

REGIONAL EDUCATION DEVELOPMENT PLAN

2023-2028



Department of Education
Region IV-A CALABARZON

“ LET'S SEE THIS AS A WAY TO A HIGH QUALITY OF FUNDAMENTAL EDUCATION—A MORAL FOUNDATION THAT WILL EVENTUALLY LEAD STUDENTS IN OUR AREA TO THE PATH OF ADVANCEMENT AND SUCCESS.

ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

THE DIRECTOR'S MESSAGE

The perfect way I can sum up the state of education now is to paraphrase one of Charles Dickens' most famous quotes, "It was the best of times, it was the worst of times." We experience an epoch of change as we work through and manage the Covid 19 pandemic's aftermath. This shift in our era is requiring us to reexamine many aspects of the way we learn, live, and work. It is defined by significant changes in the social, economic, environmental, and even political spheres and is fueled by the exponential advancement of digital technology.

Furthermore, a multitude of variables, including the expanding significance of education in fostering youth development, successful lifelong learning, and community vitality, have contributed to this change in the period. Digital, hybrid and socially isolating in-person learning were specific examples of the belief that tried-and-true methods of teaching and learning would need to shift temporarily or permanently. It takes collaboration around shared aspirations informed by an understanding of current trends and probable future developments to pave the way for the future. Thus, it is crucial and essential that we are clear about the goals we pursue and actions we take for the future of education.

Such goals and actions are now embedded in our Regional Education Development Plan. We will use them as inspiration for how education will develop in the future and leverage change that embodies our ideals. This document likewise contains our intentions and actions that will shape the future of our learning in our region. It is our answer to the call for a renewed commitment to global sustainable development and national goals. This also serves as our potential contribution to guarantee that every young person has access to prosper in school and acquire the knowledge, skills, attitudes and principles that will enable them to contribute meaningfully to society.

I enjoin everyone to cooperate and work toward the accomplishment of the goals set forth in this regional education strategy. Let's see this as a way to a high quality of fundamental education—a moral foundation that will eventually lead students in our area to the path of advancement and success.



ATTY. ALBERTO T. ESCOBARTE, CES
Regional Director

“ THIS IS A PRODUCT OF CALABARZON EDUCATION LEADERS' COLLECTIVE KNOWLEDGE AND PASSION FOR THE DEPARTMENT'S GOAL OF CONTINUOUSLY DELIVERING QUALITY BASIC EDUCATION.



CHERRYLOU D. REPIA
Assistant Regional Director

THE ASSISTANT REGIONAL DIRECTOR'S MESSAGE

In the early days of the pandemic, the Department of Education struggled to find ways to deliver quality basic education amidst the health crisis that we faced. Those days were filled with anxiety and doubt. But with the unparalleled dedication of the Department's entire workforce, we proved to the nation that education could continue.

However, our future is uncertain as we gradually feel the outcomes brought about by the new normal. This is why we need to adjust and develop solutions to address the learning gaps and issues that arise. Education must be flexible to ensure that all possible scenarios are covered with a plan.

I applaud DepEd CALABARZON, a region with the largest number of learners and a diverse learning landscape, for coming up with its Regional Education Development Plan that encompasses this vision. This document is a product of CALABARZON education leaders' collective knowledge and passion for the Department's goal of continuously delivering quality basic education. As one of the prime movers of education, the Region saw the need to be proactive, pragmatic, strategic, and futuristic to develop learners that are capable of facing the future in an undisrupted learning environment.

This REDP is proof that the Region takes into consideration all possible situations and contexts of its Schools Division Offices while working collaboratively with its stakeholders to create learning strategies that address the needs and issues of today and the future.

I congratulate all who were involved in the development of this plan. We are part of the movement that will shape the future of CALABARZON learners.

Mabuhay po tayong lahat!



CHERRYLOU D. REPIA
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EXECUTIVE SUMMARY

1. The Regional Education Development Plan demonstrates the region's strong support for all government initiatives aimed at assisting the country's transition to post-pandemic recovery by providing readily available, high-quality, effective, resilient, and secure education.
2. It provides the region's contemporary context, highlighting its physical, political, environmental, health and economic situations. It also includes information about the schools, the workforce, and learner characteristics.
3. Despite the region's scenic geographical characteristics and diversified population, the aforementioned location is regarded as a risk in and of itself because it is situated along the pathways of natural catastrophes.
4. Despite the government's efforts to mitigate COVID-19 in the region, many learners are still unvaccinated, and this is considered a threat to their health and mobility.
5. The majority of students in the nation are concentrated in region IV-A. Drop-out and transition rates, however, continue to be big challenges to participation. This document identifies unified administrative auspices, as well as methods for departmental and sectoral collaboration, as aids in fostering coherence and transition and development of learners.
6. The NAT and e-lamp findings revealed significant quality issues. The area uses blended learning as a method of instruction to prevent learning loss and executes its learning recovery plan. Children's learning capacity and developmental requirements are taken into consideration while designing learning recovery provisions.
7. The REDP aligned its thrusts with the five pillars identified in the Basic Education Development Plan.
8. This document identifies equitable opportunities for teaching and non-teaching personnel to engage in needs-based in-service training and professional development. Intensive competency-based training programs and equitable working conditions across the sector are essential for producing quality instructors. To reflect the expanding educational and social duties of the profession, initial and in-service training may be expanded. It is necessary to create a cohesive recruitment strategy and ensure that teaching as a job is fulfilling, respected, and financially sustainable,
9. Cohesive methods are needed to gather and analyze data on the state of young children, particularly those in the Out of School Youth (OSY) and Out of School Children and Adults (OSCA), as part of a system of systematic monitoring and data collecting. The field's current data gaps and the top objectives for data collecting and monitoring must be identified and addressed via coordinated efforts.
10. A large government investment is required to provide a long-term system of high-quality, easily accessible services. Governments must create clear, consistent plans for allocating scarce resources effectively, including spending on infrastructure for long-term planning and initiatives to improve quality.
11. A lifelong learning strategy is supported by a strong and equitable cooperation with the educational system, which promotes easy transitions and a higher completion rate. They are acknowledged as an essential component of the educational process. Strategic partnerships with the educational system offer the chance to combine the resources, various viewpoints, and approaches of both stakeholders and schools.
12. A cohesive Monitoring and evaluation framework is created to ensure quality implementation of plans mentioned in this document.

APPROVAL SHEET





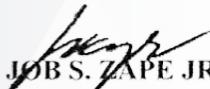
Republic of the Philippines

Department of Education

REGION IV-A CALABARZON

APPROVAL SHEET

This Regional Education Development Plan (REDP_ 2023-2028) of the DepEd Region IV-A (CALABARZON) has been accepted and approved for implementation on this 10th day of January, 2023.


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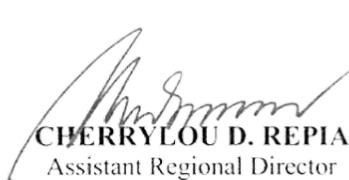
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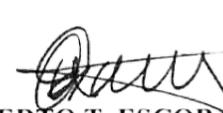

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ABBREVIATIONS

| | |
|------------|---|
| AD | Administrative Division |
| AELSP | Authorized External Learning Service Providers |
| ALIVE | Arabic Language and Islamic Values Education |
| ALS | Alternative Learning System |
| BDL | Blended Distance Learning |
| BE-LCP | Basic Education Learning Continuity Plan |
| BEIS | Basic Education Information System |
| BERF | Basic Education Research Fund |
| BOW | Budget of Work |
| CALABARZON | Cavite, Laguna, Batangas, Rizal, Quezon |
| CID | Curriculum Implementation Division |
| CLC | Community Learning Center |
| CLMD | Curriculum and Learning Management Division |
| CO | Central Office |
| COA | Commission on Audit |
| CPD | Continuing Professional Development |
| DEDP | Division Education Development Plan |
| DepEd | Department of Education |
| ESC | Education Service Contracting |
| ESSD | Education Support Services Division |
| FD | Functional Division/Finance Division |
| FTAD | Field Technical Assistance Division |
| GAA | General Appropriations Act |
| GASTPE | Government Assistance to Students and Teachers in Private Education |
| GER | Gross Enrolment Rate |
| GIDAS | Geographically Isolated and Disadvantaged Areas |
| HRDD | Human Resource Development Division |
| ICTU | Information Communication and technology Unit |
| IPED | Indigenous Peoples Education |
| KRA | Key Result Area |
| KSAVs | Knowledge, Skills, and Attitudes/Values |
| KPI | Key Performance Indicator |
| LAC | Learning Action Cell LGU |
| LGU | Local Government Unit |
| LMS | Last Mile Schools |
| LSENs | Learners with Special Educational Needs |
| MELCs | Most Essential Learning Competencies |
| NEAP-R | National Educators Academy of the Philippines at the Region |
| NEDA | National Economic Development Authority |
| ODL | Online Distance Learning |
| OIC | Officer in Charge |
| PAPs | Plans and Projects |
| PMDL | Printed Modular Distance Learning |
| QAD | Quality Assurance Division |
| REDP | Regional Education Development Plan |
| RFTAT | Regional Field Technical Assistance Division |
| RO | Regional Office |
| SDO | Schools Division Office |
| SPED | Special Education |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |

Region IV-A Education Development Plan 2023-2028



CHAPTER I

Introduction

The world has undergone a sudden and significant transformation due to the COVID-19 pandemic.

The lengthiest school closures combined with an impending recession have made this a tremendous blow to the educational systems in decades. It has impeded progress toward achieving global development objectives, particularly those pertaining to education. The global and national economic problems are anticipated to result in fiscal austerity, an increase in poverty, and a reduction in the amount of money available for public sector investments from domestic spending and development aid. All of this will lead to a crisis in human development that continues long after disease transmission has ended.

Several factors affected 2.9 million learners in DepEd CALABARZON. Notwithstanding such challenges and the usual actions that education leaders can take, the need for pragmatic and swift countermeasures must be anchored on verifiable evidences. Guided by humanistic view of education, decisions made today in the context of post-COVID will have long-term consequences for the future of the Region's education.

Building on DepEd CALABARZON's successes in expanding education, the **Regional Education Development Plan (REDP)** lays out the vision and strategies for achieving the goal of making Region IV-A a "**learning region**". To provide every CALABARZON child the chance to succeed and contribute to national growth, it acknowledges the strengths and weaknesses of the existing system and suggests solutions.

DepEd Region IV-A stood firm and garnered many successes amidst the challenges of the times. However, the education leaders of the Region understand that those past successes do not guarantee anything, given the uncertainty and unpredictability of the changes happening around us. It is important, thus, to be ready to adapt and act accordingly.

For these reasons, this regional education plan is designed based on futures thinking and foresight planning to accordingly address what lies ahead. Futures thinking provides a framework for discussing the state of the world today and what it might look like in the future. Futures thinking identifies potential outcomes of present-day choices, behaviors, and problems. When the future is unclear, it is necessary to innovate and create boldly yet wisely. Futures thinking is a method of strategic design that aims to make strategic planning more reflective by considering what is expected to change and what is likely to remain the same. To make the most significant decisions, it encompasses all potential future outcomes.





Photo by: Melanie Mae N. Moreno

To quote futurist Dr. Sohail Inayatullah, "With futures thinking, we use the future to change the present." Futures thinking is not an attempt to predict the future; rather, it is a way to reveal unforeseen consequences of current problems, empowering people and organizations to construct desirable futures actively. The focus is not on what will occur but rather on what might occur, given a variety of observed drivers. The planning commences with this fresh approach based on really thinking through what the future might hold and allowing people plenty of time for strategic thinking. The foresight-based planning operates based on three basic principles. First, strategic thinking cannot be achieved without fully exploring the future. Second, to fully explore what the future might bring, there is a need to have a mind organization that is genuinely open to what is happening. Third, to get great strategic thinking, there is a need to have both the time to think and the inclusion of alternate perspectives other than one's own. Therefore, an organization needs coordination and cooperation to look at what is happening, what might happen, and what that might mean for its value proposition to stakeholders.

This REDP is designed from these perspectives. It is the organization's call to work together to deliver quality and, as planned, to make undisrupted learning the core strength of DepEd CALABARZON's system. This plan will help everyone realize that it is possible when people of action work together, share the same values, and commit to creating positive change in the world of learners and within us. This plan was initiated to shape effective strategies to strengthen DepEd CALABARZON and its actions at all levels. This plan guarantees that all stakeholders will strive to remain directed to the realization of our mandate, our vision and mission, and our goals.

The result is a testament to the perseverance of everyone involved and the determination to have a plan that will drive the agenda in education. It is expected that the REDP will be a working document embedded in our planning processes from the schools to the regional level and will shape the future of CALABARZON education to achieve better learning outcomes for regional and national development.

This Regional Education Development Plan aims to unveil a desirable collective future for all the learners of CALABARZON.



Photo by: Dominic P. Almirez



I.A. Situation and Challenges of the Region

The subsequent articles present the situation and challenges of CALABARZON as a region.

Geography

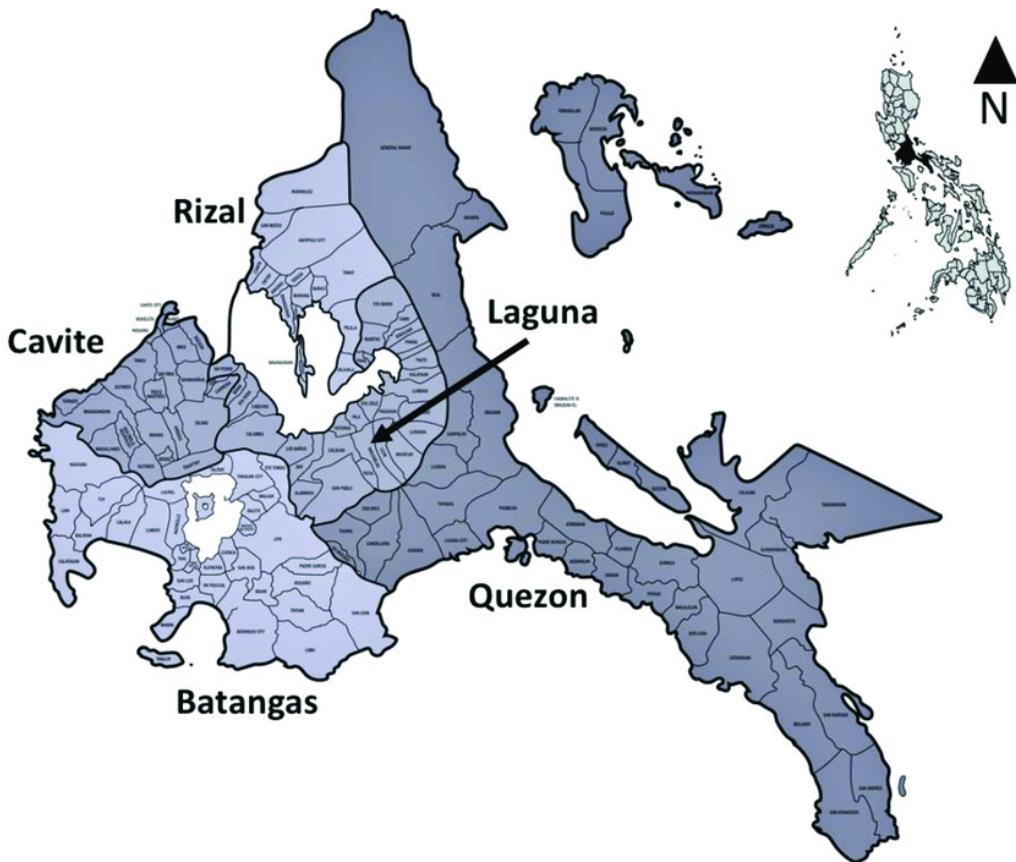


CALABARZON has varied land forms. It consists partly of coastal areas and mostly upland interior areas of slightly moderate rolling or undulating plains and hills, and mountains. Almost sixty percent of the region's land area has a slope ranging from 0-18 percent.

CALABARZON, also known as Region IV-A, is one of the administrative regions in the country that is located in the southwestern part of Luzon. The name of the Region is an acronym for its five component provinces: **Cavite**, **Laguna**, **Batangas**, **Rizal**, and **Quezon**. Before its creation as a region, CALABARZON, along with the MIMAROPA region, the province of Aurora, and several parts of Metro Manila, formed the historical Region known as Southern Tagalog until they were separated in 2002 under Executive Order No. 103.

The Province of Cavite is located in the northwest part of the Region. It lies along the southern shore of Manila Bay. It is bounded on the north by Manila Bay and Metro Manila. On its west is the West Philippine Sea and on its east is the Province of Laguna. The said province is located some 30 kilometers south of Manila. It is bounded on the north by the Province of Rizal, on the east and south by the Province of Quezon, and on the west by the provinces of Cavite and Batangas. The location of Batangas Province is on southwest of Luzon. It is bounded to the north by Cavite. On Batangas' south is the Verde Island passage, which separates the province from the northern tip of Mindoro. On the other hand, Rizal lies immediately at the east of Metro Manila. It is bounded on the north by Bulacan. On its east is Laguna and on its south is Laguna de Bay. Finally, the province of Quezon has boundaries extending as far as Aurora in the north and Camarines Sur in the south. Moreover, it is bounded on the north by Aurora, on the west by Laguna and Rizal, southwest by Batangas, and southeast by Camarines Norte and Camarines Sur. Some parts of the province are surrounded by different bodies of water, such as Lamon Bay, Tayabas Bay, Ragay Gulf, and Sibuyan Sea.

It is important to note that the geographical location of the CALABARZON provinces located at the doorstep of the National Capital Region (NCR) plays a significant role in providing access to education. Specifically, many public and private schools belonging to the city schools division offices are affected by the "Metro-Manila sprawl," where the expanding economic and social activities affect the movement, migration, and economic status of people, among others. On the other hand, the Provinces of Quezon and Batangas have vast land and remote areas that are difficult to reach by transportation and communication, which significantly affect the learners' access to education.



As per information from NEDA's new Provincial Development and Physical Framework Plans (PDPFFPs), the provinces and cities will explore expanding establishments of economic zones from manufacturing and Information Technology (IT) to agro-industrial. This will increase population/in-migration and may affect the increase in demand for social services like public schools/infrastructures.

For its topography, Cavite bordering Manila Bay consists of lowlands or flat-lying areas. Rolling and undulating lands characterize the central portions, while the rest are upland or hilly and mountainous areas. Moreover, Cavite is a hinterland or a region behind a coast (Manila Bay) but turns rugged where it meets the province of Batangas. For Laguna, narrow plains can be found along the shores of Laguna de Bay but mountainous towards Sierra Madre in the east, Mt. Makiling in the west, and Mt. Banahaw in the south. Furthermore, Laguna is an inland province with a rugged terrain. Like mentioned earlier, it is nestled in the foothills of three mountains: Banahaw, Sierra Madre, and Makiling.

The western portions of Laguna are primarily composed of plains, particularly in San Pedro, Biñan, Santa Rosa,

Cabuyao, and Calamba. Meanwhile, the rest of Laguna can be classified as mountainous. About half of the Batangas' terrain is generally rolling, while the rest is mountainous and hilly. Its irregular coastline is dotted with coves, peninsulas, and bays. Some of the elevations can be found in Makulot, Talamitam, Batulao, Manobo, and Daguldol. On the other hand, Rizal's topography is characterized by a combination of flat, low-lying areas located on the west and gently rolling hills and a few rugged ridges in the eastern portion. Finally, in the province of Quezon, the Sierra Madre runs along the entire length of it, with Mount Banahaw, an active volcano, about 7,382 feet above sea level as the most prominent peak of its range.

It is important to note that the provinces' topography is a significant factor contributing to school programming. For example, the low-lying areas of Cavite, Laguna, and Rizal are prone to flooding during the rainy seasons, contributing to some cancellations of classes. On the other hand, the majority of the schools are found in rural areas that are difficult to reach by vehicle. Some islands are difficult to reach in these provinces.

Land and Political Subdivision

Executive Order No. 103, s. 2002 subdivided Region IV into Region IV-A (CALABARZON) and IV-B (MIMAROPA) and transferred the Province of Aurora to Region III. The Region is bounded on the north by the National Capital Region (NCR), on the east by the Pacific Ocean, on the southeast by Bicol Region, on the south by MIMAROPA Region, and on the west by Manila Bay.

CALABARZON's spatial pattern and settlement have one of the most varied landforms in the country, consisting of flat coastal areas, upland interior areas of slightly moderate rolling or undulating plains and hills, and mountains. The Region is also endowed with abundant

water resources, such as the Laguna Lake, the country's largest lake with a total area of 381,320 hectares.

As reflected in Figure 1, CALABARZON consists of five provinces, namely Batangas, Cavite, Laguna, Rizal, and Quezon.

Batangas has a total land area of 3,115.05 square kilometers. Cavite's land area is 1,526.28 square kilometers. Meanwhile, Laguna has 1,928.23 square kilometers of land. For Rizal, it is 1,182.65 square kilometers. Lastly, Quezon's total land area is 8,824.05 square kilometers. From largest to smallest in terms of total land area, the arrangement is Quezon, Batangas, Laguna, Cavite, and then Rizal.



Figure 1: Administrative Map of CALABARZON

Table 1 reflects the political subdivision in CALABARZON.

Table 1. The Political Subdivision in CALABARZON

| Province | Land Area (sq. km) (2020) | Number | | |
|-------------------------|---------------------------------|-------------------------|-----------|----------------|
| | | Congressional Districts | Cities | Municipalities |
| Batangas | 3,115.05 | 6 | 5 | 29 |
| Cavite | 1,526.28 | 8 | 7 | 16 |
| Laguna | 1,928.23 | 7 | 6 | 24 |
| Rizal | 1,182.65 | 6 | 1 | 13 |
| Quezon | 8,824.05 | 4 | 2 | 39 |
| CALABARZON TOTAL | 16,576.26 | 31 | 21 | 121 |

Source: PSA IV-A

Table 1 shows that Quezon Province, with its 8,824.05 sq. km. of land area, has the most municipalities and the fewest cities. Its borders touch Aurora in the north, Rizal and Laguna in the west, Batangas in the southwest, and Camarines Norte and Camarines Sur in the southeast.

Several bodies of water, including Lamon Bay, Tayabas Bay, Ragay Gulf, and Sibuyan Sea, encircle several of the province's regions. Because of the geographic vastness of the province, the addition of two or more Schools Division Offices is ideal for faster delivery of education services.

The following are the cities within the provinces in the Region:

Table 2. The Cities in CALABARZON

| Province | Cities |
|----------|--|
| Batangas | Batangas City, Calaca, Lipa, Santo Tomas, Tanauan |
| Cavite | Bacoor, Cavite City, Dasmariñas, Imus, General Trias, Tagaytay, Trece Martínez |
| Laguna | Biñan, Cabuyao, Calamba, San Pablo, San Pedro, Santa Rosa |
| Rizal | Antipolo |
| Quezon | Lucena and Tayabas |

Among the cities, Lucena City in Quezon Province, is the only highly urbanized. Quezon has the most municipalities and barangays, while Rizal has the least. With the usual change in the national and local political leadership, there is a need to ensure that local government units support all educational undertakings. Also, with the recent Supreme Court decision on the Mandanas and Garcia Cases, local government units (LGUs) are entitled to a more significant share of internal revenue allotment as the base of tax computation shall include all taxes. This will allow the LGUs to expand their services and implement more programs and projects. With the implementation of the Mandanas and Garcia Cases, the devolved functions stipulated in the Local Government Code, particularly the implementation of the school building program, will now be assumed by the LGUs.

The number of cities in CALABARZON is continuously growing from 20 in 2018 to 23 in 2022. The conversion of municipalities can be attributed to both economic and political reasons. Municipalities aspire for cityhood mainly for the effectual changes in their fiscal status. According

to Capuno (2013),¹ there seems to be an inequity in the distribution of the IRA, the country's most important fiscal transfer program, vis-à-vis to the burden of the devolved functions of Local Government Units. Under the Local Government Code, the IRA is apportioned as follows: 20 percent to provinces, 23 percent to cities, 34 percent to municipalities, and 20 percent to barangays. However, the cost of devolution is being shared mainly by the provinces (46%) and municipalities (47%).

There are far fewer cities sharing in their 23-percent IRA share than the 1,500-odd municipalities sharing in their 34-percent IRA share. As such, cities have much bigger revenues than municipalities, and in turn, can spend more on essential services compared to municipalities. It is observed that health and education which are vital indicators of development are overlooked and not prioritized as much at the municipal level. Cities, on the other hand, are able to fully operationalize their functions given their resources.

CHAPTER I Introduction

Aside from the fiscal factor, political payoffs have also motivated the creation of new cities. Because recent court decisions have defined a city that converted from a municipality to be essentially a different LGU from the latter, municipalities with mayors facing term limit appear to be more likely to convert to cities. Moreover, mayors who oversaw the city conversion are likely to be succeeded by another member of the same political clan, which is why they spend their time, effort and political capital to advocate for cityhood (Capuno, 2013).

Climate

The Region has four types of climates. Type I Climate is characterized by a distinct dry season from November to April, and a wet season during the rest of the year prevails in the provinces of Cavite, Batangas, and the western portion of Laguna and Rizal. It is a climate favorable to agricultural activities. Additionally, the Type II Climate is characterized by a very pronounced maximum rainy period from November to January, with no distinct dry season

Concerns have been raised that with the continuous increase in the number of city conversions, the country will eventually be full of cities and without municipalities. This will make the delivery of essential services less efficient given the number of functions devolved to municipalities that will be left to the care of only the barangays. There is also an apprehension that if the conversion was politically-motivated, it is likely entrenched with vested interests and will encourage more rent-seeking.

Population

CALABARZON is the fifth smallest Region in land area but has the largest population as of 2020, with 16,195,042 million. It comprises 14.08% of the country's total population of 115,035,009 (psa.gov.ph, July 7, 2021). This represented 26.04% of the overall population of the Luzon Island group, or 14.85% of the entire population of the Philippines. Of the 17 administrative regions (including BARMM), Region IV-A (CALABARZON) had the biggest population in 2020, followed by the National Capital Region (NCR) with 13,484,462 and Region III (Central Luzon) with 12,422,172. The combined population of these three regions accounted for about 38.6 percent of the Philippine population in 2020.

covering the easternmost part of Quezon, including the Polillo Group of Islands. Furthermore, the Type III Climate shows a relatively dry season from January to April and wet during the year, covering the eastern part of Batangas, Laguna, and Rizal. Lastly, Type IV climate is characterized by an even distribution of rainfall throughout the year can only be felt in the central part of Quezon, including the islands of Alabat.

CALABARZON is likewise the Region that gained the most in population since the 2015 Census of Population (POPCEN 2015) was Region IV-A (CALABARZON), with an increase of 1,780,268 persons in 2020 from its population in 2015 or an average growth of 2.48 in the past five years. Furthermore, the Region has an approximate total household of 4,062,720 in 2020, with an average of 4.00 per household and a population density of 977.

Table 3 presents the population distribution in the Region per province.

Table 3. The Population Distribution in Region IV-A

| Region/ Province | Population | | Growth Rate (2015-2020) | No. of HH (2020) | Ave. HH size (2020) | Population Density (2020) |
|----------------------|------------|------------|----------------------------|---------------------|---------------------------|---------------------------------|
| | 2015 | 2020 | | | | |
| CALABARZON | 14,414,774 | 16,195,042 | 2.48 | 4,062,720 | 4.00 | 977 |
| Cavite | 3,678,301 | 4,344,829 | 3.57 | 1,096,120 | 3.90 | 2,847 |
| Laguna | 3,035,081 | 3,382,193 | 2.30 | 915,398 | 3.70 | 1,754 |
| Batangas | 2,694,335 | 2,908,494 | 1.62 | 716,192 | 4.10 | 934 |
| Rizal | 2,884,227 | 3,330,143 | 3.07 | 784,402 | 4.20 | 2,816 |
| Quezon | 1,856,582 | 1,950,459 | 1.04 | 483,703 | 4.00 | 223 |
| Lucena City (HUC) | 266,248 | 278,924 | 0.98 | 66,905 | 4.20 | 3,477 |

Source: PSA IV-A Acronyms: HH-household; HUC-highly urbanized city; Pop'n – population

As reflected in the table, Cavite has the biggest population among the provinces in the region, with a total of 4,344,829. Laguna follows this with 3,382,193, and Rizal with 3,330,143 total population, respectively. On the other hand, Batangas has a population of 2,908,494, while the least is Quezon, with a total of 1,950,459. Its highly urbanized City, Lucena, has a population of 278,924.

Given the average population growth rate of 2.48, the region is expected to have more than 18,000,000 population within the next 5 years. This will impact the acquisition of new school sites, additional buildable space, and the creation of education infrastructures.

Ethnic Groups



Photo by: Frederick Viaje

The following are the ethnic groups or Indigenous Peoples (IPs) present in CALABARZON as of 2021: a) Dumagat (Polillo, Quezon); b) Dumagat/Remontado (Rizal, General Nakar, Real, and Mauban in Quezon); c) Aeta (Catanauan, Quezon, Rosario, and San Luis, Batangas, Milagrosa, Calamba City, Laguna); and d) Sama-Badjau (Wawa, Batangas City, and Barra, Lucena City).

These ethnic groups or IPs are the recipients of the Indigenous Peoples Education (IPEd) program of the DepEd CALABARZON. The IPEd Program is DepEd's response to the right of indigenous peoples to basic education that is responsive to their context, respects their identities, and promotes their indigenous knowledge, competencies, and other aspects of their cultural heritage.

Mother Tongue

A vast majority of people living in CALABARZON are Tagalogs. It is estimated that around 5.8 million Tagalogs live in Region IV-A. Taal, in particular, is considered the "Heartland of Tagalog Culture" and is currently the present "center" of Tagalog culture and people. CALABARZON is also home to a sizable number of people with Chinese and Spanish ancestry on account of Chinese immigration and Spanish colonialization. Because of this large majority of Tagalog natives, most people living in

CALABARZON also speak the Tagalog language. English is also used in CALABARZON.

In Cavite, Chavacano, a Creole language, is also commonly spoken however, the usage is in a steep decline and is only spoken by a handful of elderly residents. At present, Tagalog is the implemented Mother Tongue in Key Stage 1 and in schools' Filipino and Araling Panlipunan subjects.

Religions

Most of the population of CALABARZON is a part of the Roman Catholic church, which accounts for 80% of the national population. Other Christian denominations in the region are the Iglesia ni Cristo, the Philippine Independent Church, Seventh-day Adventist Church, and other denominations. There are also Muslims living in CALABARZON, although they are in the minority. It is important to note that many sectarian private schools

operate in the CALABARZON region. Many parents choose private schools because of accessibility and religious reasons. Most religious schools get students enrolled based on their parents' religion. Children will not necessarily follow the same religious path of their parents; however, many parents choose this for their children because they want to build a solid moral background.

Economic Situation

The CALABARZON region recorded the fastest economic growth among all regions in the country in 2021, with a 7.6 percent growth rate in gross regional domestic product. It remains one of the country's top investment destinations due to its huge population size, presence of manufacturing companies, abundant agricultural produce and raw materials, proximity to the NCR, and strategic location. The region had the highest total approved foreign investments in 2021.

a. Labor and Employment

In July 2022, CALABARZON's labor force participation rate is estimated at 65 percent, 0.2 percentage points lower than the national average. Similarly, the employment rate in the region is estimated at 93.7 percent, lower than the national rate of 94.8 percent. In addition, compared with the previous year of the same month, the region's employment rate increased by 1.8 percentage points.

Table 4. 2019-2021 Labor and Employment Data

| Employment | 2019 | 2020 | 2021 | 2022 |
|--|--------|--------|--------|------|
| Population 15 years old & Over (in '000) | 10,737 | 11,097 | 11,386 | |
| Labor force participation rate (%) | 64.0 | 61.7 | 62.6 | 65 |
| Employment rate (%) | 93.8 | 88.4 | 88.9 | 93.7 |
| Unemployment rate (%) | 6.2 | 11.6 | 11.2 | 6.3 |
| Underemployment rate (%) | 11.7 | 17.2 | 18.2 | 13.9 |

b. Development Areas

The Region's priority industries are automotive, electronics, petrochemical, IT-Business Process Management, and metals. As one of the main drivers of regional growth and constituting the largest portion of the Region's output, sustaining growth in the manufacturing sector becomes among the challenges to further advance the development in CALABARZON. With the slower growth of electronics, which was affected by the declining exports of semiconductors, the challenge of sustaining manufacturing output becomes more relevant.

