Republic of the Philippines
Department of Education
REGION IX, ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DAPITAN CITY

DIVISION MEMORANDUM
NO. 173 , s. 2022

To: OIC Assistant Schools Division Superintendent
Chief Education Supervisors, CID & SGOD
Education Program Supervisors & Specialists
SDO Section Chiefs
Division Performance Management Team (PMT)
All Others Concerned

From: **FELIX ROMY A. TRIAMBULO, CESO V**
Schools Division Superintendent

Subject: **DEDP REVIEW & ADJUSTMENT cum DIVISION PERFORMANCE MANAGEMENT TEAM (PMT) CONFERENCE**

Date: April 22, 2022

In view of the issuance of the Basic Education Development Plan (BEDP) which serves as the Department's blueprint and guide for the respective development and office plans in all governance levels, the Schools Division of Dapitan City will be holding a Division Education Development Plan (DEDP) Review & Adjustments before the year ends.

In preparation for this endeavor, a review of the DEDP as well as conference for the Performance Management Team (PMT) shall be conducted on **April 26, 2022, 9:00a.m.** at the Division Conference Hall.

Participants are the OIC Assistant Schools Division Superintendent, CID and SGOD Chiefs, Education Program Supervisors, all SDO Section/Unit Heads and the Division Performance Management Team (PMT).

All attendees to this activity are reminded to strictly observe physical distancing and to always wear face masks.

Immediate dissemination of this memorandum is desired.

Department of Education
Division of Dapitan City
RELEASED
NO 173 DATE 4/26/2022
TIME 11:30 BY

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Republic of the Philippines
Department of Education
REGION IX, ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DAPITAN CITY

DIVISION EDUCATION DEVELOPMENT PLAN (DEDP) REVIEW & ADJUSTMENT cum DIVISION PERFORMANCE MANAGEMENT TEAM (PMT) CONFERENCE

SDO Conference Hall
April 26, 2022, 9:00a.m.

Morning Session

Preliminaries
Singing of National Anthem..... Multimedia Presentation
Prayer / Doxology ..... Multimedia Presentation

Welcome Remarks..... Sherlito E. Sagapsapan
Chief, SGOD

Message..... Felix Romy A. Triambulo, CESO V
Schools Division Superintendent

Presentation of Strategic Directions (2022-2030) &
Accomplishments..... Dr. Rosalio B. Conturno, Jr.
OIC-Assistant Schools Division Superintendent

Review of National Targets vs SDO Targets..... Anthon John S. Soriano
Planning Officer III

Afternoon Session

Division Performance Management Team
(Division PMT) Conference..... To be presided by OIC-ASDS
Dr. Rosalio B. Conturno, Jr.

Chair: Assistant Schools Division Superintendent

Members: Accountant III
Administrative Officer V
Planning Officer III
Education Program Supervisor
Principals' Representative – Elementary & Secondary
Representative, Teachers' Association
Representative, NEU Division Chapter

Observer: PTA Division Federation Representative

Secretariat: Administrative Services

Strategic Directions, 2022-2030

1

Confronting the basic education imperatives

- Immediate impacts of COVID-19 pandemic on participation, learning and education delivery
- Situations of disadvantage hindering achievement of universal participation
- Low proficiency of learners in reading and numeracy
- Gains, innovations and good practices achieved in pandemic period provide evidence for policy and strategy adjustments
- Resiliency amid uncertainty, rapid social, climate and technological changes require nimble education system

2

Major Challenges identified in Basic Education Sector Analysis (BESA)

Access and Efficiency	Quality	Governance
• Improvements in participation in all levels of education was notable but reaching universal participation require targeted intervention. • Access gaps particularly on out-of-school children and youth remains to be an area of concern • Lack of data on the universe of groups in situations of disadvantage	• Low proficiency of learners in reading and numeracy skills • Inadequate coverage of 21st century skills in curriculum is affecting test performance result • Girls outperforming boys in attendance and learning proficiency	• Need to strengthen complementarity between public and private schools and strengthen support to private sectors • Limited vertical and horizontal integration in program management at the different levels of DepEd (CO, RO, SDO, Schools) • Limited capacity of DepEd field units on contextualization of programs and strategies including quality assurance, technical assistance, education planning, monitoring and evaluation, and program management • Inadequate government spending in Education

3

Priority Development Areas

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. Strengthening the promotion of the over-all well-being of learners in a positive learning environment where learners exercise their rights and experience joy
4. Modernizing basic education governance that empowers learners to be resilient and acquire life skills

4

Key strategic priorities

- Address the immediate impacts of COVID-19 pandemic on learning and participation
- Enhance policies and strategies in improving early reading and numeracy skills in the first key stage
- Improve access to quality and learner-centered learning environment and spaces
- Strengthen policies and mechanisms for providing access to quality and relevant basic learning opportunities for OOSC and OSY
- Provide an inclusive, effective, culturally responsive, gender-sensitive and safe learning space to respond to the situations of disadvantage
- Improve learners and personnel resilience from all forms of natural and human-induced hazards.
- Integrate children's rights and responsibilities and duty bearer's obligations in the design of DepEd programs and projects.
- Enhance strategic human resource management for continuing professional development and opportunities
- Co-create learning spaces for the future by looking at the broader learning ecosystem beyond the confines of physical classrooms
- Strengthen Public and private collaboration and work more collaboratively under a dynamic and responsive complementarity framework.
- Modernize education management systems and processes for efficient service delivery

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Performance Targets

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National Targets: Government Spending

Indicator	Latest year	Latest value	2022	2023	2024	2025	2026	2027	2028	2029	2030
1. Proportion of total government spending on Education	2020	13.2	14.3	14.9	15.4	**16.0**	16.4	16.8	17.2	17.6	**18.0**
2. Government Expenditure on education as percentage of GDP	2020	2.5	2.9	3.1	3.3	**3.5**	3.6	3.7	3.8	3.9	**4.0**

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National Targets: Access to Quality Basic Education

Indicator	Latest year	Latest value	2022	2023	2024	2025	2026	2027	2028	2029	2030
Participation rate in organized learning (one year before the official primary entry age)	2019	86.3	89.00	94.00	96.50	**99.0**	99.13	99.25	99.38	99.50	**100.0**
Net enrollment rate, elementary	2020	93.35	95.00	96.50	97.25	**98.00**	98.50	98.75	98.88	98.94	**99.00**
Net enrollment , junior high school	2020	84.38	89.04	89.04	89.04	**89.04**	90.63	92.22	93.82	95.41	**97.00**
Net enrollment , senior high school	2020	48.37	64.00	68.86	73.02	**76.59**	79.27	81.95	84.64	87.32	**92.00**

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National Targets: Access to Quality Basic Education

Indicator	Latest year	Latest value	2022	2023	2024	2025	2026	2027	2028	2029	2030
Out-of-school rate, elementary	2019	2.1	2.05	2.04	2.03	**2.0**	1.88	1.78	1.71	1.66	**1.5**
Out-of-school rate, junior high school	2019	4.7	4.34	4.28	4.23	**4.0**	3.75	3.56	3.42	3.32	**3.0**
Out-of-school rate, senior high school	2019	9.1	7.49	7.25	7.04	**6.0**	5.50	5.13	4.84	4.63	**4.0**

