



CARAGA

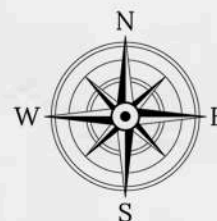
MILESTONES

2024





DEPARTMENT OF EDUCATION
CARAGA REGION
SY 2024-2025



DINAGAT ISLANDS



Enrollment: 29,139
Teaching: 1,566
Non-Teaching: 177
Teaching Related: 160
Districts: 8

SURIGAO CITY



Enrollment: 37,222
Teaching: 1,391
Non-Teaching: 192
Teaching Related: 123
Districts: 8

SIARGAO



Enrollment: 35,434
Teaching: 1,575
Non-Teaching: 254
Teaching Related: 183
Districts: 12

SURIGAO DEL NORTE



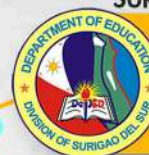
Enrollment: 65,550
Teaching: 2,906
Non-Teaching: 395
Teaching Related: 281
Districts: 13

CABADBARAN CITY



Enrollment: 23,510
Teaching: 751
Non-Teaching: 85
Teaching Related: 73
Districts: 4

SURIGAO DEL SUR



Enrollment: 128,688
Teaching: 5,691
Non-Teaching: 668
Teaching Related: 674
Districts: 24

BUTUAN CITY



Enrollment: 99,486
Teaching: 3,736
Non-Teaching: 298
Teaching Related: 257
Districts: 13

TANDAG CITY



Enrollment: 18,192
Teaching: 687
Non-Teaching: 88
Teaching Related: 55
Districts: 2

AGUSAN DEL NORTE



Enrollment: 79,879
Teaching: 3,287
Non-Teaching: 413
Teaching Related: 257
Districts: 17

BAYUGAN CITY



Enrollment: 32,039
Teaching: 1,256
Non-Teaching: 145
Teaching Related: 108
Districts: 5

AGUSAN DEL SUR



Enrollment: 174,796
Teaching: 7,626
Non-Teaching: 738
Teaching Related: 465
Districts: 30

BISLIG CITY



Enrollment: 26,845
Teaching: 1,024
Non-Teaching: 149
Teaching Related: 108
Districts: 4

REGIONAL EDUCATION PROFILE

Total Population	2,804,788 (2020 POPCEN)
School Divisions	12
Number of Schools	2,361 (2,104 Public, 254 Private, 3 SUCs)
Community Learning Centers	1,259 across 140 districts
Teaching Personnel	31,496
Teaching Related	2,780
Non-teaching Staff	3,688
Total Education Workforce	37,964

Learner Enrollment (as of January 30, 2025)					
Level	Total	Public	Private	ALS	SUCs
All Levels	783,802	686,161	64,093	33,022	536
Elementary	426,319	410,045	16,095	-	179
Junior High	217,953	193,238	24,499	-	216
Senior High	106,509	82,878	23,499	-	131



Republic of the Philippines
Department of Education
Office of the Secretary

MESSAGE FROM THE SECRETARY

I extend my heartfelt greetings and appreciation to DepEd Caraga for your steadfast commitment to accessible, equitable, and quality education for Filipino learners.

The 2024 Milestone Data-Driven Performance Report reflects not only progress in numbers but also tells a story of meaningful impact across the region's schools and communities. Through your tireless efforts to reopen classrooms, upgrade facilities, and construct new schools in far-flung and underserved areas, you truly embody the principle of leaving no learner behind.

Your steadfast commitment is equally evident in the growth of the Indigenous Peoples Education (IPEd) and Madrasah programs, the expansion of the Alternative Learning System (ALS), and the sustained implementation of the School-Based Feeding Program — all of which nurture not only learning, but also well-being.

Your recognition as the sole Regional Champion for Digital Learning by Khan Academy Philippines and also your outstanding digital integration during the Palarong Pambansa show your readiness to embrace the future.

Ang mga tagumpay na ito ay bahagi ng ating sama-samang pagtugon sa direktiba ni Pangulong Ferdinand Marcos, Jr. na bumuo ng mas matatag, mas inklusibo, at handang-handang sektor ng edukasyon para sa lahat ng Pilipino.

To Regional Director Maria Ines C. Asuncion and all the personnel of DepEd Caraga, thank you for your service, passion, and perseverance. I look forward to the continued progress that will bring even more hope and opportunity to every learner, as we work together for a stronger and more resilient *Bagong Pilipinas*.

Maraming salamat, at mabuhay po kayo!



SONNY ANGARA

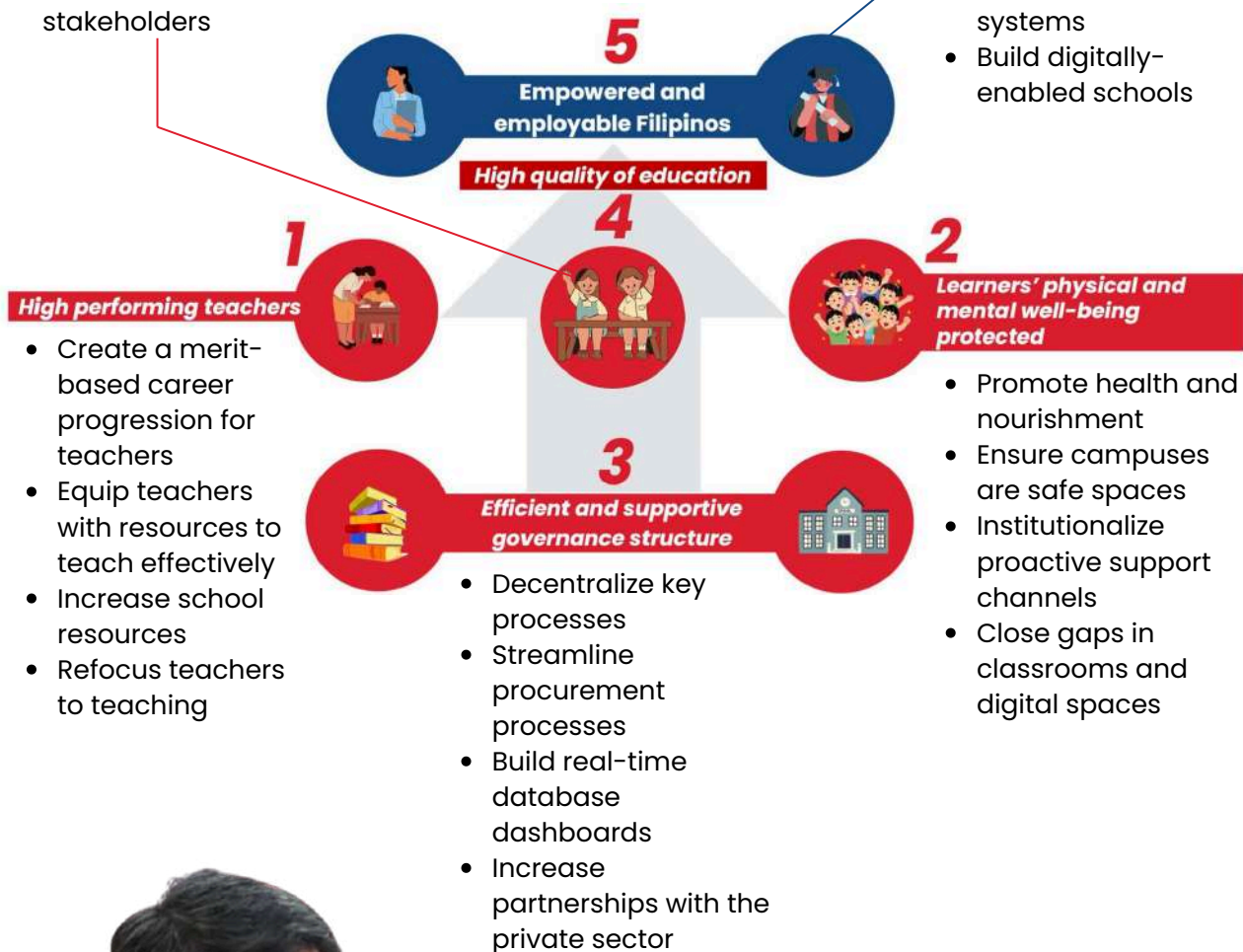
Secretary
Department of Education



What are the **5-POINT REFORM AGENDA** of the DepEd Secretary?

- Strengthen foundational skills
- Design agile SHS content
- Partner with industry and education stakeholders

- Improve the Kto12 Curriculum
- Strengthen Learning Recovery Programs
- Modernize student assessment systems
- Build digitally-enabled schools



**Those with
less in life,
should have
more in
education.**

DepEd Secretary
SONNY ANGARA



Republic of the Philippines
Department of Education
Office of the Regional Director

MESSAGE FROM THE REGIONAL DIRECTOR

With great pride and deep gratitude, I present to you the Department of Education – Caraga Region 2024 Milestones Report, aptly themed “Reaching Through Greater Heights.” This report stands as a powerful testament to what we can achieve when we move forward with purpose, unity, and a steadfast commitment to our learners.

The year 2024 has been a transformative journey for us. In the face of complex challenges, we chose not to retreat but to rise. We turned barriers into bridges and disruptions into innovations. Guided by our shared aspirations and grounded in the hard-won lessons of the past, we reimagined education in Caraga—making it more inclusive, adaptive, and responsive to the diverse needs of every Caraganon learner.

Our accomplishments are not ours alone. They are the fruits of collective dedication—from our passionate educators and resilient learners to our supportive families and dynamic communities. We are especially grateful to Secretary Juan Edgardo “Sonny” Angara, the DepEd Executive Committee members, and our Local Government Units for their invaluable guidance, trust, and unwavering support. Their leadership and partnership have empowered us to pursue excellence and inspired us to dream even bigger.

Anchored on our 5-Point Agenda, we have strengthened the foundation of quality, accessible, relevant, and liberating education—transforming not only classrooms but also communities, and bringing us closer to our vision of a future where no learner is left behind.

As we celebrate these milestones, let us also look ahead—with renewed energy and enduring hope. Together, let us continue to champion a transformative, learner-centered education system that uplifts lives, fosters equity, and shines as a beacon of excellence in the region and beyond.

Mabuhay ang DepEd Caraga! Mabuhay ang bawat Caraganon learner!



MARIA INES C. ASUNCION

Director IV

Regional Director

Department of Education - Caraga Region



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Republic of the Philippines
Department of Education
Office of the Assistant Regional Director

MESSAGE FROM THE ASSISTANT REGIONAL DIRECTOR

It is with deep appreciation and great optimism that I join in presenting the Department of Education - Caraga Region's 2024 Milestones, anchored on the theme "Reaching Through Greater Heights". This report stands as a testament to our collective resilience, innovation, and unwavering commitment to uplifting the standard of education across the region.

Throughout 2024, we have witnessed how unity of purpose and shared vision can move mountains. The transformation we have achieved as a region is not solely the result of programs and policies, but rather more inclusive, evidence-based, and learner-centered actions that respond to the dynamic needs of our communities. As we navigate this era of transformation, we remain committed to fostering environments where learners thrive and educators are empowered.



Let us continue to move forward with courage and clarity. May we remain steadfast in our mission to deliver transformative education and ensure that every Caraganon learner has the opportunity to succeed and lead a life of purpose.

Together, let us build on our progress and embrace the future with a renewed spirit of service, innovation, and hope.


PEDRO TENEBRO ESCOBARTE, JR.

Director III
Regional Director
Department of Education - Caraga Region



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EXECUTIVE SUMMARY

The Department of Education (DepEd) Caraga Region remains steadfast in its mission to provide accessible, equitable, quality, and resilient education for all learners. In a world continually reshaped by innovation and uncertainty, education remains our most enduring constant—a foundation upon which progress is built. DepEd Caraga has made significant strides in reforming the education landscape across its 2,361 public and private schools serving over 783,000 learners. This milestone report highlights the performance of the Department of Education (DepEd) Caraga for School Year 2024–2025, anchored on its five core pillars: access, equity, quality, resiliency and well-being, and governance.

Access to basic education improved through sustained efforts in enrollment, school establishment, and transition support. For SY 2023–2024, Caraga Region projected a total enrollment of 819,743 learners aged 5–17 across all levels. Of this, 82.74% (678,257 learners) enrolled, while 17.26% (141,486 learners) did not. However, through advocacy campaigns, systematic child mapping, and strengthened collaboration with barangay officials, 88,757 over-aged learners—including repeaters, Balik-Aral students, ALS completers, and graduates from SY 2015–2016 and earlier—returned to school. This accounts for 11.57% of the total 767,014 enrolled learners, reflecting the region’s commitment to expanding educational access despite challenges. Meanwhile, completion and transition rates have declined across grade levels over the past three school years, closely linked to rising dropout rates, particularly in JHS. To mitigate this, the Alternative Learning System (ALS) has been reinforced, with enrollment increasing from 27,861 in SY 2021–2022 to 29,000 in SY 2023–2024, marking a 4% growth from the baseline data.

Equity initiatives ensured inclusivity across diverse learner groups. The Indigenous Peoples Education (IPEd) program served 16,832 learners in 399 schools, with the Manobo tribe comprising 43.78% of enrollment. The Special Needs Education (SNED) program identified and supported learners with disabilities, though retention remains a concern due to a lack of trained teachers. Madrasah Education benefited 1,607 Muslim learners across 46 schools. ALS saw increases in all levels, with SY 2024–2025 enrollment reaching 33,022, reflecting growing demand for flexible, accessible education due to financial hardships.

Efforts to improve education quality saw gains in proficiency and academic outcomes. The percentage of learners achieving at least “Proficient” in NAT Grade 6 rose from 2.29% (SY 2021–2022) to 20.61% (SY 2023–2024); ELLNA proficiency increased from 15.88% to 30.87%. DepEd Caraga also printed over 2.7 million Self-Learning Modules and distributed 97,647 storybooks to enhance learning resources. Completion rates in elementary reached 90.20%, though JHS and SHS lagged at 75.10% and lower due to socio-economic constraints. Retention remained over 90% region-wide.

A strong focus was placed on learner well-being and resilience. The School-Based Feeding Program (SBFP) benefitted 60,950 learners with ₱175.3 million funding, reducing severe malnutrition from 28.86% to 12.56%. Deworming and oral health services reached hundreds of thousands. Disaster Risk Reduction and Management (DRRM) actions involved 2,099 schools with contingency plans, 300 school DRR coordinators trained, and regular emergency drills conducted. Water, Sanitation, and Hygiene (WinS) implementation showed that 3-star schools increased, though 957 schools still require basic interventions.

The region mobilized ₱588.9 million in additional resources and obligated 95.01% of its ₱27.01 billion budget, with a 95.08% disbursement rate. School-Based Management (SBM) was strengthened, with 491 schools submitting SGC reports and 44 having functional SGCs. Career growth initiatives benefitted 1,565 personnel through promotions and reclassifications. Research outputs led to policy adoption and program improvements such as the creation of schools and the integration of technology in ALS.

DepEd Caraga received multiple national accolades, including the PRIME-HRM Level II Bronze Award, and maintained ISO certification. The region bagged 11 gold, 13 silver, and 24 bronze medals in the 2024 Palarong Pambansa. In the 2025 Palarong Pambansa, Caraga was ranked 8th Overall, and was awarded 1st Place in Best Billeting, 1st Place in Digital Engagement, 2nd Place in Most Eco-Friendly Delegation, and 3rd Place in Most Organized Delegation. In journalism, DepEd Caraga was declared Overall Champion in the 2025 National Schools Press Conference, winning 1st Place Overall (Secondary Level), 1st Place in Individual Category (Secondary), and 3rd Place in Group Category (Secondary). Furthermore, in the 2025 National Festival of Talents, Caraga emerged Champion in Story Interpretation in Braille Reading, Champion in Likhawitan, along with other wins in various contest categories underscoring the region's commitment to inclusive education and creative expression.

ELLNA results placed 27 schools at the "Highly Proficient" level, while national assessments revealed upward trends in foundational literacy and learning continuity despite economic and environmental challenges. DepEd Caraga has made laudable strides in human resource development, with all School Division Offices achieving bronze maturity level and becoming CPD-accredited providers. In digital learning, Khan Academy Philippines recognized DepEd Caraga as the only region nationwide to be named Regional Champion.

To sustain and build upon these gains, DepEd Caraga will intensify interventions addressing dropouts, improve teacher supply especially in SNED and ALS, and invest in school infrastructure in underserved areas. Enhanced partnerships with LGUs, NGOs, and NGAs will be leveraged to bridge funding and service gaps. Continued focus will be placed on digital transformation, climate-resilient education infrastructure, learner-centered pedagogy, and data-driven governance to ensure every learner thrives.

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BRIEF HISTORY OF CARAGA

DepEd Caraga traces its origins back to the enactment of Republic Act 7901 on February 23, 1995. This pivotal legislation established the Caraga Administrative Region, profoundly impacting educational administration across its four constituent provinces. Authored by then-Congresswoman Charito B. Plaza of Butuan City and Congressman Mario S. Ty of Surigao del Sur, the law established Butuan City as Caraga's regional Center.

