



Republic of the Philippines
Department of Education
 REGION X- NORTHERN MINDANAO
 Division of Malaybalay City

DM - 2023-02-035
 DEPED MALAYBALAY CITY DIVISION
RELEASED
 FEB 01 2023 Time: 8:58
 By:

DIVISION MEMORANDUM

No. 035, s. 2023

To: Assistant Schools Division Superintendent
 Chief Education Supervisors, CID and SGOD
 Public Elementary and Secondary School Heads
 All Others Concerned

From: **VICTORIA V. GAZO PhD, CESO V**
 Schools Division Superintendent

Date: January 31, 2023

Subject: **SEMINAR-WORKSHOP ON THE CRAFTING OF 2022-2025 SCHOOL IMPROVEMENT PLAN**

1. Pursuant to DepEd Order No. 24, s. 2022, otherwise known as the Adoption of the Basic Education Development Plan 2030, this Division will conduct a Seminar-Workshop on the Crafting of 2022-2025 School Improvement Plan to all school heads on February 9-10, 2023.
2. School heads are required to bring laptop, pocket wifi, extension wires for the workshop and the following data:
 - a. School profile
 - b. Key Performance Indicators
 - c. Assessment/Achievement Test Results
 - d. Problem Tree Analysis
 - e. SWOT Analysis
3. Meals, snacks and other allowable expenses maybe charged to local funds subject to availability of funds and must be disbursed in accordance to existing laws and regulations. The venue will be announced in the school heads group chat.
4. Enclosed is the matrix of the activity and tools to be used for the workshop. Queries relative to this can be relayed to **RIA K. ALCUIZAR**, Senior Education Program Specialist – Planning and Research at **09271501978**.

Enclosure:

As stated

Copy furnished:

Records Unit

Planning and Research



Address: Sayre Hi-way, Purok 6, Casisang, Malaybalay City
 Telefax No.: 088-314-0094; Telephone No.: 088-813-1246
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MATRIX OF THE ACTIVITY

CRAFTING OF 2022-2025 SCHOOL IMPROVEMENT PLAN
February 9-10, 2023
8:00 A.M -5:00 P.M

February 9, 2023		
8:00-8:30	Opening Program	
	National Anthem Prayer DRRM Roll Call Message	Multimedia Presentation Multimedia Presentation Multimedia Presentation LORENZO O. CAPACIO <i>Chief Education Supervisor, SGOD</i> VICTORIA V. GAZO, PHD, CESO V <i>Schools Division Superintendent</i>
	Overview of the Program	RIA K. ALCUIZAR <i>Senior Education Program Specialist Planning and Research</i>
8:30-10:30	Pillar I. Access to quality Basic Education for All	RIA K. ALCUIZAR <i>Senior Education Program Specialist Planning and Research</i>
10:30-12:00	Pillar II. Equity for Children, Youth, and Adults in Situations of Disadvantage	RACHEL R. VALDE <i>Education Program Supervisor</i>
LUNCH		
1:00 -3:00	Pillar III. Quality of Education Provision and Learning Outcomes	RALPH T. QUIROG <i>CID Chief Education Supervisor</i>



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	and Learning Outcomes	
3:00-5:00	Pillar IV. Learners' Resiliency and Well being	JIMDANDY LUCINE <i>DRRM Coordinator</i> DR. MARCUSJULITA FULGENCIO Dentist II
February 10, 2023		
8:00-8:30	Registration	
	Makabayan Song Prayer	Multimedia Presentation Multimedia Presentation
8:30-10:00	Enabling Mechanisms: Governance and Management	LORENZO O. CAPACIO <i>Chief Education Supervisor, SGOD</i>
10:00-12:00	Workshops	Participants
LUNCH		
1:00 -4:00	Workshops	Participants
4:00 - 5:00	Closing Program	Closing Program



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WORKSHOP

Pilar 1: Access to Quality Basic Education					
Intermediate Outcomes: All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities.					
Sub intermediate Outcomes: All 5 year old children attend school, Increased Net Intake Rate Kindergarten to 100.00% or exceed 149.68 %					
Strategy 1.1.1: Improve access to universal kindergarten education					
Outputs:	Program, activities and projects 2023-2028	School's Interventions	Budget	Source of Budget	MOVs
Tripartite partnership with Barangay LGUs, pre-school centers, and public schools strengthened	BATA-(Bata Agalon, tudloan ug Atimanan) <ul style="list-style-type: none"> • Stakeholders' forum (Setting a conference to Barangay LGUs, pre-school/tutorial centers) • Tracking of 5 year-old children in the community 				
	Adopt a School Program <ul style="list-style-type: none"> • Stakeholders Forum • Convergence and appreciation of Stakeholders • Establishing partnerships LGU to 				



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	strengthen kindergarten programs				
DepEd's acceleration policy developed and implemented;	<ul style="list-style-type: none"> Program Implementation Review of DepEd's acceleration policy and Kindergarten catch up program 				
Existing Catchup program for five-year-old children or above not attending kindergarten reviewed and reformulated	<ul style="list-style-type: none"> Program Implementation Review of Kindergarten Catch-up Education program 				
Strategy for mapping whereabouts of 5-year-old children developed and implemented in schools	Project Reach <ul style="list-style-type: none"> Data mining on the list of 5-year old children in Barangay house to house mapping advocacy campaign 				

Sub-Intermediate Outcome 1.2: All school-aged learners attend school and increased Net Enrollment Ratio (NER) in elementary from 115.65 % to 99%, junior high school from 94.50% to 97% and senior high school from 51.90 % to 92%.

Strategy 1.2.1 Strengthen the conduct of advocacy and social mobilization Campaigns along with operationalization of efficient data mapping, storage, and validation mechanisms



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Output					
Strategy for mapping whereabouts of 6-11 year old children developed and implemented in schools.	Project Reach <ul style="list-style-type: none"> • Data mining • house to house mapping • advocacy campaign 				
Strengthened partnership between schools, barangay and LGU	<ul style="list-style-type: none"> • Stakeholders Forum 				
Strategy 1.2.2: Strengthen access for inclusive education through SPED, IPed, and Muslim Education					
Establish(ed) IP Schools in Daraguyan, Dalwangan and Kinoaw Zamboanguita	<ul style="list-style-type: none"> • Stakeholders Forum • Orientation of School Managers and DepEd personnel on document processing for establishment of schools 				
Established additional Alive Class at Natic-an ES.					
Sub Intermediate Outcome 1.3: All Learners stay in school and finish key stages					
Strategies 1.3.1 Improve learners access to quality and rights-upholding learning environment					



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Outputs 1.3.1					
Digital(ized) materials for all learning areas developed and made accessible to target learners;	Project TWINKLER				
	Project DILLS				
	Creation of DILLSplus Portal (offline)				
	Utilization of Division Local LR Portal (Online)				
	Utilization DepEd National LR Portal (Online)				
All schools provided with the library and science and mathematics laboratories; STE tools and equipment	Establishment of additional school libraries, science and math laboratories, STE tools and equipment from the central office				
Schools that implemented the feeding program for targeted learners;	1. Orientation of PSDS, School Heads, Feeding Teachers / Coordinators on the program and its guidelines				
	2. Supply Mapping, Procurement, Downloading and Liquidation of Funds				
	3. Consolidation of progress monitoring				



