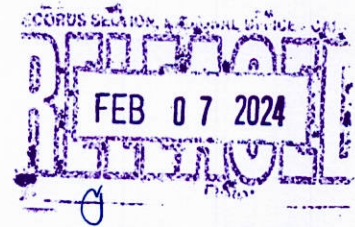




Republic of the Philippines
Department of Education
CARAGA REGION



February 6, 2024

REGIONAL MEMORANDUM
No. 0089, s. 2024

To: SCHOOLS DIVISION SUPERINTENDENTS
CHIEFS OF THE REGIONAL FUNCTIONAL DIVISIONS
This Region

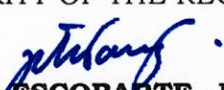
DISSEMINATION OF REPORT OF THE YEAR-1 REVIEW OF THE
IMPLEMENTATION OF REGIONAL EDUCATION DEVELOPMENT PLAN (REDP)

1. To ensure alignment of REDP to the MATATAG agenda and its compliance to policy and planning standards, a review on its YEAR-1 implementation was conducted.
2. The copy of the report is attached as an enclosure for easy reference.
3. For your information and guidance.

MARIA INES C. ASUNCION

Director III
Officer -In-Charge
Office of the Regional Director

BY THE AUTHORITY OF THE REGIONAL DIRECTOR:


PEDRO T. ESCOBARTE, JR., PhD., CESO IV
Assistant Regional Director

Encl/s.: REDP REPORT
Reference/s: COMPENDIUM VERSION 3
To be indicated in the Perpetual Index
under the following subjects:

DEVELOPMENT PLAN

PLANNING

REPORT

PPRD/clg
02/05/2024



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2024-02-01948

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Effectivity	02.01.23	Page	1 of 1



Republic of the Philippines
Department of Education
CARAGA REGION

**REPORT OF
YEAR-1 IMPLEMENTATION OF
REGIONAL EDUCATION
DEVELOPMENT PLAN
(REDP)
2023-2028**



**REPORT OF
YEAR-1 IMPLEMENTATION OF
REGIONAL EDUCATION
DEVELOPMENT PLAN
(REDP)
2023-2028**

Executive Summary

This report contains the results of the year 1 review and assessment of the implementation of the Regional Education Development Plan (REDP). The concept of the assessment was anchored on the **Logic Model (Inputs, Outputs, and Outcomes)** of McLaughlin and Jordan (1999), but it was contextualized to fit the purpose and focus of the evaluation. Data like key performance indicators, Regional Monitoring and Evaluation Adjustment (RMEA) and Division Monitoring and Evaluation Adjustment (DMEA) reports, Office Performance Commitment and Review Form (OPCRF) reports, QATAME And Other Related Data Are Analyzed As To Their Logical Chain.

The use of the model guides the analysis of results. In this assessment, the situation of the Caraga region and DepEd Caraga as a department are considered and analyzed to further understand the effects and outcomes of the activities conducted per strategy. Internal and external resources like teaching and non-teaching staff, financial resources, physical properties, and support from partners are taken as inputs, while activities and their products are taken as outputs. The short-term and intermediate outcomes are considered in this assessment, as they are defined as the expectations and impacts that the department expects to happen three to twelve months after the event.

DepEd Caraga has a total of 2,350 teachers in all grade levels, with a need of 3,832. The total classroom is 14,280. Unfortunately, with the calamities that the region experienced, the need increased to 4,795. These shortages may affect learning performance since classroom size is no longer ideal and the classroom is important as it plays a fundamental role in the learning process.

The results of the review of year one (1) implementation imply that DepEd Caraga Region implemented the mandated program activities to support the thrust of the MATATAG agenda and for learning recovery due to the learning loss experienced during the COVID-19 outbreak.

As to access, DepEd Caraga has a high extent of learners who are able to move to the next higher level of education since the transition rate from kindergarten to grade 1, grade 3-grade 4, junior high school, and senior high school is 100.39%, 99.34%, 96.40%, and 97.35%, respectively. These data indicate that the strategies are quite effective in making the learners enroll at the next level. Failure to reach 100% could be attributed to other factors that affect the implementation.

Another performance indicator is the retention rate. Similarly, DepEd Caraga has more than 95%, denoting a high degree of learners who continue to be in school in the succeeding year since their actual accomplishments in elementary, junior high, and senior high school are 99.85%, 96.29%, and 95.44%, respectively.

Taking care of learners by promoting inclusive education, a decline in ALS enrolment from CY 2022-2023 of 6,659 in the elementary to 6,195 in SY 2023-2024 is experienced. In secondary, a total of 22,453 in SY 2023-2024 to 19,264

in SY 2023-2024 due to the following reasons: financial challenges and constraints (tuition fee concerns leading to disapproval or transfers and economic difficulties impacting decisions), family circumstances and dynamics (parental separation, migration, and family issues causing shifts and relocations due to work, seeking better opportunities, or family decisions), residential changes and relocations (movement within or outside the area impacting enrollment and frequent relocations due to job changes or family migration) and Diverse personal factors (peer influence, early marriages, illnesses, and work preferences affecting decisions and personal life choices impacting continuation of education).

As to quality, all of the school division offices are outstanding on their Office Performance Commitment Review Form (OPCRF) for calendar year 2023, and this corroborates with the high average percentage (98.48%) of physical accomplishments assessed through the Division Monitoring and Evaluation and Assessment (DMEA). Similar results were observed with the Regional Monitoring, Evaluation, and Adjustments (RMEA) of the Functional Divisions and Units in the Regional having an average of 97.03% in physical accomplishments from quarter 1 to quarter 3. It indicates that DepEd Caraga delivered the services to the clientele appropriately and within the quality mandate of DepEd.

Quality Assurance, Technical Assistance, Monitoring, and Evaluation (QATAME) ensures that the services in the trainings, workshops, and conferences consistently meet the customers' needs and that quality is consistently improved. The activities conducted in the regional office for Calendar Year 2023 were rated outstanding by the participants but two (2) activities, namely the Bulawanong Sulo 2023 Awarding Ceremony and the Presentation and Review of OPCRf by Functional Division, were rated very satisfactory. In consolidation, the data show that activities conducted by DepEd Caraga are within the standard.

The results of the OPCRf, RMEA, DMEA, and QATAME indicate that the Regional Office and the Schools Division Offices managed and supervised the effective and efficient implementation of the relevant curriculum in the schools and learning centers and continuously improved the management of instruction for the attainment of desired learning outcomes.

To promote the learners' well-being, the delivery of all health and nutrition services must be compliant with policies, standards, and guidelines, continually implemented as required, with a work plan, and with approved project accomplishment reports. Likewise, various mechanisms to continuously monitor and provide assistance to DepEd offices and schools in compliance with DRRM comprehensive school safety policies, plans, and standards are institutionalized.

On governance, personnel are properly compensated for work rendered, provided with mandated benefits, and properly managed through the efficient conduct of activities in the region. Effective management systems like EBEIS, LIS, PMIS, HRIS, and RIS accelerate the delivery of services and make the clients ensure the relevant and accurate data and timely release of the requests.

On this note, the short- and intermediate-term outcomes of the direct products of the mandated activities conducted by DepEd Caraga in different pillars

will lead to the accomplishment of the long-term outcomes defined in the development plan.

Generally, all the strategies and activities are aligned to the MATATAG agenda and to the strategic directions of BEDP 2030. However, in phase 1 implementation of REDP, which focuses on learning recovery, the findings of the evaluation suggest that initiatives under quality shall be enforced in order to increase the number of proficient learners in all major subjects. Interventions shall also be strengthened to meet the target proportion of learners achieving a minimum proficiency level in mathematics and in reading, both in primary, intermediate, and secondary. Tracking and mapping shall be intensified to address the decreasing trend in enrolment.

The results also suggest that strategies and targets in the REDP shall be revisited, as well as the master plan of each functional division. Different monitoring and evaluations shall be conducted to ensure that educational plans, programs, and projects are well implemented.

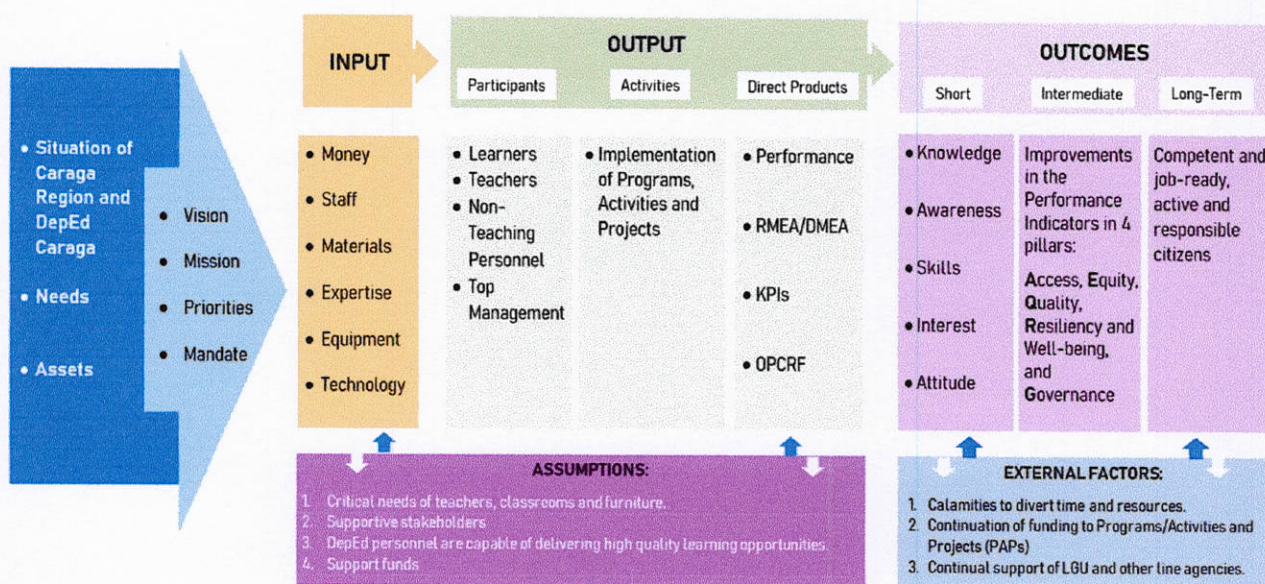
DepEd Caraga is on the trajectory of making EDUKASYON SAPAT, PARA SA LAHAT.