Formally inaugurated as Department of Education Culture and Sports (DECS) Caraga on July 8, 1995, under the leadership of Dr. Sol F. Matugas as its inaugural Regional Director, this newly created regional office embarked on its journey with modest beginnings. It shared office space with the Division of Agusan del Norte, which was one of the initial seven Schools Divisions that included Agusan del Sur, Butuan City, Surigao del Norte, Surigao del Sur, Surigao City, and Siargao Island. The regional office later relocated to a more spacious facility in Km. 3, Libertad, Butuan City.

In 2001, Republic Act No. 9155 ushered in a significant transformation, renaming DECS as the Department of Education (DepEd). Two years later, in 2003, the regional office found its new residence at J. Rosales Ave., Butuan City, courtesy of a generous donation from the Agusan del Norte government. The next ten years marked the creation of new Schools Divisions such as Bislig City in 2003, Dinagat Islands in 2007, Cabadbaran City and Bayugan City in 2012, and Tandag City in 2013.

Dr. Sol F. Matugas' illustrious seven-year tenure marked the longest leadership stint, succeeded by a line of dedicated Regional Directors: Celedenio L. Layon (2001-2005), Jesusita L. Arteche (2005-2007), Isabelita M. Borres (2007-2009), Gloria D. Benigno (2009-2012), Alberto T. Escobarte (2012-2015), Rebecca V. Delapuz (2015), May B. Eclar (2015-2017), Beatriz G. Torno (2017-2018), Francis Cesar B. Bringas (2018-2021), Evelyn F. Fetalvero (2021), Ma. Gemma M. Ledesma (2021-2023), and Maria Ines C. Asuncion (2023-present).

As DepEd Caraga continues its journey into the future, it stands as a testament to the enduring commitment to educational excellence and advancement in the region.

DepEd-Caraga Regional
Office located in J.
Rosales Ave., Butuan City



CARAGA IN NUMBERS

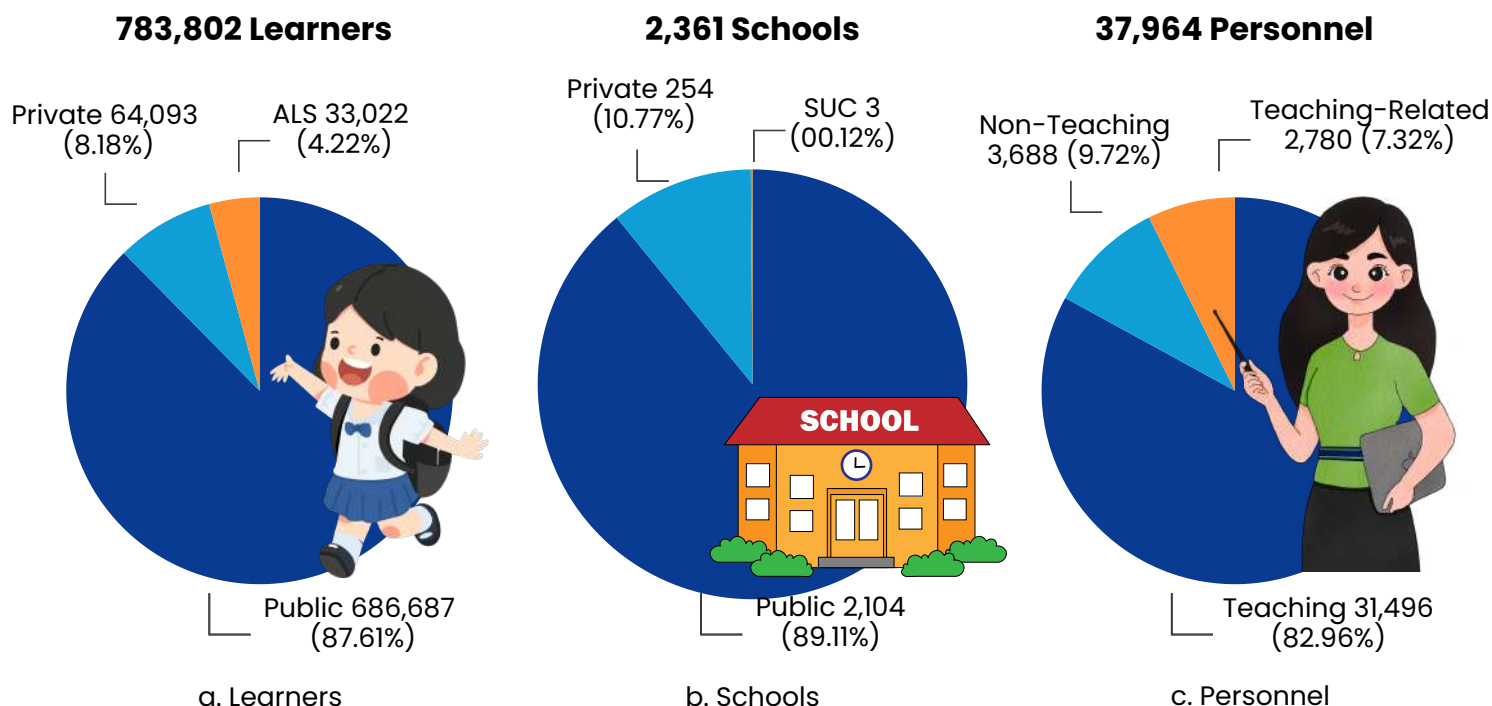


Figure 1. Educational Landscape of DepEd Caraga in School Year 2025–2026

In School Year 2025–2026, 91.83% of the learners are enrolled in public schools. 87.61% or 686,687 learners are enrolled under regular curriculum, and 4.22% or 33,022 are enrolled under the Alternative Learning System (ALS). The 8.18% or 64,093 school-aged learners are enrolled in DepEd-recognized private schools. These learners are handled by 37,946 personnel. Particularly, 82.96% or 31,496 are public school teachers which are assisted by 17.04% or 6,468 non-teaching and teaching-related personnel who are stationed in the Regional, Schools Division, District Offices, schools, and Community Learning Centers (CLCs).

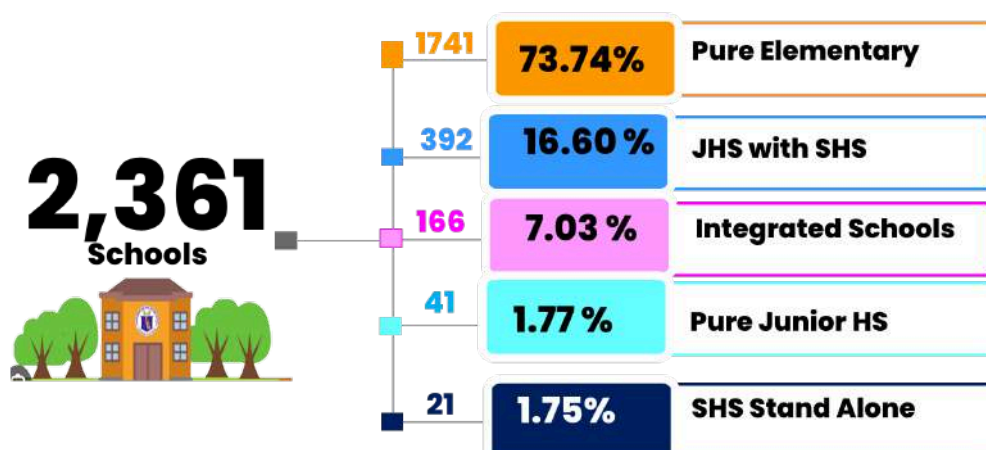


Figure 2. DepEd Caraga's School Distribution

DepEd Caraga's school distribution shows that the majority of the 2,361 schools are pure elementary schools, accounting for 73.74%. Meanwhile, 16.60% offer both Junior High School (JHS) and Senior High School (SHS), and 7.03% are integrated schools. Pure JHS and SHS stand-alone schools are relatively few, comprising only 1.77% and 1.75% of the total, respectively. As shown in Figure 2, this distribution highlights a gap in access to secondary education, underscoring the need to expand key stages 3 to 4 through the conversion of eligible elementary schools to integrated schools.

ENROLLMENT HISTORICAL DATA

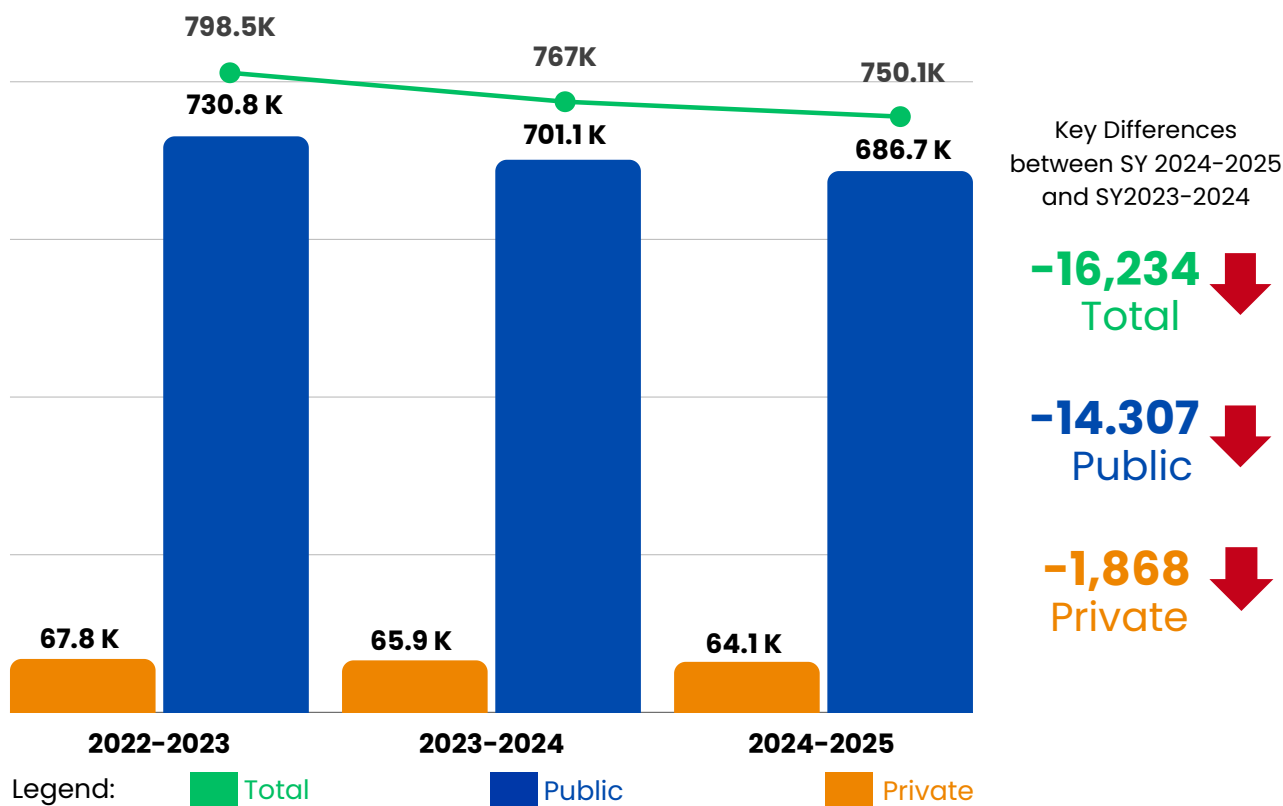


Figure 3. Three-Year Historical Enrollment Data

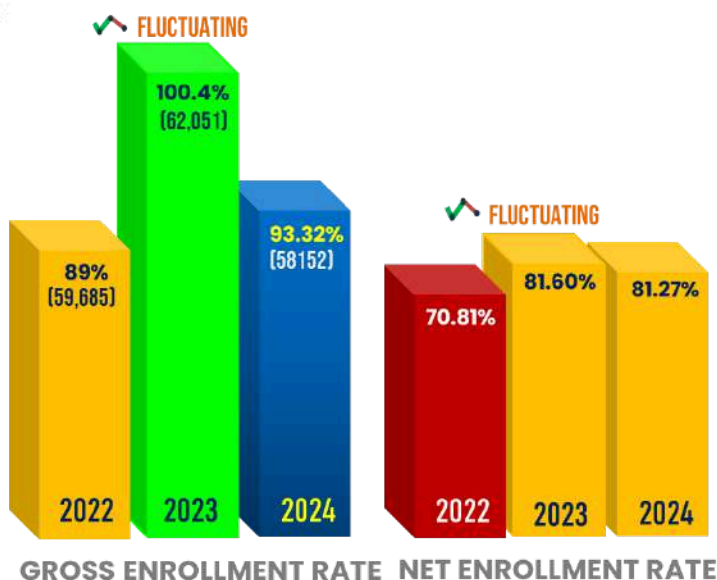
Figure 3 illustrates a consistent decline in enrollment across DepEd-Caraga from SY 2022–2023 to SY 2024–2025, with public schools losing 14,307 learners and private schools 1,868. The 2025 *DepEd Caraga Enrollment Data Report: Factors Contributing to Enrollment Decrease* attributes this trend primarily to demographic shifts—most notably, a declining birth rate and fewer preschool enrollees relative to Grade 6 completers, accounting for 8,439 cases. Other key factors include pending school transfers, migration for employment opportunities, and administrative delays related to the Learner Information System (LIS). Socioeconomic challenges such as poverty, family-related issues, and child labor also contribute significantly to the decline. Less common but still relevant reasons include early marriage, health concerns, and limited school or community support. The steepest decline occurred between SY 2022–2023 and SY 2023–2024; however, the rate of decline has eased in SY 2024–2025, suggesting the potential impact of initial mitigation efforts by Schools Division Offices and schools.

Efforts to bring school-aged learners into basic education include intensified advocacy campaigns, learner mapping, and strengthened community engagement, all aimed at identifying and reengaging out-of-school children and ensuring inclusive, equitable access to education.

GROSS ENROLLMENT RATE AND NET ENROLLMENT RATE (KINDERGARTEN)

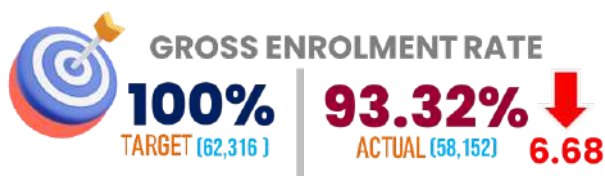
3-YEAR COMPARATIVE GER & NER

100%

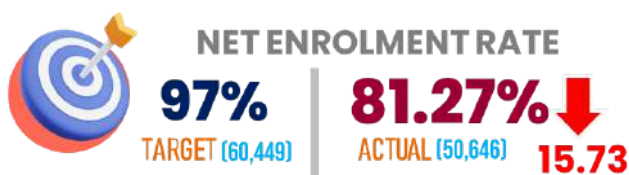
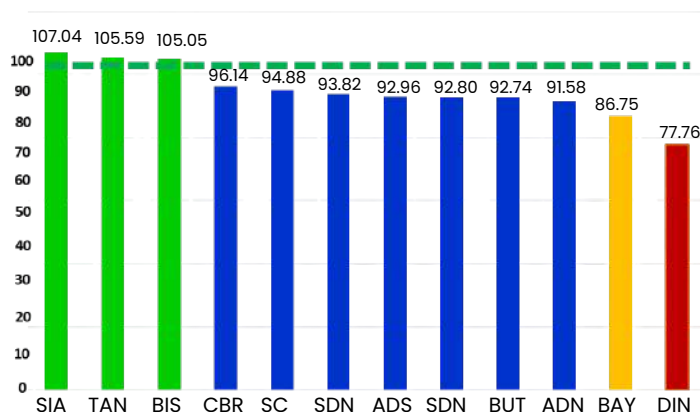


In Kindergarten, the expected number of 5-year-old enrollees was 69,548 in SY 2021-2022, 61,579 in SY 2022-2023, and 62,318 in SY 2023-2024. Among these school years, SY 2022-2023 recorded the highest proportion of over-aged kindergarten enrollees, with 17.85% or 11,802 out of 62,051 learners, compared to 12.48% or 10,438 out of 59,685 in SY 2021-2022, and 12.90% or 7,506 out of 58,512 in SY 2023-2024. Over the three-year period, a total of 29,746 over-aged learners—representing 16.53% of the 179,888 kindergarten enrollees, including both repeaters and first-time enrollees—were successfully enrolled through intensified child mapping and enrollment campaigns in collaboration with local government units.

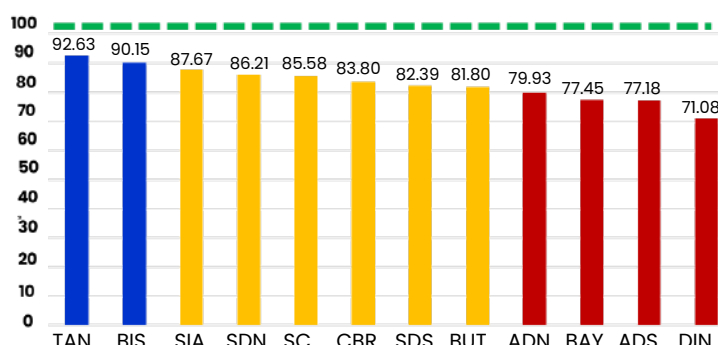
SY 2023-2024 GER & NER PER DIVISION



Although the region did not meet the 100% target for SY 2023-2024, Siargao, Tandag, and Bislig City divisions exceeded expectations and contributed positively to regional performance.