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	reports and program terminal reports				
Health and teaching personnel trained on appropriate school health and nutrition standards;	1. Seminar on basic first aid (in-person)				
	2. Refresher course on basic first aid (in-person)				
	3. Re-orientation on OKD (Oplan Kalusugan sa DepEd) among coordinators				
More schools with health sanitation facilities;	1. Preparation and submission of Proposal on construction of additional health and sanitation facilities in schools.				
	2. Forum with the internal and external Stakeholders to ensure more schools will have health and sanitation facilities by the year 2028				
More schools implementing learners mental and psychosocial programs	1. Training on Mental Health and Psychosocial support services (MHPSS) among School Mental Health Coordinator and/or Designated Guidance Coordinator.				
	2. Reorientation on Mental Health and Psychosocial support services (MHPSS)				



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	among School Mental Health Coordinator and/or Designated Guidance Coordinator.				
More schools with ideal classroom to student(learner) ratio at the elementary and secondary levels	Conduct site inspection and appraisal through ocular inspection and assessment against standards with other site requirements, -Inventory of existing school buildings for planning and budgeting purposes, and				
	Provision of New Standard Classrooms for shortages.				
	Construction of Low cost classroom				
Strategies 1.3.2. Improve capacity to retain learners in schools					
Outputs 1.3.2					
Teachers and facilitators capacitated to implemented remediation programs and management of	Capacity Building on Handling Remediation Programs Capacity Building on Managing LARDOS and SARDOS				



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learners at risk of dropping out;					
More schools implementing school-initiated interventions using flexible learning options;	<ul style="list-style-type: none"> • Strengthen implementation of open SHS program, ALS Senior High School Program • Expansion of Open High School Program • Progress tracking of Open High School, and Open Senior High School 				
Schools implementing remediation programs/LRP for struggling learners	<ul style="list-style-type: none"> • Institutionalize Alas Basa in Schools to address learning gaps in reading • Implement Project ALTER to address learners who are non numerates • Implement 30 min. daily tutorial programs for struggling learners • Implement homogeneous intact classes in identified schools to increase proficiency level of learners • Implement Basa Bonanza, EnSciMa, CBNI, ReCoMES, SIM, ReteaMa 				
Counseling services for all students to	PELC				



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<p>address to address individual concerns provided in all schools.</p>	<p>(Promote Learners with Every Care) Program</p> <ul style="list-style-type: none"> • Capacity Building and Development Programs for Guidance Advocates and guidance designate every beginning of school year through training-workshops, & LAC sessions. • Benchmarking of Guidance Advocates to schools within the Region with effective Guidance services once a year. • Conduct intensive school information drive & symposium on identified behavioral problems of the learners. • Implementation of Comprehensive guidance counseling services • Conduct of recollections, group sharing & open forums. • Intensive Monitoring of School Guidance Program Implementation quarterly 				
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Strategies 1.3.3. Strengthen school's capacity to ensure learner's continuity to next stage



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Outputs 1.3.3				
Convert(ed) Elementary Schools into Integrated schools in any areas where access to JHS and SHS is difficult;	<ul style="list-style-type: none"> Stakeholders' forum 			
Incomplete primary schools converted into complete multigrade schools;				
New secondary schools established in areas with less access to secondary education;	<ul style="list-style-type: none"> Conduct of Feasibility Study 			
Established new schools in remote areas				
Open Senior High Schools in the established Secondary and Integrated Schools;	<ul style="list-style-type: none"> Capacity building among school heads on the conduct of feasibility study and document processing 			
More private schools participating in the Education Service Contracting scheme				
	<ul style="list-style-type: none"> Capability building on private school on Education Service Contracting 			



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and Senior High School Voucher Program	<ul style="list-style-type: none"> • Conduct monitoring on approved ESC Grantees and SHS Voucher Program 				
SHS course offerings are within the standard;	<ul style="list-style-type: none"> • Conduct document evaluation and Onsite Validation both on Public and Private Schools • Institutionalize Curriculum Mapping • Subject schools for joint Senior High School Voucher Program 				
SHS facilities provided are within standards	<ul style="list-style-type: none"> • Conduct site inspection and appraisal through ocular inspection and assessment against standards • Inventory of Offered Tracks per schools against existing school buildings for planning and budgeting purposes, and • Provide Master list of schools with laboratories & unique workshops shortages. 				



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	<ul style="list-style-type: none"> • Provision of New Standard Unique Workshops and Laboratories for Senior High Schools according to offered tracks. 				
<p>Tool for tracing learner's completing basic education, including ALS learner's, is developed and operational.</p>	<ul style="list-style-type: none"> • OSY-find (A mapping mechanism for ALS) 				
	<ul style="list-style-type: none"> • Northern Mindanao Education Survey System 				
<p>Coordination mechanism between elementary and secondary schools established;</p>	<ul style="list-style-type: none"> • Strengthen coordination and communication mechanism for school heads and schools' ICT Coordinator through group chats • Conduct Capability Development on coordination mechanisms 				
<p>Secondary schools that implemented bridging strategies to address learning gaps;</p>	<ul style="list-style-type: none"> • Conduct of Alas Basa Na and Project ALTER • Training-Workshop on Identifying Learning Gaps cum Development and implementation of Remediation Strategies • Conduct Analysis of DELA and 				
<p>Teachers trained on identifying learning gaps and remediation strategies</p>					



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	<p>CMSS result to identify the learning</p>				
<p>Improved counseling services of schools to address learner's concerns implemented.</p>	<p>training-workshop, LAC session, benchmarking for guidance counselors and designates</p> <ul style="list-style-type: none"> • Intensive school information drive, symposium • conducting counseling, recollections, creating group chats (GCs) • posting cellphone numbers • TLC (Tender Loving Care) Hour • Implement the Standard ratio of Guidance Counselors in school which is 1 guidance counselor is to 500 learner's ratio. • Provide minutes every day to show tender loving care to learners by listening them. • Monitor quarterly the implementation 				



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Sub-Intermediate Outcome 1.4.: All out-of-school children and youth participate in formal or non-formal basic education learning opportunities

Strategies 1.4.1 Strengthen mechanism for providing access to relevant basic opportunities for OSC and OSY, and OSA

Outputs 1.4.1					
Literacy mapping strategy for identifying OSC, OSY, and OSA developed and implemented in division and districts;	<ul style="list-style-type: none"> • OSY-find • (A mapping mechanism for ALS) 				
	<ul style="list-style-type: none"> • Northern Mindanao Education Survey System 				
ALS teachers community ALS implemento(e)rs and learning facilitators trained to use online teaching platforms;	<ul style="list-style-type: none"> • Learning Circles Series: A Capability Building Program for ALS Teachers 				
	<ul style="list-style-type: none"> • Digital citizenship training for ALS Teachers • (In partnership with DICT) 				
	<ul style="list-style-type: none"> • Learning Action Cells (LAC) Sessions for ALS Teachers 				
ALS teachers are deployed in high demand areas;	<ul style="list-style-type: none"> • Recommend Hiring and Deployment of additional ALS Teachers • (20 plantilla items) 				



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	<ul style="list-style-type: none"> Hiring and Deployment of Community ALS Implementers 				
New community learning centers (CLCs) are operational in high demand areas;	<ul style="list-style-type: none"> Inventory of ALS Community Learning Centers 				
	<ul style="list-style-type: none"> Establishments of "Salag sa Kaalam" 				
Access to print and non-print learning resources in the CLCs improved;	<ul style="list-style-type: none"> In-house Reproduction of ALS Forms, Modules, Supplementary Materials and Learning Activity Sheets 				
	<ul style="list-style-type: none"> Project "ALL" A – ALS L – Learning and Teaching L – Laboratory 				
Selected CLCs are equipped with appropriate learning facilities	<ul style="list-style-type: none"> Repair, repainting, and refurbishing of MCCLC 				
	<ul style="list-style-type: none"> Establishment of ALS e-classrooms and Tech4Ed Centers 				
ALS internal stakeholders access to training on ALS program	<ul style="list-style-type: none"> Training - Workshop on ALS program Implementation 				