Meanwhile, the agriculture and fisheries sector remained the lagging sector of the Region's economy. Thus, improving its growth is a challenge to achieving inclusive development in the Region. Moreover, one of the significant impacts of the pandemic is the disruption of supply chains. This particularly affected the micro, small, and medium enterprises vulnerable to operational and financial shocks. The imposition of lockdowns and transport restrictions during the onset of the pandemic is also a major contributory factor to the unstable food supply.

Tourism master plans are an essential component in tourism development. Same-day visitors in the Region remain high, and the challenge is to convert this into overnight tourists to maximize economic benefits. This can be achieved by developing comprehensive tourism MPs.

DepEd CALABARZON plays an essential role in filling this gap in employment as supplies of labor usually come from its trained Senior High School graduates. There is likewise a need to realign senior high-school curricular offerings towards the needs of the industry.

c. CALABARZON's Role in National Development

All economies of 17 regions recovered from the 2020 Global Pandemic and recorded growth in 2021. CALABARZON had the highest share in total industry output, accounting for 25.1 percent in 2021, with the highest number of economic zones.

Of the 5.7 percent growth of gross domestic product (GDP) of the country, CALABARZON contributed 1.1 percentage points, the second highest among the regions. The Region was also the second largest in terms of share, accounting for 14.7 percent of the total GDP.

CALABARZON is one of the top regions with the highest investments in research and development (R&D) owing to the numerous R&D institutions in the area. Several state universities, colleges, and higher education institutions in the Region are also known for their high-quality R&D, instruction, and teaching. In 2018, two R&D Centers (RDCHIME and CHERM) were established in the Region in addition to the four innovation centers being maintained and monitored by DOST Region IV-A.

CALABARZON has been consistently the most awarded Region in the Cities and Municipalities Competitiveness Index since 2014. In 2021, the Region received 18 out of 75 awards, with Rizal as the Most Competitive Province for six consecutive years.

d. Infrastructure Factors

The following is the list of major ongoing projects in the region. These are essential considerations in education planning as they could affect migration and population concentration and necessitate new schools' provision.

d.1 Land Transportation

- LRT Line 1 Cavite Extension
- Cavite – Laguna Expressway
- South Luzon Expressway Toll Road 4
- Various bypass and diversion Roads in the region

d.2. Economic

- New Centennial Water Source - Kaliwa Dam Project
- Philippine Rural Development Project
- Quipot Irrigation Project
- Macalelon Small Reservoir Irrigation Project

d.3. Social

- Pantawid Pamilyang Pilipino Program
- KALAHI-CIDSS National Community Driven Development Program
- Barangay Development Program
- Sustainable Livelihood Program

d.4 Environment

- Manila Bay Rehabilitation Project

d.5. ICT

- Free WiFi for All Programs
- Technology Empowerment for Education, Employment,

Entrepreneurship and Economic Development (Tech4ED) Project

Social Factors

Human Capital Development

As the region enters the demographic sweet spot or where the working-age population is relatively larger than its dependents, it holds tremendous potential to achieve breakthrough economic growth. Thus, the challenge is how to maximize this potential. The demographic dividend can be achieved by investing in human capital development in education, training, health, and other social factors such as housing.

The Human Capital Index (HCI) for the Philippines in 2020 was estimated at 0.52. The HCI quantifies the contribution of health and education to the productivity of the next generation of workers. The HCI measures the Index outcomes for each country as a fraction of the maximum value of one (1). For the Philippines, the estimates imply that every child born today will only have a 52 percent chance to reach their full productivity potential by the time they reach the age of eighteen. Thus, if we

do not address the present quality of institutions and barriers to human capital development, then this will have considerable implications for the productivity of the next generation of Filipino workers.

Health and Nutrition

The number of live births by adolescent mothers (younger than 20) declined by 18.78 percent in 2020 from 23,383 in 2019. Among the regions, CALABARZON still has the highest data at 18,991. Among the provinces, the number of live births is highest in Laguna at 4,559 (25%) and lowest in Quezon at 2,541 (14%). The lack of health workforce (doctors, nurses, midwives) remains among the challenges for the health sector in the region. In 2019, doctor to population ratio was at 1:76,622 while nurse to population ratio was at 1:29,154. The standard ratio for doctors and nurses is 1 for every 20,000 individuals.

Ensuring proper nutrition, particularly to children, infants, and lactating mothers during emergencies, remains

a challenge due to the limited capability of LGUs, as first responders, to deliver necessary services during disasters and emergencies.

The COVID-19 Situation in the Region

Currently, CALABARZON is the second region next to the National Capital Region (NCR) hardly hit by the COVID-19 epidemic. The COVID-19 pandemic in CALABARZON is part of the fatal worldwide pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The virus reached CALABARZON on March 7, 2020, when the first case of the disease was confirmed in Rizal. All provinces in the region have confirmed cases, which has dramatically affected the region's delivery of basic education to learners. As of October 22, 2022, the region has 715,142 confirmed cases, with 6,446 deaths and 704,470 recoveries. Likewise, at present, there are reported 4,656 cases in the province.

Table 5. Region IV-A Data on COVID Cases

| Province | Total Number of Cases per Province | Active Cases (New Cases in the last 14 days of the onset of illness) |
|--------------|------------------------------------|---|
| Cavite | 238,527 | 1,679 |
| Laguna | 178,490 | 1,180 |
| Rizal | 155,522 | 1,005 |
| Batangas | 101,194 | 558 |
| Quezon | 30,741 | 180 |
| Total | 715,142 | 4,656 |

Source: Department of Health website (doh.gov.ph) as of October 22, 2022

Region IV-A Education Development Plan 2023-2028

Table 6 shows the Vaccination Data of DepEd Region IV-A Personnel and Learners:

Table 6. Vaccination Data of DepEd Region IV-A Personnel and Learners

| Division | Eligible Population | Total (First Dose Only/Incomplete) | Total (Up to Second Dose/Complete) | (Incomplete Dose + Complete Dose) | (Total Vaccinated over Total Eligible Population x 100) | Total (With Booster) | % (Total with Booster Over Total Population) | Unvaccinated | Total Eligible Learners | Vaccinated | % Vaccinated | Unvaccinated |
|-------------------|---------------------|------------------------------------|------------------------------------|-----------------------------------|---|----------------------|--|--------------|-------------------------|----------------|--------------|------------------|
| Antipolo | 5,315 | 0 | 5,273 | 5,273 | 99.21 | 2,497 | 46.98 | 42 | 164,980 | 37,945 | 23.00 | 127,035 |
| Bacoor | 3,084 | 0 | 3,063 | 3,063 | 99.32 | 1,295 | 41.99 | 21 | 89,532 | 38,720 | 43.25 | 50,812 |
| Batangas City | 2,760 | 49 | 2,493 | 2,542 | 92.10 | 1,781 | 64.53 | 267 | 66,605 | 34,837 | 52.30 | 31,768 |
| Batangas Province | 15,102 | 458 | 14,570 | 15,028 | 99.51 | 4,545 | 30.10 | 532 | 309,874 | 124,003 | 40.02 | 185,871 |
| Biñan | 2,446 | 4 | 2,430 | 2,434 | 99.51 | 932 | 38.10 | 16 | 61,073 | 22,231 | 36.40 | 38,842 |
| Cabuyao | 2,235 | 5 | 2,208 | 2,221 | 99.37 | 1,303 | 58.30 | 23 | 72,823 | 35,784 | 49.14 | 37,039 |
| Calamba | 3,652 | 0 | 3,574 | 3,574 | 97.86 | 2,829 | 77.46 | 78 | 106,453 | 14,832 | 13.93 | 91,621 |
| Cavite City | 1,004 | 0 | 997 | 997 | 99.30 | 607 | 60.46 | 7 | 21,999 | 10,576 | 48.07 | 11,423 |
| Cavite Province | 13,674 | 24 | 13,373 | 13,397 | 97.97 | 5,437 | 39.76 | 301 | 385,508 | 112,537 | 29.19 | 272,971 |
| Dasmariñas | 4,627 | 0 | 4,559 | 4,559 | 98.53 | 2,181 | 47.14 | 69 | 120,625 | 49,364 | 40.92 | 71,261 |
| General Trias | 2,145 | 11 | 2,105 | 2,116 | 98.65 | 745 | 34.73 | 26 | 58,558 | 27,011 | 46.13 | 31,547 |
| Imus | 2,984 | 2 | 2,912 | 2,914 | 97.65 | 2,402 | 80.50 | 72 | 84,037 | 40,499 | 48.19 | 43,538 |
| Laguna | 9,255 | 157 | 8,769 | 8,926 | 96.45 | 3,038 | 32.83 | 486 | 229,654 | 68,787 | 29.95 | 160,867 |
| Lipa | 2,957 | 0 | 2,955 | 2,955 | 99.93 | 327 | 11.06 | 2 | 79,636 | 39,148 | 49.16 | 40,488 |
| Lucena | 2,182 | 3 | 2,165 | 2,168 | 99.36 | 1,353 | 62.01 | 17 | 37,927 | 10,344 | 27.27 | 27,583 |
| Quezon | 18,335 | 0 | 18,184 | 18,184 | 99.18 | 4,461 | 24.33 | 151 | 380,043 | 62,457 | 16.43 | 317,586 |
| Rizal | 15,899 | 0 | 15,884 | 15,884 | 99.91 | 5,469 | 34.40 | 15 | 474,406 | 117,390 | 24.74 | 357,016 |
| San Pablo | 2,532 | 2 | 2,502 | 2,504 | 98.89 | 2,046 | 80.81 | 28 | 61,541 | 27,341 | 44.43 | 34,200 |
| San Pedro | 1,746 | 11 | 1,687 | 1,698 | 97.25 | 824 | 47.19 | 48 | 54,680 | 19,292 | 35.28 | 35,388 |
| Santa Rosa | 2,200 | 0 | 2,170 | 2,170 | 98.64 | 567 | 25.77 | 30 | 69,633 | 26,393 | 37.90 | 43,240 |
| Santo Tomas | 987 | 24 | 929 | 953 | 96.56 | 123 | 12.46 | 58 | 28,394 | 6,049 | 21.30 | 22,345 |
| Tanauan | 1,663 | 0 | 1,658 | 1,658 | 99.70 | 1,259 | 75.71 | 5 | 33,867 | 14,498 | 42.81 | 19,369 |
| Tayabas | 1,102 | 1 | 1,094 | 1,095 | 99.36 | 533 | 48.37 | 8 | 22,749 | 6,996 | 30.75 | 15,753 |
| TOTAL | 117,886 | 751 | 115,554 | 116,305 | 98.66 | 46,554 | 39.49 | 2,302 | 3,014,597 | 947,034 | 31.41 | 2,067,563 |

ESSD Data as of October 17, 2022

Table 6 shows that out of the total 117,280 personnel of DepEd4A who are eligible for vaccination, 114,695 have been vaccinated, and 2,585 still need to be vaccinated. Among the learners, there still needs to be higher participation in the government's vaccination program as out of the total 2,990,214, there are only 917,281 or 30.68% vaccinated. On the other hand, there are still 2,072,933, or 69.32% unvaccinated.

Furthermore, DepEd strongly coordinates with the Department of Health (DOH) in its vaccination program and the Inter-Agency Task Force (IATF) to combat the spread of COVID-19 in the communities.

In a recent development on July 11, 2022, Vice President and Education Secretary Sara Z. Duterte signed DepEd Order No. 34, s. 2022, entitled School Calendar and activities for the School Year 2022-2023, following DepEd's commitment to resuming the five days of in-person classes despite the health crisis brought on by the COVID-19 pandemic. The policy is intended to provide schools and Community Learning Centers (CLCs) with direction

and guidance in the re-opening of classes, the gradual introduction of a 5-day in-person learning modality, and the organizing of curricular and co-curricular operations within the required number of school days. It is stipulated in the order that schools still have until October 31, 2022, to prepare for the full transition to an in-person class setup, and full implementation of face-to-face classes in public and private schools nationwide will push through this coming November 2, 2022. From this date, all schools must shift to in-person classes with the implementation of "physical distancing whenever possible".

Likewise, the policy ensures the effective implementation of the K to 12 curriculum and addresses learning loss brought about by the pandemic. The Department of Education has advocated the government's initiative to encourage strict adherence to public health protocols while implementing policies that ensure accessible, responsive, and quality education throughout this health crisis.

Social Protection

In addition to children, persons with disability, and senior citizens, the vulnerable population also refers to the poor, low-income earners, informal sector workers, and OFWs. Thus, to sustain economic development and pursue inclusive growth, there needs to be a more comprehensive social protection framework that includes the vulnerable population.

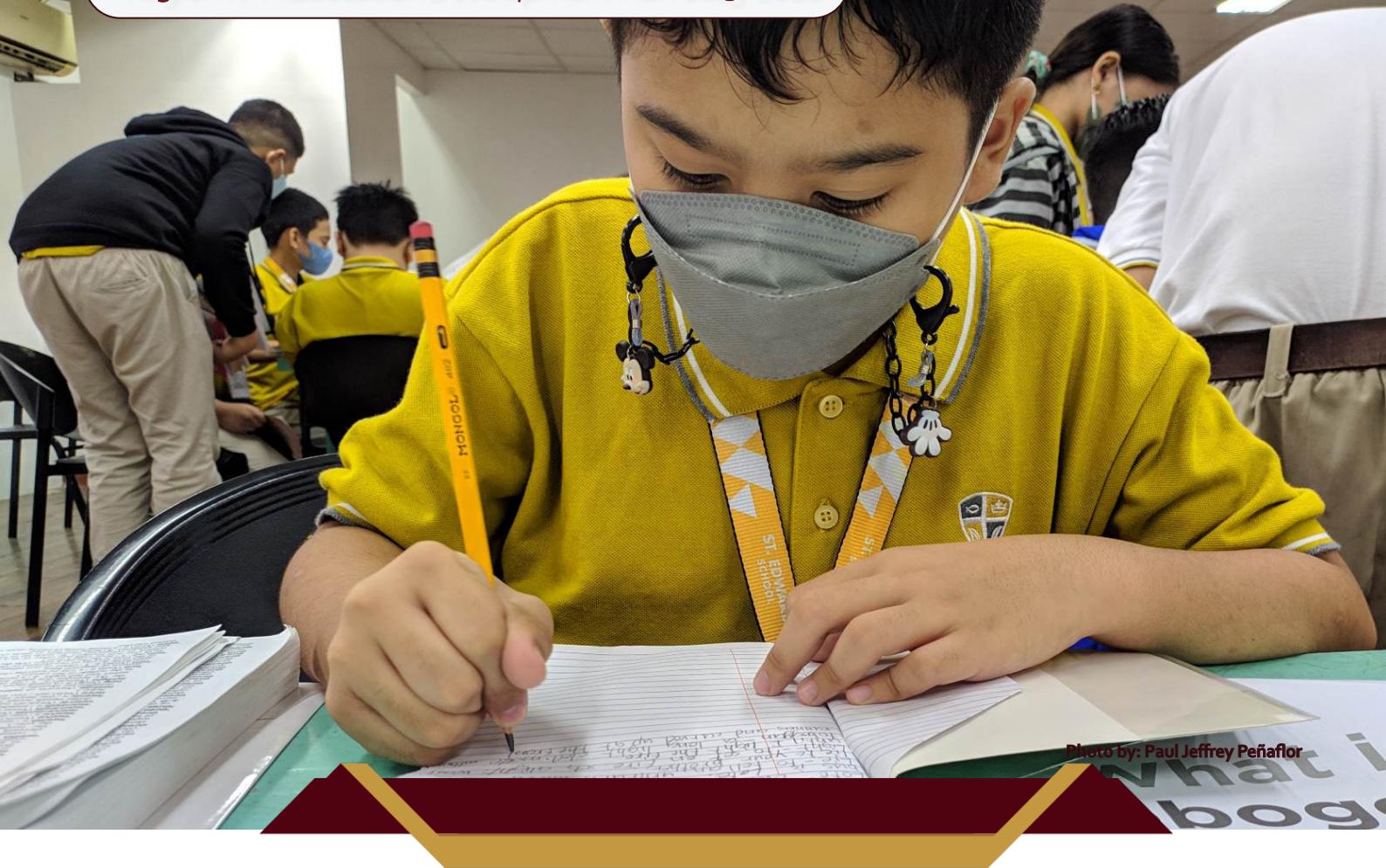
Poverty incidence in the region remains low; however, to achieve more holistic and inclusive development, there is still a need to address issues of poverty in less developed municipalities. As mentioned, 26 municipalities in the

region have poverty incidences that are higher than the national rate based on the 2015 Small Area Estimates conducted by the Philippine Statistics Authority.

With several shutdowns and retrenchments leading to work displacement and unemployment, it becomes a challenge in the region to create new jobs and opportunities. In addition, the displacement of workers from abroad further validated the need to create more employment opportunities domestically to absorb the workforce increase.



Phot by: Bida Balita - SDOIC



I. B DepEd CALABARZON

The K to 12 Basic Education Program Formal Education

DepEd CALABARZON follows the K to 12 Basic Education Program Formal Education, which covers one year of kindergarten, six years of elementary education, four years of Junior High School (JHS), and two years of Senior High School (SHS). It is carefully articulated in RA10533 (Enhanced Basic Education Act of 2013),

which defined Enhance Basic Education Programs as encompassing the following number of years in education:

- At least one year of kindergarten.
- Six years of elementary.
- Six years of Secondary, which includes four years of Junior High School, and two years of Senior High School.

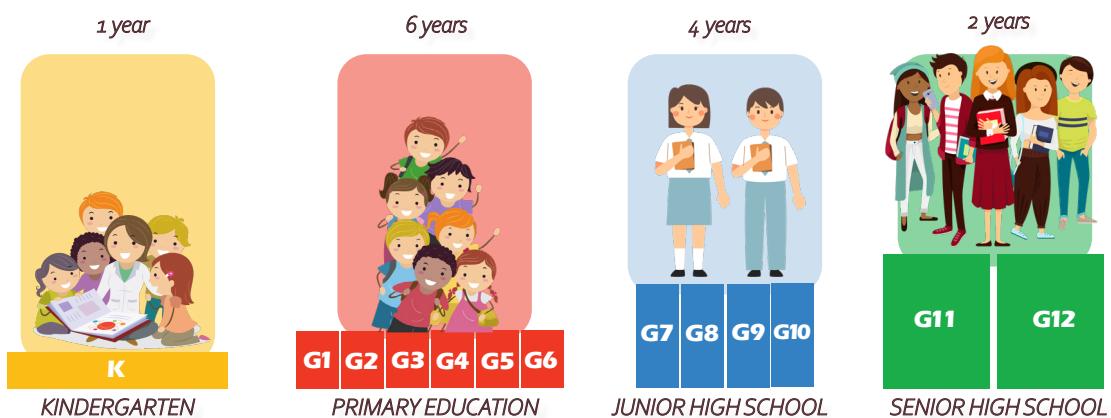


Figure 2. The K-12 Reform



Kindergarten to Grades 1–3 (Stage 1)

Kindergarten was made mandatory and added to the Basic Education curriculum in 2012. Children can start entering kindergarten at age 5. In the lower primary level, DepEd allows the use of Mother Tongue-based instruction so that children can learn in the language spoken at home.

Grades 4–6 (Stage 2)

The Upper Primary level is the continuation of the Lower Primary, expanding simple literacy and numeracy to functional literacy and developing higher-order thinking. The essential learning areas include Filipino, English, Science, Mathematics, Araling Panlipunan (Social Studies), Edukasyong Pantahanan at Pangkabuhayan (Work Education), and Music and Art.



Junior High School, Grades 7–10 (Stage 3)

The junior high school is discipline-based. The subjects covered are Mathematics, Science and Technology, English, and Filipino. Other subjects are Araling Panlipunan (History, Economics), Technology and Livelihood; Music, Art, Physical Education, and Health; and Values Education.



Senior High School, Grades 11–12 (Stage 4)



Photo by: Dominic P. Almirez

SHS is two years of specialized upper secondary education during which learners master concepts and skills to prepare for tertiary education, middle-level skills development, entrepreneurship, and employment. SHS offers four tracks: Academic, Technical-Vocational-Livelihood; Arts and Design; and Sports. The Academic track includes five strands: Accountancy, Business, and Management (ABM); Humanities and Social Sciences (HUMSS); Science, Technology, Engineering, and

Mathematics (STEM); General Academic Strand (GAS); and Pre-Baccalaureate Maritime (PBM). In the Technical-Vocational-Livelihood (TVL) track, graduates may obtain a National Certificate Level II (NC II) should they pass the competency-based assessment of the TESDA. Senior High School (SHS) aims to equip learners with skills that will better prepare them for the future, whether it be employment, entrepreneurship, skills development (further Tech-Voc training), or higher education (College).

Alternative Learning System

The Alternative Learning System (ALS) is a parallel learning system to formal education that provides a viable alternative and a second-chance education option for out-of-school youth and adults to complete basic education studies. ALS learners are assessed through a Functional Literacy Test (FLT). The Accreditation and Equivalency (A&E) Program provides an alternative learning pathway to out-of-school children in exceptional cases and adults who have not completed basic education. This program allows school dropouts and early school leavers to complete elementary and secondary education outside of the formal system and obtain certification as elementary and JHS completers through A&E tests for each level.



Photo by: Maureen A. Calubayan

Private Education

Private schools are legally registered institutions offering educational services to the public in exchange for fees. Private schools providing education services are regulated by the above three agencies depending on their coverage and level of operations (Basic, Tertiary, or Technical-Vocational Education). DepEd issued the "Revised Manual of Regulations for Private Schools in Basic Education" in 2010, as amended in 2011. Private schools are funded by private sources (i.e., parents, individuals, religious orders, and the like) and public funds. At the junior high school level, an education service contracting (ESC) program was established and is being managed by the Private Education Assistance Committee (PEAC).

Through ESC, the excess capacities of certified private junior high schools are 'contracted' through slot allocations for learners who would otherwise have gone to public schools. At the senior high school level, learners may apply for and receive SHS vouchers from attending private SHS under the Senior High School Voucher Program (SHSVP). In Technical-vocational education, DepEd introduced the Joint Delivery Voucher Program (JDVP) for Senior High School Technical Vocational and Livelihood Specializations, promoting partnerships between DepEd schools and qualified TVET institutions that offer TVL tracks.



Photo by: Paul Jeffrey Peñaflor

The Regional Office of CALABARZON

The administration of DepEd CALABARZON, empowered by its purpose and commitment to serve, is combining its policy objectives in areas pertaining to youth education and service for the common good in continual cooperation with the local government entities.

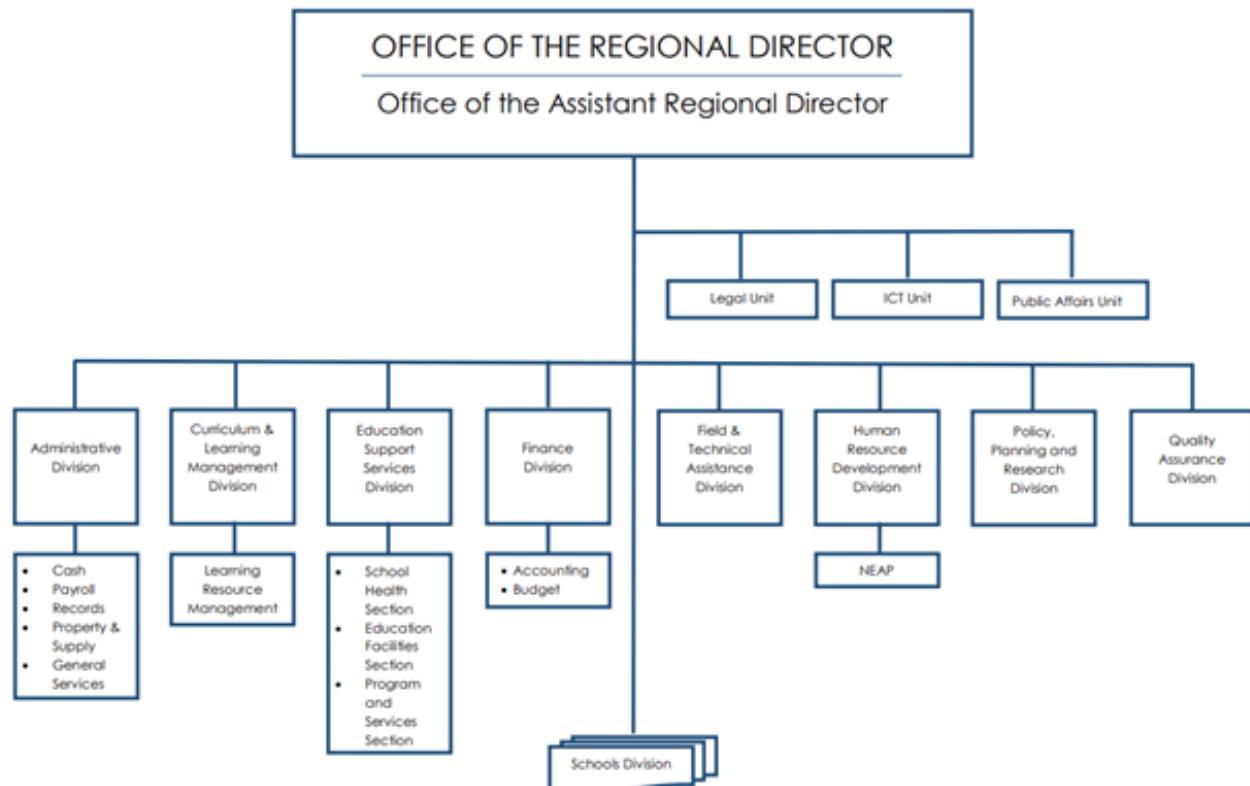
The following offices are found within the three governance levels in DepEd CALABARZON.

Regional Office (RO) adheres to the DepEd Central Office's standards, direction, and policy. The Regional Office's role and responsibility is to translate policy and standards for the operating units, including organizational structure and regional contextualization.

Schools Division Office (SDO) roles and responsibilities include describing the accountabilities of the Curriculum Implementation Division and the Schools Governance and Operations Division, as well as the critical part of the School District Supervisors in providing technical assistance to schools.

Schools are the basic unit of governance in the system. Within schools are teachers and non-teaching staff. Schools are classified as elementary schools, junior high schools (JHS), senior high schools (SHS), and integrated schools. Schools are headed by either principal, head teacher, or teacher-in-charge (for schools not having the minimum number of teachers to qualify for a principal). School heads ensure proper school-based management (SBM), stakeholder engagement, and LGU support/partnership.

Community Learning Centers (CLCs) are physical spaces to house learning resources and facilities for out-of-school children and, in exceptional cases, adults. These are venues for face-to-face learning activities and opportunities for community development and improving people's quality of life. Significant challenges include addressing difficult situations with limited resources.



Along with this organizational structure, school administration in both the public and private sectors anticipates more doable, practical, and realistic initiatives and projects that quickly react to the needs of the times. The administration in the region is listed below.

Office of the Regional Director

Ensures equitable access to, advances equity in, and continuously improves the quality of basic education in the region and school divisions under their supervision by taking the lead in setting policy and direction, setting and enforcing standards (consistent with national educational policies, plans, and standards), forming partnerships with stakeholders in education, and networking with these groups as well as effectively and efficiently managing the available resources (financial, human, and physical)

Legal Unit

Provides the regional director and other representatives of the region legal counsel and legal advice; interpret laws and regulations that have an impact on the Department's operations; prepare contracts and instruments to which the Department is a party; interpret clauses in agreements relating to work carried out for the Department by private entities; and, handles legal and investigation matters involving the regional office, its personnel, and those delegated by the Central Office

Information And Communication Technology (ICT) Unit

Manages the ICT system and infrastructure to effectively support operations, ICT-related plans, and programs of the region, divisions, and units

Public Affairs Units

Manage the communication system, processes, and methods to improve relationships with external partners, media organizations, and the general public and to update them on the status and achievements of the region; give the Regional Director and other authorized spokespersons direct communication support (including speeches, messages, media coverage, talking points, and other comparable public and media relations demands); and, manage the flow of information and communications to aid in crisis management

Curriculum And Learning Management Division

Ensures that the articulated basic education curriculum (pre-school, elementary, secondary, and ALS) is fully implemented, its localization and indigenization, and that there is more access to high-quality, diversified learning materials to improve the quality of learning results

Education Support Services Division

Supports the delivery of basic education through programs, projects, and the allocation of necessary resources to the Schools Divisions to foster an environment that is conducive to learning and guarantee that learners are prepared to learn through educational facilities, programs, and services, as well as school health and nutrition. (e.g., DRRM, School Sports, Guidance and Counseling, School Feeding, etc.)

Field Technical Assistance Division

Coordinate and integrate the delivery of technical assistance (TA) to the school divisions to facilitate the provision of high-quality basic education and provide a supportive environment for schools and learning centers.

Quality Assurance Division

Ensures compliance with the requirements of a high-quality basic education by assessing, monitoring, and evaluating the region's and the Schools Divisions' performance to inform decision-making and direct regional policy in the direction of ongoing improvement in the provision of basic education.

Human Resource Development Division

Ensures competent personnel and staff in the regional and schools division offices through implementing and managing an efficient and effective training and development system towards improved professional competencies and organizational performance in the delivery of basic education

Policy Planning and Research Division

Facilitates the formulation and implementation of education plans, policies, standards, and guidelines in all areas of basic education in the region through the conduct of research studies and the development and maintenance of the Regional Education Planning and Data Management Systems to inform and guide management's strategic and operational decisions in the delivery of quality basic education

Administrative Services Division

Delivers efficient, cost-effective, and effective services to the regional office regarding people, records, correspondence receiving, supplies, equipment, collection, disbursement, security, and custody of property, and reportorial work to oversight authorities

Finance Division

Guides the regional director about the region's financial resources and assist with budgeting, accounting, reporting, and liaising with regulatory bodies

ADMINISTRATIVE SERVICES DIVISION

Asset Management Section

Provides and gives equitable service to the delivery of basic education assets, supplies; Instructional Materials, and needed resources and ensures efficient delivery of the Property and Supply Management System →in accordance with COA rules and regulations

Cash Section

Provides services to the Regional Office related to cash collections, disbursements, liquidations, and preparation of reports to the accounting office to ensure proper utilization and timely disbursement of funds and liquidation of cash advances to pay for government obligation in accordance with accounting and auditing rules and regulations

Personnel Section

Ensures the recruitment and selection of personnel, tracking their movement within the organization, the timely receipt of their compensation and mandated benefits, and providing personnel-related information by managing the employee database and records

Records Section

Provides administrative support to the management and staff of the region to ensure the receipt, recording, and distribution of official correspondence and documents, safekeeping, preservation, and retrieval of records and files of operational, legal, and historical value, and the disposition of files and records according to existing laws and policies through the establishment and maintenance of an effective and efficient records management system in the regional office and provision of technical assistance to the schools division offices

General Services Unit

Ensures the efficient, economical, and effective general support services relating to the safety and security of office personnel, premises, documents, and properties; ground and landscape maintenance, building and office facilities maintenance and motor pool services in order to provide the regional office personnel with a safe, clean, and healthy environment conducive to the effective performance of their respective functions and delivery of services

Procurement Unit

Supports the Bids and Awards Committee (BAC) and end-user to facilitate professionalism and harmonization of procedures and standards under Republic Act 9184 and its 2016 R-IRR

FINANCE DIVISION

Budget Section

Provides DO management with economical, efficient, and effective accounting services to ensure the cost-effective utilization of financial resources of the division.