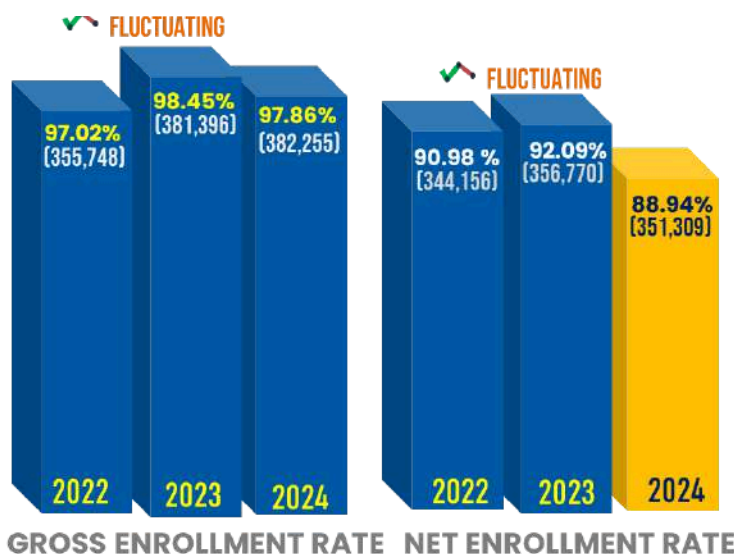
For School Year 2023-2024, the region did not meet the 97% target for Net Enrollment Rate at the kindergarten level. Additionally, none of the divisions achieved the set target. This highlights the need for division offices to closely monitor and track 5-year-old children who did not enroll as projected, in order to address potential gaps in early childhood education access.



One of the mandates of DepEd is to ensure that all Filipino learners from kindergarten to junior high school have access to equitable, inclusive and quality education through free public education. The key performance indicators under access include Gross Enrollment Rate (GER), Net Enrollment Rate (NER), and Transition Rate. The GER when used together with the NER measures the extent of overaged and underaged enrollment.

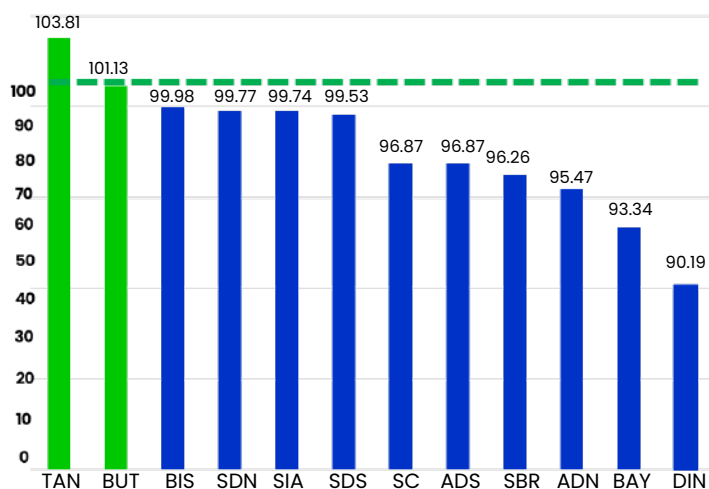
GROSS ENROLLMENT RATE AND NET ENROLLMENT RATE (ELEMENTARY)

3-YEAR COMPARATIVE GER & NER

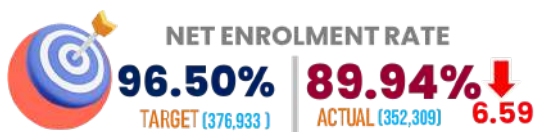


The graph shows fluctuating Gross and Net Enrollment Rates from 2022 to 2024, alongside a steady rise in enrollment from 355,748 to 382,255. The increase in over-aged learners from 3.26% (11,592) in 2022 to 8.10% (30,946) in 2024 reflects the success of collaborative efforts such as intensified early registration, child mapping with LGUs and DSWD, and the re-enrollment of dropouts, repeaters, and Balik Aral learners. This demonstrates a strong commitment to bringing every learner back to school. However, the growing percentage of learners to be tracked, reaching 11.06% (43,666) in 2024, signals the need for sustained interventions to keep these learners in school.

SY 2023-2024 GER & NER PER DIVISION



Despite the region did not meet the 100% target for SY 2023-2024 in the elementary level, Tandag, and Butuan City divisions exceeded expectations and contributed positively to regional performance.

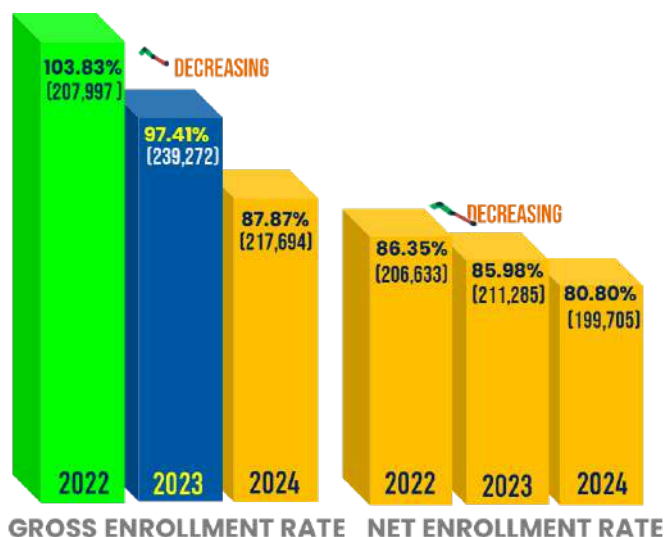


For School Year 2023-2024, the region did not meet the target Net Enrollment Rate (NER) of 96.50% at the elementary level. Furthermore, none of the divisions within the region achieved the set target. This reflects a challenge in accurately identifying and mapping 6-11-year-old learners who are not in school, as expected.

One of the mandates of DepEd is to ensure that all Filipino learners from kindergarten to junior high school have access to equitable, inclusive and quality education through free public education. The key performance indicators under access include Gross Enrollment Rate (GER), Net Enrollment Rate (NER), and Transition Rate. The GER when used together with the NER measures the extent of overaged and underaged enrollment.

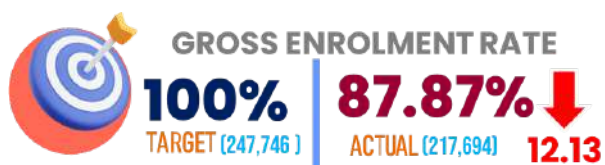
GROSS ENROLLMENT RATE AND NET ENROLLMENT RATE (JHS)

3-YEAR COMPARATIVE GER & NER

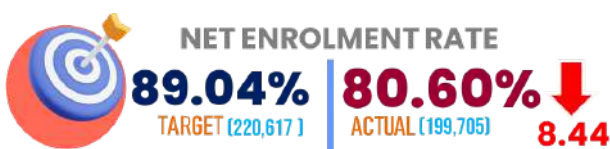
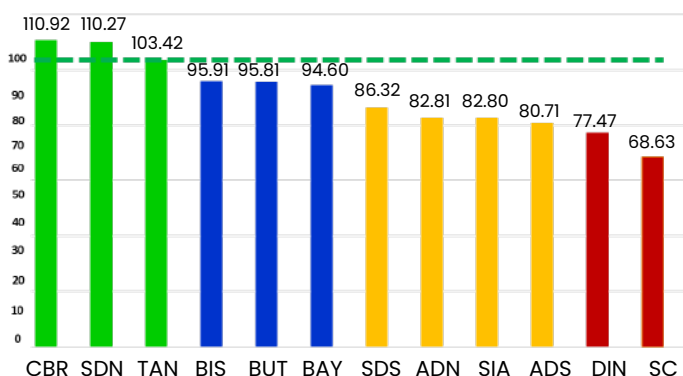


Gross and Net Enrollment Rates steadily declined from 2022 to 2024, with GER dropping from 103.83% to 87.87%, indicating a reduction in over-aged learners enrolled in JHS. The NER also fell from 86.35% to 80.80%, reflecting decreasing participation among school-aged children. Out of the 732,194 projected school-aged learners (12–15 years old) for JHS from SY 2021–2024, 84.35% (617,623) were within the school-aged range. Through division-led enrollment advocacy efforts—such as home visits and coordination with community officials—47,340 learners (7.12%) of the 664,963 were encouraged to return to school, showing progress but signaling a need for sustained and expanded re-engagement strategies.

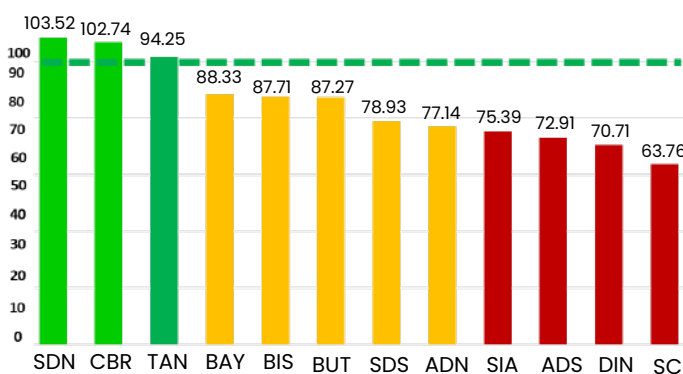
SY 2023–2024 GER & NER PER DIVISION



At the junior high school level, the region did not meet the 100% target for SY 2023–2024; however, the divisions of Tandag, Bislig, and Siargao exceeded expectations and made significant contributions to the region's overall performance in bringing repeaters, als and balik-aral learners back to school.



For School Year 2023–2024, the region did not meet the 100% target for Net Enrollment Rate at the junior high school level. However, two divisions—Surigao del Norte and Cabadbaran City—exceeded the 100% target, enrolling more 12–15-year-old learners than projected. This over-enrollment is partly attributed to intra-regional learner transfers, which may have contributed to other divisions falling short of their targets.

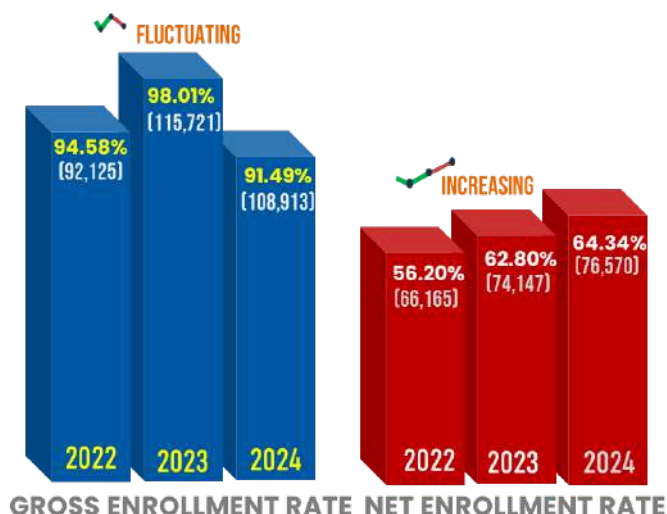


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The GER when used together with the NER measures the extent of overaged and underaged enrollment.

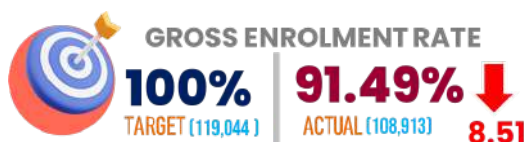
GROSS ENROLLMENT RATE AND NET ENROLLMENT RATE (SHS)

3-YEAR COMPARATIVE GER & NER

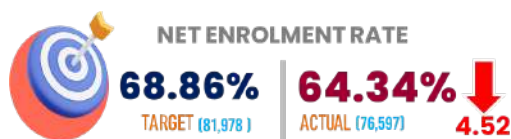
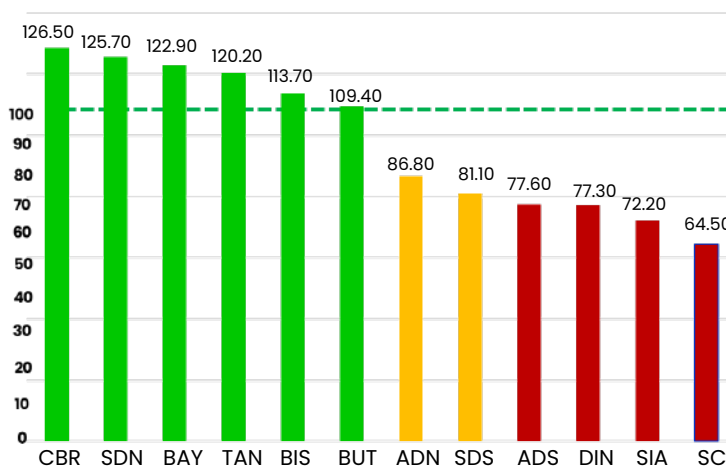


Over the past three school years from SY 2021-2022 to SY 2023-2024, Senior High School enrollment reflects significant success in bringing back to school the over-aged learners. A total of 99,877 over-aged learners—31.53% of the 316,759 enrollees—returned to school, thanks to effective advocacy efforts. SY 2022-2023 recorded as the highest proportion at 35.93%, showing the impact of initiatives like one-page newsletters, media advocacy, and visible tarpaulin postings. These sustained campaigns have strengthened access to education for repeaters, balik-aral, and ALS completers, ensuring that more learners, regardless of age, are given the opportunity to complete Senior High School.

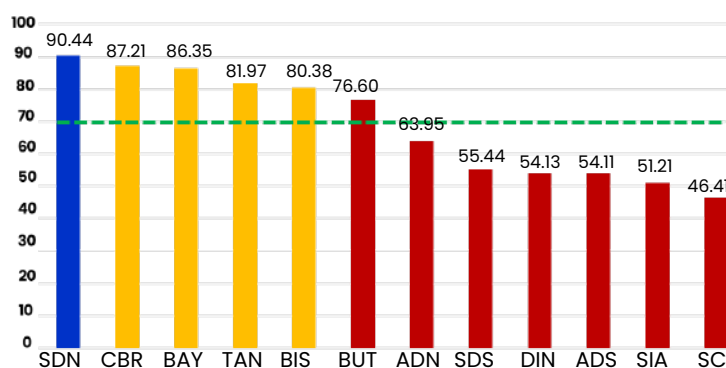
SY 2023-2024 GER & NER PER DIVISION



Among all education levels, SHS recorded the highest inclusion of over-age learners. Specifically, six divisions—Cabadbaran City, Surigao del Norte, Bayugan City, Tandag City, Bislig City, and Butuan City—successfully enrolled learners aged 18 and above. These learners include Alternative Learning System (ALS) passers, repeaters, and Balik-Aral students who returned to formal education.



6 divisions exceeded the regional target Net Enrollment Rate (NER) of 68.86% at the SHS level. These divisions are Surigao del Norte, Cabadbaran City, Bayugan City, Tandag City, Bislig City, and Butuan City. Their achievement reflects effective strategies in enrolling 16-17 years old.



One of the mandates of DepEd is to ensure that all Filipino learners from kindergarten to junior high school have access to equitable, inclusive and quality education through free public education. The key performance indicators under access include Gross Enrollment Rate (GER), Net Enrollment Rate (NER), and Transition Rate.
 The GER when used together with the NER measures the extent of overaged and underaged enrollment.

TRANSITION RATE

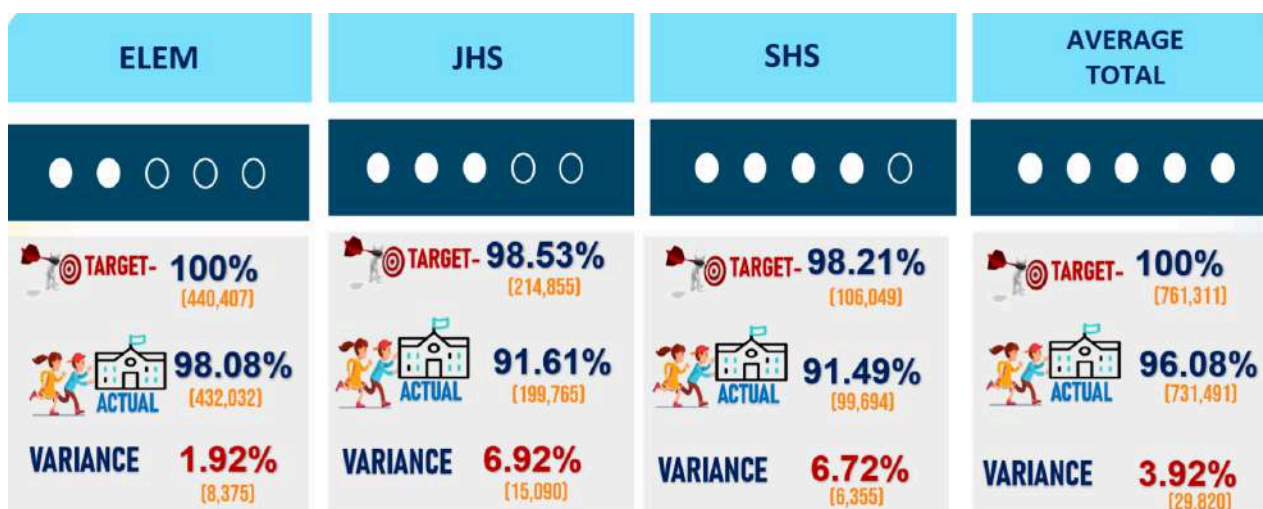


Figure 4. Transition Rates in DepEd Caraga for School Year 2023–2024

Figure 4 illustrates the transition rates in DepEd Caraga for SY 2023–2024 show a gradual decline as learners progress to higher grade levels.

