



Republic of the Philippines
Department of Education
CARAGA REGION

DECEMBER 16, 2025

REGIONAL MEMORANDUM
No. **1356**, s. 2025

To: SCHOOLS DIVISION SUPERINTENDENTS
All Others Concerned

**ADOPTION OF DIVISION EDUCATION DEVELOPMENT PLAN (DEDP)
OUTLINE AND APPRAISAL CHECKLIST**

1. In line with the Department of Education's thrust to strengthen planning and monitoring mechanisms, the Division Education Development Plan (DEDP) serves as the strategic framework for guiding educational initiatives, resource allocation, and performance evaluation across schools in the division. To ensure consistency and quality in its preparation and appraisal, the department has developed a standardized DEDP Outline and Appraisal Checklist.
2. This memorandum formally adopts the DEDP Outline and Appraisal Checklist as official references for all planning and appraisal activities within the Region and Division. These tools are designed to:
 - Provide a clear structure for the formulation of division education development plans.
 - Ensure alignment with national and regional education priorities.
 - Facilitate systematic appraisal and monitoring of plan implementation.
 - Promote accountability and transparency in educational planning.
3. All schools division offices shall use the DEDP Outline as the standard format in preparing their respective education development plans.
4. The Appraisal Checklist shall be utilized by supervisors and evaluators to assess the completeness, relevance, and quality of submitted plans.
5. The DEDP Appraisal Checklist and Outline are enclosure.
6. Immediate and wide dissemination of this Memorandum is desired.

MARIA INES C. ASUNCION

Director IV 
Regional Director

Encls.: As stated

Reference: None

To be indicated in the Perpetual Index under the following subjects:

PERFORMANCE

PPRD/clgd
12/03/2025

Enclosure 1. REDP OUTLINE

	STRUCTURE	DESCRIPTION
I	Executive	Brief introduction and summary of the strategic plan. It should describe the plan, the problem that it solves, the strategies to employ and the performance targets.
II	Summary Background	This describes the context of the region/division, its current situation, performance gaps, and the key and emerging priority issues/challenges confronting basic education at each level of governance. Discussion may focus on the situation of learners, out of school children and youth, schools, and learning centers. Further identify the key and major challenges in terms of: a) access and efficiency, b) equity, c) quality of basic education provision (student learning outcomes, key challenges in quality of teacher and learning), d) Resiliency and well-being, e) Governance (i.e. system management and education budget and financing
III	Strategic Directions	Strategic Direction charts the path of the organization towards achieving the vision. It sets the long-term or medium-term strategic direction of the organization towards achieving the goal, outcomes, intermediate outcomes, and targets
		A. Goal - represents the contribution of the Department in achieving societal aspirations in terms of improving the state of basic education in the country and global community. It is aligned with the goals of the national government.
		B. Outcome – statement of the expected change as a consequence of interventions. These can be changes in learners' performance, systems, policies, or institution. Specifically, statement of the quality and characteristics of the learner that the organization wants to produce after completing basic education.
		C. Intermediate Outcomes (IOs) –critical results that must occur to reach the higher-level outcome. It describes what the organization endeavors the learners to have in terms of access, equity, quality/achievement, and resiliency.
		D. Strategies and Outputs - are actionable objectives designed to achieve the IOs. Each IO may have several interconnected strategies supported by various outputs which may come in the form of policies, standards, programs, projects, and activities

IV	Performance Targets	These should contain desired annual outcomes performance focusing on learners' performance highlighting the end of plan targets. Should include targets on Access, Equity, Quality, Resiliency and Well-being and Governance
V	Implementation Arrangements and Organizational Capacity	These must include current material, financial, and human resources, and organizational capacity. It will also outline how the units will execute its strategies. This answers the question "Who will do what?".
VI	Monitoring, Evaluation and Adjustments (MEA)	MEA puts into operation a systematic process for collection, collation, and analysis of key education data and information that will allow DepEd's decision makers, implementers at each DepEd governance level, and other stakeholders to collectively appreciate both achievement and challenges in the basic education sector. The main objective of the MEA is to facilitate decision making for a more relevant and responsive delivery of basic education services.
VII	Analysis and Management of Risk	These must include the registry of identified Risks, its description, and the strategic solutions to mitigate the impact of each identified risk. These must show the strategies in order of priority over the next six years.
VIII	Indicative Timelines	These must show the strategies in order of priority over the next six years. This need not be detailed but must show an indicative sequencing and prioritization.
IX	Appendices	The Data Capture Form summary and the Pareto Analysis must be attached as annexes, together with other documents cited in the plan. Other pre-work outputs should be placed in a docket as additional references

Enclosure 2. DEDP Appraisal Checklist

Checklist for Appraising an Education Plan

The **DEDP Appraisal Checklist** ensures the proposed DEDP is complete and can be used as a roadmap to guide the DepEd region, schools, and community learning centers to deliver quality basic education services to all learners. The review of the document establishes the **relevance** and **technical correctness** of the DEDP, i.e., the strategic directions (strategies and interventions) are aligned with the baseline situation.

The frame conditions in the SDO, learners' challenges, issues, strengths, and weaknesses of the DepEd region will be addressed by the proposed strategies and deliverables outlined in the DEDP. Specifically, the review process will be focused on four major areas:

- **Context.** The DEDP describes the environment surrounding DepEd in the region. The DEDP should be able to tell its readers about its geographical, economic, social, and political context, which may provide a holistic understanding of past and future challenges and issues.
- **Evidence.** The DEDP provides both quantitative and qualitative data and information. Combining numbers and stories will provide deeper insights into the major underlying factors influencing or affecting past performance.
- **Demand.** The DEDP focuses on learners' needs. All proposed strategies and outputs are directed to respond to these needs.
- **Feasible.** The proposed strategies and outputs are necessary and adequate to achieve the desired and intermediate outcomes in the DEDP.