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implementation improved ;					
Service contracting and engagement of non-DepEd providers are expanded;	Stakeholders Convergence (government and non-government agencies, HEIs and private individuals)				
ALS external stakeholders on ALS program implementation improved	Recognition and monitoring System				
ALS M&E system and processes aligned with Basic Education Monitoring and Evaluation Framework developed and operational in all governance levels.	<ul style="list-style-type: none"> Conduct monitoring on Completion Rate and Accreditation & Equivalency passing rate 				
Strategy 1.5.2 Strengthen implementation of priority nonformal education programs					
Output					
<ul style="list-style-type: none"> Strengthen(ed) Implementation of Basic Literacy Programs, A&E Programs, InFEEd, Academic-focused bridging programs, 	<ul style="list-style-type: none"> Modular instruction, online, digital or mobile learning, face-to-face learning sessions and tutorials, radio or television-based 				



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functional education and literacy programs	instruction, blended learning or a combination of various modalities				
Pillar 2: Equity for Children, Youth, and Adults in Situations of Disadvantage					
Intermediate Outcomes (IOs): Disadvantage school-age children and youth, and adults benefited from appropriate equity initiatives					
Sub-intermediate Outcomes 2.1: All school-age children and youth and adults in situations of disadvantage are participating in inclusive basic learning opportunities and receiving appropriate quality education.					
Strategies 2.1.1: Improve program management and service delivery					
Outputs					
On improving the situation analysis of school-age children and youth and adults in situations of disadvantage, including barriers to education:					
Coordination with LGUs and barangay officials on data gathering and analysis towards explicit solutions to identified barriers to education implemented;	<ul style="list-style-type: none"> • Project Reach (Child Mapping) • Stakeholders' Forum 				
Mechanism for the enrollment of pre-identified children with disabilities in Kindergarten between and among ECCD ,	<ul style="list-style-type: none"> • Strengthened Child Find Program • Referral System • Opening of Additional SPED Classes 				



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DSWD, NGOs, and DepEd implemented;					
10-year Program Assessment of IPEd completed	Group Think <ul style="list-style-type: none"> • Annual Assessment through Focus Group Discussion (FGD) Division / Cluster Based 				
	<ul style="list-style-type: none"> • Quarterly PIR by Division as scheduled 				
	<ul style="list-style-type: none"> • Consultation with IP elders 				
On formulating policies and standards to promote responsiveness of DepEd systems and processes to learners in situations of disadvantage:					
Learning and Development Plan for the capacity development of personnel involved in IPEd implemented	<ul style="list-style-type: none"> • Learning and Development Needs Assessment for IPEd Personnel • Conduct of school-based mentoring of school head and teachers assigned in IP schools through LAC sessions • Conduct of trainings workshops of school heads and teachers on IPEd related skills and competencies 				



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On developing evidence-based regional policies, guidelines, and standards with an equity approach:					
Rights-based and culture-sensitive planning and M&E at various governance levels for IPEd formulated and implemented;	<ul style="list-style-type: none"> Gather data on the Challenges, issues and concerns in the implementation of DepEd mandates re IPEd for policy review and formulation. 				
	<ul style="list-style-type: none"> Planning conference with stakeholders 				
	<ul style="list-style-type: none"> Consultation with IP Elders 				
Governance framework and partnership mechanisms for IPEd across governance levels developed and implemented	<ul style="list-style-type: none"> Strengthen linkages and partnerships through Brigada Eskwela and Adopt-a-School program 				
	<ul style="list-style-type: none"> Conduct of advocacy activities like rituals and celebrations(IP day, IP month, IP family day 				



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	<ul style="list-style-type: none">• Close and Constant Coordination with IPEd Focal person on the implementation of their SOCMOB related programs• Strengthened Teachers adopt-a-learner program (Luyungan HS)				
Program approaches and strategies for various typologies of IPEd-implementing schools formulated and implemented	<ul style="list-style-type: none">• Capacity Building on Program Approaches and Strategies for various IPED-Implementing Schools• Survey on data for update on reports, information and revision of school implementation plan.• Close and Constant Coordination with IPEd Focal person on the implementation of their SOCMOB related programs				
On training school personnel and community learning facilitators on inclusive practices adapted to learners in situations of disadvantage;					



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<p>Teaching, non-teaching, and stakeholders trained on inclusive education</p>	<ul style="list-style-type: none"> Upskilling of Teachers, School Heads, Supervisors and Stakeholders on Inclusive Education for: IPED, MEP, SPED 				
<p>Program approaches and strategies for various typologies of IPed-implementing schools formulated and implemented</p>	<ul style="list-style-type: none"> Teacher Enhancement Training-Workshop on the various culture-based pedagogical skills and technological knowledge for IPED, MEP and SPED 				
	<ul style="list-style-type: none"> Capacity building on the Development, Finalization and Production of contextualized Learning Resources for IPED, MEP and SPED 				
<p>On strengthening instructional supervision of inclusion initiatives:</p>					
<p>Monitoring and evaluation policy and mechanism on inclusive education developed and implemented</p>	<ul style="list-style-type: none"> Utilization of ISO standardized M&E tools for IPED, SPED and MEP <p>Communiview</p> <ul style="list-style-type: none"> Regular M&E and Quarterly PIR for 				



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	Inclusive Education Implementation for IPED, MEP and SPED				
Strategies 2.1.2: Provide an inclusive, effective, culturally responsive, gender-sensitive and safe learning environment to respond to the situations of disadvantage					
Outputs					
On developing and enhancing standards and policies on inclusive and safe learning environments:					
Policies and standards for safe and accessible learning environments for learners with different learning needs implemented	<ul style="list-style-type: none"> Strengthened the implementation of Child friendly programs Strengthened the implementation of STAR classrooms, offices and schools 				
	<ul style="list-style-type: none"> Appraised buildings identified for demolition and recommend demolition of such by submitting a "Building Inspection Report". Conduct site inspection of areas affected by disasters to determine extent of damage and repair needed. 				



