



Republic of the Philippines
Department of Education
 REGION VIII - EASTERN VISAYAS

May 30, 2022

REGIONAL MEMORANDUM

No. **520**, s. 2022

**ACTIVITIES RELATIVE TO THE CRAFTING OF 2023-2028
 DIVISION EDUCATION DEVELOPMENT PLAN (DEDP)**

To: Schools Division Superintendents
 Assistant Schools Division Superintendents
 Members of the Division Planning Team
 All Others Concerned

1. To guide the Division Planning Teams in organizing the actions that need to be done and to hold all concerned division personnel accountable, this Office, through the Policy, Planning, and Research Division (PPRD), enjoins the Schools Division Offices (SDOs) to take responsibility on the following activities relative to the crafting of 2023-2028 Division Education Development Plan (DEDP):

Timeline/Quarter	Suggested Activities
Quarter 2	Terminal Review of 2017-2022 DEDP <i>The objectives of the terminal review are to present the accomplishments on the Key Performance Indicators (KPIs) and evaluate the accomplishments and non-accomplishments of Programs, Activities, and Projects (PAPs).</i>
Quarter 3	Crafting of the 2023-2028 DEDP <i>The workshop on the crafting of DEDP shall include situational analysis, forecasting, target setting, and consultations with concerned internal and external stakeholders.</i>
Quarter 4	Finalization, launching, and submission of 2023-2028 DEDP

2. Enclosed is the DEDP outline, for reference. For more information and/or clarification, PPRD may be reached at the email address: pprd.region8@deped.gov.ph.



3. Immediate dissemination of and compliance with this Memorandum are desired.


EVELYN R. FETALVERO, CESO IV
Regional Director 

Enclosure: As stated

Reference: None

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

BASIC EDUCATION

DEDP

PPRD-TCPJ



Enclosure to RM No. 520, s. 2022

DIVISION EDUCATION DEVELOPMENT PLAN (DEDP) OUTLINE

No.	Parts	Description
I	Executive Summary	Brief introduction and summary of the strategic plan. It should describe the plan, the problem that it solves, the strategies to employ, and the performance targets.
II	Rationale/Background	<p>This describes the context of the region/division. Its current situation, performance gaps, and the key and emerging priority issues/challenges confronting basic education at each level of governance. Discussion may focus on the situation of learners, out-of-school children and youth, schools, and learning centers.</p> <p>Further, identify the key and major challenges in terms of the following:</p> <ul style="list-style-type: none"> a) access and equity; b) quality of basic education provision (student learning outcomes, key challenges in quality of teacher and learning); c) resiliency and well-being; and d) governance (system management and education budget and financing)
III	Strategic Directions	<p>Strategic Direction charts the path of the organization towards achieving the vision. It sets the long-term or medium-term strategic direction of the organization towards achieving the goal, outcomes, intermediate outcomes, and targets.</p> <ul style="list-style-type: none"> A. The goal represents the contribution of the Department to achieving societal aspirations in terms of improving the state of basic education in the country and global community. It is aligned with the goals of the national government. B. The outcome is the statement of the expected change as a consequence of interventions. These can be changes in learners' performance, systems, policies, or institutions. Specifically, a statement of the quality and characteristics of the learner that the organization wants to produce after completing basic education. C. Intermediate Outcomes (IOs) are critical results that must occur in order to reach the higher-level outcome. It describes what the organization endeavors the learners to have in terms of access, equity, quality/achievement, and resiliency. D. Strategies and Outputs are actionable objectives designed to achieve the IOs. Each IO may have several interconnected strategies supported by various outputs which may come in

		a form of policies, standards, programs, projects, and activities.
IV	Performance Targets	These should contain desired annual outcomes performance focusing on learners' performance highlighting the end of plan targets. Should include targets on Access, Equity, Quality, Resiliency, and Well-being.
V	Organizational Capacity and Implementation Arrangements	These must include current material, financial and human resources, and organizational capacity. It will also outline how the units will execute their strategies. This answers the question "Who will do what?" This shall include enabling mechanism, implementation arrangement, financial framework or requirements, and M&E of DEDP.
VI	Analysis and Management of Risk	These must include the registry of identified Risks, its description and the strategic solutions to mitigate the impact of each identified risk.
VII	Indicative Timelines	These must show the strategies in order of priority over the next six years. This need not be detailed but must show an indicative sequencing and prioritization.
VIII	Appendices	The Data Capture Form summary and the Pareto Analysis must be attached as annexes, together with other documents cited in the plan. Other pre-work outputs should be placed in a docket as additional references.