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I. Framework of Assessment

The **Logic Model (Inputs – Outputs - Outcomes)** of McLaughlin and Jordan (1999) is the concept that the initial assessment of REDP is anchored. The framework of assessment is presented below:



II. Situation

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

The **climate condition of the region** during rainy seasons has a negative impact on the access of school-aged children especially for those living near the coastal areas, riverbanks and in the lowland. During heavy rains, flash floods and landslides commonly occur in these areas. Necessarily, when these calamities occur, classes are suspended in order to keep the learners and personnel safe at home. During this natural hazard, schools become the usual evacuation areas of the community especially when evacuation centers/sites/grounds pre-selected by LGUs are fully occupied. Per RA 10121, school classrooms may be used as evacuation sites provided that the LGU shall be able to find a temporary resettlement for the affected community after three (3) days. Unfortunately, most

of the local governments do not have other safe areas to be used as temporary evacuation centers, hence, the extended use of the school classrooms affects the resumption of classes.

Accommodating evacuees may result in the damages in the classrooms particularly in the furniture and fixtures, learning materials, school supplies, equipment and other learning devices. For severely devastated schools, resumption takes more time as the repair or construction of new classrooms needs ample time. This delay in the resumption of classes causes reduction in instructional contact time which translates to learning gaps among learners.

On the other side, the **growth rate of the region** threatens the organization because it exceeds the percentage growth rate of the country. If the population continues to grow and the need for classrooms of DepEd Caraga remains unsolved, big class sizes will be expected by some schools, especially those living in the areas affected by typhoons. Managing big class size can be challenging and ensuring quality outcomes under this condition can be difficult. Seventeen thousand (117,008) families who are living in poverty while the population is still growing.

DepEd Caraga Region has a Basic Education Resources Critical Needs:

As presented in the table below, in elementary it has a total shortage of 1,523 in School Year 2022-2023 requiring a cost of Php 709,352,480.

SUMMARY ELEMENTARY SCHOOL TEACHER NEEDS

(By Legislative District)

SY 2022-2023

LEGISLATIVE	ENROLMENT (Based on SY 2022-2023 LIS/EBEIS data)									Required Total Number of Teachers	Teacher Inventory (EBEIS + 2022 Newly Created)	No. of Teacher Shortage	Cost
	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	SPED NG	TOTAL				
REGION XIII (CARAGA)													
Province/City: AGUSAN DEL NORTE													
1st District	7,607	8,038	8,377	7,512	9,929	9,042	7,195	243	57,943	2,222	2,137	211	98,275,360
2nd District	7,030	7,218	7,446	6,940	8,551	7,933	6,855	355	52,328	2,109	2,024	190	88,494,400
Province/City Total:	14,637	15,256	15,823	14,452	18,480	16,975	14,050	598	110,271	4,331	4,161	401	186,769,760
Province/City: AGUSAN DEL SUR													
1st District	8,235	8,815	8,826	8,619	9,301	8,413	7,853	216	60,278	2,596	2,575	192	89,425,920
2nd District	8,782	9,224	8,883	9,266	9,615	8,521	7,884	261	62,436	2,559	2,388	275	128,084,000
Province/City Total:	17,017	18,039	17,709	17,885	18,916	16,934	15,737	477	122,714	5,155	4,963	467	217,509,920
Province/City: DINAGAT ISLANDS													
Lone District	2,255	2,442	2,627	2,643	2,596	2,517	2,061	159	17,300	769	855	54	25,151,040
Province/City Total:	2,255	2,442	2,627	2,643	2,596	2,517	2,061	159	17,300	769	855	54	25,151,040
Province/City: SURIGAO DEL NORTE													
1st District	2,824	2,925	2,889	2,749	2,959	2,701	2,301	57	19,405	862	878	77	35,863,520
2nd District	7,202	7,842	8,024	7,820	8,810	8,111	7,267	178	55,254	2,240	2,248	151	70,329,760
Province/City Total:	10,026	10,767	10,913	10,569	11,769	10,812	9,568	235	74,659	3,102	3,126	228	106,193,280
Province/City: SURIGAO DEL SUR													
1st District	7,974	8,412	8,859	8,044	9,311	8,747	7,196	231	58,774	2,318	2,337	216	100,604,160
2nd District	5,953	5,941	6,328	5,606	6,709	6,290	5,106	133	42,066	1,798	1,784	157	73,124,320
Province/City Total:	13,927	14,353	15,187	13,650	16,020	15,037	12,302	364	100,840	4,116	4,121	373	173,728,480
Region Total:	57,862	60,857	62,259	59,199	67,781	62,275	53,718	1,833	425,784	17,473	17,226	1,523	709,352,480

Likewise, as displayed in the table below in the elementary, it has also a total of 2,900 shortage of classrooms and 97,168 of furniture.

SUMMARY OF ELEMENTARY CLASSROOM AND FURNITURE NEEDS

(By Legislative District)

SY 2022-2023

LEGISLATIVE	ENROLLMENT (Based on SY 2022-2023 LIS/EBEIS data)									REQUIRED NUMBER OF CLASSES	CLASSROOMS			REQUIRED NUMBER OF FURNITURE	FURNITURE		
											Total Number of Classroom	SHORT- AGE	COST		Total Number of Furniture	SHORT- AGE	COST
	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	SPED NG	Total								
REGION XIII (CARAGA)																	
Province/City: AGUSAN DEL NORTE																	
1st District	7,607	8,038	8,377	7,512	9,929	9,042	7,195	243	57,943	2,152	1,731	486	1,215,000,000	57,943	50,605	11,448	54,950,400
2nd District	7,030	7,218	7,446	6,940	8,551	7,933	6,855	355	52,328	1,552	1,646	155	387,500,000	52,328	50,823	9,967	47,841,600
Province/City Total:	14,637	15,256	15,823	14,452	18,480	16,975	14,050	598	110,271	3,704	3,377	641	1,602,500,000	110,271	101,428	21,415	102,792,000
Province/City: AGUSAN DEL SUR																	
1st District	8,235	8,815	8,826	8,619	9,301	8,413	7,853	216	60,278	2,245	2,094	603	1,507,500,000	60,278	49,768	23,310	111,888,000
2nd District	8,782	9,224	8,883	9,266	9,615	8,521	7,884	261	62,436	2,209	2,186	320	800,000,000	62,436	64,444	9,847	47,265,600
Province/City Total:	17,017	18,039	17,709	17,885	18,916	16,934	15,737	477	122,714	4,454	4,280	923	2,307,500,000	122,714	114,212	33,157	159,153,600
Province/City: DINAGAT ISLANDS																	
Lone District	2,255	2,442	2,627	2,643	2,596	2,517	2,061	159	17,300	715	887	75	187,500,000	17,300	17,229	1,415	6,792,000
Province/City Total:	2,255	2,442	2,627	2,643	2,596	2,517	2,061	159	17,300	715	887	75	187,500,000	17,300	17,229	1,415	6,792,000
Province/City: SURIGAO DEL NORTE																	
1st District	2,824	2,925	2,889	2,749	2,959	2,701	2,301	57	19,405	820	716	193	482,500,000	19,405	22,672	3,423	16,430,400
2nd District	7,202	7,842	8,024	7,820	8,810	8,111	7,267	178	55,254	1,893	1,675	299	747,500,000	55,254	38,684	18,295	87,816,000
Province/City Total:	10,026	10,767	10,913	10,569	11,769	10,812	9,568	235	74,659	2,713	2,391	492	1,230,000,000	74,659	61,356	21,718	104,246,400
Province/City: SURIGAO DEL SUR																	
1st District	7,974	8,412	8,859	8,044	9,311	8,747	7,196	231	58,774	2,165	1,819	500	1,250,000,000	58,774	49,687	14,096	67,660,800
2nd District	5,953	5,941	6,328	5,606	6,709	6,290	5,106	133	42,066	1,649	1,526	269	672,500,000	42,066	41,455	5,367	25,761,600
Province/City Total:	13,927	14,353	15,187	13,650	16,020	15,037	12,302	364	100,840	3,814	3,345	769	1,922,500,000	100,840	91,142	19,463	93,422,400
Region Total:	57,862	60,857	62,259	59,199	67,781	62,275	53,718	1,833	425,784	15,400	14,280	2,900	7,250,000,000	425,784	385,367	97,168	466,406,400

JUNIOR AND SENIOR HIGH SCHOOL TEACHER NEEDS

(By Division)