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	<ul style="list-style-type: none"> • Prepare school site appraisal reports repair of educational facilities and preservation of heritage school buildings • Provide Master list of schools with damage for repair needed and to be demolished for replacement. 				
	<ul style="list-style-type: none"> • Provision of Replacement of Classrooms and Repair of School Building Facilities. 				
<p>Contextualized rural farm schools established</p>	<ul style="list-style-type: none"> • Establish linkage with DA, ATI, DOLE, DOST, DENR and other NGOs • Consultation with the community of prospect School/s • Assessment of the Required Documents as per IRR of RA No. 10618 aligned with DO 36, s. 2015 among prospect schools 				



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 Telefax No.: 088-314-0094; Telephone No.: 088-813-1246
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	<ul style="list-style-type: none"> Finalization and submission of required documents ready approval and implementation 				
On improving the physical infrastructure and facilities of schools and CLCs to make them accessible to learners with disabilities and appropriate to the ecological and socio-cultural context of the community:					
One community Learning Center (CLC) per barangay established	<ul style="list-style-type: none"> Expand the establishment of "Salag sa Kaalam" in other barangays Strengthened linkages with barangay 				
On customizing learner support services as appropriate to school-age children and youth and adults in situations of disadvantage, including customized health, WASH, and nutrition facilities:					
Inclusive Learning Resource Center Established	<ul style="list-style-type: none"> Conversion of SPED Center into Inclusive Learning Center 				
Learner support services appropriate for learners with different learning needs implemented.	<ul style="list-style-type: none"> Medical Personnel Support Services 				
Strategies 2.1.3: Improve gender-sensitive contextualized curriculum and learning delivery					
Outputs					



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On customizing learning delivery modalities appropriate to the contexts of school-age children and youth and adults in situations of disadvantage					
<p>Standards, processes, and protocols for the contextualization of the curriculum, and learning delivery for inclusive education developed and implemented</p>	<ul style="list-style-type: none"> • Development and production of quality assured contextualized learning resources for IPED, MEP and SPED • Utilization of quality assured contextualized learning resources for IPED, MEP and SPED • monitoring and evaluation on the utilization of contextualized learning resources 				
<p>Programs to address gender-disparities among children are developed and implemented</p>	<ul style="list-style-type: none"> • Capacitating school gender and development (GAD) focal persons through training-workshop, benchmarking and LAC sessions • Integration of Comprehensive Sexuality Education in teaching kindergarten, MAPEH, EP Science and 				



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 Telefax No.: 088-314-0094; Telephone No.: 088-813-1246
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	Personality Development				
Strategies 2.1.4: Enhance DepEd platforms for learning resources					
Outputs					
On enhancing learning resource standards for all platforms and types of learning resources responsive to the context of each group in situations of disadvantage:					
Standards, processes, and protocols for the contextualization of learning resources for inclusive education implemented	<ul style="list-style-type: none"> • Development and production of quality assured contextualized learning resources for IPED, MEP and SPED • Utilization of quality assured contextualized learning resources for IPED, MEP and SPED • monitoring and evaluation on the utilization of contextualized learning resources 				
On strengthening and improving ICT platforms:					
DepEd ICT platforms and facilities with	DIGITALAALL (Development of				



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<p>accessibility features for education inclusive provided are</p>	<p>Inclusive, Gender-sensitive, Innovative, Transformative and Adaptive Learning Resource) for All</p> <ul style="list-style-type: none">• Conduct Needs Assessment of Schools on ICT Platforms for Inclusive Education<ul style="list-style-type: none">• Uploading of developed Learning Resource and Learning Resource Bank for Inclusive Education Learning Materials• Orientation of ICT coordinators on ICT-based Learning Resources for Inclusive Education• Launching of the Utilization of Learning Resource Bank with the LR for Inclusive Education• Monitoring of the Utilization of Learning				
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	<p>Resources for Inclusive Education</p> <ul style="list-style-type: none">• Conduct Program Implementation Review on the Integration of Inclusive Education Learning Resource Materials.• DepEd Computerization Program				
<p>On increasing the number of teachers and learners with a complete set of inclusive education teaching and learning resources:</p>					
<p>Standard processes and protocols for the contextualization of the curriculum, learning delivery, and learning resources for IPED (for both formal and ALS) formulated.</p>	<ul style="list-style-type: none">• Establish coordination between LRMS, ALS and IPED coordinators on the contextualization of the curriculum, learning delivery, and learning resources for IPED• Develop contextualized learning resources for IPED (both formal and ALS).• Quality assurance of contextualized learning resources for IPED (both formal and ALS).• Utilization of Quality assured of contextualized learning				



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	resources for IPEd (both formal and ALS).				
Strategies 2.1.5.: Promote partnerships benefit education for learners in situations of disadvantage					
Outputs					
On developing a communication and advocacy plan for programs addressing concerns of learners in situation of disadvantage:					
Communication and advocacy plans for inclusive education are implemented	<ul style="list-style-type: none"> • Strengthened advocacy campaign for inclusive education • Stakeholders forum focused on inclusive education 				
On engaging non-DepEd providers of education for groups in situations of disadvantage:					
Partnership with external providers of inclusive education forged;	Stakeholders Forum <ul style="list-style-type: none"> • ALS Kumustahan • Established linkage for possible support for inclusive education 				
Standards and protocols for the engagement of stakeholders in support of inclusive education formulated	<ul style="list-style-type: none"> • Adopt A School Program 				
Involvement of the community in the	<ul style="list-style-type: none"> • Established linkage with community, barangay 				



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<p>apply 21st century skills to various real-life situations;</p>	<p>address learning gaps to make necessary adjustment if needed</p>				
<p>3.3. Learners attain(ed) Stage 3 (Grade 7-10) learning standards of literacy and numeracy skills and apply 21st century skills to various real-life situations;</p>	<ul style="list-style-type: none"> • Institutionalize Training for the Development and Enhancement of Identified Priority Areas • Enhancement Training of Instructional Leaders 				
<p>3.4. Learners attain(ed) Stage 4 (Grades 11-12) learning standards equipped with knowledge and 21st century skills developed in chosen core, applied, and specialized SHS tracks;</p>					
<p>Increased the number of public and private elementary and high schools belonging to the 4th Quadrant group (75-100)</p>	<ul style="list-style-type: none"> • Strengthen engagement of time on task • Intensive instructional supervision • Minimize ancillary services for teachers 				



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	<ul style="list-style-type: none"> • Prioritize curricular and co-curricular activities • Strengthen implementation of DM 39. s. 2022 				
<p>3.5. Learners in the Alternative Learning System attain(ed) certification as Elementary or Junior High School and Senior High School completers.</p>	<ul style="list-style-type: none"> • ALS Accreditation and Equivalency (A&E) assessment and certification for elementary and secondary levels • presentation of portfolio, A&E test and micro-certification • capacity building programs • ALS Teachers, Community ALS Implementers, and Learning Facilitators on learning assessment and certification 				
<p>Strategies: Ensure alignment of the curriculum, instruction, and classroom assessment methods in all learning areas.</p>					
<p>Outputs</p>					



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<p>Curriculum guides reflecting the socio-emotional and 21st century skills including the appropriate learning approaches and assessment are developed, disseminated, and implemented</p>	<ul style="list-style-type: none"> • Curriculum review • Integration of Comprehensive Sexual Education (CSE) • Technical Assistance to School Heads and Teachers • Acquiring and harvesting of material available in the National LR Portal • School Monitoring • LAC Session • Provision of Curriculum guide 				
<p>Sustainable Development Goals and human rights including but not limited to children's rights, integrated in relevant subjects as</p>	<ul style="list-style-type: none"> • Intensify the instructional supervision and provision of technical assistance in the integration of Sustainable Development Goals 				



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early as Stage 1 and until Stage 4;	and human rights in all learning areas				
Policies and standards on Good manners and Right Conduct (GMRC) and Values Education issued and implemented	Institutionalization of PROJECT RAK (Random Act of kindness) <ul style="list-style-type: none"> • Monthly Observance of Values • Celebration of Values Month Every November • Pictures, write-ups, videos showing student's act of kindness with corresponding stars convertible to cash or goods/supplies • Highlighting or recognizing uncommon act of kindness during flag ceremony or any classroom activities 				
Policies, standards, and program management on	<ul style="list-style-type: none"> • Conduct Policy Review on the existing 				



