



January 28, 2019

REGIONAL MEMORANDUM

No. 046, s. 2019



RBEP AND DEDP OUTLINE

TO: SCHOOLS DIVISION SUPERINTENDENTS
This Region

1. The Department of Education through the Planning and Programming Division (PPD) released an outline/content of the RBEP/DEDP as a guide in crafting and updating the respective Basic Education Plans.
2. Attached is the copy of the outline.
3. Immediate and wide dissemination of this Memorandum to all concerned is highly desired.


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RBEP AND DEDP PLAN OUTLINE

1. **Executive Summary** – this is the portion that will be written last
2. **Rationale/Background** – description of the current situation, performance gaps and the key emerging priority

- a. Introduce the Region or Division – not too long; use your judgement whether to use tables or diagrams; discuss the shortest possible (1-2 paragraphs) the context and or unique environment the Region/Division is operating (“unique frame conditions”); snapshots of the Region/Division’s scope or coverage in terms of target learners, division (region), districts, schools and learning centers

Note: Use your judgment when showing maps or diagrams

- b. Access
 - i. Show table and discuss overall performance through a dashboard
 - ii. Highlight performance or indicator where they are performing well
 - iii. Expound on the “low” performance
 - Show where key stages, SDOs, schools (segmentation, ratio and proportion, progression)
 - Highlight big ticket items (pareto analysis)
 - Discuss or explain what is happening (problem analysis) – problem tree will be an Annex
 - Discuss past interventions (SWOT) - SWOT Analysis shall be attached as an Annex
 - Discuss future situation if not addressed - potential problem (forecasting)

Note: Include ALS in the discussion; Use your judgment when showing maps or diagrams

- Nutritional Status (to be included, if relevant to the discussion)
- Special Focus/Discussion:
 - Intake or number of children entering kindergarten. Discuss the efficiency of the schools to bring all five-year old children to school, show which schools or districts
 - Transition from Grade 6-7 and Grade 10-11
- c. Quality
 - Show table and discuss overall performance (dashboard) – LAPG, G6, G10
 - Highlight performance
 - Expound on the “low” performance
 - o Show where key stages, SDOs, schools (segmentation, ratio and proportion, progression)
 - o Highlight big ticket items (pareto analysis)
 - o Discuss or explain what is happening (problem analysis) – problem tree will be an Annex
 - o Discuss past interventions (SWOT)- SWOT Analysis shall be attached as an Annex

Note: Focus discussion on curriculum coverage, contact time, instructional supervision, pedagogy etc.

- d. Inclusion
 - Discuss participation and challenges of learners belonging to disadvantaged sector or communities

- Highlight key practices (if any)
- Discuss challenges
 - o Show where (segmentation)
 - o Discuss/explain practices and issues (problem analysis)
 - o Discuss past interventions (SWOT) - SWOT Analysis shall be attached as an Annex
 - o Discuss future situation if not addressed - potential problem (forecasting)

Note: The main objective of Section 2 Rationale/Background is to show “urgency” in the Region/Division’s situation, and/or pinpoint areas (performance indicators, learner groups, key stage, school segments) that will provide the strategic focus of the Division in the next six (6) years. These areas are “big ticket” items that when addressed, will significantly impact to most number of learners.

Less is more. The challenge is to **sort and prioritize the competing concerns** in the Region/Division. This necessitates the need to focus on **few but significant concerns** as against providing too many but trivial data and information. The key approach is to facilitate the readers’ understanding and appreciation of the situation in the Division. The aim is to describe the concerns or priorities highlighted as valid and that these must be addressed immediately.

Consider the use of graphs and infographics to highlight the priority and big-ticket items. **Use them as needed.**

3. Strategic Directions

- Strategic Goal – divided into access...
- Strategies – to be employed to achieve each goal
- Interventions – interventions to support each strategy (in the objective tree, those at the top are the interventions)

Sample Strategies and Interventions for DEDP

- Goal: Achieved universal participation
- Strategies:
 - Strengthen capacity to retain children in school at K to 3 level
 - Expand coverage of inclusion programs to children of migrant workers
 - Improve transition from Grade 6 to 7
 - Strengthen child-seeking strategies for school-age out-of-school children
- Goal: Improved learning outcomes
- Strategies:
 - Improve contact time and curriculum coverage
 - Strengthen school heads’ capacity to provide instruction supervision
 - Strengthen school’s capacity to conduct remediation classes for non-readers
 - Improve performance of learners from disadvantaged IP communities
- Goal: Improved SBM practices
- Strategies:
 - Improve capacity of school heads in managing school programs and projects
 - Increase awareness of school heads on needs of learners from disadvantaged communities
 - Strengthen Division’s capacity to provide TA to schools on school planning and monitoring and evaluation

Note: Governance should be embedded in the discussion of the Rationale and Background, no separate heading.

4. **Key Performance Indicators** – desired outcomes focusing on learners' performance highlighting the end of plan targets
5. **Organizational Capacity and Arrangements** – talks about the region, how the strategies will be implemented and who will do it

Sample Strategies and Interventions for DEDP:

- Strategies:
 - Strengthen capacity to retain children in school at K to 3 level

Interventions:

- ✓ Develop competencies of teachers on —
- ✓ Strengthen the health and sanitation programs of selected (segments) schools
- ✓ Enhance capacity of the Division to provide technical assistance to schools with high dropouts in K to 3
- Expand coverage of inclusion programs to children of migrant workers

Interventions:

- ✓ Strengthen capabilities of schools with many children catering to migrant workers in handling, tracking, and referral
- ✓ Strengthen schools' capacity to provide remediation programs for children of migrant workers
- ✓ Improve the Division's capacity to monitor and track children of migrant workers in the Division
- Improve transition from Grade 6 to 7

Interventions:

- ✓ Strengthen collaboration of elementary and high school per district
- ✓ Implement the MEPA at the district level
- ✓ Improve tracking mechanism of the Division for learners transitioning from Grade 6 to Grade 7

6. Indicative Timelines

Suggested number of pages is 30 excluding Annexes and Cover