SY 2022-2023

DIVISION	JUNIOR HIGH SCHOOL									SENIOR HIGH SCHOOL							
	ENROLMENT						Teacher Inventory (EBEIS + 2022 Newly Created)	Total Requirement	Shortage	COST	ENROLMENT			Teacher Inventory (EBEIS + 2022 Newly Created)	Total Requirement	Shortage	COST
Gr7	Gr8	Gr9	Gr10	SPED Non-Graded	Grand Total	Gr.11					Gr.12	Total					
REGION XIII (CARAGA)																	
AGUSAN DEL NORTE	5,214	5,334	5,493	5,391	-	21,432	968	596	158	73,590,080	4,770	4,267	9,037	336	407	91	42,384,160
AGUSAN DEL SUR	12,391	12,939	12,452	11,591	-	49,373	1,962	2,061	298	138,796,480	8,408	7,568	15,976	560	667	232	108,056,320
BAYUGAN CITY	2,410	2,325	2,407	2,328	6	9,476	375	433	58	27,014,080	1,588	1,684	3,272	114	145	33	15,370,080
BISLIG CITY	1,407	1,409	1,460	1,363	-	5,639	312	275	4	1,863,040	1,191	1,071	2,262	85	112	29	13,507,040
BUTUAN CITY	7,178	7,501	7,625	7,548	-	29,852	1,229	1,364	193	89,891,680	6,964	6,797	13,761	426	608	189	88,028,640
CABADBARAN CITY	1,356	1,443	1,265	1,253	-	5,317	224	260	56	26,082,560	1,307	1,159	2,466	84	113	38	17,698,880
DINAGAT ISLANDS	2,244	2,257	2,172	2,223	-	8,896	448	395	39	18,164,640	1,970	1,995	3,965	43	149	113	52,630,880
SIARGAO	2,415	2,479	2,455	2,436	-	9,785	434	387	29	13,507,040	1,764	1,727	3,491	134	158	34	15,835,840
SURIGAO CITY	2,012	2,203	2,102	1,948	-	8,265	359	404	45	20,959,200	1,811	1,783	3,594	144	171	27	12,575,520
SURIGAO DEL NORTE	4,931	5,489	5,634	5,645	-	21,699	968	802	26	12,109,760	6,090	5,925	12,015	367	484	121	56,356,960
SURIGAO DEL SUR	9,285	9,082	9,085	8,517	-	35,969	1,607	1,507	98	45,644,480	7,775	6,991	14,766	592	633	67	31,205,920
TANDAG CITY	1,218	1,282	1,200	1,218	-	4,918	187	183	10	4,657,600	1,228	1,270	2,498	58	98	42	19,561,920
REGION TOTAL	52,061	53,743	53,350	51,461	6	210,621	9,073	8,667	1,014	472,280,640	44,866	42,237	87,103	2,943	3,745	1,016	473,212,160

JUNIOR AND SENIOR HIGH SCHOOL CLASSROOM AND FURNITURE NEEDS

(By Division)
SY 2022-2023

DIVISION	JUNIOR HIGH SCHOOL														SENIOR HIGH SCHOOL													
	SY 2022-2023 ENROLLMENT					CLASSROOM				FURNITURE					ENROLLMENT			CLASSROOM				FURNITURE						
	Gr7	Gr8	Gr9	Gr10	SPED Non-Grade d	Grand Total	Classroom Requirement	Total No. of Classroom	Classroom Need	COST	Furniture Requirement	Total No. of Furniture	Furniture Need	COST	Gr 11	Gr 12	GRAND TOTAL	Classroom Requirement	Total No. of Classroom	Classroom Need	COST	Furniture Requirement	Total No. of Furniture	Furniture Need	COST			
REGION XIII (CARAGA)																												
AGUSAN DEL NORTE	5,214	5,394	5,493	5,391	-	21,492	567	591	36	90,000,000	21,432	21,456	2,964	14,227,200	4,770	4,267	9,037	267	242	36	90,000,000	9,037	8,929	1,413	6,782,400			
AGUSAN DEL SUR	12,591	12,939	12,452	11,591	-	49,573	1,567	1,722	490	1,225,000,000	49,373	61,455	20,076	96,364,800	6,886	6,158	13,044	430	386	203	507,500,000	13,044	13,012	7,899	37,915,200			
DAVAO CITY	2,410	2,325	2,407	2,328	6	9,476	284	253	38	95,000,000	9,476	9,459	202	959,600	1,588	1,684	3,272	94	122	23	57,500,000	3,272	2,978	954	1,099,200			
DINAGAT CITY	1,407	1,409	1,460	1,363	-	5,639	163	247	1	2,500,000	5,639	5,616	669	3,211,200	1,191	1,071	2,262	62	99	2	5,000,000	2,262	958	1,638	7,862,400			
DUTUAN CITY	7,178	7,501	7,625	7,548	-	29,852	814	560	268	670,000,000	29,852	25,656	4,833	23,158,400	7,018	6,846	13,864	520	940	62	165,000,000	13,864	8,673	6,379	30,519,200			
CABADBARAN CITY	1,356	1,443	1,265	1,253	-	5,317	152	130	46	115,000,000	5,317	4,640	1,143	5,486,400	1,307	1,159	2,466	82	71	14	35,000,000	2,466	1,971	627	3,009,600			
DINAGAT ISLANDS	2,344	2,257	2,172	2,223	-	8,996	200	472	28	70,000,000	8,996	8,053	3,434	16,483,200	1,970	1,995	3,965	80	301	20	50,000,000	3,965	-	3,965	19,032,000			
SIARGAO	2,415	2,479	2,455	2,435	-	9,785	241	220	43	107,500,000	9,785	13,561	316	1,516,800	1,764	1,727	3,491	104	131	21	52,500,000	3,491	6,000	130	624,000			
SURIGAO CITY	2,012	2,203	2,102	1,948	-	8,265	198	171	27	67,500,000	8,265	7,675	787	3,777,600	1,811	1,783	3,594	258	255	3	7,500,000	3,594	3,682	177	849,600			
SURIGAO DEL NORTE	4,501	5,489	5,634	5,645	-	21,699	510	477	81	202,500,000	21,699	17,009	5,215	25,032,000	6,090	5,925	12,015	488	262	227	567,500,000	12,015	8,777	3,432	15,473,600			
SURIGAO DEL SUR	9,285	9,082	9,085	8,517	-	35,969	902	1,016	123	307,800,000	35,969	31,954	5,226	25,084,800	7,775	6,991	14,766	416	394	59	147,500,000	14,766	14,190	3,338	16,022,400			
TANDAG CITY	1,218	1,282	1,200	1,218	-	4,918	117	115	7	17,500,000	4,918	4,283	635	3,048,000	1,228	1,270	2,498	65	34	37	52,500,000	2,498	426	2,072	9,945,600			
REGION TOTAL	52,061	53,743	53,350	51,461	6	210,621	5,715	5,973	1,188	2,970,000,000	210,621	210,826	45,500	218,400,000	43,398	40,876	84,274	2,866	3,237	707	1,767,500,000	84,274	69,596	31,424	150,835,200			

In summary, the total shortage of teachers in all grade levels is 3,832 and the total shortage of classrooms is 4,795. These problems on shortages of teachers and classrooms have an effect to the performance in the classroom since the class size of those schools with a shortage of teachers is no longer the ideal size.

Critical Item – Classroom Shortage			
Level of Education	Shortage	Cost	Amount
Kinder/Elementary	2,900	2,500,000.00	7,250,000,000.00
Junior HS	1,188	2,500,000.00	2,970,000,000.00
Senior HS	707	2,500,000.00	1,767,500,000.00
Total	4,795	2,500,000.00	11,987,500,000.00

Critical Item – Teacher Shortage			
Level of Education	Shortage	Cost	Amount
Kinder/Elementary	1,523	465,760.00	709,352,480.00
Junior HS	1,140	465,760.00	530,966,400.00
Senior HS	1,169	465,760.00	544,473,440.00
Total	3,832	465,760.00	1,784,792,320.00

Critical Item – Furniture Shortage			
Level of Education	Shortage	Cost	Amount
Kinder/Elementary	97,168	4,800.00	466,406,400.00
Junior HS	45,500	4,800.00	218,400,000.00
Senior HS	31,424	4,800.00	150,835,200.00
Total	174,092	4,800.00	835,641,600.00

The shortage in furniture which has a total of 174,092. This shortage has also an effect in the conduct of instructions in the classrooms since learners who experienced this challenge in the classrooms will not experience convenience in learning. In the same manner, teachers' delivery of instructions is affected by the inconvenience inside the classrooms.

Over the years, the situation of Caraga Region continuously challenged the organization in improving access and the quality of education. With these situation, DepEd Caraga Region conceptualized strategies and interventions to address challenges that affect the learning of students.

To address the crisis in education, DepEd launched the MATATAG with these four critical components:

- **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens;
- **TA**ke steps to accelerate delivery of basic education facilities and services;
- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and
- **G**ive support to teachers to teach better.

III. Highlights

In support of the drive of DepEd to **MAKE THE CURRICULUM RELEVANT TO PRODUCE COMPETENT AND JOB-READY (MA), ACTIVE, AND RESPONSIBLE CITIZENS**, DepEd Caraga has designed strategies and intervention to accomplish its targets on quality.

Quality:

Strategy 1

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

Activities and Direct Products:

- Conduct consultative conferences such as quarterly CLMD-CID convergence/Program Implementation Review (PIR)
- Monitor and evaluate SDOs in the implementation of curricular and co-curricular activities
- Provide technical assistance to SDOs on curriculum implementation.
- Formulate policy recommendations on curriculum implementation, special curricular/ interest programs, and support activities based on M & E Results
- Capacity-building for teachers and instructional leaders on learning delivery (socio-emotional and 21st-century skills, learning approaches, and learning modalities
- Development/redevelopment and administration of *Sukdanan* High-quality Test Questions for the Diagnostic, Summative, and Quarterly Assessments
- Monitor the implementation of the contextualized guidelines on the selection of SPFL Learners
- Regular monitoring on the classroom assessment methods on the functional literacy assessment (diagnostic and post assessment)
- Regular updating of untrained teachers and instructional leaders to ELLN/PRIMALS Learning Packages/ Sessions
- Conduct of orientation/ training to untrained teachers and instructional leaders on ELLN/PRIMALS Learning Packages/ Sessions
- Inventory and revisit learning activities aligning instruction to competencies of SPFL
- Inventory and revisit learning activities aligning instruction to competencies of SPFL
- Inventory and revisit supplementary learning resources with ELLN inspired activities aligning instruction to least learned competencies of Key Stage 1
- Conduct capacity enhancement to SPFL teachers in content and pedagogy/instruction
- Extend implementation of SPFL to non-implementing SDOs