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curricular, co-curricular, and extra-curricular developed and implemented	co-curricular policies and standards affecting the basic education implementation				
Pillar	<ul style="list-style-type: none"> • "Fuel Up project • Reorientation on the existing policies standards, and program management on curricular, co-curricular, and extra-curricular 				
	<ul style="list-style-type: none"> • Implementation of the policies and standards set and developed 				
Strategies: Align resource provision with key stage learning standards					
Learning resources for learning standards reflecting the socio-emotional and 21 st century skills provided	<ul style="list-style-type: none"> • Project PIR (Provision of Instructional Resources) • Provision of quality assured contextualized Learning Materials through Learning Resource Portal • Availability of Learner's module and 				



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	<p>Teachers' guide across all learning area.</p> <ul style="list-style-type: none"> Monitoring of Lesson Plans and DLL 				
System for the management of learning resources developed and implemented	<p>LRMDS FLIGHT 4-3 (Evaluation of school LRMDS)</p>				
System for quality assurance of learning resources developed and implemented	<p>ISO PM: Quality Assurance and Approval of Learning Resources</p>				
Researches on curriculum standards, learning management, and learning resources and services completed and disseminated	<ul style="list-style-type: none"> Capability development in Research Management among research coordinators Capacity building in research writing among teachers, school managers, teaching related and non-teaching personnel 				
	<ul style="list-style-type: none"> Proposed Researches for BERF Funding 				
	<ul style="list-style-type: none"> Design and Development of Division Research Evaluation Guides and Research manual 				



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	<ul style="list-style-type: none"> • Capacity building on research review and evaluation among Supervisors and panel of reactors 				
	<ul style="list-style-type: none"> • Conduct Research Congress/Conference participated by teachers, school managers, teaching related and non-teaching personnel and students 				
	<ul style="list-style-type: none"> • Annual Development and Printing of Division Research Journal "Lalangen" 				
<p>Guidelines on safe use of technology in the teaching and learning process formulated and implemented.</p>	<p>Cybersecurity and Technology Safety Blueprint (CTSB) through Cybergogy: A Comprehensive, Holistic, Engaging, Catalyzing Key Safety (CHECKS) Guides</p> <p>1.1 Conduct Needs Analysis</p> <p>1.2 Development of Contextualized Guidelines on Safe Use of Technology in the teaching and learning Process including Online Learning Delivery</p>				



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	<p>1.3 Validation of Contextualized Guidelines on Safe Use of Technology in the teaching and learning process including Online Learning Delivery</p> <p>1.4 Orientation on Cybersecurity and Technology Safety Guide for Schools</p> <p>1.5 Utilization of Contextualized Guidelines on Safe Use of Technology in the teaching and learning process including Online Learning Delivery.</p> <p>1.6 Institutionalization of Contextualized Guidelines on Safe Use of Technology in the teaching and learning Process including Online Learning Delivery.</p> <p>1.7 Conduct of Program Implementation Review</p>				
Assess learning outcomes at each key stage transition and for learners in situations of disadvantage					
Outputs					
Revised assessment programs with design, tools, administration procedures and	BELA (Basic Education Learning Assessment)				



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<p>guidelines developed and implemented;</p>	<ul style="list-style-type: none"> • Formulation of Test Questions by respective Education Program Learning Supervisors • Development of manual for test administration • Conduct of Orientation to School Testing Coordinators on the Test Administration of BELA using the test administration manual 				
<p>Mechanism for aggregation of classroom assessment for division-wide learning assessments in place and operational;</p>	<ul style="list-style-type: none"> • Division Diagnostic Test • BELA Analysis, Characterization and Inclusion in Basic Learning (Recovery) Plan Administration of (Phil-IRI), EGMA and EGRA 				
<p>Tools and mechanism on use of artificial intelligence, machine learning, and</p>	<ul style="list-style-type: none"> • Organized task force AIMLAC to study Tools and mechanism 				



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<p>analytics for creating predictive models of student readiness achievement, literacy level, SHS track, and work readiness developed and implemented;</p>	<p>on use of artificial intelligence, machine learning, and analytics for creating predictive models of student readiness achievement, literacy level, SHS track, and work readiness</p> <ul style="list-style-type: none">• Attend trainings on Tools and mechanism on use of artificial intelligence, machine learning, and analytics for creating predictive models of student readiness achievement, literacy level, SHS track, and work readiness• Attend trainings on Tools and mechanism on use of artificial intelligence, machine learning, and analytics for creating predictive models of student readiness achievement, literacy level, SHS track, and work readiness				
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Strengthen 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					
Outputs					
Professional development programs for teachers developed and implemented in identified priority areas such as, but not limited to: <ul style="list-style-type: none"> • socio-emotional and 21st century skills • Learning approaches and learning modalities • Assessment program management on curricular, co-curricular, and extracurricular and 	<ul style="list-style-type: none"> • Assessment on teachers Development Needs on 21st Century Skills on learning approaches • Training For Teachers • (DTELL Division Teachers Enhanced Literacy Learning) • Monitoring of Teachers through classroom observation 				
Professional development programs for instructional leaders(MTs,SHs, PSDS, EPS) to support teacher PD in various priority areas.	<ul style="list-style-type: none"> • Learning and Development Needs Assessment of Master Teachers, School Heads, and Education Program Supervisors, Public Schools District Supervisors to support teacher PD in various priority areas • Training For Instructional 				



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	Leaders for MTs, SHs, EPSs and PSDSs				
Ensure alignment of curriculum, instruction and assessment with current and emerging industry and global standards					
Outputs					
Policy on alignment between TEI curriculum and school curriculum issued and implemented	<ul style="list-style-type: none"> • Curriculum map review involving DepEd and TEI • Update TEIs on new issuances on curricular offerings 				
Policy and mechanism for tertiary schools on providing the results of college readiness assessment of SHS graduated established	<ul style="list-style-type: none"> • Forged MOU and MOA for the tertiary schools to provide competency analysis on the result of College readiness assessment • Conduct research on SHS college readiness assessment for policy and mechanisms recommendations 				
Pillar 4: [REDACTED]					
Intermediate Outcomes (IOs) Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being.					



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Sub-Intermediate Outcomes 4.1.: Learners are served by a Department that adheres to a rights-based education framework at all levels

Strategies 4.1.1.: Integrate children's and learners rights in the design of all DepEd policies, plans, programs, projects, process, and systems

Outputs					
Laws, policies, plans, rules and regulations, contracts, programs, projects, and activities containing commitments towards children's rights according to rights-based education framework implemented;	<ul style="list-style-type: none"> • Capacitate school Child Protection Committee in crafting & implementing standards & mechanisms on child protection • Review, revisit and revise policies, plans, rules, and regulations, contracts, programs, projects, and activities containing commitments toward children's rights according to rights based education 				
Rights-based education (RBE) framework adopted and implemented;	<ul style="list-style-type: none"> • Integration, monitoring and strengthening the rights based education (RBE) framework in all learning areas 				
Standards and mechanisms on child protection developed and implemented;	<ul style="list-style-type: none"> • Capacitate school Child Protection Committee in crafting & implementing standards & mechanisms on child protection. 				



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<p>M&E mechanism on rights-based education framework and legal obligations and commitments on children's rights implemented;</p>	<ul style="list-style-type: none"> • Conduct and implement M&E mechanism on rights-based education framework and legal obligations and commitments on children's rights. ○ Develop monitoring tools ○ Coordinate with CID on feedback mechanisms ○ Program Implementation Review 				
<p>Child Rights in Education Desk (CREDe) institutionalized;</p>	<ul style="list-style-type: none"> • Institutionalize Child Rights in Education (CRECe) • Capacitate DepEd personnel & stakeholders on child rights and Strengthen Implementation of Child Rights in Education (CRECe) in schools 				
<p>DepEd personnel and stakeholders trained on child rights/RBE;</p>	<ul style="list-style-type: none"> • Capacitate DepEd personnel & stakeholders on child rights. 				