The DEDP Appraisal Checklist lists 23 questions that can be used to review the DEDP thoroughly. Assess if the DEDP can answer the question with sufficient data and information for each question. For each question:

- Yes. The DEDP provided sufficient information and analysis. More insights and understanding of the phenomenon and plans are obtained.
- Some room for improvement. The information and analysis must be more comprehensive to draw insights and understand the phenomenon and plans.
- No. The information and analysis provided are insufficient to draw insights and understand the phenomenon and plans.

Table 1. Guide to Appraising the Draft DEDP		
Assessment Criteria	Assessment	Page Number
A. DEDP is CONTEXT-SPECIFIC Definition: DEDP describes the environment and sector surrounding DepEd SDO. Context-specific means the plan is able to consider the different environmental factors that may influence or affect the way basic education services will be provided.		
1. LGU plans and development in the area. Does the DEDP describe the LGUs vision and development goals and future plans in the city/province that may influence or affect the DepEd SDO's provision of basic education services?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		

Table 1. Guide to Appraising the Draft DEDP		
Assessment Criteria	Assessment	Page Number
2. Economic growth and developments in the area. Does the DEDP describe the industries in the city/province that may influence or affect the DepEd SDO's provision of basic education services?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
3. Natural and human-induced natural hazards. Does the DEDP describe the threat to learners, DepEd personnel, and school properties?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
4. Key Stakeholders. Does the DEDP describe the efforts of other public agencies and major stakeholders on basic education?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
B. DEDP is EVIDENCE-BASED Definition: The DEDP identifies and describes the challenges and issues on basic education in the Division. Discussion includes learners' performance, their challenges, and the operational factors that contributed or affected the efficient and effective provision of basic education services to all learners. The DEDP should be able to highlight the main factors that will explain past performance.		
5. Does the DEDP identify the main underlying causes for its key challenges and issues in ACCESS ?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
6. Does the DEDP identify the main underlying causes for its key challenges and issues in EQUITY ?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
7. Does the DEDP identify the main underlying causes for its key challenges and issues in READING ?	(a) Yes (b) Some Room for Improvement (c) No	

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Assessment Criteria	Assessment	Page Number
Comments/Explanation:		
8. Does the DEDP identify the main underlying causes for its key challenges and issues in LEARNING ?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
9. Does the DEDP identify the main underlying causes for its key challenges and issues in DISASTER RISK REDUCTION AND MANAGEMENT ?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
10. Does the DEDP identify the main underlying causes for its key challenges and issues in LEARNERS' WELL-BEING ?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
11. Does the DEDP identify the main underlying causes for its key challenges and issues in GOVERNANCE ?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
C. DEDP is DEMAND-DRIVEN Definition: All proposed strategies and outputs identified in the DEDP are necessary and adequate to address the major challenges and issues identified in the situation analysis section.		
12. Are the underlying causes of the challenges and issues on ACCESS (<i>described in the situation analysis</i>) addressed in the DEDP?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
13. Are the underlying causes of the challenges and issues on EQUITY (<i>described in the situation analysis</i>) addressed in the DEDP?	(a) Yes (b) Some Room for Improvement (c) No	

Table 1. Guide to Appraising the Draft DEDP		
Assessment Criteria	Assessment	Page Number
Comments/Explanation:		
14. Are the underlying causes of the challenges and issues on READING (<i>described in the situation analysis</i>) addressed in the DEDP?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
15. Are the underlying causes of the challenges and issues on LEARNING (<i>described in the situation analysis</i>) addressed in the DEDP?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
16. Are the underlying causes of the challenges and issues on National Certification Assessment (<i>described in the situation analysis</i>) addressed in the DEDP?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
17. Are the underlying causes of the challenges and issues on LEARNERS' WELL-BEING (<i>described in the situation analysis</i>) addressed in the DEDP?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
18. Are the underlying causes of the challenges and issues on Alternative Learning System Accreditation & Equivalency Assessment (<i>described in the situation analysis</i>) addressed in the DEDP?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
19. Are the underlying causes of the challenges and issues on DISASTER RISK REDUCTION AND MANAGEMENT (<i>described in the situation analysis</i>) addressed in the DEDP?	(a) Yes (b) Some Room for Improvement (c) No	

Table 1. Guide to Appraising the Draft DEDP		
Assessment Criteria	Assessment	Page Number
Comments/Explanation:		
20.Are the underlying causes of the challenges and issues on GOVERNANCE (<i>described in the situation analysis</i>) addressed in the DEDP?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
D. DEDP is FEASIBLE Definition: Feasible means the plan can be implemented . The targets are achievable , the proposed strategies and outputs are aligned with the desired outcomes and intermediate outcomes, and implementation control mechanisms are identified in the plan.		
21.Does the DEDP include an indicative implementation plan highlighting the major milestones of the DEDP?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
22. Does the DEDP describe the implementation and control mechanism for managing results?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		
23. Does the DEDP include how the DepEd DepEd region will manage and mitigate the implementation risks ?	(a) Yes (b) Some Room for Improvement (c) No	
Comments/Explanation:		