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National Targets: Internal Efficiency

Indicator	Latest year	Latest value	2022	2023	2024	2025	2026	2027	2028	2029	2030
Completion rate, elementary	2020	93.6	94.21	94.41	94.56	**95.0**	95.50	95.88	96.16	96.37	**97.0**
Completion rate, junior high school	2020	81.2	83.30	83.98	84.48	**86.0**	87.00	87.75	88.31	88.73	**90.0**
Completion rate, senior high school	2020	76.6	79.84	80.88	81.66	**84.0**	85.00	85.75	86.31	86.73	**88.0**

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National Targets: Quality of Education (BEDP scenario)

Indicator	Latest year	Latest value	2022	2023	2024	2025	2026	2027	2028	2029	2030
Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics	2018	27.07	32.95	35.95	41.95	**47.95**	53.95	59.95	65.95	71.95	**77.95**
Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading	2018	56.03	60.63	63.39	66.15	**68.91**	71.67	74.43	77.19	79.95	**82.71**
Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics	2018	17.57	25.43	31.43	38.43	**45.43**	52.43	59.43	66.43	73.43	**80.43**
Proportion of students at the end of primary achieving at least a minimum proficiency level in reading	2018	17.69	25.59	32.91	40.23	**47.55**	54.87	62.19	69.51	76.83	**84.15**
Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in mathematics	2018	13.05	22.43	30.43	38.43	**46.30**	54.05	61.80	69.55	77.30	**85.05**
Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading	2018	36.37	41.74	43.24	49.24	**55.24**	61.24	67.24	73.24	79.24	**85.24**

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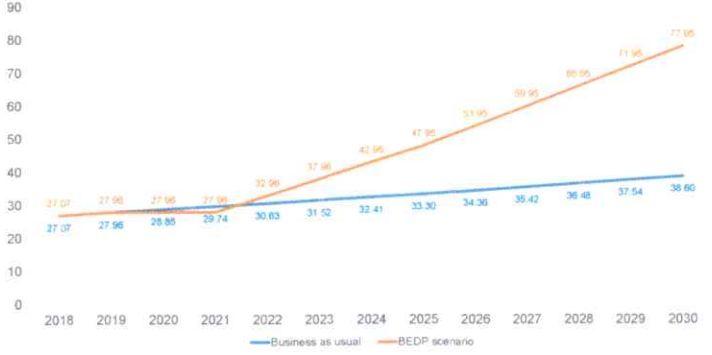
Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics



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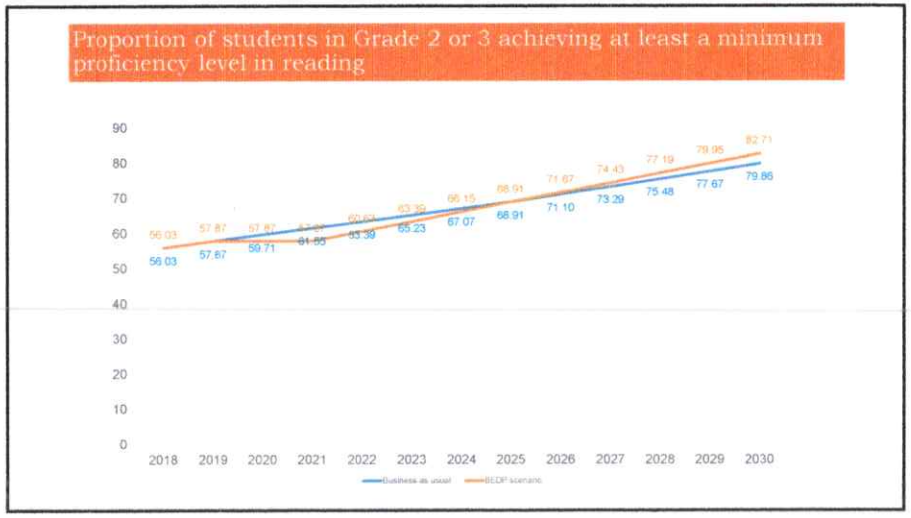
Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading
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56.03 57.87 57.87 61.55 60.63 63.39 66.15 68.91 71.67 74.43 77.19 79.95 82.71
Business as usual
BEDP scenario

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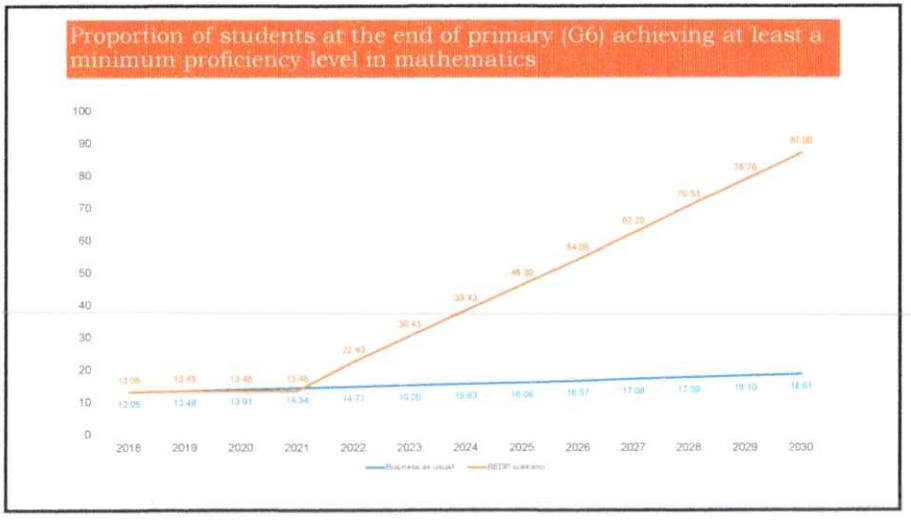
Proportion of students at the end of primary (G6) achieving at least a minimum proficiency level in mathematics
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2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030
13.05 13.48 13.91 14.34 14.77 15.20 15.63 16.06 16.57 17.08 17.59 18.10 18.61
13.05 13.48 13.48 13.48 22.43 30.43 38.43 46.30 54.05 62.29 70.53 78.76 87.00
Business as usual
BEDP scenario

