunlad ng kabuhayan at lipunan sa kasalukuyang panahon
2	Natataya ang impluwensiya ng mga kaisipang Asyano sa kalagayang panlipunan at kultura sa Asya
	Nasusuri ang kalagayan at bahaging ginampanan ng kababaihan mula sa sinaunang kabihasnan at ikalabing-anim na siglo
3	Nasusuri ang mga anyo, tugon at epekto sa neo-kolonyalismo sa Timog at Kanlurang Asya
	Nasusuri ang komposisyon ng populasyon at kahalagahan ng yamang-tao sa Asya sa pagpapaunlad ng kabuhayan at lipunan sa kasalukuyang panahon.
4	Nasusuri ang kaugnayan ng iba't ibang ideolohiya sa pag-usbong ng nasyonalismo at kilusang

	nasyonalista"
	Nasusuri ang mga salik, pangyayaring at kahalagahan ng nasyonalismo sa pagbuo ng mga bansa sa Silangan at Timog Silangang Asya
	Natatalakay ang karanasan at implikasyon ng digmaang pandaigdig sa kasaysayan ng mga bansang Asyano.
	Grade 8
1	Napahahalagahan ang natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig)
	Naiuugnay ang heograpiya sa pagbuo at pag-unlad ng mga sinaunang kabihasnan sa daigdig AP8HSK-Ig-6
	Nasusuri ang mga sinaunang kabihasnan ng Egypt, Mesopotamia, India at China batay sa politika, ekonomiya, kultura, relihiyon, paniniwala at lipunan
2	Nasusuri ang pag-usbong at pag-unlad ng mga Klasiko na Lipunan sa Africa, America, at mga Pulo sa Pacific.
	Nasusuri ang mga pagbabagong naganap sa Europa sa Gitnang Panahon • Politika (Pyudalismo, Holy Roman Empire) • Ekonomiya (Manoryalismo) Sosyo-kultural (Paglakas ng Simbahang Katoliko, Krusada)
3	<i>Nasusuri ang dahilan, kaganapan at epekto ng Rebolusyong Siyentipiko, Enlightenment at Industriyal</i>
	Nasusuri ang dahilan, kaganapan at epekto ng Rebolusyong Siyentipiko, Enlightenment at Industriyal
	Naipapaliwanag ang kaugnayan ng Rebolusyong Pangkaisipan sa Rebolusyong Amerikano at Pranse
4	Nasusuri ang mga dahilan, mahahalagang pangyayaring naganap at bunga ng Ikalawang Digmaang Pandaigdig.
	Nasusuri ang mga ideolohiyang politikal at ekonomiko sa hamon ng estabilisadong institusyon ng lipunan.

Inclusive Education

The region has children whose backgrounds are socially or culturally deprived to such a degree that without supplemental facilities and services they cannot profit in the regular school program as children with normal backgrounds.

Indigenous Peoples Education (IPEd) Program



IPEd is one of the programs for inclusive education. There are ten (10) divisions implementing IPEd namely: Agusan del Norte, Agusan del Sur, Surigao del Norte, Surigao del Sur, Bayugan City, Bislig City, Butuan City, Cabadbaran City, Surigao City and Tandag City. A total of 202 classrooms were established through the partnership with Kalahi-CIDSS-DSWD. With the program, the Indigenous Peoples have been enthused to be back to school. The establishment of more IP schools in the Region has also motivated the members of the IP community to finish basic education. The number of enrollees of Indigenous people in Caraga from Grade 7 to Grade 11 shows that the implementation of IPEd is notable in terms of advocacy.

A few of the challenges of our IP learners are the geographical location or distance of schools and the language. It has been observed that the mother tongue of the community is no longer used by some families at home and spoken language in the lowland has been adopted causing the IP learners to have difficulty in learning the language in school.

Aside from geographical location or distance from schools, another challenge faced by IP learners is language barrier. In communities where the native language is still used as the mother tongue and the teacher cannot speak nor understand the language of the learners, the teaching and learning process is difficult. But for communities where the IPs had already adopted the spoken language of non-IPs, IP elders fear that their culture will vanish.

Another challenge is teacher deployment in remote and hard to reach IP communities. Knowledge of the culture and the language of the community is an important competency a teacher must possess. Problems may arise when teachers deployed lack the required competency and the initiative to learn with the learners as well. Some of the teachers assigned in schools serving IP learners are not Licensure Examination for Teacher (LET) passers since hired LET passers waived their assignment due to distance, risks, and cost of travel. Turn-over of teachers is also a challenge in the implementation of IPEd because after a year of teaching, the trained teachers on IPEd will seek for transfer to schools near to his/her residence which is usually having few or no IP enrolment. As to the learning resource materials, the

challenge is on the availability of IP leaders/elders or culture masters to serve as resource persons in the contextualization process.

Monitoring of schools serving IP learners is quite challenging because of the distance and the risks of travel. Provision of technical assistance to school heads and teachers assigned in schools serving IP learners is a concern. Peace and order is also an issue in some of the divisions like Surigao del Sur and Agusan del Sur.

After 10 years of IPed Program implementation, a National Assessment with Community Elders/Representatives was conducted last June 26-28, 2022. This was the first phase of the program assessment. The next phases which will be carried out in implementing regions and divisions. This is targeted to be completed before FY 2022 ends.

The following are the issues and challenges that surfaced during the first phase:

- Formulation of new agreements to emerging issues and concern
- Existence of discrimination issue (e.g., in learning resources)
- Non-participation of IP communities (some) in IPed discussion/s
- Sustainability of IPed meetings and/or recognition
- Existence of internal conflict within the (IP) communities
- Emerging issues should be given attention and new agreements should be formulated.
- There are still discrimination issues (e.g., in learning resources).
- There are some IP communities who are not active in IPed discussions.
- There is a need to continue the meetings and recognition.
- There are communities with internal conflicts.
- Some DepEd personnel do not follow the policies (e.g., on cultural sensitivity).
- There is a need for Refinement of Cultural standards and documentation of IKSPs, establish a IKSPs learning assessment tool and deepen the contextualization process
- There is a need to discuss further on copyright/authorship issues and finalize the orthographies
- There is a need for recognition/support for culture bearers as part of the ongoing teaching-learning process (e.g., allowance, honorarium)
- There is a rapid turnover of teachers and school heads
- There is political intervention issues in the hiring process
- Training schedule is not regular
- Removal of hardship allowance
- Focal persons are constantly being changed affecting effective program implementation

Teacher, knowledge of culture and language barrier are some of the identified problems because some of the hired teachers are not IPs. Also, on assignment and deployment, some of the assigned teachers in IP serving schools are not LET passers since hired LET passer teachers waived their assignment due to problems on distance, risks, and cost of travel. Turn-over of teachers is also a challenge in the implementation of IPed because after a year of teaching, the trained teachers on IPed will be deployed to a non-IP serving schools. As to the learning resource materials, the challenges are on the availability of IP leaders in doing contextualization process.

In recognition of the influx of IP learners, DepEd encouraged schools to cater these learners and mainstream them in the education process. Below is table showing the number of schools with IP learners with corresponding enrolment for SY 2021-2022: (Source: LIS_PPRD Caraga)

Table 28. Number of Schools with IPed Learners

Division	Schools with IPed Learners	Grand Total IPed		
		Male	Female	Total
Agusan del Norte	50	4,000	3,789	7,789
Agusan del Sur	97	37,545	36,408	73,953
Bayugan City	15	2,965	3,137	6,102
Bislig City	17	3,983	3,787	7,770
Butuan City	56	3,722	3,634	7,356
Cabadbaran City	9	1,150	1,027	2,177
Dinagat Island	13	218	175	393
Siargao	7	151	134	285
Surigao City	14	369	371	740
Surigao del Norte	29	1,021	1,149	2,170
Surigao del Sur	87	9,338	9,195	18,533
Tandag City	5	49	378	727
Total	399	64,811	63,184	127,995

There were 399 schools implementing Indigenous People Education (IPED) already that catered a total of 64,811 male and 63,184 female learners throughout the region which give an overall total of 127,995. The increase of enrolment is very significant to the department because it tells that the strategies and activities undertaken are found to be effective.

Alternative Learning System

In the implementation of ALS program in Caraga Region, Cabadbaran City has the lowest number of out-of-school youth (OSY) enrolled while Butuan City has the highest number of OSY enrolled. Home visits, mapping with the assistance of barangay officials, and literacy-cum-livelihood programs are among the divisions with a high OSY enrollment rate's effective technique. The growth in enrollment is also attributed to good relations with the local governing bodies. One of their strongest strategies is to link up with other agencies. Although there aren't any permanent learning facilities for ALS students, places like churches, covered courts, and barangay halls act as Community Learning Resource Centers (CLRC). Schools Division Offices like Surigao del Sur and Butuan City divisions have increased the number of ALS teachers as one of its strategies. Some are national paid, while others are LGU paid.



One of the challenges in the implementation of ALS is the availability of CLCs in every barangay, either community-based or school-based, in order to cater to more learners. Another challenge for the division with a low number of OSY enrollees is that prospective learners are not interested in attending sessions due to their families' financial situation, as there is an apparent scarcity of financial assistance for livelihood projects.

Limited coverage of the division-owned Radio station is one of the limitations in the implementation of Radio-Based Instruction learners.

Table 29. ALS Enrolment by Facilitators Type

División	BLP No Status		BLP Complete		BLP Not -complete		BLP Pending		BLP Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Agusan del Norte	-	-	-	-	86	64	-	-	86	64	150
Agusan del Sur	-	-	-	-	132	70	-	-	132	70	202
Bayugan City	-	-	-	-	31	19	-	-	31	19	50
Bislig City	-	-	-	-	25	11	-	-	25	11	36
Butuan City	-	-	4	3	72	54	1	-	77	57	134
Cabadbaran City	-	-	-	-	29	24	-	-	29	24	53
Dinagat Island	-	1	28	36	5	4	-	-	33	41	74
Siargao	-	-	-	-	51	29	1	-	52	29	81
Surigao City	-	-	-	-	15	19	-	-	15	19	34
Surigao del Norte	-	-	-	-	14	10	-	-	14	10	24
Surigao del Sur	-	-	5	5	157	94	-	-	162	99	261
Tandag City	-	-	-	-	27	25	-	-	27	25	52
Total	-	1	37	44	644	423	2	-	683	468	1,151
División	A&E Elementary		A&E Elementary		A&E Elementary		A&E Elementary		A&E Elementary Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Agusan del Norte	-	-	-	-	439	271	3	-	442	271	713
Agusan del Sur	-	-	-	-	453	224	1	1	454	225	679
Bayugan City	-	-	-	-	253	158	2	-	255	158	413
Bislig City	-	-	-	-	162	90	-	-	162	90	252
Butuan City	1	-	1	1	648	349	9	2	659	352	1,011
Cabadbaran City	-	-	-	-	160	89	1	1	161	90	251
Dinagat Island	4	3	289	172	47	29	1	-	341	204	545
Siargao	-	-	-	-	252	139	-	2	252	141	393
Surigao City	-	-	-	-	102	57	-	1	102	58	160
Surigao del Norte	-	-	-	-	135	78	2	-	137	78	215
Surigao del Sur	-	-	11	4	794	488	9	2	814	494	1,308
Tandag City	-	-	-	-	95	50	-	-	95	50	145
Total	5	3	301	177	3,540	2,022	28	9	3,874	2,211	6,085
División	A&E Secondary No		A&E Secondary		A&E Secondary Not		A&E Secondary		A&E Secondary Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Agusan del Norte	-	-	-	1	1,679	1,538	5	11	1,684	1,550	3,234
Agusan del Sur	-	-	-	-	1,133	1,131	4	3	1,137	1,134	2,271
Bayugan City	-	-	-	-	669	685	3	4	672	689	1,361
Bislig City	-	-	-	-	420	354	-	3	420	357	777
Butuan City	4	5	6	11	1,810	1,627	20	16	1,840	1,659	3,499
Cabadbaran City	-	-	-	-	376	388	2	6	378	394	772
Dinagat Island	35	23	620	624	107	117	1	-	763	764	1,527
Siargao	-	-	-	-	740	641	5	2	745	643	1,388
Surigao City	-	-	-	-	412	348	2	-	414	348	762
Surigao del Norte	-	-	-	1	518	382	1	4	519	387	906
Surigao del Sur	-	-	28	25	1,612	1,365	6	3	1,646	1,393	3,039
Tandag City	-	-	-	-	199	204	2	3	201	207	408
Total	39	28	654	662	9,675	8,780	51	55	10,419	9,525	19,944

Division	Total ALS Learners		
	Male	Female	Total
Agusan del Norte	2,212	1,885	4,097
Agusan del Sur	1,723	1,429	3,152
Bayugan City	958	866	1,824
Bislig City	607	458	1,065
Butuan City	2,576	2,068	4,644
Cabadbaran City	568	508	1,076
Dinagat Island	1,137	1,009	2,146
Siargao	1,049	813	1,862
Surigao City	531	425	956
Surigao del Norte	670	475	1,145
Surigao del Sur	2,622	1,986	4,608
Tandag City	323	282	605
Total	14,976	12,204	27,180

Source: EBEIS SY 2021-2022



Special Education

In the implementation of special education, one of the challenges that the implementers have encountered is the limited number of teachers teaching sped and only few teachers are trained. Another challenge is on the identification of disability since only trained personnel or professionals have the capacity to assess.

In some areas of Caraga region, some schools do not have complete offering of special education. Learners with special needs are mainstreamed to a regular class due to unavailability of teachers to handle. The limited access to secondary education for children with special needs caused some students to stop and leave schooling.

Table 30. School Level Data on Learners in Special Education

DIVISION	ELEMENTARY					JHS			SHS
	GIFTED	MAINSTREA MED	SELF- CONTAINED	NON- GRADED	TOTAL	MAINSTREA MED	SELF- CONTAINED	TOTAL	MAINSTREA MED
Agusan del Norte	166	55	31	200	452	18	-	18	3
Agusan del Sur	117	74	12	300	503	45	-	45	7
Bayugan City	-	9	3	105	117	6	-	6	2
Bislig City	-	49	-	63	112	16	-	16	1
Butuan City	-	14	25	163	202	5	-	5	-
Cabadbaran City	207	3	67	85	362	9	-	9	2
Dinagat Island	317	65	24	130	536	5	-	5	-
Siargao	174	5	14	52	245	2	-	2	4
Surigao City	-	2	7	63	72	7	-	7	8
Surigao del Norte	180	9	-	94	283	45	-	45	56
Surigao del Sur	1	75	-	240	316	10	-	10	3
Tandag City	-	3	-	51	54	2	-	2	-
Total	1,162	363	183	1,546	3,254	170	0	170	86

Source: EBEIS SY 2021-2022

Madrasah Education Program (MEP)

Caraga is also inhabited by Muslims. According to the 2015 Population Census (POPCEN 2015) record, 0.48% of Caraga's total population was comprised of Muslims. The percentage of the population varies from 0.04 percent in the Dinagat Islands to 1.09 percent in Butuan City. (Source: PSA)

As of School Year 2021-2022, Caraga has eleven (11) MEP implementing SDOs namely: Agusan del Norte, Agusan del Sur, Bayugan City, Bislig City, Butuan City,

Cabadbaran City, Siargao, Surigao City, Surigao del Norte, Surigao del Sur, and Tandag City. Thirty-three (33) public schools spread across the 11 implementing SDOs are offering ALIVE classes, serving a total of 1,235 ALIVE learners. (Source: CLMD Caraga MEP-PIR Mid-Year Report 2022).

One of the challenges in the implementation of the program is the discrepancy in the data on enrollment submitted by the SDOs and the data generated from the Learner Information System (LIS). For instance, in School Year 2021-2022, SDOs reported a total of 1,235 Muslim learners enrolled in the ALIVE while LIS data shows only a total of 744 or 60% tagged as ALIVE learners. This is because the *asatidz* handling the ALIVE classes are not the class advisers and do not have access to the system.



The educational qualifications and eligibility of *asatidz* is another barrier in the implementation of the program. Based on the 2022 masterlist, only 1 of the 53 *asatidz* or 1.89% has a master's degree, 36 or 67.92% have college degrees, 7 or 13.21% are college undergraduates, and 9 or 16.98 % have high school diplomas. In terms of eligibility, only 14 or 26.42% are passers of the Qualifying Examination for Arabic Language and Islamic Studies (QEALIS), 7 or 13.21% are passers of the Licensure Examination for Teachers (LET), 8 or 15.09% are passers of both QEALIS and LET, while 24 or 45.28% have no eligibility. (Source: CLMD Caraga MEP-PIR Mid-Year Report 2022)

Moreover, there are a number of implementation issues that were brought up during mid-year and annual program implementation reviews before and during the pandemic, including but not limited to the following:

- Lack of classrooms for ALIVE classes
- Unfavorable class schedule since most of the classes are either earlier or later than the regular subjects
- Inadequate knowledge of technical assistance providers on Arabic Language and of the Islamic culture, traditions, and beliefs
- Lack of central office-approved teaching and learning materials

On the impact of COVID 19 to Education in Caraga, the learning losses are noted despite the implementation of the BE-LCP and Enhanced BE-LCP. These learning losses, similar to the global condition, happened during the school closure and the implementation of distance learning delivery modalities. As assessments like long quizzes, performance tasks, and simulations are best taught in an in-person modality, the DepEd, in coordination with the Department of Health, piloted the implementation of limited face-to-face classes through the School Safety Assessment Tool. It was later expanded, and a government directive to fully open the schools on November 2, 2022. As DepEd implements its strategies, interventions, and resource development approaches during the shifting of various learning delivery modalities, learning gaps remain inevitable. These were noted during the Enhanced BE-LCP monitoring and evaluation (M&E) tagged as "*Kulukabildo with Educational Leaders in DepED Caraga*".