For the elementary level, the transition rate from Grade 3 to Grade 4 in SY 2023–2024 was 98.08%, slightly below the 100% target, with a variance of 1.92% or 8,375 learners who did not reach to the next key stage. The variance is attributed The dropouts in SY 2022–2023 were mainly due to family problems or feuds (226 cases), lack of interest and distractions (135), and the long distance between home and school (74). Other contributing factors included illness (55), negative parental attitudes toward schooling (51), poor academic performance (10), caregiving responsibilities for siblings (8), child labor (7), armed conflict (3), hunger or malnutrition (1), calamities (1), and peer influence (1). These reasons reflect a combination of socio-economic, health, and environmental challenges affecting learner retention at the elementary level.

In Junior High School, the transition rate from Grade 6 to Grade 7 in SY 2023–2024 was 91.61%, which did not meet the target of 98.53%, with a 6.92% variance or 15,090 learners not transitioning. Among the 581 recorded dropouts from Grade 6 in SY 2022–2023, the leading causes were lack of interest or distractions (181 cases) and family problems or feuds (180). Other notable reasons included long travel distance to school (66), child labor or the need to work (51), illness (34), and negative parental attitudes toward education (32). Additional factors such as caregiving duties (14), early marriage or pregnancy (11), peer influences (7), poor academic performance (4), and hunger (1) also contributed. These barriers highlight both socio-economic pressures and personal challenges that hinder learners from continuing to Junior High School.

At the Senior High School level, only 91.49% of Grade 10 learners transitioned to Grade 11, falling short of the 98.21% target. This led to a variance of 6.72%, or 7,355 learners who did not advance. The gap can be largely attributed to the 1,514 dropouts among Grade 10 students in SY 2022–2023. These dropouts may have resulted from financial constraints, disinterest in continuing education, or confusion about the SHS tracks offered. In some cases, learners may have opted to work, relocate, or simply disengage from formal schooling due to personal or family-related challenges.

The transition rate assesses the extent by which learners are able to move to the next higher level of education, e.g., Elementary to Junior High School, and Junior High School to Senior High School. It indicates the degree of access to the next higher level, measuring the upward mobility in the educational hierarchy, thus, a high transition rate indicates a high access or transition from one level of education to the next level.

GRADUATION RATE



Figure 5. Three-Year Comparative Graduation Rate

DepEd Caraga has graduation rates of 98.31% in elementary, 96.70% in JHS, and 95.99% in SHS for SY 2023–2024. While slightly lower than the previous year, the drop—especially in JHS and SHS—is linked to school leavers due to employment, economic hardship, and early marriage per 2024 LIS End-of-School-Year reports and School Form 4 (Monthly Learner’s Movement and Attendance). The targets indicated in REDP 2023–2028 with graduation rates of 100% for elementary, 99.81% for JHS, and 100% for SHS are not achieved.

PROMOTION RATE



Figure 6. Three-Year Comparative Promotion Rate

In SY 2023–2024, the promotion rate for elementary is 98.31%, JHS is at 96.70%, and SHS at 95.99%. These figures are slightly lower than the previous year’s promotion rates. The slight underachievement are caused by similar factors affecting the graduation rate. In reference with the REDP 2023–2028, the region failed to achieve the targeted promotion rate of 99.37% for elementary, 96.81% for JHS, and 97.40% for SHS.

Strategies to Increase Graduation and Promotion Rates

Strategies outlined in the REDP 2023–2028 to improve graduation and promotion rates include teachers’ capacity building to incorporate acceleration, remediation, intervention strategies, and approaches into their pedagogy, provision of psychosocial support to students, stringent 4Ps monitoring, information drives on early teenage pregnancy, and implementation of comprehensive sexuality education.

COMPLETION RATE

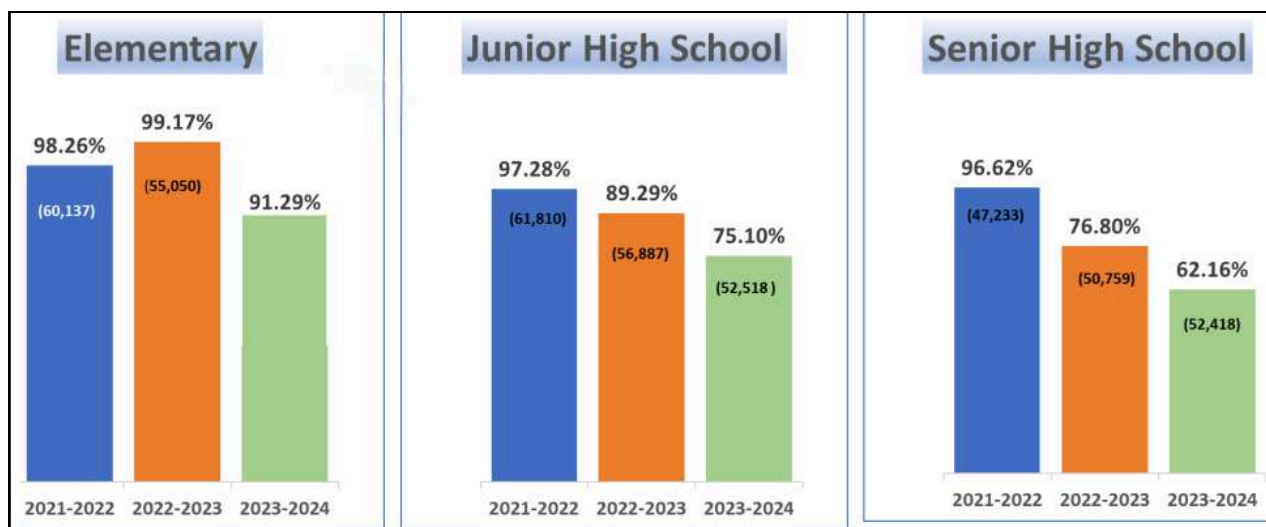


Figure 7. Three-Year Comparative Completion Rate

A steady decline in completion rates across all levels in DepEd Caraga over the past three school years. Elementary completion dropped from 99.17% in SY 2022–2023 to 91.29% in SY 2023–2024, while JHS declined from 89.29% to 75.10%. SHS has the sharpest decrease—from 76.80% to 62.16%. This drop is linked to factors such as the limited number of secondary schools in far-flung areas, economic hardships, and the need for SHS learners to work and help support their families. These completion rates are below the regional targets as indicated in REDP 2023–2028 with 94.56% for elementary, 90.07% for JHS, and 82.42% for SHS.

COHORT SURVIVAL RATE

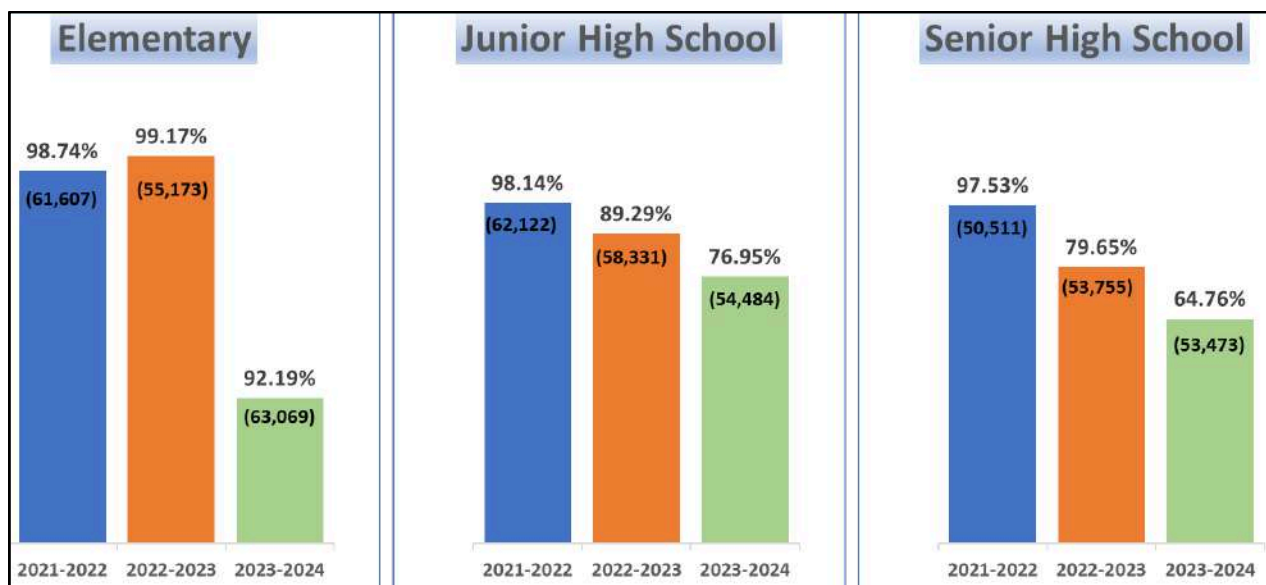
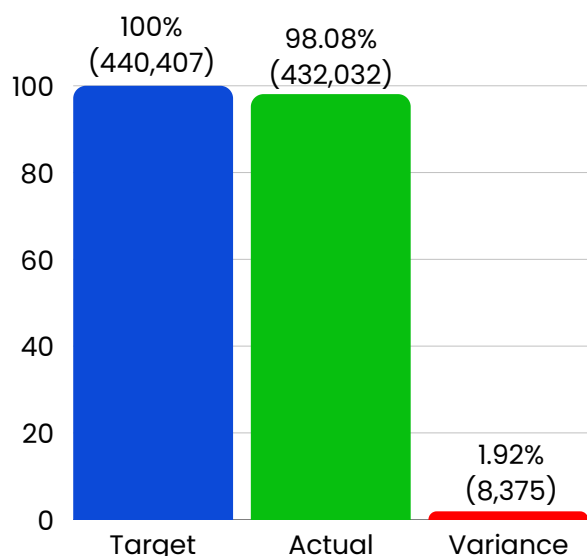


Figure 8. Three-Year Comparative Cohort Rate

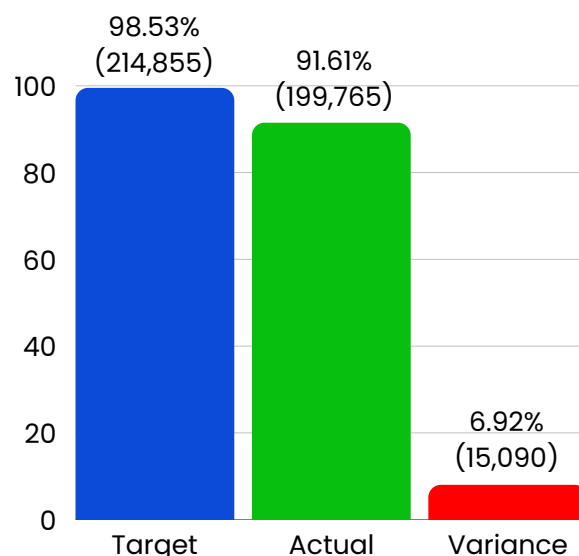
In SY 2023–2024, DepEd Caraga recorded a decline in cohort survival rates, with 92.19% for elementary, 76.95% for JHS, and 64.76% for SHS. These figures are below the 2024 targets of 96.78% for elementary, 93.78% for JHS, and 87.40% for SHS (REDP 2023–2028). The sustained implementation of programs like school feeding, deworming, Child-Friendly School Systems (CFSS), and the establishment of last mile schools and integrated schools supports more learners in reaching the highest grade levels.

RETENTION RATE

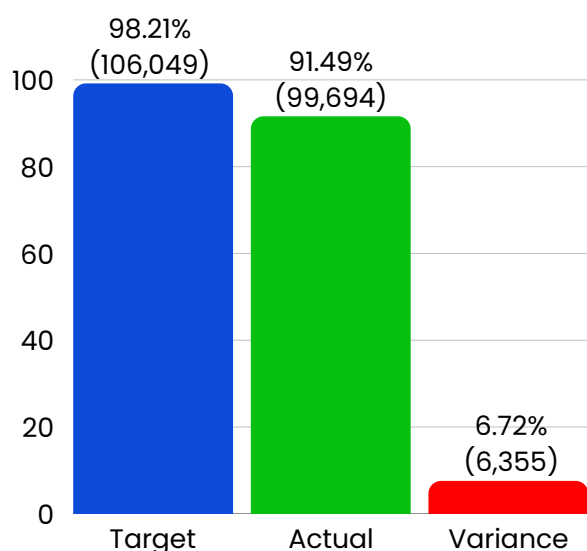
Elementary Level



Junior High School Level



Senior High School Level



OVERALL

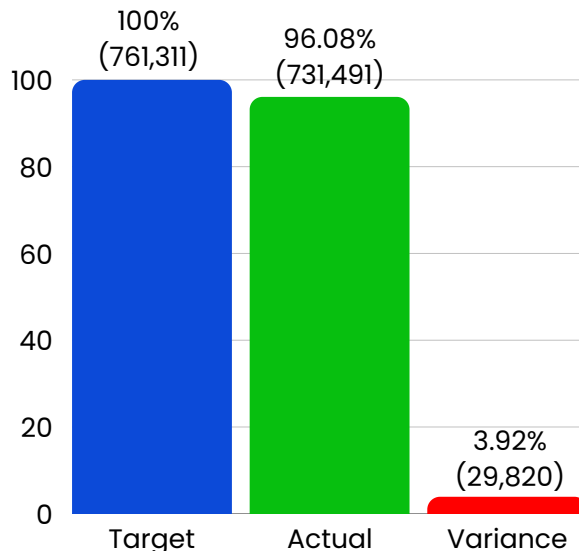


Figure 9. Retention Rate Across Curricular Levels

In general, the region did not meet the regional targets for retention rate across curricular levels. The Schools Division of Agusan del Norte, Butuan City, Cabadbaran City, Dinagat Islands, Siargao, Surigao City, Surigao del Norte, and Tandag City exceed the regional retention rate for elementary level at 98.08% but are below the regional target of 100%. Similarly, the Schools Division of Agusan del Norte, Bayugan City, Bislig City, Butuan City, Cabadbaran City, Dinagat Islands, Siargao, Surigao City, Surigao del Norte, and Tandag City exceed the regional retention rate for JHS level at 91.49% but are below the regional target of 99.52%. Strategies indicated in REDP 2023-2028 to increase the retention rate are the same strategies for completion and cohort survival rates.

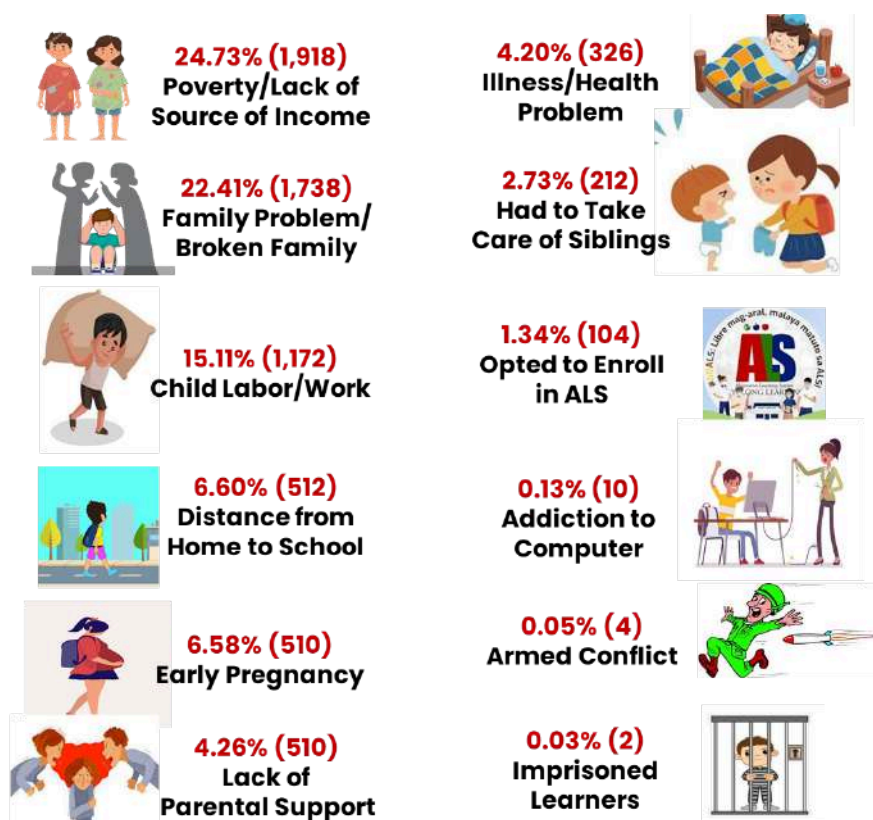
SCHOOL LEAVER RATE

Table 1. School Leaver Rate of DepEd Caraga for SY 2022–2023

Level	Target	Actual	Variance	Remarks
Elem	0%	1.61% (7,091)	1.61% (7,091)	Underachieved
JHS	0%	8.32% (18,112)	8.32% (18,112)	Underachieved
SHS	0%	8.39% (9,138)	8.39% (9,138)	Underachieved

Table 1 presents school leaver rates for DepEd Caraga in SY 2022–2023. The data shows leaver rates of 1.61% for Elementary (7,091 learners), 8.32% for Junior High School (18,112 learners), and 8.39% for Senior High School (9,138 learners). The school leaver rate in all education levels is underachieved. The school leaver rates are higher at the secondary level compared to the elementary level. The high school leaver rates, especially in secondary levels, can be partly attributed to teenage pregnancy and lack of source of family income. According to the Philippine Statistics Authority (January 18, 2023), Caraga ranked 4th among regions with the highest percentage of pregnancies among women aged 15–19. These findings underscore the need for strengthened adolescent health programs, sustained learner support services, and targeted interventions to reduce school leavers.