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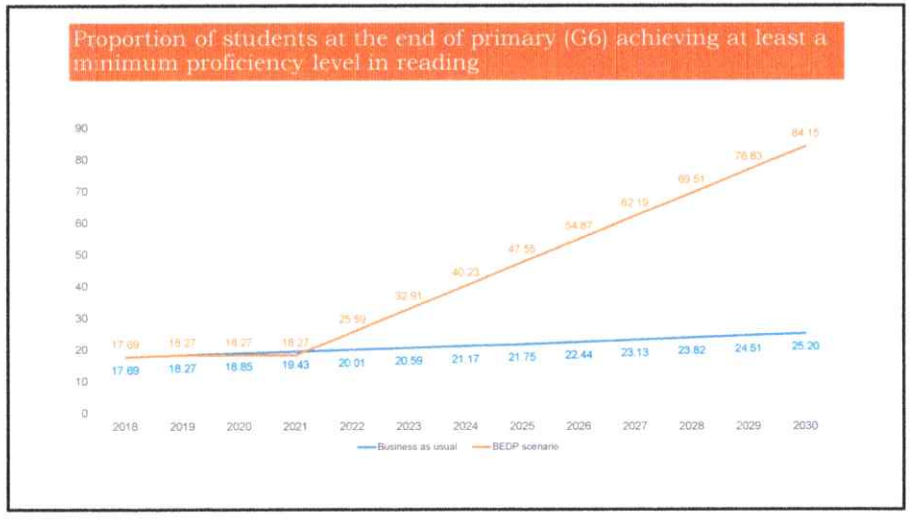
Proportion of students at the end of primary (G6) achieving at least a minimum proficiency level in reading
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2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030
17.89 18.27 18.85 19.43 20.01 20.59 21.17 21.75 22.44 23.13 23.82 24.51 25.20
17.89 18.27 18.27 18.27 25.59 32.91 40.23 47.55 54.87 62.19 69.51 76.83 84.15
Business as usual
BEDP scenario

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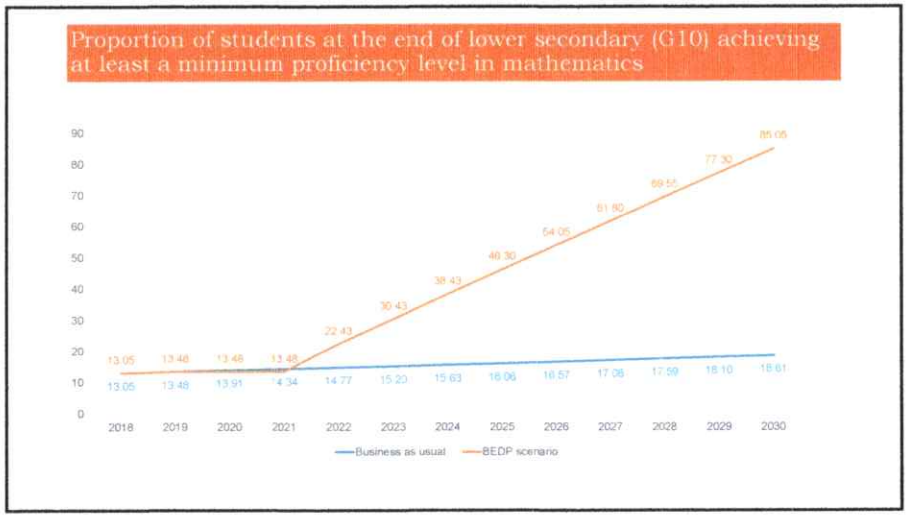
Proportion of students at the end of lower secondary (G10) achieving at least a minimum proficiency level in mathematics
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2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030
13.05 13.48 13.91 14.34 14.77 15.20 15.63 16.06 16.57 17.08 17.59 18.10 18.61
13.05 13.48 13.48 13.48 22.43 30.43 38.43 46.30 54.05 61.90 69.55 77.30 85.05
Business as usual
BEDP scenario

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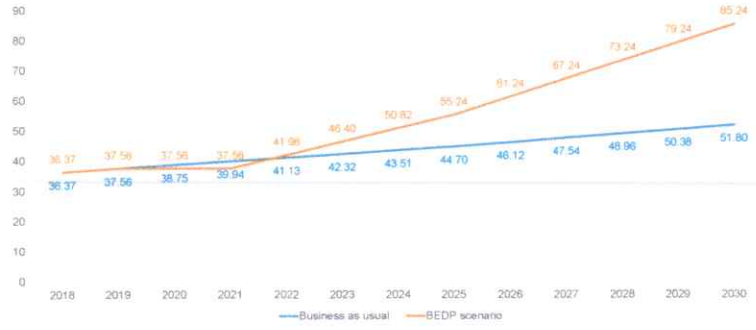
Proportion of students at the end of lower secondary (G10) achieving at least a minimum proficiency level in reading



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Critical reforms supporting the achievements of targets

1. Optimal Contact Time of Teachers in teaching **(time on task)**
2. Improvement of Class Size through appropriate Planning Standards **(smaller class size)**
3. Clear career path for teachers and improvement in welfare programs **(motivation factor)**
4. Blended learning approach guidelines **(Delivery standards)**
5. Targeted capacity development programs for teachers, non-teaching personnel and school leaders **(teacher and school leaders' competence)**
6. Standards on ICT integration in Teaching-Learning **(Technology factor)**
7. Accelerated implementation of Critical Support Services to improve resiliency: i) psychosocial and mental health intervention, ii) child protection, iii) nutritional status of learners **(Resilience)**
8. Decentralization of program management **(empowerment of schools)**
9. Addressing bottlenecks in the availability and improving the quality of Learning Materials **(Availability and Quality of LMs)**
10. Addressing the situations of disadvantage in remote and Last Miles Schools **(Close remaining gaps in access)**
11. Increasing investment in education **(Education Financing)**

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Specific strategic focus area of reform

Critical Reforms Supporting the Achievement of Targets	Specific strategic focus area of reform
1.Optimal Contact Time of Teachers in teaching **(time on task)**	a. Reduction/elimination of administrative tasks of teachers b. Rationalization of the role of Education Supervisors and District Supervisors to instructional supervision at the school and classroom level c. Rationalization of Assigning Ancillary Services to Teachers d. Rationalization of involvement of teachers in national, regional and division activities particularly sporting events and contests e. Hiring of Non-teaching school personnel to handle administrative tasks f. Reduction of data fields in the existing School Forms and fully integrate in the LIS g. Dedicated time for remedial instruction
2.Improvement of Class Size through appropriate Planning Standards **(smaller class size)**	Study of planning standards for possible enhancement of existing standards on class size (scenarios)
3. Clear career path for teachers and improvement in welfare programs **(motivation factor)**	a. Immediate implementation of career progression for teaching and non-teaching personnel b. Welfare and benefits packages c. Equal opportunities for professional Development
4.Blended learning approach guidelines **(Delivery standards)**	a. Issuance of new policy guidelines on blended learning approach b. Ensure 1:1 Textbook to learner ratio c. Issuance of Acceleration policy
5.Targeted capacity development programs for teachers, non-teaching personnel and school leaders **(teacher and school leaders' competence)**	Special Focus on the following capacity development areas: a. Effective teaching reading, numeracy, socio-emotional, and 21st century skills b. Effective School Leadership skills for school heads c. Contextualizing learning experience for diverse learners

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Specific strategic focus area of reform