The major challenges among the six key dimensions of the learning continuity plan as elicited by the FGD participants (Schools Division Superintendents, Assistant Schools Division Superintendent, Chief Education Program Supervisors, Public Schools District Supervisors, School Heads, and Teachers) during their separate sessions.

Safe Operations

- Schools cannot open limited face-to-face classes due to non-compliance with the School Safety Assessment Tool (SSAT).
- Shortage of classroom for isolation room and clinic.
- Delayed submission of SSAT documents, vaccination of teaching and non-teaching personnel, and commitment of LGU to provide MOA for the safe re-opening of schools.

Focus on Learning

- Limited opportunity for the learners to deliver performance tasks.
- Lack of SLMs and LASs to complement the demand for distance learning.
- Intensify numeracy and literacy for slow and struggling learners.
- Lack of Home Facilitators which leads to late submission of modules.
- Conflict of schedules in Radio/TV time slots for the students to follow the lessons

Proxy indicators for assessment in elementary and secondary reveal that the number of learners under the Fairly satisfactory (75-79) to Outstanding (90-100) has decreased from Q3 to Q4.

Hiniyang Pag-alagad para sa Edukalidad

- Lack of QA on the crafted RBI and TVI scripts.
- Damaged facilities for RBI due to Typhoon Odette.
- Unavailability of the TV station to pursue TVI.
- Availability of CO-led SLMs and RO-led LASs.
- Provide feedback on the learner's formative assessment.
- MOOE cannot suffice the needed copies of modules for reproduction.
- Difficulty in the distribution of SLMs and LRs due to limited mobility.
- Limited teacher dynamics and school processes are caused by increasing COVID-19 cases.
- Lack of support from the parents in the retrieval of modules.

Reaching the Most Marginalized

- High incidence of enrolled learners no longer participating in school due to employment opportunities.
- Remote areas are very difficult for home-bound learning and distribution of SLMs.
- Difficulties in home-based learning because parents have doubts and/or difficulties in providing instructional support.
- Well-Being and Protection
- Negative attitude of teaching and non-teaching personnel toward vaccination.
- Negative attitude of learners and parents' negative attitude toward vaccination.
- Increased burnout among teaching and non-teaching personnel.

Wellbeing and Protection

- Unavailability of water supply in the school.
- Lack of health essentials.
- Lack of handwashing facilities.

Education Financing

- Limited MOOE Fund is used for printing materials, health essentials, and wellness.

All of these identified challenges encountered in education during the outbreak of COVID 19, have contributed in the academic performance of the learners.

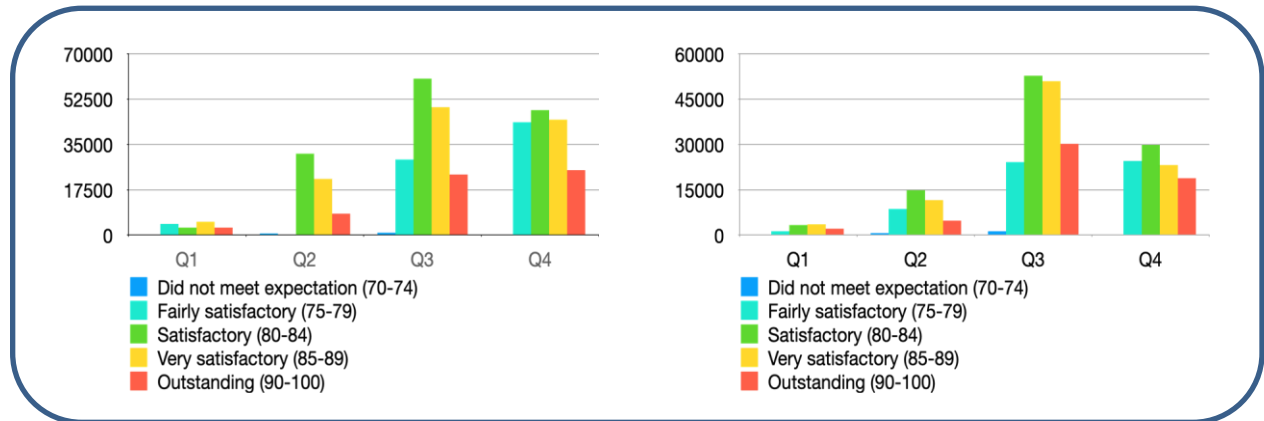


Figure 5. Proficiency Levels of Elementary (left) and Secondary (right) students based on assessment proxy indicators

Some of the researches conducted in the region explain the phenomena or the situation in Deped Caraga during the outbreak of COVID 19 virus.

Cabadilla and Ballenas (2020) on their study on the Challenges and Efficacy of Home Visitations in the New Normal found out that the challenges encountered by teachers in conducting home visitations included lack of resources in reaching out to the learners and the COVID-19 restrictions in ensuring health and safety for both teachers and stakeholders.

A study of Dangle and Sumaoang (2021) on the Implementation of Modular Distance Learning in the Philippine Secondary Public Schools reveals that the main challenges that emerged were lack of school funding in the production and delivery of modules; students struggle with self-studying, and parents' lack of knowledge to academically guide their child/children.

In the role of parents to students' learning and as new frontliners of education, it was investigated by Aboloc and Salazar (2021). Results show that parents have done preparations in adjusting to the new learning process such as purchasing of gadgets, accounting the usability of gadgets, arranging conducive learning environment, providing school supplies and snacks, and attended programs relative to the new normal learning. Parents as facilitator of learning at home has its own advantages which includes stronger family bond, increased parental involvement in students' learning and develop learners' independence. There are disadvantages which includes lack of time management to meet the demands of work and learners' educational needs and lack of parent pedagogical content knowledge. It was further revealed that when it comes to programs and mechanisms the parents emphasized the importance of teachers' constant communication, convenience, and accessibility of digital module, fostering teachers' approachability, effective monthly update meeting of students' progress and involvement of subject teachers in monitoring tools.

Similar study, was conducted by Parenas (2020) of Agusan del Norte Division on the Extent of Satisfaction of Grade11 Learners in Embracing the Modular Distance Learning. Results of the study revealed that the extent of learners' satisfaction in terms of the clarity of the text, the learners are much satisfied with the sentences and paragraphs, which enhances their better understanding. While in terms of learners' satisfaction in terms of the number of

activities, they express much satisfaction. The activities prescribed in the modules are enough for them to comprehend the topic specified. Learners also have an extent of satisfaction in terms of the number of pages have a verbal description of being very satisfied. They express satisfaction regardless of how thin or thick the number of pages the modules have. However, even if they have much satisfaction on the modules, their learning is affected because of the different challenges encountered by the Grade-11 learners in embracing the MDL, like the lack of focus, distractions and doing some house chores.

III. STRATEGIC DIRECTIONS

After having identified the major opportunities and threats based on the external assessment along with the major strengths and weaknesses based on the internal assessment, the DepEd Caraga Regional Office has set the goals and identified the following strategies and interventions.

Goal

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

Sector Outcome

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

DepEd Caraga has adopted the same priority development areas of DepEd CO which include the following:

1. Pivoting to quality, ensuring that all learners attain learning standards in every key stage in the K to 12 program.
2. Expanding access to education for groups in situations of disadvantage to ensure inclusive and equitable quality service delivery.
3. Empowering learners to be resilient and to acquire life skills.
4. Strengthening the promotion of the overall well-being of learners in a positive learning environment where learners exercise their rights and experience joy, while being aware.

Intermediate Outcomes

In order to achieve the Sector outcome, the Regional Education Development Plan anchored on the DepEd BEDP includes the four pillars of Access, Equity, Quality, and Resilience, and enabling mechanisms for governance and management. The intermediate outcomes for each pillar and enabling mechanisms are as follows: 1 of their responsibilities as individuals and as members of society.

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

Access to Quality Basic Education for All

One of the mandates of DepEd is to ensure access to quality basic education for all Filipino children through compulsory education at the kindergarten, elementary, and secondary levels and free public education in all these levels. Coverage of basic education is measured by net enrollment rate or participation rate, expressed as the ratio of enrollment at the right age over the school-age population. To improve access to quality education from kinder to senior high school.

Strategy 1 Improving access to universal kindergarten education

Kindergarten is the entry point of basic education. DepEd Caraga has a challenge in SY 2021-2022 with only 89% in the gross enrolment rate of kindergarten. Strategizing the mapping of 5-year old children and advocating for universal kindergarten in five years are solutions that the region may do.

Outputs:

- Monitored and provide technical assistance mapping of 5-year-old children or above not attending kindergarten;
- Established mechanism for partnership with Barangay LGUs, preschool centers, private schools, parents and other stakeholders
- Conducted Research studies on the effectivity of stakeholders' involvement in strengthening the kindergarten program

Strategy 2

Ensuring establishment of schools in geographically isolated and disadvantaged areas

One of the bottlenecks in the far-flung areas or geographically isolated and disadvantaged areas is the presence of secondary schools to cater the graduates in the elementary.

Outputs:

- Strategy for prioritizing for establishment of schools in geographically isolated and disadvantaged areas

Strategy 3

Strengthening the utilization of research findings to come up with the evidence-based guidelines, standards and program on access to basic education

Research-based decision is an effective decision. It is a mechanism to ensure a data-driven decision making process

Outputs:

- Completed research studies on program implementation and shared results to stakeholders as basis for decision making and evidence-based guidelines, standards and program on access to basic education
- Sustained conduct of research stakeholders' forum to disseminate research
- Presented/archived/published completed research

Strategy 4

Improving access to quality, safe and child-friendly learning environment

Schooling is one of the experiences that unify children in the world. It is also the primary way numerous societies prepare their children for the future. The Child-Friendly School promotes inclusiveness, gender-sensitivity, tolerance, dignity and personal empowerment.

Outputs:

- Improved schools in terms of learners' performance, functional Child Protection Program (CPP) and Child-Friendly School System (CFSS).
- Managed, supervised and monitored the delivery of health and nutrition services in schools.
- Institutionalized implementation of Continuous Improvement Program in the Schools Division Offices and schools

Strategy 5**Ensuring access to relevant basic opportunity for Out-of-School Children, Out-of-School-Youth, Out-of-School-Adult.**

DepEd Caraga will implement the platform provided for OSC, OSY, and OSA to participate in the teaching and learning process. Priority initiatives will be implemented which includes capacity building of personnel in schools and learning centers to locate the whereabouts of OSC, OSY, and OSA; expanding access through online teaching platforms; strategic placement of learning centers in areas with a high incidence of OSC, OSY, and OSA; deployment of more ALS teachers and non-DepEd service contracts; and strengthening the ability to do monitoring and evaluation work including managing databases and M&E processes and techniques.

Outputs:

- Monitored the implementation of Literacy mapping strategy for identifying OSC, OSY and OSA in divisions and districts;
- Trained ALS teachers, Community ALS Implementers and Learning Facilitators on the used of online teaching platforms;
- Established new community learning centers in high demand areas.
- Established partnership with NGOs, NGAs, LGU on the implementation of Alternative Learning System (ALS)

Equity for Children, Youth, and Adults in Situations of Disadvantage

By law, every Filipino has a right to accessible quality basic education and free public basic education. The Philippines committed to the 2030 Agenda, in which document SDG4 aims to achieve education for all by 2030, with a strong emphasis on equity. To realize the right to education without discrimination and based on equal opportunity, DepEd, embracing a rights-based approach to education, will ensure a more inclusive education system. To achieve the national and international commitments in favor of a more equitable education system, DepEd will ensure that the right to education is guaranteed for all school-age Filipinos. In particular, it will emphasize the protection and fulfillment of the rights of those in circumstances of disadvantage.

Intermediate Outcome:

Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives.

Strategy 1**Improving gender sensitive contextualized curriculum and learning delivery**

The recent approval of the ALS Act will allow the various ALS programs to be institutionalized so more out-of-school youth can be enrolled in non-formal education secondary programs.

Outputs:

- Monitored the implementation of standards, processes, and protocols for the contextualization of the curriculum, and learning delivery for inclusive education programs (IPed, Madrasah SPED, etc)
- Monitored the implementation of programs to address gender-disparities among children

Strategy 2

Engaging partners to provide education for learners in disadvantaged situation

Output:

- Documented best practices of the schools through the strong support and collaboration of stakeholders as partners in the implementation of inclusive education programs (IPed, Madrasah SPED, etc)
- Strengthened the implementation of the School-Based Management (SBM) with strong support from the Functional School Governance Council (SCG) in schools.

Strategy 3

Providing inclusive, effective, culturally-responsive, gender-sensitive, and safe learning environment to respond to the needs of disadvantaged learners

Output:

- Mainstreaming of all-inclusive education programs, projects and activities
- Monitored and evaluated the conversion of the SPED centers into Inclusive Learning Resource Centers (ILRC)

Quality of Education Provision and Learning Outcomes

Intermediate Outcome:

Learners complete K to 12 basic education, having successfully attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.

Strategy 1

Ensuring alignment of the curriculum, instruction, and classroom assessment methods in all learning areas.

Outputs:

- Designed and implemented contextualized programs on the use of appropriate learning approaches and assessments to assess attainment of learning standards across all learning areas and special curricular/interest programs

- Monitored the implementation of curriculum, inclusive education programs, and special curricular/interest programs
- Formulated policy recommendations on curriculum implementation, special curricular/interest programs, and support activities

Strategy 2

Providing learning resources appropriate to key stage learning standards

Outputs:

- Monitored the utilization of action research results on strategies and instructional materials in the classroom
- Developed contextualized systems and mechanisms for the management and quality assurance of learning resources
- Adoption of Quality Assured reading materials

Strategy 3

Strengthening the competence of teachers and instructional leaders in areas such as content knowledge and pedagogy/instruction, curriculum and planning, responding to learner diversity, and assessment and reporting. based on standards.

Outputs:

- Enhanced competence of teachers and school leaders through needs-based professional development programs
- Designed and implemented programs and activities to capacitate teachers in areas such as socio-emotional and 21st century skills, learning approaches and learning modalities, assessment of learning outcomes, and management of curricular and co-curricular programs, among others.

Strategy 4

Ensuring alignment of curriculum and instruction with current and emerging industry and global standards

Outputs:

- Established systems and mechanisms for the monitoring and evaluation of curriculum implementation
- Enhanced competence of teachers and school leaders through needs-based professional development programs

Learners' Resiliency and Well-Being

With a rights-based education framework and approach, DepEd acknowledges that all the rights of the child to and in basic education are interdependent and indispensable and must be realized. Thus, it is necessary to uphold children's and learner's interdependent rights in three inter-related dimensions: the right to access to education, the right to quality education, and the right to respect in the learning environment, which includes the right to respect for identity and non-discrimination, the right to bodily and mental integrity and protection against physical and psychological violence, and the right to participation of children in matters affecting them.

Intermediate Outcomes:

Learners are resilient, know their rights, and have the life skills to protect themselves and claim their education related rights from DepEd and other duty-bearers to promote learners' wellbeing, while being aware of their responsibilities as individuals and as members of society.

Strategy 1

Enhancing DRRM in response to natural and man-made calamities

Outputs:

- Monitored the organizations and function of the division and school level Quick Response and Rehabilitation team (QRRT)
- Utilized results of basic research studies on DRRM for formulation of guidelines and standards
- Capacitated/oriented the Newly designated School Heads/DRRM Coordinators oriented on School-based DRRM Programs

Strategy 2

Optimizing network and partnerships for resource generation

Output:

- Forged partnerships with NGOs, NGAs, LGUs, other partners to address the resource gaps and for the implementations of activities that improve resiliency

Strategy 3

Ensuring that learners and personnel are protected from harm brought by natural and human induced hazards.

Output:

- Monitor compliance of SDOs to the comprehensive school safety policy through the utilization of online monitoring system
- Provided schools with support interventions to address their needs for the effective implementation of school-based DRRM

Strategy 4

Ensuring delivery of basic health and nutrition services to learners

The Oplan Kalusugan sa Deped (OK sa DepEd Program) will serve as a reference to promote and provide learners and personnel with sustainable, holistic health and nutrition programs. School-based programs on improving nutrition accounts for the possible food insecurity arising due to climate change. The promotion of a clean and safe school environment and correct hygiene and sanitation practices among learners and that is implemented along with the essential health care programs are measured through the WASH in Schools Online Monitoring System (WinS-OMS) Three-Star Approach.