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<p>Positive discipline measures implemented in schools and community;</p>	<ul style="list-style-type: none"> • Intense monitoring on the implementation of positive discipline in schools and in the community • Strengthen capability development on roles and functions of child protection committees and coordinators 				
<p>Child Protection Unit and child protection committee structures are established; and Child protection policies implemented</p>	<ul style="list-style-type: none"> • Strengthen capability development on roles and functions of child protection committees and coordinators 				
<p>Strategy 4.1.2.: Ensure that learners know their rights and have the life skills to claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being, while also being aware of their responsibilities as individuals and as members of society</p>					
<p>Outputs</p>					
<p>Child rights education (CRE) integrated in the enhanced K-12 curriculum, extra and co-curriculum programs, learning environment and</p>	<ul style="list-style-type: none"> • TLE (Treat Learners Equally) Program • CFS (Child Friendly School) Program 				



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culture of the school , learning center and other learning modalities;	<ul style="list-style-type: none"> • Intensify Child Protection Policy in school. • Strengthen the school program that will cater diversified Learners and • Implement program and activities for all learners 				
Learning resources on children's and learners' rights in education utilized;	<ul style="list-style-type: none"> • Continuation of Project LRMDs FLIGHT 4-3 (School LRMDs Evaluation) 				
School-based guidelines on RBE and CRE implementation developed, with consideration of school based management, school improvement plan,, and school governance council;	<ul style="list-style-type: none"> • Orientation of School Managers and teachers and stakeholders on RBE and CRE • Institutionalization of RBE and CBE in school management, SIP and SGC 				
School personnel and parents trained on child rights education and child protection;	<ul style="list-style-type: none"> • Capacitate school personnel and parents on child rights and child protection 				



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	<ul style="list-style-type: none"> • Training of parents on child rights education and child protection 				
<p>Mechanism on learners' participation on education and children's rights developed and implemented; and Child protection committee in schools established</p>	<ul style="list-style-type: none"> • Conduct and implement mechanisms on children's rights and strengthen the function of established Child Protection Committee in schools. 				
<p>Subintermediate Outcomes 4.2: Learners are safe and protected, and can protect themselves from risks and impacts from natural and human-induced hazards</p>					
<p>Strategies 4.2.1: Protect learners and personnel from death, injury, and harm brought by natural and human induced hazards</p>					
Outputs					
<p>DepEd personnel and learners capacitated on providing mental health and psychosocial support services (MHPSS)</p>	<ul style="list-style-type: none"> • Capacity Building on Mental Health and Psychosocial support services (MHPSS) among DepEd personnel and learners. 				
<p>ESD, DRRM, Climate Change Adaptation and Mitigation (CCAM), and peacebuilding competencies in the K TO 12 curriculum integrated;</p>	<ul style="list-style-type: none"> • Capacity Building on DRRM, CCAM, and Peacebuilding • Curriculum Integration of ESD, DRRM, Climate Change 				



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	Adaptation and Mitigation (CCAM); and peacebuilding competencies in the K TO 12				
Personnel and stakeholders equipped on DRRM, CCAM, and peacebuilding;	<ul style="list-style-type: none"> • Training of Personnel and stakeholders equipped on DRRM, CCAM, and peacebuilding Conduct survival drills (earthquake, floods, fire and etc)				
Safety and emergency supplies and equipment provided to DepEd officers and school established	<ul style="list-style-type: none"> • Preparation of Proposal for Construction of Emergency Supply Room in the Division Office • Proposal for purchase of safety and emergency supplies and Tents as Temporary Classrooms 				
Early Warning System (EWS) in DepEd offices and schools established	<ul style="list-style-type: none"> • Publication of IEC for Established EWS (including other IEC for other DRRM/CCAM-related advocacies 				
Strategy 4.2.2.: Ensure learning continuity in the aftermath of a disaster or emergency					



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Outputs					
Internal and external partners for response, rehabilitation, and recovery mobilized;	<ul style="list-style-type: none"> Maintain active membership and participation to various activities in City and Provincial DRRM Councils 	-			
Regions, divisions, and schools equipped in leading multi-stakeholder groups for the implementation of response, rehabilitation, and recovery;					
Access to relevant responses, rehabilitation, and recovery-related datasets from school enhanced;	<ul style="list-style-type: none"> Maintenance of Incident Flat file DB 	-			
Major repair and reconstruction of infrastructure and replacement of non-infrastructure damages due to disasters/emergencies for rehabilitation and recovery completed;and					
Information, education, and communication (IEC)	<ul style="list-style-type: none"> Publication of IECs 				



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materials in the aftermath of a disaster or emergency developed and disseminated;					
MPHSS interventions, including referral mechanisms, for learners and personnel affected by disasters and emergencies are provided;	<ul style="list-style-type: none"> • Development of MPHSS referral mechanisms and conduct of orientation of MPHSS referral mechanisms among learners, teachers, school managers and DepEd personnel 				
DepEd inter-agency Comprehensive Rehabilitation and Recovery Plan (CRRP) for disaster and emergency developed	<ul style="list-style-type: none"> • Participate in the Comprehensive and Recovery Plan (CRRP) for Disaster and Emergency Workshop of the DepEd Region X/DRRMS • Workshop on the Comprehensive and Recovery Plan (CRRP) for Disaster and Emergency 				
Feedback and accountability mechanisms for learners on emergency interventions established.	<ul style="list-style-type: none"> • Conduct of Quarterly Meetings with School DRRM Coordinators 				



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Strategy 4.2.3.: Protect education investments from the impacts of natural and human-induced hazards					
Outputs					
Risk assessment data for DRRM, CCAM, and peacebuilding established	<ul style="list-style-type: none"> Maintenance of Incident Flat file DB 				
DRRM, CCAM, and peacebuilding plans; contingency plans; and public service continuity plans in all governance levels developed;	<ul style="list-style-type: none"> Write-shop on DRRM, CCAM, and peacebuilding plans, contingency plans, and public service continuity plans 				
DRRM, Peacebuilding, and Climate change-related programs, projects, and activities (PPAs), and budget in DepEd offices and schools annual plans developed	<ul style="list-style-type: none"> Division Search for DREAM School Awards Review of DRRM Team in the Division , Capacity Building, Development of Annual plans 				
Functional DRRM Team organized in all governance levels;					
DRRM, CCAM, and peacebuilding researches published	<ul style="list-style-type: none"> Propose policy on having DRRM, CCAM, and Peacebuilding a separate theme in the Division Research Congress 				



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Regular programs for structural and non-structural hazard prevention and mitigation measures implemented.	<ul style="list-style-type: none"> • Division Search for DREAM School Awards 				
Sub-Intermediate Outcomes 4.3.: Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life and to manage risks					
Strategy 4.3.1: Provide learners with basic health and nutrition services					
Outputs					
Guidelines on health and safety of learners and school personnel, including prevention of COVID-19 developed and implemented;	<ul style="list-style-type: none"> • Conduct forum/ updates on health and safety protocols among school heads including Covid 19 (DepEd Order No. 039, s. 2022) 				
Post COVID-19 tracking of learners' health and nutrition conditions in schools implemented;	<ul style="list-style-type: none"> • Unified Medical, Dental and Nursing Services 				
Health personnel and program coordinators trained on management of risky behavior and child protection issues;	<ul style="list-style-type: none"> • Refresher Training on management of risky behavior and child protection issues among SHNU personnel and School Mental Health Coordinator and/or Designated Guidance Coordinator. 				