- Facilitate the establishment of schools offering Science, Technology and Engineering Programs
- Facilitate the establishment of schools offering Special Science Elementary Schools
- Monitor and evaluate the implementation of the STE, SSES, LSHS, and RSHS
- Conduct Program Implementation Review on the Implementation of the Special Curricular Programs in Science (STE, SSES, LSHS, and RSHS)
- Conduct Regional Science and Technology Fair
- Conduct Capacity Building on Technological-Pedagogical Content Knowledge to Teachers Teaching STE, SSES, STE, LSHS, and RSHS
- Monitor SDOs in the implementation of the Special Curricular Programs SPA/SPS
- Monitor SDOs in the implementation of the School Sports Activities
- Facilitate the establishment of schools offering Special Program in Journalism
- Develop Learning Resource Materials for SPJ Learners
- Monitor and Evaluate schools implementing SPJ
- Augment the LR needs of the SHS students through the Joint Delivery Voucher Programs
- SDO's initiatives:
 - PROJECT SCORER (Surigao City Online Repository of Educational Resources)
 - PROJECT PAGPASHIGARBO
 - PROJECT E-TUDLO (Learners' Educational Achievement & Performance)
 - Project TEACH (Teaching and non-teaching Access to Career and Honor)
 - PROJECT KARENA (Knowledge, attitude and aptitude in reengineering Reading enhancements and nurturing approaches or alternatives)
 - Pedagogical retooling on development of appropriate pedagogy for teachers across all learning areas
 - PRIMALS PLUS (Pedagogical retooling on development of appropriate pedagogy for teachers across all learning areas)
 - Project DIAL (Division Initiated Assessment of Learning)
 - Project LRMDs (Localizing Resource Materials for Differentiated Instructional Support)
 - Project SMILE (Strengthening Multigrade Instruction towards Learners Engagement)
 - Project STAR (Science-based Teaching, Assessment and Remediation)

- Project SHEEP (School Heads Engagement and Enrichment Program)
- Project MATHENICS (Math Enhancements and Nurturing Initiatives for Cumulative Success)
- Project SPARE (School-Parents Assistance towards Reading Effectiveness)
- Project VERB (Varied English Remediation activities for Beginners)
- Project TRAIN (Technical Resource Assistance Initiatives to Nurture management of learning)
- Project VERB (Varied English Remediation activities for Beginners)

Outcomes:

- Shared updates on the pilot implementation of the MATATAG Curriculum
- Enhanced the presented the Action Plan Progress Monitoring Report on the Design and Development of Assessment Framework, Programs, Tools/Instruments and Operationalization
- Presented the NLC and Other EoSY Break Activities Accomplishment Report
- Gathered key issues and challenges in curriculum management and implementation from the Quarterly Action Plan and Technical Assistance Plan Progress Monitoring Reports
- Monitored, evaluated and provided relevant and timely technical assistance to the SDOs on the implementation of the Kto12 curriculum and its special curricular programs
- Identified and enhanced contest representatives for the different Co-curricular activities such as National Schools Press Conference, National Festival of Talents, and National Science and Technology Fair.
- Produced complete sets of Sukdanan Standardized Test for Science Quarterly Exam, and communicated Sukdanan quarterly results via the Internet- and Cloud-based Learning Assessment Submission System
- Established three (3) Special Science Elementary Schools

- Monitored and evaluated the implementation of special curricular programs in Science (RSHS, LSHS, SSES, and STE) through the use of five PIR Forms in the Revised Sumbanan Manual
- Won third place in LIKHA-Robotics and Intelligent Machines, Individual Category, and third place in LIKHA-Life Science, Team Category during the 2023 National Science and Technology Fair

Strategy 2

Provide learning resources appropriate to key stage learning standards.

Activities and Direct Products:

- Monitor and evaluate SDOs in the implementation of curricular and co-curricular activities
- Assess learning resource needs per learning areas and grade levels
- Development of Learning Resource Registry System (LRRS)
- Operationalization of the established LRRS
- Manage the SDOs' development of contextualized LR
- Manage and monitor the SDOs' quality assurance of varied LR.
- Monitor the SDOs utilization of RO-procured LR
- Monitor the Functionality of School library and library hub

Outcomes:

- Identified learning resource needs per learning areas and grade levels
- Functional School library and library hub

Strategy 3

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

Activities and Direct Products:

- Re-orientation/capacity building on the management of curricular and co-curricular programs
- Develop and implement contextualized assessment mechanisms for diagnosing learning gaps
- Provide technical assistance to SDOs on analysis, interpretation, and utilization of test/ assessment results
- Development/redevelopment and administration of Sukdanan High-quality Test Questions for the Diagnostic, Summative, and Quarterly Assessments
- Provide technical assistance to SDOs on curriculum implementation.

- Develop and implement needs-based professional development program for RO Personnel by the HRDD
- Provide support for the continuing professional development of Non-Teaching Licensed professionals in the Regional office as revealed through LDNA/IDP analysis
- Develop needs-based and competency -based professional development program for teachers and school leaders which are CPD Accredited and NEAP Recognized
- Conducted regional training of trainers on Higher Order Thinking Skills-Professional Learning Packages to Science, Mathematics and English
- Conducted Instructional Leadership Training to capacitate school leaders in implementing and managing reading programs which are adherent to GESI and SEL principles
- Implemented needs-based and competency -based professional development program for teachers and school leaders which are CPD Accredited and NEAP Recognized
- Facilitated 35 PDPs for CPD Accreditation
- Manage scholarship programs/applications compliant with the principles of Equal Employment Opportunity, transparency and equity.

Outcomes:

- Improved competence in designing assessments employing high order thinking skills
- Improved literacy skills of learners through the implemented reading Project Initiative Plans
- Enhanced competencies of teachers and school leaders relative to teaching-learning pedagogies, performance coaching for improved work productivity based on the Work Application Plans of scholars
- Enhanced competencies of non-teaching personnel to assist school leaders and teachers in areas like responding to learner diversity.

Strategy 4

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

Activities and Direct Products:

- Conduct consultative conferences such as quarterly CLMD-CID convergence/Program Implementation Review (PIR)

- Monitor and evaluate SDOs in the implementation of curricular and co-curricular activities
- Provide technical assistance to SDOs on curriculum implementation.
- Develop and implement needs-based professional development program
- for RO Personnel by the HRDD
- Provide support for the continuing professional development of Non-Teaching Licensed professionals in the Regional office as revealed through LDNA/IDP analysis
- Develop needs-based and competency -based professional development program for teachers and school leaders which are CPD
- Accredited and NEAP Recognized
- Implemented needs-based and competency -based professional development program for teachers and school leaders which are CPD
- Accredited and NEAP Recognized
- Facilitated 35 PDPs for CPD Accreditation
- Formulated and implemented guidelines on safe use of technology in the teaching and learning process
- Completed and disseminated research on curriculum standards, learning management, and learning resources and services
- Implemented Learning and Development Plan for the capacity development of personnel involved in inclusive education

Outcomes:

- enhanced competencies of teachers, school leaders and non-teaching personnel in addressing emerging concerns
- Improved productivity of personnel
- Highly motivated employees in delivering the required outputs
- 2023 NATIONAL SCHOOLS PRESS CONFERENCE- TOP PERFORMING REGION

Rank	Award	Region
1st	Top Performing Region Over-all Individual for the Secondary Level	Caraga
3rd	Top Performing Region Over-all Group Contest	Caraga
5th	Top Performing Region Overall	Caraga
Bronze Award	Recipient of Bronze Award based on the cumulative placement in the Individual and Group Categories	Caraga

In the Learning Recovery Plan of the Department of Education-Caraga has also strategies to bring the learners back to their learning trajectories. The Department of Education-Caraga has identified three (3) key

dimensions for its LRCP Framework based on the key elements of the RAPID Framework for Learning Recovery and Acceleration. These key dimensions aim to bring the learners back to their learning trajectories.

Dimension 1: Learning Acceleration, Remediation, and Intervention

The Strategies to accelerate learning and address learning gaps are the following:

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

With collaboration in the field the regional office through the Office of Curriculum and Learning and Management Division, the following are the activities and outputs in every dimension:

1. Procured 2,242 tablets for Typhoon Odette-affected SDOs for learning continuity. The tablets were delivered to SDOs Dinagat Islands, Surigao City, Surigao del Norte, and Siargao augmenting the damaged LRs.
2. Develop Self Learning Kits for Campus and Journalism for Special Program in Journalism

Outputs:

- Produced Self Learning Kits in Campus Journalism for Special Program in Journalism for Grades 4-10.
3. Conversion of Print Learning Resources to Audio/Video format using

Outputs:

- Alignment of regional/division activities for Filipino E-Taguyod
- Produce Division Quality Assured Supplementary LRs to enhance literacy and numeracy
- Development of SPFL Functional Literacy Assessment

- Submitted to CO Focal 2 research related issues in using Filipino as a medium of instruction in response to Filipino e-Riserts focus
- Administered the Diagnostic SPFL Functional Literacy Assessment to 4 implementing schools

4. Quality assured learning resources in English and SPJ

Outputs: Quality assured Balangay- A supplementary Materials in English and Imprints- Self Learning Kit in Journalism

5. Led in the development of reading texts and worksheets to enhance reading comprehension skills. Capacitate teachers on the crafting of Test using SOLO taxonomy.

Outputs: Developed reading test and worksheets.

6. Developed and validated Quarter 1 Weekly Learning Activity Sheets in Science.

Outputs: Developed and validated 156 WLAS, 32 of which are for SSES Enhanced Science 1 to 3.

