



Republic of the Philippines  
Department of Education  
REGION V – BICOL  
SCHOOLS DIVISION OFFICE OF CATANDUANES

SCHOOLS DIVISION OFFICE OF CATANDUANES  
RECORDS SECTION

RELEASED

SEP 27 2022

Handwritten signature and initials

September 27, 2022

**DIVISION MEMORANDUM**

No. 47, s. 2022

**WRITESHOP FOR THE CRAFTING OF THE DIVISION EDUCATION  
DEVELOPMENT PLAN (DEDP) 2023-2028**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors  
Public Schools District Supervisors/In-Charge of the District  
Public Elementary and Secondary School Heads  
All Others Concerned

1. As an offshoot of the Strategic Planning for the Division Education Development Plan 2023-2028, the School Governance and Operations Division through the Planning and Research Section will spearhead the **Live-In Writeshop for the Crafting of the Division Education Plan (DEDP) 2023-2028** on **October 13-15, 2022** at a venue to be announced on a separate issuance.
2. This activity aims to finalize the draft of the Division Education Development Plan 2023-2028 which will set the strategic direction of SDO Catanduanes for the next 6 years.
3. Attached is the list of the participants, the matrix of activities, and the expected deliverables. Participants are requested to bring laptops, flash drives, and other gadgets that may be used during the writeshop.
4. Expenses for meals, venue, and lodging shall be charged from the Division HRTD Fund while traveling expenses of the participants shall be charged to the local funds subject to the usual accounting and auditing rules and regulations.
5. Participants are entitled to a one-day Service Credit/Compensatory Overtime Credit for the service rendered on October 15, Saturday.
6. Immediate and wide dissemination of this Memorandum is desired.

  
**SUSAN S. COLLANO, CESO V**  
Schools Division Superintendent



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Enclosure 1 to DM ~~47~~, s. 2022

**List of Participants**

<b>No.</b>	<b>Name</b>	<b>Designation</b>	<b>Office</b>
1	Aroline T. Borja	Education Prog. Supervisor	SGOD
2	Anjo G. Tugay	Senior Educ. Prog. Specialist	SGOD
3	Rey C. Bonayon	Planning Officer III	SGOD
4	John Dewey B. Chavez	Master Teacher II	SAVS
5	Ruel C. Fernandez	Master Teacher I	CNHS
6	Ricky V. Tid	Master Teacher I	Tinago ES
7	German A. Tejada	Teacher III	Dororian NHS
8	Rodolfo B. Tomagan	Teacher I	Tubli NHS
9	Gener E. Alberto	Teacher I	PSAT
10	Marian Claire V. Tulod	Teacher III	Viga RDHS
11	Paul John C. Padilla	Teacher III	VPES
12	Christine Mae P. Brillantes	Teacher III	Antipolo NHS
13	Shaina Mae M. Benavidez	Teacher III	Viga RDHS
14	Dave S. Tolentino	Master Teacher I	CNHS
15	Jefferson S. Arcilla	Teacher III	Bote IS
16	Cresalyn C. Tugay	Master Teacher I	CNHS
17	Hazel Grace T. Vargas	Teacher III	CNHS
18	Joshua Lloyd P. Orgaya	Teacher II	Dororian NHS



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Enclosure 2 to DM ~~467~~, s. 2022

**Matrix of Activity**

Date	Time	Topic/Activity	Team Responsible
October 13, 2022	8:00-9:00	Preliminaries and Expectations Setting	Lead Aroline T. Borja Anjo G. Tugay Rey C. Bonayon
	9:00-12:00	Writeshop	
	12:00-1:00	Health Break	
	1:00-5:00	Writeshop	
	5:00-6:00	Wrap-Up	Layout Artists/ <i>Writers</i>
	6:00-7:00	Health Break	Dave S. Tolentino
	7:00-onward	Writeshop (Optional)/ Free Time	Jefferson S. Arcilla
October 14, 2022	8:00-9:00	Preliminaries and Expectations Setting	Writers John Dewey B. Chavez Ruel C. Fernandez Ricky V. Tid German A. Tejada Rodolfo B. Tomagan Gener E. Alberto Marian Claire V. Tulod Paul John C. Padilla
	9:00-12:00	Writeshop	
	12:00-1:00	Health Break	
	1:00-5:00	Writeshop	
	5:00-6:00	Wrap-Up	
	6:00-7:00	Health Break	
	7:00-onward	Writeshop (Optional)/ Free Time	Christine Mae P. Brillantes Shaina Mae M. Benavidez Cresalyn C. Tugay Hazel Grace T. Vargas Joshua Lloyd P. Orgaya
October 15, 2022	8:00-9:00	Preliminaries and Expectations Setting	
	9:00-12:00	Presentation of draft	
	12:00-1:00	Health Break	
	1:00-5:00	Editing, Revising, Printing	



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Enclosure 3 to DM ~~47~~, s. 2022

**DATA AND ANALYSIS NEEDED**

**Pillar 1: Access to Quality Basic Education for All**

\*All school-age children, out-of-school youth, and adults have access to relevant basic learning opportunities

Data to Collect

\*Disaggregate Data (District, Gender)

- ✓ Enrollment – Elementary and Secondary, Per Key Stage (series)
- ✓ NER & GER – Elementary and Secondary (series)
- ✓ CSR & CR – Elementary and Secondary (series)
- ✓ Intake & Intake Rate – Kindergarten
- ✓ School Leavers & School Leaver Rate – Per Key Stage
- ✓ Dropouts & Dropout Rate – Per Key Stage, Grade Level
- ✓ Repeaters & Repetition Rate – Per Key Stage, Grade Level
- ✓ Transition Rate – G6 to G7, G10 to G11
- ✓ Enrollment – ALS – OSC, OSY, OSA