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Schools' health facilities including WASH and clinics provided;	<ul style="list-style-type: none"> Preparation and submission of Proposal on construction of additional health and sanitation facilities in more schools. 				
	<ul style="list-style-type: none"> 2.Forum with the internal and external Stakeholders to ensure more schools will have health and sanitation facilities by the year 2028 				
School-community coordination mechanisms for health and safety of learners in schools established	<ul style="list-style-type: none"> Partnership with LGU for health and safety of learners in schools established 				
Policies, guidelines and standards on prevention of COVID-19, health & nutrition, and adolescent health and development implemented.	<ul style="list-style-type: none"> Conduct of Reorientation and Program Implementation Review on Oplan Kalusugan sa DepEd (OKD) Programs among School Heads and School Coordinators. 				
Strategy 4.3.2.: Nurture and protect learners' mental and psychosocial health					
Outputs					
Teachers trained in handling students experiencing mental and psychosocial health issues	Training on Mental Health and Psychosocial support services (MHPSS) among teachers.				



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DepEd personnel and learners capacitated on providing MHPSS.	Training on Mental Health and Psychosocial support services (MHPSS) among DepEd personnel and learners.				
Strategy 4.3.3.: Promote learners' physical and socio-emotional skills development.					
Outputs					
Standards for school sports and competition programs developed and implemented;and	<ul style="list-style-type: none"> • Conduct intensive school-based training to prospective and potential athletes. • Participation in higher meets (Regional Meet / Palarong Pambansa / Batang Pinoy / MILO Olympics. 				
Teaching and non-teaching DepEd personnel trained on after-school sports program	<ul style="list-style-type: none"> • Capacitate teaching & non-teaching personnel, coaches, trainers and officiating officials by sending them to regional / national training-workshops & sports clinic. 				
Enabling Mechanisms: Governance and Management					
Enabling Mechanism					



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Strategy 5.1.: Education leaders and managers practice participative, ethical, and inclusive management processes					
Competency-based hiring and promotion system adopted and implemented;	Conduct training and capacity building for Division Office HRMPSB, School Heads, and Representatives of Teaching, Teaching-Related, and Non-Teaching Associations. -Department's new Merit Selection Plan (MSP) will be in operation by 2023 (DM NO. 282, S. 2022).				
SBM implemented;	Conduct validation of schools on the SBM Level of Practice Upskilling of School Heads on SBM Guidelines and Implementation Conduct of Exit Conference after SBM validation/evaluation				



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<p>Basic education situation analysis and plans submitted to LSBs/RDC and other stakeholders;</p>	<p>Analyze Basic Education Performance Indicators at the conclusion of each calendar year using their provided official emails.</p> <p>Stakeholders' forum</p>				
<p>Policy on synchronized planning and budgeting issued and implemented;</p>	<ul style="list-style-type: none"> Annual Planning Conference 				
<p>Revised SIP policy and implemented</p>	<ul style="list-style-type: none"> Conduct Planning Conference with the Division Planning Team, Program Holders, Public Schools District Supervisor and School Heads 				
	<ul style="list-style-type: none"> Conduct of annual review and presentation of accomplishments in the implementation of AIP and SIP 				
<p>Policy on M&E framework and system issued and implemented .</p>	<ul style="list-style-type: none"> Roll out of BEMEF participated by program holders, EPS, PSDS, School Managers 				



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	<p>and Division Office heads</p> <ul style="list-style-type: none"> • Conduct document evaluation and onsite validation 				
<p>Accurate Comparative Assessments from Schools and Division Level</p>	<ul style="list-style-type: none"> • Conduct orientation and capability building to Division Office HRMPSB, All School Heads, and Representatives of Teaching, Related Teaching and Non-Teaching Associations of the DO No. 19, s. 2022 the new Merit Selection Plan (MSP) of the Department which will take effect by 2023 				
<p>Strategy 5.2.: Ensure human resources in all governance levels are sufficient, resilient, competent, and continuously improving</p>					
<p>NEAP transformation deepened and further institutionalized;</p>	<ul style="list-style-type: none"> • Implement DepEd Order No. 11, s. 2019 (NEAP Transformation) 				
<p>Professional standards linked to employee assessment, development, rewarding, recognition; and</p>	<ul style="list-style-type: none"> • Strengthen implementation of Learning and Development system • Strengthen Implementation of Institutional Conferment and Sibwal Awards (Division 				



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	Program and Awards and Incentives for Service Excellence)				
Employee welfare and benefits standards are developed and implemented;	<ul style="list-style-type: none"> Strengthen implementation of programs and services concerning employees welfare and benefits Conduct Teacher Induction Program 				
DepEd personnel trained on responsive management processes that uphold inclusive and rights-based education	<ul style="list-style-type: none"> Capacity Building on Inclusive and Rights Based Education Cum Responsive Management process Training 				
Learning and Development plan developed and implemented under NEAP leadership	<ul style="list-style-type: none"> Preparation and submission of planned trainings, Programs, Projects and Activities in the Division for NEAP Recognition 				
Strategy 5.3.: Ideal learning environment and adequate learning resources for learners ensured					
Standards for a quality and inclusive learning environment for different learner groups for the new normal post COVID-19 adopted and implemented;	<ul style="list-style-type: none"> Ed Tech 				



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Standards for the integration of educational technology in teaching and learning developed and implemented;	<ul style="list-style-type: none"> • Capacity Building on Ed Tech 				
Standards for learning resource development accessible to all types of learners formulated and implemented; and	<ul style="list-style-type: none"> • Continuation of Project LRMS FLIGHT 4-3 				
System for granting access to learning resources developed and implemented.	<ul style="list-style-type: none"> • Creation of DILLSplus Portal (Offline) 				
	<ul style="list-style-type: none"> • Utilization of Division Local LR Portal (Online) 				
	<ul style="list-style-type: none"> • Utilization of DepEd National LR Portal (Online) 				
Strategy 5.4.: Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services.					
Modern financial management systems and processes developed and implemented;	(1) Create research-based innovations on financial management systems				



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	<p>such as but not limited to:</p> <ul style="list-style-type: none">• Processing of salaries, benefits and remittances• Utilization of School MOOE and other downloaded Funds• Liquidation and downloading of School MOOE and other funds• Preparation of various financial reports• Reporting and remittances of taxes withheld				
	<ul style="list-style-type: none">• Provide user-friendly and up to date forms and templates such as Disbursement Vouchers, Obligation Requests, Cash Disbursement Registers				



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	and other documents needed for processing and reporting				
Major management processes (planning, budgeting, procurement, M&E, human resource) are integrated, synchronized, and coordinated in all governance levels;	<ul style="list-style-type: none"> • Planning Conference, Monthly reports on implementation of programs and utilization of budget • Citizen Charter 				
Performance management and quality assurance systems developed and implemented;	<ul style="list-style-type: none"> • Conduct online /onsite QAME 				
	<ul style="list-style-type: none"> • Continuous provision of technical assistance 				
	<ul style="list-style-type: none"> • Strengthen implementation of performance management cycle • Conduct Quality Management System Review twice a year 				