Accounting Section

Maintains financial records and reports in order to provide management with information for decision making, and accounting reports to oversight agencies to ensure the proper utilization of funds in accordance with accounting and auditing rules and regulations

HUMAN RESOURCE DEVELOPMENT DIVISION

The National Educators Academy of the Philippines- Region IV-A

In-charge of the design, development, and delivery of professional development programs and courses for teachers, school leaders, and other teaching-related personnel in the Region. NEAP-R maintains the training standards and the quality of training delivery

Learning Resource Management Section

Provides technical assistance to the schools in curriculum implementation, set-up, management, operations and maintenance of their Learning Resource Centers. It also assist in instructional supervision and development, production, distribution and quality assurance of all types of learning resources (printed, digital, multi-media, etc.) for use in the schools division so as to increase access to varied quality learning resources by intended users (i.e. teaching and learning resources and professional development materials)

Table 7 presents the regional workforce of the DepEd IV-A.

Table 7. The DepEd CALABARZON Workforce

| Governance Level | Teaching Positions | % | Teaching-Related Positions | % | Non-Teaching Positions | % | Total |
|----------------------|--------------------|--------|----------------------------|-------|------------------------|-------|---------|
| Regional Office | | 0.0% | 25 | 20.5% | 97 | 79.5% | 122 |
| Division Office | | 0.0% | 232 | 7.6% | 2,386 | 92.4% | 3,608 |
| Public Schools | 103,894 | 91.8% | 5,387 | 4.8% | 3,875 | 3.4% | 113,156 |
| • Kindergarten | 1,711 | 100.0% | | 0.0% | | 0.0% | 1,711 |
| • Elementary | 59,428 | 93.8% | 2,746 | 4.3% | 1,168 | 1.8% | 63,342 |
| • Junior High School | 35,900 | 90.4% | 2,103 | 5.3% | 1,705 | 4.3% | 39,708 |
| • Senior High School | 7,455 | 82.9% | 538 | 6.0% | 1,002 | 11.1% | 8,995 |
| Grand Total | 103,894 | 89.3% | 5,644 | 4.9% | 6,808 | 5.9% | 116,346 |

DepEd CALABARZON's workforce has a grand total of 116,346. Out of the total, 89.3% or 103,894 comprises teaching positions, 4.9% or 5,644 are teaching-related positions, and 5.9% or 6,808 are non-teaching positions.

As per the level of governance, the regional office has a total workforce of teaching, teaching-related and non-

teaching positions of 122, the division offices have 3,068, the elementary schools have 63,342, the junior high schools have 39,708 and the senior high schools have 8,995.

Table 8 presents the typologies of schools in Region IV-A.

Table 8. Typologies of Schools in DepEd Region IV-A

| Sector | All Offering (K to 12) | ES and JHS (K to 10) | JHS with SHS | Purely ES | Purely JHS | Purely SHS | Grand Total |
|------------|------------------------|----------------------|--------------|-----------|------------|------------|-------------|
| CALABARZON | 628 | 578 | 534 | 3,794 | 318 | 293 | 6,145 |
| Public | 5 | 50 | 420 | 2,964 | 288 | 91 | 3,548 |
| Private | 618 | 525 | 107 | 1,100 | 27 | 197 | 2,754 |
| SUCs/LUCs | 5 | 3 | 7 | 0 | 3 | 5 | 23 |

As shown above, there is a total of 6,145 schools in all sectors operating in CALABARZON. These comprise 3,548 public schools, 2,574 private schools, and 23 SUCs/LUCs.

These schools, when segregated are composed of 3,794 purely elementary schools, 318 purely junior high schools, 293 purely senior high schools, 628 offering elementary to senior high school (K to 12), and 578 offering elementary to junior high school (K to 10).

The 3,548 public schools, when segregated are composed of 2,694 purely elementary schools, 288 purely junior high schools, 91 purely senior high schools, 5 offering elementary to senior high school (K to 12), and 50 offering

elementary to junior high schools (K to 10).

The 2,574 private schools are subdivided into 1,100 purely elementary, 27 purely junior high schools, 197 purely senior high schools, 618 offering elementary to senior high school (K to 12), and 3 offering elementary to junior high school (K to 10).

The 23 SUCs/LUCs are composed of 3 junior high schools, 5 purely senior high schools.

In addition, 273 schools are offering Special Education, 127 schools for Indigenous Peoples' Education, and 64 for Arabic Language and Islamic Values Education (ALIVE).

Region IV-A Education Development Plan 2023-2028

CHAPTER II

**Key Features
of Education
Situation Analysis
in the Region**

This section provides a detailed presentation and discussion of the region's participation and access to quality education.



II.A Participation and Access to Quality Education

With nearly universal access to elementary education (enrollment in 2019–2020 was 98%), Region IV– has made great strides in the field of basic education. Low-quality education and uneven access for demographic groups, however, pose a barrier to continued advancement. The full realization of children's rights is severely constrained

by this, and it also jeopardizes the human capital and future skilled workforce that the area and the nation will require.

This section will particularly highlight the region's participation & access to quality basic education across all levels.

II.A.1 Participation by Education Levels

Tables 9-11 present the pertinent data on the participation and access of learners in CALABARZON across all levels.

Table 9. Historical Dashboard of Key Performance Indicators at the Elementary Level

| KPI | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Trend | Mvmt/Year |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------|-------|-------------------|
| ACCESS | | | | | | | | | | |
| Enrollment | 2,199,297 | 2,168,894 | 2,112,874 | 2,163,142 | 2,184,758 | 2,152,856 | 2,085,321 | 2,112,360 | | Increasing 0.02% |
| Public* | 1,859,473 | 1,856,868 | 1,831,264 | 1,839,806 | 1,847,188 | 1,820,848 | 1,881,023 | 1,932,189 | | Increasing 1.09% |
| Private | 339,824 | 312,026 | 281,610 | 323,336 | 337,570 | 332,008 | 204,298 | 190,171 | | Decreasing -5.56% |
| GER | 105.67 | 102.64 | 109.28 | 104.67 | 104.23 | 104.99 | 97.24 | Not Yet Available | | Decreasing -3.01 |
| NER | 92.03 | 89.94 | 97.20 | 96.52 | 97.36 | 98.23 | 91.99 | Not Yet Available | | Decreasing -1.30 |
| Transition Rate | 98.95 | 98.32 | 100.25 | 97.93 | 99.85 | 100.02 | 94.22 | Not Yet Available | | Decreasing -1.51 |
| Kinder Participation | | | | | | | | | | |
| GER | 98.66 | 90.07 | 82.80 | 106.37 | 113.91 | 94.01 | 92.88 | Not Yet Available | | Fluctuating 2.52 |
| NER | 79.97 | 71.80 | 65.70 | 85.50 | 80.45 | 65.37 | 68.20 | Not Yet Available | | Fluctuating 0.63 |
| EFFICIENCY | | | | | | | | | | |
| Cohort Survival Rate | 92.79 | 91.82 | 100.00 | 99.32 | 99.80 | 99.86 | 78.39 | Not Yet Available | | Decreasing -5.40 |
| Completion Rate | 92.29 | 88.46 | 97.96 | 99.32 | 99.80 | 99.45 | 78.03 | Not Yet Available | | Decreasing -4.98 |
| Dropout Rate (SLR) | 1.55 | 1.76 | 0.34 | 0.11 | 0.03 | 0.09 | 4.82 | Not Yet Available | | Increasing 1.12 |
| Repetition Rate | 0.41 | 0.49 | 2.06 | 1.91 | 1.85 | 1.87 | 1.93 | Not Yet Available | | Decreasing -0.03 |
| Promotion Rate | 95.12 | 97.42 | 97.61 | 97.94 | 98.12 | 98.04 | 93.26 | Not Yet Available | | Decreasing -1.09 |
| Graduation Rate | 96.16 | 97.20 | 97.20 | 99.27 | 99.20 | 98.68 | 98.42 | Not Yet Available | | Increasing 0.31 |
| Retention Rate | 98.38 | 98.09 | 100.55 | 99.75 | 100.31 | 99.86 | 94.80 | Not Yet Available | | Decreasing -1.44 |
| QUALITY | | | | | | | | | | |
| Overall MPS in Grade 6 | 57.89 | 42.54 | 42.42 | 40.40 | | | | | | |
| Proportion of learners achieving at least nearly proficient in NAT in Grade 6 | | | | 28.35 | 22.82 | | | | | |
| *Public Includes SJCS & LUCS | | | | | | | | | | |
| Not yet available | | | | | | | | | | |

Table 9 presents the dashboard of Key Performance Indicators for the Elementary Level of Region IV-A in terms of access and efficiency for 2016 – 2017 to the school year 2021-2022. Data reveals that enrollment at the elementary level has had an average growth rate of 0.02 percent in the past six years. However, it can be noted that in the

School Year (SY) 2019-2020, there was a total enrolment of 2,152,856, which slightly dropped to 2,085,321 in SY 2020-2021. The COVID-19 pandemic and prevalent environmental disasters like Taal volcano eruption and devastating typhoons disrupted the education of the CALABARZON learners and the service of the combined

CHAPTER II Key Features of Education Situation Analysis in the Region

teaching and non-teaching workforce of 110,281. The Department of Education region unfalteringly stood from these disruptions and pursued that given the varying phenomena, education must continue. The educational responses to the pandemic that the Regional Office implemented have demonstrated an ability to respond rapidly and produce numerous milestones reflecting the region's achievement.

In the SY2020-2021 enrollment, the region exceeded its physical target of 80% to more than 100% of its previous enrollment in the public schools. The basic education continuity plan of the region was efficiently communicated, putting utmost consideration on the health and safety protocols implemented throughout the country, and systems and policies about the implementation of varied distance learning modalities were put in place. In the School Year 2021-2022, the total enrollment in all sectors is 2,112,360. There is an increase of 27,039 from the previous school year.

Presently, public school enrollment is steadily increasing, with a total of 1,932,189- an increase of 51,166 from the previous school year. The loss of parents' livelihood and migration to the provinces as caused by the pandemic contributed to the students from private schools transferring to public schools.

Moreover, the pattern in the Gross Enrollment Rate (GER) and Net Enrollment Rate (NER) in elementary is fluctuating

in the past six years. Notably, there was a slight downward movement from 2019-2020, with a GER of 104.99 to 97.24 in the following school year. Likewise, the NER of 100.02 dropped to 94.22 in the school year 2020-2021.

Furthermore, notable is the pattern in the Gross Enrollment Rate (GER), and Net Enrollment Rate (GER) in kindergarten, which can be seen as steadily increasing in the past six years with an average movement of 2.52% and 0.63 respectively, per year. Notably, there was a slight downward movement from 2019-2020, with a GER of 94.01 to 92.88 in the following school year. Interestingly, the NER of 65.37 slightly increased up to 68.20 during the pandemic years. This is because this year, there has been a reversal in the transfer of learners. There was greater net migration from private to public schools during this time.

Regarding the retention rate, the same pattern is evident. The retention rate in SY 2019-2020 by 99.86% dropped to 94.80% in the next school year. This is also evident in the Dropout rate, which significantly increased from 0.09 in SY2019-2020 to 4.82 the following year. This result can be attributed to the pandemic, which has contributed to the economic downturn and loss of jobs of the parents who pay for the tuition in private schools. In some cases, the uncertainty and threat brought by the pandemic forced parents not to enroll their children in schools.

Table 10. Historical Dashboard of Key Performance Indicators at the Junior High School Level

| JUNIOR HIGH SCHOOL | | | | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------|---|----------------------|
| KPI | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Trend | Mvmt/Year |
| ACCESS | | | | | | | | | | |
| Enrollment | 1,026,114 | 1,037,145 | 1,053,698 | 1,112,419 | 1,177,790 | 1,212,921 | 1,229,582 | 1,251,061 |  | increasing 3.51% |
| Public* | 777,554 | 795,909 | 819,958 | 852,133 | 910,249 | 940,752 | 1,001,272 | 1,041,981 |  | increasing 4.92% |
| Private | 248,560 | 241,236 | 233,740 | 260,286 | 267,541 | 272,169 | 228,310 | 209,080 |  | decreasing -1.73% |
| GER | 87.38 | 86.34 | 97.18 | 99.25 | 103.66 | 105.47 | 101.17 | Not Yet Available |  | increasing 1.00 |
| NER | 68.60 | 72.60 | 81.41 | 82.50 | 86.58 | 87.85 | 84.49 | Not Yet Available |  | increasing 0.77 |
| Transition Rate | 97.84 | 97.41 | 96.93 | 95.65 | 96.97 | 97.44 | 88.69 | Not Yet Available |  | decreasing -2.06 |
| EFFICIENCY | | | | | | | | | | |
| Cohort Survival Rate | 84.84 | 86.93 | 92.26 | 91.58 | 93.66 | 91.55 | 81.89 | Not Yet Available |  | decreasing -2.59 |
| Completion Rate | 82.27 | 81.56 | 90.09 | 91.52 | 93.22 | 90.12 | 81.50 | Not Yet Available |  | decreasing -2.15 |
| Dropout Rate (SLR) | 5.33 | 4.67 | 2.94 | 3.15 | 2.37 | 3.16 | 6.52 | Not Yet Available |  | increasing 0.89 |
| Repetition Rate | 0.85 | 0.92 | 3.08 | 2.86 | 2.89 | 3.02 | 3.00 | Not Yet Available |  | decreasing -0.02 |
| Promotion Rate | 96.95 | 93.65 | 96.01 | 98.21 | 97.80 | 96.73 | 97.45 | Not Yet Available |  | increasing 0.36 |
| Graduation Rate | 92.04 | 94.51 | 94.47 | 95.07 | 94.73 | 93.82 | 90.48 | Not Yet Available |  | decreasing -1.00 |
| Retention Rate | 94.67 | 95.12 | 96.30 | 96.50 | 96.97 | 95.36 | 93.26 | Not Yet Available |  | decreasing -0.76 |
| QUALITY | | | | | | | | | | |
| Overall MPS in Grade 6 | 57.89 | 42.54 | 42.42 | 40.40 | | | | |  | |
| Proportion of learners achieving at least nearly proficient in NAT in Grade 10 | | | | 34.01 | 39.26 | | | |  | |
| *Public Includes SUCS & LUCCS | | | | | | | | |  | |
| Not yet available | | | | | | | | |  | |

Region IV-A Education Development Plan 2023-2028

Table 10 presents the dashboard of Key Performance Indicators for the Junior High School Level of Region IV-A in terms of access and efficiency for 2016 – 2017 to the school year 2021-2022. According to data, junior high school enrollment has had an average growth rate of 3.51 percent during the last six years. Furthermore, it should be noted that the overall enrolment was 1,229,582 in the School Year (SY) 2019–2020 and marginally increased to 1,251,061 in the SY 2020–21. The reason behind this is the significant number of learners who transitioned from elementary to secondary schools. Furthermore, this can also be attributed to the Basic Education Learning Continuity program of the Region, where the implementation of educational solutions to the pandemic has shown that learning and teaching can happen even if the learners are in the confines of their homes.

Presently, public school enrollment is significantly increasing, with 1,001,272 in SY 2019–2020 to 1,041,981 in SY 2020–2021. There is an increase of 40,709 from the previous school year. The loss of parents' livelihood

and migration to the provinces caused by the pandemic contributed to the students from private schools transferring to public schools.

Furthermore, the Junior High School Gross Enrollment Rate (GER) and Net Enrollment Rate (GER) patterns have increased during the previous six years. Notably, the GER decreased somewhat from 2019–2020 to the next school year, going from 105.47 to 101.17. The NER, 87.85 in the previous academic year, dropped to 84.49 in 2020–21.

A similar tendency is visible in terms of retention rate. The retention rate decreased from 95.36% in SY 2019–2020 to 93.26% in the next academic year. The Dropout Rate, which considerably increased from 3.16 in SY 2019–2020 to 6.52 the following year, is another indicator of this. This outcome may be traced to the pandemic, which also played a role in the economic slump and employment losses experienced by the parents who pay for private school tuition. In other situations, the pandemic's uncertainty and menace compelled parents to opt out of enrolling their children in school.

Table 11. Historical Dashboard of Key Performance Indicators at the Senior High School Level

| SENIOR HIGH SCHOOL | | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-------------------|------------|-----------|
| KPI | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Trend | Mvmt/Year |
| ACCESS | | | | | | | | |
| Enrollment | 220,284 | 400,330 | 434,394 | 457,330 | 474,624 | 525,656 | increasing | 22.01% |
| Public* | 85,885 | 150,480 | 171,178 | 187,308 | 229,177 | 282,474 | increasing | 28.80% |
| Private | 134,399 | 249,850 | 265,216 | 270,022 | 245,447 | 243,182 | increasing | 16.76% |
| GER | 75.48 | 72.77 | 78.63 | 82.50 | 81.28 | Not Yet Available | increasing | 1.45 |
| NER | 45.61 | 53.90 | 58.33 | 54.79 | 54.80 | Not Yet Available | increasing | 2.30 |
| Transition Rate | 89.90 | 88.81 | 93.21 | 94.72 | 88.90 | Not Yet Available | decreasing | -0.25 |
| QUALITY | | | | | | | | |
| GRADE 12 | | | | | | | | |
| Proportion of learners achieving at least nearly proficient in NAT in Grade 12 | | | | | | | | |
| *Public Includes SUCS & LUCS | | | | | | | | |
| Not yet available | | | | | | | | |
| KPI | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | Trend | Mvmt/Year | | |
| Overall Mean Percentage Scores | | | | | | | | |
| NAT-Grade 6 | 57.89 | 42.54 | 42.42 | 40.40 | | -1.07 | | |
| NAT-Grade 10 | 44.45 | 41.80 | 44.68 | 46.30 | | 2.25 | | |
| NAT-Grade 12 | | | | 38.94 | | | | |
| Proportion of learners achieving at least nearly proficient in NAT | | | | | | | | |
| NAT-Grade 6 | | | 28.35 | 22.82 | | -5.53 | | |
| NAT-Grade 10 | | | 34.01 | 39.26 | | 5.25 | | |
| NAT-Grade 12 | | | 17.97 | | | | | |
| *Public Includes SUCS & LUCS | | | | | | | | |
| Not yet available | | | | | | | | |

Table 11 presents the dashboard of Key Performance Indicators for the Senior High School Level of Region IV-A in terms of access and efficiency for 2016 – 2017 to the school year 2021-2022. According to data, during the last six years, senior high school enrollment has an average growth rate of 22.01 percent. Furthermore, it should be noted that the overall enrolment was 474,624 in the School Year (SY) 2019–2020 and significantly increased to 525,656 in the SY 2020–21. The reason behind this is the huge number of learners who transitioned from secondary to Senior High School.

Senior High School enrolment in public schools is rising rapidly, from 229,177 in SY 2019–2020 to 282,474 in SY 2020–21. 53,297 more students are enrolled this year than in the previous academic year. Students from private schools transferred to public schools partly due to the pandemic-related loss of parental income and provincial migration.

It is also clear that during the past six years, the Senior High School Gross Enrollment Rate (GER) and Net Enrollment Rate (GER) trends have improved. The GER's 1.45 average annual growth rate during the previous six

CHAPTER II Key Features of Education Situation Analysis in the Region

years is particularly notable. Like this, the NER grew by 2.30 percent on average. Notably, the retention rate decreased from 94.72 in SY 2019–2020 to 88.90 in the subsequent academic year. This tendency may be traced to the

pandemic-related economic depression, in which Senior High students chose to support their families' livelihoods rather than succumb to the pandemic's financial difficulties.

II. A.2 Private Education

The pandemic has had a serious impact on private schools. There were 2,923 private schools in the area and 152 suspended operations. Due to low or no enrolment, many of these institutions were forced to discontinue operations. The pandemic impacted the parents'

occupations and means of subsistence, so they decided to enroll their kids in free public schools. Other reasons for choosing not to open include the COVID-19 pandemic, student and staff safety concerns, and financial constraints.

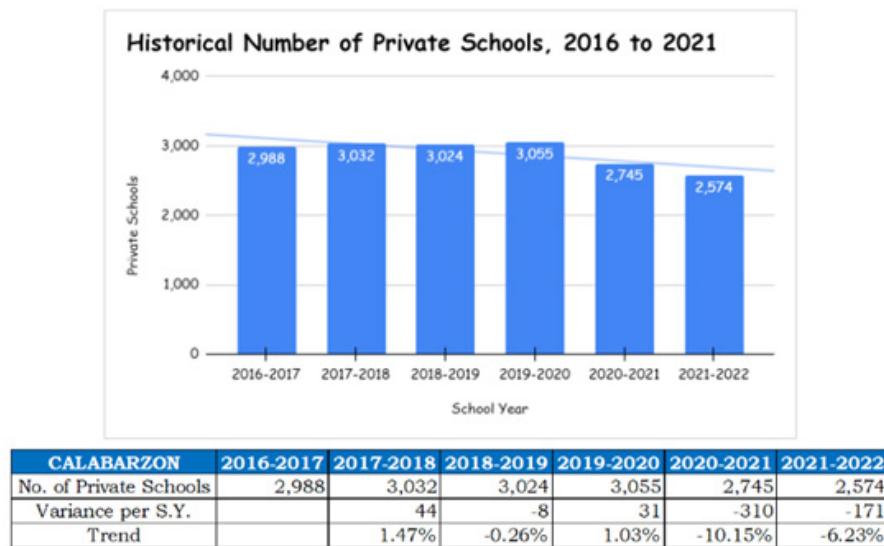


Figure 3. Historical Number of Private Schools, 2016-2021

The graph above shows the historical number of private schools in the region. It indicates that the number of private schools in the region constantly increased from 2016-2019. However, starting the pandemic year, there

was a significant decrease in 2020 and 2021 at 310 and 171, respectively.

Figure 4 shows the historical enrollment of Private Schools across all levels.

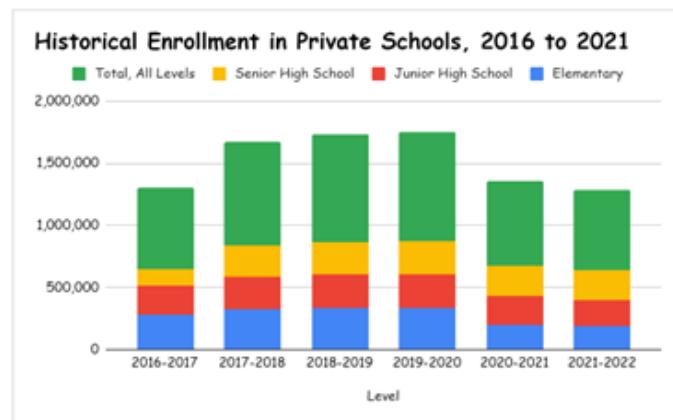


Figure 4. Historical Enrollment of the Private Schools across All Levels

II. A.3 Drop-Out Rate

The percentage of pupils/students who leave school during the year for any reason, as well as those who complete the previous grade/year level but fail to enroll in the next grade/year level the following school year,

to the total number of pupils/students enrolled during the previous school year. Table 12 shows the Drop-out Rate in Elementary and Junior High Schools across all regional sectors.

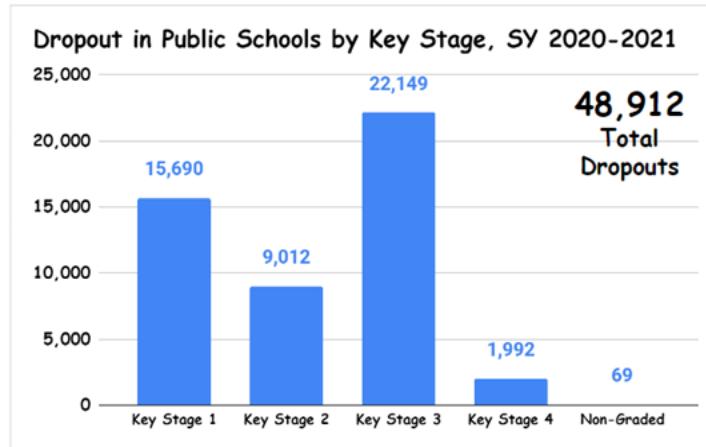


Figure 5. Drop-out Rate in Elementary and Junior High Schools Across all Sectors

The pandemic caused a significant economic downturn and affected many families resulting in the dropout of some learners in the region. Despite government efforts to push the Alternative Learning System and alternative delivery modes of learning materials, some parents still opted to let their children wait out the school year. Region IV-A

recorded a total number of 48,912 across all key stages during the School Year 2020-2021. Specifically, there are 15,690 dropouts in Key Stage 1, 9,012 in Key Stage 2, 22,149 in Key Stage 3, and 1,992 in Key Stage 4.

Apart from the pandemic, the specific reasons for dropping out are presented in Table 12.

Table 12. Causes of Dropouts

| Rank | Causes of Dropout | ES | % | JHS | % | SHS | % | Total | % |
|--------------|-----------------------------------|--------|-------|-------|-------|-----|-------|--------|-------|
| TOTAL | | | | | | | | | |
| 1 | Family problems/Feuds | 12,350 | 49.9% | 7,090 | 32.0% | 268 | 13.5% | 19,708 | 40.3% |
| 2 | Lack of interest/Distractions | 2,909 | 11.7% | 8,990 | 40.6% | 688 | 34.5% | 12,587 | 25.7% |
| 3 | Parents Attitude Toward Schooling | 5,122 | 20.7% | 417 | 1.9% | 9 | 0.5% | 5,548 | 11.3% |
| 4 | Distance between Home and School | 2,706 | 10.9% | 1,389 | 6.3% | 39 | 2.0% | 4,134 | 8.5% |
| 5 | Child Labor, Work | 79 | 0.3% | 1,725 | 7.8% | 237 | 11.9% | 2,041 | 4.2% |
| 6 | Others | 335 | 1.4% | 650 | 2.9% | 659 | 33.1% | 1,644 | 3.4% |
| 7 | Death | 451 | 1.8% | 321 | 1.4% | 7 | 0.4% | 779 | 1.6% |
| 8 | Illness | 345 | 1.4% | 382 | 1.7% | 21 | 1.1% | 748 | 1.5% |
| 9 | Early Marriage/Pregnancy | 30 | 0.1% | 607 | 2.7% | 35 | 1.8% | 672 | 1.4% |
| 10 | Poor Academic Performance | 183 | 0.7% | 257 | 1.2% | 21 | 1.1% | 461 | 0.9% |
| 11 | Had to Take Care Siblings | 162 | 0.7% | 183 | 0.8% | 4 | 0.2% | 349 | 0.7% |
| 12 | Peer Influences | 11 | 0.0% | 100 | 0.5% | 0 | 0.0% | 111 | 0.2% |
| 13 | Overage | 32 | 0.1% | 21 | 0.1% | 0 | 0.0% | 53 | 0.1% |
| 14 | Calamities/Disasters | 30 | 0.1% | 15 | 0.1% | 3 | 0.2% | 46 | 0.1% |
| 15 | Hunger/Malnutrition | 7 | 0.0% | 2 | 0.0% | 0 | 0.0% | 9 | 0.0% |
| 16 | Teacher Factors | 6 | 0.0% | 1 | 0.0% | 0 | 0.0% | 7 | 0.0% |
| 17 | Physical Conditions of Classrooms | 4 | 0.0% | 2 | 0.0% | 1 | 0.1% | 7 | 0.0% |
| 18 | Armed Conflict | 6 | 0.0% | 0 | 0.0% | 0 | 0.0% | 6 | 0.0% |
| 19 | Drug Abuse | 2 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 0.0% |

Source: End-of-School-Year (EOSY) Report for SY 2020-2021

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DepEd surveyed the significant causes of dropouts in public schools relevant to this increase in dropout rate through its End-of-the-School-Year Report for SY 2020-2021. Based on the survey, out of the total 24,770 dropouts, the major causes of their dropping out include family problems and feuds (12,350 or 49.9%); parents' attitude towards schooling with 5,122 or 20.79%, lack of interest and distractions with 2,909 or 11.7%, and distance between home and school with 237 or 11.9%.

Among the Junior High Schools, out of the total 22,150 dropouts, the major causes of their dropping out include lack of interest and distractions with 8,990 or 40.6%, family

problems and feuds with 7,090 or 32.0%, child labor and work with 1,725 or 7.8%, and distance between home and school with 1,389 or 6.3%.

On the part of Senior High Schools, out of the total 1,992 dropouts, the major causes of their dropping out include lack of interest and distractions with 688 or 34.5%. Other reasons 659 or 33.1%; family problems and feuds with 268 or 13.5%; child labor and work with 237 or 11.9%; and distance between home and school with 39 or 2.0%. (Classify causes of dropout based on the Framework from RD)

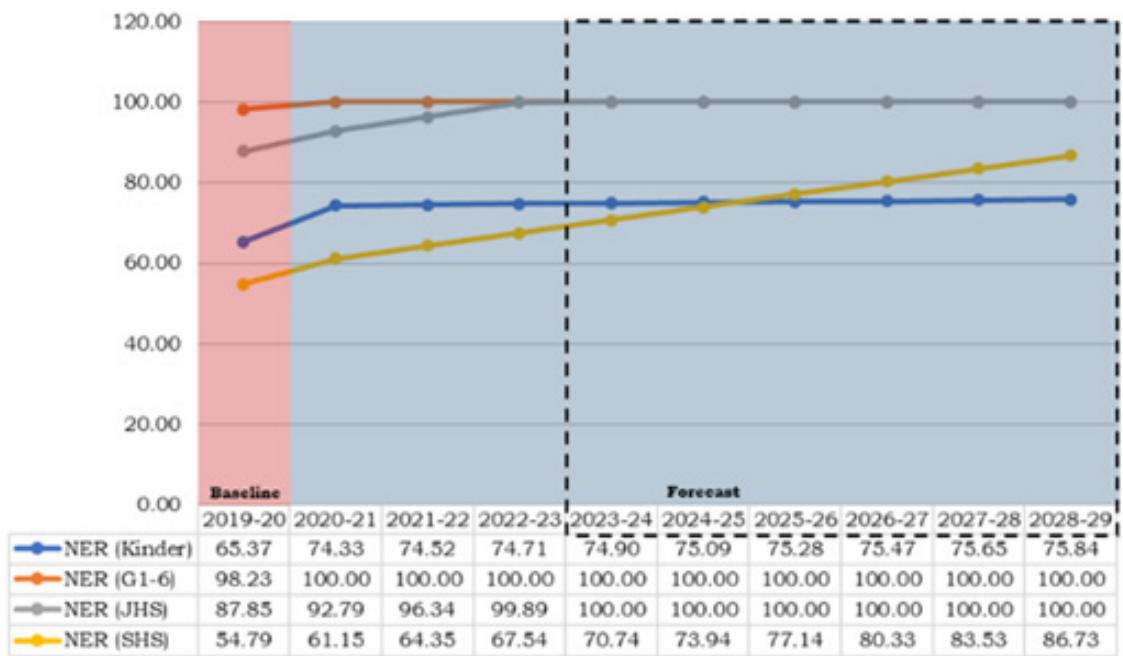
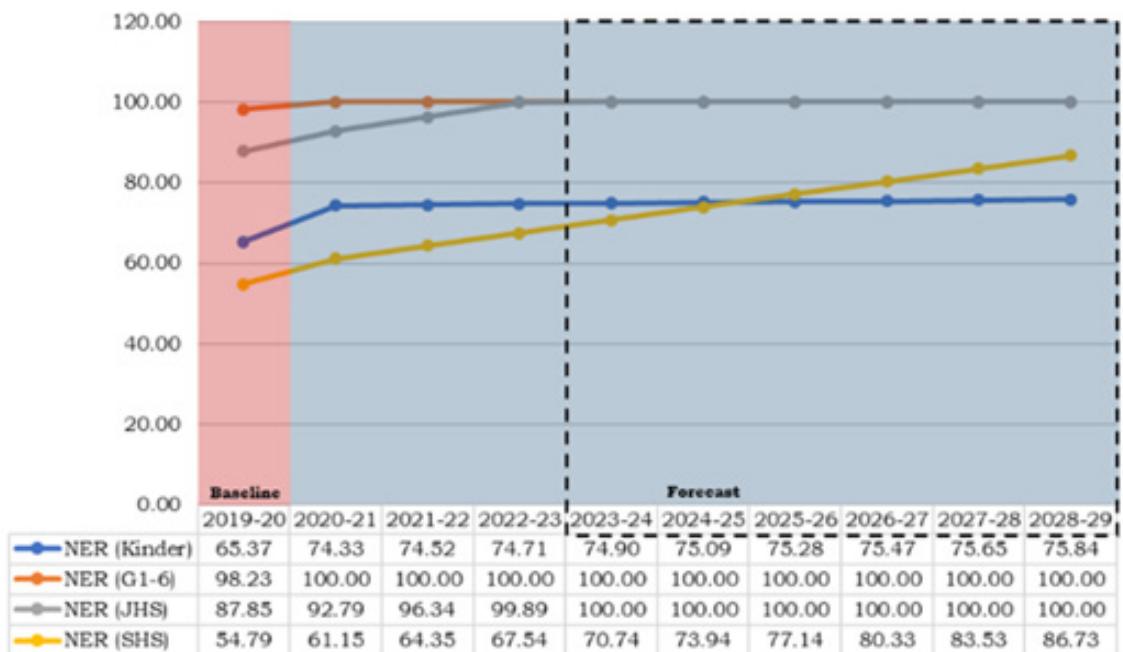
II. A.4 Gaps in Access

Table 13 shows the gaps in access identified for the school year 2020-2021

Table 13. Gaps in Access

| Category | Level | KPI | 2020-2021 | Trend (5yr) | Mvmt/Year |
|----------|------------|----------------------|-----------|-------------|-----------|
| Access | Elem | NER (Kinder) | 68.20 | fluctuating | 0.63 |
| | | NER (G1-6) | 91.99 | decreasing | -1.30 |
| | JHS | NER | 84.49 | increasing | 0.77 |
| | | Transition Rate | 88.69 | decreasing | -2.06 |
| | SHS | NER | 54.80 | increasing | 2.30 |
| | | Transition Rate | 88.90 | decreasing | -0.25 |
| | Efficiency | Cohort Survival Rate | 78.39 | decreasing | -5.40 |
| | | Completion Rate | 78.03 | decreasing | -4.98 |
| | | Dropout Rate (SLR) | 4.82 | increasing | 1.12 |
| | | Promotion Rate | 93.26 | decreasing | -1.09 |
| | | Retention Rate | 94.80 | decreasing | -1.44 |
| | JHS | Cohort Survival Rate | 81.89 | decreasing | -2.59 |
| | | Completion Rate | 81.50 | decreasing | -2.15 |
| | | Dropout Rate (SLR) | 6.52 | increasing | 0.89 |
| | | Promotion Rate | 90.48 | decreasing | -1.00 |
| | | Retention Rate | 93.26 | decreasing | -0.76 |

As shown in the table, based on the access indicators, the Net Enrollment Rate (NER) in Kinder fluctuates with a movement of 0.63% per year. On the other hand, the NER for Junior High School (JHS) and Senior High School is increasing with 0.77 and 2.30 percentages of movement per year. Furthermore, the transition rate in all levels is observed as decreasing.