Critical Reforms Supporting the Achievement of Targets	Specific strategic focus area of reform
6. ICT integration in Teaching-Learning **(Technology factor)**	Issuance of policy guidelines on integrating ICT in teaching and learning
7. Accelerated implementation of Critical Support Services to improve resiliency: i) psychosocial and mental health intervention, ii) child protection, iii) nutritional status of learners **(Resilience)**	a. Institutionalization/integration of mental health program in curriculum b. Strengthen the implementation of Child protection Policy c. Rationalize school feeding program to address immediate real need for the intervention
8. Decentralization of program management (empowerment of schools)	a. Issuance of revised planning and budget strategy policy b. Issuance of Monitoring and Evaluation Framework c. Expand the use of PMIS to School MOOE
9. Improving the quality and addressing bottlenecks in the availability of Learning Materials (LMs) **(Availability and Quality of LMs)**	a. Establishment of strategic warehousing, pre-deployment, replacement mechanism of LMs b. Establishment of reliable quality assurance of LMs c. Institutionalize the use of Learning Hubs
10. Addressing the situations of disadvantage in remote and Last Miles Schools **(Close remaining gaps in access)**	a. Increase investment on LMS b. Integration of equity data into existing information system c. Strengthen ties with LGU in implementing the Devolution Transition Plan of DepEd
11. Increasing Investment in Education **(Education Financing)**	a. Aim for UNESCO suggested level of education spending b. Invest heavily of programs that are essential in achieving the targets

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DepED
DEPARTMENT OF EDUCATION

Results Framework

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The Filipino Learner

The Filipino learners are envisioned to be holistically developed in basic education, acquiring 21st century skills that will enable them to manage oneself, build connections, inquire, innovate, stay nimble, and serve beyond self. They must take pride in Filipino national identity and nationhood and aspire for lifelong learning, competitiveness, economic prosperity, socio-political stability, unity in diversity, flourishing, and sustainability by upholding the core values: *Maka-Diyos, Maka-tao, Makakalikasan, at Makabansa*.

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The 8 Competencies

1. Productive citizenship
2. Critical thinking and innovation skills
3. Communication skills
4. Well-being
5. Digital Fluency
6. Resilience
7. Ethical leadership
8. Future Orientation

Aspirations

1. National identity and nationhood
2. Economic prosperity
3. Unity in diversity
4. Flourishing
5. Competitiveness
6. Life skills and responsiveness
7. Socio-political stability
8. Sustainability

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BEDP Results Framework

GOAL: All Filipinos are able to realize their full potential and contribute meaningfully in building 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.

INTERMEDIATE OUTCOMES

1. ACCESS	2. EQUITY	3. QUALITY	4. RESILIENCY & WELL-BEING
All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities	Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives	Learners complete K-12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths	Learners are resilient and know their rights and responsibilities have the life skills to claim their rights and respect for others' rights in a learning environment where duty-bearers perform their obligations

ENABLING MECHANISMS - GOVERNANCE

Efficient, nimble and resilient governance and management processes

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Outputs

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ACCESS

OUTPUTS by Strategy

INTERMEDIATE OUTCOME: All school-age children, youth and adults accessed relevant basic learning opportunities

Strategies

1. Improve access to universal kindergarten education

- Standard on kindergarten facilities developed and implemented (include facilities, LR, Teachers and other components)
- Operational Guidelines on parental engagement in Kindergarten developed and implemented
- Tripartite partnership with Barangay LGUs, pre-school centers, and public schools strengthened
- DepEd's acceleration policy developed and implemented
- Existing Catchup program for five-year-old children or above not attending kindergarten reviewed and reformulated
- Strategy for mapping whereabouts of five-year-old children developed and implemented in schools
- Research studies on effective of stakeholders' involvement in strengthening kindergarten program completed

2. Improve learners' access to quality and rights-upholding learning environment

- Digital materials for all learning areas developed and made accessible to target learners
- All schools provided with library and science laboratories
- Schools implemented feeding program
- Health and teaching personnel trained on appropriate school health and nutrition standards
- More schools with health and sanitation facilities
- More schools implementing learners' mental health and psychosocial program
- More schools with ideal classroom to student ratio at the Elementary and Secondary levels

3. Improve capacity to retain learners in schools

- Teachers and learning facilitators capacitated to implement remediation programs and management of learners at risk of dropping out
- More schools implementing school-initiated interventions using flexible learning options
- Schools implemented remediation programs for struggling learners
- Counseling services for all students to address individual concerns provided in all schools

4. Strengthen schools' capacity to ensure learners' continuity to next stage

- Integrated public schools established in areas where access to JHS and SHS is difficult
- Incomplete primary schools converted into complete multi-grade schools
- New secondary schools established in areas with less access to secondary education
- More private schools participating in the Education Service Contracting scheme
- SHS course offerings within standards
- SHS facilities provided are within standards
- Tool for tracing learners' completing basic education including ALS learners is developed and operational
- Coordination mechanism between elementary and secondary schools established;
- Mechanism for strengthening the curriculum link between elementary and secondary established and operational;
- Secondary schools implemented bridging strategies to address learning gaps
- Teachers trained on identifying learning gaps and remediation strategies; and,
- Improved counselling services of schools to address learner's concerned implemented

5. Strengthen mechanisms for providing access to relevant basic opportunities for OSY and OSA

- Literacy mapping strategy for identifying OSC, OSY, and OSA developed and implemented in divisions and districts
- ALS teachers, community ALS implementers and learning facilitators trained to use online teaching platforms
- ALS teachers are deployed in high demand areas
- New community learning centers (CLCs) are operational in high demand areas
- Access to Print and Non-Print Learning Resources in the CLCs Improved
- Selected CLCs are equipped with appropriate learning facilities
- Service contracting and engagement of non-DepEd ALS providers expanded
- ALS internal stakeholders access to training on ALS program implementation improved
- ALS external stakeholders on ALS program implementation improved
- ALS M&E system and processes aligned with Basic Education Monitoring and Evaluation Framework developed and operational in all governance levels

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EQUITY

OUTPUTS by Strategy

INTERMEDIATE OUTCOME: School-age children and youth, and adults in situations of disadvantage benefited from appropriate equity initiatives

Strategies

1. Improve program management and service delivery

- Coordination with LGUs and barangay officials on data gathering and analysis towards explicit solutions to identified barriers to education implemented
- Mechanism for the enrollment of pre-identified children with disabilities in Kindergarten between and among ECCD, DSWD, NGOs, and DepEd implemented
- Ten-year Program Assessment of IPEd completed
- Baseline information on the needs of all types of learners in disadvantage completed
- Policies, standards and program management on programs responsive to the needs of all types of learners are developed and implemented
- Learning and Development Plan for the capacity development of personnel involved in IPEd implemented
- Rights-based and culture-sensitive planning and M&E at various governance levels for IPEd formulated and implemented
- Governance Framework and partnership mechanisms for IPEd across governance levels developed and implemented
- Program approaches and strategies for various typologies of IPEd implementing schools formulated and implemented
- Teaching, non-teaching, implementers and stakeholders trained on inclusive education
- M&E policy and mechanism on inclusive education developed and implemented
- ALS M&E system established

2. Provide an inclusive, effective, culturally responsive, gender-sensitive and safe learning environment to respond to the situations of disadvantage

- Policies and standards for safe and accessible learning environments for learners with different learning needs are implemented
- Contextualized rural farm schools established
- One Community Learning Center (CLC) per barangay established
- Inclusive Learning Resource Center established
- Learner support services appropriate for learners with different learning needs implemented

3. Improve gender-sensitive contextualized curriculum and learning delivery

- Standards, processes and protocols for the contextualization of the curriculum, and learning delivery for inclusive education developed and implemented
- Programs to address gender-disparities among children are developed and implemented

