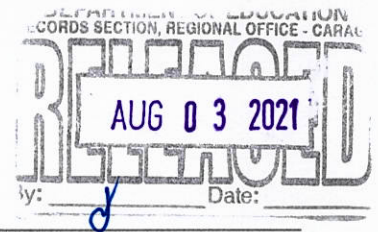




Republic of the Philippines
Department of Education
CARAGA REGION



August 3, 2021

REGIONAL MEMORANDUM
No. 575, s. 2021

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

DIVISION EDUCATION DEVELOPMENT PLAN (DEDP) MONITORING

1. The Regional Office through the Policy, Planning and Research Division (PPRD) is mandated to lead in organizing the Regional DEDP Review Team to facilitate the appraisal and approval of the DEDP, to evaluate and analyze, educational plans of the schools divisions (DEDP) and provide feedback for improvement or submit to regional management for affirmation.
2. The Regional DEDP Review Team through the RFTAT Team of the region shall conduct the monitoring on September 1-2, 2021.
3. The contextualized analysis tool used to evaluate and analyze the schools division DEDP is attached as enclosure 1.
4. The strategies, objectives and targets of the region in the RBEP is attached as enclosure 2 for your reference.
5. Immediate and wide dissemination of this Memorandum to all concerned is highly desired.


EVELYN R. FETALVERO, CESO IV
Director IV

Encl/s.: 1. DEDP analysis Tool 2. RBEP strategies, objectives and targets
Reference/s: DepED Rationalization Plan, February 2013- Job Designs
To be indicated in the Perpetual Index
under the following subjects:

Division Education Development Plan

Regional Basic Education Plan

PPR/clg
08/03/2021



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



Document Control No:
DepEdRO13-F-REC-013/R3/02-18-2020

Enclosure 1 **CONTEXTUALIZED ANALYSIS TOOL**

[illegible]

Enclosure 2.

A. Strategic Directions

A. Goal:

- ☐ **Expand Access to Basic Education**
 - a) Embracing the culture of research for local policy formulation
 - b) Strengthening partnerships with stakeholders to ensure delivery of basic education services
 - c) Heightening the Disaster-Risk Reduction Climate Change Adaptation and pandemic response
 - d) Capacitating education leaders, teachers and non-teaching personnel through needs-based assessment to improve quality and efficiency in the delivery of basic education
 - e) Optimizing involvement of LGU's Optimizing involvement of LGUs to DepEd programs such as SBM, Adopt-a-School Program, etc.
 - f) Optimizing the health program for DepEd employees welfare

B. Goal

- ☐ **Improve Quality and Relevance**
 - a. Utilizing research results for policy formulation and recommendation
 - b. Embracing the culture of research for local policy formulation
 - c. Strengthening partnerships with stakeholders to ensure delivery of basic education services
 - d. Heightening the Disaster-Risk Reduction Climate Change Adaptation and pandemic response
 - e. Contextualizing Learning Resource Materials
 - f. Capacitating education leaders and teachers through needs-based assessment
 - g. Acculturation of all statutory and regulatory requirements

B.
Key Performance Indicators

Key Performance Indicators	Baseline 2017	Targets				
		2018	2019	2020	2021	2022
ACCESS						
GROSS ENROLMENT RATE						
• Kindergarten	102.15%	100%	100%	100%	100%	100%
• Grades 1-6	107.10%	100%	100%	100%	100%	100%
• Year 7-10	95.87%	100%	100%	100%	100%	100%
• Year 11-12	61.77%	100%	100%	100%	100%	100%
NET ENROLMENT RATE						
• Kindergarten	86.14%	88.14%	90.14%	92.14%	94.14%	96.14%
• Grades 1-6	95.89%	97.89%	99.89%	100.00%	100.00%	100.00%
• Year 7-10	74.54%	76.54%	78.54%	80.54%	82.54%	84.54%
• Year 11-12	38.11%	40.11%	42.11%	44.11%	46.11%	48.11%
Kindergarten						
NET INTAKE RATE	71.40%	73.40%	75.40%	77.40%	79.40%	81.40%
APPARENT INTAKE RATE	90.16%	92.16%	94.16%	96.16%	98.16%	100.16%
QUALITY						
COHORT SURVIVAL-RATE						
• Grades 1-6	92.27%	94.27%	96.27%	98.27%	100.27%	102.27%
• Year 7-10	84.36%	86.36%	88.36%	90.36%	92.36%	94.36%
COMPLETION RATE						
• Grades 1-6	90.94%	92.94%	94.94%	96.94%	98.94%	100.94%
• Year 7-10	82.42%	84.42%	86.42%	88.42%	90.42%	92.42%
TRANSITION RATE						
• Grades 6 to 7	97.94%	99.94%	101.94%	103.94%	105.94%	107.94%
• Year 10 to 11	92.76%	94.76%	96.76%	98.76%	100.76%	102.76%
DROP OUT RATE						
• Grades 1-6	1.03%	0.83%	0.63%	0.43%	0.23%	0.03%
• Year 7-10	2.38%	1.88%	1.38%	0.88%	0.50%	0.30%
GRADUATION RATE						
• Grades 1-6	98.81%	100.81%	102.81%	104.81%	106.81%	108.81%
• Year 7-10	97.02%	99.02%	101.02%	103.02%	105.02%	107.02%
RETENTION RATE						
• Grades 1-6	97.62%	99.62%	101.62%	103.62%	105.62%	107.62%
• Year 7-10	93.88%	95.88%	97.88%	99.88%	101.88%	103.88%