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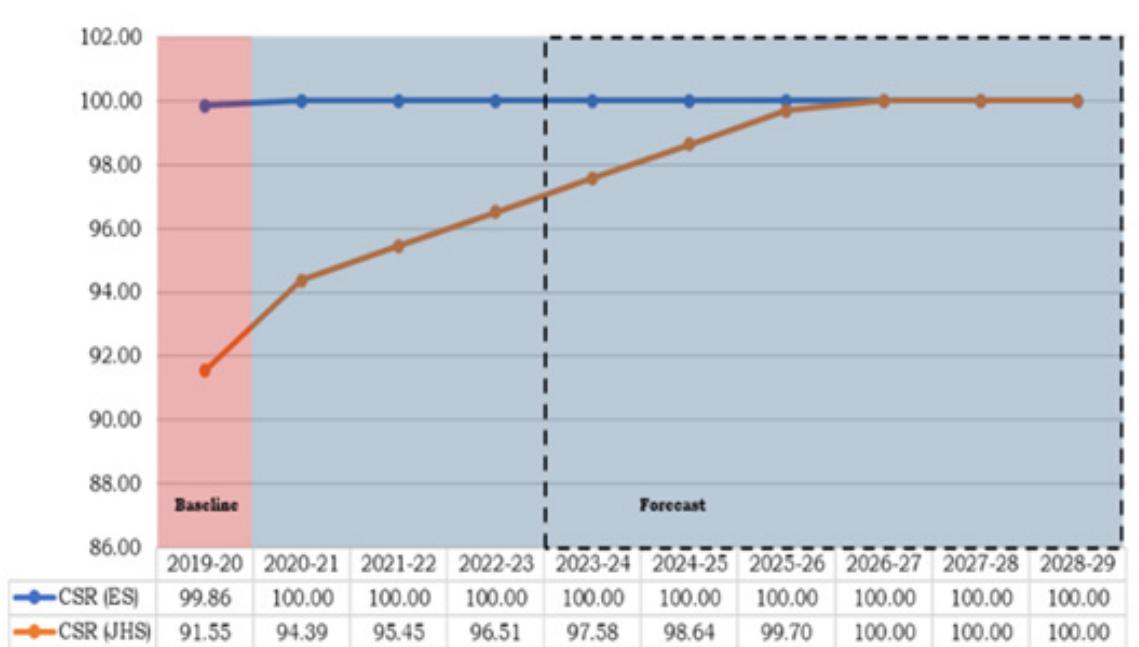


Figure 8: Cohort Survival Rate Forecast in All Levels

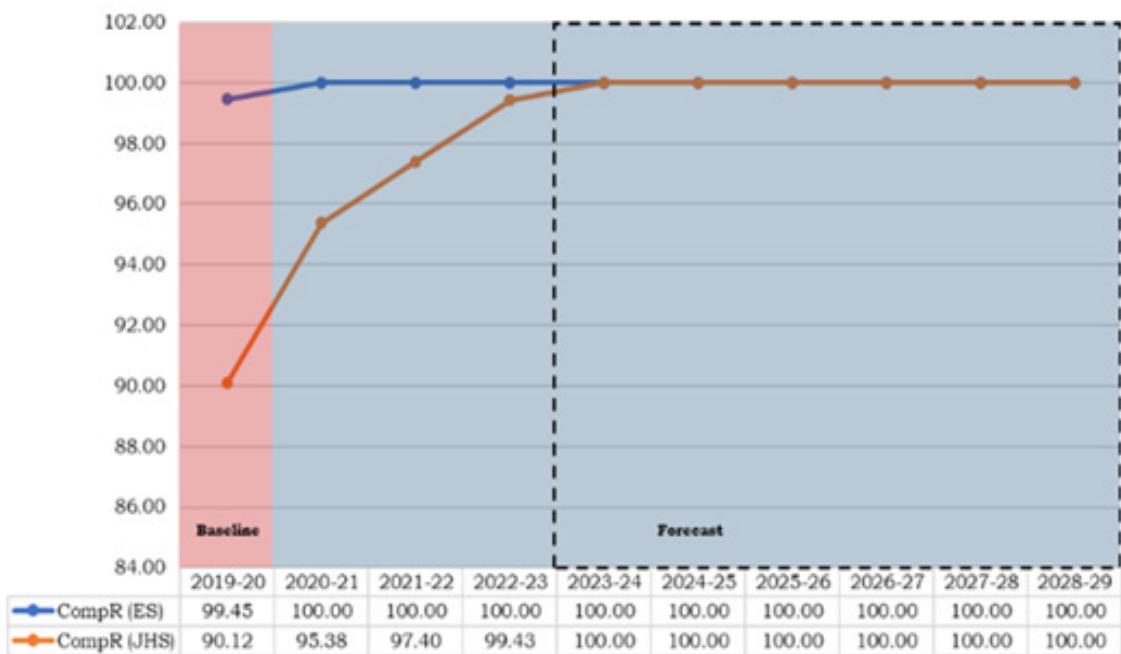


Figure 9: Completion Rate Forecast in All Levels

Likewise, the efficiency indicators of cohort survival rate, completion rate, dropout rate, promotion rate, and retention are decreasing.

DepEd Region IV-A aims to make learning accessible to all types of learners. The following estimates for the Key Performance Indicators in Access are anticipated to come true unless there are modifications to the present plans, programs, and activities.

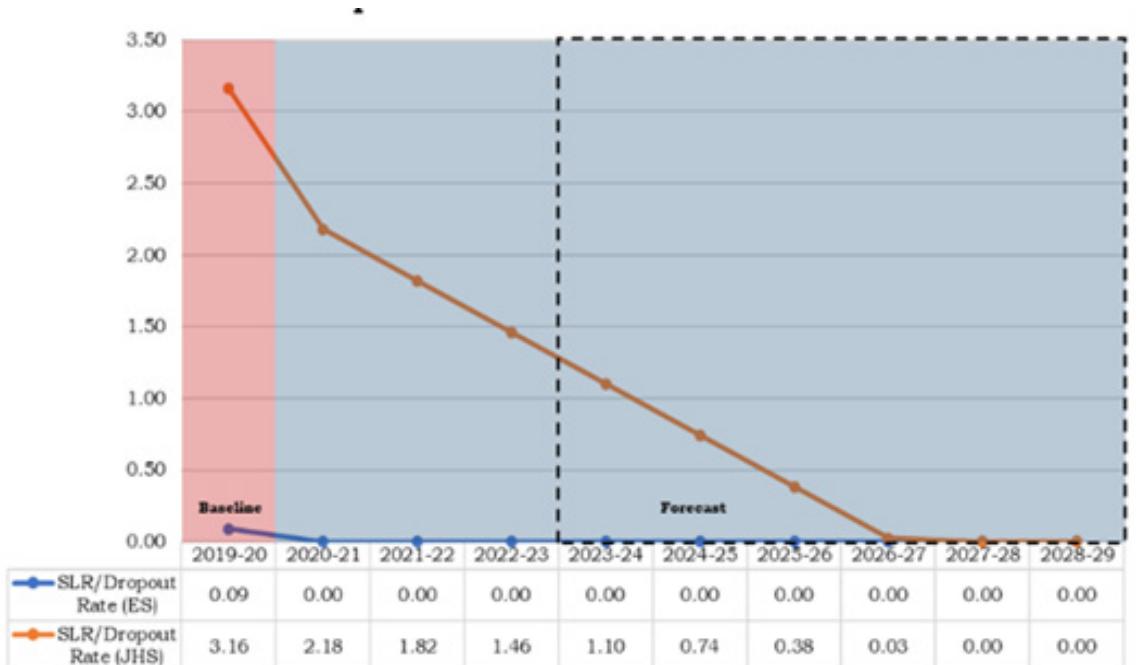


Figure 10: Retention Rate Forecast in All Levels

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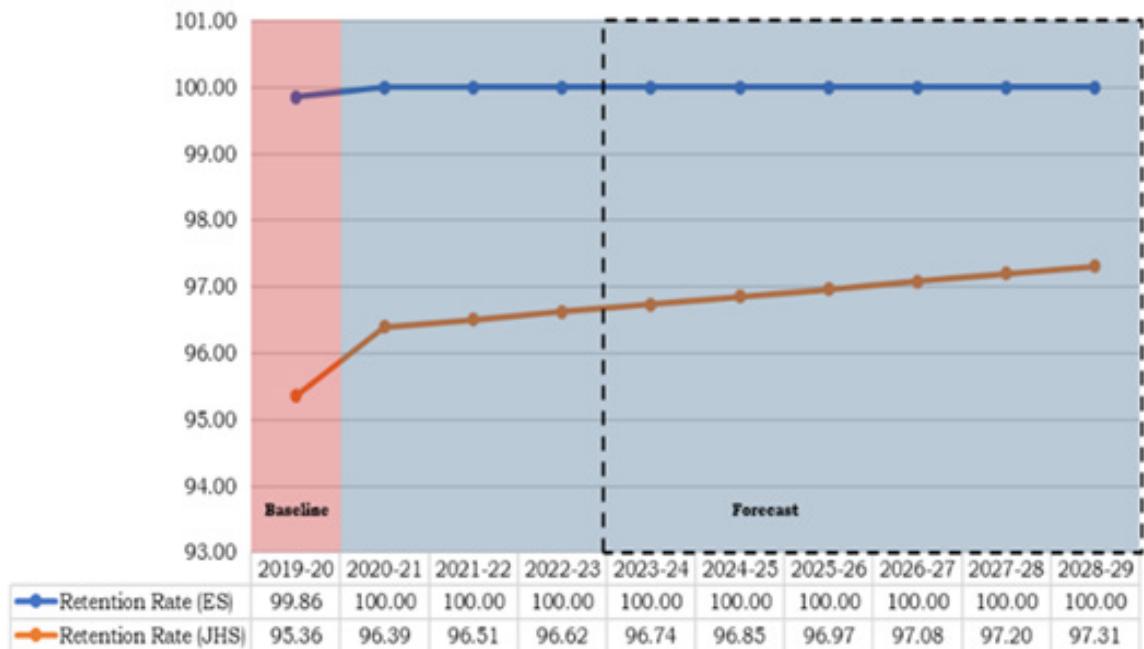


Figure 11: Retention Rate Forecast in All Levels

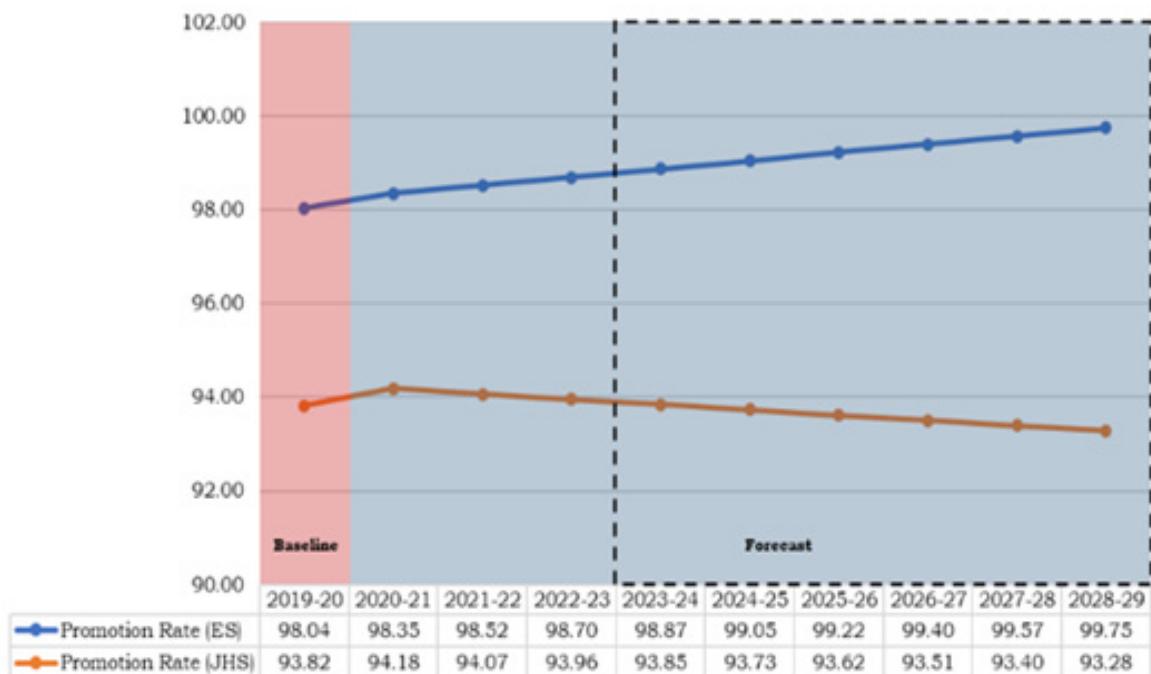


Figure 12: Promotion Rate Forecast in All Levels

This section provides a detailed presentation and discussion of the region's participation and access to quality education.



II.B Equity for Children Youth, and Adults in the Situation the Disadvantage

This section presents pertinent information on DepEd's CALABARZON's efforts to promote equity for children youth, and adults in the situation the disadvantage.

II. B.1 Inclusion Initiatives

The implementation of Inclusive Education in the region is guided by principles of the K- K-12 Basic Education Programs. This supports every Filipino's constitutional right to a basic education that is of high quality, equity, and cultural relevance. All Filipinos will reach their full potential and make meaningful contributions to the development of the country through inclusive education. The inclusiveness of K-12 education is also demonstrated by existing programs like Special Education (SPED), Indigenous Peoples' Education (IPEd), Madrasah Education, and Flexible Learning Options (FLO), which cater to the needs of specific learners through Alternative Delivery Modes (ADM) and Alternative Learning Systems (ALS).

The inclusion principle encourages institutional sensitivity and responsiveness, and it instructs the Department to proactively address the nature, circumstances, and reality of our country's learners through the curriculum and the aforementioned programs:

Initiatives for inclusion are related to DepEd IV-A programs for students who are experiencing disadvantages. Students with disabilities, those from underserved Muslim and IP communities, those living in distant or other isolated locations, and others that belong within this group (children in conflict with the law, etc.). The goal is to show how students responded and participated in the situation of the disadvantage, the struggles faced in meeting the specific learning requirements of these students, and the efforts made by the regional and schools division offices, schools, and community learning centers (CLCs) to provide quality basic education.

Strengthening the implementation of the Multigrade Program in the region is one of DepEd CALABARZON's ongoing projects in line with its goal of expanding access to high-quality primary education (MPPE). The Multigrade Education Program tackles urgent challenges and worries

regarding the supply of specialized teaching and learning resources for multigrade classes and teacher professional development.

Special Education or SPED is a special education program has the sole purpose of improving access to and the quality of SPED programs and services, as well as the effectiveness of educational services provided to all accredited SPED Centers for elementary and secondary schools that offer special education classes. The integration of children with special needs in the regular education system and, eventually, in the community, is SPED's ultimate goal.

Madrasah education on the other hand is another program implemented in the region. It incorporates the Arabic Language and Islamic Values Education (ALIVE) program into the basic education curriculum, the Madrasah Education Program (MEP) aims to give Muslim learners appropriate and relevant educational opportunities within the context of their cultures, customs, traditions, and interests so that Muslim citizens will have the intellectual and educational capacity to actively participate in the social, economic, and political endeavors.

Furthermore, The Indigenous People's Education (IPEd) Program is DepEd's response to Indigenous People's (IP) right to a fundamental education that respects their identities, is responsive to their context, and promotes their indigenous knowledge, skills, and other facets of their cultural heritage.

Additionally, the IPEd Program aids in the implementation of the K-12 Basic Education Curriculum, which adheres to the following standards and principles: inclusivity, cultural sensitivity, and flexibility to allow for localization, indigenization, and enhancement based on the educational and social context of the community. These four (4) thematic foci areas—namely, (a) curriculum

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Photo by: John Phillip Revuelta

and learning resource creation; (b) capacity building; (c) knowledge management; and (d) education planning for IPEd—are how the program extends its support.

The Alternative Learning System is a program designed to give out-of-school youth and adults who are largely literate but have not finished the 10 years of basic education required by the Philippine Constitution an alternative path of learning. School dropouts will be able to finish their primary and secondary education outside of the formal system thanks to this program. It intends to give Out-of-School Youth and Adult (OSYA) learners the opportunity to gain fundamental and functional literacy skills as well as access comparable pathways for finishing basic education.

The Alternative Delivery Mode (ADM) provides an alternative mode of instruction within the boundaries of the formal system that enables schools to provide top-notch instruction to assist vulnerable students and those who are at risk of dropping out. In this mode, specific categories of students may attend modalities of instruction or learning that do not closely adhere to the arrangement used for traditional classroom instruction. ADM can be an alternate method of educating students who are enrolled in formal school but, for a variety of reasons, are unable to attend

regularly and are at risk of dropping out. Depending on the situation and the demands of the students, it is flexible in terms of the length and location of the training as well as the types of instruction.

Lastly, the Alternative Learning System (ALS) Integrated Education and Skills Training Program (ALS-EST) enhances the standard ALS program by incorporating Technical-vocational education and other skill development. In order to provide technical-vocational and other skills training components that are responsive to the needs and opportunities of the local community and the nation, the program will draw on existing DepEd expertise, particularly from remaining technical high schools and a few senior high schools, and leverage partnerships with SUCs, LGUS, the private sector, and CSOs. The goal of the ALS Integrated Education and Skills Training Program is to generate ALS graduates with technical skills that are appropriate for work right away in addition to being able to catch up on their fundamental academic education. As a result, this program will be able to assist in meeting the state's responsibility to offer basic education while also resolving the issue of a sizable number of adolescents who are out of school and out of work.

II. B.2 Enrollment in the Inclusive Education

Figure 13 and 14 shows the historical enrollment in the Alternative Learning System (ALS) and in other inclusive education programs of DepEd.

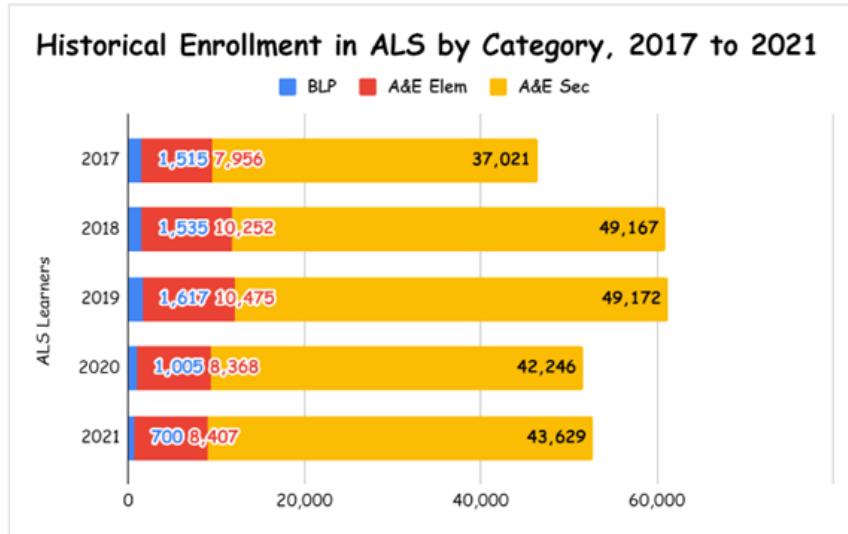


Figure 13. Historical Enrollment in ALS by Category, 2017 to 2021

Figure 13 shows the enrollment of ALS learners in Basic Literacy Program (BLP) and the Accreditation and Equivalency (A&E) program of DepEd for elementary and Secondary. Enrollment in all programs significantly dropped

because of the pandemic. However, as the health situation is getting better, it can be seen that enrollments in all programs are gradually increasing.

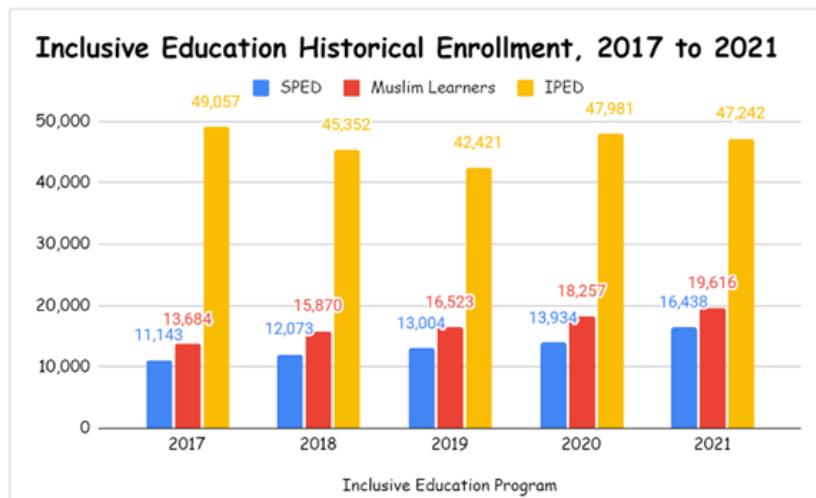


Figure 14. Inclusive Education Historical Enrollment, 2017 to 2021

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Figure 14 shows that enrollment in IPED is fluctuating from 2017 to 2021. It has its lowest enrollment in 2019 with 42,421 but has been improving since then based from the enrollment in 2020 with 47,981 and in 2021 with

47,242. On the other hand, enrollment in SPED and Muslim learners were increasing through the years. This means that the programs for inclusion in the region are effectively implemented.

II. B.3 Gender and Development

DepEd Region IV-A strongly adheres to the DepEd Order No. 32, s. 2017 also known as Gender-Responsive Basic Education Policy. The policy allows the DepEd to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights in the provision and governance of basic education. Through this policy, the DepEd commits to gender equality through gender-responsive basic education to holistically develop Filipinos with access to quality, culture-based basic education in a learner-friendly, safe, and nurturing environment with the provision to continuously improve its support systems at all levels of governance.

All specifications in the policy are strongly carried out in schools. Among these are ensuring girls' and boys' and women's and men's equal access to learning opportunities,

fair treatment in the learning process, promotion of the protection of children against all forms of gender-based violence, abuse, discrimination, and bullying in schools and address gender-based barriers and the different forms of discrimination as a result of being exposed to gender inequality suffered by vulnerable and marginalized groups.

Furthermore, DepEd 4A strongly involve all students, teachers, non-teaching staff, and other stakeholders in the promotion of gender equality and non-discrimination through their participation in the curriculum, learning resources, teaching methods, and support services that should not only aim to eliminate gender stereotypes but also to transform gender relations toward empowerment and social change; strengthening structures, systems, and methodologies that promote coordination to address



Photo by: Billiandro P. Villamena



II. C Quality of Education Provision and Learning Outcomes

This subsection focuses on the performance of the learner, the implementation of the curriculum at the school and CLC levels, the accessibility to learning resources, and the provision of support learning facilities. The objective is to highlight operational bottlenecks (limited resources,

a shortage of competent teachers, teachers who are overworked, etc.) in curriculum implementation and to present concerns with learner accomplishment. Describe the training and technical assistance that the RO offers to teachers and school administrators.

II. C.1 CALABARZON's Performance in the NAT

The following discussion presents the quality of learning in the region based from quality performance that learners have undergone. Performance on Quality The National Achievement Test is an assessment process of measuring learners' progress in the attainment of learning standards

and 21st century skills. Results of these various forms of assessment shall be used to quantify judgements on a learner's academic performance. The examination was administered on October, 2017.

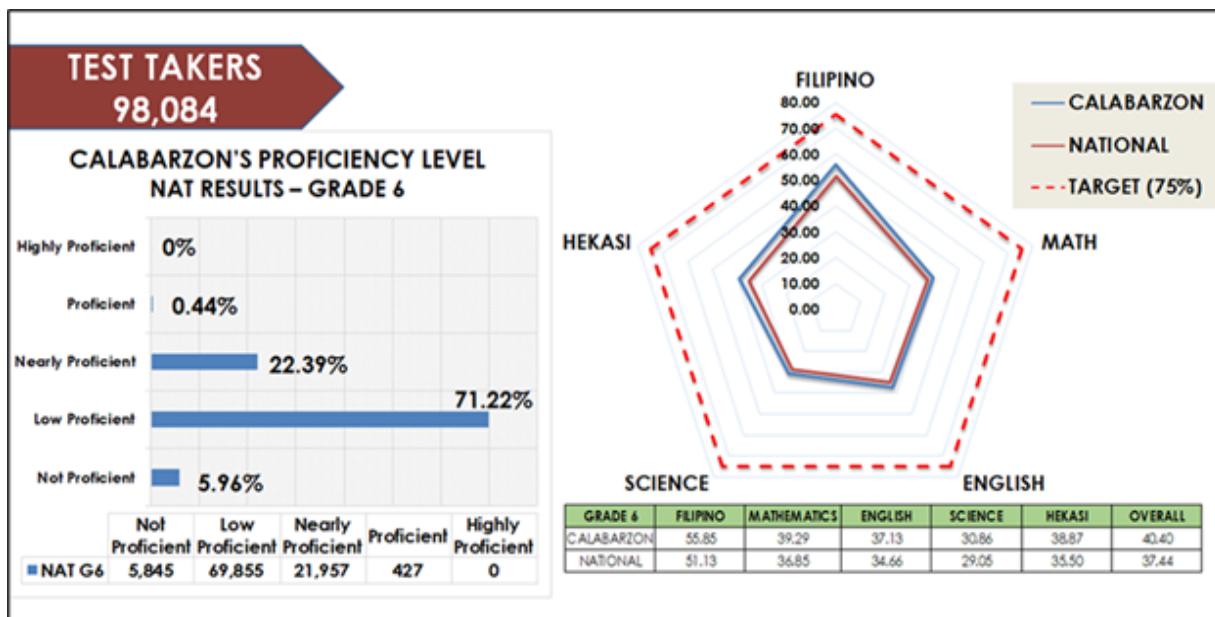


Figure 15: CALABARZON NAT Results In Elementary SY 2017-2018

Presented in Figure 15 is the Proficiency Level and Mean Percentage Scores of the grade six pupils in the National Achievement Test for SY 2017-2018. It was found out that 71.22% of the pupils is low proficient, 22.39% is

nearly proficient, 5.96% is not proficient and only 0.44% is proficient. Furthermore, the Overall Mean Percentage Score (MPS) of 40.40% is too far from the National Target of 75.00% MPS.

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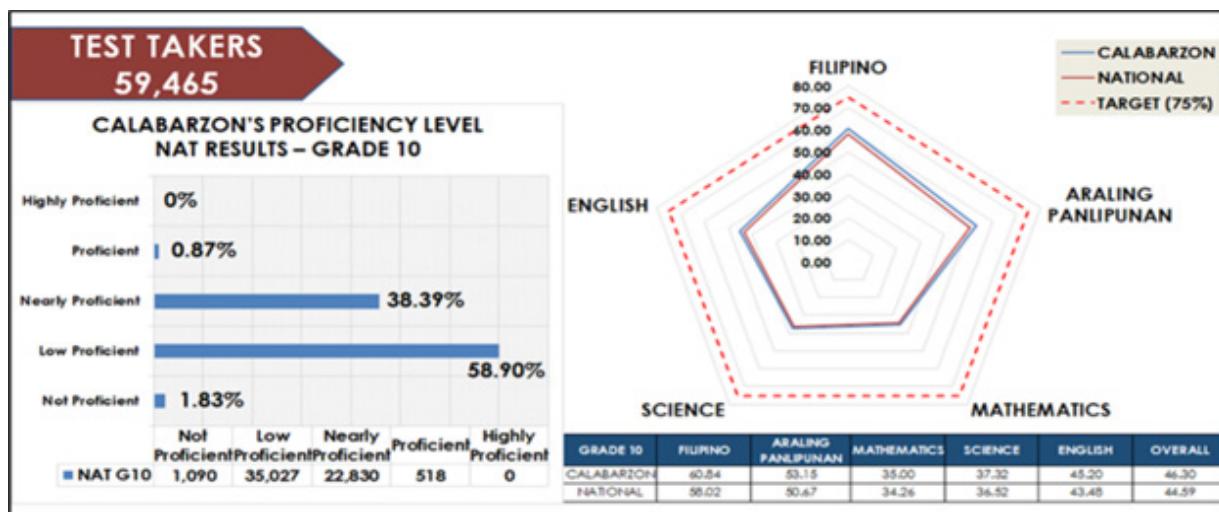


Figure 16: CALABARZON NAT Results In Junior High School SY 2017-2018

As shown in Figure 16, majority of the Junior High School Test Takers achieved low proficiency in the National Achievement Test as revealed by the 58.90% achievement rate. This is followed by students who achieved a nearly

proficient rate of 38.39%, while 1.83% as not proficient and 0.87% of the students also rated as proficient. In addition, the Mean Percentage Scores of the students which is 46.30 fell way beyond the National MPS target of 75%.