4. Enhance DepEd platforms for learning resources

- Standards, processes, and protocols for the contextualization of learning resources of inclusive education implemented
- DepEd ICT platforms and facilities with accessibility features for inclusive education are provided
- Standards, processes, and protocols for the contextualization of the curriculum, learning delivery, and learning resources for IPEd (for both formal and ALS) formulated

5. Promoted partnerships to benefit education for learners in situations of disadvantage

- Communication and advocacy plans for inclusive education are implemented
- Partnership with external providers of inclusive education forged
- Standards and protocols for the engagement of stakeholders in support of inclusive education formulated
- Involvement of the community in the implementation of the different learning modalities

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QUALITY 1/2

OUTPUTS by Strategy

INTERMEDIATE OUTCOME: Learners complete K-12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths

Strategies

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

- Curriculum guides reflecting the socio-emotional and 21st century skills including the appropriate learning approaches and assessment are developed, disseminated and implemented
- Sustainable Development Goals and human rights, including but not limited to children's rights, integrated in relevant subjects as early as Stage 1 and until Stage 4
- Policies and curriculum standards on Good Manners and Right Conduct (GMRC) and Values Education issued and implemented
- Policies, standards, and program management on curricular, co-curricular and extra curricular activities developed and implemented

2. Align resource provision with key stage learning standards

- Learning resources for learning standards reflecting the socio-emotional and 21st century skills provided
- System for the management of learning resources developed and implemented
- System for quality assurance of learning resources developed and implemented
- Researches on curriculum standards, learning management, and learning resources and services completed and disseminated
- Guidelines on safe use of technology in the teaching and learning process formulated and implemented

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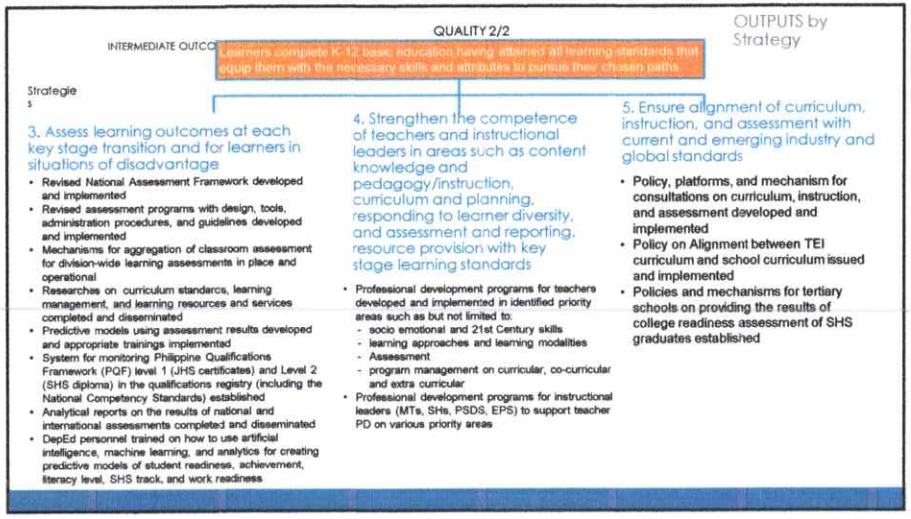
QUALITY 2/2
INTERMEDIATE OUTCO
Learners complete K-12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths
OUTPUTS by Strategy
Strategie s
3. Assess learning outcomes at each key stage transition and for learners in situations of disadvantage
• Revised National Assessment Framework developed and implemented
• Revised assessment programs with design, tools, administration procedures, and guidelines developed and implemented
• Mechanisms for aggregation of classroom assessment for division-wide learning assessments in place and operational
• Researches on curriculum standards, learning management, and learning resources and services completed and disseminated
• Predictive models using assessment results developed and appropriate trainings implemented
• System for monitoring Philippine Qualifications Framework (PQF) level 1 (JHS certificates) and Level 2 (SHS diploma) in the qualifications registry (including the National Competency Standards) established
• Analytical reports on the results of national and international assessments completed and disseminated
• DepEd personnel trained on how to use artificial intelligence, machine learning, and analytics for creating predictive models of student readiness, achievement, literacy level, SHS track, and work readiness
4. 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, resource provision with key stage learning standards
• Professional development programs for teachers developed and implemented in identified priority areas such as but not limited to:
- socio emotional and 21st Century skills
- learning approaches and learning modalities
- Assessment
- program management on curricular, co-curricular and extra curricular
• Professional development programs for instructional leaders (MTs, SHs, PSDS, EPS) to support teacher PD on various priority areas
5. Ensure alignment of curriculum, instruction, and assessment with current and emerging industry and global standards
• Policy, platforms, and mechanism for consultations on curriculum, instruction, and assessment developed and implemented
• Policy on Alignment between TEI curriculum and school curriculum issued and implemented
• Policies and mechanisms for tertiary schools on providing the results of college readiness assessment of SHS graduates established

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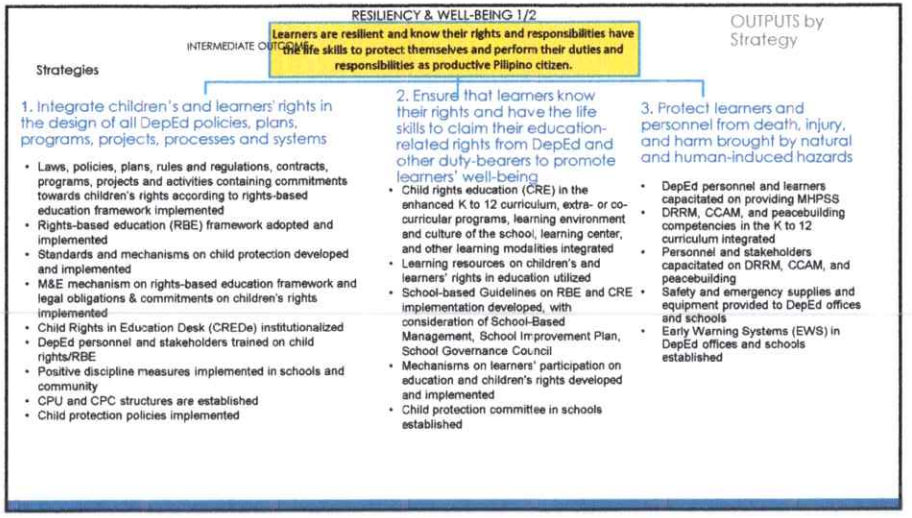
RESILIENCY & WELL-BEING 1/2
INTERMEDIATE OUTCOME
Learners are resilient and know their rights and responsibilities have the life skills to protect themselves and perform their duties and responsibilities as productive Pilipino citizen.
OUTPUTS by Strategy
Strategies
1. Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes and systems
• Laws, policies, plans, rules and regulations, contracts, programs, projects and activities containing commitments towards children's rights according to rights-based education framework implemented
• Rights-based education (RBE) framework adopted and implemented
• Standards and mechanisms on child protection developed and implemented
• M&E mechanism on rights-based education framework and legal obligations & commitments on children's rights implemented
• Child Rights in Education Desk (CREDe) institutionalized
• DepEd personnel and stakeholders trained on child rights/RBE
• Positive discipline measures implemented in schools and community
• CPU and CPC structures are established
• Child protection policies implemented
2. Ensure that learners know their rights and have the life skills to claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being
• Child rights education (CRE) in the enhanced K to 12 curriculum, extra- or co-curricular programs, learning environment and culture of the school, learning center, and other learning modalities integrated
• Learning resources on children's and learners' rights in education utilized
• School-based Guidelines on RBE and CRE implementation developed, with consideration of School-Based Management, School Improvement Plan, School Governance Council
• Mechanisms on learners' participation on education and children's rights developed and implemented
• Child protection committee in schools established
3. Protect learners and personnel from death, injury, and harm brought by natural and human-induced hazards
• DepEd personnel and learners capacitated on providing MHPSS
• DRRM, CCAM, and peacebuilding competencies in the K to 12 curriculum integrated
• Personnel and stakeholders capacitated on DRRM, CCAM, and peacebuilding
• Safety and emergency supplies and equipment provided to DepEd offices and schools
• Early Warning Systems (EWS) in DepEd offices and schools established