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	<ul style="list-style-type: none"> • Implement Adjustments on the identified opportunities for improvement based on RAM • Raise PRIME HRM level 				
Disaster risk and reduction response mechanisms established;	<ul style="list-style-type: none"> • Contingency Planning 				
Policy and research agenda formulated and implemented;	<ul style="list-style-type: none"> • Conduct of Annual Program Implementation Review, Assessment and Evaluation • Cum formulation of Research Agenda 				
	<ul style="list-style-type: none"> • Orientation on the research Agenda aligned with BEDP 				
Human Resource Information System (HRIS) in all governance levels developed and implemented;	<ul style="list-style-type: none"> • Development of Human Resource Information System (HRIS) • Development of L and D Data Collection System 				



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	<ul style="list-style-type: none"> Strengthen implementation of CPIS (Comprehensive Personnel Information System) 				
Internal Control System (ICS) framework, guidelines and standards adopted and implemented;	<ul style="list-style-type: none"> Strengthen implementation of Quality Management System following ISO standards Conduct of internal audit in every unit twice a year Implement adjustments on identified opportunities for improvement 				
Guidelines for QMS developed and implemented;	<ul style="list-style-type: none"> Alignment of ISO certified process manual with Central Office (PAWID) 				
Asset Management System implemented;	<ul style="list-style-type: none"> Development of Property and Supply Management system Development of PSMS revision if Necessary Continuous improvement 				



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<p>Helpdesk support system for field procurement operations created;</p>	<ul style="list-style-type: none"> • Creation of Online Feedback Form • Creation of Online feedback Form • Revision if necessary • Continuous Improvement 				
<p>DepEd integrated logistics management system implemented; Organic procurement units and plantilla position for procurement officers created</p>	<ul style="list-style-type: none"> • Enhance the implementation of Procurement Management System, property and supply management system • Creation of Procurement unit • (Recommend for the creation of plantilla position for procurement officers) 				
<p>Contract management system implemented;</p>	<ul style="list-style-type: none"> • Procurement Monitoring System (PMS) 				



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	<ul style="list-style-type: none"> • Creation and Strict Implementation of offices involved • Revision as needed for Continuous improvement) • PMS Training with the Offices Involved <p>Purchase Order (PO) Registry (Public Bidding and Alternative Modes of Procurement) (Google Sheet)</p> <ul style="list-style-type: none"> • Creation of PO Registry thru Google sheet • Proper/Systemized file (hard and Soft Copy) • Maintenance and revision (as needed) 				
Standards procurement on	<ul style="list-style-type: none"> • Ensuring Procurement Process, 				



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<p>processes, forms, and documents implemented</p>	<p>forms and Documents implemented are correct, accurate, and complete in the accordance of the Government Procurement Policy Board (GPPB), Procurement Law (R.A 9184), and Government Accounting Manual (GAM) Revise, if any.</p> <ul style="list-style-type: none"> • • Training and Capacity building of Procuring entity and BAC members 				
	<ul style="list-style-type: none"> • Attend training in GPPB to be updated for Amendments, Revision and new guidelines. (Other related trainings about Procurement Processes) 				
<p>Supplier's Registry established</p>	<ul style="list-style-type: none"> • Creation of Procurement Monitoring System -Creation of PMS -Revision if necessary -Continuous improvement 				



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<p>Transparency mechanism implemented</p>	<ul style="list-style-type: none">• Procurement Transparency Compliance Monitoring (PTCM)• Public Bidding and Alternative modes of Procurement (50,000 and above) Posted in PhilGeps, Division Bulletin, and Division DepEd Website.• Creation of PTCM thru Google sheet• Maintenance, documentation and revision (as needed) <p>Procurement Livestream for Public Bidding thru Facebook page of DepEd Tayo - Malaybalay City</p> <ul style="list-style-type: none">• Pre-Bid Conference• Opening of Bids• Bid Evaluation• Post Qualification <p>Procurement Report Compliance Monitoring (PRCM)</p> <ul style="list-style-type: none">• Submission of Annual and Semestral Reports (Annual Procurement Plan (APP), Procurement Monitoring Report				
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	(PMR), Agency Procurement Compliance and Performance (APCPI) <ul style="list-style-type: none"> • Creation of PRCM thru Google sheet • Maintenance and revision (as needed) 				
Guidelines on third-party participation in procurement implemented	Public Bidding Activities Checklist (PBAC) To ensure that third-party participants, through sending Notice to Observers in all procurement activities:				
Guidelines on customized procurement for selected programs implemented	through sending Notice to Observers in all procurement activities: <ul style="list-style-type: none"> • Pre-Bid Conference • Opening of Bids • Bid Evaluation • Post Qualification 				
Strategy 5.5.: Strengthen active collaboration with key stakeholders					
Stakeholder engagement developed and implemented;	Institutional Convergence <ul style="list-style-type: none"> • Presentation of partnership accomplishments • Identify top partners 				



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	<ul style="list-style-type: none">• Identify areas for further engagement• Commitment signing <p>Brigada Eskwela</p> <ul style="list-style-type: none">• Orientation on the Role of the School Head in the Effective Implementation of Brigada Eskwela and Adopt-A-School Program• Brigada Eskwela School Coordinators And School Partnership Focal Persons Capability Building• Training/Workshop Of Brigada Eskwela Coordinators And School Partnership Focal Persons On The Filling Up And Submission Of Brigada Eskwela Forms 1-7 And Other Partnership And Linkages Forms				
Guidelines on the use of SEF implemented ;	<ul style="list-style-type: none">• Conduct Planning-Workshop on the Use of Special Education Fund• Regular Monthly Executive Meeting of Local School Board				



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	<ul style="list-style-type: none"> Quarterly Meeting of Expanded Local School Board 				
School Governance Council policy implemented;	<ul style="list-style-type: none"> Reorientation of SGC officers on the roles and function and D.O no. 26, s. 2022 Expand the operation of SGC in Elementary Schools of the Division Monitor the activities conducted by the school governing council 				
Policy on the use of partnership information system implemented;	Adopt A School Program <ul style="list-style-type: none"> Stakeholders Forum Convergence and Appreciation of Stakeholders Orientation of Stakeholders on RA 8525: AdOpt-a-School Program 				
Multisectorial youth development alliances established and operationalized in support of ALS implementation;and	SocMob and ALS TieUp <ul style="list-style-type: none"> Close and Constant Coordination with ALS Focal person on the implementation of their SOCMOB related programs 				



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<p>Educ Forum actively engaged as multi-stakeholder platform for consultation, collaborative research and analysis, and high-level advice on strategic basic education policy.</p>	<ul style="list-style-type: none"> • Stakeholders' Forum • Participate in LGU meetings and forums 				
<p>Strategy 5.6.: Enhance and strengthen public and private education complementarity</p>					
<p>Public-private complementarity Framework is developed and implemented</p>	<p>Enhance and Strengthen public and private education Public-Private complementarity framework is developed and implemented; Strengthen knowledge on RA No. 8545 (GASTPE) RA No. 10533 RA No. 10931</p>				
<p>Manual of regulations for private Schools enhanced and implemented</p>	<p>Manual of regulations for private schools enhanced and implemented Conduct monitoring and checking of schools following the guidelines on DO 88,2010 and Revised Manual of Regulation for Private Schools in Basic Education</p>				



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Organizational and human resource Support to qualified personnel in private schools are in place	Organizational and human resource support to qualified personnel in private schools are in place Strengthen monitoring on Private schools teachers' basic benefits are given.				
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