Causes of Drop-Outs



Strategies in bringing back the learners to schools include

- Comprehensive Advocacy Campaigns for Early Registration
- Child Mapping in Collaboration with LGUs and DSWD
- Intensification of ALS and ADM through Flexible Learning Options
- School-based Feeding Program and Garden-to-Table School Business Model
- Home Visitations Partnered with LGU for Learners at Risk of Dropping Out
- Balik-Aral and Adopt-a-Student Initiatives, and Conversion of Elementary to Integrated Schools

PERFORMANCE IN NATIONAL ASSESSMENTS

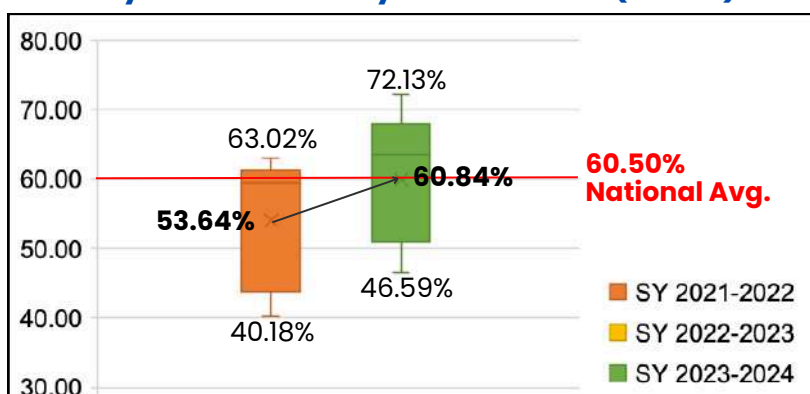
Table 2. Proportion of learners achieving at least “Proficient” level

National Assessments	SY 2021–2022	SY 2022–2023	SY 2023–2024	Trend
ELLNA	15.88%	N/A	30.87%	▲
NAT G6	2.29%	N/A	20.61%	▲
NAT 610	NDA	0.52%	NDA	–
NAT G12	NDA	0.01%	0.53%	▲

NDA–No Data Available

For the past three school years, the proportion of learners achieving at least “Proficient” has increased except for

Mean Percentage Score in Early Language Literacy and Numeracy Assessment (ELLNA)

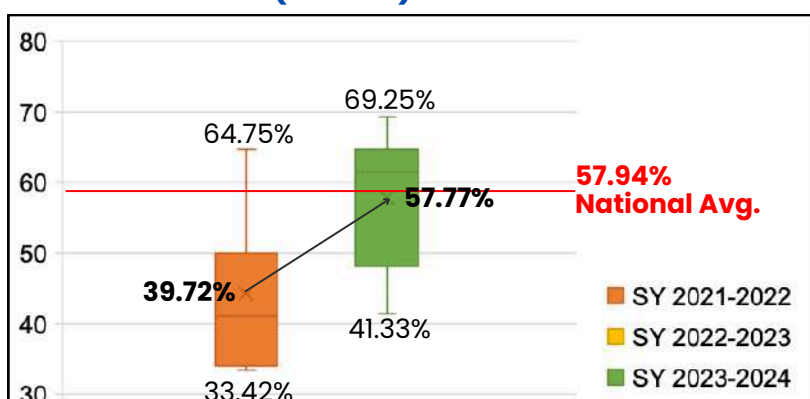


Note: No ELLNA administration in SY 2022–2023.

Figure 10. Performance in ELLNA

The ELLNA results show a **positive upward trend** in learner performance from SY 2021–2022 to SY 2023–2024. The mean percentage score increased from 53.64% (Nearly Proficient) in SY 2021–2022 to 60.84% (Nearly Proficient) in SY 2023–2024, surpassing the national average of 60.50%. At 60.84% MPS, Grade 3 learners have met the minimum level of skills in spelling words, reading and listening comprehension, estimating, calculating and solving problems.

Mean Percentage Score in National Achievement Test for Grade 6 (NATG6)



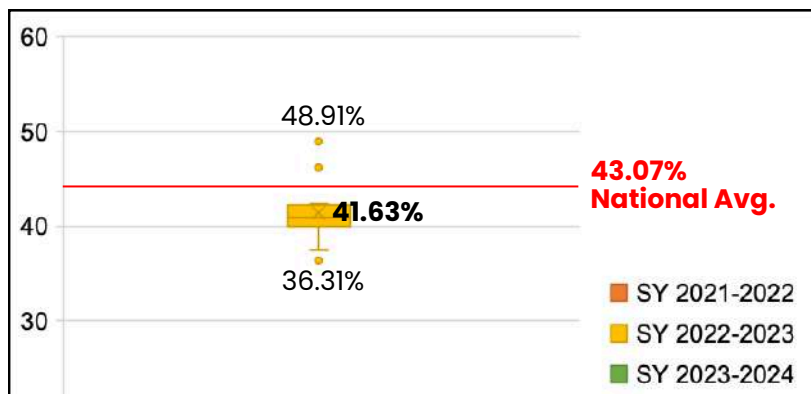
Note: No NATG6 administration in SY 2022–2023.

Figure 11. Performance in NATG6

In NATG6, results show a **significant improvement** in MPS, rising from 39.72% (Low Proficient) in SY 2021–2022 to 57.77% (Nearly Proficient) in SY 2023–2024. While this marks substantial progress, the latest score remains slightly below the national average of 57.94%. At 57.77% MPS, Grade 6 learners met the minimum level of skills in solving problems, managing and communicating information, and analyzing and evaluating data to comprehend ideas.

PERFORMANCE IN NATIONAL ASSESSMENTS

Mean Percentage Score in National Achievement Test for Grade 10 (NATG10)



Note: No NATG10 administration in SY 2021-2022 and SY 2023-2024.

Figure 12. Performance in NATG10

Mean Percentage Score in National Achievement Test for Grade 12 (NATG12)

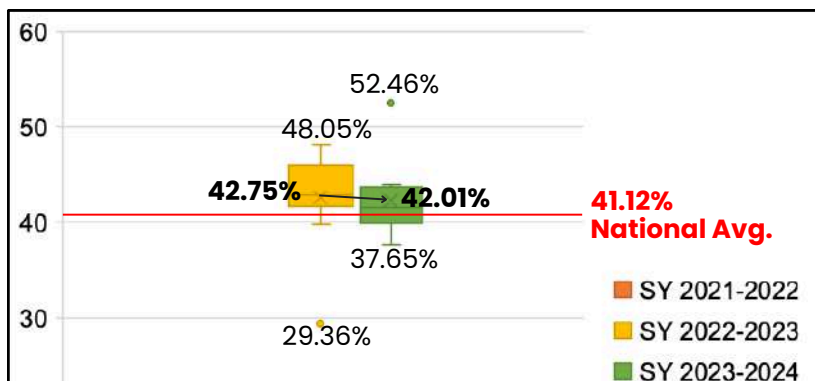


Figure 13. Performance in NATG12

The NATG10 result for SY 2022–2023 shows a mean percentage score of 41.63%, **slightly below the national average** of 43.07%. While the upper range reached 48.91%, indicating some high-performing Schools Division Offices, the lower bound at 36.31% reflects continued challenges in overall academic achievement at the JHS level. At 41.63% MPS (Low Proficient Level), Grade 10 learners can identify strategies in solving problems, differentiate and organize information.

The NATG12 results show a **steady decline** in mean percentage scores from 42.75% (Low Proficient) in SY 2022–2023 to 42.01% (Low Proficient) in SY 2023–2024. The recent MPS is slightly above the national average of 41.12%. At 42.01% MPS, students can identify strategies in solving problems, differentiate and organize information.

Note: No NATG12 administration in SY 2021–2022.

STRATEGIES TO IMPROVE LEARNING OUTCOMES

The Regional Office together with the 12 Schools Division Offices, are implementing various strategies to improve learning outcomes.



Curriculum Contextualization and Enrichment



Digitization of Learning Resources



Administration of Contextualized Assessment Mechanism



Development of Contextualized Teaching and Learning Resources



Implementation of Learning Recovery Programs



Human Resource Reskilling and Upskilling

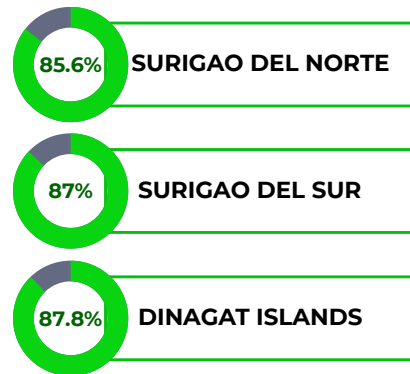
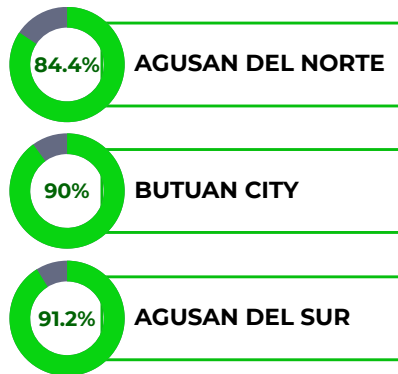


Intensification of Basic Literacy and Numeracy Programs



Implementation of Various Learner Support Programs

BASIC LITERACY RATE



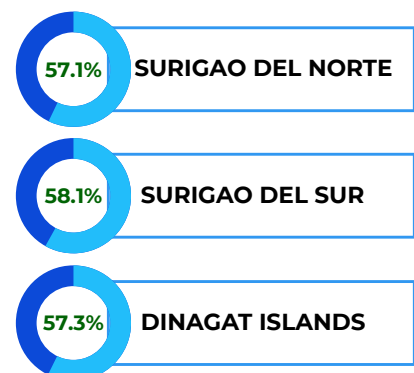
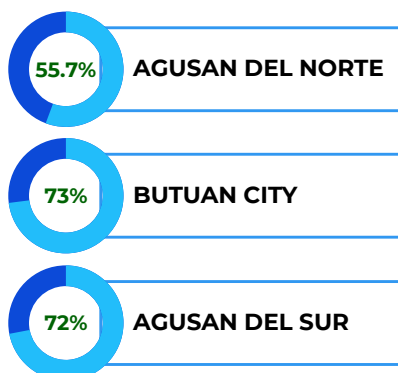
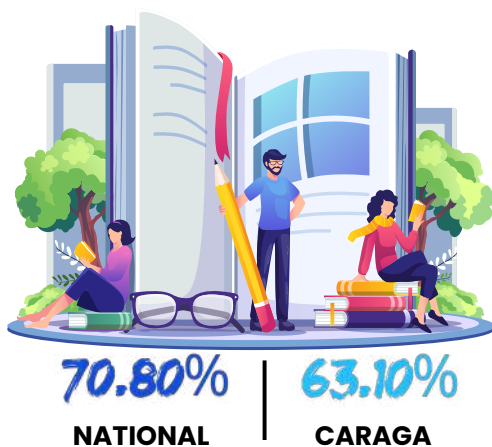
Source: PSA, 2024 Functional Literacy, Education and Mass Media Survey

Figure 14. Basic Literacy Rate of Caraga Region

Based on the results of the 2024 Functional Literacy, Education and Mass Media Survey (FLEMMS), 87.9 percent or about 9 in 10 Caraganons (Filipinos in Caraga region) aged 5 years old and over had basic literacy. This translates to approximately 2.24 million individuals aged 5 years old and over who can read, write, and compute out of the estimated 2.55 million individuals in the same age group. Basic literacy rates varied across provinces and a highly urbanized city in the region with Agusan del Sur having the highest basic literacy rate at 91.2 percent. Meanwhile, Agusan del Norte recorded the lowest at 84.4 percent.

Caraga's basic literacy rate decreased by 5.7 percentage points (93.6% in 2019 to 87.9% in 2024), a slight drop than the national decline of 4.0 points (94.0% to 90.0%). This gap between Caraga and the national average from 0.4 to 2.1 points, underscoring the need for stronger regional literacy efforts to contribute national performance.

FUNCTIONAL LITERACY RATE



Source: PSA, 2024 Functional Literacy, Education and Mass Media Survey

Figure 15. Functional Literacy Rate in Caraga

In 2024, Caraga's functional literacy rate was 63.1%, below the national average of 70.8%. This means only 6 in 10 individuals aged 10 to 64 in the region are functionally literate—equivalent to about 1.31 million out of 2.07 million. Among Caraga's provinces and cities, Butuan City had the highest rate at 73%, followed by Agusan del Sur at 72%, while Agusan del Norte recorded the lowest at 55.7%. These figures highlight significant regional disparities and the need for targeted literacy interventions in low-performing areas.

NATIONAL CERTIFICATION AND TRAINERS' METHODOLOGY

Table 3. Percentage of SHS-TVL Learners Assessed and Certified as of May 16, 2025

Province	Target	Assessed	% of Assessed	Certified	% of Certification
Agusan del Norte (Agusan del Norte, Butuan City & Cabadbaran City)	1,317	620	47.08	431	69.52
Agusan del Sur (Agusan del Sur & Bayugan City)	2,362	501	21.21	299	59.68
Surigao del Norte (Surigao del Norte, Siargao & Surigao City)	1,570	847	53.95	632	74.62
Surigao del Sur (Surigao del Sur, Tandag City & Bislig City)	1,043	1,261	120.9	1,212	96.11
Dinagat Islands	394	349	88.57	188	53.87
TOTAL	6,686	3,578	53.51	2,762	77.19

DepEd-Caraga assessed 3,578 (53.51%) out of 6,686 target learners and certified 2,762 (77.19%) learners. **Surigao del Sur exceeded its target with 120.9%** assessed, and achieved a certification rate of 96.11%, while Agusan del Sur recorded the lowest assessment rate at 21.21%. Provinces demonstrate significantly varying assessment participation rates, ranging from 21.21% to 120.9%, with certification success rates among assessed learners spanning from 53.87% to 96.11%.

Table 4. Summary of Training, Assessment & Accreditation of Senior High School Teachers in Trainer's Methodology Level I (COC2)

Province	Target	Enrolled	Graduated	Assessed	Certified	Certification Rate	Accomplishment Rate Based on Target
Agusan del Norte (Agusan del Norte, Butuan City & Cabadbaran City)	50	30	30	30	30	100%	60%
Agusan del Sur (Agusan del Sur & Bayugan City)	25	18	18	18	18	100%	72%
Surigao del Norte (Surigao del Norte, Siargao & Surigao City)	50	49	47	45	43	95.55%	94%
Surigao del Sur (Surigao del Sur, Tandag City & Bislig City)	25	17	16	16	14	88%	64%
Dinagat Islands	56	25	25	20	19	80%	44.64%
TOTAL	206	139	136	129	124	96.12%	66.02%

DepEd-Caraga enrolled 139 out of 206 targeted teachers, graduated 136, assessed 129, and certified 124, yielding a certification rate of 96.12% among assessed teachers and an accomplishment rate of 60.19% based on the target. Provincial accomplishment rates range from 33.93% to 72%, with certification success rates among assessed teachers spanning from 87.5% to 100%.

LEARNING RESOURCES

Table 5. Provision of Learning Resources in FY 2024

Item	Total no. of Copies	Recipients
Supplementary Learning Resources	30,921	Functional Library Hub from 5 SDOs: Agusan del Norte (1) Bayugan City (1) Siargao (2) Surigao del Norte (2) Surigao del Sur (1)
Reading Remediation Packages	1,092	Selected Elementary Schools
Learning Tools and Equipment (LTE)- Science and Mathematics	1,600	12 SDOs
Learning Tools and Equipment (LTE)- Technical-Vocational Equipment	500	Select SHS of the 12 SDOs
Textbooks and Other Instructional Materials	332,192	Learners of 12 SDOs
DepEd Computerization Program	1,800 packages	Learners of the 12 SDOs
Tablets (for ALS Learners)	963	ALS Learners of 12 SDOs
Tablets (For ADM Learners)	621	ADM Learners of 12 SDOs
Printing of Story books	97,647	For School Library
Printing of Self Learning Modules (SLMs)	2,781,363	For Schools of 12 SDOs
Printing and Binding of Primer Bridging II (Sinurigaonon TM)	199	For Surigaonon Learners
Printing and Binding of Primer Bridging II (Sinurigaonon LM)	5,732	
Printing and Binding of Primer Bridging II (Sinugbuanong Binisaya TM)	856	For Sinugbuanong Binisaya Learners
Printing and Binding of Primer Bridging II (Sinugbuanong Binisaya LM)	20,248	

Table 5 highlights the distribution of learning resources in DepEd Caraga aligned to key stage standards for the Fiscal Year 2024. Notable provisions include 332,192 textbooks, 2.7 million Self-Learning Modules (SLMs), 30,921 supplementary materials, and 1,800 DepEd Computerization Program packages. Tablets were also provided for ALS (963) and ADM learners (621), along with learning tools for science, math, and TVL. Localized materials, such as storybooks and regional primers, were printed to support contextualized learning. The initiative demonstrates DepEd Caraga's commitment to accessible and relevant learning resources across all SDOs.