Sustainable Development Goals
Regional Core Indicators

Indicator	Baseline <2016 (SY 2016- 2017)	Accomplishment					Targets										Data Source	Remarks
		2017 (SY 2017- 2018)	2018 (SY 2018- 2019)	2019 (SY 2019- 2020)	2020 (SY 2020- 2021)	2021 (SY 2021- 2022)	2022 (SY 2022- 2023)	2023 (SY 2023-2- 24)	2024 (SY 2024- 2025)	2025 (SY 2025- 2026)	2026 (SY 2026- 2027)	2027 (SY 2027- 2028)	2028 (SY 2028- 2029)	2029 (SY 2029- 2030)	2030 (SY 2030- 2031)			
sure Inclusive and Quality Education for All and Promote Lifelong Learning																		
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes																	BEIS - (Basic Education Information System)	
Completion Rate of elementary students	92.96	90.94	95.36	95.00	No data yet	96.90	98.83	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	DepEd	The data inputted refers to the School Year not Calendar Year.
Completion Rate of secondary students	77.20	82.4	85.41	73.02 (Grade 7 to 12)	No data yet	74.48	75.97	77.49	79.04	80.62	82.23	83.88	85.55	87.27	89.01	DepEd		
Cohort Survival Rate of elementary students	92.73	92.27	95.69	95.69	No data yet	97.60	99.55	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	DepEd	
Cohort Survival Rate of secondary students	79.16	84.36	86.67	86.67	No data yet	88.40	90.17	91.97	93.81	95.69	97.60	99.56	100.00	100.00	100.00	100.00	EBEIS, DepEd (*100)	
School Leavers Rate in elementary	1.75	1.89	0.77	0.77	No data yet	0.69	0.62	0.56	0.50	0.45	0.40	0.36	0.33	0.29	0.26	0.26	EBEIS, DepEd (*100)	
School Leavers Rate in secondary	7.55	5.62	4.63	4.63	No data yet	4.17	3.75	3.38	3.04	2.74	2.46	2.22	1.99	1.79	1.62	1.62	EBEIS, DepEd (*100)	
By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education																		
Participation rate in organized learning (one year before the official primary entry age kindergarten)																	DepEd	
Girls																	DepEd	

Indicator	Baseline <2016 (SY 2016-2017)	Accomplishment										Targets										Data Source	Remarks
		2017 (SY 2017-2018)	2018 (SY 2018-2019)	2019 (SY 2019-2020)	2020 (SY 2020-2021)	2021 (SY 2021-2022)	2022 (SY 2022-2023)	2023 (SY 2023-24)	2024 (SY 2024-2025)	2025 (SY 2025-2026)	2026 (SY 2026-2027)	2027 (SY 2027-2028)	2028 (SY 2028-2029)	2029 (SY 2029-2030)	2030 (SY 2030-2031)								
GER	82.30	99.61	106.99	85.22	No data yet	86.92	88.66	90.44	92.25	94.09	95.97	97.89	99.84	100.00	100.00								
NER	67.82	86.07	75.99	64.31	No data yet	65.60	66.90	68.25	69.61	71.00	72.42	73.87	75.35	76.85	78.39								
Boys																							
GER	85.99	104.60	109.92	91.14	No data yet	92.96	94.82	96.71	98.65	100.00	100.00	100.00	100.00	100.00	100.00								
NER	69.71	86.21	77.26	64.30	No data yet	65.59	66.90	68.24	69.60	70.99	72.41	73.86	75.34	76.85	78.38	Depled							
By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university																							
Net Enrolment Rate in elementary education	97.85	95.89	94.74	94.84	No data yet	96.73	98.67	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	EBEIS, Depled							
Net Enrolment Rate in secondary education	71.07	74.54	76.63	81.80	No data yet	81.80	83.43	85.10	86.80	88.54	90.31	92.01	93.96	95.84	97.75	EBEIS, Depled							
Passing rate in licensure exam (HEd)																PRC							

Indicator	Baseline <2016 (SY 2016- 2017)	Accomplishment										Targets										Data Source	Remarks
		2017 (SY 2017- 2018)	2018 (SY 2018- 2019)	2019 (SY 2019- 2020)	2020 (SY 2020- 2021)	2021 (SY 2021- 2022)	2022 (SY 2022- 2023)	2023 (SY 2023-2- 24)	2024 (SY 2024- 2025)	2025 (SY 2025- 2026)	2026 (SY 2026- 2027)	2027 (SY 2027- 2028)	2028 (SY 2028- 2029)	2029 (SY 2029- 2030)	2030 (SY 2030- 2031)								
Certification rate (TVEI)			84%														TESDA						
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship																							
Proportion of population with exposure to internet																	FLEMMS, PSA						
Proportion of population with exposure to social interaction in the internet					67.30												FLEMMS, PSA						
Proportion of population with exposure to research work/study in the internet					56.40												FLEMMS, PSA						
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations																							
Partly indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated																	EBEIS, DepEd						
Ratio of girls to boys in primary education	0.91	0.91	0.92	0.92	0.95	0.96	0.97	0.98	0.99	1.00	1.00	1.00	1.00	1.00	1.00		EBEIS, DepEd						

Indicator	Baseline	Accomplishment														Data Source	Remarks
	<2016 (SY 2016-2017)	2017 (SY 2017-2018)	2018 (SY 2018-2019)	2019 (SY 2019-2020)	2020 (SY 2020-2021)	2021 (SY 2021-2022)	2022 (SY 2022-2023)	2023 (SY 2023-2-24)	2024 (SY 2024-2025)	2025 (SY 2025-2026)	2026 (SY 2026-2027)	2027 (SY 2027-2028)	2028 (SY 2028-2029)	2029 (SY 2029-2030)	2030 (SY 2030-2031)		
Ratio of girls to boys in secondary education	1.02	1.00	1.00	1.00	0.99	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00		
Ratio of girls to boys in tertiary education																	
By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States																	