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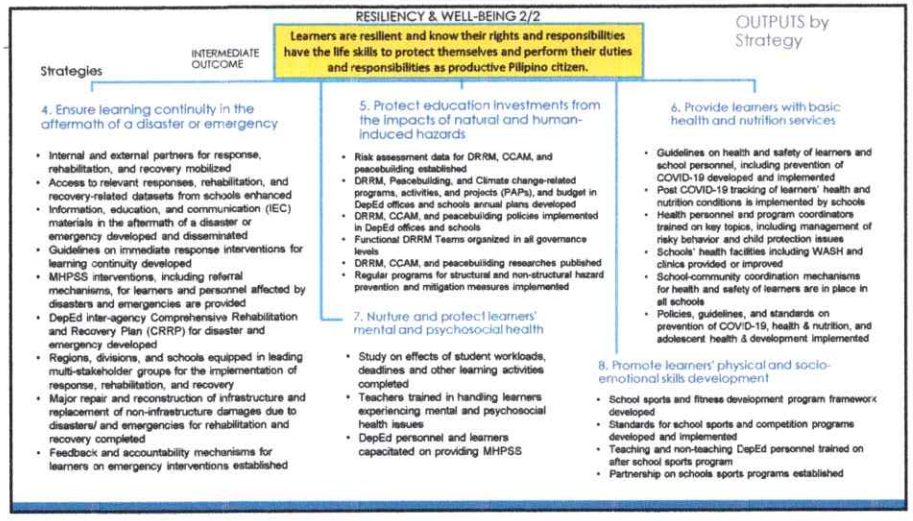
RESILIENCY & WELL-BEING 2/2
INTERMEDIATE OUTCOME
Learners are resilient and know their rights and responsibilities have the life skills to protect themselves and perform their duties and responsibilities as productive Pilipino citizen.
OUTPUTS by Strategy
Strategies
4. Ensure learning continuity in the aftermath of a disaster or emergency
• Internal and external partners for response, rehabilitation, and recovery mobilized
• Access to relevant responses, rehabilitation, and recovery-related datasets from schools enhanced
• Information, education, and communication (IEC) materials in the aftermath of a disaster or emergency developed and disseminated
• Guidelines on immediate response interventions for learning continuity developed
• MHPSS interventions, including referral mechanisms, for learners and personnel affected by disasters and emergencies are provided
• DepEd inter-agency Comprehensive Rehabilitation and Recovery Plan (CRRP) for disaster and emergency developed
• Regions, divisions, and schools equipped in leading multi-stakeholder groups for the implementation of response, rehabilitation, and recovery
• Major repair and reconstruction of infrastructure and replacement of non-infrastructure damages due to disasters/ and emergencies for rehabilitation and recovery completed
• Feedback and accountability mechanisms for learners on emergency interventions established
5. Protect education investments from the impacts of natural and human-induced hazards
• Risk assessment data for DRRM, CCAM, and peacebuilding established
• DRRM, Peacebuilding, and Climate change-related programs, activities, and projects (PAPs), and budget in DepEd offices and schools annual plans developed
• DRRM, CCAM, and peacebuilding policies implemented in DepEd offices and schools
• Functional DRRM Teams organized in all governance levels
• DRRM, CCAM, and peacebuilding researches published
• Regular programs for structural and non-structural hazard prevention and mitigation measures implemented
7. Nurture and protect learners' mental and psychosocial health
• Study on effects of student workloads, deadlines and other learning activities completed
• Teachers trained in handling learners experiencing mental and psychosocial health issues
• DepEd personnel and learners capacitated on providing MHPSS
6. Provide learners with basic health and nutrition services
• Guidelines on health and safety of learners and school personnel, including prevention of COVID-19 developed and implemented
• Post COVID-19 tracking of learners' health and nutrition conditions is implemented by schools
• Health personnel and program coordinators trained on key topics, including management of risky behavior and child protection issues
• Schools' health facilities including WASH and clinics provided or improved
• School-community coordination mechanisms for health and safety of learners are in place in all schools
• Policies, guidelines, and standards on prevention of COVID-19, health & nutrition, and adolescent health & development implemented
8. Promote learners' physical and socio-emotional skills development
• School sports and fitness development program framework developed
• Standards for school sports and competition programs developed and implemented
• Teaching and non-teaching DepEd personnel trained on after school sports program
• Partnership on schools sports programs established

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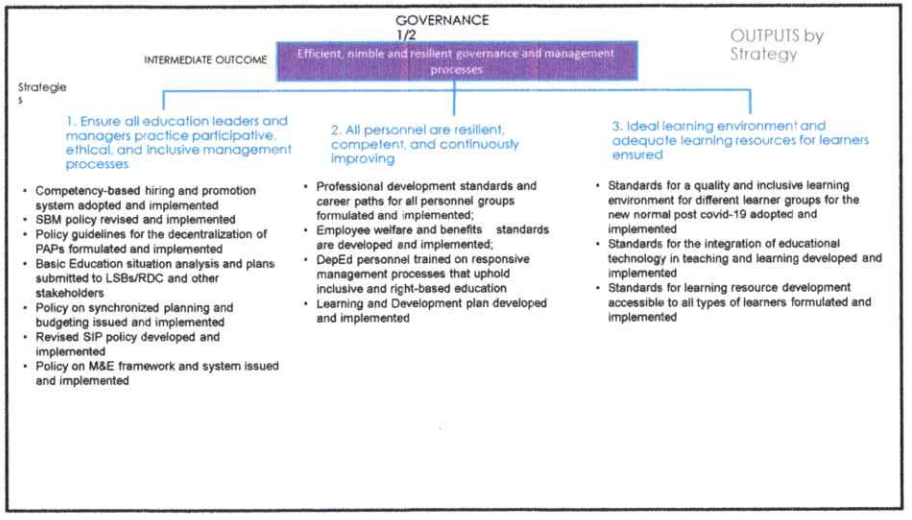
GOVERNANCE 1/2
INTERMEDIATE OUTCOME
Efficient, nimble and resilient governance and management processes
OUTPUTS by Strategy
Strategie s
1. Ensure all education leaders and managers practice participative, ethical, and inclusive management processes
• Competency-based hiring and promotion system adopted and implemented
• SBM policy revised and implemented
• Policy guidelines for the decentralization of PAPs formulated and implemented
• Basic Education situation analysis and plans submitted to LSBs/RDC and other stakeholders
• Policy on synchronized planning and budgeting issued and implemented
• Revised SIP policy developed and implemented
• Policy on M&E framework and system issued and implemented
2. All personnel are resilient, competent, and continuously improving
• Professional development standards and career paths for all personnel groups formulated and implemented;
• Employee welfare and benefits standards are developed and implemented;
• DepEd personnel trained on responsive management processes that uphold inclusive and right-based education
• Learning and Development plan developed and implemented
3. Ideal learning environment and adequate learning resources for learners ensured
• Standards for a quality and inclusive learning environment for different learner groups for the new normal post covid-19 adopted and implemented
• Standards for the integration of educational technology in teaching and learning developed and implemented
• Standards for learning resource development accessible to all types of learners formulated and implemented