Outputs:

- Provided basic medical and dental services to learners and personnel.
- Provided nutritious food products and milk to SBFP target beneficiaries.
- Conducted monitoring on the implementation of OKD PAPs in SDOs.
- Conducted program implementation review of OKD Programs.

IV. PERFORMANCE TARGETS

The outputs of the external and internal analysis led to the setting of targets for the next six (6) years of the region.

ACCESS

For net enrolment rate, DepEd Caraga is setting the same targets with the Central office to ensure that the region is contributing in the attainment of the objectives and outcomes defined in the Basic Education Development Plan 2030.

It is targeted that by year 2028, 100% of the learners of official age in kindergarten, elementary and junior high school will be enrolled. However, the age group of learners in Senior High School is targeted to have almost 90% to be in school in the next six years instead of 100% because of the challenges in the community and family which hinder the SHS learners to enroll.

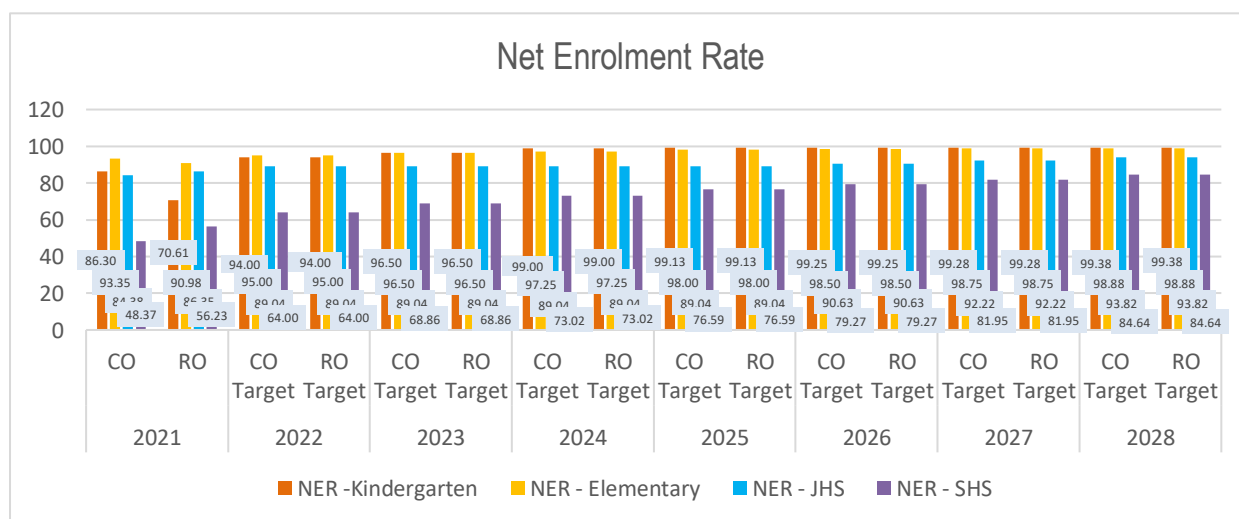


Figure 2. Net Enrolment Rate

For gross enrolment rate, DepEd Caraga region is targeting that starting 2022, the region can accommodate all of the school-age population in the region in all grade levels by maintaining a Gross Enrolment Rate of 100% up to 2028.

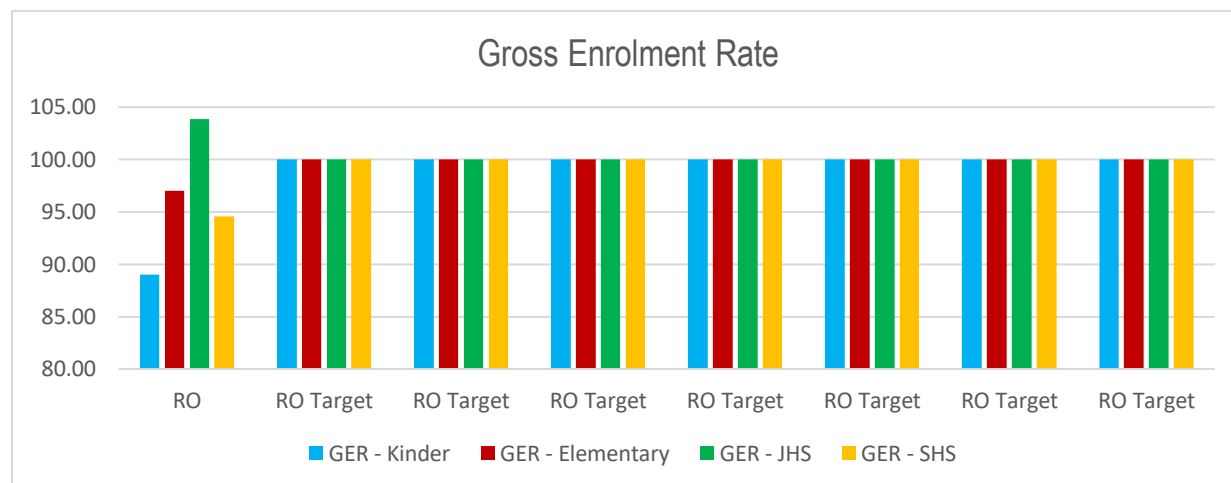


Figure 3. Gross Enrolment Rate

QUALITY

For promotion rate, DepEd Caraga targeted 100% promotion rate in CY 2025, of all learners enrolled in the elementary and can sustain up to 2028. However, in junior high school, it is in 2028 that the region targeted to have achieved 100% promotion of learners.

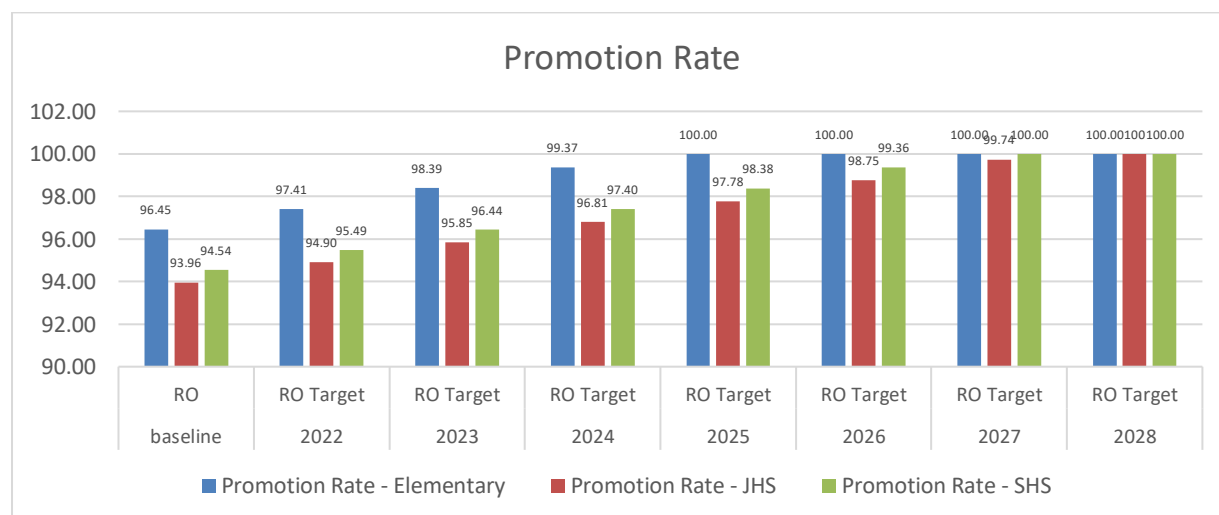


Figure 4. Promotion Rate

As to the graduation rate, DepEd Caraga is setting a target that by 2023 all learners in the elementary shall graduate and maintain 100% graduation in all grade levels up to 2028.

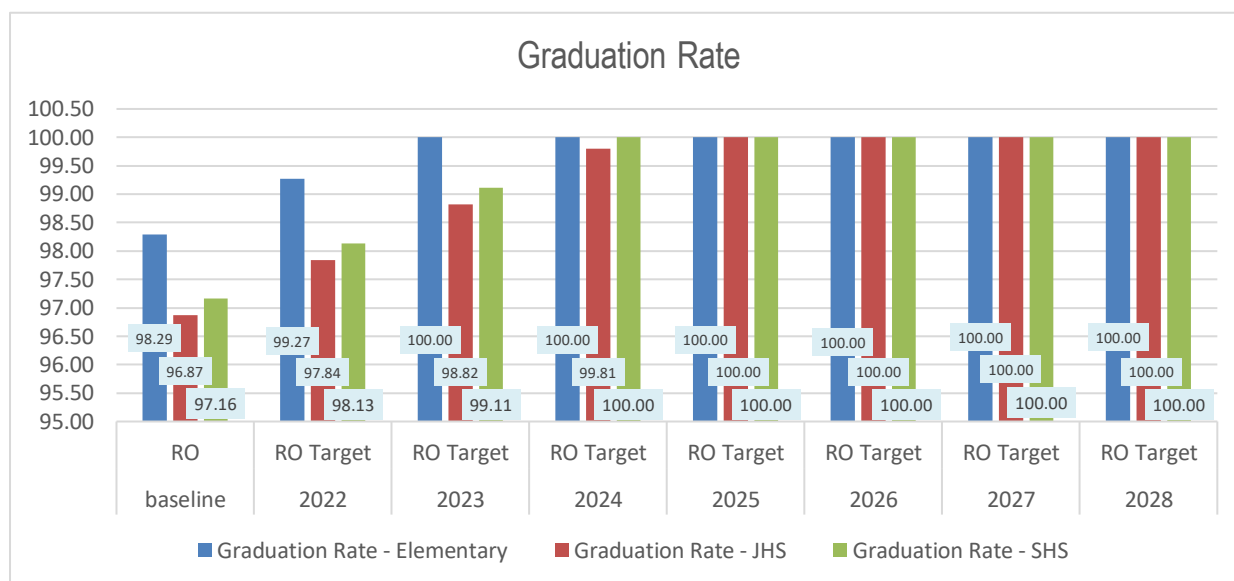


Figure 5. Graduation Rate

The Deped Caraga region has a high cohort-survival rate in 2020 and targeting that by CY 2028, all (100%) learners in elementary can survive and complete up to grade six. For Senior High School, it is targeted that the percentage of learners shall progress each year and reach almost 100% after six years.

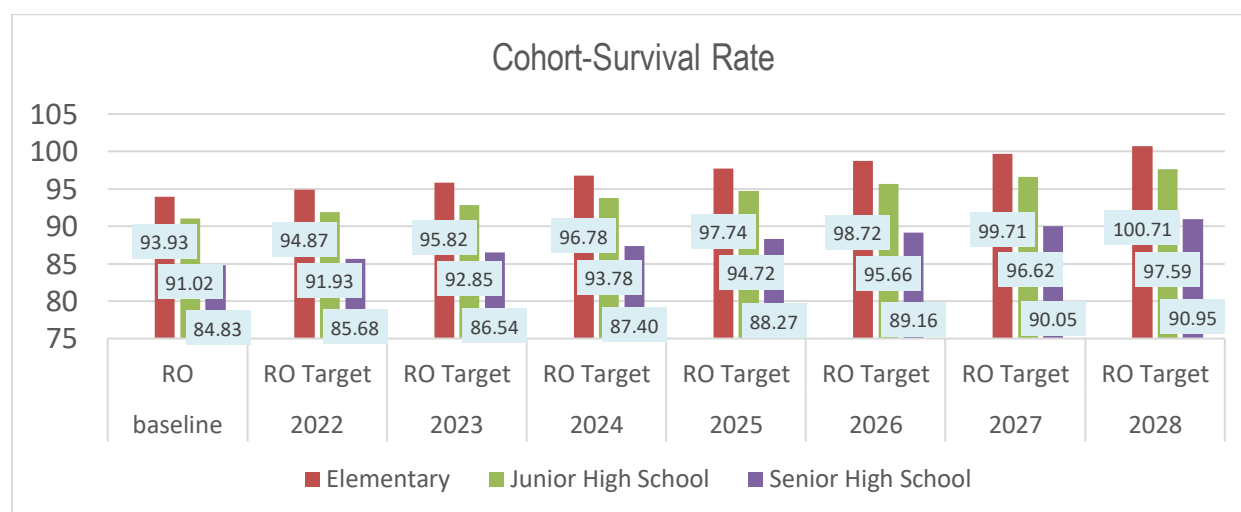


Figure 6. Cohort Survival Rate

In the Caraga region, it has always been a challenge to ensure a 100% completion in senior high school due to the financial crisis in the family which causes learners to stop and seek employment. DepEd Caraga is identifying strategies to increase the percentage of learners who can complete in each grade level. It is projected that by CY 2028, more than 80% could complete in senior high school despite the challenges.

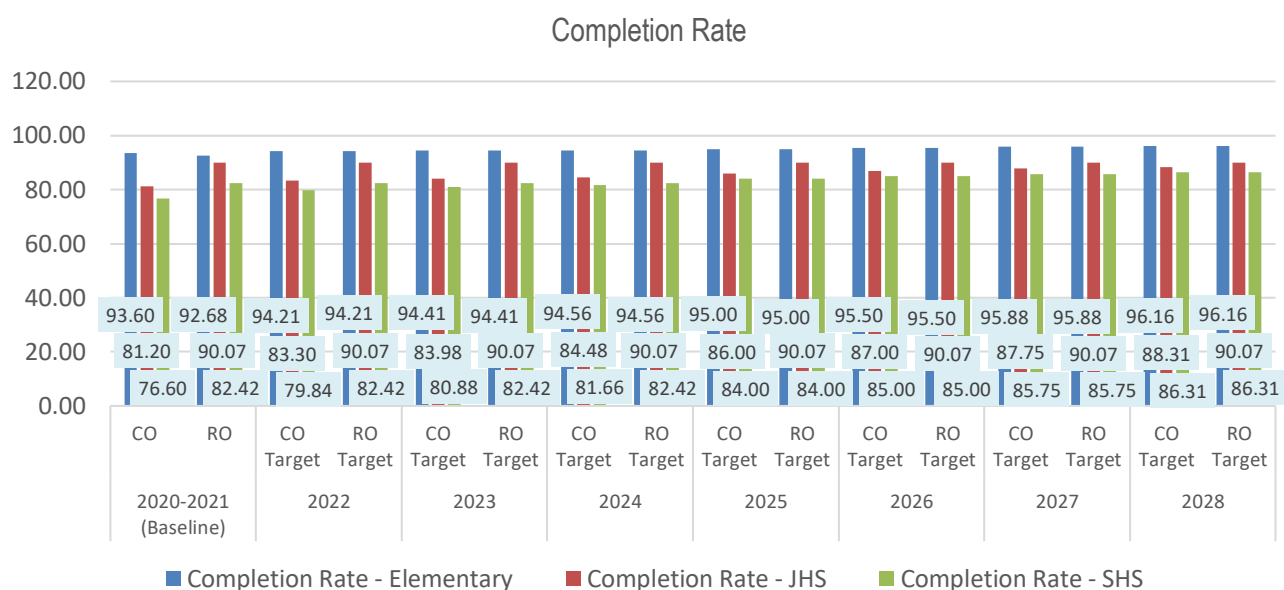


Figure 7. Completion Rate

With the identified threats in the region that deter students attendance in the school, Deped Caraga is aiming to decrease the number of learners to repeat each year by defining strategies. A gradual decrease is targeted until the region can achieve less than 1 percent of repeaters.

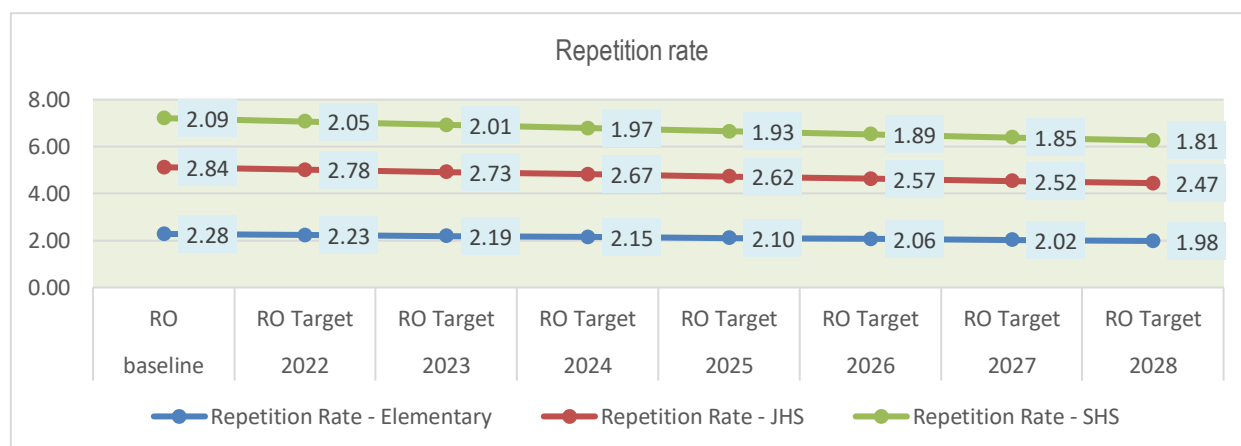


Figure 8. Repetition Rate

Strategies assumed to be effective are designed to ensure an increase of learners to be retained in school. For 2028, Deped Caraga is aiming to have achieved 100% of learners to be retained in the elementary and shall maintain a 100% of learners until CY 2028. However, 100 % achievement of learners in JHS and SHS are targeted to be achieved in 2025.