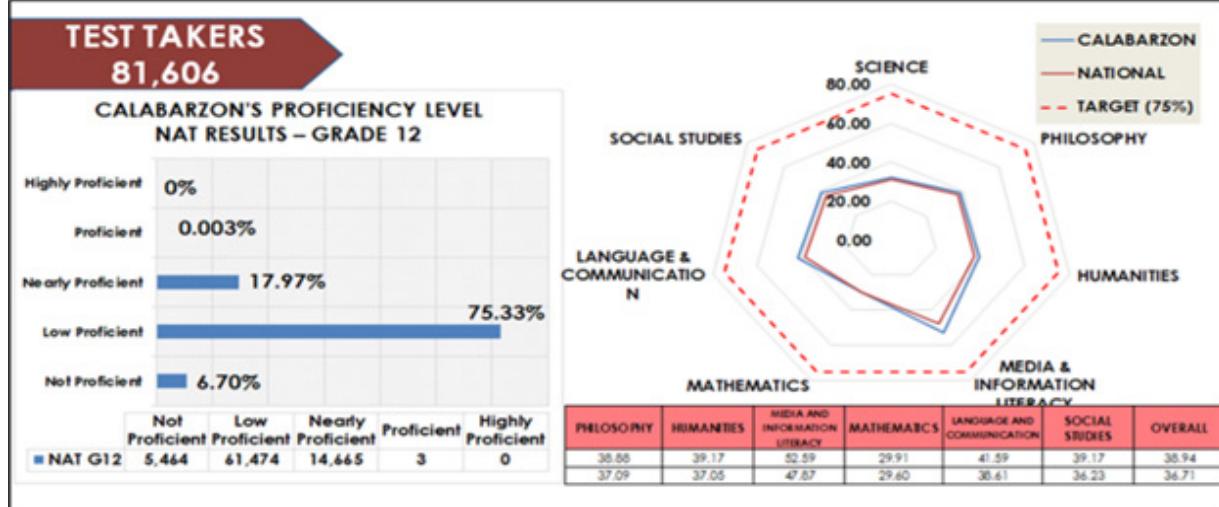


Figure 17: CALABARZON NAT Results In Senior High School SY 2017-2018

The Senior High School achieved poor performance in the National Achievement Test as 75.33% of the test takers fell within the low proficiency level. Only 17.97% achieved nearly proficient status and 6.70% were rated as

not proficient at all. Likewise, they only gained 38.94 Mean Percentage Score across all subjects, which is far beyond the national target of 75%.

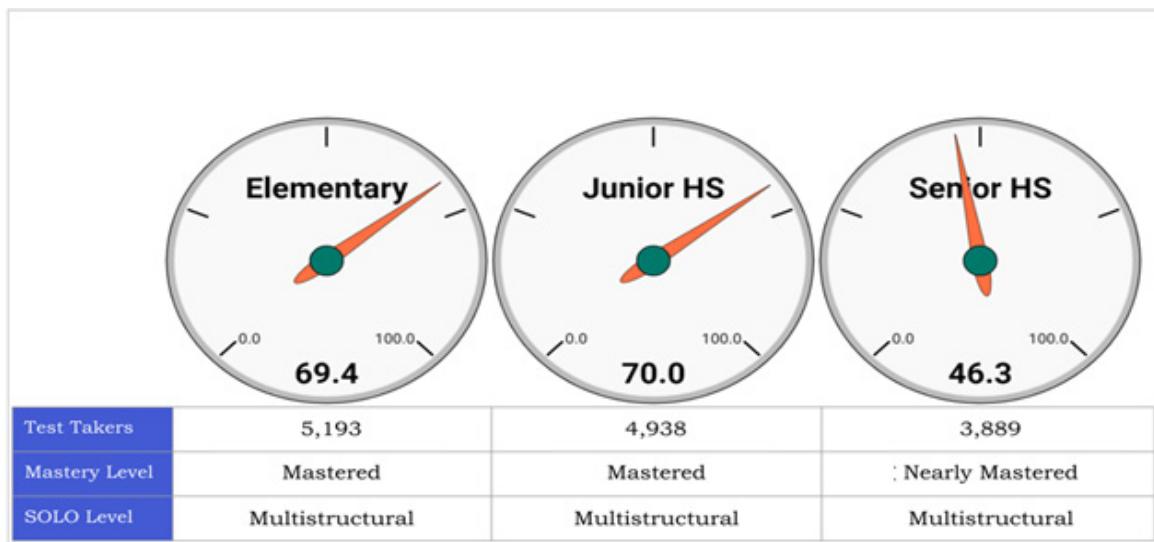


Figure 18: Overall Mastery Rating, Level and SOLO (Per Level of Education)

E-Learning Assurance for Monitoring and Progress (E-LAMP)

The conduct of CALABARZON's e-LAMP will provide empirical data on the knowledge, skills and attitude of the learners which are very vital in aligning focus and refining programs and interventions to improve learning outcomes.



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II. C.3 Curriculum Implementation and Bottlenecks

Unfilled teaching and teaching-related positions. One of the system issues that impacted curriculum implementation is the filing up of teaching positions. DepEd4A has hastened the recruitment and hiring process by working closely with the Civil Service Commission (CSC) and the Professional Regulation Commission (PRC). It has conducted initiatives that have minimized the delays in verifying and certifying the license of the hired teachers. Likewise they have the salaries of public school teachers more competitive. The starting monthly salary in public

schools is about P19,000 compared to P8,000 to P14,000 in private schools.

However, problems in the hiring of teachers still persist because of several factors, ie. lack of qualified teachers to teach, less number of teachers teaching specialized subjects, and increasing number of teachers handling inclusion programs.

Table 14 presents the filled and unfilled teaching and non-teaching positions in the region.

Table 14. DepEd IV-A Inventory of Filled and Unfilled Positions

| Category | Filled | Unfilled | Total |
|------------------|----------------|--------------|----------------|
| Non-Teaching | 6,137 | 751 | 6,888 |
| Teaching | 103,675 | 2,314 | 105,989 |
| Teaching-Related | 4,905 | 1,214 | 6,119 |
| RO Employee | 112 | 13 | 115 |
| Total | 114,829 | 4,292 | 119,111 |

Source: ASD as of October 13, 2022

Table 14 shows that out of the desired 119,111 positions, there are still 4,292 positions that need to be filled in. Filling such a number of positions would greatly contribute to the efficient delivery of the curriculum.

Ancillary tasks are handed down to teachers. Teachers ought to concentrate on teaching. However, there are cases where higher authorities frequently delegate ancillary responsibilities to teachers and other DepEd staff. These include simple duties like coordinators of programs and other challenging tasks such as classroom advisers.

Teachers are not teaching their subject specialization. Many non-major instructors are either teaching outside of their areas of expertise in SHS or they haven't had any specialized training to get them ready for the job. Due to the fact that relatively few graduates complete these specializations, specialist subjects in SHS are difficult to fill.

Increasing demands for teachers handling inclusion programs. The expansion of DepEd's inclusion initiatives also increases the expectations on teachers to manage multigrade schools, ALS, SPED, and other issues. IP

instruction for example is conducted in inaccessible locations with few possibilities for training and professional development. Teaching in inclusion programs is more challenging thus resulting to an increased turnover rate of teachers. They frequently transfer to more convenient or centrally located schools or abroad with better salaries, training, and professional development chances.

The need for competency-based training. Training should sufficiently address the competency needs of teachers. Supervisors implementing and monitoring curricular programs should also be well-adept in handling their mandates.

Classroom shortages. The shortage of classrooms has been further exacerbated by the transfer of numerous students from private schools to public schools.

Additionally, the region's ongoing economic development contributed to an increase in student and family migration, which led to a lack of classrooms and facilities.



Photo by: Dominic P. Almirez

II.C.4 Curriculum Support Programs

The following are DepEd's support to the efficient delivery of the curriculum.

1. **Basic Education Facilities Fund (BEFF).** The Department's School Building Program, which covers the upkeep and enhancement of educational facilities, is funded by the Basic Education Facilities Fund (BEFF). It will be put to use for the construction of classrooms, workshops, the replacement of deteriorating structures, the purchase of furniture, the renovation and repair of classrooms, as well as the installation of electricity and water facilities. The BEFF's (basic education facilities fund) components are construction of school buildings, provision of school furniture, classroom repair and rehabilitation, and upgrading of school electrical connections.

2. **Textbook and other instructional materials.** Through this program, high-quality text-based learning resources that are aligned with the K-12 curriculum will be made available to public schools and learning centers to support teaching and learning activities. The following aspects are included in the development of textbooks and other educational resources are provided: development of learning materials (LRs), quality control for LRs, delivery, and printing of LRs, monitoring, and assessment, capability development, and assistance with operations.

3. **Computerization Program.** This program seeks to raise educational standards by equipping public schools with the right tools for enhancing the teaching-learning process and addressing the technological challenges of the twenty-first century. Every public elementary school, junior high school, and senior high school, including the un-energized institutions, should also receive New E-Classroom packages from the initiative.

4. **Science and math tools and equipment for learning (LTE-SME).** LTE-SME seeks to provide complete and effective sets of science and math tools and equipment that meet the K-12 Curriculum standards to public schools and Community Learning Centers.

5. **Learning Tools and Equipment.** Technical Vocational Equipment (LTE-TVE). LTE-TVE seeks to give schools Technical-Vocational Packages that are tailored to the specializations it offers and in compliance with K-12 Curriculum standards.

6. **New School Personnel Positions.** Given the rising enrollment numbers in public schools around the country, this program is committed to guaranteeing an improved ratio of teachers to students, enhanced learning, and reduced burden for its staff.

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II.D. Learners' Well-being and Resiliency

In this subsection, the programs and actions the Region is taken to promote rights-based education. It discusses how the Region deals with the problems

of abuse, violence, discrimination, bullying, and other types of abuse in particular.

II. D.1 Rights-based Education Initiatives

The planning, development, implementation, monitoring, and evaluation of all projects, programs, and activities of DepEd4A place learner's rights squarely in the forefront.

DepEd 4A carries its duty to respect, protect, carry out, and advance children's rights to an education. DepEd's rights-based education promotes three dimensions: the right to access to education, the right to quality education, and the right to respect in the learning environment which includes the right to identity and non-discrimination, right to be heard and to participate, and the right to protection against all forms of violence and abuse.

It ensures that children have access to quality education and at the same time considers the coexistence of this right with other children's rights. Its actions include promoting the rights to life, survival, health, and protection, as well as the right of children to participate. The rights to play and leisure are simply two aspects of the right to development, coupled with the rights to access to education and to high-quality education.

The right to protection includes the protection of children against bullying, child abuse, and child exploitation. Children's physical and emotional health is another top priority for this Department. It's also crucial to involve kids through student government and regular student consultations. These rights are unalienable and considered when providing educational services in the region.

Every child has a right to attend school without experiencing any fear. Children may learn, form friendships,

and obtain the crucial social skills they need when schools offer high-quality, inclusive, and safe education. In the best-case scenario, school puts the children in a path towards a bright future.

However, there are very few situations in which a school might be a location of bullying, sexual harassment, physical abuse, verbal abuse, and other types of violence. Deped4a is aware that incidences of abuse might occur as a result of the challenging circumstances that teachers and other officials deal with both inside and outside of schools.

DepEd has adopted the policy to offer extra protection to children who are badly threatened or endangered by situations that have an impact on their normal development but over which they have no control, and to support the relevant organizations in their rehabilitation. Thus, the regional office strongly advocates and implements DepEd Order No. 40, s. 2012 also known as the Department of Education Policy and Guidelines on DepEd Child Protection Policy.

DepEd4a adopted and institutionalized the implementation of the child protection policy with the main objective of ensuring that their pupils receive a nurturing education free from all sorts of violence and harassment. This is in accordance with the 1987 Constitution and in adherence to the Convention on the Rights of the Child, the Government also envisions an end, and it plans to promote the rights of children to special protection from all forms of violence that are harmful to their development.

II.D.2 Disaster Risk Reduction and Management

The geographic location of Region IV-A is a risk in and of itself. Natural hazards like earthquakes, volcanic eruptions, and typhoons are rapidly becoming catastrophic events that cause human casualties, vulnerable conditions, and economic losses that are further exacerbated by climate change, urban pressure, and a lack of disaster preparedness.

Natural hazard-related disaster risk is increasing. CALABARZON has two active volcanoes. One is Taal Volcano located in Batangas Province. Eruption of Taal Volcano at the start of 2020 raised the need for more evacuation centers in the region. The other is Mount Banahaw located in Laguna and Quezon.

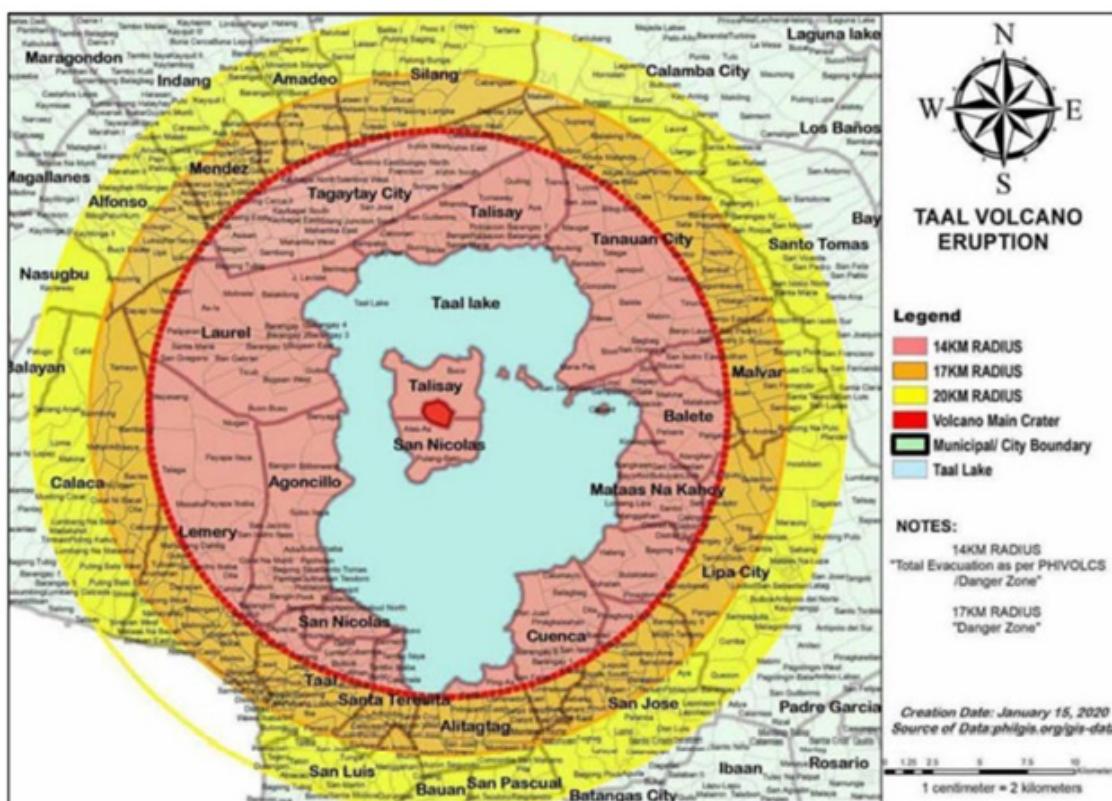


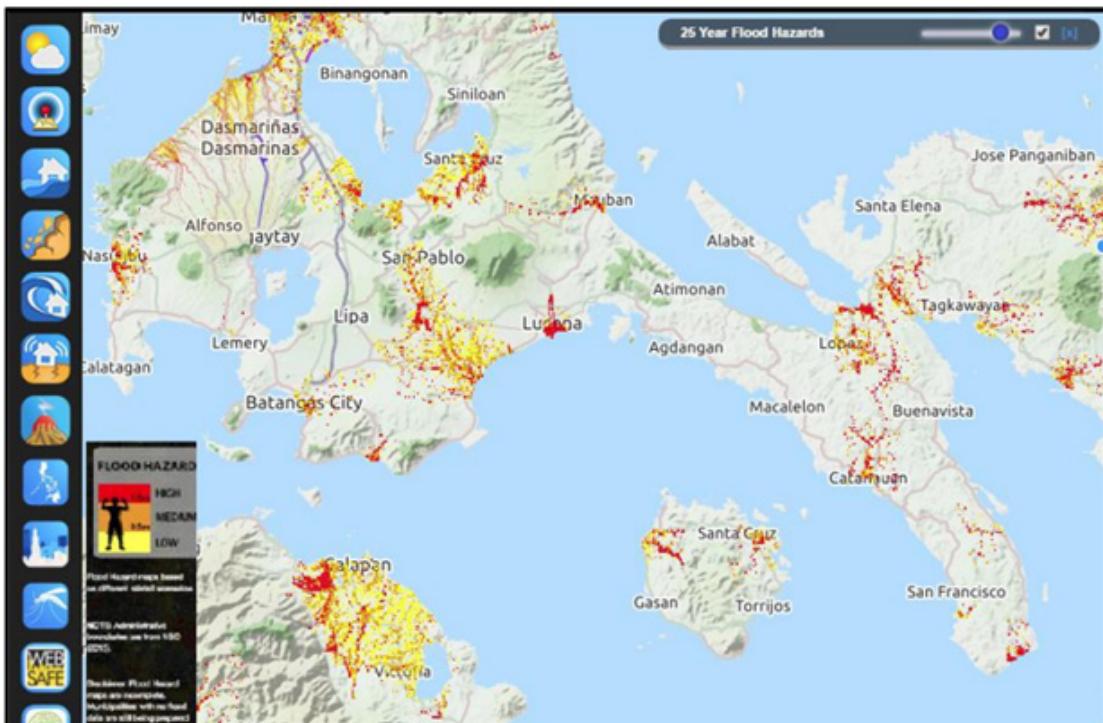
Figure 19: Taal Volcano Danger Zones

Figure 19 shows the Taal volcano danger zones. On January 12, 2020, The Philippine Institute of Volcanology and Seismology (PHIVOLCS) subsequently issued an Alert Level 4, indicating that "a hazardous explosive eruption is possible within hours to days. It was a phreatic eruption from the main crater that spewed ashes to CALABARZON, Metro Manila, some parts of Central Luzon, and Pangasinan in Ilocos Region, resulting in the suspension of classes, work schedules, and flight. In the aftermath, a lot of schools in the towns of San Nicolas, Laurel, Talisay,

Agoncillo, and Balete were affected resulting to extended disruption of classes. The threat of another eruption still remains, this poses a challenge to disaster risk preparedness and a threat to the smooth functioning of schools.

CALABARZON is also prone to hydrologic hazards including fluvial (river) flooding and coastal flooding. Floods are generated by excessive rainfall associated with tropical cyclone occurrences.

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Screenshot of Project NOAH flood hazard map for CALABARZON, (retrieved January 31, 2020) ²

Figure 20: Flood Hazard Map of CALABARZON

River Flooding occurs when the capacity of stream channels to conduct water is exceeded and water overflows the riverbanks. Floods are natural phenomena and may be expected to occur at irregular intervals on all streams and rivers. In the context of the CALABARZON Region, based on exposure to flood hazards (i.e. rainfall events and vulnerability to flooding) and contribution to the overall inundation scene in the Region, the CALABARZON Flood Risk Assessment Study (CFRAS) identified the Malaking Ilog River Basin in Quezon as the top priority river basin, and other priority river basins for immediate proposed in-depth studies as follows: a) Pansipit River; b) Calumpang River; c) Mahabang Sapa Creek; d) San Cristobal River; e) Maragondon River; f) Canas River; g) Marikina River; h) Palico River; i) San Juan River; j) Pagsanjan River; k) Agos River; l) Ylang-Ylang River; m) Santa Cruz River; n) Iyam and Dumacaa River; o) Vinas River; p) Famy River; q) Macalelon River; r) Balsahan River; and s) Guinhalinan River.

The Region is also prone to strong typhoons. In recent years Rehabilitation and Recovery Program for Typhoons Quinta, Rolly, Ulysses, and Paeng was prepared for the

recovery of affected areas. These Calamities oftentimes cause internal displacement and interrupt children's education, harm their well-being, and hinder their development. Displacement as well as the destruction of crops and livelihood likewise reduce the future livelihood opportunities of parents, creating a poverty trap that endures even after the calamities. Failing to provide internally displaced children with quality education can cause long-term damage to them, their families, and their communities and affect their personal and professional progress as well as the achievement of the Sustainable Development Goals (SDGs).

Although every child has the right to a safe and high-quality education, the effects of disasters prevent many children from realizing this right. Disasters caused by natural hazards alone affect a large number of children in region IV-A every year.

All of these environmental hazards pose a threat of disruption to the educational programming of the region. Whenever disruptions occur, there are displacements of learners in affected areas and at times closure of schools

located in danger learning disruptions in nearby schools because schools serve as temporary evacuation centers for displaced families.

While in-depth mitigation studies and implementation of immediate projects are presently conducted, there is a need to provide properly designed evacuation centers with washrooms and kitchens that can appropriately serve as temporary accommodations for the affected individuals and families during disasters and emergencies because continuous use of Schools as temporary evacuation centers contribute to learning loss.

DepEd4A strongly implements DO 37, S. 2015 also known as The Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework to direct DRRM efforts in the basic education sector toward resilience building and institutionalizing DRRM structures, processes, procedures, and practices in offices and schools and to guarantee that quality education is continuously provided and prioritized even during disasters and/or emergencies.

According to its mandate, the DRRM in schools attempts to address the dangers that the basic education sector faces from both natural and man-made hazards. Specifically, the DRRM is utilized to empower the DepEd personnel, offices, schools and learners in ensuring safety and learning continuity; institutionalize Disaster Risk Reduction and Management (DRRM), Climate Change Adaptation (CCA), and Education in Emergencies (EiE); and strengthen the resilience of basic education in the context of natural and human-induced hazards.

Likewise, part of the efforts of DepEd4A is its firm support to the safe design and retrofitting of school facilities to withstand hazards as a solution to the problem and has integrated disaster risk education into the curricula on all the schools. There are also activities including fire and earthquake drills as well as invitation of experts to educate the school personnel and students on how to effectively prevent and mitigate disasters in schools.

Plan of Action for Prompt Resumption of Educational Services for Children. – The DepED, in coordination with

the DSWD, DILG, and the concerned LGUs shall ensure the prompt resumption of educational services for all children, including early childhood care and development for children aged below five (5).

Likewise, Republic Act No. 10821 also known as "An Act Mandating the Provision of Emergency Relief and Protection for Children Before, During, And After Disasters and Other Emergency Situations" strongly emphasize the right to protection of the children situations when they are gravely threatened or endangered by circumstances that affect their survival and normal development. The mandate strongly calls for the comprehensive and strategic program of action to provide the children and pregnant and lactating mothers affected by disasters and other emergency situations with utmost support and assistance necessary for their immediate recovery and protection against all forms of violence, cruelty, discrimination, neglect, abuse, exploitation and other acts prejudicial to their interest, survival, development and well-being.

Education in emergencies is strongly advocated in this mandate. The term "education in emergencies" refers to high-quality learning opportunities for people of all ages during times of emergency, including those for early childhood development, primary and secondary education, non-formal learning, technical and vocational education, higher education, and adult education. Emergency education offers cognitive, emotional, and physical protection that can preserve life. Conflicts, violent circumstances, forced relocation, disasters, and public health emergencies are typical crisis situations when education in emergencies is crucial.

The creation of the Basic Education Learning Continuity Plan during the pandemic and Taal Volcano Eruption is a great example of education in emergencies. DepEd Region IV-A successfully utilized varied alternative distance learning modalities to safeguard the learning of children whose lives are threatened by the health crises. The same alternative Learning modalities can be called for during time of learning disruptions caused by natural and man-made disasters.

CHAPTER II Key Features of Education Situation Analysis in the Region

II. D.3 Health, Nutrition, and Water Sanitation and Hygiene

Best practices from around the globe demonstrate that enhancing hygiene and sanitation practices, increasing access to and use of water and sanitation facilities inside of schools, and are all effective ways to preventing the spread of diseases linked to poor water and sanitation. Part of this effort is the conduct of deworming kindergarten and elementary school students in all public schools across the region every two years to address this issue. In the last six years, it had combined deworming with daily toothbrushing and proper handwashing under one program.

Furthermore, The Department Order (D.O.) No. 56, s. 2009 titled "Immediate Construction of Water and Hand Washing Facilities in All Schools for the Prevention of Influenza A (H1NI)" and D.O. No. 65, s. 2009 titled "Implementation of the Essential Health Care Program (EHCP) for the School Children" were issued in an effort to

institutionalize good health and hygiene practices among students.

DepEd 4A adheres firmly to the Wash in Schools (WinS) Policy (DepEd Order No. 10 s. 2016), which is a comprehensive program for individual health care and environmental sanitation through a set of requirements for right and accurate health practices in schools, in order to completely cement the program's benefits. It covers water, sanitation, including food handling and preparation, hygiene, including menstrual hygiene management, deworming, health education, and capacity building in addition to handwashing, toothbrushing, and deworming—which are the three main programs of the EHCP.

Figure 21 presents the participation of schools in the WinS policy.

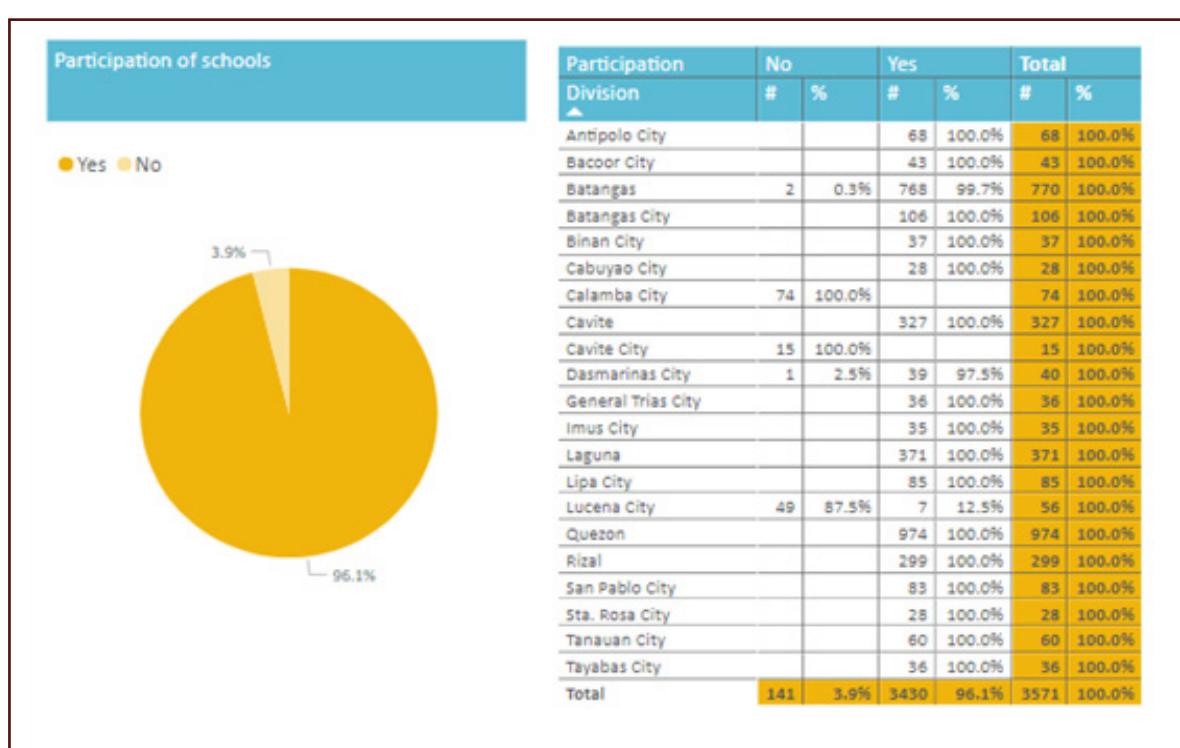


Figure 21: Participation of Schools in Region IV-A in the WinS program
Source: WinS Monitoring Dashboard. Deped.gov.ph

From the figure, 96.41% of the schools in the region have continuously participated and implemented the Wins programs.



II. D.4 Impact Of COVID-19 On Delivering Basic Education Services

The coronavirus disease 2019 (COVID-19) is an infectious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV2), a new strain of virus first detected in Wuhan, China in 2019. COVID19 is known to target a person's respiratory system. Infected patients may exhibit symptoms such as fever, cough, shortness of breath, and in some cases, muscle pain and sore throat. Some patients may also be asymptomatic.

On March 11, 2020, the World Health Organization (WHO) has characterized COVID-19 as a pandemic due to the exponential increase of the number of cases in more than 100 countries. On March 16, 2020, President Rodrigo Roa Duterte placed the entire Philippines under a State of Calamity amid the threats posed by COVID-19. The global outbreak of the highly contagious new COVID-19 virus, for which there is yet no vaccine, continues to pose unprecedented challenges.

The biggest impact of COVID-19 arises from the need to practice stringent social or physical distancing to prevent or mitigate its spread. For the Department of Education (DepEd), this meant the cancellation of classes and other school activities for the remaining weeks of SY 2019-2020,

and that for SY 2020- 2021, schools must find ways for learning to continue amidst the threat and uncertainties brought about by COVID-19, while ensuring the health, safety, and well-being of all learners, teachers, and personnel of the Department.