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GOVERNANCE 2/2

INTERMEDIATE OUTCOME: Efficient, nimble and resilient governance and management processes

OUTPUTS by Strategy

Strategies

4. Improve and modernize internal systems and processes for a responsive and efficient financial resource management

- Guidelines on modern financial management systems and processes developed and implemented
- Guidelines for performance management and quality assurance systems developed and implemented
- Disaster risk reduction and response mechanisms established
- Policy and research agenda formulated and implemented
- Human Resource Information System (HRIS) in all governance levels developed and implemented
- Internal Control Systems (ICS) framework, guidelines, and standards adopted and implemented
- Guidelines for QMS developed and implemented
- Asset Management System implemented
- Help-Desk Support System for field procurement operations created
- DepEd Integrated Logistics Management System implemented
- Organic procurement units and plantilla positions for procurement officers created
- Personnel trained in procurement
- Contract Management System developed and implemented
- Standards on procurement processes, forms and documents developed and implemented
- Supplier's registry system developed and implemented
- Transparency mechanism developed and implemented
- Guidelines on 3rd party participation in procurement developed and implemented
- Guidelines on customized procurement for selected major programs developed and implemented

5. Strengthen active collaboration with key stakeholders

- Framework for stakeholder engagement developed and implemented
- Guidelines on the use of SEF revised and implemented
- School Governing Council policy revised and implemented
- Policy on the use of partnership information system issued and implemented
- Multi-sectoral youth development alliances established and operationalized in support of ALS implementation

6. Strengthen the public-private complementarity

- Public-Private complementarity framework developed and implemented
- Manual of regulations for private schools enhanced and implemented
- Organizational and human resource support to qualified personnel in private schools are in place

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Implementation Arrangements

Governance Levels	Lead office in BEDP Implementation	Lead Office in Monitoring and Evaluation
Central	Planning Service	Planning Service
Region	Policy Planning and Research Division	Quality Assurance Division
Division	School Governance and Operations Division	School Governance and Operations Division
School	Office of the School Head (SPT)	Office of the School Head (SMEA)

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DepED
DEPARTMENT OF EDUCATION

Implementation Arrangements

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Mainstreaming BEDP Strategies: Plan alignment

Global Education Agenda 2030	International SDG 4 2030	Aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."
Overall Directions, National Strategies & Standards Development	National BEDP 2030 2022-2030	Long-term plan aligned with the SDG 2030, designed to address the immediate impacts of COVID-19, address the remaining access gaps, confront issues on quality and anticipate what futures might bring. BEDP will synchronize plans at all governance levels
Execution of standards, policies and Systems	Region REDP 2022-2028	Six-year education development plan developed at the Regional level which contains strategies on how priority directions, policies, programs, quality assurance measures and equity-driven systems will be implemented in their respective regions, considering the unique learning situation of learners
Execution of Programs, Activities and Projects and demand driven TA to schools and CLCs	Division DEDP 2022-2028	Six-year plan developed at the Division level which contains strategies on how assistance to schools and learning centers will be implemented. As an example, one of the crucial mandates of the SDOs is to manage effective and efficient use of all resources, including human resources
Curriculum Implementation; Teaching and learning	School/CLC SIP 2022-2025 2025-2028	Three-year roadmap that lays down specific interventions that a school, with the help of community and other stakeholders will implement. The SIPs must be able to articulate the school's strategies on making the teaching and learning process more effective and inclusive.

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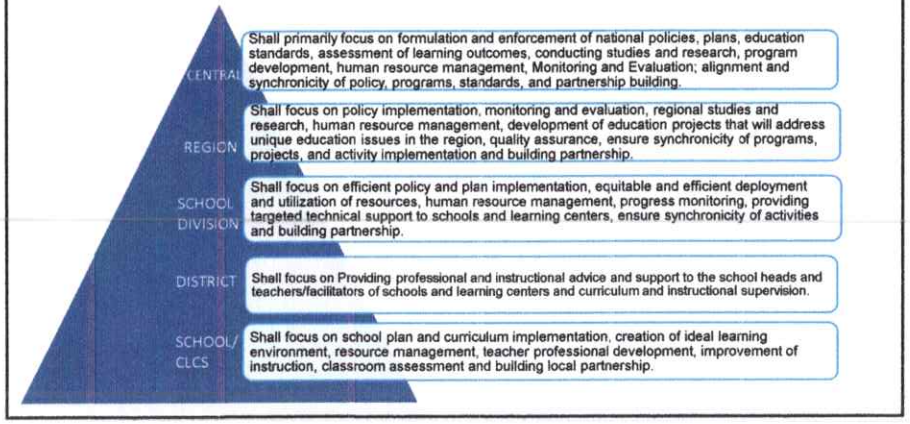
Alignment of Roles and Responsibilities of Governance levels



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Phases of Implementation

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PHASE 1 2022-2025	**Response to the immediate impacts of the pandemic on learning and participation and address issues on quality of basic education**
Post COVID-19 Recovery and Transition – Addressing and mitigating the impacts of sudden shift in delivery modalities, bridging the learning gaps and introduce innovations.	**Accelerate the co-creation** of an integrated concept of learning spaces for the future;
Focus on Quality: 1) Strengthen programs on **reading, numeracy**, socio-emotional learning, and 21st century skills, 2) Sharpen skillsets of teachers in **contextualization** to address the concerns of diverse learners and 3) Strengthen **instructional leadership** and supervision to improve teaching quality;	**Formulation** of enabling policies, standards, processes and systems; **Capacity development** on policy development and implementation, strategic planning, education futures, M&E research and technical assistance;
Strengthen DepEd's capability on **assessment** with focus on classroom level assessment;	**Partnership Building** with community-based partners, the private sector and cross sector government services for children;
Improve Access for groups in situations of disadvantage;	**Mid-term review** and analysis of phase 1 results to inform refinements in BEDP strategies.

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Priorities for 2022-2023

Post COVID-19 Recovery and Transition – Addressing and mitigating the impacts of sudden shift in delivery modalities, bridging the learning gaps and introduce innovations.