INCLUSIVE EDUCATION

Learner with Special Educational Needs (LSEN)

The DepEd Caraga ensures that learners with disabilities and difficulties are given equal opportunities to access education and develop their full potential.

Table 6. Enrollment Data by Special Needs for SY 2024-2025

Special Needs	Elementary	JHS	SHS	Total
Visual Impairment	145	31	8	184
Hearing Impairment	181	73	12	266
Learning Disability	402	85	5	492
Intellectual Disability	588	39	0	627
Autism Spectrum Disorder	728	28	3	759
Emotional-Behavioral Disorder	43	4	1	48
Orthopedic/ Physical Handicap	107	35	5	147
Speech/ Language Disorder	222	51	9	282
Cerebral Palsy	63	5	2	70
Special Health Problem	33	10	4	47
Multiple Disabilities	128	3	1	132
Difficulty in Seeing	198	106	31	335
Difficulty in Hearing	103	20	0	123
Difficulty in Applying Knowledge	1,351	467	4	1,822
Difficulty in Remembering, Concentration, Paying Attention, and Understanding	3,127	596	32	3,755
Difficulty in Adaptive Skills	167	15	1	183
Difficulty in Behavior	170	45	2	217
Difficulty in Mobility	191	44	6	241
Difficulty in Communicating	405	50	6	461
Total	8,352	1,707	132	10,191



Figure 16. 5 Most Common Special Needs per Enrollment Data

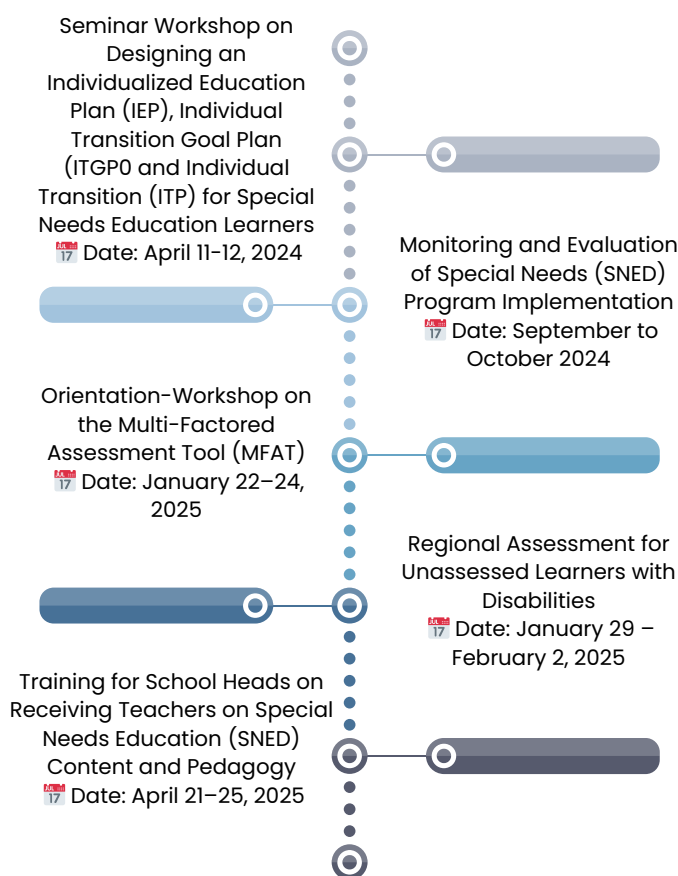


Table 10 shows the enrollment data for Learners with Special Needs (LSENs) for School Year 2024-2025 shows a total of 10,191 learners across all levels. A significant majority are enrolled in the elementary level (8,352 learners), followed by Junior High School (1,707) and Senior High School (132). This downward trend in enrollment from elementary to higher levels highlights persistent challenges in access, transition, and retention of LSENs in secondary education. The top five most prevalent special needs among enrolled learners are: Difficulty in Remembering, Concentration, Paying Attention, and understanding (3,755), Difficulty in Applying Knowledge (1,822), Autism Spectrum Disorder (759), Intellectual Disability (492), Learning Disability (492).

Series of activities were conducted to strengthen inclusive education by capacitating school heads and educators in assessing and supporting learners with disabilities.

Indigenous Peoples Education Program (IPEd)

The region's MEP success was significantly strengthened by coordinated initiatives across all Schools Division Offices–

- Agusan del Sur provided infrastructure support through equipment procurement and multigrade instruction training;
- Surigao del Sur and Surigao del Norte enhanced pedagogical capacity through Arabic teaching methodologies and digitized learning resource development;
- Bislig City and Tandag City divisions developed the Early Grade Reading Assessment (EGRA) and Functional Literacy Assessment Tool (FLAT) in Arabic quality assured by the regional office;
- Surigao City developed quality-assured multigrade lesson plans and conducted comprehensive program reviews; and
- Cabadbaran City implemented innovative literacy advocacy programs and instructional material development



This figure shows the enrollment of **16,832 Indigenous Peoples (IP) learners** across **399 schools** for SY 2023–2024, 16,832. The Manobo tribe had the highest share with 7,200 learners (43.78%), followed by Higaunon with 3,864 (22.96%). Other tribes like Mandaya, Mamanwa, and Banwaon also showed strong participation, while smaller groups such as Badjao and Talaandig are gradually being reached. This reflects the region's commitment to inclusive, culturally responsive education for all IP learners.

Alternative Learning System (ALS)

Table 7. Enrollment Data of ALS Learners by Educational Level

Level	Enrollment SY 2023–2024	Enrollment SY 2024–2025	Variance	Trend
Basic Literacy Program	1,518	2,127	609	↑
Elementary	6,733	7,458	725	↑
Secondary	20,749	23,437	2,688	↑
Total	29,000	33,022	4,022	↑

Table 11 highlights a notable increase in ALS enrollment across all levels for SY 2024–2025, emphasizing efforts to reach out-of-school youth. The Secondary level recorded the highest growth with 2,688 additional learners, followed by the Elementary level with 725, and the Basic Literacy Program with 609. This upward trend reflects greater recognition of ALS as a flexible and accessible learning option, empowering more individuals to continue their education and improve their future opportunities.

The latest efforts for ALS have produced **8,462 A&E Passers which is 98.97% of the 8,550 A&E Takers** in elementary and secondary levels. **9 SDOs out of 12 have 100% passing rate in A&E** for SY 2023–2024.

Madrasah Education Program (MEP)

The Madrasah Education Program (MEP) is a comprehensive program for the educational development of Filipino Muslim learners via the Standard Curriculum for the elementary and secondary public schools and Private Madaris.



AGUSAN DEL NORTE	4 SCHOOLS 98 LEARNERS	SIARGAO	1 SCHOOL 34 LEARNERS
AGUSAN DEL SUR	6 SCHOOLS 92 LEARNERS	SURIGAO CITY	7 SCHOOLS 171 LEARNERS
BAYUGAN CITY	1 SCHOOL 86 LEARNERS	SURIGAO DEL NORTE	2 SCHOOLS 56 LEARNERS
BISLIG CITY	4 SCHOOLS 76 LEARNERS	SURIGAO DEL SUR	9 SCHOOLS 152 LEARNERS
BUTUAN CITY	3 SCHOOLS 475 LEARNERS	TANDAG CITY	11 SCHOOLS 199 LEARNERS
CABADBARAN CITY	1 SCHOOL 126 LEARNERS	DINAGAT ISLANDS	NON-MEP IMPLEMENTER

The Madrasah Education Program (MEP) is currently implemented in 11 division offices across Caraga, covering 20.75% or 49 out of 2,361 schools. It serves 1,565 learners with the support of 70 ALIVE teaching personnel. Butuan City has the highest number of enrollees, with 475 learners in 3 implementing schools—accounting for 79.56% of the city's 597 elementary Muslim learners.

The Caraga Regional Office demonstrated exceptional achievement in Madrasah Education Program implementation throughout 2024, highlighted by securing **Third Place in Qur'an Reading at the National Festival of Talents-Musabaqah** following intensive preparation:

- Three-day cliniquing session for regional delegates held at DepEd Caraga from July 1-3, 2024.
- Regional Quality Assurance workshop for Arabic Language and Islamic Values Education Literacy Assessment Tools (December 3-7, 2024), which reviewed and standardized Early Grade Reading Assessment (EGRA) and Functional Literacy Assessment Tool (FLAT) in Arabic to ensure comprehensive evaluation of students' literacy skills.

WASH IN SCHOOLS (WINS)

10%

217 SCHOOLS



42%

883 SCHOOLS



7%

141 SCHOOLS



41%

874 SCHOOLS

0 star

DIVISION	3 STARS	2 STARS	1 STAR	0 STAR
Agusan de Norte	28	121	7	53
Agusan de Sur	27	142	56	293
Bayugan City	18	52	0	1
Bislig City	50	20	0	0
Butuan City	43	90	5	0
Cabadbaran City	9	31	1	0
Dinagat Islands	12	78	20	34
Siargao	6	54	7	57
Surigao City	12	62	3	10
Surigao del Norte	11	175	10	6
Surigao del Sur	1	34	31	384
Tandag City	0	24	1	6

Figure 8. STARS Level Classification of Schools Under the Wins Program

Under the WASH in Schools (WINS) 3-Star Approach, a total of 2,109 schools were evaluated in November 2024. Of these, 42% or 883 schools achieved a 2-star level. Only 10% or **217 schools** reached the highest 3-star level, meaning they fully complied with all five essential WINS indicators: **access to safe drinking water, usable and gender-segregated toilets, functional group handwashing facilities with soap, daily group handwashing practices among learners, and access to sanitary pads.**

Bislig City recorded the **highest number of 3-star schools with 50, representing 23%** of all schools at this level, followed by **Butuan City with 43 schools**, and **Agusan del Sur with 27.**

Despite these positive results, a significant number of schools, 40% or 844 remain at the 0-star level, indicating they have yet to meet even the basic WINS standards. These schools come from nine division offices and make up the second-largest group after 2-star schools. Surigao del Sur accounts for the largest share of 0-star schools with 384, representing 46% of all schools in this category, followed by Agusan del Sur with 293, and Siargao Division with 57 schools.

Notably, three divisions—Bislig City, Butuan City, and Cabadbaran City—**have no schools in the 0-star category**, reflecting stronger performance in meeting foundational WASH standards.

CHILD PROTECTION AND ANTIBULLYING POLICY



Figure 17. Total Number of Schools with Established CPC and Anti Bullying Committee

BEST PRACTICES

- ✓ Established Child Protection Committees (CPCs) in all public and private schools.
- ✓ Conducted orientations and capacity-building for school heads, CPC members, and LRP focal persons
- ✓ Integrated gender sensitivity and anti-bullying sessions into regular HRD and learner development programs
- ✓ Developed digital platforms (e.g., Canva-based LRP Desk, e-YACAP, and Facebook pages) for easy access to information and reporting.
- ✓ Shared IEC materials widely to increase awareness among learners and school personnel.
- ✓ Strengthened inter-agency partnerships with DSWD, CSWD, WCPD, LGUs, and PCPC for referral and case handling.

HEALTH AND NUTRITION



School Dental Health Care Program (SDHCP)

General Services Provided:

- ✓ 660 schools visited
- ✓ 5,196 classroom health talks conducted
- ✓ 53,001 oral examinations done
- ✓ 6,428 fluoride applications

Tooth Restorations:

- ✓ 4,469 permanent fillings
- ✓ 3,445 temporary fillings

Other Dental Treatment:

- ✓ 241 treated with tooth sealants
- ✓ 284 glass ionomer/ART fillings
- ✓ 34 zinc oxide eugenol fillings
- ✓ 315 composite light cure fillings
- ✓ 3,587 LC deposits applied
- ✓ 1,105 scaling of hard deposits performed

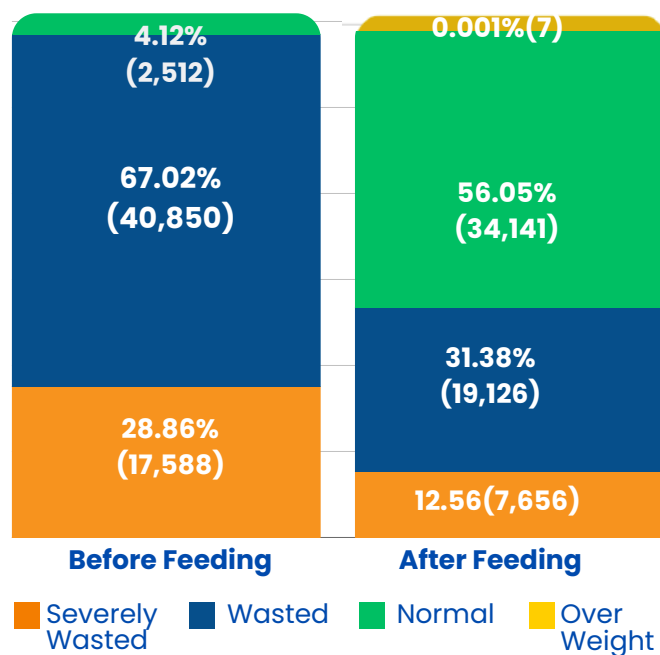


Deworming Services

- ✓ 282,949 dewormed K to G6 learners
- ✓ 65,054 (Partial) dewormed G7 to G12 learners

SCHOOL-BASED FEEDING PROGRAM

Nutritional Status in SY 2023-2024



SBFP Benefits:

- ✓ Alleviated hunger
- ✓ Reduced micronutrient deficiency and anemia
- ✓ Improved physical resilience
- ✓ Improved nutritional status
- ✓ Increased cognitive and academic performance
- ✓ Increased classroom attendance and school enrollment
- ✓ Better health and well-being
- ✓ Positive social behavior

₱175,316,280.00

disbursed for the implementation of School-Based Feeding Program (SBFP) with a total of **60,950 beneficiaries**



DISASTER RISK REDUCTION AND MANAGEMENT



Conducted **9** researches in DRRM



Capacitated **12** Division DRR Coors., **300** School DRR Coors., and **312** personnel



12 SDOs and **2,099** public schools have approved contingency plans



Conducted **5** Capacity Building and other Learning and Development Activities on DRRM.

PROVISION OF GO BAGS

Go Bags Distributed to Palarong Pambansa 2025 Athletes, NSPC and NFOT Delegates

As part of DepEd Caraga's commitment to learner and personnel well-being, a total of 1,014 Go-Bags were distributed in 2025. These were provided to:

- 707 athletes of the Palarong Pambansa,
- 198 delegates of the National Schools Press Conference (NSPC), and
- 109 delegates of the National Festival of Talents (NFOT).
- 1,191 for the Oplan Balik Eskwela
- 41 Learning Camp Volunteers and Campers



Each Go Bag included essential items such as:

- Raincoat
- Bath towel and hand towel
- Socks and umbrella
- Portable mini fan
- Whistle, comb, and hygiene kit
- Water tumbler
- This initiative enables learners and teachers more resilient in times of emergency. Hence, resiliency begets excellence.

Why Go-Bags matter?

- ☒ Emergency preparedness
- ☒ Comfort during travels
- ☒ Readiness in various situations
- ☒ Promotion of learners and personnel well-being
- ☒ Access to essentials



PROFESSIONAL DEVELOPMENT

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.

NUMBER OF PERSONNEL
TRAINED SY 2023–2024

TOTAL
11,948



TEACHING
7,605



TEACHING-RELATED
3,236



NON-TEACHING
1,107

NQESH PASSING RATE



27.85%

PASSING RATE

(320 OUT OF THE 1,149 TAKERS)

28.57%

ELEMENTARY

(160 OUT OF THE 560 TAKERS)

52.50%

84 Incumbent School Heads
out of the 160 passers

42.50%

76 Takers who are not School
Heads out of the 160 passers

64.51%

SECONDARY

(160 OUT OF THE 248 TAKERS)

52.50%

84 Incumbent School Heads
out of the 160 passers

57.50%

92 Takers who are not School
Heads out of the 160 passers

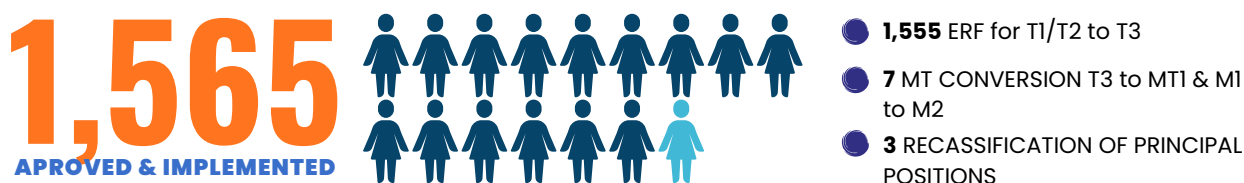
The NQESH results show that out of 1,149 examinees, only 320 passed, resulting in an overall passing rate of 27.85%. At the elementary level, the passing rate was 28.57% (160 out of 560), while the secondary level recorded a significantly higher rate of 64.51% (160 out of 248).