Among the successes documented by the region in combatting the pandemic are as follow:

- Adherence to minimum Health protocol Standards (inspection, disinfection and monitoring of facilities, health declarations, AWA, procurement of personal protective equipment)
- Developed contingency plans and conducted activities for preparedness and response
- (developed communication lines, dry-runs, trainings, provision of guidelines in handling cases of infections with the assistance of LGU)
- Aligned interactions and process flows (online transactions, distributions and retrievals of SLMs
- Conducted technical assistance on physical, psychosocial, mental and spiritual health (ie virtual kumustahan for learners and teachers, trainings, check ups, guidance and counseling)



- Provision of economic assistance to RO and SDO personnel (food packages, food supplements, hygiene kits,)
- Implemented identified alternative learning modalities
- Ensured proper utilization and implementation of the K to 12 Most Essential Learning Competencies (MELC) across key stages
- Contextualized lessons in all learning areas as necessitated
- Conducted curriculum review and curriculum Mapping
- Conducted Team-based monitoring on curriculum implementation
- Conducted professional development programs on pedagogical approaches in varied learning delivery modalities, IDEA exemplars, etc. to improve learning outcomes and on the conduct of school essential services among school personnel
- Outsourced needed LRs from Local Government Units, Private Companies and Non-Government Organizations and Individual Donors
- Explore more on web-based learning resources to augment learning materials and to maximize the use of technology
- Utilization of PIVOT Self-learning Modules(SLMs) and Learners Packets

- Provision of learning gadgets to learners and teaching equipment to teachers
- Developed supplementary activities for remediation of students lagging behind
- Partnered with radio stations for RBI and distributed radios. Developed and aired TV-Based instructions
- Conducted conformance review and walk-through helped in the development of learning materials that are best suited for learners' needs
- Digitized student information and learning resources and stored in repositories
- adopted new systems, trends, approaches, strategies in the new normal and the maximum utilization of technology and equipment to support remote teaching and learning (Stay safe.ph, intensify HNUs, add visual management systems, automation of processes)
- Encouraged vaccination among personnel
- Created programs and activities focused on physical, social, emotional and mental well-being to prepare the workforce.
- Applied more interventions for SARDO
- Deepened competency building among teachers on varied online modalities

A and E JHS

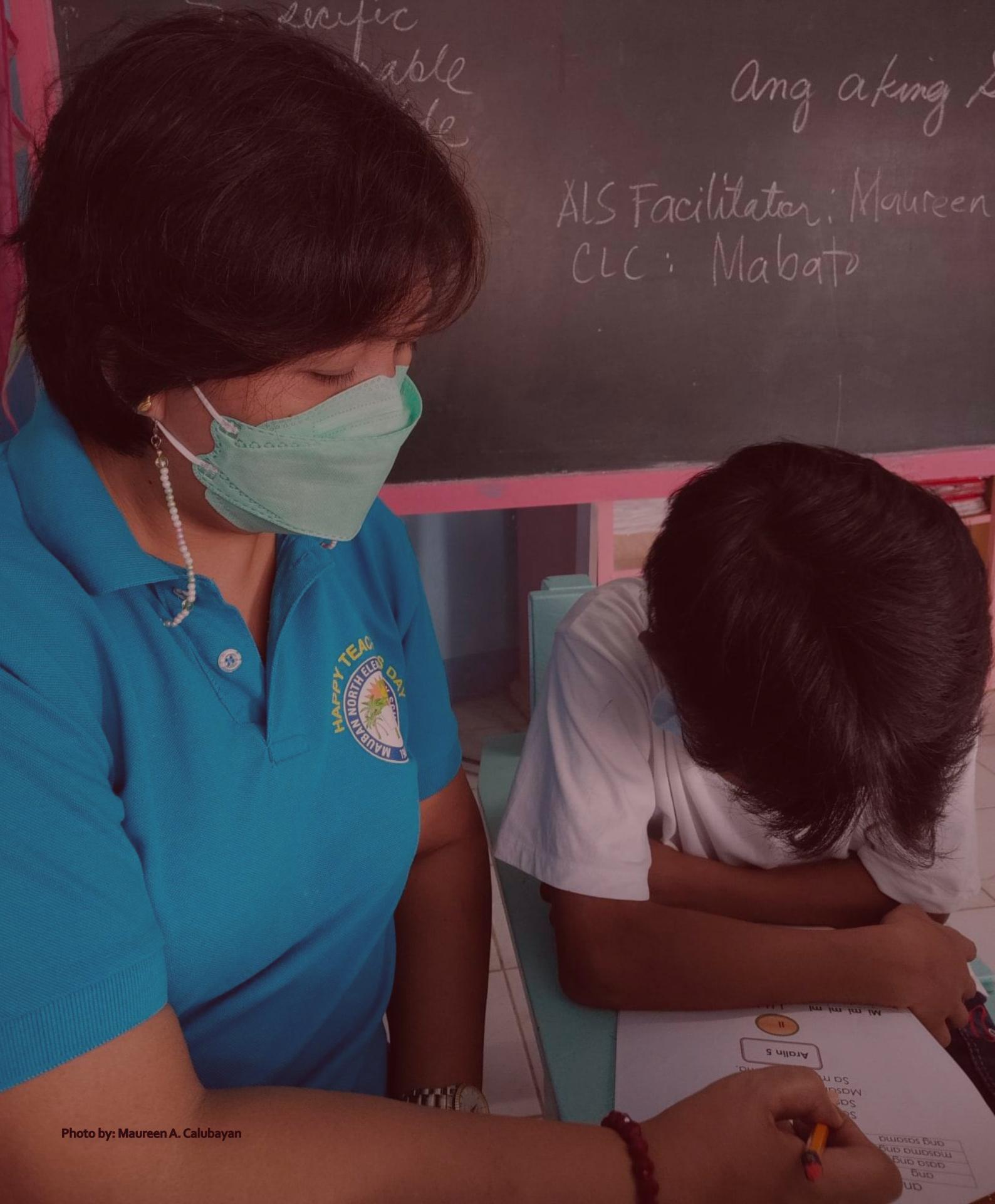
Life and Career Skills

Module 1- Personal De

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ALS Facilitator: Maureen
CLC: Mabato



CHAPTER II Key Features of Education Situation Analysis in the Region



II.E Challenges in Education Program Governance in the Region

This sub-section provides a snapshot of the current capacity of the RO on education planning, curriculum management, monitoring and evaluation, research, learning and development and partnership building. Also, include initiatives of the Region to strengthen internal support systems and capacity which include technical assistance, finance and administrative support.

1. Strategic leadership and management – The challenge of most education leaders in region IV-A are definitely confined but not limited to education planning, finance and administrative support systems, information systems, technical assistance, adherence to International Organization for Standardization (ISO).

2. Education planning - As schools reopen, education plans must concentrate on the crucial areas of involving communities in reopening plans, getting kids back to school, addressing disparities in learning, recovering learning loss and improving.

3. Finance and administrative support systems. Reopening schools would necessitate additional funding for workforce, building and creating safe school environments, and directing resources where they are most needed

4. The current education systems must be urgently recalibrated, realizing that they are dangerously outdated. There is a need to modernize information systems for the 21st century – reimagining learning to equip children with the skills they need to be safe, and productive life-long learners.

5. Supervising, Monitoring, Evaluating, Directing, and Instructing are the traditional TA concepts. The emphasis

is more on coaching, guiding, and empowerment in the new paradigm, though. Now that education management is being given more attention, technical support should emphasize the provision of REDP KPIs as well as the provision and improvement of management services. To give appropriate and pertinent technical help, technical assistance should be aware of the various programs and initiatives and should delve further into the situations of the school divisions, their needs, aspirations, strengths, and limitations.

6. Adherence to International Organization for Standardization (ISO). Through standardized and efficient processes and management systems, implementing ISO 9001 in educational institutions can help to raise the overall quality of teaching and learning at these institutions. In order to strengthen the central management of academic institutions, an ISO 9001 quality management system (QMS), which is based in educational organizations, should be regarded as a crucial component. By providing the evidence on the entire educational cycle using capacities, from the management, curriculum design, learning results, client's internal and external satisfaction (teachers, students, and families), and its impact by external achievement measurements, this includes the curriculum designing, its implementation, and its outcomes in the student's achievements.

Region IV-A Education Development Plan 2023-2028

CHAPTER III

Policy

Frameworks

of the Region

Education Plan

The REDP is anchored in the current DepEd's vision, mission, mandate, and core values.



Vision

We dream of Filipinos
who passionately love their country
and whose values and competencies
enable them to realize their full potential
and contribute meaningfully to building the nation.

As a learner-centered public institution, the
Department of Education continuously improves itself
to better serve its stakeholders.

Mission

To protect and promote the right of every Filipino to quality, equitable,
culture-based, and complete basic education where:

- Students learn in a child-friendly, gender-sensitive, safe, and motivating environment.
- Teachers facilitate learning and constantly nurture every learner.
- Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.
- Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.



CHAPTER III Policy Frameworks of the Region Education Plan

The Department of Education Mandate

Section 17 under Article II of the 1987 Philippine Constitution mandates the State to give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, human liberation, and development.

Article XIV, Section 1 declares that "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." As declared in the Constitution, DepEd's mission states its duty as stewards of education to protect and promote the right of every Filipino to

quality, equitable, culture based, and complete basic education.

The Department of Education is the government agency that formulates, implements, and coordinates policies, plans, programs, and projects in areas of formal and non-formal basic education. In all our decisions and actions, we put the Filipino learner first. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.

DepEd Core Values

Republic Act No. 8491 states that the national Motto shall be "MAKA-DIYOS, MAKATAO, MAKAKALIKASAN AT MAKABANSA." The Department of Education has taken this a step further and formally adopted these as core values to help ensure that all DepEd initiatives are guided by the said values. At the time of the articulation,

the core values are also stated in the definition of a functionally literate individual, which was part of the DepEd vision then. While the vision for the learners has been updated in this planning process, the Department as a whole saw that it is important to continue to advocate for the core values that have guided the Department for many years.

Core Values Behavior Statements

Maka-Diyos. Expresses one's spiritual beliefs while respecting the spiritual beliefs of others. Shows adherence to ethical principles by upholding truth.

Maka-Tao. Is sensitive to individual, social, and cultural differences. Demonstrates contributions toward solidarity.

Makakalikasan. Cares for the environment and utilizes resources wisely, judiciously, and economically.

Makabansa. Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen. Demonstrates appropriate behavior in carrying out activities in the school, community, and country



Photo by: Paul Jeffrey Peñaflor

The REDP is anchored in national development goals and the Agenda 2030. The vision for Philippines society by 2040 is embodied in AmBisyong Natin 2040. This is a long-term strategy of the national government in fighting poverty, which represents the collective long-term vision and aspirations of the Filipinos for themselves and for the country in the next decades. It envisions that: "By 2040, the Philippines shall be a prosperous, predominantly middle-class society where no one is poor; our peoples shall live long and healthy lives, be smart and innovative, and shall live in a high-trust society," translated in Filipino as having a "Matatag, Maginhawa, at Panatag na Buhay."

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The current Philippine Development Plan (PDP) 2017-2022 sets out the strategies to meet the long-term

vision. The goals and strategies are grouped into the following pillars: (1) Enhancing the social fabric (malasakit), (2) Reducing inequality (pagbabago), and (3) Increasing growth potential (patuloy na pag-unlad). To achieve these necessitates the provision of an enabling and supportive economic environment, solid foundations for sustainable development towards peace and security, balanced and strategic infrastructure development, and ecological integrity.

Education is included in the Strategic Framework for Accelerating Human Capital Development and the PDP expect that Lifelong learning opportunities for all will be ensured:

- Strengthen early childhood care and development programs in order to adequately prepare for basic education.
- Pursue the full implementation of K to 12
- Strengthen inclusion programs
- Develop and improve interventions to keep children in school
- Continue curricular reforms
- Enhance teacher compensation
- Integrate 21st century competencies
- Strengthen quality assurance mechanisms

In addition, the equity approach included in the BEDP is

CHAPTER III Policy Frameworks of the Region Education Plan

anchored in the statement proposed in the PDP: "To yield greater equity in human development outcomes, education will be made accessible to vulnerable groups and those not reached by formal education."

Sulong Edukalidad is a national effort designed to improve the quality of education, close the remaining access gaps, and address equity issues. It was issued in the middle of the Duterte administration and has 4 Pillars which represent the priority areas. Each pillar has several core strategies that will catalyze the achievement of the overall goal of Sulong EduKalidad. Each strategy is supported by relevant programs, projects and activities that will help achieve the objective of each strategy. The soul of the framework is the core values that should influence how the curriculum is delivered in every classroom. Governance and Management include cross cutting processes which will support the implementation of each strategic objectives. Research and Innovations, Policy Development, Planning and Monitoring & Evaluation, Legal Management and Financial and Procurement management are essential key management processes that will keep the system improving for the better.

The four strategic objectives of this framework are highlighted as:

- K to 12 curriculum review and update with focus on foundational skills on reading and numeracy especially at early grades;
- Improving the learning environment in terms of physical facilities, learning resources and promoting safe and nurturing schools;
- Teachers' upskilling and reskilling to develop teaching proficiency alongside provision of incentives and better career progression; and
- Engagement of stakeholders for support and collaboration not just on provision of facilities but more on deeper consultations, collaborative research and analysis, and high-level advice to strategic policy, planning and programming for quality.

Regarding the legal institutional framework, in addition to the 1987 Constitution of the Philippines, which recognizes the obligation of the State to protect and promote the right of all citizens to quality education, the BEDP is also



anchored in the existing legislation governing the basic education sector.

RA9155 (Governance of Basic Education Act of 2001 Declared the policy of the State to protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children free and compulsory education in elementary level and free education in the high school level. The following Declaration of Policy is included in RA9155:

"It is hereby declared the policy of the State to protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children free and compulsory education in the elementary level and free education in the high school level. Such education shall also include alternative learning systems for out-of-school youth and adult learners. It shall be the goal of basic education to provide them with the skills, knowledge, and values they need to become caring, self-reliant, productive, and patriotic citizens."

The law stressed the importance of shared governance between and among the national/ central, regional, and division offices.

- RA10533 (Enhanced Basic Education Act of 2013): o Defined Enhance Basic Education Programs as encompassing the following number of years in education: § At least 1 year of Kindergarten; § 6 years of Elementary; § 6 years of Secondary which includes 4 years of Junior High School and 2 years of Senior High School.

- RA11510 (ALS Act): o Provides the out of school children in special cases and adults with opportunities to improve their knowledge, values,

life skills, and readiness for higher education, work or self-employment through a system of nonformal or indigenous education, or both which are tailored to respond to their learning needs and life circumstances.

- DO s.21 (K to 12 Basic Education Program): o Articulates the context, features and programs of the K to 12 program across key stages. o Provides a framework for monitoring and evaluation, as well as a reference point for ongoing / future review of any of the components of the program.

Basic Education Development Plan 2030 (BEDP 2030) is DepEd's strategic roadmap to improve the delivery and quality of basic education. BEDP 2030 is the first long-term plan of the Department for basic education, covering formal education from 5 to 18 years old and non-formal education for youth and adults. The plan aims to continue the goals of the Department for all Filipinos to realize their full potential and contribute meaningfully to a cohesive nation through the protection and promotion of the right to education. BEDP 2030 is also designed to address the immediate impacts of the pandemic on learning, participation, and education delivery, address the remaining access gaps, improve education quality and build resilience.

"BEDP is part of the administration's efforts to ensure that the call for improving the access and quality of basic education will continue as these are the challenges that were identified by various researches. BEDP 2030 was anchored on the Sulong Edukalidad framework to harmonize the strategies within DepEd.

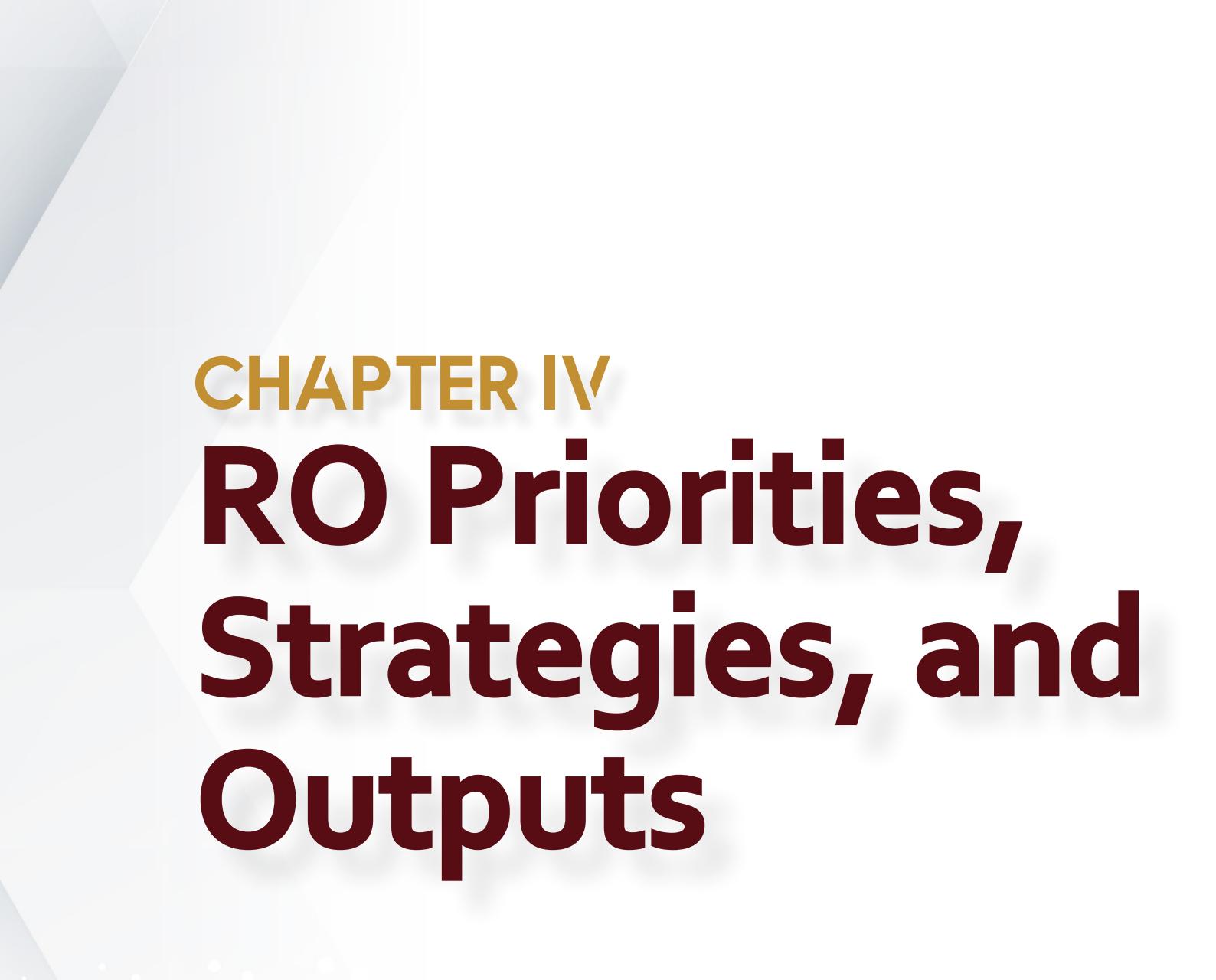


CHAPTER III Policy Frameworks of the Region Education Plan



Photo by: Maricris D. Galan

Region IV-A Education Development Plan 2023-2028



CHAPTER IV

RO Priorities, Strategies, and Outputs



IV.A Priority I. The Region's Learning Recovery Plan

Region IV-A's educational responses to learning interruptions must include prompt measures to hasten the recovery from learning loss. It is crucial to prevent this generation of students from being at a disadvantage compared to previous and subsequent generations. The

Department of Education can accomplish this aim using a comprehensive learning recovery continuity program at the system and school levels. As such, the region developed its framework for its learning recovery continuity program.

REGIONAL EDUCATION DEVELOPMENT PLAN FRAMEWORK

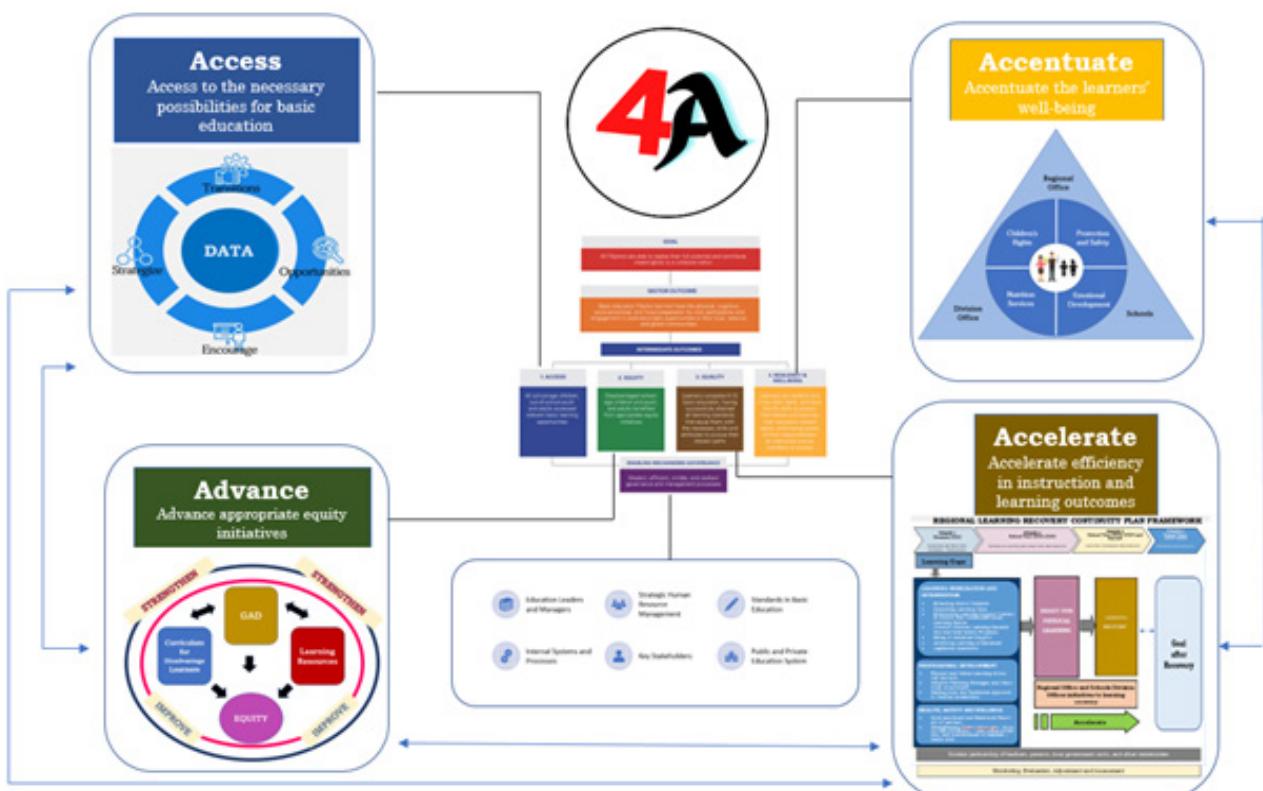


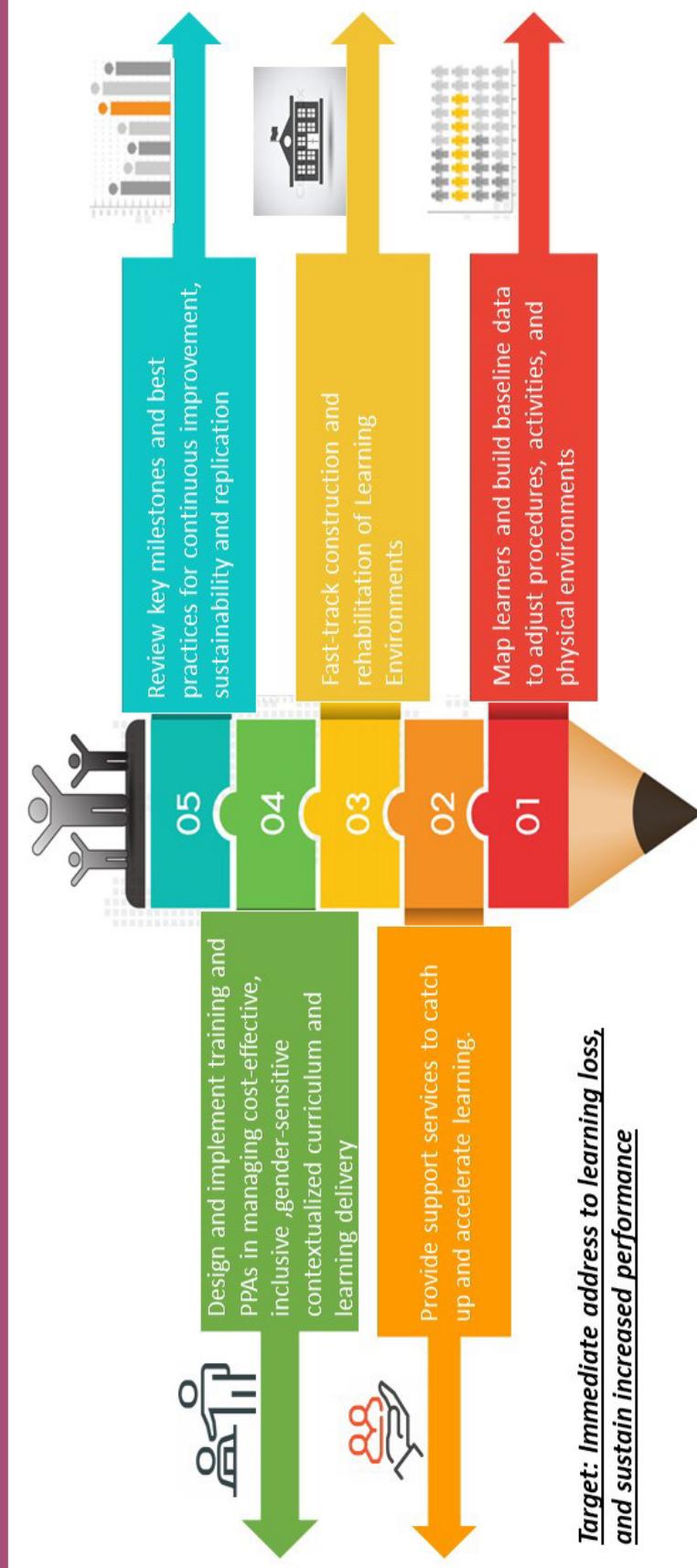
Figure 22: Learning Recovery Plan Framework

CHAPTER IV RO Priorities, Strategies, and Outputs

STRATEGIES TO BE EMPLOYED 2023-2028

| Learning Recovery Plan | | | | |
|--|---|--|--|--|
| Targets | Phase 1 (Year 1-2) Building Foundations and Responding to Immediate Challenges | Phase 2 (Year 2-3) Enhancing Program Management: Readiness for Physical Learning | Phase 3 (Year 3-4) Sustaining Performance | Phase 4 (Year 3-6) Stabilizing Performance |
| ❖ Immediate ly address learning loss, and sustain increased performance | <ul style="list-style-type: none"> • Establish mapping strategies and build a database as a baseline to adjust procedures, activities, and physical environments that would effectively contribute to learning outcomes. • Provide targeted support services to enable learners to catch up and accelerate learning. • Take unified and conscientious efforts in ensuring access and inclusivity across key stages • Facilitate fast-track construction and rehabilitation of schools, improve health facilities and strengthen internet connectivity | <ul style="list-style-type: none"> • Develop and train DepEd Personnel in designing programs and projects, and managing cost-effective program implementation with emphasis on the Professional Development (PD) programs of teachers and school heads being the frontliners of curriculum implementation and instructional delivery. • Strengthen partnership with authorized LSPs in the implementation of PD programs and courses focused on gender-sensitive and inclusive contextualized curriculum, learning delivery, and approaches. | <ul style="list-style-type: none"> • Document key milestones and best practices as part of knowledge management system • Review key milestones and best practices for continuous improvement, sustainability and replication • Craft and implement catch-up plans if necessary as gleaned from the evaluation results | <ul style="list-style-type: none"> • Adjust plans and accelerate effective practices leading to learner improvements and greater outcomes. • Increase financing for continuous implementation of the Learning Continuity Plan as a transformative approach for education • Collaborate towards more comprehensive and combining cross-sector cooperation sectors include those for education, child safety, health, and nutrition |

PRIORITY STRATEGIES ON LEARNING RECOVERY



CHAPTER IV RO Priorities, Strategies, and Outputs

COVID-19 pandemic has interrupted the learning for millions of CALABARZON children. It has made the education systems struggle to help children recover the learning they have lost during the school closures—while still addressing the causes of the learning crisis that existed before the pandemic. Children who were struggling to learn before the pandemic and those from disadvantaged communities are at the core of the learning challenge.

The CALABARZON Regional Education Development Plan Framework aims to address this learning challenge and ensure that learners across all Grade levels can catch up and accelerate learning. The 4As actually stand for the four programmatic areas of the region. These 4As are: Access, Advance, Adapt and Accelerate.

Access to necessary possibilities for basic education. It focuses on reaching every child, improve early learning

opportunities and securing their transition to significant key stages.

Accentuate the learners well-being. It involves a whole system approach that promotes the children's protection and safety, emotional development, children's rights, and nutrition.

Advance appropriate equity initiatives. It focuses on targeted learning interventions for children in inclusive education and those who are falling behind.

Accelerate the efficiency in instruction and learning outcomes. Through the region's Learning Recovery Plan, it ensures that learners across all grade levels can catch up and accelerate learning, address their socio-emotional and behavioral recovery, identify learning gaps, intensify reading and numeracy interventions, develop appropriate assessment, and conduct remediation and intervention programs.

IV.A.1 Phase 1. Building Foundations and Responding to Immediate Challenges (Years 1 - 3)

Learning Recovery Plan

Learning Recovery Plan. These include responses to address the impact of COVID-19 on learners in the last three years.

1. Assess learning levels and document learning gaps
2. Implement an extension of the calendar
3. Expand learning time as necessitated by each context and situation
4. Review and evaluation of critical programs
5. Strengthen the capacity of schools to implement and manage health protocols
6. Develop psychosocial health and well-being, so that everychild is ready to learn.
7. Baselineing focuses on documenting and building a database of OSC & OSY, learners in the situation of disadvantage, and learners' well-being and resilience
8. Review and evaluation of critical programs
9. Establishing learning support centers.
10. Coordination with Local Government Units in monitoring and implementing local policies among the

learningcenters that are illegally-operating within their jurisdiction.

11. Expanding partnerships to support the provision of community based-learning spaces
12. Technical support to schools on the preparation of the SIP using the 4 Pillars and Enabling Mechanism strategic framework
13. The hiring of additional support systems in curriculum delivery
14. Form strong alliances to mobilize support for additional resources such as supplementary instructional materials or/and human resources (volunteers/learning support aides) and other needs.
15. Develop a mechanism for monitoring curricular program readiness and confidence in the quality of interventions and cohesive progression
16. mprovement of the nutritional status of identified learner-beneficiaries
17. Adopt and implement disruptive innovations

Baselining (Years 1 & 2)

Baselining (Years 1 & 2). Build the capacity of the RO to identify, pinpoint, and document the situation of OSC & OSY, learners in the situation of disadvantage, and learners' well-being and resilience

1. Develop strategies for mapping
2. Build a database based on required targets and outputs as stated in the REDP
3. Focus on research and development
4. Build a database on actual numbers of CLCs

Building school and Community Learning Centers infrastructures

Building school and Community Learning Centers infrastructures. To ensure the continuity of the hybrid learning approach and the gains derived from online learning, consider the following:

1. Ensure or strengthen internet connectivity in all schools
2. Improve health facilities of schools
3. Rehabilitation and construction of new classrooms

Curriculum Implementation (Years 1 to 3)

Curriculum Implementation (Years 1 to 3)

1. Simplifying the curriculum to prioritize foundational skills such as numeracy, literacy, and socio-emotional skills.
2. Strengthen programs on reading, numeracy, socio-emotional learning, and 21st-century skills
3. Implementing standardized tests to identify the learning level of each student.
4. Strengthen programs in English, math, and science
5. Re-skilling of teachers, including enhancing skills on contextualization to address concerns of diverse learners
6. Curriculum focusing on foundational skills (numeracy, literacy, and socio-emotional skills) to help reduce learning losses, particularly among disadvantaged students.
7. Increase catch-up learning and progress beyond what was lost. Implement remediation and Bridging the Learning Gaps caused by the COVID-19 lockdown
8. Accelerating learning by making schools more resilient and equitable through educational innovations and evaluation.
9. Accelerating learning by making schools more resilient and equitable through educational innovations and evaluation.
10. Strengthen instructional leadership and supervision
11. Implementing compensatory policies targeted mostly to disadvantaged students.
12. Develop quality, school-based tutoring programs, including enrichment programs, targeted to students based on an assessment of needs as a way to enable them to catch up on lost learning over time.
13. Refine an improved hybrid learning model (using technology and learning modules) to ensure the quality, equity, and efficiency of education for all students more specifically in time of emergencies.
14. Develop/Embrace adaptive assessments

CHAPTER IV RO Priorities, Strategies, and Outputs

IV.A.2 Phase 2. Enhancing Program Management (Years 2-4): Readiness for Physical Learning

Program Development and Management

1. Train RO and SDO officials on new requirements of New Cycle SIP
2. Development of new programs and projects using the results of the baseline, research and development, and evaluation of programs
3. Building capacities of RO staff in designing programs and projects, and managing program implementation
4. Evaluation of educational innovations based on how well they support teaching and on their cost-effectiveness.
5. Engage experts /consultants in addressing learning and development gaps and needs of teachers, school leaders, and non-teaching personnel through designing, developing and delivery of Professional Development (PD)programs.
6. Strengthen partnership with authorized LSPs in the implementation of PD programs and courses focused on gender-sensitive and inclusive contextualized curriculum, learning delivery, and approaches.
7. Continuation of PD program application for recognition and PRC-CPD credit units
8. Consistent collaboration with M&E Associates/Monitors to help PMT monitor and evaluate participants' learning gains based on Kirkpatrick's Model
9. Strengthen partnerships with External Learning Service Providers (E-SLPs) for more scholarship opportunities for teachers and school leaders
10. Improve in capacity of TA and training providers
11. REDP Mid-Term Evaluation

Establish mechanisms for sustainability

1. Strengthen RO mechanism for implementing initiatives on child rights, disaster preparedness
2. Strengthen RO, school, and CLC M&E system
3. Maintenance and enhancement of systems and processes
4. Conduct research and product development.