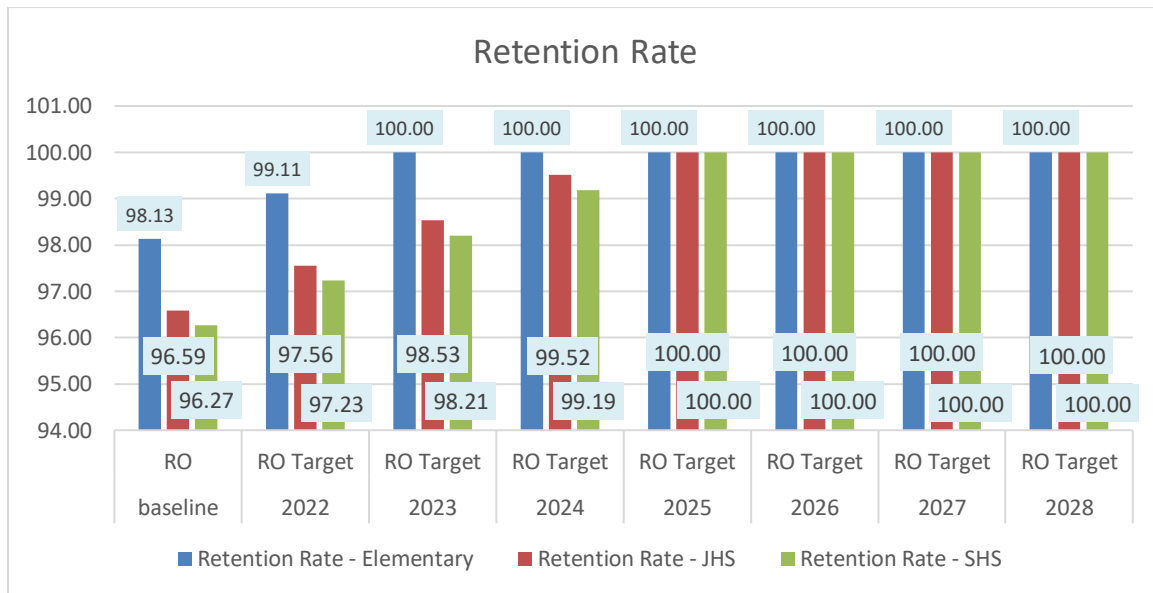


Figure 8. Retention Rate

Transition rate in elementary, Junior High School and Senior High School is targeted to be achieved on CY 2023 in all grade levels. Likewise, transition from kindergarten to Grade 1 targeted to be achieved at 100% in 2023 and will be maintain for the next six years.

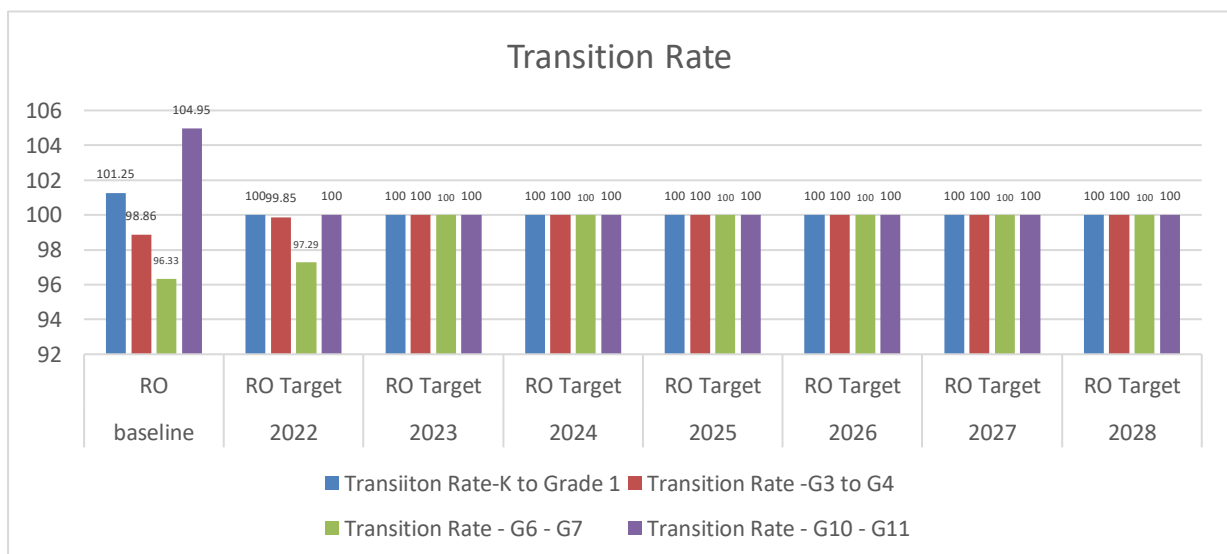


Figure 10. Transition Rate

The targets of Central Office on the proportion of learners to achieve at least a minimum of proficiency in mathematics and reading is adopted. A gradual increase of the proportion of students at the end of the primary that will achieve at least a minimum proficiency in mathematics and English is also targeted by DepEd Caraga.

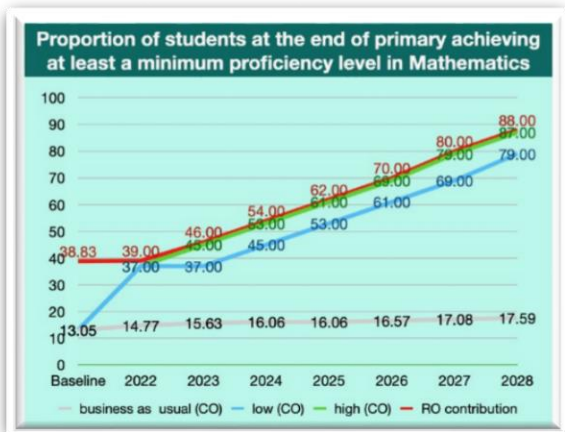


Figure 11 Proportion of student at the end of Primary Mathematics

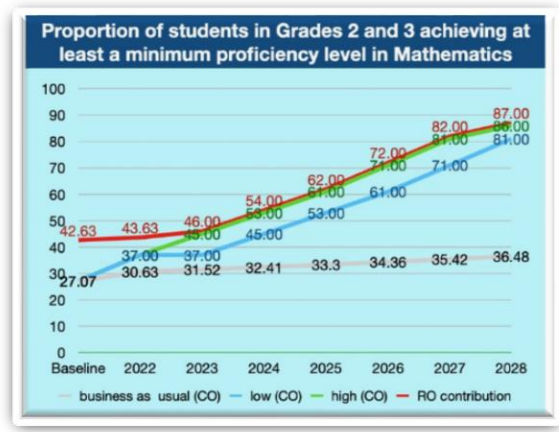


Figure 12 Proportion of student Grade 2 & 3 in Mathematics

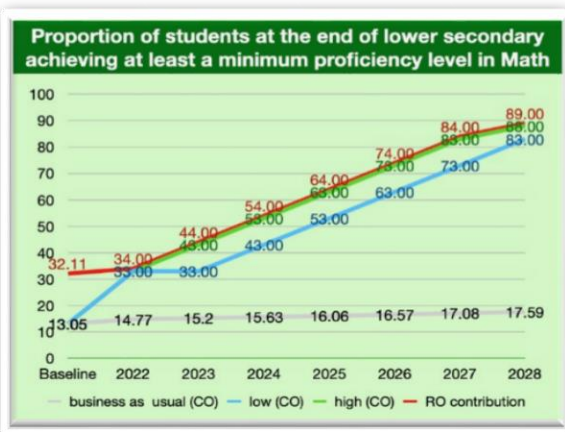


Figure 13 Proportion of student at the end Lower Secondary in Math

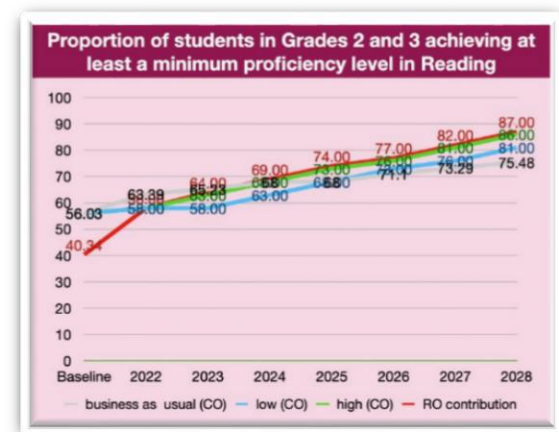


Figure 14 Proportion of student Grade 2 & 3 in Reading

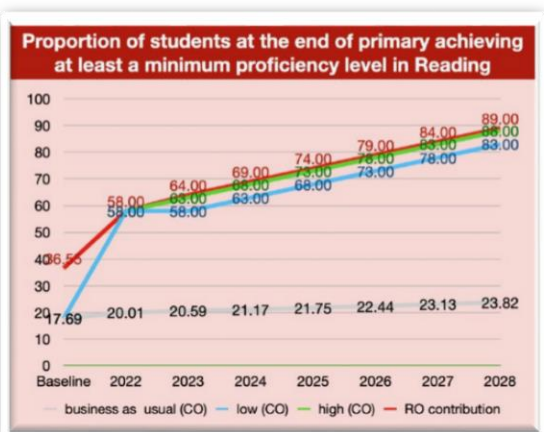


Figure 15 Proportion of student at the end of Primary in Reading

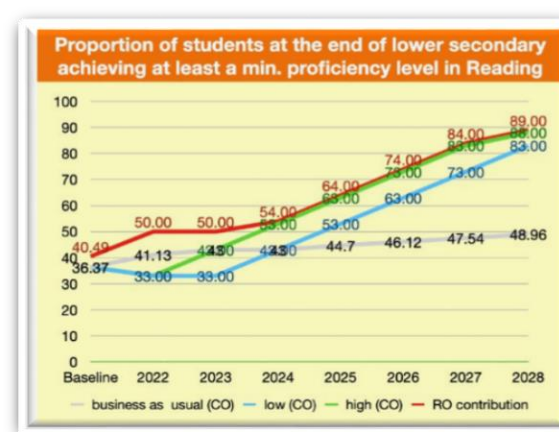


Figure 16 Proportion of student Lower Secondary in Reading

V. ORGANIZATIONAL CAPACITY AND IMPLEMENTATION ARRANGEMENTS

5.1 ENABLING MECHANISM: GOVERNANCE AND MANAGEMENT

Governance refers to all processes of governing, the institutions, processes and practices through which issues of common concern are decided upon and regulated. Key attributes of good governance as identified by the Human Rights Council are transparency, responsibility, accountability, participation and responsiveness (to the needs of the people). While management is the process of organizing, planning, leading and controlling resources within an entity with the overall aim of achieving its objectives.

The enabling mechanisms of DepEd central office to successfully achieve the targets are also adopted by DepEd Caraga. However, activities in carrying out the outputs are based on the mandate of the Regional Office.

Enabling Mechanism 1	Education leaders and managers practice participative, ethical, and inclusive management processes.
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DepEd Caraga applies the criteria for the recruitment, hiring, and development of teachers, school heads, and supervisors for each level in the system as provided by the Philippine Professional Standards for Teachers (PPST) defining the competencies required for each position.

The School-Based Management (SBM) is the overarching governance model for the implementation of school-level policies, programs, and processes to ensure transparency, boost accountability, and promote partnerships. SBM transfers significant responsibilities for governance and management to the school, the most basic unit in the bureaucracy. Every school is expected to practice SBM starting with a School Improvement Plan (SIP), which ensures that each school then becomes responsible for its own outcomes in defining quality education. Consolidated data from the ESIP especially on Priority Improvement Areas (PIAs) gives input to the Division Basic Education Plans which, in turn, serve as among the sources of data in crafting the Regional Basic Education Plan.

The SBM rating system for schools is still being finalized, with a plan to rate them in their application of SBM that will then determine a package of interventions to help schools reach the next higher level. By virtue of DepEd Memorandum No. 026, s. 2022 entitled Implementing Guidelines on the Establishment of School Governance Council (SGC), every school is required to have a School Governance Council (SGC), a body of key internal (teachers and parents) and external (LGU and other community members) stakeholders. The SGC meets regularly to discuss school management issues and to promote stronger school-community links. DepEd has a major stake in defining the priorities, strategies, and initiatives on education at the LGU level because it is a co-chair with the local chief executive on the local school board at all levels (municipality, city, and province).

Additionally, DepEd Caraga issued Regional Order 007, s. 2020 also known as STRICT IMPLEMENTATION AND UTILIZATION OF “LAGDA SA KADUMALAHAN” A CONTEXTUALIZED SCHOOL-BASED MANAGEMENT MANUAL to ensure that SBM is in place.

Part of the mechanism that DepEd Caraga employed is the integration of Water, Sanitation & Hygiene (WASH) in Schools to the School-Based Management implementation; thus, making the SBM as vehicle to successfully implement WinS.

Outputs:

- Monitored and provided technical assistance in the implementation of:
 - Competency-based hiring and promotion system
 - Revised SBM policy
 - Policy guidelines for the decentralization of PAPs
 - Policy on synchronized planning and budgeting
 - Revised SIP policy
 - Policy on M&E framework and system.
 - Guidelines on the Establishment of School Governance Council (SGC)
 - Localized HR policies

Enabling Mechanism 2

Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving

Teachers must be capacitated to incorporate acceleration, remediation, intervention strategies, and approaches into their pedagogy. Their training through the LDM courses during the pandemic on how to deliver remote instruction must be reinforced. Teachers must be provided with assistance and support to build their resilience.

In addition to training skills in new teaching approaches to accelerate and catch up on the learning process, teachers need to be able to address learning gaps and learning losses and provide psychosocial support to students. Ongoing professional development support for teachers, mentoring, and technical support from experienced digital technology professionals are critical to implementing educational recovery strategies. To improve teachers' digital skills, adequate and fair resources should be provided to enable them to integrate relevant and accessible

The passage of Republic Act 11713 institutionalized the functions of the National Educators Academy of the Philippines to provide quality professional development programs that would benefit teachers and school leaders both in public and private educational institutions. These development programs/ capability enhancement trainings are anchored on the various domains and strands of the professional standards identified for teachers, school heads and supervisors.

Through the provision of technical support, various training programs underwent and were awarded with recognition and accreditation status to answer the training needs of professional teachers. These professional development programs and courses aimed to improve the competence in teaching and facilitating learning in the following along Content, Pedagogy and Assessment which covers the various domains identified in the Philippine Professional Standard for Teachers. The domains and strands addressed by the various The competencies that were addressed in various trainings or professional cover the following to wit: Literacy and Numeracy, STEM

Education, Social Emotional Learning, 21st Century Skills-Critical Thinking, Tech-Voc, Languages and Humanities and Educational Technology, Digital Literacy and Futures Literacy.

NEAP Caraga endeavors to respond to other PPST domains through the recognition and conduct of professional development courses and capability enhancement trainings to include the least targeted yet equally important competencies. Along with the achievement of the various PPST domains and strands, NEAP Caraga is likewise tasked to improve the competence of school leaders in areas of instructional leadership and supervision based on Philippine Professional Standards for School Heads and Philippine Professional Standards for Supervisors.

Additional support to teachers in schools is the provision of non-teaching personnel who can assist with administrative tasks and provide ancillary services so that teachers can focus on their core role of teaching.

The non-teaching personnel will receive capacity building and professionalization training so that they can be integrated into the full school complement as valued support staff.

Outputs:

- Monitored and provided technical assistance in the implementation of:
 - Professional standards for teachers, school heads and supervisors
 - Employee welfare and benefits standards
 - Learning and Development plan under R-NEAP leadership.

Enabling Mechanism 3.

Ideal learning environment and adequate learning resources for learners ensured

The ideal learning environment takes into account not only of the availability of facilities, equipment, and learning resources, but should also ensure that the culture, practices, processes, and systems in the school or learning center uphold quality, inclusive, learner-centered, and rights upholding climate and environment promoting the well-being of learners.

Outputs:

- Monitored and provided technical assistance in the implementation of:
 - Standards for a quality and inclusive learning environment for different learner groups for the new normal post COVID-19
 - Standards for the integration of educational technology in teaching and learning
 - Standards for learning resource development that are accessible to all types of learners
 - Operationalized the system for granting access to learning resources

Enabling Mechanism 4.

Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services

The efficient, internal financial and procurement, legal, asset, and human resource management systems and processes of DepEd are essential components of a large functioning bureaucracy, but they must be responsive, automated, and continuously improving. The decentralization of services to the divisions and schools as mandated in RA 9155 requires that field offices are closely linked and integrated with the CO through a robust Basic Education Information System (BEIS) that enables all units to deliver basic education services efficiently and effectively.