Of the 320 passers, 52.5% (168) are incumbent school heads, while 47.5% (152) are non-incumbents—indicating that nearly half of the successful candidates are not currently holding school head positions. These 320 passers can help address the shortage of 1,255 principal positions, covering approximately 25.49% of the total requirement.

PROFESSIONAL GROWTH

To support the well-being and efficiency of personnel, several key initiatives were implemented. These efforts reflect the commitment to improving administrative processes that directly impact personnel welfare, ensuring a more supportive and responsive working environment. The data highlights the efforts in personnel career progression and professional growth within the Schools Division Offices (SDOs) across the region for Calendar Year 2024.

Figure 18. Summary of Approved and Implemented Upgrading through ERF, Reclassification and MT Conversion for CY 2024



Summary of Approved and Implemented Upgrading through ERF, Reclassification and MT Conversion for CY 2024

	ADN	ADS	BAY	BIS	BUT	CBR	DIN	SIA	SC	SDN	SDS	TAN	TOTAL
ERF for T1/T2 to T3	120	404	59	38	220	58	32	70	68	222	233	31	1,555
MT Conversion: T3 to MT1 & MT1 to MT2	0	2	0	0	4	0	0	0	1	0	0	0	7
Reclassification : P1/P2/P3 to P2/P3/P4	0	1	0	0	1	0	0	0	0	0	0	1	3
Sub Totals	120	407	59	38	225	58	32	70	69	222	233	32	1565

A total of 1,565 personnel were upgraded across all Schools Division Offices (SDOs), with the v 1,555 or 99.4% processed through the Equivalent Record Form (ERF) for promotion from Teacher I/II to Teacher III. Only 7 personnel were promoted through Master Teacher (MT) Conversion, and 3 through school principal position reclassification.

Agusan del Sur (ADS) recorded the highest number of upgrades at 407, followed by Surigao del Sur with 233, and Surigao del Norte with 222. In contrast, Siargao and Tandag had the fewest upgrades.

The Master Teacher Conversion process aims to help address the current shortage of 1,118 Master Teacher I and 630 Master Teacher II positions across the 12 divisions—a total requirement of 1,748 master teachers. However, with only 7 MT conversions made, this represents just 0.40% of the total need.

This requirement is based on established parameters:

- Elementary level: 1 Master Teacher I for every 10% of the total number of teachers in a district
- Junior High School: 1 Master Teacher I for every 7 teachers per learning area, and 1 Master Teacher II for every 4 Master Teacher I positions
- Senior High School: 1 Master Teacher per subject group

SCHOOL GOVERNANCE COUNCIL

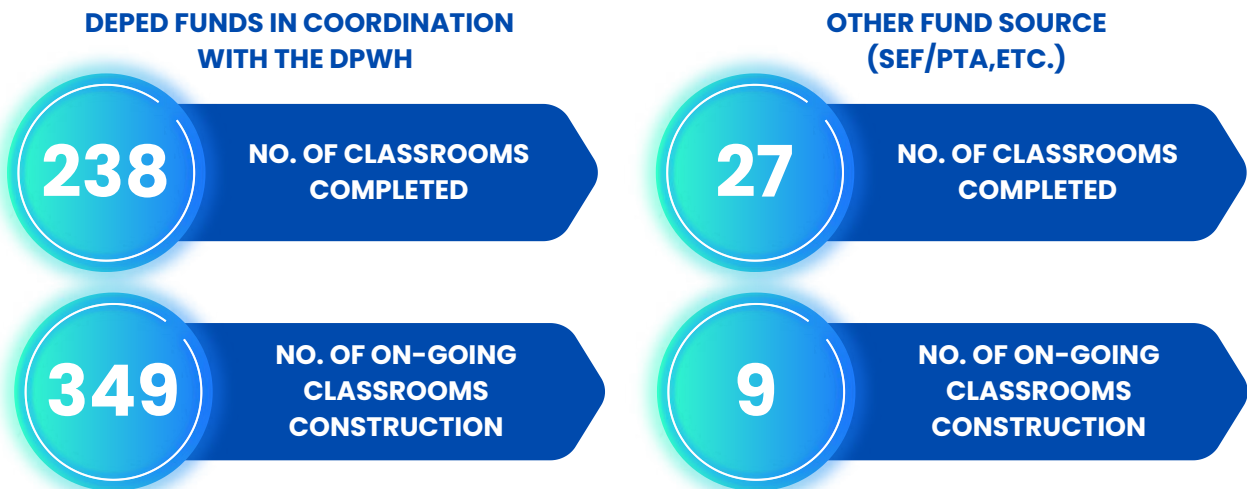
School Governance Council (SGC) enhances stakeholder involvement in quality education and school operations under the Department of Education (DepEd). DepEd Caraga employs the SGC Functionality Assessment Tool to evaluate the council's effectiveness, identify areas for improvement, and implement strategies that enhance the quality of education for all learners.

Table 10. Status Report of Functional School Governance Councils in the Region

Division	No. of Schools	Actual Submission	Submission Rate	No. of Functional SGC
Agusan del Norte	45	45	100.00%	8
Agusan del Sur	112	112	100.00%	22
Bayugan City	34	34	100.00%	0
Bislig City	39	39	100.00%	3
Butuan City	111	111	100.00%	4
Cabadbaran City	13	13	100.00%	0
Dinagat Islands	20	20	100.00%	3
Siargao	48	48	100.00%	1
Surigao City	14	14	100.00%	0
Surigao del Norte	25	25	100.00%	0
Surigao del Sur	22	22	100.00%	1
Tandag City	8	8	100.00%	2
TOTAL	491	491	100.00%	44

The table presents data on **44 schools** with functional School Governance Councils (SGCs) as of the baseline assessment completed in July 2024. These schools represent 0.20% of the 2,109 secondary schools in the region.

2024 CLASSROOM CONSTRUCTED & ON-GOING CONSTRUCTION



The construction of 265 completed classrooms, along with 358 classrooms currently under construction, has helped address 12.52% of the total classroom shortage of 4,976. As a result, the remaining shortage has been reduced to 4,353 classrooms.

ESTABLISHMENT OF SCHOOLS AND CONVERSION INTO

To expand access to secondary education for elementary graduates in far-flung and Geographically Isolated and Disadvantaged Areas (GIDAs), DepEd Caraga approved the establishment of new secondary schools and the conversion of elementary schools into Integrated Schools (IS). This aims to reduce travel barriers for learners, ensure continuity of basic education within communities, and promote inclusive, equitable access to quality education across the region.

30

**Conversion into Integrated
Schools ,IU's and Newly
Created Schools**

8 Division Offices

AGUSAN DEL SUR

10 SCHOOLS

1. Datu Mansulhayan NHS
2. Nuevo Trabajo IS
3. Cogonon IS
4. Langkilaan IS
5. Maria Alave Insular ES
6. Aurora NHS
7. Mansulhayan NHS
8. Sanong Lim ES
9. La Purisima IP NHS
10. Sisimon IS

BAYUGAN CITY

4 SCHOOLS

1. Fili National High School
2. San Agustin NHS
3. Maygatasan NHS
4. New Salem IS

AGUSAN DE NORTE

2 SCHOOLS

1. Calixto D. Montinola NHS
2. Malapong NHS

BUTUAN CITY

1 SCHOOL

1. Butuan City Integrated High School

SURIGAO DEL SUR

7 SCHOOLS

1. Lobo IS
2. Lubo IS
3. Maligaya IS
4. Sibahay IS
5. San Pedro IS
6. Pocto IS
7. Han-ayan Elementary School of Living Tradition

TANDAG CITY

3 SCHOOLS

1. Poog Tribal Community ES
2. Pag-asa Tribal Community IS
3. Banahao IS

SIARGAO

2 SCHOOLS

1. Lasala IS
2. Halian IS

CABADBARAN CITY

1 SCHOOL

1. Comagascas Integrated School

11 out of the 30 schools, **highlighted in green**, are national high schools and Integrated Schools that were converted into implementing units.

FINANCIAL RESOURCES

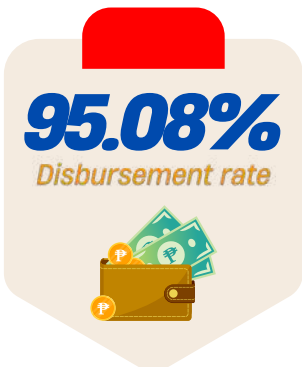
Table 11. Summary of Allotment, Obligation, and Disbursement of the Regional Office and 12 Schools Division Offices (SDOs)

DIVISION / REGION	ADJUSTED ALLOTMENT (IN MILLION)	TOTAL OBLIGATION (IN MILLION)	TOTAL DISBURSEMENT (IN MILLION)	% OF OBLIGATION	% OF DISBURSEMENT
Agusan del Norte	2,769.77	2,690.55	2,547.65	97.14%	94.69%
Agusan del Sur	5,837.38	5,659.41	5,345.04	96.95%	94.45%
Bayugan City	1,073.52	1,064.91	1,032.84	99.20%	96.99%
Bislig City	951.36	910.11	870.56	95.66%	95.65%
Butuan City	2,891.92	2,831.07	2,781.55	97.90%	98.25%
Cabadbaran City	669.67	657.79	633.29	98.23%	96.27%
Dinagat Islands	1,359.39	1,320.56	1,254.56	97.14%	95.00%
Siargao	1,502.92	1,475.49	1,410.65	98.17%	95.61%
Surigao City	1,224.10	1,209.19	1,125.55	98.78%	93.08%
Surigao del Norte	2,405.64	2,390.41	2,271.79	99.37%	95.04%
Surigao del Sur	4,840.05	4,469.80	4,325.67	92.35%	96.78%
Tandag City	695.90	604.47	566.59	86.86%	93.73%
Regional Office	793.06	382.33	237.93	48.21%	62.23%
TOTAL	27,014.69	25,666.09	24,403.67	95.01%	95.08%

The data above details the allotment, obligation, disbursement, obligation rate, and disbursement rate for the Regional Office and 12 Schools Division Offices (SDOs), in million pesos.

The total allotment of both the RO and all SDOs combined is Php 27,014,686. Of the total allotment, **95.01%** or Php 25,666,089 has been obligated. Moreover, of the total amount obligated, **95.08%** or Php 24,403,675 has been disbursed.

Surigao del Norte (99.37%), Bayugan City (99.20%), Surigao City (98.78%), Cabadbaran City (98.23%), and Siargao (98.17%) exhibit the highest obligation rates while Butuan City (98.25%) demonstrate the highest disbursement rates, indicating effective management of funds.



RESOURCES GENERATED

DepEd Caraga successfully generated a total of **₱588,885,211.33** in resources across all Schools Division Offices (SDOs) and the Regional Office. These resources were mobilized to support various educational programs, infrastructure, and learner-centered initiatives throughout the region. The top three SDOs in terms of resource generation were: SDO Butuan City, Surigao del Norte and Agusan del Sur as shown in the table below.

Table 13: Resources Generated CY 2024

₱588,885,211.33
GENERATED RESOURCES

✓ **1,648**
SCHOOLS

✓ **306,152**
LEARNERS

✓ **12,388**
TEACHING PERSONNEL

✓ **2,662**
NON-TEACHING PERSONNEL

These generated resources directly benefitted a total of **322,850** internal stakeholders across the Region



REGION/SDO	TOTAL AMOUNT
Agusan del Norte	26,121,000.00
Agusan del Sur	57,227,437.09
Bayugan City	50,000,000.00
Bislig City	26,320,000.00
Butuan City	154,268,241.46
Cabadbaran City	28,021,800.00
Dinagat Islands	45,000.00
Siargao	54,023,250.18
Surigao City	50,052,589.90
Surigao del Norte	71,030,068.70
Surigao del Sur	35,095,383.00
Tandag City	32,687,233.00
Regional Office	3,993,208.00
Total	588,885,211.33

RESEARCH UTILIZATION ON REGIONAL PRIORITIES



Teaching and Learning

Experience of Pupils at Risk of Dropping Out (PARDO) in Sitio Mandalayag, Pianing, Butuan City

Authors: Cubilla, Depay, Turla Jr.

Impact: Initiated a new school in Sitio Mandalayong

Campus Journalism Learning Packet: A Tool to improve Journalistic

Authors: Rhoda M. de los Santos

Impact: Strengthened writers' skills, leading to more wins at the National Press Conference.

Practicability and Efficiency of Online-based Examination System

Authors: Carlos Tian Chow C. Correos, and Christian Christopher S. Braza

Impact: Institutionalized the conduct of online-based assessment system in schools in Surigao del Sur division.

Exploring the Impact of Vocabulary Proficiency in the Context of the MATATAG Curriculum on the Academic Performance of Grade 11 Learners

Alma F. Dumanon

Impact: Launched Project YEP for Grade 1



Child Protection

Experience of Pupils at Risk of Dropping Out (PARDO) in Sitio Mandalayag, Pianing, Butuan City

Authors: Cubilla, Depay, Turla Jr.

Impact: Initiated a new school in Sitio Mandalayong

Integration of Communication Mechanism into the Computer-Aided Attendance Tracking System as Intervention Program for the learners At-Risk of Dropping Out (SARDO)

Author: Jay O. Directo

Impact: Reduced dropout and absenteeism in Taligaman NHS, Butuan City

Exploring the Factors of High Rates of Teenage Pregnancy among the Public Secondary School Learners in Butuan City)

Author: Kirk Vincent Edward D. Abugho

Impact: establishment of the Teen Hub at Ampayon National High School, Butuan City

Enhancing Anti-Bullying Strategies for Creating a Safer School Environment

Author: Kirk Vincent Edward D. Abugho

Impact: Created safer school environments



Human Resource Development

Evaluation Of Research Program Implementation In Caraga Region Using Context, Input, Process, Product (CIPP) Model

Author: Caroline L. Guerta

Impact: Improved program implementation on research and earned DBM's High Accomplishment rating in education policy development.

The Plight of Teachers on One Time Monthly Salary Release: Financial Literacy and Survival

Author: Bryan Mendoza, Raymond Tayo, and Sherwen Gales

Impact: Reinforced the 15-30 salary release in the region.

Enhancing ALS Teachers' Effectiveness Through Focused Training on EdTech Tools in the Division of Agusan del Norte

Author: Fe C. Taghoy

Impact: Enabled interactive teaching for all ALS learners



Governance

Vulnerabilities and Resilience of Teachers when Distributing and Retrieving Learning Activity Sheets during Distance Learning Modality

Author: Fluellen L. Cos

Impact: Launched year-round Projects Pera sa Basura and SAFE to promote sustainability in classrooms.

Extent of Implementation of Ecological Solid Waste Management (ESWM): Basis for Intervention

Author: Annabelle S. Son, Amie M. Suarez, and Mary Eve G. Aguanza

Impact: LGU-provided vehicle repurposed for broader school use

DepEd Caraga's Rewards and Recognition System: Promoting Excellence Through Inclusive Recognition

As a Civil Service Commission (CSC) PRIME-HRM Bronze Awardee, DepEd Caraga has long upheld a robust, institutionalized, and inclusive Rewards and Recognition System.



Bulawanong Sulo Awards

- 17** Individual Categories
- 2** School Categories
- 3** Division Program Implementers
- 3** SDO Categories



Bulawanong Pasidungog

- Outstanding Education Program Supervisor
- Outstanding Non-Teaching Personnel Level 1
- Outstanding Non-Teaching Personnel Level 2
- Service Award (Retirees)
- Service Loyalty Award
- Directors Excellence Award (Gawad ng Regional Director)
- Career Success Award
- Successful Examination Award



On-the-Spot Awards

- Gawad Agad Award
- Gawad Galing
- 7S of Good House-Keeping Award

In 2024, its Regional Policy on Rewards and Recognition—anchored on the Program on Awards and Incentives for Service Excellence (PRAISE)—was formally approved by the CSC RO XIII for implementation. The system includes signature initiatives such as the **Bulawanong Sulo Awards, Bulawanong Pasidungog, and On-the-Spot Awards**, which collectively honor exemplary performance and dedication across the region.