7. Quality assured learning resources in Science (e.g. Balani, Strategic Intervention Materials, and SHS)

Outputs: Supplementary Learning Materials)
Quality assured 4 Balani LR, SIMs, and SHS-SuppMats

8. Conducted Region-wide Administration of Diagnostic Test and Learning Gap Assessment in science

ACTIVITIES					
Conducted Region-wide Administration of Diagnostic Test and Learning Gap Assessment					
RESULTS					
	Highly Proficient 90-100%	Proficient 75-89%	Nearly Proficient 50-74%	Low Proficient 25-49%	Not Proficient 0-24%
Elementary	2.08%	3.80%	21.84%	48.16%	24.13%
JHS	0.83%	1.19%	12.06%	59.17%	26.75%
SHS	0.31%	3.32%	22.00%	58.85%	15.53%

9. Development of Teacher Resource Package(TRP) for Non-Math Majors handling JHS Mathematics

Outputs:

- Patterns and Algebra: 3 Finalized TRPs; 3 for finalization; 4 for review
- Statistics & Probability: 1 TRP Finalized; 2 TRPs for revision; TRP for 1st review
- Measurement: 1 TRP for Review
- Geometry: 1 TRP Finalized; 4 TRPs for revision; 1 TRP for review
- Numbers and Number Sense: 3 TRPs for review; 3 TRPs for revision

10. Development and Quality Assurance of Weekly Learning Activity Sheets for Arabic Language and Islamic Values Education (ALIVE)

Outputs:

Developed and quality assured Weekly Learning Activities for AL (109) and IVE (127)

11. Regional Online Orientation to School Heads on the SPED Implementation, the used of Filipino Sign Language (FSL) and the creation of Inclusive Learning Resource Centers (ILRCs) on October 7, 2022 and Regional Online Orientation to Multigrade School Heads on LAC Resource Materials for Multigrade Teachers on October 6, 2022.

Outputs:

- 90 School Heads implementing SPED Program were oriented on the used of Filipino
- Sign Language (FSL) and the creation of Inclusive Learning Resource Centers (ILRC)

12. Activation of Alternative Selection Guidelines for Incoming Learners in Special Programs (SPA, SPS, SPTVE, SPJ, SSES, RSHS, LSHS, STE, SPFL)

Outputs:

Existence of alternative guidelines crafted since 2020, screening tools, and close coordination with SDO counterparts

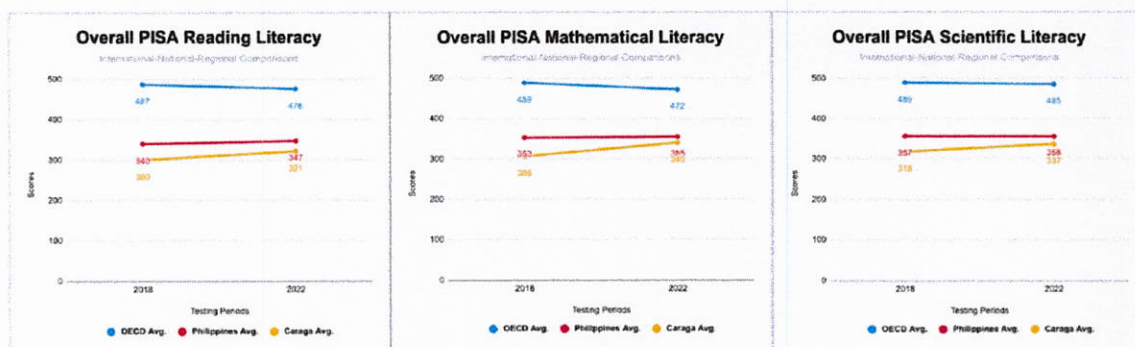
Schools implementing the Special Programs implemented the alternative guidelines through document appraisal and other remote screening procedures. School implementers have successfully admitted learners in their various special programs.

Identified entrants for SY 2023-2024 for the various special curricular programs (SPA, SPS, SPTVE, SPJ, SSES, RSHS, LSHS, STE, SPFL) through the developed screening process and entrance exams.

OUTCOMES:

Despite the pandemic, efforts of DepEd-Caraga on Learning Acceleration, Remediation, and Intervention resulted in the increase of PISA 2023 results in Reading, Mathematics and Science compared to the PISA 2018.

Reading increased from 300 to 321, Mathematics increased from 306 to 340, and Science from 318 to 337.



Overall Reading Literacy			
National and International Comparisons	Scores per Assessment Period		Point Improvement (2022-2018)
	2018	2022	
OECD Avg.	487	476	-11
Philippines Avg.	340	347	7
Caraga Avg.	300	321	21

Overall Mathematical Literacy			
National and International Comparisons	Scores per Assessment Period		Point Improvement (2022-2018)
	2018	2022	
OECD Avg.	489	472	-17
Philippines Avg.	353	355	2
Caraga Avg.	306	340	34

Overall Scientific Literacy			
National and International Comparisons	Scores per Assessment Period		Point Improvement (2022-2018)
	2018	2022	
OECD Avg.	489	485	-4
Philippines Avg.	357	356	-1
Caraga Avg.	318	337	19

Dimension 2: Health, Well-being, and Resilience

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

- Conduct annual physical examination of RO personnel
- purchase medicines and medical equipment
- Conduct Program Implementation review of OKD Programs
- Intensified Water, Sanitation and Hygiene (WASH) in Schools.

Dimension 3: Professional Development, the following are the activities and outputs of the office.

1. Conducted Regional Training of Trainers on Scaling Up PRIMALS Plus in two batches—Batch 1 for JHS teachers, and Batch 2 for SHS teacher

Outputs: Trained 144 JHS teachers and 144 SHS teachers. SDOs have conducted rollouts in CY 2022.

2. Conducted Regional Trainings on Assessment radio scripts and production of Audio lessons, Capacity building on the conduct of Learning action Cell, enhancement of reading programs and development of Learning resources for English and SPJ

Outputs: Trained at least 500 teachers and school leaders.

3. Conduct capability building on the Development and quality assurance of Balangay Supplementary Materials for English.

Outputs: Developed and quality assured Balangay Supplementary Materials for Elementary and Secondary

4. Conducted Re-orientation of Program Implementers on

Outputs:

Madrasah Education Program (MEP)

Re-oriented 11 CID Chiefs, 11 SGOD Chiefs, 11 SEPS for M & E, 39 Schools Heads, 27 PSDSs/DICs, 11 SDO MEP Focal Persons, 11 SDO Planning Officers, 11 SDO Budget Officers, 11 SDO HRMO

5. Language Enhancement and Pedagogy for Asatidz

Outputs: Capacitated 53 out of 53 or 100% of ALIVE Teacher

6. Online Capacity Building for Master Teachers PD-2021-0080-1126, Batch

Outputs: Competency gaps were addressed

The conduct of the PDP was rated outstanding

7. Data Analysis and Interpretation Training-Workshop for

Practical Research 2 Teachers PD-2022-091-0504, Batches 1-3

Outputs:

- Competency gaps were addressed
- The conduct of the PDP was rated outstanding

8. Regional Training on Skills Enhancement for Special Program in the Arts Teachers

Outputs:

- 240 SPA Teachers were trained in 6 Arts discipline namely visual arts, theatre arts, media arts, music, dance and creative writing, coming from the 12 SDO of Caraga Region.

9. Regional Sports Coaching Skills Enhancement Training of DepEd Coaches, Officiating Officials and SPS/MAPEH Teachers

Outputs:

- 2,035 teacher coaches have successfully participated and trained in the 3-day Skills Enhancement Training.

To support the thrust of the department as one of the critical components in the MATATAG agenda; to **TAKE STEPS TO ACCELERATE THE DELIVERY OF BASIC EDUCATION FACILITIES AND SERVICES**, DepEd Caraga designed activities and the highlights of accomplishments in the year one (1) implementation of REDP are discussed below.

On Access:

Strategy 1

Improve access to universal kindergarten education

Activities and Direct Products:

- DepEd Caraga met its target of having 100% on the transition rate from Kindergarten to Grade 1 in SY 2022 -2023 since the computed transition rate from K to G1 is 100.39%.
- Conduct of monitoring of the 12 SDOs in the mapping of 5-year-old children or above not attending kindergarten, including those with disabilities
- The SDO's have initiatives :
 - Project FMBM (Find Me and Bring Me) City-wide Child/Family Mapping and Early Registration of learners including those children and youth of Bislig City Division,
 - School-Community Enrolment Advocacies, Conducted community mapping. "No Child is Left Behind" Division Campaign of Surigao del Norte Division,

- PROJECT TOPS-PLUS (Tracking of Pupils and students Profile on Learning, understanding and skills), PROJECT LEAP (Learners Educational Achievement and Performance) are also the initiatives of Surigao City Division.
- Agusan del Norte Division has developed and implemented operational guidelines on parental engagement in Kindergarten.
- Cabadbaran City has monitoring on the conduct of proactive child mapping/tracking system per school and barangay

Outcomes:

- Increased Awareness and Motivation of Parents/Stakeholders.
- Mapped 5-year old children and increased the transition rate of Kindergarten to Grade 1.

Strategy 1

Ensure establishment of schools in geographically isolated and disadvantaged areas

Activities and Direct Products:

- Issued permit to operate and government recognition to 105 private schools offering kindergarten, elementary, and JHS for CY 2023.
- Issued approval to operate for six (6) integrated school to existing elementary schools.
- Issued permit to operate for the establishments and additional program offering in SHS Program Implementation to thirteen (13) schools
- Validate and conduct prioritization of recipient schools for repair and construction of school buildings
- Monitored 100% BEFF projects
- Conducted actual inspection/ validation of accomplishment of 100% BEFF projects
- Conducted Ticketing of school issues and concerns (Includes unmerging of LRN, Reopening of closed schools, closure of schools, unenrolled learners) on issues beyond control by RO and escalated to the Central Office
- The SDOs have initiatives like conducted monitoring to improve school environment with ideal classroom to learners' ratio.

Outcomes:

- Six (6) integrated schools can now operate for CY 2023.

- Thirteen (13) schools are established and offered SHS Program Implementation for CY 2023.
- Addressed issues and concerns related to closure and reopening of schools

Strategy 3

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

Activities and Direct Products:

- 64 research-presented in congress and fora
- 7 completed research are accepted, archived in the E-saliksik portal of CO.
- 24 research for upload in the E-saliksik portal of DepEd Central Office for CY 2023.
- 3 completed research (BERF funded) were selected and presented in Research O'clock of DepEd CO
- 15 completed research were presented in the International research Forum organized by Region IV-A
- Research on 4P's program was presented to DSWD by the DSWD focal person in the regional office.
- 154 (100%) outputs of action research are used in the classroom by teacher-researchers.
- 60 out of 408 (14%) completed study are used in the analysis of REDP, DEDP, ESIP, designing interventions to address issues in the and in enhancing program implementation
- 40 (9%) documentary of success story of researchers are presented
- Issued research management operational guidelines based on the research results

Outcomes:

- Improved attitude of DepEd Personnel toward research.
- Technical knowledge of researchers is enriched.
- Skills and interest of researchers to research is developed.
- Improved research program implementation due to the issuance of regional operational guidelines anchored on research results.
- Increased number of research proposals received.
- Increased number of researchers.
- Recognized by DepED Central Office as Region with Distinguished Implementation of E-saliksik Portal in CY 2022 (National Planning Conference)
- Recognized by DepED Central Office as Region with Sustained and Unwavering Commitment to the Implementation of the Basic Education Research Fund in CY 2022 (National Planning Conference).