Given the economic realities in the Region, the Regional Office ensures that programs and projects are planned well to direct the common objectives with efficient and judicious utilization of resources. It has intensified its partnerships with other national government agencies, private companies and individuals as manifested in the signed memoranda.

Annually, the Regional Office prepares operational plans based on the needs of the learners, teachers and non-teaching personnel. Implementation of prudent procurement mechanisms and strategies such as the required Market Survey, Customer Satisfaction Survey and the Supplier's Corrective Action Request are established to maximize resources while ensuring quality goods and services.

Outputs:

- Monitored and provided technical assistance in the implementation of:
 - Guidelines on modern financial management systems and processes and;
 - Guidelines for performance management and quality assurance systems
 - Policy and research agenda
 - Operationalized the RO Human Resource Information System (HRIS), Research Information System (RIS), Document Tracking System (DTS)
 - Guidelines for NQMS
 - Standards on procurement processes, forms, and documents
 - Updated Supplier's Registry;
 - Transparency mechanism;
 - Sustained implementation of the guidelines on third-party participation in procurement;
 - Guidelines on customized procurement for selected major programs
 - Developed the Regional Planning Information System (RPIS)

Enabling Mechanism 5

Strengthen active collaboration with key stakeholders

In reality, partnerships are created for a variety of reasons that include enhancing public relations, seeking additional funding, and working toward a particular cause or issue. Establishing partnerships provides the best education possible for all children. Key stakeholders for every school, the most important being learners, parents, the LGU, and local businesses add resources to a school, either financially, in kind, or through voluntary service.

The SEF and LSB of the LGU are important because DepEd can specify how additional resources can be released through these funds for school-based and/or division-based projects and programs. There are ongoing efforts and initiatives to reexamine the operationalization of the SEF in light of the observations that the use of SEF may have been vulnerable to misuse. These efforts will feed into policy and strategies toward enhanced efficient and effective utilization of the SEF.

Other key stakeholders that interact with DepEd through specific channels are line agencies (DSWD, DOH, DILG). They provide specific resources in support of education. DSWD, through the 4Ps conditional cash transfer program, provides an incentive to families to keep children in school. DepEd needs to ensure the continued effectiveness and efficiency of such assistance keeping track of the value added to direct education services.

The relationship with TESDA is focused on certification. The SHS track on technical-vocational study allows SHS graduates to receive the first level of National Certification (NC), which makes this track more attractive to learners. A joint consultative committee has been created for the TVL track to ensure adequate resources are provided.

The Commission on Higher Education (CHED) has a central role in ensuring the success of teacher development, and a strong link and alignment between pre-service education and in-service education is critical. Closer linkage and alignment between CHED and DepEd may address the concern on teacher quality notwithstanding the current efforts to reexamine the impacts of the trifocalization in the context of further reform to tighten the gap between the “producer” (CHED) and the “consumer” (DepEd) of teacher education graduates.

The relationship with the Professional Regulation Commission (PRC) needs more professional courtesy and transparency. The Board Licensure Exam for Professional Teachers (BLEPT) needs to be improved in terms of content and assessment methodology. The BLEPT needs to be reconsidered in terms of content and the importance of 21st century skills with regard to coherence with the pre-service teacher education program designed by DepEd.

Outputs:

- Sustained stakeholder engagement
- Monitored the utilization of SEF
- Monitored the School Governing Council policy implementation

Enabling Mechanism 6

Enhance and strengthen public and private education complementarity

Section 4 of the Constitution stipulates that “the State recognizes the complementary roles of public and private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions.”

Private education provides an element of choice and offers an alternative set of additional subjects that learners and their parents seek, but which are not available in public education. The idea of private education complementing public education supports the notion of a complete, adequate, and integrated system of education under the 1987 Constitution.

Private education is viewed as a partner and not a competitor of public education. Public and private education systems should work more collaboratively under a dynamic and responsive complementarity framework. DepEd will consider a strategy to help these small non-government schools become recognized through more responsive requirements in applying for Permits to Operate such as the ones granted to private schools catering to indigenous peoples (DO 21, s. 2014) and providing support so that they will be able to provide quality basic education services, especially in areas that are difficult to reach by the public school system.

The Government Assistance to Students and Teachers in Private Education (GASTPE) provides government assistance to private schools through an education contracting scheme and voucher system that currently targets JHS and SHS. There is scope for it to be expanded to the Kindergarten and Elementary years, particularly for vulnerable groups. The GASTPE law (Republic Act No. 6728, s. 1989) also has a subsidy provision for private school teachers—an annual salary subsidy is provided to qualified teachers in ESC-participating schools with the aim to improve the quality of private JHSs. Qualified teachers are called teachers' salary subsidy (TSS) recipients.

RA 105331 further expanded the coverage of E-GASTPE. The said law provides for additional forms of assistance and additional beneficiaries and allows the Department to develop other forms of financial arrangements consistent with the principles of public-private partnership.

The increasing gap between private and public school teacher salaries invites DepEd to continue to study these provisions to ensure that private education remains viable.

The existing SHS Voucher program provides eligible SHS students with a funding voucher to allow them to choose their preferred SHS school (private or public) and its continuation serves as an incentive for JHS students to continue to SHS study.

Outputs:

- Implemented the framework on Public-private complementarity framework
- Monitored the implementation of the enhanced Manual of regulations for private schools

5.2 REDP IMPLEMENTATION MONITORING AND EVALUATION

5.2.1 REDP Implementation Plan

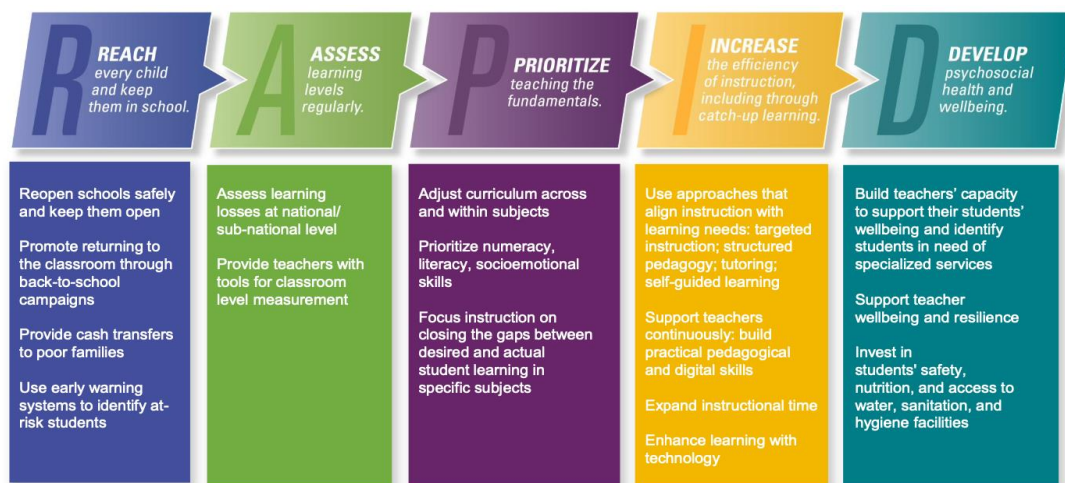
The REDP will be implemented from 2023 to 2028, fully aligned with the SDG 2030. The BEDP 2030 of DepEd Central Office has two major phases: Phase 1 from 2022 to 2026 and Phase 2 from 2027 to 2030.

The Phase 1 of the BEDP includes the response to the immediate impacts of COVID-19 on learning and participation. Specifically it will primarily cover the following major areas: post-COVID-19 recovery and transition: DepEd will focus on mitigating the negative impacts of the sudden shift from face-to-face to pure distance

learning and bridging the learning gaps caused by the COVID-19 lockdown, while deepening the innovations and learning gains compelled by COVID-19; addressing the remaining access gaps, in particular for groups in situations of disadvantage; focus on quality with three focus areas: (a) strengthen programs on reading, numeracy, socio emotional learning, 21st century skills, and reskilling teachers; (b) sharpen skillsets of teachers in contextualization to address the concerns of diverse learners; and (c) strengthen instructional leadership and supervision to improve teaching quality; and (iv) system-wide capacity development.

Phase 2 focuses on sustaining the gains and evaluating programs. The following are the priorities for Phase 2: continuation of programs and projects on access, quality, equity, and learner's rights and resilience; operationalization of the innovations program and impact evaluation; development of new programs to address emerging education issues and opportunities; and end of plan assessment.

DepEd Caraga on its phase 1 of implementation of REDP, it shall also focus on the response to the immediate impacts of COVID 19 on learning and participation. The Learning Recovery and Continuity Plan anchors on the RAPID Framework for Learning Recovery and Acceleration of the World Bank. The framework is a contextually adapted learning recovery program that consists of a mix of evidence-based learning recovery strategies that can help learners back to their pre-pandemic learning trajectories.



Retrieved from "2022 Guide for Learning Recovery and Acceleration"

Figure 4. RAPID Framework for Learning Recovery

The Department of Education-Caraga has identified three (3) key dimensions for its LRCP Framework based on the key elements of the RAPID Framework for Learning Recovery and Acceleration. These key dimensions aim to bring the learners back to their learning trajectories.

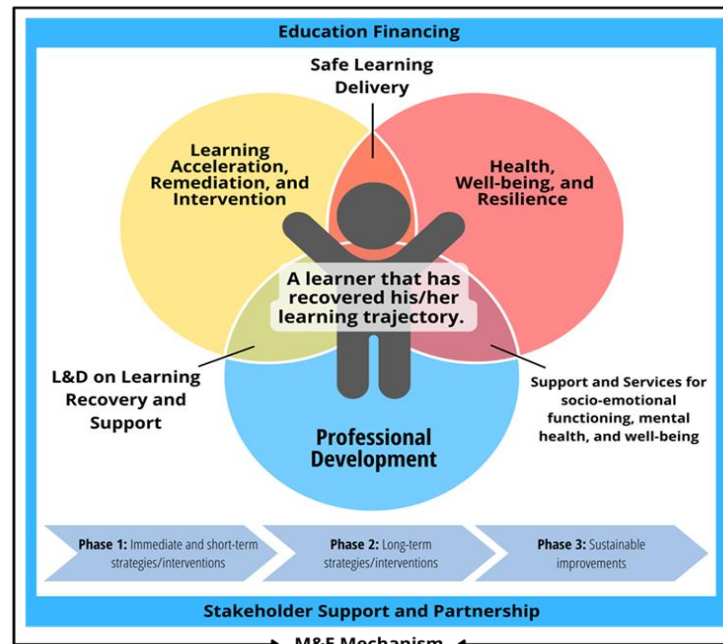


Figure 18. Monitoring and Evaluation Mechanism

Dimension 1: Learning Acceleration, Remediation, and Intervention

a. Learning Gap Analysis

The first step in assessing learning gaps is understanding students' individual learning levels through a diagnostic assessment. Teachers may use self-developed or publicly available diagnostic assessment tools. When resources are limited, a classroom diagnostic assessment on core subjects may be prioritized to ensure that students acquire the fundamental knowledge and skills upon which other skills and competencies would be scaffolded. In contexts where more resources are available, diagnostic classroom assessment can be expanded to all subjects, particularly given the relatively minor logistical requirements. As an immediate intervention, the Regional Office or the Schools Division Offices may conduct a standardized diagnostic assessment prior to the start of the school year. The results of this diagnostic assessment will determine a learner's learning level and will serve as the foundation for the establishment of learning acceleration, remediation, and intervention tools and preparations for the SY 2022-2023 teaching-learning plan.

Given the extensive use of distance learning approaches during the pandemic, teachers must be supported in conducting assessments for learning (formative assessments) and assessments of learning (summative assessments). Formative assessment, in particular, plays a key role in accelerating the learning recovery process as it provides ongoing feedback to both teachers and learners to adjust their practices accordingly.

In addition to classroom or division-wide/region-wide diagnostic assessments, interviews and focus group discussions may also be done to validate and fill in data gaps.

b. Clustering Learners Based on Academic Needs

Knowing our students is critical to the success of any acceleration, remediation, or intervention program. Teachers must ensure that the instructional design and learning resources are all appropriate, relevant, and responsive to their context. While individualizing instructions is important, it can be time-consuming for teachers, especially in large classes.

One solution is to identify groups of students who would benefit from the same intervention. Teachers should conduct preliminary profiling and grouping of students based on academic needs. Results from the diagnostic, formative, and summative assessments may be used as the basis for clustering learners. Educational interventions for identified learning difficulties such as reading, mathematics, and other learning areas should be purposeful or intentional.

c. Prioritizing teaching the fundamentals

As COVID-related education disruptions have pushed students behind their grade-level learning levels, rigidly adhering to the curriculum risks exposing students to materials they are not ready to learn. If they move through the curriculum without mastering the most important foundational concepts and skills first, their ability to progress to more complex topics with proper understanding will be compromised. Schools should revise their instructional plans to prioritize teaching the fundamentals in the time available. Teaching plans should prioritize foundational skills and conceptual pre-requisites.

- Foundational learning refers to the key skills that are the daily gateway to subsequent learning in an expanding number of subjects and disciplines. These refer to key skills in reading and mathematics, and increasingly also critical digital skills and socioemotional competencies.
- Antecedents and pre-requisites are content that must be learned prior to learning subsequent content in the learning series.

d. Strategies to accelerate learning and address learning gaps

- Expanding learning time (dedicated time for improving numeracy skills and for learning remediation)
- Establishing community-based learning spaces
- Conducting targeted academic interventions/remediation or enrichment programs
- Developing and quality assuring of learning resources
- Developing reliable assessment tools and/or pooling of publicly available assessment tools
- Developing appropriate assessment tasks
- Conducting regular assessments
- Implementing study support groups (physical and virtual)
- Clustering/re-clustering of learners based on academic needs
- Strengthening parental engagement
- Strengthening home-based & community-based learning support
- Intensifying the implementation of numeracy intervention programs

e. Keeping the schools open

To maximize learning recovery through learning acceleration, remediation, and intervention, schools must ensure that all children return to and stay in school. This can be achieved by:

- reopening and keeping all schools open;
- magnifying back-to-school campaigns, early warning systems and family involvement; and
- boosting no collection policy, implementation of feeding programs and conditional cash transfers for 4Ps.

f. Increase the efficiency of instruction, including through catch-up learning

Five evidence-based approaches for recovering and accelerating learning that SDOs and schools can select, combine, and adapt are:

1. Targeted Instruction - aligns instruction to the learning levels of students by grouping them according to their level of proficiency– not their age or grade– for a dedicated time of the day. It is considered one of the most effective models for accelerating learning in low-performing students.
2. Structured Pedagogy - A coherent package of investments that work together to improve instruction. Key components include high-quality teaching and learning materials (i.e., teacher guides); ongoing teacher training and coaching; and continuous student assessment.
3. Tutoring - One-on-one or small-group instructional programming that supplements learning by giving students individualized attention and targeting instruction towards identified areas where students most need support or practice. Efficacy depends on group size and frequency of sessions.
4. Self-guided Learning Programs - Enable students to progress incrementally towards mastery of foundational skills at his or her own pace, with limited input from a teacher. The activities can be assisted by technology or be pencil-and-paper based.
5. Expanding Learning Time - Expanding the time students spend learning is another strategy for accelerating learning. To be effective, additional time should be used for high-quality instruction, have clear learning goals, ensure high attendance (if voluntary), and be weighed against downsides such as the potential for burnout and stress.

Dimension 2: Health, Well-being, and Resilience

a. Develop psychosocial health and well-being

- Continue the provision of Mental Health and Psychosocial Support (MHPSS) through establishing helplines/hotlines and other remote psychosocial support such as radio, social media, local TV programs, psychosocial interventions in school, capacity-building activities for teachers on how to provide MHPSS, and support for teachers' well-being
- Strengthen school-based nutrition services and feeding programs
- Provision of safe teaching-learning environments

- Intensification of WASH-in-Schools
- b. Build Teacher Resilience
- Establish screening and detection mechanisms
 - Organize peer support groups
 - Enhance teachers' intrinsic motivation through the recognition of their contributions, sharing of their success stories, and providing opportunities to connect with other teachers
- c. Bolster school-based nutrition services and feeding programs

Children are ready to learn when they are healthy and well-nourished. During the pandemic, promising interventions have included shifting to a school meal collection or delivery model during prolonged or intermittent school closures, expanding school feeding programs to reach more children, and providing counseling on nutrition and feeding through the health unit.

- d. Safeguard student safety

Safety in learning environments is an important contributor to student, teacher, and school-level outcomes. Interventions to promote school safety include embedding school safety diagnostics and monitoring into educational system's data management practices; instituting safe, anonymous procedures for reporting incidents inside and outside of school; and running information campaigns and workshops for parents and community members.

- e. Implementation of school-based water, sanitation and hygiene (WASH) responses

Evidence shows that increased access and use of WASH services promotes both health and educational benefits, including reducing school absenteeism and boosting students' cognitive skills and academic performance. During COVID-19, schools have: upgraded hygiene/sanitation facilities, including making them gender-friendly; provided materials for hand washing and sanitation to prevent the spread of COVID-19, and trained teachers on sanitary hygiene practices, including strategies for teaching hand washing techniques to students.