- ❑ Reintroduction of Face to face starting from pilot phase (safe return to schools)
- ❑ Improve ICT in education
- ❑ Provision of appropriate learning resources for blended learning approach
- ❑ Reduction of reliance to printed modules and maximize the use of Online, DepEd TV and Radio-based Instruction
- ❑ Strengthen support to private schools
- ❑ Improve Access for groups in situations of disadvantage and retrieve school leavers in SY 2020-2021
- ❑ Build and strengthen partnerships

Focus on Quality as a priority

- ❑ Improve Performance on reading, numeracy, socio-emotional learning, and 21st century skills
- ❑ Sharpen skillsets of teachers in contextualization to address the concerns of diverse learners.
- ❑ Strengthen instructional leadership and supervision to improve teaching quality

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PHASE 2 2026-2030	**Sustaining gains, introducing innovations and evaluating policies and programs**
Continuation of programs and projects on access, quality, equity and resiliency;	Operationalization of the strategies initiated under the Education Futures Programme;
Maintenance and enhancement of information systems;	Evaluation of programs and projects;
Development and implementation of emerging new programs	End of Plan assessment and evaluation

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Operationalizing the BEDP CENTRAL OFFICE

- Program profiles particularly the objectives, performance indicators and targets must be reviewed to determine its relevance to the implementation of BEDP.
- Most of the outputs can be produced by the lead office in consultation with other relevant offices.
- Lead office shall initiate the process of consultation until it produced the output
- There are outputs that are sequential, therefore proper timing and scheduling is desired
- Producing the outputs may be funded using program funds under GAA and other sources from development partners, LGUs and other education stakeholders
- All activities to be initiated must clearly support the key strategic priorities
- Clear timelines in producing outputs must be plotted within 2022-2030

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Operationalizing the BEDP REGIONAL OFFICE

- Regional Planning Team shall use BEDP as the anchor in developing their respective Regional Education Development Plan (REDP), particularly the key strategic priorities, results framework and strategies.
- The principle of *"One Goal, Shared Outcomes, Common Programs, Different Strategies"* must be applied. Regions may have different strategies which are based on regions' unique needs and conditions, baseline outcome performance, profile of clients and the size of budget.
- Regional outputs shall be mainly implementation of policies and standards that will be produced by CO. Regional policy instrument must be anchored on national policies.
- Producing the outputs may be funded using program funds under GAA and other sources from development partners, LGUs and other education stakeholders

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Operationalizing the BEDP SCHOOL DIVISION OFFICE

- Division Planning Team shall use BEDP and regional priorities as anchor in developing their respective Division Education Development Plan (DEDP), particularly the key strategic priorities, results framework and strategies.
- Division outputs shall be mainly execution of programs and activities in support of school in the implementation of curriculum
- Producing the outputs may be funded using program funds under GAA and other sources from development partners, LGUs and other education stakeholders

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Operationalizing the BEDP SCHOOLS AND CLCs

- School Planning Team shall use BEDP and Division priorities as the anchor in developing their respective School Improvement Plan which shall focus on curriculum delivery.
- School Plan shall focus on improving learning outcomes, addressing classroom and school level issues and promoting safe school
- School outputs shall be mainly implementation of curriculum, and activities in improving learner's academic performance and resilience.
- Producing the outputs may be funded using program funds under school MOOE and other sources from development partners, LGUs and other education stakeholders

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Contextualizing National Targets

- With the implementation of BEDP 2030, and the need to confront the 5 education imperatives, education delivery cannot be business as usual. Accelerated program implementation, bold targets, capacity development are needed to address the education imperatives.
- Each region and division depending on their level of performance shall set their respective annual targets until 2030 using 2020 as baseline.
- In establishing the regional and division targets, need to strike a balance between the national targets and the current baseline performance.
- Performance must converge and meet at the end of plan targets in 2030
- School targets shall focus on improving learning outcomes and shall ensure optimum contact time.

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Contextualizing national targets and developing regional and division targets

Advanced: Above the set target and above the national Average	**Progressing:** Above the national average but below the set target
Objective is to maintain the momentum and targets should still be increasing until it reaches the ideal state in 2030	Objective is to achieve the set targets and maintain placement above national average. Targets should be bold until it reaches the ideal state in 2030
Catching Up: **Above the set target but below the national Average**	Falling Behind: Both Below set target and national average
Objective is maintain momentum in achieving set targets and get above national average. Targets should be a little bolder until it reaches the ideal state in 2030	Objective is to achieve the set targets and get closer to national average. Targets should be bold and ambitious until it reaches the ideal state in 2030

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Recommended Class Size – Distance Learning

Modality	Class Size in Grade Level	
	Pure	Blended
Modular (print and digital), Educational TV, Radio-Based Instruction and Blended	Kindergarten – Maximum of 30 Grades 1 to 3 – Maximum of 35 Grades 4 to 10 – Maximum of 45 Grades 11 to 12 – Maximum of 40 Multigrade – Maximum of 25 Special Education (SPED) – Maximum of 10 ALS – 75 maximum	Kinder: Max of 24 Gr 1-3: Max of 32 Gr. 4-12: Max of 40 SHS Lab: Max of 12 MG: (x2 of limited F2F)
Online	Minimum of 20, maximum of 40 learners per teacher (the teacher may split the class into two and come up with acceptable schedule)	(x2 of limited F2F)
Home Schooling	Will depend on Family's capacity to implement	

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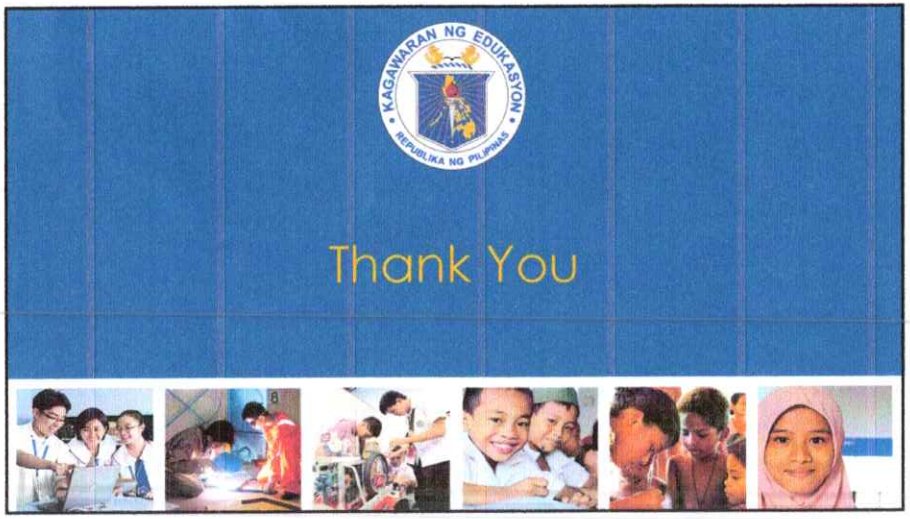

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Assumptions in setting the National Targets for Quality

Indicator	Rate of Increase (%)			
	2018-2019	2019-2021	2022-2025	2026-2030
Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics	0.96	-	4.998	6
Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading	1.84	-	2.76	2.76
Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics	0.62	-	6.81	7
Proportion of students at the end of primary achieving at least a minimum proficiency level in reading	0.62	-	7.32	7.32
Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in mathematics	0.46	-	8.24	7.75
Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading	1.29	-	4.42	6

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