IV.A.3 Phase 3. Sustaining Performance (Years 3-6)

Continuation of programs and projects

1. Strengthen RO mechanism for implementing initiatives on child rights, disaster preparedness
2. Maintenance and enhancement of systems and processes
3. Research, evaluation, and new products development

Access, equity, quality, and resiliency are the four pillars of the Region IV-A Education Development Plan (REDP), together with enabling mechanisms for management and governance. Following a listing of the many functional Division Outcomes, each pillar's intermediate outcomes and supporting processes.



IV.B Access to Quality Basic Education for All

Access is defined as all school-age children, out-of-school youth, and adults accessing relevant basic learning opportunities. The following are the Region's targets for access and supporting processes.

IV.B.1 RO Priorities & Targets (2022-2028) - Access

Table 15. Targets on Access

| Results Statement/ Key Performance Indicator | Baseline | REDP Physical Target | | | | | | | |
|--|--|-----------------------------|-------|-------|---------------------|-------|-------|------|--|
| | | Phase 1 (2023-2025) | | | Phase 2 (2026-2028) | | | | |
| | | SY 2020-2021 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | |
| Targets on Access | | | | | | | | | |
| Intermediate Outcome (IO) #1 All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities | | | | | | | | | |
| 1. Percentage of school-age children in school – Net Enrollment Rate (NER) | | | | | | | | | |
| Elementary (Kindergarten to Grade 6) – NER | 92.13 | 93.28 | 94.42 | 95.57 | 96.71 | 97.86 | 99.00 | | |
| | 84.97 | 87.14 | 89.31 | 91.49 | 93.66 | 95.83 | 98.00 | | |
| 2. Incidence of out-of-school children and youth | | | | | | | | | |
| ELEMENTARY – Out-of-school rate | For verification with EMISD | | | | | | | | |
| | JUNIOR HIGH SCHOOL – Out-of-school rate | For verification with EMISD | | | | | | | |
| | SENIOR HIGH SCHOOL – Out-of-school rate | For verification with EMISD | | | | | | | |
| IO1.1 – All five-year-old children in school | | | | | | | | | |
| 3. Percentage of five-year-olds in school – Net Enrollment Rate (NER) in Kinder | 68.20 | 73.50 | 78.80 | 84.10 | 89.40 | 94.70 | 100 | | |
| | IO1.2 – All learners will stay in school and finish key stages | | | | | | | | |

CHAPTER IV RO Priorities, Strategies, and Outputs

Table 15. Targets on Access (Continuation)

| Results Statement/ Key Performance Indicator | Baseline | REDP Physical Target | | | | | | |
|--|-----------------------------|----------------------|-------|-------|---------------------|-------|--------|--|
| | | Phase 1 (2023-2025) | | | Phase 2 (2026-2028) | | | |
| | SY 2020-2021 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | |
| 4. Percentage of enrollees (Elem, JHS, SHS) in a given school year who continue to be in school the following school year – Retention Rate | | | | | | | | |
| ELEMENTARY – Retention Rate | 94.80 | 95.50 | 96.20 | 96.90 | 97.60 | 98.30 | 99.00 | |
| JUNIOR HIGH SCHOOL – Retention Rate | 93.26 | 94.22 | 95.17 | 96.13 | 97.09 | 98.04 | 99.00 | |
| SENIOR HIGH SCHOOL – Retention Rate | 91.81 | 93.18 | 94.54 | 95.91 | 97.27 | 98.64 | 100.00 | |
| 5. Percentage of currently enrolled learners but did not finish/complete the SY – Simple Dropout Rate (DR) | | | | | | | | |
| ELEMENTARY – Simple Dropout Rate | 1.50 | 1.25 | 1.00 | 0.75 | 0.50 | 0.25 | 0.00 | |
| JUNIOR HIGH SCHOOL – Simple Dropout Rate | 2.00 | 1.67 | 1.33 | 1.00 | 0.67 | 0.33 | 0.00 | |
| SENIOR HIGH SCHOOL – Simple Dropout Rate | 0.80 | 0.67 | 0.53 | 0.40 | 0.27 | 0.13 | 0.00 | |
| IO1.3 – All learners transition to the next key stage | | | | | | | | |
| 6. Percentage of K/C6/C10 completers proceeded to next key stage – Transition Rate | | | | | | | | |
| KINDERGARTEN – Transition Rate (K to Grade1) | 93.14 | 94.28 | 95.43 | 96.57 | 97.71 | 98.86 | 100.00 | |
| ELEMENTARY – Transition Rate (Grade 3 to Grade 4) | 91.75 | 93.13 | 94.50 | 95.88 | 97.25 | 98.63 | 100.00 | |
| ELEMENTARY – Transition Rate (Grade 6 to Grade 7) | 88.69 | 90.41 | 92.13 | 93.85 | 95.56 | 97.28 | 99.00 | |
| JUNIOR HIGH SCHOOL – Transition Rate (Grade 10 to Grade 11) | 88.90 | 90.58 | 92.27 | 93.95 | 95.63 | 97.32 | 99.00 | |
| IO1.4 – All out-of-school children & youth participate and complete participate in formal or non-formal basic education learning opportunities | | | | | | | | |
| 7. Percentage of OSC & OSY who returned to school or participated in ALS – Participation Rate of OSC & OSY | | | | | | | | |
| OUT-OF-SCHOOL CHILDREN – Participation Rate | *Baseline to be established | | | | | | | |
| OUT-OF-SCHOOL YOUTH – Participation Rate | *Baseline to be established | | | | | | | |
| 8. Percentage of completers in ALS – completed session – ALS | | | | | | | | |
| OUT-OF-SCHOOL CHILDREN – Completed Sessions – ALS | *Baseline to be established | | | | | | | |
| OUT-OF-SCHOOL YOUTH – Completed Sessions ALS | *Baseline to be established | | | | | | | |
| OUT-OF-SCHOOL ADULTS – Completed Sessions ALS | *Baseline to be established | 0 | | | | | | |

IV. B.2 Access Strategies & Outputs (2023-2028)

Table 16. Access Strategies & Outputs

| Access to quality basic education for all | | | | |
|---|---|---|---|------------------|
| Sub-Intermediate Outcome | Strategy | MATATAG Agenda | Output | Concerned Office |
| 1.1.1 All five-year-old children attend school. | #1: improve access to quality, learner-friendly learning environments | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Recognized and documented more private schools offering kindergarten program | QAD |
| | | | Forged partnership with LGUs' day-care centers and DSWD to ensure all five-year-old children are in school. | ESSD |
| | | | Devise mechanism in setting catchup program for five-year-old children or above not attending kindergarten | PPRD |
| | | | Improved strategy for mapping whereabouts of five-year-old children | PPRD |
| | | | Established new schools and new community learning centers (CLCs) | ESSD/QAD/ |
| | | | Improved schools and CLCs facilities | ESSD |
| | | | Established integrated schools to ensure transition in key stages | ESSD/QAD |
| | | | Improved access to learning facilities, health and sanitation facilities | ESSD |
| | | | Promoted learners' physical and emotional development: health and nutrition facilities, WinS, sports and psycho-social | ESSD/FTAD |
| | | | Improved schools' capacity to deliver online learning | ESSD/ICTU/HRD D/ |
| 1.1.2: All learners stay in school. | #2: Improving capacity to bring and retain learners in schools and CLCs | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Increased participation of private schools in the Education Service Contracting (ESC) scheme | QAD |
| | | | Improved capabilities of teachers and learning facilitators to implement remediation programs, and management of learners at risk of dropping out | HRDD/ CLMD |
| | | | Improved access to online materials | CLMD |
| | | | Improved access of learners to science laboratories | ESSD |
| | | | Implemented school feeding programs | ESSD |
| | | | Trained health and teaching personnel on appropriate school health and nutrition standards | ESSD |
| | | | Implemented tracer study for ALS learners | PPRD/SDOs |
| | | | Established integrated schools in areas where access to JHS and SHS is difficult | ESSD/QAD |
| | | | Improved performance of ESC grantees | QAD |
| | | | Increased number of beneficiaries of SHS voucher program | QAD |

CHAPTER IV RO Priorities, Strategies, and Outputs

Table 16. Access Strategies & Outputs (Continuation)

| 1.2 Access to quality basic education for all | | | | |
|--|---|---|--|------------------|
| Sub-Intermediate Outcome | Strategy | MATATAG Agenda | Output | Concerned Office |
| All learners transition to the next key stage. 1.2.2 All out-of-school children & youth participate in formal or non-formal basic education learning opportunities. | #3: Strengthen mechanisms for providing access to relevant basic opportunities for OOSC and OSY | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Devise mechanism to strengthen ALS literacy mapping to identify out of school children and youth, and adults | PPRD |
| | | | Trained ALS teachers on using online teaching platforms | HRDD/CLMD |
| | | | Deployed ALS teachers | ASD |
| | | | Established new CLCs in high-demand areas | ESSD |
| | | | Equipped CLCs with appropriate learning facilities | ESSD |
| | | | Engaged non-DepEd ALS providers | CLMD |
| | | | Strengthen mechanisms for tracking OOSC and OSY | PPRD |
| | | | Developed mapping techniques for OOSC and OSY | PPRD |
| | | | Implemented ALS service contracting scheme | ASD |
| | | | Intensified capacity building for ALS stakeholders (internal and external) | HRDD/CLMD |
| | | | Improved ALS M&E system and processes | QAD |



IV. C. Equity for Children, Youths, and Adults in Situation of Disadvantage

Equity is a state where disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives. The following are the region's targets for equity and supporting processes.

IV. C.1 RO Priorities & Targets (2022-2028) - Equity

Table 17. Targets on Equity

| Targets on Equity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------------|------|------|------|------|------|------|--|---|-----------------------------|------|------|------|------|------|------|--|--|-----------------------------|------|------|------|------|------|------|--|---|-----------------------------|--|--|--|--|--|--|--|
| Intermediate Outcome (IO) #2. School-age children and youth, and adults in situations of disadvantage benefited from appropriate equity initiatives | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Proportion of learners in a situation of disadvantage transition to next key stage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>ELEMENTARY - % Disparity in the transition rate</td> <td>*Baseline to be Established</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>SECONDARY - % Disparity in the transition rate</td> <td>*Baseline to be Established</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | | | | | | | | | ELEMENTARY - % Disparity in the transition rate | *Baseline to be Established | | | | | | | | SECONDARY - % Disparity in the transition rate | *Baseline to be Established | | | | | | | | | | | | | | | | |
| ELEMENTARY - % Disparity in the transition rate | *Baseline to be Established | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SECONDARY - % Disparity in the transition rate | *Baseline to be Established | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Gender participation – disparity in completion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>ELEMENTARY – Gender Parity Index – Completion</td> <td>1.07</td> <td>1.06</td> <td>1.05</td> <td>1.04</td> <td>1.02</td> <td>1.01</td> <td>1.00</td> <td></td> </tr> <tr> <td>SECONDARY – Gender Parity Index – Completion</td> <td>1.19</td> <td>1.16</td> <td>1.13</td> <td>1.10</td> <td>1.06</td> <td>1.03</td> <td>1.00</td> <td></td> </tr> </table> | | | | | | | | | ELEMENTARY – Gender Parity Index – Completion | 1.07 | 1.06 | 1.05 | 1.04 | 1.02 | 1.01 | 1.00 | | SECONDARY – Gender Parity Index – Completion | 1.19 | 1.16 | 1.13 | 1.10 | 1.06 | 1.03 | 1.00 | | | | | | | | | | |
| ELEMENTARY – Gender Parity Index – Completion | 1.07 | 1.06 | 1.05 | 1.04 | 1.02 | 1.01 | 1.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SECONDARY – Gender Parity Index – Completion | 1.19 | 1.16 | 1.13 | 1.10 | 1.06 | 1.03 | 1.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IO2.1 – All school-age children and youth, and adults in situations of disadvantage are participating in basic learning opportunities and receiving an appropriate quality education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Percentage of learners in a situation of disadvantage continue to participate in basic education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>ELEMENTARY – Retention Rate</td> <td>*Baseline to be Established</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>SECONDARY – Retention Rate</td> <td>*Baseline to be Established</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> | | | | | | | | | ELEMENTARY – Retention Rate | *Baseline to be Established | | | | | | | | SECONDARY – Retention Rate | *Baseline to be Established | | | | | | | | | | | | | | | | |
| ELEMENTARY – Retention Rate | *Baseline to be Established | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SECONDARY – Retention Rate | *Baseline to be Established | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Percentage of learners in situations of disadvantage (disaggregated by group) achieved at least a fixed level of proficiency/mastery in (a) functional literacy, (b) numeracy, and (c) 21st-century skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>Functional Literacy - % of learners at with at least proficient level or better</td> <td>*Baseline to be Established</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Numeracy - % of learners at with at least proficient level or better</td> <td>*Baseline to be Established</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>21st-century skills - % of learners at with at least proficient level or better</td> <td>*Baseline to be Established</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> | | | | | | | | | Functional Literacy - % of learners at with at least proficient level or better | *Baseline to be Established | | | | | | | | Numeracy - % of learners at with at least proficient level or better | *Baseline to be Established | | | | | | | | 21st-century skills - % of learners at with at least proficient level or better | *Baseline to be Established | | | | | | | |
| Functional Literacy - % of learners at with at least proficient level or better | *Baseline to be Established | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy - % of learners at with at least proficient level or better | *Baseline to be Established | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21st-century skills - % of learners at with at least proficient level or better | *Baseline to be Established | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

CHAPTER IV RO Priorities, Strategies, and Outputs

IV. C.2 RO Priorities & Targets (2022-2028) - Equity

Table 18. Equity Strategies and Outputs

| 2.1 Equity for children, youth and adults in situations of disadvantage | | | | |
|--|--|---|---|------------------|
| Sub-Intermediate Outcome | Strategy | MATATAG Agenda | Output | Concerned Office |
| 2.1.1- All school-age children and youth, and adults in situations of disadvantage are participating in inclusive basic learning opportunities | #1: Improving program management and service delivery | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Improved situation analysis of school-age children and youth and adults in situations of disadvantage, including barriers to education | CLMD |
| 2.2- All learners in situations of disadvantage receive an appropriate quality education | | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Formulated policies and standards to promote the responsiveness of DepEd systems and processes to learners in situations of disadvantage | CLMD |
| | | | Developed evidence-based regional policies, guidelines, and standards with an equity approach | PPRD/ |
| | | | Promoted inclusion of equity approaches in SIP | PPRD |
| | | | Developed evidence-based ALS 2.0 policies, guidelines, and standards | CLMD/ |
| | | | Trained school personnel and community ALS learning facilitators on inclusive practices adapted to learners in situations of disadvantage | CLMD/ |
| | | | Strengthened instructional supervision of inclusion initiatives | CLMD |
| | | | Formulated M&E Framework for programs addressing concerns of learners in situations of disadvantage | QAD |
| | #2: Providing an inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to the situations of disadvantage | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Developed/enhanced standards and policies on inclusive and safe learning environments | ESSD |
| | | | Improved 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 | ESSD |
| | | | Customized learners support services as appropriate to school-age children and youth and adults in situations of disadvantage in place | ESSD |
| | | | Customized health, WASH and nutrition facilities | ESSD |

Table 18. Equity Strategies and Outputs (Continuation)

| 2.3 Equity for children, youth and adults in situations of disadvantage | | | | |
|--|--|---|--|------------------|
| Sub-Intermediate Outcome | Strategy | MATATAG Agenda | Output | Concerned Office |
| 2.3.1- All learners in situations of disadvantage receive an appropriate quality education | #3: Improving contextualized curriculum and learning delivery | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Customized learning delivery modalities appropriate to the contexts of school-age children and youth, adults in situations of disadvantage | CLMD |
| | | | Developed mechanisms and processes for curriculum contextualization | CLMD |
| | | | Developed supplementary curriculum standards specific for learners in situations of disadvantage (as appropriate) | CLMD |
| | | | Increased number of school personnel and ALS implementers attaining the professional standards relative to addressing the different contexts of disadvantage | HRDD/ CLMD |
| | | | Institutionalized ALS programs and other inclusion initiatives as needed | CLMD |
| | #4: Enhancing DepEd platforms for learning resources | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Enhanced learning resource standards for all platforms and types of learning resources responsive to the context of each group in situations of disadvantage | CLMD |
| | | | Strengthened and improved ICT platforms | ICTU |
| | | | Elaborated adapted learning resources for all types of learners | CLMD |
| | | | Increased teachers and learners with a complete set of inclusive education teaching and learning resources | ASD/ Finance |
| | #5: Promoting partnerships to benefit education for learners in situations of disadvantage | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Developed communication and advocacy plan for programs addressing concerns of learners in situations of disadvantage | PAU |
| | | | Institutionalized rights based and Indigenous Peoples Rights' Act (IPRA) aligned partnership mechanisms with IP communities | CLMD/ ESSD |
| | | | Engaged non-DepEd providers of education for groups in situations of disadvantage | CLMD |
| | | | Increased involvement of professionals and partners to provide support to learners in situations of disadvantage: health, nutrition, psycho-social support, etc. | CLMD |

IV.D. Quality of Basic Education Provision and Learning Outcomes

Equity is a state where disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives. The following are the region's targets for equity and supporting processes.

CHAPTER IV RO Priorities, Strategies, and Outputs

IV.D.1 RO Priorities & Targets (2023-2028) - Quality

Table 19. Targets on Quality

| Targets on Quality | | | | | | | |
|---|--|-----------------------------|-------|-------|-------|-------|-------|
| Intermediate Outcome (IO) #3. Learners complete K-12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths | | | | | | | |
| 1. Percentage of learners who pursued their chosen paths | | | | | | | |
| | | | | | | | |
| % proceeded to college | | *Baseline to be Established | | | | | |
| % proceeded to employment | | *Baseline to be Established | | | | | |
| % proceeded to entrepreneurship | | *Baseline to be Established | | | | | |
| % proceeded to middle level skills training | | *Baseline to be Established | | | | | |
| 2. Percentage of learners in cohort who completed Grade 6/ Grade 12 - Completion Rate (CR) | | | | | | | |
| Elementary - CR | | 73.76 | 77.63 | 81.51 | 85.38 | 89.25 | 93.13 |
| Secondary - CR | | 64.20 | 68.50 | 72.80 | 77.10 | 81.40 | 85.70 |
| IO3.1 - Learners attained Stage 1 learning standards of fundamental reading and numeracy skills | | | | | | | |
| 3. Percentage of learners attaining nearly proficient level or better in Reading and Listening Comprehension increased | | | | | | | |
| | | | | | | | |
| Percentage of learners achieving nearly proficient level or better in English | | *For verification | | | | | |
| Percentage of learners achieving nearly proficient level or better in Mother Tongue (Excluding Tagalog Speakers) | | *For verification | | | | | |
| Percentage of learners achieving nearly proficient level or better in Numeracy | | *For verification | | | | | |
| IO3.2 - Learners attain Stage 2 (Grade 6) learning standards of literacy & numeracy skills and apply 21st-century skills to various situations | | | | | | | |
| 4. Percentage of learners attaining nearly proficient level or better in Stage 2 literacy standards (increase: 4 pp/yr) | | *For verification | | | | | |
| 5. Percentage of learners attaining nearly proficient level or better in Stage 2 numeracy standards (increase: 4 pp/yr) | | *For verification | | | | | |
| IO3.3 - Learners attain Stage 3 (Grades 7-10) learning standards of literacy & numeracy skills and apply 21st-century skills to various situations | | | | | | | |
| 6. Percentage of G10 learners attaining nearly proficient level or better in Stage 3 literacy standards (4 pp/yr) | | *For verification | | | | | |
| 7. Percentage of G10 learners attaining nearly proficient level or better in Stage 3 numeracy standards (4 pp/yr) | | *For verification | | | | | |
| IO3.4 - Learners attain Stage 4 (Grades 11-12) learning standards equipped with the knowledge and 21st-century competencies developed in their chosen core, applied, and specialized SHS tracks | | | | | | | |
| 8. Percentage of Grade 12 learners attaining nearly proficient level or better in Stage 4 core SHS areas (6 pp/yr) | | *For verification | | | | | |
| IO3.5 - Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers | | | | | | | |
| 9. Percentage of ALS learners pass the A&E test | | | | | | | |
| ALS and A&E Passing Rate | | *Baseline to be Established | | | | | |

IV. D.2 Quality Strategies & Outputs (2023-2028)

Table 20. Quality Strategies & Outputs

| 1 Quality of Education provision and learning outcomes | | | | |
|--|---|---|---|------------------|
| Sub-Intermediate Outcome | Strategy | MATATAG Agenda | Output | Concerned Office |
| 3.1.1: Learners attain Stage 1 (K-Grade 3) learning standards of fundamental reading & numeracy skills to provide a basis for success in the remaining learning stages. | #1: Aligning curriculum and instruction in all subjects with 21 st century skills. | Make the curriculum relevant to produce job-ready, active and responsible citizens Give support for teachers to teach better | All syllabus standards in all subjects are written in terms of student learning outcomes. | CLMD |
| | | | 21 st century skills of problem-solving, information literacy and critical thinking applied in all subjects across all stages using spiral progression strategy. | CLMD |
| | | | Inquiry and problem-based teaching and learning strategies are applied across all stages. | CLMD |
| | | | Sustainable Development Goals are integrated in relevant subjects as early as Stage 1 and until Stage 4. | CLMD |
| | | | Alignment and coordination of the TEI curriculum and school curriculum improved through a high-level consultative process. | CLMD |
| 3.1.2: Learners attain Stage 2 (Grades 4-6) learning standards in required literacy & numeracy skills and apply 21 st century skills to various real-life situations. | #2: Building capacity for assessment through professional development | Make the curriculum relevant to produce job-ready, active and responsible citizens Give support for teachers to teach better | Assessment skills of teachers expanded through school-based Learning Action Cell (LAC) CPD programs. | HRDD/ CLMD |
| | | | A coordinated regional CPD program is implemented for all teachers based on teachers' needs analysis. | HRDD |
| | | | Classroom formative assessment skills of teachers strengthened through intensive capacity building at school level to improve overall student learning. | CLMD/ HRDD |
| | | | Induction, coaching, and mentoring programs in assessment are established as a key component of CPD for new and current teachers. | HRDD |
| | | | Schools' capacity to use "multi-factored assessment tool" to identify strengths and learning needs of learners in Grade 1 is improved. | CLMD |

CHAPTER IV RO Priorities, Strategies, and Outputs

| Quality of Education provision and learning outcomes | | | | |
|---|--|--|--|------------------|
| Sub-Intermediate Outcome | Strategy | MATATAG Agenda | Output | Concerned Office |
| 3.3.1: Learners attain Stage 3 (Grades 7-10) learning standards of literacy, numeracy skills and apply 21 st century skills to various real-life situations. | #3: Assessing learning outcomes at each key stage transition and for learners in situations of disadvantage. | Make the curriculum relevant to produce job-ready, active and responsible citizens | Early Language, Literacy and Numeracy Assessment (ELLNA) administered in March at end of Grade 3 (stage 1) | CLMD/ QAD |
| | | | NAT administered to all learners (census method) at Grade 6 (stage 2), Grade 10 (stage 3) and Grade 12 (Basic Education Exit Assessment) including learners with special needs. | CLMD/ QAD |
| | | | Overall Grade 12 assessment examination includes a combined external examination grading achieved in the national achievement test (NAT) and a school-based assessment rating for each Grade 12 student. | CLMD/ QAD |
| | | | National Career Assessment Examination (NCAE) administered at Grade 9. | CLMD/ QAD |
| | | | Tracking system operationalized to gather data on post-secondary destinations of Senior High School graduates. | CLMD/ PPRD |
| | | | Accreditation & Equivalency Tests (A&E) administered for Alternative Learning System (ALS) learners in March of each SY for certification for elementary and Junior High School completers. | CLMD/ QAD |

Region IV-A Education Development Plan 2023-2028

| Quality of Education provision and learning outcomes | | | | |
|---|---|---|---|------------------|
| Sub-Intermediate Outcome | Strategy | MATATAG Agenda | Output | Concerned Office |
| 3.4.1: Learners attain Stage 4 (Grades 11-12) learning standards equipped with knowledge and 21 st - century skills developed in the chosen core, applied, and specialized SHS tracks. | #4: Resource provision including digital devices aligned with key stage learning standards. | Make the curriculum relevant to produce job-ready, active and responsible citizens | Provision of reading and numeracy resource materials prioritized for all Stage 1 learners. | CLMD |
| | | | Digital education equipment, tools and materials are integrated in teaching and learning in all schools (including television and radio where appropriate). | FD/ CLMD |
| | | | Special provision made for learners who do not have digital learning resources at home to receive supplementary experiences at school. | FD/ CLMD |
| | | | Learning resources available for all students (photocopied worksheets, textbooks, flash drives). | CLMD |
| 3.4.2: Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers. | #5: Enhancing planning, monitoring, and evaluation capacities in field offices (region, division, and schools). | Make the curriculum relevant to produce job-ready, active and responsible citizens | Regional office QAD capacity to implement LMS and manage the assessment of learning outcomes strengthened. | QAD |
| | | | Strengthen schools' capacity for data collection for an enhanced M&E system. | QAD |
| | | | Strengthened SDO in application of the Philippine Professional Standards for Teachers (PPST) and the Philippine Professional Standards for School Leaders (PPSSL) tool for monitoring teachers' learning needs in a division development plan and for building capacity for school leaders to plan effectively and provide strong instructional leadership. | HRDD |
| | | | Planning personnel at all levels develop capacity to use artificial intelligence, machine learning, and analytics for data-driven planning and decision-making. | PPRD |

CHAPTER IV RO Priorities, Strategies, and Outputs



IV.E Learners' Well-being and Resilience

Learners' Well-being and Resilience. It is the state Learners are resilient and aware of their rights, and have the life skills to protect themselves and their rights.

IV. E.1 RO Priorities & Targets (2023-2028) - Learners' Well-being and Resilience

Table 21. Targets on Learners' Well-being and Resilience

| Targets on Learners' Well-being and Resilience | | | | | | | |
|--|--|-----------------------------|--|--|--|--|--|
| Intermediate Outcome (IO) #4. Learners are resilient and know their rights and have the life skills to protect themselves and claim their education rights from DepEd and other duty-bearers to promote learners' well-being | | | | | | | |
| | 1. Percentage of affected and displaced learners retained | *Baseline to be Established | | | | | |
| | 2. Percentage of learners who reported violence committed against them by other learners (bullying) or adults (child abuse) based on intake sheets of schools | *Baseline to be Established | | | | | |
| | 3. Percentage of learners who are happy and satisfied with their basic education experience in relation to the enjoyment of their specific rights in school and learning centers | *Baseline to be Established | | | | | |
| | 4. Percentage of learners who know their rights TO and IN education, and how to claim them positively | *Baseline to be Established | | | | | |
| | 5. Percentage of schools and learning centers significantly manifesting indicators of RBE in the learning environment | *Baseline to be Established | | | | | |
| | 6. Learners Satisfaction Rating on Rights-based Education | *Baseline to be Established | | | | | |
| IO4.1 Learners are served by a Department that adheres to a rights-based education framework at all levels | | | | | | | |
| | 7. Percentage of CO offices, ROs, and SDOs significantly manifesting indicators of RBE | *Baseline to be Established | | | | | |
| | 8. Percentage of DepEd personnel in CO, RO, SDO, and schools/learning centers who know the rights of children and learners in relation to RBE, and are able to infuse them in their respective jobs/duties | *Baseline to be Established | | | | | |
| IO4.2 Learners are safe and protected and can protect themselves from risks and impacts from natural and human-induced hazards | | | | | | | |
| | 9. Percentage of learners equipped with capacities on what to do before, during, and after a disaster/emergency | *Baseline to be Established | | | | | |
| | 10. Percentage of learners in safe schools | *Baseline to be Established | | | | | |
| IO4.3 Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life | | | | | | | |
| | 11. Percentage of students with improved health statistics | *Baseline to be Established | | | | | |
| | 12. Percentage of learners with improved physical fitness level | *Baseline to be Established | | | | | |

Region IV-A Education Development Plan 2023-2028

| 1 Learners' rights and resilience | | | | | |
|--|---|---|---|------------------|--|
| Sub-Intermediate Outcome | Strategy | MATATAG Agenda | Output | Concerned Office | |
| 4.1: Learners are served by a Department that adheres to a rights-based education framework at all levels | #1: Integrating children's rights in the design of all DepEd programs and projects | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Laws, policies, rules and regulations, contracts, programs, projects and activities containing commitments towards children's rights are reviewed, revised and developed accordingly. | Legal | |
| | | | Rights-based education framework developed and utilized in DepEd. | CLMD | |
| | | | Subjects or lessons on children's rights education are identified, developed, and introduced in the K to 12 curriculums. | CLMD | |
| | | | Learning resources on children's rights in education are developed and utilized. | CLMD | |
| | | | M&E tool for the adherence to the rights-based education framework and legal obligations & commitments on children's rights are developed and utilized | CLMD/ QAD | |
| | #2: Ensuring that learners are aware and can assert their rights to and in education from DepEd and fully understand their responsibilities in relation to these rights | | Laws, policies, rules and regulations, contracts, programs, projects and activities containing commitments towards children's rights are reviewed, revised and developed accordingly. | Legal | |
| | | | Learners are taught their rights and responsibilities from all aspects of their education: curricular, co-curricular and extra-curricular. | CLMD | |
| | | | DepEd personnel are trained and competent in implementing rights-based education | CLMD/ HRDD | |
| | | | Fully functional Redress Mechanisms are established in all schools and offices | ASD/Legal/ HRDD | |
| | | | | | |
| 2 Learners' rights and resilience | | | | | |
| Sub-Intermediate Outcome | Strategy | MATATAG Agenda | Output | Concerned Office | |
| Outcome 4.2: Learners are safe and protected, and can protect themselves from risks and impacts from natural and human-induced hazards | #3: Protecting learners and personnel from death, injury, and harm brought by natural and human-induced hazards | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Mainstreamed risk-informed disaster prevention and mitigation, preparedness, response, rehabilitation, and recovery policies in all offices | ESSD | |
| | | | Integrated DRRM and CCA in SIP, regional and division plans | ESSD/ PPRD/FTAD | |
| | | | Developed public service continuity plan in all governance levels | ASD | |
| | | | Enhanced curriculum integration of disaster risk reduction in education, climate change education, and peace education, including assessment | CLMD/ ESSD | |
| | | | Relevant safety and emergency equipment, facilities, kits, and other supplies provided to all schools | ESSD | |
| | #4: Providing learners with access to emergency learning interventions in the aftermath of a disaster or emergency | | Developed DepEd inter-office Comprehensive Rehabilitation and Recovery Plan for every natural and human-induced disaster | ESSD | |
| | | | Established a community-based support for response, rehabilitation & recovery | ESSD | |
| | | | Developed supplementary learning resources on DRR | ESSD | |
| | | | Provided interventions for immediate learning continuity in light of disasters, pandemics, and the like | ESSD | |
| | | | Provided MHPSS interventions to affected learners and personnel | ESSD/ FTAD | |
| | #5: Ensuring that education facilities are safe and protected from the impacts of natural and human-induced hazards | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Established risk reduction options and strategies for school environment and facilities | ESSD | |
| | | | Increased agency regular budget on Disaster Risk Reduction and Management (DRRM), Climate Change Adaptation and Mitigation (CCAM) and Education in Emergencies (EiE) annually | FD/ ESSD | |
| | | | Enhanced capacity to effectively use DRRM-, CCA-, and EiE-related information and research for policy, planning, implementation, and decision-making | ESSD/ HRDD | |

CHAPTER IV RO Priorities, Strategies, and Outputs

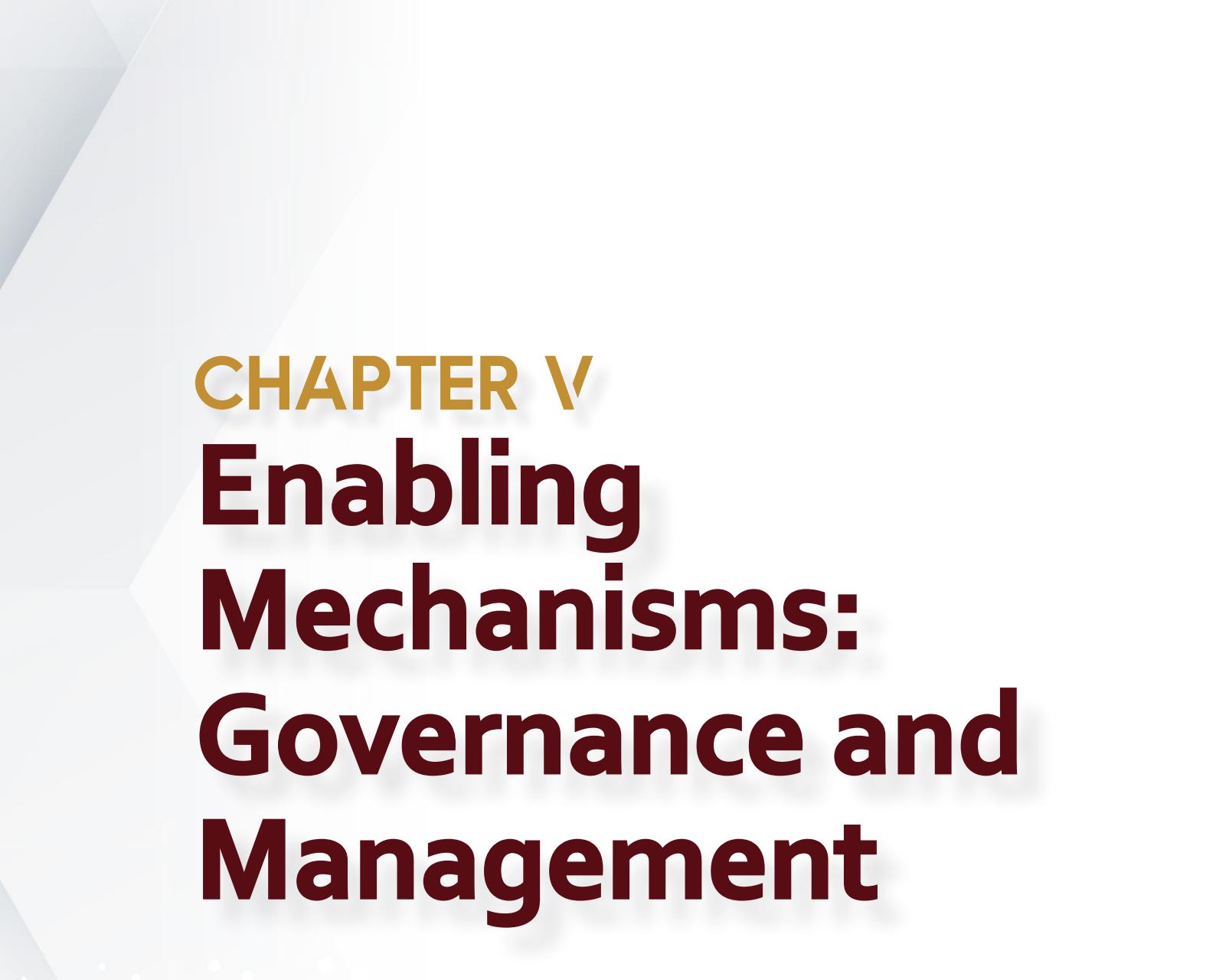
IV. E.2 Learners Well-Being and Resilience Strategies & Outputs (2023-2028)

Table 22. Learners Well-Being and Resilience Strategies & Outputs

| 3 Learners' rights and resilience | | | | |
|--|---|---|---|------------------|
| Sub-Intermediate Outcome | Strategy | MATATAG Agenda | Output | Concerned Office |
| 4.3.1: Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life | #6: Providing learners with basic health and nutrition services | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Implemented interventions to improve nutritional status and physical health of learners | ESSD |
| | #7: Nurturing and protecting learners' mental and psychosocial health | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Trained and competent health personnel and program coordinators trained on key topics, including management of risky behavior | ESSD/ FTAD |
| | #8: Promoting learners' physical and emotional development | Take good care of learners by promoting learner well-being, inclusive education and positive learning environment | Student workloads, deadlines and other activities are comprehensively analyzed and planned to avoid placing unnecessary pressure on students | CLMD/ FTAD |
| | | | Created an environment that supports and encourages participation in sports and other physical activities | CLMD/ ESSD |
| | | | Provided greater opportunities to learners to engage in various co-curricular, extra-curricular activities, or After-School Program in sports, recreation, leisure, play, and various physical activities | CLMD |
| | | | DepEd personnel are educated and capacitated on children's right to play and leisure, and are aware of their importance to a child's development | CLMD/ HRDD |



Region IV-A Education Development Plan 2023-2028



CHAPTER V

Enabling Mechanisms: Governance and Management

It refers to efficient, agile and resilient governance and management processes. It focuses on the priorities for education leadership, strategic human resource management, learning resource management, systems and processes, basic education stakeholders, and public and private education systems.