Dimension 3: Professional Development

Professional development will be required for teachers to support the changes needed for student learning recovery and acceleration. All teachers, including school heads and supervisors, shall participate so that they can monitor and support the immediate implementation of new strategies or content knowledge.

- a. Instructional Support to Teachers

Teachers need support to implement the strategies for learning acceleration and recovery and to utilize the assessment results to inform classroom instructions. They must be capacitated on how to develop and

implement reliable and valid assessment tools, as well as to record, interpret and utilize assessment data to inform instructions.

b. Technological Support to Teachers

- Provide teachers with wider access to technology
- Capacitate teachers to use technology to enhance learning delivery and address learning gaps

Reading Recovery Plan is also designed to address the issues on the big number of non-readers in Caraga. **PROJECT READ** (Sa Caraga Tanan Bata Makabasa) will be launched to reduce the number of non-readers and frustration readers in every SDO, Upskill and reskill Reading Program key players and reading teachers and ensure SDOs implement the Reading Program.

Phase 2 of DepEd Caraga focuses also on sustaining or continuing the programs and projects on access, quality, equity, and resiliency likewise, operationalizing the strategies designed to achieve the targets and objectives.

5.2.2 REDP Implementation Arrangements

The Policy, Planning and Research Division will lead the operationalization of REDP. Similar to the central office, the REDP will be cascaded through the SDO's School Governance and Operations Division (SGOD). The Regional Planning Office will ensure all education plans, programs, and projects are consistent with the priorities and strategies in the REDP and BEDP. The PPRD will also ensure that all education plans, programs, and projects are consistent with the priorities and strategies in the REDP and informed by evidence-based research on program effectiveness as they become available to support the annual budget process.

5.2.3 REDP Monitoring and Evaluation Framework

The Monitoring Evaluation Framework of this REDP shall be based on DepEd Order No. 29, series 2022 known as "Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF)". The BEMEF which serves as Strategic Directions Framework as well links the means and ends as well as interrelationships of various programs, structures, and systems. It is organized in four levels: (i) Goals, (ii) Sector Outcome, (iii) Intermediate Outcome (IO), and (iv) Enabling Mechanisms (EM). Since the BEMEF serves as a guide in identifying the appropriate M&E mechanisms, tools, and approaches to use. Different types of M&E shall be conducted at each stage of programs, projects, and activities (PPAs) implementation.

The types of M&E that shall be used in this strategic plan are described as follows:

1. **Monitoring.** This is a systematic and objective assessment of an on-going implementation of plans, programs, projects, and major activities. It aims to steer implementation as efficiently as possible based on empirical facts determined through verifiable assessment process, systematic observation and documentation. This also determines any adjustment of plans and activities needed to achieve the committed targets. It can be done on a weekly, monthly, or quarterly based on the M&E Plan. Apparently, the

Program Management Information System (PMIS) as stipulated in DO No. 11, s. 2021 is one of the mechanisms that would be used.

2. **Process Evaluation.** This determines the effectiveness and efficiency of the implementation processes and systems. This could be conducted at any phase of the plan implementation and could be combined with other types of monitoring. Using this evaluation, issues and challenges of the PPAs deliveries can be addressed.
3. **Results Evaluation.** This is an evaluation approach that focuses on measuring the realization of results. It seeks to assess the outcomes and changes brought about by program or project interventions. Findings from this type of evaluation are used as the baseline situation for the next planning cycle.

In operationalizing the conduct of M&E, all RFDs are required to develop M&E Plans for their respective plans, programs, and policies. The M&E Plan is a document that provides guidance on the purpose and process of conducting M&E of any programs, policies, office mandates, and activities.

The M&E plan shall contain four (4) core M&E processes that are critical in conducting M&E:

1. establishment of scope and purpose of M&E;
2. data collection and management;
3. data analysis; and
4. M&E results reporting, dissemination, and utilization.

The development of tools for data collection/requirements shall be guided by the M&E Plan to be established per program, policy, and plan. The existing Regional Monitoring Evaluation & Plan Adjustment (RMEPA) mechanism shall be utilized as one of the M&E mechanisms to be done quarterly to ensure efficient and effective utilization of the resources as reflected in the RFD's Annual Implementation Plan (AIP).

The following are the activities that will serve as platforms in evaluating the effect of the implemented programs and projects.

a. Quarterly Program Implementation Review (QPIR)

The QPIR will document the learners' situation at the field – level, giving schools and SDOs immediate feedback on the effects of programs and projects in terms of learners' access to education, learners' performance in school, and how learners' rights are enforced. Field – level review will also highlight the needs or performance of groups in situations of disadvantage. The quarterly review will enable the schools and SDOs to assess performance and “catch issues” as they happen, and to immediately make corrective actions on bottlenecks affecting the implementation of the curriculum and respond to barriers hindering learner's performance.

At the SDO level, the OPIR will be used as an integrating mechanism by both the Schools Governance and Operations (SGOD) and Curriculum Implementation Division (CID) to synchronize technical support to schools and CLCs. It will also identify or locate schools and CLCs needing immediate and substantive assistance. This will allow the SDO to restructure assistance and focus resources to communities and schools with the utmost needs.

The OPIR will focus on verifying outcomes at the sub – intermediate level. Operational issues raised in the OPIR should be immediately resolved by the schools, CLC s and SDOs. Policy – or program – level concerns will be forwarded by the SDO s to the ROs to be used as inputs to their own quarterly reviews

b. Annual Implementation Review (AIR)

Annual or end – of – year review will focus on verifying the achievement of Intermediate Outcomes. The review will provide schools and SDOs with overall feedback on the effectiveness of strategies, outputs, and activities as contained in the Annual Plan. It will also show the efficiency of the schools and SDOs in delivering their commitments outlined in the annual plans. DepEd at all levels, development partners, and other education stakeholders will participate in the AIR.

The review findings will be used to refocus scope and targets based on emerging needs and recalibrate proposed strategies or programs for the next implementation period. The annual review will be used to highlight areas for improvements in policies and national level programs at the RO and CO level. The annual review results can also be used as the basis in reprioritizing targets for the following year. Intermediate outcomes will be assessed and compared (year to year) to determine progress towards achieving the desired intermediate outcomes.

c. Mid – Term Review

The mid-term review will also be undertaken by the RO in 2026. The mid-term review aims to determine if the critical milestones or targets set for 2026 are realized or achieved in the region and if 2030 targets are still feasible. The review will determine the performance of the 12 divisions, identify divisions where policies and programs are working, determine disparities in division performance, and identify major adjustments in the implementation of policies or in the content or scope of existing policies.

The results of the mid-term review will be used to review 2030 targets, and to recalibrate RDEP strategies from 2026 to 2030. DepEd stakeholders will participate in the conduct of the mid-term review.

e. Outcome Evaluation

Outcome evaluation is the final review and will be undertaken in or before 2030. The focus of the evaluation will be on two aspects: (i) documenting stories about Filipino learners, and (ii) evaluation of the RDEP results framework to determine strategies to continue, strategies to stop, and new strategies to undertake for the next cycle of the RBEP.

VI. ANALYSIS OF RISK

The implementation of any strategic plan entails several risks that are external factors beyond the control of DepEd and that could impact the development of the REDP. The following matrix identifies the major risks in achieving the outcomes proposed, and the strategies to mitigate their impact.

Table 19. Risk Analysis Matrix on Risk Severity

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

Identified Risk	Severity			Mitigation Strategies
	Probability High/Medium /Low	Impact High/Medium /Low	Overall Rate	
Institutional Risk				
Schools remain closed in the new school year 2021-2022	Medium	High	4	Secure assistance from the community, LGU, and government agencies for the safe opening of classes.
Limited coordination between DepEd, community, government agencies, and LGUs for interventions related to equity, empowerment, and resilience	Low	Medium	2	Forge partnerships with stakeholders for resource generation to activate existing joint committees and memoranda of agreement and create more as needed.
REDP monitoring is not given prominence in official DepEd Documents such Work Financial Plan	Medium	Medium	3	Once the REDP is approved, all indicators, targets, and strategies need to be included in the FDs/Units Work Financial Plan
Schools are situated in geographically isolated, disadvantaged/conflict-affected areas	High	Medium	4	Provide an inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to situations of disadvantage to improve program management, service delivery, contextualized curriculum, and learning delivery
Reading and Numeracy proficiency continue to decline in Key Stage 1				Pivot to quality by implementing innovative practices such as Regional Reading Program to ensure that all learners are

	Medium	High	4	equipped with reading and numeracy skills to make them proficient and independent readers in Key Stage 1
Operational Risk				
21 st Century Skills training is not sufficiently implemented to quickly impact student learning outcome standards in national and international assessment	Low	Medium	2	Professional development program on 21 st century skills for teachers and school leaders.
Learning is affected due to the distance learning modality and limited face-to-face modality	Medium	Medium	3	Nurture and protect learners with mental and psychosocial support
Limited ICT equipment to deliver education services through blended learning	High	Medium	4	DepEd ICT platforms and facilities with accessibility features for inclusive education are provided
Inadequate learning options available to support continued school closures	Medium	Medium	3	Increase GASTPE support to Private Education institutions
Financial Risk				
Low utilization of the education budget due to the pandemic			4	Reprioritize Programs, Activities, and Projects and budget according to available funds
Local Government Units have competing priorities in spending the Special Education Fund			4	Ensure proper utilization of SEF allocation to deliver quality basic education services through conducive classrooms, updated books, and other instructional materials.
Reduced funding and in-kind assistance from development partners			2	Optimize network and partnerships for resource generation
Capacity Risks				
Procurement performance continues to decline			4	Increase capabilities of financial managers per FDs/Units and advance procurement timelines and release program guidelines

Environmental factors provide barriers to continuing CPD for teachers in hazard-prone areas			4	Enhance competence of teachers through needs based professional development programs using different learning modalities Select training venues for teachers in hazardous areas based on ease of access and reliable power sources
Environmental Risks				
Natural disasters exacerbated by climate change destroy educational buildings, equipment, and materials			4	Develop and implement a disaster risk resilience strategy, repair and reconstruction of infrastructure, and replacement of non-infrastructure damages due to disasters/and emergencies for rehabilitation and recovery completed
Vulnerability to natural disasters and human-induced hazards			4	Intensify implementation of DRRM guidelines at all governance levels in response to natural and man-made calamities

VII. INDICATIVE TIMELINE

(6-Year Master Plan)

APPENDICES

STRATEGIC PLANNING WORKING COMMITTEE

Name	Designation
EXECUTIVE COMMITTEE	
Ma. Gemma Mercado Ledesma	Regional Director
Atty. Fiel Y. Almendra	Director III
Marilyn F. Antiquina	Chief – Quality Assurance Division
Joel B. Rosales	Chief – Administrative Services Division
Dr. Isidro M. Biol	Chief – Curriculum Learning Management Division
Bernabe L. Linog	Chief – Education Support Services Division
Dr. Flordelisa R. Dalin	Chief – Human Resource Development Division
Fe. L. Alegado	Chief – Finance Division
Carolina M. Niepes	Chief – Field Technical Assistance Division
Dr. Violeta C. Nuñez	OIC Chief – Policy, Planning, and Research Division
Technical Working Committee	
Dr. Caroline L. Guerta	Education Program Supervisor – PPRD, Chairperson
Members	
Dr. Edmund Mendoza	Education Program Supervisor - QAD
Dr. Celsa Cataluña	Education Program Supervisor - QAD
Rhea Yparraguirre	Education Program Supervisor - CLMD
Kevin Hope Z. Salvaña	Education Program Supervisor - CLMD
Elizabeth Ysulan	Education Program Supervisor - CLMD
Megnon Beldad	Education Program Supervisor - ESSD
Dr. Adreline Mae Castaños	Education Program Supervisor - ESSD
Nelia Balacuit	Education Program Supervisor - ESSD
Dr. Jumer Carlon	Education Program Supervisor - ESSD
Marlyne M. Villareal	Education Program Supervisor - HRDD

Jonathan Garzon	Education Program Supervisor – FTAD
Dr. Alejandro Macadatar	Education Program Supervisor - FTAD
Meriam C. Dela Rita	Supervising Administrative Officer-ASD
Mary Christine Odtojan	Records Officer - ASD
Secretariat	
Dandee Jonathan F. Monton	Education Program Specialist II - PPRD
Glenn P. Aspe	Administrative Assistant V - PPRD
John Rey B. Ebasco	Administrative Assistant I - PPRD

6 YEAR MASTER PLAN 2023-2028

Functional Division: **Administrative Services Division**

Ref #	Programs/Projects/Activities		Physical Targets						Resource Requirements				Financial Targets						Important Assumpti ons
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Human	Material s	Eqpt.	Others	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
KRA 1: Human Resource Management													1,129,000	2,331,160	2,448,534	2,470,764	2,695,925	3,535,022	
Enabling Mechanism 2. Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving.																			
	1	ASD Monthly Staff Meeting	12	12	12	12	12	12	Unit heads, CAO Office personnel, select ASD personnel	Bond paper, ink	Laptop	Meals/snacks	72,000	74,880	77,875.20	80,990.21	84,229.82	897,599	
	2	Annual ASD Congress (Three-Day)	0	1	1	1	1	1	Schools, SDO and RO Admin Officers in Administrative Division, resource persons from GSIS, CSC, DBM, RD, ARD	Bond p aper, ink, certificate holder, canon paper	Laptop, projector	Meals/snacks, honorarium for the speakers, token, polo shirts	0	1,229,800	1,278,992	1,330,151.68	1,383,357.75	1,438,692.05	With Registration fee of 4300/participa nt (2475 for venue and accommodati on for 275 participants for CY 2023)
	3	Administrative Services Division Audit to SDOs “Panagtambayayong”	12	12	12	12	12	12	SDO and RO Admin Officers under Administrative Division	Bond paper, ink	Laptop	Per diem for the travel	500,000	520,000	540,800	562,432	584,929.28	608,326.45	Travel and per diem expenses of the monitors
	4	Three-Day Live-in Capacity Building of HRMOs on RSPI	1	1	1	1	1	1	AO IV and AO II from SDOs and RO Personnel Unit staff	Bond paper, ink	Laptop, projector	Meals, accommodation	180,000	187,200	194,688	202,475.52	210,574.54	218,997.52	Registration fee of 6,500 per person for CY 2023
	5	Quarterly Meetings among RO and SDOs	4	4	4	4	4	4		Bond paper, ink	Laptop		3,000	3,120	3,244.80	3,374.60	3,509.60	3,649.96	Virtual meeting

	6	HRMPSB meetings	5	5	5	5	5	5	HRMPSB members	Bod paper, ink	Laptop, projector	Meals and snacks	32,500	33,800	35,152	36,558.08	38,020.40	39,541.22	Face to face modality
	7	Orientation on MSP and localized Policy on RSP	1	1	1	1	1	1	HRMPSB of SDOs and RO, RO personnel	Bond paper, ink	Laptop, projector	Melas and snacks	50,000	52,000	54,080	56,243.20	58,492.93	60,832.65	Face to face modality
	8	Reorientation on Revised Guidelines on ERF, Reclassification and Conversion of Positions	1	1			1	1	HRM of SDOs, AO V, SDS, ASDS, RO Personnel and CAO Offices	Bond paper, ink	Laptop, projector	Meals and snacks	45,000	46,800			50,618.88	52,643.64	Face to face modality
	9	Year-End Performance Review and Evaluation	1	1	1	1	1	1	RO ASD personnel and Job Orders	Bond paper, ink	Printer, laptop, terabyte	Meals/snacks	99,000	102,960	107,078.40	111,361.54	115,815.99	120,448.64	Two-day activity with polo shirt and terabyte (food 72,000; 2000 terrabyte, ppoloshirt225 00; contingency 2000)
	10	Quarterly Recognition of ASD Gawad Galing Personnel (Unit Head, Level 2 and Level1)	4	4	4	4	4	4	All ASD personnel	Canon paper, ink, certificate holder, token	Laptop		5,000	5,200	5,408	5,624.32	5,849.29	6,083.26	To be awarded during the falg raising ceremony by the PRAISE Committee
Enabling Mechanism # 4: Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services																			
	1	Mid-year Review on Administrative Services Division Quality Management System vis-à-vis Citizen's Charter	1	1	1	1	1	1	RO ASD personnel and Job Orders	Bond paper, ink	Laptop, projector	Meals/snacks, venue payment	72,500	75,400	78,416	81,552.64	84,814.75	88,207.34	45 ASD personnel participants