Activities and Direct Products:

- Conduct of M&E and Technical Assistance Provision to SDOs on Child Protection Policy Implementation and CFSS
- Conduct of M and E to SDOs on: Oplan Kalusugan sa DepEd Program And SDHCP Clinic Hubs/School Clinics
- In the school division offices, they conducted monitoring to improve school environment with ideal classroom to learners' ratio (Agusan del Norte Division)
- Monitored developed IMs for quality and sufficient learning materials / resources in all learning areas
- Assessed school libraries, laboratories, and health & sanitation facilities in schools
- Trained teachers and learning facilitators to properly implement remediation programs and management of learners at risk of dropping out
- SDO's have activities like the following:
 - Project BIGBAG "Believing in God's Blessings and Graces" by the SDO's of Bislig City
 - Conduct Outreach Programs across levels and functional divisions
 - Conduct monitoring WASH in schools Program by Cabadbaran City.
 - Inclusion of Genderized Toilet in the SEF 2024 budget by Cabadbaran City Divisions and Conducted orientation on Child-Friendly School System (CFSS) and Institutionalized CFSS to all schools both public and private
 - Surigao City Division monitored the conduct of early registration & remote enrolment and Monitor, consolidated and interpreted pupils, students and out of school youths profile

Outcomes:

- Low percentage (.069%) of bullying cases reported. (304 JHS and 214 elementary cases with a total of 518 bullying incidents for CY 2022-2023 in public schools and 6 cases in private schools)
- Low No. of Incidents on Other Learner Rights and Protection Concerns - 116
- Total Number of Schools with Established Child Protection Committee - 2,071 out of 2,355 schools
- Low No. of Incidents on Other Learner Rights and Protection Concerns - 116

Activities and Direct Products:

- Identify OOSC/ OSYAS reached by implementers
- Mapping of Geographically Isolated and Disadvantaged Area/s (GIDA) OOSC/ OSYAS
- Widening the ALS literacy mapping: * Identify Differently Abled Persons (ALS-DAP) OOSC/ OSYAS and categorize them into different exceptionalities reached by implementers.
- Nurture the education of Persons Deprive of Liberty (PDL) , Children in Conflict with the LAW, drug victims, rebel returnees, teen-age pregnancy victims
- Provided TA to SDOs concerns on issues arising from enrolment, learners and other school issues (through messenger calls, phone calls, text messages and emails) on issues to be resolved by the region

Outcomes:

A decrease in the ALS enrolment from CY 2022-2023 is 6,659 in the Elementary to 6,195 in SY 2023-2024. In secondary, a total of 22,453 in SY 2023-2024 to 19,264 in SY 2023-2024 due to the following reasons:

- Financial challenges and constraints (tuition fee concerns leading to disapproval or transfers and economic difficulties impacting decisions)
- Family circumstances and dynamics (parental separation, migration, and family issues causing shifts and relocations due to work, seeking better opportunities, or family decisions)
- Residential changes and relocations (movement within or outside the area impacting enrollment and frequent relocations due to job changes or family migration)
- Diverse personal factors (peer influence, early marriages, illnesses, and work preferences affecting decisions and personal life choices impacting continuation of education)
- Educational aspects and preferences (specialized track preferences, limited course offerings influencing enrollment and students seeking specific strands or tracks not available in their current schools)
- Social and health factors (emotional fragility due to various influences impacting attendance and health-related absences or safety concerns affecting enrollment or transfers.

- Institutional and systemic issues (lack of effective marketing, feeder school problems, or inadequate support systems and document-related delays or unspecified reasons for transfers.
- Geographical and access challenges (distance, transport issues, or accessibility affecting enrollment decisions and impact of demographic shifts or population changes on school choices.
- Other influences (cultural, armed conflict, or societal issues leading to relocations and changes. and graduation numbers, classroom congestion, and voucher program eligibility influencing enrollments.

Another critical component of the MATATAG agenda is to **TAKE GOOD CARE OF LEARNERS BY PROMOTING LEARNER WELL-BEING, INCLUSIVE EDUCATION**. DepEd Caraga has activities per strategy to ensure accomplishment of the targets and support the realization of the mission of the department.

Pillar 3: Equity:

Strategy 1

Improve gender sensitive contextualized curriculum and learning delivery.

Activities and Direct Products:

- Regional online training on Comprehensive Sexuality Education (CSE) implementation
- Conducted capacity building activity of Comprehensive Sexuality Education (CSE) for public schools district supervisors and school heads
- Participate in the conduct of comprehensive sexuality education (CSE) conference for GPTA/ GPTC, guidance counselors, SSG officers and advisers
- Monitoring and submission of report on the implementation of comprehensive sexuality education (CSE) program
- Attended workshop on the development of communication and messaging for comprehensive sexuality education (CSE) program
- Attended the national rollout of comprehensive sexuality education (CSE) integration in the curriculum
- CSE capacity building activities for the Supreme Student Government (SSG) and their advisers 2022
- Workshop on the review and enhancement of comprehensive sexuality education (CSE) learning resources

- Participated in the conduct of the consultative workshop and writeshop on the development, validation and finalization of CSE integration in the Alternative Learning System (ALS), Special Education (SPED), MADRASAH, and private schools

Outcomes:

- Capacitated the concerned personnel on Comprehensive Sexuality Education (CSE) implementation
- Enhanced knowledge of Comprehensive Sexuality Education (CSE) implementation

Strategy 2

Engage partners to provide education for learners in disadvantaged situation

Activities and Direct Products:

- Participated in conferences of associations of LGU officials and other stakeholders
- Immersion program for internal DepEd stakeholders
- Conducted Seminar-Workshop on the Utilization of School Governance Council (SGC) Functionality Assessment Tool
- Conducted self-assessment of SBM practices in all schools of the 12 SDOs
- Ongoing submission of SGC Functionality Assessment Tool
- Utilized SGC Functionality Assessment Tool as provided by the BHROD-SED

Outcomes:

- Increased awareness and knowledge the Utilization of School Governance Council (SGC) Functionality Assessment Tool

Strategy 3

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

Activities and Direct Products:

All learners stay in school and finish key stages:

- Tracked the OSYAs reached that are converted into ALS learners Participation Rate & Gross Enrolment Rate
- All learners transition to the next key stage: Intensify capacity building for ALS stakeholders

- Orientation / training on ALS for internal and external stakeholders
- Conducted monitoring on baseline data gathering in IPed implementing schools per SDO
- Conducted Workshops to draft the 10-year IPed Division roadmap (2 sessions) and to revisit it
- Conducted Quarterly Meeting of Division IPed Focal Persons
- Conducted capacity building for teachers and school heads on culture-responsive education
- Monitor the conversion of SPED Learning Centers into Inclusive Learning Resource Centers (ILRC)
- Manage the contextualization of the curriculum and learning delivery for Special Education programs.
- Conduct Program Implementation Review (PIR) for Special Education (SPED), Kindergarten, and Multigrade every two years
- Assess learning resource needs per learning packages of the Special Education Program
- Assess learning resource needs per domain for kindergarten
- Assess learning resource needs per learning areas and grade levels in a Multigrade setting based on the Budget of Work and Multigrade Integrated Lesson Plan/ Daily Lesson
- The schools division offices have
 - PROJECT EQUITY (Expanding quality and inclusivity for transformed youth including special cases of children and adults)
 - Project LEAD (Leveraging education for the academically disadvantaged)
 - Developed and implemented a Mapping Strategy for the whereabouts of out-of-school children and out-of-school youths
 - Strengthened networking with LGUs, DSWD, barangay officials, Office of the Muslim affairs and other NGOs on data gathering and solutions to identified barriers to accessing quality education
 - Implemented mechanism for the enrollment of pre-identified children with disabilities in kindergarten between and among ECCD, DSWD, NGOs, and DepEd
 - Completed Program Assessment of IPed, Madrassah, SPED, ALS
 - Project Reinforcing ALIVE (Alternative Learning Initiatives for Values Enthusiast)
 - Conducted capacity building activities for program implementers and instructional leaders

- Conducted Child-Mapping activities within the different projects
- IP KAW!
- IP learners Known, Acknowledged, and Well-represented CHILD FIND for LWDs
- ALS Source of Alternative Nurturing and Development of Knowledge
- ADI KAMI (Alliance with the Datu and IP community in the Integration of the IP Knowledge Systems and Practices And Management of the IPEd Program
- Advocacy campaigns
- Establishment of Learning Groups
- Establishment of literacy at home and in the community for ALS
- Twice a month home visitation & and follow-up to ALS learners
- Division Retraining on Musabaqah Skills Exhibition
- Conducted Orientation on Arabic Emergent Reading and Culture
- Awareness (AERCA) for MADRASAH Education Program (MEP) - cum- Review on the Developed Digitized Learning Resources for ALIVE Learners & MEP PIR
- Division Training for Receiving Teachers/Secondary Teachers on SPED Content and Pedagogy

Outcomes:

- Increased awareness of stakeholders on MADRASAH Education Program (MEP)
- Trained the Receiving Teachers/Secondary Teachers on SPED Content and Pedagogy
- A decrease in the ALS enrolment from CY 2022-2023 is 6,659 in the Elementary to 6,195 in SY 2023-2024. In secondary, a total of 22,453 in SY 2023-2024 to 19,264 in SY 2023-2024 due to the following reasons:
 1. Financial challenges and constraints (tuition fee concerns leading to disapproval or transfers and economic difficulties impacting decisions)
 2. Family circumstances and dynamics (parental separation, migration, and family issues causing shifts and relocations due to work, seeking better opportunities, or family decisions)

3. Residential changes and relocations (movement within or outside the area impacting enrollment and frequent relocations due to job changes or family migration)
4. Diverse personal factors (peer influence, early marriages, illnesses, and work preferences affecting decisions and personal life choices impacting continuation of education)
5. Educational aspects and preferences (specialized track preferences, limited course offerings influencing enrollment and students seeking specific strands or tracks not available in their current schools)
6. Social and health factors (emotional fragility due to various influences impacting attendance and health-related absences or safety concerns affecting enrollment or transfers.
7. Institutional and systemic issues (lack of effective marketing, feeder school problems, or inadequate support systems and document-related delays or unspecified reasons for transfers.
8. Geographical and access challenges (distance, transport issues, or accessibility affecting enrollment decisions and impact of demographic shifts or population changes on school choices.
9. Other influences (cultural, armed conflict, or societal issues leading to relocations and changes. and graduation numbers, classroom congestion, and voucher program eligibility influencing enrollments.