Stories (Barriers)

- ✓ Low Intake & Intake Rate – Kindergarten
- ✓ High School Leavers & School Leaver Rate – Per Key Stage
- ✓ High Dropouts & Dropout Rate – Per Key Stage, Grade Level
- ✓ High Repeaters & Repetition Rate – Per Key Stage, Grade Level
- ✓ Low Transition rate – G6 to G7, G10 to G11
- ✓ Low Enrollment – ALS – OSC, OSY, OSA

Inventory of Programs (Strengths and Weaknesses)

- ✓ Intake & Intake Rate – Programs for Kindergarten and related initiatives
- ✓ School Leavers & School Leaver Rate – Programs and related initiatives
- ✓ Dropouts & Dropout Rate – Programs and related initiatives
- ✓ Repeaters & Repetition Rate – Programs and related initiatives
- ✓ Transition Rate – Programs and related initiatives
- ✓ Enrollment – Programs and related initiatives

**Pillar 2: Equity for Children, Youth, and Adults in Situations of Disadvantage**

\*School-age children, youth, and adults in situations of disadvantage benefited from appropriate equity initiatives

Data to Collect (learners with a disability, Muslims, and learners from disadvantaged communities and hard-to-reach areas)

\*Disaggregate Data (District, Gender)



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- ✓ Enrollment
- ✓ Retention
- ✓ Dropouts
- ✓ Completers
- ✓ Mastery (Competencies)

Stories

- ✓ Low or decreasing enrollment
- ✓ Low retention
- ✓ High dropouts
- ✓ Low completers
- ✓ Low mastery

Inventory of Programs (Strengths and Weaknesses)

- ✓ Special Programs and related initiatives

**Pillar 3: Quality of Education Provisions and Learning Outcomes**

\*Learners complete K-12 Basic Education having attained all learning standards that equip them with the necessary skills and attributes and are confident to pursue their chosen paths

Data to Collect (per key stage)

(Disaggregate data on achievement test results by district and gender)

- ✓ Reading and numeracy
- ✓ Competencies per learning area

Stories (Barriers and Bottlenecks)

- ✓ Issues affecting learners' performance
- ✓ Issues affecting teachers' performance (delivery of the curriculum)
- ✓ Limitations of schools

Inventory of Programs (Strengths and Weaknesses)

- ✓ Special Programs and related initiatives

**Pillar 4: Learners' Resiliency and Well-Being**

\*Learners are resilient and aware of their rights to education where they are respected, protected, fulfilled, and promoted

Data to Collect

- ✓ Number of schools affected by calamities
- ✓ Damages to school property
- ✓ Number of learners affected
- ✓ Number of deaths and injuries
- ✓ Health and nutritional status of learners

(Disaggregate data by district, gender, and geographical area)

- ✓ Schools affected by calamities
- ✓ Number of learners affected



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<ul style="list-style-type: none"> <li>✓ Schools in hazardous areas</li> <li>✓ Health and nutrition status</li> </ul> <p>Stories</p> <ul style="list-style-type: none"> <li>✓ Effect to learners' access to schooling</li> <li>✓ Effect to learners' performance</li> <li>✓ Effect to schools' ability to delivery curriculum and other services</li> <li>✓ Initiatives undertaken by the RO and SDO</li> <li>✓ Support received from LGUs and other sources</li> </ul> <p>Inventory of Programs (Strengths and Weaknesses)</p> <ul style="list-style-type: none"> <li>✓ Programs on disaster risk mitigation</li> <li>✓ Programs on health and nutrition</li> <li>✓ Programs on learner empowerment (awareness of rights)</li> <li>✓ Other</li> </ul>
<p><b>Enabling Mechanism: Governance</b>          *Efficient, agile, and resilient governance and management processes</p> <p>Data to Collect</p> <ul style="list-style-type: none"> <li>✓ System management issues</li> <li>✓ Schools and SBM</li> <li>✓ Professional Development</li> <li>✓ Learning Environment</li> <li>✓ Internal Systems</li> <li>✓ Stakeholders Participation</li> <li>✓ Collaboration with Private Schools</li> <li>✓ Others</li> </ul>

**DEDP Outline**

Parts	Description
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.
Rationale/ Background	This describes the context of the division, its current situation, performance gaps, and the key and emerging priority issues/challenges confronting basic education at each level of governance. Discussion may focus on the situation of learners, out-of-school children and youth, schools, and learning centers. Further, identify the key and major challenges in terms of the following:



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	<ul style="list-style-type: none"><li>a) Access and Equity</li><li>b) Quality of basic education provision (student learning outcomes, key challenges in quality of teacher and learning)</li><li>c) Resiliency and well-being; and</li><li>d) Governance (system management and education budget and financing)</li></ul>
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"><li>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.</li><li>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.</li><li>C. Intermediate Outcomes (IOs) are critical results that must occur in order to reach a higher-level outcome. It describes what the organization endeavors the learners to have in terms of access, equity, quality/achievement, and resiliency.</li><li>D. Strategies and Outputs are actionable objectives designed to achieve the IOs. Each IO may have several interconnected strategies with various outputs which may come in a form of policies, standards, programs, projects, and activities.</li></ul>
Performance Targets	These should contain desired annual outcomes performance focusing on learners' performance and highlighting the end plan targets. Should include targets on Access, Equity, Quality, Resiliency, and Well-being.
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 that?" This shall include enabling





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	mechanism, implementation arrangement, financial framework or requirements, and M&E of DEDP.
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.
Indicative Timelines	These must show the strategies in order of priority over the next six years. This need not be detailed but must show indicative sequencing and prioritization.
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.



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