Caraga Rising: Advancing Human Potential Through HR Excellence and Digital Innovation



Caraga Region and all 12 SDOs recognized for achieving the Bronze Maturity Level

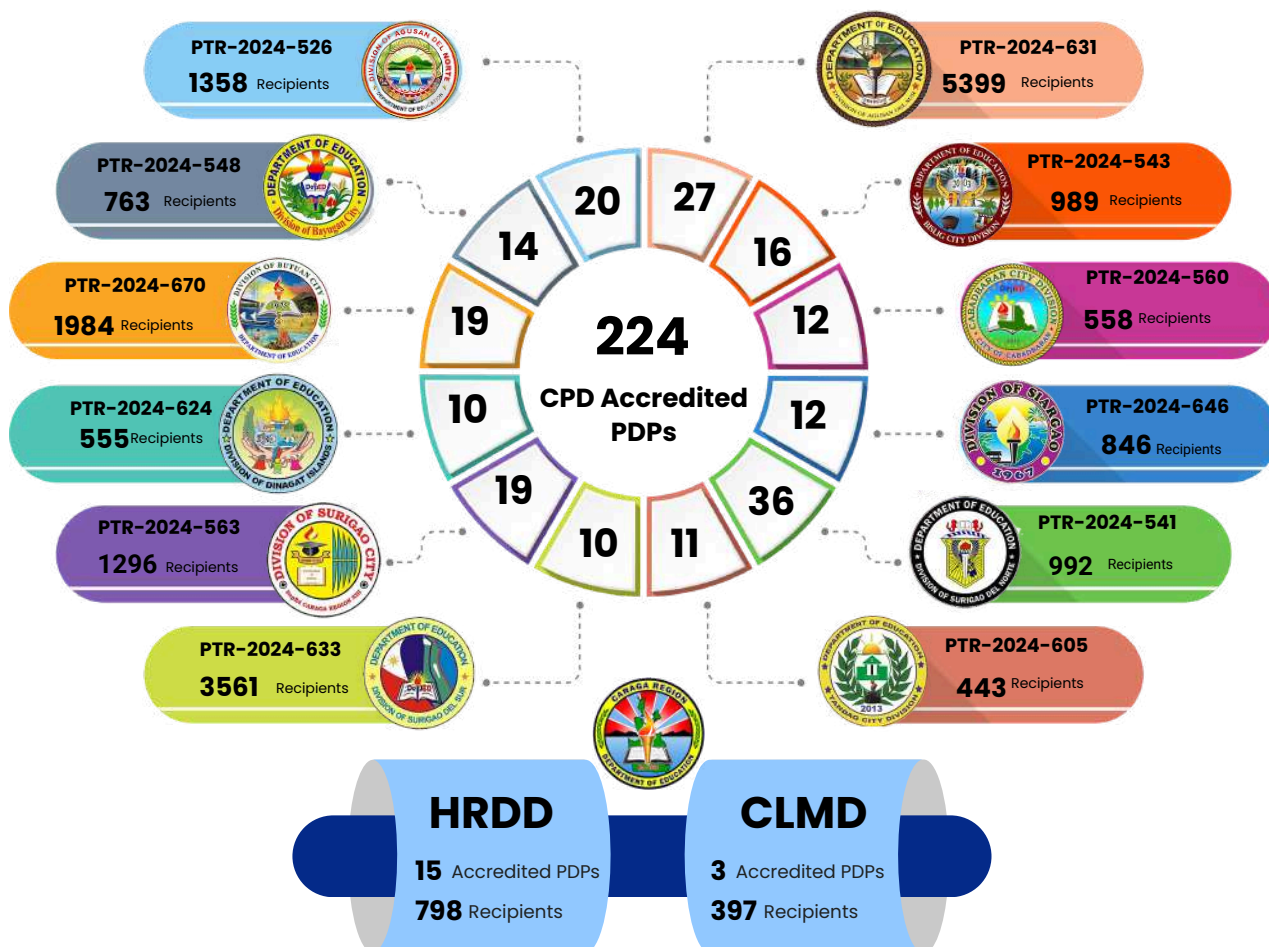


Caraga Region has made history as the only region in the country recognized as the Regional Champion for Digital Learning by Khan Academy Philippines.



Caraga Region and all 12 SDOs are accredited CPD provider by the Professional Regulation Commission

Advancing Professional Growth through PRC CPD-Accredited Programs and Certified CPD Provider SDOs



DepEd Caraga Leads the Way in Payroll Devolution

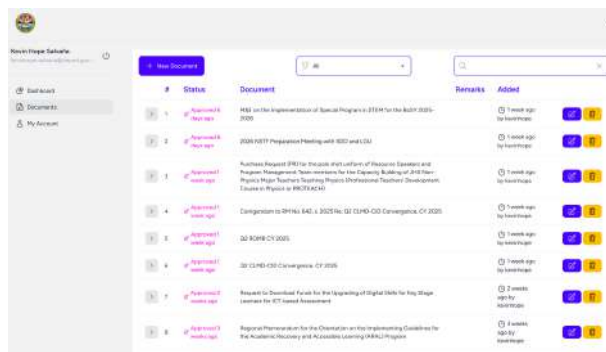
The DepEd Caraga Region has **successfully devolved payroll to the 12 Schools Division Offices (SDOs)**.

Localized management allows payroll processes to be tailored to the specific needs and challenges of a division. SDOs develop stronger administrative and financial management capabilities.



Document Routing System (DRS) Goes Fully Digital

The Document Routing System (DRS) is a web-based application developed to streamline and automate the internal process of routing documents within the regional office, with a particular focus on documents requiring the attention and decision of the Regional Director (RD). It eliminates delays and inefficiencies of manual document routing.



Caraga's Golden Stride During the 2025 National Schools Press Conference, National Festival of Talents and Palarong Pambansa



- ✓ **Overall Champion** – National Schools Press Conference (NSPC)
- ✓ **Single-digit Overall Rank** – Palarong Pambansa
- ✓ **Multiple National Winners** – National Festival of Talents (NFOT)



DepEd Caraga Region proudly secured the 8th overall rank in the 2025 Palarong Pambansa held in Ilocos Norte. Our student-athletes brought home a **total of 84 medals**, with **21 gold**, **20 silver**, and **43 bronze** — a significant improvement from previous years.



- Champion in SNED Expo
- Champion in Likhawitan
- 1st Runner-up in Arabic Language Spelling (Imlah)
- 1st Runner-Up in Harf Touch
- 1st Runner-Up in Tindig: Paninindigan sa Isyung Panlipunan
- 2nd Runner-Up in Bread & Pastry Production
- 3rd Runner-Up in Oration (Naseehah)
- 3rd Runner-Up in Foreign Language Composition Spanish
- 3rd Runner-Up in Sineliiksik
- 3rd Runner-Up in Katutubong Sayaw
- 4th Runner-Up in Electrical Installation & Maintenance
- 4th Runner-Up in Food Processing
- 4th Runner-Up in Direk Ko, Ganap Mo
- 4th Runner-Up in Bayle sa Kalye at Eksibisyon



- ✓ **1ST PLACE in the Overall** - Secondary
- ✓ **3RD PLACE in the Group Contests** - Secondary
- ✓ **1ST PLACE in the Individual Contests** - Secondary



- 1st Place Pagsulat ng Editoryal
- 1st Place Pinakamahusay na Tagapag-ulat
- 1st Place Best News Script
- 1st Place Pinakamahusay sa Pangkalahatang Produksyong Panradyo
- 1st Place Pinakamahusay na Infomercial
- 1st Place Pinakamahusay na Tagapag-ulat
- 1st Place Best Technical Director
- 2nd Place Pinakamahusay na TV Newscast
- 2nd Place Best Anchor
- 2nd Place Pinakamahusay na Tagapag-ulat
- 2nd Place Best News Presenter
- 3rd Place Pinakamahusay na Tagapag-ulat
- 3rd Place Best TV Newscast
- 3rd Place Best Reporter
- 3rd Place Pinakamahusay na Teknikal Direktor
- 3rd Place Pinakamahusay na Tagapagbalita
- 3rd Place Best Radio Broadcast
- 3rd Place Best News Presenter
- 4th Place Photojournalism

- 4th Place Pagsulat ng Artikulong Agham at Teknolohiya
- 4th Place Editorial Writing
- 4th Place Pinakamahusay na Iskrip
- 4th Place Pinakamahusay na Pagsulat ng Iskrip
- 4th Place Pinakamahusay na Direktor
- 4th Place Best Anchor
- 5th Place Pagkuha ng Larawang Pampahayagan
- 5th Place Pagsulat ng Balitang Pampalakasan
- 5th Place Feature Writing
- 5th Place Pinakamahusay na Komunikasyong Pangkaunlaran
- 5th Place Best Developmental Communication
- 5th Place Best Technical Application
- 5th Place Best Director
- 5th Place Best Infomercial
- 5th Place Best Anchor
- 5th Place Collaborative Desktop Publishing (English)

Showcasing Assessment Best Practices in DepEd-Caraga

The Department of Education Caraga Region continues to champion innovative and effective assessment practices that enhance the quality of teaching and learning across the region.



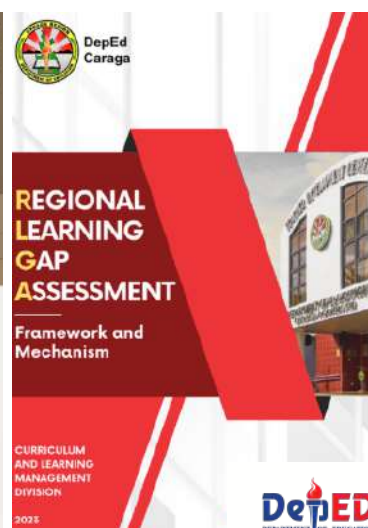
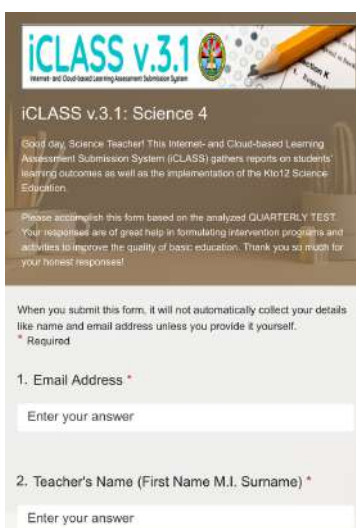
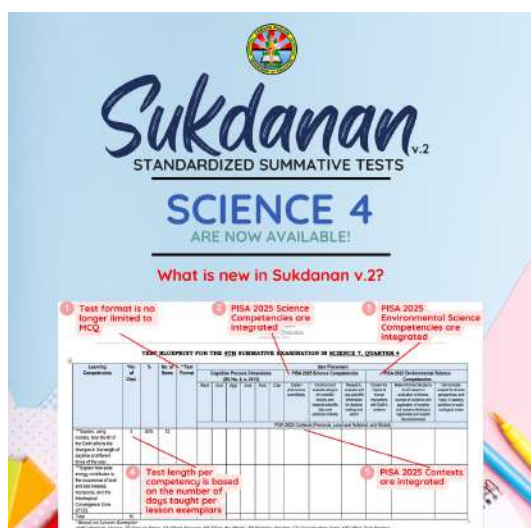
Sukdanan Assessments are standardized test materials for summative and quarterly tests incorporating the Revised Bloom's Taxonomy, 21st-century skills, and PISA competencies.



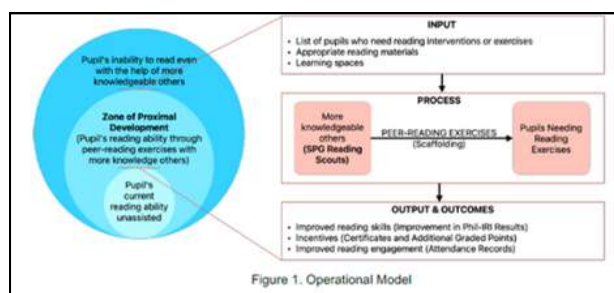
Internet and Cloud-based Learning Assessment Submission System or iCLASS is a digital platform that simplifies the submission, tracking, and analysis of assessment data.



Regional Learning Gap Assessment or RLGA is a diagnostic tool designed to identify learning gaps among learners, enabling schools to provide targeted interventions and support.



Supreme Elementary Learner Government as Literacy Champions: A Peer-Reading Framework



The CLMD designed a model and implementation plan enabling SELG independent readers as key players for interest-based reading in the classroom.

GO NEGOSYO: Pampaaralang Taniman ng mga Agribida (Garden-to-Table School Business Model)



A total of Php 533,717.00 was generated in the implementation of GTSBM. The proceeds were reinvested to school's feeding program and other school expenditures for the learners.

Education Enhancement

In 2024, DepEd Caraga advanced its commitment to quality education through key initiatives. These efforts were centered on collaboration, infrastructure, and innovation, all aimed at expanding opportunities for Caraganon learners.

Strategic Partnerships



Established strategic partnerships with organizations like **Khan Academy**, **TOFAS**, **UNICEF**, **Youth Impact** and **Gokongwei Brothers Foundation** provide Caraga learners with digital platforms, tech solutions, and proven interventions—bridging equity gaps, especially in remote and under-resourced areas through accessible and adaptive learning models.

Infrastructure Development



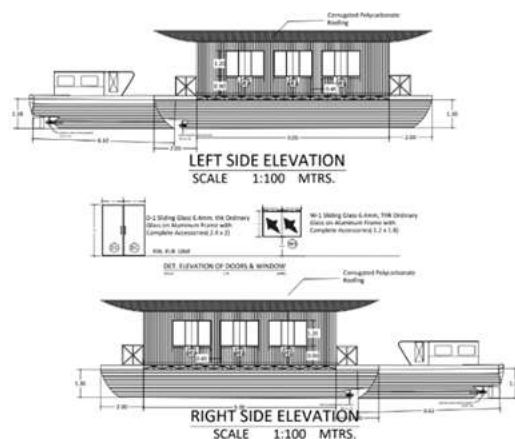
Completion of the **three-story DepEd Caraga Regional Office** is vital to centralizing operations, enhancing service delivery, and empowering the region to lead transformative, data-driven education reforms with greater efficiency and impact.

Schools for the Future



Expansion of Schools for the Future which started in **Caraga Regional Science High School** (Surigao City), **Agusan National High School's Smart Classrooms**, and **Butuan City SPED Center** (Butuan City). The smart classrooms in Butuan City was recently visited by Sec. Sonny Angara, and are envisioned to expand in Butuan City's Center of Excellence along with the vision of LGU Butuan of creating a Smart City.

Proposed Floating Classroom



Establishing **floating classrooms (10M each)** with contextualized **Dynamic Learning Package (DLP)**, to be funded by **UNICEF Funder** in the marshlands of Agusan del Sur specifically, in San Marcos Annex, Sitio Dinagat, Bunawan and in the Municipalities of Talacogon and Loreto.

Proposed DepEd Caraga 2026 Unique PPAs

Flexible Learning Options - ALS and ADM

The **Supreme Pupil/learners Government's Literacy Champion** initiative introduced the **"Lead to Read, Read to Lead" program** through a peer reading framework in schools. The program specifically targets struggling readers across all schools and aims to improve overall reading proficiency levels.

COMPONENTS	MAJOR DELIVERABLE(S) / OUTPUT	TARGET BENEFICIARY/IES	TARGET
Supreme Elementary Learner Government Literacy Champion: Peer Reading Framework for Schools	- Implemented Lead to Read, Read to Lead Program - Improved reading Proficiency Level	Struggling reading in all schools	2026 Physical Target 2,104 schools 2026 Financial Requirement (in Thousand Pesos) 1,500 Targeted 5-point Agenda - Agenda 1,2,4 and 5

One major challenge multigrade teachers face is managing diverse learning needs within a single classroom, often with limited instructional resources and minimal support. The partnership with UNICEF enabled the implementation of the **Learning Passport platform**, delivering digital learning solutions specifically designed for multi-grade learners and **enhancing access to quality education in diverse classroom settings**.

COMPONENTS	MAJOR DELIVERABLE(S) / OUTPUT	TARGET BENEFICIARY/IES	TARGET
Learning Passport with UNICEF for multi-grade learners	Implemented Learning Passport platform with digital multi-grade learning	Multi-grade learners	2026 Physical Target 54 schools 2026 Financial Requirement (in Thousand Pesos) 390 Targeted 5-point Agenda - Agenda 1 and 4

#ConnectEd

THANK YOU, MA'AM TOOTSY ANGARA!

We express our deepest gratitude to Ma'am Tootsy Angara for donating five laptops to Agusan National School learners through the HER LEGACY PROJECT's #ConnectEd Program.

Your support uplifts the future of education in Butuan City—one learner at a time.



5 Laptops Donated · For a brighter tomorrow





CARAGA REGION

PROVINCES



CITIES



National Government Agencies



Civil Society Organizations



International Organization



Private Sector



Bank and Private Lending Institutions



Education Sector



CARAGA REGION XIII



DINAGAT ISLANDS

Mystical Island and Bonsai Forest

SIARGAO

Surfing Capital of the Philippines

SURIGAO DEL NORTE

Gateway to Mindanao

CABADBARAN CITY

Land of Ancestral Homes

BUTUAN CITY

Home of the Balangays

AGUSAN DEL NORTE

Land of Antiquated Finds

BAYUGAN CITY

City of Unity and Bounty

AGUSAN DEL SUR

Land of Golden Opportunities

SURIGAO CITY

The City of Island Adventures

TANDAG CITY

The City of Boats, Bats and Beaches

SURIGAO DEL SUR

Shangri-La of the Pacific

BISLIG CITY

The Booming City by the Bay

The region was created through Republic Act No. 7901 on February 23, 1995. The region comprises five provinces: Agusan del Norte, Agusan del Sur, Dinagat Islands, Surigao del Norte, and Surigao del Sur; six cities: Bayugan, Bislig, Butuan, Cabadbaran, Surigao and Tandag.