	2	Updating and refurbishing of the Citizen's Charter frame	1	0	1	0	1	0	All functional division chiefs, GSU, ARTA TWG	Tarpaulin, bond paper, ink	Glass wall frame	Labor for printing and installation	70,000	0	72,800	0	75,712	0	
KRA 2: Cash Management													50,000	52,000	54,080	56,243.20	58,492.92	60,832.64	
Enabling Mechanism 2. Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving.																			
	1	Ensure efficient cash collection and receipt of funds	1	1	1	1	1	1	Cash Unit Personnel, stakeholders, Finance Division personnel, RD	Bond paper, ink, check	Laptop, printer		25,000	26,000	27,040	28,121.60	29,246.46	30,416.32	
	2	Strengthen judicious utilization/disbursement of funds as well as timely liquidation of cash advance	1	1	1	1	1	1	Cash Unit Personnel, stakeholders, Finance Division personnel, RD		Laptop, printer		25,000	26,000	27,040	28,121.60	29,246.46	30,416.32	
KRA 3: Asset Management													43,000	44,720	46,508.80	48,369.15	50,303.92	52,316.07	
Enabling Mechanism 2. Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving.																			
	1	Orientation on Asset Management Processes for RO Personnel	2	2	2	2	2	2	Chiefs of Functional Divisions, unit heads, AMU staff	Bond paper, ink	Laptop, projector	Snacks	8,000	8,320	8,652.80	8,998.91	9,358.87	9,733.22	30 persons face to face modality
	2	Semestral Convergence among Supply Officers	2	2	2	2	2	2	Supply Officers in SDOs and RO, CAO Office staff, RD, ARD	Bond paper, ink	Laptop, projector	Meals & snacks, venue (1 day)	35,000	36,400	37,856	39,370.24	40,945.05	42,582.85	25 persons face-to-face modality

KRA 4: Records Management												81,500	88,860	87,422.40	95,183.30	93,798.95	101,985.46		
Enabling Mechanism 2. Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving.																			
	1	Quarterly <i>Panagtigum</i> among Records Officer	4	4	4	4	4	4	RO and SDO Records Officers	RO and SDO Records Officers		Computer	0	0	0	0	0	0	Online modality
	2	Capacity development of RO and SDOs Records Management Improvement Committee (RMIC)	1		1		1		RO and SDO RMIC		Computer	Meals/snacks for RO participants, Internet, honorarium of speaker	17,500	0	18,200	0	18,928	0	One-day activity (food 10,500; contingency 2000; honorarium 5000)
	3	Annual performance review and target setting of Records Group	1	1	1	1	1	1	RO and SDO Records Officers	Bond paper, ink, certificate holder, canon paper	Laptop, projector	Meals/snacks, accommodation, honorarium for speakers, polo shirt	52,000	54,080	56,243.20	58,492.93	60,832.65	63,265.95	Two-day activity (food & accommodation 39,000; contingency 2000; Honorarium – 5000, polo shirt – 6000)
	4	Interface Activity with the Knowledge Management Team	1	1	1	1	1	1	Document custodian for all offices in RO	Bond paper, ink	Laptop, projector	Meals and snacks	12,000	12,480	12,979.20	13,498.37	14,038.30	14,599.83	Face to face modality
Enabling Mechanism # 4: Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services																			
	1	Revisiting of the Contextualized Records Manual		1		1		1	RO and SDO RMIC	Bond paper, ink, certificate holder,	Laptop, projector	Meals/snacks, accommodation,		22,300		23,192		24,119.68	One-day activity (food & accommodation

									canon paper										20,300; contingenc y 2000)
KRA 5: Procurement Management													84,000	87,360	90,854	94,489	98,268	102,199	
Enabling Mechanism 2. Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving.																			
	1	ASD Pre-Procurement Planning	1	1	1	1	1	1	ASD personnel, RD, ARD	Bond paper, ink	Printer, laptop	Meals/snacks	54,000	56,160	58,406.40	60,742.66	63,172.36	65,699.26	
	2	Semi-Annual Interface among end-users and BAC members	2	2	2	2	2	2	BAC Members, RO end users	Bond paper, ink	Printer, laptop	Meals, snacks	30,000	31,200	32,448	33,745.92	35,095.76	36,499.59	
	3	Ensure that																	
KRA 6: Payroll Services Management													135,000	140,400	146,016	151,857	157,931	164,248	
Enabling Mechanism 2. Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving.																			
	1	Enhancement Workshop on APDS Loan Verification, Payroll Process, Remittances and other related matters	3	3	3	3	3	3	Payroll In-charge in SDO and RO, AO V in SDOs, SDS/ASDS, RD/ARD, CAO Office	Bond paper, ink, terabyte	Laptop, projector	Meals and snacks	90,000	93,600	97,344	101,237.76	105,287.27	109,498.76	Payroll Handlers, RPSU staff, Personnel Unit, RD,ARD,C AO Office staff
	2	Interface with the PLIs and GLIs	1	1	1	1	1	1	Unit heads in RPSU and Personnel Unit, Office of	Bond paper, ink	Laptop,, projector	Meals and snacks	45,000	46,800	48,672	50,618.88	52,643.64	54,749.38	Face to face modality

								CAO, RD/ARD, GLIs/PLIs representativ es											
KRA 7: General Services Management													1,059,000	61,360	2,063,814	1,066,637	69,022	71,783	
Enabling Mechanism 2. Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving.																			
	1	Three-Day Capacity Building for DepEd Caraga General Services Unit Personnel	1	1	1	1	1	1	GSU personnel, CAO Office, RD, ARD. Resource persons	Bond paper, ink	Laptop, projector	Meals and snacks	27,000	28,080	29,203.20	30,371.33	31,586.18	32,849.63	Face to face modality
	2	Quarterly Assessment of Accomplishments and Review of the GSU Performance	4	4	4	4	4	4	Drivers, utility workers and other GSU personnel, CAO Office	Bond paper, ink	Laptop, projector	Meals and snacks	32,000	33,280	34,611.20	35,995.65	37,435.47	38,932.89	Face to face modality
Enabling Mechanism # 4: Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services																			
	1	Installation of Addressable Fire Alarm System	1	0	0	0	0	0	Top management, ESSD, ASD		Fire alarm equipment	Labor for installation	1,000,000	0	0	0	0	0	
	2	Installation of Solar Panel as Alternative Source of Power at the Regional Office	0	0	0	0	1	0	Top management, ESSD, ASD				0	0	0	1,000,000	0	0	For the new Regional Office building
	3	Procurement of Additional Service	0	0	1	0	0	0	BAC, HOPE, TWG,	Bid docs, perfected contract	Service vehicle		0	0	2,000,000	0	0	0	

		Vehicle for the Regional Office							prospective suppliers									
GRAND TOTAL												2,581,500	2,805,860	4,937,229	3,983,543	3,223,742	4,088,386	

Prepared by:

Recommended for Approval:

APPROVED:

JOEL B. ROSALES
Chief Administrative Officer – ASD

ATTY. FIEL Y. ALMENDRA
Assistant Regional Director

MA. GEMMA MERCADO LEDESMA
Regional Director

		Vehicle for the Regional Office							prospective suppliers										
GRAND TOTAL													2,581,500	2,805,860	4,937,229	3,983,543	3,223,742	4,088,386	

Prepared by:

Recommended for Approval:

Approved:


JOEL B. ROSALES
 Chief Administrative Officer – ASD


ATTY. FIEL Y. ALMENDRA
 Assistant Regional Director


MA. GEMMA MERCADO LEDESMA
 Regional Director

6 YEAR MASTER PLAN 2023-2028

Functional Division: **Education Support Services Division**

Ref #	Programs/Projects/Activities		Physical Targets						Resource Requirements				Financial Targets					Important Assumptions
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Human	Materials	Eqpt.	Others	Year 1	Year 2	Year 3	Year 4	Year 5	
KRA 1 Partnership and Linkages													370,520.00	370,520.00	370,520.00	370,520.00	370,520.00	
Enabling mechanism No.5: Strengthen active collaboration with key stakeholders																		
	1.1	Conduct of Stakeholders' Convergence	1	1	1	1	1	1	• ESSD program owners • SDO partnership coordinators • Stakeholders • Chiefs, RD and ARD	• Office Supplies	• Laptop • Projector	• Venue • Food • Internet access						
	1.2	Forge partnerships with public and private organizations through MOU/MOA	12	12	12	12	12	12	• ESSD program owners • Partners, RD, ARD and ESSD Chief	• Office Supplies	• Laptop • Projector	• Venue • Internet access						
	1.3	Conduct Pahinungod sa Mga Kabulig	1	1	1	1	1	1	• RO personnel • Partners • SDSs/AS DSs	• Office Supplies	• Laptop • Projector • Plaques	• Venue • Food • Internet access						
Enabling Mechanism No. 6: Enhance and strengthen public and private education complementarity																		
	1.4	Sustain partnerships with public and private organizations, NGOs and NGAs	12	12	12	12	12	12	• ESSD program owners • Partners, RD, ARD and ESSD Chief	• Office Supplies	• Laptop • Projector	• Venue • Internet access						

KRA 2 Education Facilities Management													185,260.00	185,260.00	185,260.00	185,260.00	185,260.00	
Enabling Mechanism No. 3: Ideal learning environment and adequate learning resources for learners ensured																		
	2.1	Validate and conduct prioritization of recipient schools for repair and construction of school buildings	12	12	12	12	12	12	• RO and SDO Engineers	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access • Travel Expenses						
	2.2	Prepare program of works of the validated, prioritized schools	12	12	12	12	12	12	RO and SDO Engineers	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access • Travel Expenses						
	2.3	Monitor BEFF projects	12	12	12	12	12	12	• RO and SDO Engineers	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access • Travel Expenses						
	2.4	Conduct actual inspection/validation of accomplishment of BEFF projects	12	12	12	12	12	12	• RO and SDO Engineers	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access • Travel Expenses						
	2.5	Consolidate accomplishment/status report of BEFF projects	12	12	12	12	12	12	• RO and SDO Engineers	Office Supplies	• Laptop • Projector	• Internet access						
KRA 3 Health and Nutrition Services Management													370,520.00	370,520.00	370,520.00	370,520.00	370,520.00	
Enabling Mechanism No. 2: Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving																		
	3.1	Conduct annual physical examination of RO personnel	122	122	122	122	122	122	• RO Personnel	Office Supplies	• Laptop • Projector	• Venue • Food						
	3.2	Purchase medicines and medical equipment	Items to be bought depend on the needs and expiration of available medicines						• HNU Personnel • BAC	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access						

	3.3	Conduct of M and E on: a. Oplan Kalusugan sa DepEd Program b. SDHCP Clinic Hubs/School Clinics	12	12	12	12	12	12	• RO and SDO Health and Nutrition Unit	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access • Travel Expenses						
	3.4	Conduct of Program Implementation Review (PIR)	12	12	12	12	12	12	• RO and SDO Health and Nutrition Unit	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access • Travel Expenses						
	3.5	Submit Accomplishment Report to CO	12	12	12	12	12	12	• RO and SDO Health and Nutrition Unit	Office Supplies	• Laptop • Projector	• Venue • Internet access						
KRA 4 Events Management													555,78 0.00	555,78 0.00	555,78 0.00	555,78 0.00	555,78 0.00	
Enabling Mechanism No. 2: Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving																		
	4.1	Conduct of the following: a. Webinar on the basics of research data collection and analysis on DRRM/CCA b. Webinar on Contingency Planning for SDOs and Schools c. Webinar on Disaster Preparedness for RO and SDO Personnel d. Webinar on PFA/ADM for SDOs/Schools	12	12	12	12	12	12	• RO and SDO DRRM Coordinators • RO and SDO YFD Coordinators • Health and Nutrition Unit	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access • Travel Expenses						

4.2	Conduct M and E and TA Provision to SDOs on DRRM, GPP/SIGA, YES-O, Student Leadership Program, National Greening Program, Child Protection Policy Implementation, CSS, and Oplan Balik Eskwela	12	12	12	12	12	12	• RO and SDO DRRM Coordinators • RO and SDO YFD Coordinators • Health and Nutrition Unit	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access • Travel Expenses						
4.3	Conduct of Regional Sports Competition	1	1	1	1	1	1	• RO and SDO Sports Coordinators • RO and SDO Sports TWG • Coaches, Officials and athletes	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access • Travel expenses						
4.4	Spearhead the following: a. 18-day Campaign to end VAW-C b. National/World Teachers' Day c. DepEd Caraga Anniversary d. NSED e. GAD Planning and Budgeting Workshop	5	5	5	5	5	5	• RO and SDO YFD Coordinators • RO and SDO Personnel • FD Chiefs	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access • Travel expenses						
Total												1,482,080.00	1,482,080.00	1,482,080.00	1,482,080.00	1,482,080.00	

Prepared by:

BERNABE L. LINOG
Chief, ESSD

Recommended for Approval:

ATTY. FIEL Y. ALMENDRA, CESO IV
Asst. Regional Director

Approved by:

MA. GEMMA MERCADO LEDESMA
Regional Director

6 YEAR MASTER PLAN 2023-2028

Functional Division: **FINANCE DIVISION**

[illegible]

Ref #	Programs/Projects/Activities	Physical Targets						Resource Requirements				Financial Targets					Important Assumptions
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Human	Materials	Eqpt	Others	Year 1	Year 2	Year 3	Year 4	Year 5	
	Services, Maintenance and Other Operating Expenses, Capital Outlay expenditures, monthly								toner, correction tape, sign pen	printer, copier							
	Prepare, review and consolidate Budget Execution Documents (BEDs) #s 1 & 3 submitted by 12 Schools Division Offices	2	2	2	2	2	2					10,000.00	10,400.00	10,816.00	11,249.00	11,699.00	
KRA 4. Budget Accountability Reporting												1,316,202.30	1,368,850.00	1,423,604.00	1,480,549.00	1,539,770.00	
Enabling Mechanism 5 Strengthen active collaboration with key stakeholders																	
	Reinforcement of DepEd, DBM and DILG Joint Circular No. 1, s. 2017 on the Revised Guidelines on the Use of Special Education Fund (SEF), quarterly	4	4	4	4	4	4					5,000.00	5,200.00	5,408.00	5,624.00	5,849.00	
	Sustain collaboration with DBM through involvement in Quarterly Full-Time Delivery Unit (FDU) meeting and with COA through strengthened cooperation and engagement during COA exit and entrance conferences.	4	4	4	4	4	4	RD, ARD, SDS/ASDS, Planning, HRMO, FD Chiefs, RO/DO Finance personnel	Bond paper, ball pen, ink, toner, correction tape, sign pen, Certificate paper and holder	Computer, laptop, printer, copier, LCD, projector	Microphone, Plaque, Polo shirts, meals and snacks, accommodation Venue	55,000.00	57,200.00	59,488.00	61,868.00	64,342.00	
	Maintain books of accounts and Registries of Allotment and Disbursements (RAOD) and submit the required budget and financial accountability reports, monthly	12	12	12	12	12	12					1,206,202.30	1,254,450.00	1,304,628.00	1,356,814.00	1,411,086.00	
	Monitor and evaluate financial performance of Schools Division Offices, quarterly.	4	4	4	4	4	4					50,000.00	52,000.00	54,080.00	56,243.00	58,493.00	
TOTAL												1,986,561.34	2,066,023.00	2,148,665.00	2,234,612.00	2,323,996.00	

Prepared by:

FE L. ALEGADO
Chief, FD

Recommended for Approval:

ATTY. FIEL Y. ALMENDRA, CESO IV
Asst. Regional Director

Approved by:

MA. GEMMA MERCADO LEDESMA
Regional Director

6 YEAR MASTER PLAN 2023-2028

Functional Division: **FIELD TECHNICAL ASSISTANCE DIVISION**

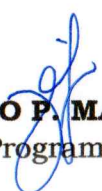
Ref #	Programs/Projects/Activities	Physical Targets						Resource Requirements				Financial Targets						Important Assumptions
KRA 1: Technical Assistance		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Human	Materials	Eqpt.	Others	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Enabling Mechanism #1 Education leaders and managers practice participative, ethical, and inclusive management processes.																		
Activity	Retool the RFTAT/DFTAT on their roles and functions	1	1	1	1	1	1	FTAD Chiefs, FTAD EPSs, RFTATs, DFTATs, ADAS	supplies	Laptop,LCD	Laptop/ computer, printer	30,000	31,200	32,500	33,700	35,000	36,500	
	Conduct coordination Meeting among the RFTAT members	1	1	1	1	1	1	FTAD Chiefs, FTAD EPSs, RFTATs, ADAS	supplies	Laptop,LCD	Laptop/ computer, printer	50,400	52,416	54,512	56,692	58,960	61,320	
	Provide technical assistance to SDOs based on their TA Needs and priorities	1	1	1	1	1	1	FTAD Chiefs, FTAD EPSs, RFTAT, Division TA Focal Persons	supplies	Laptop	Laptop/ computer, printer	80,000	83,200	86,500	90,000	93,600	97,300	
	Provide TA to SDOs in the implementation of SBM.	1	1	1	1	1	1	FTAD, RFTATs	supplies	Laptop	Laptop/ computer, printer	30,000	31,200	32,500	33,700	35,000	36,500	
KRA 2: Knowledge Management																		
Strategy 1: Ensuring alignment of the curriculum, instruction, and classroom assessment methods in all learning areas.																		
Activity	Monitoring of the implementation of CI through Quarterly Virtual <i>Kumustahan</i> On Continuous Improvement (CI)	1	1	1	1	1	1	FTAD Chiefs, FTAD EPSs, Division CI Coordinators	supplies	Laptop	Laptop/ computer, printer	20,000	20,800	21,600	22,500	23,400	24,300	
	Conduct Annual recognition of Best CI Projects							FTAD Chiefs, FTAD EPSs, Division CI Coordinators	supplies	Laptop	Laptop/ computer, printer	30,000	31,200	32,500	33,700	35,000	36,500	