Strategy 4

Align resource provision with key stage learning standards

Activities and Direct Products:

- Conduct of Training Needs Assessment for ALS implementers.
- Maintain individual teaching portfolios by the ALS implementers
- Scaling of LAC sessions for ALS
- Strengthen Instructional Supervision, Coaching and Mentoring
- Mapping and tagging of learning resources that are locally initiated.
- Development, Revision, finalization of ALS Assessment Package.
- Increase completion rate: *ALS implementers utilizing full-cycle assessment tools (e.g. RPL, FLT, ILA, Portfolio, Projects, micro-certification, others) and
- Increase Accreditation & Equivalency Passing Rate- *Providing adequate learning modules for all learners
- *Utilizing appropriate teaching strategies in various ALS programs (e.g., 4As, Project-based Learning -PBL, Weekly Lesson Log -WLL, others)
- Provide supplementary learning materials

- Training and enhancement of ALS implementers on improved Life Skills modules that impart socio-emotional skills
- Orientation of Deped personnel Implementing ALS SHS Program
- Launching of ALS SHS
- Conduct of ALS SHS Implementer
- Monitoring and Evaluation of the ALS SHS Implementation
- Monitor SDOs on the mapping of Muslim learners in public schools.
- Monitor the SDOs' provision of TA to implementing schools in the organization of ALIVE classes where there are at least 15 learners
- Monitor SDOs' provision of TA to schools in the implementation of remediation/learning acceleration strategies
- Conduct Program Implementation Review/Quarterly interfacing with SDO counterparts
 - Contextualized learning resources developed for the different programs
 - Conduct Training-Workshop and Development of the Contextualized Learning Resources
 - ALS-Project MORE
 - Project SPED
 - Conduct Multi-grade Teaching, Contextualization, Development of Learning Resource, and Language
 - Enhancement and Pedagogy for Madrasah Teachers and School Heads

Outcomes:

- Assessed training needs of ALS teachers
- Enhanced knowledge in Pedagogy of Madrasah Teachers and School Heads

Another priority of the matatag agenda, is to **TAKE GOOD CARE OF LEARNERS BY PROMOTING LEARNER WELL-BEING, INCLUSIVE EDUCATION**. The Regional Office and Schools Division Offices designed activities and interventions to support in the accomplishments of the targets of the department

Resiliency and Well-being:

Strategy 1

Enhance DRRM in response to natural and man-made calamities

Activities and Direct Outputs:

- Monitored the organizations and function of the division and school level Quick Response and Rehabilitation Team (QRRT)

- Provided schools with support interventions to address their needs for the effective implementation of school-based DRRM
- Forged partnerships with NGOs, NGAs, LGUs, other partners to address resources gaps and for the implementation of activities that improve resiliency
- Conduct M and E and TA Provision to SDOs on DRRM
- Webinar on the basics of research data collection and analysis on DRRM/CCA
- Webinar on the basics of research data collection and analysis on DRRM/CCA
- Webinar on Disaster Preparedness for RO and SDO Personnel
- Webinar on Contingency Planning for SDOs and Schools
- Disseminated Research Results in DRRM through Research Stakeholders Forum

Outcomes:

- Partnerships are forged.
- Focal persons in DRRM were informed of the research results which could be as a support in making decisions to improve its implementations.
- Improved knowledge and skills of DepEd Caraga offices and school personnel on the updates of DRRM policies.

Strategy 2

Optimize network and partnerships for resource generation

Activities and Direct Outputs:

- Forged partnerships with NGOs, NGAs, LGUs, other partners to address resource gaps and for the implementation of activities that improve resiliency
- Conduct of Stakeholders' Convergence
- Forge partnerships with public and private organizations through MOU/MOA
- Conduct Pahinungod sa Mga Kabulig

Outcomes:

- Generated education resources are based on the identified needs, with approved and sustained MOU and are fully responsive to the needs.

Activities and Direct Outputs:

- Provided schools with support interventions to address their needs for the effective implementation of school-based DRRM
- Conducted monitoring of the implementation of CFSS in the SDO's
- conducted 3 quarters onsite field monitoring in the implementation of school-based DRRM,
- Conducted 2 online/special meetings with SDOs,
- Utilized online monitoring platforms (on RADaR implementation),
- Conducted online coaching and monitoring on the compliance of select schools to CSS policies,
- Conducted virtual review/re-orientation on DRRM for select schools affected by the earthquake,
- Vetted RADaRs to determine support interventions to earthquake affected schools
- Downloaded funds for the response interventions of earthquake affected schools
- Deployment of regional quick response team to earthquake affected schools for validation of reports
- SDO's initiatives:
 - Project SAFE (School adhering to friendly environment
 - Project HEALTH (Medical and dental services)
 - Project HELP (Harnessing extra leaps on panagtinambayayongay)
 - Project TEACH (Teaching and non-teaching access to career and honor)
 - Support to Schools and Learners Program Partnerships Program
 - Project SOURCE (Sense of Ownership Urges Commitment and Engagement)

Outcomes:

- Institutionalized various mechanisms to continuously monitor and provide assistance to DepEd offices and schools in compliance to DRRM comprehensive school safety policies, plans, and standards.
- Strengthened coordination among DepEd offices and schools in responding to disaster-related impacts due to natural / human-induced hazards.
- Improved knowledge and skills of DepEd offices and school personnel on the updates of DRRM policies.

Activities and Direct Outputs:

- Provided basic medical and dental services to learners and personnel
- Provided nutritious food products and milk to SBFP target beneficiaries.
- Conducted monitoring on the implementation of OKD, PPAS in SDOs
- Conduct annual physical examination of RO personnel
- Purchase medicines and medical equipment
- Conduct Program Implementation review of OKD Programs
- Other division offices like Surigao city has the the following projects as initiatives to address the challenges PROJECT SAFE, PROJECT HEALTH, PROJECT HELP, PROJECT TEACH and PROJECT SERVES. Agusan del Norte division provided Health services that include Medical, Dental, and Nursing services in the school setting, to make the learner stay healthy and more fit to learners, Intensified the implementation of the School-based Feeding Program (SBFP) aligned with the Republic Act 11037, also known as the Pagkaing Masustansya Para sa Batang Filipino Act to address short-term hunger, encourage children to school, and as support to their nutritional needs.

Outcomes:

- Delivery of all Health and Nutrition services are compliant to policies, standards and guidelines, continually implemented as required and with workplan and with approved project accomplishment reports.
- Technical Assistance plans captured the TA needs of the SDOs, communicated to the RFTAT are approved.

To assist in the development of the human resources like the teachers and non-teaching personnel, another critical component of MATATAG is to **GIVE SUPPORT TO TEACHERS TO TEACH BETTER.**

Governance:

Enabling Mechanism 1

Education leaders and managers practice participative, ethical, and inclusive management processes.

Activities and Direct Outputs:

- Conduct policy review and develop operational guidelines on HR Policies for approval. L & D, R & R, PMS and NEAP Operational Guidelines
- Orientation on operational guidelines of HRD policies, plans, and framework
- DepEd Caraga employed is the integration of Water, Sanitation & Hygiene (WASH) in Schools to the School-Based Management implementation; thus, making the SBM as vehicle to successfully implement WinS.
- Monitored and provided technical assistance in the implementation of:
 - Competency-based hiring and promotion system

Outcomes:

- The Regional Office executes tailored Human Resource Development (HRD) plans and policies at the local level, aiming to establish a strategic and efficient system for Human Resource Development within the Schools Division Offices.

Enabling Mechanism 2

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

Activities and Direct Outputs:

- Conduct of ASD Audit and Monitoring to 12 SDOs “Panagtambayayong”
- Conduct Quarterly Panagtigum among Records Officers in RO and SDOs
- Conduct Three-Day Live-in Capacity Building of HRMOs on RSPI
- Conduct of Semestral Convergence of Supply Officers in RO and SDOs
- Capacity Development of RO and SDOs Records Management Improvement Committee
- Conduct of Annual Performance Review and Target Setting of Records Officers in RO and SDOs
- Interface Activity with the Knowledge Management Team
- Revisiting of the Contextualized Records Management Manual
- Conduct of Enhancement Workshops on APDS, Loan Verification, Payroll Process, Remittances and other related matters

- Orientation on MSP and localized Policy on RSP
- Updating & Refurbishing of the Citizen's Charter
- Filling up of vacant items in the Regional Office
- Preparation of Payroll/Pay Slips and other relevant documents
- Evaluation and verification of loan applications within five (5) working days
- Conduct Induction Program to 100% Newly-hired RO Personnel
- Provide technical assistance in ensuring the implementation of SDO's Induction Program
- Rewards and Recognition
- Design and localize system for rewarding and recognizing deserving RO and SDO
- Localize implementation of systems, policies, and guidelines of the Performance Management System (PMS)
- Conduct monitoring to ensure proper dissemination and implementation of RPMS to SDOs
- Utilize data as basis in identifying appropriate intervention
- Provide support for the continuing professional development of Non-Teaching Licensed professionals in the
- Regional office as revealed through LDNA/IDP analysis.
- Develop needs-based and competency -based professional development program for teachers and school leaders which are CPD
- Accredited and NEAP Recognized
- Implemented needs-based and competency -based professional development program for teachers and school leaders which are CPD
- Accredited and NEAP Recognized
- Facilitate claims, payments of salaries and benefits (pre-audit function), reimbursements on Personnel Services, Maintenance and Other Operating Expenses, Capital Outlay expenditures, monthly
- Prepare, review and consolidate Budget Execution Documents (BEDs) #s 1 & 3 submitted by 12 Schools Division Offices
- Monitored and provided technical assistance in the implementation of:
 - a. Professional standards for teachers, school heads and supervisors
 - b. Employee welfare and benefits standards
 - c. Learning and Development plan under R-NEAP leadership.