V.A RO Priorities and Targets (2023-2028) - Enabling Mechanism

Table 23. RO Priorities & Targets (2023-2028) - Enabling Mechanism

| Targets on Enabling Mechanism | | | | | | | | | |
|---|--|-------------------|--|--|--|--|--|--|--|
| Education Leadership | | | | | | | | | |
| Enabling Mechanism #1. Education leaders and managers practice participative and inclusive management processes | | | | | | | | | |
| 1. | Proportion of schools achieving higher levels of SBM practice | | | | | | | | |
| | ELEMENTARY | *For verification | | | | | | | |
| | SECONDARY | *For verification | | | | | | | |
| Strategic Human Resource Management | | | | | | | | | |
| Enabling Mechanism #2. Strategic human resource management enhanced for continuing professional development and opportunities | | | | | | | | | |
| 2. | Proportion of offices across governance levels with very satisfactory and higher rating in the Office Performance Commitment and Review Form (OPCRF) | | | | | | | | |
| | ELEMENTARY | *For verification | | | | | | | |
| | SECONDARY | *For verification | | | | | | | |
| | SCHOOLS DIVISION OFFICE | *For verification | | | | | | | |
| | REGIONAL OFFICE | *For verification | | | | | | | |
| Learning Resources Management | | | | | | | | | |
| Enabling Mechanism #3. Investments in basic education provide learners with the ideal learning environment | | | | | | | | | |
| 3. | Proportion of schools achieving ideal ratio on: | | | | | | | | |
| | Classrooms | *For verification | | | | | | | |
| | Teachers | *For verification | | | | | | | |
| | Textbooks | *For verification | | | | | | | |
| | Seats | *For verification | | | | | | | |
| | Science and Math Equipment | *For verification | | | | | | | |
| | ICT Package/E-classroom | *For verification | | | | | | | |
| 4. | Proportion of elementary schools with: | | | | | | | | |
| | Functional library | *For verification | | | | | | | |
| | Connection to electricity | *For verification | | | | | | | |
| | Connection to the functional internet library | *For verification | | | | | | | |
| 5. | Proportion of secondary schools with: | | | | | | | | |
| | Functional library | *For verification | | | | | | | |
| | Connection to electricity | *For verification | | | | | | | |
| | Connection to the functional internet library | *For verification | | | | | | | |
| 6. | Proportion of SDOs achieving ideal interquartile ratio (IQR) *on teacher deployment | | | | | | | | |
| | % SDOs achieving ideal interquartile ratio (IQR) | *For verification | | | | | | | |

CHAPTER V Enabling Mechanisms: Governance And Management

Table 23. RO Priorities & Targets (2023-2028) - Enabling Mechanism (Continuation)

| Systems and Processes | | | | | | | | | |
|---|---|-------------------|--|--|--|--|--|--|--|
| Enabling Mechanism #4. Improve and modernize internal systems and processes for a responsive and efficient financial resource management | | | | | | | | | |
| 7. Client satisfactory rating of DepEd offices' respective stakeholders (internal & external) | | | | | | | | | |
| | School | "For verification | | | | | | | |
| | SDO | "For verification | | | | | | | |
| | RO | "For verification | | | | | | | |
| Basic Education Stakeholders | | | | | | | | | |
| Enabling Mechanism #5. Key stakeholders actively collaborate to serve learners better | | | | | | | | | |
| 8. Percentage of the financial contribution of international and local grant development partners vis-a-vis national education budget (including adopt a school, brigada eskwela) | | | | | | | | | |
| | Local - % contribution | "For verification | | | | | | | |
| | International - % contribution | "For verification | | | | | | | |
| | Special Education Fund Utilization rate | "For verification | | | | | | | |
| 9. Proportion of schools with functional SCC | | | | | | | | | |
| Public and Private Education Systems | | | | | | | | | |
| Enabling Mechanism #6. Public and private education operate under a dynamic and responsive complementarity framework | | | | | | | | | |
| | 10. Proportion of private schools receiving government assistance | "For verification | | | | | | | |
| | 11. Proportion of teachers in private schools receiving teacher subsidy | "For verification | | | | | | | |



V. B. Enabling Mechanism Strategies and Outputs (2023-2028)

Table 24. Enabling Mechanism Strategies & Outputs (2023-2028)

| Enabling Mechanism | Output | Concerned Office |
|---|---|------------------|
| #1. Education leaders and managers improve participative, ethical, and inclusive management processes | Competency-based hiring and promotion system improved | HRDD |
| | Higher level of SBM practice attained in schools | FTAD |
| | Technical support to LGUs provided | FTAD |
| | Reclassification (allows for teachers to be moved more than one level higher in classification without violating rules) | ASD |
| | Promotion of teaching and Non-teaching personnel | ASD |
| | Scrap-and-build (to reallocate the budget of positions no longer needed to fund the creation of new required positions. | ASD/FD |
| #2: Strategic human resource management enhanced for continuing professional development and opportunities | Responsive professional development standards improved for all personnel. | HRDD |
| | Responsive employee welfare and benefits standards improved | ASD/FD |
| | DepEd personnel are responsive to demands on quality, inclusive, and rights-based education. | HRDD |
| #3: Standards in basic education are set, disseminated and implemented to provide learners with a quality and inclusive learning environment. | Standards for a quality and inclusive learning environment disseminated and implemented across all levels of the sector. | ASD/HRDD |
| | Standards for the integration of educational (digital) technology in teaching and learning disseminated and implemented. | HRDD |
| | Standards for learning resource development are disseminated and implemented so that all schools are provided with essential equipment and resources. | CLMD |
| #4: Internal systems and processes are efficient, responsive, modern and continuously improving | Modern financial and procurement management systems in CO with satellite services are in place across all governance levels | FD/ASD |
| | Enhanced performance management and quality assurance systems are in place at the Regional office.. | QAD/ASD |
| | Disaster risk reduction and response mechanisms are in place across each governance level. | ESSD |
| 5: Key stakeholders actively collaborate to serve learners better. | Inclusive stakeholder engagement mechanism is in place. | ESSD |
| | Enhanced efficient and effective utilization of the SEF. | FD |
| 6: Public and private education systems work more collaboratively under a dynamic and responsive complementarity framework. | Developed and institutionalized public-private complementarity framework. | QAD |
| | Enhanced manual of regulations of private schools that clearly defines "reasonable supervision." | QAD |
| | Organizational and human resource support to personnel and learners in private schools | QAD/FTAD/ASD |

Gawain sa Pagkatuto Bilang 2. Piliin ang klasa na dapat gawin sa susunod na situasyon. Isulat ang isulat ang tamang sagot sa iyong kuwaderno.

1. Pagsagot sa mga gawain sa modyul.

- A. Gumawa nang takimik.
- B. Magpatulang kung kinakailangan.
- C. Ipagaya sa nanay.

2. Pakain ng hapunan.

- A. Magpasalomal sa bayaya.
- B. Kunin ang ulan sa pagtabi.
- C. Magdahalan-dahan sa pagnguya.

3. Bago matulog

- A. Kumain ang kendi.

Gawain sa Pagkatuto 1. Ang may salunang pagkakasunod-sunaman ng eksik ayon sa iyong kuwaderno.

- 1. Una
- 2. P
- 3.
- 4.
- 5.

water electrical
fire peak water electrical
lava rock

Paggamit ng mga Ekspresyon sa Paggamit ng Pag-aasa at ng Pag-

NAME OF LEARNER

SECTION

SUBJECT
TIME

TEACHER

Gawain

Region IV-A Education Development Plan 2023-2028

CHAPTER VI

Monitoring & Evaluation Strategies

In alignment with the BEDP MEA Framework and in keeping with the Results Framework The metrics (mechanisms) of the REDP M&E from 2022 to 2028, as well as the performance indicators and validation procedures for DepEd IV-A's accomplishments are outlined in this section.

Table 13 highlights the key performance indicators (KPIs) for access, including DepEd's objectives for 2025 and 2028. The indicators are expanded to include school-age children,

students enrolled in classes, out-of-school children (OSC), and out-of-school youth (OSY). The majority of KPIs may presently be verified in the Enhanced Basic Education Information System (EBEIS), except for those that relate to OSC and OSY incidents. When procedures for establishing baseline data are created and in operation, targets for OSC and OSY will be defined.



VI. A. Region M&E System

The responsibility for ensuring national policies, programs, and systems conform and reflect the communities' values, needs, and expectations is with the DepEd Ros. The SDOs provide the necessary link between DepEd's operational capabilities at the field level with the policy and system environment in the agency. Tracking the appropriateness and responsiveness of policies and programs should be undertaken regularly. This means evaluating the demand-responsiveness of existing policies and programs and assessing the intended and unintended effects of new policies and programs on current DepEd efforts and on learners' performance.

The Region M&E system must provide the RO management and technical staff with timely information and insight on the efficacy of education policies and programs and how these impact learners in the Region. The Region M&E system addresses the management requirements of the RO in policymaking and program implementation. It will serve as a venue to discuss and improve programs and provisions in existing policies between and among the different functional units in the RO. Specifically, this will facilitate the RO to:

- Establish a results-based M&E at the regional level.
- Ensure the horizontal integration of M&E activities of the different operating units in the region through identifying areas (divisions or geographical areas) where policies and programs are working and not working. The system will enable the RO to sustain benefits from areas where performance is good, and address limitations in the policies or programs in areas where these are not making an impact.
- Strengthen vertical integration to link M&E systems between region, school division and school. It must ensure assessment results and regional evaluation results are utilized by the different RO functional units and SDOs' as inputs to improving curriculum implementation and improving the design of education plans and programs.
- Evaluate the impact, effectiveness, and efficiency of education policies and programs in the region. Determine SDOs' efficiency and effectiveness in providing technical support to schools and CLCs. The M&E system will help identify and prioritize SDOs requiring policy, system, and capacity building support from the different units in the RO.
- Ensure that M&E standards and processes are implemented at the regional level by monitoring SDOs' compliance and implementation of the SDOs' M&E system. Through the Region M&E system, the RO will quality assure the SDOs' application of M&E principles, tools and techniques.
- Track and proactively respond to issues affecting all learners and school personnel's health, safety, and security. This includes ensuring related national and regional policies on health, safety, and security are enforced and customized to the unique needs of learners in the Region;
- Facilitate the exchange of information, practices, insights, lessons and issues between and among operating units and external stakeholders

CHAPTER VI Monitoring & Evaluation Strategies

□ ensure efficient management of the RDEP implementation. The M&E system will be used to assess the internal efficiency of the Regional Office, especially in the customization of policies, the conduct of research and evaluation of policies and programs and ensuring the capabilities of the SDOs on technical assistance.

□ Provide timely feedback to CO on the appropriateness and effectiveness of national education policies and DepEd programs and project

□ Link M&E results to the organizational and individual performance.

□ The regional M&E system shall ensure the effective, efficient, and inclusive implementation of all education policies & programs and the achievement of desired outcomes. The regional M&E system shall provide the regional policy makers and implementers with timely and appropriate feedback on the implementation of DepEd policies, programs, and delivery systems.



VI. B. The Regional M&E Framework

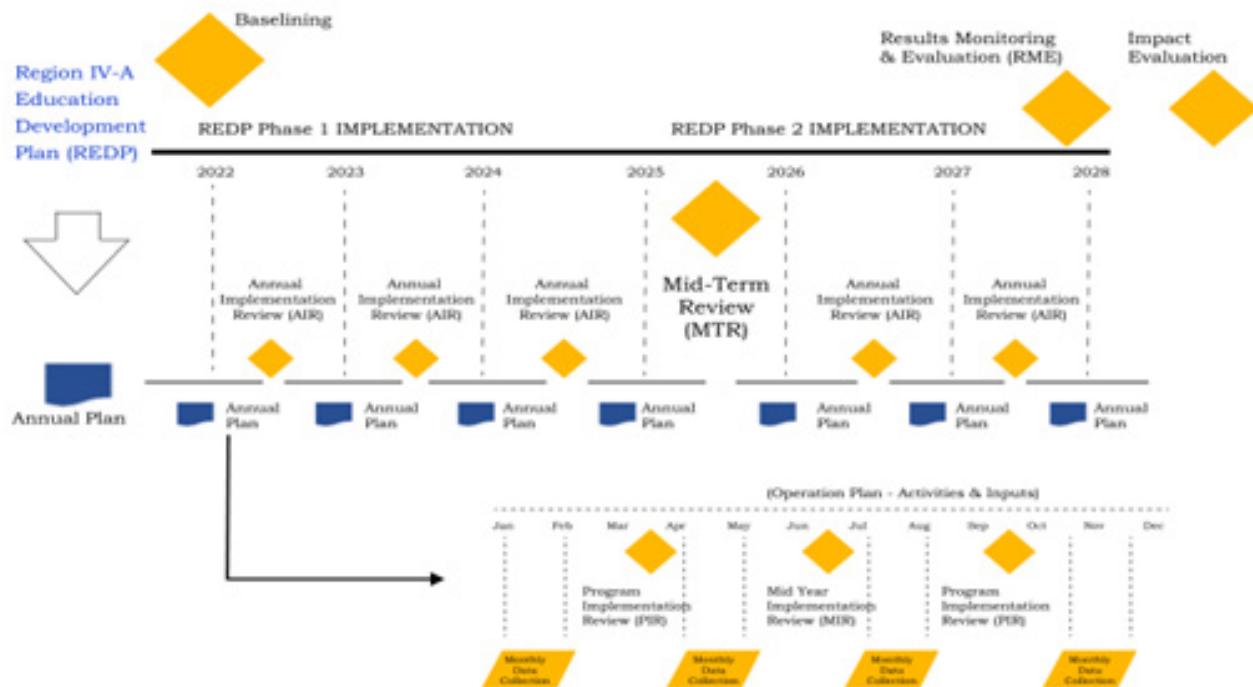


Figure 23. The Regional M&E Framework



VI.C Operationalizing REDP MEA Framework

Six separate but related strategies will be used to operationalize the REDP MEA Framework. These independent procedures are made to support the decision-making requirements of various governance levels and validate the accomplishment of various levels of results (outputs, intermediate outcomes, and outcomes) in the REDP. This will enable them to efficiently and effectively manage the REDP's implementation.

The six strategies are intentionally combined. One M&E strategy's results or outputs will be utilized as input for the other M&E strategies. The six are as follows: i) setting baselines and verification mechanisms; (ii) quarterly program implementation review, (iii) annual implementation review, (iv) mid-term review, (v) results from monitoring & evaluation; and (vi) impact evaluation.

These strategies aim to make monitoring, tracking, reviewing, and improving the REDP implementation more systematic. M&E will be crucial in putting the REDP into action. With early signals of success (or lack thereof) and manifestations that strategies and programs are providing the desired results as planned, the capacity of DepEd to quickly set up and operationalize M&E will bring immediate advantages to DepEd management and stakeholders. In this sense, critical conditions must be met early in the BEDP implementation process to establish a system-wide M&E.

DepEd's rapid mobilization to carry out MEA work and operationalize verification procedures must be given priority in this respect. Priority is given to DepEd's ability and capacity to do M&E work rather than the complete implementation of BEDP initiatives. The following REDP MEA launch procedures will be followed:

1

Setting Baselines and Verification Mechanisms

2

Conduct monitoring using formulated and mandate-appropriate M&E tools

3

Conduct of Quarterly Program Implementation Reviews

4

The Annual Implementation Review (AIR)

5

Mid-term Review

6

Impact evaluation

CHAPTER VI Monitoring & Evaluation Strategies

The regional office shall gather the baseline statistics on the percentage of students—including those in disadvantaged environments. DepEd 4a will gather the following baseline: 1. Enrolled students across all key stages 2. Estimated number of

Conduct monitoring using formulated and mandate-appropriate M&E tools to the Region, Divisions, and Schools concentrating on the various accountabilities and operational

PIR will be the reporting platform for DepEd Regional Office to enable monitoring and evaluation and to report on the efficiency of outputs and the accompanying budget use. The PIR shall be carried out quarterly. QPIR will serve as a platform for reporting the situations and conditions of the learners in the field, how the regional programs are impacting them, and the various key

The focus of Annual Implementation review is to verify the accomplishment of Intermediate Outcomes stated in the REDP. The evaluation will provide general feedback on the effectiveness of plans, outcomes, and actions as part of the yearly plan for the Functional Division Offices, Units, and Sections, as well as the Schools Division Offices. Additionally, it will show how effectively

The regional office will conduct a mid-term review in 2025. The mid-term assessment aims to ascertain if the key milestones or objectives established in 2025 have been realized or accomplished regionally and whether the targets for 2028 are still attainable. The study will identify essential adjustments in the execution of policies, the substance or scope of existing policies, and the performance of the 23 school divisions. It will also identify SDOs where policies and programs are effective.

The conduct of impact evaluation will be policy or program-specific. DepEd will undertake the evaluation of programs that have been completed or when there is a need (trend, new situation, or challenges) to review education policies. The implementation will be based on demand, especially when there is a need to check the effectiveness of DepEd policies and programs and determine the effects of new policies and programs on

OOSC and OSY, 3, five-year-old children in the community 4. Estimated number of LWDs, IP, and Muslim and GIDA students 5. Others.

demands from each governance level. Implementation of the different M&E procedures will be implemented laterally across units and vertically across DepEd.

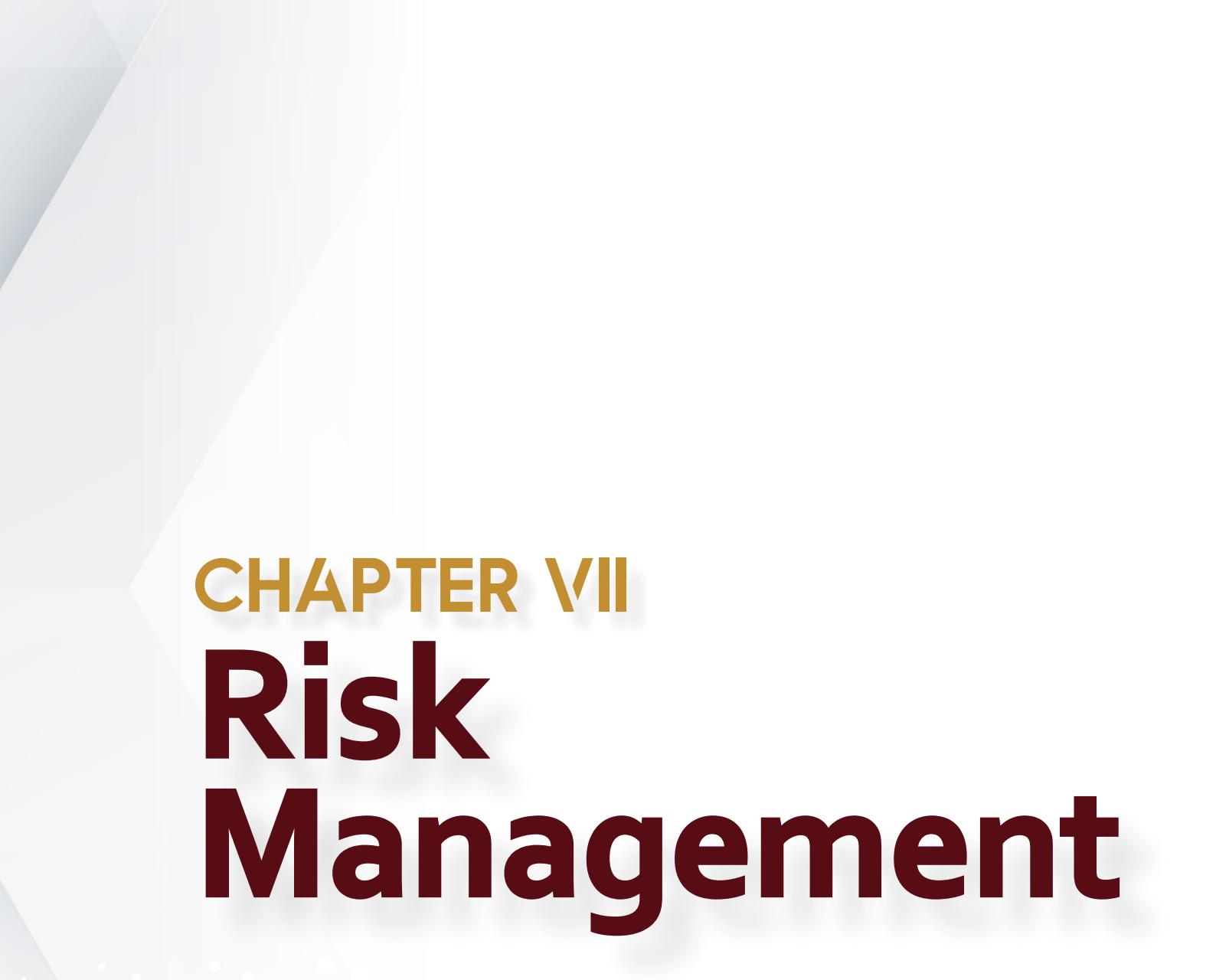
performance indicators. The QPIR will also operate as a platform for performance evaluation, “catch issues” as they happen and urge corrective action concerning bottlenecks impacting curriculum implementation and addressing barriers inhibiting learners’ and office performance.

Functional Divisions and Schools Division Offices keep to their commitments as outlined in the annual plans. Participation in the AIR is open to DepEd at all levels, development partners, and other education stakeholders.

The objectives for 2028 will be reviewed, and the REDP plans for 2026 to 2028 will be reevaluated in light of the midterm review's findings. Stakeholders from the regional DepEd will take part in the mid-term evaluation process. Outcome evaluation is the final review and will be undertaken at/or before 2028. The assessment will concentrate on two components: first is documenting learner and learning stories from Region IV-A, evaluating the REDP outcomes framework, and deciding which methods to implement for the upcoming cycle of the BEDP.

existing DepEd policies and DepEd operations. The conduct of impact evaluation will provide flexibility for DepEd to immediately address the intended and unintended effects. The assessment results will be used as inputs to improve the designs of ongoing programs, identify new programs, enhance existing policies and develop new ones. The CO and RO will initiate impact evaluation of programs as needed.

Region IV-A Education Development Plan 2023-2028



CHAPTER VII

Risk

Management

PLEASE!

DON'T FORGET TO SIGN YOUR NAME!
WAG KALINTANG LITAKADA NG PANGALAN!

THANK YOU!
Ma'am Cristie

Risk Management

Any strategic plan that is put into action contains a number of risks that come from outside forces outside DepEd's control and could have an impact on how the REDP develops. The following matrix identifies the main threats to reaching the suggested results in the Results Framework as well as the countermeasures.

Table 25: Risk Assessment

| IMPACT | High | 3 | 6 | 9 |
|--------|------|--------|------|---|
| Medium | 2 | 4 | 6 | |
| Low | 1 | 2 | 3 | |
| | Low | Medium | High | |

PROBABILITY

| Identified Risk | Risk Causes & Consequences | Severity | | | Mitigation strategies |
|--|--|--------------------------------|----------------------------|--------------|--|
| | | Probability High/Medium/Low | Impact High/ Medium/Low | Overall Rate | |
| Outbreak of another infectious respiratory disease | <u>Cause</u> A new infectious respiratory disease may impact on transmissibility, severity and/or immunity that is likely to have an impact on the epidemiological situation. <u>Consequences</u> May impede delivery of strategies in REDP and may delay delivery of outputs | Medium (2) | Medium (2) | 4 | Monitoring Alert Level Classification to be issued by IATF and LGUs Provision of specialized or customized remediation activity may be put in effect Putting in effect provisions of DepEd Order No 39, s. 2022 9 Health and safety protocols in light of Covid 19, pandemic Putting in Effect, DepEd Order no 67, Guidelines on the Implementation of Alternative Learning Programs considering the Basic Education Learning Continuity Plan |
| Financial Difficulties of Families | <u>Causes</u> Inflation, fuel, food, and financial crises <u>Consequences</u> Difficulties of families force some parents to augment household earnings by allowing their children to work rather than go to schools | Low (1) | Medium (2) | 2 | Increase number of GATSPE Scholars Intensify School-Based Feeding Program Intensify SARDO and School monitoring programs |
| Calamities, typhoons and floods | <u>Consequences</u> There will be increasing number of SARDOs as more learners maybe displaced by natural calamities. Learning facilities and materials maybe destroyed | High (3) | Medium (2) | 6 | Develop and implement a disaster risk resilience strategy; Invest in proper construction, reconstruction and retrofitting of buildings, as laid out in Pillar 4 Implementation of Regional Office Public Service Continuity Plan |

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| Identified Risk | Risk Causes & Consequences | Severity | | | Mitigation strategies |
|---|---|--------------------------------|----------------------------|--------------|--|
| | | Probability High/Medium/Low | Impact High/ Medium/Low | Overall Rate | |
| Inflation | <p>Causes The relentless shocks brought by fuel, food, and financial crises will create financial difficulties of families</p> <p>Consequence May exacerbate forcing children not to go back to school</p> | Low (1) | Medium (2) | 2 | <p>Re-prioritize activities and budget according to available funds.</p> <p>Conduct training of parents on Financial Education</p> <p>Implement activities and programs aligned in Equity pillar</p> <p>Strengthen coordination between DepEd and other agencies for interventions related to equity, resilience and learners' rights</p> |
| Learning poverty | <p>Consequences Continuous decline of numeracy and literacy</p> | Low (1) | High (3) | 3 | <p>Intensive foundational instruction delivered across K to Grade 3 to ensure that basic reading 136 and numeracy skills are in place as a basis for future learning</p> <p>Develop new strategies for intensive foundational instruction delivered across K to Grade 3 to ensure that basic reading 136 and numeracy skills are in place as a basis for future learning</p> |
| Lack of education facilities | <p>Causes Increasing number of learners due to migration and rapid population growth</p> <p>Consequences Unideal classroom-learner ratio resulting to employment of shifting sessions affecting the contact time</p> | High (3) | Medium (2) | 6 | <p>Seek stronger LGU and private support for the provision of learning facilities</p> <p>Design and build calamity-proof classrooms</p> <p>Adopt/Institutionalize Blended Learning Modality</p> |
| Lack of teachers/ high teacher-learner ratio | <p>Causes Increasing number of learners due to migration and rapid population growth</p> <p>Consequences Unideal teacher-learner ratio resulting to employment of shifting sessions affecting the contact time</p> | High (3) | Medium (2) | 6 | <p>Strengthen partnership with LGU to augment nationally-funded teachers with LGU-funded teachers</p> <p>Adopt/Institutionalize Blended Learning Modality</p> |
| Lack of skilled teachers | <p>Causes Lack of teachers training to quickly impact learning outcomes.</p> <p>Consequence May affect the attainment of desired learning outcomes</p> | Low (1) | High (3) | 3 | <p>Develop and implement a sector capacity development plan and strengthen CPDs</p> <p>Continuous upskilling and reskilling of teachers to adopt to emerging trends and needs of learners</p> |
| Presence of Armed Conflict affecting school operations/ teaching and learning | <p>Causes Armed conflict between government and anti-government groups near or within the vicinity of schools</p> <p>Consequences May impede the school operations/ teaching and learning process and displace learners leading to dropping out</p> | Low (1) | High (3) | 3 | <p>Constant coordination with concerned government agencies to prevent armed conflict within school vicinity.</p> <p>Coordinate with concerned government agencies on awareness and information dissemination</p> |

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