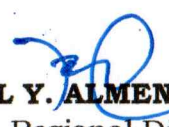
	Monitor the full implementation of the School Governance Council	1	1	1	1	1	1	FTAD	supplies	Laptop, LCD	Laptop/ computer, printer	50,000	52,000	54,080	56,240	58,500	60,840	
	Conduct of a region-wide "Search for the Most Functional SGC"	1	1	1	1	1	1	FTAD Chiefs, FTAD EPSs, ADAS	supplies	Laptop, LCD	Accommodation and Venue, plaques and trophies	50,000	52,000	54,080	56,240	58,500	60,840	
	Validation of SBM Practices	1	1	1	1	1	1	RFTAT	supplies	Laptop, LCD	Laptop/ computer, printer	80,000	83,200	86,500	90,000	93,600	97,300	
	SBM Stakeholders' Convocation vis-à-vis TA and CI Summit	1	1	1	1	1	1	FTAD Chiefs, FTAD EPSs, ADAS	supplies	Laptop, LCD	Accommodation and Venue, Decoration, Plaques, Trophies and Certificates	1,126,000	1,171,000	1,217,800	1,266,500	1,317,200	1,370,000	
	Production of coffee table book for RO Best Practices and Success Stories	1	1	1	1	1	1	FTAD Chiefs, FTAD EPSs, ADAS	supplies	Laptop, LCD	Laptop/ computer, printer	60,000	62,400	64,900	67,500	70,200	73,000	Production of coffee table book for RO Best Practices and Success Stories
KRA 3: Team Management																		
Enabling mechanism #4. Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services																		
Activity	Upskilling of process holders on the Quality Management System	1	1	1	1	1	1	QMR, Top Management, Program Owner	supplies	Laptop	Venue, Internet Connection	20,000	20,800	21,600	22,500	23,400	24,300	
	Management Review	1	1	1	1	1	1	QMR, Top Management	supplies	Laptop	Venue	40,000	41,600	43,300	45,000	46,800	48,600	

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MA. GEMMA MERCADO LEDESMA
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6 YEAR MASTER PLAN 2023-2028

Functional Division: **Human Resource Development Division**

Ref #	Programs/Projects/Activities		Physical Targets						Resource Requirements				Financial Targets					Important Assumptions
KRA 1 Localized HR Policies and Plans			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Human	Materials	Eqpt.	Others	Year 1	Year 2	Year 3	Year 4	Year 5	
Enabling mechanism #1: Education leaders and managers practice participative, ethical, and inclusive management process.																		
	1.1	Conduct policy review and develop localized HR policies for recommendation	5	5	5	5	5	5	• HRDD & NEAP-Caraga Personnel • PMT, PRAISE, PDC, HRM PSB	• Office Supplies	• Laptop • Projector	• Venue • Food • Internet access	108,000.00	113,400.00	119,070.00	125,023.50	131,274.68	
	1.2	Orientation of HRD localized policies, plans, and framework	5	5	5	5	5	5	• HRDD Personnel • PMT, PRAISE, PDC, HRM PSB	• Office Supplies	• Laptop • Projector	• Venue • Food • Internet access	85,000.00	89,250.00	93,712.50	98,398.13	103,318.03	
Enabling Mechanism #4: Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services																		
	1.3	Establish profiling system for Regional Office and Schools Division Offices Human Resources through Human Resource Information System (HRIS), CPDAS, and PDIS	100% (RO) 80% (SDO)	100% (RO) 100% (SDO)	100% (RO) 100% (SDO)	100% (RO) 100% (SDO)	100% (RO) 100% (SDO)	100% (RO) 100% (SDO)	• HRDD & NEAP-Caraga Personnel Unit • SDO HRD SEPS and EPS II	• Office Supplies	• Laptop • Projector	• Venue • Food • Internet access	24,000.00	25,200.00	26,460.00	27,783.00	29,172.15	

KRA 2 Induction Program																		
Enabling Mechanism #2: Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving																		
	2.1	Conduct Induction Program to Newly-hired RO Personnel	1	1	1	1	1	1	• HRDD & NEAP-Caraga Personnel • Personnel Unit	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access	35,000.00	36,750.00	38,587.50	40,516.88	42,542.72	
	2.2	Provide technical assistance in ensuring the implementation of SDO's Induction Program	12	12	12	12	12	12	• HRDD & NEAP-Caraga Personnel • SDO SDS, ASDS, HRD SEPS and EPS II	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access • Travel Expenses	35,000.00	36,750.00	38,587.50	40,516.88	42,542.72	
KRA 3 Professional Learning and Development																		
Enabling Mechanism #2: Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving																		
	3.1	Develop and implement needs-based professional development program for RO Personnel	2	2	2	2	2	2	• HRDD & NEAP-Caraga Personnel • FD Chiefs	Office Supplies	• Laptop • Projector •	• Venue • Food • Internet access • Travel Expenses •	348,000.00	365,400.00	383,670.00	402,853.50	422,996.18	
	3.2	Provide support for the continuing professional development of Non-Teaching Licensed professionals in the Regional office	21	21	21	21	21	21	• HRDD & NEAP-Caraga Personnel • FD Chiefs	Office Supplies	• Laptop • Projector •	• Venue • Food • Internet access • Travel Expenses •	83,000.00	87,150.00	91,507.50	96,082.88	100,887.02	Budget may vary depending on the Fund Allocation from BHRD-OED through OPD NTP Program Support Fund
	3.3	Develop and implement needs-based and competency -based professional	6	6	6	6	6	6	• HRDD & NEAP-Caraga Personnel	Office Supplies	• Laptop • Projector •	• Venue • Food • Internet access	5,000,000.00	5,250,000.00	5,512,500.00	5,788,125.00	6,077,531.25	Budget may vary depending on the Fund Allocation from

		development program for teachers and school leaders which are CPD Accredited and NEAP-Recognized							- FD Chiefs - Program owners - NEAP REC and RAC			Travel Expenses						NEAP Central Office through HRTD Funds
	3.4	Manage scholarship programs following the principles of transparency and equity	1	1	1	1	1	1	- HRDD & NEAP-Caraga Personnel - PDC	Office Supplies	- Laptop - Projector	- Venue - Food - Internet access - Travel Expenses	25,000.00	26,250.00	27,562.50	28,940.63	30,387.66	
KRA 4 Employee Welfare																		
Enabling Mechanism #2: Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving																		
	4.1	Design and implement health and wellness program	6	6	6	6	6	6	- HRDD - Personnel Unit - Health and Nutrition Unit	Office Supplies	- Laptop - Projector	- Venue - Food - Internet access - Travel Expenses	900,000.00	945,000.00	992,250.00	1,041,862.50	1,093,955.63	
	4.2	Conduct review on succession plan for key critical position	1	1	1	1	1	1	- HRDD - Personnel Unit - FD Chiefs	Office Supplies	- Laptop - Projector	- Venue - Food - Internet access	25,000.00	26,250.00	27,562.50	28,940.63	30,387.66	
KRA 5 Rewards and Recognition																		
Enabling Mechanism #2: Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving																		
	5.1	Design and localize system for rewarding and recognizing deserving RO and SDO	2	2	2	2	2	2	- HRDD - Personnel Unit - FD Chiefs - PRAISE Committee	Office Supplies	- Laptop - Projector	- Venue - Food - Internet access - Travel expenses	900,000.00	945000	992250	1041862.5	1093955.625	

6.2	Conduct monitoring to ensure proper dissemination and implementation of RPMS to SDOs	12	12	12	12	12	12	• HRDD • PMT • SDO Personnel Unit	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access • Travel expenses	60,000.00	63,000.00	66,150.00	69,457.50	72,930.38	
6.2	Utilize data as basis in identifying appropriate intervention	1	1	1	1	1	1	• HRDD • PMT	Office Supplies	• Laptop • Projector	• Venue • Food • Internet access	20,000.00	21,000.00	22,050.00	23,152.50	24,310.13	

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 Regional Director

6 YEAR MASTER PLAN 2023-2028

Functional Division: **Policy, Planning, and Research Division**

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	Conduct of Capability Building/Orientation on ESIP to Division focal persons/school heads	1	1					PPRD staff, ESIP focal persons/school heads	supplies	Laptop, LCD	Venue, meals and snacks, travelling expenses	86,725	90,194.00	93,801.76	97,553.83	101,455.98	105,514.22	
KRA 2. POLICY DEVELOPMENT																		
Enabling Mechanism 2. Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving.																		
Activity	Conduct of capacity building on policy analysis	1				1		CO, chiefs, EPS	supplies	Laptop, LCD	Venue, meals and snacks	200000	208,000.00	216,320.00	224,972.80	233,971.71	243,330.58	
	Dissemination of existing DepEd policies	1	2	2	4	4	4	PPRD staff and other identified personnel	supplies	Laptop, LCD	Venue, meals and snacks,	20,000	20,800.00	21,632.00	22,497.28	23,397.17	24,333.06	
	Implementation of existing DepEd policies																	
	Collaboration with other Functional Divisions in the review of Contextualized/Customized PRIME-HRM policies																	
KRA 3 RESEARCH MANAGEMENT																		
Strategy: Strengthen the utilization of research findings to come up with the evidence-based guidelines, standards and program on access to basic education																		
Enabling mechanism #3: Ideal learning environment and adequate learning resources for learners ensured																		
Project SEARCH- Strengthening Educational Activities in Research, Creatively and Holistically																		
Activity	Production of Coffee Table Book on Research		1					Researchers, research coordinators-RO and SDO	supplies	Laptop, inter net connection	fund	100,000.00	104,000.00	108,160.00	112,486.40	116,985.86	121,665.29	
	Evaluation and approval of research proposals based on the research priorities defined in BEDP 2030	30	30	30	30	30	30	Researchers, research coordinators-RO and SDO	supplies	Laptop, LCD	Venue, meals and snacks,							BERF - 1,000,000 . - annually

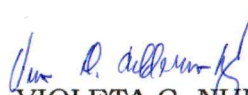
	Conduct of Research Congress	12	12	12	12	12	12	Researchers, research coordinators-RO and SDO										
	Conduct of research stakeholders' Forum	3	4	5	5	10	10	Researchers, research coordinators-RO and SDO	supplies	Laptop, internet connection	Venue, meals and snacks,	25,000.00						
	Conduct of Researcher's Notebook	1	2	2	4	4	4	Researchers, research coordinators-RO and SDO	supplies	Laptop, internet connection	Fund, plagiarism test software	100000	104,000.00	108,160.00	112,486.40	116,985.86	121,665.29	
	Monitoring and provision of technical assistance in the conduct of research studies to the SDOs																	
Strategy 2: Align resource provision with key stage learning standards.																		
Enabling mechanism #3: Ideal learning environment and adequate learning resources for learners ensured																		
Activity	Monitoring the utilization of action research results on strategies and instructional materials in the classroom	2	4	4	4	4	4	Researchers, research coordinators-RO and SDO	supplies		Vehicles, travelling expenses							
	Conduct Research and Development research for classroom use.	2	2	4	4	4	4	Researchers, research coordinators-RO and SDO	supplies		fund							
KRA 4: DATA MANAGEMENT																	137,000.00	
Enabling mechanism #4. Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services																		
Activity	Operationalization of the RO -Research Information System (RIS)	1	1	1	1	1	1	Programmer, research coordinators, researchers, PPRD staff	supplies	Laptop	Internet Connection							
	Developing an RO – Planning Data Information System (Data Bank)			1	1	1	1	PPRD staff and other FDs	supplies	Laptop	Internet access							

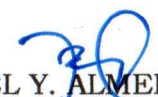
	Operationalization of the Program Management Information System (PMIS)	1	1	1	1	1	1	planning officers, program coordinators	supplies	Laptop	Internet access							
	Provision of complete, valid, timely and accurate data and information for planning, budgeting and policy direction using the EBEIS/LIS	1	1	1	1	1	1	Planning officers	supplies	Laptop,LCD	Internet access							
	Conduct of Kumustahan among the Division Planning Officers (DPOs), SEPS - Research and Planning and PPRD Staff	4	4	4	4	4	4	Planning officers/seps	supplies	Laptop,LCD	Internet access	300000	312,000.00	324,480.00	337,459.20	350,957.57	364,995.87	
	Travel outside the region											200,000.00	85,805.20	89,237.41	92,806.90	96,519.18	100,379.95	
	Purchase of Office Supplies											200,000						
Total												1,417,230	1,473,919	1,532,876	1,594,191	1,657,959	1,724,277	

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6 YEAR MASTER PLAN 2023-2028

Functional Division: **Quality Assurance Division**

Ref #	Programs/Projects/Activities		Physical Targets						Resource Requirements				Financial Targets					Important Assumptions
KRA 1: Quality Assurance Framework, Policies, Systems, and Processes			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Human	Materials	Eqpt.	Others	Year 1	Year 2	Year 3	Year 4	Year 5	
Enabling Mechanism #2: Ensure human resources in the region, divisions and schools are sufficient, resilient, competent, and continuously improving																		
	1.1	Sustain a system in conducting QATAME to L & D Activities (trainings/webinars/conferences) in the region.	4	4	4	4	4	4	QAD Chief EPS Program Owner	• Office Supplies	• Laptop • Projector	• Venue • Food • Internet access	35,000	36,400	37,856	39,370.24	40,945.05	
	1.2	Conduct Regional Training on M & E Mechanism/Core Process	1	1	1	1	1	1	QAD Chief EPS Chief CID and SGOD SDO SMME SDO EPS	• Office Supplies	• Laptop • Projector	• Venue • Food • Internet access	62,000	64,480	67,059.2	69,741.57	72,531.2	
	1.3	Track SDO learners' outcomes through RMEA with SDOs	4	4	4	4	4	4	RD ARD QAD Chief EPS RFTAT Chief CID and SGOD SDO SMME SDO EPS SDO PSDS	• Office Supplies	• Laptop • Projector	• Venue • Food Internet access						
	1.4	Monitor and evaluate the PAPs and validate through M & E Mechanism	4	4	4	4	4	4	RD ARD QAD Chief EPS RFTAT Chief CID and SGOD	• Office Supplies	• Laptop • Projector	• Venue • Food • Internet access	31,874	33,148.96	34,474.92	35,853.92	37,288.08	

									SDO SMME SDO EPS SDO PSDS									
KRA 2: ASSESSMENT, MONITORING, AND EVALUATION																		
Enabling Mechanism #4: Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services																		
	2.1	Review and issue SHS Special Orders	98	98	98	98	98	98	RD QAD Chief EPS	Office Supplies	- Laptop - Projector	- Venue - Food - Internet access						
	2.2	Implement quarterly review (MEA) on the performance of RO/SDO for policy actions and adjustments	4	4	4	4	4	4	RD ARD QAD Chief EPS RFTAT Chief CID and SGOD SDO SMME SDO EPS SDO PSDS	Office Supplies	- Laptop - Projector	- Venue - Food - Internet access - Travel Expenses	265,100	275,704	286,732.16	298,201.45	310,129.51	
	2.3	Conduct quarterly collaborative meeting with SDO counterparts	4	4	4	4	4	4	QAD Chief EPS Chief CID and SGOD SEPS and EPSII SMME EPS	Office Supplies	- Laptop - Projector	- Venue - Food - Internet access - Travel Expenses	26,400	27,456	28,554.24	29,696.41	30,884.27	
	2.4	Ensure learners' performance increases through implementation of relevant programs, activities, and projects	4	4	4	4	4	4	QAD Chief EPS	Office Supplies	- Laptop - Projector	Venue						
	2.5	Conduct Regional Summit for Private Schools	1	1	1	1	1	1	QAD Chief EPS Chief CID and SGOD SEPS and EPSII SMME EPS School Head	Office Supplies	- Laptop - Projector	- Venue - Food - Internet access - Travel Expenses	65,000	67,600	70,304	73,228.65	76,157.8	

KRA 3: Regulatory and Developmental Services																		
Enabling Mechanism #6: Enhance and strengthen public and private education complementarity.																		
3.1	Strategy for prioritizing for establishment of schools in geographically isolated disadvantaged areas (Access: Strategy 2)		12	12	12	12	12	12	QAD Chief EPS 12 SDOs	Office Supplies	• Laptop	• Internet access • Travel Expenses						
3.2	Validate applications and conduct ocular inspections to public/private schools for issuance of permit to operate (Access: Strategy 2)		12	12	12	12	12	12	QAD Chief EPS RO M & E Team SDO M & E Team	Office Supplies	• Laptop • Projector	• Food • Travel Expenses	90,000	93,600	97,344	101,237.76	105,287.27	
3.3	Submit annual report on performance of private schools for presentation to regional management committee.		1	1	1	1	1	1	RD QAD Chief EPS	Office Supplies	• Laptop • Projector	• Venue						

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Regional Education Development Plan

REDP 2023 - 2028

EDUKASYONG SAPAT, PARA SA LAHAT