Outcomes:

- Received Service Recognition Incentives, Collective Negotiation Agreement Incentive (CNA), loyalty fee because of the savings generated
- DepEd personnel earned CPD credit units from attending PRC accredited Professional Development Programs.
- RO and SDOs implemented induction programs for newly hired RO and SDO personnel and with provision of strategic technical assistance.

- Regional, Schools Division Offices and School Personnel have improved competencies in the performance of their functions.
- RO and SDOs established and institutionalized systems and processes towards administrative effectiveness and efficiency.

Enabling Mechanism 3.

Ideal learning environment and adequate learning resources for learners ensured

Activities and Direct Outputs:

- Provide allocation in the annual budget proposals for resource provision
- Facilitate/assist Schools Division Offices in the crafting and consolidation of Annual Budget Proposal
- Monitored and provided technical assistance in the implementation of:
 - Standards for a quality and inclusive learning environment for different learner groups for the new normal post COVID-19
 - Standards for the integration of educational technology in teaching and learning
 - Standards for learning resource development that are accessible to all types of learners
 - Operationalized the system for granting access to learning resources

Outcomes:

- Addressed teacher needs, classroom and furnitures shortages based on the ceiling given by Central Office

Enabling Mechanism 4.

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

Activities and Direct Outputs:

- Establish profiling system for Regional Office and Schools Division Offices Human Resources through Human Resource Information System (HRIS), CPDAS, and PDIS
- Ensuring accessible and updated database re: records management
- Conduct of Mid-year Review on Administrative Services Division Quality Management System vis-à-vis Citizen's Charter
- Conduct of ASD Pre-Procurement Planning
- Conduct of Quarterly GSU meeting
- Conduct of monthly ASD Meeting

- HRMPSB meetings
- Interface with the PLIs
- Installation of Addressable Fire Alarm System
- Conduct of Convergence among end users, BAC, Finance, Accounting Unit, and Procurement Unit & COA
- Ensure a log sheet of Supplier's Registry
- Monitored and provided technical assistance in the implementation of:
 - Operationalized the RO Human Resource Information System (HRIS), Research Information System (RIS), Document Tracking System (DTS)
 - Standards on procurement processes, forms, and documents
 - Updated Supplier's Registry;
 - Transparency mechanism;
 - Sustained implementation of the guidelines on third-party participation in procurement;
 - Guidelines on customized procurement for selected major programs
- Implement the developed guidelines on modern financial systems and processes (BMS, eFRS)

Outcomes:

- complete, accurate, relevant and timely submission of financial accountability reports.

Enabling Mechanism 5

Strengthen active collaboration with key stakeholders

Activities and Direct Outputs:

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

Outcomes:

- Funded programs and projects that benefits the learners like sports, research, feeding and classroom repairs
- Bottlenecks pertaining to fund releases are resolved.
- Tracked the financial utilization of SDO's and all implementing units
- Fully endorsed of budget proposal of DepEd Caraga through RDC to DepEd Central Office

Activities and Direct Outputs:

- Reinforcement of DepEd, DBM and DILG Joint Circular No. 1, s. 2017 on the Revised Guidelines on the Use of Special Education Fund (SEF), quarterly
- Sustain collaboration with DBM through involvement in Quarterly Full-Time Delivery Unit (FDU) meeting and with COA through strengthened cooperation and engagement during COA exit and entrance conferences.
- Maintain books of accounts and Registries of Allotment and Disbursements (RAOD) and submit the required budget and financial accountability reports, monthly
- Monitor and evaluate financial performance of Schools Division Offices, quarterly

Outcomes:

- Funded programs and projects that benefits the learners like sports, research, feeding and classroom repairs
- Bottlenecks pertaining to fund releases are resolved.
- Tracked the financial utilization of SDO's and all implementing units
- Fully endorsed of budget proposal of DepEd Caraga through RDC to DepEd Central Office

To assess the physical accomplishments of the regional office for CY 2023, results of the RMEA are displayed below. It shows that for the three (3) quarters, all the FD's in the region performed the mandated jobs and activities. The regional office is efficient.

Comparative Consolidated Physical Accomplishments, CY 2023

Functional Divisions/Units	% of Physical Accomplishments		
	Q1	Q2	Q3
Administrative Services Division (ASD)	95.81	93.65	94.24
Curriculum and Learning Management Division (CLMD)	98.41	95.42	99.58
Education Support Services Division (ESSD)	93.33	95.00	NDA
Field Technical Assistance Division (FTAD)	99.62	98.36	98.30
Finance Division (FD)	95.67	95.60	96.54
Human Resource and Development Division (HRDD)	96.55	98.25	96.00
Policy, Planning, and Research Division (PPRD)	100.00	100.00	92.86
Quality Assurance Division (QAD)	96.41	99.45	97.40
Office of the Regional Director	97.58	97.03	97.27
a. ICT Unit	94.44	96.85	94.44
b. Legal Unit	100.00	100.00	100.00
c. Public Affairs Unit	95.33	93.30	97.38
OVER-ALL	97.36	97.22	96.52

It can be gleaned in the table, that the 96.52% of physical accomplishments represents the level of completion or achievement of physical targets during the third quarter. The slight decrease in physical accomplishments from Quarter 2 to Quarter 3 may indicate challenges or factors affecting performance. In summary, while the organization has demonstrated high performance in physical accomplishments, the slight decrease in the third quarter requires careful attention. Addressing the root causes and implementing continuous improvement measures will be essential for maintaining and enhancing the delivery of quality services.

The FDs/Units who have obtained high % of physical accomplishments are Legal Unit, CLMD, and FTAD. The Legal Unit's achievement of 100.00% in physical accomplishments indicates exceptional efficiency and effectiveness in meeting its objectives. This high percentage suggests a strong adherence to legal guidelines, meticulous record-keeping, and successful resolution of legal matters. The Curriculum and Learning Management Division's attainment of 99.58% in physical accomplishments underscores a robust commitment to educational excellence and program delivery. This high percentage signifies successful curriculum implementation, effective learning management systems, and positive student outcomes. The Field Technical Assistance Division's accomplishment of

98.30% in physical accomplishments highlights proficient technical support, successful project execution, and reliable assistance to stakeholders. This percentage reflects the division's ability to address technical challenges, provide quality assistance, and deliver on project objectives. In conclusion, the top 3 overall percentage physical accomplishments of the Legal Unit, Curriculum and Learning Management Division, and Field Technical Assistance Division not only showcase exceptional performance but also carry significant implications for the organization's operational efficiency, reputation, and stakeholder relationships.

III. General Findings:

1. Decrease in the enrolment both in the regular (Kindergarten to Senior High School) and ALS suggest strengthening of the conduct of tracking/mapping.
2. DepEd Caraga delivered the services to the clientele appropriately and within the quality mandate of DepEd based on the physical accomplishment reported in the RMEA and DMEA.
3. High percentage of nearly proficient and low proficient learners in five (5) major areas in Grade 6 and Grade 10 and also the high percentage of low proficient learners in Grade 12 (NAT 2021-2022) suggest enhancement of the implementation of curriculum management, learning delivery, learning resource management and learning outcome assessment.
4. All the activities for Calendar Year 2023 are conducted within the standard based on the QATAME results.
5. Monitoring and evaluation of the different programs and projects through the development of M and E Plan shall be enforced in order to identify the feedback or gaps of the implementation of the policy.
6. Delivery of basic health and nutrition services to learners are ensured by being compliant to policies, standards and guidelines, continually implemented as required
7. To ensure that learners and personnel are protected from all hazard, various mechanisms to continuously monitor and provide assistance to DepEd offices and schools in compliance to DRRM comprehensive school safety policies, plans, and standards are institutionalized.
8. DepEd Caraga has modernized internal systems and processes for a responsive and efficient delivery of basic education services
9. Direct outputs of the activities conducted of DepEd Caraga produced an outcomes that can impact to the learners
10. All the strategies per pillar have activities and outputs aligned to the MATATAG agenda and priorities in the BEDP 2030.

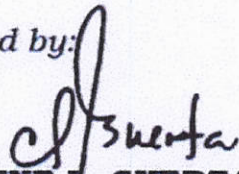
11. Data on KPI's is not complete for SY 2022-23 from the EBEIS and no data available for CY 2023 to assess the accomplishment of the targets of DepEd Caraga on access, efficiency and quality.
12. Ensure the implementation of M & E Mechanism to PAPs as a shared responsibility by RO FDs/Units through RMEA, PIR, CLMD-CID Convergence, Collaborative Meeting, Program

IV. Next Steps:

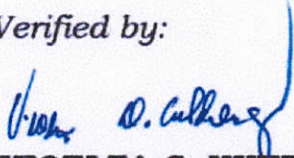
After a thorough evaluation and assessment of the REDP the following steps are considered:

1. Communicate and review the results of the assessment to the field;
2. Revisit strategies and targets in the REDP.
3. Revisit the Master Plan of each functional division

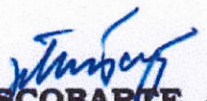
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